MISSION

To ensure Tanzanian children and youth have access to a quality education.

STRATEGY

To achieve this, Project Zawadi learns from and collaborates with Tanzanian communities, schools and teachers to design and deliver effective initiatives that are sustainable, replicable and culturally relevant.

GUIDING PRINCIPLES

- Access to a quality education is a human right.
- A quality education addresses the needs of the whole child—physical, emotional, social and intellectual.
- Change takes time and requires a long-term commitment.
- Vulnerable children need the cultural and familial stability provided by their communities and schools.
- Designing effective community-owned programs requires attention to how gender, class, race, and historical legacies impact our work as well as respect for local knowledge, expertise, and culture.
- Reasoned, fact-based discussion and debate is the best way to resolve conflicts between key stakeholders. Project Zawadi will actively facilitate discussions, but avoid imposing its ideas unless there is a clear conflict with our core values.
- Partnering effectively with schools, local communities, government at all levels, and non-governmental organizations with expertise that complements those of Project Zawadi will likely lead to better and more sustainable outcomes.
In addition to support from the US Board, Project Zawadi must build a great organization in Tanzania. PZ must hire outstanding Tanzanian servant leaders, compensate them fairly, provide required resources, and create a culture of service, transparency, and performance.

Strong financial controls, transparency and frugality are essential to maximize the impact of our financial resources.

**KEY CONTEXT**

The following are key contextual elements that inform PZ’s mission, approach and strategy at this point in time:

- Despite best intentions, public schools in Tanzania are generally underfunded, understaffed and not using modern management practices. As a result, the public education system is struggling to deliver on its mission.
- Tanzanian schools often lack the infrastructure (e.g., classrooms, teacher housing, latrines), water for drinking and hygiene, strong classroom instruction, school leadership, and community support required to build and sustain an effective learning environment for the children they serve.
- Some children are not in school due to disabilities, pregnancy, and the necessity of children’s labor to help their families grow food and provide water. Employment opportunities are limited in rural Tanzania; therefore, the best short-term opportunities for some youth are in agriculture and small business rather than in the classroom.
- Schools and the financial and governance systems required to improve and sustain them are multi-component and complex. Past efforts to improve public education have focused on very few (even one) components at a time and have not taken a holistic, systemic approach.
- There is arguably no more important element of the education system than the quality of its teachers. There is little formal training and
virtually no professional development of primary school teachers in Tanzania.

- Because Tanzania is a low-income country, it is difficult for the government to provide sufficient support for the most vulnerable students.
- Governments at all levels (Local, District, Regional and National departments and ministries) have various levels of responsibility for setting policy, providing staffing and overseeing the operations of public schools. Successful efforts to sustainably transform public education will require strong involvement and support of government at all levels.
- The funds required to support the desired pace of progress have not yet caught up with Project Zawadi’s ambition and pace of work. Project Zawadi is still reliant on a number of super volunteers to meet current goals.

LONG-RANGE STRATEGIC APPROACH

Our strategic approach relies upon actively listening to and engaging with the communities with whom we work, including the provision of technical expertise and financial support, and facilitating work with relevant partners wherever possible. We will continue to develop, implement, and refine our programs in partnership with communities around Nyamuswa with a vision toward the programs becoming models that can be implemented across the Bunda Rural District, the Mara Region and broader Tanzania. The formulation and revision of annual operating plans that guide our activities will involve input and feedback from PZ staff in Tanzania.

With rare exception, we will focus our efforts and refine our programs in a small set of primary schools before expanding geographically and/or into secondary schools.

FY2022 - FY2026 OVERARCHING STRATEGIC GOALS

These “Pan-Project Zawadi” goals cut across our program areas. All of the program strategies that follow will be centered in the Nyamuswa area and
will be informed by and developed and implemented in partnership with local communities. Project Zawadi will:

- Refine and demonstrate effectiveness of Tenda and Model School programs in primary schools before undertaking any significant expansion.
- Continue to improve effectiveness of its Sponsorship program, but not expand significantly the number of children it supports.
- Increase focus and efforts to evaluate program effectiveness with use of internal and external evaluators.
- Assist communities and appropriate government agencies with development and implementation of systems required for them to sustain improvement in their schools.
- Continue to build a coalition of partners with critical complementary capabilities (e.g., water, agriculture, leadership development, safety).
- Continue to cultivate strong relationships with local, regional and national government with particular focus on 1) local and district government across a wide range of departments and 2) the Tanzania Ministry of Education and TAMISEMI.
- Ensure that Project Zawadi has invested the required resources to build the organizational capability (people, process, technologies, etc.) to deliver the mission. The organization will take a fiscally and operationally responsible approach to developing existing programs and assigning human and financial resources to new programs and activities.
- Utilize the Tanzania Board of Directors as an advisory board to guide our programs, and work to bring the expertise of local Tanzanians onto the Board of Directors.
- Raise sufficient financial support from donors and foundations to support above goals.

FY2022 - FY2026 PROGRAM GOALS AND ACTION STEPS

Model Schools:
Build a coalition of partners to implement and refine a holistic approach to school improvement at four primary schools in the Nyamuswa area:

1. Continue to refine and implement 5-year plans at Busore, Sarawe, Kurusanga and Kambarage primary schools.

2. Drive infrastructure improvements:
   a. Building: Classrooms, offices, teacher housing, kitchens, and latrines.
   b. Water: Combination of deep wells, shallow wells, catchment, storage and transport.

3. Develop a Model Farm program that:
   a. Raises enough food to provide one meal each day for every student during the school year
   b. Provides students with practical, non-classroom educational experiences covering Conservation Agriculture land use and agricultural practices (e.g., crop selection and rotation, seed varieties, soil preparation and management, cover crops, water management, integration of trees and animals).
   c. By demonstrating the benefits of Conservation Agriculture to the communities surrounding the Model Farms, promotes widespread adoption of Conservation Agriculture practices in order to increase local food security and economic prosperity.

4. Leveraging partners and collaborating with other PZ programs wherever appropriate, develop and implement a number of initiatives designed to improve the competence of our schools and the long-term success of our students:
   a. Leadership development: Head Teachers, School Committees/Task Forces, local government.
   b. Physical safety: corporal punishment, gender safety, road safety, health services.
   c. Language transition from primary (Swahili) to secondary (English) for students in Model Schools and Sponsorship.
   d. Hands-on learning in school clubs, which will offer students an opportunity to cooperate with one another, take an active role in
their learning, build confidence, gain leadership skills, and apply
the knowledge and life skills they have acquired to their daily lives.
e. Working with PZ Sponsorship Program, provide to Model School
students:
   i. Counseling services to the most vulnerable students.
   ii. Sponsorship to needy students.
   iii. Access to apprenticeships for particularly interested and
deserving students.
   iv. Life skills training to all students.
5. Work with local stakeholders and relevant government entities to
develop and implement approaches and plans (e.g., people, processes,
tools, governance, financing) required to sustain improvements.

**Tenda Teachers**

Continue to design, implement and revise the Tenda Teachers program to
develop a critical mass of effective teachers, committed administrators
and school programs that can support quality primary school education in
the Nyamuswa area.

1. Strengthening program effectiveness is the top priority and takes
precedence over expansion.
2. Use evaluation and monitoring to address challenges, make revisions
to the program, and demonstrate effectiveness to government and
donors.
3. In 2021, expand to 14 nearby schools in 2 wards in the Bunda Rural
District. When considering additional expansion, take into account
our financial resources, school locations and interest of the school
administration.
4. Working with Model Schools, decide how to address institutional
and cultural challenges (weak accountability systems, lost student
learning time, excessive corporal punishment, unprofessional
behavior) to improving teacher quality with in-service professional
development.
5. Cultivate relationships such that the Tanzanian government approves the curriculum for nationwide use and/or a Tanzanian university accredits the curriculum.
6. Work effectively with local district officials, ward education coordinators, head teachers and teachers.

**Sponsorship:**

1. Continue to strengthen the sponsorship program:
   a. Continue to support the same total number of sponsored students. Support students at the same partner schools.
   b. Select students for sponsorship based on needs, then on merit, depending on the number of spots available. This will allow PZ to include both academic-focused students and students wanting to pursue apprenticeships.
   c. Create a process for removing students from the program that takes into account students’ responsibility to apply themselves AND some students’ valid reasons for not performing.
   d. Work to shift the communities’ mindset from “sponsorship” to “partnership and self-reliance.”
   e. In collaboration with Model Schools:
      i. Maintain the same “regular” sponsorships at the Model Schools. Preferentially sponsor “Merit Students” at Model Schools, including Standard 7 graduates that perform extraordinarily well on the final exams, yet would otherwise be unable to attend secondary school.
      ii. Continue to provide counseling to all sponsored students. Train “gender desk teachers” or social workers at Model Schools and at all schools where we sponsor students, and equip them with tools required to support any students at their school in need of counseling. PZ counselors will handle referrals from gender desk teachers of extreme cases, regardless of whether those students are sponsored or at a Model School.
iii. Expand life skills programs to PZ sponsored schools (both primary and secondary), with extra focus on Models Schools.
   1. Partner with schools and other organizations operating in the Nyamuswa area that already have life skills programs.
   2. Determine whether we need a curriculum to ensure success.
   3. Figure out how to measure impact.

2. Strengthen the apprenticeship program:
   a. Teach (in coordination with our partners) the apprenticeship students entrepreneurship, business skills, and money management.
   b. Partner with other organizations to provide certificates to some students upon completion of their apprenticeship.
   c. Lay the groundwork for the apprentices to procure the capital to purchase materials to start their own businesses without relying on PZ sponsorship:
      i. Encourage graduating students to participate in “VICOBA”, which means they will be lending and borrowing with each other. Alternatively, we could consider starting a microfinance program specifically for graduates of the Apprenticeship Program.
      ii. Encourage students to work with/for the trainers and get paid.
   d. Provide career counseling geared towards sparking entrepreneurship interests in sponsored students early on, including hands-on lessons in how to grow food or make products and sell them.
   e. With Model Schools:
      i. Collaborate with Model Schools Clubs to provide entrepreneurship training to students generally (and
agriculture and water clubs specifically) at the Model Schools.

ii. Work with Model schools to establish apprenticeships (e.g., Model Farms, water) for sponsored students.

iii. Use apprentices for Model Schools infrastructure projects.

---

**FY2022 - FY2026 OPERATIONAL GOALS AND ACTION STEPS**

1. With particular focus on people (selection and development), process (human resources and finance), and local governance [Tanzanian (Advisory) Board of Directors] continue to improve operational effectiveness of the organization to support continuous improvement and growth.
   a. Recruit and retain staff in Tanzania with specific, high-level skills in community-based, participatory program design and management, education, teacher training and counseling.
   b. Develop an internship program to be largely utilized by graduated sponsored students and offer full-time positions to those former students with the greatest fit.
   c. Make a distinct effort to hire from the local community whenever possible.
   d. Develop an organization-wide, comprehensive operating model consistent with our mission, vision, and values. (Many fast-growing organizations leverage a program called "EOS: The Entrepreneurial Operating System," which was made popular in the book *Traction*. The EOS is used by both startups and social entrepreneurs to bring focus, consistency, and discipline to their operations as they “scale,” or replicate programs.) With the assistance of a consultant, the Executive Director will lead a committee to determine the best way to implement this for the organization.
e. Provide opportunities for the staff, board and committee members to learn about community-based work, examine their own biases, develop listening skills, and improve their strategies for working in partnership with the community.

f. Refine and implement financial policies and procedures, particularly in the Tanzanian office.

2. Raise sufficient financial support to support above goals:

   a. Prioritize cultivating support from individual donors.
   b. Implement additional fundraising strategies:
      i. Create a culture of philanthropy within the organization.
      ii. Grow a volunteer base to help with fundraising efforts.
      iii. Develop and promote planned and legacy giving programs.
      iv. Identify and seek funding from foundations, family trusts, corporations, fraternal organizations, community groups, and faith-based organizations.
      v. Create and promote a wish-list (including in-kind needs).
      vi. Strengthen our marketing and communications plan.