



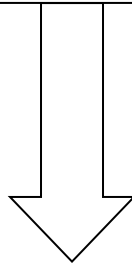
## VUTAMDOGO PROGRAM

### Overview:

The **VUTAMDOGO** (Pull the Little one) program is a program which is designed to enhance Literacy and Numeracy skills among children in class 1 and 2 in 5 Communities, the program puts responsibilities to Youths who had a privilege of accessing formal education to help younger children in their community to read, write and do mathematics in after school programs.

Quote from Mwalimu Julius Kambarage Nyerere (First President of Tanzania)

**"those who receive this privilege have the duty to repay the sacrifice which others have made; they are like the man who has been given all the food available in a starving village in order that he might have strength to bring supplies from a distant place. If he takes this food and does not bring help to his brothers, then he is the traitor..."**



**Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.**

(Plato the Greek Philosopher).

## **Description of Program:**

Target population: 4,000 Children attending class 1 and 11 in 5 targeted communities

**Main Objective:** Increased engagement of Community Based Organizations in schooling of children in Tanzania by 2015.

**Specific Objective:** Improved Literacy and numeracy among children attending Early Primary Classes through community engagement in 5 communities of Illemela district, in Tanzania by 2015.

The **VUTAMDOGO** program is going to be Youth-led; however Parents, Teachers/ Para Teachers, Community Leaders and the community at large will have a role to play in making the program work successfully. The program wants to take learning to the home and community.

The program will target many areas of language development including building letter knowledge, phonological awareness, language and motivation to read, development of vocabulary, and receptive and expressive language development in promoting Literacy. In numeracy promotion, the program is going to use cooperative games and storybook-based activities to promote mathematical understanding and social development. Games that reinforce basic skills, mental mathematics, problem solving, pattern sensing, concentration and critical thinking will be promoted. Play is the avenue for learning for young children, and makes a major contribution to the cognitive, physical, social, and emotional, development of children.

The development of skills and competencies will be promoted largely through play, supported by a variety of materials and a wide range of experiences, the children under the guidance of Youth/ Teachers/ Para teachers will be given skills in learning through play. Traditional and informal plays will be used during the after school programs, Youths however will plan ahead, and provide necessary and diverse materials for learning which are locally available. Parents will support young children in terms of materials, homework monitoring and storytelling. The program will be designed specifically for out of school settings, where the learners will be able to interact in community environment where they will use the richness of the community reflecting on traditional learning through play in both Numeracy and Literacy skills making ' a class with a difference'. Apart from learning through play, Teachers/ Para teachers will support children identified in school for intervention sessions (this children will be those referred from schools by participating class 1 and 2 teachers)

The Community Leaders and Youth Leaders will participate in identifying sites (**VUTAMDOGO** Parks) in each of the Mtaa (Street) where children will be meeting during after school sessions. Children will be introduced to scouting activities sessions to reinforce discipline, confidence, resilience, self esteem, safety, abuse and peer relationship fostering. The scouting activities will

be facilitated to Youth Leaders who in turn will introduce the same to children at least once a week, the reasons for this is help children be ready to follow instructions all the time, thus making them ready for learning out of the classroom setting. Mobile Mini libraries will be introduced in every participating community where reading days will be allocated per after school site (**VUTAMDOGO** Parks). The **VUTAMDOGO** parks will hold Parents days 2 times per year where Parents and children will participate in learning activities which include developing learning materials/ aids to support their parks. During Parents days children will show case their ability to write, read and mathematics. There will be reading, and writing competitions which will be held at Ward level thus making all children to participate and winning prizes will be given as incentives for all good performers, this is to promote literacy skills. Follow-up at school level will be conducted by youth, teachers and parents; however TAHEA will assess and collect data on children to see the program success. The program implementation will be documented for wider sharing and scaling/ replication.

### Program Activities:

No.	PLANNED ACTIVITIES	STRATEGIES
<b>1. After school sessions:</b>		
	<b>Planned Activities</b>	<b>Strategies to be used</b>
<b>1.1</b>	Orient children on after school sessions program activities.	TAHEA and Youth Leaders will take lead in mobilizing children in the participating schools on the importance and benefits of after school programs in improving literacy and numeracy skills among children in class 1 and 11. A brief explanation will be given on the program overview.
<b>1.2</b>	Develop Timetable for after school activities.	A time table for after school activities will be developed to include play based activities, reading, writing and mathematics skills enhancement, mini library services, scouting activities which will strengthen their school readiness and discipline in after school sessions
<b>1.3</b>	Enroll children in class 1 and 11 from 5 schools/ communities in after school sessions.	Youth leaders will link with the participating schools/ communities in enrolling children in class 1 and 11 in after school programs
<b>1.4</b>	Allocate children in the VUTA MDOGO parks in their MTAA for easy access.	Children will be allocated to VUTAMDOGO parks which are within their home environment/ easy to access and get registration numbers at the parks. The Vutamdogo parks will be given names which children and the Youth leaders will agree

		on to show their identity.
<b>1.5</b>	Develop learning activities that enhance literacy and numeracy skills among children in class 1 and 11.	TAHEA, Teachers/ Para teachers will develop learning activities which are play based, high child participation, self initiated and literacy and numeracy linked (Training package)
<b>1.6</b>	Develop Quarterly Activity plans for children to be conducted at VUTAMDOGO parks.	TAHEA and Youth leaders will develop a Quarterly Activity Plan to be implemented in VUTAMDOGO after school sessions. The plan will be reviewed each quarter for improvement.
<b>1.7</b>	Share VUTAMDOGO Activity plans to all stakeholders involved in the program.	The VUTAMDOGO Activity Plan will be shared with parents, teachers, community leaders, and local government at Ward and District levels.
<b>1.8</b>	Disseminate VUTAMDOGO Quarterly plans in participating schools and communities.	The VUTAMDOGO quarterly plans will be disseminated to the participating schools for easy coordination.
<b>1.9</b>	Launch the VUTAMDOGO Program at Ward level.	Launching will be held at TAHEA Resource Center to publicize the VUTAMDOGO Program and how it will work and the roles of the stakeholders will be stipulated so that the program is known to all.
<b>1.10</b>	Allocate Youth Groups according to the number of VUTAMDOGO Parks identified per community.	Youth groups have a good number of members who will be trained in the VUTAMDOGO approaches and will have to be assessed to be VUTAMDOGO facilitators, only those who will perform well will be allocated to VUTAMDOGO by their Youth Leaders. They will have to abide by the activity plan developed.
<b>1.11</b>	Conduct After School Sessions for class 1 and 11 children.	The trained VUTAMDOGO facilitators will conduct after school sessions which will not exceed 2 hours per day, except on Saturdays where mobile mini libraries/ reading competitions will be scheduled in the morning for a three hours session.
<b>1.12</b>	Monitor and Evaluate the after school activities on quarterly basis	There will be a participatory Monitoring and Evaluation once per quarter where Stakeholders representatives will participate, however spot check monitoring will be conducted by TAHEA and Youth Leaders simultaneously to improve follow ups to after school progress.
<b>1.13</b>	Document After School program activities with children and youths	Youth Leaders will be facilitated on documentation skills which involve children i.e. children stories/ home/ community stories (this practices will help to capture a lot of things which happen in after school programs) The stories will be disseminated to TAHEA FOR EDITING AND FURTHER ACTION.
<b>1.14</b>	Review the After School program activities quarterly for improvement.	There will be quarterly reviews to allow sharing of successes/ failures of the approach and there

		after plan for improvements which will be well informed.
1.15	Report writing and dissemination	A reporting format will be developed by TAHEA for the Youth leaders to use, every group will have to write monthly reports which will be shared during M&E visits and quarterly reports will be submitted to TAHEA for compilation and dissemination to Stakeholders.
<b>2. Teachers / Para teachers sessions:</b>		
	<b>Planned Activities</b>	<b>Strategies to be used</b>
2.1	Strengthening reading, writing and mathematics skills	Teachers will strengthen skills on reading, writing and mathematics pedagogical skills to After School Youth facilitators to use in intervention sessions with children in after school sessions (These are class 1 & 11 trained teachers and who access TPAIDS training sessions with TAHEA, they will be as a mentoring group ) at least twice a month.
2.2	Giving homework to targeted children on reading, writing and mathematics.	The participating Teachers will give Homework to targeted children every school day; the home work given should be within the school syllabi and teaching content.
2.3	Following up children's assignments/ homework	TAHEA and the participating teachers will develop Home Work Sign-off sheets and these would be signed by Parents/ Youth facilitators depending on the nature of the homework given, those for intervention sessions will be signed by youth facilitators, those which are homework based on school program will be signed by Parents.
2.4	Referring children with learning difficulties for intervention sessions in after school sessions.	Participating class 1 and 11 Teachers will refer all children with learning difficulties to After school session facilitators for further learning activities which help children learn from play based interventions, feedback mechanism will be thought between teachers and youth facilitators.
2.5	Conducting Parents meeting to give feedback on the pupil's progress in writing, reading and mathematics.	Since there are scheduled Parents meetings at school level, the after school program will use this avenue to give program progress and further action from parents to help the program activities.
2.6	Liaisoning with After school Youth leaders on Children's needs regarding literacy and numeracy skill gaps	Teachers will liaise with the After school leaders on the children's Literacy and Numeracy needs, i.e. difficulties related to Number concept, letter sounds, writing/ reading skills. The information would help the Youth facilitator use play based approach in i.e. singing/ games etc in the after

		school sessions.
<b>2.7</b>	Coaching and mentoring Youth Leaders on facilitating literacy and numeracy among children.	Participating teachers will design a short program for mentorship and coaching after school youth facilitators in facilitating literacy and numeracy among children (practical ways they use at school level)
<b>2.8</b>	Conducting learning cycles among Youth groups.	Teachers will hold learning cycles with Youth groups to share what works and what does not work in the after school sessions.
<b>2.9</b>	Participation and engagement in Parents days and after school programs.	Teachers as leaders and professionals will work together with the Youth leaders to plan and engage in after school sessions and holding of Parents days
<b>2.10</b>	Sharing of progress reports for class 1 and 11 to TAHEA.	The program success will be reflected in children's school performance, so Teachers will avail children progress reports to after school Youth leaders for project documentation.
<b>3. Parents Activities:</b>		
	<b>Planned Activities</b>	<b>Strategies to be used</b>
<b>3.1</b>	Mobilize parents to have regular communications with teachers/ after school Youth Leaders about children performance, progress, and homework.	Mobilization should be done during parents meetings where Parents will be told how to participate in their children's learning which will include homework supervision, following up children's progress in school and in after school programs and support child needs.
<b>3.2</b>	Reinforce parents obligation in meeting the school requests and suggestions related to homework (e.g., sign completed tasks, offer requested help, participate in homework intervention program)	Homework for children will be agreed as a part of the VUTA MDOGO program between the Primary 1 and 11 Teachers, Parents and Youths who support the after school program. Teachers will make sure they provide homework to class 1 and 11 children, can be on literacy or numeracy, Youth leaders will as well schedule tasks to be memorized before they meet for another session. Parents will have to sign for completed homework and after school assignments given to children.
<b>3.3</b>	Teachers/ parents and youth leaders specify regular times for homework; help children to structure time, space and materials for homework.	Teachers, parent and after school providers may suggest alternative homework routines (e.g., children decide the order in which the work will be done, while parents track time and remind children of remaining tasks which do not remove the roles and the responsibilities child have in the home) Structure homework within the flow of family life; ensure parental "availability on demand"
<b>3.4</b>	Parents monitor, supervise, oversee	Teachers can help parents, after school staff, and

	children's homework and signing of child's signoff sheets (if parents are not present, any adult in the family can play the role of the parent)	family members understand what homework monitoring involves and why it is important Teachers can also offer support that is likely to increase the effectiveness of parental monitoring, such as homework sign-off sheets for parents, requests for comments or questions about homework performance.
<b>3.5</b>	-Reinforce and reward child's homework efforts, completion, and correctness	Teachers, parent leaders, and after school staff can also give parents and other adults specific examples of how they can support children's homework performance (Recognize and offer emotional support for child's performance, ability, efforts).
<b>3.6</b>	Facilitate Parents to observe, understand and teach ( life and livelihood skills which is part of child development milestones)	Parents and others who interact regularly with children often bring another major strength to the child learning processes—their knowledge of individual child's learning styles, interests, and task preferences. Life skills and livelihood skills is part of learning.
<b>3.7</b>	Facilitate Parents to engage in interactive processes that support child's understanding by assisting and helping children with their homework.	Parental involvement focused on helping children understand learning tasks often requires considerable knowledge. Programs should include written materials i.e. mathematics/ reading/ writing books/ to help parents understand the basic objectives and components of a learning task as well as specific suggestions for checking on child's homework.
<b>3.8</b>	Facilitate Parents to provide feedback to teachers and after school youth leaders on the children's progress in reading, writing and mathematics as well as Homework performance.	Parent's feedback will target individual school communities, especially during Parents scheduled meetings where general feedback will be probed to have collective ideas on the overall children progress brought by after school sessions.
<b>4. Community Activities:</b>		
<b>4.1</b>	Identify safe areas for VUTAMDOGO PARKS in the communities.	Community leaders will identify safe areas to be used for VUTAMDOGO program by fairly distributing parks for easy accessibility to class 1 and 11.
<b>4.2</b>	Report any irresponsible behaviors of children attending after school programs so that parents/ teachers/ after school youth leaders address them as they can affect program performance.	Community members should report any ill behaviors among children who participate in after school programs i.e. attending video shows/ child labor employment to parents/ after school youth leaders immediately after happening.
<b>4.3</b>	Contribute towards improvement of VUTAMDOGO after school program.	Community members should support the after school programs both financial and non financial

		resources to VUTAMDOGO after school programs (i.e. community members to allow household premises to be used for the program)
4.4	Include advocacy / discussions about VUTAMDOGO after school program and parents participation during constitutional community meetings.	Community leaders to use the constitutional meetings organized at ten cell/ mtaa leadership to advocate for the VUTAMDOGO program. Discussions which lead to bylaws of equal opportunities for child participation can be developed.
4.5	Attend all scheduled meetings and community days organized by the VUTAMDOGO program.	Community members will attend the competitions and VUTAMDOGO community meetings/ gathering to promote literacy and numeracy in the participating communities.
<b>5. Youth Leaders Activities:</b>		
5.1	To organize Youth group members in facilitating in VUTAMDOGO parks out of school sessions.	The Youth leaders will organize their members following criteria given by TAHEA. The group of youths will be trained by TAHEA to be VUTAMDOGO parks facilitators.
5.2	Identify VUTAMDOGO Sites in collaboration with local leaders.	Youth leaders will collaborate with Community leaders to identify community sites to be used as VUTAMDOGO Parks, TAHEA will visit them to qualify there suitability for the program.
5.3	Preparing the VUTAMDOGO Parks sites for conducive learning premises.	Youth Leaders will assess the needs of the premises to make an environment suitable for learning, this will include good shade, allowing movement and far from other destructive activities.
5.4	To attend all training sessions on After School Program activities organized by TAHEA	Youth facilitator will attend all the training sessions and would be given certificates of attendance; they will be tested in the field for confirmation as VUTAMDOGO facilitators.
5.5	To Plan for after school activities and adhere to the Timetable/ schedules as per requirements.	The Youth leaders and the VUTAMDOGO facilitators will be involved in planning for after school activities led by TAHEA
5.6	To liaise with the participating schools/ teachers in all scheduled collaborative activities/ homework/ intervention sessions/ feedback meetings.	Youth Leaders and the Youth facilitators of each school community will liaise with the participating primary schools, collaborative activities will be identified in a workshop organized by TAHEA. The output of the workshop will be a participatory work plan which has all agreed activities with responsible group.
5.7	To document all field lessons/ challenges/ success of after school programs and individual children.	Youth leaders/ youth facilitators/ teachers will be trained in simple language documentation to enable them to document lessons/ challenges/ success of after school programs.
5.8	To schedule consultations with parents on	Youth leaders and Youth facilitators as part of



	the program activities/ child progress/ and action points.	their activity plans will schedule days for consultations with parents on the program activities/ child progress/ and action points.
<b>5.9</b>	To conduct Peer learning sessions among Youth groups on quarterly basis.	The Youth leaders and Youth facilitators will conduct peer learning on quarterly basis to learn from other groups experiences on VUTAMDOGO program, this will be coordinated by TAHEA.
<b>5.10</b>	To promote readership and competition spirit on literacy and numeracy skills among participating children under their after school programs.	Youth groups and Youth facilitators will showcase efforts towards literacy and numeracy achievement by preparing children under each group's cohort to participate in organized competitions at group and Ward levels.
<b>5.11</b>	To manage funds of the project according to agreed activities.	TAHEA will train Group leaders on simple Financial management practices
<b>5.12</b>	To disseminate progress and financial reports as per agreed timeframe.	TAHEA will develop Reporting Templates for both narrative and financial reports.
<b>6. TAHEA support Activities:</b>		
<b>6.1</b>	Build capacity of Youths leaders on literacy and numeracy programming skills.	We plan to facilitate the PRA tools to the selected Groups as well as training them on how to conduct a SWOT Analysis on the challenges of learning environment for children attending primary school. The groups will engage with the community members and the target school communities in developing the Community Action Plans.
<b>6.2</b>	Build the capacity of youth in promoting literacy and numeracy skills among children in after school sessions and how to follow up on child progress.	TAHEA will use workshops, meetings, seminars, ToTs, peer learning in building capacity of youth in promoting numeracy skills among children in after school sessions and progress followup.
<b>6.3</b>	Coaching and mentoring Youth groups in working with communities, networks and local government to support literacy and numeracy skills.	TAHEA, Ward Education Coordinators, Teachers Resource Centers Coordinators, Teachers/ Para teachers will form a mentoring Team for Youth leaders and Youth Facilitators in working with communities, networks and local government to support literacy and numeracy skills.
<b>6.4</b>	Building the capacity of Youth groups in improved organizational development capacity to operate development projects.	<ul style="list-style-type: none"> <li>• TAHEA will build the capacity of youth groups to function as CBOs in facilitating community development through:</li> <li>• Leadership and management skills development</li> <li>• Team Building</li> <li>• Monitoring and Evaluation</li> <li>• Identity and agency as a Youth group</li> <li>• Structure and function</li> <li>• Structure and programming</li> <li>• Relationships</li> </ul>

<b>6.5</b>	Create awareness and mobilize the participating communities and schools on the importance of after school sessions and a learning community.	TAHEA will use the documented reports on class repetition, truancy and dropout records to create need for intervention, there after create awareness on learning continuum and the after school programs benefits. The role of parents and the community on the learning process of children. Mobilization of parents, class 1 and 11 to enroll in VUTAMDOGO programs.
<b>6.6</b>	Organize Numeracy and literacy competition among class 1 and 11 children attending after school sessions.	The competitions will be held at park level and at Ward level where representatives of children from VUTAMDOGO parks will participate, this increase children's morale in literacy and numeracy, children will have an opportunity to showcase their ability to read, write and do mathematics. The competitions will bring parents together to assess how valuable their support in their children mean and mostly the Youth participation and engagement in worthy activities will be appreciated by the communities. Relationships among key players in the learning journey of the child will be nurtured/ developed.
<b>6.7</b>	Participate in Monitoring and Evaluation Sessions.	Youth groups and Youth facilitators will be given skills in monitoring and evaluation of the program so that they are able to monitor and evaluate the program activities.
<b>6.8</b>	Participate in assessing impact of the after school program.	The Youth leaders/ Youth facilitators and teachers will collect data on the participating children and this will be kept as Secondary data, while TAHEA Assessment Team will use the ZAMCAT tools identified and contextualized to assess the VUTAMDOGO program.
<b>7. Local Government support activities:</b>		
<b>7.1</b>	Providing written permit for the program implementation as it links with Primary schools and Teachers.	The after school program is in principle the extra curriculum which should happen, however it has is usually ignored. Due to the fact that the VUTAMDOGO program is closely linked to Primary schools, the Local government has to be notified and permission granted to regally formalize it within the target communities and the implementation be taken as measures to improve literacy and numeracy skills among

		children in early primary classes.
<b>7.2</b>	Familiarization of the After school program for future scaling up.	Youth groups will identify avenues to share the VUTAMDOGO experiences in their target communities and local government through posters/ newsletters/ to familiarize the VUTAMDOGO program among stakeholders.
<b>7.3</b>	Participate in Monitoring and Evaluation Sessions.	The district officials, Ward Education officers, Assessment Team and the Teachers Resource Center coordinators will participate in quarterly monitoring and evaluation sessions organized by TAHEA.
<b>7.4</b>	Participate in assessing impact of the after school program.	The Assessment Team (which comprises of TAHEA Staff, TAHEA Education professional members, School Inspectors and Teachers College Tutors) will assess the impact of the program.
<b>7.5</b>	Supporting After School programs needed resources (Financial and non financial)	The local government at MTAA, Ward and District level will support VUTAMDOGO program in any possible way to make the program successful.
<b>7.6</b>	Learning from the project for scaling up in other school communities.	TAHEA will use M&E visits, review sessions, reports, showcasing events and other public avenues to share the project implementation and impact to all stakeholders including local government and networks at the different levels for learning purposes

#### **Exit strategy and sustainability issues:**

This project is a new project in the target areas where TAHEA has been implementing ECD Programs, and it is a pilot project where learning will be a major aspect for both TAHEA and the implementing communities. TAHEA will have Exit strategy activities and sustainability issues included during planning with the communities, identifying roles for each project participant and among those to be done by TAHEA will remain to building the capacity of Youth Leaders as a way of having Community knowledgeable and skilled team for the Project Sustainability and exit.

TAHEA will link the participating communities to the local government Youth/ community development and Education departments for more support. Since the project builds on the existing interventions, we hope that the economic strengthening of Youth will be a starting point in building sustainable projects which will as well pave way for exit. Promoting literacy and numeracy skills among children attending early primary school classes has been a stumbling block for many years where challenges have been related to poor transition from home to school caused by; limited opportunities for ECD and pre-schools, School learning and teaching environment does not facilitate smooth transition of young children from home i.e. Teacher: Pupil ratio in class 1 is very poor in most of the Tanzania schools, you may find the ratio goes up to 1:200+ in class 1 and 2 (this sometimes is caused by children repeating

grades), the relationship between schools and communities is not supportive of the transition initiatives thus leaving the child stranded not knowing what to expect, Schools are not given adequate financial, professional, technical backup by the district authorities, there is low demand from parents for the preparedness of children and preparedness of schools to receive children, Feeding remains a big obstacle for children during transition; most Tanzania schools have no feeding programs, the teaching and learning approaches used in early classes is not child centered (may be due to the number of children in the class/ may be due to poor training quality for teachers as most of them have less than 2 years Teacher training course) there are practically no learning and teaching materials/ aids apart from the books in many of Tanzania Schools. This project is paving way on how Tanzania as a country can learn from such efforts and replicate it in other school communities in addressing this gap.

The project itself is built on the existing community effort where Tanzania have clearly stipulated on community ownership of the schools, showing how community partnerships will help realize the Tanzanian Vision 2025. TAHEA operates within local and regional contexts, currently the most prominent tool is Millennium Declaration developed in 2000 and derived from International Human Rights Covenants and United Nations agreements. The Millennium Declaration includes eight Millennium Development Goals, most of which have one or two targets that must be achieved before 2015. TAHEA takes into account these global goals as it develops its strategies.

The National Development Vision 2025 sets the stage for the Poverty Reduction Strategy (PRS), an outcome based and multi-sect oral strategy. The review of the PRS led to the National Strategy for Growth and Reduction of Poverty (NSGRP) that sets operational goals and puts policy in a functional framework. In the shorter term, NSGRP (MKUKUTA) commits Tanzania to achieving the Millennium Development Goals (MDGs) for access to quality education, safe water, sanitation and a sustainable environment.

### **Monitoring, Evaluation and Reporting**

Monitoring and Evaluation is the key aspect in this project because of the Result Based Management approach which we are going to use. Indicators towards achieving the outcomes will be developed and targets will be set. Monitoring and Evaluation plan will be developed to enable day today monitoring, evaluation and re-planning where possible. Tools will be developed to capture the type of information needed from the field and this will be used in all field trips by the project team. The tools will capture all the aspects of the project to enable measuring of impact and progress. Since the project involves youth and other stakeholders, the project will conduct participatory monitoring and evaluation at quarterly basis. Spot checks from time to time will be done by TAHEA management and members while Firelight Foundation will have their own arrangements for follow ups. All results from monitoring and evaluation trips will be used for planning, re planning, dissemination, advocacy and staff & management meetings. The project implementation will be shared through reports (Monthly, quarterly, and annually) to all stakeholders including the local government. Other avenues for sharing information will be meetings, workshops, training and media.