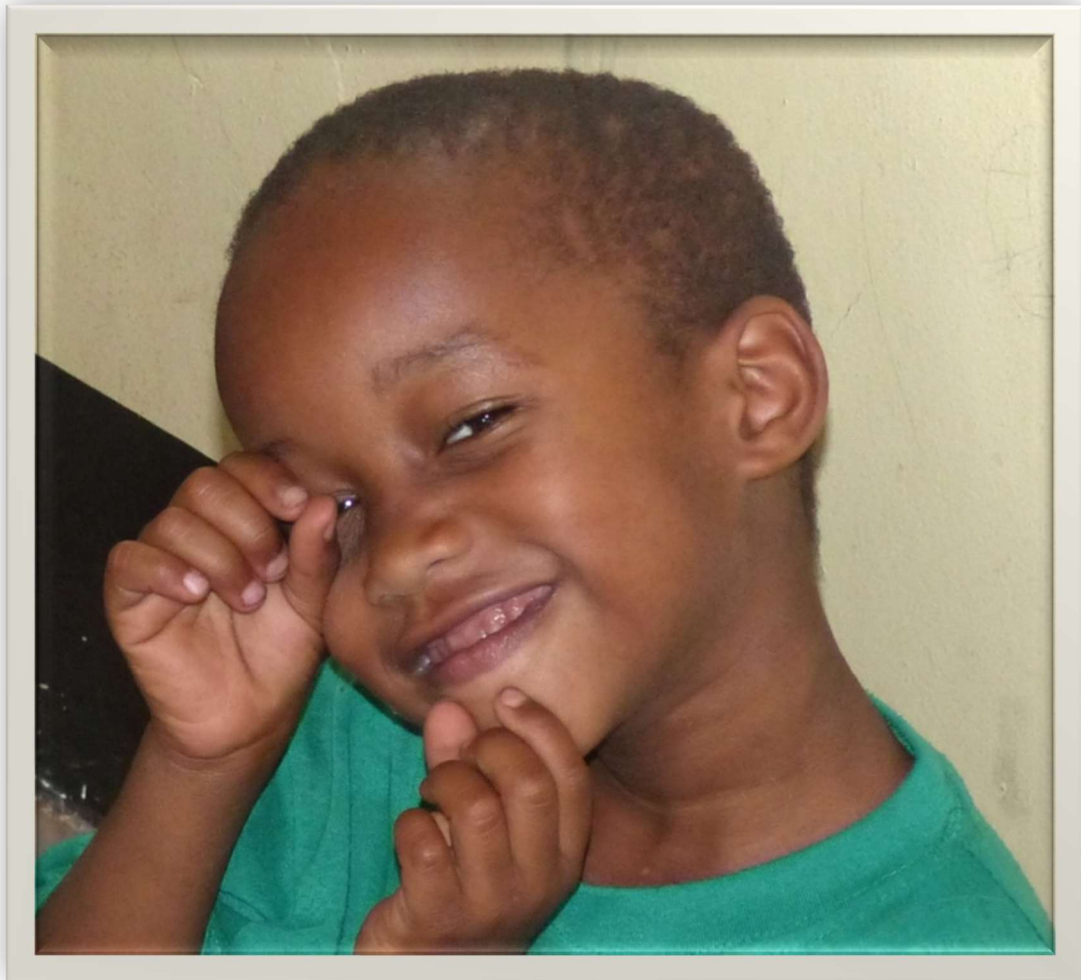




VUTAMDOGO PROGRAM YEAR 2014/ 2015



TARGET COMMUNITIES:

NYAMWILOLELWA, MHONZE, UMOJA, BUGOGWA, IGOMBE, MASEMELE AND ISANZU

VUTAMDOGO



PROBLEM OVERVIEW

The Dakar Framework for Action remains the benchmark for global achievement of the goals for education. While significant progress has been made, especially in the area of enrollment, achieving all six goals has proven elusive.

According to the Global Monitoring Report, although enrollment rates are rising, many of the poorest children remain out of school, and many children do not complete their primary education. In fact, in Sub-Saharan Africa, as many as 28 million children drop out of primary school each year.

Equally critical is the global effort to ensure that children are learning.

Education for All has done more to get children into school than to improve the quality of education. Recent assessments of numeracy and literacy skills show low levels of learning.

A case of Tanzania – UWEZO ASSESSMENT - 2011

Are our children learning? No, they are not, at least not as much as we would like them to. Unless we want to hear the same answer next year, and the year after that, we must get started today.



According to our curriculum, Standard 2 is when children should master the basics of reading and numeracy.

The Truth:

The assessment has shown that most children complete Standard 2 without having done so. Only 3 in 10 Standard 3 pupils can read a

Furthermore, this low performance is not uniform across the country. Some pupils – particularly those in urban areas with educated parents – are more likely to master the fundamental skills by the time they reach Standard 3. At the same time though, other pupils have a distinct disadvantage as they pursue their education. Children in rural areas with uneducated parents and without access to pre-primary school face an especially uphill challenge.

(UWEZO ASSESSMENT – 2011)

FACTS OF THE ASSESSMENT:

1

For our children's learning to improve, we must focus on the quality of learning that happens within schools. But here, too, is a challenge. One out of 5 teachers was absent on the day Uwezo conducted the assessment. With this high rate of absenteeism, it is difficult for children to learn consistently and to build on their skills throughout the school year.

2

What do these findings mean for our country's future? Many of our children are able to master the fundamentals of Kiswahili literacy and numeracy by the time

they leave primary school, but if they are still learning to read in Standards 3, 4, 5 and above, they will have less time to focus on the higher-level skills that they will need as an adult.



Addressing these problems will require our country's full attention. It will not be enough to lay the blame on parents, teachers or government officials. The core belief of UWEZO is that lasting solutions will only come about when everyone is committed to helping our children learn. No one needs to wait for someone else to act. Anyone who knows a teacher, or a child, or a parent, can start a conversation immediately about what we can do to promote student learning.

Tanzania Home Economics Association (TAHEA Mwanza) has been working in Mwanza region implementing early childhood development programs to improve the access to quality basic education. However, as the assessment conducted by UWEZO shows, our children are not learning as we would like them to learn. There are many challenges on the way, some are to do with the context where children are, some are to do with the process and some are to do with willingness to make learning happen. **VUTAMDGOGO** community program is an innovation to improve literacy and numeracy among children attending class 1 and 2 in primary schools. It looks for alternative ways of other people outside the classroom to participate in improving and promoting literacy and numeracy skills through community involvement.

PROGRAM DESCRIPTION



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 support younger children in their community to read, write and do mathematics in after school programs.

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

The program development phonological to read, receptive and promoting Literacy.



targets many areas of language including building letter knowledge, awareness, language and motivation development of vocabulary, and expressive language development in



In numeracy promotion, the program uses 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 is 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 is 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 are given skills in learning through play. Traditional and informal plays are used during the after school programs, Youths however plan ahead, and provide necessary and diverse materials for learning which are locally available. Parents support young children in terms of materials, homework monitoring and storytelling.



The program is designed specifically for out of school settings, where the learners are able to interact in community environment where they 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 support children identified in school for intervention sessions (these children are those referred from schools by participating class 1 and 2 teachers)



The Community Leaders and Youth Leaders participate in identifying sites (**VUTAMDOGO** Parks) in each of the Mtaa (Street) where children meet after school sessions. Children are introduced to scouting activities sessions to reinforce discipline, confidence, resilience, self esteem, safety, abuse prevention and peer relationship fostering. The scouting activities are facilitated to Youth Leaders who in turn introduce the same to children at least once a week, the reasons for this is to help children be ready to follow instructions all the time, thus making them ready for learning out of the classroom setting.



Mobile Mini libraries are introduced in every participating community where reading days are allocated per after school site (**VUTAMDOGO** Parks). The **VUTAMDOGO** parks hold Parents days 2 times per year where Parents and children participate in learning activities which include developing learning materials/ aids to support their parks. During Parents day's children shows case their ability to write, read and mathematics. There are reading, and writing competitions which are held at Ward level thus making all children to

participate and winning prizes are given as incentives for all good performers, this is to promote literacy skills. Follow-up at school level is conducted by youth, teachers and parents; however TAHEA assesses and collects data on children to see the program success. The program implementation is documented for wider sharing and scaling/ replication.

1) APPROACH

- **Funding:** Community Grant making
- **Capacity building:** Strengthening organizational and programmatic capacity of funded Youth Groups.
- **Organizational learning:** Identification and Synthesizing

Overall Goal:

Increased engagement of 5 Community Based Organizations in schooling of children in Tanzania by 2016.

Development Goal:

Improved literacy and numeracy skills among children attending early primary classes in 5 communities through community engagement in Ilemela district, by 2016.

Project Purpose:

To engage 5 Youth-led Groups in mobilizing and enabling Parents and Communities to support Numeracy and Literacy skill development among 4,000 children attending class 1 and 11 in 5 primary schools in Ilemela district by 2016.

Expected Outcomes:

1.0 Increased youth's engagement and participation in leadership and community development in 5 targeted communities in Ilemela district by 2016.

2.0 Improved literacy and numeracy skills among children attending class 1 and 11 in 5 Youth supported communities in Ilemela district by 2016.

3.0 Increased family and community support in literacy and numeracy to children attending class 1 and 11 in 5 Youth supported communities in Ilemela district by 2016.

Key Indicators:

of Youths engaged and participating in leadership and community development in 5 participating communities in Ilemela district by 2016.

50% of class 1 and 11 children perform well in reading, writing and mathematics in 5 participating communities in Ilemela district by 2016.

of Community Groups who support literacy and numeracy skills to class 1 and 11 children in after school programs in participating communities in Ilemela district by 2016.

PROGRAM OUTCOMES 2015

Firelight defines quality of learning as the set of factors and conditions that support learning including:-

- **Learners** (healthy, emotionally secure, motivated students, attending school regularly).
- **Context** (high expectations, family engagement, community values around education).
- **Learning environment** (physical infrastructure, school climate, and respect of children).
- **Teaching** (competent teachers, proven pedagogy)
- **Content** (relevant curricula and supporting materials)
- **Systems** (school governance, relevant resource allocation, and leadership)
- **Outcomes** (clear goals for literacy, numeracy, critical thinking, and work readiness.
- **Feedback and correctives** (assessment and short feedback loops).

Tanzania home Economics Association (TAHEA Mwanza) believes in the same definition, if all the above conditions are met by the Duty Bearers, then children will be learning in the home, community and school.

Assumption:

Firelight Foundation Learning Outcomes Initiative is that if CBOs implement activities that contribute to quality of education, then children's learning outcomes will improve.

Innovation:

CBOs to focus on innovation: thinking through and testing ways through which community action can help overcome obstacles to learning. Most of these innovations are small and result in incremental change, but they are practical, affordable, well-documented, and simple to replicate.

We hope that a by-product of this process will be a 'demystified' concept of grassroots innovation that will be expressed in terms and processes that make sense locally (*Firelight Foundation*). The innovative program in this report is VUTAMDOGO (Pull the little one).

Target Children

No	Name of Community	Number of Schools	2014/2015				2015/2016			
			Class 1		Class 11		Class 1		Class 11	
			Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
1.	Nyamwilolelwa	1	75	103	122	92	73	72	75	103
2.	Mhonze/ Umoja	2	59/53	58/71	56/61	51/37	57/43	64/52	59/53	58/71
3.	Igombe/ Bugogwa	2	30/68	33/87	96/75	75/76	59/73	60/68	30/68	33/87
4.	Masemele	1	54	58	40	41	35	35	54	58
5	Isanzu	1	94	78	-	-	53	56	94	78
TOTAL		7	433	488	450	372	393	407	433	488

VUTAMDOGO ASSESSMENT RESULTS – JANUARY – JUNE, 2015 FOR CLASS 1 AND 11

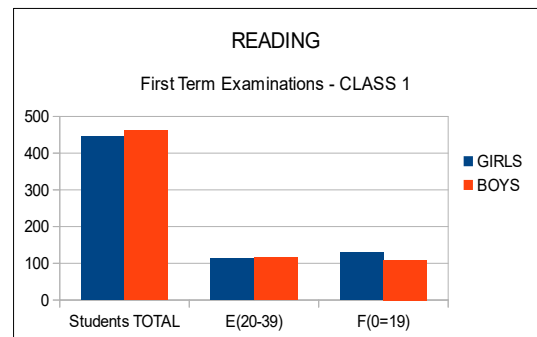
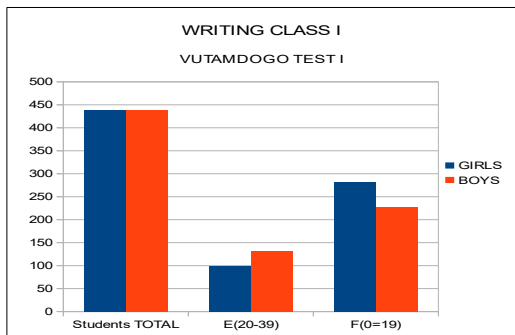
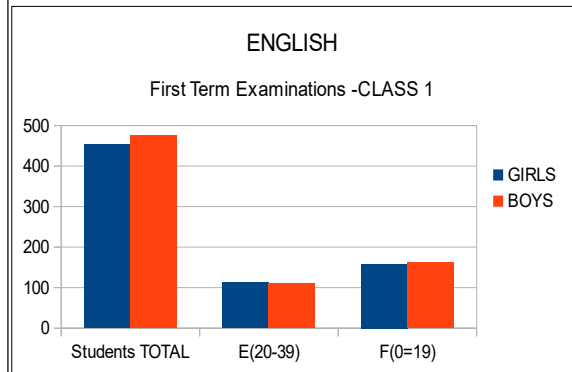
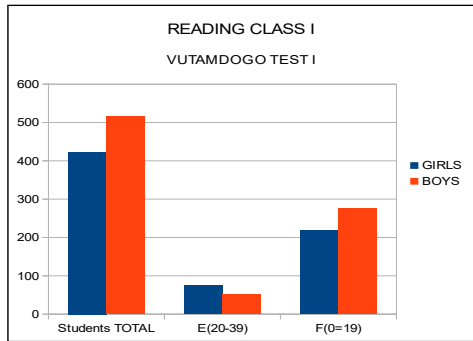
VUTAMDOGO Community program on improving literacy and numeracy among children attending class 1 and 11 has the niche of decreasing the number of children who do not know how to read and write in class 1 and 11 in the 5 target communities. In order to make this happen, Youth groups are working to reduce the number of children who don't know how to read and write in their target communities. It was wise to use the low performers as their bench mark towards realizing their goal (0-19 and 20 – 39 marks).

The first 6 Months were used to prepare the community, Youth groups, children and the tools for vutamdogo program. The following Examination Results are for 1st Term, 2015, after the VUTAMDOGO field activities have run for 6 Months.

VUTAMDOGO program administered an examination at School level regardless of children being enrolled in VUTAMDOGO after school sessions by considering the syllabus content and what should have been covered in the 1st term if there are friendly support elements like good teacher/pupil ratio, class/ pupil ratio, desk/ pupil ratio and good school attendance for both teachers and pupils. The results were termed as Baseline Data for VUTAMDOGO after school program for improving literacy and numeracy skills among children in class 1 and 11 in primary school. 3 areas were tested, Reading, Writing and Mathematics.

The terminal examinations were administered at school level and in most cases were tested on the teacher’s coverage and they tested 3 areas which are Mathematics, Reading and English. Writing was not tested. VUTAMDOGO examination was supervised by teachers (teachers from another school) who teach the same classes and a neutral point was chosen for marking session. The following were the results:

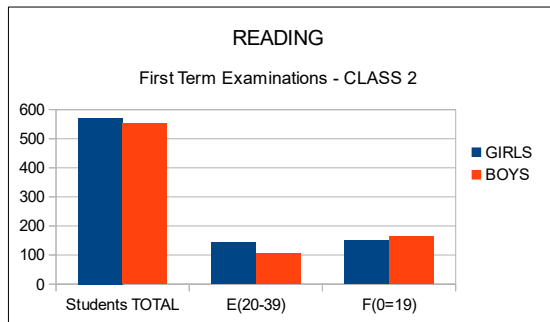
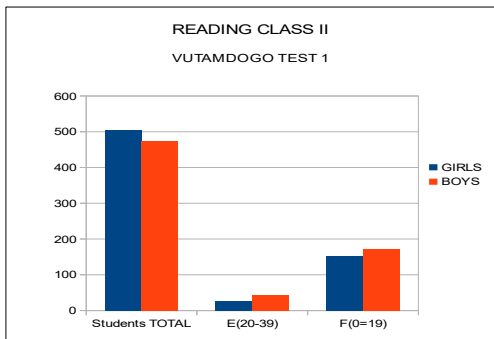
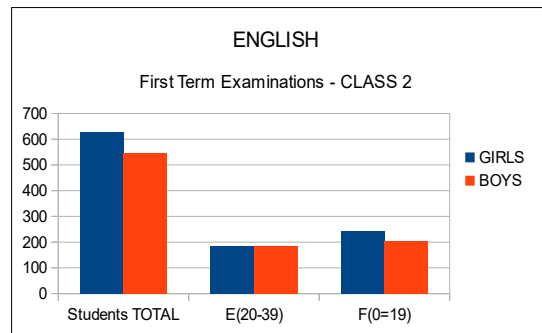
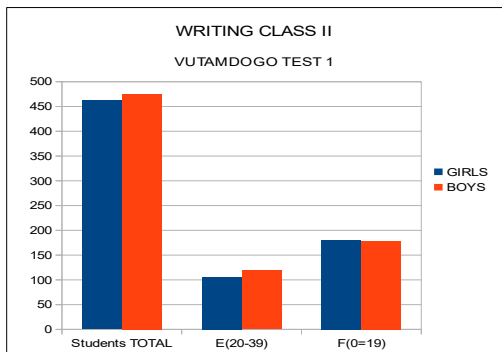
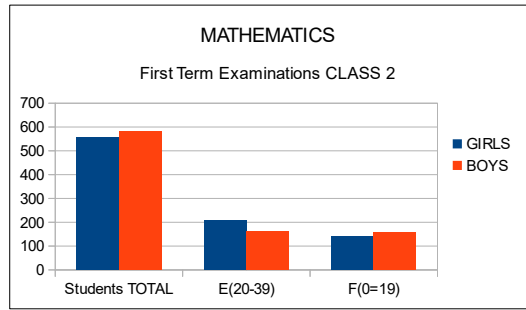
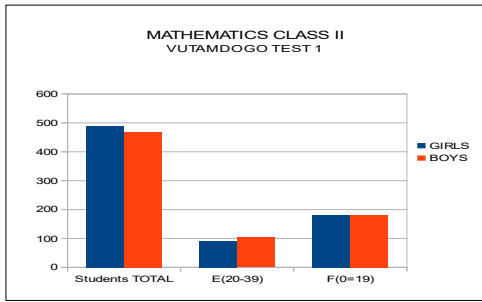
BASELINE	PROGRESS AFTER 6 MONTHS OF THE PROGRAM																								
CLASS 1 - 2015																									
BASELINE – January, 2015	1ST TERMINAL EXAMINATION RESULTS – JUNE, 2015																								
<p>MATHEMATICS CLASS I VUTAMDOGO TEST 1</p> <table border="1"> <caption>Baseline Data (January 2015)</caption> <thead> <tr> <th>Category</th> <th>Girls</th> <th>Boys</th> </tr> </thead> <tbody> <tr> <td>Students TOTAL</td> <td>480</td> <td>600</td> </tr> <tr> <td>E(20-39)</td> <td>120</td> <td>160</td> </tr> <tr> <td>F(0=19)</td> <td>220</td> <td>280</td> </tr> </tbody> </table>	Category	Girls	Boys	Students TOTAL	480	600	E(20-39)	120	160	F(0=19)	220	280	<p>MATHEMATICS First Term Examination CLASS 1</p> <table border="1"> <caption>Terminal Examination Data (June 2015)</caption> <thead> <tr> <th>Category</th> <th>Girls</th> <th>Boys</th> </tr> </thead> <tbody> <tr> <td>Students TOTAL</td> <td>450</td> <td>440</td> </tr> <tr> <td>E(20-39)</td> <td>110</td> <td>80</td> </tr> <tr> <td>F(0=19)</td> <td>90</td> <td>80</td> </tr> </tbody> </table>	Category	Girls	Boys	Students TOTAL	450	440	E(20-39)	110	80	F(0=19)	90	80
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CLASS 11 - 2015

BASELINE – January, 2015

1ST TERMINAL EXAMINATION RESULTS – JUNE, 2015



PERFORMANCE ANALYSIS

Overview:

Research has shown that using data in instructional decisions can lead to improved students performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009).

Tanzania Home Economics Association (TAHEA Mwanza) bearing that in mind decided to use the 1st Terminal Examination Results for class 1 and 11 from the 7 Schools in 5 participating communities whose examinations were set based on Teacher instructional coverage for the first term Mathematics, Reading and English. On the other hand the same set of school children in class 1 & 11 were given examinations on Reading, Writing and Mathematics based on Syllabus coverage for 1st Term and those were VUTAMDOGO Examinations regardless of their participation in VUTAMDOGO afterschool sessions.

FIRST TERM RESULTS JUNE 2015

TOTAL # OF STUDENTS		% ABOVE AVERAGE			% BELOW AVERAGE						SUBJECT/CLASS
		D-A(40-100)			E(20-39)			F(0-19)			
GIRLS	BOYS	GIRLS	BOYS	%	GIRLS	BOYS	%	GIRLS	BOYS	%	
456	445	260	297	61.82	112	74	20.64	84	74	17.53	Mathematics class 1
453	475	182	203	41.48	113	110	24.03	158	162	34.48	English class 1
446	462	202	238	48.45	114	115	25.22	130	109	26.32	Reading class 1

555	582	207	264	41.42	207	160	32.27	141	158	26.29	Mathematics class 2
628	546	201	156	30.40	185	185	31.51	242	205	38.07	English class 2
571	552	278	282	49.86	143	106	22.17	150	164	27.96	Reading class 2
VUTAMDOGO RESULTS MAY 2015											
423	516	130	190	34.07	75	51	13.41	218	275	52.50	Reading class 1
439	438	59	79	15.73	98	132	26.22	282	227	58.03	Writing class 1
473	609	117	179	27.35	127	161	26.61	229	269	46.02	Mathematics class 1
505	473	327	260	60.02	27	42	7.05	151	171	32.92	Reading class 2
462	476	176	178	37.73	105	119	23.88	181	179	38.37	Writing class 2
488	468	217	183	41.84	90	103	20.18	181	182	37.97	Mathematics class 2

The collected data and its analysis will be used to:

- Identify literacy and numeracy challenges.
- Lay benchmarks for tracking progress of VUTAMDOGO program.
- Inform the VUTAMDOGO Stakeholders on the student's literacy and numeracy challenges to enable the development of strategies towards reducing the number of children who cannot read, write and do mathematics in the target communities and schools.
- To award the best performers as a way of motivating students and promotion of numeracy and literacy skills among children in early primary classes.
- To meet program accountability.

Lessons Learned from the Vutamdogo program

- Schools are not aware of the children overall performance, examinations are given to children as an obligation, they do not take time to analyze the results to inform the school and the community on the next steps (this was realized during a feedback meeting on the situation of literacy and numeracy among children where Community leaders, Ward leaders and Head Teachers attended) **A 20% reduction in children with poor reading, writing, and mathematics skills was set to be realized in 2 Months (by 10th, October 2015)**
- Tensions might arise when individuals/ groups adopt differing perspectives on the valid use of data i.e. Teachers may report that the assessment data were not aligned

adequately with daily instruction to be particularly useful to inform classroom practice (this was noted when children were tested according to syllabus content and expected coverage for the 1st term).



**WE WOULD LIKE TO KNOW
HOW TO READ, WRITE AND DO
MATHEMATICS**



YOUTH GROUPS

Appendix 1



Vuta Mdogo groups selection process

Preliminary stage:

At the preliminary stages of group's selection the Vuta Mdogo program was introduced at ward level. This aimed at giving the clear picture of program and the criteria's for the expected groups to participate in the program. Introducing Vuta mdogo program at ward level also intended to ensure ward participation and involvement in group's selection and ensures maximum completions and involvement of more groups in selection process.

Vuta Mdogo Groups Mobilization Meetings

After the introduction of Vuta Mdogo program at ward level, TAHEA undertook a number of mobilization meetings in 9 villages of Bugogwa ward giving the over view of the Vuta Mdogo programs and how is expected to work. The targets in these meetings were members from existing groups in Bugogwa ward.

Group's criteria's

Different criteria's were set to for a group to apply for the Vuta mdogo program. The Criteria involved

- ✓ Active group undertaking different activities
- ✓ Active leadership structure
- ✓ Should be self-operating not political or religious based
- ✓ Should be in Bugogwa ward
- ✓ Should be eager to learn and acquire new skills

- ✓ Should have development vision and developing of the group as a Community Based Organization.

Selection stage:

After the mobilization meeting in all 9 Villages of Bugogwa, groups interested were asked to submit their application at Ward office to the Ward development officer who helped in receiving the application at their office.

After the closing date for applications, 12 groups were interested and submitted their applications where by TAHEA staff in cooperation with Ward development officer visited all the 12 groups and made some assessments regarding to the criteria's provided.

The assessment team ended up with a list of 5 groups which qualified for Vuta mdogo program. These are:-

1. Umoja wa Vijana Igombe with Registration No. IMC/CD/CBO/208
2. Vijana na Maendeleo Nyamwilolelwa with Registration No. IMC/CD/CBO/206
3. Vijana Hai Isanzu with Registration No. IMC/CD/CBO/209
4. Nguvu Kazi – Masemele with Registration No. IMC/CD/CBO/210
5. Umoja wa Vijana Mhonze with Registration No. IMC/CD/CBO/207

During the selection of the above groups, these groups had neither registered nor had constitutions so the next step after selection was to support the groups in developing their governing constitutions and registering the groups with the local government.

With the guidance and assistance from ward development officer and community development officers the groups successfully managed to develop their governing constitutions which were used in registering and recognizing their existence in the area.

Appendix 11

Program Activities:

No.	PLANNED ACTIVITIES	STRATEGIES
1. After school sessions:		
	Planned Activities	Strategies to be used
1.1	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.
1.2	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
1.3	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
1.4	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.

1.5	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)
1.6	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.
1.7	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.
1.8	Disseminate VUTAMDOGO Quarterly plans in participating schools and communities.	The VUTAMDOGO quarterly plans will be disseminated to the participating schools for easy coordination.
1.9	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.
1.10	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.
1.11	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.
1.12	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.

1.13	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.
1.14	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 toTAHEA for compilation and dissemination to Stakeholders.
2. Teachers / Para teachers sessions:		
	Planned Activities	Strategies to be used
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.
2.7	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)
2.8	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.
2.9	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
2.10	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.
3. Parents Activities:		
	Planned Activities	Strategies to be used

3.1	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.
3.2	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.
3.3	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”
3.4	Parents monitor, supervise, oversee 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)	Teachers can help parents, after school staff, and 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.
3.5	-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).

3.6	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.
3.7	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.
3.8	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.
4. Community Activities:		
4.1	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.
4.2	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.
4.3	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.
5. Youth Leaders Activities:		
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 the program activities/ child progress/ and action points.	Youth leaders and Youth facilitators as part of their activity plans will schedule days for consultations with parents on the program activities/ child progress/ and action points.
5.9	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.
5.10	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.
5.11	To manage funds of the project according to agreed activities.	TAHEA will train Group leaders on simple Financial management practices
5.12	To disseminate progress and financial reports as per agreed timeframe.	TAHEA will develop Reporting Templates for both narrative and financial reports.
6. TAHEA support Activities:		
6.1	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.
6.2	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.

6.3	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.
6.4	Building the capacity of Youth groups in improved organizational development capacity to operate development projects.	<ul style="list-style-type: none"> • TAHEA will build the capacity of youth groups to function as CBOs in facilitating community development through: • Leadership and management skills development • Team Building • Monitoring and Evaluation • Identity and agency as a Youth group • Structure and function • Structure and programming • Relationships
6.5	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.
6.6	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.
6.7	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.
6.8	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.
7. Local Government support activities:		
7.1	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 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.
7.2	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.
7.3	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.
7.4	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.
7.5	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.
7.6	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