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# Tufundishane



## TFFT trains 115 Teachers in four Training Events

### Tufundishane!

*Let's teach each other!  
This newsletter is  
published by The  
Foundation for  
Tomorrow and is meant  
to be a venue for  
teachers and schools to  
share and learn from  
each other's best  
practices.*

Four training events aimed at teachers, head of schools, and ward education coordinators were conducted by The Foundation for Tomorrow in the first half of this year 2015.

A total of 115 teachers and other education actors participated in these four training conducted by TFFT's Teachers Training Program, Psychosocial and Health Program, and Full Circle Program.

#### **Protecting Child Rights**

With the aim of creating child-friendly environment, the Psychosocial and Health Program of The Foundation for Tomorrow conducted a training on Child Rights. This training is a prelude to the launch of Happy-Sad Boxes in

selected schools as part of a pilot activity. The training was participated in by 15 government schools in Meru District (where the first happy-sad boxes will be installed)—10 are primary schools and 5 are secondary schools. Each school was represented by 2 teachers, bringing the total of teachers trained to 30. Selected Ward Education Coordinators also attended the training. The training covered the following themes: attitude change, child protection concept, the meaning of child abuse and its sources and effects, national and international conventions of child protection, and the use of Happy and Sad boxes to find out and address individual cases of child abuse or celebrate good practices that make



make children feel happy and protected either by the school, their families, or their communities.

As part of the agreement with The Foundation for Tomorrow, the teachers trained are to cascade their learning to their fellow teachers in their respective schools and also discuss with all students in their schools about child rights and the use of the Happy and Sad boxes. Once the schools carry out the training with their teachers and students, TFFT will deliver the Happy-Sad boxes. *(See the full article about the Happy-Sad boxes on pages 9-10.)*

### **Life Skills and Participatory Teaching**

In April, the Full Circle Program trained 26 teachers and ward education coordinators in life skills education and participatory learning. The training was 4 days and served as the introduction to the Personality Development and Sports curriculum guide pilot that Full Circle is running in 10 primary schools this year.

Day 1 of the training was all about life skills and the differences between teaching skills and teaching

knowledge. On Day 2, the participants covered the Experiential Learning Cycle and discuss how this is applicable in their classrooms and teaching life schools. The group also went step-by-step through the TFFT-developed curriculum guide for the Personality Development and Sports subject (*Haiba na Michezo*) TFFT is piloting. Days 3 and 4 were used by the groups to prepare grade-level appropriate lessons to teach life skills to the whole group. The participants were given feedback by their fellows after their demonstration teaching.

Participants of this training came from private and government, English- and Kiswahili-medium schools and ranged in experience from a few months to nearly 30 years. *(Read related article in the Life Skills section on pages 3-6.)*

### **Early Literacy and Targeted Assistance Program for Students**

Last May, the Teachers Training Program of The Foundation for Tomorrow conducted 2 trainings in collaboration with US-based Helps Education Fund. The first training saw 21 primary schoolteachers from government and private schools in

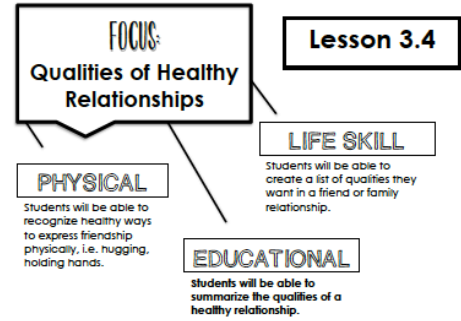
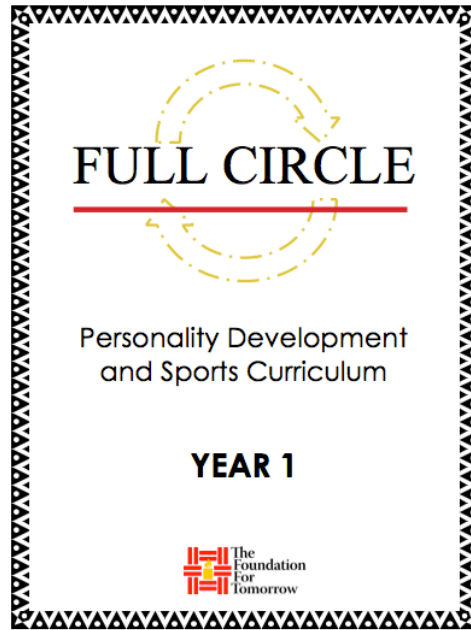
Meru and Arusha districts taught how to implement the HELPS Program developed by the Helps Education Fund. The HELPS program, designed to improve oral reading fluency among early readers, is implemented by many schools across the United States and some countries in Latin America. HELPS stands for Helping Early Literacy with Practice Strategies. This is the first time Helps Education Fund is bringing their program to Tanzania.

The bulk of the 2 days were devoted to training the teachers on how to implement the core procedures of the Helps program. Ample time was provided for them to learn how to conduct oral reading fluency assessment and timed readings. Teachers teamed up and alternated pretending as teachers and students during the practice sessions. A session was also set specifically for teachers to identify challenges in the implementation of the program in their contexts and how to mitigate them.

The second collaborative training carried out by Helps Education Fund and TFFT on May 21-22 targeted head of schools. Thirty-seven (37) school heads and key teachers were trained on the Systems Oriented Plan for Academic Achievement (SOPAA)—a systems-level approach to making schools more effective and efficient in assisting academically struggling students. In these 2 days the participants learned about TAPS or Targeted Assistance Program for Students and the importance of the presence of a well-coordinated and structured system is to the effective functioning of a school and most critical to assisting student learning. Dr. John C. Begeny, the training facilitator, introduced tools that the participants can adapt as well as help them reflect on their respective system's strengths and areas of improvement.

# Life Skills Corner

By Chloe Crocker  
Full Circle Program Director, TFFT



#### Overview of the Lesson:

Many friendships can last a lifetime if nurtured properly. It is important to be able to identify qualities in people that we find admirable, and often our closest relationships are with people we look up to in more ways than one. Relationships can be shared between a wide range of people and age groups. For example, we have a deep respect for our elders, whose role is to guide us and give us valuable advice; people form love relationships from which they may be looking for comfort, security, or romantic feelings; we usually have strong relationships with our parents and siblings—a familial bond. In any type of relationship, however, trust, respect, and dependability are three qualities that almost always need to be in place in order for a connection to last and remain healthy. In this lesson, students will be challenged to analyze which qualities they seek in a friend; write about a good friend that they currently have; and help craft a friendship chain.

Full Circle: Personal and Social Education Curriculum – Year 3

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## Life Skills in Schools

### *How we intend to revitalize the teaching of Life Skills in Tanzanian schools*

In the Tanzania primary school curriculum, there is a class called Personality Development and Sports (or *Haiba na Michezo* in Kiswahili). The subject was created in 2005 to instill skills and knowledge like communication, decision-making, health, sports, teamwork, citizenship, creativity, and entrepreneurship. Coincidentally, these are all topics that Full Circle tackles as well.

TFFT saw an opportunity there and brought it to my attention. You see, the curriculum and resources that are currently available for Personality Development and Sports (or PDS) are limited. Because it is a relatively new topic, teachers have never been trained on what it is or how to teach it. While Tanzania has a national testing system for all subjects, PDS is not included. The

result of all of this: **Teachers are ill equipped and unmotivated to teach the subject, and students suffer from the lack of resources and teaching and never obtain these skills that are vital to success.**

So, this is where Full Circle's initiative comes in. **We have designed a three-part strategy to ensure this class teaches students these important skills that.**

#### Creating Activity Guides

During the past year, we have created an **activity guide** that correlates with the national curriculum. The guide is holistic and participatory, giving teachers ideas and instructions to lead PDS activities in their classes. It also gives them the tools

(continued on page 4)

to assess student learning and progress for each topic. The curriculum guide is available in English and Kiswahili.

### Training Teachers

The second portion of our support is training. Again and again we have heard from teachers, administrators, and school inspectors that teachers simply lack the information and training for this topic. They don't know what it is supposed to look like, so they run from it. This component has already been completed last May where we trained 26 teachers and ward education coordinators on life skills education and participatory learning. As this is a pilot program, we chose 10 schools of different characteristics (some are government schools, some being run by non-profit organizations, and some by private individuals or companies)

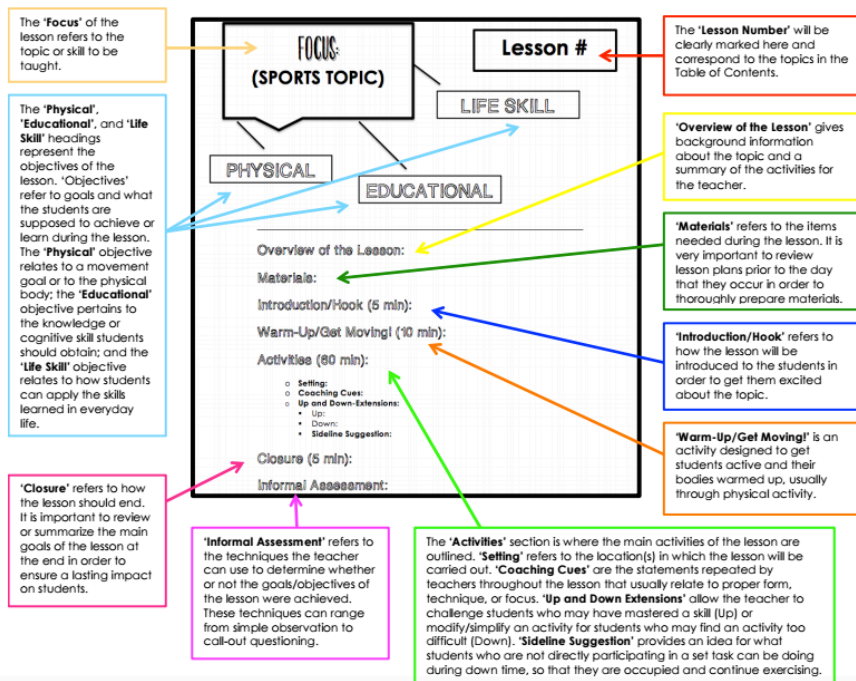
### Providing Toolkits

The last piece of this initiative is the provision of toolkits to facilitate activities in schools. These toolkits contain everything from sports balls, to team-building tools, to paper and scissors.

Resource provision is not generally a strategy that we like to use at TFFT because of the costs and the lack of sustainability. However, resource provision is critical at times. So, for the sake of our pilot, we provided schools with a few basic things to conduct the activities in the curriculum teaching guide.

After many delays, interns, and trips to the hardware shop, we finally created the Full Circle toolkit! And the reward of seeing teachers' and students' excitement of receiving teaching and playing resources was worth it all! We spent 3 days driving all over the Meru area delivering the much-anticipated toolkits! I have to admit—I loved it. The beautiful Tanzanian landscape is a great reminder as to why you spent last night turning kitchen sponges into playing dice!

As I said, resource provision is not a long-term strategy for TFFT, but it helps us work towards the larger picture. For the Life Skills pilot, this picture is a student leaving primary school with the skills to problem



A diagram showing the basic structure of a sports-focused lesson plan/health-focused lesson plan and defining and explaining each section



Schoolchildren waiting see what surprises were in the box. In the picture is Chloe Crocker, TFFT Full Circle Director.

solve, make healthy decisions, care for themselves and their families, relate well with others, be creative, and set goals. We want to see teachers who are engaged with their students and use activities to teach in and out of the classroom. We want to see schools that prioritize the very critical “other” education that students should receive in school. If we can contribute towards achieving this in these 10 schools, and later, across Tanzania...I will be a very happy person!

## Snapshots of the different parts of the English and Kiswahili PDS curriculum

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## Sarakasi na Kucheza ngoma

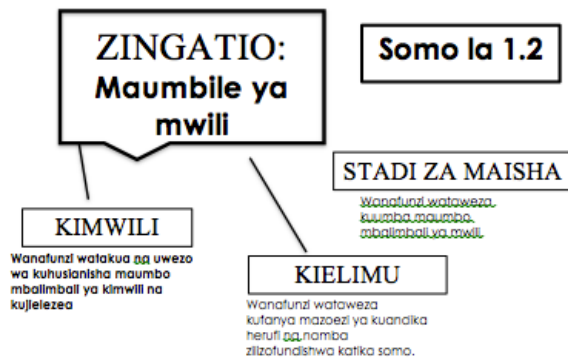
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Sarakasi ni vitendo vya kimwili ambavyo hujenga nguvu, balansi, kugeuka kwa urahisi na kuwa mwepezi. Kucheza kunatwezesha sisi kuwa karibu na miji yetu na kuweza kukabiliana na miondoko ya miji yetu katika mitindo mbalimbali. Kucheza kunatupa fursa ya kuonsha namna viongo vyetu vinavyofanya kazi na kutupa changamoto ya kufuata midundo na mpangilio wa muziki.

Katika Darasa la 1

Tunazingatia zaidi...

Kutambua kwamba tunatambua miji yetu kujieleza.



#### Muhtasari wa somo:

Sarakasi zinahitaji kuwa na uelewao wa miji yetu na uwezo wa kuweka miji yetu katika maumbo mbalimbali. Kuumba maumbo ya miji kunaweza kunganishwa na kujieleza kwa kutumia 'luga ya miji' - hisia zetu zinaweza kuoneshwa kwa namna tunavyotembeza au kuweka viongo vyetu. Mamba muhimu katika maumbo ya miji katika hata hii ni: kusimama imara na kupanua viongo vya miji kwa ajili ya kutengemaa (mikono, nk.). Katika somo hili wanafunzi watapeleka changamoto ya kufuata na kuumba maumbo ya miji yaliyo onyeshwa na mwalimu, pia wanaweza kutumia miji yao kumba



#### Muhtasari wa somo:

Kurusha ni ujuzi muhimu, kama ambavyo inatumika katika michezo mbalimbali. Mamba muhimu katika mitupo ya chini ni: mkono wa kushoto, mguu wa kushoto kwa mbele; kurusha kwa kulenga kiti; na kutaa mipira kutoka mkononi mwako wakati mkono wako uko sambamba na ardhini, ukifuatilia njia. Michezo ya kawaida ambayo mitupo ya chini inatumika ni: kriketi, besiboli, softball, na viatu vya farasi. Katika somo hili, mwanafunzi atapatia changamoto ya kurusha kiti kuanzia chini, kutambua michezo ambayo inatumia mitupo ya chini, na kuonesha ushikiano anapofanya kazi na mwenzie. Ni muhimu kuwahimiza wanafunzi kuwa makini na sehemu wanayotupa au kulenga ili kutowapiga watu wengine au kunaribu vitu.

#### Vifaa:

- nyenzo zenye rangi tofauti tofauti (karatasi/vitambaa vyenye rangi tofauti tofauti)
- Beanbag (seti ya darasa)
- Polispoti/Ubaa/plastiki ya duara (seti ya darasa)
- mbegu

## Utangulizi (dk5)

“Kuna yeyote aliyewahi kumsikia Jackie Robinson? Alikuwa Mwafrika-Mwamerika wa kwanza kucheza besiboli na kukubaliwa ndani ya Ligi Kuu ya Besiboli. Alishinda tuzo nyingi na akawa maarufu katika michezo kidunia kwa sababu alikuwa anakipaji sana. Wewe pia unaweza kuwa baada ya kujifunza kuhusu mitupo Leo! ”

**Maswali ya majadiliano:** nani amewahi kusikia mchezo wa kriketi? Unamfahamu mtu yeyote anayecheza kriketi?

“**LEO**, tutajifunza mitupo ya chini. Ndiyo, tutajifunza....

-Fanya mazoezi ya mitupo ya chini na mwenzi

-cheza ‘mchezo wa kutupiana beanbag’

-cheza ‘nikamate kama unaweza’

...tuanze sasa!”

## Pasha joto! (dk10):

NJE: mwalimu atarusha seti ya nyenzo zenye rangi tofauti kuzunguka eneo bila mpangilio. Mwalimu atataja rangi Fulani na wanafunzi watazunguka kuiendea rangi hiyo kwa kuruka kwa mguu mmoja. Mwanafunzi akikamatwa akizunguka kuiendea nyenzo yenye rangi iliyotajwa bila kuruka kwa mguu mmoja, ‘anatoka’ na lazima asogee pembeni ya mchezo.

## Somo kwa vitendo (dk 60):

- **Mazingira:** eneo la wazi, eneo la kuchezea, au eneo linaloendana na hayo
- **Ishara za kufundishia:** “Mkono uende nyuma”/ “ruka kwa mguu wa kushoto”/“fuata njia
- **Marekebisho:**
  - Juu: wape changamoto ya kurusha kwa mkono wa kushoto (mkono ambao hawautumii kuandikia).
  - Chini: wanafunzi warushe beanbag juu hewani na kuiacha ianguke ardhini.
- **Mapendekezo ya ziada:** Kutembea kwa mstari kwa kuzunguka eneo la wazi.

## Somo kwa vitendo la 1 (dk 20)

- **Majadiliano:** mwalimu atawauliza wanafunzi wataje michezo ambayo inatumia mitupo.
  - “Nani anaweza kuniambia mchezo upi unatumia mitupo?”
  - Kriketi, besiboli, ragbi (mpira wa mikono), softball, water polo, nk.
  - “Vizuri, sasa nitawaonesha jinsi invyofanyika!”
- **Kielelezo/maonesho:** mwalimu atawaonesha wanafunzi mara 5 jinsi ya kutupa mitupo ya chini kwa kutumia beanbag. wakati akionyesha, mwalimu atatakiwa kuelezea kwa vitendo
  - “Vuta mkono wako moja kwa moja kuelekea nyuma mpaka uwe usawa wa ardhi, ubembeze, na uachie (fungua mkono wako) wakati ukiwa sambamba na ardhi kwa mbele yako.”
  - “Hakikisha unapiga hatua kwa kutumia mguu tofauti na mkono wa kurushia.”
  - “Pia, wakati ukibembeza-usiache mapema mno au kuchelewa mno.”
- **Vitendo vitakavyoongozwa na wanafunzi:** mwalimu atawaelekeza wanafunzi kutafuta mwenza ambaye yupo karibu yao (au kikundi kidogo cha watu 3-5). Mwalimu atagawa beanbag kwa wanafunzi baada ya kupata wenza/kuunda kikundi kidogo. Mwalimu awaambie wanafunzi warushe beanbag kwa wenza wao au wanakikundi wenzao.
  - “Tafuta mwenza haraka (au unda kikundi kidogo chenye watu \_\_\_), simameni kwa kutazamana na mjaribu kutupa mitupo ya chini! Jaribu kurusha beanbag kwa kumlenga mwenzi kadri uwezavyo!”
- **Changamoto za zoezi:** mwalimu atawapa changamoto wanafunzi ya kusimama umbali wa mita 1. Lengo ni kulenga viatu vya wenza wao. Kila mara mwanafunzi anapopatia kulenga viatu vya mwenza wake lazima arudi hatua moja nyuma. Na kama wakikosa, wanatakiwa kupiga hatua moja mbele kwa kuelekeana. Baada ya dakika moja, wataona umbali walioachana kutoka kwa mtu mmoja hadi mwingine. Wahamasishe wanafunzi kuwashangilia vyema wenza wao.
  - “Simama mita 1/hatua 3 kutoka kwa mwenza unayeangaliana nae. Jaribu kurusha Beanbag kwa kuanzia chini ukilenga viatu vyake. Kama ukiweza kulenga viatu vyake, wote mnatakiwa kupiga hatua moja nyuma; ukikosa, wote mnatembea hatua moja mbele. LAZIMA urushe kwa kuanzia chini.
  - “Mwishoni, tutaona ni wenza wapi wameachana umbali mrefu. Una dakika 1... ANZA!”

*Joint baseline deliberations by the Sinai Primary School Co-Management Task Force composed of community representatives, school representatives, TFFT, and the District Education Office*



*“If you want to cross a river do it as a group. If you do it alone the crocodile will eat you.” – African proverb*

## Sinai Primary School Co-Management: Learning Together by Doing (by: Kennedy O. Oulu, Country Director, The Foundation for Tomorrow)

The sense of community is an important concept in Tanzania. Hayati Mzee J.K. Nyerere built and nurtured this sense through “ujamaa”. Two African sayings bring the concept of Co-Management and action research into being. Let’s start with the saying that represents the goal of co-management:

***“If you want to cross a river do it as a group. If you do it alone, the crocodile will eat you” [African proverb]***

The proverb illustrates the significance of collaboration and collectiveness, which is strongly embodied in the African culture.

The Kiswahili saying that closely represents action learning [which simply translates into “learning by doing”] is;

***“Panapo wazee, hapaharibiki neno”***

Here, Wazee represents two aspects: i] wisdom and; ii] group/collective, which implies that when we share ideas on an issue together, we not

only learn, but learn cumulatively to conceive ideas better and greater than the collective.

Co-Management definition as adapted from McCay & Jentoft (1996) and Robinson et al (2006) is:

***“...a deliberate and intentional sharing of power and responsibility between government and resource-users [we see a school as a public resource], through a continuous problem [posing] and solving process involving extensive deliberations, negotiations and joint learning”***

***Why did The Foundation for Tomorrow develop an interest in Co-Management as a concept?***

On a visit to Rift Valley Children’s Village in 2014, when looking for exemplars of community management of schools, I came through this approach in a community school in Karatu, deep inside the coffee estates. However, TFFT’s interest in the concept was buoyed by the following lessons and

realities that we have learned working with schools and regulators:

- “Opportunities and Obstacles to Development” is supposed to facilitate bottoms-up local community involvement in decisions including education services [PMO-RALG, 2005], but this is not effective and local communities’ engagement is tokenistic.
- The system of decentralization by devolution [D4D] distributes education governance from Central Government to the Local Government with little autonomy and management capacity where actions are still on the whims of central government.

*(continued on page 8)*

- Managing the education system at the local level without adequate resources and [accountable] management infrastructure has given rise to a crisis in education quality and education management [Lillis, 1990]



In understanding: the “tokenistic” involvement of local communities who are key stakeholders and users of education; the powerlessness of the local government to genuinely affect education in their jurisdictions; the need to strengthen accountability in education management and the urgency to own education outcomes by communities, TFFT decided to pilot co-management in one of the public schools in Meru district.

our partner, **WaterBridge Outreach [WBO]** through The Foundation For Tomorrow [TFFT]. Our concern was; How best to engender ownership by the community and local leadership, and sustainably use such opportunity to transform their vision, expectations and commitments to the school.



**What does Co-Management pilot intend to achieve?**

The pilot intends to “demonstrate whether co-management [collaborative management] of a public primary school can co-produce positive outcomes on [teacher] teaching and learning practices; students’ performance; co-managers [stakeholders] accountability and; sustain community action”. We thus seek to find out how: [i] it influences teacher practices and motivation; [ii] joint partners’ accountability and social action on school attendance and retention; [iii] students’ performance and, [iv] what lessons can we learn through this process.

**What was the trigger?**

The pilot was triggered by a donation of school furniture, learning and teaching resources made to Sinai Primary School by

**Who is involved?**

This pilot commenced in earnest in May 2015, and is coordinated by a task-force of stakeholders who have interests, roles and responsibilities and are willing to be held accountable to a shared vision that was developed for the school by all stakeholders together as the road-map. The members of the task-force, in the spirit of action research, collects baseline data together, which is analyzed and presented for deliberations, before key actions by each stakeholder is prioritized and implemented. This task-force currently includes: District Education Office; District Primary Schools Inspectorate, Ward Education Office, Head-Teacher of the school, Chair of the School Committee, Village Chairperson and The Foundation For Tomorrow.

*(Pictures 1-3) Some of the school furniture and learning resources donated to Sinai Primary by WaterBridge Outreach (WBO) through TFFT.*

**What next?**

The Foundation For Tomorrow [TFFT], the Task Force and the school will be learning together, collaborating with other stakeholders interested in transforming education and its management in Tanzania and sharing lessons as we “learn and improve by doing”.

If successful [well, there are also challenges], we believe this will transform the way in which public schools within devolved education systems can effectively be managed for success in future.

Join us in nurturing educational solutions in Tanzania.



# Child Rights Protection through the Use of Happy and Sad Boxes

(by: Hedwiga Mchaky, Psychosocial and Health Program Manager, The Foundation for Tomorrow)

Creating child friendly school environment will automatically enhance educational performance. International laws against torture are all applicable to children, including the principles that govern detention conditions, such as the Convention on the Rights of the Child. Having this in mind, The Foundation for Tomorrow decided to create a specific program for children after recognizing that schools did not have sufficient information on torture and other violent acts committed against children which affects their health, behaviour, and academic performance.

Moreover, even though the Committee on the Rights of the Child enjoyed broad jurisdiction on the situation of children, it could not address individual cases. Further, although special mechanisms (e.g., Child right committees, social workers and working groups) could be alerted of all types of cases, very few were communicated by children. This is what prompted the inception of the Happy and Sad Boxes project. The concept of Happy and Sad boxes is an approach adopted from Child Helpline International (CHI), a global service to help children in need of care and protection. This approach in our context is implemented by use of boxes established in schools to offer children an opportunity to communicate their rights violation for action and also bring to light good practices that make them feel

safe and happy.

This project, which commenced with a training of selected teachers and ward education coordinators on Child Rights and Protection on March 2015, will be piloted in 15 government schools in Meru District. It is expected that the reach of the project will expand in 2016 to reach more schools based on the lessons that this pilot will generate.

The main objectives of the Happy and Sad Boxes project are to:

- Bring awareness to schools and communities about the meaning of child abuse, types and its effects.
- Explore sources of abuse and positive practices happening in their areas
- Help adults understand their roles and responsibilities in protecting children.
- Educate the community about the processes and procedures for intervention in child abuse cases.
- Educate students about child rights and protection
- To provide psychological support to victims
- Protect children from torture and other forms of violence through prevention, denunciation and advocacy in order to create community pressure so that violence is avoided or ceases.
- Promote and defend children's rights by reinforcing the protection of children who are victims



*The Child Rights Training participants during a workshop activity.*

of torture or threatened by torture and other cruel, inhuman or degrading treatment or punishment.

The following are the schools, which are participating in this pilot:

1. Chemchem Primary School
2. Kimandafu Primary School
3. Sing'isi Primary school
4. Uraki Primary School
5. Malula Primary School
6. Maji ya Chai Primary School
7. Leganga Primary School
8. Nambala Primary School
9. Moivaro Primary School
10. Nkwandrua Primary School
11. Sing'isi Secondary School
12. Uraki Secondary School
13. Kitefu secondary school
14. Muungano Secondary School
15. Nkwandrua Secondary

(continued on page 10)

During the training, the star fish story exercise was shared. In the story, the first character (woman) showed a positive attitude to rescue starfishes washed away from the sea while the second (old man) had a negative attitude ignoring what the woman was doing. After observing the woman for a while, he changed his mind and decided to join her to rescue fishes. The community around the shore (third character) was attracted and joined the exercise where they rescued more fishes. Participants reflected the story in their real life and commented that in our communities some of adults are not fulfilling their responsibilities of caring their children. They declared that children are vulnerable thus need collective effort in supporting and protecting them.

Also in the plenary session, the meaning of child abuse, sources and effects was discussed. It was affirmed that abuse is any action or words intended to children that can harm their wellbeing and development and that there are four types of child abuse: physical, sexual, emotional, and neglect. Child maltreatment was found to happen in the

families, schools, faith-based communities such as churches, mosques and other areas in the community. The effects of child abuse was discussed in detail whereby physically a child can experience wounds, bruises and disability while psychologically a child demonstrate poor academic performance, poor social interaction with peers, self harm, destructive behaviors, substances abuse among other effects. The participants were taken through various sources of child rights from international, regional and national laws and conventions.

TFFT will be providing the metal boxes (with padlocks) to the schools upon completion of the cascade of training that the participants are supposed to do to their respective schools. Once established, the boxes will be opened every month-end in the presence of the head of school, 2 student representatives (boy and girl), TFFT representative, the teacher who attended the Child Rights training, and the Village Chairperson or the Ward Social Welfare Officer if available. The boxes will only be opened in the presence of these representatives mentioned. Strict adherence to the procedures would be ensured by all stakeholders.

## Handling of issues arising from the Happy-Sad Boxes

- Information concerning the teachers at school will be left to the Head of School to deal with, but if more serious than the school to handle, TFFT will notify the authorities.
- Information concerning action by the students will be left to the student representatives to communicate and solve within the student community at school.
- Information concerning action by the community will be given to the Village Chairperson or Ward Social Welfare Officer to solve through existing community structures and action mechanisms
- Information that cannot be handled by all others will be left for TFFT to coordinate with the authorities.
- Before opening the boxes in the following month, this panel of representatives will be brief on the following:
  1. What came up from the Happy box last month that we should learn from to make



2. What progress has been made on the actions proposed from last month by each member of the panel? [Each member],
3. Secretary documents all this information in the counter book section for the previous month and;
4. The process starts again.

# In Focus

Thoughts and Articles of Interest for Teachers  
written by the TFFT Teacher Training Program



## Step-by-Step Learning Center:

### Caring for the Most Vulnerable through Self-Sustaining Education

“The rose that grew from concrete.” The school logo of Step-by-Step Learning Center might seem unusual especially if you compare it with the usual school emblems. Explaining the logo, Margaret Kenyi, school founder and manager, said the rose symbolizes children with special needs who are sometimes seen by society as not able and often have very difficult backgrounds. This tough foundation is represented by the crack in the concrete as opposed to fertile soil. Step-by-Step Learning Center (or SSLC) believes that these children who are often written off as burden to their families can conquer their hardships and grow into something beautiful, and well, bloom like a beautiful rose. SSLC says their role is to care for and nurture these children

and help them, *hatua kwa hatua*, to overcome their challenges and blossom into adults who can rely on themselves.

#### Its Beginnings

SSLC opened its doors for the first time to Ruth Kenyi, its first student, on 29<sup>th</sup> September 2005. It was a dream come true for Dr. and Mrs. Kenyi who had many years of frustration in trying to find a suitable quality education for their daughter Ruth, 21, who has special needs. At 21, Ruth had been through 16 schools, many of which were frustratingly wanting; let alone the

(continued on page 12)

*“The rose that grew from concrete.”*

SSLC’s logo symbolizes special needs children who are sometimes seen by society as not able and who often have difficult backgrounds. But with care and nurturing, SSLC believes that these children can overcome their difficulties and grow into something beautiful.

many others that rejected her outright, or were sympathetic but did not know how to help her. Because of this Mrs. Kenyi became determined to get the knowledge and training on how to enable children with learning disabilities (LD) to learn in an inclusive school environment with a quality special education needs programme. There, children with learning difficulties, their siblings and parents would always feel welcome. They would not have to go through the windy and painful path that the Kenyis went through.

Almost ten years later since they opened the school, it now has 15 students all with different special needs ranging from mild to profound. They have students who are challenged by autism, cerebral palsy, partial paralysis, Down’s syndrome, Attention Deficit Disorder (ADD), ADHD, Pervasive Development Disorder (PDD), poor speech and language development, slow learning, emotional and psychological trauma, and a few with neglect and abuse. The number of students may seem

small but the needs of these students are great which is why the school’s eight staff members, which include the school director, 2 teachers, the cook/cleaner, the school bus driver, a caretaker, and 2 volunteers—all have to assume a heavy workload. These staff members all help in giving the children opportunity to learn to function intellectually, physically, and socially.

**Self-Sustaining Education**

SSLC is a non-profit school. They charge very low fees and even then, most families who have their children in the school cannot afford to pay. Thus some of the children are sponsored. The Foundation for Tomorrow sponsors 2 of their students, Aika and Hans. While charging very little, the school makes sure the education they receive is of high quality.

Because of very small income coming from fees the school has

to find ways to augment it to pay the staff and keep the school running. Thanks to the creativity and resourcefulness of the school management composed of Margaret Kenyi, Andreas and Berit Svensen, SSLC are running projects that they hope to grow to be able to support the school needs, be more self-sufficient, and expand their services. Recently they have started a livestock project. The eggs and milk from the chickens and goats supplement the diet of the students, but they hope to increase their produce so that they can sell some in the near future. Cows and fish are in their plans too, with the cowshed and the fishpond already built when we visited the school. They have started a nursery and even grow maize in one area of the school plot. The students also have their own little plots where they are taught to grow vegetables. They make briskets from scrap paper and paper products, which are very useful when they run out of



*Photos: SSLC caretaker teaching a student how to work in the vegetable garden; the goat shed and chicken coop at SSLC; dried briskets made from scrap paper and paper products; students cutting paper for brisket-making.*

(continued)

cooking gas. The students make beaded jewelries too which the school sells. The beading, far from being just income-generating, are actually meant to be tools for learning. Identifying and creating patterns are basic math skills. It develops fine motor skills, and stringing beads help the students develop their focus and concentration.

While the term “self-sustaining school” usually mean being economically sufficient, its meaning extends to how SSLC involves their students in all the activities of the school, including tending to the chicken, their vegetable garden, and nursery and making the brisquets. These activities all provide opportunities for the students to learn and also impart them very important life skills. They need to learn practical skills to sustain them in the near future. For most of the kids at SSLC, given their physical and learning challenges, a regular employment might not be a possibility but they can learn to fend for themselves by having practical skills that can help them self-reliant.

The SSLC curriculum is highly specialized and child-centered. Students who are higher functioning and have no problems in reaching normal milestones in their learning development follow the Tanzanian syllabus for pre-primary and primary. For those who are severely challenged, Individual Learning Plans (ILPs) are drawn up after assessment, agreement with the parents, and close consultation with specialists. Teachers are trained to give physical therapy to students who need them. Every activity done with the



*A typical day at Step-by-Step Learning Center finds the children not just confined in the classroom with their noses buried in books but also (1) beading; (2-4) being engaged in practical activities such as cooking and preparing food; and (5) playing catch to improve their eye-hand coordination and brain muscle coordination.*

students are planned and deliberate, every activity intended to help the students develop their learning abilities and enhance their physical capacities.

**Caring for the Student Beyond School Life**

SSLC champions the cause of children with special needs and raise awareness about their appropriate care, protection, and education not just to the public but also, and most importantly, to their families. The school services extend to their families as well. SSLC develops home-based interventions for guardians and counsel them. Being in the same situation, no one

understands the heartaches parents of children with special needs go through more than Margaret Kenyi, being a mother to one who was the inspiration for the founding of the school.

In more than one occasion, SSLC had to intervene to help families of their students. When a student fails to come to school, trust that the staff would follow up the reason for the absence. They also do home visits.

Truly, Step-by-Step Learning Center is a remarkable small school with a big heart and big dreams.



# Community News

## Mpango Wa Serikali Wa Kuwasaidia Wanafunzi Wasiofanya Vizuri Katika Mitihani

By: Redempta Msacky, TRC Coordinator  
Leganga TRC, Meru District

Serikali imechukua hatua ya kuwasaidia wanafunzi wasiofanya vizuri katika mitihani yao kuanzisha Darasa Rekebishi.

Darasa rekebishi ni darasa la wanafunzi wa darasa la saba wasiofanya vizuri katika mitihani.

Wanafunzi hawa wawetakiwa kutambuliwa na walimu wao na kutengwa katika darasa maalum litakaloanza mara baada ya vipindi vya kawaida ambayo huishia saa nane na nusu mchana (8:30 mchana) kwa masaa mawili kila siku.

Wanafunzi hawa watafundishwa mada zinazo watatiza kwa undani.

Pia watapewa mbinu za kufanya maswali haswa yaliyotungwa na Baraza la Mitihani la Taifa.

Masomo yaliyolengwa na serikali katika darasa hili ni Hisabati, Kiingereza, na Kiswahili.

Kwa masomo haya wanafunzi watasaidi wa kuhakikisha wanayafaulu vyema katika mitihani yao ya kumaliza Elimu ya Msingi.

Darasa Rekebishi litafanyika mwezi Juni, Julai na Agosti.

Katika darasa hili mwanafunzi wataofanya vizuri wataendelea kuwepo katika darasa hili bali wataendelea na darasa la kawaida ambalo wanatoka saa nane na nusu.

Kwa kufanikisha mpango huu wa matokeo makubwa sasa serikali imetowa mafunzo kwa walimu watatu toka kila shule wakiwemo wa Hisabati, Kiingereza na Kiswahili.

Mafunzo haya yalifanyika siku tano katika Halmashauri ya Meru katika vituo vitano ambayo ni shule ya Msingi Patandi, Leganga, Tuvaila, Kingori na Leguruki.

Kila kituo kilikua na washiriki 63 yaani walimu 21 kwa kila somo. Hivyo katika halmashauri ya Meru walimu 105 walipata mafunzo ya somo la Hisabati, 105 walipata mafunzo ya somo la Kiingereza, na 105 walipata mafunzo ya somo la Kiswahili.

Hivyo Jumla ya walimu wote walio husika na mafunzo halia ni 315.

We want to hear from you! If your school has newsworthy events, projects you are proud of, or thoughts you want to share that would benefit your fellow educators and other school managers, send them to us and we will publish them in the next edition of Tufundishane! Articles that talk about best practices will be given preference, but we also welcome literary contributions such as essays and poems from educators and students.



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Or message/call: +255 762 391 151

# Thrive



## Campaign 2015

For nearly a decade The Foundation for Tomorrow's work can be encapsulated in just one word—"THRIVE." Our work is about empowering Most Vulnerable Children (MVC) to thrive and reach their fullest potential and contribute to improving their communities.

Through our Scholarship Program, Psychosocial and Health Program, Teacher Training Program, and Full Circle Program, most vulnerable children thrive into the actualization of this reality in their lives.

This year we created this wonderful opportunity for the local community in Tanzania to participate in this pursuit. Together we can address the challenges these children face and ensure their access to quality education and medical care, safeguard their wellbeing ensuring they are free from harm and abuse, and equip them with all the necessary life skills they need to thrive.

### SCHOLARSHIP PROGRAM

Provide most vulnerable children access to quality education

### PSYCHOSOCIAL AND HEALTH PROGRAM

Provide access to healthcare and improve MVC households through the Household Economic Strengthening Project (Wezesha Kaya)

### TEACHER TRAINING PROGRAM

Equip teachers with necessary skills to deliver quality instruction



### FULL CIRCLE PROGRAM

Equip children with necessary life skills for them to thrive in life.

### YOU CAN BE A PART OF THE THRIVE STORY.

We aim to raise \$25,000 this year to expand the reach of our programs. If you wish to contribute to this endeavor, you can do so using the following numbers:

M-PESA 0759760 212 | TIGO PESA 0673 555 752 | AIRTEL 0787 181 474

Or contact: [Anton@thefoundationfortomorrow.org](mailto:Anton@thefoundationfortomorrow.org) | Mob: +255 763 970495