

umoja



creating brighter futures

Strategic Plan

2020 – 2023

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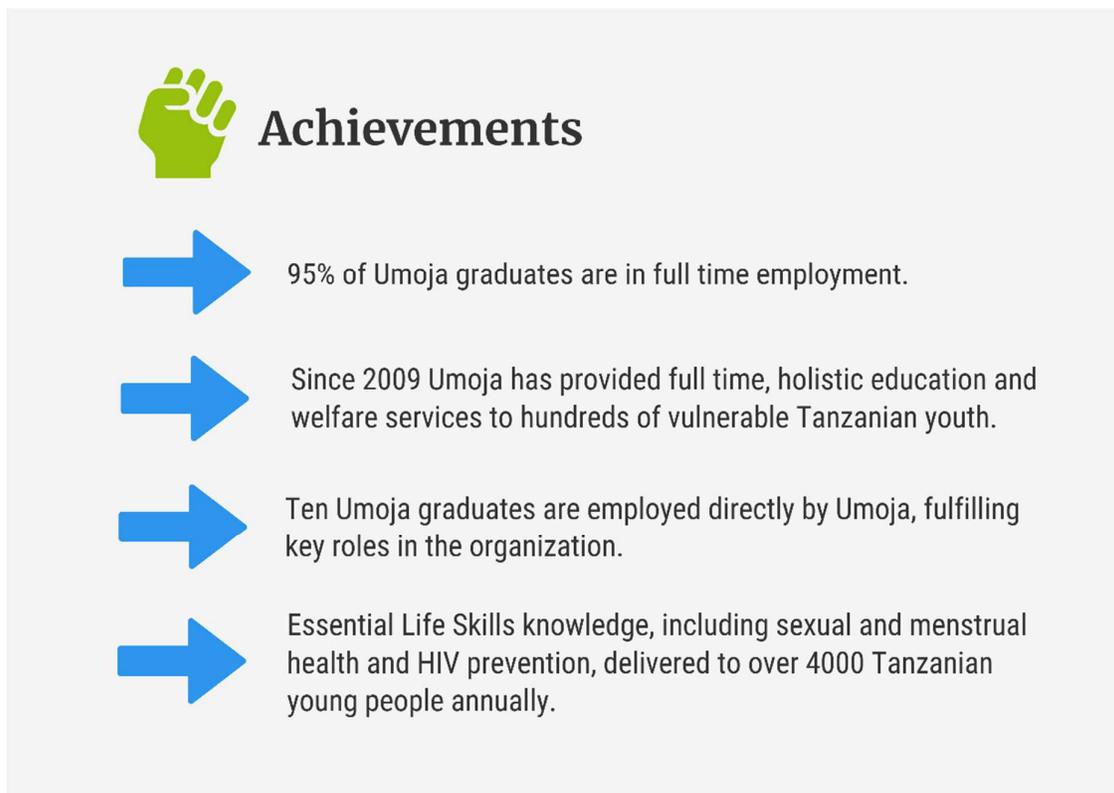
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1. Introduction

1.1 Who is Umoja?

At Umoja, we believe that young people have a right to lead lives free from poverty, abuse, and exploitation. For a young person to thrive they need a holistic education, good physical and mental health, and dignified livelihoods. We offer essential services to vulnerable Tanzanian youth who we want not only to survive, but thrive. We provide them with the freedom and security needed to become the authors of their own lives.



Achievements

- 95% of Umoja graduates are in full time employment.
- Since 2009 Umoja has provided full time, holistic education and welfare services to hundreds of vulnerable Tanzanian youth.
- Ten Umoja graduates are employed directly by Umoja, fulfilling key roles in the organization.
- Essential Life Skills knowledge, including sexual and menstrual health and HIV prevention, delivered to over 4000 Tanzanian young people annually.

Our innovative holistic programme fosters healthy, safe, engaged young people who are able to learn and thrive. The programme is designed to build greater self-confidence, nurture skills and talents and empower its participants to gain control over their lives, leading to increased academic performance and meaningful employment. It helps to create leaders for positive change within their communities and wider society.



Key programme areas



Education

We provide a variety of educational options to children and young adults. Education is vital for young people to achieve their goals, become independent and rise out of poverty.



Health & Welfare

To ensure our youth transition into adulthood safely and empowered, we provide a range of medical and psycho-social support and extra curricular activities, including the arts and sports.



Livelihoods

Our goal is for all our graduates to be self-sufficient, employed and leading a dignified life. Umoja graduates are equipped to support future generations, thus breaking cycles of poverty.

1.2 History

Umoja was formed to address a need in the community, to offer youth the opportunity and personal resources to complete education, gain meaningful employment and carve out a better existence.

The Umoja Centre was established in 2009 by Emma Wagner (UK) and Caroline Goody (UK/Australia) who met while studying for a degree in International Development at the University of East Anglia.

Caroline and Emma spent six months researching, and then planning for, an educational facility that would cater specifically for the most impoverished young adult Tanzanians. Included in their research was a survey which was administered to 600 youth in the Arusha area. The survey provided more than enough evidence of the need for such a facility, as well as more specific details on how best to approach our education programme. A building was rented, a teacher employed and forty youth recruited to the first class of 2009.

In 2020, Umoja proudly employs twenty-seven full time Tanzanians (eleven female/sixteen male) with seven of these being Umoja graduates. In addition, we have two long term international volunteers (female) plus three local volunteers (two male/one female). Two of the local volunteers are Umoja graduates who will most likely be employed in full term contracts by the end of 2020.

To date Umoja has assisted over four hundred young people and their families. Umoja provides holistic services to youth who have dropped out of the formal education system and who are out of work. Children drop out of school for numerous reasons including poverty (and the family's inability to afford fees), expectations on young people (e.g. home duties, pressure to earn, early marriage) social problems (drug/alcohol abuse, violence) or a lack of pastoral and educational nurturing in schools resulting in failure.

1.3 Vision

To see vulnerable young people in Tanzania educated, empowered and living free from poverty, abuse and exploitation.

1.4 Mission

To provide education and welfare support to the most vulnerable children and young people in Tanzania, empowering them to develop the knowledge and skills needed to create positive change for themselves and the wider community.

1.5 Values

All work at Umoja is underpinned by our core values:

Equality Respect
Integrity Empowerment



2. Context

2.1 Location

The city of Arusha, where The Umoja Centre is located, lies near the Tanzanian-Kenyan border, at the base of Mount Meru. Arusha City, with an official population of 559,122, is the capital of the Arusha region, (population of 1,694,310) and serves as the headquarters for the East African Community. (2012 Population and Housing Census, NBS)



2.2 Context of Tanzania

Poverty and the economy

Although the economy in Tanzania is steadily growing and unemployment rates falling, poverty rates are not reducing as they should, given the economic growth. (Tanzanian Mainland Poverty Assessment, World Bank). The annual GDP in Tanzania grew at a rate of 6.7 from 2013 to 2018, (Tanzanian Figures 2018, NBS 2019), yet 'approximately 70% of Tanzanians continue to live with less than \$2 per day' (World Bank, 2015).

UNESCO (2011) summarised that 'Poverty limits households' capacities to send their children to school and allow them to stay there'. This can be due to school fees, transport issues, or needing youth to be in paid employment from a young age. It can have hugely negative effects on youth. 'Income poverty makes children vulnerable and pushes them away from school, home and ultimately to the streets' (Mkombozi, 2006).

Population

The World Bank calculated the population of Tanzania in 2000 as 34.18 million, and as 55.57 million in 2016, an increase of 63% in just 16 years. In an education report of Tanzania by UNESCO (2011), it displayed the estimated population of Tanzania in 2020 to be 57.10 million – which according to multiple statistical estimations in 2018 (worldometers.info, countrymeters.info, worldpopulationreview.com), it has already far surpassed. Another analysis of Tanzania by UNESCO (2016) shows that 45% of the country's population are aged between 0-14 years old, showing a high current demand for education. This demand is not being met, particularly at secondary school level, with only '46% [enrolment rates] in lower secondary' (EPDC, 2014).

Urban Migration

Young people see or hope for opportunities in urban centres that do not exist in their home communities, resulting in Arusha carrying a disproportionate burden of young people and resultant costs from rapid urban migration. Youth in Tanzania face high levels of unemployment and struggle to find safe, fair and meaningful employment. In addition, the expansion of youth in urban centres puts them at risk as they take partake in more hazardous (available) employment. (National Youth Policy of Youth Development, 2007)

Unemployment

Umoja is operating in a context of high youth unemployment, with the majority of unemployed people being under 35 years of age. In addition, there are higher rates of unemployment in urban centres as migration brings people to cities in search of work. 'The migration of people from rural to urban areas increases the burden of urban public services and social infrastructure and results in imbalances in allocation of labour, hence a rapid growth of the urban informal sector and increasing incidences of hazardous employment for the youth' (Ministry of Labour, Employment and Youth Development – National Youth Development Policy, 2007) The Tanzanian government has demonstrated has a desire to see services in place to support youth livelihoods in areas of

- Entrepreneurship skills training
- Empowerment of youth
- Education
- Gender and equity programmes
- Environment sustainability programmes

(Ministry of Labour, Employment and Youth Development – National Youth Development Policy, 2007)

Education

The overall impacts and benefits of education are well-known globally - 'education...has an important impact on literacy, poverty, fertility, and maternal and child health' (UNESCO, 2011). Although the World Bank Group (2016) found that Tanzania has seen 'completion rates in primary increased...in 2012', it has also found that a 'large proportion of Tanzanian pupils are not learning in school' and that only 41% of public schools 'meet required standard of infrastructures'. This lack of education quality is not new in Tanzania. Mkombozi (2006) found that the 'emphasis in recent years within policy making circles have been to increase children's access to primary education, without attention given to the quality of education', and McAlpine (2015) stated that, within Tanzania, the 'quality of education is inadequate. The potential positive cycle whereby education drives wider national development is not being achieved. There is a lack of accountability, availability of teaching and learning materials, low support for struggling students and poor school management'. This lack of quality is shown with pass rates across primary and secondary national examination still only being at 'the range of 50-70% for the last five years' (URT, 2015).

One reason for this lack of quality could be found with issues of funding in education in Tanzania, with UNESCO (2011) discovering that government allocations to education funding had a disproportionate split, providing 27% of its budget to higher education (college and university), 48% to primary education and just 13.5% to secondary education – which is 'a level far below countries that are equally close to achieving universal primary education'. UNESCO (2011) also found inefficient government spending within the education budget in 2017/18, stating 'Budget mismanagement has also continued to affect implementation of development projects because development budgets are not spent at full capacity by local government authorities'.

Gender Issues

The country is still experiencing a variety of gender issues within education, with the World Bank Group (2016) finding that only 18% of head teachers across the country were female, and the Gender Parity Index (UNESCO, 2017) for Tanzania was in favour of boys 68:32 in 2017. Female drop-outs are consistently higher than males, and school pass rates consistently lower. UNICEF (2014) summarised that 'many girls do not complete primary school and of those who do, only a small number continue on to secondary school...with pregnancy being the main contributing factor'. UNESCO (2011) suggest that 'Insistence on girls fulfilling their traditional role in society, early marriage and pregnancy all favour dropout [from school]'. A report from ActionAid (2011) backs this up, finding that 54% of girls surveyed in Tanzania believed that pregnancy was an obstacle preventing them from completing their education, and 35% believed early marriage was also a reason. Girls living both in poverty and rurally suffer the most, with a UNESCO 2011 report finding this demographic 'with virtually no opportunities to pursue secondary education'.

Gender issues are broader than just education in Tanzania, and girls are often the victim of larger struggles, prejudice, violence, and therefore a limited opportunity to thrive. Kate McAlpine (2017) concluded that 'Girls in particular are hindered by limited livelihood opportunities', 'continue to face parental discrimination and rejection', and found from her primary research in the country that 'many girls expressed frustration that they are blamed for not avoiding the risks from which nobody else helps protect them'. These societal stereotypes also come in the form of violence, and girls are more

frequently the victim of sexual abuse in the country. McAlpine (2015) found from her research within the country that 'Nearly 30% of girls...report that they have experienced sexual violence', and 'Approximately 15% of females who experienced sexual violence reported that the perpetrator was an authority figure, the majority of whom were male teachers'. McAlpine (2016) also found that 'within the school system, male teachers are sexually exploiting girls for grades'.

Government Legislation and Policy

Umoja's work compliments that of the Tanzanian government as outlined in the National Youth Policy of Youth Development (2007). This policy highlights employment creation, education and health to be of major importance to positive youth development in the country, which are Umoja's three programmatic areas.

The Tanzanian government has laws in place to protect children and youth, however they are often not enforced and cases not reported. Organisations such as CCR (Caucasus for Children's Rights) are working as advocates for children and youth and their rights and Umoja are advocates for our youth and children, abiding and enforcing our strict Child Protection Policy and protecting our beneficiaries.

In 2018, it became illegal for a pregnant girl to continue with education in formal primary or secondary schooling, which then created an opportunity for Umoja to offer support to these young mothers.

2.3 Community Needs

Children and youth in Tanzania (and Arusha City) suffer due to familial issues, the education systems they access, the lack of services available and the government underspend on youth and poverty. In Umoja's target group, there is often severe dysfunction at the family level due to problems such as alcoholism, domestic abuse, AIDS related deaths, single parent families and a lack of income. Children suffer as they are isolated, neglected and victims of violence.

Young people suffer due to the poor academic options available. If families do in fact invest in their children's education (and many do not) then the quality of education offered is poor, with great underinvestment in education and under budgeting with a minimal percentage of the capitation grants actually reaching the schools. Teaching practices are generic and do not put the best interests of the child first and the curricula and language of tuition are challenging for children who are not academically strong. Secondary education services do not offer the pastoral or educational support to children who are outliers because of their economic, health or family situations.

Youth in Tanzania face high levels of unemployment and struggle to find safe, fair and meaningful employment. Without education enabling employment and lacking the resources to start businesses, young people become highly vulnerable. As Restless Development stated in their National Strategy (2011-2015) "Without stable livelihoods, young people suffer from extreme poverty and social exclusion, often resulting in negative behaviours formed at a young age, e.g. risky sex, drug abuse, and crime." (Restless Development, 2015)

Umoja aims to break these cycles of dysfunction by providing structured and holistic support for these young people, enabling them to build themselves alternative futures.

3. Umoja's Response

3.1 What we do

Umoja aims to break inter-generational cycles of abuse, unemployment, and vulnerability in Tanzania by providing a safe space for young people to express themselves, learn and receive psycho-social and medical support.

This is achieved by providing a safe space and educational opportunities, based out of The Umoja Centre. Whilst our youth are focusing on our alternative system of education, Umoja provides a wide range of pastoral care such as psycho-social and medical support, sports and arts activities. Our holistic approach caters for the young person as a whole, recognising the need to address health issues, provide adequate nutrition and to care for general wellbeing so that the individual can succeed with education and into employment.



3.2 Target Population

A staggering 55% of Tanzania's unemployed population are young people and Umoja's programmes are created for them. Our beneficiaries are young men and women (ratio 50:50), who lack alternatives in terms of education or employment. Although we are based in Arusha, Northern Tanzania, and the majority of our beneficiaries are from the Arusha Region, we welcome participants from all regions of Tanzania.

Umoja enables these young people to improve their lives, get out of poverty, gain an education and secure a decent livelihood, by providing structured and holistic support based out of our centre.



3.3 Sustainable Development Goals



The 2030 Agenda for Sustainable Development outlined seventeen Sustainable Development Goals (SDGs) and were adopted by all United Nations member states. Tanzania has aligned its development objectives with the SDGs and Umoja currently addresses five of the SDGs; Goal 1: No Poverty; Goal 3: Good Health and Well-being; Goal 4: Quality Education; Goal 5: Gender Equality and Goal 8: Decent Work and Economic Growth. These goals underpin all our programmes, from design and conception through to implementation.

3.4 Programmes

We achieve our mission currently through these eight programmes:

- Foundation Programme
- Intensive Secondary Certificate (ISC) Programme
- Outplacement Programme
- YES! Programme
- Social Enterprise Programme
- Family Support Programme
- Fikia Programme
- Pre-School Programme

Foundation Programme

Disadvantaged youth join the Foundation Programme after a rigorous selection process based on need, motivation, and lack of alternative opportunities. Candidates for the programme are highly vulnerable, often at-risk, young men and women who have left the traditional school system at some point prior to secondary school graduation due to reasons including low quality education, poverty, trauma, or meeting family obligations. Tanzanian youth learn about the recruitment drives through flyers, word of mouth, national radio advertising, social welfare departments, and partner organisation referrals.

Interviews are conducted over multiple days and include written exams, group activities, face to face interviews and home visits. This process allows us to ascertain a candidate's individual motivation and need, as well as the ability of Umoja to assist. Parents or guardians become involved in the second round of face to face interviews as well as during home visits. Umoja focuses on the whole person, so it is important that we understand not just the youth, but also the family dynamics and home environment. All aspects of the interview process ensure that those accepted into the Foundation

Programme have the greatest need but have also demonstrated commitment to utilise the programme to the full extent.

The Foundation Programme runs from January to December with three terms. The Foundation youth attend the centre on a full-time basis from 8:30 to 4, Monday to Friday. We provide two nutritious meals, breakfast and lunch, to ensure our youth are fully able to make the most out of the opportunities provided. For many, this is the only food they will have in a day.



The core curriculum consists of English, mathematics, global studies, sciences, and life skills. Most youth come to the programme with varying levels of English proficiency and academic achievement, therefore intensive English language instruction is incorporated into all aspects of the programme. Extra-curricular activities include arts, sports, career and leadership workshops and after-school clubs where our youth develop new skills and knowledge while building their confidence. These extra-curricular activities also build upon the life skills curriculum that is taught by a certified social worker at the centre.

Because we focus on all aspects of youth development, we provide extensive life skills and social welfare support. Our unique life skills curriculum is an essential part of the Foundations Programme, providing regular opportunities for youth to build their skills and knowledge in a safe and supported

environment. After obtaining these important life skills, such as managing stress and emotions, active listening, time management, and team work - to name a few - youth are able to improve their overall wellbeing and cope better with challenges in their daily lives – at home, in their communities, or while navigating through college and into employment.

A final component of the Foundation Programme is our health and counselling services. Each youth is assessed by one of our qualified social workers so that we can better understand the physical and emotional health of each participant. If issues arise that require attention from external mental health or medical services, we provide support, guidance, and establish connection between the family and the appropriate external professionals.

While Umoja youth experience vulnerabilities similar to many of their peers, theirs is compounded by poverty and lack of social safety nets. As a result, more interventions and targeted attention is given to youth while attending the Foundations Programme and beyond. The Foundation Programme helps our youth to create positive change for themselves academically and emotionally, arming them with the tools needed to succeed in subsequent programmes and navigate a safe path into adulthood. We encourage critical thinking, better decision making and self-awareness, enabling our youth to (re)create a pathway to an independent and meaningful life.

Activity	To provide an annual holistic Foundation Programme to 40 vulnerable youth		
Targets	Year 1 Target (2020)	Year 2 Target (2021)	Year 3 Target (2022)
	40 vulnerable youth recruited into the Foundation Programme	40 vulnerable youth recruited into the Foundation Programme	40 vulnerable youth recruited into the Foundation Programme

ISC Programme (Intensive Secondary Certificate)

Umoja launched the Intensive Secondary Certificate (ISC) Programme in January 2017 in response to the poor developmental outcomes of Umoja’s youth placed in private secondary schools. Historically, graduates of the Foundation Programme were placed in local private, English medium secondary schools to complete their education which is necessary to find formal employment in Tanzania. We recognised a need to change our programme when we experienced high drop-out rates, an increase (or return) of psycho-social problems and risky behaviours, and an overall lack of pastoral care in the secondary system. Our target youth are highly vulnerable and require additional pastoral care to succeed in their education. They need close supervision, mentoring, and support from a qualified and caring team. Most of the secondary schools were unable to provide this level of care.

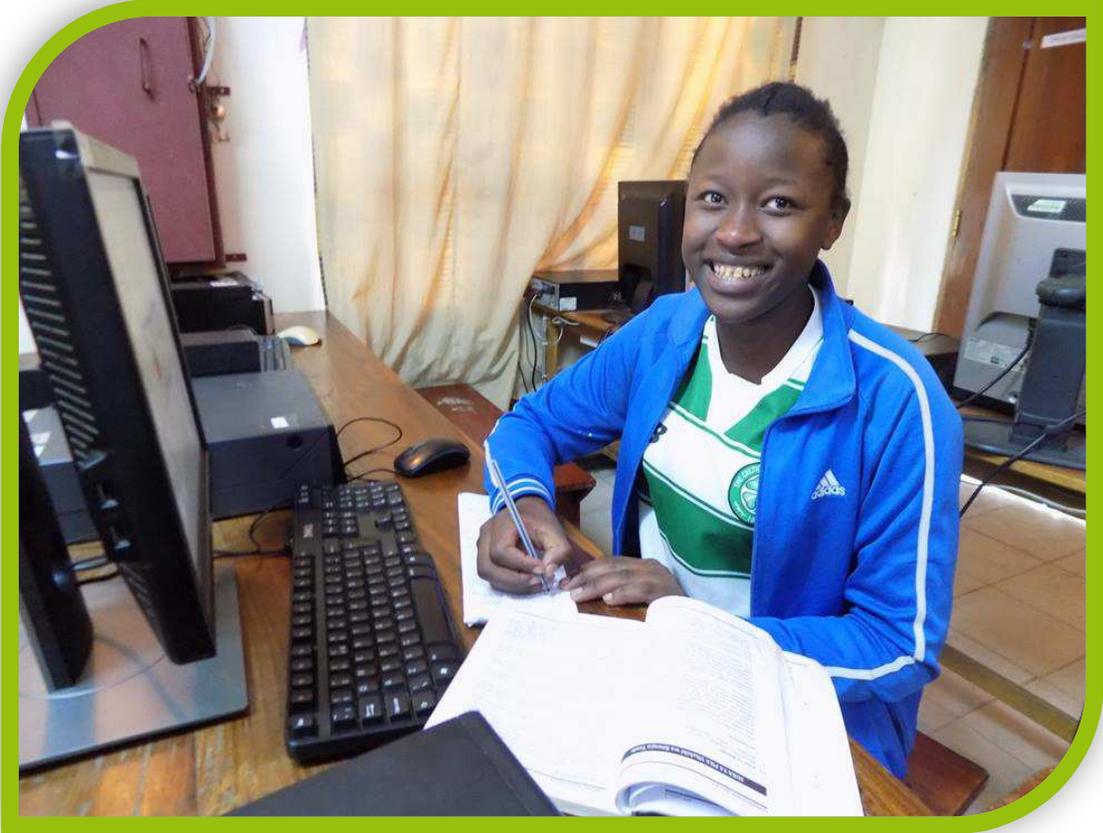
We created the ISC Programme on site at The Umoja Centre to offer consistent, high levels of support and ensure that our youth have the best chance of success in completing their education and participating in the job market. A two-year curriculum, rather than the standard four-year curriculum, also enables our youth to catch up to their more fortunate peers and enter the job market while they are still young.

Our team conducted detailed research that showed the success of similar QT/PC programmes in the Arusha District prior to launching our ISC programme. Each of the centres included in this research

offer part time and self-study modules for youth and adults to complete their studies. At Umoja our youth are with us full time and receive academic counselling and support.

The ISC Programme at Umoja combines two national curricula: the Qualifying Test (QT) and Private Candidate (PC), each of which takes one year to complete. After successful completion of the PC course and national examinations, an Umoja youth will be awarded a Form Four Secondary Certificate (O-Level / Year 10 equivalent). This will enable them to continue their education at colleges, vocational training centres, or to seek A-level qualification (Year 12 equivalent).

Activity	To provide high quality intensive secondary education to 185 vulnerable youth through the ISC Programme		
Targets	Year 1 Target (2020)	Year 2 Target (2021)	Year 3 Target (2022)
	20 Youth will complete the QT Programme 15 Youth will complete the PC Programme	35 Youth will complete the QT Programme 35 Youth will complete the PC Programme	40 Youth will complete the QT Programme 40 Youth will complete the PC Programme



Outplacement Programme

After successfully completing the Foundation and ISC Programmes, we continue to support the youth through our Outplacement Programme. Depending on the students' academic performance, skills, and career choice, we provide mentoring, support and scholarships to enrol in vocational training, college, or university.

Tertiary education is becoming increasingly important in Tanzania, similarly to much of the world. This includes the hospitality and tourism industries, which are popular choices for our youth, due to the high numbers of opportunities in Arusha and Tanzania as a whole.

Umoja has established partnerships with a select number of educational institutions who offer the quality of education and pastoral care our youth need for continued growth and success.

We have an open-door policy for our youth to return to Umoja whilst they are studying at another institution and encourage them to seek guidance and support or to use the IT lab and library. Throughout their studies our full-time Outplacement Coordinator visits each youth at their institutions to review their progress and overall well-being at least twice a year.



Once our youth have successfully completed their Outplacement training, we provide employability skills training and mentoring until they find a job. This includes interview skills, CV writing, job search assistance and advice. We also provide our youth with the clothes they need for interviews or to start their new careers. Our aim is to gradually transition our youth towards independence as they move through our Outplacement Programme.

Activity	To provide external educational opportunities to 105 youth per year through the Outplacement Programme		
Targets	Year 1 Target (2020)	Year 2 Target (2021)	Year 3 Target (2022)
	9 in primary school 4 in Secondary School 16 in A-level education 23 in College 14 in University	6 in primary school 3 in Secondary School 19 in A-level education 30 in College 18 in University	3 in primary school 5 in Secondary School 20 in A-level education 31 in College 43 in University

YES! Programme (Youth Empowerment through Sport)

Sport can transform young lives and communities. Umoja partners with Scottish NGO YES! Tanzania to assist youth development and community sports organisations located in the most disadvantaged urban areas of Arusha. We work with these community organisations to help them be more sustainable and impactful. These organisations provide opportunities for those who face barriers to participating in sport specifically (e.g. girls and people with disabilities) and vulnerable youth more broadly (e.g. those not in school, employment, or training, and those living on the street). With our support, these organisations design activities that promote leadership, resilience, confidence, self-esteem, positive attitudes, life-skills and healthy behaviours.



We build the capacity of the inspirational local leaders that run these organisations by providing a free, tailored package of support through our YES! Programme. The programme consists of three elements:

- Planning – we help organisations to produce a Sport for Development strategy and annual plan.
- Programme design and delivery – we help organisations design Sport for Development programmes and activities as well as provide training for coaches and leaders. We provide a small amount of funding to ensure there are adequate resources for the activities. We help them to develop proposals, secure funding and implement projects to build their capacity to deliver their sport for development plans and activities.
- Monitoring, evaluation and learning – we guide organisations in the creation of a monitoring and evaluation framework to measure the impact of their sport for development activities. We also host an annual group training and shared learning event where we encourage organisations to collaborate with each other; other workshops are offered regularly to encourage continual best practice.

The Yes! Programme is delivered by a competent team of local Tanzanian staff. All our support is free, tailored to each organisation, and everything we do is based around three pillars: increasing participation and inclusion, youth development, and sustainability.

The following seven organisations are currently participating in the YES! Programme:

Tanzania Rugby Development, Future Stars Academy, SOVOI Sports Academy, Msimamo Youth Educators, Songambe, Arusha Youth Development Organisation and The Watoto Foundation

Activity	To build the capacity of 10 organisations to deliver effective and sustainable sport for development activities to disadvantaged young people aged from 12 to 24 through the YES! Programme.		
Targets	Year 1 Target (2020)	Year 2 Target (2021)	Year 3 Target (2022)
	10 organisations participate in the YES! Programme 10% average increase in sport for development capacity assessment score. 10 organisations have an annual sport for development plan and MEL framework. 4000 young people participated in sport for development activity sessions	12 organisations participate in the YES! Programme 15% average increase in sport for development capacity assessment score. 12 organisations have an annual sport for development plan and MEL framework. 4800 young people participated in sport for development activity sessions	15 organisations participate in the YES! Programme 20% average increase in sport for development capacity assessment score. 15 organisations have an annual sport for development plan and MEL framework. 6000 young people participated in sport for development activity sessions

Social Enterprise Programme

Under our Social Enterprise Programme, is the 'Umoja for Girls' project. The goal of the Umoja Social Enterprise Programme is to generate new, financially sustainable forms of impact for the Umoja Centre, create meaningful employment opportunities for our graduates and to empower our youth to break the cycle of poverty. We do this by working at the intersection of profit and purpose.

Umoja for Girls has partnered with Days for Girls International as well as a number of external supporters to manufacture and sell low-cost, reusable sanitary pads for girls and women. We also provide high quality menstrual hygiene health education and training to beneficiaries of this programme. Each reusable kit lasts approximately three years; the use of these kits helps keep girls in school during their period, which translates to 180 extra days at school, reducing the gender academic performance gap. With better attendance and performance, girls have more opportunity for academic success, thereby creating greater access to higher education and employment, further breaking the cycle of poverty.

The non-commercial benefits of producing and selling sanitary pads are numerous. We (a) provide sanitary pads to women on low incomes, (b) address educational inequality for girls and women (c) build networks with other NGOs who act as distributors, (d) provide stable, formal employment for women, with a focus on Umoja's beneficiaries and (e) raise awareness of the Umoja brand.

The programme may expand to include additional businesses in the future.

Activity	To provide health training and reusable sanitary kits to 2000 women and girls annually through our Social Enterprise Programme		
Targets	Year 1 Target (2020)	Year 2 Target (2021)	Year 3 Target (2022)
	2000 Reusable Sanitary Pad kits provided to women and girls 10 Health Training Sessions delivered	2200 Reusable Sanitary Pad kits provided to women and girls 15 Health Training Sessions delivered	2400 Reusable Sanitary Pad kits provided to women and girls 15 Health Training Sessions delivered



Family Support Programme

Umoja has successfully created a programme that directly benefits vulnerable, disadvantaged Tanzanian youth. However, as our services have strengthened over time, our supportive reach has naturally extended beyond the centre’s walls to include the families of Umoja youth. It is important to address the needs of the families of the direct beneficiaries because we know that poverty is often institutionalized in communities. Therefore, it is imperative that we extend support and education to our youth’s families and the greater communities. Knowing that knowledge and skills are passed directly and formally through trainings, workshops and meetings as well as indirectly and informally through social relationships, we created our Family Support Programme. Through this programme, we are able to reach not only immediate parents and guardians, but also siblings, relatives and their communities.

The benefits of this programme include an increase in knowledge for the families, resulting in healthier, safer home environments for our youth. By listening, understanding and responding to the needs of the families, we are in turn enabling our youth gain a greater chance of success, as their families are able to provide further support, household income and management improves and there is a reduction in social issues, such as domestic violence and alcohol abuse.

Through Umoja’s Parents and Guardians Committee, we provide training throughout the year in subjects identified by the committee, such as business and employability skills, sexual reproductive health, nutrition, domestic violence, drug and alcohol abuse, small-scale sustainable farming, literacy, basic education and IT skills.

With Umoja’s support, members and guests of the committee conduct training in their communities, including training of trainers (TOT) workshops. Umoja provides additional training and support to ensure sustainability of the project, including monitoring and evaluation of the impact in their community.

Activity	To provide training and support to 210 members of families of Umoja youth, yearly, through the Family Support Programme.		
Targets	Year 1 Target (2020)	Year 2 Target (2021)	Year 3 Target (2022)
	210 committee members and additional parents/guardians will receive training and plan their respective programme	50 committee members will facilitate training in their communities for 500 people	50 committee members will be fully responsible for planning and reviewing of training / workshops for 500 people

Fikia Programme

In an effort to reach wider numbers of youth in Arusha and greater Tanzania, Umoja launched the Fikia Programme in January 2020. The aim of the programme is to provide information, skills and training to young people in Arusha, while giving them a platform and space to voice their concerns and celebrate being young!

Currently we are achieving this through an annual International Youth Day event and by creating and supporting youth clubs in the communities of our Foundation and ISC Programme participants.

Umoja organises the largest Youth Day event in Arusha, with over 1000 youth attending. We work with like-minded partners, including youth and health NGOs, to create a day of celebration and learning, marking the United Nations Youth Day and observing the yearly themes. Dignitaries, such as city leaders, councillors and members of parliament are in attendance along with various non-governmental organisations.

Through this engaging and uplifting event, youth in Arusha have the opportunity to gain information on services and organisations available to them (both through the government and NGOs), get tested for HIV/AIDS, engage in discussions, ask questions, and watch or partake in performances, such as music, drama and dance.

To reach youth who are not attending Umoja or getting support from other institutions, are on the streets or are perhaps outliers, we have set up Youth Clubs in various areas of Arusha. In 2020, 10 Youth Clubs have been established, reaching over 300 youth. Leadership and facilitation training was given to 20 Umoja youth, empowering them to facilitate the youth clubs with Umoja's support. These groups are supported by Umoja to engage in talks, events, and training in self-selected areas, including business skills, rights, health and nutrition, sex and relationships and substance abuse.

Activity	To empower 1000 wider youth in Arusha yearly, through provision of events, training and access to services through the Fikia Programme.		
Targets	Year 1 Target (2020)	Year 2 Target (2021)	Year 3 Target (2022)
	1000 youth in Arusha will increase knowledge	1300 youth in Arusha will increase knowledge	1500 youth in Arusha will increase knowledge

Pre-School Programme

Children enter into formal education with varying levels of readiness and vocabulary due to varying opportunities for peer to peer socialisation and conversation/interaction with adults. The sooner children are given abundant opportunities to interact with their peers in an environment that promotes exploration, inquiry, and creative thinking, as well as gives children access to print-rich environments and exposure to basic academic skills, the more opportunities they will have to enhance their vocabularies and develop social emotional competencies. There are high expectations on children as they enter Primary School in Tanzania and our Preschool Programme gives pre-school aged children in the Sinoni area of Arusha a good head start.

We welcome 60 children every school year to our programme (ages 3-6). With two certified Tanzanian teachers and two classrooms, catered to different ages and ability, our children learn the “3K’s”: how to read (Kusoma), to count (Kuhesabu) and to write (Kuandika). Our instruction is developmentally appropriate and aligned to the national curriculum for Pre-Primary students.

Classes are held every day from 8 AM until 1 PM, Monday to Friday, as determined by the Ministry of Education in the National School Timetable. Children are provided two meals while in attendance and many times for free play. At the end of term/semester, assessments are given to all children to measure their progress toward achieving the skills and knowledge set out in the Tanzanian curriculum. Parents are kept informed of their children’s progress; attendance records are maintained and absentees are followed up regularly.

Activity	To provide a pre-school education to 60 children yearly, through the Pre-School Programme		
Targets	Year 1 Target (2020)	Year 2 Target (2021)	Year 3 Target (2022)
	30 children enrolled in Kindergarten Class 30 children enrolled in Pre-Primary Class	30 children enrolled in Kindergarten Class 30 children enrolled in Pre-Primary Class	30 children enrolled in Kindergarten Class 30 children enrolled in Pre-Primary Class

4. Strategic Objectives

1. Strengthen and develop Umoja’s fundraising model and improve financial sustainability.
2. Strengthen and develop Umoja’s internal and external communications.
3. Equip vulnerable youth with knowledge and skills to safely transition into adulthood.
4. Equip vulnerable youth with education and skills to gain meaningful employment.
5. Provide quality education to vulnerable youth in Tanzania.
6. Transform our new site to be fit for our purpose and then move operations.

1. Strengthen and develop Umoja's fundraising model and improve financial sustainability.

Current Situation: In the last ten years Umoja has seen growth in beneficiary numbers, staff numbers, programmes and therefore an increase in revenue to fund these activities. However, our income growth does not match the organisational growth and budget forecasts are often not met, resulting in programmes being underfunded.

Desired Situation: We aim to increase revenue through all our income streams, including monthly donations, sponsorships, donor funding and community fundraising, allowing Umoja to be financially stable, having built up some reserve funds.

Actions and responsibility to achieve objective:

- Review, update and use as guidance our a 5-year fundraising plan for both international and local fundraising dimensions, outlining responsibilities and training required
- Ongoing recruitment process for international volunteer in Fundraising Management role
- Improve language including proving our unique approach, linking to government policy, SDGs, infographics, proof/evidence, statistics, case studies and quotes
- Strengthen our Social Enterprise Programme to ensure sustainability and future growth
- Increase monthly donations and sponsorships

Activity	Responsibility	Timeline
Secure external fundraising support (consultant / volunteer)	Director	July 2020
Review Fundraising Plan	External Fundraising Consultant/Volunteer / Director	August 2020
Strengthen Social Enterprise Programme	Director / Social Enterprise Coordinator	September 2020
Increase monthly donations and sponsorships	Director, Sponsorship Coordinator and UK Board of Directors	Ongoing
Diversify Major Donors and increase grant funding	Director	February 2021

2. Strengthen and develop Umoja's internal and external communication.

Current Situation: Umoja has some good content, but it is not consistent and there is no plan.

Desired Situation: We aim to improve our internal and external communications, through the development of a communications plan. This will be understood and accepted by our staff and board of directors.

Actions and responsibility to achieve objective:

- Develop a Communications Plan, with outlined responsibilities and timeline
- Recruit a Communications and Marketing volunteer
- Standardise and improve our language used for marketing, social media and again for donor relations, creating 'one voice'.
- Strengthen our communication and relationships with relevant Tanzanian government bodies
- Increase board (both UK and Tanzania) activity and improve engagement
- Strengthen our performance management tools

Activity	Responsibility	Timeline
Recruit Communications Volunteer	Director	February 2021
Develop Communications Plan	Communications Volunteer	March 2021
Improve language	All staff, led by Director and Communications Volunteer	August 2021
Strengthen our relationships with government bodies	Director	Ongoing
Board Development and Training	Director, and Chairpersons	October 2021
Strengthen Performance Management	Director	March 2021

3. Equip vulnerable youth with knowledge and skills to safely transition into adulthood.

Current Situation: This is a key focus area for Umoja’s work with vulnerable youth and we have a strong Life Skills programme, a qualified Social Worker and successful YES! Programme. However, we are understaffed, underfunded and lack physical space, limiting the depth and scope of what we can achieve.

Desired Situation: We aim to expand our social welfare support to offer better services for Umoja’s beneficiaries and provide services to wider youth who cannot access our services.

Actions and responsibility to achieve objective:

- Secure additional funding for our social welfare department
- Recruit an additional social worker / youth worker
- Conduct community research into the current situation and needs of youth in Arusha
- Design outreach programmes, targeting vulnerable youth in the communities
- Strengthen our Life Skills programme with additional teaching staff and resources
- Develop extracurricular programme for Umoja’s in-house youth, including additional sports, arts and clubs

Activity	Responsibility	Timeline
Secure Funding	Director	March 2021
Recruit Social Worker / Youth Worker	Director, Operations Manager, Social Worker	April 2021
Community Research	Social Worker(s) and local volunteers	September 2020
Design Outreach Programmes	Director, Social Worker(s)	November 2020
Strengthen Life Skills Programme	Social Worker, Education Advisor	December 2020
Develop extra-curricular programme	Education Coordinator, Umoja team	June 2020

4. Equip vulnerable youth with education and skills to gain meaningful employment

Current Situation: Umoja's focus to date has largely been about education and youth development in terms of Life Skills and psycho-social support. We offer support with job skills training, but without structure. Careers classes are provided to onsite youth, prior to them joining the Outplacement Programme and this primarily focuses on career pathways and choices.

Desired Situation: We want to see our graduates employed and living independently, supporting their families and breaking the cycles of poverty.

Actions and responsibility to achieve objective:

- Secure additional funding for our livelihoods programmes
- Recruit additional staff to support expansion of livelihoods programmes
- Review and update current Careers curricular and offer to graduates
- Develop employability skills training and deliver to Outplacement youth, graduates and wider community (youth)
- Develop work experience / internship programme for Umoja youth /graduates
- Expand our Social Enterprise to be able to recruit additional graduates and family members

Activity	Responsibility	Timeline
Secure funding	Resource Mobilisation and Fundraising Manager / Director	June 2021
Recruit Additional Staff	Director	September 2021
Review and update Careers curricular	Outplacement Coordinator, Education Coordinator	August 2020
Develop Employability Skills training	Outplacement Coordinator, new staff	September 2020
Work experience / internships	Outplacement Coordinator, new staff	June 2021
Expand Social Enterprise	Director, Social Enterprise Coordinator	By June 2021

5. Provide quality education to vulnerable youth in Tanzania

Current Situation: Since 2009, we have provided education to hundreds of vulnerable youth in Arusha. We have learnt, adapted and changed to suit the needs of the community and in our quest for quality education. We launched our ISC Programme to offer secondary schooling on site, ensuring higher standards of education and select the best outplacement options for our youth. However, we are underfunded and understaffed to provide the highest quality of education to either Foundation, ISC or Outplacement students and often lack resources on site and for Outplacement youth.

Desired Situation: Over the next three years we aim to have met our budget targets, giving us stable funding to provide adequate teachers, resources and timely payments of educational and exam fees. We will improve our educational space, ensuring that students have a conducive learning environment.

Actions and responsibility to achieve objective:

- Stabilise funding for our educational programmes
- Recruit four additional full-time teachers to assist with the Foundation and ISC Programme teaching
- Develop the MacKillop Scholarship (a separate university scholarship fund)
- Develop Outplacement institution selection criteria and develop MOU's with current and future partners
- Renovate our new site to allow for enough classes and study spaces

Activity	Responsibility	Timeline
Stabilise funding	Resource Mobilisation and Fundraising Manager, Director	April 2021
Recruit four teachers	Director	February 2020
Develop University Scholarship Fund	Director	August 2020
Develop Outplacement institution selection criteria	Outplacement Coordinator	May 2020
Renovate and move into our new site	Director	September 2021

6. Transform our new site to be fit for our purpose and then move operations.

Current Situation: Since 2009, Umoja has been housed in a rented residential house in the suburb of Njiro. There are no benefits to us renting as we mostly pay for renovations, repairs and maintenance. The site is in a poor condition, the classrooms are damp, the walls are crumbling and we have reached capacity, using every possible space. Occasionally children are accommodated in a basement, which is also very damp, dark and overcrowded.

Desired Situation: In 2021 we will move into our newly renovated property after completing phase one of the building plans.

Actions and responsibility to achieve objective:

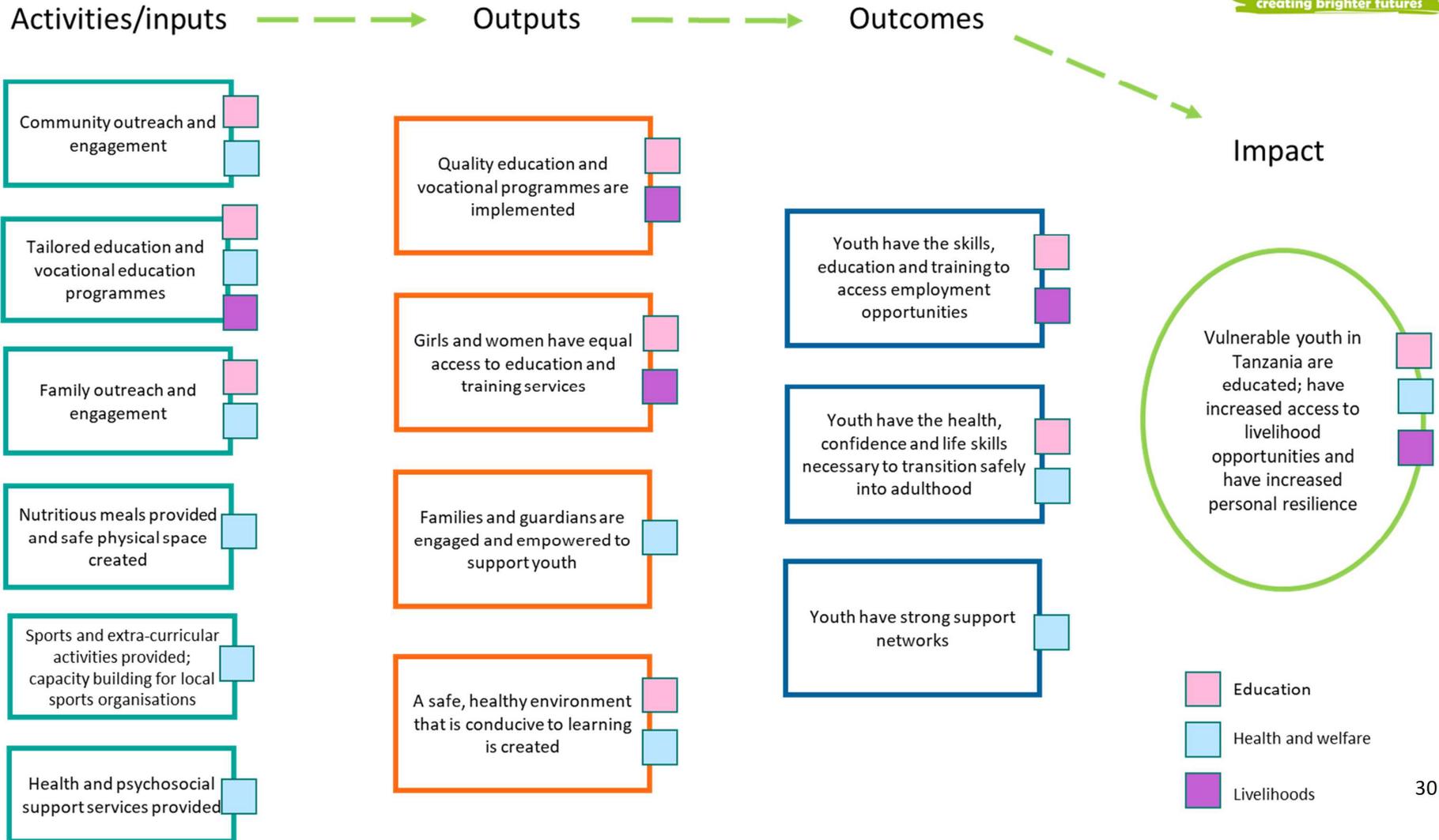
- Site plan developed with architectural plans, budget and division of phases
- Funding secured for Phase 1 of the renovations
- Renovations complete
- Relocate The Umoja Centre to new site

Activity	Responsibility	Timeline
Site development plan complete	Director	June 2020
Funding secured for Phase 1	Director	April 2021
Renovations	Director	June 2021
Umoja moves into new site	Director	September 2021

**All photographs in this document have been used with permission.*

5. Appendices

5.1 Theory of Change



5.2 Monitoring and Evaluating Framework

Our monitoring framework is linked to our Theory of Change to ensure we are tracking our progress as effectively and as efficiently as possible. This will allow us to course correct where necessary to ensure we are on track to achieve our objectives. Our flexible adaptive programming allows for this approach.

Data will be disaggregated by age, gender and disability where necessary and where possible.

Where feasible, the indicators included in our framework are aligned with the relevant indicators set out in the SDGs.

Quantitative data, i.e. numbers and percentages, will be supplemented by more qualitative data, including case studies, interviews and focus group discussions with our youth, family and guardian groups, and other storytelling tools such as videos and photos.

The data and information collected as part of our ongoing monitoring will be included in our annual reports. The learning from this will also inform the design of future programmes and the adaption of ongoing programmes to ensure we are giving our youth the best possible chance at a positive future.

Indicator	Target	Data source	Data collection tool	Frequency of collection	Responsible actor
Impact: Vulnerable youth in Tanzania are well educated; have increased access to livelihood opportunities and have increased personal resilience					
% of Umoja graduates in gainful employment (disaggregated by gender and occupation)	100%	Youth feedback	Graduate Survey - via text message Interviews with graduates Case studies	Annually	Michael
% of Umoja graduates reporting an improvement in their socio-economic status	100%	Youth feedback	Graduate Survey - via text message Interviews with graduates Case studies	Annually	Michael

Indicator	Target	Data source	Data collection tool	Frequency of collection	Responsible actor
Outcome 1: Youth have the skills, education and training to access employment opportunities					
% of Umoja youth successfully graduating from the education programmes	100%	Umoja database	Graduate Survey - via text message Interviews with graduates	Annually	Michael
Type and frequency of employment support activities run with Umoja youth (e.g. CV and interview skills workshops)	Careers session x 15 Interview skills / CV writing skills x 20	Umoja database	Training schedule for each semester and attendance records	Annually	Michael
Outcome 2: Youth have the health, confidence and life skills necessary to transition safely into adulthood					
% of Umoja youth who report making informed decisions regarding sexual relations, contraceptive use and reproductive health care (disaggregated by age and gender)	100%	Youth feedback	Survey	January and December	Chuki
% of Umoja youth reporting increased self-confidence as a result of the Umoja programmes	100%	Youth feedback	Survey	January and December	Chuki
Number of capacity building sessions run with local sports organisations and % increase in their self-reported capacity	15 sessions 100%	YES! Monitoring data Feedback sessions with organisation reps	Umoja database	Annually	Huruma

Outcome 3: Youth have strong support networks					
% of Umoja youth reporting an improved sense of resilience	100%	Youth feedback	Survey	January and December	Chuki
% of youth reporting families and guardians are more supportive since joining the family support programme	100%	Youth feedback	Survey	January and December	Chuki

Indicator	Target	Data source	Data collection tool	Frequency of collection	Responsible actor
Output 1: Quality education and vocational programmes are implemented					
Education curricula across all programmes aligned with national curricula, where applicable	100%	External education and vocational training inspector verification	Meeting with inspector to go through the curricula	Annually, and upon development of new curricula	Michael
Vocational programmes are responding to labour market needs	100%	Labour market analysis	National statistics, economics reports, media	Annually, and upon development of new curricula	Michael
Output 2: Girls/women have equal access to education and training services					
% of girls and gender ratio of boys to girls on all programmes (1. registered and 2. regularly attending and 3. graduating)	50:50	Umoja database	Registration records, attendance records, graduation records	Annually	Saumu
# young women who are pregnant or have children attending the Umoja programmes	10	Umoja database	Registration records, attendance records, graduation records	Annually	Saumu

# women/girls receiving reusable sanitary kit	2000	Umoja database	Sales / distribution records	Annually	Evaline
# of vulnerable women employed through social enterprise	4	Umoja database	HR records	Annually	Evaline
Output 3: Families and guardians are engaged and empowered to support youth					
# of parents / guardians attending training / events	75	Parent and guardian register	Umoja database	Annually	Chuki
% of parents and guardians engaged in the family support programme that report feeling a positive benefit from the programme	100%	Parent and guardian feedback	Feedback forms/sessions with the parents and guardians	Annually	Chuki
Output 4: A safe, healthy environment that is conducive to learning is created					
% of Umoja youth reporting they feel safe and confident in their learning environment (disaggregated by age and gender)	100%	Youth feedback	Survey	Annually	Chuki
# and types of sport and extra-curricular activities conducted	10 sports trainings (rugby, football, handball, athletics, netball) 36 sports sessions 5 sports events	Activity records and reports	Umoja database	Annually	Huruma

	5 new extra-curricular activities are offered through yearly				
# of individuals reached through sports for development (disaggregated by age and gender)	4000 (aged between 10-25) Girls – 2000 Male – 2000	Log of people reached	Umoja database	Annually	Huruma
% increase in self-reported improvement in general health by Umoja youth and % of youth reporting an increased awareness of health issues (disaggregated by age and gender)	100%	Survey	Umoja database	Annually	Chuki