

Tchundwa Asili Initiative (TAI) Project Plan



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A Project by Friends of Tchundwa
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1 INTRODUCTION

This brief provides an overview of a project aimed at improving the quality of life of the inhabitants of Tchundwa and by restoring the glorious image of the village as that is what it was once famed for in the '70s and '80s. The document is intended for internal and external readership, mainly for the project team members and interested partners. As the project progresses beyond the inception phase the document may become obsolete and should be referenced accordingly.

Tchundwa village is located in Pate Island in Lamu County, Kenya. It is one of the 12 villages in Faza Sub-County, Lamu East Constituency, with a population of about 3,500. Tchundwa was once a prosperous and well-respected agricultural village in Lamu until the late '90s. Social and economic conditions in the village have continued to slowly deteriorate and most systems and structures have eroded turning the village into a haven for thieves, drugs, gangs and other crimes.

2 BACKGROUND

2.1 Problem

Over the years, there have been several attempts to change the situation without much success. In the last 10 years, criminal activities are escalating in frequency and severity. A number of innocent people have been killed, maimed, robbed and property destroyed through arson. In addition to that, stealing has become the norm as the ready market for stolen goods facilitates it. Farmers are unable to reap harvests unless they monitor and secure their farms 24/7 by living in there. Burglary within the village is also prevalent both day and night. Inhabitants have been forced to constantly lock their homes and install metal doors and windows in a village which houses and doors were rarely closed or locked.

Illiteracy levels are also on the rise. More children are dropping out of school and madrasa and most of those left in the institutions are undisciplined and are underperforming. As such, illiteracy has also significantly contributed to the problems of the village.

The key problem areas and issues identified include but are not limited to, are:

- i. Illiteracy and poor standards of education;
- ii. Drug abuse, violence and other crimes;
- iii. Insecurity; and
- iv. Lack of sustainable livelihood opportunities for women and youth in particular.
- v. Destruction and deterioration of community values

The main causes of the 5 key problems are:

- i. Women have been left to manage the society
- ii. Most leaders (including religious) have abdicated their responsibilities and ignored the basic duties of leadership and control.
- iii. Security and administration agencies, parents, elders and religious leaders not being effective, responsible or accountable
- iv. The community lacking vision, focus and not valuing education
- v. Poor ethical and religious upbringing of children

- vi. Divisions and lack of unity – individualism, blame game, family grudges, fear of speaking up, hatred, protecting and supporting criminals
- vii. Poor relationships between school and madrassas, between teachers, students & parents, and amongst religious leaders

2.2 The initiative

Concerned about the situation, a group of individuals interested in the state of affairs in Tchundwa and its reform have converged so as to challenge and change the status quo and restore Tchundwa's glory. The open-minded and committed individuals, identified as **Friends of Tchundwa**, consist of people from both in and outside Tchundwa.

To take this initiative forward, a project has been initiated to implement the action plan that is meant to address the situation. The project, referred to as '**Tchundwa Asili Initiative (TAI)**' is described in the sections below.

3 PROJECT DEFINITIONS

3.1 Long term goal

The goal of the initiative is to improve the quality of life of Tchundwa residents by offering higher standards of education, better security, improving community well-being and creating sustainable livelihoods to restore the glory of the village.

3.2 Key Objectives

The specific aims of the project are to:

- i. Enhance security in order to reduce the crime rates and change the existing violent image of Tchundwa to a more positive one.
- ii. Reduce the drug menace and its vices in the village through awareness on harm reduction, accountable law enforcement and community/family cooperation.
- iii. Promote better health through health awareness programmes. Improve community wellbeing, promote good parenting and child upbringing, and nurture better relationships amongst community members through accountability, cohesion and common identity.
- iv. Enhance talents and create sustainable livelihood opportunities through capacity building and creative income-generating activities, especially for youth and women.

3.3 Deliveries

3.3.1 Education

- i. Infrastructure, Equipment and Staffing:
 - Improve learning through libraries, learning materials, computer labs, playgrounds and sports.
 - Invest in proper wages for madrasa teachers.

- Establish structures and support services for students for tuition, i.e. learning centres
 - Explore fundraising opportunities to establish an education trust to cover both education sectors.
- ii. Quality of Education & Performance:
- Review madrassa staffing and staff requirements and invest in curriculum development.
 - Engage and expose students, teachers and parents through extra tuition, vocational training and learning centres.
 - Consider the possibility of integrating madrassa & school systems more effectively for better time management
 - Establish counselling services to improve behavioural outcomes.
 - Encourage school dropouts who finished class 8 to register for secondary education as private candidates and assist to facilitate registration.
- iii. Motivation, Mentorship & Monitoring
- Arrange for regular and frequent teachers, parents and students performance and discipline monitoring by having monthly parents/teachers, PTA and Board meetings to discuss performance and emerging issues.
 - Set up structures to encourage good relationships between teachers, parents and pupils.
 - Introduce surrogate parents where each parent or community member is given a student to mentor and support from class 1 to 8.
 - Introduce affirmative action for male parents to attend school and madrassa meetings instead of women.
 - Organise exchange visits (benchmarking), mentorship programmes, incentives and constant monitoring to ensure quality leadership and performance
 - Encourage positive competition amongst teachers and students. Introduce motivational activities alongside a regular medal reward system to foster positive competition amongst teachers, students and parents.
- iv. Discipline:
- Limit access to addictive hobbies and gadgets, i.e. television and phone usage, pigeon rearing etc.
 - Introduce counselling facilities for troublesome and adolescent children.
 - Encourage good behaviour through spiritual support and good upbringing. Enhance equity within the school to reduce inferiority and superiority complexes amongst the students.
 - Reduce truancy and dropout rates in madrassas and schools by introducing strict follow-up action for both parents and pupils.
 - Discourage early sexual relationships and marriages.
- v. Extra curricula:
- Organise competitions on extra-curricular activities/hobbies i.e. drama, art, debates, essays, after school clubs.
 - Nurture extra curricular activities related to the community and culture within the school setting i.e. drumming, poetry, handicrafts, traditional dances to create a sense of familiarity and posterity for the traditions.
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3.3.2 Security

i. Community Empowerment:

- Establish effective neighbourhood committees consisting of parents (male and female) and youth to oversee security in the neighbourhood.
- Engage neighbouring villages in finding sustainable and all-inclusive solutions. Rejuvenate 'nyumba kumi' and build their capacity.

ii. Strengthen Law Enforcement:

- Establish and maintain good working relationship between community, law enforcement agents and administration to ensure there is efficient and effective support and cooperation.
- Provide reward medals for community members and police officers who perform exemplary duties in addressing insecurity, i.e. for a crime that leads to arrest and conviction.

iii. Monitoring and Reporting System:

- Establish systems for identifying and recording of security and crime related incidents.
- Setup interventions measures and follow up of cases at police stations and in court until they are concluded.
- Establish a system of reporting bribery cases – soliciting, giving or taking. Conduct evaluation and provide feedback.

3.3.3 Drug Abuse

i. Harm Reduction:

- Offer rehabilitation instead of prison for the affected youth.
- Treat drug usage as a health problem and offer solutions to treat the problem. Offer support for parents with a child who uses drugs.
- Establish a support system for those who return from rehab to avoid relapse.
- Establish early intervention with small children in school and madrassa to raise awareness on the impacts of drugs.
- Keep a positive relationship with those impacted and to build bridges of conversation to understand their needs and priorities.
- Eliminate the market for drugs and close loopholes for drugs entering from outside.
- Get rid of 'maskanis' by converting them into more productive and progressive spaces rather than just simple hang out areas.

ii. Accountable Law Enforcement:

- Those arrested for a crime or for protecting crime should be left to face the law.
- Measures put in place to make parents accountable for their actions. Name and shame drug dealers, protectors and corrupt people.
- Create awareness and set up structures for people to report inefficiency and corruption cases. Provide a confidential reporting avenue.
- Police to arrest drug dealers and those who give drugs to underage kids.
- Establish measures to stop new drug recruitments.
- To avoid the over imprisonment of non-violent offenders who are not members of organized crime. Lobby for court to encourage community service as a punishment for such offenders.

iii. Information and Rewards:

- Sensitise the community on the effects of drugs through posters and leaflets
- Offer reward jobs to any drug user and dealers who become clean.
- To offer legal aid and witness protection to whistle-blowers.
- Track and log all drug-related issues and the action that has been taken.

3.3.4 Community Well-being

i. Improve Community Health:

- Create awareness and register all people on NHIF.
- Create awareness on how to use drugs safely and effectively, i.e. antibiotics and painkillers (currently the most misused drugs).
- Conduct frequent health talks of common diseases (i.e. HIV, TB, cancer, diabetes, high blood pressure, etc.) and other health problems so as to diagnose diseases early enough to improve the chances of being cured.
- Create good and clean environment to reduce transmission of diseases through village clean up initiatives.

ii. Quality Leadership & Community Integration:

- Engage all stakeholders in selecting knowledgeable, respected and committed community leaders who are of integrity.
- Identify role models, mentors and experts to give seminars and conduct awareness sessions with the different community stakeholders.
- Create awareness on good leadership, community rights and expectations from and by leaders, politicians, security agencies and other government bodies
- Task leaders to encourage and implement peace and reconciliation amongst families, religious leaders, the whole community and the neighbouring villages.

iii. Introduce Communal Activities:

- Nurture and grow unifying factors in the community to cultivate unity, integration and cohesion e.g. sports, creative activities around language and food.
- Arrange for motivational talks.
- Promote community support projects like village clean up. Encourage cultural reforms and norms to create common identity.

iv. Public Relations and Communications:

- Avail a communication platform to provide information and updates on any issues related to the community and that promote development
- Update the public on the activities and progress of Tchundwa Asili Initiative
- Publicize a positive image for Tchundwa through effective branding and communication.

3.3.5 Livelihood

i. Capacity Building:

- Invite professionals to provide expertise and training in planning.
- Create awareness and do capacity building for youth and women on management of CBOs and small businesses.
- Organise for exposure tours on site seeing, visit other towns & projects.

- Prioritise training for technical jobs.
- ii. Establishing Industries & introducing modern methods:
 - Set up structures to assist youth to find employment or to be self-employed.
 - Establish value addition and packaging of farm products.
 - Improve and expand farming (including bee keeping) and help to identify markets for products (i.e. karkade, moringa).
 - Encourage and support 'turudi mashambani' strategy.
 - Obtain modern fishing boat and equipment for youth.
 - Assist to youth to explore opportunities for equipment and facilities, i.e modern fishing boat and creative farming mechanisms.

3.4 Progress Indicators

Judging by the current state of Tchundwa today and how the negative effects have impacted on the community, if the project is implemented successfully, the benefits will be innumerable. Top on the list will be innumerable:

- i. **Education:** Improved performance and increase in number of students attending institutions of higher learning and improved discipline, performance and retention rates of students and teachers.
- ii. **Security:** Decrease in crime and increase in number of convictions after an arrest is done and better relationship between police, administration and the community.
- iii. **Drugs:** Access to treatment for drug addicts, reduction in new cases of addiction, reduction in drug markets, a higher level of awareness by the community and lower numbers of drug-related crimes.
- iv. **Community Well-being & Awareness:** Increased awareness on health matters, reduction in conflict cases, higher levels of discipline in kids and the establishment of sustainable support structures for continuity.
- v. **Livelihood:** More job opportunities for youth and more locally run and profitable enterprises operated by youth and women with increased capacity and efficiency. Efficient and effective community based organisations (CBO).

4 PROJECT ORGANISATION

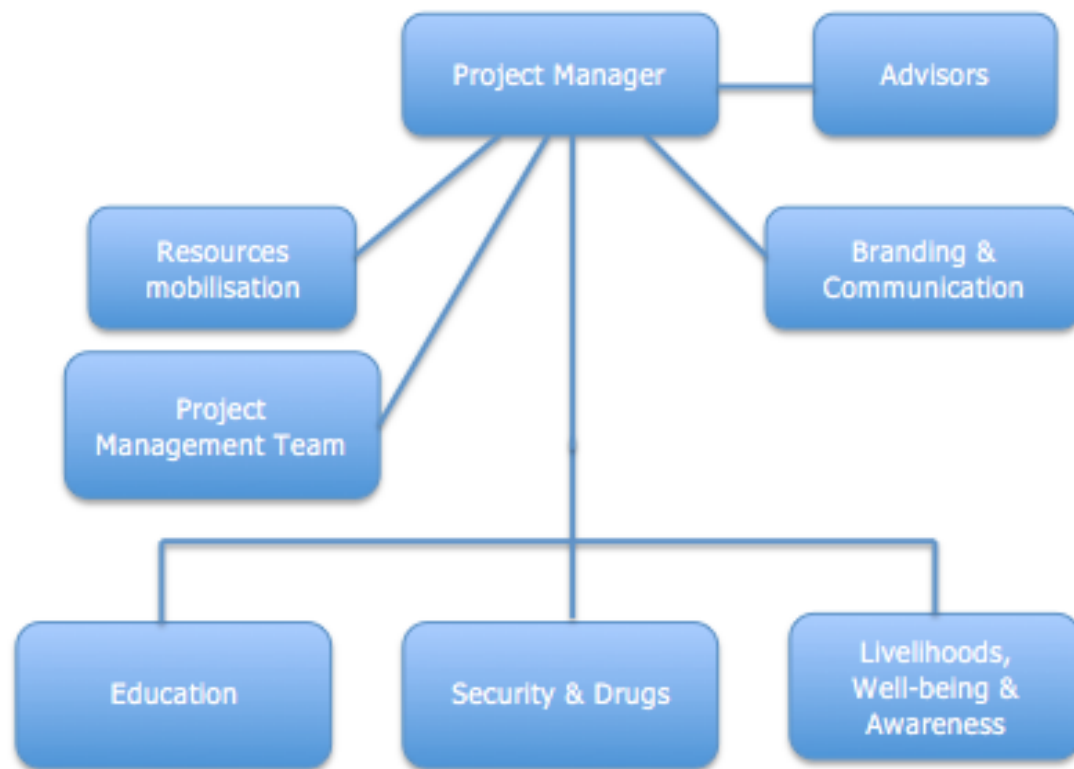
4.1 Key Stakeholders

The stakeholders listed below will provide input or will have specific key interest or stake in the project. These are listed in the table below.

Stakeholder	Description	Stakeholder Interest / Input
Community members	Village elders, parents, youth, women and students	Key player in implementing, maintaining and sustaining the situation. Also important beneficiary
Religious leaders	Imams, madrassa teachers and administrators	Provide the necessary support, guidance, counselling and mentorship. Also to party of the solution
Government bodies	Police, Office of the Chief, Ministry of Health, Ministry of Education, Teachers Service Commission, NCIC, etc.	To provide support and participate in implementation of actions which require government involvement and support.
National leaders	Area MP, Women Rep, Local MCA, Senator and their leaders on the National level who are associated to Lamu	To cooperate and provide support as and when required
Lamu County Government	Office of the Governor, Ward Administrators, MCAs and County departments, etc.	To be called in to support the initiative as and when necessary
Private sector & businesses	Financial institutions, investors, individuals and businesses	To be approached for financial and resource mobilization support
CBO/NGO bodies	Red Cross, Safari Doctors, Ikhlas Foundation, Safaricom Foundation, Halal Safaris, Youth Bunge, etc.	Partners in implementation on some of the recommendations – i.e. capacity building, creating awareness, resources mobilization, etc.
Neighbouring villages	Rasini, Siu, Pate, Shanga, Mbujumwali, Kizingitini, Myabogi, Mtangawanda	To cooperate in implementing solutions that require other villages buy in

4.2 Structure, Roles and Responsibilities

The overall Project Manager will be Tahreni Bwanaali who has volunteered and agreed to take the assignment as contribution from Ikhlas Foundation. During implementation, the Project Manager will provide updates to key stakeholders as and when necessary. The project team and the supporting units are as presented in the diagram below:



Provided below are key roles and responsibilities for each team involved in the project.

Role	Name	Responsibilities
Advisory team	Experts, leaders and individuals with interest and/or stake in the project	<ul style="list-style-type: none"> Advisory support as required Link with other stakeholders Resources where possible Skills, mentorship and expertise
Project Management team	Project team members consisting of the Project Manager, representation from each team and volunteers.	<ul style="list-style-type: none"> Stakeholders mobilization Providing link with key stakeholders Providing oversight on project implementation & monitoring Ensuring the project is executed in line with the agreed project plan Developing project management tools and reports Monitoring deliveries against objectives, milestones and cost
Resources mobilisation	Consists of core team to solicit and mobilise resources as required	<ul style="list-style-type: none"> Obtaining funding or materials as required Providing connection to resource people Obtaining resource persons and experts to do: counselling, awareness, mentoring & capacity building
Branding and communication	Experts in communication and branding	<ul style="list-style-type: none"> Prepare materials to rebrand Tchundwa and change the negative image Prepare communication materials

Project execution teams	Core execution teams consisting of all 3 teams: 1. Education 2. Drugs and security 3. Livelihoods, community wellbeing and awareness	<ul style="list-style-type: none"> ○ Data collection, compilation and setting up sustainable systems ○ Executing and coordinating all activities on the ground as per the plan ○ Creating awareness & capacity building ○ Monitoring tasks to ensure implementation is on course ○ Prepare reports
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5 IMPLEMENTATION

5.1 Implementation Approach

The approach for implementation will be in four phases. The first will be inception and planning phase which will focus on conceptualizing the project, gathering information, developing a project plan, recruitment and mobilization of executing teams. Phase two will be preparation phase, which will cover project launch, meeting of all team to discuss and assign roles and responsibilities, and mobilisation of other resources as necessary, where necessary. Project execution, monitoring and evaluation will be in the third phase. It is during this phase that resources will be mobilized (funds, expertise and support in-kind), monitoring and evaluation will take place. The final phase is the closure of the project, which entails the handing over of assets, debrief to all stakeholders and preparation of records and follow up action

5.2 Implementation Steps

The project will consist of 4 phases as presented in the table below. A comprehensive list of activities is provided in the annexes to this document.

Project Phases

ITEMS	Status
Inception and planning	
Project conceptualization	Done
Stakeholders meetings & information gathering	Done
Project plan with detailed activities	Done
Recruitment of implementation teams	Done
Preparations	
Project launch	Done
Team meetings and discussions to assign roles & responsibilities	Done
Execution	
Project execution by each team as per plan	
Reporting by team leaders	
Monitoring & Evaluation	
Monitoring of project activities	
Community and self evaluation	

Closure	
Release resources	
Communicating to all stakeholders regarding closure	
Preparing a closure report for records and follow up actions	

5.3 Dependences

Implementation of this project is dependent on: 1) Acceptance and support by the community and the key stakeholders; 2) Commitment by the implementation teams; and 3) Successful mobilization of resources.

6 RESOURCE PLAN

6.1 Resources

6.1.2. Dedicated Resources:

The Project Manager and the rest of the team members will be on a part-time basis. There will also be other stakeholders from within and outside the community who will be involved to assist in implementing certain activities, providing information and/or attending meetings from time to time.

6.1.3. Volunteers:

In delivering this project, the project team will depend a lot on volunteers from within and from outside the Tchundwa community and village. Volunteers will be recruited on a need basis.

6.1.4. Programming Funds:

There are no dedicated funds or resources for the project. Any request for resources will be channelled to the resource mobilization team who will then send appeals to well wishers to support in kind. Handling of cash will be discouraged and avoided for the duration of this project. However, in future, if there are in place effective and accountable systems for handling cash, the need can be considered then.

6.2 Team Location

The project will be coordinated from the office of the Ikhlas Foundation in Tchundwa. However, given that most of the team members are on part time basis, they will mostly be located in their respective areas of operation or residence. Project management team meetings will be held in Mwangala Hall (if not available, at school) and community sensitization meetings will be held at Msisini.

6.3 Completion Criteria

All project objectives and deliverables must be met to a level of satisfaction that is acceptable by the project implementation team. However, if for any reason the project is to stop before satisfactory completion, the decision will be discussed and communicated to all stakeholders.

7 PROJECT CONSIDERATIONS

In this section, we shall identify and list the risks, issues, assumptions and constraints.

7.1 Key Stakeholders

In delivering this project, four major potential risks have been identified that could interfere or derail the project. For the project to be successful the risks have to be mitigated, otherwise, it will be rendered implementable.

- 7.1.1. **Lack of goodwill and support from the community and key stakeholders.** The risk of that happening is fairly high and will have major impact if it does happen. However, conducting awareness and implementing an effective public relations strategy can mitigate community risk. The project team and community leaders will need to play a more proactive role to solicit the support required.
- 7.1.2. **Lack of commitment and support from external stakeholders** such as the security agents, administration, leaders (political and community) etc. Involving them early on, that is from the start of the project, can mitigate this risk.
- 7.1.3. **Lack of committed implementation team members.** This is a major risk considering that all the team members are individuals with their own responsibilities and commitment. Working on this project may really not be a priority to most. Therefore, those who commit to participate in the project will have to be accountable, responsible and dedicated.
- 7.1.4. **Lack of committed resources for the project.** Since there is no kitty for the initiative, the project would have to rely on well-wishers to fund specific components in cash or in kind.
- 7.1.5. **Lack of organised structures.** Considering that this is not a conventional project with clear management and reporting structures, the arrangement is very fluid and will sometimes be confusing. Mitigating this would require effective communication and the implementing teams to be very efficient, patient and understanding.

7.2 Assumptions

A number of assumptions have been made that if adhered to will ensure project implementation is successful and the impact is sustainable. It is assumed that:

- a. Volunteers will be available and other resources will be mobilized immediately for the project to start on time and proceed well
- b. Politicians, the police force and other government agencies and stakeholders will commit and cooperate accordingly and that any disciplinary actions on crimes will be implemented as per the law
- c. Upon closure of the project, the community will continue to adhere to the set standards and controls in order to sustain the benefits from the initiative

7.3 Expected Challenges

There are a number of challenges anticipated. These challenges can cause the project to terminate, delay or derail. The key ones are:

- a. Unrealistic expectations by the community and other stakeholders
- b. Miscommunication & misinformation that could lead to misunderstanding, friction and apathy
- c. Scope creep whereby the project team is expected to do more than the role that is outlined in the project plan.
- d. Maintaining and sustaining unit of purpose by leaders and all stakeholders, objectivity and transparency
- e. Withdrawal by implementation team members, unavailability, lack of skills, commitment and accountability
- f. Lack of of inadequate resources

7.4 Sustainability

Sustaining the gains and benefits of this project requires putting in place effective systems and structures for continuity. Once in place, these will have to be maintained and improved on, i.e. community policing, effective leadership and reporting. In addition, there is need to keep in place the monitoring and evaluation systems.

8 ACTION PLAN

The table below provides a high-level activity categories. More detailed and specific activity plans per category are provided as annexes at the end of this document. These will be used by specific implementation teams for reference and action.

High-level Activity Summary

Sector	Specific areas
Education	Infrastructure, equipment and resources
	Quality of education & performance
	Motivation, mentorship and monitoring
	Discipline
	Extra curricular
Security & Drugs	Harm reduction
	Positive reinforcement
	Monitoring and reporting
	Accountability and responsibility
Livelihoods, community wellbeing & awareness	Capacity building
	Industry diversification
	Effective and good leadership, good child upbringing, community integration and sensitisation
	Health interventions and awareness

8.1 Annexes

Annex I: Education

Annex II: Drugs and Security

Annex III: Livelihood, Community Well-being and Awareness

ANNEX I: TCHUNDWA ASILI INITIATIVE ACTION PLAN: EDUCATION		
ACTION	Monitoring tools/effects	Indicators
INFRASTRUCTURE, EQUIPMENT & RESOURCES		
Establish and/or expand and equip libraries at school, madrassas and establish a community learning resource centre. The facilities should provide innovative reading techniques and learning resources to make learning fun and interesting.	Asset logbook	# learning facilities introduced # new learning techniques
Obtain story/reading books, teaching aids and other reading and learning materials for ECDE and Primary	Asset logbook	# materials obtained
Set up playing facilities, i.e. swings, slides, etc., especially for nursery and lower primary kids	Asset logbook	# playing facilities installed
Establish basic working tools at school for e-learning - i.e. computer, printers, accessories and internet	Asset logbook	# tools introduced
Establish support system for students (primary/secondary) - i.e. tuition services, learning centre – etc.	Attendance records	# support services introduced # number of students enrolled
Start education trust to fund creative education initiatives	Auditor's Report	Certificate & funding obtained
QUALITY OF EDUCATION & PERFORMANCE		
Teachers to have set targets for their classes and subjects. Head Teacher to be monitored monthly and made accountable to overall school performance	Work plan	Meeting deliverables on work plan
Encourage drop-outs who finished class 8 to register for secondary education as private candidates. Help to facilitate registration, and where possible, to provide resources.	Registration portal	# of dropouts in secondary
Consider the possibility to integrate some elements of Madrassa with school more effectively to ensure good time management for both	List of integrated facilities/activities	# of activities integrated
Review requirements for madrassa teachers to address shortage and establish salary structure for the institutions so as to give similar emphasis for religious education as with secular education and to standardise structure across all madrasas	Pay structure established	# of madrasas using pay structure # of teachers required and level
Organise for the development of teaching curriculum and methodology for madrassas. This will provide standard quality of education and will ensure when there is movement from one madrassa to another, the method is the same.	Islamic syllabus	# of madrasas using syllabus
Arrange training programmes for ECD, Madrasa teachers and institution managers	Training programme	# trained

All teachers and PTA members to be encouraged to have their children in Tchundwa primary and nursery not in private or other schools	Register of students	# PTA & teachers students in school
Arrange for regular monthly parents/teachers, PTA and Board meetings to discuss performance and emerging issues	Meeting Minutes	# of effective meetings
Performance evaluation should be done from class 1 to class 8 on termly bases. Then the report is sent to a committee established to discuss what went wrong to non-performing class. This will provide room to know the problem at an early stage.	Report Cards	# performance evaluation reports Committee established
Create awareness for parents on the importance of education, the need to have focused education goals and priorities for education	Awareness sessions	# of sessions # of participants Better understanding on value of Education
Encourage use of English (Arabic for madrassa) language as media of communication in school to improve English skills. This can be done through speaking English in school compound (Arabic in Madrassa), debates, quizzes and extra library sessions. Negative rewards should be given to those who use other languages - including teachers	Language improvement activities	# of activities # of rewards
Madrassa to use 2 learning sessions - morning and afternoon, plus preps - and children to perform their prayers at mosques in congregation with their teachers	Discussion panel	Decision on way forward
Encourage system of similar classes between madrassa and school from 1 - 8 (class 1 in school to be class 1 in madrassa). This will reduce the number of dropouts in madrassas and will ensure that by the time a kid is in class 7 in school they also have finished primary level in madrassa	Madrassa & school registers	# of students in similar classes
To discourage movement of students from one madrassa to another and to set up a strict system to guide such movement	Madrassa registers and transfer forms	# of students moving across
Consider having separate madrassas for boys and girls	Discussion panel	Decision and way forward

MOTIVATION, MENTORSHIP & MONITORING		
To have good and respected role models and mentors giving seminars and meeting with all stakeholders and introduce mentorship programmes for students and teachers.	Mentorship programme	# of seminars # of participants
Introduce idea of having surrogate parents where each parent or community member is given a student to mentor and support from class 1 to 8 - monitoring the student in both madrassa and school	Adopt a student ledger	# of surrogate parents # of students adopted
Expose students, teachers and parents to external surroundings, i.e. arrange for exchange programmes and benchmarking in other high performing institutions	Travel Itineraries	# of exchange programmes # of benchmarking trips #of participants
Introduce motivational activities alongside a regular medal reward system to foster positive competition amongst teachers, students and parents. This could translate to monthly awards for good performance, improvement, discipline, cleanliness, etc.	Attendance register and Award Records	# of motivational events # of recipients # of medals given out
Introduce affirmative action for men to attend school and madrassa meetings instead of women this is to encourage parental mentorship as head of household.	Meeting register	# of men attending meetings
EXTRA CURRICULAR		
Nurture extra curricula activities related to the community and culture within the school setting i.e. drumming, poetry, handicrafts and traditional dances to create sense of familiarity. They can be developed further to link and support the formal system	Sign up sheet for participants	# of activities # of participants
Organise competitions on extra curricula activities/hobbies i.e. tree planting, drama, art, debates, essays, after school clubs etc. so as to improve English that can also serve to engage the wider community	Sign up sheet for participants	# of activities # of participants
DISCIPLINE		
Monitoring school attendance and behaviour of every student by both parents and teachers	Student Diaries	# of diaries in use
Parents/guardians to curb poor behaviour and monitor productivity by spending quality time with their kids, limiting unmonitored freedom for boy child, limiting access to videos, TV and phones to students, excessive hobbies i.e. keeping of pigeons and social night events (i.e. weddings) and reducing child labour	Student Diaries Action diary	# of cases List on actions taken
Introduce counselling facilities for troublesome and adolescent children	Sessions Register	# of counselling events # of beneficiaries
Stronger emphasis on etiquette and spirituality through religious teachings - i.e. in support, grooming, discipline, etc.	Student diaries	improved behaviour

Introduce activities to encourage good relationships and unity amongst madrassa teachers, between school and madrassa teachers, parents and pupils.	Feedback suggestion boxes Seminars for all	Positive relationship between parents, teachers and students # of seminars # of participants
Encourage positive reinforcement for well-behaved students than to focus on negative punishment. The naughty children should be given duties to perform that benefit the institutions and/or community rather than focus on corporal punishment.	Key informant group discussions with students	# of activities introduced # of participants # incidences of corporal punishment
Reduce truancy and dropout rates in madrassas and schools by introducing strict follow up action for both parents and pupils	Attendance register	# of dropouts # of disciplinary action for parents & kids
Introduce measures to stop early marriages and sexual relationships through creating awareness on sexual behaviour and the negative effects of early relationships	Sessions Register	# of awareness sessions # of cases

ANNEX 2: TCHUNDWA ASILI INITIATIVE ACTION PLAN: DRUGS & SECURITY

ACTION	Monitoring tools	Indicators
HARM REDUCTION		
Establish measure to stop new drug recruitments including early intervention with small children to raise awareness on impacts of drugs and provide free psychological assessments at an earlier age in school and madrassas where young children can receive needed support before they get into drugs as an outlet	Counselling Sessions Register	# of new recruitment # of awareness forums # of those benefited from Psychological assessment
Establish interventions and support systems for those already on drugs, arrange for them to be sent to rehabilitation centres and for those who return from rehab to be engaged in other activities to avoid relapse.	Rehab Records	# of those assessed # of those sent to rehab centres # facilitated to join other activities # of those who relapsed
Enhance community awareness and offer support for parents with children afflicted by drugs. Put posters on every door on effects of drugs.	Drugs and Security Register Poster Design	# community awareness meetings # those who benefited from meetings # parents who received support # posters put on doors
To avoid the over imprisonment of non-violent offenders who are not members of organized crime, court to encourage community service as a punishment	Parole Office Records	# convicted to do community work
POSITIVE REINFORCEMENT		
Offer reward jobs to any drug user who goes clean for a certain period of time or drug dealer who can prove beyond reasonable doubt that they have stopped dealing. Keep a positive relation with those impacted by drug use and build bridges of conversation with the drug users to understand their needs and priorities	Drugs and Security Register	# rewards given out # who stopped using/selling drugs
Introduce community recognition medals for any police officer who reports crime that leads to a conviction, and rewards for reports by community members that lead to an arrest	Drugs and Security Register	# of arrests # of convictions # of rewards/medals given out

MONOTORING & REPORTING		
Establish system to report officers and any person who solicits, takes or gives bribe and to name and shame drug dealers and corrupt people.	Drugs and Security Register	# of bribery/corruption cases # list of names / shame
Provide a confidential reporting avenue. Provide free legal aid and witness protection services for whistle blowers.	Reporting system Service register	# of confidential reports # of those given legal aid # of whistle blowers protected
Rejuvenate 'nyumba kumi' and build their capacity to include youth and parents to oversee security in the neighbourhood.	Nyumba10 Register	Nyumba10 restructured # of those trained
Engage neighbouring villages in finding sustainable and in all-inclusive solutions.	Village meetings register	# of meetings # of participants Improved relationship
Track and log all issues of insecurity and crime and the action that has been taken. To have a system to follow up cases at police stations and in court until they are concluded. Conduct evaluation and provide feedback.	Drugs and Security Register	# reporting structure established # of insecurity incidents # of arrests criminals/drug cases # of cases concluded # number of convictions Feedback report
ACCOUNTABILITY & RESPONSIBILITY		
Community and politicians should not protect criminals. Whoever is arrested for a crime should be left to face the law. Measures should be put in place to make parents accountable for their actions and police to arrest criminals, drug dealers and those who give drugs to or use drugs in front of underage kids and parents who send children to buy cigarettes	Drugs and Security Register	# of cases of protecting criminals # of arrests of criminals/drugs cases # of community members taken action
Community members to be encouraged to give witness	Awareness sessions	# of participants # of witnesses to increase
Reduce and rehabilitate 'maskanis' for youth to be idle. Convert them into more productive and progressive spaces rather than just simple hang out areas	'Maskani' register	# of 'maskanis' converted
Close loopholes of drugs entering the village from outside	Entry points register	# of entry points
Eliminate the market for drugs and stolen goods in the village	Buyers register	# of buyers

ANNEX 3: TCHUNDWA ASILI INITIATIVE ACTION PLAN: LIVELIHOOD, WELLBEING & AND AWARENESS		
ACTION	Monitoring tools/effects	Indicators
CAPACITY BUILDING		
Creating awareness and capacity building for youth and women on small businesses and provide expertise in planning and business management	Livelihood and Wellbeing Register	# of seminars conducted # of participants/beneficiaries
Youth to be facilitated and encouraged to go for vocational training on technical jobs and other handcrafts	Livelihood and Wellbeing Register	# of youth who attended training # of those involved in handcrafts
Organise exposure tours for youth to see a better life, i.e other towns, projects, parks, films, etc	Itineraries	# of visits arranged # of those who benefited
Create awareness so that in politics and in any other leadership positions the community selects leaders who are knowledgeable, respected, committed people of high integrity with involvement of the wider community	Workshop Attendance Register	# of sessions held # of participants
Set up structures to assist youth to find employment or to be self-employed	Youth employment register	# of youth employed
INDUSTRY DIVERSIFICATION		
Establish productive and beneficial groups to nurture and grow unifying factors in the community – i.e. for income generation, culture promotion, sports, and creating activities behind language and food	Livelihood and Wellbeing Register	# of groups established # of activities # of people involved
Encourage youth not to be selective on the type of work and to do farming in the villages and mainland as per our earlier generations. Encourage and support 'turudi mashambani' strategy. Improve & expand farming (including bee keeping) and help to identify markets for products (i.e. karkade, moringa). Look into value addition for already existing products	Key informant group discussions	# of new farming initiatives introduced # of beneficiaries # assisted to 'rudi mashambani'
Promote and support setting up of effective youth and women groups and assist to identifying funding opportunities. Encourage establishment of creative initiatives for finding employment and creating jobs, i.e. packing industry for farm products. Assist to youth to explore opportunities for equipment and facilities, i.e modern fishing boat and creative farming mechanisms.	Key informant group discussions	# of industries established # of new initiatives # of beneficiaries

LEADERSHIP & COMMUNITY INTEGRATION		
Establish measures for community unity, integration and cohesion. Create awareness to encourage and implement peace and reconciliation amongst families, religious leaders and all community members	Livelihood and Wellbeing Register Key informant group discussions	# of sessions held # of participants
Create awareness on system of good upbringing for boys and girls which should be the same in school and madrassa supported by parents, teachers and the whole community	Key informant group discussions	# of sessions held # of participants # of activities to change perception
Arrange for programs and awareness sessions in mosques and other forums to encourage male parents to be more responsible and accountable as leaders of the family so as to stop or reduce the trend of having households where kids lead the parents.	Key informant group discussions	# of sessions held # of participants # of activities to change perception
Create awareness on good leadership, community rights and expectations from and by leaders, politicians, security agencies and other government bodies	Key informant group forums	# of sessions held # of participants
Madrassa teachers, imams and other leaders to preach peace, patience and co-existence and to avoid giving divisive lectures and use of offensive languages	Key informant group lectures	Reduction in use of divisive & offensive languages
Promote good relationship and cooperation between police, community and administration team.	Discussion forums Set up community policing structure	# of meetings Community policing structure established Improved relationships
Establish positive image for Tchundwa through effective branding and communication. And ensure community awareness on information and updates on Tchundwa, and progress of Tchundwa Asili Initiative.	Key informant group discussions Branding materials and messages	# reduction in reports of violence # improved performance in education # reduction in health problems # of positive messages released
Promote religion and cultural tolerance between the community and non-Muslim residents or visitors, i.e. teachers, police officers and others	Discussion forums	# of sessions Improved relationship

HEALTH INTERVENTIONS		
Create awareness and register all people on NHIF	NHIF Registration Portal	# of meetings held # of people registered
Create awareness on how to use drugs safely and effectively, i.e. antibiotics and painkillers (currently the most misused drugs)	Awareness meetings register	# of meetings held # of participants
Create good and clean environment to reduce transmission of diseases through village cleanup initiatives	Public Health Survey Report	# of cleanup initiatives # of participants
Arrange to have frequent health talks of common health problems so as to diagnose diseases early enough to improve the chances of being cured (i.e. HIV, diabetes, high blood pressures, TB, etc). Encourage people to get proper testing and diagnostics in addition to using herbal medicines	Livelihood and Wellbeing Register	# of sessions held # of participants # tested for TB, HIV, etc.
Ensure the clinic is staffed adequately, availability of medicines and the necessary equipment	Social Audit Report	Clinic well-staffed & equipped Medicines available