

**"Committing oneself personally is a pathway to success."**

**Story of Ester Moroni**

Meet [REDACTED], a 13-year-old pupil enrolled at Eluway Primary School. In the academic year of 2024, [REDACTED] is currently attending grade 5. However, her educational journey faced a setback in 2022 when she attempted the Standard Four National Examination but unfortunately did not succeed. Consequently, she repeated the fourth grade in 2023.

During her repeat year in grade four, [REDACTED] participated in a remedial program designed to address reading, writing, and numeracy challenges typically encountered by students in grades two to four. The program, implemented by COSITA in six project schools in Nkaiti ward including Eluway primary school with support from GRiC, aimed to enhance literacy levels in public primary schools.

Through dedicated efforts and effective teaching strategies within the program, [REDACTED] successfully mastered the foundational skills of reading, writing, and arithmetic, enabling her to sit for the National Examination in 2023.

Recognizing her diligence and commitment to her studies, [REDACTED] was appointed as a class monitor, a responsibility that further motivated her to remain engaged in her education and strive for success. After a year of hard work and determination, [REDACTED] sat for the 2023 National Examination and achieved a passing grade, thereby advancing to grade five.

Teachers and parents should foster a supportive learning environment for pupils by encouraging active participation in class activities, offering positive reinforcement for learners' efforts, and promoting a growth mindset that emphasizes the value of persistence and resilience in achieving academic success.



[REDACTED] is very happy and thankful for the program, the teachers, and her colleagues. She is now in grade five motivating other pupils to study hard so that they can master the foundation skills that will help them to progress to upper grades.

**END**



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## The Back-to-School initiative has made a significant impact on project schools

### A story from Eluway Primary School

Community Support Initiatives-Tanzania (COSITA), with support from GRiC, implements the project in Nkaiti ward, encompassing six primary schools: Oltukai, Eluway, Kakoi, Tarangire, Mdori, and Minjingu in Babati, Manyara region. The project aims to advance children's rights to education by enhancing literacy rates among learners in grades 2-4, whereby one of the outcomes is to increase pupils' retention and reduce dropouts by the conclusion of 2024.

As part of the project implementation, one strategy involves retaining pupils through back-to-school campaigns. Youth volunteers (teachers who assist in addressing reading, writing, and arithmetic in schools) conduct follow-ups through home visits to pupils who have discontinued their schooling. This is typically managed by close collaboration with parents or guardians, who work alongside the youth volunteers to keep them informed about the pupils' progress.

██████████, a 13-year-old pupil enrolled at Eluway Primary School, was among the pupils who dropped out in 2023. Thanks to the back-to-school campaign, he was reintegrated into the school system and enrolled in a remedial class to strengthen foundational skills (reading, writing, and arithmetic). By the end of 2023, Leskari had mastered these foundational skills. In 2024, he was registered to sit for the Standard Four National Examination.

The collaborative efforts between parents and teachers in reducing dropouts are crucial. This emphasises the importance of preparing the home environment for home-based learning and closely monitoring pupils' progress in school to gauge their learning status.



██████████ is thankful to the teachers and other individual who joined the efforts through the program. Currently is class monitor leading the other pupils to make sure that they attend the school and update teachers on the status of each pupil in weekly basis.

END



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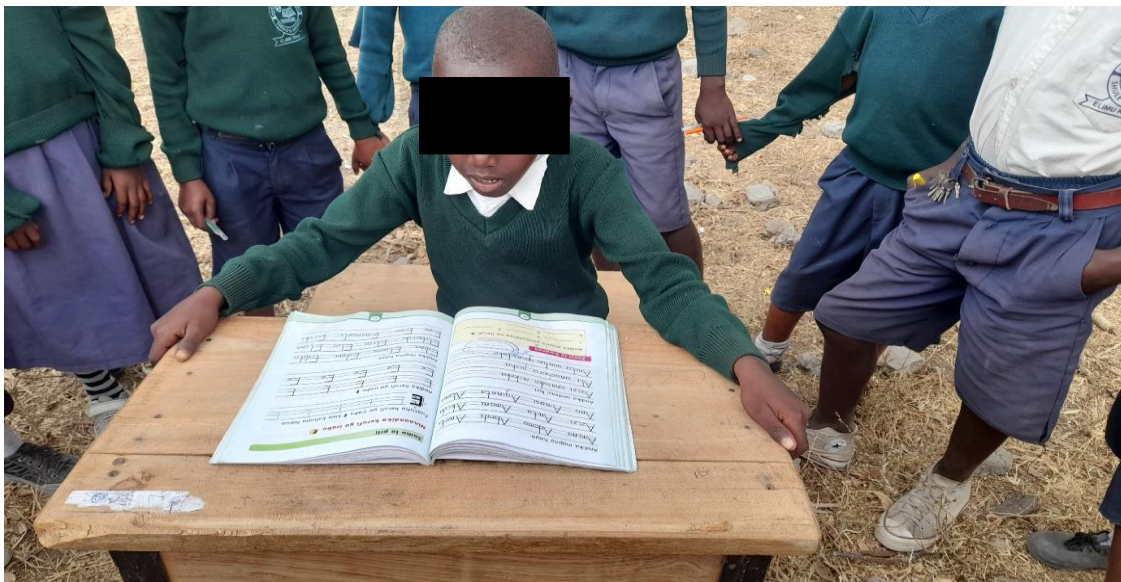
### The Transformation of Lomayani Lazaro:

#### From Dropping Out to Reengaging in School

Meet [REDACTED], a seven-year-old boy enrolled as a pupil at Tarangire Primary School. Lomayani has been registered in remedial classes designed to help him refresh and strengthen essential skills in arithmetic, reading, and writing. These extra lessons are meant to support his academic growth and ensure he does not fall behind his peers. However, [REDACTED] relationship with the school has been challenging, as he began losing interest in attending classes and even considered dropping out to focus on household chores instead.

[REDACTED] parents, particularly his mother, have played a crucial role in keeping him engaged with his education. To encourage his attendance, they accompany him to school every morning, making sure to hand him over to his teachers personally. This hands-on approach reflects the family's commitment to ensuring [REDACTED] remains connected to his education, even when his motivation wavers. His parents have also communicated regularly with his teachers to explore strategies for keeping him engaged in the learning process.

In response to these concerns, [REDACTED] teachers decided to enrol him in remedial classes, recognizing the need for a tailored approach to rekindle his interest in school. These sessions are not only aimed at helping him academically but also fostering a positive relationship with his teachers and the school environment. By offering him this additional support, they hope to reignite his enthusiasm for learning and help him regain a sense of confidence and motivation in his educational journey.



[REDACTED] is thankful to the program, teachers and his parents for their commitment to keeping and regaining his interest in school. Currently, [REDACTED] attends school with peers enjoying and reducing extra burdens to parents and teachers.

**END**





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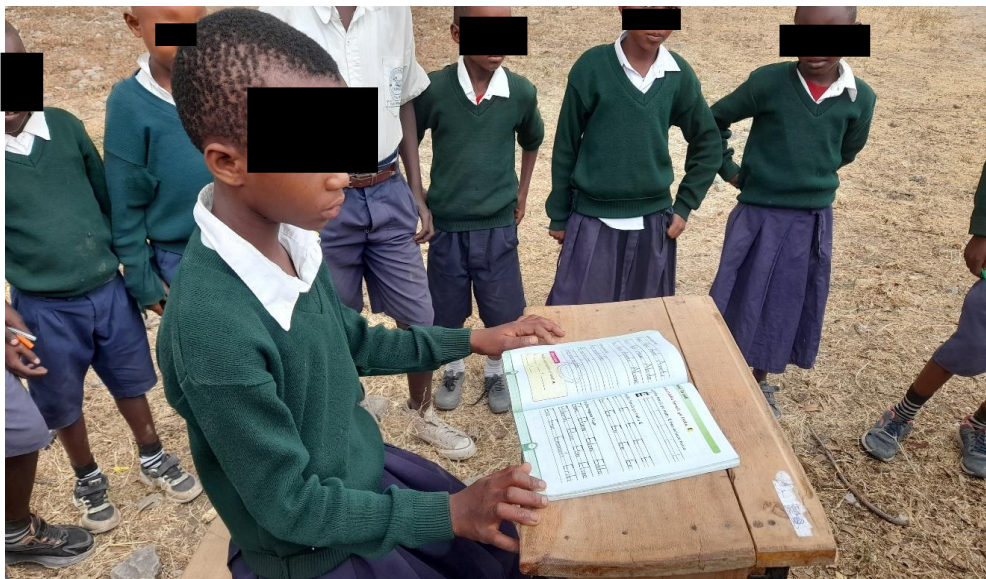
### From Struggling with 3Rs Skills to Becoming a Confident Student Ready for the National Examination.

#### A story of Wema Talami.

██████████, an 11-year-old girl, is a pupil at Tarangire Primary School, currently in Class IV. She began her academic journey in 2019 when she was enrolled in Class I. As she progressed to Class III, she faced difficulties in mastering the essential numeracy and literacy skills, often referred to as the "3Rs" (reading, writing, and arithmetic skills). These foundational skills are critical for academic success, and without them, ██████████ struggled to keep up with her peers. Due to this, she had to repeat Class III, as mastering the 3Rs was a requirement to continue to higher grades.

In 2024, recognizing her challenges, ██████████ was placed in a remedial class designed to help students strengthen their basic literacy and numeracy skills. This additional support provided her with focused attention, and through a combination of hard work and the tailored teaching methods of her instructors, ██████████ gradually gained confidence in her ability to read, write, and solve arithmetic problems. Her determination, along with the commitment of her teachers, played a pivotal role in helping her overcome the barriers she had previously faced.

By the end of the year, ██████████ successfully mastered the 3Rs, laying a solid foundation for her continued academic journey. This achievement not only boosted her self-esteem but also prepared her to sit for the 2024 national examination with confidence. Her story is a testament to the importance of personalized learning support, as well as the transformative impact that dedicated teachers and targeted interventions can have on a student's educational experience.



██████████ is very thankful to the program, her teachers, and the program for their efforts in helping her master the writing, reading, and arithmetic skills (3Rs skills), which has made her confident about sitting for the national examination this year.

END



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COSITA is working with project schools in the Nkaiti ward to improve literacy skills for pupils with 3Rs challenges. The school communities and teachers are working tirelessly to ensure pupils attend schools, remain at school and get the right studies. Along with improving literacy in schools, organizations intend to reduce school dropouts to ensure pupils get the right studies while remaining at school.

The organization formed Parents-Teachers association and trained on their roles and responsibilities towards ensuring reducing drops outs and pupils getting right studies ant right time. The exercise has enabled retaining pupils who dropped from school to proceed with studies regardless of their ages and classes. As of to date in Eluway primary school managed to return 4 girls' pupils who previously dropped from school return to proceed with their studies. The names of the pupils are [REDACTED] (15), [REDACTED] (14), [REDACTED] (13) and [REDACTED] (14) as appeared in the picture below.



END