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SASA TUNASOMA! (WE'RE READING)

APRIL 2021 – MARCH 2026 | IMPLEMENTERS: SAVE THE CHILDREN INTERNATIONAL / WORLD VISION |
PLANNED BUDGET: \$12,000,000

Sasa Tunasoma strengthens the education ecosystem in the catchment areas of Uvira and Kalehe of South Kivu. It builds literacy and social-emotional skills for young children, especially indigenous groups, girls, and students with disabilities, with a focus on both non-formal and formal learning.

BACKGROUND: KEY CHALLENGES

In the Democratic Republic of the Congo (DRC), the announcement of tuition-free schooling improved the enrolment rates. However, the policy has experienced significant implementation challenges, causing education quality to suffer. On a national level, school infrastructure is unfit to host overcrowded classes, especially for early grades. In addition to a deficiency in teaching and learning materials, the number of qualified teachers remains insufficient.

Teachers have gone on strike, affecting the functioning of schools. Over the past two years, students have failed to gain necessary skills in reading and math. Results from the last national reading assessment revealed a low score for primary school students. Only 18% of students learning in Lingala were proficient, with even lower numbers for Swahili (17%), and Tshiluba (14%).

RESPONSE

Sasa Tunasoma supports the development of literacy and social-emotional learning (SEL) skills for young children ages 6-9 enrolled in grades 1 and 2 of basic education in underserved territories of Uvira and Kalehe in South Kivu, DRC.

Children living with disabilities, children from indigenous Batwa communities, and young girls are specific target populations. These groups of children benefit from targeted and explicit interventions designed to influence the attitudes of teachers, the wider community, and school culture to ensure that they are able to exercise their right to education.

SASA TUNASOMA! APPROACH

The project supports the development of literacy and social and emotional learning through two key outputs:

- Girls and boys aged 6-9 participate in quality, inclusive community activities in literacy and social-emotional learning.
- Primary schools are inclusive and welcoming environments that promote children's well-being and provide quality opportunities for literacy and social and emotional learning.

Sasa Tunasoma's 5 pillars include:



Literacy



Gender &
Inclusion



Social-Emotional
Learning



Child Protection



Resilience

KEY ACTIVITIES

- Teacher professional development in literacy and Social and Emotional Learning (SEL)
- Provision of student kits and learning materials
- Creation and implementation of community literacy camps
- Strengthening of schools' parent committees (COPAs) and management boards (COGEs)
- Creation of Citizen Voice and Action (CVA) advocacy groups

PROJECT INNOVATIONS

- Mobile library to support students with special needs
- Test implementation of Student Needs Action Pack (SNAP) program
- Selection of Youth Community Literacy and Numeracy Leaders (YCLL) amongst marginalized people by community members themselves
- Test implementation of Class Assistants (CA)