

Tanzania

PARTNERSHIP PROGRAM



2020 Annual Report



MICHIGAN STATE UNIVERSITY





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Above image:
DUCE student intern Denis Msonyi, teaching physics at Milola Secondary School.

Front cover image:
Victoria Moshy (UDSM), (right) and Ashura Salum (Lindi Municipal District), (left) speaking with Milola community members about TPP development initiatives.



The **Tanzania Partnership Program (TPP)** is the first initiative of the Partnerships for Sustainable Community Development (PSCD), a long-term collaborative alliance of local and international organizations dedicated to improving local livelihoods. Tanzania was selected as the first location for PSCD based on need, potential for success, university experience in the region, and an array of interested partners.

TANZANIA PARTNERSHIP PROGRAM PARTNERS:

- Michigan State University (MSU)
- University of Dar es Salaam (UDSM), Institute of Resource Assessment
- Dar es Salaam University College of Education (DUCE)
- Sokoine University of Agriculture (SUA)
- Milola Village, Lindi Municipal District, Tanzania
- Naitolia Village, Monduli District, Tanzania

Our Mission

To find long-term solutions, build capacity and create collaborations that promote resilient and sustainable communities. To unite development, education and research that boldly pushes the frontiers of knowledge and the role universities play in transforming local communities and the lives of individuals.

Our Goal

Promote resilient communities in Milola and Naitolia, Tanzania, and create a model for sustainable prosperity.

Our Strategy

Acknowledge interdependency and create long-term partnerships among local communities, governments, non-governmental organizations, private corporations, universities and invested individuals to address local challenges and respond to emerging opportunities in economic development, food security, public health, education and community empowerment.

Core Principles

Ensure Sustainability: Increase community strengths, enhance community resiliency, and promote community empowerment while maintaining economic well-being, environmental health, and social equity.

Commit to an Integrative Approach: Remove the barriers that separate research, education and development to create a dynamic and synergistic relationship.

Engage in Interdisciplinary Research: Draw on a range of disciplines and perspectives to address the interrelated and complex nature of challenges faced by communities in the developing world.

Promote Participation: Unite the knowledge, skills and experiences of villagers, local government officials, researchers, and development professionals to expand understanding, enhance responsiveness, and improve practice.

Adaptive Learning: Focus on a process that continually improves research, education and development activities and involves villagers, scholars, development professionals, and local government.







Establish Long-Term Commitments: Create relationships based on mutual trust that welcome research and innovation and are responsive to new challenges.

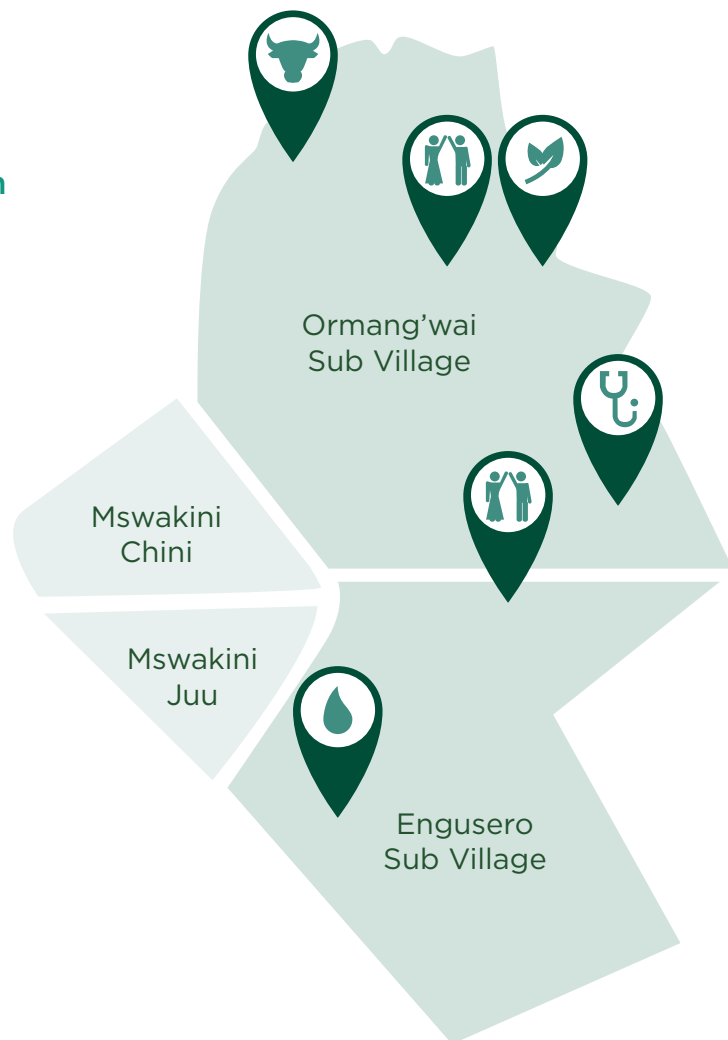
Naitolia Village



Naitolia Village is in Monduli District and lies in a Wildlife Management Area. Home to an agro-pastoralist community of about 1,800 people, Naitolia is actually two sub-villages—Ormang’wai and Engusero. The main ethnic groups are Maasai Waarusha, Iraqw and Barabaig. Households are spread across 178 square kilometers (68 square miles) and most (79%) earn a living by keeping cattle and goats. Some households also raise chickens. A community-run plunge dip for livestock is helping to reduce animal deaths due to disease. To increase access to quality water during the dry season, the community pond is being rehabilitated. A health clinic in Ormang’wai provides basic health services. Across Naitolia and the two neighboring villages of Mswakini Chini and Mswakini Juu, there are four preschools and one primary school. To help ensure students regularly receive a nutritious school lunch, TPP supports school-based feeding programs and gardens.

FEATURED 2020 PROJECTS

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New irrigation system at Naitolia Primary School garden.



TPP officer Jonathan Kivuyo operating the human-powered water pump.



School Gardens and Nutrition



This year big improvements were made at the **Naitolia Primary School garden**—a key source of nutritious and low-cost food for the school feeding program. A new drip irrigation system with a human-powered water pump was installed that improved water use efficiency and distribution. The system is easy to understand, operate and maintain. This improvement has **helped ensure the production of much-needed dietary supplements for school lunches** such as vegetables and legumes. TPP continues to mobilize and encourage community members to support the school feeding program and garden. The community dug the trenches for the irrigation system, tilled and planted the garden, contributed bags of maize and beans, and gave cash to cover the cook's salary.



Garden created and tended by the borehole security guards.

Community-Led Improvements

The school gardens are an important site for **teaching agricultural production skills**. Hands-on learning at the school gardens is inspiring teachers, students, and community groups to plant their own garden. Smallholder gardens are an important step to increase food security in Naitolia.

Cattle drinking from a newly built water trough.



Operating Safe and Effective Cattle Dips



Plunge dips are used to treat livestock against ticks, mites and other parasites. Correctly operating a plunge dip requires discipline and training. For a large number of livestock, the trip to the Naitolia cattle dip can be long and exhausting. Thirsty animals may drink the dip wash, which contains a toxic parasiticide. Dipping stressed animals can decrease the effectiveness of the treatment. In collaboration with Monduli District and the Yale Chapter of Engineers without Borders, TPP **provided health and safety training to dip operators and users**. The training focused on the importance of livestock resting and having access to uncontaminated water before being dipped.

Chicken Raising for Food Security

TPP continues to support household chicken raising for food security and income generation. Vaccinations play an important part in the health and yield of any flock, but veterinary services can be difficult to access. With support from the Ward Livestock Officer, **TPP facilitated trainings for Community Animal Health Workers (CAHWs) on when and how to give vaccines to chickens**. The CAHWs are now vaccinating chickens at a rate of 100 chickens per month.



TPP faculty Richard Samson (SUA) teaching vaccination procedures to a CAHW member.



TPP faculty Joseph Mtamba (UDSM), village leaders, and water committee members at the Naitolia pond discussing water resource management issues.

Integrated Water Resources Management



Ensuring access to water in rural areas depends on strengthening the capacity of local communities to sustain service delivery without compromising the environment. TPP facilitated a number of training sessions with members of the Naitolia Water Committee and village leadership on integrated water resources management. The sessions were led by Joseph Mtamba from the UDSM College of Engineering with support from the Monduli District Water Department. Training focused on the role of local leaders in the development and management of water, land and related resources. To help **maximize economic and social welfare in an equitable manner**, the Water Committee created bylaws, developed an operations budget and opened a new bank account.



Naitolia Pond storing seasonal rain water.

Community-Led Projects

The rehabilitation of the community pond is a multi-year project supported by TPP, Yale Chapter of Engineers without Borders, Monduli District and the community. The pond is the community's primary source of water during the dry season and is locally managed by the Naitolia Water Committee. In April, heavy rains damaged the pond and it was losing water. **The Water Committee quickly assessed the damage and mobilized the community to repair the pond.**

“Being on the committee has created in me a stronger sense of commitment and hard work - as we usually respond in ways to benefit the whole community.”

ELIZABETH CHRISTOPHER
VHC MEMBER

Members of the VHC (L to R) Elizabeth Christopher, Meleji Saruni, Emiliana Edward Lendoya, and Robert Lemayani Mollel at the community dispensary with equipment and supplies donated by TPP.



Village Health Committee

Community Partner Profile



The Village Health Committee (VHC) has demonstrated a strong commitment to work with TPP and Monduli District to culturally adapt public health projects for improved outcomes. Members help deliver community-wide trainings on the importance of sanitation, pre- and post-natal care, and Tanzania’s National Health Insurance Fund. Members of the VHC also regularly volunteer their time to keep the clinic organized and clean. The VHC **plays a key role in improving access and utilization of health care services by rural villagers**. The committee was essential in helping coordinate Natolia’s response to the coronavirus health crisis.

Cancer Education and Screening

Cancer education and screening increases the chances of detecting certain cancers early. This year TPP facilitated a **cervical cancer education and screening clinic**, which has a high mortality rate in East Africa. A cancer specialist from the Makuyuni Health Center conducted the clinic in collaboration with the dispensary nurse and midwife. Participants learned cervical cancer risk factors, methods and the importance of screening, and offered free screenings.



District midwife, Roman Minja, speaking with screening clinic participants.

Eliamani Laltaika (NM-AIST) conducting a community-wide training.



Leadership Training for Development Success



Locally democratically elected village leaders are recognized as key catalysts toward development success. In November, local government elections were held throughout the country and a number of community members stepped into new leadership roles. In December, TPP **facilitated trainings for village leaders on good governance, collaborative and gender-inclusive leadership, and how to encourage community participation.** The trainings were conducted by Eliamani Laltaika, a faculty member at The Nelson Mandela African Institution of Science and Technology (NM-AIST). Eliamani also conducted a community-wide training on human rights and community unity. All trainings were conducted in Maa—the language of the Maasai people.

Eliamani Laltaika - Trainer Profile

Eliamani Laltaika (NM-AIST) has worked with TPP to facilitate trainings in the community since 2018, when he first spoke with the community about the importance of gender justice for inclusive development. He is Maasai and was the first person from his village to go to college. Eliamani has a law degree and a doctorate degree. **His passion is working at the grassroots-level. Eliamani said he has witnessed an increase in Naitolia women's participation in social and economic activities.**








Eliamani Laltaika, (NM-AIST) (right) with TPP Officer Jonathan Kivuyo (left).

Milola Village



Milola is located in Lindi Municipal about 60 square kilometers (23 square miles) inland and is actually two villages—Milola A and Milola B. Approximately 6,000 people live in Milola A and B. The main ethnic groups are Mwera, Ngindo, Makonde and Yao. The majority of households (92%) earn a living by growing sesame, rice and maize on small farming plots. Due to limited inputs and market access, agricultural production is low. Chicken raising has been introduced as a way to generate and improve food security. A small clinic in the sub-village of Ngwenya is helping ensure the community has access to basic health care. TPP continues to work with the village Water Users Association to improve water quality and access. The regular presence of DUCE student teachers in Milola schools has improved the quality of education. Reading, writing and arithmetic lessons for adults are facilitated by a UDSM student teacher who specializes in adult education.

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Dealila Dancan teaching english literature at Milola Secondary School.

DUCE Student Interns Teach Key Subjects



This year, TPP supported six college-level education students from DUCE to complete a four-month teaching internship at Milola Secondary. The Milola Secondary School has no qualified teachers to teach key subjects like math or science. Yet, if students are unable to pass these subjects on the national exam, they will not graduate. The interns taught classes in physics, mathematics, chemistry, biology and english. They also worked with local teachers to identify ways to improve student success. This program is in its fourth year and is credited by the community for **improving students' performance on the national exam**. DUCE interns gain a deeper understanding of the challenges of teaching and learning in rural schools with limited resources.

“At Milola Secondary, economic hardships severely affect students’ psychological set-up in their course of study.”

JAPHACE FELISTER
DUCE STUDENT INTERN

“I learned teaching and learning needs both human and material resources. Most students at Milola Secondary have a desire to learn but they do not do better because there are not enough teachers and materials.”

MARCO JOSEPH
DUCE STUDENT INTERN



2019 DUCE Student Teacher Interns and UDSM Adult Education Student Teacher (L-R, back row) David Wilfred, Joseph Leonard, Husein Shabani (L-R, front row) Japhace Felista, Zainab Mohamed, Dorcas Daudi, Marco Joseph.



Students at Milola Secondary receiving a free school lunch.

School Feeding Program and Farms



Many parents in the community cannot afford to send their children to school with a lunch. School farms can play a vital role in reducing the costs involved in providing nutritional meals for students. This year TPP collaborated with Milola Secondary School to rent a two-acre farm. School farms were planted with maize, legumes, cassava and sunflowers. **The combination of supporting school farms with school feeding programs has proven to be an important development tool.** The school farms are making significant contributions to school feeding programs. Donations from community members are also helping to ensure these programs are sustainable. School farms are also being used to support agricultural education for students and trainings for community members.

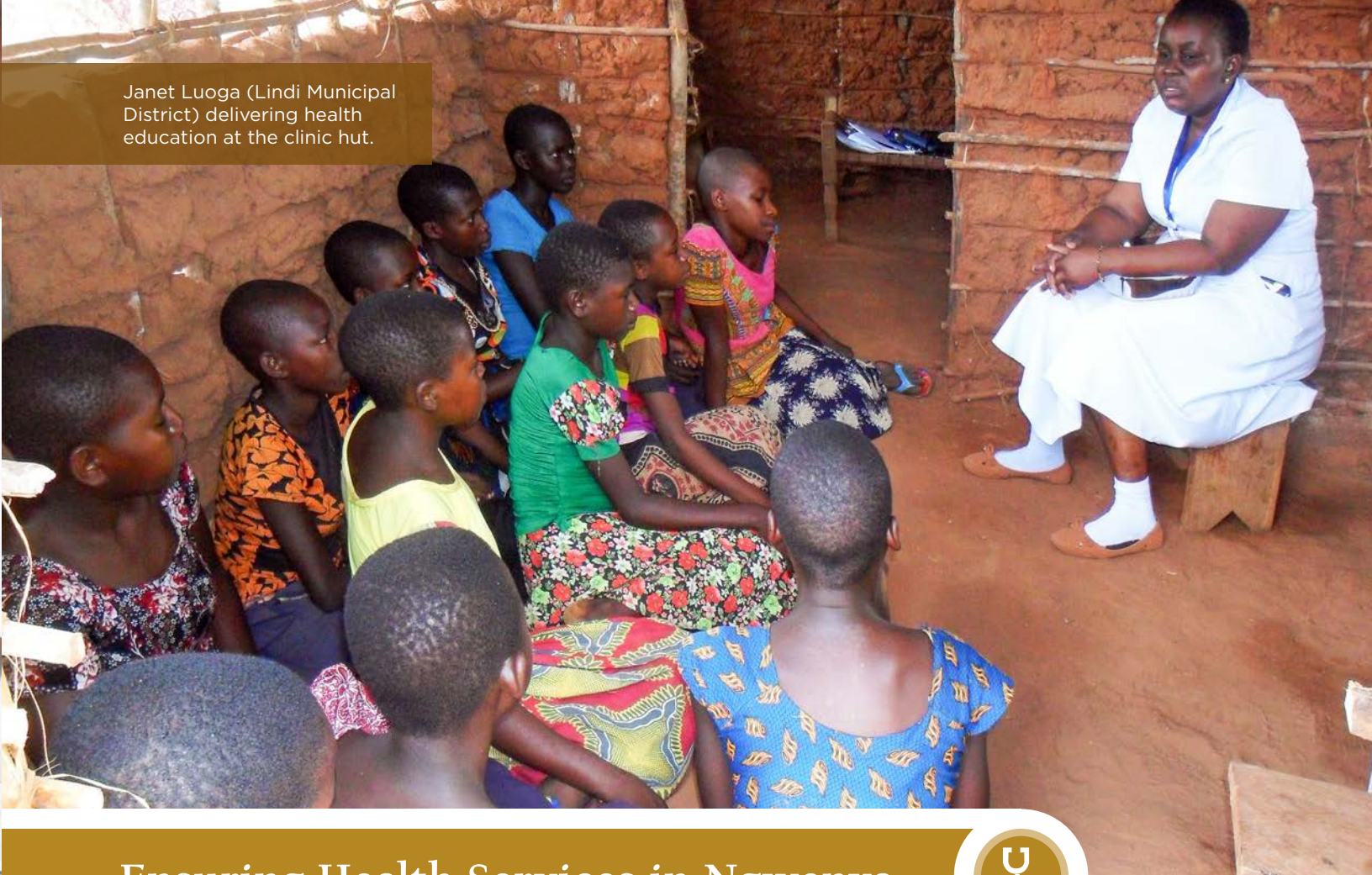
Girls Dormitory Project Updates

Through deep partnership and collaboration, and after ten years of hard work, the secondary school girls dormitory is scheduled to open fall of 2020. **It is important that the programming and operational guidelines for the dorm are co-created and managed locally.** TPP is working with Lindi Municipal District Council, the Village School Committee, teachers, and students to ensure dormitory programs and infrastructure will create a positive and sustainable learning environment.



TPP girls dormitory planning meeting with Milola Secondary School teachers.

Janet Luoga (Lindi Municipal District) delivering health education at the clinic hut.



Ensuring Health Services in Ngwenya



In 2018, TPP partnered with Lindi District and village leaders to bring basic health services to Ngwenya, a rural community of more than 3,000 people. To ensure community members have continued access to these services, **TPP supports the travel of district health care providers to Ngwenya.** A temporary hut built by the community is used as a clinic. Providers run clinics for all age-groups including child vaccinations, first aid, malaria testing and treatment, pregnancy health, and family planning.

“In past years we had to walk a long distance, which took almost six hours just to get health services. The road was not safe at night.”

SOMAE SWALEHE MKWANGO
NGWENYA COMMUNITY MEMBER
AND CLINIC USER

Health Education for Young People

Health education in schools is an important way to promote prevention behaviors and early detection services. In collaboration with Lindi Municipal and the Village School Committee, **TPP facilitated age- and culturally-appropriate health education on social, mental, physical and environmental health topics.** Lessons focused on prevention behaviors and how to develop the skills needed to make healthy choices.



Students outside Milola Secondary School.



Construction of the new latrines at Milola Secondary School are almost finished.



Providing Safe and Hygienic Latrines



Proper latrines are necessary to help control the spread of many diseases. Like many rural areas in Tanzania, Milola experiences the challenge of inadequate water, sanitation and hygiene facilities. **TPP continues to focus on providing students with safe and clean latrines.** In collaboration with the community, Milola Secondary School, and Linidi Municipal, **TPP is building ten unit latrines—five for boys and five for girls.** The latrines will include a rain water harvesting system to collect water for use in the latrines and sinks. The community dug the pits for the latrines and construction will be completed this fall. This project was funded by the Paul Bishop and Barbara Pendas Family Endowment for Developing Countries.

Funding Girl-Owned Businesses

As part of their participation in the TPP Girls Mentoring Club Project (2016-2018), girl entrepreneurs received funds to work together to start a new business. Two of these girl-owned businesses continue to operate at a profit, chicken raising and soap making. TPP continues to support both groups of girls as they work to expand their businesses to neighboring markets.



Girls showing their chickens and coop to TPP DUCE faculty Emiliana Mwita and Perpetua Urjo.

Community members participating in an adult education class in Milola.



“The community has large numbers of adults who lack these skills. People are willing to learn but they lack facilitators. The supportive environment prepared by TPP has made me motivated and encouraged to offer adult education in Milola.”

JOSEPH LEONARD • UDSM STUDENT TEACHER

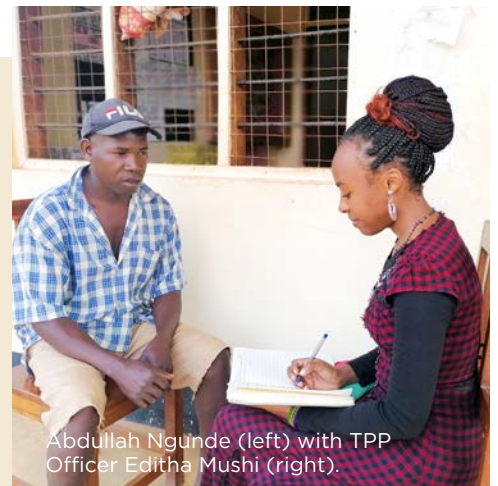
Adult Education for Development



Adult education is regarded as a significant contributor to the development of individuals and communities. Among farmers, improvements in literacy rates are associated with increased agricultural productivity and innovation. Since 2018, TPP has partnered with the UDSM School of Education to support a student specializing in adult education to complete their field practice in Milola. The UDSM student teachers facilitate reading, writing and arithmetic classes with adults in Milola A, Milola B and Ngwenya. A number of community members regularly attend these classes. This year’s UDSM student adult education specialist is Joseph Leonard.

“For most of us farmers, adult education has been helping us in our farming work. We can choose the proper inputs and do proper business from our Agricultural activities by selling the output without losses because we can count and write the incomes and expenditures on our own. Further, due to the classes, we encourage and motivate our children to study hard because we understand better the importance of education.”

ABDULLAH NGUNDE
MILOLA COMMUNITY MEMBER AND ADULT
EDUCATION PROJECT PARTICIPANT



Abdullah Ngunde (left) with TPP Officer Editha Mushi (right).



Ashura Salum, TPP Lindi Municipal District Site Project Officer (center) delivering donated protection and screening equipment to the Milola Dispensary.

Donating Protection and Screening Materials



The coronavirus pandemic caused a significant and immediate increase in health care providers' and individuals' need for personal protection and screening equipment including gloves, face masks, sanitizers and no-contact thermometers. At the beginning of the coronavirus outbreak in Tanzania, the dispensaries and clinics that serve Naitolia and Milola had few or none of these items on hand. Within a short time, these items shortly became unavailable in most rural districts. Working closely with the health departments and medical officers for Monduli and Lindi Municipal District, **TPP purchased and transported a bulk order of personal protection and screening equipment to each district.** Donated items included gloves, face masks, sanitizer, buckets of chlorine and no-contact infrared thermometers. The equipment was distributed throughout to local hospitals, health centers, clinics and dispensaries by TPP site project and village-based program officers.



Rose Mhina (Monduli District Site Project Officer) (right) helping hospital staff test the no-contact infrared thermometers donated to Makuyuni Hospital, the hospital closest to Naitolia.



Patients at the Milola Dispensary being shown how to properly wear a face mask.



UDSM College of Engineering faculty, Simon Marandu, with UDSM mechanical engineering students David Japhet and Masanja Charles, delivering handwashing stations they helped design to TPP.

Bridging the Water Access Gap Amid COVID-19



Guidelines on how to control the spread of COVID-19 include frequent handwashing and wiping down surfaces. Yet, in rural communities, access to clean water remains low. To help partner communities respond to the virus, TPP purchased **30 washing stations from the UDSM College of Engineering**. These student-designed, two-person stations included **innovations to facilitate frequent handwashing with soap**, such as the foot-operated mechanics of the station, efficiency, durability and placement of soap. In early June, TPP coordinated the transport and installation of the stations in Naitolia, Milola and neighboring communities. The washing stations were placed in highly-visible public spaces with a focus on health care facilities, schools and existing water distribution points.





Monduli District health officer using a loudspeaker to broadcast COVID-19 information.

Accurate COVID-19 Health Communication



In preventing the spread of the coronavirus, access to quality and accurate information is key to dispel myths, curb the spread of fear and ensure that communities have the facts to keep themselves and others safe from acquiring or spreading the disease. In June, **TPP supported health officers in Monduli and Lindi Municipal Districts to carry out a COVID-19 communication response plan.** TPP funds were used to purchase and disseminate health education materials in local languages. Funds were also used to support the use of vehicles mounted with loudspeakers to deliver public health messages to a wide audience while health officers kept a safe distance.

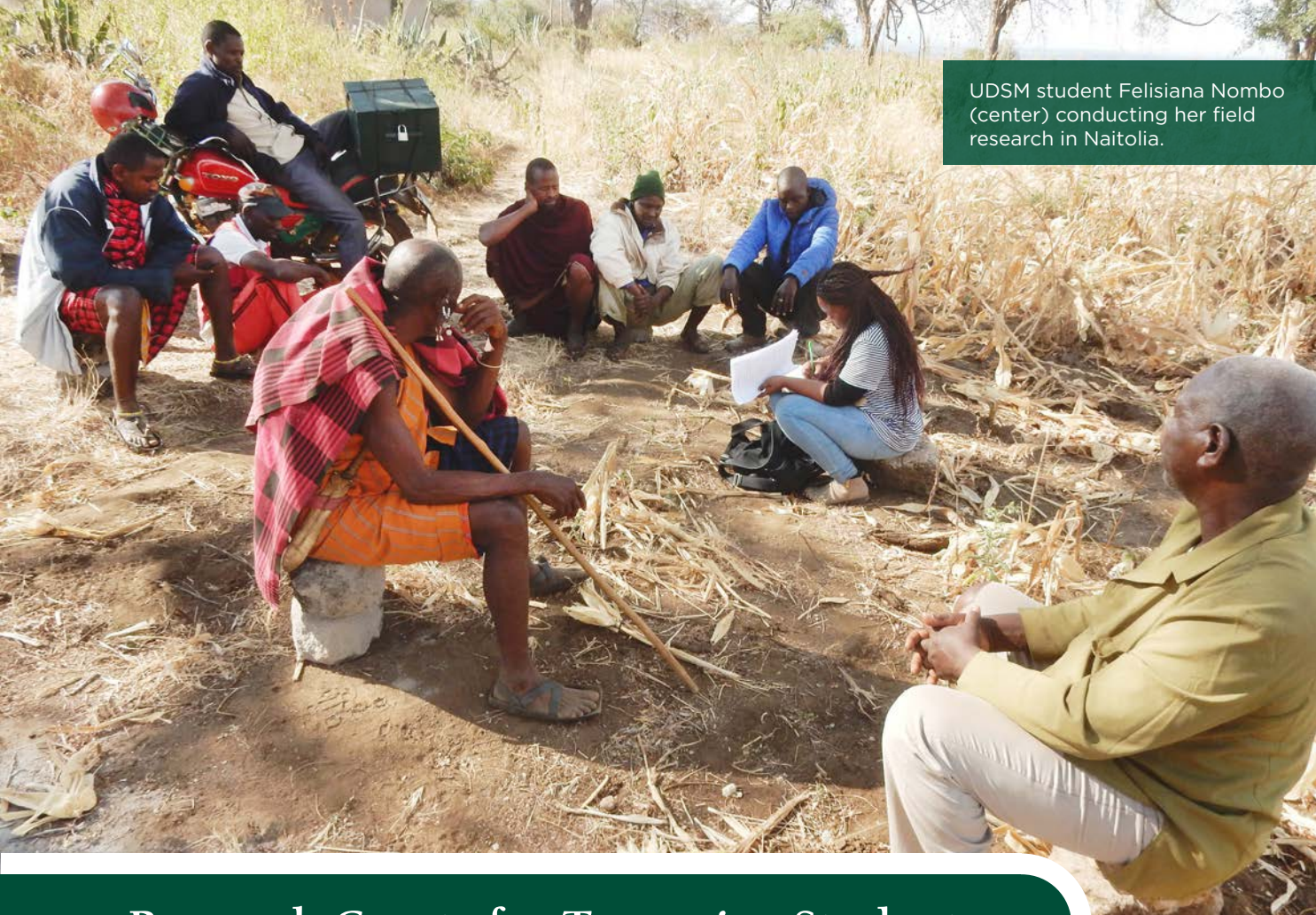
Learning Packets for Rural Students

In March, the Tanzania government closed schools to help halt the spread of COVID-19. Many schools shifted to teaching through television, radio or mobile phone. While rural students were largely unable to access these learning systems, many students will still need to sit for national exams this fall. **TPP DUCE faculty worked closely with district officers and local teachers to get paper-based learning packets to students in Milola and Naitolia.**



Students at Milola Secondary School before the school closure.

UDSM student Felisiana Nombo (center) conducting her field research in Naitolia.



Research Grants for Tanzanian Students

For some graduate students in Tanzania, a lack of funds to complete the research component of their degree program is a barrier to graduating. This year, TPP provided research grants to seven master's degree students at TPP partner institutions in Tanzania. **Grantees each demonstrated a commitment to sustainable development and had a strong academic background.** Students will present and discuss their research findings at an upcoming TPP program meeting.

UDSM GRANTEES

Melania Augustino Mdesa
Natural Resource Assessment and Management

Felisiana Nombo
Climate Change and Sustainable Development

DUCE GRANTEES

Daniel Isaya Chunga
Education

Rehema Eliawaonyi
Public Administration

Lameck Method
Public Administration

SUA GRANTEES

Seleman Almas Katanga
Epidemiology

Linda Darlene Muhoze
Public Health and Food Safety



UDSM and DUCE graduate student awardees with TPP Faculty and Staff.



2019 SDCT education abroad students and faculty at MS Training Centre for Development Cooperation in Arusha, TZ.

Education Abroad Receives Excellence Award

The TPP Sustainable Community Development in Tanzania (SCDT) education abroad program makes it possible for students from MSU, UDSM, SUA and DUCE to learn hands-on how sustainable development is practiced. SCDT students work on interdisciplinary teams to carry out sustainable community development research projects in Tanzania that relate to the initiatives of TPP. The program is co-led by Johnathan Choti (MSU) and TPP faculty Victoria Moshy (UDSM), Emiliana Mwita (DUCE) and S.I. Kimera (SUA). This year, SCDT received the MSU chapter of the Phi Kappa Phi Honor Society's annual Excellence Award. **The award recognizes teams for promoting excellence in interdisciplinary teaching, research and service.** The SCDT education abroad program is generously funded by Gerald A. and Karen A. Kolschowsky.

MSU-EWB Student-Led Project in Ngwenya

MSU Engineers without Borders (EWB) is a student-led chapter that works to implement sustainable engineering designs that empower communities to meet their basic needs. With support from TPP, Tula Ngasala (MSU Alumni), UDSM, and the community, **MSU-EWB developed a project to extend the Milola water system to the sub-village of Ngwenya.** The project has been approved and funded by EWB USA. The community hopes to welcome the MSU-EWB team to Ngwenya in summer 2021.

Graduate student Amit Sharma (MSU) getting feedback from lab school teachers and students on what elements should be included in the natural playscape.



Fund Development

Constructing a Natural Playscape at DUCE

Ray Ginther has gifted TPP funds to construct a natural playscape at DUCE. **The natural playscape will be constructed on the grounds of the DUCE primary school and will be the first of its kind in Tanzania.** It will be a space where children at the lab school can learn subjects such as math, science, art, music and drama through play-based learning. The playscape will also function as a training space for DUCE faculty and future primary school teachers to experience play-based learning. In the spring, TPP faculty Bethany Wilinski (MSU) and Maregesi Machumu (DUCE), and graduate student Amit Sharma (MSU), co-led a play-based learning workshop on the DUCE campus. Construction on the playscape is scheduled to begin in 2021.

The Daryl and Glenda Minor Tanzania Fellowship

The Daryl and Glenda Minor Tanzania Fellowship will support an entering MSU student from Tanzania to complete a master's degree in a field related to international development. **The fellow will be committed to working towards understanding and contributing to inclusive and gender-equitable social and economic development in Tanzania.** The fellowship includes a graduate assistantship with the Tanzania Partnership Program. The first Minor Fellow will be welcomed to MSU and TPP in fall 2021.



TPP learning visit to TPCF in Arusha, TZ.

Expanding TPP's Learning and Resource Network

In February, TPP faculty and staff from MSU, UDSM, SUA and DUCE traveled to Arusha (Monduli District) to meet with local NGOs. The aim of the trip was to identify new learning and resource partners for future development projects in Naitolia. Eliamani Laltaika (NM-AIST) provided an overview of NGOs in the area and organized a panel presentation by regional development professionals. TPP then met with several Arusha-based NGOs including the Tanzania Pastoralist Community Forum (TPCF), Maasai Women Development Organization (MWEDO), ECHO East Africa Impact Center (ECHO) and the Tanzania Natural Resource Forum. **TPP looks forward to participating in future learning exchanges with these local participatory and sustainable development experts.**



Naitolia women's chicken raising group member feeding the group's new chickens.

Collaborating to Support Women Entrepreneurs

When visiting TPCF in February, TPP learned the NGO hosts an annual conference for pastoralist women that includes entrepreneurship and leadership training.

TPP and TPCF collaborated to send nine women from Naitolia to the conference. After participating in the conference, the group of women formed a new chicken raising business. The group started with only 14 chickens—they now own more than 55 birds. **TPP is in conversation with ECHO and MWEDO to offer additional training for women entrepreneurs in Naitolia.**

Financial Highlights

The Tanzania Partnership Program (TPP) is a private-public partnership supported generously by individuals, academic institutions, and a coalition of diverse partners advancing the mission of TPP. Executive leadership is provided by Michigan State University. The initiative is committed to good stewardship of the resources and assets entrusted to the program. We are dedicated to the highest level of accountability.

FISCAL YEAR 2020

INCOME	
TPP Donor Funds	\$816,754
MSU Funds	\$339,525
Total Income	\$1,156,279

EXPENDITURE	
TPP Donor Funds	\$701,511
MSU Funds	\$339,525
Total Expenses	\$1,041,036

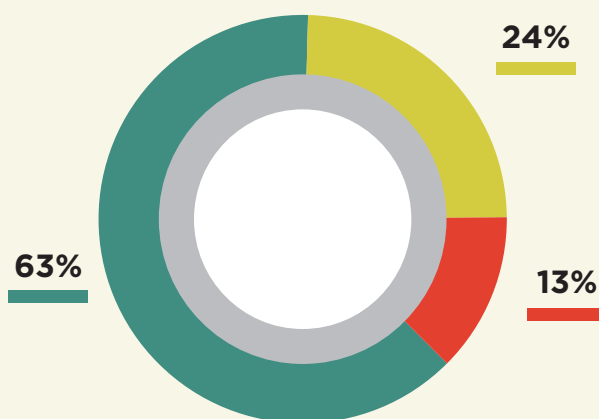
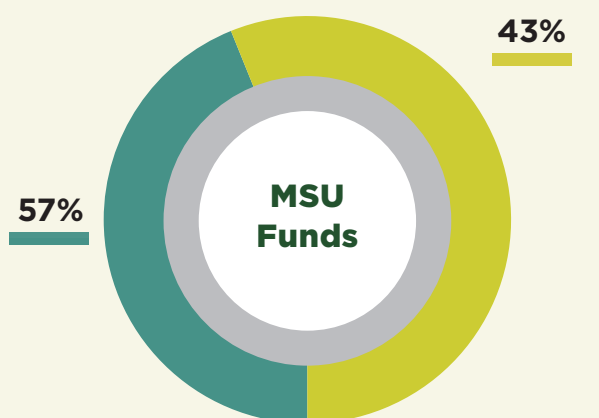
Balance of Available Funds	\$779,793
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PROGRAM ALLOCATIONS

Total donor funds expended in fiscal year 2020 were \$701,511. Of this amount, 63% was spent on in-country implementation (\$441,408); 24% was spent on MSU administration (\$171,423); and 13% was spent on the education abroad program (\$88,680).

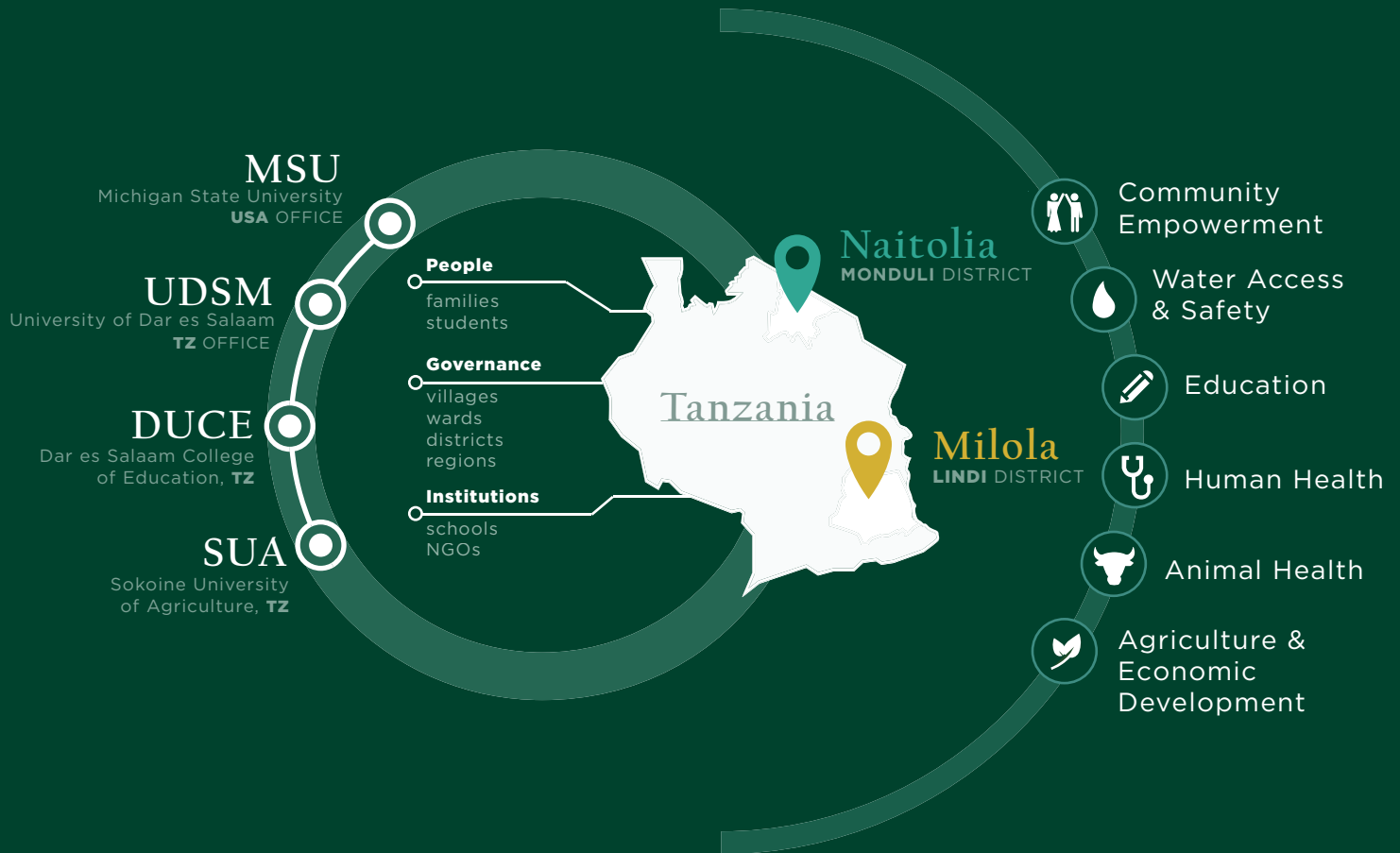
Michigan State University disbursed an additional \$339,525 toward TPP. Of this amount 43% was spent on in-country implementation (\$146,188); and 57% was spent on MSU administration (\$193,337).

HOW THE FUNDS WERE USED



Tanzania

PARTNERSHIP PROGRAM



The Tanzania Partnership Program is made possible through the generous support of our donors.

To make a gift in support of the program, please contact:

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