

Tanzania

PARTNERSHIP PROGRAM



2019 Annual Report



MICHIGAN STATE
UNIVERSITY

Tanzania PARTNERSHIP PROGRAM



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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 Rural District, Tanzania
- Naitolia Village, Monduli District, Tanzania



Above Image:

Motivational speaker, Rueben Ndimbo addressing students at Milola A Primary School

Front Cover Image:

Naitolia villagers use donkeys to haul water from the nearby rehabilitated pond

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.

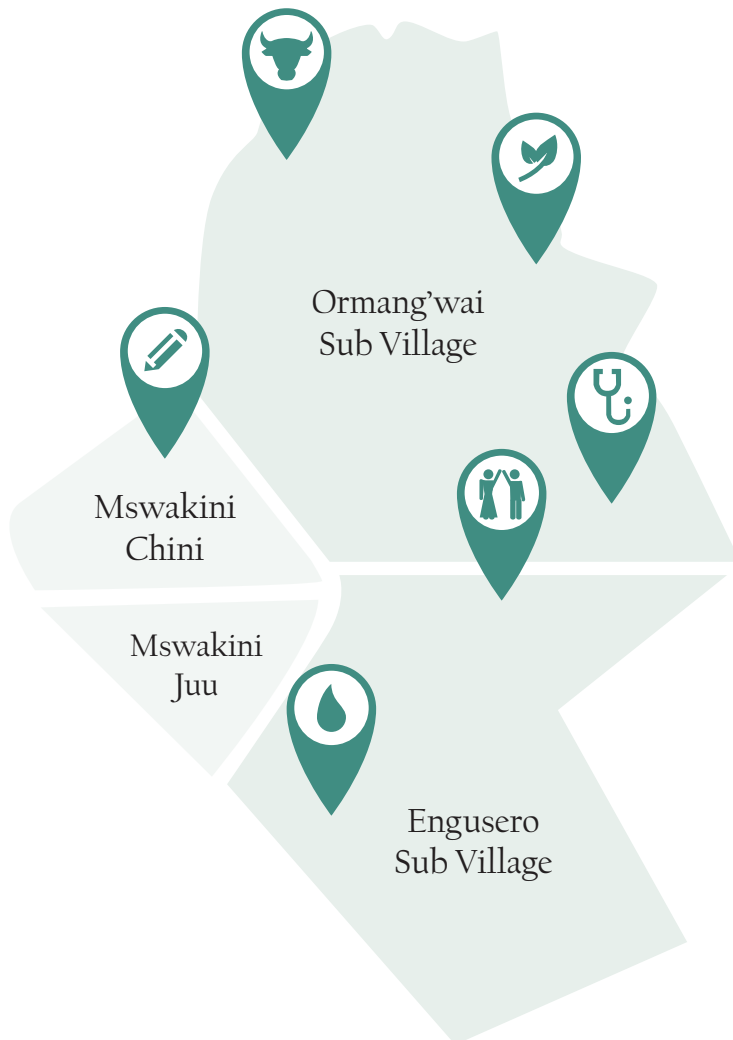
Promote Participation: Unite the knowledge, skills and experiences of villagers, local government officials, researchers, and development professionals to expand understanding, enhance responsiveness, and improve practice.

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 percent) earn a living by keeping cattle and goats. Some households also raise chickens. A community-run dip for cattle and goats is helping reduce animal deaths due to disease. To increase access to quality water, the community pond was rehabilitated. A health clinic in Ormang'wa provides basic health services. Clinic staff conduct educational outreach workshops on key health challenges in the community. Across Naitolia and the two neighboring villages of Mswakini Chini and Mswakini Juu, there are three primary schools and one preschool. TPP supports school feeding programs and farms to help ensure students regularly receive a school lunch.



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Students at Naitolia Primary School receiving their lunch



School Feeding Program & Nutrition

TPP continues to partner with village school committees (VSC) on the management of school feeding programs (SFP) including helping to ensure students regularly receive a school lunch. The Naitolia Primary VSC determined that this year, contributions from community members would cover 25% of program costs. To ensure all **500 students received a free lunch daily**, TPP provided the additional funds needed to keep the Naitolia Primary SFP running. TPP also supported training for VSC members by a Monduli Education Officer on best practices for SFPs. TPP will continue to partner with VSCs and Monduli District to better understand how to create sustainable SFPs in resource poor communities.



Community-Led Improvements

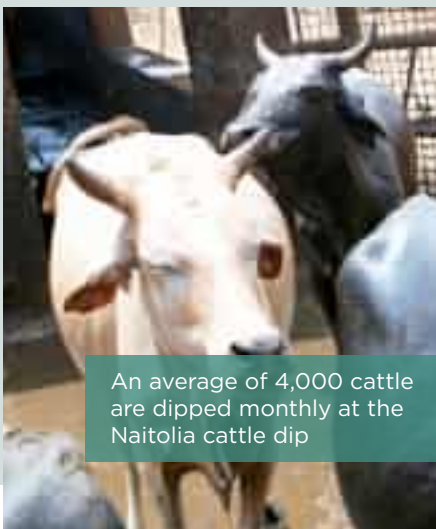
To ensure the Naitolia Primary School Feeding Program continues to serve meals even in challenging times of drought and food insecurity, the **Village School Committee is mobilizing community members** to: 1) improve the rainwater collection system at school gardens, and 2) bring manure from the cattle dip to the school gardens for it to be composted and used as fertilizer.



TPP Animal Health Team, CAHWs, and Animal Health Committee Members

A Model Cattle Dip

TPP continues to provide support and training opportunities to Community Animal Health Workers (CAHWs), the local entity responsible for managing the Naitolia cattle dip. The dip plays an important role in reducing diseases and death among household livestock. This year **the district formally recognized the dip as a model dip in terms of its construction and management.** During a district-wide campaign on livestock health and welfare, district officers used the Naitolia dip to demonstrate proper dipping techniques to people from neighboring villages. The continued successful operation of the dip by the CAHWs has qualified Naitolia to receive some dipping supplies from the district at no cost.



An average of 4,000 cattle are dipped monthly at the Naitolia cattle dip



CAHW member vaccinating a household chicken

Chicken Raising for Income

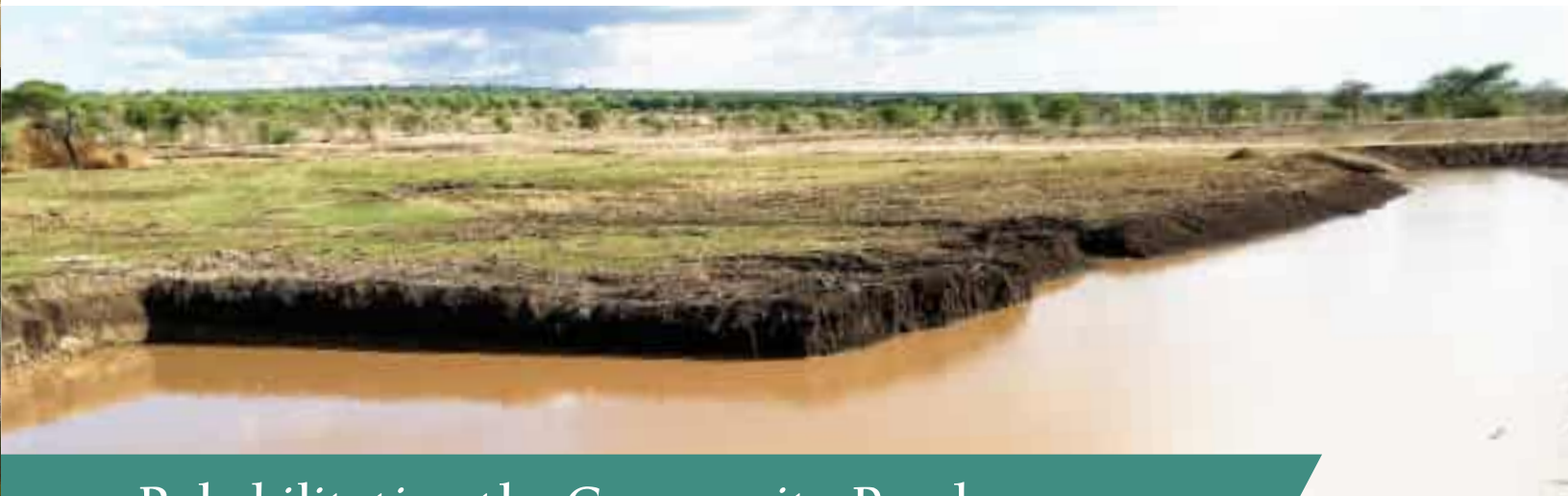
Chickens are an important source of income in Naitolia, especially for women and girls. Yet, annually many household chickens die from preventable diseases. **This year, TPP vaccinated 1,709 household chickens.** Households also received trainings on proper chicken coop construction and feeding practices.



Naitolia pond before rehabilitation



Naitolia pond filled with water after the rainy season



Rehabilitating the Community Pond

For decades the Naitolia Pond held rainwater and functioned as the community's primary source of water during the dry season and times of drought. Yet by 2014, flooding and erosion had eroded the pond embankment wall and the pond no longer functioned as a water reservoir. In 2017, TPP and the community entered a five-year partnership with the Yale University Chapter of Engineers Without Borders (EWB) to rehabilitate the pond. This year, EWB rebuilt the pond embankment wall and constructed watering troughs near the pond for livestock use. When the rains came, the pond successfully held water - **ensuring the community of 1,800 people had access to clean water year round.**



Community members excavate foundation for construction of a livestock trough

Community Commitment

This year, community members prepared the pond rehabilitation site by excavating the foundation for construction of the livestock trough and gathering locally-sourced construction materials. In addition, **Naitolia households gave \$2,500 in cash contributions** to help fund the project.



TPP partner Maregesi Machumu (DUCE) working with teachers in Mswakini

Enhanced Teacher Training

Adequate teacher training plays a critical role in the quality of education. Since 2016, TPP faculty partners from DUCE have provided teacher training (TT) to teachers in Naitolia and the neighboring villages of Mswakini Chini and Mswakini Juu. This year, **20 teachers at three Mswakini schools were selected to receive enhanced personalized follow-up teacher training.** Professional teaching coaches visited Mswakini and observed trainees teach at least one lesson. Coaches then met individually with trainees to discuss how the lesson could be improved. TT coaches practiced and promoted a learner-centered approach to teaching. During coach-facilitated group discussions, trainees explored ways to work together and with district officers to improve learning outcomes for students.



"I like the coaching process. It has enlightened me to areas of weakness through reflection and individual discussions."

MSWAKINI TEACHER TRAINEE, 2019

"Thank you TPP, you have done a good job. I can see the difference in Mswakini classrooms."

EDUCATION QUALITY ASSESSMENT OFFICER, MONDULI DISTRICT, 2019



Loiboni and his family with their new biogas digester

Loibani Loimarai: Community Partner Profile

Loiboni Loimarai has been a TPP community partner since 2010. He contributes to numerous projects and programs including education abroad. Each summer Loiboni **welcomes MSU, UDSM, SUA, and DUCE students at his boma to eat local dishes and learn about Maasai culture.** Last year Loiboni was selected by the community to receive one of two biogas digesters installed by study abroad students. The digesters convert organic waste to biogas for cooking and produce rich fertilizer for gardens. Loiboni reports that the biogas digester provides enough energy for cooking so that they no longer need to collect firewood - a time consuming task that is typically the responsibility of women and girls. Loiboni also serves as the elected chairperson for the Community Animal Health Workers (CAHWs).



Pump operation and water meter training by the District Water Engineer

Promoting Sustainable Water

In August, a broken underground water pump shut down the community's main distribution point for quality water. **Income generated from new water meters - installed last year by TPP - were used to purchase a new pump.** TPP supported an inspection of the new pump by the District Water Engineer and additional training for Village Water Committee members on how to read and maintain the water meters.

Joice Shangai conducting a Tea With a Midwife workshop with district midwife, Roman Minja



Joice Shangai: District Partner Profile

TPP has been partnering with Clinical Officer Joice Shangai on human health projects since 2015, when she was first assigned to the community dispensary. Joice has a passion for ensuring health education is culturally appropriate and easy to understand. Last year, a group of Naitolia women came to Joice with concerns that the clinic did not have a proper way to dispose of medical waste. Joice worked with TPP and Monduli District to get the construction of a dispensary incinerator funded. Joice is happy that community members have an **increased awareness of community health issues** and hopes that people continue to share their health concerns with clinic staff. She credits her involvement in TPP's Tea with a Midwife project (2015 to current), with helping her to build trust between her and the community.



45 Naitolia men and women attend the 2019 Tea with a Midwife on family planning and contraception

"I love my job and these are my people as I am also Maasai. I want to help them and explain things in ways they understand."







JOICE SHANGAI, Clinical Officer

Milola Village

Milola is located in Lindi Rural District about 60 kilometers 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 percent) earn a living by growing sesame, rice, and maize on small farming plots. Due to limited inputs and market access, agricultural production is low. A new temporary clinic hut in the sub-village of Ngwenya is helping ensure this community has access to basic healthcare. Findings from a water quality and system study is helping TPP address issues with water scarcity. Teacher trainings and the presence of DUCE student teachers in Milola schools have improved the quality of education. Chicken raising and sunflower farming have been introduced as new ways to generate income.



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Janet Luoga (Monduli District) providing clinic services at the temporary clinic hut

Bringing Healthcare to Ngwenya

Until recently community members in Ngwenya, a sub-village of Milola, had no government health clinic or dispensary. To access even basic health services, people had to travel to the Milola Dispensary, which was difficult for most Ngwenya households to do. Last year, community members mobilized and built a hut that could function as a local temporary clinic. This year, TPP supported the regular travel of government health professionals to Ngwenya to staff the temporary clinic and donated medical supplies - **bringing healthcare to a community of more than 3,000 people**. District nurses staffed at the temporary clinic are conducting an average of 30 visits a month for children under five.



TPP donating a scale to the Milola Dispensary

Improving Clinic Facilities

Dispensaries in rural and poor communities in Tanzania typically function with minimal medical equipment and drugs. This was the case at the Milola Dispensary. To improve the quality and range of healthcare services available to community members, **TPP donated health screening and assessment tools** to the dispensary.



Milola Secondary School classroom receiving instruction from a DUCE student teacher

DUCE Students Teach Key Subjects

Like many rural schools in Tanzania, Milola Secondary School suffers from a lack of qualified teachers for key subjects. Milola Secondary has not had a math or physics teacher since it opened in 2015. This year, TPP supported six DUCE students to complete their teaching practice at Milola Secondary. **For eight-weeks, DUCE students provided valuable instruction in science, math, and language.** The lack of educational materials at Milola Secondary, including no science equipment or lab, introduced the DUCE students to the challenges of teaching in a resource-poor school. DUCE students participated in problem solving and learning exchanges with experienced local teachers, district education officers, and TPP partner faculty from DUCE. Since 2017, 24 DUCE students have completed their teaching practice at Milola Secondary.

"I was touched by many things at the school, including students' extremely poor mastery of English as a language of instruction. This alone could be the reason they fail exams. I did the best I could to encourage students to speak English in class and to establish a debate club."

MSUYA JASMIN, DUCE Student Teacher

"My strategy was to begin by building students' self-esteem. I then introduced a few basic topics and we advanced slowly. I know that after I left, there was a disconnect in instruction but I planted a seed that I hope will grow and one day bear fruit."

CHARLES HAMIS, DUCE Student Teacher



Girls discuss their chicken raising business with community members and guests

Girls Education and Entrepreneurship

The TPP Girls Mentoring Club Project (2016-18), provided entrepreneurial education to 42 in-school girls. Some club participants qualified to receive funds to start a small chicken-raising or soap-making business. While all the funded businesses continue to operate, the girls have faced challenges in getting their businesses to generate income. This year, TPP provided **additional income-generating support to these girl-led businesses**. Girls received trainings on how to package and market soap, advice and materials to improve chicken coops, and free chicken vaccines. One of the girl entrepreneurs has reported generating enough income to pay her school fees when she otherwise would have had to drop out of school.



Girls Dormitory Programs

The newly constructed girls dormitory is almost ready to enroll its first cohort of students. TPP is working closely with partner faculty, district officers, and village committees to **create programs for the dormitory that support student success and development**.



TPP Partners Tula Ngasala (MSU) and Joseph Mtamba (UDSM) testing water from a community tap

Ensuring Access to Quality Water

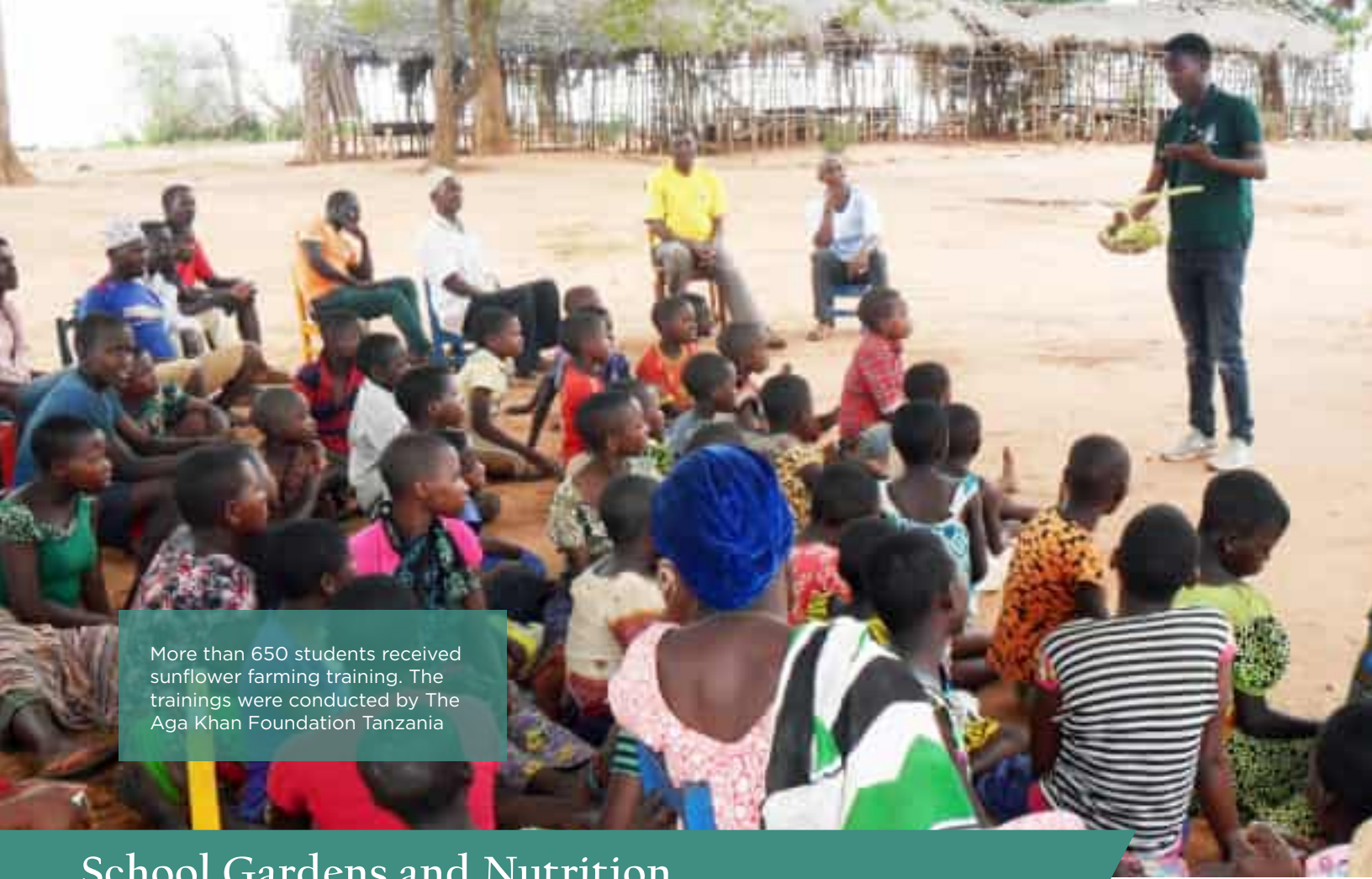
In Milola, water remains a limited resource and the transmission of preventable waterborne diseases is common. This year, TPP conducted a study of the water system to **understand persisting issues with water quality and identify possible solutions**. The study found that some of the distribution pipes were deteriorating the quality of the water, making it unsafe for household use. TPP has started to rehabilitate the system, replacing pipes to ensure that water from community distribution taps is clean. The study also found that the village Water Users Association (WUA) needed more education on system operations and maintenance. TPP will continue to partner with WUA and Lindi Rural District to create a sustainable water system in Milola.



Recently constructed learning playground at Milola Primary School

Playground-Based Learning

To create opportunities for Milola teachers to practice learner-centered approaches, TPP hosted a six-day teacher training workshop. **Twenty-one teachers used the recently constructed playgrounds to practice methods to involve students in the learning process.** Teachers left the workshop eager to apply what they had learned.



More than 650 students received sunflower farming training. The trainings were conducted by The Aga Khan Foundation Tanzania

School Gardens and Nutrition

TPP continues to work with Lindi Rural District and community partners to improve the consistency and quality of school feeding programs (SFP). This year, Milola schools independently secured donations of cassava for planting at school farms. **To ensure SFP meals were nutrient rich, TPP collaborated with the Milola Ward Agriculture Officer** on the purchase of additional seeds for planting. In addition to cassava, school gardens were planted with maize, sunflower, groundnut, and legume seeds. To prevent the raiding and destruction of school gardens by animals, TPP is supporting the **construction of protective fencing at all Milola school gardens**. Community members continue to contribute funds to pay a school cook or organize volunteers to cook students' meals.



Harvest from a Milola school garden



Demarcating the boundaries of the Milola A Primary School garden so fencing can be installed

Engaged Research



Michael Olabisi, meeting with members of SACCOS

New Research Highlights

Turning Bulk Discounts to Food on the Table

Two issues complicate food security challenges for poor households: financial constraints prevent food purchases that households need, and households lack spare funds to cope with emergencies that affect food purchases. This project combines a microlending-microsaving pilot program that offers households credit to buy food items in bulk at lower unit prices, and then save part of the gains from bulk discounts. The microsaving program helps households to build emergency funds. Researchers, industry partners, and community members are collaborating to design and test this intervention.

Developing Sustainable Solutions for Human-Wildlife Conflict in Naitolia and the Maasai Steppe

Human-wildlife conflict, both from carnivores depredating livestock and wild animals raiding crops, present important challenges for the people in Naitolia and the broader Maasai Steppe. From May-August 2017, the research team visited 110 *bomas* (housing complexes) in and around the village of Naitolia. They discussed with more than 300 village members the challenges that they were experiencing with carnivore conflict. Spatial data collected from collared carnivores has provided vital information on their movement patterns. The team is poised to pilot research-informed development initiatives to promote livestock security, improve human well-being, and aid in carnivore conservation.

RESEARCH PARTNERS

MSU Michael Olabisi (Ag Food Resource Economics), Thom Jayne (Ag Food Resource Economics)

SUA Stephano Maganga (Business Management)

Sawamamo Savings and Credit Cooperative Societies (SACCOS)

RESEARCH PARTNERS

MSU Robert A. Montgomery (Agriculture and Natural Resources)

School for Field Studies, TZ Bernard Kissui (Tarangire Lion Project)

Students Jacalyn Beck (MSU), Claire Hoffmann (MSU), Roselyn Kaihula (World Bank, TZ)

Education Abroad



MSU, UDSM, DUCE, and SUA
2019 study abroad leaders
and students

Each year the TPP supports an education program with a focus on Sustainable Community Development in Tanzania (SCDT). In 2019, seven undergraduate students from MSU and seven students from three TPP partner institutions (UDSM, SUA, and DUCE) participated. The SCDT program was co-led by Jonathan Choti (MSU) and Victoria Moshy (UDSM). Emiliana Mwita (DUCE) and S.I. Kimera (SUA) visited the group on-site to provide additional instruction and help guide experiential learning. Two graduate students from MSU and two graduate students from UDSM participated as assistants. Students engaged in two weeks of KiSwahili language study and completed a homestay with Tanzanian families. Students worked together in research teams on community-identified problems. The teams were made up of MSU and Tanzanian students from diverse scholarly and cultural backgrounds.



Mswakini Primary School
students with study abroad
students and faculty

*An in-country fundraiser led by the 2019 education abroad students raised **more than \$300 for the Mswakini Primary School Feeding Program (SFP)**. TPP is supporting students' efforts to raise additional funds for the Mswakini SFP.*

Community Engaged Research Teams



AGRICULTURE AND LIVESTOCK

The agriculture and livestock team investigated food insecurity by looking at the quantity and quality of food consumed. They also identified local staple foods and explored how age and gender affect food insecurity. To help promote the growing and consumption of leafy vegetables by community members, they helped create gardens in several household kitchens.



WATER ACCESS AND QUALITY

The water access and quality team examined the sociocultural, economic, and environmental impact of the recently rehabilitated Naitolia pond. To promote understanding of the benefits of the rehabilitated pond, the team determined the economic benefits. The team also explored how much community members know about rainwater harvesting technology.



EDUCATION & COMMUNITY EMPOWERMENT

The education and community empowerment team investigated what motivates different education stakeholders and how to promote parental involvement in students' education. The team developed teaching aids to help teachers promote active learning. The team also led discussions with parents on ways to participate more in their children's education.



BIOENERGY & ENVIRONMENT

The bioenergy and environment team investigated the status of the biogas digesters that had been installed at two households by the 2018 study abroad Biogas Team. They determined the efficiency of the two biogas digesters and explored community perceptions of biogas technology. They discussed the benefits of the system and its byproduct with community members and explored the possibility of scaling up the project to the community.

Program Growth



From left to right:
Rose Mhina (Moduli District),
Editha Mushi (TPP),
Jonathan Kivuyo (TPP),
and Mary Malekela (TPP)

Welcome New TPP Team Members

TPP has hired two village-based officers to enhance and strengthen support for our in-country partners. The Village-Based Officers (VBO) will regularly collaborate with TPP faculty and staff, district officers, community members, and local NGOs to plan and implement development projects in their respective communities. The VBOs will also assist in project monitoring and evaluation. **Jonathan Kivuyo** (VBO, Naitolia) holds a master's degree in Natural Resource Assessment and Management from UDSM and was a graduate assistant for the **2018 TPP Education Abroad Program**. Before becoming VBO, he worked as a secondary school teacher and wildlife ecologist. **Editha Mushi** (VBO, Milola) holds a bachelor's degree in Economics from USDM. Before becoming VBO, she interned with TPP development partner **ECHO East Africa** in agricultural conservation, nutrition, and data collection.



Celina Peter

In March 2019, Celina Peter joined TPP as the in-country Finance and Administrative Officer. She holds a bachelor's degree with honors in Commerce and Management from UDSM and has worked in banking, energy, and NGO industries in Tanzania. As part of her role with TPP, Celina provides finance and administrative support for budgeting, reporting, payments and payroll, and program logistics. Celina has professional training in communication, leadership, and conflict management.



Girls Secondary School Dormitory Project in Milola with new security fencing and gate

Key Development Partner – TAG Philanthropic Foundation

The TAG Philanthropic Foundation is a key supporter of TPP education projects and has contributed **\$56,500** toward the Girls Secondary School Dormitory Project in Milola. In rural areas in Tanzania, a primary deterrent to girls’ transition to and completion of secondary school is a lack of safe and secure housing near the school. The Girls Secondary School Dormitory Project in Milola includes a 48-bed dormitory, dining hall with kitchen, latrines and showers, and a school garden. Funds from the TAG Philanthropic Foundation supported the construction of the dormitory and an essential addition to the project - **a security fence and gate to demarcate and protect the property**. The girls dormitory is expected to welcome the first cohort of girls in 2020.



Jennifer Brewer

In February, Jennifer Brewer was appointed as the full-time program manager of the TPP. As program manager, she will provide administrative support for the program including collaborating with TPP partners at MSU, UDSM, DUCE, and SUA on strategic planning, content development, and evaluation and learning. Jennifer brings to this position an accomplished career in managing international programs in higher education. She holds a master’s degree in Sociocultural Anthropology with a focus on international development and African Studies.



Lindi District and UDSM partners co-facilitate annual planning with community members in Milola

Community Participation in Program Planning

The participation of partner communities in program planning, design, monitoring, and learning is a core principle of TPP. This year, significant efforts were made to broaden and deepen partner participation in the annual planning process. Time and activities were added to community meetings with positive results. **A record number of community members - more than 450 people in each community - participated in the planning process.** Newly introduced activities focused on building a shared understanding of community sustainability, co-determining program success, and identifying the needs of the community's most vulnerable members.



TPP Partner Planning Meeting participants, Dar es Salaam, TZ



Abid Malik, Country Director, Aga Khan Foundation Tanzania, presenting at the TPP Partner Planning Meeting

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 2019

INCOME	
Donor Funds	\$406,019
MSU Funds	\$246,818
Total Income	\$706,837

EXPENDITURE	
Donor Funds	\$546,141
MSU Funds	\$246,818
Total Expenses	\$792,959

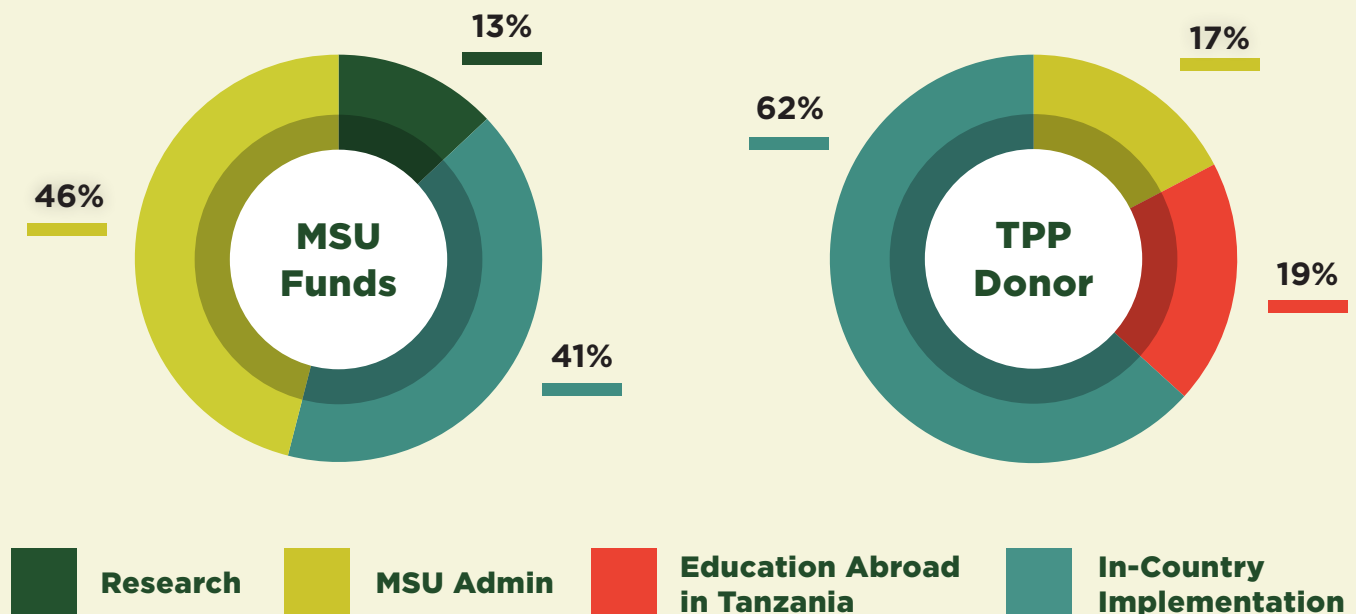
Balance of Available Funds	\$664,550
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PROGRAM ALLOCATIONS

Total donor funds expended in Fiscal Year 2019 were \$546,141. Of this amount, 62% was spent on in-country implementation (\$337,288); 17% was spent on MSU administration (\$94,805); 19% was spent on the education abroad program in Tanzania (\$102,945) and 2% was added to the endowment principle (\$11,823).

Michigan State University disbursed an additional \$246,818 toward the project. Of this amount 41% was spent on in-country implementation (\$102,116); 46% was spent on MSU administration (\$113,452); and 13% was spent on research (\$31,250).

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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