

2015 ANNUAL REPORT

# Tanzania

Partnership  
Program



UNIVERSITY  
OF DAR ES SALAAM

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## TANZANIA PARTNERSHIP PROGRAM PARTNERS

Milola Village, Lindi Rural District, Tanzania

Naitolia Village, Monduli District, Tanzania

Michigan State University (MSU)

Institute of Resource Assessment (IRA),  
University of Dar es Salaam

Dar es Salaam University College of Education (DUCE)

Sokoine University of Agriculture (SUA)

Aga Khan Foundation (AKF)





# Tanzania

## PARTNERSHIP PROGRAM

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 initial location for PSCD based on need, potential for success, university experience in the region, and an array of interested partners.

## 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 the 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 while at the same time are responsive to new challenges.

### 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.

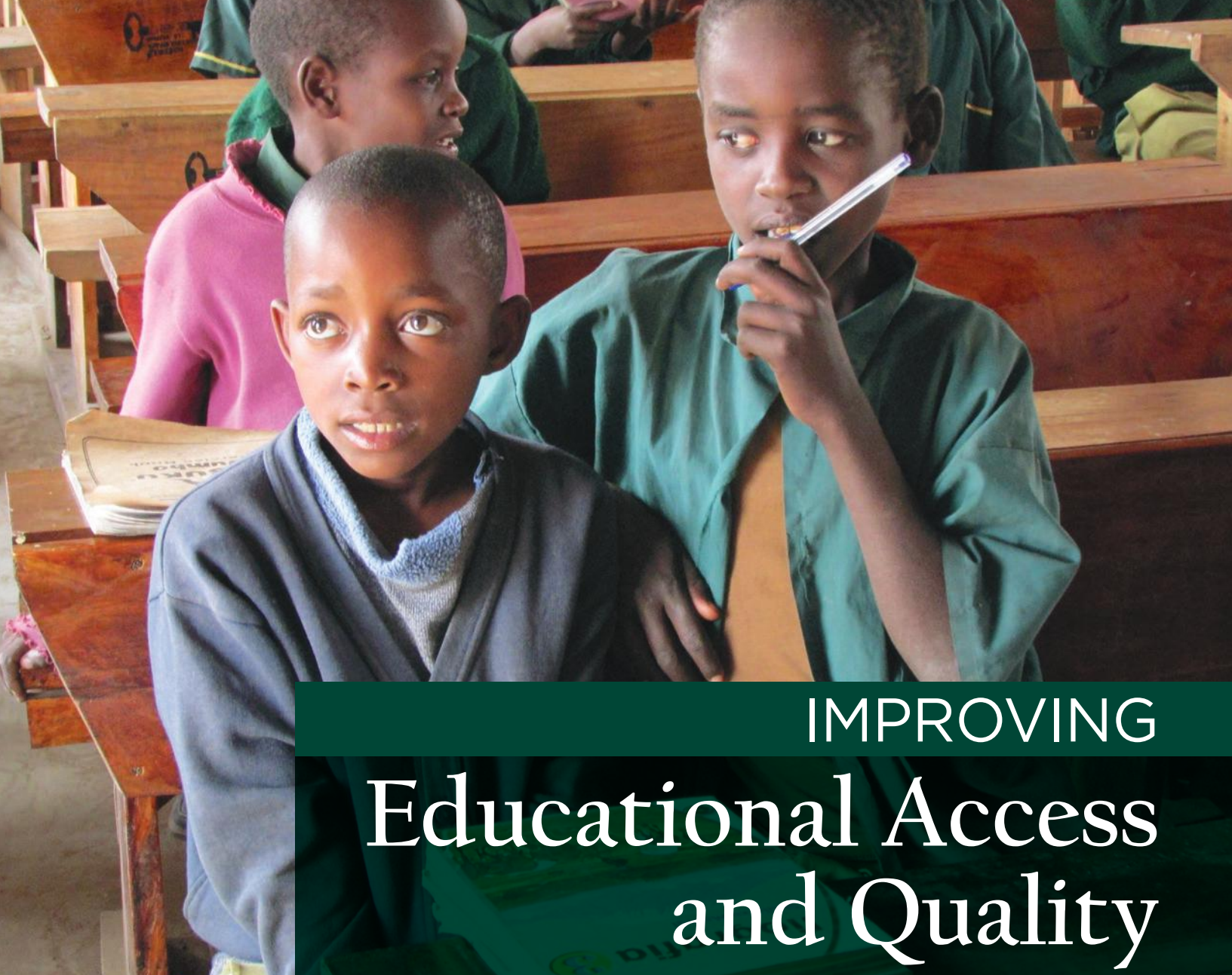
### OUR GOAL

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.





# IMPROVING Educational Access and Quality



Education is essential to creating resilient communities.

A strong education system can only flourish with the support of parents, children, and community leaders. TPP has focused on building this support and providing resources for students and teachers, so students can focus on learning, and teachers can focus on students.

Over the past year, TPP has made strides against some of the biggest barriers to educational success including lack of school supplies, high teacher turnover, meeting the nutritional needs of students, and lack of training and management skills. TPP has also worked with parents to expand the school farms to ensure that children are well nourished and ready to learn.





## School Feeding Programs and School Farms

Stunting, underweight, and malnutrition are common problems for school-age children in developing countries. They are frequently linked to poor mental and educational development as children reach school age. Poor school performance can also result from common deficiencies of micronutrients such as iron, iodine, and vitamin A.

School feeding programs are an effective means to address these deficiencies and contribute to improving child nutrition, learning abilities, and development. School feeding programs also increase school attendance.

### MILOLA

- The two pre-primary and two primary schools in Milola operate school feeding programs to feed approximately 1,800 school children. Food for the school feeding programs is supplied by crops grown on school farms.
  - o This year, the parents in Ngwenya expanded the school farm so they could plant more maize and beans to support the school feeding program.
  - o Parents, teachers, and students continue to cultivate the school farms at Milola A and B primary schools.
  - o TPP supplied funds to purchase tools and seeds for the school farms.

### NAITOLIA

- During the rainy season, parents continued to contribute maize and beans to the school feeding program while the village government contributed water, feeding approximately 400 primary school children.
- This year, Naitolia started cultivating a school farm with three acres of green gram, a high-protein legume, and ngwara, a drought resistant cow pea. However, the lack of rain meant that yields were lower than hoped. Nevertheless, 30 kilograms of green grams and 40 kilograms of ngwara were harvested.
- During times of drought, TPP fills the gap in food supply by providing funds to purchasing maize and beans.

# Milola Village

## PROFESSIONAL DEVELOPMENT FOR EDUCATION

Most school leaders in Tanzania work in difficult circumstances and are often not well-prepared. The situation is especially acute in Tanzania due to rapid expansion of primary and secondary schools.

- TPP sponsored training for School Management Teams, the Secondary School Board, and Primary School committees in Milola villages.
- Joining them were the Ward Education Coordinator, District Educational Officer, District Inspector of Schools, and District Inspectorate Officer.
- Training focused on effective school leadership, management and supervisions, roles and responsibilities, facilitation skills, planning, communications, and decision-making.

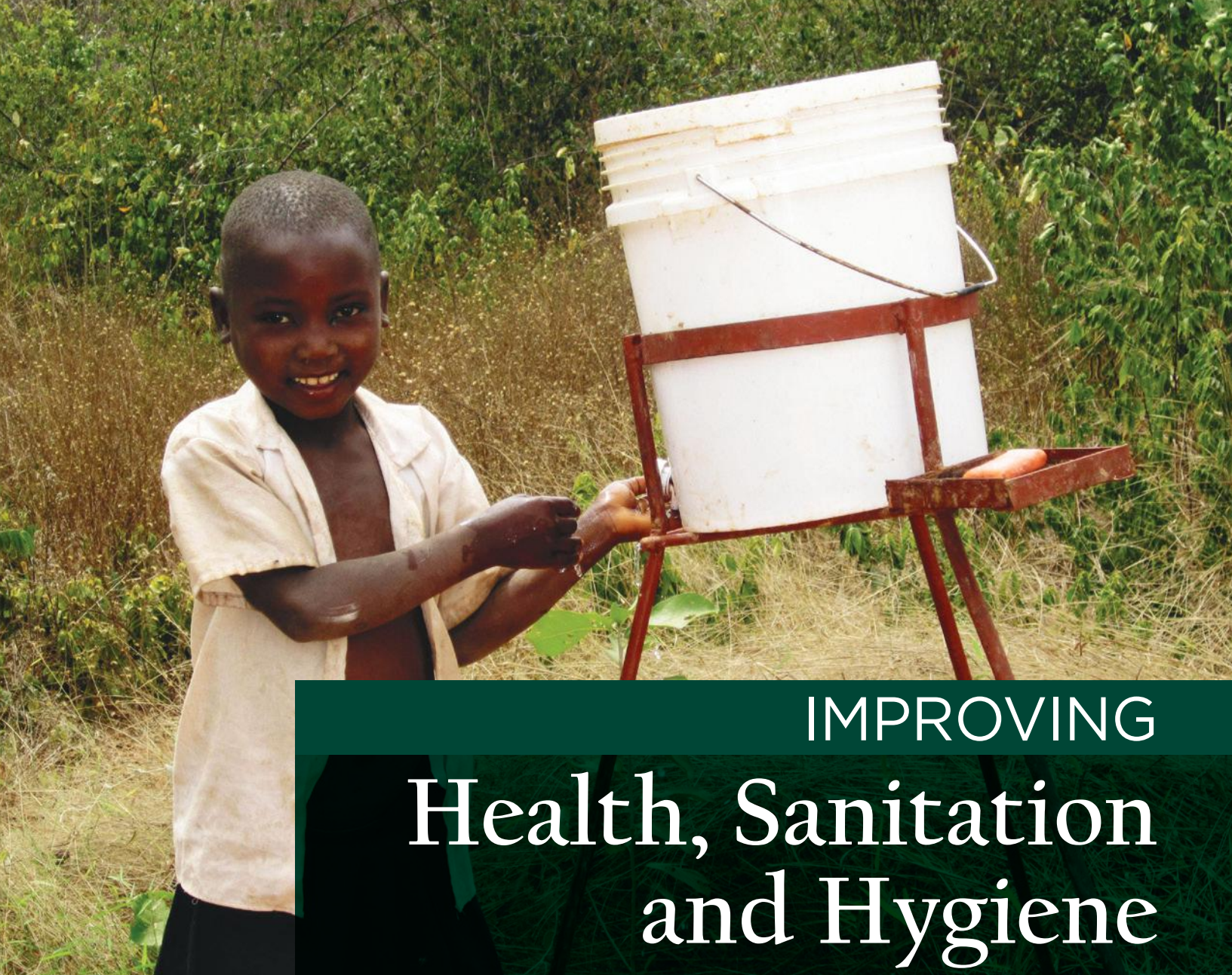


## EARLY CHILDHOOD EDUCATION

In 2014, only 33 percent of Tanzanian children were enrolled in pre-primary school, the majority in urban areas. In rural areas, there was only one teacher for every 83 students, and students often went to school hungry.

- TPP supported the construction of duplex housing for the current Ngwenya teacher who used to walk over five miles to school. The house includes a kitchen, living area, latrine, rainwater harvesting system, and solar electricity.
- The district government has committed to constructing additional classrooms. In the interim, community members have constructed a two-room temporary classroom from local materials.
- A school kitchen and fuel efficient stove were constructed at the Ngwenya school. Mothers have volunteered to cook meals and collect firewood.
- Cooking pots that can withstand the high heat of the new fuel efficient stove were provided to the Ngwenya School.





IMPROVING  
Health, Sanitation  
and Hygiene





## Human and Reproductive Health

Maternal and infant mortality rates in Tanzania have decreased over the last decade, but numbers still remain high. The majority of newborn deaths are due to preventable or treatable causes like infection. In Naitolia, most infants are born at home with the assistance of an untrained traditional birth attendant (TBA). Although many of the women in the village attend some or all of the recommended prenatal visits at the governmental health clinic, it is relatively rare to deliver their infants at the clinic. Women hesitate to deliver in a clinic because of distance to the site, a lack of understanding of the early signs of labor, limited understanding of the potential complications of childbirth, misinformation about the availability of the midwife and/or clinic officer, and desire to have the TBA participate in the delivery. Additionally, a TBA may not encourage the pregnant woman to attend the clinic for delivery because she will lose her livelihood and associated economic benefits.



- A needs assessment for reproductive health was completed. The assessment highlighted that most women deliver at home with a traditional birth attendant or a family member who has little to no training and who uses unhygienic practices.
- Based on the findings of the needs assessment, a new project called Improving Access to Safer Childbirth in Rural Tanzania was developed. The pilot project is designed to encourage women to give birth at the health clinic, provide the basic supplies that are needed for delivery, and train traditional birth attendants in safe and hygienic birthing technique under the supervision of health clinic staff. A key component of the project is delivery kits for pregnant mothers. They include antibacterial soap, hand sanitizer, menstrual pads and absorbent pads, string, razor blades, baby blankets and plastic gloves. The kits, along with educational materials, are given out at the health clinic as an incentive for mothers to visit the clinic for perinatal care and delivery. Project start date is anticipated for January 2016.

## Milola

In Tanzania, only 38 percent of schools have proper latrines and fewer than 10 percent of students have access to hand washing facilities at school. Lack of proper sanitation and poor hygiene increase the chances that children get sick, negatively impacting their education.



- Ventilated Improved Pit (VIP) latrines were completed at Milola A and Milola B primary schools.
- Educational murals with sanitation and hygiene messages were painted on each primary school latrine.
- Handwashing stations were installed at each primary school, reducing the exposure of 1,800 school children to the spread of disease.





IMPROVING

# Animal Health





## Naitolia

In 2014, a cattle dip was constructed in Naitolia as a joint initiative of the Naitolia community, Monduli District, and TPP. The dip is designed to treat livestock against parasites, thereby reducing tick-borne diseases, many of which can be transmitted to humans.

- During FY 2015, the Community Animal Health Committee operated the dip, dipping more than 34,300 cattle, goats, and sheep. During this period, the dip brought in 3,330,900 TSH (approximately 1,850 USD). Minus expenses, this leaves a balance on hand of 400,600 TSH (approximately 225 USD).
- To protect the community and animal health care workers, a storage shed for hazardous chemicals and supplies is under construction at the cattle dip.
- The village government of Naitolia has formulated community bylaws to regulate the cattle dip. The bylaws are being reviewed by the District government and will be ratified by the community.



### **MY NAME IS MASHIMI ELIAS, AND I LIVE IN ORAMANGYAI, A SUB-VILLAGE IN NAITOLIA.**

I have three children: two boys and one girl. Before TPP came to Naitolia, I was a housewife. I cooked, saw to my children, fetched water, and washed clothes. Now, thanks to TPP, I am a trained Community Animal Health Worker. I trained at the Livestock Training Institute and now have a basic veterinary kit. I treat my neighbors' cattle and tend to the health of the community's animals.

My family is young and I do not have my parents to help me; the money I earn is a great help for my family. My husband is very supportive of my work. When I went to training, he took care of the children. He knows that I am doing useful work for our family and our community.

The community also supports me, and I have a higher status in it. I am now more confident, and as a woman I know I can do many things without people thinking badly of me. I want the girls in my community to continue their education, because girls marry as young as 10 years old and are seen as second-class citizens. They don't appreciate themselves and have no chance to show their abilities. With an education, one can get a job or start a business. The more education a woman has, the more self-sufficient she can be.





IMPROVING  
**Water Access  
and Quality**





## Naitolia Village

Water is life, but access to safe water is one of the most serious problems in Tanzania. Access to safe water is crucial for survival and good health. Water is also critical for food production and livestock raising. Yet, in rural Tanzania, more than 44 percent of people do not have access to safe water. During FY 2015, TPP has worked to improve access to water in both Naitolia and Milola villages by expanding Naitolia's water system, cleaning and repairing Milola's spring, providing rainwater systems at schools, and training village water committees to sustainably manage their village water systems.

- The community water system was expanded to serve all of the Naitolia community with the exception of one sub-village.
- The Village Water Committee oversaw the operations and management of the Naitolia water. From July to December, 2014, the committee brought in 8,089,650 TSH (approximately 4,500 USD). After expenditures, there was a balance on hand for the year of 2,019,000 (approximately 1,120 USD).
- Two new rain water harvesting tanks were built and a third tank was repaired. During the rainy season, the tanks at the school provide water to make porridge for the school feeding program, are used to maintain hygiene and sanitation, support the school farm, and meet the teachers' water needs.
- The village government of Naitolia has formulated community bylaws to regulate the community water system. The bylaws are being reviewed by the District government and will be ratified by the community.



## Milola

- The Namtamba weir (spring) which supplies several villages with water was cleaned and repaired by community members, the District Water Engineer, and District Water Technicians. The repaired spring means that a more secure and cleaner water supply is available for over 10,300 people.



### **MY NAME IS NGOOKISHON SAIGILU, AND I AM 39 YEARS OLD.**

I have six children: three boys and three girls. Before the TPP supported water project, we usually got our water from stagnant pools when it rained. During the dry season we had to go to Manyara Ranch or the dug-out pond seven kilometers away to get water. We did not have to pay for the water from the pond because it was free, but when it dried up and we went to Manyara Ranch then we had to pay.

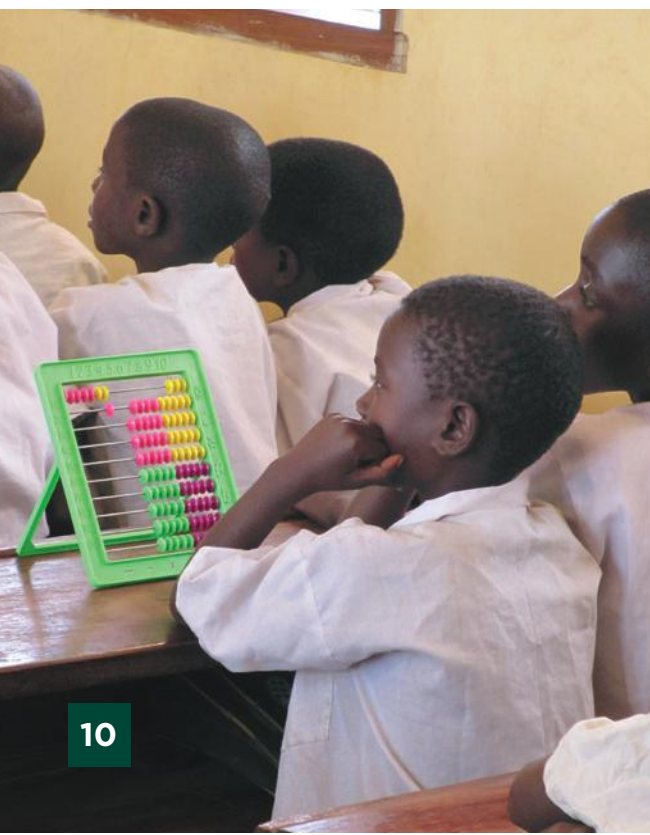
The pond can be dangerous because of wild animals. The water is not clean either, cattle and wild animals bathe and relieve themselves in the water. We were not sure if the water was safe to drink. We lived life in hopes that God would save us.

Now things have changed completely. We have clean water and don't have to travel so far. I used to go to bed at night thinking about how I could get enough water from my family. Now it only takes 30 minutes and I can ask my youngest son to go because the water is so close. People are washing more now and kids are cleaner. Before we could only bathe every two weeks because there was too little water. Now the women look beautiful and the children are healthier. Women are the most thankful for the water scheme. We have more time and the water is much safer.





# Research



In FY 2015, TPP supported research on:

- Gender and Education Research
  - o Emiliana Mwita conducted research entitled “Girls’ Educational Achievement and Challenges: A Case Study of Milola Ward, Lindi Rural District—Tanzania” to understand girls’ educational goals, and discover the challenges they face when seeking an education. She identified several areas for culturally appropriate interventions.
- Early Childhood Education
  - o Bethany Wilinski carried out preliminary research on the day-to-day experiences of Tanzanian pre-primary teachers, looking at the opportunities and the challenges of their professional lives. The findings of this research provide insight into the type of training and ongoing support needed to build capacity among pre-primary teachers and directly informs the professional development workshops that the Tanzania Partnership Program will facilitate in coming years.



- Water Quality
  - o Tula Ngasala, along with study abroad students, conducted research to identify the sources of contamination of drinking water, including poor wastewater management, livestock management, and agricultural activities. The research also recommended educational projects and changes in practice to improve water quality.
- Institutional Analysis and Participatory Mapping
  - o Maria Lopez and Amber Pearson researched the different actors (organizations, committees, associations, etc.) and institutions (property rights, policies, informal rules, etc.) that play a role in the natural resources and agriculture management in Mswakini Ward and how these relations interact at different levels. This analysis included an investigation into the institutional decision-making process in regards to natural resource conservation and development programs.
- Women's Reproductive Health
  - o Patty Peek and Barbara Smith, MSU College of Nursing, conducted a needs assessment on reproductive health in Naitolia and Milola. They interviewed women and girls, school health teachers and committees, District medical and health officers and Health Clinic staff in both the north and the south.
- Land Use and Spatial Decision-Making
  - o Chloe Garanche, Maria Lopez, and Amber Pearson conducted research to explore the roles and actions of institutions and organizations in the area as they relate to community resource management. They also studied community features and natural resources through participatory mapping, and developed an organizational diagram of institutions working in or interacting with Naitolia village.
- Three University of Dar es Salaam students conducted dissertation research:
  - o Felix Aidan Rwegashora, "Assessment of land use changes and tenure in the area around Naitolia: The Case of Naitolia village Monduli, Arusha."
  - o Beatus Mbago, "Assessment of land use changes and tenure in area around Naitolia. Case of Naitolia village Monduli, Arusha."
  - o Hyasinta Paul, "Vulnerability assessment to climate change impact of small scale farmers and adaptation strategies in Monduli."





“During my study abroad in Tanzania I experienced a culture entirely different from my own, and made incredible friendships along the way. It challenged me not only academically, but personally. I can’t wait to go back!”

– Jane Ahlborn  
Study Abroad participant



## TANZANIA SUSTAINABLE COMMUNITY DEVELOPMENT

# Study Abroad



MSU faculty Jonathon Choti, University of Dar es Salaam faculty Faustin Maganga and Emiliana Mwita, and Sokoine University of Agriculture faculty S.I. Kimera led a group of six MSU and six Tanzanian undergraduates on a study abroad trip to Naitolia Village in northern Tanzania.

Students engaged in several learning experiences with the community including:

- Two weeks of Kiswahili language study and a home stay.
- Education with school children on the relationship between water quality and health.
- Research on water scarcity and quality related to village water sources.
- Interviews with girls and women on reproductive health.
- Research on agriculture and animal health with community members.

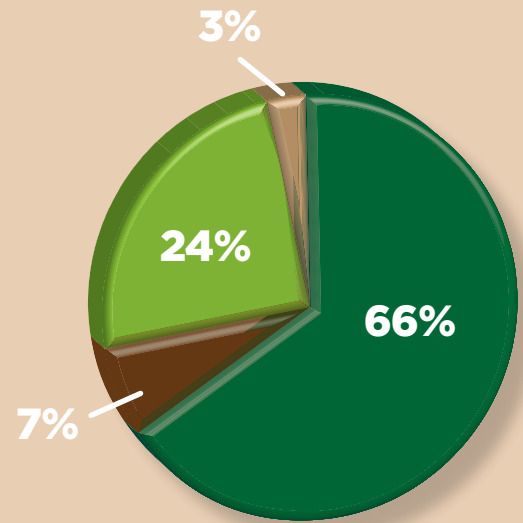


## TANZANIA PARTNERSHIP PROGRAM

### Fiscal Year 2015 Program Allocations

Total donor funds expended in Fiscal Year 2015 were \$364,879. Of this amount, 66% was spent on in-country implementation (\$240,048); 7% was spent on MSU administration (\$25,714); 3% on MSU/TZ research and evaluation (\$12,563), and 24% on the study abroad program (\$86,554). Michigan State University expended an additional \$332,034 toward the project.

During Fiscal Year 2015, the majority of funds supported education projects with a focus on professional training, infrastructure development and school feeding programs, extending water supply to schools, training of village water committees on water scheme sustainability, and the study abroad program.



# Financial Highlights

The Tanzania Partnership Program 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 2015 (July 1, 2014 - June 30, 2015)

	Income		Expenses
<b>Donor Funds</b>	\$720,437	<b>Donor Funds</b>	\$364,879
<b>MSU Funds</b>	\$332,024	<b>MSU Funds</b>	\$332,024
<b>Total Income</b>	\$1,052,461	<b>Total Expenses</b>	\$696,903
		<b>Carry Forward to FY 2016*</b>	\$355,558

\*Carry forward includes funds of \$111,187 for activities begun in FY15 which will be completed in FY16 and \$99,603 received in FY15 for FY16 activities.





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:

Sarah Blom

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