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TANT7 ANLA

Partnership Program



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PUBLISHED BY

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International Studies and Programs
and The Center for Advanced Study
of International Development.

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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), University of Dar es Salaam

Sokoine University of Agriculture (SUA)

Aga Khan University (AKU)

Aga Khan Foundation (AKF)

The TANZANIA Partnership Program

OUR MISSION:

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 community 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.

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. Working in two villages, MSU faculty—in partnership with faculty from the University of Dar es Salaam, Sokoine University of Agriculture, the Aga Khan University, Aga Khan Foundation and non-governmental organizations—implement development programs and conduct research that focus on education, water, food security and food systems, human and animal health, and community empowerment. The ultimate goal of this partnership is to co-create a model of sustainable community development that unites research and development in a manner that expands the knowledge base while informing the practice of development and building academic connections with Tanzania academic institutions, scholars and development practitioners.



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 welcomes research and innovation while at the same time is responsive to new challenges.



EDUCATION

Education is a necessary foundation to enhance community resilience. This year TPP focused on pre-primary school education, teacher professional development, school feeding programs and bolstering educational resources.

While Tanzania has made significant strides in improving access to primary education, the major educational challenge now facing the country is poor quality of education. This is evidenced by low literacy rates, poor exam results, and high dropout rates. Milola and Naitolia primary schools ranked among the lowest performing schools in the country.

The reasons are many: too few teachers, especially in rural areas; teachers with inadequate training; large class sizes; not enough classrooms, desks, books or latrines; inadequate pre-primary preparation; hunger; and poor access to water. As a result, children are not learning and drop out early. TPP has joined the national effort to improve the quality of education by training teachers and school committees, providing books and materials; strengthening infrastructure through constructing school buildings and teacher housing; repairing classrooms; supplying water; and supporting school feeding programs and school farms.

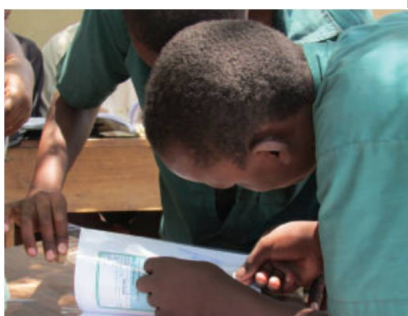


EARLY CHILDHOOD EDUCATION

Milola

In the Milola sub-village of Ngwenya, very few children had the opportunity to attend school given the long walk to the closest primary school. With generous support from TPP's founding donor and the TAG Philanthropic Foundation, "Education has come to Ngwenya."

- The number of classes taught in Ngwenya has expanded from only a pre-primary class to now include Standard I and II.
- Ten additional desks were contributed to the school to reduce crowding. As many as five students were sharing desks, creating a difficult learning environment.
- 164 books were purchased for the Ngwenya School pre-primary Standard I and II classes. In Lindi Region, where Ngwenya is located, typically one book is shared between 10 students.
- A survey of the 100 acres donated by two Milola elders for education was completed and a site map for future facilities developed.
- The construction of duplex teacher housing in Ngwenya is in progress. There is no available housing near the school so the Ngwenya teacher makes the 5km trip from Milola B twice a day. Completion is anticipated by mid-December 2014.
- The Lindi Rural District Council has requested funds from the national government to construct an additional classroom so that other grades can be taught in Ngwenya.



Naitolia

- The pre-primary school teacher, Maria Yuuni, attended a three-week pre-primary school training in Dar es Salaam.
- The TPP Sustainable Community Development study abroad students taught English and experiential learning to the pre-primary school students and made 50 small chalkboards for the pupils.



BUILD IT and they will come

The Ngwenya pre-primary school was constructed in 2012 with support from TPP and the TAG Philanthropic Foundation. When the pre-primary school was built, village authorities had little idea how many school-age children lived in the school catchment area of Ngwenya. Shortly before the school doors opened, more than 75 children were enrolled in the pre-primary class; now there are 92 children enrolled. The school began with one pre-primary school class, but as the children advanced, so did the number of classes. There are now three classes: Pre-Primary, Standard I, and Standard II.

Hamis Nakonje, formerly a Milola B teacher, was appointed to be the teacher at Ngwenya. He takes the 90-minute journey from his home in Milola B every day, and says he accepted the posting at Ngwenya because he is committed to the country and wants to do what he can to help Tanzania grow. Education is the key to this growth.

SCHOOL FEEDING PROGRAM AND SCHOOL FARMS

Despite Tanzania's strong commitment to the Millennium Development goal of eradicating extreme poverty and hunger, childhood malnutrition in Tanzania has increased. This trend is especially pronounced in rural areas where nearly half of children are stunted. In Lindi Region where Milola is located, 8 out of 10 children eat only once a day and usually go to school hungry. The negative impact of poor nutrition on Lindi school children is manifested in below average pass rates, low attendance and some of the highest dropout rates in the country.

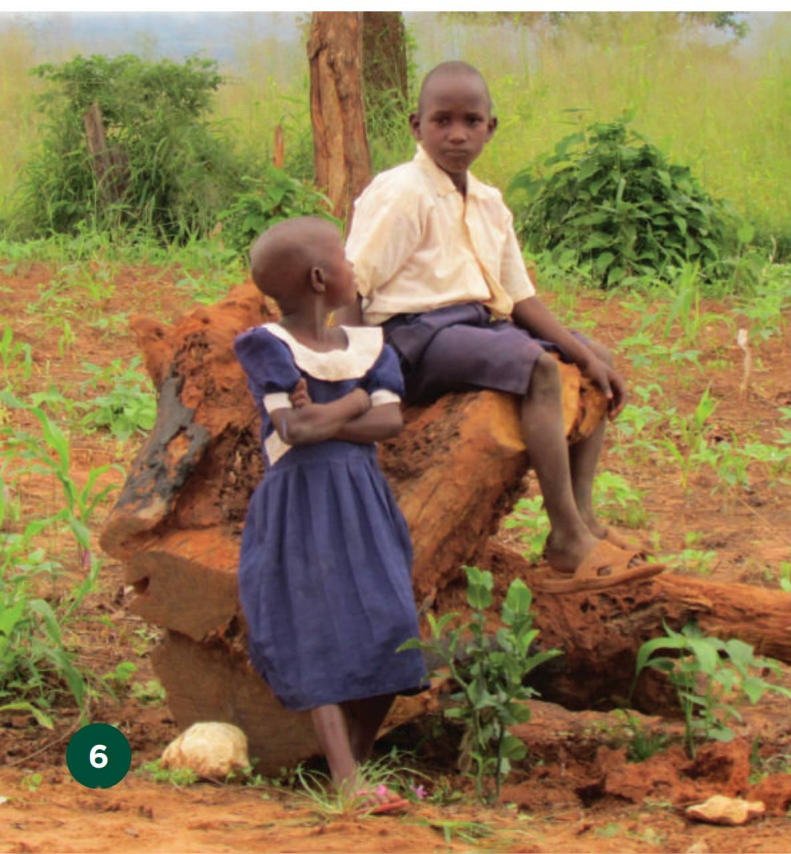
School feeding programs (SFPs) have proven to be an effective means to address hunger, children's health and educational issues. With the support of parents, community members and older students, in FY 2010 TPP began supporting a community-based approach to school feeding through food grown on school farms and with donations from parents. During FY 2014, the community-based school feeding programs provided a daily meal to over 1,800 school children.

Milola

- In the Milola sub-village of Ngwenya, TPP began supporting a school feeding program which feeds the 92 children attending school. The program was a collaboration between TPP, which contributed equipment and supplies, and parents and community members, who contributed time, labor, money, and food from their own fields.
- The school farms at Milola A and B primary schools continue to grow food for the school feeding program. However, yields are low, so TPP has arranged for an agricultural extension worker to teach improved cultivation techniques and suggest crops and varieties that have the potential for higher yields.

Naitolia

- The school feeding program, with support from World Food Programme (WFP) continued throughout most of FY 2014, feeding approximately 450 primary school students. However, following WFP policy of devolving support to a national and local level, WFP support to SFP has ended in Monduli District to all but three boarding schools.
- The drought in Naitolia has continued, so many families have had poor harvests and are unable to contribute food to the school feeding program.
- TPP, working with the School Management and the School Committee, has arranged for parents to contribute funds to buy maize from farmers in nearby areas who have had a good harvest before prices go up.
- With the encouragement of TPP, Monduli District Council is mobilizing communities in the District to support school feeding programs by revitalizing school farms.



TEACHER PROFESSIONAL DEVELOPMENT

Teacher Professional Development (TPD) activities sponsored by TPP are helping teachers to learn how to teach using competency-based and child-centered learning approaches, and providing them with appropriate teaching materials.

- Drawing on a TPP 2012 needs assessment, the second round of teacher professional development was conducted for 20 Milola teachers over five days. Training focused on cooperative learning, student assessment, school health and material development. The District Chief Inspector of Schools and the Acting District Education Officer (DEO) visited the training and made a commitment to use the teachers to train other district teachers. Three teachers who were being transferred to other schools committed to share their newly acquired knowledge and skills at their new schools.
- Hamis Nakonje, the Ngwenya pre-primary school teacher, and Maria (Kandito) Yaani, a Naitolia pre-primary school teacher, successfully completed a three-week Montessori Intensive Workshop at the Montessori Training Centre Msimbazi in Dar es Salaam.

SCHOOL LEADERSHIP AND MANAGEMENT TRAINING

In Tanzania, government primary schools are managed and administered by school committees. A needs assessment of Mswakini Ward school committees and school management capacity found that the committee and management were not coordinated in managing and overseeing school development activities, had not received any training, and did they have a clear understanding of their roles and responsibilities.

Based on the needs assessment, a three-day training on school management was held for 16 teachers, the District Education Officer, and District School Inspector. This was followed by a two-day training for the school committee attended by 16 teachers, the Mswakini Ward Education officer, and the village chairpersons. Training included issues of leadership, management and supervision, communication, decision-making and delegation of responsibilities.



a commitment to EDUCATION

The only active pre-primary school in Naitolia is taught by Maria Yaani (Kandito). When Kandito finished her primary school education, her greatest hope was to go to secondary school, something which fewer than 10 percent of Maasai girls have the chance to do. However, following customs and her father's wishes, Kandito married and raised a family—but she never lost sight of her dream to go on to school.

When the Naitolia village government asked for volunteers to teach pre-primary school, Kandito stepped forward. She now teaches over 20 children from the sub-village of Engusero. She began teaching because of her love for learning. She taught without pay and without training; she taught in a rough pole building with the wind and sand blowing through; she taught without books, teaching aids, or desks. Yet when her little ones finished pre-primary school, they had advanced so quickly that they were ready for Standard II.

In FY 2013, TPP began supporting the Engusero pre-primary school, providing books, blackboards, and desks. In FY 2014, Kandito received funding from TPP to attend a three-week teaching course at the Montessori Training Centre, and her dream of continuing her education is coming true.



IMPROVING WATER ACCESS AND QUALITY

Inadequate, unpredictable and contaminated water is among the most serious problems in eastern Africa—a problem destined to become more serious if climate change predictions are correct. In rural Tanzania, more than 44 percent of people lack access to safe water. TPP has worked to improve access to water in both Milola and Naitolia villages by rehabilitating a borehole in Naitolia and extending the water system, and by acting as a catalyst in Milola to encourage the District government to repair the over 25-year-old water system.

Community management is key to the sustainability of these water system improvements. In Tanzania, community water systems are managed by either Village Water Committees (VWCs) or Water User Associations (WUAs). However, members often lack necessary management skills and do not have the confidence to be successful advocates for their communities with government authorities. In FY 2014, improving the knowledge and skills of the VWC and WUA was an essential aspect of providing sustainable access to safe water.



WATER USERS ASSOCIATION (WUA) AND VILLAGE WATER COMMITTEE (VWC) CAPACITY ENHANCEMENT

Milola

- Community members requested that the Milola Water User Association be restructured. Several problems faced the new WUA—chief among them were lack of repair and maintenance of the water system, leading to insufficient water supply and poor financial management.
- New WUA members were elected, a new treasurer chosen and the manager removed.
- An income and expenditure report was given to the WUA members and made available to community members.
- Training was provided to new members on water system management. As part of this training, the new WUA members visited neighboring Kiwalala village with a high performing WUA to learn and observe successful practices.
- The WUA developed bylaws explaining regulations for fees and fines for lack of payment.
- The newly trained WUA took over financial management of water funds. The WUA bank account was reactivated and funds deposited. The water account has a surplus of 294,420 TSH (184 USD).
- A Milola water technician, two Milola community leaders, and members of the TPP Lindi Rural District water department staff visited Naitolia to do training on repair and maintenance of the Naitolia water system. This is the first TPP effort to facilitate knowledge exchange between villages from different geographic areas and with distinct cultural and religious backgrounds.

Naitolia

- The Village Water Committee (VWC) is managing repairs and maintenance of the water system without difficulty. They have done minor repairs and maintenance and are selling water for human and cattle consumption. The VWC repaired damage to the water lines due to floods and by local elephants cutting pipes. More training is needed for the water committee on the management of running the water project as a whole.
- The Phase II Water Project to supply water to the school and the dispensary is underway. Community members are digging trenches and have contributed 90 pieces of galvanized pipes salvaged from an old water system.
- A water storage tank was installed near the government center, clinic and school to supply water to an area of the community that lacked adequate access to water.
- During the rainy season, some people used contaminated water from the chaco dam for human consumption. More community education is needed on the importance of drinking safe water.



WATER ACCESS

Milola

- In FY 2013, the Milola water system was extended to supply water to the Milola Ward secondary school. In FY 2014, a fence was constructed around the water tank and the pump house to improve safety and security.
- Two new water taps were installed in areas without adequate access to water. The taps were installed near the water tank that supplies the secondary school and in the Mkangaulani area.
- A rain water harvesting system was installed at the Ngwenya pre-primary school to provide water for drinking and hygiene for 92 students.
- The condition of community water taps was jointly assessed by the Lindi District Water Department and the Water Users Association (WUA). All of the water taps needing repair are on the road right-of-way and slated for removal when the road is widened. Instead of repairing existing taps, a new tap was installed in an area not involved in road improvements and where there is a shortage of water taps. The WUA coordinated with community members to provide labor to dig the trenches.
- At the end of the rainy season, the WUA organized community members to de-silt the spring, which is the water source for Milola and several other villages.



HUMAN AND ANIMAL HEALTH

The determinants of human health are complex and multifaceted, so improving health requires work on multiple fronts. TPP is working at the intersection of health, water, education and economic well-being to improve the livelihoods of rural communities. At this intersection, TPP is placing particular focus on the health and nutrition of school-age children and on zoonotic diseases—those diseases which are transmitted from animals to humans.

Zoonotic diseases are particularly problematic among pastoralist communities and those communities living close to wildlife. Naitolia is a Maasai community dependent on livestock and is situated within a wildlife corridor. As such, Naitolia is especially vulnerable.



SCHOOL HEALTH ASSESSMENT (SHA)

Milola

Promoting the health of school children not only addresses the immediate health needs of the child but also provides a foundation for better educational development and future economic prosperity.

Conversely, poor health and malnutrition have been shown to be important underlying factors for poor student performance, high dropout rates, low enrollment, and absenteeism, and are seen to be constraints to achieving universal primary education and gender equality.

- TPP is working in close collaboration with the National School Health Programme, Ministry of Health and Social Welfare (MoHSW) to develop and test an approach to the nationally mandated Students Health Assessment that is cost effective, efficient and scalable to a national level.
- A regional and district student health assessment training guide using a train-the-trainer approach was developed and piloted with Lindi Rural District.
- The TPP-supported School Health Assessment (SHA) examined 827 students (71% of enrolled students) from Milola A, Milola B and Ngwenya schools. Of the students examined, 571 students were referred to health facilities for maladies such as carious teeth, schistosomiasis, skin disease, vision impairments, and hearing impairments.
- Many of the health problems identified during the SHA are related to poor sanitation and hygiene conditions, and practices which will be addressed by education and community health campaigns.

HEALTHY SCHOOLS, HEALTHY COMMUNITIES

Tanzania's child population is around 22 million—half of Tanzania's total population. However, in the available literature, there is no national level data on the overall health status of school age children in Tanzania. Ironically, schools are increasingly viewed as an ideal setting for launching health education, basic health interventions, HIV/AIDS prevention, and care and support for orphans and vulnerable children.

The government of Tanzania has long recognized the importance of student health and the role health plays in both individual and national well-being. The latest School Health Policy Guidelines emphasize student health screening by health workers in schools. Efforts have been made by the Ministry of Health and Social Welfare School Health Programme (MoHSW SHP) to review and produce standard student health cards. However, given multiple health priorities and scarce resources, a nationwide SHA program is challenging to implement. The MoHSW SHP maintains a strong commitment to SHAs and is interested in identifying barriers to implementation and in developing a cost effective, efficient and scalable SHA program for the country.

ANIMAL HEALTH

Naitolia

- A cattle dip was constructed in Naitolia as a joint initiative of the Naitolia community, Monduli District and TPP. The cattle dip will improve animal health by controlling tick borne diseases and increase animal productivity.
- The newly constructed cattle dip, which is operated by the Community Animal Health Committee and Community Animal Health Workers, has dipped more than 27,000 cattle, goats, and sheep since opening in August 2013, with 2,002,700 TSH (200 USD) brought in and 1,362,480 TSH (850 USD) expended, leaving a net income of 640,220 TSH (400 USD).
- Four Community Animal Health Workers (two men and two women) continue to provide para-veterinary [MIM](#) services to the community.





ENGAGED RESEARCH

The world is faced with many complex challenges. Megatrends such as population growth and climate change will undoubtedly have a major impact on communities around the globe, so research is critical to understanding and developing solutions to real-world problems. Effective research in development must be inextricably linked to the community, requiring long-term commitments, community involvement, and interdisciplinary cooperation.

TPP employs a model of integrated research and development that leverages collaborations between Tanzanian and MSU researchers to expand knowledge while informing the practice of development. In FY 2014, TPP supported research in the areas of animal health, early childhood education, gender and education research, out-of-school youth, and inclusive education.



EVIDENCE-BASED RESEARCH

- Recipients of TPP FY 2014 research awards are finalizing reports or having dissertations reviewed.
- In FY 2014 three research awards were given out to support research on community health (1) and education (2).
- Research implemented in FY 2014 includes:

Animal Health:

- Eva Kassara, MSU graduate student in the Department of Community Sustainability, conducted a formative evaluation of the Community Animal Health Workers activities to obtain feedback on community animal health workers' activities in Naitolia, assess the process and provide suggestions for improvements.

Early Childhood Education:

- Dr. Maregesi Machumu from DUCE carried out research entitled "Rural Communities' Involvement in the Education of Young Children in Tanzania: A Case of Pre-Primary Education in Milola Ward."
- Laura Edwards conducted dissertation research on formal and informal opportunities for young children in Milola. She presented her findings at three TPP Brown Bags and at the Comparative and International Education Society (CIES) annual conference in Toronto.

Gender and Education Research:

- Dr. Emiliana Mwitwa from DUCE conducted research to understand girls' educational goals, the challenges girls face when seeking education, local perceptions towards girls' education, and the culturally appropriate ways to encourage girls to attend and complete school.
- Alyssa Morley, MSU graduate student, investigated how different groups of Milola villagers perceive gender, education, and the connection between gender and schooling.

Out-of-school Youth:

- Alisha Brown, MSU graduate student, in collaboration with Prof. Jack Schwille, College of Education, conducted secondary data analysis of Uwezo 2011 data focusing on achievement gaps between in-school and out-of-school youth in Tanzania.
- Douglas McFalls, MSU graduate student in the College of Education, and Daniel Roberts, post-doctoral, conducted research on how out-of-school youth learn new information and the sources from where their answers are derived.



Inclusive Education:

- Alisha Brown, MSU graduate student in the College of Education, spent three weeks in Tanzania researching inclusive education policy at the national level.

Research Publications and Presentations

- The MSU College of Education hosted a TPP Brown Bag series with twelve speakers throughout the academic year on both TPP graduate student-supported research and the TPP study abroad experience.
- Laura Edwards, MSU College of Education graduate student, presented a paper entitled "Towards Contextually Relevant Early Years Care and Education" at the Aga Khan University Institute for Educational Development Annual Research Institute Conference Towards Africentric Knowledge in Tanzania.
- John Bonnell, MSU College of Education graduate student, presented a poster entitled "Innovative perspectives on cross-border collaboration: The case of Michigan State University's Tanzanian Partnership Program" at the Council for International Higher Education Annual Meeting of the Association for the Study of Higher Education.
- Four MSU College of Education graduate students and faculty presented papers at the Comparative and International Education Society (CIES) Annual Conference.



STUDY ABROAD



The “Sustainable Community Development in Tanzania” study abroad program aims to transform the student study abroad experience by engaging both MSU and Tanzanian students in local development initiatives. This year, the study abroad team worked together with the people of Naitolia to meaningfully improve their lives.

Eleven undergraduate students—five from MSU, three from Dar es Salaam College of Education (DUCE) and three from Sokoine University of Agriculture (SUA), along with two MSU and two DUCE graduate students and faculty from MSU and DUCE—traveled to northern Tanzania for the Sustainable Community Development study abroad program in Naitolia village. The team learned about and helped improve life in Naitolia through interviewing local residents and by working on community development projects identified as a result of those conversations.

Student teams engaged in three academic projects critical to Naitolia:

- Social aspects of water resources.
- Gender and educational access.
- Governance at a local level.

Community development projects included:

- Working with primary school children in various content areas, including English, science and health.
- Holding a girls “talk session” to listen to girls’ concerns and to inspire and encourage them.
- Creating educational materials for teachers that enhanced the curriculum and promoted experiential learning, as well as providing training for teachers on their use.
- Working with the Naitolia Education Committee to develop an Annual Action Plan.
- Constructing a net ball field for girls and buying soccer balls for the boys.
- Building benches and developing teaching resources for Naitolia pre-primary school.
- Painting and renovating the District Community Development Offices. While doing this work, students got to interact with District Community Development staff and see the local government at work.



“I’ve always liked the idea of development work, but did not know what it would entail, if I’d be a good fit or what I’d be getting into. So a trial run seemed like a good idea. In the past month and a half, I’ve experienced more challenges, moments of confusion, and cases of sensory overload than I could imagine. I’ve also made connections to a community I knew nothing about, with teachers, students, children and adults. I learned—or am learning, because the process is never truly complete— that development is so much more complicated than the naive notion I had of ‘making the world a better place.’”

Kaitlyn Beyer

MSU study abroad student, 2014



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 2014

(July 1, 2013 - June 30, 2014)

| | Income |
|---------------------------------|-------------|
| Donor Funds* | \$705,823 |
| MSU Funds | \$332,386 |
| Total Income | \$1,038,209 |
| | Expenses |
| Donor Funds | \$404,256 |
| MSU Funds | \$332,386 |
| Total Expenses | \$736,642 |
| Carry Forward to FY 2015 | \$301,567 |

* Includes carry forward from FY 2013.

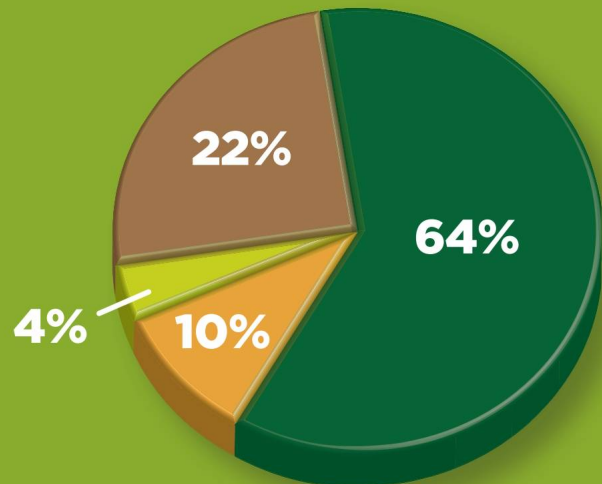


TANZANIA PARTNERSHIP PROGRAM

FY 2014 Expenditures—External Funds

Total donor funds expended in FY 2014 were \$404,256. Of this amount, 64% was spent on in-country implementation activities (\$256,732); 10% was spent on MSU administration (\$41,262); 4% on MSU/TZ research (\$15,441), including faculty and student research and baseline/ monitoring expenditures; and 22% on the Study Abroad program (\$90,821). MSU expended an additional \$332,386 toward the project.

During FY 2014, the majority of funding supported: education projects, with a focus on early childhood education and teacher professional development; school feeding programs; Student Health Assessment; completion of animal health projects in the north, including the construction of a cattle dip; and the study abroad.



- In-Country Implementation
- MSU Administration
- MSU/TZ Research
- Study Abroad

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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