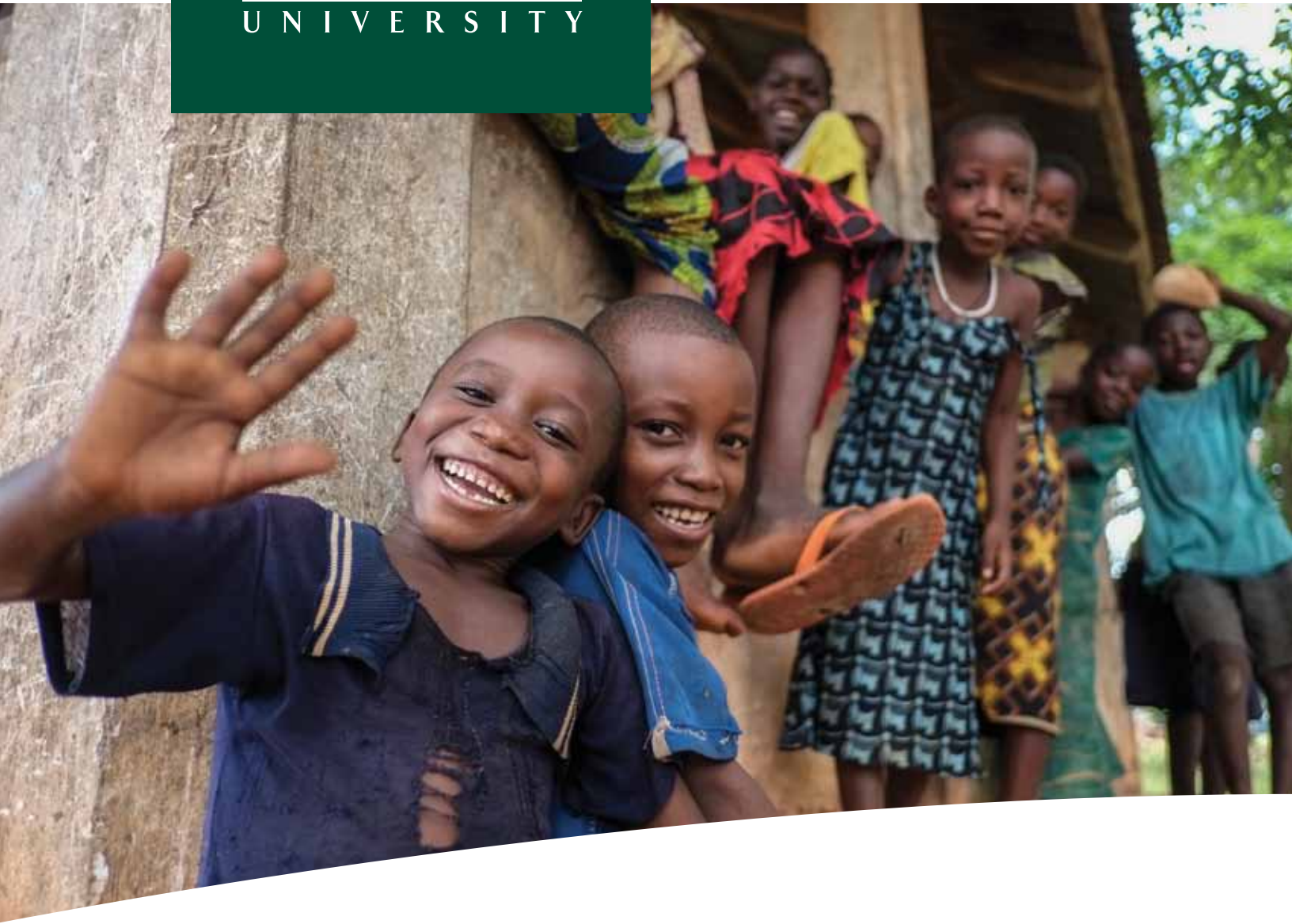


MICHIGAN STATE
UNIVERSITY








TANZANIA PARTNERSHIP PROGRAM

annual report 2013

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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)
Aga Khan Foundation (AKF)
Sokoine University of Agriculture (SUA)



CORE PRINCIPLES:

- **Ensure Sustainability** – increase community strengths, enhance community resiliency, 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.

THE 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.

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.

EDUCATION:



ACCOMPLISHMENTS

Naitolia



- Two hundred and twenty-five text books were delivered to Naitolia primary school. The ratio of textbooks to students in Lindi Region is one textbook for every ten students, many of which are purchased by parents. The ratio in Naitolia is now close to one text book for every two students.
- Two classrooms were renovated by adding a cement floor, new windows, new blackboards and by painting the interior walls.
- The TPP study abroad students constructed a sports field, renovated the teachers' staff room and a classroom, donated books to the school library, taught classes in English, math and science, and provided a pre-primary school with books, blackboard and a first aid kit.
- World Food Programme Tanzania continued to support the Naitolia school feeding program feeding 400 some students. Since water access has improved with the construction of the storage tank, the village government has covered the cost of a tank of water per week for cooking the food.



“ AT FIRST, WE DIDN'T BELIEVE THIS WAS TRUE. NOW THAT WE SEE THE NEW SCHOOL BUILDING, NOW WE KNOW THAT EDUCATION HAS COME TO NGWENYA. ”

– Ngwenya Community Chairperson



OPENING A DOOR TO THE FUTURE



Fostering resilient and sustainable communities means that TPP works at the intersection of education, health and community empowerment. This year TPP focused on pre-primary school education, experiential learning, teacher professional development, school feeding programs and providing educational resources.

Milola

- Classes began in the newly constructed pre-primary school in Ngwenya sub-village. Initial enrolment was seventy-five students, but classes size quickly expanded to ninety. Currently pre-primary classes are held in the morning and Standard 1 classes are held in the afternoon.
- Ngwenya was recognized and congratulated by the Prime Minister's Deputy Minister of State Honorable Aggrey Mwanri who laid the official foundation stone to open the school.
- Two Milola pre-primary school teachers attended an Aga Khan Foundation (AKF) workshop on integrating traditional culture into teaching and developing teaching materials. The Ngwenya teacher received training on the Montessori educational approach and an array of Montessori educational toys. Pre-primary schools were given national pre-primary school curriculum and text books.
- Twenty-two Milola teachers participated in a four day workshop to improve teaching using self-reflection and active learning. Standard 1-7 curricula for all subjects and eighty-seven text books were provided to teachers during the workshop and later distributed to Milola schools.
- Milola schools continue to cultivate school farms to support school feeding programs. Corn and beans are grown for porridge and sesame is sold for funds to support the school feeding programs.
- Ngwenya sub-village built a kitchen from local materials for the school feeding program. Families contributed additional maize for porridge.
- Thirty some students participated in experiential learning and field trips to the Conservation Agriculture site to speak with expert farmers, the Aga Khan rice program to visit experimenting farmers, the Nane Nane agricultural festival and Sokoine Hospital in Lindi.

EARLY CHILDHOOD EDUCATION

The pre-primary school in Ngwenya sub-village opened its doors in January 2013. This is the first opportunity for children in this remote area of Milola to attend school. The nearest school was over 5 kilometers away, too far for 5- and 6- year-olds to walk. Now thirty-five pre-primary students and fifty-seven standard 1 students are learning social skills and to read, write and do math. Equally important, they are learning in a new way. Their teacher, Mr. Hamis Nakone, received training on Montessori teaching approaches and on using oral culture as a teaching tool. These active approaches to learning contrast with the standard approach of lecture and memorization.

Community ownership of the school and commitment to education is strong. Two community elders donated 100 acres of land for the construction of the school building, a school farm and for families to relocate their homes closer to the school. Mothers bring water to the school and keep the school yard clean. Parents and students cleared the land for a school farm and planted maize and beans for the school feeding program. Young men help maintain the school building. The District government provided a teacher and has made a commitment to build one classroom a year.

The TAG Philanthropic Foundation and TPP support the Early Childhood Education Project in Ngwenya. Plans for the coming year include construction of duplex housing for Ngwenya teachers and an improved kitchen with a fuel efficient stove and space for storage of food.



WATER ACCESS & QUALITY:



ACCOMPLISHMENTS

Milola

- TPP served as a catalyst for creating stronger relationships between village members and the District government, helping the village to hold government officials accountable.
- All schools in Milola now have access to water, providing water to over 1000 school children.
 - Milola B Primary School was connected to the main village water supply system.
 - A piping system, pumping station and water storage tank were installed to bring water to the Milola Ward Secondary School.
 - A rain water harvesting system was installed at the new Ngwenya pre-primary school. Prior to this, mothers carried buckets of water to the school for students to drink and for cooking school meals.





OVERCOMING CHALLENGES

Access to safe water is a challenging problem throughout much of Tanzania. Over half the population lacks access to safe water — a problem that promises to get much worse with climate change. In Naitolia village, people say that everything depends on water — water is the beginning and the end of everything. In 2008, when TPP began working in the community, over 85 percent of Naitolia households got their water from seasonal ponds and rivers during the rainy season. These sources of water were not safe to drink. During the dry season, water was collected from shallow wells dug in the drying river bottoms. Milola has adequate water supply, but the gravity feed system from a spring located 29 kilometers away is over twenty-five years old. By 2011, the water system had broken down, and women and children were walking great distances to collect water or were paying high prices for water brought in by truck. In 2012, the government repaired the worst breaks, but by 2013 the old system had once again broken down and water was not reaching the village.

Naitolia

- Women and children who typically fetched water from unsafe sources or from a borehole seven plus kilometers from the village center, now access safe water from five new water taps that are centrally located.
- The District Water Department provided initial maintenance and oversight of the water system. Community members and the Village Water Committee have now taken responsibility for organizing the community, protecting the pipeline from unauthorized use and supervising the next phase of the water project.
- Phase II of the water project is underway. Water lines will be run to the school, health clinic and other key points in the village. The village is contributing pipes and labor.
- A water pipeline to the new TPP supported cattle trough and future cattle dip was completed.



HEALTH:



ACCOMPLISHMENTS

Naitolia

- A participatory community mapping and assessment focusing on personal hygiene and environment sanitation was carried out in the Naitolia sub villages of Engusero and Ormang'wai. The exercise identified challenges and potential areas for future TPP attention.
- Routine animal health services were carried out by the TPP trained Community Animal Health Workers (CAHWs) under the supervision of the Mswakini Ward Livestock Field Officer.
 - 348 cattle, 485 sheep and 326 goats were drenched against gastrointestinal worms.
 - 153 cattle were treated against tick-borne disease.
 - 266 cattle were treated against Typanosomosis.
- Construction of a cattle dip began in June with completion scheduled for August 2013. The cattle dip will treat animals from the area for tick-borne diseases and provide a revenue stream for the community.
- A second round of data collection is being carried out by a Sokoine University of Agriculture graduate student for "Impact of providing interventions (water and tick dip) on the health and production of cattle in Naitolia village of Northern Tanzania."





CONVERGENCE OF HUMAN & ANIMAL HEALTH

TPP recognizes the interconnectedness of health, water, education and economic well-being. At this intersection, TPP is placing particular focus on the health and nutrition of school-age children and on zoonotic diseases.

While much deserved attention has been given to the health of children under the age of five in Tanzania, much less focus has been placed on the health of school children. Promoting the health of school children not only addresses the immediate health needs of the child but also provides a foundation for better educational and future economic achievement. 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.

Zoonotic diseases – those disease which are transmitted from animals to humans – 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.

Milola

- TPP began working with the Ministry of Health and Social Welfare to develop a scalable and sustainable student health assessment (SHA) to track and address the health needs of school-age children.
- In preparation for the second round of student health assessment (SHA), the TPP SHA team identified health conditions which can be assessed by teachers and which need to be assessed by trained health workers.
- SHA team completed a review of children's health status in Tanzania, history of Tanzanian children's health assessments and identification of student health assessment training materials.
- MSU faculty and staff donated receiving blankets to Milola Health Clinic to avoid newborn heat loss during the first critical hours after birth.



COMMUNITY EMPOWE



ACCOMPLISHMENTS

- The Ngwenya pre-primary school became a catalyst for community and District government cooperation.
 - Agreement was reached with the government on future plans for education.
 - The community has agreed to set aside 15 acres for the pre-primary school, a future primary school and new teacher housing. The primary school will be built with government funds.
 - Teacher housing will be built with TPP funds.
- A teacher professional development (TPD) needs assessment was conducted with twenty-two Milola teachers. The assessment was used to develop a plan for TPD activities.





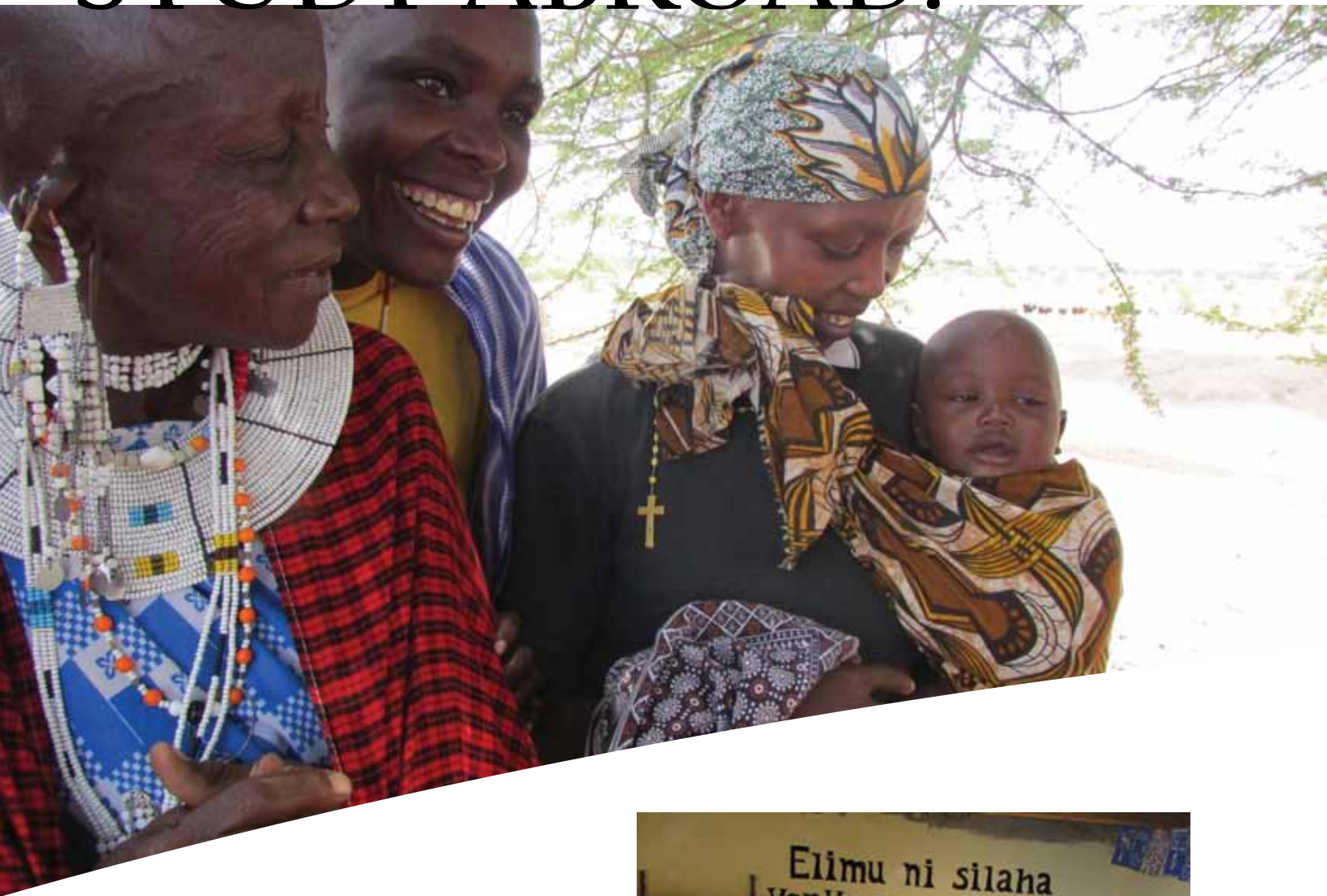
LOCAL PEOPLE SOLVING LOCAL PROBLEMS

TPP engages in new forms of learning and problem solving with communities that promotes participation and adaptive learning. This participatory approach helps identify and address gaps in knowledge, skills and resources. At the same time, TPP supports training of local people so that they can become more confident and effective in addressing community issues and development needs.



- The Milola youth group ONJAMITA developed plans for the upcoming planting season and applied for a loan from the District Council Community Development Department to support sesame farming. Guidance was provided by the TPP In-country Program Officer and TPP Site Program Officer.
- Naitolia community members, Village Water Committee and TPP staff discussed ways to organize the community and young men (Moran) to supervise the water project and protect the newly laid pipeline from unauthorized use.
- TPP engages with National Ministry of Health and Social Welfare to develop training materials for a scalable school health assessment (SHA). Plans are to implement training of District government staff and teachers and to implement the SHA in early October, 2013.

STUDY ABROAD:



“ EDUCATION IS THE BEST WEAPON AGAINST POVERTY. ”

– Nelson Mandela



A WORLD OF GOOD

The Sustainable Community Development in Tanzania Study Abroad program grows out of the Tanzania Partnership Program (TPP) initiative to improve community well being while generating cutting edge knowledge about development. Through a community engagement approach, students from MSU and Tanzania worked with communities to identify, understand and address community problems. Through this engagement, students learned about approaches to development, theories of development, and the history of development in Tanzania. Students also gained special insight into a particular issue through their community development project. The study abroad program is generously supported by an anonymous donor to TPP.

ACCOMPLISHMENTS

- Study Abroad participants put theory into practice by working with communities to identify, understand and address pressing community problems.
- Students completed a two-week Swahili course at MS Training Centre for Development Cooperation (MS TCDC) in Arusha.
- Home stays with local families immersed students in local culture.
- Students built a sports field with Naitolia students; improved the teachers' staff room; contributed books to the school library; renovated a classroom; taught English, math and science classes and worked with a pre-primary school teacher to improve her classroom.



PUTTING THEORY INTO PRACTICE

The first TPP study abroad program Sustainable Community Development in Tanzania was launched this year. Five undergraduates from Michigan State University (MSU) and four Tanzanian master students from the University of Dar es Salaam (UDSM) were selected to participate in the six week program that focused on community engagement and development. Students learned about different approaches to development and then put theory into practice.

During their stay, the students worked in Naitolia, a small Maasai community in northern Tanzania. Using a community engagement approach, students were challenged to think about practical ways to solve issues facing rural communities.

The course encouraged students to challenge their assumptions and stereotypes about development.

“Of the many places I have traveled to and lived in, I have never learned as much or questioned my previous understanding of the world as much as I have in the past six weeks in Tanzania,” says Kaitlyn Rule, Study Aboard Student.

ENGAGED RESEARCH:



Linking research and development to address communities' most pressing problems. TPP encourages research that is cross-disciplinary and collaborative.

ACCOMPLISHMENTS



- Four faculty and four graduate students (three Tanzanian faculty, one MSU faculty, two Tanzanian graduate students and two MSU graduate students) received TPP funding to carry out research on early childhood education, girls' education, land use planning and resource management.
- Kristin Phillips, MSU College of Education and Laura Andresen, College of Education graduate student, continued research on the political, socio-cultural, and economic context of early childhood education and development in rural Tanzania.
- Patricia Peek, MSU College of Nursing, presented *The National School Health Assessment in Tanzania: a Push for Sustainability* at the MSU International Neurologic And Psychiatric Epidemiology Program Lecture Series.
- IRA UDSM graduate students completed Master research:
 - John Ulumara - "Assessment of the Contribution of Wild Products to Rural Livelihoods: The Case of Naitolia Village."
 - Adrian Katesingwa - "Household Dependency on Wild Products in Milola A and Milola B Villages."
 - Leonard Omela - "Social Economic Factors Affecting Adoption of Hygienic Practices in the Water Supply and Sanitation Sector in Lindi District: The Case of Milola A and B Villages" for final review.
- MSU College of Education graduate students Laura Andresen, Alisha Brown and Daniel Roberts presented a paper entitled "Tanzania and Education Quality: Policies and Practice" at the Comparative and International Education Society (CIES) Annual Conference.
- MSU College of Education Research Associate Richard Ashford completed a study on "Prospects for a Longitudinal Data Analysis in the Tanzania Partnership 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.

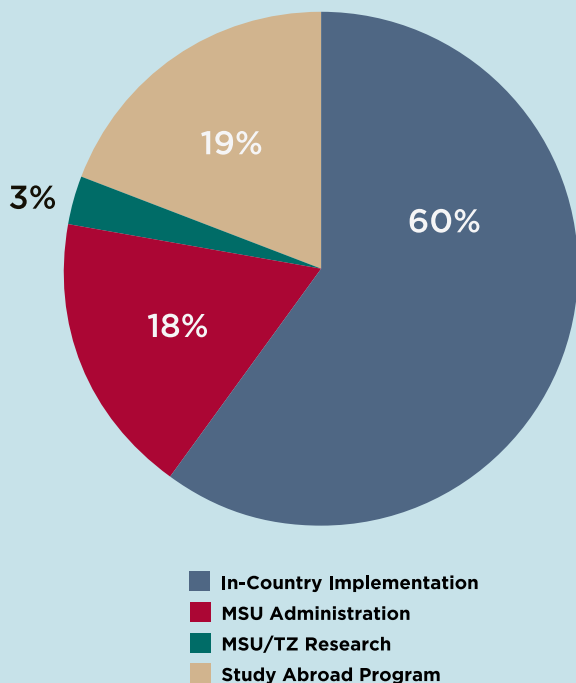
Fiscal Year 2013 (July 1, 2012 - June 30, 2013)

	Income
Donor Funds*	\$712,576
MSU Funds	\$327,990
Total Income	\$1,040,566

	Expenses
Donor Funds	\$356,754
MSU Funds	\$327,990
Total Expenses	\$684,744
Carry Forward FY 2014	\$355,822

* Includes carry forward from FY 2012.

Tanzania Partnership Program FY2013 Expenditures - External Funds



Total donor funds expended in FY 2013 were \$356,754. Of this amount, 60% was spent on in-country implementation activities (\$212,242); 18% was spent on MSU administration (\$65,921); 3% on MSU/TZ research (\$11,176), including faculty and student research and baseline/monitoring expenditures; and 19% on the Study Abroad program (67,415). MSU expended an additional \$327,990 toward the project.

During FY 2013, the majority of funding supported: Education projects, with a focus on early childhood education and teacher professional development; Student Health Assessment; the Study Abroad program; and continued work to complete water projects in both villages.

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