

ANNUAL
REPORT

2025

Tanzania

PARTNERSHIP PROGRAM



MICHIGAN STATE
UNIVERSITY



Table of Contents

LETTER FROM THE DIRECTORS

4

NAITOLIA VILLAGE

5

MILOLA VILLAGE

11

FEATURE

A New Chapter in Learning Through Play

18

STUDENT LEARNING AND ENGAGEMENT

21

RESEARCH AND OUTREACH

26

PROGRAM UPDATES

29

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 Municipality, Tanzania

Naitolia Village, Monduli District, Tanzania

Cover photo: A teacher at Chang'ombe Demonstration Pre-Primary School engages students in play-based learning activities at the DUCE playscape.

About TPP

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.

pscd.isp.msu.edu

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 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 welcomes research and innovation and are responsive to new challenges.

Letter from the Directors

Reflecting on the past year, we are reminded of the transformative power of sustained partnership. TPP was built on the belief that lasting change emerges when communities, local governments, universities, and development partners work side by side toward shared goals. For more than a decade, this belief has guided our efforts to improve livelihoods, build community resilience, strengthen local capacity, and expand knowledge on development practice. In 2025, the results of this approach were evident.

Across our partner communities, sustained engagement with development stakeholders is driving progress in expanding access to quality education, improving health and food security, and fostering resilience. In Milola, with support from the TAG Philanthropic Foundation, we completed construction of a Life Skills Training Center to equip youth with entrepreneurial and practical skills. In Naitolia, new multi-unit teacher housing transformed the Engusero Pre-School into a primary school, expanding access for more children. These milestones build on ongoing initiatives such as cattle dip and animal health services, nutritional education and school feeding programs that serve over 600 students daily, and water and sanitation infrastructure improvements that have halved the average walking distance to water.

This year brought major strides in education and capacity building. The completion of the DUCE Playscape, Tanzania's first play-based teacher training site, marks a national milestone in early childhood education. Drawing on nearly a decade of TPP-supported playground projects in rural communities, the DUCE Playscape transforms community-tested designs into a scalable, research-informed model. With ongoing efforts to refine training materials and a forthcoming design book, the playscape is poised to be a hub for teacher preparation, research, and policy dialogue.

Our commitment to applied, community-engaged research also deepened. A joint study on brucellosis by MSU and Tanzania faculty expanded understanding of disease risks, informing strategies to protect both livestock and human health. Faculty partners are also assessing the efficacy and impacts of various TPP development interventions and drawing on the lessons from the community to shape national and global development discourse.

The progress you will read about in this report is not the work of any one institution; it is the result of the persistence, creativity, and commitment of our Tanzanian and MSU partners, the trust of our communities, and the generosity of our donors. Together, we are not only responding to challenges, we are also building the foundation for communities to thrive for years to come.

Kwame Yeboah

DIRECTOR, PARTNERSHIPS FOR SUSTAINABLE COMMUNITY
DEVELOPMENT AND TANZANIA PARTNERSHIP PROGRAM
MICHIGAN STATE UNIVERSITY

Joel Norbert

DIRECTOR, INSTITUTE FOR RESOURCE ASSESSMENT
UNIVERSITY OF DAR ES SALAAM



Kwame Yeboah (L) & Joel Norbert (R)

Naitolia Village



Tim Kotschowsky unveils the newly constructed staff housing at Engusero Pre-primary School.

Naitolia village is in Monduli District and lies in a Wildlife Management Area. Home to an agro-pastoralist community of approximately 3,800 people, Naitolia comprises two sub-villages, Ormang'wai and Engusero, and the main ethnic groups are Maasai Wa-Arusha, Iraqw and Barabaig. Households are spread across 178 square kilometers and 79% earn a living by keeping cattle and goats, with some households also raising chickens. A community pond assists in increasing access to quality water during the dry season, and a health clinic in Ormang'wai provides basic health services. Across Naitolia and the two neighboring villages of Mswakini Chini and Mswakini Juu, there are four preschools and three primary schools. To help ensure students regularly receive a nutritious school lunch, TPP supports school-based feeding programs and gardens.

Improving Food Security Through School Feeding Programs

For over a decade, TPP has advanced education and food security through School Feeding Programs (SFPs) rooted in community ownership, agricultural innovation, and strategic infrastructure development. Through the implementation of school gardens, students learn about nutrition, while fostering active community participation in meal provision and school life. In 2025 alone, TPP-supported SFPs that provided nutritious daily meals to over 600 students in Naitolia and surrounding communities, significantly improving school attendance, students' ability to focus, and overall student well-being.

Despite challenges such as drought, crop raiding by wildlife, and poverty-related food shortfalls, sustained collaboration among school committees, parents, and district officials has reinforced program resilience. With TPP's support, school gardens now cultivate a variety of drought-resistant crops like maize, beans, mung beans, and cowpeas. At Naitolia Primary, the SFP gardens have expanded to a seven-acre farm. TPP has

supplemented significant community contributions of labor and in-kind support with seeds and tools. Water infrastructure improvements led by TPP have provided reliable water access and included foot-operated pumps and irrigation tools to support efficient watering of the gardens. These gardens supplement school meals and provide hands-on agricultural education to students and community members. To reduce post-harvest losses, TPP provided training on safe food storage and supplied triple-layered hermetic bags.

In 2025, TPP faculty Beatha Mkojera (SUA), conducted a comprehensive nutrition and food safety assessment at Naitolia Primary and Engusero Pre-Primary Schools. The findings will guide targeted improvements to meal quality, food handling, and crop selection. The program's sustainability and growth reflect the community's strong commitment, demonstrated through food contributions, water provision, and labor. ■



Students at Naitolia Primary receive lunch as Beatha Mkojera (SUA) collects a sample for nutrition assessment.

Sustaining Livestock Health through Cattle Dip Management



Cattle held in the yard after dipping at the community cattle dip.

Cattle are the cornerstone of livelihood in Naitolia, making effective livestock health services vital. Since its construction in 2013, the community-managed cattle dip has been critical for controlling tick-borne diseases such as East Coast Fever and Trypanosomiasis. In 2025, TPP supported important repairs and upgrades to sustain and improve dip functionality. These include extension of the collecting yard, maintenance of water infrastructure to ensure a reliable water supply for dipping, and new toilet facilities to improve sanitation. These improvements were led by TPP faculty S.I. Kimera (SUA), and Richard Samson (SUA), who worked collaboratively with district livestock officers and community leaders.

TPP-facilitated training sessions also strengthened local community animal health workers' skills in disease prevention and dip management. Dip operations are now fully community-run and self-funded through revenue from dip usage fees. Dipping frequency varies throughout the year; during peak dipping season in 2025, approximately 1,800 to 2,000 cattle were dipped biweekly, dropping to 800 cattle in the dry season. Ongoing monitoring and feedback from local partners continue to inform management and TPP support for the dip. This adaptive and community-driven approach ensures animal wellness, which is vital for the resilience of pastoral households in Naitolia. ■



Repairing the Primary School Pond

The 75,000-liter *hafir* pond, constructed by TPP in 2018, collects and stores rainwater for use at the Naitolia Primary School gardens during the dry season. Over time, sediment buildup and structural wear reduced the pond's capacity, contributing to water scarcity during dry seasons. In 2025, TPP supported essential repairs, including desilting and structural restoration, to fully restore the pond's function and reliability. The repair work was carried out with strong community involvement, reinforcing shared responsibility for maintenance, which is now overseen by TPP village-based consultant Jonathan Kivuyo. This rehabilitation was critical to strengthening the community's resilience to drought and food insecurity. ■

Photo: Community members clean and repair the hafir pond at Naitolia Primary School.



Constructed with support from TAG, teacher housing at Engusero is now complete.

Expanding Educational Access in Engusero

In 2025, the Engusero sub-village of Naitolia made significant progress in expanding educational access thanks to strong community leadership, local government support and strategic investments from TPP and partners. To address challenges posed by seasonal flooding that limit student travel to their assigned school, Naitolia Primary, local community members led construction of classroom foundations to secure district support for reclassifying and expanding the school from pre-primary to primary level.

Building on the community's work, the district government committed funds to complete the construction of two additional classrooms and sanitation improvements, including new and expanded latrines, which contributes to a healthier learning environment. The district also placed an additional teacher at Engusero Preschool, strengthening early childhood education in the community. With support from the TAG Philanthropic Foundation, TPP

facilitated the construction of on-site teacher housing, a necessary requirement for rural communities to receive and retain qualified teachers. With a teacher now assigned and reclassification approved, the school will begin operating as a primary school in fall 2025, with enrollment expected to more than double. The Engusero community remains actively involved in the governance and daily operations of the school, helping to sustain progress. With TPP's support, plans are underway to expand the school feeding program to accommodate the expected growth in enrollment. Newly assigned teachers will also be integrated into TPP's professional development initiatives to support high quality instruction.

Together, these sustained partnerships and coordinated investments since 2017 are transforming educational opportunities in Engusero and creating a lasting legacy of improved learning outcomes across the region. ■



Community partner Maria Yanni leads pre-primary students in song.

Improving Household Water Access



TPP faculty and staff with community members in front of new household rainwater harvesting tanks.

Water scarcity has long challenged households in Naitolia, a semi-arid region where reliable access to clean water is limited. In 2025, TPP supported a community-driven rainwater harvesting project that expanded household water storage for 120 families in the Ormang'wai and Engusero sub-villages.

Through this initiative, each participating household received a 2,000-liter water storage tank connected to rooftop gutter systems designed to efficiently capture seasonal rainfall. The initiative was led by TPP faculty Joseph Mtamba (UDSM) and implemented in close collaboration with local plumbers and community members who contributed labor and materials by constructing tank bases and assisting with gutter installation.

The rainwater harvesting systems have increased household water storage capacity and significantly reduced the time and frequency of water collection—a task that traditionally falls on women and children. Families report lowered water expenses, improved hygiene, and better sanitation practices due to more reliable water access. To ensure long-term functionality, households receive training on proper tank and gutter cleaning and maintenance.

Plans are underway to expand rainwater harvesting access to additional households and provide ongoing training to support system upkeep and integration with broader water management efforts. This initiative reflects TPP's commitment to sustainable solutions that improve resilience and quality of life for rural communities. ■



Critical Upgrades to Health Facility

In 2025, TPP worked in close partnership with Monduli District Health authorities and achieved a vital milestone in rural health infrastructure with the installation of an incinerator and placenta pit at the Naitolia Dispensary. These upgrades foster the safe disposal of medical and biological waste, ensure compliance with government health regulations, and protect healthcare workers and the wider community from infection and environmental hazards. The successful completion of these upgrades reflects the coordinated efforts of TPP and district health officials, underscoring a shared commitment to improving rural health infrastructure and laying a foundation for the continued strengthening of rural healthcare systems. ■



Teachers discuss strategies for Tanzania's new competence-based curriculum with Rehema Mwakabenga (DUCE).

Supporting the Needs of Rural Teachers

In December 2024, TPP faculty from DUCE, Perpetua Urio, Rehema Mwakabenga, and Maregesi Machumu, led a six-day professional development training for 35 teachers from Naitolia and neighboring schools.

The training addressed the limited exposure many rural teachers have had to Tanzania's new competence-based curriculum, focusing on practical strategies for lesson planning and student assessment. Designed for classrooms with high student-to-teacher ratios and multi-grade teaching, the training emphasized adaptive, student-centered approaches.

Feedback from participating teachers reflected increased confidence in applying the new national curriculum and adapting it to local classroom realities. This initiative exemplifies TPP's commitment to strengthening rural education through locally relevant, capacity-building efforts. ■

Raised Garden Beds for Improved Food Security



Raised garden beds in Naitolia designed for semi-arid environments to improve food security.

More than 30 raised garden beds, constructed collaboratively by community members and TPP education abroad students now support sustainable, low-cost ways to grow vegetables in Naitolia. Designed specifically for semi-arid environments, these beds optimize water use and incorporate locally sourced soil and organic materials to improve fertility and reduce water needs compared to traditional gardening. A curated selection of drought-resistant crops further ensures water efficiency and low maintenance requirements. Community ownership is evident at every stage, from construction and maintenance to protection of gardens. Hands-on training and educational materials have enhanced agricultural skills, contributing to improved nutrition and livelihoods.

The project continues to be closely monitored and researched through student-led studies supported by TPP faculty. Findings show strong community engagement in garden upkeep, increased access to fresh produce for families, and meaningful contributions to TPP's School Feeding Programs via household donations. These insights guide ongoing improvements and training to sustain productivity.

Given the success of these initiatives, plans are underway to expand this model to additional partner communities, reinforcing TPP's commitment to locally driven agricultural innovation and sustainable food security solutions. ■

Milola Village



TPP and Milola community leaders tour new facilities at the girls dormitory.

Located in Lindi Municipal about 60 kilometers inland, Milola comprises two villages—Milola A and Milola B. Approximately 6,000 people live in Milola A and B, and the main ethnic groups are Mwera, Ngindo, Makonde and Yao. Ninety-two percent of households earn a living by growing sesame, rice and maize on small farming plots. Due to limited inputs and market access, agricultural production is low but chicken raising has been introduced as a way to generate income and improve food security. A small clinic in the sub-village of Ngwenya is helping ensure the community has access to basic health care. The regular presence of DUCE student teachers in Milola schools has improved the quality of education. Reading, writing and arithmetic lessons for adults are facilitated by TPP village-based consultant Leonard Joseph, who specializes in adult education.

Expanding Education Opportunities:

Life Skills Training Center Opening



Students showcase food and crafts from the Life Skills Training Center during the opening celebration.



Guided by a local mentor, students put their sewing skills into practice using the center's new equipment.



Tim Kolschowsky, president of the Kolschowsky Foundation, receives a batik cloth from student club members.

TPP celebrated the official opening of the new Life Skills Training Center at Milola Secondary School in February 2025. Serving over 500 students, this center was designed and developed collaboratively by TPP faculty from UDSM, DUCE, and MSU, and supported by the TAG Philanthropic Foundation. The facility includes a fully equipped sewing room with 12 machines and a kitchen with two stoves and ample workspace, providing dedicated spaces for hands-on vocational training.

The opening event brought together TPP partners from UDSM, DUCE, MSU, Tim Kolschowsky (President of the Kolschowsky Foundation), Milola school and district officials, and community members. Students from various co-curricular clubs showcased their talents and products, ranging from handcrafted clothing to food prepared in the center's kitchen. This vibrant display highlighted the center's role as a dynamic space for practical skill-building and community engagement.

Previously, TPP supported student clubs operated only within the girls' dormitory, where limited space and harsh outdoor conditions limited participant numbers and activities. The new center offers an accessible and well-equipped environment to support hands-on learning. Center programs are now open to all Milola Secondary School students, providing a safe and supportive environment that goes beyond traditional academics for boys and girls who do not reside at the on-site dormitory.

This initiative builds on years of transformative work by TPP in Milola, including investments in educational infrastructure, school governance and teacher training, and youth mentoring clubs. As a sign of TPP's strong partnership with Lindi Municipal, the district applied to Tanzania's Ministry of Trade and Industry to have the center formally designated as a vocational training school. This designation would enable the center to access government-supported vocational teachers and receive sustained district-level support for its operations.

TPP faculty from UDSM and SUA continue to work on a comprehensive vocational curriculum for the center and are exploring a partnership with the Small Industries Development Organisation, a government agency under the Ministry of Trade. Future plans include workshops on financial literacy and entrepreneurship for students and community members. The Life Skills Training Center exemplifies TPP's commitment to equipping young people with skills that promote economic resilience and community development. ■



Students in different grade levels work in groups at Ngwenya Primary School, reflecting the school's expansion over the past decade.



Teacher housing constructed at Ngwenya Primary School supports teacher retention.

Supporting a Decade of Educational Growth in Ngwenya Sub-Village

Throughout 2025, TPP provided crucial support for repairs to teacher housing and sanitation facilities at Ngwenya Pre- and Primary School, improving living conditions for educators. Upgrades to teacher housing and latrines create a safer, more comfortable environment, helping to retain qualified teachers in this rural setting where staffing stability is a persistent challenge.

Because of TPP's deep involvement to continuously improve the sub-village's educational development which began with the construction of pre-primary classrooms in 2012, followed by a community-built school kitchen and classroom expansions Ngwenya became a primary school. The school now serves 97 students over eight grade levels, revealing significant growth since its founding. It continues to play a critical role for families in this remote sub-village, where there are no nearby pre-primary schools and the nearest primary school is several kilometers away. Community members actively participate in school governance and maintenance. Their sustained engagement, combined with partnerships with district authorities, supports TPP's ongoing needs-based infrastructure investments.

TPP's role in facilitating local stakeholder collaboration and capacity building remains key. Looking ahead, TPP plans to work more closely with the school to enhance the efficiency and reliability of the school feeding program's operations. These continued multi-stakeholder partnerships exemplify TPP's sustainable model for rural education development, one that balances external assistance with local community and government leadership to improve learning outcomes for Ngwenya's children. ■



Saida Said Mbule at her Kilakala Secondary School graduation celebration.

Investing in Rural Girls' Education

In 2024, TPP continued an education support program to help students of primary and secondary school age from partner communities overcome financial barriers to education. One of the beneficiaries is Saida Said Mbule, who earned all As in her national primary school exams and was the only girl in Milola offered placement at Kilakala Secondary School, a top public boarding school for high-achieving girls.

Such schools offer stronger academic opportunities than many rural day schools. Yet, for families in rural communities like Milola, the cost of boarding, school fees, and supplies often makes attendance at these schools out of reach. With TPP's support, Saida attended Kilakala, excelled academically and achieved Division I national exam results, one of the highest results possible. She has since been accepted into a diploma program in clinical medicine.

Saida's story reflects the enormous untapped potential in rural areas and the impact that targeted investment in girls' education can make. When given the opportunity, girls thrive and their success ripples across families and communities. ■

Supporting Youth Entrepreneurship

TPP's work in Milola continues to expand beyond the classroom, providing youth with the tools needed to pursue entrepreneurship. In 2025, 48 youths from the village participated in a structured series of workshops and mentoring sessions designed to build practical skills and long-term economic opportunity. These workshops are part of TPP's push to engage young community members directly in sustainable development.

Led by TPP faculty Winnie Nguni (UDSM), the program incorporated group discussions, role play, individual coaching, and experience-sharing forums to introduce young people to key concepts such as idea generation, business planning, risk-taking, communication, and accessing finance. Each participant was encouraged to generate, test, and refine their own business ideas grounded in the local context. By integrating confidence-building and problem-solving with skills training, the workshops helped participants recognize opportunities already available to them and take action to improve their livelihoods. Plans are underway to engage district partners and the Small Industries Development Organization (SIDO) in scaling up youth entrepreneurship support. ■



Youth take part in an entrepreneurship workshop, working in groups to explore and refine business ideas.

Maintaining Water Access Amidst Environmental and Wildlife Challenges

In Milola Ward, seasonal drought and frequent damage to water infrastructure often caused by elephants continue to threaten water security. In 2025, TPP led targeted repairs and maintenance to restore critical water points serving schools and health facilities including pipeline, water storage tanks, and rainwater harvesting systems. Reliable water access from these systems supports the school feeding programs at Milola Primary Schools A and B, contributing to improved student nutrition and attendance.

TPP coordinated these efforts with the Milola Water User Association and government officers from Rural Water and Sanitation Authority (RUWASA) and the Tanzania Wildlife Authority (TAWA). This collaboration supports adaptive management of water resources amid human-wildlife conflict and broader environmental conservation goals. Building on this collaboration, TPP faculty Elikana Kalumanga (UDSM) explores tailored wildlife mitigation strategies aligned with conservation goals. ■



Elikana Kalumanga (UDSM), Erasto with wildlife officers, community members, and TPP staff assess sites where elephants have dug for water.



A rainwater harvesting tank was repaired, which now makes it a reliable source to access water in Milola.

Assessing Sustainable Water Sources in Ngwenya Sub-Village

Ngwenya, a Milola Ward sub-village with about 450 residents, faces severe water scarcity. Most women and children spend two to three hours daily collecting water. This time burden affects both household well-being and school attendance. The community also experiences a high incidence of waterborne diseases linked to inadequate water, sanitation, and hygiene services.

In 2025, TPP partnered with RUWASA and the Basin Water Board to assess the hydrology of Ngwenya's main spring, the community's only reliable water source. This study, led by TPP faculty Joseph Mtamba (UDSM), engaged the Basin Water Board staff and UDSM graduate students in fieldwork to measure water flow and sustainability. The team identified four springs, including two with sustainable year-round yields. While climate impacts were found to be minimal, high iron content and contamination highlight the need for treatment solutions to ensure safe use. These findings will inform the design of future water systems and treatment solutions, ensuring safer and more reliable water access for Ngwenya households and community services. ■



Graduate student Lucas K. Oseno (UDSM) measures water flow at one of the four Ngwenya springs identified during the assessment.

Strengthening Schools and Inspiring Educators: DUCE Student Teachers



Flavia M. Gereon incorporates local materials in a physics lesson.



Kimbyoko Hafidhi Huseni guides students through a chemistry lab exercise.



Ngwae M. Rashidi leads students in a history lesson.

Each year, TPP partners with DUCE to place student teachers at Milola Secondary School where staffing gaps, especially in science subjects, remain a persistent challenge. In fall 2024, six DUCE student teachers completed a three-month practicum at Milola, a placement significantly longer than the typical one-month practicum. This extended field experience was co-designed and is overseen by TPP faculty Perpetua Urio (DUCE) and has become a signature initiative, helping to strengthen Milola's learning environment while preparing a new generation of Tanzanian educators to work effectively in resource-constrained settings.

This year's cohort included student teachers in chemistry, biology, physics, mathematics, history, and literature. Working closely with Milola teachers, they prepared lessons, taught classes, and led science labs. They introduced local teachers to new group discussion techniques to improve class participation. Across all grade levels, they designed and implemented accessible science teaching materials, including using simple locally available materials like balloons and plastic bottles to create a learning aid that demonstrates human body systems.

Student teachers also contributed beyond the classroom. They volunteered to repaint classroom walls, participated in community clean-up efforts, and stayed after school to tutor and mentor students. They helped organize an inter-school science competition and encouraged students to express themselves in co-curricular clubs. These contributions reflect TPP's broader commitment to improving school infrastructure and student well-being.

Two student teachers, Hafidhi Huseni Kimbyoko and Emmanuel M. Vitoligo, graduated from Milola Secondary School. Their return as educators illustrates the long-term value of investing in rural community schools and gives current students proof of what is possible. "Some students could not believe that I was once a student at this school," Vitoligo shared. "But I told them, with persistence and discipline, you can reach far."



Joyce C. Machunde leads a lesson in mathematics.

The experience also shaped the student teachers' professional development. "This teaching practice built my confidence and helped me learn how to interact with students and other staff members professionally," said Joyce S. Machunde, who taught physics and mathematics. "It has prepared me to be a good teacher and a champion for science education in our country."

Their reflections underscore how this program prepares student teachers not only to teach, but to lead in rural environments where the need is greatest and the opportunity for impact is high. In turn, Milola gains from the energy, skills, and creative ideas that these future educators bring. More than a student teacher placement program, this TPP program is a deliberate strategy to inspire rural youth, address teacher shortages in key subjects, and strengthen Tanzania's teaching pipeline. ■



Fall 2024 DUCE student teachers (left to right): Deogratius W. Sitta, Joyce C. Machunde, Ngwae M. Rashidi, Flavia M. Gereon, Emmanuel M. Vitiligo, and Kimbyoko Hafidhi Huseni.

Fall 2024 DUCE Student Teachers

KIMBYOKO H. HUSENI
Chemistry and Biology

JOYCE C. MACHUNDE
Physics and Mathematics

FLAVIA M. GEREON
Physics and Mathematics

EMMANUEL M. VITILIGO
Physics and Mathematics

NGWAE M. RASHIDI
History and Literature

A NEW CHAPTER *in Learning Through Play*

The February 2025 launch of the DUCE Playscape marked a major milestone for TPP and our collaborators. Built at the Chang'ombe Demonstration Pre-Primary School on DUCE's campus in Dar es Salaam, it is the first play-based training site in Tanzania designed to support national curriculum goals, teacher development, and classroom practice. This work builds on nearly a decade of TPP-supported, community-based efforts in rural communities. Through play-based training, those lessons have been transformed into a model that is research-informed, locally grounded, and ready for broader impact.

From Community to National Impact

Supported by MSU alumnus Ray Ginther, the DUCE Playscape was co-designed over multiple years through collaboration among TPP partners, local educators, and Tanzanian architects. The playscape became the first site to connect TPP's place-based work in rural districts with national systems. Since 2017, TPP has partnered with teachers and families in Lindi Municipal and Monduli districts to build school playgrounds that support early childhood education. These sites serve as testing grounds for design, safety, and culturally relevant approaches to integrating play into classroom practice. The DUCE Playscape builds on this foundation and now serves as a shared resource for teacher preparation, research, and policy dialogue at one of Tanzania's leading teacher education institutions.

The newly constructed playscape at DUCE supports play-based training and learning

Collaborative Partnership

The DUCE Playscape project involves close collaboration among MSU, DUCE, Space for Play, and other partners. Faculty lead Bethany Wilinski (MSU), Maregesi Machumu (DUCE), Renet Korthals Altes (Space for Play, Netherlands), Amit Sharma (Washington State University), Nancy Arbogast (Ardhi University and Kindle Architects Limited), and Subilaga Kejo (DUCE) have been instrumental in guiding design, research, and implementation. This partnership reflects a shared commitment to blending research, community knowledge, and educational expertise to create a sustainable and impactful model.

Innovative Design Supports National Priorities

The DUCE Playscape features eight zones thoughtfully designed, based on research and local insights that align with Tanzania's national early childhood curriculum and reflect local culture. These zones include the Market Zone, Construction Zone, Musical Instruments, Dramatic Play Theatre, Block Play, Gross Motor Skills Area with climbing structures including a miniature Mount Kilimanjaro, and the Nature and Science Area, which incorporates animal sculptures and native plants to connect children with Tanzania's rich biodiversity. The structure's design provides children with opportunities to develop physically, cognitively, socially, and creatively. Constructed primarily from affordable, locally sourced, and repurposed materials, the playscape creatively addresses challenges such as termite damage and limited budgets. The design also allows schools to implement one or more zones based on available resources, making the model adaptable and scalable across a range of educational settings with different space and cultural contexts.



Children explore rhythm and sound in the musical instruments zone.



Donor Ray Ginther with TPP Director Kwame Yeboah (MSU) and Principal Stephen Oswald Maluka (DUCE) unveil the dedication plaque.



Bethany Wilinski (MSU) with preschool students at the playscape launch.



A student uses chalk to draw on the climbing wall designed for play and creativity.



Students in the Market Zone engage in play around food preparation.



Students explore the new circular play structures that encourage movement, balance, and coordination.

Teacher Training and Research

To support replication and adaptation by schools, teacher colleges and government programs, the project team developed narrated video guides, instructional materials and a design and adaptation guide to assist teacher training at multiple levels. Supported by a Partnerships for Innovative Research in Africa (PIRA) grant from MSU's Alliance for African Partnership (AAP), ongoing efforts focus on refining training tools, expanding professional development opportunities, and documenting the playscape's impact.

"We welcome teachers and education stakeholders to see how this playscape can improve learning, and invite the government to consider expanding this model across the country."

- S.O. MALUKA, DUCE PRINCIPAL

Launch and Partnership Milestone

The launch of the DUCE Playscape was a landmark event, symbolizing a significant achievement for TPP and its partners. The event brought together partner faculty, DUCE leadership, representatives from the Ministry of Education, key early childhood development leaders, the primary donor Ray Ginther, and preschool students and teachers. The extensive participation demonstrated strong community, institutional, and national support, setting the foundation for the playscape's continued success, integration, and replication. DUCE Principal Stephen Oswald Maluka expressed his enthusiasm for the playscape's potential during the event.

The launch event included an interactive learning exchange with stakeholders and a guided tour of the playscape. Local media coverage amplified the event's impact, sharing this milestone with a broad audience and highlighting play-based learning as essential for quality early childhood education. We look forward to ongoing programming, research, and learning as the playscape continues to enrich early childhood education in Tanzania. ■

Education Abroad Program: Sustainable Community Development in Tanzania



Agriculture team members and local gardeners collaborate on raised gardens designed for semi-arid environments in Naitolia.



Community health team members lead interactive sessions with students, advancing adolescent health education in Naitolia and Mswakini.



Youth empowerment team members and community partners in front of a newly constructed poultry coop in Naitolia.

TPP continued its commitment to developing students into globally engaged scholars through its “Sustainable Community Development in Tanzania” (SCDT) education abroad program. Generously supported by the Gerald A. and Karen A. Kolschowsky Foundation, this immersive six-week program brings together students from MSU and Tanzanian partner institutions to work collaboratively on community-driven projects in the villages of Naitolia and Mswakini.

The SCDT program offers a unique blend of academic and experiential learning, where students from diverse cultural and scholarly backgrounds engage in hands-on projects that address real-world challenges. MSU students begin with a two-week introduction to KiSwahili before joining interdisciplinary teams to address issues identified by the community—ranging from health and education to agriculture and environmental sustainability. Guided by faculty from MSU and Tanzanian universities, the students apply their knowledge to develop practical solutions, fostering collaboration, mutual learning, and cross-cultural exchange.

In 2024, students were grouped into three project teams whose work not only addressed immediate community needs but also contributed to long-term community resilience. ■

"Working in the community allowed me to adapt to a new socio-cultural environment and respect local customs. It also enhanced my communication skills, and I learned to be flexible when facing unexpected challenges. Overall, the experience strengthened my cultural awareness, practical skills, and ability to contribute meaningfully to community development."

- NIMFA-NANCY MUSHI, DUCE

Faculty

Jonathan Choti (MSU, co-lead)
Vicky Moshly (UDSM, co-lead)
Sharadhuli Kimera (SUA)
Perpetua Urrio (DUCE)

Graduate Assistants

Ally Mkindigile (UDSM)
Leah Ndelema (UDSM)

MSU

Carolyn Kolar
Chimmy Chidoka
Grace Oluwole
Larin Long
Myron Ocansey
Vincent Gallegos

DUCE

Emmanuel Tepher
Machemba Zuberi
Nimfa-Nancy Stephen
Paulina Emanuel

SUA

Anna Ndemwa
Belton John
David Junior
Emerysiana Kasheshi

The Agriculture Team

The agriculture team worked to improve household food security and nutrition in Naitolia through raised gardens designed for semi-arid regions. Building on previous efforts, they assessed the benefits and challenges households face in maintaining raised gardens and identified best practices and vegetable varieties most suited for Naitolia. They also constructed 10 raised gardens and trained local gardeners in order to provide both the infrastructure and skills for long-term success.

The Community Health Team

The community health team advanced adolescent health education in Naitolia and Mswakini. Working with local stakeholders, they assessed community knowledge, identified challenges young girls and boys face, mapped existing support systems for health education, and distributed essential supplies including sanitary pads to support student well-being and promote school participation.

The Youth Empowerment Team

The youth empowerment team expanded economic opportunities for young people in Naitolia through small-scale poultry production. Building on the efforts of previous education abroad programs, the team constructed 10 new chicken coops, provided hands-on training in poultry care and management, and strengthened local capacity for sustainable poultry production, boosting both household income and food security. ■



Students, faculty, TPP staff, and community partners from MSU and Tanzanian institutions at the MS Training Centre for Development Cooperation in Arusha, Monduli District.

"The TPP program provided me with hands-on experience which deepened my understanding of sustainable development. I was grateful and fortunate to meet and interact with Tanzanian students and community members. There, I learned Swahili, met with amazing communities, learned about the Maasai, and gained my own perspective in a cross-cultural context."

– CAROLYN KOLAR (MSU)

Strengthening Animal Health Through Student-Led Research:

In September 2024, TPP faculty and students from SUA undertook focused research to evaluate livestock health and the effectiveness of the cattle dip in Naitolia. A team of six veterinary medical student researchers conducted surveys and focus groups with local livestock keepers to assess dip usage, dip accessibility, and animal health outcomes. Findings from this student-led project directly informed targeted interventions implemented later in 2025, including cattle dip yard extension, water infrastructure maintenance, and training sessions for dip operators. The students were supported by TPP faculty partners S. I. Kimera and Richard Samson. This work exemplifies TPP's integrated approach of combining rigorous scholarship with community-driven development, while also fostering the development of the next generation of Tanzanian veterinary professionals. ■



SUA veterinary students collect and label samples at the Naitolia cattle dip.

From Minor Fellowship to National Resource

Through the Daryl and Glenda Minor Fellowship for Tanzania, supported through TPP, Muta Mutashobya earned his master's degree in TESOL at MSU, an experience that inspired a groundbreaking contribution to English education in Tanzania. During his thesis research with Tanzanian teachers, Mutashobya discovered that existing textbooks rarely give students opportunities to practice English in real-world contexts, despite the classroom often being their only exposure to the language. Determined to fill this gap, he spent three years developing "Success in English: Essential Skills for Academic and Professional Growth," a curriculum-aligned resource that blends grammar and vocabulary with practical communication skills. Designed for students, professionals, and teachers, the book is now available on Amazon. Dedicated to Glenda and Daryl Minor, this book reflects the transformative power of the fellowship in building capacity, sparking innovation, and elevating education in Tanzania. ■



Photo: Muta Mutashobya, author of "Success in English: Essential Skills for Academic and Professional Growth," and former Minor Fellow.

Meshack Ambonisye (UDSM) interviews a Milola community member on sesame crop production.



2025 Scholarship Recipients

JOSEPH PASCHAL, UDSM

“Examining the Use of Climate Change Communication Strategies to Address Climate Change Impacts on Water Resource Management in Monduli District, Tanzania”

MESHACK MWASOMOLA AMOBONISYE, UDSM

“Assessment of the Impact of Pesticide Management Practices as Climate Change Adaptation Strategies in Tomato Production: A Case Study of Lindi DC, Tanzania”

HAPPINESS MANYANGU, SUA

“Development of Porridge from Yellow Maize and Pearl Millet Enriched with Amaranth Grain to Improve Iron for Pre-School Children in Monduli Tanzania”

HAPPINESS EMANUEL MOLLEL, SUA

“Investigating The Magnitude of Malnutrition and Soil Transmitted Helminths Among Children Under Five Years in Mswakini Ward, Monduli District”

STELLA MNTAMBO, DUCE

“Examining Water Quality and Accessibility Challenges in Naitolia Village, Monduli District, Tanzania”

PAULINA MLAMKA, DUCE

“Development of Potato Peel Bio-Based Adsorbents for Removal of Organic and Inorganic Pollutants from Water”

Building Local Expertise: Master’s Students Research Scholarships

TPP is committed to fostering sustainable community development by advancing the education and scholarship of Tanzania’s future leaders. In 2025, TPP awarded research scholarships to six master’s students from UDSM, DUCE, and SUA to support thesis projects addressing critical themes such as community health, food security, education, and environmental conservation in Monduli and Lindi Municipal Districts. Since the program’s inception, TPP has supported the master’s degree completion of 31 Tanzanian scholars, building a locally driven knowledge base that strengthens community-led development and informs TPP’s ongoing initiatives. ■

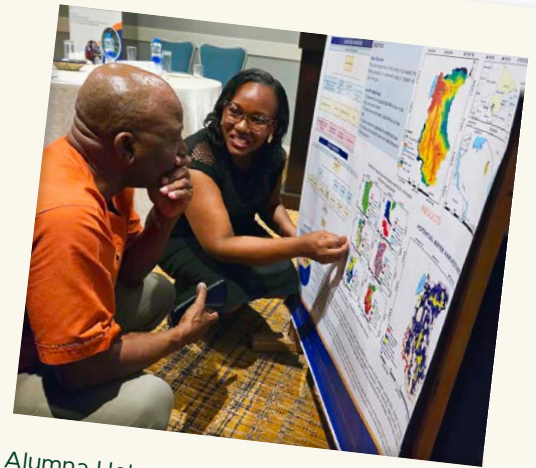


Stella Mntambo (DUCE) at the Naitolia Dispensary, collaborating with a technician from Arusha Technical College.

Showcasing Alumni Research

In February 2025, TPP hosted a vibrant poster session in Dar es Salaam featuring alumni of the Master's Student Research Awards and Sustainable Community Development in Tanzania (SCDT) Education Abroad programs. The event showcased the work of nine alumni addressing critical themes such as sustainable agriculture, community health, education innovation, and environmental conservation.

Attendees included faculty from MSU, UDSM, DUCE, and SUA; program alumni; and donors such as Tim Kolschowsky, President of the Gerald A. and Karen A. Kolschowsky Foundation. The session provided a dynamic platform for scholars to share findings, engage in professional dialogue, and build networks with peers, faculty, and donors. It exemplifies TPP's commitment to fostering meaningful learning exchanges and supporting Tanzania's next generation of community development leaders. ■



Alumna Helena E. Kidimwa (UDSM, Master's Student Research Awards) presents her research to TPP faculty S.I. Kimera (SUA).



Dennis Meela (UDSM) repairs handwashing stations at Milola Secondary School.

UDSM Student-Led Repairs and Learning

Building on the installation of handwashing stations during the COVID-19 pandemic, a vital resource for reducing disease transmission, TPP partnered with UDSM engineering students in early 2025 to repair and maintain stations in Naitolia and Milola. Supported by UDSM College of Engineering and Technology (CoET) faculty Simon Marandu, students repaired and replaced worn springs and basins to ensure reliable function.

The project provided UDSM students with valuable experiential learning opportunities in rural water and sanitation challenges. CoET student Dennis James Meela worked closely with TPP village-based consultant Leonard Joseph and community members to coordinate ongoing maintenance activities. This collaboration demonstrates TPP's commitment to integrating student engagement with practical community development. TPP is actively exploring additional CoET student-led research opportunities to address water, sanitation, and hygiene needs in partner communities. ■

Research and Ongoing Innovation in Early Childhood Education



Renet Korthals Altes (Space for Play, Netherlands) presents the team's research at the 2025 Comparative and International Education Society Annual Conference in Chicago.

The multidisciplinary research team that includes Bethany Wilinski (MSU), Renet Korthals Altes (Space for Play, Netherlands), Amit Sharma (Washington State University), Maregesi Machumu (DUCE), Nancy Arbogast (Ardhi University), and Subilaga Kejo (DUCE), documented the innovative design and implementation of the DUCE playscape in a peer-reviewed article titled “Playing to Learn: Playscapes as Sites of Pedagogical Transformation in Tanzania,” published in *Childhood Education* (Volume 97, Issue 4, 2021). This research highlights the playscape’s culturally grounded design, which was co-created with local educators and community members to align with Tanzania’s national early childhood curriculum. Constructed primarily from affordable, repurposed materials, the playscape supports diverse physical, cognitive, and social development through active play.

Building on this foundational work, a Partnerships for Innovative Research in Africa (PIRA) grant from MSU’s Alliance for African Partnership (AAP) currently supports ongoing efforts to refine teacher training materials, expand professional development opportunities, and evaluate the playscape’s impact in schools. This continuation project advances TPP’s commitment to integrating rigorous research with community-engaged education innovation to enhance early childhood learning environments in resource-limited Tanzanian settings. ■

Shaping Global Discourse on Youth in Agrifood Systems

Kwame Yeboah, director of PSCD-TPP at MSU, brought TPP’s expertise to the global stage as a senior technical lead and co-author of the “Status of Youth in Agrifood Systems Report,” the first flagship youth-focused report of the Food and Agriculture Organization (FAO) of the United Nations. This landmark report provides a comprehensive assessment of the realities, opportunities, and challenges facing young people in agrifood systems worldwide. Drawing on lessons from TPP’s work in Tanzania, where youth engagement is integral to community development, Yeboah showcased local experiences as evidence to inform global policy. By linking the lived realities of rural youth in Tanzania to the broader global agenda, TPP’s leadership is helping shape strategies that not only transform agrifood systems but also create pathways for the next generation to thrive. ■



Kwame Yeboah (MSU, middle) with FAO colleagues Peter Wobst (L) and Marwan Benal (R) at the launch of the “Status of Youth in Agrifood Systems Report.”



DUCE Early Childhood Education Team (left to right) Subilaga Kejo, Victoria Simbeye, Fides Aloyce, Mariam Kihedu, and Maregesi Mahcumu.

Advancing Research and Innovation Across Tanzanian Institutions

TPP partner faculty and the Early Childhood Education team at DUCE advanced TPP's evidence-based practice model through their project "Tucheze Pamoja (Let's Play Together): Co-Creating Sustainable Play-Based Learning in Tanzania Pre-Primary Classrooms." The team, composed of DUCE faculty and three pre-primary teachers, presented their work during DUCE's 10th Annual Research and Innovation Week in May 2025, where it was awarded Best University–Industry Partnership Project and advanced to UDSM's university-wide competition.

The project's innovative design reflects a true partnership model, bringing faculty expertise together with classroom teachers' practical insights to co-create sustainable approaches for play-based learning. By highlighting both the process and outcomes, this recognition affirms TPP's commitment to research that is not only rigorous and locally grounded but also innovative in the way it bridges universities, schools, and communities to inform scalable solutions for Tanzania's education system. ■

Developing a Youth Mentoring Model with MWEDO

TPP faculty from MSU and DUCE are partnering with the Maasai Women's Economic Development Organization (MWEDO) to co-develop a culturally relevant youth mentoring club model for rural Tanzania. Building on the Milola girls mentoring program supported by TPP in 2019 and a 2024 situational analysis in Monduli District, the project aims to enhance youth confidence, academic engagement, leadership, gender equity, and economic resilience.

Launching in early 2026 at Mswakini Secondary School, the program will feature mixed-gender mentoring clubs for Forms 1 to 3, co-led by trained local teachers and community mentors. DUCE faculty Perpetua Urio and Rehema Mwakabenga lead curriculum development, mentor training, and evaluation—with Jennifer Brewer (MSU), UDSM, MWEDO and district education officers providing key support.

This collaborative initiative bridges research, community knowledge, local governance, and grassroots action to fill critical gaps in youth development and education in resource-limited pastoralist settings. ■



DUCE, MSU, UDSM, and MWEDO team members pictured at the MWEDO office in Monduli District.

Fostering Youth Entrepreneurship Through Evidence-Based Practice

TPP faculty Winnie Nguni (UDSM) is advancing TPP's evidence-based practice model through her research on youth entrepreneurship in Milola. Drawing on participatory methods, her research explores how entrepreneurial mindsets can be cultivated among rural youth and how these skills contribute to sustainable community development. In 2025, Nguni piloted a series of TPP supported workshops and coaching sessions grounded in local realities, helping youth explore and refine business ideas while building confidence, communication, and problem-solving skills.



Winnie Nguni (UDSM) and Leonce Mpangal (Milola Secondary School) provide stationery to school alumni youth leaders to support them in their leadership roles.

Nguni's work used reflective journaling, storytelling, and group dialogue to capture how youth internalize and apply entrepreneurial thinking in their daily lives. Her findings underscore the potential of youth entrepreneurship not only as a strategy for income generation but also to foster more responsive, community-rooted approaches to development. Study findings suggest that program participants articulated clearer plans for business creation and an enhanced sense of agency.

By documenting this work through a rigorous research lens, Nguni is contributing to a growing body of scholarship on rural livelihoods and ensuring that TPP's programming remains adaptive, reflective, and locally informed. TPP plans to build on these findings to explore long-term outcomes and contribute to policy-relevant discourse on youth-led development in rural Tanzania. ■

Study Illuminates Brucellosis Risks in Naitolia

A research team led by TPP partners Sharadhuli I. Kimera (SUA), Lesakit Mallau (MNUAT), and John Kaneene (MSU) published a peer-reviewed article titled "Seroprevalence of Brucellosis among Livestock in Naitolia Village, Tanzania" in the journal *One Health* (2025, Volume 11, Article 100212).

The study found a 3.13% prevalence of *Brucella* antibodies among cattle, goats, and sheep with significant risk factors related to animal species, reproductive status, and location within the community.

Brucellosis, a bacterial infection transmissible from livestock to humans, can cause serious illness and pose a persistent zoonotic risk to pastoralist communities. Understanding its prevalence and associated risk factors is essential for safeguarding both animal and human health. The findings support TPP's integrated One Health approach, which connects animal and human health interventions to improve community well-being. This publication also expands the evidence guiding future community health and livestock management programs in Naitolia and beyond. ■



John Kaneene (MSU) and S.I. Kimera (SUA) collect blood samples from cattle at the Naitolia Cattle Dip.



Jonathan Choti (MSU), faculty co-lead for the “Sustainable Community Development in Tanzania” education abroad program.

Strengthening **Faculty Approaches to Community Engagement**

TPP is committed to strengthening its team members' skills. In summer 2025, TPP supported Jonathan Choti, MSU faculty lead of the “Sustainable Community Development in Tanzania” education abroad program, to attend a five-day intensive workshop on community-engaged scholarship. The workshop focused on aligning academic work with local and global community needs, covering key concepts, trends, strategies, resources, and real-world applications to foster meaningful, ethical, and sustained university–community partnerships. Choti will apply these strategies to deepen student learning and expand collaborative opportunities with community partners. He plans to use this knowledge to collaborate with community members on local priorities while helping students deepen their understanding of course content and strengthen critical thinking and problem-solving skills through real-world engagement. ■

Investing in Local Leadership **for Lasting Impact**

TPP supported Jonathan Kivuyo, a senior village-based consultant for Naitolia, to complete the course at the MS Training Center for Development Cooperation in Arusha, Tanzania. The training gave him practical tools to assess the progress TPP is making in delivering its objectives and adding value to partner institutions and communities. Kivuyo shared that the training reinforced the importance of grounding impact in clear objectives, measurable outcomes, and effective systems for documentation and assessment. By building the professional capacity of the administrative team, TPP strengthens its ability to deliver meaningful, measurable results and creates lasting impact in the communities it serves. ■



Jonathan Kivuyo at the Naitolia Dispensary with In-Country Program Officer Mary Malekela (UDSM).



Welcoming New TPP In-Country Coordinator:

In October 2024, TPP welcomed Estella Mgala as its new in-country coordinator. She will lead the implementation of TPP's core projects in Tanzania, spanning community development, research, and student engagement. Holding a doctorate in natural resources assessment and management from UDSM, Mgala brings a wealth of experience in social surveys, socio-economic assessments, community-based development, environmental and social impact assessments, and safeguards. Prior to joining TPP, she served as principal community development officer for the Ministry of Water and had worked extensively in and beyond Africa. Her leadership and expertise will be invaluable to advance TPP's mission in Tanzania. ■

Photo: Estella Mgala

Strengthening MSU-UDSM Research and Innovation Partnerships

In May 2025, TPP facilitated a campus visit with UDSM Deputy Vice Chancellor for Research Nelson Boniface, to advance MSU-UDSM collaborations. His multi-day visit included engagements with MSU faculty, staff, and leadership in International Studies and Programs, the African Studies Center, and the Alliance for African Partnership, where opportunities for joint research and innovation were the primary topics of conversation. A visit to the MSU Burgess Institute for Entrepreneurship and Innovation further opened dialogue about youth entrepreneurship—a national priority for Tanzania. The visit laid the groundwork for future faculty research collaborations that support sustainable, community-based development. ■



Nelson Boniface (UDSM) interacts with Rob Glew (MSU) during his campus visit.



Mike Lindhout (MSU) with Deputy Vice Chancellor Bernadeta Killian (UDSM) during a fundraising seminar at UDSM.

Building Fundraising **Capacity Through Partnership**

As part of its commitment to strengthening partner institutions and expanding resources for joint initiatives, TPP facilitated a seminar at the University of Dar es Salaam (UDSM) focused on strategies for cultivating alumni engagement and securing donor support. The session, led by MSU's Mike Lindhout, senior director for International Advancement, shared MSU's approaches to building lasting relationships with alumni and translating those connections into sustained support for institutional priorities.

The seminar brought together UDSM leaders, including Deputy Vice Chancellor for Finance and Administration Bernadeta Killian, and directors from multiple units across the university. Discussions explored how alumni networks can be mobilized to champion strategic goals, the role of storytelling in donor engagement, and practical steps for building a culture of philanthropy within academic units.

This exchange is part of TPP's broader effort to expand its funding base by strengthening the capacity of partner institutions to lead collaborative fundraising. By sharing tested strategies and fostering cross-institutional learning, TPP is helping to create a stronger foundation for sustained, joint investment in community-driven development. ■

Tanzania

PARTNERSHIP PROGRAM

The Tanzania Partnership Program is made possible through the generous support of our donors—thank you!

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

Sarah Blom, Executive Director of Individual Giving
+1-517-884-1091 | blom@msu.edu

Office of the Dean
International Studies and Programs
Michigan State University
427 N. Shaw Lane, Room 207
East Lansing, MI 48824 USA
1+517-353-8570
pscd.isp.msu.edu



International Studies and Programs
MICHIGAN STATE UNIVERSITY



@msuintl



@msuisp



Tanzania Partnership Program