



Tanzania

PARTNERSHIP PROGRAM

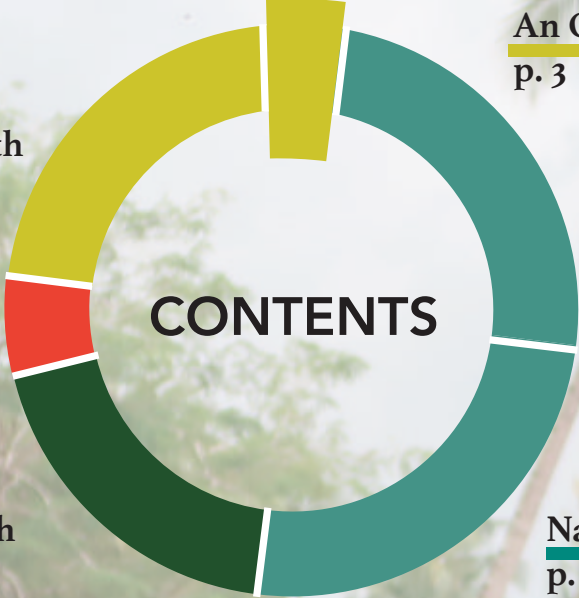
2018 Annual Report



AGA KHAN FOUNDATION

MICHIGAN STATE
UNIVERSITY

Tanzania PARTNERSHIP PROGRAM



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Emiliana Mwita (DUCE)
at a community
meeting in Milola

Cover: Two young men
wait for their sheep
to dry at the Naitolia
cattle dip facilities



Our Mission: To find long-term solutions, build capacity and create collaborations that promote resilient and sustainable communities. To unite development, education and research that boldly pushes the frontiers of knowledge and the role universities play in transforming local communities and the lives of individuals.

Our Goal: Promote resilient communities in Milola and Naitolia, Tanzania, and create a model for sustainable prosperity.

Our Strategy: Acknowledge interdependency and create long-term partnerships among local communities, governments, non-governmental organizations, private corporations, universities and invested individuals to address local challenges and respond to emerging opportunities in economic development, food security, public health, education and community empowerment.

Core Principles:

Ensure Sustainability: Increase community strengths, enhance community resiliency, and promote community empowerment while maintaining economic well-being, environmental health, and social equity.

Commit to an Integrative Approach: Remove the barriers that separate research, education and development to create a dynamic and synergistic relationship.

Engage in Interdisciplinary Research: Draw on a range of disciplines and perspectives to address the interrelated and complex nature of challenges faced by communities in the developing world.

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

Adaptive Learning: Focus on a process that continually improves the research, education and development activities and involves villagers, scholars, development professionals, and local government.

Establish Long-term Commitments: Create relationships based on mutual trust that welcome research and innovation and are responsive to new challenges.

pscd.isp.msu.edu

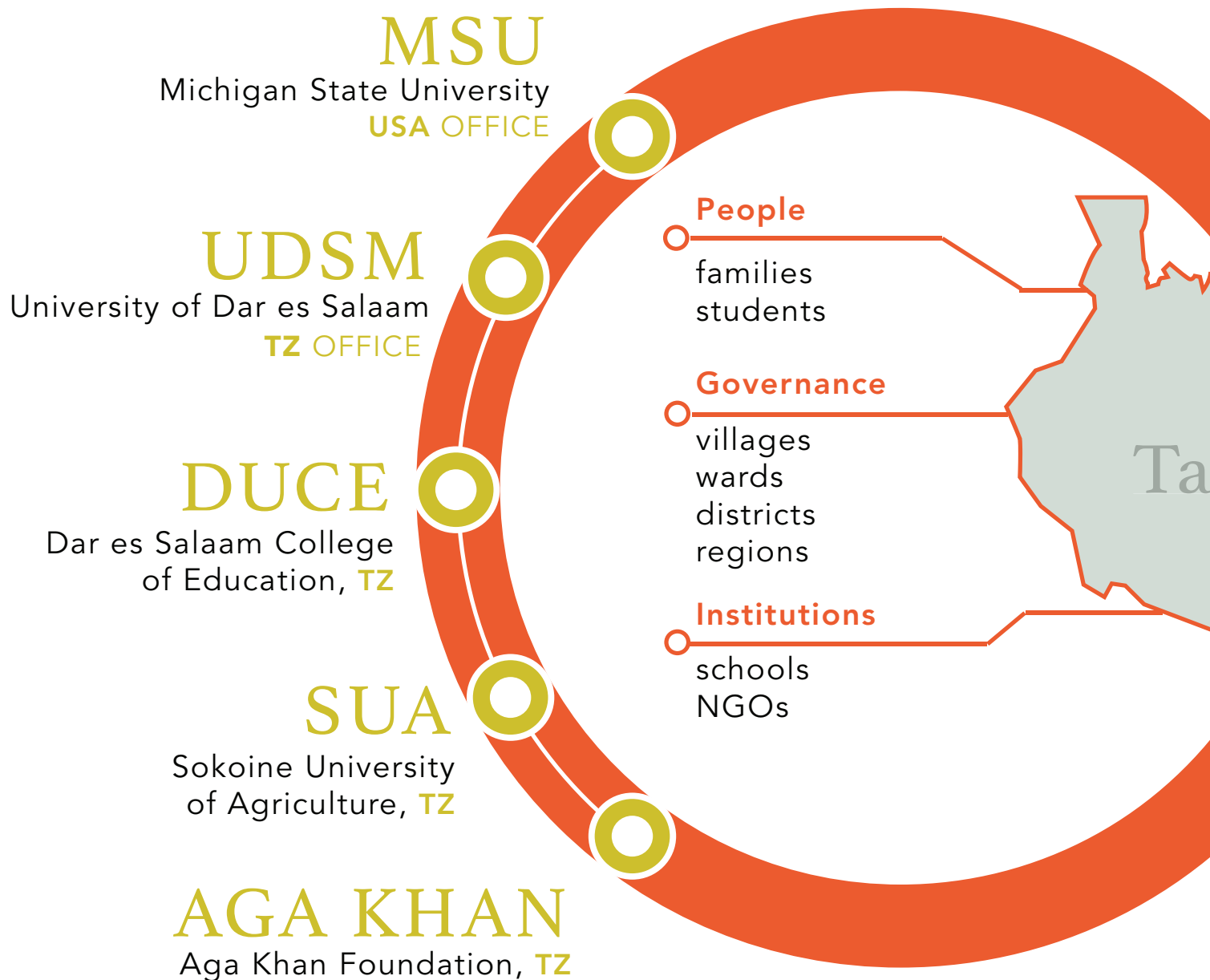
Tanzania PARTNERSHIP PROGRAM:

5 INSTITUTIONAL PARTNERS

Faculty | Students | Leadership

2 RURAL CO

People | Govern



AN OVERVIEW

COMMUNITIES

Finance | Institutions

6 THEMATIC AREAS

Research | Development | Education Abroad



Community
Empowerment



Water Access
& Safety



Education



Human Health



Animal Health



Agriculture &
Economic Development

Milola Village

Milola is located in Lindi Rural District about 60 kilometers inland and is actually two villages—Milola A and Milola B. The main ethnic groups are Mwera, Ngindo, Makonde, and Yao. The majority (92 percent) of this community of about 8,000 earn a living through agriculture. Most households grow sesame, rice, and maize on small farming plots. Due to limited tools, inputs, and market access, agricultural production is low. Households range from four to 18 members, the majority living below the poverty line. Milola A is the headquarters of the ward. The secondary school and new girls dormitory is located in Milola B. There is a government-run dispensary in Milola A and new clinic hut in the Ngwenya subvillage. A ward-level shortage of qualified providers and medical supplies, leaves many villagers without access to basic healthcare. Milola's outdated gravity-fed water system is inadequate to meet the community's water needs and efforts to improve Milola's water resource distribution and management system continue.



FEATURED 2018 PROJECTS

 **Clinic Hut**
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 **School Compound**
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 **Girls Secondary School Dormitory**
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 **Entrepreneurial Development**
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 **Pilot Program for Duce Students at Milola Secondary School**
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 **New Water Users Association**
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The new girls secondary school dormitory (left) and dining hall with kitchen (right).

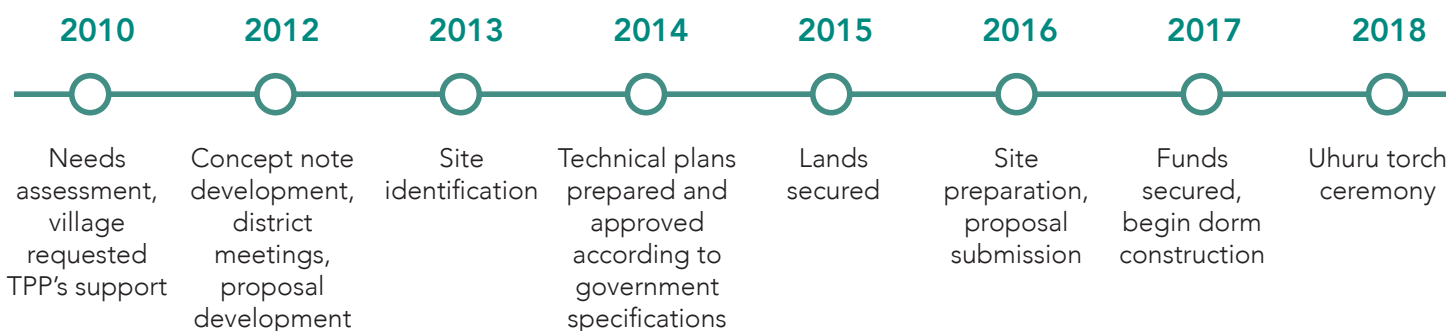
Girls Secondary School Dormitory

In August of 2017, construction began on the Milola Secondary School dormitory project which includes a 48-bed dorm, dining hall with kitchen, and latrine and shower facility. Community members first requested support to build the dormitory in 2010. TPP-funded-research confirmed that lack of safe and secure housing near the school was a key deterrent to girls' transition to and completion of secondary school. Since these findings, TPP has worked to secure the funds, district- and national-level support, along with materials needed to build, staff, and sustain a girls dormitory at the school. The Milola community has shown significant support for the project in part by clearing and prepping the building site. The Tanzania Education Authority will furnish the dormitory and Lindi District will employ the matron. TPP will welcome the first cohort of girl students in 2019.

KEY PARTNERS

Milola Secondary School, **GOV**
TEA, **GOV**
TAG, **Donor**

assisted in funds, land, dorm construction, furniture, and staffing



DUCE student teacher
Charles Hamis teaching
physics at Milola
Secondary School



DUCE Teaching Interns Hosted at Milola Secondary School

To help address a local shortage of science, mathematics and language teachers, TPP worked with Lindi District to allow DUCE student teachers to fulfill their teaching practice requirement at Milola Secondary School. Five student teachers spent eight weeks at Milola Secondary learning how to translate their college coursework into practice. Two student teachers focused on biology and chemistry, two on physics and mathematics, and one on language. The student teachers worked closely with Milola teachers to learn from their experience teaching in a rural- and resource-poor setting. Together they generated and piloted new strategies to motivate and engage secondary students. Perpetua Urrio (DUCE) and Emiliana Mwita (DUCE) conducted supervisory visits and introduced the student teachers to education officials at the district- and ward-level. Initial feedback on the placement of DUCE student teachers at Milola Secondary School has been positive.

KEY PARTNER

Perpetua Urrio and
Emiliana Mwita (**GOV**)

*Introduced and supervised
the project*



Local artist Kazumari
Hokororo painting
playgrounds at the
Milola B Primary School

Renovations Across Village Schools

- Two primary classrooms, teachers office, and latrines constructed with district funds
- Playground renovations at all three primary schools
- Six hole latrines built at Milola A and B primary schools
- Renovations to create a preschool classroom at Milola A primary school
- Four hole latrines built at Ngwenya pre-primary school

WUA Finance
Committee reviews
water use records

New Water Users Association

To improve community practices around water resource management, the former Water Users Association (WUA) was restructured and new members were elected. WUA membership increased to 20 and six committees were formed: finance, planning, maintenance, education, security, and inspection. Since the restructuring, TPP has observed an improvement in water access and quality. WUA has initiated construction of a new distribution line for additional domestic water points. With support from the district, water pipes damaged three years earlier have been replaced. In coordination with the Lindi District Water Engineer, TPP continues to support WUA through training for members on record keeping, income generation, and projecting expenditures.

KEY PARTNER

Lindi District
Water Engineer, **GOV**

*provided technical
assistance and
oversight*



Community Constructed
Ngwenya Clinic Hut

Improving Access to Health Services

To increase access to health services for Ngwenya community members, villagers constructed a hut where clinic services could be provided by staff traveling from the dispensary in Milola A. Services provided at the new clinic include blood pressure assessment, prenatal care, and nutrition check-ups for children. TPP helps facilitate the transport of health staff to service the new Ngwenya clinic.



Girls Club members en route to visit a girls boarding school in Mtwara. Girls toured the facilities and learned about dorm life from local students and the headmistress.

Entrepreneurial Development via Mentoring

Year three of the girls mentoring club project focused on entrepreneurial training and helping girls start small businesses to meet their basic needs while they remain in school. Supported on-site by youth entrepreneurial experts, 42 girls worked with their mentors to develop business plans. Girls presented their plan to the group, received feedback, and were given start-up funds. Girls' income generating businesses include soap making, raising poultry, and growing vegetables. Girls received additional education on ethics, self-confidence, and gender roles. Local teachers report improvements in club members' school attendance and in-class participation. TPP will continue to support girls' education through entrepreneurship by providing follow-up training on budgeting and record keeping.

KEY PARTNERS

Mwita & Urio, **ED**

Facilitators, **NGO**

District Education Officer and Council, **GOV**

Community mentors



Emiliana Mwita (DUCE) and Perpetua Urio (DUCE) with Secondary School Girls Club members at the community graduation ceremony.

Uhuru Torch Honors Girls Education

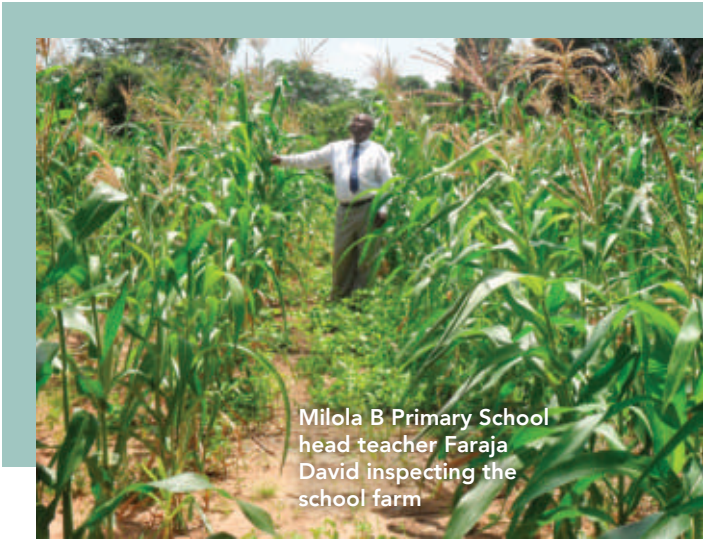
In June, the Uhuru (Freedom) Torch, one of the national symbols of Tanzania, visited the Milola Secondary School Girls Dormitory. Each year the torch makes its way around Tanzania, stopping to inspect and honor sites that symbolize important development opportunities for local communities. This is the second TPP development project to receive this national recognition. In 2017, the torch visited the Naitolia cattle dip.



Chiputa advising TPP, district officials, and villagers during community planning meeting

Remembering an Education Visionary - Bakari Hassan Chiputa

Bakari Hassan Chiputa’s generosity and commitment to education has changed many lives. A subsistence farmer all his life in Ngwenya, a small sub-village of Milola B, he was not well off. Yet in 2011, when the community asked TPP to build a pre-primary school, Chiputa and his brother donated 100 acres of their land for education purposes. Though never attending school himself, Chiputa had a powerful vision for village children to receive a formal education and bring development to Ngwenya. In 2012, TPP secured funds from the TAG Philanthropic Foundation to build a one-room school on the donated land. Chiputa tirelessly worked with TPP to expand educational activities in Ngwenya and publicly urged parents to send their children to school. The Ngwenya school compound is now a thriving educational setting with a parent-driven feeding program, latrines, teacher housing, and a playground. Chiputa passed away this year at age 95. He will forever be remembered for the key role he played in starting an education movement in Ngwenya.



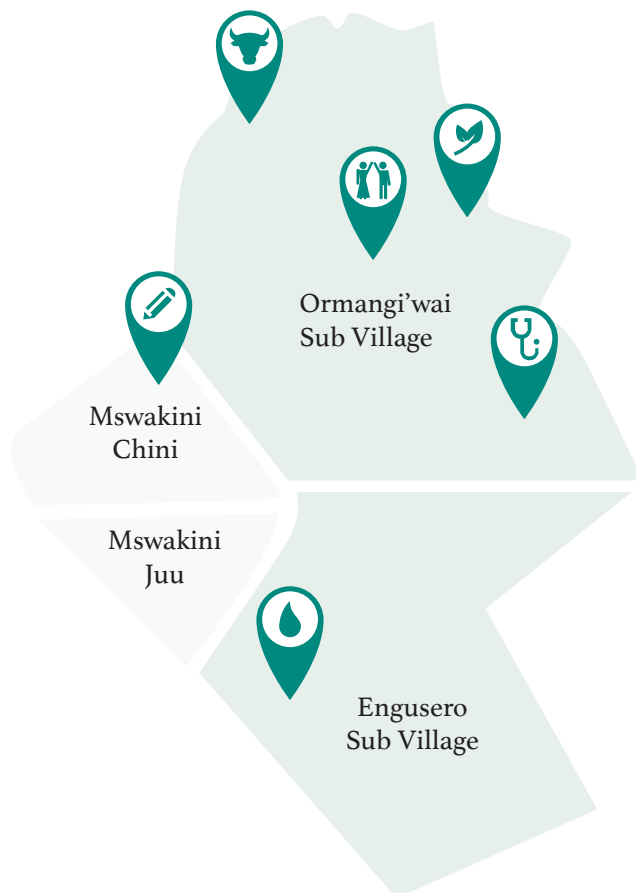
Milola B Primary School head teacher Faraja David inspecting the school farm

School Farms and Feeding Programs

This year, harvests from three school farms were used to sustain the school feeding program at four schools. At each school, parents have pledged to contribute additional food to keep the program operating. Newly formed school committees, organized locally with assistance from EQUIP Tanzania, ensure the sustainability of the school farms and feeding programs. As needed, TPP and ECHO continue to provide support on planting and water management activities.

Naitolia Village

Naitolia village is home to an agro-pastoralist community of about 1,800 people and is actually two villages, Ormang'wai and Engusero. Naitolia is in Monduli District near Arusha in northern Tanzania. The village lies in a Wildlife Management Area on the Maasai Steppe along a wildlife migratory route between Lake Manyara and Tarangire National Parks. The main ethnic groups are Maasai, Waarusha, Iraqw, and Barabaig. Rather than centralized around a village center, households (also called *bomas*) are spread across the village's 178 square kilometers (68 square miles). Most (79 percent) of the households earn a living through livestock keeping, including cattle and goats, with herd sizes ranging from five to 800 head. Some households also raise small animals like chickens. A significant percentage of animals die due to disease and lack of water. Agriculture production is low due to shallow soil and low rainfall. TPP has worked with the village to address environmental and economic challenges. The operation of a dip for cattle, goats, and sheep has reduced animal deaths due to disease. A new village clinic has expanded basic health services to Naitolia. The main water source is a borehole located 8 km from the village, but does not meet the village's water needs. Efforts to improve water access include an expansive pond rehabilitation project and a new *hafir* water collection system at one of the school farms. There are three primary schools across Naitolia and the two neighboring villages of Mswakini Chini and Mswakini Juu, and a TPP-constructed primary school in Engusero.



FEATURED 2018 PROJECTS

Livestock Management

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Youth Development

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Hafir Water Collection System

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Reproductive Health Training

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Teacher Professional Development

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Pond Rehabilitation

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DECEMBER

Community members dig pit for *hafir*



JANUARY & FEBRUARY

Lining affixed in the pit for storing rain



FEBRUARY

ECHO advises community on *hafir* cover

Improving Water Collection Practices at School Farms

TPP continues to provide support for improvements in the management and productivity of school farms. Together with the East Africa Impact Center (ECHO), TPP supported the community in constructing a specialized 75,000 liter water collection pond called a *hafir* next to the Naitolia Primary School farm. The *hafir* should capture enough water to meet the needs of the farm and ensure a successful harvest. School farms are an important source of food for the school feeding programs. Impacts of the *hafir* will be monitored and evaluated for potential use at other school farms and by households during dry seasons to reduce food insecurity.

KEY PARTNER

East Africa Impact Center,
NGO

Facilitates ongoing training in agriculture practices



Tula Ngasala (MSU) providing community training on how to treat unsafe water

Promoting Water Treatment

Based on the various studies she has conducted, Tula Ngasala coordinated a community training session on unsafe water sources and effective water treatment methods. To aid understanding and memory of the methods discussed, community members received a laminated sheet with pictures depicting the treatment steps. Ngasala encouraged the treatment of all water collected for household use from potentially unsafe sources.



Village children watching the pond excavation

Rehabilitating the Community Pond

Since the mid-1970s, Naitolia has relied on its community pond as the primary source of water for their cattle. During floods in February 2017, the pond walls were breached and it no longer holds water. In August 2017, TPP facilitated travel to the village by a team from the Yale University chapter of Engineers Without Borders (EWB). Accompanied by Tula Ngasala, EWB conducted a pond rehabilitation feasibility study. The team gathered and analyzed background from community members, GPS surveys, and water samples. EWB and TPP team members met with the community to present and discuss rehabilitation options and costs. The community agreed to pay five percent of the project cost and to provide the rock, sand, and labor needed to construct a cattle trough near the pond. TPP also pledged project funds. EWB raised the additional funds needed. The implementation of the project began in June 2018.

KEY PARTNER

Yale University Chapter of Engineers Without Borders, **ED**

conducted community-based research and overseeing all phases of project



A girl holds her family chicken during its treatment

Improving Chicken Rearing Productivity

Based on observations and community feedback, a project was created to improve productivity in household chicken rearing. To maximize impact and sustainability, TPP worked with CAHW members and Yandu Marmo from the district to co-identify project indicators and launch the intervention. Households with low productivity in chicken rearing received training on coop design, predation protection, and disease control. Over 200 chickens were dewormed and more than 400 were vaccinated.



Members of the CAHW release recently dipped cattle from the drying pen

Sustainable Livestock Practices

Animal health services provided at the cattle dip facilities continue to have a positive impact. The dip is used twice monthly by local villagers and members of neighboring communities. To ensure the safe management and sustainability of the dip, TPP organized and supported training for all new members of the Community Animal Health Workers (CAHW) committee. Members completed four weeks of training at the government operated Tengeru Livestock Training Agency in Arusha. Training covered cattle dip operations, poultry nutrition, vaccination of cattle, goats, and poultry, and animal disease recognition. The five members who successfully completed the training received graduation certificates and basic equipment. The dip continues to produce enough income to be self-sustaining. TPP provides follow-up support on infrastructure maintenance and management of the cattle dip budget.

KEY PARTNER

Tengeru Livestock Training Agency, **ED**

led four-week training for CAHW



The One Health research team using the new restraint to collect samples

Enhancing the Cattle Dip Facilities

The cattle dip is used frequently by villagers and members of neighboring communities. Enhancements to the dip include a 28-meter cattle trough and 50 meter restraint crush with a shade for treating animals during the rainy season. The restraint crush is used by the community to put identification marks on cattle. It is also used for critical livestock research. CAHW members received updated training on infrastructure maintenance.

A group of teachers are gathered around a table, looking at a large sheet of paper with drawings and text. They appear to be in a collaborative discussion, with some pointing at the paper and others looking on attentively. The setting is a simple room with a concrete wall.

Teachers share and reflect on the successes and challenges of working in poor communities

Professional Development for Rural Teachers

In December 2017, phase two of the Teacher Professional Development Training Project (TPDTP) was implemented. Building on the training provided during phase one and informed by a recent needs assessment, this phase addressed teaching challenges related to changes in the national curriculum. Activities focused on: 1) enhancing teachers' understanding of national education goals, 2) building teachers' skills to use student-centered methods, 3) encouraging reflective practices as a means of professional development, and 4) demonstrating how to use playgrounds to enhance teaching, learning and assessment. Twenty-three teachers from three different community schools and two representatives from the District Education Department participated. Follow-up coaching has been provided to teachers. Feedback and practice observations suggest that barriers to the use of student-centered methods varied among the schools.

KEY PARTNER

Perpetua Urrio, Emiliana Mwita, and Maragesi Machumu, **DUCE**

District Education Department, **GOV**



Maria Yaani in front of the Naitolia Pre-Primary School with two of her young students

One Woman's Impact on Education: Maria Yaani

Forced by her parents to drop out of secondary school and marry young, Maria Yaani retained a strong belief in the power of formal education to help people better understand the world and overcome life's challenges. Saddened that most Naitolia children were unable to read, write, or speak Swahili, Yaani requested approval from the village council to start a local pre-primary school. In 2007, under a shady tree, without desks or exercise books, Yaani voluntarily held Naitolia's first pre-primary class. With community support, in 2016, TPP secured funds to build a pre-primary classroom in Naitolia. Yaani continues to teach pre-primary and now receives monthly compensation. TPP is happy to continue to collaborate with Yaani on education initiatives.

Peer coaches facilitate a education through sport session for primary school boys



Youth Development and Education Through Sports

In collaboration with EMIMA, TPP initiated a innovative project that uses sports as a tool for youth development and education. Founder of EMIMA, Cyprian Maro (UDSM), traveled to the village with two peer coaches and two peer leaders. The EMIMA team established teams in soccer, netball and volleyball for in- and out-of-school youth. The teams used sports-based activities to raise awareness of HIV/AIDS and promote healthy behaviors. Local peer leaders were elected and trained on how to use sports to promote important social skills such as perseverance and inclusion. School teams continue to be active. The out-of-school youth team has competed against teams from nearby villages. TPP continues to support maintenance of sport fields and equipment.

KEY PARTNER

EMIMA, **NGO**

facilitated a one-week sports and health education program



Midwife Roman Minja conducting Tea With a Midwife at the dispensary

Tea With a Midwife

In response to community feedback, the reproductive health education project Tea With a Midwife now include information on family planning. Sessions held separately for men and women were both well attended. Plans are underway to produce information posters similar to the well-received poster, "Danger Signs During Labor," that TPP created last year. TPP will work closely with local healthcare providers and community members to ensure posters are culturally appropriate.

Engaged Research

Jackie Beck (MSU) with a TAWIRI veterinarian, Tarangire Lion Project researcher, and Manyara Ranch staff member collaring a male lion

Reinvigorating TPP's Research-to-Impact Approach

From September 2017 to February 2018, program director John Bonnell and research coordinator Perpetua Urio coordinated a strategic planning process to reinvigorate TPP's research-to-impact approach in light of TPP's mission and core principles. The process featured human-centered design workshops facilitated by assessment and design experts from MSU. TPP staff and faculty at MSU and in Tanzania participated for the purposes of 1) learning from and advancing efforts to integrate research and development initiatives, and 2) informing TPP's emerging model for sustainable prosperity. Outcomes directly informed the development of the next round of competitive research grants (pg 20).

KEY PARTNER

Hub for Innovation MSU, **ED**

co-planned, facilitated, and assessed workshops

Associate Deans Rob Glew (International Studies & Programs) and Lynn Paine (Education) engage in Design Thinking workshop at MSU

Participants of Design Thinking Workshop facilitated by Bill Heinrich and April Greenwood in Dar es Salaam, Tanzania



Machumu discusses active teaching methods using playgrounds with Naitolia Primary School teachers.

Current Research: 2016-2018

Girls’ Mentoring Clubs in Milola

This study has sought to understand how mentoring clubs in Milola affect girls’ educational experience and provide feedback to revise the mentoring club model. The research team completed the third and final year of the pilot program, and now the program’s successes are attracting attention. A Tanzanian television station produced a documentary and aired it several times on a program called Raising Up Friendship. DUCE has received several requests, including from a member of Parliament, for program expansion, especially entrepreneurship training for youth.

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

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

Playing to Learn: Teachers’ Use of Playgrounds and Sports to Support Learning

This study seeks to understand how teachers make sense of playground curriculum modules and professional development, whether and how teachers use the modules, and what additional support would be needed for teachers to incorporate principles of learner-centered pedagogy into their teaching. This year, MSU College of Education graduate students designed instructional modules, and in July 2017 TPP researchers implemented workshops for Naitolia teachers to practice using the curriculum modules. Teachers reported improved abilities to use play and TPP playgrounds to support children’s learning.

KEY PARTNERS

MSU Bethany Wilinski (Education)
DUCE Emiliana Mwita (Education)

KEY PARTNERS

MSU Robert A. Montgomery
(Agriculture and Natural Resources)

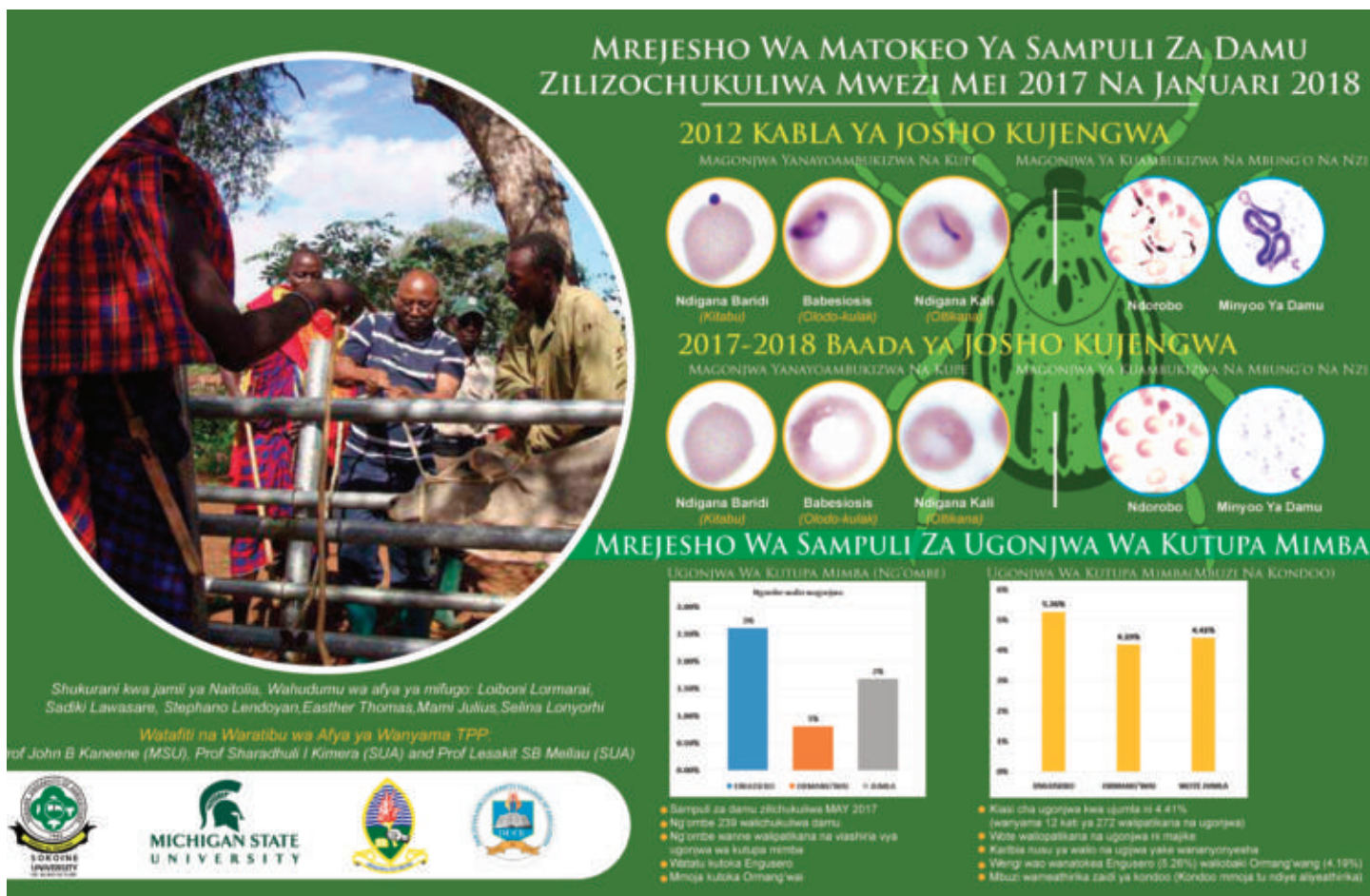
School for Field Studies, TZ
Bernard Kissui (Tarangire Lion Project)

STUDENTS Jacalyn Beck (MSU),
Roselyn Kaihula, (MSU), Njambi
Maingi (MSU), Nancy Felix (Nelson
Mandela Metropolitan University)

KEY PARTNERS

MSU Bethany Wilinski (Education),
Karl Erickson (Kinesiology)

DUCE Maregesi Machumu
(Education)



A One-Health Approach for Studying Zoonotic Diseases and Women's Health in Selected Districts

In May 2018, the animal health team shared with the Naitolia community two remarkable findings from their research and development activities. First, there were no tick-borne diseases observed in the blood samples collected from cattle (an amazing indication of the effectiveness of the tick-dipping practice by the community); this was in contrast to the earlier samples collected where high prevalence of tick-borne diseases were demonstrated. Second, evidence of brucellosis infection was demonstrated in blood samples collected from cattle, goats, and sheep in both subvillages. In fulfilling a commitment made to the local community, the team prepared a poster with their results in Kiswahili with easy to understand graphics. Brucellosis is a serious zoonotic disease and these findings strongly suggest the need to test humans for brucellosis in the two communities.

KEY PARTNERS

MSU John B. Kaneene

SUA S. I. Kimera, Lesakit Mellau, Richard Samson, Yandu Marmo

Tanzanian Institute of Medical Research Ester Ngadaya

UDSM Muhimbili University College of Health Sciences: Elia Mmbaga

Community Jonathan Yusto, Livestock Field Officer (Mswaki Ward); Joyce Shangali, Nurse, (Makuyuni Ward)





Naitolia boy shepherding and student researchers Jacalyn Beck and Nancy Felix geo-mapping herds by foot to understand livestock grazing patterns and carnivore interactions.

Research Grant Awardees 2019-20

Examining the Complexity of Conflict in Human-Livestock-Large Carnivore Systems in the Maasai Steppe

As human populations grow globally, the demand for meat and rangelands for grazing domestic animals has intensified, and so has conflict between carnivores, people, and their livestock. The patterns that underlie carnivore depredation of livestock are unclear. This study seeks to explain spatial patterns in carnivore depredation of livestock. With the results, the research team will engage with the communities in the Maasai Steppe to provide recommendations related to possible changes in land management, husbandry practices, and strategies for increased community awareness.

Turning Bulk Discounts to Food on the Table

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

New Tools for Tanzanian Farmers: Testing the Human Centered Design Approach with TPP to Reduce Farmers' Labor Burden and Create Employment

Small-scale farmers lack well-designed, locally available and affordable, farm tools. Many farmers currently use a back-breaking, inefficient hand hoe. The team will test the human-centered design approach which prioritizes farmers' ideas. Farmers will create sketches for their "ideal" tools. Local metal workers, with the input of engineers, will fabricate locally-made prototypes. They will then be tested by farmers and improved in an iterative process. The long-term impacts of new, efficient and affordable tools on farmer income and health, agricultural production, and youth employment are potentially enormous.

KEY PARTNERS

MSU Robert A. Montgomery (Agriculture and Natural Resources)

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

STUDENTS Jacalyn Beck (MSU), Claire Hoffmann (MSU), Roselyn Kaihula (MSU), Jackson Fatael Lyimo (SUA), Nancy Felix (Nelson Mandela Metropolitan University)

KEY PARTNERS

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

SUA Stephano Maganga (Business Management); Carolyne Nombo (Development Studies)

KEY PARTNERS

MSU Jennifer M. Olson (Media & Information), Erik D. Goodman (Engineering) | **MSU Students** Engineers for a Sustainable Future

SUA Size D. Tumbo, (Agricultural Engineering, Modeling and Automation)

Centre for Agricultural Mechanization and Rural Technology (Tanzania), Noela Byabachwezi

Rural Outreach Africa (Kenya) Hon. Ruth Oniang'o

Study Abroad



BIOGAS TEAM

Led by graduate students Adam Lyman (MSU) and Jonathan Simon (UDSM) the team introduced using cow dung in an anaerobic digester as a source of efficient and sustainable energy (biogas) for household use. They implemented the digesters and trained household members on proper use and maintenance. Students observed and evaluated community members' use of the new digesters. The team also explored local challenges around the collection and use of firewood.



WATER RESOURCES TEAM

Led by graduate student Rahim Sobo (UDSM), the team investigated water resource management issues with a focus on the role of women. The team explored local management practices, evaluated the performance and cost/benefit of existing water sources, and suggested strategies for more equitable and sustainable water resource management.



EDUCATION TEAM

Led by graduate student Pauline Wambua (MSU), the education team explored the challenges pre-primary and primary teachers face to the smooth running of classroom teaching and learning activities, with a focus on the use or absence of teaching aids. The team observed and assessed the use of teaching aids during lessons on mathematics, geography, English and science. A list of potential solutions to observed challenges and recommended additional teaching aids were shared with local teachers.



SPORTS TEAM

Led by graduate student Lucas S. Capalbo (MSU), the team explored ways that academic performance, classroom dynamics, and student collaboration could be improved through sports and the promotion of student leadership. They designed a manual with healthy habits and leadership development lessons through sports and physical activities. They trained local coaches how to conduct these lessons. The team also assessed the soccer-based program implemented last summer by Dr. Cyprian Maro (UDSM).



Community Engaged Research

Each year TPP supports a study abroad program with a focus on Sustainable Community Development in Tanzania (SCDT). In 2018, SCDT was co-led by Tula Ngasala (MSU) and Victoria Moshly (UDSM). Six undergraduate students from three TPP partner institutions and seven undergraduate students from MSU participated. Three graduate students from MSU and two graduate students from UDSM participated as assistants. Emiliana Mwita (DUCE) and S.I. Kimera (SUA) visited the group on-site to contribute technical expertise and guide experiential learning. Students engaged in two weeks of Kiswahili language study and a home stay with Tanzanian families. In addition, all students participated in one of four community engaged research projects.



New Shaded School
Lunch Pavilion

Shaded School Lunch Pavilion

To improve the operations of the school feeding program and food safety, the 2018 study abroad students facilitated and helped construct a shaded lunch pavilion. MSU and Tanzanian students noticed that students had to eat their school lunch outside in the open air while sitting on the ground, which exposed their food to dust and rainfall. The simple structure provides shade and limits food contamination. Study abroad students worked with community members on project design and implementation.

Program Growth

Participants of the
May Planning Meeting
in Dar es Salaam,
Tanzania



Enacting the Vision Together

Held annually in May, the 2018 Planning Meeting took place over four days in Dar es Salaam, Tanzania, to co-develop the annual workplan and development budget. TPP Leadership articulated an ongoing vision to practice evidenced-based development, identify and attract new resources, create access for additional faculty and development partners, broaden TPP's scope and scale, and maximize opportunities for student engagement. Small groups and large group meetings utilized human-centered design methods and decision-making tools to maximize participation, foster creative and productive work, and capture learning. Sector teams initiated plans to design and implement monitoring and evaluation activities. Consensus emerged to draw from TPP's near decade of experience working with rural communities to develop a systematic approach and process to understand, measure, communicate, and develop capacity for resilience and sustainability. Through the process and outcomes of such planning meetings, TPP strives to explore and practice adaptive, engaged learning to inform an emerging model for sustainable prosperity.

TPP MANAGEMENT TEAM

MSU OFFICE

Dr. John Bonnell Program Director
Jennifer Brewer Program Manager
Kathryn Fillinger Fiscal Officer

UDSM OFFICE (Tanzania)

Vicky Moshy Program Coordinator
Mary Malekela Program Officer
Erasto Mang'enya Asst Program Officer



Mung'ong'o being honored by the Milola community

Leadership Transition

In December 2017, Claude Mung'ong'o, one of TPP's first team members, officially retired from UDSM and TPP. Mung'ong'o participated in TPP's initial feasibility studies and selection of pilot villages. From 2012 to 2017, he served as the TPP In-Country Program Coordinator. His contributions, guidance, wisdom and patience will be cherished by TPP partners and communities. Victoria Moshy, assistant professor in Natural Resource Management at UDSM, is now serving as TPP In-Country Program Coordinator. Moshy has demonstrated that her qualifications, experiences, and ideas will foster continued success in TPP. In January 2018, Program Director John Bonnell joined the Tanzanian team and the villagers at both sites to honor Mung'ong'o and welcome Moshy.



Moshy being welcomed by the Naitolia community

Welcome Victoria Moshy

Victoria Moshy joined the TPP management team in 2017 as in-country program coordinator and in-country study abroad co-lead. As program coordinator, Moshy provides guidance in relation to the facilitation and implementation of TPP development activities. This includes building and maintaining good collaborative relationships with TPP's in-country partners. Moshy holds a PhD in Environment and Development Studies from the Norwegian University of Life Sciences and is a lecturer at IRA and the Centre for Climate Change Studies (CCCS), UDSM. Moshy's research interest is on human-environment interactions, focusing on the social aspects of social-ecological resilience, gender issues, and sustainable community development.



EWB provides updates on the pond rehabilitation project to Naitolia community members

About Key Development Partners

ENGINEERS WITHOUT BORDERS

Engineers Without Borders USA builds a better world through engineering projects that empower communities to meet their basic human needs. Highly skilled volunteers work with communities to find appropriate solutions for their infrastructure needs. TPP is partnering with EWB at Yale University and Naitolia Community via a five-year project to rehabilitate the Naitolia community pond.

ECHO

ECHO is an information hub for development practitioners around the world. For over 35 years, they have been gathering and disseminating proven solutions that are solving hunger problems. TPP is working with ECHO (Arusha Office) in Naitolia to promote sustainable farming techniques, nutritional drought-resistant plants, and appropriate technologies.

EQUIP TANZANIA

EQUIP Tanzania supports improved learning outcomes at basic education levels. Based out of the United Kingdom, EQUIP targets 2.3 million enrolled primary students in 4,452 schools across seven regions in of Tanzania. EQUIP aims to develop, implement, and demonstrate best approaches to strengthen the quality of education for scaling up national educational programming.

EMIMA

EMIMA is a well-established NGO based in Dar es Salaam, that delivers sports and youth development programs for over 1,000 boys and girls who live in some of the poorest communities in Tanzania. TPP is partnering with EMIMA on a new sports and health education initiative for primary and out-of-school youth in Naitolia.

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 2018

	Income
Donor Funds	\$726,724
MSU Funds	\$308,255
Total Income	\$1,034, 979
	Expenditure
Donor Funds	\$643,841
MSU Funds	\$315,466*
Total Expenses	\$952,096
Balance of Available Funds to FY 2019	\$750,672**

PROGRAM ALLOCATIONS

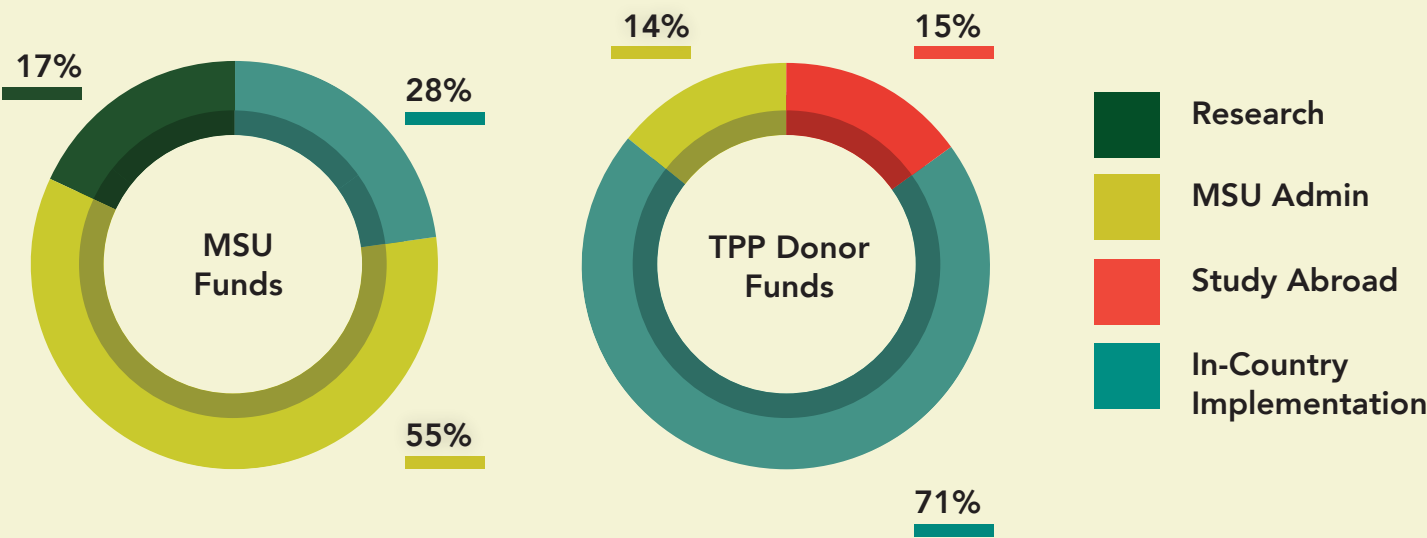
Total donor funds expended in Fiscal Year 2018 were \$643,841. Of this amount 71% was spent on in-country implementation (\$456,939); 14% was spent on MSU administration (\$91,595); and 15% was spent on the education abroad program (\$95,307).

Michigan State University disbursed an additional \$330,152 toward the project. Of this amount 28% was spent on in-country implementation (\$92,031); 55% was spent on MSU administration (\$181,780); and 17% was spent on research (\$56,341).

**MSU Expenses does not include the advance for \$14,686.*

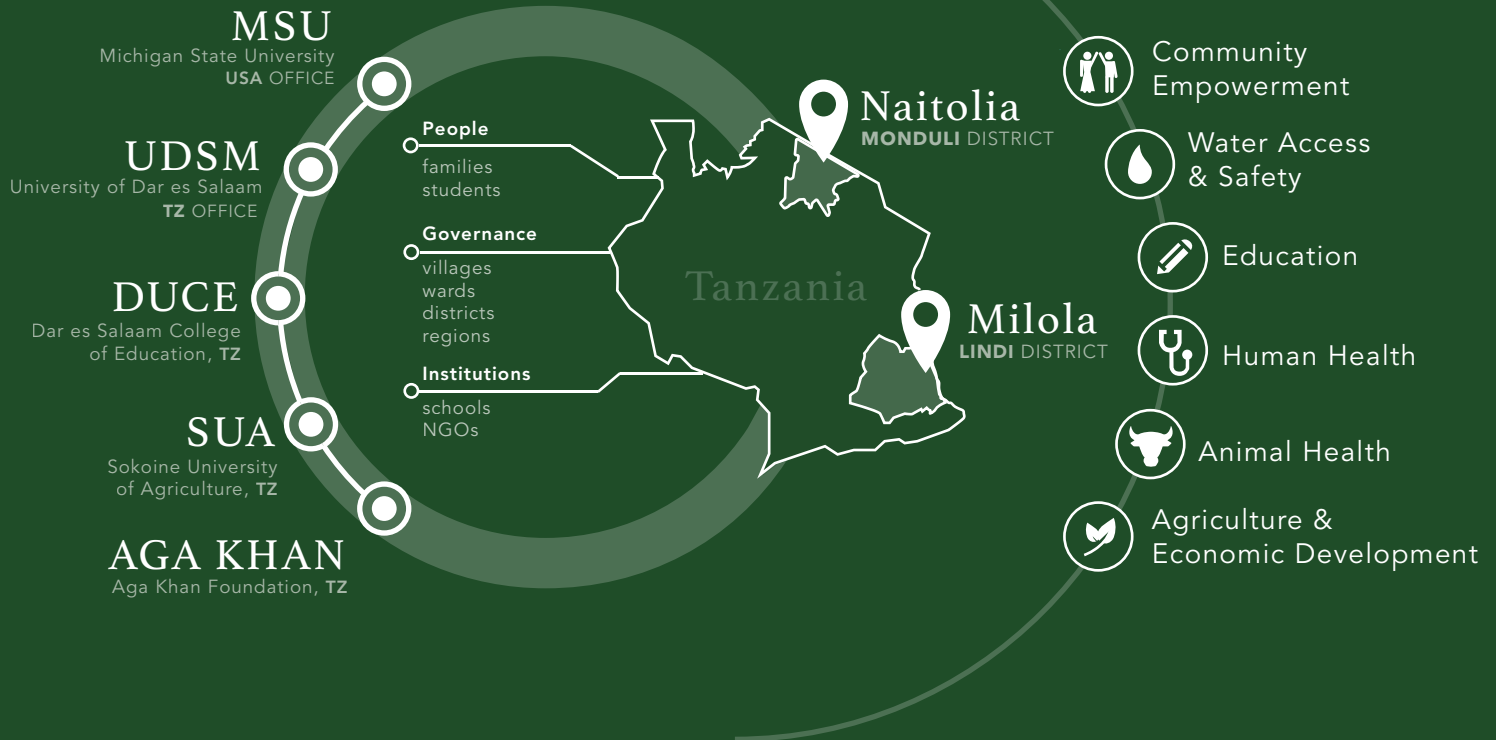
***Includes \$150,000 of donor funds given for FY 2019 programming*

HOW THE FUNDS WERE USED



Tanzania

PARTNERSHIP PROGRAM



The Tanzania Partnership Program is made possible through the generous support of our donors.

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