Partnerships for Sustainable Community Development

Tanzania Partnership Program

Aga Khan Foundation

University of Dar es Salam
Tanzania Partnership Program

Sustainable Community Development

--

The Next Generation
Phase I: Design 2007-2009

• Establishing a firm foundation for long-term institutional partnerships
  – Michigan State University
  – University of Dar es Salaam
    • Institute of Research Assessment (IRA)
    • Dar es Salaam University College of Education (DUCE)
  – Aga Khan Foundation (AKF)

• Developing an institutional structure for the Tanzania Partnership Program (TPP)
  – Offices and staff at the University of Dar es Salaam and at Michigan State University
Phase II: Implementation 2010-2015

Sustainable Community Development & Research in Priority Areas:

- Community Engagement for Local Development
- Water Access and Quality
- Agriculture and Health through Education
- Animal and Human Health
Bringing Knowledge & Expertise to Development

Integration of different types of knowledge and expertise:

- **Institutional** - Universities, Development Organizations, Local Governments, Communities
- **Disciplines** - Agriculture, Animal Health, Education, Environmental Science, Human Health, Social Science, Telecommunication
- **Approaches** - Sustainable Community Development, Community Engagement, Capacity Building, Research on Development Problems
- **Activities** - Working with teachers, community leaders and groups; training community groups and health workers; conducting applied research with communities and basic research with Tanzanian experts; and involving MSU & UDSM students in TPP activities

TPP partners meeting with Milola village health committee
Collaborative Relationships Established Among -

- TPP Partner Institutions - MSU, AKF, UDSM (IRA & DUCE),
- Interdisciplinary TPP work groups
- Local Government
- Communities
Laying a Solid Foundation for Research and Development Impact

- Needs Assessment
- Hydrological Studies
- Baseline Study
- Literature Reviews
  completed on:
  - School Gardens
  - School Feeding Programs
  - Community Engagement in Local Development
  - Epidemiology of Tick-borne Diseases in Tanzania

Milola Needs Assessment
Baseline Study Highlights

- Wealth Ranking
- Education
- Water and Sanitation
Wealth Ranking
Distribution of Wealth Groups (%)*

- **Naitolia Village (n=39)**
  - Well-off (*IlArkasis*) 2.6
  - Middle (*IlArkasis aikah*) 30.8
  - Poor (*IlMenat*) 66.6

- **Milola East & West (n=51)**
  - Well-off 13.7
  - Middle 56.9
  - Poor 29.4

* See Baseline Report for local definitions of these categories
Education - Naitolia

• Naitolia has one primary school, one kindergarten and a duplex teachers’ house with only one teacher housed.

• Major Challenges:
  – Teachers don’t like this school because of the distance and the lack of water.
  – The school has 7 teachers, but need 14 teachers for the number of students.
  – There is a lack of teacher housing, learning resources, text books, chalk and desks.
• Up to 30 percentage of children do not enter Primary One (First Grade)
  – There is a trend of these numbers increasing

• Girls face specific challenges advancing to secondary school
  • Parents desire to avoid paying fees for Form One.
  • Fail exams so they can marry after graduation from primary education.
  • Low respect of the community holds about girls’ education
Water and Sanitation - Naitolia

- Water sources
  - Ponds & rivers during the rainy season
  - Shallow wells dug in rivers during the dry season.
- The majority of the *bomas* do not treat drinking water
- Willingness to pay is very high
  - A majority of are currently paying for domestic and livestock water use
- The majority of *bomas* do not have latrines
Accomplishments 2010

• Integration of different types of knowledge & expertise
• Collaborative relationships
• Foundation for research & development

• Activities implemented in areas of:
  – Water Access
  – Community Engagement
  – Nutrition
  – Education
Community Impacts for Water Access

Naitolia

- Strategy One: Drill new borehole at site selected during hydrological study
  - Borehole drilled to 180 meters but did not result in water
- Strategy Two: Rehabilitating existing borehole

Milola

- Collaborate with District Government on improving Milola water system
Naitolia

- **Water supply to primary school (water tank filled on monthly basis until water supply is secured from rehabilitated borehole)**
- **School feeding program resulting in:**
  - Lunch for 457 students
  - Increased attendance
  - Higher retention - students no longer have to go into the bush to find nuts to eat during school hours
  - Improved ability to study for secondary entrance exams
Community Engagement for Local Development

• Capacity Building – developing training material for Village Water Committee
  • Water resource management
  • Financial management
  • Health, sanitation & hygiene
  • Sustainability

Developed by District Office with input from MSU, UDSM & AFK
Will be reviewed and adapted for Milola Water User Association
Potential to generalize training materials to other District Offices in the country

Monduli District Officers & TPP representatives

Naitolia Village Water Association
Modeling Collaboration & Cooperation Among:

- TPP partners
- Non-governmental organizations
- Local Government
- Community
- Schools
- Community members

Hydrological Study Team

Hydrological Team working with Naitolia Villagers
Strategic Planning Retreat

September 2009

- Brought together Tanzania partners representatives from MUS, UDSM and AKF to review priority needs that
  - Reflect community input
  - Coincide with partner institutions’ comparative advantage and expertise

- Ensuring an integrated approach

- Coming to agreement on elements for Five Year Plan timeline and budget
### Five Year Work Plan

#### Logic of Five Year Plan:

- Based on community priority needs and comparative advantage of partners
- Designed to develop community-level knowledge, skills and experience in sustainable community development to facilitate empowerment and ownership
- Integrated approach that brings TPP partners’ strengths and expertise to solving community development problems
- Activities and process contingent upon community input and engagement

#### Main Elements of Project Implementation:

- **Tanzania Based Operations**
  - Associated Research & Education
    - UDSM & MSU Graduate Students
    - Internships in Communities
  - Community Engagement & Capacity Building
    - Discrete activities
    - Integrated through each intervention area
  - Water Access and Quality
  - Education
    - School Gardens
    - School Nutrition
    - Support of Teachers
  - Human Health, Sanitation and Hygiene
  - Animal Health
The Future Generation