



## Strategic Development Plans for 2017-23



Our vision is to see people in Tanzania unlock their potential, overcome poverty and live long, happy and healthy lives where all are respected and valued.

We believe in the **power of the community** to drive dramatic change

We believe that people across Tanzania have the potential within them to build lives that **open new opportunities** for their families and their communities

We partner with whole communities for the **long term** and commit to working together until **our support is no longer needed**

Together we build the foundations of sustainable education, unleash the power of enterprise and **release the potential** that lies within everyone, especially women

Together we can defeat poverty across the country, **community by community**

Tanzania, in East Africa, has a population of approximately 50 million which is growing at a rate of 2.6% per annum and is ranked as one of the poorest countries in the world despite several years of economic success. An estimated 47% of the population are under the global poverty line of \$1.90 a day and 12 million live in extreme poverty at under \$0.60 a day and many live just above that line but risk falling back if the rains fail. Universally free education resulted in overcrowding of school and a drop in the standards of academic achievement.

The Livingstone Tanzania Trust (LTT) currently operates only in the Manyara Region of northern Tanzania where 85-90% of the population are subsistence smallholder farmers who rely on the weather for their livelihoods. They live basic lives with little access to water, no electricity and many struggle to find the funds to cover their basic needs each day. Our mission is to unlock the potential inside the poorest and most vulnerable people so they can improve their quality of life for themselves and so maintain personal pride and dignity. We work in partnership with community based organisations and schools. Together, we plan and implement programmes which create opportunities for sustainable, positive change by improving children's education, supporting adult livelihoods and promoting the wellbeing of women and girls. Our holistic approach reflects the complexity of poverty and the need to address its many contributing factors. Developing skills, knowledge and capacity allows people to help themselves ensures pride and develops self-worth.

Our holistic approach reflects many of the Sustainable Development Goals set out by the United Nations.



## *Our Objectives*

### **To increase educational opportunities**

One of the greatest challenges continues to be the lack of infrastructure to support educational initiatives and institutions

Over the next 5 years we aim to have assisted in the development of over 15 schools, directly impacting on 5,500 students and indirectly impacting on a further 7,000 students.

### **To empower women and girls in the community**

Gender bias plays a major role in stifling the development and economic potential of half the population in the region

Over the next 5 years we aim to support 4,000 women and girls by providing Menstrual Health Management courses, offering business loans and financial literacy training and by providing schools with female friendly toilets.

### **To unleash the power of enterprise**

Increasing income and life opportunities through enterprise is a challenge for the rural and peri-urban poor. Access to finance and business support is difficult or non-existent.

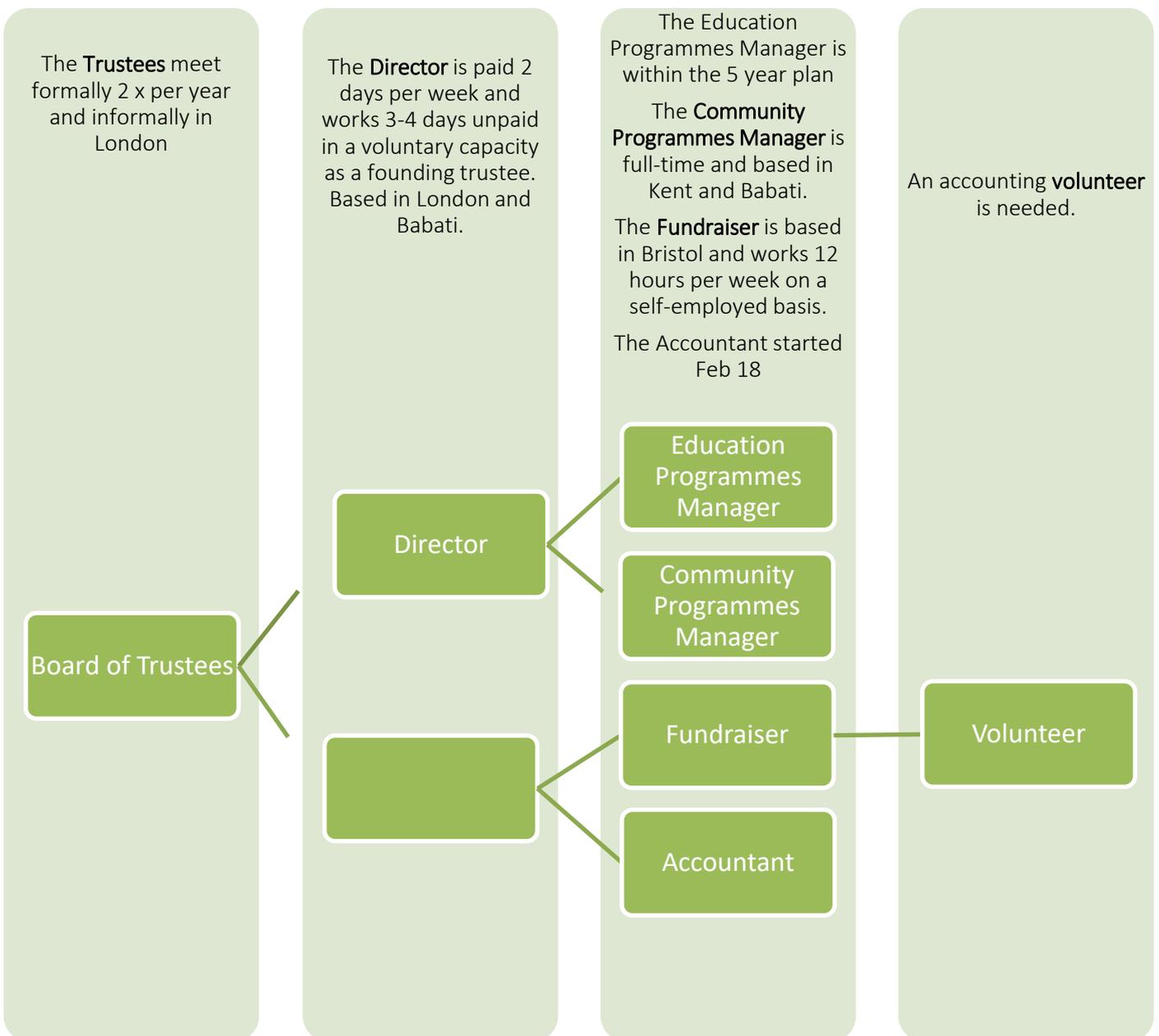
Over the next 5 years we will support approximately 700 individuals in 6 communities with access to affordable loans and business training, which will directly impact a further 4,200 people

# The Livingstone Tanzania Trust

The Livingstone Tanzania is a UK registered Charity (1119512) and has a board of Trustees that oversee the operations of the organisation and ensures the activities comply with the stated aims of the Charity. The Board has appointed a Director to develop and manage the operations of the Charity with the assistance of a Fundraiser and a Community Programmes Manager and ad-hoc interns as needed. LTT has no officers and all the staff work from one which saves on overhead costs. Staff and Trustees meet regularly in London for formal and informal meetings and staff training.

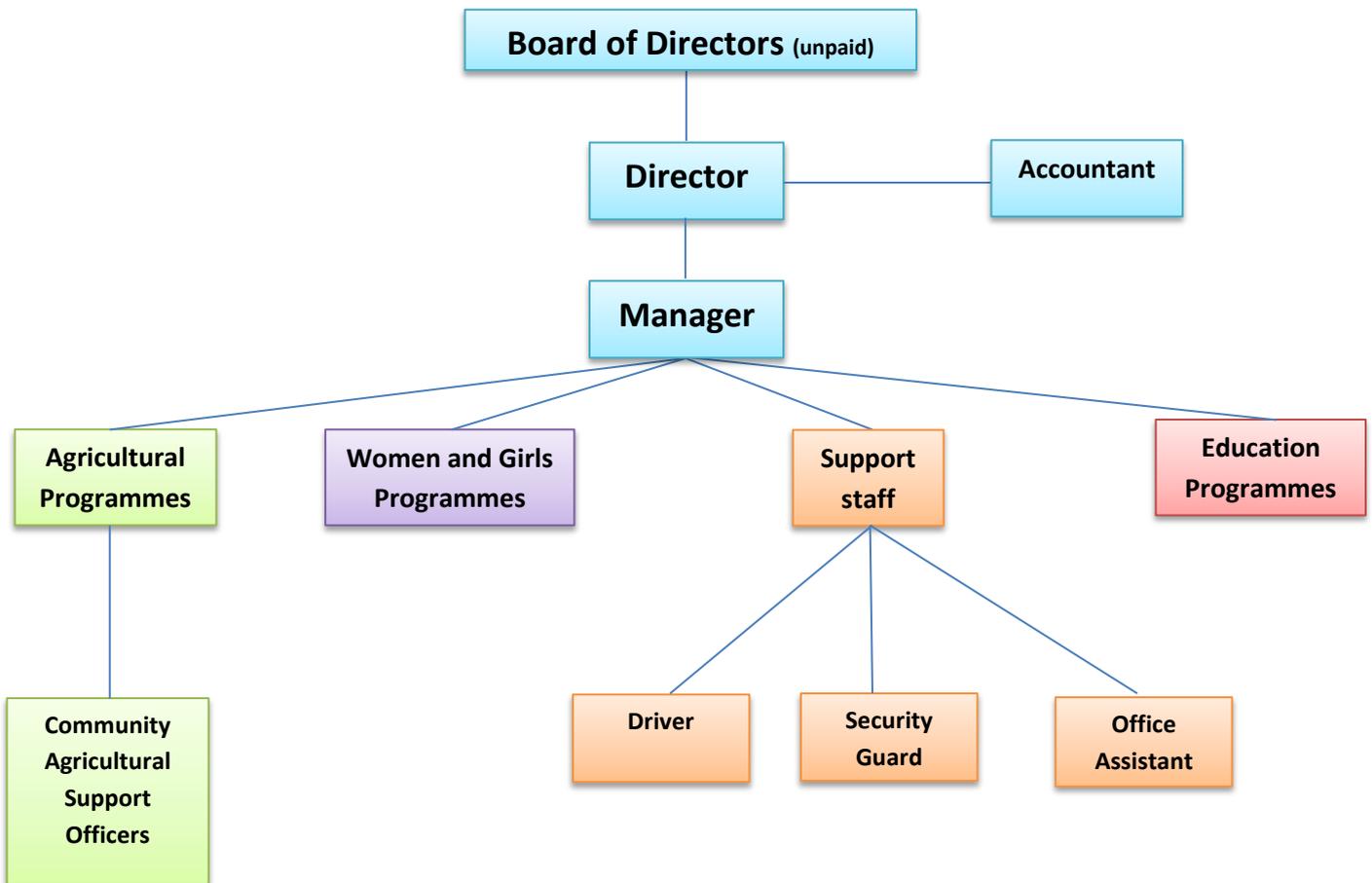
The Director works closely with the Manyara Community Development Organisation (MCDO), our delivery partner in the Manyara Region.

We approach development in a participatory and holistic manner in that we recognise the complexity of poverty and that a single approach will never lead to its alleviation. By working with the community to help them develop their knowledge and skill they can address the core elements of poverty for themselves - A hand up not a hand out.



## Manyara Community Development Organisation

The Livingstone Tanzania Trust works closely with the Manyara Community Development Organisation (MCDO). They were established in 2012 and have an office in Babati.



## Fundraising Strategy

Our fundraising goal is to improve the relationships we have with our existing donors and development partners whilst seeking new relationships with people and organisations who want to come along on the journey with us and influence our success. Our aim by the end of this 5 year period is to have moved into the £300,000 income bracket. Within this growth we aim to maintain and grow sufficient unrestricted income to manage our operating costs and enable greater flexibility with disbursements to projects.

The focus for our fundraising over the next 5 years will increase in attention to corporate fundraising and major donors and increased activity with Trusts and Foundations particularly to be achieved through a larger prospect pool to avoid over reliance on existing donors and partners.

The portfolio will include: -

- Corporate donors. Including LTT in a Corporate Social Responsibility Programme allows a company and their staff to visit and understand the realities of life on Tanzania, which makes fundraising and the contribution of time and skills directly to the beneficiaries, a life changing experience which benefits the staff, the company and the people in Tanzania.
- Grant making bodies. We will continue to develop and expand our network of grant making bodies so that we can expand our delivery footprint and help new communities bring about the changes they want to see. We aspire to be working with partners who will fund the length of the project and not on a year by year basis. This change in emphasis reflects the change in projects and their need for long term engagement.
- Schools in the UK and abroad. We will continue to work with all schools who show an interest in the issues we tackle and will continue to help those schools to educate their students about life in rural Tanzania by providing unique experiences living and working within the community as volunteers.
- Church and Community Groups. Many churches have links with countries abroad and seek to bring about positive change for those living with extreme hardships. We welcome the opportunity to work with all religious groups to develop partnerships that can help them realise their ambition. We also seek to work with community groups such as the Girl Guides, Scouts, Rotary and Lions Clubs.
- Individuals. We will continue to build relationships with individual donors so that they can share our journey and feel personally connected with the work we are doing.
- Product and Service income. LTT will start to explore how we can generate income from other areas such as public speaking and selling goods made in Tanzania through our Friends/Ambassadors.

### IN-COUNTRY FUNDING

LTT has a two-pronged approach to in-country funding.

Our first prong is to work with MCDO to develop their skills in order that they can apply for grants from grant making bodies within Tanzania.

Our second prong is to engage in community funding. Over the next 5 years we will be developing simple opportunities for the community to engage in funding small scale projects that bring about change within their own communities. For example, LTT are aware of the negative environmental contributions made by schools where meals are cooked using firewood from the surrounding community and so we promote fuel efficient stoves in schools which cuts fuel consumption by at least 50%. By loaning the funds to the School Feeding Committee to build a stove the loan can be repaid from the savings made from the lower levels of purchasing over a 3-6-month period. After that the Committee have agreed to use the savings to invest in a tree nursery. Over time the resulting trees will provide a sustainable source of fuel for the school which will enable the contributions made by the community for fuel to be reduced. In addition, the school may elect to sell surplus fuel to the community as part of the school's income generation programme.



## School Development Programme 2017-23

Our approach to development is to establish long term bonds with schools and their surrounding communities and together develop an agenda for change for the school. Alongside the school development we work with the community on income generation programmes.

We seek to improve the educational environment of community schools and improve the academic performance of their young people. We do this by investing in their infrastructure and resources and building the capacity for improved learning. Such investments include building and renovating classrooms and other buildings, investing in additional teaching and learning resources, improving water security, ensuring fuel efficiency and self-sufficiency, having gender specific and wheel chair friendly toilets and hand washing facilities and where possible student enterprise and income generating activities. Over the past 10 years LTT has refined and improved its development model to tackle the needs of the different communities we have engaged with. Our commitment to long term partnerships has developed trust and respect within the communities and we are known as an organisation that delivers which is why communities want to work with us.

LTT has a two pronged approach to school development – long term partnerships and short term partnerships

1. Our long term partnerships work hand in hand with rural communities to develop a school that can contribute to its running costs and reduce the school's dependency on the local government and community while improving academic performance. The long-term projects require a memorandum of understanding between

all the stakeholders and certain terms and conditions of engagement to be agreed including community contributions, participation, establishing and running a school meal programme and agreeing to fund asset maintenance

2. Short term partnerships focus on addressing the immediate and urgent needs of mostly urban schools. These also require community contributions and participation.

LTT believes that the longevity of our partnerships is strength, not a weakness. We commit to stay working with each school, building relationships based on mutual trust and respect, without creating dependence, until the school development committee and the teachers have the resources, skills, knowledge and capacity to sustain what our partnership has achieved. Once this goal has been reached then the formal partnership concludes, but the friendships remain and the door is left open to the possibility of future work together on other projects, provided that the previous work has been well maintained and the school continues to have an ethos of self-help and self-determination.

We have learnt a lot from our school partnerships over the last 11 years and we have used these learnings to improve our approach and our effectiveness as development partners. The 2 primary schools we have partnered with since 2012 have an anticipated formal partnership length of 7 years, allowing time for all construction work to take place alongside capacity building for greater self-sufficiency (both in terms of income generation and cost savings).

For our oldest partner school (Waangwaray), the concept of “exit” was not something that was explored at the beginning of the partnership. The school saw us as a donor not as a partner, and although we have now corrected this mistake and mapped a path forward it will take until the end of 2018 before they are able to sustain the work alone.

Conversely, our newest partners (Gendi and Sawe) know that we are co-investors in *their* project, and from the outset these communities have signed a Memorandum of Understanding with us detailing the roles, responsibilities and expectations for the partnership.

One of our key learnings is that income generation projects must be established in the early years of the partnership, so that these businesses have a few years to become established and will then be profitable by the time the first maintenance jobs are due.

## Targets for long term partner schools

1. Classroom sizes rarely exceed 50 students
2. Book ratios never fall below 1 book per 3 students
3. Attendance level remain above 90%
4. Pass rates to secondary school are above 75%
5. Toilets are of WHO WASH standards, are female and wheel chair friendly and have hand washing facilities and the students receive regular training from the staff.
6. All students are fed by the community
7. The buildings and other assets are maintained by the school development committee in close partnership with the village Committee and the Head Teacher
8. The school income generation scheme covers it's running costs, the school's utility costs and surplus is managed for the benefit of the scheme and the reactionary maintenance programme.
9. Kitchens have fuel efficient stoves and tree planting scheme for firewood self-reliance
10. Improved water security
11. Adequate teacher accommodation
12. Link with an organisation that provides teacher training

# Plans for 2017-23

## Long Term School Partnerships

### Waangwaray Primary School

This was the first school LTT worked with and for the last few years their income generation has been breaking even. They are now working on developing their asset maintenance programme, which once running will allow LTT to exit from the initial development plan.

Year	Targets
2017	We successfully built a cow shed and added two dairy cows to enhance the schools income generation. We decided NOT to invest in Chickens due to poor performance historically. The biogas idea was rejected due to poor service level agreements with suppliers. A photocopier was bought for the school to assist in making more exams to help raise academic performance. Tree nursery was established and 450 trees were established of which 200 were planted in the school grounds.
2018	To train the teachers to be able to deliver the Enterprise Training To formally exit the existing school development plans by the end of the year Oversight of the market garden. Update the asset register and maintenance plans.
2019	Monitor progress
2020	Create a new agreement in order to add a double classroom to the

### Managhat Primary School

LTT are close to being able to exit this school, we need to invest in more cows and another cow shed to improve the biogas digester capacity and this will also result in greater income for the school. We have also been asked as an additional project to build two more classrooms and 2 teachers houses.

Year	Targets
2017	A chicken coop was built and 30 chickens added
2018	To train the teachers to be able to deliver the Enterprise Training To improve the schools income generating capacity we aim to build a new cow shed at the school We aim to build an additional cubicle for the school. To exit from the existing school development plans by December 2018
2019	Oversite on the Enterprise programmes
2020	To consider a new development plan for 2 classrooms and a teachers house over the following 3 years and to start on the teachers House Update the asset register and maintenance plans.

### Malangi Primary School

The Malangi School Development Project started in 2015 the community have been fully consulted from the outset and participated fully. The school has 350 students and is growing significantly now a good school is in the community.

Year	Targets
2017	New kitchen built with fuel efficient stoves and a food store Tree nursery established Classrooms 9&10 renovated Market garden water tanks adjusted to accept drip irrigation
2018	To train the teachers to be able to deliver the Enterprise Training Develop and update the school asset register and the maintenance plans for the assets Raise the roof of classrooms, 1,2,3, add larger windows and renovate Add more net shading to the Market Garden to reduce the rates of evaporation and prolong the growing period Update the asset register and maintenance plans To exit the school development programme
2019	To oversee the market garden
2020	To see if the school needs further assistance and has been able to stand on its own feet

## Gendi Primary School

This old rural school is home to 780 students and is in a poor state of repair with potentially dangerous classrooms and extremely unhygienic toilets. It has water from the local water supply but it is unreliable and expensive, ideally a short borehole and a pump will improve water security. The school also has a youth development training centre which targets young people not in further education and aims to provide residential courses for up to 80 young people a year.

Year	Targets
2017	Successfully build 3 toilets blocks and a hand washing station. Both female toilets have incinerators. All have wheelchair access
2018	Drill a borehole, insert a pump and pump water to a school reservoir system. Establish a water distribution system to toilets, hand washing station, kitchen and future market garden site. Develop the school asset register and the maintenance plans for the assets To repair the roofs on classrooms 13,14 to enable solar panels To repair classrooms 1,2,3,4&5 to bring them up to standard To build a kitchen Start to build a market garden Update the asset register and maintenance plans
2019	Make repairs and paint the remaining classrooms 6,7,8, Update the asset register and maintenance plans
2020	Make repairs to classrooms 9,10,11,12,13,14 Update the asset register and maintenance plans
2021	Review the School Development plans with a view to exit

## Sawe Primary School

This peri-urban community does not have a school and their children are farmed out to neighbouring already overcrowded schools. The community have already started to build new classrooms and have asked us to partner with them and after lengthy community meetings we have agreed. Our partnership will create a school for up to 720 students from kindergarten to Standard 7, provide employment for 20 teachers (provided by the local education authority), and ensure that the children are fed a nutritious meal daily funded by the community and cooked used fuel

efficient stoves. There will be a book to student ratio of 1:1. The toilets will be female and disabled friendly. All the roofs will have guttering and be connected to water storage tanks

Year	Targets
2017	Successfully build 3 classrooms, a temporary kitchen and 3 toilet blocks. Both female toilets have incinerators. All have wheelchair access.
2018	Open the school We plan to buy books as soon as they become available Build a hand washing station Finish the kitchen and start the school meals programme Build a double classroom with a teacher's office Plant 40 firewood trees Update the asset register and maintenance plans
2019	Start to build a market garden income generating scheme Build a double classrooms with equipment store and complete the market garden income generating scheme Plant 40 firewood trees Update the asset register and maintenance plans
2020	Build 2 double classrooms with offices Establish the student enterprise programme Plant 40 firewood trees Update the asset register and maintenance plans
2021	Plant 40 firewood trees Update the asset register and maintenance plans
2022	Plant 40 firewood trees Hand the school over to the community to manage
2023	Build 2 double classrooms with offices Plant 40 firewood trees Update the asset register and maintenance plans
2024	Build 2 double classrooms with offices Plant 40 firewood trees Update the asset register and maintenance plans

## Short Term Partnerships

### Maisaka Primary School

LTT has assisted this urban school in the past by completing the building of two classrooms, installing rain water harvesting and inspiring a small market garden. While LTT are not seeking a long term relationship with the school we recognise the need to address its kitchen needs for environmental reasons.

Year	Targets
2015/16	Successfully renovated 2 classrooms
2018	Upgrade the kitchen to include fuel efficient stoves, add tree nursery and environmental club Update the asset register and maintenance plans

## Kwaang Secondary School

This secondary school is 20km from Babati and is the school that students from Malangi progress to. The school has some water security issues resulting in students frequently drinking dirty water from the local river. The need to purify this water is significant.

Year	Targets
2017	Monitor stoves and tree nursery

## Other School related projects in Babati Town/Region

LTT are eager to support the communities as they struggle to reduce deforestation. We have developed a programme that tackles both the demand (by making the stoves more fuel efficient and by increasing the supply of firewood by introducing a tree nursery).

LTT's Helping Hands Programme provides support to teachers and students who find themselves in difficulty. The students are required, when they are employed, to give back to the programme by joining in on its administration and contributing to the costs of other students who were in their position.

Year	Targets
2017	Successfully built stoves and tree nurseries at Darajani, Dohoma and Mtuka
2018	To build fuel efficient stoves and establish a small tree nursery business to supply, plant and care for the trees for 5 schools. Sigino completed. To develop an income generation programme with FT Sumaye Secondary School
	To discuss with LRTT the possibility of working with them to launch a teacher training programme in schools in Babati, launching in 2019
	To continue to support the Helping Hands students and kindergarten teacher. <ul style="list-style-type: none"> <li>• 5 are progressing at University</li> <li>• 1 is progressing to A levels</li> <li>• 1 is in her final year of O level</li> <li>• 3 are in their third year of O level</li> <li>• 1 is attending Vocational Training at VETA</li> <li>• 1 is at Deaf Vocational School</li> <li>• 2 are at primary school</li> <li>• Hafsa Mpore, the Waangwaray Kindergarten Teacher</li> </ul>
2019	To launch a teacher training programme To continue with Helping hands

## Women and Girls Programmes

Globally there are 1.3 billion people living in absolute poverty and 70% of them are women. Women are the backbone of society and the community, when you educate girls and women the benefits are felt throughout the community. A better educated woman is better able to educate her own children and is more likely to gain a higher salary. Just one extra year of secondary school can increase a woman's income by as much as 25% a year. By participating in the labour market, an educated woman helps to boost economic productivity.

It is an attractive proposition: invest in women and girls and the benefits flow not only to them, but everyone around them. Sadly, the reverse is also true: deny girls and women education and the whole community suffers, not just them as individuals.

As we move forward, LTT are working to ensure that the needs, aspirations and specific experiences of women and girls are built into all our work. To complement this, we have developed a new area of programming focusing on menstrual hygiene management to ensure women and girls can fully participate in education and create a safe space so that damaging taboos and misconceptions can be explored within the community. To bring about long-term change, it is essential that men and boys are involved in and can support this process, so while directly targeting women and girls our programmes also work to ensure that men and boys are involved.

LTTs Savings and Loans Programme works to provide access to capital for community members to enable them to start or develop small enterprises. This programme directly targets women but men are not excluded.

### Menstrual Hygiene Management Programme (MHM)

The goal of the MHM Programme is to give girls the knowledge and facilities that they need to manage their menses confidently, healthily and with dignity, and to create a "safe space" where related issues can be explored. Our inclusive project will span both school and community settings, since many girls drop out of school before the age of 14 or fail to progress to secondary school, and to ensure parents have the right information to be able to support their children.

Year	Targets
2017	We successfully researched existing MHM programmes in East Africa and with learning from their experiences we successfully developed and started the localization process to ensure that the programme could be run in primary schools without causing upset. We built toilet spaces in 2 schools where girls can safely and confidently manage their menses.
2018	To localise and pilot a MHM programme in 1 primary school and 1 secondary school focussing on pre-menstruation and menstruation. To adapt at least 2 existing toilet blocks to include a girl friendly school environment
2019/20	To review the pilot and adopt key learnings into the programme To scale up the pilot to the whole school and community including men, women, boys and girls and teachers in primary and secondary school education, as well as with young people outside the education system. To train key community peer educators to enable the programme to be rolled out to other schools in Babati District

### Savings and Loans Programme

Access to loans from banks and other institutions requires collateral in the form of assets or land, but for many they do not have written records of ownership and to get such records is complicated and expensive. As a consequence, accessing loans for small informal business is hard.

LTT's community savings and loans programme has been running for 5 years and will be reviewed in 2017 with all stakeholders.

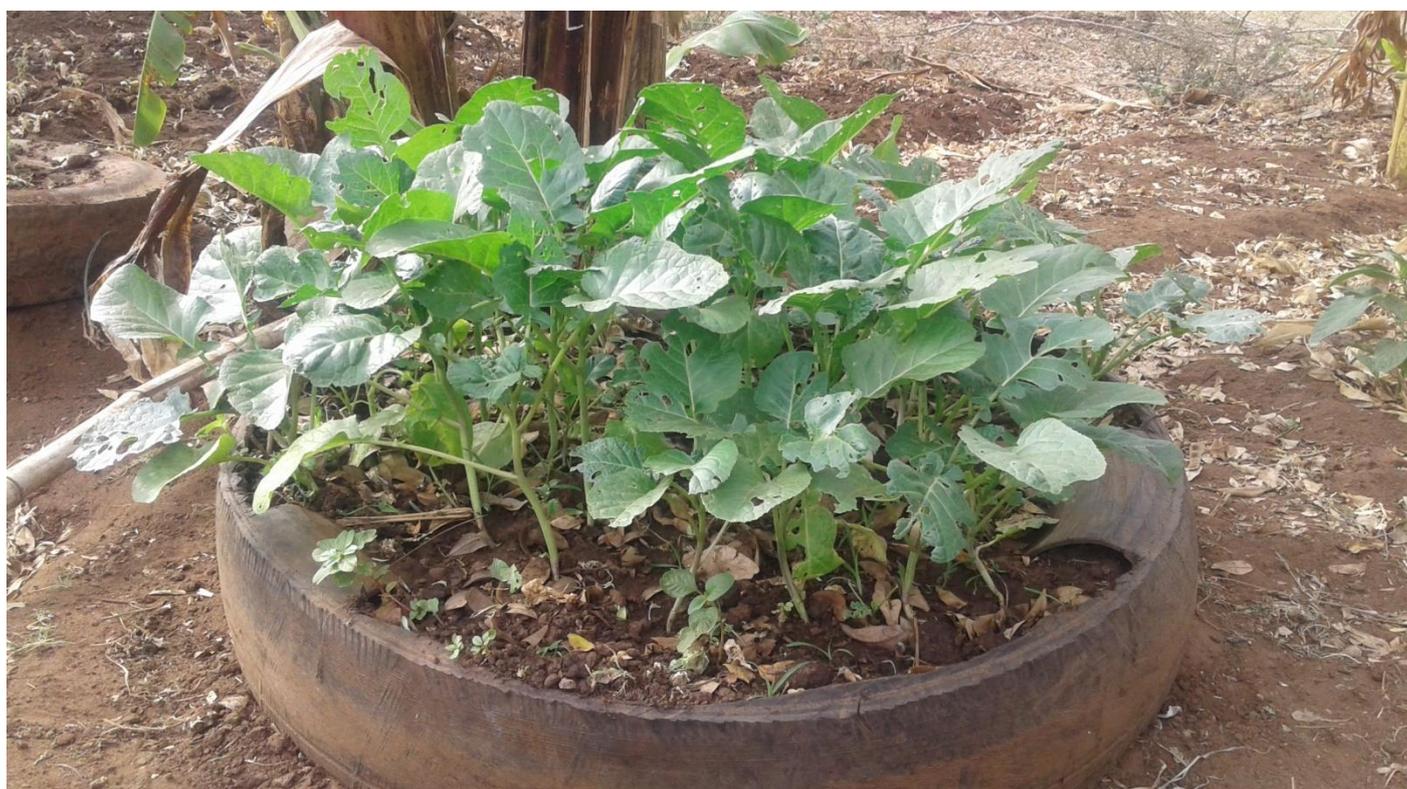
We also run a micro loans programme for school teachers to support their motivation and engagement with our work.

Year	Targets
2017	The teachers from Waangwaray Primary School successfully graduated from the saving and loans programme LTT, stakeholders and donors successfully completed a review of the existing savings and loans programme and made adjustment to improve it
2018	To complete the current cycle of loans with the Waangwaray community group. To launch a revised, more sustainable loans and savings scheme with clear exit strategy
2019	To complete the current cycle of loans with the Sawe community group. To launch a revised, more sustainable loans and savings scheme with clear exit strategy

## Business Support

Many small business lack the business acumen to expand and many people lack the skills to establish a business. If we are to support loans for small businesses it is vital that we support their business training as well

Year	Targets
2018	To send 2 MCDO staff on a training course to learn about how to train people to be good at business. Post training to review the whole loans training package for community members and to offer a new programme and run the pilot
2019	To learn from the pilot and then expand the programme into new communities
2020-23	Continue to expand the programme



## Agricultural Programmes

### Smallholder Farmer Training

Our Smallholder Farmer Training Programme aims to enhance existing knowledge and skills to enable farmers to be more productive, have greater income security and improved knowledge of the link between nutrition and family health. Alongside their training, we also offer access to a start-up microloan to enable farmers to apply what they have learnt or expand their farming activities.

Topics include soil management and enhancement and erosion prevention, seed nurseries, transplanting, spacing, organic pest control, weeding, harvesting, vegetable growing, tree nurseries, animal husbandry, entrepreneurship, account keeping and business planning as well as nutrition and well-being.

Year	Targets
2017	The have successfully trained group C in Managhat (50 farmers) and have selected Group D. We have successfully implemented a mobile data collection system We have successfully training 40 farmers in Malangi and 25 farmers in Waangwaray and have expanded to a second group in Malangi
2018	To complete the programme Managhat and Waangwaray and to start Group E in Managhat. To review the existing programme and make alterations that will allow us to proceed into new communities
2019	To further expand the programme in to new communities
2020	To further expand the programme in to new communities.
2021	To further expand the programme in to new communities

## Edible Gardens

LTT's urban Edible Gardens project trains householders on how to establish raised bed and bag gardens on land surrounding their homes along with training on the link between nutrition and well-being and on basic household hygiene. The participants are then required to train at least 10 other neighbours. The impact is an improved household diet, less money spent on buying vegetables and a small income from the sale of surplus crops.

This project is aimed predominantly at women, who are the major care providers including cooking for the family.

Year	Targets
2017	We successfully trained a 4 <sup>th</sup> community
2018	To launch the project in 3 more communities
2019	To launch the project in 3 more communities, then close the programme in Babati

## Monitoring, Evaluation and Learning

LTT's policy for Monitoring, Evaluation and Learning (MEL) follows our ethos of participation. Each project is individually designed and refined with the assistance of the community who establish what success looks like and identify the factors that make a project successful. These factors, or key performance indicators are used by all the stakeholders to measure progress. Collectively we can evaluate the progress against stated aims and timescales to determine delivery effectiveness, retention of knowledge and its application. From this process, we can learn what adjustments are needed if any to improve a project and by making this process inclusive the beneficiaries are engaged at all levels and have greater ownership of the programme. Over the coming 5 years we will be working to continually improve our MEL to better understand the impact of our work and embrace learning as a fundamental part of project development.