



## Strategic Development Plans for 2017-21



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.

Respect. Longevity. Opportunity. Partnership.

[www.livingstonetanzaniatrust.com](http://www.livingstonetanzaniatrust.com)

Charity No. 1119512

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**

## Background Information

Tanzania, in East Africa, has a population of approximately 60 million which is growing at a rate of 3% per annum of which 44.8% are under the age of 15. Tanzania is ranked as one of the poorest countries in the world despite several years of economic success. An estimated 49% 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. 66.7% of the population are engaged in agricultural activities which generates 30% of GDP. Despite universally free education only 85% of children are enrolled in primary education and the overcrowding of classrooms has resulted in a drop in the standards of academic achievement where only 26% progress through to secondary school. Unemployment rate amongst youth (15-34) in 2015 was 13.4% representing approximately 800,000 young people entering the labour market each year. It is estimated that by 2030 the workforce will have doubled.

The Tanzanian government has a National Strategy for Growth and Reduction of Poverty which is divided into 5-year plans. Their 2<sup>nd</sup> 5-year plan has a dual focus on growth and transformation and poverty reduction. There are four priority areas for action:

1. Fostering economic growth and industrialisation
2. Fostering human development and social transformation
3. Improving the environment for business and enterprise development
4. Strengthening implementation effectiveness

The plan emphasises improved agricultural productivity, deeper value chains and better supporting infrastructure. Specific interventions include plans to increase production and productivity of food and cash crops, develop irrigation schemes and support livestock, forestry and fishing industries.

Interventions for human development and social transformation centre on strategic actions to consolidate gains in education and facilitate capability development, improve quality and quantity of specialised skills, improve health delivery systems, enhance availability and access to safe water and sanitation, promote urban planning housing and human settlement, ensure food security and nutrition, enhance social protection and promote good governance

## Introduction

The Livingstone Tanzania Trust is a grassroots development charity registered with the Charity Commission of England and Wales (No 1119512). Since 2007 we have been operating in the Babati District of the Manyara Region with local schools and community groups to assist them to bring about the changes they wish to see.

In this Region 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.

Specifically, our work will focus on developing relationships with schools and their communities to support their efforts to enhance the education environment of schools, including WASH facilities; develop skills-based learning; promote female health and environmental protection; ensure students have a meal whilst at school; develop the capacity of the teaching staff; and establish school income schemes to create self-reliance and self-determination.

In the community our work will focus on developing the capacity of smallholder farmers to improve their production and productivity, through organic means, of food and cash crops, and this improve their income security. Our focus will include the inclusion of irrigation schemes; will assist the farmers as they seek to increase their livestock and will demonstrate fish farming at a local level. Our conservation farming techniques will promote agroforestry.

In addition, our work will continue to strengthen the capacity of the local delivery partners, developing their skills to effectively manage all aspects of programme development; grant application; MEAL (Monitoring, Evaluation, Accountability and Learning); and donor reporting.

Furthermore, we will continue with our helping hands sponsorship programme supporting disadvantaged youths with outstanding potential to enter further education that might otherwise have been denied them.

Our holistic approach reflects the complexity of poverty and the need to address its many contributing factors and mirrors 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 10 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 400 individuals in 6 communities with access to affordable loans and business training, which will directly impact a further 2,800 people

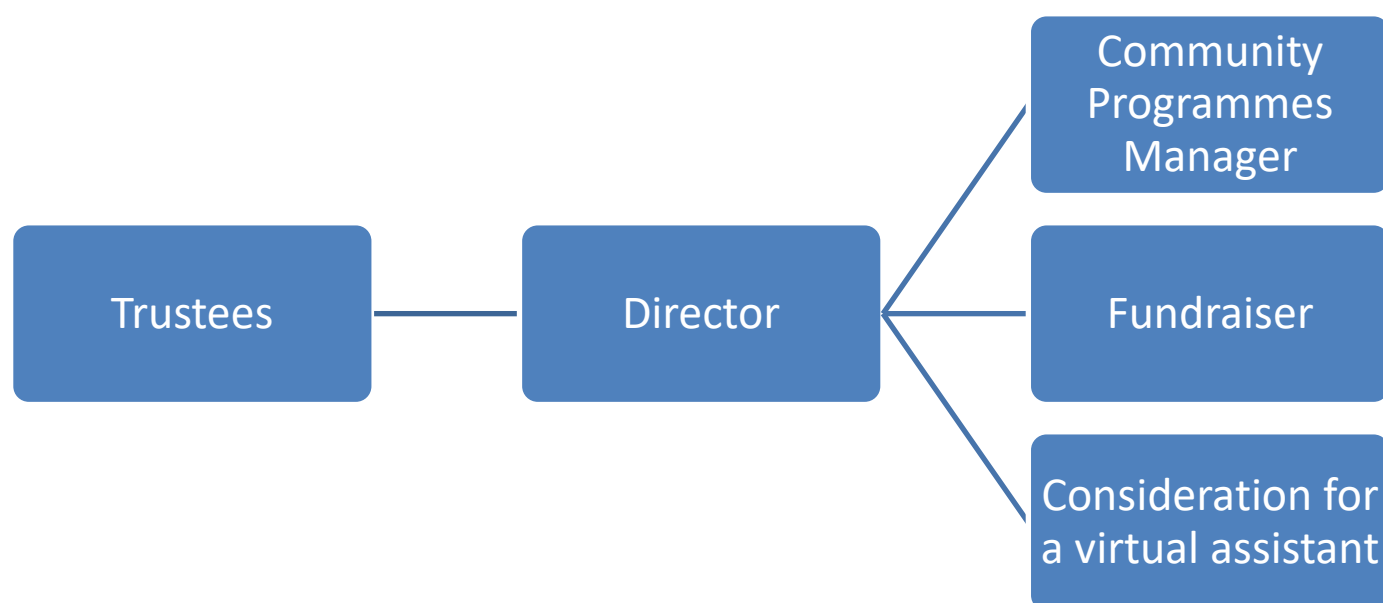
## The Livingstone Tanzania Trust

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 volunteers as needed. LTT has no offices and all the staff work from home which saves on overhead costs. Staff and Trustees meet regularly for formal and informal meetings and staff training.

The Director and Community Programmes Manager work closely with the Manyara Community Development Organisation (MCDO), our delivery partner in the Manyara Region.

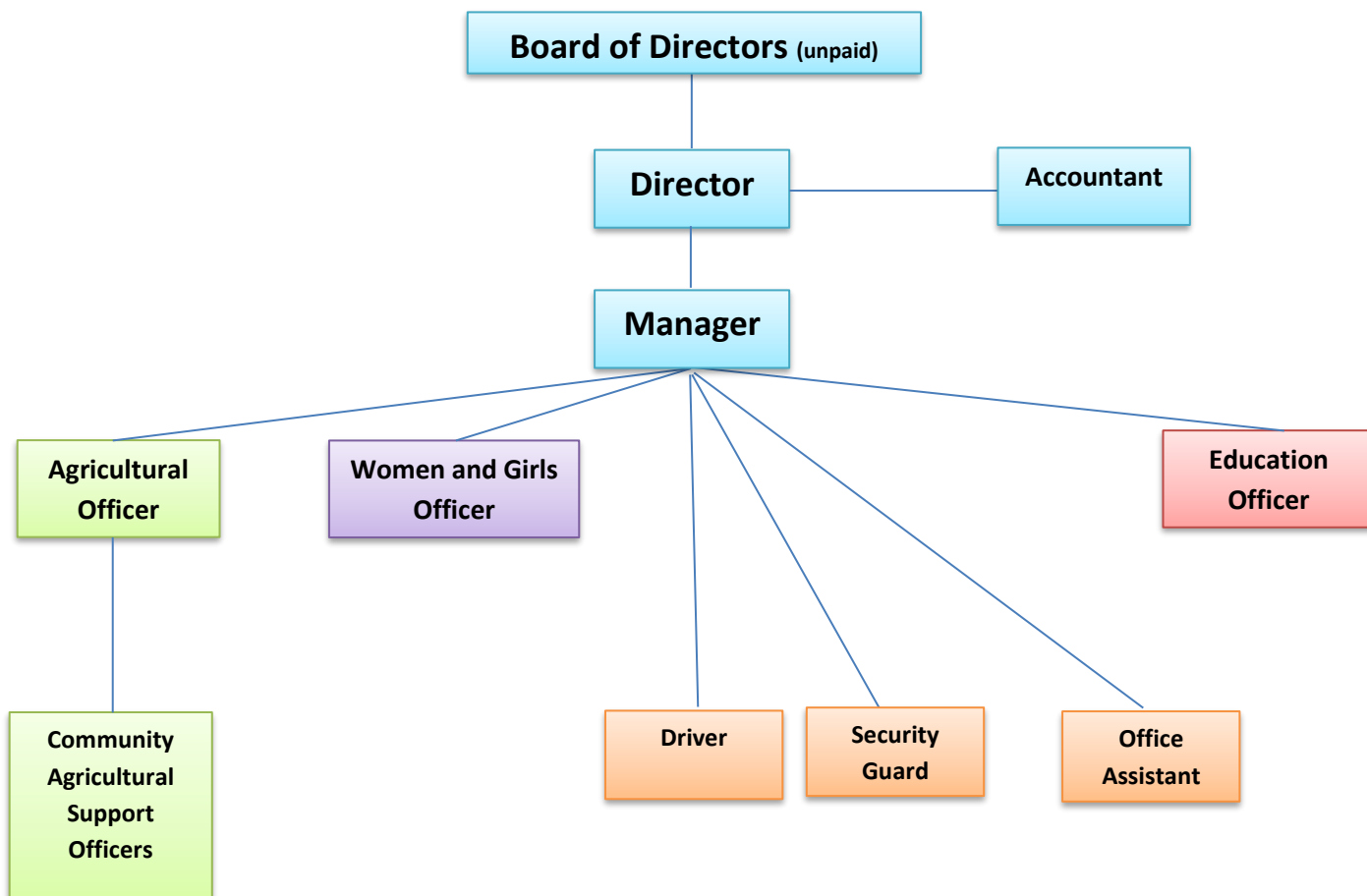
The Director is paid for 2 days a week and volunteers for 3 days by choice, while the Community Programmes Manager is full time. We work with a fundraising consultant who works for 12 hours a week. Within the 5-year period there is expected to be the need for a further person. This person is expected to be a part time virtual assistant to assist with administration, accounts and research.

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 so they can address the core elements of poverty for themselves - A hand up not a hand out. Other stakeholders include street, village, ward, town and district officers.



## 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. They are registered as a Limited Company in Tanzania (No102040) with a Tax Identification Number 125-926-762.



## Fundraising Strategy

Livingstone Tanzania Trust recognises that fundraising is the lifeblood of the charity and enables everything to happen and that the work requires planning, time, capacity and skilled staff and the Trustees are committed to ensuring suitable resources are made available to meet the fundraising objectives.

Our fundraising goal is move from an annual income of £144,000 to £300,000 over this period. We seek to achieve this in the following ways.

1. Improve our research processes in relation to Trust and Foundation funding and be more focused in our approach. To achieve this, we will recruit a volunteer to assist with the research processes.
2. Develop a wider school volunteering base and increase the minimum fundraising target per school
3. Expand our individual donor base through increased sponsored activities
4. Review our policies and procedures to ensure that we are eligible to apply and have the structures in place in Tanzania to deliver larger projects and thus allow us to apply for statutory and Comic Relief funding.
5. Expand our corporate donor base by creating a better package that they can buy into whereby we tick more of their needs while ensuring our needs are met. This will require additional resource.

## In-country funding

LTT plans to develop the skills needed within MCDO in order that they can apply for grants from grant making bodies within Tanzania.

The interest rates charged for micro-loans is already contributing to the cost of running the programme.

Our development model for primary schools includes the establishing of School Income Generation Activities (SIGA) which will generate profits that will contribute to the on-going running and maintenance of the schools and remove dependency on the need for external funding.





## School Development Programme 2017-21

Our approach to school 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. 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 a 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.

## 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 2017-21

## Long Term School Partnerships

### Waangwaray Primary School

This was the first school LTT worked with and for the last few years their income generation was 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 establish 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 – done To formally exit the existing school development plans by the end of the year – this was delayed to 2019 so that the 2018 farming figures can be reviewed Continued oversight of the market garden. Update the asset register and maintenance plans.
2019	To hold a formal graduation event marking our exit strategy from the school. Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Monitor progress
2020	Include in teacher training and monitor progress Include in menstrual hygiene management training
2021	Include in teacher training and monitor progress

### 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 - done To improve the school's income generating capacity we aim to build a new cow shed at the school and a fish pond - done To pilot menstrual hygiene management training - done To build an additional cubicle with incinerator for the girl's toilets – done To build a hand washing station - done To exit from the existing school development plans by December 2018 – delayed until July 2019.
2019	To hold a formal graduation event marking our exit strategy from the school. Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Monitor progress

2020	Include in teacher training and monitor progress
2021	Include in teacher training and monitor progress

## 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 - done Develop and update the school asset register and the maintenance plans for the assets - done Raise and replace the roof of classrooms, 1,2,3, add larger windows and renovate - done Add more net shading to the Market Garden to reduce the rates of evaporation and prolong the growing period - done
2019	To address the water problems to the school should the World Bank water project fail. Add additional net shading to the sides of the market garden area to prevent locust/grasshopper infestation. Include in menstrual hygiene management training To build 4 teachers houses Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Monitor progress
2020	Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) To review progress with the School Development Committee and consider increasing the income generation capacity
2021	Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Review as needed

## 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.

Year	Targets
2017	Successfully built 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 - done Establish a water distribution system to toilets, hand washing station, kitchen and future market garden site - done Develop the school asset register and the maintenance plans for the assets – done Install solar panels and connect to pump - done To repair the roofs on classrooms 13,14 to enable solar panels - done To repair classrooms 1,2,3,4 & 5 to bring them up to standard – 1,2,3 completed, 4 & 5 the floors are done, remaining to be done in July 2019

	To build a kitchen – 70% complete, in use but floor, plastering not completed – completion date August 2019 Start to build a market garden – done – fence and water tanks installed
2019	Complete classrooms 4,5,13,14 and kitchen Install drip irrigation - done Develop the market garden Update the asset register and maintenance plans Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Include teachers in Enterprise Training
2020	Make repairs to classrooms 6,7,8,9,10,11,12,13,14 Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Include teachers in Enterprise Training Update the asset register and maintenance plans
2021	Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) 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 built 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 – photocopies of books bought Build a hand washing station – temporary one installed Finish the kitchen and start the school meals programme. Meals provided from temporary kitchen Build a double classroom with a teacher's office - One classroom usable but needs plastering and painting, and one 70% finished – needs floor, plastering painting, glass, fixtures and fittings. Update the asset register and maintenance plans - done
2019	Build a double classroom with equipment store Plant 40 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	Start to plan a market garden income generating scheme 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

	Start to build market garden
2023	Build 2 double classrooms with offices Plant 40 firewood trees Include in menstrual hygiene management training 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

## Bambai Primary School

This rural school is home to approximately 350 students. They lack enough classrooms causing year groups to share, there are insufficient toilets for students or staff, the water is erratic and there is not water storage facility. The school lacks land.

Year	Targets
2018	Initial meetings held to determine whether a partnership could be established.
2019	To establish working groups to develop problem tree analysis and a development plan Start fundraising for a staff toilet and water storage facilities Include teachers in Enterprise Training
2020	Include teachers in Enterprise Training Build staff toilets and erect water storage Further activities depend on the school's development plan Include in menstrual hygiene management training
2021	Subject to school development plan

## 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 - done Update the asset register and maintenance plans
2019	Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Include teachers in Enterprise Training
2020	Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Include teachers in Enterprise Training Include in menstrual hygiene management training
2021	Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Include teachers in Enterprise Training



## 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
2018	No action
2019	Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Include teachers in Enterprise Training
2020	Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Include teachers in Enterprise Training
2021	Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Include teachers in Enterprise Training

## FT Sumaye Secondary School

We have done work at this school in the past, we provided a borehole and hand pump, built a fuel-efficient kitchen with store, added toilets to the dormitories and provided 24 bunk beds

Year	Targets
2018	Provide a photocopier - done Develop business plan for school self-reliance – done, but plan relies on provision water and there is insufficient to proceed. Add extra cubicle and wash room for the girls' toilets and add incinerator - done
2019	Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Include teachers in Enterprise Training
2020	Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Include teachers in Enterprise Training
2021	Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Include teachers in Enterprise Training

## Komoto Secondary School

Year	Targets
2018	Fundraise for toilet adjustment programme - done
2019	Provide a photocopier Building adjustment to girls' toilets to include washing cubicle, hand washing, modesty wall and renovation of existing toilets – done Renovations of the boys and teachers' toilets. Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Include teachers in Enterprise Training
2020	Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Include teachers in Enterprise Training
2021	Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Include teachers in Enterprise Training

## Mutuka Secondary School

Year	Targets
2018	Provide a photocopier – done Provide water tank and stand – done Provide demonstration drip irrigation - done
2019	Community Water project to replace pipes within the community so that school can get water to proceed with income generation programme Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Include teachers in Enterprise Training
2020	Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Include teachers in Enterprise Training
2021	Include the teachers in teacher training with Limited Resource Teacher Training (LRTT) Include teachers in Enterprise Training

## 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 Primary Schools
2018	To build fuel efficient stoves and establish a small tree nursery business to supply, plant and care for the trees for 5 schools. 4 achieved (Sigino, Maisaka, Gendi, primary schools and Mutuka Secondary) To develop an income generation programme with FT Sumaye Secondary School – Failed to date due to water restrictions
	To discuss with LRTT the possibility of working with them to launch a teacher training programme in schools in Babati, launching in 2019 – Done, due to start in August 2019 subject to successful recruitment of volunteer teachers
	To continue to support the <b>Helping Hands</b> students and kindergarten teacher - done.
2019	To continue with Helping hands
2020	To continue with Helping hands
2021	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. – 1 primary school pilot was achieved but slow progress with officials and slow adjustment of lesson plans for secondary prevented us from starting at a secondary school. Secondary Schools put on hold for the moment To adapt at least 2 existing toilet blocks to include a girl friendly school environment - done
2019	To run a second pilot in a different primary school - started To review both pilot and adopt key learnings into the programme To fundraise to scale up the pilot. Start lesson plans for secondary school
2020	To deliver teacher training to teachers in 10 primary schools Complete lesson plans and gain approval to proceed and fundraise
2021	To deliver teacher training to teachers in 10 primary schools Pilot secondary school, MEL and scale up

## 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 - done To launch a revised, more sustainable loans and savings scheme with clear exit strategy – this has been established by the community
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 – Pilot started
2019	To learn from the pilot and then fund raise to expand the programme into new communities
2020	To expand the programme to a second community
2021	To expand the programme to a third community



## 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 micro-loan 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	We 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 Malangi 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 – Review on going
2019	To support the existing communities through existing outreach support To expand support to schools in the enterprise programme to Gendi
2020	To support the existing communities through existing outreach support To expand support to schools in the enterprise programme to Bambai
2021	To support the existing communities through existing outreach support To expand support to schools in the enterprise programme to Sawe



## 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 4 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 – one achieved
2019	To launch the project in 3 more communities
2020	To launch the project in 3 more communities
2021	To launch the project in 3 more communities

## 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.