



Report to the Trustees

1st April 2009 – 31st March 2010

Mission Statement

“Alleviating poverty in rural Tanzania”

Method Statement

LTT is a self-help sustainable development micro-charity helping to alleviate poverty in rural Tanzania

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Julian Page
Trustee and Director of Operation
31st May 2010
Final draft

Executive Summary

The Livingstone Tanzania Trust is pleased with the progress that has been made in this, our third year of operations. The first few years of any charity or business will be challenging and with the support of our Trustees and the communities in Waangwaray, Sinai and Babati we have been able to reach this fantastic mile stone.

The global recession continues to impact negatively on our ability to raise funds yet we have managed to stay afloat during these difficult times due to our low UK running costs. The £ has not rallied against the \$ and so our costs have not reduced but we have focused more on the American Market where they are getting better value for money.

Short term aims

The Trust's short term aims are :-

- To capacity build with the local community to help them improve their knowledge, skills and access to funds so that they can establish small scale income generation schemes for group members.*
- to assist identify and develop markets for small scale income generation schemes*
- to develop a model farm that can demonstrate to local farmers how they might improve their farming income through new ideas or improved all ideas.*
- To develop a school farm that can make payments to the school development fund so that the community's contribution can be lowered.*

A greater investment of time and energy has been spent on the farm so that it can be well placed to generate an income which is has to date failed to do to a satisfactory level. This was achieved by adding chicken coops, additional fish pond and more livestock. The outbreak of Newcastle disease caused a massive delay in the success of the chicken project. The delays in establishing an irrigation system has been the main limiting factor and this has now been addressed and a formal market garden established. A large compost mound and a womery have been created to help improve the soil fertility. We have managed to generate 200 ml of killer bee honey. The fish ponds have been a great success and as such a team from the Waangwaray and Sinai communities went to Mombasa to receive training from the Haller Foundation. The impact of which has been the building of at least 10 fish ponds with a further 50 to follow, as well as the establishment of 2 community groups in Sinai to add to the 3 we are already working with in Waangwaray. All the groups have received training to help them understand the process of business. This needs to be expanded upon and formalised. The Waangwaray community have established 3 women's groups with whom the Trust works and have provided them with capacity skills training (pot making, stove making).

Consideration also needs to be given to where the demand is for the fish and whether value can be added to the fish to increase their selling price. It is important to note that the chicken coops and livestock pens have not been copied, partially because they already exist or because they are too expensive or the need to make the changes are not felt or understood. The farm has been visited by a wide variety of people who are eager to learn and replicate what they can.

We have assisted Peter the Carpenter find tourists and a market in the UK for some of his goods. The Trust is seeking to establish a waistcoat business which promotes local business.

We are working with clay pot makers in Bereko, who can make fried pots and stoves

Long term aims

The Trust's long term aims are

- to improve the primary and secondary exam results so that the students have greater opportunities. This we seek to address by improving the educational environment and resources and the skills and knowledge of the teachers.*
- To improve the student diet through the establishment of more fruit trees at the schools*

The work at the school in Waangwaray has been slow and steady with just one classroom added. The addition of extra text books was delayed by the Head teacher when she heard of a Government review of the books used. Books and toys have been provided to the Waangwaray Kindergarten. Students at Waangwaray have planted over 1000 trees in the school and community. The Waangwaray school football team have been gifted England Football shirts.

The exam results at Waangwaray and Sinai schools were disappointing this year.

The teacher training programme for English language has been expanded to cover 5 additional schools. The teachers from Waangwaray (except for the head teacher and the deputy head) failed to attend the classes yet are having lessons from Mr John.

We have failed to find suitable software or funding for shipping computers to the schools to help them with their studies. We have some software to be tested from the USA.

The Sinai School has had 7 classrooms fully renovated, a roof out into the teacher's office and a new kitchen with fuel efficient stove and water boiler installed. A water hole has been built at the school and the pump has yet to be installed. No books or teaching resources have been provided

We have started to build a relationship between Kwaraa Secondary school and the Harris Academy South Norwood

The needs of the Kwaang' Secondary school have not been addressed due to funds

The needs of the Frederick Sumaye Secondary School, who approached us this year have not been addressed to date due to funds

The development of the Trust's plot has been farmed but not developed as yet.

Administration

The small numbers of volunteers that we thought we had attracted through Quest decided to go elsewhere due to the lack of numbers.

We have teamed up with Roadmonkey who are coming summer 2010 to build projects with us.

We have written to over 200 grant making bodies with a 3.5% success rate.

We are delighted to have Tum Kazunga working with us on our website and fundraising activities.

Our work has been acknowledged in the ethical Travel Guide, the Lonely Planet Tanzania Guide and we are included in the top 50 National Geographic Travel magazine's top trips of 2010.

We have registered www.volunteeringintanzania.com as an LTT domain and have started to upgrade our website when we can transfer our emails domain and use Google Adwords. The web address www.safarishare.com has been abandoned.

A community survey was undertaken for Karimu Foundation of the Bacho Village, Ufani, Dareda

Moving Forward

With the lack of sustained income we have decided that we ought to be focussing more on the capacity building and income generation schemes rather than on building programmes. However should the opportunity arise to invest in buildings we would be delighted and would focus more in Sinai and other schools than Waangwaray. We also want to focus more on building up the LTT land to establish a training centre for farming that can double up as a volunteer accommodation centre. Our push at the present is to get more volunteers into the programme (because of the beneficial effect on the local community – speaking and mixing) and add further life improving facilities e.g. the dams etc.

Revised targets for 2010-11

Short term	Long term aims	Administration
1. The Waangwaray School farm to be self sufficient.	1. Improve the book ratio at Waangwaray and Sinai schools	1. Expand the volunteer base
2. Build a chicken coop over a new fish pond and establish a training programme for the community (June 10)	2. Install a library at Waangwaray (June 10)	2. To establish memorandum of understanding between LTT and our project partners
3. To put in place a water pumping system for the fish ponds.(Jan/Feb 11)	3. Provide funding a small subsidy for the Waangwaray Kindergarten Teacher (July 10)	3. To establish a policy to cover employee travel allowance for travel both inside and outside of Tanzania
4. To establish nursery fish ponds (June 10)	4. A new kitchen could be built with hot water facilities for improved hygiene at Waangwaray School (August 10)	4. To record all our education lessons to schools and the community
5. To start to grow rice (Sept 10)	5. To establish some small dams and water pans on the LTT land to harvest the rainwater (august 10)	5. To record our activities in greater detail.
6. Add another goat and cow shed to the Waangwaray school farm for increased livestock. (Aug 10)	6. Formalise the link between Kwaraa and Harris Academy South Norwood. (Oct 10)	6. To develop business models for our projects.
7. Install a new pump at Sinai and a safe surrounding area to prevent contamination (Nov 10)	7. Build one classroom at Kwaraa Secondary School (Nov 10)	7. Establish links with more UK schools, colleges and organisations.
8. Build a low level solar pasteurisation scheme at either Sinai, Kwaang or Waangwaray schools (Aug 10)	8. Design a small farming area for Sinai and plant trees and vines (Nov 10)	8. To upgrade the website and email system
9. To establish a micro-loan to community projects (April 10)	9. Improve the maths learning at both Sinai and Waangwaray (January 2011)	9. To find a school in the UK to twin with Waangwaray
10. To establish a written procedure animal welfare and provide training on the farm. (on going)	10. To sponsor 3 more girls from Waangwaray to go to Kwaraa secondary School (Jan 11)	10. To improve the report writing in both UK and TZ
11. Improve grassroots involvement and participation in the development process (on going)	11. Start to build a demonstration farm with traditional style accommodation/toilets on the land. (January 11??)	11. Register as a charity in Tanzania with more Tanzanian Trustees
12. Invest in stoves for to the Waangwaray Community and to continue to test and improve their manufacture (Aug 2010)	12. Build a double classroom at Sinai School (January 11??)	12. To register to be able to bring teachers to Babati to assist with the school development
13. Develop and enhance the Fridge concept and examine the results (Aug 210)	13. Complete a new classroom at Waangwaray (January 11??)	
14. Gain information for Protector Water to determine whether they can introduce water filters to some taps and pumps to help improve health.(Sept 10)	14. To build a double teachers house at Waangwaray (Jan/Feb 11?)	
15. Investigate potential fish markets (June 10)	15. A dining hall could be built that could also be used as a community meeting point in Waangwaray	
16. Investigate solar power options	16. To develop with Inspire Worldwide a teacher skills swap for the teachers at Waangwaray School	
17. Get feedback on for donors on fridges, ducks, tomato plants, cookers, chickens, passion fruit, goats, banana trees, avocado, mats, text books	17. To develop a teacher skills	
18. Get books to sponsored Orphans (July 10)	18. Design an income generation concept for Sinai.	
19. Staff Toilets at Sinai (Nov 10)		
20. New floors in 2 rooms at Sinai (Nov 2010)		
21. Glass in windows at Sinai (Nov 10)		
22. Improve the teacher training programme		
23. Fundraise for a child with cerebral Palsy		

Capacity Building and Community Development

The aim of working with individuals in the community is to build up their skills and expertise so that they can improve their earning potential and create wealth for the wider community. In the wider community we try to achieve this through running and facilitating training sessions so that small scale businesses can be established. Where suitable the LTT might offer a group a micro-loan to assist launch their ideas. This is not restricted to purely business skills but also general life skills including health, hygiene and environmental sustainability. This is an area that LTT wants to expand into as part of its exit strategy. In the educational environment we want to increase the knowledge and teaching skills of the teachers in the school where we work and include other schools where we are not yet working.

Income Generation

The Strategy

For LTT or the community to identify possible markets that could be entered into

Progress

On going

Measurement of success

Schemes being established and running at a profit.

Notes

Waangwaray School Farm, Fish farming, fuel efficient stoves; refrigeration has all been identified as areas where growth can be achieved.

- The fish pond idea was copied by Mr Abdullah in Waangwaray. LTT then sent him, Angela from Sinai Community and Jason and Marcel to Mombasa in Kenya for 2 weeks of training. Now there are 12 fish ponds in Waangwaray and 1 in Sinai. The Town Council has agreed to support 5 other community groups establish 10 fish ponds each.
- The fuel efficient stoves have been slow to sell. The manufacturing process is also and unrefined. The process needs to be simplified and the designs confirmed. The aims must be to: -
 - Reduce fuel by at least 50%
 - Reduce carbon soot by 60%
 - Reduce childhood pneumonia by 30%
 - Cost effective for the local community
 - Be used
 - Sturdy and strong
 - Easy to use
 - Locally manufactured
 - Wanted and understood by the community
 - Remove smoke
 - Reduce burns
 - Be usable for different pot sizes

Whilst efforts have been made to sell their carbon savings this has not yet happened yet the need to get the stoves into the community is still very real.

The Bereko ladies have been asked to also make stoves out of clay to determine whether they are more fuel efficient.

- The Bereko ladies have also refined their designs for the “Zeer Pots” (fridge pots) and some have been bought and are being tested on a local fruit vendor to see how efficient they are.
- The Sinai Community have established two community groups and have identified the pig market as a way of making a good income. The Muslims in the community are also involved in the project but are not permitted to touch the pigs. LTT have agree to loan the groups funds to purchase 10 piglets with the agreement that 11 will be repaid in 18 months time. This will act as the spring board for the group to develop. The community must learn about pig farming prior to commencement and understand what the optimum number of pigs is to ensure sustainability.

Rainwater Harvesting

The Strategy

To encourage people to think about how they might capture water and reduce their dependency on the tap

Measurement of success

Rainwater being harvested

Progresses

On going

Notes

The Sinai community have build rainwater catchment ponds, but the location was questionable and the pond lacked the plastic lining needed. This perhaps needed more thought beforehand.

Ground level guttering was built at the back of classrooms 1-5 at Waangwaray to catch rainwater. The pit that was dug by the community provided difficult in terms of motivation and in terms of massive boulders.

Consideration needs to be given to ensure that we do not create mosquito breeding ponds.

Tree Planting

The Strategy

To teach the students about sustainability, the need for and uses of trees and then to plant 3 trees each at their homes.

Measurement of success

The trees being alive in 1 years time.

Progress

On going

Notes

After the training each student was given 3 trees

No notes have been provided on the training of sustainability.

Health improvement

The Strategy

To work with local NGO's and the Town council to provide health care training and awareness so that prevention can be promoted alongside early detection

Progress None
 Notes This is an important part of the process and effort must be made to improve health awareness but raising funds for these projects is not easy

Develop the skills and knowledge of disadvantaged people

The Strategy To work with street children and others unable to attend secondary school to provide them with job opportunities where training can be provided
 Progress None
 Notes Once local businesses have started to operate this programme may continue

Sponsor children through Secondary School

Strategy To pay for the school fees and uniform costs of students to attend secondary school based on the selection criteria of the donor
 Measure of success Students continuing on to further education or getting a good job
 Progress On going
 Notes 3 students have just started their 3rd year at Kwaraa. A report has been sent to the donor. Miners lamps have been given to students to help them revise at night. Requests have been made for books.
 New books to be taken out in summer 2010 for the students with one additional head torch

Teacher Training

Strategy To provide knowledge and skills based learning opportunities for Primary school teachers
 Measure of success Improving the exam results
 Progress On going
 Notes Some of the Waangwaray and Sinai teachers could not make the journey and failed to turn up. The teachers who do turn up were all given a dictionary. The Town council education officer for primary schools was informed of the programme and we have agreed to expand the programme to 5 other schools (Jan 2010)
 No progress on Maths
 No progress on teacher skills training
 The English language skills of those who attend have improved. Mr John, the English teacher at Waangwaray is providing his colleagues with free lessons.

The exam results for Waangwaray

	Kiswahili	English	Social Services	Maths	Science	No of passes
2008 – Boys	59	45	63	34	65	23/23 – 100%
2008 – Girls	59	43	52	25	57	22/22 – 100%
2009 – Boys	75	61	66	32	63	23/29 – 79%
2009 Girls	61	43	47	20	48	15/24 – 63%

The Average English mark in 2008 for English was 44% and in 2009 was 52%, this is a good improvement

The boys generally score higher than the girls.

Maths is a subject that everyone struggles with

The exam results for Sinai School

	Kiswahili	English	Social Services	Maths	Science	No of passes
2008 – Boys	59	40	59	24	64	20/22 – 91%
2008 – Girls	60	41	53	12	61	27/32 – 84%
2009 – Boys	55	40	49	27	47	32/44 – 73%
2009 Girls	57	35	43	27	47	37/46 – 80%

The average English mark in English was 40.5% in 2008 and fell to 37.5% in 2009, this is a poor improvement. 59% of boys and 53% of girls passed English in 2008, but in 2009 61% of boys and only 37% of girls passed English.

The boys generally score higher than the girls

The Maths scores have improved by the average mark is still a failure. 18% of the boys and 4% of the girls passed maths in 2009 against 9% boys and 0% girls the previous years

Waangwaray Primary School Farm

The Waangwaray Primary School Farm was conceived to be multifunctional.

1. To generate an income for the school that will help fund ongoing building maintenance thus reducing the demands that the school makes on the community.
2. To demonstrate new crops and farming techniques that could be copied by the community.
3. To provide the students with the opportunity to learn about different kinds of farming and the logic behind these approaches.
4. When appropriate the farm is to be managed by the School and Community. So allow LTT to leave.

Strategy	To generate a profit
Measure of success	Profit achieved
Progress	Failed to date
Notes	<p>The Chicken project has been hindered in its growth by lack of training; close observation and due process</p> <p>A large chicken coop was built for large scale egg production, but progress was halted by a disease outbreak. This highlighted a number of concerns including poor management, supervision, training, knowledge, process and communication. This lead us to a review of the processes, improve our knowledge and the instigate training and closer observation practices. A small chicken coop made from local materials was built.</p> <p>The expansion of the Tottenburg goats was slowed down when the fameless goats had still births. The vet was unable to explain the cause. Since then the goats have get pregnant again and one produced and no had a still birth. This has prevented us reaching our milk generation targets.</p> <p>The cows are pregnant through artificial insemination and once given birth will be able to give milk</p> <p>The ducks are not swimming or eating tadpoles and are believed to eat baby fish</p> <p>Any fish have been given away to other fish projects in the community which has hindered the sales</p> <p>A second fish pond was added Jan 2010</p> <p>Goat shed made out of sticks was built for meat goats</p> <p>Some of the revenue from the sales of grain has not been made as they are in storage, but some grain was sold too early</p> <p>The cassava has been grown but not yet sold</p> <p>The growth of vegetables was sporadic and poorly planned. It failed to provide us with the data we needed to determine the value of different crops which would have allowed us to specialise. A dedicated market garden was therefore designed and built and a planted rota established and explained. Included in this project we have planted different pest resistant crops in different ways to determine the most effective use.</p> <p>Compost and manure has been used to help improve the fertility of the land</p> <p>A bore hole, pump and irrigation system have been installed on the farm which will help with all year round growing but failure of the equipment has hindered progress</p> <p>The accounting system of the farm was not followed which made it hard to determine whether certain crops were cost effective. This has been revised, simplified and training provided.</p> <p>The accounts of the farm need to be open to inspection for the school and the community.</p> <p>With Jason on the team we have created a better structure and we have just reorganised the farm hands to have one in charge of goats and cows, one for chickens and fish, one for the market garden and one for the rest of the farm. As well as the security guard.</p>

Strategy	To demonstrate to the community new farming ideas
Measure of success	Ideas being replicated in the community
Progress	Good, ongoing
Notes	<p>The 1st fish pond was copied by Mr Abdullah and one or two others. Training was arranged for Jason, Marcel, Mr Abdullah and Angela. As a result of the training Mr Abdullah has 3 ponds including a nursery pond, and in addition has built a terrace spirit level devise, a wormery and is planting pest resistant crops around his main crops.</p> <p>Angela helped establish a community group in the Sinai Community and they dug a fish pond and a rainwater harvesting system. As a direct consequence a second community group was established. Both groups are now looking at alternative ways of working together to alleviate poverty and have applied to the Trust for a loan for a pig project.</p> <p>In February Mr Marcel was informally asked to assist with the establishment of 50 ponds in 5 other communities. We have asked for written confirmation.</p> <p>We have been visited by numerous schools and communities</p> <p>The goat sheds and the chicken coops have yet to be copied. We have built more cost effective sheds and coops that may in time be copied.</p> <p>Some of the farmers have started to plant cassava as it is a more drought resistant crop.</p> <p>The demonstration market garden will show how to diversify ones income source whilst improving the diet nutritionally.</p> <p>We have also grown more tomatoes and cabbages in bags to show how they can be nurtured.</p> <p>We have also placed a nylon sheet 12 in under the soil to help reduce the rate at which the water passes through the soil and so make the watering more effective. This experiment need to be completed</p> <p>The watering pots sunken into the ground failed to work as the pots went soggy and failed to retain the water.</p> <p>Water drip feed system has been installed and is being tested.</p>

We arranged a visit of the Mr Abdullah, the chairman of Waangwaray village council and several members of the Waangwaray Women's groups to visit Mr Mbesere's home and farm. His plot is a perfect example of what can be achieved with the right planning and investment. The community were very impressed.

Strategy	To provide the students with farming training
Measure of success	When the students adopt and apply new ideas on their farms
Progress	This is ongoing
Notes	We have managed to get 80 minutes a week as farming lessons. Some of these are used to farm their own plots and others used to teach new ideas. This is run by Jason and Marcel. The teaching notes are in Swahili and need to be translated into English. The students have been taught to plant and nurture trees and were each given 3 trees to plant on their farms which they did. This went hand in hand with a talk on sustainability

Waangwaray Primary School

Waangwaray is designed to be a model school. As such it needs to be both an example to others and a school where experiments can take place. This places a burden on all of the stakeholders to ensure that each project is well designed with suitable and thorough consultation and reflection. It must be a school where people from all over Africa can come and learn what we are doing and replicate it that their own schools.

From an education basis we want to generate sufficient critical mass that a sustainable chain of excellence from kindergarten to the end of secondary school can be created in order to provide the young people with the necessary knowledge and skills for them to excel, gain meaningful employment and through this allow them and their families to escape from poverty.

However we also understand that not everyone is academically gifted and so other life skills must be taught to ensure that all of the young people leave the primary education with some skills and hope for the future.

Kindergarten

Background

The kindergarten is a privately run business that is meeting a demand within the community for preschool education for 5-6 year old children. Each school in Tanzania ought to have one but the Government is unable to pay for the teacher, the resources needed or the building. Despite this the teacher is not allowed to turn away students who come even if they fail to pay the Tsh 1,000 a month fee, which includes lessons and meals. The teacher therefore fails to make a living from this operation which could lead to its closure. The Waangwaray Kindergarten has approximately 50 students of whom approximately 40% contribute to the fees. There are a few desks in the classroom but no educational materials.

Strategy	To improve the educational materials and learning experience
Measure of success	The improved results in 7 years time and the smiles on the faces of the children
Progress	Some
Notes	In Jan 2010 books, puzzles, building bricks and a bookshelf were brought to the classroom with 4 mats. Rules of use were established (No shoes on the mats and toys to be put away when finished with and room to be locked at all times when not in use). The children were extremely excited and the kindergarten teacher appreciative of the support.

Strategy	To improve the nutritional value of the lunch
Measure of success	Improved health, ability to learn and retain information and be attentive in class
Progress	None as yet, but steps taken for long term improvement
Notes	In February 2010 mango and avocado trees and passion fruit vines were planted around the kindergarten and the kindergarten teacher was asked to water them. The fruit will be for the kindergarten students to eat. The first mango tree sapling was eaten by the goat from the Teachers house!

Strategy	To assist the kindergarten teacher with her finances
Measure of success	Keeping the service going
Progress	None
Notes	There is a school in Wimbledon seeking to assist on this project. (Jan 2011)

Primary School

Background

The Primary School is a Government run school for the Waangwaray Community. It is the community's responsibility to build and maintain the classrooms and teachers homes as well as provides funds to secure the school at night, provide a chef, firewood and food for their children's lunch. It is the Government's responsibility to provide teachers and resources to educate the students from the ages of 7+ for 7 years.

The Trust has agreed to work with the school and the community to assist in the development of the school and improve the standards of education. In this regard the Trust wants to offer additional practical life skills to the students to assist them outside of the classroom. This is being achieved through a program of investment in the facilities and the establishment of a school farm that will in time become self financing and provide an income to the school that can contribute towards its upkeep.

Strategy	To improve the educational environment
Measure of success	Improved educational environment, reduced class sizes
Progress	On-going
Notes	An additional classroom has been built and now Year 6 is in a classroom with enough space for them with expansion room. Their old classroom will be turned into a library. This is not reducing class size but making the existing environment a little better.
Strategy	Improve the educational resources
Measure of success	Increased text books, library books, visual materials
Progress	On-going
Notes	The story books failed to arrive on time, but are on order, the text books would have been bought but the Government are reviewing the suitability of the existing text books. A dictionary was provided to the school. No more visual learning materials will be bought as they are kept in the store and not used. We have been unable to find suitable software that is not web based that provides suitable learning opportunities for the school.
Strategy	To improve the sporting facilities
Measure of success	Improved sports fields and better sports uptake
Progress	None
Notes	15 x England shirts were delivered to the school for the football team and a few footballs
Strategy	To improve the residential facilities of the teachers
Measure of success	More teachers houses
Progress	None
Notes	LTT have agreed not to build more houses until the teachers start to pay rent which is then saved and put towards the ongoing maintenance costs
Strategy	To improve the student diet
Measure of success	Improved health, ability to concentrate, learn and retain information
Progress	None
Notes	We have planted fruit trees and vines for the students but it will take time for the results. We have not touched school meals for sustainability reasons
Strategy	To encourage students to write and speak English with confidence
Measure of success	Performance and improved exam results
Progress	None
Notes	We are seeking funding to start a public reading competition with prizes. Once the books are in the library the competition can commence subject to funding
Strategy	To include farming into the lesson plans
Measure of success	Farming knowledge taken home
Progress	Yes
Notes	Jason has been teaching farming to the students; this has been well received but not documented. Jason to write the lesson plans in English

The Kwaraa Secondary School

This is a new secondary school, where the first classrooms were established in 2006 and new classrooms are being added all the time. It is the school to which successful Waangwaray students attend. For this reason the Trust has an interest in ensuring that the Waangwaray students get a good secondary education.

Strategy	To improve the educational environment
Measure of success	More classrooms and other facilities
Progress	None to date
Notes	In June 2010 we will launch a cookies and cakes for classrooms appeal at the Harris Academy in South Norwood in association with Sodexo. We do not think that this will raise all the money needed but the school are developing other ideas. We have a teacher in Bristol who is fundraising for us with a climb of Kilimanjaro in October 2010.
Strategy	To improve the educational standards at the school
Measure of success	Higher exam results
Progress	None
Notes	We have taken steps to help the twinning process between Harris Academy South Norwood and Kwaraa. Teachers from the UK are planning to visit in October 2010 to start this process moving faster

Sinai Primary School

LTT's long term strategy is to find partners to copy our development model at other schools in the area which LTT can manage for a fee. The first of these schools in the Sinai Primary School and the first partner is the Woodland Hill Montessori School, from Albany, New York, USA.

The Sinai School has 580 students and very few resources. The kindergarten is using a broken and dangerous classroom. There is no school tap. A full survey of this school and its environment has been conducted and is available on the website. Work on this project will start in July 2009 when longer term plans and priorities will be determined. If the students from Sinai School pass their exams, get a place and can afford the fees, they will go to Kwaang' secondary School, which is 10 km away.

The Woodland Hill School place a priority on the provision of water and after that the renovation of the school and the development of teachers accommodation. Vocational training for the non academic children is also of importance

Kindergarten

Strategy	To improve the educational environment
Measure of success	Improved safety within the classroom, improved decoration
Progress	None
Notes	This work is of an urgent need and is high on the last of work to be carried out

Strategy	To improve the educational material
Measure of success	Toys, books and early learning materials
Progress	None
Notes	None

Primary School

Strategy	To provide water at the school
Measure of success	Water being available
Progress	Some
Notes	The borehole was dug but the supplier eloped with the funds for the water pump and while he could be tracked down we could not get him to pay us the money back. We had to write this off as an expensive lesson learnt. We expect the donors to bring a pump in July 2010

Strategy	To improve the educational and teachers environment
Measure of success	Renovated and painted classrooms and teachers offices
Progress	Completed
Notes	The interior and exterior walls, doors and windows were all painted. The damaged floors were all made good The classroom for Year 1, was totally renovated with wooded walls, a mural, shelving and toys added to the classroom to help with the learning.

Strategy	To improve the school kitchen
Measure of success	Kitchen improved
Progress	Completed
Notes	A new kitchen was built with fuel efficient stoves and pipes connected to a hot water heater so that water can be boiled at the same time. A chimney was built to help take the smoke away. After initial review a small fuel efficient stove was added for the cooking of staff meals. This did not have a pipe to a water boiler. Future designs will incorporate this.

Strategy	To address the health issues of the students
Measure of success	An old storage room to be turned into a nurses room and a nurse to attend monthly. Improved diet
Progress	None
Notes	The nurse could be booked through the local hospital at 30,000 for a day plus transport. The room is connected to the kindergarten and will be impacted by its renovations The plans to plant fruit trees have been delayed due to lack of water

Strategy	To improve the educational resources available
Measure of success	More text books, reading books, library books, atlases etc
Progress	None
Notes	Whilst the donors brought some educational material, the key needs are yet to be met.

Strategy	To improve the residential facilities at the school
Measure of success	Building teachers houses
Progress	None
Notes	The funds are lacking for this type of work

Strategy	To encourage students to speak and write English with confidence
Measure of success	improved oral and written skills
Progress	none to date
Notes	The Trust are seeking to launch a public reading in Swahili and English competition for each year group and then to develop in to an inter school competition.

Strategy	To include farming teaching into the lesson plan
Measure of success	Children farming
Progress	None
Notes	When the water arrives, this programme can be investigated further

Kwaang' Secondary School

The Kwaang' Secondary school is the secondary school where the successful students from Sinai attend. It is a 10 km walk from Sinai and has no water of its own. Neither the Trust not the Donors have been asked to help other than with water at this stage. With funds being tight it is unlikely that work can be carried out on anything else other than water issues

Strategy	To improve the health of the students and staff
Measure of success	Reduced sickness
Progress	None
Notes	This is a project yet to start other than simple advice on solar pasteurization. The funds are not available at this time

Strategy	To fund Sinai students through their secondary education
Measure of success	Funding students
Progress	None
Notes	Consideration needs to be given to transportation or local accommodation

Ufani Primary School, Bacho

The Ufani Primary School, Bacho Village, near Dareda is a government school being developed by the Karimu Foundation. It is a school attended by our Farm Managers children. The Livingstone Tanzania Trust was commissioned to undertake a base line community survey which was done in Dec 2009 and Jan/Feb 2010. The report was submitted in March 2010.

Administration

The administration of the Trust is a vital part of the work that we are doing and provides the basis for everything that follows. Having simple and easy systems with open governance are fundamental. The systems cannot be rigid because of the changing needs of the tourists, volunteers and projects on which we work. This requires clarity of vision and purpose to ensure that all activities achieve the aims of the Trust. This section is divided into

1. How we raised funds
 2. How we spend funds
 3. How we monitor the impact
 4. How do we operate internally
 5. How we are seen publically
1. Raising Funds. The time consuming process of keeping donors up to date with progress is vital and on going through both the website, Facebook, email and in hard copy.
 - a. Donations.
 - i. Standing orders. We have a monthly income of £250 from 16 people. This is a small base from which to operate and needs to be expanded
 - ii. We get occasional gifts from strangers through the Charity Choice giving site generated from activity on both the website and Facebook sites
 - iii. Tied donations for specific activities such as tree planting campaign and Philipo the deaf child. JP's trip to the USA was paid for by his mother!
 - iv. No specific fund raising events have been held.

- b. Grants. We have applied to over 200 grant making bodies and received grants from just 7.
 - c. Awards. We received \$1000 for an award (paid in 2010-11) for our work
 - d. Christmas gifts generated £600
 - e. Christmas card sales was mostly a success, there are some stock left. We need to find more outlets earlier. Designs for 2010 are in hand (May 2010)
 - f. We have had no tourists. This brings in very little money for LTT and we receive no commission for sales.
 - g. Volunteers.
 - i. We had no Quest volunteers this year. If this happens again we will seek an alternative supplier.
 - ii. The American teacher volunteer did not work out. The process of getting the teaching permit was complicated. Joas to outline the process and register LTT as an NGO that can be worked with.
 - iii. We have established a relationship with Inspire Worldwide
 - h. Groups. A small income is generated from the logistical arrangements from organising group visits. A lot of work has been undertaken with Inspire Worldwide to develop relationships with possible groups. We need to be able to house 20-40 in one place and this needs to be at the Trust's plot in Waangwaray. This will reduce the cost of the trips and so make them more marketable. The accommodation needs to be built and staffed.
 - i. Consultancy fee.
 - i. We have an arrangement with one donor to manage their project but they continually fail to make payments
 - ii. We received some payment from Harris Academy for running their Enterprise Day
 - iii. We received payment (2010-11) for the Ufani consultancy work
 - j. The funds for covering the cost of our Orphaned students to attend Kwaraa could not be met by the donor this year due to lack of dividends from shares. The Trust paid the way and will reclaim the funds at a later date.
 - k. We removed our internet pay as you buy scheme in order to qualify for the Google add words campaign.
 - l. We have released the www.safarishare.com website as time ran out on us to organise it.
 - m. We sold 90 bird pegs for a wedding table setting.
 - n. We are given free monthly internet access and free land line telephone calls.
 - o. We are given free office space.
 - p. Gift Aid. Donations from individuals in the UK have been gift aided
2. Spending money. Whenever we spend money we are asking ourselves is this necessary. If it is not necessary we don't spend it. But the money is there to be spent and to cover the activities of the Trust. Some will be in the UK and some will be in Tanzania.
- a. Research. We are constantly looking at new projects and need to visit the owners and see how we can improve on what we are doing. Some will be in the UK and some will be in East Africa.
 - b. Marketing. We need to spend money printing the Christmas and gift cards, we need to have brochures and business cards, we need to buy stamps, envelopes, paper and toner to print letters.
 - c. Transport. We need to get to meetings with donors, potential donors and suppliers, and JP needs to go to Tanzania twice a year. All transport is standard class.
 - d. When JP is in Tanzania we have to cover his board, lodgings and reasonable misc expenses.
 - e. We have to pay salaries for the team in Tanzania.
 - f. JP who works full time on developing the Trust took an annual salary of only £2,350 due to lack of income into the Trust.
 - g. We invest in capital projects to build and renovate buildings, irrigation schemes, build livestock pens and buy livestock.
 - h. We invest in teaching resources
 - i. We invest in community and teacher capacity building
 - j. We run a car to get about in Tanzania. The car is an old 4 x 4 and is invaluable to the work we are doing.
 - k. We have to pay independent 3rd parties to assess our accounts and verify what we have been doing in order that we comply with the rules of the charity Commission.
3. Impact monitoring. We measure impact in order that we can ensure that the work is having the desired effect, that any unexpected outcomes can be recorded and the process revised where necessary.
- a. The Waangwaray school farm has provided some examples of actions that have been copied. The fish ponds have been copied successfully. Some of the ponds have problems and advice has been given to the owners on how they can be rectified. Some of the farms leave the taps running into the pond and this we advise against as we do not want a negative impact on the ground water. This needs to be monitored.
 - b. Cultural differences and misunderstandings continue to arise. These are mostly caused by the pace at which we work, lack of cultural understandings, misinterpretations and poor communication
 - c. The Trust employs 10 people, 9 of which are Tanzanian. This injects money into the local community
 - d. The Trust continues to provide equal employment opportunities regardless of age, gender, ethnicity and religion and HIV status.
 - e. The Trust continues to consult with and encourage active participation of the village communities in decision making processes and this process has been improved this year thanks to Jason Kahembe. The Trust has started to write a memorandum of understanding to set out the scope of work and the methods of communication and consultation.
 - f. The Trust seeks to expand into new communities when funds are available and the community willing to work together.
 - g. The Trust seek to have open book governance where all funds are accounted for. This requires continued reviewing and improvement.
 - h. The Trust has conducted a baseline survey and in 2011 we will need to conduct a further review to have hard comparative data.
 - i. The Trust has designed to establish a community inspired accommodation centre to treasure local building designs, methods and household implements. This development will encourage visitors to stay within the community and generate greater understanding and appreciation of life in rural Tanzania. The Trust believe that through this shared experience greater friendship and understanding will be created.
 - j. The Trust buys into and seeks to promote best sustainable tourism practices
 - k. The Tanzanian Freedom flame came to Waangwaray this year as it was dreamed to be a model school of worthy note.

- l. The local community have told us that our work is like a light in the darkness, a beacon of hope in their community and we have inspired groups to be formed
 - m. The community are struggling to afford the bricks to fulfil their side of the agreement which is putting strain on the school and the community. The RC has agreed to contribute funds for this for now
4. How we operate internally
- a. JP is the Director of Operations and co-ordinates the different programmes, does the marketing and communication
 - b. CS is the Secretary and Treasurer. He managing the finances, the governance, the legal and Trustee issues both in the UK and Tz
 - c. MH is a Trustee who provides guidance on development and project issues
 - d. TK is a Trustee who is helping to update the website to make it more efficient and is also to assist with the fundraising.
 - e. JK is the Babati Trustee who looks after the finances in country, deals with legal compliance in Tanzania and assists and advises on development projects and ensures good relationships with the local authorities.
 - f. LM is a Trustee who provides assistance and advice when requested
 - g. Jason Kahembe is the Project Manager who manages the projects across all the sites on a day to day basis to ensure that they are running smoothly and to budget. He liaises with the local community to ensure that their needs are being addressed. He provides weekly and monthly reports
 - h. Marcel Marcelli is the Farm Manager who runs the farm at Waangwaray on a day to day basis and offers guidance to the local community. He manages a staff of 5
 - i. Mr Moses Mbesere is a teacher who manages and runs the teacher training programme
5. How we are seen publically. The public view of us is very important to us and we need to be seen to be providing something new and exciting and very straightforward.
- a. We have had some press coverage in the Richmond & Twickenham Times; and our partners in USA have had coverage with National Geographic Travel Magazine (top 50 trips of 2010); New York and Albany press and local news channels
 - b. We have links with a verity of NGO's travel organisations, schools (UK and USA) and small businesses