The Whole Village Project - Tanzania: Evaluating and Promoting Effective Development Strategies
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The Whole Village Project, Office of International Programs & Minnesota Population Center

Background
Tanzania
Over 25% of Tanzania’s land is set aside for conservation, yet poverty and drought are leading to a significant strain on available resources. Development projects aimed at achieving the Millennium Development Goals are present in many rural Tanzanian villages, but there are few methods for comprehensive, independent evaluations of these projects.

The Whole Village Project
Vision: Work with people in rural Tanzanian villages to acquire and use knowledge for improving long-term health and well-being while sustaining natural resources.

Methods
Individual and Village Level Surveys
Surveys are conducted at the individual and household level in a random sample of 65 to 70 households per village. Complementary qualitative data are collected through focus groups and interviews.

Key Informant Interviews
School headmasters
Health officers
Quantitative methods
Focus groups
Men & women (separately)
Village resource
Village leadership
Institutional analysis
Agriculture & livestock

Household surveys
Individual
HIV/AIDS knowledge
Under-5 height/weight

Baseline Measures
Household Characteristics
The Whole Village Project collects information about household characteristics and assets, allowing for assessment of individual and village level socio-economic status. Village level differences between agriculturalists and pastoralists can be seen.

Table 1. Two Villages

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<th></th>
<th>Agriculturalist</th>
<th>Pastoralist</th>
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<tbody>
<tr>
<td></td>
<td>75%</td>
<td>40%</td>
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<tr>
<td>Female-headed household</td>
<td>7%</td>
<td>39%</td>
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<tr>
<td>Households with latrines</td>
<td>96%</td>
<td>23%</td>
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<tr>
<td>Cell phones</td>
<td>50%</td>
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Education
Ongoing challenges exist for teachers and students. Across 24 villages the teacher-student ratio was 1 to 77. In one village with three primary schools: 90% of children arrived at school with no breakfast 50% of teachers spoke English 14% of teachers were literate in computers Book to student ratio was 1.6

Natural Resource Use
The Whole Village Project uses GPS technology and satellite images to enhance survey data.

Health
The Whole Village Project collects health-related data including:
- HIV/AIDS knowledge, attitudes, and practices
- Breastfeeding practices
- Child nutrition and growth
- Nutrition and food security
- Availability of mosquito bed nets

Health data from the household surveys can be used to assess the efficacy of anti-malaria campaigns. Baseline data suggests campaigns are uneven, with some villages reporting almost no use of bed nets.

Agriculture and Livestock
The Whole Village Project collects extensive agriculture and livestock data including:
- Types of crops harvested and sold
- Types of livestock owned and sold
- Income generated from crops and livestock
- Number of livestock lost to disease, drought, and wild animals
- Animal vaccination against disease

Food Security
Food security and nutrition data are collected at the household level:
- Food/nutrients consumed
- Food security
- Height and weight measures of children age 0 – 5

Civic Engagement
Villager participation in village assemblies and efficacy of committees is assessed

Opportunities for Faculty and Students
There are many opportunities for students and faculty to use The Whole Village Project data or to assist with the collection and analysis process.

Students can:
- Use the data for projects or theses
- Volunteer or intern with The Whole Village Project at UMN or Savannas Forever TZ

Faculty can:
- Use the data to analyze ongoing projects in Tanzania
- Serve as PI on a grant that partners with The Whole Village Project
- Serve on WVP technical committees

For more information see our website:
http://wholevillage.umn.edu
or contact Dr. Kari Hartwig at khartwig@umn.edu

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