Program: Nurturing Minds, Tanzania
Website: www.nurturingmindsinafrica.org

Mission: Nurturing Minds provides financial and technical support to programs improving access to quality education for girls in Tanzania, with a particular emphasis on girls who are poor, marginalized, and at risk of becoming involved in exploitative forms of child labor. More specifically, Nurturing Minds is supporting Secondary Education for Girls’ Advancement (SEGA) in Tanzania and its development of a girls’ secondary boarding school in Morogoro, Tanzania.

History of the Organization: Nurturing Minds was founded by an American, Polly Dolan, who lives in Tanzania and has worked in humanitarian relief and environmental conservation for twelve years. The organization has grown rapidly since its inception in 2007. Nurturing Minds has a volunteer-operated board, with one part-time paid executive assistant director. Each board member personally commits to raising a minimum of $10,000 annually, along with providing various technical skills.

Where They Work: Tanzania. The Sega Girls’ School is located in Morogoro, at the foothills of the Uluguru Mountains, which form part of the Eastern Arc Mountains, original home of the African Violet, and recognized as one of 25-30 biodiversity hotspots worldwide. Tanzania is a country rich in natural resources and of great geographic and cultural diversity. However, it remains one of the poorest countries in the world. Thirty-six percent of Tanzanians live in extreme poverty, and almost one in five are hungry, living below the food poverty line.

The proportion of children aged 5-17 in child labor is 21.1%. An HIV prevalence of approximately 7%, a population growth rate of over 2% and a growing number of orphans and vulnerable children present huge obstacles to poverty-alleviation efforts.

Poverty in Tanzania is further exacerbated by environmental degradation, reflected in declining fertility of agricultural lands, deforestation, and destruction of water sources and catchment areas.
History of the Region:

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<tr>
<td>Merchant vessels from southern Arabia and the Red Sea are loaded with ivory and slaves. With the traders came Islam.</td>
<td>Portuguese arrive.</td>
<td>Tanzania is a German Colony.</td>
<td>Tanzania becomes a British Trust Territory.</td>
<td>Wins independence from Britain. Julius Nyerere is prime minister.</td>
<td>Government of Tanzania drops primary school fees. First-grade enrollments increased by 43.1% due to free primary education.</td>
<td>Secondary enrollment in Tanzania is among the lowest in the world at 20%, but Government is rapidly expanding infrastructure.</td>
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The Project: Start-Up of Poultry Farm Business

DFW’s donations will support the start-up of the Sega Girls’ School's first business—poultry farming for egg production. This first business is part of a broader, long-term strategy to train students in entrepreneurial skills through practical experience and for the school to achieve financial self-sufficiency. Specifically, funds will be used for seed capital for start-up; operational costs; and salaries for poultry farm manager and assistant. This project is critical to achieving one of three priority objectives by 2015: Implementation of two to four school-run businesses leading toward eventual financial sustainability for the school.

The project involves raising 3,000 (two flocks of 1,500) layer chicks in 18-month cycles at the school site. Eggs will be sold to hotels, supermarkets, restaurants, and the local community within Morogoro at a rate of roughly 5,000 to 6,000 eggs per week during peak production. Chicks will be purchased in November 2011 and will begin producing eggs by early 2012.

DFW’s donations will support the following activities associated with poultry production at The Sega Girls’ School:

- **Launch the Poultry Business**: Funds will support capital costs for construction, purchase of chicks, feed, litter, and staffing costs during the start-up phase of the project.

- **Technical Training and Marketing Support**: Training provided to school poultry attendants, selected students, and teachers through a local poultry expert during the start-up phase of the project to ensure quality care of the chicks through brooding and growing stages. DFW’s funds will also fund additional support from an international business development expert to assist the school in establishing and growing its market for eggs.
• **Provide Hands-On Experience for Students:** The poultry business will provide valuable, practical opportunities for students on a rotating basis to learn business planning, management, monitoring and marketing skills as well as technical skills in poultry rearing.

### About Nurturing Minds’ Secondary Education for Girls’ Advancement (SEGA)

SEGA is made up of a core group of five Tanzanian citizens and one American who are committed to improving the lives of Tanzanian girls. SEGA’s mission is to develop a secondary boarding school for girls that fosters the development of strong values, healthy self-esteem and independent thinking skills among its students. SEGA targets girls who are out of school, extremely poor, orphaned, or subject to exploitative forms of child labor. This secondary boarding school, which opened its doors in January 2010 (its remedial day program began in July 2009), will support 200 students by 2015.

### Key features of the school include:
- Environmental Care
- Social Responsibility/Leadership
- Entrepreneurship

### Project Budget: $42,098

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<tr>
<th>Poultry Farm Start-up (3,000 Layers)</th>
<th>Request to DFW</th>
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</thead>
<tbody>
<tr>
<td>Initial Purchase of Chicks</td>
<td>4,400</td>
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<td>Feed (starter, grower and layer feed)</td>
<td>6,933</td>
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<td>Water</td>
<td>559</td>
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<td>Litter</td>
<td>1,102</td>
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<tr>
<td>Layers</td>
<td>195</td>
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<tr>
<td>Brooding Facilities (heating, litter)</td>
<td>1,020</td>
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<tr>
<td>Equipment (feeders, drinkers, nest boxes, buckets, detergent, brooms, shovels, shavings, newspapers, trays)</td>
<td>5,132</td>
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<tr>
<td>Transport Feed &amp; Eggs</td>
<td>223</td>
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<tr>
<td>Salaries (farm manager, attendant, veterinary visits)</td>
<td>4,034</td>
</tr>
<tr>
<td>Pen construction, solar lighting and water tanks</td>
<td>3,500</td>
</tr>
<tr>
<td>Technical Assistance (Consultancy--International Business Consultant Stipend)</td>
<td>10,000</td>
</tr>
<tr>
<td>Staff Training and Follow Up monitoring support during start-up phase (Local Poultry Care Expert)</td>
<td>3,500</td>
</tr>
<tr>
<td><strong>Grand Total Poultry Business Start-Up Costs</strong></td>
<td><strong>40,598</strong></td>
</tr>
<tr>
<td>DVD Shipping and marketing development DFW</td>
<td>1,500</td>
</tr>
<tr>
<td><strong>Grand Total Grant Request from DFW</strong></td>
<td><strong>$42,098</strong></td>
</tr>
</tbody>
</table>
How They Measure Success

Education Program and Psycho-social Support

- Performance of students as compared with national statistics in mock and final national exams
- Retention in the program one year and 18 months after starting (target=90%)
- Positive changes in self-esteem as measured through changes in active participation in class and increase in communicating with problem-solving and expressing life aspirations
- Significant self-reported changes in quality of life and aspirations for the future by students

Poultry Business Evaluation Indicators:

- Quality of financial and management systems in place as assessed by an external auditor
- Number of eggs sold per month during each cycle of production, price obtained and profits yielded and as per comparison with original business plan projections
- Business reaches break-even point within third cycle of production
- Proportion of school-running costs supported by the business by 2015 and as compared with initial projections in the business plan

Over time, longer-term indicators of success will include proportion of Sega Girls’ School graduates who are economically self-sufficient and indicate that they are fulfilled and happy in their lives.

While the school is still too young to measure longer-term impacts, initial success can be measured by student performance indicators. In 2009 and 2010 respectively 96% and 85% of non-formal students passed the national exam for entry into secondary school, as compared to only 49% of students nationally.
Nurtuing Minds Financial Profile
Nurturing Minds 2010 expenses: $461,586; 91% programs, 5% Fundraising, 4% Administration
Nurturing Minds 2010 revenue: $460,311

Tanzania at a Glance
• Population: 45 million. ³
• Capital: Dodoma (official), Dar es Salaam (commercial)
• Major languages: English, Swahili
• Major religions: Christianity, Islam
• Life expectancy: 57 years (men), 59 years (women)
• Tanzania is one of the world's poorest economies in terms of per capita income; however, Tanzania average 7% GDP growth per year between 2000 and 2008 on strong gold production and tourism. ⁴
• The economy depends heavily on agriculture, which accounts for more than 40% of GDP, provides 85% of exports, and employs about 80% of the work force. ⁵
• In 2008, Tanzania received the world's largest Millennium Challenge Compact grant, worth $698 million. ⁶
• Daily life for many Tanzanians remains a struggle. “In addition to wide income variations between rural and urban areas, there is a growing gap between the poor and the more well-off. Unemployment averages about 15% and underemployment is widespread.” ⁷
• Politics: Tanzania has enjoyed stability. Multi-party politics was introduced in 1992. ⁸
• Environment: Experts fear a planned highway threatens the Serengeti game park, Tanzania’s biggest draw for tourism. ⁹
Sources:


2 Ibid.


5 Ibid.

6 Ibid.


9 Ibid.


11 Ibid.

12 Ibid.