

Proposal

"We do not inherit the earth from our ancestors; we borrow it from our children."

—Native American Proverb

Project Title

Building Sustainable Communities: Learning from Tanzania to Inspire Continued Environmental Stewardship in Our School

Project Summary

This proposal seeks funding to travel to Tanzania for a two-week, immersive experience with [*Focus on Tanzanian Communities \(FOTZC\)*](#). Through direct engagement in FOTZC's community-driven sustainability projects, I aim to bring back practical examples of environmental stewardship, emphasizing how local conservation efforts link to global challenges. With this experience, I hope to develop a curriculum that empowers students to see their roles as environmental stewards and inspire them to participate in sustainability projects within our school community.

The fellowship will enable me to work with FOTZC on a variety of projects in Tanzania, ranging from sustainable agriculture and renewable energy to community-led health initiatives. Throughout this immersive journey, I'll be exploring ways that communities adapt sustainable practices to protect their resources and foster resilience. This fellowship experience not only aligns with our mission as a green school, but studies have shown that students gain deeper insights and stronger environmental values when exposed to real-world applications of sustainability (National Research Council, 2012; *NEEF Report*, 2015). By working alongside FOTZC and witnessing the impact of community-focused projects, I hope to enrich my own

understanding of sustainable practices and empower students and teachers to think about new ideas for projects we can implement in our community.

This two-week itinerary will take me through Tanzania's unique ecosystems, diverse communities, and cultural landmarks, where I'll gain a deeper understanding of how sustainable practices are applied in different contexts.

Eastern Serengeti

I'll begin by traveling to the Eastern Serengeti Ecosystem, where local guides will introduce me to the area's conservation efforts and the impact of FOTZC's work. Here I can document the thriving wildlife population in this 10,000-acre nature refuge, including giraffes, elands, leopards, and wild dogs. I'll also join a guided nature walk led by a wildlife scout to learn about native plants and animal behavior, as well as the importance of conservation. This will include the largest local waterhole, where I can learn more about how water conservation and habitat protection support local biodiversity. Additionally, I'll take part in a night drive to observe nocturnal wildlife, which will allow me to learn more about the significance of natural cycles and the role of ecosystems in supporting diverse animal behaviors.

During this portion of the trip I will also be meeting the *Enjipai Women's Group*, a Maasai-led initiative focused on sustainable community development. The group combines traditional artisan skills with modern entrepreneurship, empowering women while promoting sustainable resource use. Their projects include beaded craft sales and a community maize grinder, which reduces the need for long-distance travel for grain milling. I will also be visiting various FOTZC-led projects, such as schools, health clinics, and teacher housing, to learn how community-centered initiatives can address local needs sustainably. This experience will provide valuable insights into community-driven projects that I'll bring back to our school, guiding students to identify environmental challenges within our community and propose actionable solutions. Finally, I'll spend time with a Maasai elder, learning about traditional Maasai knowledge and how their semi-nomadic lifestyle has adapted to environmental challenges.

Serengeti National Park:

In the Serengeti National Park, I'll have the opportunity to witness the Great Migration and

observe diverse species interactions within this protected ecosystem. The experience of seeing animals like wildebeests, zebras, and lions in their natural habitats will provide an immersive perspective on food webs, ecosystem resilience, and the importance of conservation. The trip will continue at [Gibb's Farm](#), an eco-lodge that incorporates organic farming and renewable energy practices. Here, I'll learn more about sustainable agriculture, from organic vegetable gardens to dairy and coffee production, observing how sustainable practices can support local food systems without depleting resources.

Ngorongoro Crater and Cultural Heritage Center:

The trip will conclude with a visit to the UNESCO World Heritage Ngorongoro Crater, a remarkable area with diverse wildlife coexisting within a delicate ecosystem. Observing the crater's balance between wildlife and human activity will reinforce the importance of habitat preservation. I'll also spend time at the [Cultural Heritage Center](#) in Arusha, where I'll explore Tanzanian art, history, and community resilience. These last few days will deepen my understanding of Tanzania's rich heritage and its role in promoting environmental activism and sustainable tourism

This fellowship will provide a rare opportunity to immerse myself in sustainable practices and conservation efforts in Tanzania. I'll be able to bring a global perspective to the environmental stewardship in BGA's mission statement. The practical examples and stories from Tanzania will help students see the connection between their local actions and global conservation efforts, nurturing a generation of responsible, globally-minded citizens.

Outcomes and Goals for the Fellowship

1. Photograph and document the sustainable development inspired by Tanzanian examples, focusing on biodiversity, resource management, and sustainable agriculture.
2. Deepen my understanding of how sustainable practices and tourism can work together to enrich communities.
3. Create a lesson of study for CTE students that highlight FOTZC's initiatives, to show them how the sustainable practices we already embrace, like recycling, composting and agriculture at BGA, work in the world at large.

4. Host **workshops** for CTE and non-CTE students within three months post-fellowship to share insights and tangible examples of sustainability projects from Tanzania.
5. Presentation for faculty in September/October.

Timeline

- February - April 2025: Preparation and coordination with FOTZC for itinerary details.
- July - August 2025: On-site experience in Tanzania, actively engaging in wildlife conservation and sustainability projects.
- September 2025: Develop curriculum materials, organize reflections, and prepare staff workshops.
- October - December 2025: Implement sustainability lessons in the classroom and launch the community engagement project. Facilitate professional development sessions for staff.