

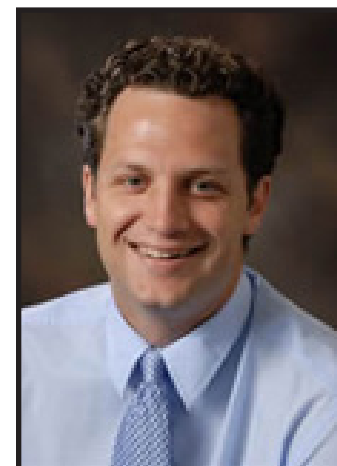


Introducing new board members, continued

later, these former students are back home in leadership roles in their independent nation of Namibia.

In 1998 Jim returned to his Carthage College alma mater, doing development work, ultimately serving as Vice President for College Relations. He has traveled to sixty countries around the world, sixteen of them in Africa.

Once he retired to Minnesota in 2008, Jim became connected to Friends of Mwangaza, having learned of "its important work in Tanzania." Jim and LaRue will join others on the Mwangaza Education Safari this month to see Mwangaza's work firsthand.



Phillip Wilder

After ten years of teaching high school students at Joliet West High School and Champaign's Central High School, Phillip Wilder currently works in the Center for Education in Small Urban Communities at the University of Illinois at Urbana-Champaign as

a secondary teacher collaborator.

In his role as teacher collaborator, Phillip works with teachers, instructional coaches and administrators in local districts to promote a deepened understanding of *responsive teaching* in middle and high school content area classes, and to develop school- and district-wide models of ongoing, job-embedded and differentiated professional learning and coaching that empower teachers. He is currently completing a doctorate in language and literacy at the University of Illinois at Urbana-Champaign, focused on how literacy coaches in secondary schools collaborate with teachers to improve the literacy and learning of students.

Phil's relationship with Mwangaza Centre began in 1998 when he participated in the second round of teacher exchanges and partnered with Emmanuel Sangingo Kivuyo of Enaboishu Secondary School in Arusha, Tanzania. This relationship continued again in 2008 when he conducted content area literacy workshops for secondary teachers at Mwangaza Centre. Phil Wilder can be reached at pwilder@illinois.edu.



Mwangaza Education for Partnership



www.flickr.com/photos/mwangazaeducation

Friends of Mwangaza Board supports, coordinates, and promotes on behalf of our partners in Tanzania

Although Mwangaza Education for Partnership began in Tanzania in 1996, five years passed before support in the United States was formalized, thanks to the organization of Friends of Mwangaza (FOM), a 501(c)3 charitable organization. Its mission: "to collaborate with Mwangaza Education for Partnership through prayer and provision of human and financial resources."



Friends of Mwangaza Board of Directors. Back row (from left): Jim Talarico, Barbara Berry-Bailey, Bill Lynch, Lois Rimbo. Front row: Lynda Tidemann Minnick, Jim Unglaube, Mary Jo Huelle, Shoonie Hartwig, Lois Leffler. (Not pictured: new members Gioe, Msseemaa, Wilder)

Currently there is a ten-member volunteer board. In addition, there are two non-voting consultants to the board: the Rev. Barbara Berry-Bailey, who serves as liaison to the global mission unit of the Evangelical Lutheran Church in America, as well as Dr. Shoonie Hartwig, Mwangaza's original director. FOM meetings are held twice annually at the ELCA offices in Chicago. In between those formal meetings, conference calls and email continue communication and keep projects flowing smoothly for FOM's three committees: finance, communication, and program.

FOM has three goals: 1) to provide adequate financial support for Mwangaza Education for Partnership; 2) to coordinate partnership opportunities for teaching, learning, and service; and 3) to communicate and promote the work, activities, and programs of Mwangaza Education for Partnership. The envelope included in this newsletter and two annual appeals are the primary ways Goal 1 is met. After the Mwangaza staff identifies program needs, Friends of Mwangaza begins to seek U.S. volunteers to support Goal 2. This newsletter and our new web site, www.mwangazapartnership.org, as well as Facebook and Flickr are our primary methods of fulfilling Goal 3.

The Friends of Mwangaza Board thanks each and every one of you for your prayers and dollars that support Mwangaza Education for Partnership. Both of those gifts are essential to the continued well-being and growth of FOM and Mwangaza. We say, "Asanteni sana!" In a nutshell, "Many thanks to all!"

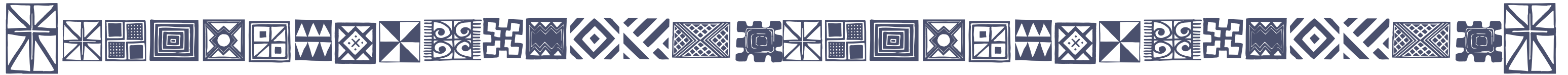
Meet FOM's newest board members here:

Sarah Gioe

A native of Chicago, Sarah Gioe began working in the Lutheran church shortly after her graduation from St. Olaf College. She has worked as a print graphic designer for congregations, synods, seminaries, and the churchwide offices of the Evangelical Lutheran Church in America. Sarah currently serves as the Director of Communication and Interpretation for the Metropolitan New York Synod, where she oversees the synod's website, e-communications, and print newsletters.

Her home congregation's involvement with the Lutheran church in El Salvador prompted a series of visits there, shaping Sarah's views on

Continued on page three



Mwangaza is a home for teachers-in-residence

For Sharon and Mike Wadle from DeKalb, Illinois, the Mwangaza Resource Centre in Arusha, Tanzania is both a destination and a home.

For two months in 2001, the Wadles hosted Marieth Mlay, an English Language teacher at Enaboishu Lutheran Secondary School. Once summer arrived, they flew to Tanzania, joining her and other Tanzanian-USA teacher partners. Together these teams planned and led seminars for teachers in ELCT secondary schools.

Mwangaza's mission to teachers was twofold: first, to offer opportunities for teachers from both ELCT secondary schools and USA high schools to meet and share teaching strategies, all the while expanding in ways both professional and personal; second, to bring these teachers together at the Mwangaza Centre, where seminars conducted by teacher-partners provided opportunities to share their expertise and experience in methodology and content with other ELCT teachers.

As teachers-in-residence, the Wadles returned to the Mwangaza Centre once again this past spring. After they modeled new teaching techniques during the summer seminars, teachers worked together to develop student-centered lesson plans, using methodologies that help students learn content in English, their third language. Though 26 participants attended each week-long seminar, five teachers were selected by lottery to present their lessons to the other participants.

As the Wadles prepared for the last day of Mwangaza's third and final teachers' seminar during their two-month stay, Mike reported this: "There was both a sense of accomplishment and the feeling that much remains to be done." Once the teachers left Mwangaza, the Wadles gathered their data to measure teachers' professional growth.

For a majority of Tanzanians, children are first exposed to one of the 120+ tribal languages spoken in their communities. Entering primary school, students are taught Swahili and taught in Swahili. As they get older, English becomes one of their many classroom "subjects." Once high

school begins, however, all lessons and testing shift exclusively to English.

Mwangaza is currently in the second of a three-year intervention with five local Lutheran secondary schools, offering their teachers the seminars described above. To create an environment of immersion in English for the students, Mwangaza has developed "mini-books," a single folded sheet of paper printed on both



The Wadles lead a teaching seminar

sides, featuring classroom content and activities. All students in each of these schools are receiving these mini-books as they progress through their four years of high school. For most, these mini-books represent the first piece of printed text that a child owns.

"This year marks Sharon's fifth trip to Tanzania and my eighth," says Mike. "That may help you understand how strongly we identify with Mwangaza's mission and empathize with teachers who face the challenge of teaching subject area content to English learners."

"Now that we're retired teachers, we were blessed that a friend shared his latest Bible study: 'Finding and Following God's Message in Your Golden Years,'" says Sharon.

The Wadles will return to Tanzania in 2012. As Mike said, "Much remains to be done."

Meet the new board members, continued



joined the board shortly thereafter. "I'm excited about the work Mwangaza is doing to better equip teachers," she says. "It's an honor to serve on the Friends of Mwangaza Board with others who have found tangible ways to build a strong educational foundation with Tanzanian partners."

Sarah lives in New Jersey with her husband, Rob, and is a member of Advent Lutheran Church in Manhattan. She enjoys hoopdancing, travel, and reading.

Daudi Msseemmaa

Daudi Msseemmaa sees better education as the best way to help our young brothers and sisters meet their God-given potential. As a Tanzanian-American, he's especially interested in studying the problems and the good work being done to overcome them in Tanzanian schools.

Daudi grew up near Chicago, got degrees in history and journalism from Southern Illinois University, and did a visual journalism fellowship at the Poynter Institute in St. Petersburg, Florida.



accompaniment and her commitment to social justice. A trip to Metro New York Synod's companion synod in Tanzania in 2010 gave her a glimpse of the educational system in Tanzania and introduced her to the work of Mwangaza. She

In the U.S., he worked at the St. Louis Post-Dispatch, and the Springfield (Mo.) News-Leader. In Tanzania, he has worked for the Evangelical Lutheran Church in Tanzania as a companionship liaison, strengthening partnerships between Tanzanian churches and their U.S. companions. He volunteered at Maasae Girls Secondary School and consulted on projects for Tanzania-based NGOs.

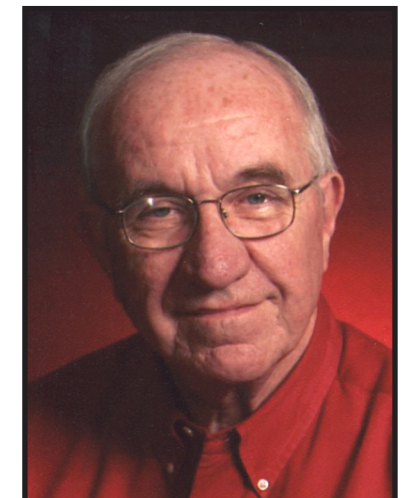
Together with his wife, Kellen, the Msseemmas started Empowered Girls (www.empoweredgirlsea.org), which helps to equip girls with the practical tools needed to make it through secondary school. They were recently in Tanzania evaluating its last year of progress and expanding the program.

Daudi is new this year to the board of Friends of Mwangaza. Amid tough problems in the education system, he is honored to be part of the solution.

Jim Unglaube

A native of Milwaukee, Wisconsin, Jim Unglaube was the first in his family to attend college—and Carthage College it was. Upon the completion of his doctorate, he and his wife LaRue spent ten years in North Carolina, beginning with teaching chemistry and eventually taking on the role of Chief Academic Officer.

Ten years later, he accepted a position with the national offices of the Lutheran Church in America in New York City, prompting travels throughout the United States and around the globe. As a result of his work in Namibia, 100 Namibians received full scholarships to U.S. Lutheran colleges; two decades



Continued on page four