

MWANGAZA EDUCATION FOR PARTNERSHIP ELCT/ELCA

A BRIEF HISTORY

Introduction:

Soon after Tanzania's independence in 1961, the government mandated the nationalization of all secondary schools. This meant that any privately managed school whether Anglican, Catholic or Lutheran would no longer be under church management. However, by the mid-1980s, due to economic constraints, the government requested educational assistance. Those Non-Governmental Organizations previously managing secondary schools were invited to return. The ELCT responded immediately.

In 1985, Dr. Shoonie Hartwig directed an exchange program between students and faculty at the University of Dar es Salaam (UDSM) and several colleges of the Evangelical Lutheran Church of America (ELCA). Because she brought students to Tanzania annually, she received a request from Bishop Thomas Laiser and Bishop Ernesto Kweka, to visit secondary schools in their dioceses to help assess educational needs. Dr. Hartwig was not new to Tanzania's educational challenges as she and her husband had taught at Ilboru Secondary School near Arush in the 1960s.

In 1990, Mr. Amani Mwenegoha, General Secretary of the ELCT, requested that she expand her dioceses visits to Eastern Coastal, Central, and Iringa. Dr. Hartwig subsequently visited all church managed schools in these dioceses. Although she was teaching at an ELCA college, she continued bringing students to UDSM and then for a brief period, increased her school visits. Her reports went to Amani Mwenegoha and Lynda Tidemann Minnick, the ELCA Global Mission Area Program Director for East Africa.

In 1994, she was able to bring representative teachers together from each of these five ELCT dioceses with financial support from the ELCA Global Mission Area

Program Director. As teachers from five areas of Tanzania addressed the educational challenges, they expressed a need for a central teachers' resource center. The vision for Mwangaza Education for Partnership began during this meeting.

In 1995, Dr. Hartwig received an invitation from the ELCT and the ELCA to move to Tanzania and facilitate the development of Mwangaza. The following structure has evolved since then.

VISION: To develop educational partnerships between synods and dioceses of the ELCT and the ELCA that nurture relationships between all participants discovering how to accompany one another walking in the Light of God.

MISSION: To provide programs for teachers, students, men and women throughout the ELCT which further their educational and leadership development in collaboration with ELCA partners.

1. RELATIONSHIPS

- **ELCA/ELCT** The companion synod/diocese link between the ELCA and ELCT provides the organizational structure of Mwangaza. By 1998, all 20 dioceses of the ELCT requested inclusion in this partnership. However, because we are circular in structure (inclusive of all 20 synods/dioceses) not bi-lateral (companion synod-diocese), we are unique. This has negative and positive impact on our work.
- In 2003, Dr. Hartwig resigned as Director. Ms Seelah Kisoso took this position until 2010. Presently, Mr. John Kavishe, Ms Salome Lally and Ms Nemayan King'ori comprise the Management Team, jointly sharing director responsibilities. There is a support staff of 13.

- In 1997, the first Mwangaza Board was formed with representatives from all dioceses. Subsequent writing of By-Laws state: rotating diocese representation, at large and ELCA representation. The Management Team is accountable in program and budget to this Board.
- Friends of Mwangaza, Inc., established in 2003, is a 507 (c) 3 non-profit in the U.S. which assists in support of Mwangaza's educational work.
- As Mwangaza's Resource Centre is located within the North Central Diocese (NCD), it is registered through this diocese. A legal Tenancy Agreement permits the use and development of this site with permission of NCD. No rent is required. Should Mwangaza dissolve, the property returns in its entirety to the NCD.
- Since 1996, the relationships between volunteers from the ELCA together with the ELCT partners form the sustainable links in Mwangaza's programs.

2. PROGRAMS

Basic to all program development is participants' request for issues to be addressed. Mwangaza's Core Values – discipline, integrity, learning and service bound by faith are central of all offerings.

- **SECONDARY SCHOOLS** In 1996, Mwangaza focused on skill development with secondary school teachers. Annual exchanges bringing ELCT and ELCA teachers together as teams in the U.S. and in Tanzania continued until 2004. Tanzanian teachers requested an English/Math/Science focus. Since then, annual June/July seminars continue with ELCA volunteers assisting.

Subjects: Lesson plan development/student centered class rooms, Teacher's Resource Guide, SIOP training/English language learners, computer skills, HIV/AIDS.

- In 1997, Mwangaza offered Kindergarten teacher training in response to ELCT request. However, after three years, as the Secondary School program expanded, this was discontinued. Mwangaza Soul and Mwana Baba were initiated in 1999/2000 but they, too, were discontinued due to program priorities.
- In 1998, the first Binti-Mama program was designed by women leaders from the Meru/Arusha region. Subjects: HIV/AIDS, conflict resolution, Bible Study, nutrition, gender based violence, stigma.
- In 2004, a Community Health program for congregational leaders was initiated. Subjects: HIV/AIDS, conflict resolution, Bible Study, water borne diseases, gender based violence, stigma.
- In all programs, content is annually evaluated by participants. ‘Teach Others to Teach’ is basic to seminar training thereby requiring participants to teach others in their respective areas (schools, congregations).
- A computer laboratory with ten of the 15 monitors on-line, provides participants with 21st Century digital access as they learn how to search for new information, document and chart their work.
- Mwangaza’s programs are organic; they are not static or fixed. The viability in program offerings is the ability to respond to expressed needs of teachers, women and men throughout the ELCT.

3. MWANGAZA AS A RESOURCE

- The structure of Mwangaza as a cooperative model provides an overview of educational needs throughout the ELCT. This comprehensive understanding is underscored by careful monitoring and evaluating of all programs. The Management Team provides an annual analysis of Form IV examination results

available to all stakeholders. It is this analysis that informs participants how Mwangaza Staff how programs should

- It is this systematic attention to all programs that informs the program coordinators as to the impact of Mwangaza's offerings and therefore what changes might be required. An annual audit demonstrates Mwangaza's viability in programs and transparency in accounting.

4. FACILITY

In 1996, funds were needed to renovate the Resource Center. By 2002, expansion of these facilities provided an Assembly Hall, volunteer rooms and a Hostel sleeping twenty guests. Now in 2012, expanding the Assembly Hall to seat 100 with space to accommodate electronic equipment is necessary. In addition, renovation of an existing office into a science laboratory will provide a needed demonstration space for teachers.

5. FINANCIAL SUPPORT

From 1996 to 2009, ELCA/Global Mission gave an annual grant of \$16,000 assuring Mwangaza of modest program sustainability. For two years, this amount was reduced to \$14,888 due to decreased ELCA funding. In early January 2012, another 7.5 % was to be deducted. However, in early February, Mwangaza received a letter announcing that full funding would be received. This news was received gratefully, underscoring how evaluations and audits make a difference.

During these sixteen years, Mwangaza received monies from ELCA Hunger Funds, Siebert Foundation, Mennonite Central Committee, Wisconsin AIDS

Foundation, Lux and Safi Foundations and innumerable donors. The annual budget of \$16,000 in 1996 has grown to \$150,000 in 2010.

6. VISION

- **Mwangaza's light** is bright as we look ahead. By 2013/14, a Literacy Immersion Program will be available to ELCT secondary schools. This plan includes teacher training, a teacher's SIOP RESOURCE BOOK, mini-books (Form 1-3) – contextual, syllabus related books available to all students and computer literacy. In addition, teacher training will include science laboratory practicals as this will be a new requirement in Form IV examinations by 2016. This evaluated Literacy Immersion Program could make a significant difference at a time when the decreasing national Form IV results are causing great concern throughout Tanzania.

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