

Friends of Mwangaza
Linda Milton, Treasurer
2926 - 27th Street
Rock Island, IL 61201

The Internal Revenue Service recognizes Friends of Mwangaza, Inc. as a charitable organization. Contributions are deductible to the full extent of the law.

From the Director of Mwangaza, Seelah Kissioki

In May, Mwangaza received a shipment of 200 computers. This gift allows Mwangaza to continue its commitment to provide computers and computer training to ELCT schools and faculty members in Tanzania. To date Mwangaza has been able to distribute this important technology to over twenty ELCT secondary schools.



With this spring's shipment, several schools will benefit—not only those that have no computers at all, but also some which have them but need replacements. We at Mwangaza use the information we gather from our ongoing "Educational Audits" to determine the recipients of these computer gifts. Not only do schools need to have computers, but they need to show how they will be utilized at the school, both by teachers and students.

Over the last two summers, Mwangaza has integrated computer training at our annual ELCT secondary teachers' professional development seminars. During the many one-week seminars, teachers learn basic computer skills as well as learn how to search the Internet for subject matter content. For many teachers, these seminars provide the first time they have ever used a computer! This training does not end once the seminars are over; once the computers are made available to their schools, teachers continue to increase their computer skills and knowledge of subject matter—and then they pass their learning on to their students.

Computers pose challenges for us in Tanzania. For example, we face frequent power outages. Not all schools can access the internet. Getting competent technicians for maintenance and repairs is difficult in both urban and rural areas. Despite these hurdles, Mwangaza is determined to continue

to provide this much-needed technology for our ELCT secondary schools. By doing so, not only are we bridging the digital divide, but also we are making a difference in the lives of many teachers and students in this 21st century.

Our thanks go to Friends of Mwangaza for this shipment, to Global Health Ministries, and to all who help make our successes possible. Asanteni wote!

Fund-Raisers Seek Groups to Aid Textbook Crisis; 2007 Christmas Ornament Project Key to Solution

Thousands of dollars have been raised since 2005 when the Tanzanian Task Force of St. Paul Lutheran in Wyoming, Minnesota, created an African-themed Christmas ornament to sell. Proceeds were wired to Mwangaza, enabling hundreds of government-written texts to be purchased and delivered to ELCT secondary schools throughout Tanzania.

In 2006, six other groups joined in the project which helps reduce the student-to-textbook ratio. At its most critical, a recent Mwangaza Educational Audit discovered a classroom with a 28:1 ratio!

Interested in joining this effort in 2007?

Contact Mwangaza volunteer and Friends of Mwangaza Board of Directors member Gerry Lidstrom. By mail: 5879 Wyoming Trail; Wyoming, MN 55092. By telephone: (651) 462-5212.

You will receive complete instructions, including a 2007 prototype, envelope enclosure, alternative gift-giving card, and the front and back design for the 2007 ornament.

Mwangaza Speakers Bureau

Arrangements can be made for Mwangaza volunteers to speak to your group or organization. Such opportunities are synonymous with Mwangaza's international mission of education, both in Tanzania as well as in the United States.

Organizations are responsible for a speaker's expenses. Costs vary depending upon the location of the event and the home base of the Mwangaza volunteer. For more information, inquiries may be made by contacting Dr. Shoonie Hartwig at ShoonieH@AOL.com.

Friends of Mwangaza, Inc. strives to keep its constituents abreast of its programs and outreach. Should you wish to be removed from further communications, please inform Treasurer Linda Milton by mail at the address above, or via e-mail at artmilton2926@sbcglobal.net

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A Friends of Mwangaza publication

On the Web at www.mwangazaeducationforpartnership.org

Reflections

When Mwangaza Education for Partnership began in 1996, teachers in the United States partnered with colleagues in Tanzania. Leadership opportunities abounded for Americans as well as Tanzanians as they worked together to develop new insights into the challenges of teaching secondary students. Since then, though Mwangaza's foundation of partnership has remained the same, the spectrum of Mwangaza's programs has expanded beyond the secondary school community through additional programs that explore the environment, family and community, and HIV/AIDS. No wonder that Mwangaza has been called the prime, on-the-front-lines educational resource, changing lives and views both in Tanzania and in the United States.

Mwangaza and Education: How Partnership and Programs Create Global Understandings

Visiting Kimandolu Lutheran Secondary School near Arusha in July '07, we observed teachers receiving keyboard instruction on computers installed after a recent Mwangaza shipment.

At the close of the lesson, one teacher laboriously typed these words: "IF YOU THINK EDUCATION IS EXPENSIVE, TRY IGNORANCE."

It was a startling scene in this stark biology lab now converted to house fifteen computers.

The educational environment in Tanzania is likewise stark and startling:

- \$360 is required for a student to attend one year of ELCT secondary school. \$300 is the average annual disposable income of Tanzanian farmers.

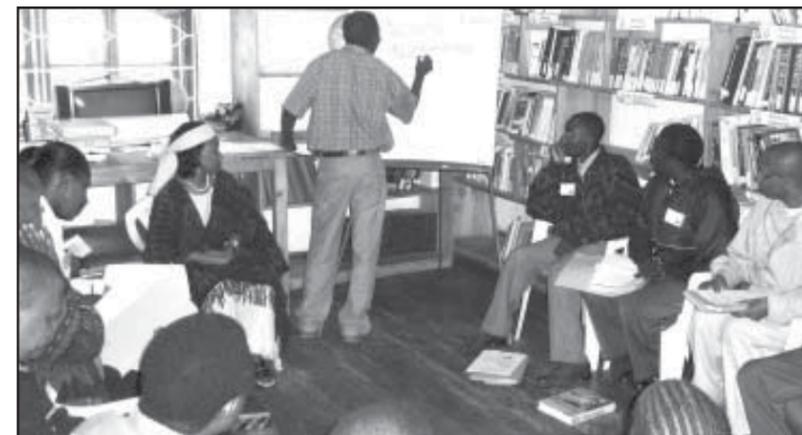
- The Tanzanian Ministry of Education controls the curriculum of all secondary schools based on the inherited British model. Examinations at the end of primary and secondary school are in English, the students' third language.

- Of the approximately 860 secondary schools in Tanzania, the ELCT manages fifty-four. Severely limited by having few material resources (libraries, computers, government texts, laboratory equipment), teachers need training in ways to teach with all of the above. Likewise, students need to learn how to learn from these resources, as well.

- Teaching continues to rank among the nation's most highly mobile professions, creating instability in all secondary schools. The HIV/AIDS infection rate of teenage girls is increasing exponentially.

- Over half of the labor market is in the 15-30 year age group with 80% living in rural areas. Only 9% have post-primary education or training.

What is the role of education in the preparation of 21st Century leadership whether we are in Minnesota, New York, Arusha or Iringa? In this age of globalization, interdependence is key to our knowledge base. What do we need to know about computer technology that will not only access



Secondary teachers meet in the Mwangaza Library during their week-long July seminar led by U.S. and Tanzanian facilitators. During this Socratic Seminar, teachers ponder Chemistry content as well as learn a new teaching method.

knowledge but also raise awareness of the dangers of pornography and internet scams? What do we need to know about the teaching of ideas beyond facts, providing students with problem-solving skills not only test success? What do we need to know about gender awareness, thereby fostering respect, equity and choice, which assures a safe environment in all of our schools? What do students in the U.S. need to know about the African continent? What do students in Tanzania need to know about the U.S.? What leadership skills are required of all of us in this interdependent world?

"Like a jazz riff, we are in a call-and-response relationship, improvising as needs are articulated and responses are proposed."

After Mwangaza completes its Educational Audit of material resources and teacher needs in all of the secondary schools of the ELCT Dioceses, we will be able to project short- and long-term goals. Mwangaza is entering a new position of educational advocacy that includes the "what" and the "how" of teaching, the empowerment of women and men within a safe and healthy community, and the environmental awareness and skills to resolve conflict peacefully.

Our partnership links Tanzanian and American talent and expertise in the exploration and delivery of life-generating knowledge. Thanks to God for this continuing discovery as we recognize our mutual roles: we are all teachers; we are all students committed to global awareness with Holy Presence at the core of all we do.

We are embarking upon a new decade of making a difference in education. Investing in the minds of youth requires that we diligently invest in the minds of teachers so that competency is fostered and life skills are applied within a safe environment. Teaching civic responsibility and critical thinking with a commitment to social justice is not just a matter of education in schools; this global citizenry is equally critical to education in churches.

Mwangaza's partnership continues to evolve as old and new voices in the U.S. and Tanzania collaborate in a process of participation and dialogue. Like a jazz riff, we are in a call-and-response relationship, improvising as needs are articulated and responses are proposed.

Within this framework, we have the privilege of calling one another by name, acknowledging all to be a part of God's beloved community. What better investment than this. The invitation is open. Karibuni wote!

Education Audits Gather Info

By Program Coordinator
William Kivuyo



When we started telling officials about our intention and reasons for conducting Educational Audits in our ELCT church-managed secondary schools, there was always a positive response and a big welcome. Showing much interest, the bishop of ELCT's Northern diocese remarked, "We would like to get the report and advice on how we should best tackle the educational obstacles we face."

So far, schools in Northern, Iringa, Ulanga Kilombero, Eastern and Coastal, Konde, Mbulu, Central and Meru dioceses have been audited.

Class size as well as qualified staff often pose huge challenges for our schools. Imagine this: Kikatiti has 890 students and a 28:1 student-to-textbook ratio. While some schools are overwhelmed by school populations such as Kikatiti's, for other schools, the problem is the opposite, but a problem, nevertheless.



For example, Ihanja School located in Singida (ELCT's Central Diocese) has but 90 students and has 10 teachers to deliver the nation's syllabus of course offerings. Besides these ten, the school has other non-teaching staff, compounded by the fact that it still lacks teachers

in two fields: geography and Kiswahili. To clarify the problem, you must remember that student tuitions pay teacher salaries. With so few students, imagine teacher salaries!

Most schools appear to have very small libraries containing resource books that are very old, presenting information that is outdated and possibly erroneous.

All ELCT secondary schools are affected by much teacher mobility, despite some efforts to motivate them to remain in our schools. Teachers from private secondary schools are accepted into higher-paying government schools without questions.

As we assess schools' technical strengths, our audits reveal that many schools have the need for newer computers.



Some of them had computers that are beyond repair. Since some schools lack electricity, our goal of bringing 21st Century technology and

knowledge to all of our schools makes the whole issue even more challenging.

Our audits have noted the encouraging growth of the vast number of girls attending school. In every audited school, there are more girls than boys! Such growth can be linked to the fruits emerging from Mwangaza's Binti-Mama program and HIV/AIDS Peer Educators training.

In many schools students and teachers have healthy relationships, and students are cared for in safe environments.

A Mwangaza Educational Audit provides a "snapshot" of the current state of the school for school administrators and School Board members from within the school's community. Likewise, Mwangaza is developing a view of the ELCT secondary school system nationwide, furthering its position as the ELCT's most trusted educational resource.

Mwangaza's '07 Seminar Leaders Reflect on Teaching, Learning, Life in Tanzania

David Neale: Philadelphia, PA



After traveling to Tanzania with Mwangaza in 2001, I was eager to return, but I wanted to share the experience with family. My wife's graduation from seminary seemed like a great excuse for me to return to Arusha. Her church in Philadelphia has a partner congregation in Tanga, so we figured we could spend some

time with Mwangaza, a few days in Ihanja with Joel Sungi, my 2001 partner, and a while in Tanga at the partner church.

After spending time on-line with Daniel Mlambo, an English teacher from Agape Junior Lutheran Seminary, it was exciting to finally meet him. While we worked on lesson plans this past year, we also started a letter exchange between our students. My students in Philly eagerly wrote long letters about American culture and waited enthusiastically for details about life in Tanzania. With each exchange, Daniel and I wrote as well, so it was fun for two English teachers, one the husband of a pastor and the other the husband of an evangelist, to meet in person.

The changes at Mwangaza were thrilling. There was no hostel, banda, or Assembly Hall in 2001, so the beauty of the new structures amazed me. More importantly, though, the changes in the seminar itself were the highlight of this year's experience. In 2001, I felt like the Americans were in the spotlight, modeling teaching techniques that seemed foreign to the Tanzanians. This time, we Americans were out of the limelight; the Tanzanian facilitators had used cooperative learning for years and eagerly shared their knowledge with their peers. I spent a lot more time running around behind the scenes, but I also had more time to enjoy Ilboru and Arusha with my wife Tricia and son Andy. Meanwhile, Tricia was meeting with teachers so that she could use their stories to write a Bible study that the Binti-Mama participants can use.

We also got to relive some of the excitement of my first Mwangaza experience. After having Joel Sungi live with us for two months in 2001, we jumped at the chance to reunite with him and his family after the seminar ended. Mwangaza truly is about partnerships, and the connections I made on-line with Daniel this year and in person with Joel in 2001 run deep. We are blessed to be a part of Mwangaza and anxiously await our next opportunity to connect with Tanzania.

Lynn Dosch: Rochester, MN



I am always sad to be leaving Tanzania. There is something about it and the people that grabs your heart, and you feel at home in this country no matter how foreign the environment. We know that Tanzanian classes are huge, that teacher access to the national syllabus so they know what to teach is

limited, and that texts for themselves and their students are lacking. Over and over again, teachers told us how the seminars provide them with a wealth of new teaching strategies and content information to take back with them to their schools. Once there, Mwangaza charges them to share their learning with colleagues, further spreading Mwangaza's staff development commitment. Mwangaza seems poised to become a national model for Tanzania in the improvement of teaching and learning. I'm already scheming about how I might return another time to this country that has stolen my heart.

Dr. Julie Jensen: Decorah, IA



My summer at Mwangaza was an interesting mix of work and adventure. The first few weeks included teaching computers with Lynn Dosch during the content seminars and with Andrew Olson for a school inservice. We had the privilege of helping a few people learn how to turn on the computer for the first time, and we got the joy of

watching many we worked with last year show how much they had learned on their own in the last year.

It was particularly special for me, because last summer I was part of a team that facilitated a two-week computer seminar for twenty teachers. I saw ten of those teachers again this summer. Six were back this year as facilitators for content seminars, three were back as participants, and one we met on a school visit. Of those teachers we saw, one said the seminar motivated her to go on to certificate studies in computers, one had filled in as the volunteer computer teacher at his school until they could find a full-time computer teacher, and at least two more were teaching computers at their schools in some form.

It was great to see one of the teachers who had barely learned to turn a computer on before we started last year helping the others in his group

"...what struck me the most was the difference one year has made."

Dr. Julie Jensen
2006, 2007 Mwangaza Volunteer

through our lessons in the computer lab this year. I was certainly glad to see how much the teachers from our seminar last year had continued to learn on their own, but more importantly, I was glad to see they were still connected to Mwangaza, coming back to share their many talents. I was grateful for the chance to see them all again.

The second half of my trip included doing school visits/technical assessments with Andrew Olson and Mwangaza's William Kivuyo. We visited eight schools in twelve days and saw a lot of diversity. The schools we saw ranged from having forty computers and teaching the national syllabus to having one computer in the headmaster's office.

I think what struck me most was the difference one year has made. Last summer we visited four schools, and most were just starting to ask questions about the Internet. This year a number of schools had Internet connections or were actively investigating options for getting one.

Though the school visits were interesting, I think the best part of that travel was having some significant time with Program Director Kivuyo and Mwangaza's driver, Allen Lemberere. We shared a lot of stories with each other, and William and Allen expressed much good advice about life with Andrew and me. And, best of all, we shared some great adventures. They are much too long for a paragraph, but as Allen will tell you, I now know when it is appropriate to use 4-wheel drive, Andrew and I know (at least in theory) how to kill a snake with a stick, and I can say I have ridden a pikipiki (motorcycle)!

Laurie Tessmer: Barrington, IL



Mwangaza was so awesome--in so many ways! There were many surprises; it was amazing to me how relationships build and everyone learns together. While the teachers attending the seminar worked so hard and so eagerly, it was a challenge to me to do more because our schools have SO MUCH more. Watching the excitement on these

teachers' faces as they worked with what we would call substandard teaching tools was very humbling to me. We have so many resources that sit unused; Tanzanian teachers work so hard with so little.

Meeting and working with our co-teachers from Tanzania was great; they were so welcoming and kind. I am amazed at how we teachers have so much in common, even though our cultures and continents are so very different. Because of this experience, I feel refreshed as a teacher. I learned that there is so much more I can do in the future to challenge my students, and I renewed the excitement I feel about science and how it can impact our world.

At the end of the seminar, Ludwig (a new Biology teacher), came to Alexa and me to thank us, telling us the seminar was a blessing to him because he had just completed his teacher-training and had been feeling overwhelmed. He would have eighty students and only one text. He said that the teaching techniques we shared with him gave him the confidence to feel he could do it. That sums up so much of the experience, though there were many stories: the older teacher who was excited by his first opportunity to work on a computer; the man my age who was quiet and reserved until the end of the week when he just couldn't stop asking questions and jotting down ideas he could use in his classroom.

I went to Tanzania wondering what I could contribute, and I left feeling humbled by the acceptance and apparent impact that we had made.

John Kavishe; Lushoto, Tanzania



After this year's seminars I still have to say that Mwangaza has a huge impact on the teachers and students' academic progress. The good thing is that the government is slowly adopting strategies similar to Mwangaza's. For instance, the new text books are more interactive, and objectives are stated at the beginning of each section. I should

worry about the sustainability of Mwangaza, but whenever I think of the solid base on which Mwangaza rests, I stop worrying and start praising the Lord! Blessed is the day when the idea of Mwangaza was conceived and all those who were, and are still, involved. AMEN!



Other U.S. 2007 volunteers: (L to R) Valerie Goodmanson, Rochester, MN; Alexa Schlosser, Morris, IL; Andrew Olson, Decorah, IA.

Check out our new and evolving website at www.mwangazaeducationforpartnership.org

Many thanks to Rochester, Minnesota volunteer Lynn Dosch for her tireless efforts!

Mike Wadle: DeKalb, IL



Having participated in Mwangaza Education for Partnership seminars in 2001, 2005, 2006, and 2007, I have seen the evolving relationships between U.S. and Tanzanian partners/ seminar facilitators as the roles and responsibilities of individual partners grew. For example, this year nearly all of the lesson plan presentations and

more than half of the strategies-based breakout sessions were led by Tanzanian facilitators. Most of these teachers also participated in developing lesson plans on-line, are knowledgeable in their academic content, and skilled in methodology. It seems to me that future U.S. and Tanzanian volunteers (whether new or returning) will have new opportunities for continuing this evolution that empowers Tanzanian teachers through Mwangaza's Education for Partnership.

Donna Engel: Channahon, IL



"What do you know about Africa?" asked a student from the Ilboru Secondary School whom I met on my summer trip to volunteer for Mwangaza. To be honest, I had to admit my knowledge consisted of recalling my mother's words, "Make sure to clean your plate because there are starving children in Africa" and watching Tarzan

movies. It wasn't until I spent time in Tanzania that I truly learned about the people and their beautiful country. What I learned is there are all kinds of hunger. Tanzanians hunger for knowledge. Education that is taken for granted in our country is a privilege in Tanzania. Other lessons learned include that love and respect are freely given without expectations; joy is found in the sharing of a book, working late hours to finish a presentation, singing hymns together, and playing Frisbee; and that Tanzania and Mwangaza renewed my passion for education. Our team of volunteers received so much more than we gave. We were blessed by the opportunity to serve Mwangaza.

Ron Henning: Crystal Lake, IL



More interesting than my comments are those made by a seminar participant who e-mailed me the following:

"When I was sent by my headmaster to Mwangaza for the first time, I knew nothing about computer skills and other teaching strategies. At first it was not easy because I was curious to know what our American friends wanted to tell us or wanted us to do. On passing

my eyes over the list of topics to be introduced to us, my eyes stumbled upon 'Computer Skills.' I hesitated for a while, but inside my heart I kept telling myself that I can do it. But now, I'm proud to say that, through Mwangaza, I have managed to acquire basic computer knowledge.

"Mwangaza has changed my way of teaching from a teacher who dominates a classroom to a teacher who is more a learning partner. Mwangaza's seminars are more challenging since they show us how to make a teaching plan even in the absence of adequate teaching materials. Mwangaza has tested me emotionally, mentally, and physically, having helped me acquire skills that I will have forever which no one will be able to take away from me. I am proud to say that I have grown to be a better teacher than in the past years because of these Mwangaza seminars!"