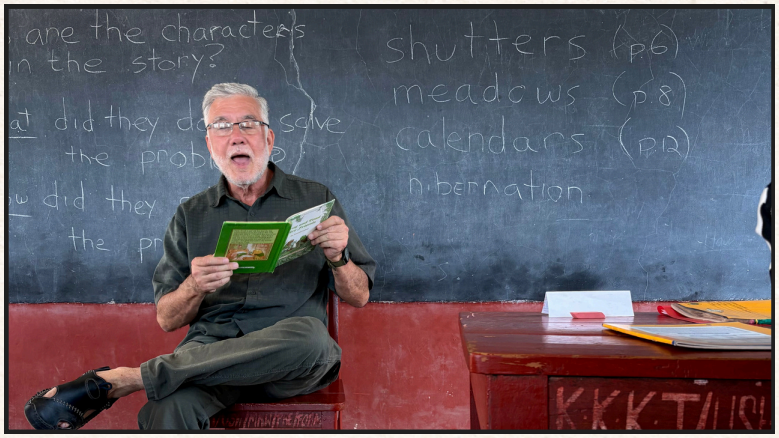
TANZANIACONNECTIONS

TANZANIA TEACHING FOUNDATION

Community

Our Journey Begins





Getting to Manow was an adventure in itself. It took two days to travel from SeaTac to Dar Es Eslam through Istanbul (with time for a quick visit in Dar Es Eslam). Then one day to Mbeya and one more day to our new digs in Manow. We slept well after arriving in Manow!

What I would describe as a very comfortable three-bedroom, rustic home which had me flashing back to my childhood home of the 1960's, we are in a picturesque valley reminiscent of the area around Oakville, Washington. We face east and every morning are greeted by a beautiful sunrise coming over the low mountains. We have everything we need in Manow but in a basic, more organic way. We walk for about fifty minutes into the nearby village for a weekly shopping trip. There is no Safeway but instead there is an open market where produce is purchased off tarps on the ground from individual women selling out of their gardens. We purchase meat from a butcher who cuts a two-kilo chunk directly off a hanging side of beef. Of course, there is no Starbucks, but we do stop for our bottle of Coca-Cola or Fanta near the center of the village. And then we walked back up the valley of our temporary home.

After two weeks of classroom activity, we are building great rapport with the forty children. They have warmed up to each of us and are beginning to come out of their shells. We have several characters, including the social girl group leaders and the athletic boys competing for alpha male (soccer playing and who can do the most push-ups). There are the quiet children who look to the group for direction. They all can be very noisy, and we are constantly striving to keep the class focused on learning English. This last week we were hammering on "complete sentences". Can't wait to get to environmental science. Vince Collins

President's Corner

After a successful fundraiser, our volunteers have arrived safely and have settled in the small village in Tanzania, where TTF teaches English to middle school age children each year. Our teachers are not required to be educators, though everyone, by nature, is an educator in some way. The volunteers have prepared to utilize the TTF curriculum with a solid plan for 10 weeks of teaching, The days of teaching are long, followed by 40 students' homework to grade plus tests to prepare. The rewards are great, however. The smiling faces and eventually the jokes after the students become familiar with their teachers, school routine, and English. I have so much appreciation for Sokhna, Debora, and Vince and their dedication to this year's students. They are a great team and I know the children they teach will appreciate their warmth, skills, and fun nature!

I want to thank everyone who contributed to our success in funding the English Bridge Program. Whether you volunteered at the fundraiser or purchased an item at the auction or donated to the English Bridge or TTF Scholars Programs, you have helped make this year a success. The Board of Directors and myself are ever grateful for your support. Forty more children in rural Tnzania are learning English as I write.

I cannot say thank you enough!!

Laurie

Team Spotlight

Meet the Changemakers



Sokhna N'Diaye: former director of KIPP Washington Heights After School Program in NYC

Vince Collins: retired social worker and nonprofit executive from Olympia

Debora Stanton: retired accountant technician for Riverside County, California

Classroom

Learning Through Laughter

I was teaching our Action Words 4 lesson, which included words such as push, pull, smile, frown, catch, and throw. Because English is an additional language for my students, I have learned that simply saying a new word is not always enough. We repeat the words several times, and whenever possible, I demonstrate the action and have the students follow my lead.

When we reached the words push and pull, I demonstrated them with a little more enthusiasm than I realized.

"Push!"I said, showing them the motion.

The students immediately followed my lead and began pushing the heavy, all-wood tables and benches in front of them.

Suddenly, the classroom was filled with an enormous squeaking and scraping sound as the furniture started moving toward the front of the room!

Then came"Pull!"

More scraping. More movement. And lots of laughter.

I certainly hadn't intended for us to rearrange the classroom! But for a few moments, that English lesson became something we were all experiencing together. The students were laughing, participating, and completely engaged. I was laughing right along with them.

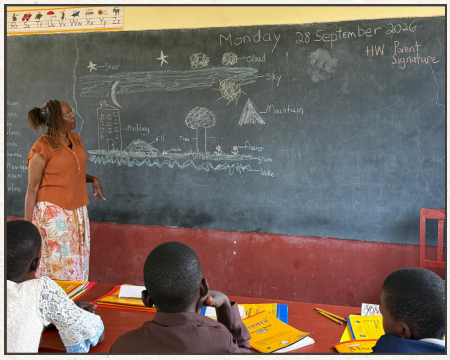
What stayed with me wasn't simply that they understood push and pull. It was their eagerness to participate. I have noticed that same enthusiasm when they raise their hands and ask questions, even when they may not completely understand the answer. They are willing to try, and they aren't afraid to keep learning.

That moment also taught me something about myself as a teacher.

Teaching English requires me to slow down, pay attention to how I communicate, and sometimes be willing to change my approach. A gesture, an example, or even a little laughter can make a word understandable in a way that an explanation cannot.

For me, the English Bridge Program is creating more than English lessons. It is creating a classroom where students can participate, ask questions, make mistakes, laugh, and keep learning and where their teacher is learning right alongside them.

Debora Stanton



Student Spotlight

How fast they blossom



My time in Manow has been wonderful so far! I've met some wonderful students, and it has been rewarding to see them come to class every day so eager to learn. It has been two weeks, and the students have learned so much. We are integrating into a community where roles are significant. Like adults, students also have roles in their communities. Some may say children's roles are to respect their elders and maybe even be of service to their elders. We see this in the ways in which the students interact with us and their eagerness to help us with different tasks in the classroom. In our English Pre-form 1 class, we get a chance to see and experience students beyond their'roles'. We get to see their personalities shine through their work; we also get to see them make friends and freely connect with their peers.

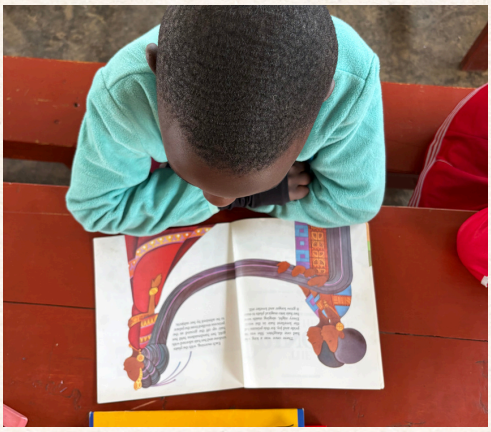


There is one student in particular who has been flourishing in the past few weeks; her name is Prince. During the first week of class, Prince barely spoke to her classmates and her teachers, and she was having a hard time understanding the lessons. She was very quiet and seemed to fade into the background. Because she was so quiet, it took us a while to learn her name and engage her with the rest of the class. However, as time went on, she started to come out of her shell a bit more. She was more willing to play with her classmates during tea time and, with the help of her teachers, she became confident enough to answer questions in front of her class. As she continued coming out of her shell, we saw her test scores improve and her understanding of the work increase. Watching Prince flourish so far has been great. I'm so interested in seeing how much more she opens up with her classmates and her teachers as the course progresses. She has taught me the importance of perseverance and the lengths perseverance can take you. I hope to learn more from Prince and her classmates. I also hope that, by the end of this program, she is able to take all that she's learned and apply it to her everyday life. -Sokhnagade Ndiaye

"Together, small steps create big change."

Of the approximately 12 million students enrolled in school, only 17% attend secondary school. There are many factors leading to a student being out of school - economic, geographic, and educational, including language. Primary education is generally taught in Kiswahili, and English is widely used in secondary and higher education. Students must adjust to learning new subjects in a language many are still developing, especially those coming from rural communities.

This is where TTF's English Bridge Program comes in. Each year, we work with students preparing to enter Form 1 (think 7th grade), providing 10 weeks of intensive English instruction and study skills. The goal isn't to replace their education, but to give students additional preparation for success in secondary school.



EDUCATION IS NOT A WAY TO ESCAPE POVERTY; IT IS A WAY OF FIGHTING IT.

— Julius Nyerere
The 1st President of Tanzania



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