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North-South International Education Partnerships: Two Canadian Projects with Tanzania
Partenariat éducatif international nord-sud: deux projets canadiens avec la Tanzanie

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Abstract

The following is a review of two Canadian-Tanzanian international partnerships working in Tanzania within the education sector. Project TEMBO (Tanzania Education and Micro-Business Opportunity) supports the development of formal and non-formal education for girls and women in collaboration with other local and international non-governmental organizations. The Huron University College/University of Dar es Salaam project is strengthening post-secondary educational opportunities in collaboration with civil society organizations and local government. Both projects are focused on literacy in the broadest sense to achieve critical skills in civic engagement, poverty reduction, problem solving, decision-making and reducing gender imbalances, and as such are in line with the United Nations' Millennium Development Goals (MDGs). Achieving improved access to information and educational opportunities for Tanzanians that support poverty reduction are the shared objectives of these two projects. This article will review the potential of partnership and participatory engagement of communities in strengthening educational outcomes in both formal and non-formal education settings.

Résumé

Cet article résume deux projets éducatifs qui ont lieu en Tanzanie et qui sont réalisés en partenariat entre le Canada et la Tanzanie. D'un côté, le projet TEMBO (sigles anglaises pour Éducation en Tanzanie et Création de Micro Entreprises) encourage l'éducation formelle et informelle de jeunes filles et de femmes qui travaillent avec des organisations non gouvernementales, aussi bien locales qu'internationales. De l'autre côté, le projet de l'Université du Huron et de l'Université de Dar es Salaam renforce les possibilités d'éducation post secondaire en collaboration avec des organisations de la société civile et les gouvernements locaux. L'objectif principal de ces deux projets est la littératie au sens général, une littératie qui cherche à ce que les citoyens s'engagent de façon critique dans la lutte contre la pauvreté, la résolution de problèmes, la prise de décisions, les inégalités entre sexes et autres objectifs en conformité avec les directives du Millénaire du Développement des Nations Unies. Ces deux projets cherchent également à ce que les Tanzaniens aient un meilleur accès à l'information et de meilleures opportunités éducatives afin de réduire la pauvreté. Cet article examine donc le potentiel d'un partenariat bilatéral qui vise à renforcer des résultats palpables dans des contextes éducatifs formels et informels.

Keywords: non-governmental organizations; international education; education partnerships; non-formal education

Mots-clefs: Organisations non gouvernementales; éducation internationale; partenariats éducatifs; éducation non formelle

Introduction

Tanzania is an East African country which has abundant natural resources and a young and growing population of 43 million who still strive to achieve full employment and decent living conditions 40 years after independence from Britain. Since independence, Tanzania has struggled to improve the literacy and education levels of its people. The first President Julius

Nyerere, a teacher himself and referred to with great respect as Mwalimu, father of the nation, made his pursuit of literacy for all a fundamental pillar of Tanzanian independence and nation building in the 1960s. At the time of Nyerere's birth, in 1921, only 2 % of Tanzanians attended schools (Ishumi & Maliyamkono, 1995).

This article will examine two projects working with partners in Tanzania and Canada to address some of the ongoing challenges facing primary, secondary and post-secondary education. *Project TEMBO* (Tanzania Education and Micro-Business Opportunity) is a small NGO whose mission is "to provide opportunities for the girls from Longido and Kimokouwa to succeed in secondary school, teacher training school and/or vocational school; and to provide opportunities for women in Longido and Kimokouwa to succeed in micro-business initiatives." (www.projectembo.org). A particular initiative, TEC (TEMBO English Camp) supports girl students to facilitate greater success in the transition from Swahili language primary schools to the English language secondary schools within the national public education system. In addition to supporting and promoting secondary school and vocational education for girls, TEMBO is also engaged in micro-business projects and literacy classes with the women in the two rural, primarily Maasai villages where the Project is based. These 'informal' or 'non-formal' education (NFE) initiatives help to support the schooling and post-secondary ambitions of the Maasai girls and women. The Maasai people are a traditional, pastoral and nomadic culture living on either side of the Kenyan-Tanzanian border. Today, while many retain their traditional ways of life, they are also striving to provide education for their children and achieve greater economic prosperity through more diverse economic enterprises.

Haki Shiriki Katika Sera "Building Civil Society Capacity for Poverty Reduction" is a Huron University College/University of Dar es Salaam (HUC/UDSM) partnership to strengthen ties between the university and the civil sector while increasing the relevance of the curriculum in the Tanzanian context. Curriculum renewal and the subsequent development of an M.A. and Ph.D. program in Civil Studies are the core objectives of the project. Faculty at the university engaged in curriculum renewal and instructional pedagogical training work with the new graduate program while the M.A. or Ph.D. students and faculty supervisors develop field work in collaboration with local government, civil society groups and communities within the UDSM Institute of Development Studies. Canadian faculty and librarians have engaged in partnership activities to support curriculum renewal, access to information resources and pedagogical training to support capacity building in the institution.

Can these international partnerships bridge existing gaps in the educational institutions in Tanzania? This article examines the evidence of success in building two partnerships that support educational transformation within the public education system. It highlights the use of non-formal educational opportunities in the community to achieve goals in both secondary and post-secondary educational outcomes

Educational Gaps
Despite the best intentions of the independence movement and the first president to place educational reform and literacy at the centre of the independence agenda there has been a failure to create the infrastructure to achieve universal primary education. This has led to a history of non-government schools filling in gaps and creating a multiplicity of actors in the educational environment. This has not facilitated the improvement of literacy rates in educational outcomes. A recent sharp drop in transition from primary schools to secondary schools with rates falling

from a recorded 67.5 % successfully transitioning in 2006 to 49 % in 2009, is of particular concern (Tanzanian Ministry, 2010).

President Nyerere was one of the few educated Tanzanians at independence and he not only managed to achieve a college degree but received a scholarship for graduate studies at the University of Scotland from 1949-52. The colonial attitudes of the time did not support education of the African individual. Unfortunately, the educational institutions created before and after independence reflected many of the biased colonial attitudes towards Africans and African culture. The curriculum was not well matched to local needs which alienated students and parents (Wanjira 2007). This is particularly true in Maasai communities where formal education has not been a priority (King, 1972). Traditional knowledge and customs have been marginalized and are seen as irrelevant and examples of unscientific, irrational backward attitudes. British colonial officials instilled these prejudices, as exemplified in the following statement from a colonial report:

> Such in brief are the peoples for whose welfare we are responsible in British Tropical Africa. They have a fascination of their own, for we are dealing with the child races of the world, and learning at first hand the habits and customs of primitive man… from the hardly human 'Bushman' and the lowest type of cannibal to the organized despotism and barbaric display of a Negro Kingdom like that of Buganda, or to the educated native community, a few at least of whose members boast a training in the English universities and Medical Schools…(Cited in Ishumi and Maliyamkono, 1995, p.48).

The first three years of independence saw the widespread expansion of schools, the end of racial segregation, the development of teacher training, elimination of school fees and an overhaul of testing and examination to reduce waiting times for secondary school entrance. By 1967, Nyerere's government introduced an innovation that reflected his nationalist goals of creating a more equitable and economically sustainable society: Education for Self-Reliance (ESR). In Nyerere's own words: "Our education must therefore inculcate a sense of commitment to the total community, and help the pupils to accept the values appropriate to our kind of future, not appropriate to our colonial past" (Cited in Ishumi and Maliyamkono, 1995, p.51).

The exponential growth in the education sector from the first decades of independence to the present has not led to the achievement of universal literacy. The introduction of school fees to improve school finances in the 1980s and 1990s adversely affected Tanzanian enrollment numbers. However recently, the enrollment records are once again increasing according to the UNDP `Millennium Development Goals Mid-way Report 2000-2008` (UNDP, 2008), but the lack of literacy, the problem of finding teachers for rural schools, and underfunding of the education sector as reported continue to produce a lower level of literacy than is to be desired.

Contextual Background

Project TEMBO is an example of an international NGO responding to educational gaps with a local innovation outside the public education system that supports learning the language of instruction in secondary schools (English) while engaging learners with critical thinking and active learning techniques not usually associated with Tanzanian public schools. The role of consultation with local staff and the creation of governance structures that include families reflects a participatory approach to curriculum development that supports local needs.

Haki Shiriki Katika Sera is a partnership between universities that has led a curriculum renewal process which engaged civil society organizations at the national level to identify needs for graduate programs that strengthen public engagement by identifying research agendas and training graduates in civil society research.

Jane Kenway and colleagues, in their book: *Globalizing the Research Imagination* (2008) urge us to: interrogate our research practices, challenge dominant global research paradigms, and think more deeply about the global politics of knowledge. In keeping with this call to question issues of power and the tendency to practice 'globalization from on high' along with the 'intellectual colonization' that frequently accompanies North/South 'partnerships', these two projects have involved university faculty and librarians, educators and community leaders in a community based participatory process to identify how curriculum can support educational success within a framework of active learning and critical problem solving that is relevant to local needs. The next section reviews selected literature related to NGOs and international partnerships in educational development initiatives, followed by discussion and analysis of our two Canadian projects currently at work in Tanzania.

Review of Literature
International NGOs, particularly in African countries, are proliferating as the UN Millennium Development Goals (MDGs) actively encourage such partnerships in order to achieve results in lowering extreme poverty. Education is central to these goals as is the empowerment[1] of girls and women (Buvinic et al 2008; Tembon & Fort, 2008; Kabeer, 1999, 2005). Some critics (Moyo, 2009; Nutt, 2012) allege that State responsibilities are being downloaded to NGOs, contributing to a "culture of aid-dependency" (Moyo, 2009:37) while others (Appadurai, 2006, x – xi; 131) contend that NGOs can seize (and re-fashion) the global agenda at a grassroots level: "globalization from below".

Others' experiences with international partnerships in education initiatives, as discussed below, inform our own work in this regard. The review of literature focuses in particular on the work of other NGOs working in developing countries through various forms of education programs, both formal and informal with an aim to address issues of poverty reduction and the empowerment of girls and women. Non-formal education (NFE) has been identified as an alternative legitimate form of education, which utilizes locally qualified people in development efforts and incorporates them into educational programs run at the grassroots level in the community (Jones, 1997). One advantage of NFE is that it is more cost-effective than formal education because people move through courses and programs at a faster rate than students in the formal system, and students are able to utilize practical knowledge and skills immediately. Jones' (1997) comparative study involving eight islands in the Pacific and the Caribbean is particularly relevant to the work of Project TEMBO and the micro-business opportunities offered to women along with NFE, given that in this study the women formed the majority of participants in NFE. Jones felt that it was important to assess how NFE training imparted skills that could bring about individual change and enhance employment prospects for women. NFE can be used to validate women's knowledge, their traditional skills and life experiences. Moreover, the critical consciousness-raising in women empowers them to bring about change in their own communities and the wider society. A consensus existed among the participants that NFE programs effectively addressed their educational, social, economic and political needs. The empowerment factor of NFE is to be underscored since it encouraged the women to engage in community activities and to pursue their economic dream in the form of small businesses. Women also recognized the important role they played in development and expressed the need to

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[1] Gender equality and women's empowerment is the third of eight MDGs, however, the achievement of this goal and the target of elimination of gender disparities at all levels of education has been disappointing. For a fuller discussion of empowerment in this context see Kabeer, 1999 and 2005.

collaborate with men, and involve young women in raising awareness; after all they would be the future leaders. The recommendations suggest the necessity for women, particularly those in rural, isolated communities, to come together more often in order to exchange views relevant to their needs, development issues and to participate in national and regional plans of action.

In his article: "Popular Education in Nongovernmental Organizations: Education for Social Mobilization?" Magendzo (1990) distinguishes government sponsored educational systems in Chile from the education embarked on by NGOs referred to as "popular education". The general goals of popular education are based on the idea of building a participatory and democratic society, attempting to establish links among individuals, groups, and community based organizations in order to overcome social fragmentation (Bengoa, 1988, cited in Magendzo, 1990). Popular education, unlike other forms of non-formal education, explicitly uses a radical method that calls into question the authoritarian practices and the mechanical transmission of knowledge characterized by traditional pedagogy. It stresses dialogue, group learning, and values the participants' experiences as the foundation for further learning and knowledge.

The NGO, Interdisciplinary Program for Research in Education, offered an alternative set of criteria for evaluating the state's programs and decisions. According to Magendzo, "Education for social mobilization has been understood as synonymous with popular education…. It is concerned with empowering citizens to play a crucial role in constructing a just, democratic society." (1990, p.50) One outstanding limitation noted in this study relates to the fact that the participants did not collaborate in developing a body of popular educators in the community.

A more recent examination of what constitutes community participation and the impact various forms of community participation have on school access and quality is a qualitative study in Southern Ethiopia conducted by Swift-Morgan (2006). Ethiopia shares many similar traits with Tanzania as a relatively poor, independent African country, still striving for universal primary education for its largely rural population. The NGO *World Learning* facilitated the study in eight rural communities using in-depth interviews and focus group discussions with different education stakeholders and communities. Most schools in the study received support from World Learning or from other NGOs. The World Bank (Swift-Morgan, 2006) described participation as "a process through which the stakeholders influence and share control over development initiatives and the decisions and resources which affect them" (p.2). Community participation involves a locally-driven approach to development reforms. The literature indicates an overwhelming consensus that community participation is important for expansion, improvement of schooling and access and quality of education. The relationship between community involvement and increased school efficiency and student learning is based on the premise that in traditional society, the community is the provider of children's education. The limitation in this model is that the expansion and quality improvement of education in many developing countries has stalled due to the state's failure to reach marginalized populations.

A study of NGO programs in rural Mali (Solomon et al, 2008) suggests that the innovativeness, flexibility, and propensity for promoting participatory practices by NGOs are to be lauded. But one limitation is that they rely on external funding and this dependency curtails project sustainability. They also lack coordination with the wider systems of community and government organizations and partners whether in education, health care or other service provisions. In order to successfully implement a program in a developing context, it is important

to draw on diverse local perspectives, promote broad-based participation, and provide culturally appropriate ways inclusive of community members and in particular, women.

A UNICEF program tailored for use in East African formal and non-formal educational settings has been successfully implemented because it addresses issues in a culturally relevant way. To address the issues associated with "The rights of the child", UNICEF launched a program called the Sara Communication Initiative, (www.unicef.org/lifeskills.index_8020; Russon, 2000). The program is divided into eight lesson topics which are presented in comic book form. The topics include child labour, sexual abuse, Female Genital Mutilation (F.G.M.), sexually transmitted diseases, the right to food, clean water, a safe home and education. Each topic is followed by interactive activities designed to reinforce the lesson topics.

Some of the existing literature critiques the work of NGOs in developing countries as a persistent colonial linkage characterizing the relationship between the 'givers' and 'receivers'. The moral terms being set in these relationships and how virtue is deployed as a means of exercising power are analyzed by Mindry (2001). She explores the complex and troubling relationship "that constitutes some women as benevolent providers and others as worthy or deserving recipients of development and empowerment" (p. 1189). Robinson-Pant (2004) while recognizing the strong links made between women's education and poverty eradication strategies urges a critical analysis of the values underlying educational change and transformative agendas in developing countries. Her ethnographic study in Nepal questions what counts as 'women's education' (p. 474). Robinson-Pant's critique extends to the role of the World Bank "whose economic rationale has continued to dominate policy strategies…. The nature of schooling for girls has rarely been questioned….donors have been so preoccupied with getting more girls enrolled in school, they have often ignored the role of the school in perpetuating traditional inequalities…[and] only recently has the education of adult women been given more considered attention" (Ibid.)

While many international NGOs are staffed by well-meaning paid and unpaid, trained and untrained individuals from the global North, there is little coordination or oversight among them, and questions and tensions emerge as to their aims, activities and long-term outcomes, as evidenced in the articles reviewed above. Relations with indigenous communities; local and national governments; language and other cultural barriers and the imposition of 'foreign' ways of teaching and learning are in need of greater critical reflection. In his book: *Fear of Small Numbers,* Appadurai refers to "grassroots globalization" or "globalization from below" (2006: x – xi; 131). He argues that activist NGOs both seize and shape the global agenda with respect to human rights, gender, poverty, environmental issues, and disease. Appadurai speaks of these "transnational activist networks" as ranging from:

> relatively local and regional in scope and sometimes truly global in their reach and impact. At the upper ends they are vast, well-funded, and widely known networks that have become mega-organizations. At the other end, they are small and fluid, bare networks, working quietly, often invisibly but also across national and other lines. (p. 132)

He remarks that the study of these networks has sparked recent interest as they represent "new forms of international bargaining", an expansion of the study of social movements, and the identification of a "third space outside of market and state" (Ibid. p.132).

Project TEMBO
TEMBO structure, history and organization

TEMBO (Tanzania Education and Micro-Business Opportunity) is a Canadian-based NGO, founded in 2004, with volunteer Boards based in both Canada and Tanzania. Local staff are hired and trained to implement the projects within the two villages, while volunteer directors (both Canadian and Tanzanian) and committees involving parents and other villagers provide guidance. The TEC staff includes: TEC Coordinator (Member of TEMBO Trust Staff), three teachers from Canada, three volunteers from Canada, three matrons (working on a shift basis over a 24-hour period), and three cooks (local Tanzanian women filled the positions of matrons and cooks.)

Project Objectives. TEMBO's mission is to educate and empower girls and women in northern Tanzania in two villages: Longido and Kimokouwa. In response to an expressed need of TEMBO sponsored girls to improve their English in order to be more successful in secondary school, the project developed TEMBO English Camp (TEC) in collaboration with local staff and Tanzanian trustees based in Longido. Designed by two Canadian teachers with input from local staff and participants the program runs for three weeks each June. The objectives of the program are to provide:
  - formal English language instruction for three hours per day;
  - a range of informal activities to support language instruction, and critical thinking;
  - expansion of vocabulary development, and life skills;
  - an alternative teaching method;
  - learning experiences which would supplement their academic curriculum; and
  - safe and secure accommodations and healthy, nutritious meals, for the three week period.

Project Methods. One of the key ways TEMBO's mission is accomplished is through an education sponsorship program focusing on secondary school, teacher training, and vocational training. Girls belonging to the Maasai tribe are the main recipients of education sponsorships. Traditionally, girls are left behind when it comes to receiving education opportunities. In the Maasai culture girls typically marry at the end of primary school and begin having babies soon after. As women, they have few, if any, rights. Their lives center on taking care of the home, the children, and the men. Increasingly more girls want to attend secondary school and become educated Maasai living in the modern world. (Phillips & Pashotan Bhavnagri, 2002)

Project Challenges
As discussed earlier, the Tanzanian education system suffers from being under-resourced at all levels. Tanzania met the challenge of a lack of educational opportunities with a rise in the number of schools and teachers, particularly at the secondary level. In the past most schools existed in the private sector: in the 1990s there were only 365 public and private secondary school and over 30% of the students and 60% of the schools were not funded by the government (UNESCO, 2010; Ishumi & Maliyamkono, 1995, 54). Subsequently, with the state emphasis on increasing educational opportunities "there has been an increase in total enrolment. The rapid increase of enrolment has been a result of a well-orchestrated government initiative of constructing at least one secondary school for each Ward all over the country." By 2008 the total enrollment at the secondary level was 1,164250 students in Forms 1-4 and 3,485 schools (World Bank 2010). Despite this increase, there continues to be a deficit in publicly funded educational spaces for school-aged children.

Students who are fortunate enough to qualify for secondary school face a number of challenges. First, most students must find individuals or organizations to sponsor them. Once

they begin secondary school, the language of instruction is English and, for the Maasai, this is their third language. Swahili is the language of instruction in primary school. In rural areas such as Longido and Kimokouwa, the secondary school teachers delivering the subject material are Tanzanians who are under-qualified and insufficiently trained to teach English, making comprehension extremely difficult. Because of this, many students receive very poor or failing grades. Over the course of seven years that TEMBO has provided education sponsorships, the local TEMBO staff has realized that the girls do not do well because they do not understand what they are being taught. Quite simply, in order to succeed in secondary school they must speak and understand English better.

Pedagogical Support for Active Learning and Critical Thinking
Volunteer teachers created both formal and informal lessons to help the girls gain confidence in their ability to speak and understand English and supplemented these lessons with enjoyable evening activities which require participation in English. The Canadian teachers worked on a schedule that provides for formal and informal instruction with activities and topics that are appropriate for the level and cultural orientation of the participants. Instructional topics give special attention to themes and units of study from the Tanzanian Secondary School Syllabus/Curriculum. As well as comprehensive lesson plans, the teachers prepared workbooks at three levels for each of the instructional groups. The workbooks include lesson follow-up assignments, supplementary activities, song sheets, and a vocabulary section. The Goals of TEC are as follows:

- *to offer a range of informal activities to support language instruction, critical thinking, expansion of vocabulary development and life skills*

The informal activities proved popular with the girls. The girls are organized into six teams, allowing for easy formation of groups as well as giving them a chance to work with others and make new friendships across forms or villages. The activities provide an opportunity to use the English language as they play and explore a range of activities: arts and crafts, sports, community walk, camera club (taking pictures of their community – churches, schools, health clinics, market day, and their village activities). During the informal activities, the girls gain an opportunity to work together to complete projects. Readily available materials and supplies gave the girls the opportunity to develop or further develop the concept that the materials are available for all to share. Modeling the importance of talking in English about difficulties, problem solving and finding a solution through dialogue and conversation became an important part of the informal curriculum.

- *to expose the students to an alternative teaching method*

Generally speaking teachers in Tanzania use the rote method to teach. No doubt there are numerous reasons for this however the intention of TEC is to use the interactive teaching approach which engages the learner. This method is a challenge to the girls but an important experience for them to have in order to develop divergent thinking skills, problem solve, and learn there is more than one way to do things. And equally as important is class size. The intention of TEC is to have smaller numbers of students per teacher. During the 2011 camp, 42 students shared three teachers and three teaching assistants which is a ratio of 7 to 1, compared to class sizes of 60 students in the local schools. According to Action Aid in Tanzania there is on

average one teacher for every 56 students while UNESCO recommends at least one teacher for 40 pupils in order to provide a good learning environment (Sumra, 2006).

- *to provide a learning experience which would supplement their academic curriculum*

During the planning stage of the development of the lessons for TEC, teachers refer to Tanzanian texts for teaching ideas from the national curriculum. The objectives behind all the activities include the development of specific vocabulary and basic linguistic concepts essential to cognitive and language development and academic success. These basic concepts are: colours, letters, numbers/counting, sizes, comparisons, shapes, direction/position, self/social awareness, texture/material, quantity, and time/sequence. A working knowledge of these basic concepts is quickly assessed in conversations with the students. Most of the beginning students lack both the receptive or expressive use of these skills. So during their first three week TEC program lessons concentrate on developing a good working knowledge of these basic concepts. Then during the two follow-up programs they move beyond the basic skills to the higher cognitive and language development skills described in Bloom's Taxonomy of Learning i.e. explaining, comparing, categorizing, and predicting.

Partnership Challenges and Successes

A key component for the success of the TEC Program centers around the nature and delivery of the goals. Tanzanian TEMBO staff and Canadian Volunteer teachers partnered to create both formal and informal lessons to include not just academic goals to help the girls gain confidence in their ability to speak and understand English; but the girls interact in a safe welcoming learning environment in which they can also develop leadership abilities in a single-sex setting. Teachers supplement lessons with enjoyable activities throughout the day and evening requiring participation in English and social development opportunities. Reports from the girls and their regular classroom teachers confirm that the girls improved in their ability to understand what is being taught in the classroom. They also demonstrate much more confidence especially in speaking English. The TEC creators and facilitators believe that by continuing this yearly three week program, the girls will progressively enjoy measurable success that will lead to passing National Examinations and promote their confidence as they become women who can and will undertake leadership roles in their community in the future.

HAKI SHIRIKI KATIKA SERA: Building Civil Society Capacity for Poverty Reduction
Structure, history and organization

Haki Shiriki Katika Sera "Building Civil Society Partnership for Poverty Reduction" is a collaborative project bringing Canadian faculty, academic librarians and students from Huron University College to work with Tanzanian faculty academic librarians and graduate students at the Institute of Development Studies at the University of Dar es Salaam. The project team worked together for over five years to develop the project proposal engaging with local government officials, civil society organizations and international funders interested in civil society strengthening. The strong relationships between academics in Tanzania and local NGOs underpin the collaborative nature of the new curriculum developed to strengthen the ability of educational institutions to produce graduates that are ready to participate in meaningful community development led by locals.

From the capital city to the community

The project is primarily devoted to strengthening post-secondary education of graduate students in civil society and addressing governance issues with a mainstreaming of gender analysis to support the building of capacity for educational achievement and access to information. Canadian and Tanzanian librarians and Library Technicians are providing increased access to online databases for graduate students in the newly re-furbished graduate student resource centre. Canadian and Tanzanian students working in remote rural villages of Monduli District are using their keen interest in civil society for the benefit of the local government through facilitating access to government programs with an innovative piloting of Village Information Officers using mobile phones. And an international conference on open access to information for 2012 is being organized by UDSM faculty and two local NGOs.

Students in the Civil Society Studies program can tailor their field work to local community needs and build their expertise in relevant areas that lead to employment in civil society organizations which struggle to find educated and experienced local staff. Students at the post-secondary level in Tanzania often do not have access to relevant literature related to Africa. The new curriculum in civil society studies allows for the collection of data in collaboration with local NGO efforts and can now include more data and reports from local e-governance efforts in several Tanzanian Ministries.

The new curriculum is supported by library resources which are increasingly online and include the growing population of open access resources coming from Africa and the global south. The university is enabling the students to learn more about civil society with an emphasis on providing a reference reading room. Hardware and databases available in the graduate resource centre focus on relevant sources and encourage the use and publication of articles on Tanzania and Africa in online journals licensed for free public use.

The Masters and PhD level students now in the civil society program at the Institute for Development Studies are actively engaged in producing data, articles and theses in areas such as health education provision, information needs of remote rural villagers to improve good governance and access to local media for women. The UDSM/HUC collaboration has involved students in the development of pilot civil society projects to respond to needs identified in base line studies carried out by Canadian and Tanzanian students.

Two theses are currently in progress in Maasai communities which highlight the need for further strengthening of local engagement to bridge the gap between government and local communities. The first base line study highlights the lack of access to basic education and healthcare. Focus groups identified the lack of support for women seeking better farming techniques, as well as for men striving to improve livestock husbandry. The use of local media to transmit information related to health issues, educational opportunities and exam information particularly for women who have no other source of information due to illiteracy, has been proven successful but a lack of local radio and TV leaves much of rural Tanzania outside media contact. The second thesis highlights the successful examples of community radio and its positive impacts. The Monduli District in which this graduate student has been working recently invited a local station to collaborate with the public relations officer after the UDSM/HUC project supported a local media workshop familiarizing officials with radio broadcasting.

Context of the Project
This project is designed to work with the government's own initiatives. The National Strategy for Growth and Reduction of Poverty - MKUKUTA in Swahili – received approval in February 2005. The government prepared a framework for the 5 year implementation period from 2005-

2010.   The government commitment to implement the NSGRP – MKUKUTA stimulated an enabling environment for the civil society sector to operate and to engage for social transformation.   Local and international civil society organizations are mobilized to enhance community participation and resource contribution in development activities and also participate in reviewing development strategies including MKUKUTA programs and projects; engage in dialogue with Government and Development partners to consolidate and present community views; stimulate debate, and raise understanding of the policy push and implementation in this arena.   Non-state actors are fundamental to the Poverty Reduction Strategy (PRS) and the MKUKUTA. One of the stated challenges is to achieve participation which goes beyond popularization and dissemination and engage the grassroots in two-way communication.   This highlights the need for dialogue at all levels, including civil sector organizations.

    With its focus on the post-secondary education sector Haki Shiriki Katika Sera actively created new programs and graduates fluent in civil sector issues with relevant knowledge and background.   At the same time, Tanzanian faculty have tried to reach out to areas under-resourced in multiple aspects.   In one pilot study Canadian faculty and students have worked alongside Tanzanian faculty and students with Maasai villagers.   Data collected from communities in baseline studies led to close cooperation with local government Community Development officials and a concerted effort to achieve better linkages between rural citizens and services in Monduli Town. The most significant outcome of this partnership between villages, local government and academics has been the pilot use of Village Information Officers who can call local Ministry officials about all aspects of government services from vaccinations, to sexual assault, wildlife poaching and veterinary services using mobile phones supplied by the project. This pilot has been supported by graduate students from the new Civil Society Program who have carried out field work and supported training efforts. The interplay between the curriculum, thesis research and civil society partnerships has created a dynamic partnership between the university, community and local government that supports development.

Project objectives
The outcomes of the project are mirrored in this pilot which strengthens civic engagement and governance through capacity building, information access, outreach for rural villages and support for citizen dialogue on the constitution. The project purpose is being achieved through four components:

- Capacity development, to strengthen the capacity of UDSM to offer gender equitable programming on civil society and poverty reduction;
- Information resources to support access to gender inclusive information on civil society and poverty reduction;
- Outreach, to strengthen the capacity to create and sustain poverty reduction initiatives, as the vehicle for meeting identified needs to have access to better information, analysis and training; and
- Policy dialogue, to strengthen capacity to participate in policy dialogue on poverty reduction with communities, governments and donors, including the integration of gender equality perspectives in all policy interventions.

The purpose of the project has been achieved through these four components with the support of academics, local officials and volunteer villagers. The success of the new graduate Civil Studies program in attracting students has led to opportunities for field work in rural areas and with civil society organizations in the capital. The graduate resource centre refurbishment has supported

new graduate students in completing their research and seeking out ways to work with civil society organizations in areas of data collection that are mutually beneficial. The civil society sector has benefited from student interns who have developed directories to local and national civil society organizations and local government services for citizens and volunteer information officers. The conference on open knowledge, democracy and access to information in 2012 will serve to complement the constitutional dialogue already underway in the media by emphasizing the voices of those who are making accessible a variety of information and data for academic and civil sector uses.

Project Methods

Haki Shiriki Katika Sera embodies the principles of participatory development strategies which are recognized for their value in building sustainable transformation (Brown and Tandon, 2008 p. 231). The partnership between the University of Dar es Salaam and Huron University College was co-led by two professors. The development of opportunities to do field work in rural and remote communities came from in-depth interviews and meetings with local government officials, traditional leadership and village meetings with both women and men to discuss priorities for change.

Both Canadian and Tanzanian undergraduate and graduate students participated in field work and training which has led to the completion of a Masters and a PhD thesis directly related to the project. At the same time the project has supported local government initiatives through consultation on the use of Village Information Officers and District Public Relations Officers and demonstrations of community radio programming for civil society.

Educational Infrastructure and Resources

To support learning in civil society and poverty reduction a curriculum renewal process was initiated in Tanzania at UDSM. This led to a new program focused on civil society and a refurbished graduate resource centre. The courses and materials support learning in the field with civil society agencies and local government as well as village leadership. The faculty lecturers in the Department of International Development Studies (IDS) at UDSM were also supported in transforming classroom experience with new teaching resources and new pedagogical approaches to build critical thinking and strengthen local content. Local civil society agencies have been consulted and students given opportunities to do work within agencies in Dar Es Salaam. At the same time the approach to lecture based learning has been transformed through peer discussions that emphasize successful engagement strategies in the classroom through alternatives which include problem-based learning and small group activities. A peer model used in Canada at Western University, the Instructional Skills Workshop, was offered to Tanzanian lecturers and nine faculty have been trained including two trainers for future workshops at UDSM.

Partnership Challenges and Successes

What does institutional collaboration between North and South offer for social and educational transformation? This partnership is an example of success in three areas and has had a significant impact due to its participatory approach. First, the capacity of both UDSM and Huron were enhanced by the collaboration allowing teaching on both campuses and curriculum development to benefit from the combined talents of multiple faculty and students. This allowed for

opportunities to improve UDSM programs, resources and educational opportunities in the new civil society graduate program.

Second, the evolution of relationships between UDSM and civil society organizations in Dar es Salaam have allowed the university to play a role in providing short workshops on funding, research and writing policy that benefit CSOs. Canadian and Tanzanian students have been benefiting from stronger links and positions within CSOs to complete field work relevant to local issues.

Thirdly, the development of the Village Information Officer was of benefit to multiple stakeholders allowing new programs and services to flow from Mondul District to the ward level with the benefit of insights gained through village input. Students facilitated training and support for the Information Officers while gathering data for fieldwork. Local officials participated in training on the use of radio and developed a role for the Public Relations Officer to work alongside the local radio station. Consequently the challenge of being responsible for developments among so many stakeholders is apparent. The sustainability of continued dialogue and service provision to rural and remote villages continues to be a large challenge.

Analysis

Both projects are focused on literacy in the broadest sense to achieve critical skills in civic engagement, poverty reduction, problem solving, decision-making and reducing gender imbalances, and as such are in line with the United Nations' Millennium Development Goals (MDGs). Achieving improved access to information and educational opportunities for Tanzanians that support poverty reduction are the shared objectives of these two projects.

Appadurai (2006) urges further study of these efforts at capacity building, partnership development, and transnational activism. "We need to watch them, for the coming crisis of the nation-state may lie not in the dark cellularities of terror but in the utopian cellularities of these other new transnational organizational forms …Here lies a vital resource… to the strained relationship between peace and equity in the world we inhabit." (p.137)

The disparate approaches of these two projects can be linked through the educational philosophy of Paulo Freire (1970). Freire expounds on the difference between a 'banking system of education' and a 'problem-solving approach'. Rather than assume each student is an empty slate ready to be filled with knowledge we encounter Tanzanians as individuals who desire skills needed for assessing situations, assembling strategies for progress and reducing barriers to the successful completion of their own goals. Access to information and the ability to use logical problem-solving based on knowledge and previous experience is fundamental to their advancement. In dealing with adolescents, university graduate students or Maasai villagers these projects emphasize the right to participate in local community development and national affairs, and the right to participate in policy dialogue and problem-solving at the local level. Whether by strengthening university program options in civil society studies, by offering young girls the experience of using critical thinking and higher cognitive skills in problem-solving or by encouraging villagers to ask more questions about local government services, the underlying assumption is that the individual has the right and responsibility to live an active and engaged role as citizen actor. In order to achieve meaningful advancements there must be many such small steps taken on the road to an "Education for Critical Consciousness" (Freire, 1973). In Freire's conclusion to his 1973 book noted above he states:

> My preoccupation throughout this essay has been to illuminate the principles and the basic aspects of an education which will be "the practice of freedom". […] This undertaking requires something basic from any one of the Subjects participating in it –that they ask themselves if they

really believe in the people, in ordinary people…. If they are really capable of communing with them… If they are incapable [of this] they will at best be cold technicians. They will probably be technocrats, or even good reformers. But they will never be educators who will carry out radical transformations. (p.164)

This is a good reminder to all educators working with NGOs from the global North, seeking to work in true partnership with educators and students from the global South. Nyerere's original education for social reconstruction failed for a variety of reasons more aptly studied elsewhere, but it does still hold true that Tanzanians require the critical skills that the problem-solving approach to education can provide.   Canadian NGO's, working in collaboration and partnership with local communities and educators need to continually re-assess the goals and outcomes of their programs and the nature of their involvement to ensure that twenty-first century "participatory" collaborations do not inadvertently re-invent colonial relations of the past or old-style 'banking education'. Lessons learned from other NGO's with respect to building greater community ownership, drawing on diverse local perspectives, and promoting broad-based participation inclusive of all community members, particularly marginalized girls and women, encourages a more social justice oriented "globalization from below" (Appadurai, 2006).   From a sense of international community, to local grassroots projects in Tanzania, in many respects these two projects are examples of how the principles of Nyerere's Education for Self-Reliance are still valuable today: "Our education must therefore inculcate a sense of commitment to the total community, and help the pupils to accept values appropriate to our kind of future, not appropriate to our colonial past" (Nyerere, cited in Ishumi & Maliyamkono 1995, p.51.).

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