

Building a Bridge

Private Education, Nonprofit Organization Governance, & School Sustainability in a Rural Tanzanian Community

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1. Practicum Context

Timeframe: Summer 2019
Duration: Three months
Location: Rural village in Arusha Region, Tanzania
Subject: Pre-primary school owned and operated by a foreign nonprofit organization

2. Research Objectives

- Develop a strategy to transition the school from its primary dependence on a nonprofit organization to a financially self-sustaining model
- Identify available community resources
 - Explore the relationship between school and community
 - Assess community's interest in and capacity to support school

3. Research Methods

- Participatory Observation
Non-Participatory Observation
Interviews
- 19 of the 35 families of students
 - 5 Employees
 - 2 Community Leaders



5. Critique of Organization

- Critical challenges identified:
- Disregard for local context
 - Exclusion of the community
 - Poor communication among stakeholders
 - Unsustainable management practices
 - Cross-Cutting Theme: Distrust



4. Conceptual Framework

On one side of the river is the Community's Vision for Education. On the other is the realization of the Vision. The bridge represents the school, which is the embodiment of the Vision. The Organization's role is to serve as the facilitator by building the bridge and protecting it from the threats posed in the currents of the river below. The hands that carry the bridge represent the way the Organization manages the school which is founded on the pillars of good governance. The hands provide stability and support for the bridge until it can one day stand alone and independent of the organization.

SCHOOL

ORGANIZATION

Accountability

Transparency

Responsiveness

Equitable & Inclusive

Effective & Efficient

Participation

Consensus Oriented

Governance

6. Community's Vision for Education

- Increasing interest in education: "The upcoming generation of parents are just starting to know the value of education. But their fathers, they didn't go to school."
- Educational Challenges
 - Poor quality government-provided education
 - Inability to afford private education
 - Inadequate transportation
- Strengths of the school identified by families
 - Pedagogical – quality, English medium, teaching methods
 - Environment – physical and learning
 - Human resources – school manager and teachers
- Families' suggestions for *Umoja* (Togetherness)
 - Communication through school meetings and development of a school board
 - Openness and transparency
 - Deeper connection and involvement in community

7. Suggestions

- Implement a sliding-scale tuition structure
- Improve governance approach by specifically addressing critical challenges
- Form a school board of parents and local stakeholders
- Ask for donations in food, supplies, or in-kind
- Engage in community capacity building activities

