

Take Action for Education in Tanzania

By Keri Chafe & Jocelyn Wilson

Identifying our concern

Initially, we wanted to target businesses in Fredericton that discard prepared food items which are left over at the end of the day. Our goal was to try to convince these businesses to donate prepared food items to the Fredericton Community Kitchen rather than disposing of them. However, we ran into communication problems with the Fredericton Community Kitchen and as a result of lack of progress and time constraints, we decided to change our focus entirely.

In one of our Social Studies classes, we started to discuss the Canadian Geographic [“A Developing World” map](#). We talked about how wealth is unevenly distributed around the world, particularly in African countries. There are people living in extreme poverty everywhere in the world, but nowhere in the world is there such high percentage of people living in these conditions as there are on the continent of Africa. Most of us had already known this because we have studied it in courses in the past but unfortunately it is easy to get wrapped up in daily life, and this results in these issues not being at the forefront of our attention. After our discussion in this class we left feeling discouraged about the uneven distribution of wealth around the world. Jocelyn was reminded of an initiative that some of her high school friends are currently involved in that helps children in Tanzania.

We discussed how we both feel that every child deserves the right to a quality education as it produces informed and engaged citizens who wish to improve the circumstances of their surroundings as well as that of other places around the world. Traditionally, many charities provide aid to developing countries which is like putting a

bandage on the problem because the people become dependent on aid and have difficulty getting by without assistance. The more educated people are, the better equipped they are to make informed decisions and receive job opportunities so they can become self sustained.

Researching our concern

We decided to learn more about the campaign created by Jocelyn's two high school friends, Lisa and Debbie Britton. Their campaign is entitled "Twins4Tanzania". After living in Los Angeles for a few years, they started to re-evaluate the contributions they wish to make to the world and so they started their Twins4Tanzania campaign to benefit the Indigenous Education Foundation of Tanzania (IEFT). They chose this organization because their brother, Jeff Britton, has been involved with it for a number of years. Jeff is currently living in Monduli, Tanzania and teaching at the Orkeeswa Secondary School, which was built by the IEFT.

Lisa and Debbie fundraise for the IEFT by collecting donations in the form of designer clothing from people living in Los Angeles. They then re-sell the designer clothing and all proceeds are donated directly to the IEFT. Their current objective is to raise \$10,000 to build a girls dormitory for the Orkeeswa Secondary School before they return to visit Tanzania in the summer of 2012.

At this stage in the process we started to research what the IEFT does. We began to read their website (<http://ieftz.wordpress.com/>) and discovered that they are a registered community collaborative non-profit organization. IEFT's mission is to provide an affordable and quality secondary education to indigenous children in rural Tanzania, empowering them to positively transform their own lives, improve their communities and break the cycle of extreme poverty, while also preserving the students' culture and

traditions. The IEFT raised funds and built the Orkeeswa Secondary School. They plan to develop Orkeeswa until it is a self-sustainable establishment and believe that education is the key to breaking the cycle of extreme poverty.

After reading more about the IEFT, we became inspired and decided to contact Debbie and Lisa to discuss how we might be able to help the IEFT. On our behalf, they contacted the co-founder of the IEFT, Peter Luis, and asked him how we could help. He responded by saying we could help raise money for school uniforms and school lunches. We were then given Greg Flett's contact information. Greg works from the IEFT office in Massachusetts and his job is to help organize and coordinate donations within North America.

We asked Greg to elaborate on what the IEFT does and how the organization started. The following is a recap of what Greg answers were:

The IEFT was founded by Peter Luis and Ashley Holmer who were volunteer English teachers in Tanzania. The school they worked at had a huge lack of resources, teachers that never showed up, and a corrupt administration. Despite all of this, the young people of Tanzania realized the value of education and would literally beg Peter to stay and continue teaching long after his scheduled day was finished. Peter would stay and continue to teach them because he knew that the local teacher that was supposed to teach following him would not show up. Peter felt that if these students were that dedicated to learning they deserved the resources and teachers they needed to make it happen.

Currently, Orkeeswa Secondary School has around 25 Tanzania faculty and staff members, along with continually changing group of western volunteers, which usually ranges between 6 to 10 people. The Tanzania staff members consist of teachers, a headmaster, a social worker, a few maintenance staff, cooks, and the Tanzania Associate Director. The western volunteers are mostly teachers and a few support positions, such as

an office manager. There are also three staff members within the United States: the Associate Director, Greg Flett, the Development Coordinator, Quinn Brady, and the founder and Executive Director, Peter Luis. Peter and Quinn travel and work between the US and Tanzania.

The IEFT places a large emphasis on working with the community, the biggest reason being to elevate the perceived value of an education. They work in a community where survival has always been based on raising livestock and growing crops. It can be a threat to a family to see an able-bodied child attend school for 8 hours each day when they could be working in the field or herding goats. This resistance to education is understandable and they go to great lengths to involve the community in the school to help change the way education is viewed. An invested community presents the greatest chance of the success of their students and ultimately the school itself.

The IEFT strays away from the traditional aid giving model by creating a culture that values education within the community and providing their students with the skills they need to move toward supporting themselves and their children. Their aim is to reduce future dependence on outside assistance. Traditional "aid giving" works in the opposite and only fosters an increased dependence on outside assistance. The IEFT's goal is to be the change in the system that sets the communities they serve on a new path of independence and growth.

The IEFT's model exposes the community as a whole to education and the benefits that come with it. Knowledge that is shared with Orkeswa students permeates throughout the community extremely quickly and serves to elevate the perceived value of an education. Additionally, they believe that educating students within their community helps them to think critically about solutions that can be applied directly in their own

villages. If they teach an agriculture lesson on irrigation, students are thinking about their own fields and water sources. It serves to move the abstract to the real.

We both felt really inspired by what the IEFT does and the positive change they are creating through education. This is why we decided that we were going to find a way to support them.

Finding out who supports us

Initially, our support for our Take Action project came from our social studies professor, Theodore Christou. He offered all of our class members \$50 of funding for our Take Action projects. This funding comes from a grant that he applied for through the University of New Brunswick.

Next, we found support from Lisa and Debbie Britton when we contacted them for information about the IEFT. They inquired with the founder of the IEFT, Peter Luis, about what we could help with. Lisa and Debbie also provided us the contact information for Greg Flett.

Greg Flett is acting as our contact to the IEFT and he has offered a lot of support and advice. We have been keeping him updated on everything that is going on with our project.

Creating a plan

Our goal was to raise \$1000 - \$1500 for school uniforms and lunches, and we felt that the best way to do so would be by creating a basket consisting of small items/gift cards and raffle it off.

Our steps for action include:

1. Apply for SEED funding from our Professor. He approved our cause and we were each allotted \$50.

2. Create a letter explaining what we are doing, and also a little bit of background information on the organization we are supporting.
3. Go to businesses around Fredericton and hand out our letter asking for small donations to include in a basket which we will raffle off. ⁱ
4. Apply for a permit under the Lotteries Charitable Program.
5. Call the Regent Mall to see if we can set up a table to raffle the basket.
6. Create a basket containing all the items that are donated to us.
7. Create tickets for the basket which will include our cause (reason for raising this money), the price of the tickets (\$2 each or 3 for \$5), and the draw date.
8. Sell the tickets at the Regent Mall on Saturday March 10th, 2012 and Sunday March 11th, 2012. The draw will be held on Thursday March 22nd, 2012.
9. Send the money to the Indigenous Education Foundation of Tanzania who would then buy uniforms and provide lunches for the students at the Orkeeswa Secondary School!

Taking action

1. On February 23rd, 2012 we called Greg Flett to okay our plan for a basket. Next we created the letter to hand out to businesses.
2. On February 24th and 25th we went from business to business explaining our cause and asking for small donations for our basket. A lot of businesses gave us donations when we initially asked, however, there was some that required us to come back. During the week of February 27th, 2012 we followed up with those businesses and went back to collect the donations.

3. Our raffle basket consists of:

Westminster Books - *The Vole Brothers*
Chapters – *Miss Dimple Disappears*
Strange Adventures – *The Zabime Sisters* + \$5 gift certificate
Shoppers Drug Mart – Silver bag/ gift with purchase
Sue Lawrence – Paul Mitchell travel bag + Rusk gift set
Earthstone – 5 necklaces
Second Cup – Mug
Relish – t-shirt + \$15 gift certificate
Made You Blush – makeup
The Snooty Fox - \$25 gift certificate
Mexicali Rosas - \$25 gift certificate
Bellezza - \$10 gift certificate
Boston Pizza - \$20 gift certificate
East Side Marios - \$20 gift certificate
Reads Newsstand – \$50 gift certificate
Coffee and Friends - \$10 gift certificate
Dooley's on Queen Street - \$125 party pack
Pita Pit – 2 free pitas
Quiznos – 1 free sub
Yoo China Curry House – 2 item combo plate



A picture of what the gift basket looks like all ready to raffle off!

4. On February 29th, 2012 we applied for a permit under the Lotteries Charitable Gaming Program.

5. On March 6th, 2012 we contacted the Regent Mall to see if we could sell tickets for our basket there. We also contacted Trevor Gonnason to get Commercial General Liability Insurance, which is needed for raffling baskets at businesses.

Evaluating our plan

When we initially began our Take Action for Education in Tanzania project, we thought that creating a raffle basket would be the best way to raise money. We were unaware of all of the problems that we would run in to.

When visiting businesses within Fredericton, we received mixed reactions from people about providing us with small donations. For the most part, our project was received well and a lot of the people we approached provided us with donations for our basket. However, there were a few people who openly opposed what we were doing as they believed that we should spend our time and effort helping children within Canada. We were unsure of how to deal with some of these reactions as they came unexpected to us.

We quickly discovered that local businesses within Fredericton were more capable of offering support. We started asking for donations in downtown Fredericton, handing out our letter directly to people who had the authority to provide us with donations. It was easy to see on the faces of the people we were talking to that they get asked for donations quite often, however, when handing out our letter we took the opportunity to reiterate that we were only looking for very small donations to go in a

raffle basket. We think that when they realized we were not looking for anything extravagant, they were more apt to help us.

After asking for donations from local businesses in downtown Fredericton, we went up town where there are mostly corporately owned businesses. First we went to the Regent Mall and started to hand out letters to various store managers. The store managers in each place we visited explained to us that they are a corporately owned business and that all donations are handled through their head office. If we were to conduct another project like this, then we would have taken more time to contact head offices for support. At this point in our project, we were running out of time and we had made the decision that we did not want to contents of our basket to exceed \$500.

We both agreed that we approach the Regent Mall to inquiry about selling tickets there. This was where we ran into another issue because we were unaware that we would need commercial liability insurance that would cover us up to one million dollars. We also needed the non-profit organization number and the lottery permit number for our basket. We managed to contact Greg to get the non-profit number for the IEFT and the University of New Brunswick was willing to give us liability insurance through the grant that the Take Action projects are being conducted under. All we had left to get was the lottery number for our raffle basket; it is here where we ran into a big problem.

After collecting \$500 worth of donations, we went to the Gaming Control Branch of the New Brunswick government Public Safety office to apply for a Charitable Lottery Permit. We knew that if our basket was under \$500 we would need to apply for a permit, whereas, if it was over \$500 then we would have to pay for a licence. That was why we had stopped looking for donations, however, if we were to do another project like this then we would consider creating a bigger raffle basket and paying for a licence.

After applying for our permit, it took a week for them to provide us with a correspondence. The letter states that the official reason for denying us a permit is because “to qualify for a licence permit under the Lotteries Charitable Gaming Program, monies raised must benefit New Brunswick citizens.”ⁱⁱⁱ After receiving this, we read the [Terms and Conditions for Lottery Licensing](#) for New Brunswick and discovered that it does not state that the proceeds must benefit New Brunswick citizens.

We decided that we would go back to the Gaming Control office and speak to someone directly about the letter. We printed off the Terms and Conditions for Lottery Licensing and took them with us. We sat and spoke directly to two women who work with the lottery licensing and asked them to explain to us why we were denied. We asked one of them to point out in the terms and conditions where it states that the proceeds raised must benefit New Brunswick citizens. She said she could not point that out for me because it does not actually state that anywhere on the document. With a lot of mixed confusion as to what was said, we left the Gaming Control office still confused as to why we were denied a permit.

We e-mailed one of the women that we spoke to in the meeting, asking for clarification as to what was said. She forwarded our e-mail to her director so that she could answer our questions. The e-mail we received back said:

”Please be advised that, pursuant to section 207(1) of the *Criminal Code of Canada* provincial jurisdictions have the authority to conduct and manage lottery schemes in their respective province when the proceeds raised are for a charitable purpose and as such have developed guidelines/legislation related to licensing for their respective province. New Brunswick has developed the *Terms and Conditions for Lottery Licensing* used as a guide in determining eligibility of the organization and use of proceeds. Only

federally registered charities are eligible to disburse proceeds raised outside of the Province.

We can appreciate that the Indigenous Education Foundation of Tanzania is almost certainly a very worthy cause however, as your group does not have status as a federally registered charity, raising proceeds for a purpose outside of this province is not within our mandate to licence.”

The reason that a permit is now being denied to us is because the charity we are raising money for is not a federally registered charity in Canada. As far as we can tell, it does not state in the terms and conditions that our charity has to be federally registered. Therefore, we are currently in the process of appealing their decision to deny us a permit.

At this point we are left with the option to either appeal our decision to see if any positive results come from this, or we could turn it into a project that will benefit a local organization. We have decided that since the IEFT has been working so closely with us and we have already told them that we are raising money for their organization, we would like to honour our word and do the best we can to continue to try to raise money for them.

Applying our learning

Despite not having reached a target for our take action project, there are still a few valuable lessons we have learned from it. Some things that we have learned from our take action project include:

1. How to write a professional letter to ask businesses for donations.
2. We learned how to effectively ask businesses for donations. When we met with them personally, we emphasized that we only needed small donations for a basket and nothing big and elaborate.

3. We learned how to apply for a lottery permit through the Gaming Control Branch of the New Brunswick government.
4. We learned that there was a huge process for applying to sell tickets within a commercial space (Regent Mall).
5. To have patience and recognize that big projects such as this take time!

We think that the lessons that we've taken away from this take action project so far have been very valuable to us as two future educators. For example, a connection of our project to the New Brunswick Social Studies curriculum can be found in the grade 3 curriculum document under the citizenship section where "graduates will be expected to assess social, cultural, economic, and environmental interdependence in a local and global context." Projects such as our Take Action for Education in Tanzania can serve as a way to teach students to understand the interdependence different cultures may have on one another. When we become teachers, we plan to incorporate similar projects with our classes that provide help to both local and global communities that show our students the benefit of helping to create change in people's lives.

ⁱ The following is the letter that we handed out to businesses within Fredericton when asking for donations:

Dear Sir/Madam,

We are writing this letter to ask for your support in our efforts of securing donations for our “Take Action for Education in Tanzania” campaign. We are looking to collect small donations such as gift cards, discount coupons, or items for a basket for which we will be selling tickets to raffle. With the increased awareness of your company amongst the community, we are confident you will see a positive return on investment. The funds raised will go directly to providing school lunches and uniforms for the students at Orkeeswa Secondary School in Tanzania, East Africa.

Currently, we are Bachelor of Education students at the University of New Brunswick and the basis behind our campaign was initiated when we were asked to “TAKE ACTION!” by our Social Studies professor, Theodore Christou. His goal is for our classmates to find a cause we feel passionate about and to do something that will help that cause. As two future teachers, we believe that every child has the right to be educated, and therefore, we chose to help the Indigenous Education Foundation of Tanzania (IEFT).

The Indigenous Education Foundation of Tanzania (IEFT) is a non-profit community-collaborative organization, providing quality, affordable education to under-served children in rural Tanzania. Currently, only 5% of Tanzanian children attend secondary school - one of the lowest attendance rates in the world. In response to the lack of affordable educational opportunities, IEFT operates Orkeeswa Secondary School. They believe in empowering the youth of Tanzania by providing them with the knowledge and skills to create positive change within their own communities. Their goal is to create a network of secondary schools within Tanzania’s poorest communities, inspired by the belief that education is the key in breaking the cycle of extreme poverty.

For additional information on the Indigenous Education Foundation of Tanzania (IEFT) and to see how your donations will help, please visit <http://ieftz.wordpress.com>. We will call you to follow up within the next week to explain the benefits of becoming a sponsor of our campaign. Once again, thank you for your consideration and we hope that you will be able to support our efforts for such a remarkable cause.

If you would like to contact us, we can be reached at (506) XXX-XXXX.

Sincerely,
Keri Chafe & Jocelyn Wilson

ii This following is a copy of the letter where we were denied a permit:



March 5, 2012

Ms. Keri Chafe



Dear Ms. Chafe:

Re: File Number 268515
ED4623 Fundraising Project "Take Action"

We are in receipt of an application to obtain licensing under the lotteries charitable gaming program.

There are two specific criteria that an organization must meet to be considered for licensing, the organization must first qualify as well as the disbursement of funds. You have indicated on your application that the monies raised from this event would be donated to the Indigenous Education Foundation of Tanzania. Although this is a very worthy cause, to qualify for a licence or permit under the Lotteries Charitable Gaming Program, monies raised must benefit New Brunswick citizens.

Should you have any additional questions or concerns, I can be reached at (506) 453-7472 or through my email Darlene.Harnish@gnb.ca.

Yours truly,

A handwritten signature in cursive script, appearing to read "Darlene Harnish".

Darlene Harnish
Director of Licensing and Registration