
Questioning as we learn: An introduction to critical thinking

Material for Higher Education students in Sierra Leone by INASP, UK



Provided by the Critical Thinking Taskforce (CTTF)
within the project AQHEd-SL

Unit 4 - Snippet 105

Now read the text further:

Therefore, the project offered students at Moshi University training in how to access electronic journals. As a result of this training in electronic literature access, the students identified approaches already being used in Ghana and Nigeria that could be used to improve cassava production in Tanzania. Aurelia Isaack, a third-year undergraduate business economics student at Moshi Co-operative University and member of the project team, said: “We didn’t know we could use the library password to login onto [online literature] – this is wonderful [that I know this now]. Now I can access a lot of journals to improve my research.”

Following the discovery of some relevant approaches in the literature, the group of students took their findings into the field. They identified two groups of female cassava producers in Makiba village (Arusha region) and Makuyuni village (Kilimanjaro region) to undergo training by university personnel to add value to their cassava crops by producing flour. Some 30 women in Makiba village and 27 women in Makuyuni village received training courses on entrepreneurship. The women benefited hugely from the training they received. “Before, we didn’t have these seeds to plant cassava – this training helped us so much that we are surely going to harvest enough cassava to meet our food demands,” explained Sauda, one of the women from the Makiba group. One group saw a 16% increase in the size of their group by the end of the project, so that more women got access to decent work. Moreover, each of the women is now required to give cassava seeds free of charge to five other women within a community of her choice every season, thereby increasing food production and further improving women’s incomes. This made a tangible difference to the lives of the agricultural women, helping to improve their economic situations, secure their livelihoods and contribute to the socioeconomic well-being of their families and communities.

Can you find evidence in the text that some or all of the conditions have been met in the project and whether the promises or predictions of the project team were delivered as a result? For example, does the text describe that the students got training and if so, did they have access to electronic journals as a result? Then you may find the project successful indeed.