



Newsletter: May 2013 Douglas McFalls

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Daudi gets married –



the painters prep an order –



our musum gets a facelift

Summer 2013 in Tanzania

I will be spending our northern hemisphere summer in Tanzania preparing my ADEA partners for a new season of cyber communication and accountability. I will be meeting with team players of our artisan gift industry, the MaKuYa cultural festival team, the Maasai Boma Schools and the Maasai Ornaments for Hope project to review the past and strategize the future. The aim of ADEA is for its partners, ultimately, to be able to address the challenges that confront their communities for themselves. ADEA's work will continue during my studies at Michigan State University in an exciting new way. They will need to steer their ship even more directly in East Africa, while I, Stateside, will be able to research and discuss with professors involved in development work regarding the challenges we face.

If they are to carry even more of the development responsibilities they will need the financial support to free them up from the cost of the daily survival necessities of food, rent, medical and education. Freed from this distraction they can focus their energies on exploring viable and sustainable solutions to their community needs.

Meeting with Esty

[Esty is the leading on-line shopping website for hand-made products]

I met with members of the Etsy team in New York City to plan a pilot project to see if we can get the ADEA artisan products on line! Stay tuned in June.

We may ask you to do some shopping to help the artisans master the art of selling on line.

Some people ADEA is supporting

TEMBO SELEMANI



A man with a dream to help the street kids get an education is now in school himself.

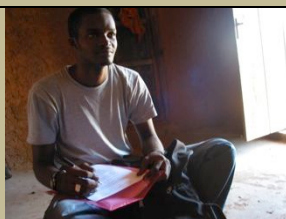
ADEA is supporting Nassoro “Tembo” Selemani who left school after the second grade in order to support his mother. One of 26 children (from four wives), his father was not able to support his childrens’ education after his retirement. At 14 Tembo left home to make a life for himself in Tanzania’s main city Dar es Salaam where he cared for chickens, washed cars, sold oranges, before ultimately becoming a taxi driver. He lived a hard life. A life of day-to-day uncertainty. From 2009-2011 he served as a driver for a medical project in Mtwara.

With the support of ADEA Tembo is now realizing his dream to earn his secondary school certificate (a must for any Tanzanian seeking steady employment).

Tembo is exceedingly perceptive and intuitive, with a heart to serve. As a taxi driver he often used his vehicle and meager earnings to help the street kids and abandoned elders. He dreams of starting a school to help others, who struggle on the streets, to gain, not only formal and vocational education, but emotional healing and spiritual growth.

While he is studying, we are considering ways to improve the current educational system (considering teacher morale and student lack of academic discipline) in a country where 60% of the students failed the national exam in 2012.

Kiluku Henerico



University of Dar es Salaam

For four year Kiluku has helped manage the Cultural Life Exhibition at our MaKuYa festival, as well as assist in reseach and documentation of the traditions of the Makonde and Makua tribes in Mtwara.

With finacial (and moral) support from ADEA, Kiluku has entered the two-year Cultural and Toursim program at the University of Dar es Salaam, a stepping stone to the the Department of Ethnology. His experience with ADEA has distingued him from his classmates, with faculty and students convinced that he must have previously studied abroad.

It is my hope that ADEA will be able to help arrange an internship for Kiluku in an ethnological museum in the US or Europe to provide him with exposure to the highly professional institutions, this will in turn provide him with ideas of how to develop the currently rudamentary cultural preservation efforts in Tanzania.

**Filbert & Winnie
EMANUELI go to
school.**



A family in school

What is the roll of a family in supporting their child's education? Home involvement in a child's education can make the difference between a good versus excellent student, or a passing versus failing student.

Meet the Emaueli family: Filbert, Mary, Winifred, and Agnes. (Those really are their names). Filbert has been a carver with ADEA for almost a decade, but also great help to me in my work and life in Mtwara.

With the support of ADEA Filbert is going to mechanics school with the aim of being a driver for one of the growing number of international gas related industries in Mtwara, and his eldest daughter is in an English medium school.

I told the family that if ADEA is to sponsor the household through a year (or two) of studies, they will have to be household committed to learning; committed to trying new things; committed to work together as a family to encourage each other to study and to teach one another.

For the parents this means inquiring about what the children learned in school, reading to the children at night, and encouraging studies at home. For Winnie, this means teaching her mother and father English, and sharing her lessons with her little sister.

I cautioned Filbert: "What you will learn in a Mtwara school will not be enough to make you employable. You must be inquizative beyond your text books and teacher's instruction. Cultivate a hunger to learn. Your job is to study. If the teacher is late, study. If the class is cancelled, study. If the tea break grows beyound 15 minutes, study. Much time is wasted in the schools here but you don't need to waste it. If not mechanics, study English, but study, study, study. Your goal is a job, not merely a certificate."

Also to faciliate their evening studies we purchased a solar light.

ADEA supports the teachers at the Maasai Boma School Letter from Tipape Loomu below explains why.

Hello brother.

Yes, 45,000 Ksh (\$562) is a lot. I asked Benedict before I send it to you.

Just to follow the happenings.

It was politics again in Kenya for March 4th, 2013. The politician in Rombo (the one who gave us trouble in 2007 in Lemongo) came by Esukuta. He told parents that he if they moved children to school in Nasipa in around Jan/February, children will receive uniforms there and study for free. So the numbers dropped from 145 children to 89. But after realizing that it was a lie, some parents brought their children back. The number then rose from 89 to 102 students. Out of the 102, only 71 students managed to pay the Ksh 600 (\$7.50) term tuition. For the last year school debt, only 4700 was paid. This went to paying of teachers 10 O'clock tea for the three months of term one.

Currently, 6 teachers are engaged in the school (Elizabeth, Nancy, Isaac, Scola, Peter, Benedict). After paying all the teachers and buying some schools supplies with money paid in the four month school term, the above amount was then outstanding.

We thank God that the politician failed this time. He lost the election in Rombo to someone else we hope that there is a new start/beginning in Rombo. And we pray that we shall realize the development that we have always hoped for.

- Tipape



Spiritual Note: "God calls us to be light, not stars." - me

Sincerely, *Douglas, Kupikita, Oloikurrukurr*

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I thought some of you might be interested in my essay for grad school.

Application Essay to Michigan State University

(I am indebted to the tireless editing whip of Martha Ann Olmstead)

For the past nine years, East Africa has been my home. In that time I have been working, learning, teaching, struggling, overcoming, reflecting, and maturing in ways I never expected. When I arrived in Tanzania, my vision was to set up a craft production and export business in order to improve the livelihoods of impoverished artisans who possessed exceptional skills but lacked basic business and production knowledge. I had big dreams when I started my non-governmental organization, African Development through Economics and the Arts (ADEA). My 28-page business plan assumed artisans would be clamoring to participate and I mapped out an overly optimistic annual growth rate in production and exports. However, since the official opening of our doors in 2003, it was clear I had a lot to learn.

I faced a political, cultural, and environmental landscape that was in drastic contrast to the world I had left behind in the United States. In Tanzania, where jobs are few, craft production is an underdeveloped industry with great potential. Yet without business training, artisans receive poor returns for their work and miss many selling opportunities. It was the mission of ADEA to help artisans to succeed in generating steady incomes. Our challenge was to identify the obstacles to growth opportunities while working in cooperation with the artisans. We remained committed to tangible and sustainable changes versus merely offering training programs. Our workshops nurtured creative thinking in a collective environment, one which gave artisans the courage to step into uncharted territory when it came to using new designs and materials, and thinking about new ways of problem solving. We helped artisans establish more efficient work patterns, meet deadlines, and fill orders. At the same time, we addressed the challenges workers faced that kept them from doing their best work, including family conflicts, medical issues, and substance abuse. Finally, we opened a gift shop for artisans to learn about the business of retail sales and to better understand issues of product appeal and buying trends. The result of our efforts was the establishment of a high-quality craft industry that sells in and beyond Africa. More importantly, the artisans themselves are now managing the business and are taking on the training of newcomers.

In 2005, I began a project with a community of Maasai living on the plains east of Mt. Kilimanjaro in Kenya. To address their dire need for accessible rural primary education, I collaborated with the community to establish Maasai Boma Schools. Over the past seven years we have built classrooms, experimented with curriculum materials, trained teachers, helped impoverished families afford school fees, and have gone to battle (figuratively) with local politicians waging turf wars. We had to constantly raise money and do a great deal with very little. In the middle of our work the region was hit by a crippling drought that necessitated an emergency lunch program to prevent malnutrition and brain underdevelopment.

I discovered that many Kenyans view the Maasai as a primitive people; this included government-certified teachers. Teachers assigned to rural communities are often sent to these outposts as a punishment. Many have little interest in the local culture and can be abusive toward students. Because of this, we hired educated local Maasai to work in our schools. They provided quality lessons using the Accelerated Christian Education (A.C.E.) home-schooling curriculum in a classroom environment. (A.C.E. schools are expanding throughout Africa. In South Africa there are over 350.) The program allowed our teachers to teach above their knowledge base using structured lessons. Though highly effective, this curriculum is cost prohibitive and does not meet all of Kenya's national education requirements. I believe that by attending Michigan State University, and furthering my

studies in education, I will be in a much better position to develop a curriculum that fulfills the government's requirements and yet meets the needs of under-educated teachers. Ultimately, I hope to design and deliver instructional material that will help teachers in other poor and isolated communities provide a quality education.

My years in Africa have given me unique experiences and perspectives. I know personally how great the challenges to rural development and education are. Indeed, I was constantly confronted by the conspicuous contrast of my own educational opportunities and those of the people with whom I worked. There I was, an educated American, who had benefited from free government schools and libraries, compassionate teachers, a full stomach, and parents who understood the value of an education who possessed the time and drive to insist that I take my studies seriously. Now I was trying to set up a school for students whose situation was nearly the antithesis of my own. It was sobering to grasp the enormity of the task and to comprehend their needs versus my abilities.

It became clear to me over time that there were limitations as to what I could do and offer, in part because I do not have sufficient academic training in education and educational technology. I lack access to relevant research and developments. I need to hone my analytical acumen to realize the significant changes I would like to be part of. I seek collaboration with professors, fellow students, and institutions in order to expand my knowledge and achieve my goals. Graduate school is an essential step in addressing global educational challenges, whether it is expanding ADEA's work in Africa, working with government aid agencies or joining an international non-governmental organization. It is time to return to school to better equip myself for future bigger work.

I am applying to Michigan State University's Educational Policy Ph.D. program not only because of the university's stellar reputation but also because of the international research focus of many of your faculty. Of great interest is the field of educational technology. I believe computer and software developments will play pivotal roles in improving rural education. I envision a virtual textbook that allows for ongoing curriculum development, while avoiding delays in content delivery and ending the use of outdated books. These e-textbooks could permit video-enhanced learning to expand teaching examples beyond cows and huts, to broader world ideas. I would gain much by studying and participating in the educational technology research of Dr. Joseph Codde in Africa and the Middle East, as well benefit from his interest on educational reform and teacher development. It is my hope to also study under Dr. Amita Chudgar in light of her research in India, East Asia and Africa as it relates to providing access to quality education to children in poor communities. Her work on national policies to provide education for all resonates with my interest in working with community groups and political leaders in order to provide relevant curriculum that can reach marginalized communities.

I wanted to mention that I was struck by the enthusiasm of your public policy students regarding the accessibility of MSU professors, and the warm reception I received from the faculty during my visit to the campus in September. I was also impressed by the breadth and depth of related studies at MSU, with cross-departmental collaboration that allows for intensive and informed research. Michigan is particularly attractive because of its African Studies Center and the Center for Advanced Study of International Development, as well as the Tanzania Partnership Program. After many years in the field I hope to share some of my own experiences with my colleagues. Having worked for long stretches in isolation, I welcome being part of MSU's academic community. I am proud of my successes and well aware of my shortcomings. I know I have much to learn but I also have much to contribute. I hope to share my knowledge with my colleagues as well as learn from their experiences. I believe that Michigan State University's global focus on educational policy and development, the work of its faculty, and my nine years in Africa would be a dynamic combination and make for a fruitful partnership.