

**100 Projects for Peace
Final Report - Summer 2007**

Title: Tanzania Peace Curriculum

School: Skidmore College

Student(s) submitting report: Jazzmina Moore

1. **Project Summary:** Describe location, timeframe, participants, other funding involved, scope of work, and goals intended.

Tanzania, located in East Africa is the region that I decided to conduct my project for peace in and more specifically at Noonkodin Secondary School which is located in an extremely rural area known as Eluwai part of the Monduli District. I have been to Tanzania twice before and the idea of being able to contribute more to the communities in Tanzania with the funds provided by the 100 Projects for Peace initiative was truly amazing to me. I left for Tanzania on May 29th of this year and stayed there until August 15th which gave me almost three months to closely work with and develop my project with the people there. I worked with an organization called Aang Serian which is committed to preserving the traditional ways of the Maasai and working with them to create more opportunities for their people. Some of the students along with many of the teachers at Noonkodin Secondary School which is supported by the Aang Serian organization were key to the success of my project. I taught a group of seven wonderful Maasai students in the field of research and the study of conflict resolution practices among indigenous societies. My project would not have been made possible without the participation and support from Gemma Enolengila, an Aang Serian member who worked very hard on coordinating all of the logistics to make this project successful and my seven Maasai students- Ngariapusi, Esther, Elias, Enoch, Laize, Keretu and Siphrael who were always willing to try something new whether it was drawing and painting symbols of peace or searching the internet for information on indigenous peace practices.

My students researched the peace practices of many indigenous tribes and they wrote papers about them. They also created a mural to represent some of the symbols of peace in the Maasai culture as well as ways that conflict is resolved in that culture. To allow my students to fully explore various peace practices and write their responses and ideas generated by them it was necessary to set up computers at their school which required solar panels because that is the only way they have to generate power in this remote area. The students had to do research on the internet and the most practical way to make this happen was by purchasing a vehicle to be used for driving them to Monduli's Teacher College where computers with internet were available for their use. The majority of the students in my class had never even seen a computer before and thus one of the goals I had was to familiarize my students with the functions of a computer and the internet as well as working on their typing skills. Another major goal was to see that this project could continue after I left which was made possible by the purchase of the truck for transportation, the solar panels for power as well as the two desktop computers that I bought in Tanzania and the three laptops that I brought with me for the school to have available for students to use. The main goal intended by this

project was to establish a Peace Studies curriculum that could be used at this school as well as others.

2. **Project Results:** Self-evaluate the project; your assessment should enumerate what goals were and were not accomplished.

It soon became evident that things are much more easily said than done in Tanzania. You can write the most detailed and comprehensive proposal along with practical goals but ultimately as a result of complications with communication and coordination the outcome will be different than what you expect in a country like Tanzania. It is not to say that nothing can get done it just takes lots of hard work and commitment. With the resources that I had and the amount of time that I was able to dedicate towards this project over the summer I, along with the help from members in Aang Serian were able to establish and carry out a Peace Studies research-based curriculum in Noonkodin Secondary School. As a result of the purchases that were made with the 100 Projects for Peace grant this project will be able to continue at this school and there is great potential for it to be introduced and implemented elsewhere.

3. **Implications:** What are the project's implications for peace? What are the future prospects for the project? What have you learned?

If students are taught and encouraged to explore each other's cultures with an attitude of respect while also actively learning peace practices of indigenous people then tolerance and a desire for peace in one's community, one's country and the world can be cultivated. If a Peace Curriculum is implemented in schools across Tanzania potential leaders and politicians are gaining valuable knowledge of how other societies represent, value and maintain peace. To have peace, we must first learn about it so that we will have an understanding of how to create it and protect it by developing useful conflict resolution strategies. Along with my students, I learned about peace in many cultures and how those societies address conflicts that arise. I only taught about research, conducting interviews and writing papers which allowed me to learn with my students about specific indigenous peace practices. I found it very interesting to learn about representations of peace in different indigenous societies. For example, grass is a symbol of peace for the Maasai. As for future prospects of this project, I hope that many more students are given the opportunity to explore indigenous peace practices. The classmates of my students will be able to participate in a Peace Studies program as long as another teacher is available to replace me as the vehicle used for transportation as well as the solar panels and computers are all property of the Noonkodin Secondary School and will always remain there. To inspire other students and teachers and to remember this special project my students created a mural in our classroom to represent peace and detail much of what they learned or already knew about indigenous peace practices specifically of Maasai people.

