



Newsletter: November 2019

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The mission of African Development through Education and the Arts (ADEA) is to help secure the future of children and their communities by expanding foundational education and instruction to non-formal learning activities in a culturally accessible and relevant manner through local participation, innovation and fun.

ADEA is a registered 501c3 Not for Profit and all contributions are tax deductible.

Contributions can be made online at www.ADEAAfrica.org by PayPal or a check payable to ADEA at the address above - Your support is greatly appreciated.

As we move toward Christmas, please keep ADEA in mind!

Normally ADEA takes part in a World Markets Christmas even in early December each year which helps us get a solid start for the New Year. Unfortunately that market was cancelled this year. Financial support is essential to keep our museum and learning center doors open for the 150+ children and visitors who come each week. We are hosting an increasing number of school groups and expanding and improving our educational programming and collections. Additionally, ADEA continues support of the Maasai Esukuta Primary School in Kenya with its nearly 500 students.

Please consider our work this Christmas season.

Many thanks to those of you who have.

Contributions can be made online at MaKuYaMuseum.org

Hello from Mtwara, Tanzania where the days are getting hotter, the rains more frequent, and the number of children who attend our special Saturday programming continues to grow. In this newsletter I will focus on this Juma Mosi Poa (Cool Saturday) program that we launched in June. We will look at its current programs and what it might look like in 2020.

JMP is Still Cool

For those of you who don't know, Juma Mosi Poa -JMP (Cool Saturdays) is a weekly program we launched in June of this year. Each Saturday from 9:00 a.m. to 2:00 p.m. children (of all ages) are invited to engage with our museum and learning center team. Our programming aim is to stretch the minds of the children, get them asking questions, and have fun. Our JMP programs still continue to be popular with young (and some older) visitors. Some weeks we have over 150+ kids crowding our center.



Museum Tours



Each week the kids delight in exploring our museum. Since many of our young visitors have been with us before we try to regularly approach our tours in new ways. Our guides encourage the children to share what they already know with newcomers and we are always inviting them to ask questions. Our guides are older men and women who can share firsthand about the use and purpose of many of the traditional items found in our museum

Early Literacy Room

Our ABC room was established to help children master the alphabet because we have found that the majority of visitors of all ages have not. Our introductory ABC games use bottle tops, something easily found in town. These games have increasing levels of difficulty. Recently we added alphabetizing games. First they merely had to reorganize the letters in familiar words in alphabetical order (i.e. SIMBA becomes ABIMS). Last week (coupling with the geography room) they had to organize the names of all African countries in alphabetical order. Not so easy when you get to Mauritania and Mauritius.



Math

We now have a math teacher, Zawadi Chimaisi, on our JMP team. He develops new games, challenges and activities for the children to push their math skills. The math room has large blackboards for kids to work out math problems. His math knowledge is an asset when upper level students come with their questions. One day a group of initially timid girls learned that there were no tests in our math room and were suddenly eager to join in!



Special Guests and Activities

Each week special guests and/or activities are selected. Some explain traditional games that they play and make with the children. Others teach about traditional dance and how instruments are made. This week three members of our team, Dominic Chonde, Agnes Patakula, and Saidi Chilumba, each representing their tribe (respectively: Makua, Yao and Makonde) were our special guests. They shared about their "Jando" (coming of age ceremony) in rural villages. For men, this involves being circumcised. Traditionally this ceremony lasted up to two months (enough time for the boys to heal with natural herbs), but with modernization, formal schooling and hospitals the event has been reduced to as short as a day for children from urban areas.



During JMP the boys and girls were divided. The men shared with the boys about their circumcision experience. During the healing period the jando participants were taught about their

new place as adults. Though girls are not circumcised in Mtwara, they also celebrate a jando. During the jando period when they are isolated from the village, both genders learn about their impending lives, responsibilities and privileges in the community. Their relationship with their parents would be different - for example they can no longer enter their parents bedrooms. They are allowed to join in council meetings. They learn how to bury the dead properly. Also, they learn how to care for their future spouses (including sexually - something for which the Makonde are famous). As for complaining and whining like children, these are no longer tolerated or acceptable. The JMP activity ended with a reenactment of the children's return from the bush. Two small boys wearing special hats were carried on the shoulders of older boys holding rattles, and the girls were carried on the back of bigger girls fully covered with a cloth over their heads. Gifts were bestowed on the "new adults", the women ululated and all were happy.

Geography with Rice

Who would have guessed learning with rice would be so much fun, but they loved it. Though initially we thought to make trees, people and houses we decided to enhance the fun with some important learning. We chose geography - or more specifically the continents. After some interesting facts and photos about each continent were shared, the kids took on the task of copying the maps with rice. We spread this activity over two weeks



What if he dies?

In the rare case that a boy dies while at the jando, the father (who will have participated in the activities) will know, but the mother is not informed immediately. It is not until the day all the boys return home will she find out. However, she is not told with words. Instead she is told to wait for the leader of the jando (the mlombo) at her home. When she meets him at the door, he lets the pot of water he is carrying on his head fall in front of her spilling the water and breaking the pot symbolizing her son's death.





beginning with the easiest - Africa, South America and Australia, followed by the more challenging North America, Europe and Asia. The kids enjoyed the challenge and also eating the raw rice.

We have an ever-increasing number of geography games developed to help kids become familiar with reading maps. Last week we introduced puzzles of Africa cut into 12, 24 and 48 pieces.



What does Ulendo think?



I asked Boniface Ulendo - the director of our Learning Center and the coordinator for JMP - to share some comments:

Two weeks ago we asked the children to share what is the difference between learning in our museum versus learning in school. These are some of their comments:

- In school we are learning few things and for so long while in the museum a lot of things in a short time.
- We are learning practically in the museum while in the school only through books.
- We understand quickly in the museum instead of at school.
- There are things that we learn in the museum instead of school for example where do the Makonde tribe and Makua tribe come from?

We asked the children, "How does this JMP program help you?"

- It helps us to discover the museum
- It helps us to draw maps
- It helps us to know the nature of Africans
- To know mathematics
- To know the nature of Makonde, Makua and Yao.

Freedom of speech

The Mtwara region might be one of the places in Africa that gives little chance for children to talk. In our experience we have heard that when pupils ask their teachers questions some experience rejection and dismissal, others get no answer, others are even discouraged directly to ask questions from their teachers.

We are encouraging children by eliminating shaming in our museum, as the majority of Mtwara inhabitants often face shaming which impedes them in expressing themselves. In fact "No Shaming" is our policy here at museum just to make sure that they feel free to ask and express whatever they need to. That they freely contributed their insight about JMP's impact is an example of our achievements.

Facility to Help in Exam Preparation

JMP also involves pupils who are preparing for their exams. The exams prompt them to visit the museum in order to find answers in the Learning Center. For instance in the geography room they are able to ask questions about rivers, lakes and places that relate with their studies by using our maps. This is because it is said that most of the government primary schools around Mtwara region have no maps.

JMP 2020
What should it look like?
What will funders support?
Here are two ideas:

Monthly Themes of Global Importance

We could focus on "themes for the month" that could tie the past with the present. The chosen themes would be based on issues in the global conversation.

- The ocean: marine life, pollution, shipping
- Global Warming/Climate Change
- The solar system
- Pollution, deforestation, planet care
- Health and the science behind it: malaria, HIV/AIDS, nutrition
- Gender Equity and differences in culture, religion, education
- Civil Society: corruption, democracy, good governance
- Etc.

Paralleling the national history curriculum

Ulendo, our Learning Center director is returning to night school to complete his secondary "O" (ordinary) level exam. Due to life challenges, teacher quality, and resources, failure of the national exam is high for many youth. Night schools are of even lower quality than that of the secondary schools but are the only option for students who fail the national exam the first time. In a nation where graduate certificates are required for most salaried jobs, this is an important step. For Ulendo, hopefully this step will ultimately lead to university.

We came up with the idea to take the national history exam curriculum and build our Juma Mosi Poa and special exhibit programming around it. Rational?

- Our programming would have a clear focus.
- All night school and secondary school students could participate to facilitate their studies.
- Teachers would be invited to experience alternative teaching models and to better learn their subject.
- Simplified programming for primary school children would prepare them for future history coursework.
- Multimedia and teaching approaches not available in the classrooms (videos, games, displays, maps and learning ideas) could be employed.
- Ulendo would better master the material by developing programming and teaching the subject to others.
- Traveling exhibits might emerge from this.



In search of a new building We need more room!

We are keeping our eyes out for an alternative building option. Where we are now is too small and inadequate for our growing collections, school group visits and JMP attendance. We are exploring two options: An abandoned building in the center of town with a large plot that would be great for outdoor activities but require repairs. Alternatively, there is a building that was built to be a small shopping plaza back when it was believed that Mtwara would be a boomtown. But that dream has faded and the building has been empty and unused for three years. The facilities are new, but there is only a large parking lot for outdoor activities.

A visit from future teachers?

Last week we had ten young men visit from the local teacher college. We gave them a tour with a special focus on how we teach as we give tours. After visiting the museum galleries we took them to the Learning Center to explain our math, geography, and alphabet games. We invited them to play our draw-and-place the letter ABC game. Only two could do it successfully! Wow. A strong affirmation of the education crisis in Tanzania.



Third 8th Grade Graduating Class from Esukuta Primary School

November 1st celebrated the third graduating class of eighth graders from the Esukuta Primary School that ADEA helped establish over a decade ago. 38 students are now waiting for exam results. Fortunately, according to Benedict (the school director), all but four should be able to manage the nearly \$390 annual fee and school supplies for secondary school.



Spiritual note:

When you are climbing the hill of life and self-improvement, it is inevitable that you will stumble from time to time. See these as evidence that you are making progress, versus affirmations of your weakness. - Douglas McFalls

An Invitation to Support

Your financial support can get ADEA 2020 off to a solid start. We run on a shoestring budget while we look for larger support. Please consider a gift of any size this holiday season - every contribution helps.

You can do so at: www.MaKuYaMuseum.org

Sincerely, **Douglas, Kupikita, Oloikurrukurr**

Ways to Contribute

ADEA is a registered 501(c)(3) Non-Profit. EIN #83-0393515
All contributions are tax deductible

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FREQUENT FLIER MILES *are helpful - even if they can only get me as far as Europe.*

**Thank you for joining us in our work to improve education and
celebrate learning**

Douglas McFalls, ADEA Director

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