

## PEACE CORPS TANZANIA EDUCATION PROJECT

Throughout Peace Corps' presence in Tanzania since the 1960s, secondary education has been a programming sector. In the early 90's programming consisted of a Secondary Education Teacher Training Project. In 1993-94, Peace Corps revised its Education Project. The new Project Plan, developed in early 1996, focuses primarily on secondary classroom teaching - incorporating the four goals of students, counterparts, resources, and community. Volunteers are posted to government and non-government schools, in small towns and villages, and in select schools for boy's and girl's. 30% of Volunteers teach at the Advanced ('A') levels of secondary education and 70% at the Ordinary ('O') levels of secondary education. Volunteers are currently teaching Mathematics, Physics, Biology, Chemistry, and Geography. Additionally, some Volunteers teach English to the lower forms and some have initiated computer training programs. Demand for Education Volunteers is high since Tanzania suffers from a shortage of teachers, particularly in mathematics and the sciences, and particularly in rural areas where qualified Tanzanian teachers are reluctant to go. The Peace Corps' project's purpose is to improve the skills, knowledge and attitudes of 10,000 students (per year) in 55 schools in the Sciences and Mathematics while also improving skills necessary for students as they become full members of their communities. The project will also enhance the educational environment of these same students through collaboration with Tanzanian teachers and development of educational resources, while placing special emphasis on girls' education, environmental education, and health education.

### CONTINUING THE TRADITION OF GIVING

American students from three Chicago schools (Kennedy, Clemente, The Latin School) have raised money for the Climb for Kids (CFK) project. The students will travel to Tanzania to set up a donated computer lab in the Arusha Secondary School. While traveling, the students will teach lessons over the internet, about Tanzania's people, geography, and wildlife to thousands of U.S. students. "We are so excited to be working with the Chicago schools to bring a project like this to fruition; where kids are teaching kids," says Stan Hickory, CFK Executive Director. Arusha Secondary School Headmaster Pastory Rwamwasi said: "We are very delighted. The world is now turning to computer-internet technology, and we are glad to be part of it." (For more Info. [www.peacejourney.com/updates.html](http://www.peacejourney.com/updates.html))

**Pat Proden** *this year joined Peace Corps Tanzania as the Assistant Peace Corps Director for Education. He is a graduate of the University of Wisconsin with a Bachelor's in Anthropology and a Master's in Education from Towson University in Baltimore. He served as a Peace Corps Volunteer in Niger, West Africa. Prior to moving to Tanzania, he lived and worked in the remote northern regions of Alaska working with Native Alaskans in alternative and adult education programs.*

**Michael Korff** *has been the Counselor of Embassy and Director of Public Affairs at the American Embassy in Dar es Salaam since 2001. He is a commissioned officer in the United States Foreign Service, which he joined in 1979. He hails from northern California. Michael Korff Master's degrees in Education and History from Stanford University, which awarded him a Ph.D. in 1975 for his work on student-university relations. He took up his current assignment in September of 2001, when he succeeded TEAA alumnus Dudley Sims.*

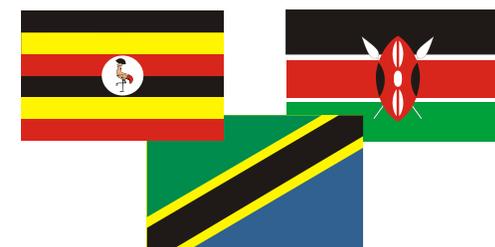
**Buretta N. V. Buretta** *is the Director of Secondary Education with the Ministry of Education and Culture, a position he has held since 1998. He received his Master of Science degree from the University of Agriculture in Godollo, Hungary, and his Master in Public Administration from Mzumbe University in Morogoro, Tanzania. Among his numerous responsibilities, he is the Chairman of the committee for the establishment of Special Secondary Schools for the mentally talented, a board member of the National Examinations Council of Tanzania and a council member of the Higher Education Accreditation Council.*

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TEACHERS FOR EAST AFRICA

&

TEACHER EDUCATION IN EAST AFRICA



**Arusha Roundtable  
Discussion on Secondary  
Education in Tanzania  
June 20, 2003**

TEA was born in 1961, inspired by President John F. Kennedy, inaugurated by President Julius Nyerere, and under leadership of Karl Bigelow and J. Freeman Butts of Teachers College, Columbia University (TCCU). TEA was a USAID-funded program that provided teachers for the secondary schools of Kenya, Tanzania and Uganda (500+ U.S. citizens participated) from 1961-1964. Teacher Education in East Africa (TEEA) was the follow-on program, once TEA's function had been taken over by the U.S. Peace Corps and the British government. USAID implemented TEEA as a vehicle through which it was able to bring 100+ U.S. citizens to tutor in Teacher Training Colleges, Institutes and Universities in Kenya, Tanzania, Uganda and Zambia between 1964 and 1969.

From 1961 to 1971 the crucial decade in which the three countries began independence USAID provided more than 650 trained teachers and tutors for East African secondary schools and teacher training institutions through TEA and TEEA. As enthusiastic and dedicated young teachers, we were eager to assist our students become productive, responsible leaders in their countries. In September 2001, four decades after the first TEA group had arrived in East Africa, and just ten days after the horrific events of September 11, we held our 40th anniversary reunion in Washington to commemorate our service as educators for East Africa.

The task of educating a new generation of African students has never been more important, or more complex. If we are to be of assistance in this effort, we think it should be in partnership with our former students and colleagues, and those teachers and educators now responsible for secondary education. In fact, our former students are now the current generation of leaders, parents and grandparents in East Africa. With each group drawing on their diverse life experiences, we hope we can create a unique partnership to strengthen education in a part of the world where we are experienced.

The alumni of both programs have organized as an informal association--Teachers for East Africa Alumni (TEAA)--to focus on education in East Africa.

**Program**

- 1300-1305 *Welcome remarks* ..... **Pat Proden**  
Assistant Peace Corps Director  
Education Tanzania
- 1305-1315 *Message on behalf of visitors...***Brooks Goddard**  
TEAA
- 1315-1325 *Culture and Development* .....**Michael Korff**  
Counselor for Public Affairs  
American Embassy
- 1325-1340 *Peace Corps Tanzania.....* **Pat Proden**  
*Education Project*
- 1340-1415 *"Status of Primary and ..* **Buretta N. V. Buretta**  
*Secondary Education and* Director  
*Teacher Training in* Secondary Education  
*Tanzania"* MoEC
- 1415-1500 *Begin roundtable discussion* MC **Ron Schuchard**  
TEAA
- 1500-1515 *BREAK*
- 1515-1600 *Restart discussion* .....MC **Ron Schuchard**  
TEAA
- 1600-1630 *MC leads discussion on: WHERE DO WE GO*  
*FROM HERE?*
- 1630-1640 *Word of thanks* ..... **Brooks Goodard**  
TEAA
- 1700 *DINNER AND CLOSING REMARKS*

**AMBASSADOR'S GIRLS SCHOLARSHIP PROGRAM**

The Ambassador's Girls Scholarship Program has provided nearly 2000 girls with scholarships for form one through form six education for the equivalent of 4512 school years. The scholarships are awarded to girls at Peace Corps Schools and in Zanzibar. Peace Corps Teachers recognize these future leaders and support "girl power" in Tanzania.

The alumni of both programs (TEA and TEEA) have organized as an informal association -- Teachers for East Africa Alumni (TEAA) -- to focus on education in East Africa.

TEAA's goal is to develop and implement a realistic and feasible plan for assisting in strengthening education in East Africa through a renewed educational partnership, in collaboration with the Ministries of Education, educational institutions, communities, and those involved in education as teachers, parents, and students. This is a large task, while our resources as retired teachers is quite limited. The TEAA partnership is not an aid program. It therefore must consider and choose carefully what activities to undertake through the TEAA partnership with former students and others.



*First Wave of TEA is sent off to Kenya, Uganda and Tanzania (then Tanganyika) in 1961.*  
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