



# terrat

*Bridging the Indigenous and Modern*

A newsletter published by Terrawatu

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## Project updates

### school partnerships

The second half of the bridge in the "Linking Lands" project was made in early August with the visit of six Seattle Public School teachers to Arusha. The teachers stayed in the homes of their Tanzanian partner teachers who had visited them in Seattle in March of this year. The 2-week itinerary included time spent in the classrooms of Natema, Olchoki, and Timbolo Primary School, training Terrawatu's computer teachers at the Siwandeti Computer Lab, visits to three national game-viewing parks, tour of



the International Criminal Tribunal for Rwanda (ICTR) in Arusha, curriculum planning workshop and a number of social events. See feature article "Seeing Global Issues with New Eyes" in this newsletter for a firsthand account of the Seattle-Tanzanian teacher exchange. The Tanzanian press covered this visit in an article in the Guardian at:  
[www.ippmedia.com/guardian/2003/09/13/guardian9.asp](http://www.ippmedia.com/guardian/2003/09/13/guardian9.asp)



Off-loading computers at Terrawatu compound in Arusha.

The World IT Aid Group (WITAG) in Denmark has provided us with 70 more re-furbished desktops. DANIDA provided shipping and transport funds all the way to Arusha. They arrived just a few weeks ago and we received last minute notice of their whereabouts. We were informed at 4:00 in the afternoon on 4 September that if we did not unload the container immediately, the shipment would be turned back to Dar es Salaam. Luckily, the Terrawatu office had some visitors that day – a group of Maasai warriors from Monduli and an American volunteer. We quickly put them to work off-loading the machines. Ashe naleng guys!

Terrawatu is now working to secure support for two more computer labs at a government secondary school and another primary school in Arumeru District. Our plan is to continue the "Linking Lands" concept with more community technology centers and teacher exchange programs.

### conservation of medicinal plants and indigenous healing knowledge

In June, a local supporter told us that he would like to provide space for Terrawatu to realize its goal of creating a traditional medicine clinic and health resource center. The three-room building is located in the village of Ilboro, about a 10-minute drive towards Mt. Meru from Arusha town. Working quickly to supply the facility with enough variety of medicinal plants to treat the most common diseases in the area – malaria, typhoid, diabetes, ulcers, high blood pressure and the opportunistic infections caused by HIV infection – Terrawatu staff traveled to southern Tanzania to acquire some of these plants.



Dr. Kivuyo recommending traditional medicine to patient at Terrawatu's new health clinic/ resource center.

Working in partnership with a Maasai traditional healer, Dr. Kivuyo – a Lutheran pastor who came to realize that God had given him the gift of healing with the indigenous medicinal plants known in his culture – Terrawatu is constructing a business plan for this facility. Our goal is to make a traditional health clinic that is more modernized than many of those in the area and includes nutrition and disease prevention seminars. We are currently seeking investors who are interested in helping us finish construction of the facility and develop the pharmacy and community resource center. Email us at [offerings@terrawatu.org](mailto:offerings@terrawatu.org) if you would like to contribute to this exciting project.

### cross-cultural exchanges

The next Global Exchange Reality Tour Tanzania, "Global Problems, Local Solutions" is set for **February 8-21, 2004**. Contact Sarah Dotlich [sarah@globalexchange.org](mailto:sarah@globalexchange.org) at Global Exchange in San Francisco, California with any questions about this trip and to reserve your place in the tour, or call +1-800-497-1994 ext. 221. Detailed itinerary can be found on our website [www.terrawatu.org](http://www.terrawatu.org) and at Global Exchange [www.globalexchange.org](http://www.globalexchange.org)

If you, your family, and/or friends would like to book your own customized ecological-cultural safaris into the wildlife areas and day trips to indigenous communities in northern Tanzania, and/or to find out dates for a future *Oloipung'o Experience* with Terrawatu, send us an email at [info@terrawatu.org](mailto:info@terrawatu.org).

### in other news...

In June, three women from our tree planting network group in Nadosoito village approached us in the Arusha office to request our assistance in helping them stop female circumcision in their community. Supporters from the US and Kenya supplied us with informational materials that outlined basic health facts and cultural sensitivity issues surrounding the issue of female genital mutilation (FGM). On 18 September, we held a seminar in the village to explore the specific reasons behind the continued practice of FGM and to discuss ideas on how to begin to eradicate the practice while simultaneously respecting rites of passages for women. We are considering planning for an in-depth educational program in this (and other communities) and welcome any advice and connections to other organizations working on this issue. Please email us at [info@terrawatu.org](mailto:info@terrawatu.org) if you have some leads on this topic.



## Organizational News

Terrawatu has a new website! Created by blankspace design of Cairo, Egypt/Arusha, Tanzania, our new site includes updated summaries of our activities and ways to get involved in Terrawatu. Easier to navigate and full of new photos, check us out at [www.terrawatu.org](http://www.terrawatu.org)

On 18 July, Co-Director Dr. Tanya Pergola presented Terrawatu's work in establishing computer centers in Tanzania at a conference at Oxford University, UK entitled "IT4D?: Information Technology for Development" at Oxford University, UK. More details can be found at <http://pcmlp.socleg.ox.ac.uk/it4d/>

Jennifer Glick from Philadelphia, PA, USA has joined us in the Terrawatu office in Arusha for a 3-month volunteer program. Having worked in Zimbabwe and Kenya as a teacher and health researcher, Jennifer is helping us plan and develop our new traditional medicine clinic and health resource center.

## Needs section

☒ **Sponsor a computer teacher** - Terrawatu identified 7 (out of dozens of applications) local villagers (6 women, one man) to train and work in the computer lab we built to teach teachers, students and community members how to use computers for research and communication. These teachers are volunteering their time. They are incredibly fast learners and eager to continue their work in teaching computer literacy in their community. Yet, they are all in their 20's and 30's and have families to support. The idea is to make the lab self-sustainable in one year, but in the meantime, we need to infuse the program with some financial investment by making sure these 7 teachers keep developing their skills. Sponsoring a teacher costs USD\$125 per month per teacher. Please email us at [info@terrawatu.org](mailto:info@terrawatu.org) if you, or someone you know, may like to become involved in this program.

*"This was a special time. I felt extremely honored to be a part of a project that has endless positive learning opportunities!"*

*I enjoyed working with such motivated learners! They are truly inspiring and remarkable people! I hope that they are given the appropriate amount of guidance and support to develop the computer literacy within the village community. I have the utmost respect for the work that Terrawatu is doing in this project."*

*- Joni Pecor, Seattle Public Schools*

## Activist corner - what you can do from where you are

There are several ways to get involved in Terrawatu's activities:

- ❖ **Join us in Tanzania in February for the Global Exchange Reality Tour** scheduled for 8-21 February, 2004. Visit our website for details of the itinerary and/or contact Sarah Dotlich at Global Exchange to find out more about the trip. Sarah can be reached at 1.800.497.1994 or [sarah@globalexchange.org](mailto:sarah@globalexchange.org).
- ❖ **Sponsor a child at Natema Primary School.** Your financial support helps in classroom construction, educational support for an individual child during primary school, and a special chance for that child to attend secondary school. More information can be found on our website under Child School Sponsorship (CSS) program.

- ❖ **Continue your financial support or become a new supporter of Terrawatu.** Visit our new website to find out exactly how your contribution will be used to support our projects. Choose to help build a traditional medicine clinic, a rain harvesting system, or sustaining Siwandeti Computer Center.
- ❖ **Keep us in mind when you hear about grant opportunities** and/or partnering possibilities with other foundations and organizations that work in similar projects as Terrawatu. Many of you have already provided us with excellent contacts and recommendations that have helped us grow and blossom. Thank you and keep up the good work!
- ❖ **Tell your colleagues and friends about our work.** Forward this newsletter and web address ([www.terrawatu.org](http://www.terrawatu.org)) to those you think may be interested in hearing about Terrawatu.



## Recipe- East African specialties

### Choroko (A Mung-bean in spicy coconut dish)

Little green mung beans are a favorite for those who are into sprouting their own sprouts and are easy to find in most grocery stores. Yet many cultures cook them in a variety of ways and serve them as a main dish. Here is a recipe influenced by the Indian cuisine of East Africa. Served with rice and chapati, this makes a very comforting and healthy meal. Recipe serves four people.

#### What you need:

- 2 cups cooked mung beans (cook in boiling salted water for about 25 minutes, drain)
- 2 tablespoons oil
- 2 teaspoons cumin seeds
- green chilies chopped (optional)
- 2 medium onions, chopped fine
- 2-inch piece of fresh ginger, peeled and grated
- 3 garlic cloves, minced
- 2 medium tomatoes
- cayenne (adjust to your taste for "hot" or *pili pili*)
- 2 teaspoons turmeric
- 1 teaspoon cumin powder
- 2 teaspoons ground coriander
- 1 cup coconut milk

#### What you do:

1. Heat oil in saucepan. Add cumin seeds and green chilies. After seeds pop, add onions, ginger, and garlic. Sauté until onions are translucent.
2. Add tomatoes and sauté some more. Add the spice powders. Fry briefly. Add cooked mung beans and coconut milk. Salt to taste. Let simmer gently for 10-15 minutes.





## Seeing Global Issues with New Eyes

**By Anne Fitzpatrick**

Up until this past year, Africa seemed an exotic, faraway, unconnected-to-my-life place on the map. And where on earth was Tanzania? From my perspective, my life in Seattle, Washington was a reasonable, average way to live. My viewpoint dramatically changed in March when I met Leah Johnson and five other teachers visiting Seattle from Tanzania as part of the Linking Lands Project. It was altered even more so on my visit to Tanzania last month.



Seattle Public School teacher Nani Castor-Peck trains teachers at Siwandeti Computer Center.

### ***A machine to wash your clothes?***

Leah lived with my family for her two and a half week stay in Seattle. The other Tanzanian teachers also did home-stays with Seattle Public School teachers. Their visit made me see my world with new eyes. The number of machines we have to do things amazed them. A machine to wash your clothes? And your dishes? They looked in wonder at all of the cars with only one person in them. Where were all the people? They wanted to know. It would take my visit to their country to help me realize what they meant.

Our schools amazed them, too. The students spoke out, gave their opinions, sometimes challenged authority. But, what was even more incredible to them were our class sizes. We started to explain that we were in a budget crunch, until we realized they were astounded by how *small* our class sizes are! Our resources were another source of awe. Our walls were covered with maps, posters, and student work, and each room had bookshelves full of books – both textbooks and reading books. Even our poorer schools looked well stocked to them!

On our side, we were charmed by their traditional Maasai attire and by their cheerful willingness to try our food and participate in our daily lives. Their schedule was hectic, but they never complained. Our guests became part of our families even for this short stay.

Leah and I found a good exchange of skills. She became my Swahili and Maa teacher. I taught her how to use email and how to use the keyboard on the computer. While I was a bit slow in my learning, Leah quickly picked up basic computer skills and was able to email her husband in Tanzania. Whenever she had a spare minute, she sat down at the computer and practiced learning fingering on the keyboard. This nicely set us up to keep in touch until I visited her in August.

### ***I knew it would be different***

In the months after the Tanzanian teachers left, we emailed back and forth. Staying connected helped to calm my nerves about my upcoming visit. It wasn't that I was unfamiliar with foreign countries. It was just that my experiences had been as a tourist. This was to be a home stay with none of the typical tourist luxuries. I knew it would be different.

Our plane glides onto the tarmac at Kilimanjaro International Airport the evening of August 1. We climb down the stairs of the plane into the warm air, new smells and nighttime stars of Tanzania.

The Terrawatu crew is there to greet us and guide us through customs, and then into waiting vehicles. Our first night is spent at Viswani Lodge -- beautiful accommodations set in the hills above Arusha. It turns out to be a nice transition into a lifestyle that is to provide quite a few contrasts to our typical daily lives.

The next morning we six Seattle teachers are reunited with our Tanzanian counterparts. It is wonderful to see Leah again. We all discuss the 2 1/2 week itinerary over breakfast at the lodge. There is some concern about our walking to school, but all of us agree we want to at least attempt it. Apparently my walk is the longest. I can see them all trying to size me up, wondering if I have the stamina to handle the trek. I try to assure them, citing my experience as a weekend hiker. I can tell Leah is not yet convinced.

We spend our weekend getting assimilated into the lives of our families. I meet Leah's husband Lucas and her two daughters. One of her younger sisters, Flora, also lives with them, helping with chores and the children. My arrival produces quite a "to do." I am, of course, an instant curiosity. When we arrive at my new home, children run up to me wide-eyed. They call me "Mzungu" which I soon learn means "white person." Adults are more subtle, but I definitely feel like I stood out. I try out some of the greetings Leah has taught me, and I am rewarded with smiles and waves.

### ***If we were back in the states, we would want an explanation***

My home was in a compound of four houses about a half-mile up the road from the main highway. It is a simple four-room house. I have my own room, which makes me wonder who I am displacing. Leah explains where everything is. I quickly see that all water activities are done outside the house: latrine, shower, dishwashing, and laundry. Plastic bins of various shapes and sizes and colors for any of these tasks are stacked outside the front door ready to be filled with water from a common tap shared by all the houses.

We have electricity at our home, a luxury not all of my fellow Seattle teachers have. I smugly think I won't need that flashlight I brought. Then the lights go off. "What's happening?" I ask that first evening. Nobody knows. Candles are brought out, and, in about twenty minutes, the lights come back on. A little later in the evening, it happens again. Everyone just goes to bed. If we were back in the states, we would want an explanation. Here, everyone seems to take it as the way things are.

Monday morning was my first day at Natema Primary with Leah. We leave the house at about 6:30am and catch one of the van-buses called "daladadas" for the trip down our road and then down the main highway a ways to the road that leads up to the school. The *daladadas* look like they hold about twelve people. Wrong! I think we were pretty crammed into the bus, but somehow the young man hanging out the door, pounding the side of the van and whistling kept adding more. By the time we are bumping and jolting down the dirt road, I count about twenty-three of us packed into the bus. Leah finally calls out for our stop and we scramble over everyone to make our exit.

For the first twenty minutes or so, we walk slightly uphill on a dirt road with shops and houses jammed together on both sides of us. A constant flow of people come at us going in the opposite direction. Some are on foot, others on bikes or pulling carts loaded with a variety of produce to sell at the central market. Then the crowds thin out and we are walking through fields of cabbage, tomatoes, corn, potatoes, onions, and lots of banana trees. I realize that I am in a very different place when our hike up these dirt roads and paths through the fields suddenly brings us by a round Maasai hut with goats, cattle, and children wandering about.

### ***My digital camera wins me instant celebrity status***

When we reach the school and enter the classrooms, I understand why the Tanzanian teachers were so impressed with our Seattle classrooms. The walls are bare and students sit three to a desk. One class has 60 students in it! On this particular day, it is still in the 50's (Fahrenheit, 10 Celsius) and the lack of glass in the windows keeps the rooms very chilly. We spend the morning watching the

teachers teach and being guest speakers in the classrooms. My attraction turns out to be my digital camera. I am able to take pictures and show them to the students, which wins me instant celebrity status!

Our Tanzanian hosts don't usually eat lunch, but the Terrawatu folks had impressed on them our need for sustenance three times a day. So they dutifully pack us food for lunch, which we share with them during recess. They, in turn, insist that we share their chai (tea and fresh milk) with them.

In the afternoon we hike down through the fields to the second school, Olchoki, where the new computer lab is located.



We met with the computer teachers to find out how we can help out. They are eager to learn some new skills so we map out a teaching schedule with them over our two-week stay. We decide that our goal is to teach them so that they can teach the classroom teachers.

We are amazed to find out that only two of the computer teachers are paid. The others are volunteers. And they are all from the village. Since some of them have only a primary education we aren't sure how much we can teach them. We soon learn that the computer teachers are quick studies and are very good at taking what we show them and teaching it to others. They also are unflappable. When the power goes out, they get it back on. When one of the people using the lab has a problem, they don't rest until they solve it. Their enthusiasm makes working with them in the lab a very rewarding experience for all of us.

As we become more assimilated into our surroundings, our days become more routine. We learn how to use the pit toilets, how to take showers with a plastic tub of water, and how to eat five different kinds of bananas. And we learn to walk more! Cars are a luxury reserved for our tourist activities.

Not that we didn't have plenty of tourist activities. Parts of our weekends are spent at the game parks under the guidance of Sululu. We visit Arusha National Park, Tarangire National Park, and the Ngorongoro Conservation Area. I won't list all of the animals we saw on our various safaris, but I will say that we felt like we got an up close and personal view of the wild kingdom. As a grand finale, on our last Saturday, four of us and one of the Tanzanian teachers take a day hike up Mount Kilimanjaro.

### ***It exposed the teachers to global issues from another point of view***

Another highlight all of us will remember is the day we visited Mkonoo, Terrawatu's tree-planting network village. We were greeted by the women in the compound of the village elder. They danced and sang for us (and had us dancing, too!), they produced beautiful beadwork for us, and they took us on a tour of their tree-planting project. The men killed a goat in honor of our visit and roasted it for us. We ate it, along with a root and herb broth that we were assured would counteract all of the cholesterol we were ingesting from the meat.



Women of Mkonoo Village coming to greet Seattle School teachers.

It's been a month since I've returned to my regular, average Seattle life. I am still having vivid flashbacks to those unforgettable people and experiences we had. And I am forever grateful to Terrawatu for allowing us to go beyond the realm of the tourist and really get a taste for what daily life is like for the average Tanzanian.

The Linking Lands Project definitely forged emotional ties. It also exposed the Seattle and the Tanzanian teachers to global issues from another point of view. It's given us all another lens to look at our various institutions whether education, family, or society as a whole. It's certainly allowed me to look at my lifestyle and American culture with a new perspective.

Asante sana!

*Anne Fitzpatrick is a teacher with Seattle Public Schools. Her focus is on global studies. She currently works as a mentor with new middle and high school teachers. This was her first trip to Africa.*



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“*Oloipung'o* [o loy pun go] is a Maasai word meaning a person who travels outside of his or her home to explore a different part of the world and then turns back to share with his or her village.”

