



“Please, please no more wars! With the money spent on warfare, we would solve the problems of hunger and poverty in the whole world”
– Malta.

People wrote about the importance of peace in their daily lives, the effects of war and violence on their lives, and their suggestions for how presidents, prime ministers and chancellors can enforce peace in and between countries.

In addition to the display in the General Assembly Hall and on the website peaceday2008.org, the UN published a booklet with a selection of collected peace messages from all around the world, which was sent to the Permanent Missions to the United Nations of all Member States.

This campaign targeted Generation Y – those born in the early 1980s and later – because many young people would like to make a difference but often do not know how. This generation grew up with computers and cell phones, and many do not even know the world without internet. The campaign utilized their familiarity with technology by creating an interactive project using cell phones and internet, and by publicizing the project through posts on blogs and profiles on social networking sites such as Facebook and MySpace. TXT / WRITE 4 PEACE gave these young people the chance to make some kind of influence, by enabling them to write to world leaders with the promise that their messages would be read.

Promoting peace among young people is essential because they make up half of the world’s population. But more importantly, as the world’s opinion makers and tomorrow’s politicians and diplomats, they will be the ones making decisions about war and peace.



© 2008, Warren Haffar & Sandra Jones.

A Case Study of Applied Peace and Conflict Resolution in East Africa and the Founding of the Nyerere Centre for Peace Research

Dr. Warren Haffar, Director, International Peace and Conflict Resolution MA Program, Arcadia University
Sandra Jones, Program Coordinator, International Peace and Conflict Resolution, Arcadia University

- This paper profiles the creation of the Nyerere Centre for
- Peace Research in Arusha, Tanzania and the evolution of a
- unique approach to applied peace and conflict resolution in
- Arcadia University’s Master’s degree program in International
- Peace and Conflict Resolution (IPCR). The focus is on a
- curriculum that bridges theory and practice in the conflict
- resolution field through the implementation of project-based
- learning initiatives, an approach particularly well-suited
- to the subject matter because it joins students, faculty and
- stakeholders together to solve problems and impact positive
- social change. The paper chronicles the development of
- this approach from within the IPCR program, including
- the partnership with the East African Community and the
- founding of the Nyerere Centre for Peace Research in Arusha,
- Tanzania.

The world is in critical need of peace and conflict resolution, not just as an abstraction but as an applied field. Since its inception in 1999, the Masters degree program in International Peace and Conflict Resolution (IPCR) at Arcadia University has been dedicated to bridging theory and practice in the field of conflict resolution. The program has been particularly successful in connecting the components



of international law, health and human rights, mediation and sustainable development to real world contexts through project-based learning programs. This approach intentionally brings students and faculty together with stakeholders to solve problems and impact positive social change. In July of 2007, in partnership with the East African Community (EAC), the IPCR program officially opened the Nyerere Centre for Peace Research in Arusha, Tanzania. This unique center, located in the heart of East Africa, was created to directly link academic programming with applied fieldwork in the areas of peace building, conflict resolution and capacity building. This paper chronicles the development of this effort within the IPCR program, focusing on the difficulties faced in establishing a research centre in a part of the world that itself is unstable, with multifaceted systemic and political issues that present roadblocks to meaningful projects and partnerships. The article concludes with a discussion of the import of such work to teachers and activists working in the United States.

I. East Africa: Changes, Challenges and Opportunities

The challenges facing the East African Community, the regional intergovernmental organization of Rwanda, Burundi, Uganda, Kenya and Tanzania are immense. The member states could not be more diverse with widely different social structures and cultural norms. With hundreds of languages spoken between its people, climates ranging from tropical to arid, and both peacefulness and intractable civil war, East Africa is a microcosm of some of the most wonderful and the most horrible aspects of the human experience.

One needs to look no further than the member state of Rwanda, a country that has experienced a bloody history of violence between ethnic Hutu and Tutsis, culminating in the 1994 genocide which left 800,000 dead over 100,000 in jail awaiting war crimes¹. While the United Nations was able to arrest many high level officials responsible for the genocide, several were able to flee the country and seek refuge in other African nations willing to hide them. Members of the Hutu



Interahamwe militia escaped the nation in droves, pushing the conflict into neighboring Burundi and the Democratic Republic of Congo, where the severity of the violence is rarely reported by the mainstream western media. The newly formed Rwandan government under the leadership of Tutsi President Paul Kagame was left with the decision to either prosecute all prisoners or let offenders go free in order to rebuild the country. Focusing on the latter, Rwanda has become a country of survivors, where victims have little choice than to live alongside the same people who were responsible for the murders of their families. While foreign aid is plentiful and consistent, Rwanda still faces challenges in every sector of society; from education to infrastructure, in its long road back from genocide.

Neighboring Burundi began to escape its own period of Hutu-Tutsi ethnic violence when a power sharing agreement established a Hutu lead government in 2005. Despite this, sporadic violence still occurs in Western Burundi, and basic infrastructure such as hospitals and schools have been slow to recover from the long period of war. Refugees and internally displaced persons from both the Rwandan and Burundian conflicts continue to put a strain on social services, and the threat of spill over violence from the Democratic Republic of Congo remains a constant concern.

Uganda, on the other hand, has not yet found peace. Still embroiled in a decades-long conflict with the Lords Resistance Army (LRA) in its northern region, Uganda has, despite its best efforts, been unable to reach its next level of development. Corruption among government officials is rampant, leading donor organizations such as the United Nations and USAID to place strict conditions on the distribution of aid packages. Climate-change-related droughts in Sub Saharan Africa have left Uganda consistently low on water, killing crops, livestock, and citizens. Compounding the issue is that East Africa relies heavily on hydroelectric power from Lake Victoria, whose water levels have reached all time lows. This has at times left Uganda without power for



up to 14 hours a day, resulting in serious problems for the operation of businesses and the economy in general. The conflict with the LRA, despite the involvement of the United Nations and the International Criminal Court, seems intractable, with violence pushing as far North as the Sudan. Internally displaced persons range in the millions, creating staggering socioeconomic problems and further conflict.²

Kenya too has struggled with its own development, resulting from the widespread corruption in the administration of Kenyan President Mwai Kibaki, who ironically ran on an anti-corruption platform. In December of 2007, violence erupted in Kenya as residents protested the results of the presidential election which again placed the Rainbow Coalition's Mwai Kibaki as the winner over Orange Democratic Movement candidate Raila Odinga. Violence was directed against Kibaki's ethnic group, the Kikuyu, and later escalated into a free for all of aggression involving differing religious, ethnic, and socioeconomic groups in a fight for supremacy. While a power sharing agreement has been negotiated by the United Nations, it remains too early to determine if the political tensions in Kenya are indeed over.

Standing in contrast, Tanzania has remained largely peaceful.³ However, Tanzania is not without hardships as continued poverty, food shortages, drought and refugee populations put a strain on its resources. Tanzania itself has the largest refugee population in the region, with 600,000⁴ refugees still living in country as a result of the Rwandan conflict. Social services and legal protections for these populations are slim, and most have no home to return to.

The EAC itself has struggled, originally forming in 1967 and then collapsing in 1977 due to difficulties stemming from the economic integration of the then socialist Tanzania, democratic Kenya, and the dictatorship of Uganda under Idi Amin. Reborn in 2005 and now with five member countries, the challenges the EAC faces are immense, with lack of capacity being one of the key problems. The Nyerere Centre for



Peace Research itself is a direct response to these challenges, offering a venue for collaborative partnerships that aim to help the EAC build its capacity to respond to and transform regional conflict.

II. IPCR Background and History

In 1998, Arcadia University's Board of Trustees approved the creation of the International Peace and Conflict Resolution Program (IPCR) as part of the existing Political Science Department. Almost immediately, the conception of the IPCR program meant that programmatic goals sought to view peace and conflict resolution in the broadest sense: An applied field linking international law, health and human rights, sustainable development, mediation, conflict resolution, and post-conflict relief and development to provide students with the critical skills needed to bring about positive social change—and be competitive in the marketplace upon graduation. Since its inception, the graduate program required that students take courses and complete internships abroad, in keeping with the University's mission of preparing students for an increasingly global world. The program's overarching goal is to get students out of the classroom and into the field, utilizing conflict analysis skills to develop workable, transformative solutions to achieve sustainable peace.⁵

The program has since developed and incorporated unique structures and project-based learning opportunities to further its goals of not just educating students about the theory and practice of peace and conflict resolution, but in giving them significant exposure to the complexities of peace and conflict resolution in the real world. Project-based learning (PBL), one of the core underlying approaches, is a comprehensive instructional model in which project work is central to the curricula. The underlying pedagogy is that learning occurs best when students are engaged beyond the confines of the classroom and encouraged to make direct connections between theory and practice.



Project-based learning has increasingly become a hallmark of the IPCR program. It became clear that there existed an untapped market for a permanent, in country field experience for applied peace research, which would build on the strengths of the previous initiatives in Northern Ireland and Costa Rica. An effort was launched to find an additional program site in Africa where students could easily integrate with civil society organizations, and conduct research that could be directly applied to real world situations. The location also needed to be conducive to some of the best practices in project-based learning in that (1) it would build and engage upon student interests and passions; (2) provide a meaningful and authentic context for learning; (3) immerse students in complex real world investigations without a predetermined solution; (4) allow students to take the lead in making critical choices and decisions; (5) connect students with community resources and experts; (6) draw upon multiple disciplines to solve problems and deepen understanding; (7) build on opportunities for reflection and self-assessment; (8) and result in products which are not only useful, but demonstrate the student's learning. (Grant, 2002).

While there was consideration of programs in several different countries, one location, Arusha, Tanzania, stood above the rest as the ideal location for a truly integrative student experience. Historically, Arusha has been known for its role in hosting the Arusha Accords, which ended the Rwandan Civil War, as well as serving as the home of the United Nations International Criminal Tribunal for Rwanda and the headquarters of the East African Community (EAC). It also happens to be home to many of Tanzania's civil society organizations, such as UNICEF, whose missions pertain to international aid and development, human rights, and public health, and which are rife with internship opportunities. Moreover, Tanzania had been identified by the United Nations as one of the countries to be monitored for the attainment of the Millennium Development Goals (MDG), bringing it into the forefront of the development and capacity building field. Yet despite these challenges, Tanzania has been a traditionally peaceful country,



where students could conduct research without the threat of violent conflict. Overall, Tanzania presented a unique and timely case for studying democratization, international development, and regional and national peace-building in a secure, English-speaking country, nestled in a continent that has been beset by conflict, famine and disease.

Besides the obvious academic benefits, Tanzania also offered students a beautiful range of natural attractions, from vast plains and deserts, dense rain forests, striking mountains, tropical villages and modern cities, as well as countless activities and field studies. The city of Arusha is itself located in between Mt. Kilimanjaro and the Serengeti plains, with the Ngorongoro Conservation World Heritage site nearby, all popular safari destinations. The Arusha region is also home to the Massai, a pastoralist African tribe who have been successful in securing their traditional practices while integrating with an increasingly modern Tanzanian population.

Once a site was chosen, the blueprint for a stand-alone Centre for Peace Research was further developed. The Peace Centre would provide the intellectual and physical structure needed to begin incorporating project-based learning for Arcadia University students in partnership with the EAC and the United Nations International Criminal Tribunal for Rwanda (UNICTR). The Centre itself would provide a home base for students to study; with classrooms, computer labs, meeting areas, and most importantly, distance-learning equipment which would connect the students and the center to the University campus back in Glenside, PA. Moreover, the Centre's location and facilities would allow it to become a prime partner in community driven projects which would be inclusive and embrace local needs.

At the outset of this project, the faculty and staff of the IPCR program never anticipated just how successful the Centre would be at integrating and partnering with the local community. The development of the project came at a particularly auspicious time in East African political



history, that is, during the resurgence of the East African Community (EAC), which soon became the Centre's most important strategic partner.

II. Nyerere Centre Development

In August of 2006, the IPCR program and the East African Community (EAC), the regional intergovernmental organization of Tanzania, Uganda, Kenya, Rwanda and Burundi, signed a Memorandum of Understanding establishing the Nyerere Centre for Peace Research. The research center would directly link both the mission and vision of the EAC and Arcadia University to promote capacity building and development in the East African region. This partnership would provide Arcadia University and East African students the truly unique opportunity to work on projects which could directly contribute to sustainable regional peace.

Since 2001, the EAC has focused primarily on the social, economic, and political integration of its member states. In order to address unique regional issues, the EAC has developed a common foreign affairs and security policy under Articles 123 (3) and 124 of the EAC treaty. Both articles see the objectives of the common policy as strengthening security, safeguarding values, consolidating the rule of law, preserving peace, and promoting cooperation among member states. Ultimately, the treaty focuses on the need for a common peace and security initiative in order to better promote social and economic development.

The EAC has expanded their guidelines for peace in their Development Strategy for 2001-2005, which indicates that partner states are required to foster and maintain an atmosphere that is "conducive to peace and security of partner states with a view to better prevention, better management, and resolution of disputes and conflicts among them." In addition, a strong emphasis has now been placed on the importance of fast-tracking the federalization process throughout the region. The Nyerere Centre's primary goals directly complement the EAC's



commitment to peace, by functioning as an onsite research facility for regional integration issues in the areas of capacity building and conflict resolution. These areas may include, but are not limited to, the enhancement of joint operations, the development of exchange training programs for security personnel, research on common protocols for the management of refugees, and the development of appropriate mechanisms for conflict management and resolution practices. Ultimately, the function of the centre is to facilitate and enhance the overall EAC capacity to reach integration and create effective common protocols between member states.

As part of the partnership agreement, Arcadia University and the EAC developed a series of short-term goals meant to complement the mission and strategic direction of both organizations. Foremost was the goal of establishing a joint research and training facility on the EAC grounds. For this the EAC donated the use of the Princess Margaret House, located inside the EAC complex and next door to the United Nations International Criminal Tribunal for Rwanda (UNICTR). The Centre's proposed location was ideal; students would have access to both the EAC and UNICTR, as well as many of the Non Governmental Organizations (NGOs) which make the area their headquarters.

Both partners agreed to name the research centre the Nyerere Centre for Peace Research, after the former Tanzanian president Julius K Nyerere, who dedicated his career to peace, unity and liberation for the African people. Once the location was established, the two partners delved deeper into the more specific goals of the organization. Jointly, the Nyerere Centre would provide support services to the EAC through structured research, the development, facilitation and assessment of peace and security trainings for EAC personnel, and the eventual development of an early warning database. Moreover, Arcadia University would develop project-based learning programs for their students which would support EAC development and security initiatives, as well as help develop programs that would promote the



peaceful resolution of disputes and conflict among the EAC partner states. For its part, the EAC would give students unprecedented access to its facilities, research libraries, and personnel, allowing them to conduct research well beyond what a normal university student would have access to.

The first goal of the new partnership was to complete a needs assessment on the Centre, to bring it from concept to physical reality. After close to a year of joint research and site development, the Nyerere Centre for Peace Research officially opened its doors to the public on July 13, 2008. As part of the opening week of activities, Arcadia University and the EAC held a two-day joint strategic workshop, including EAC and UNICTR officials, foreign dignitaries, Civil Society leaders, and most importantly, East African and American students. The students who were present for the Centre opening and workshop participated in a completely unique experience: meeting with the key players directly involved in East African development and experiencing firsthand the complexities of developing a nonprofit organization from the ground up. Arcadia University students were also excited to share their experiences with East African students, becoming full participants in the exchange of ideas regarding the future direction of the Nyerere Centre. At the workshop, EAC officials reiterated their commitment to their partnership with Arcadia University and identified the areas in which they are seeking guidance, namely, peace and security training, emergency response, conflict resolution and prevention, refugee management, and community outreach.

III. Current Student Projects and Research

Overall, the key to the success of this initiative lay in the willingness of Arcadia University students to conduct supervised research integral to the needs the EAC had identified. Seeing an opportunity to provide students with some hands-on experience during the development stage of the project (2006-2007), IPCR faculty developed a field research and policy analysis class for a hand-picked group of five IPCR graduate



students. These students, under faculty guidance, traveled to Tanzania to conduct high level research directly related to areas that the EAC had identified in the MOU. Since this research was conducted prior to the physical opening of the Nyerere Centre, students also participated in organizing the renovations of the Centre, securing of contacts and partnerships in the local community, and the development of the mission statement and goals of the new organization.

One of the research projects undertaken was spearheaded by Sandra Jones, co-author of this paper and IPCR program alumni. The project focused on the identification of Conflict Prevention, Resolution and Management (CPRM) strategies for the East African Community. Conducted over a six-month period, the research first identified the current CPRM policies being undertaken by each EAC member state and then the EAC as a whole. Then, the project focused on producing detailed country profiles of each EAC state in order to identify which conflicts, or potential conflicts, were most pressing for the entire region. Once these baselines were set, the project went on to identify the current capacity of the EAC to respond to these conflicts and then made suggestions as to policies and partnerships which would help build capacity and respond to issues.

Once the research was completed, it would be shared with EAC officials and be accessible to future students utilizing the Nyerere Centre. In July of 2008, Sandra was invited to travel to Arusha, along with four other IPCR graduate students, to participate in the grand opening of the Centre. While at the Nyerere Centre Strategic Direction Workshop, she was asked by representatives from Uganda to present her research to the assembled group of EAC officials, foreign dignitaries, UN representatives, and students. Her research was met with a great deal of interest and has since been forwarded to partners within the EAC for review. The experience was truly amazing for a university student, not only because she was able to experience the reality of an organization she had helped develop,



but also because she was able to interact on such a high level with some of the most important persons in the East African region. These kinds of experiences are integral to building student confidence and professionalism, as well as giving students valuable experiences that they can showcase on their resumes and take to potential employers. Moreover, the research was a prime example of the value of project-based learning initiatives: the student was required to put to practice conflict resolution theories, while also producing a product which could be used by the community. As Flowers has noted, “our certainties can be challenged when we recognize community partners as agents in their own right, rather than as the recipients of our service and empowerment.”⁶

Yet, as with any IPCR program, the learning did not end with the opening of the Centre. Students then went on an additional regional field study in Uganda and Rwanda, meeting with civil society organizations and individuals working on conflict resolution projects. New partnerships were immediately formed, as IPCR faculty, staff, and students exchanged ideas on best practices for conflict resolution, prevention, and transformation, and worked on solidifying ways in which these organizations could partner with the Nyerere Centre to benefit the entire region.

These broader regional experiences represented some of the best practices for a peace and conflict resolution program as students gained experience from actual practitioners and took their experiences back to Tanzania to be incorporated into research related to the EAC’s needs. This meeting of ideas, as facilitated by students, not only benefits their learning, but also the community, as they are able to connect the community with different peace and conflict resolution practices from across the globe.

IPCR students remained in Tanzania for the summer, conducting their own research into topics such as the role of education in preventing



conflict and participating in hands-on community development work at the project sites of Arcadia University partnership organizations, such as Terrawatu, whose work helps preserve the traditions of the Maasai people. While in Arusha, students continued to build partnerships for the university, and were pleased to find that their contacts within in the EAC and the UNICTR were continually interested in the outcomes of their research.

Building upon this success, Arcadia University sponsored another trip to Tanzania in fall 2007 for four graduate students in their second year of study. These students spent a semester researching projects directly related to the EAC’s needs—most importantly, the best practices for the development of early warning systems. Students also traveled to field sites, worked on the development of educational programs at a local community centre, and conducted a survey of non-governmental organizations in the region, for the building of further partnerships. One student also traveled on to Ghana to volunteer in a refugee camp in order to further experience the challenges facing the African continent as a whole. These field experiences represent the ideal in a peace and conflict resolution program, by connecting students with the community, and producing quality projects that can directly address the needs of the region in a real and significant way.

IV. Lessons Learned for a US Context

While we have established that the regional setting of the Tanzania project presents its own challenges, it is also worthwhile to consider how the work of the Nyerere Centre intersects and exists within the existing scholarship on service learning projects. Indeed, such a focus allows us to explore what the US-based scholarship in service learning can speak to and learn from an international project focused on peace.

Clearly, one of the initial fears of such projects is that such work develops into “charity” or “international benevolence.” As Bruce Herzberg notes in “Community Service and Critical Thinking,”



class-related service-learning projects immerse students in volunteer opportunities that they otherwise would not have been comfortable taking on their own. It allows students to see the world around them as something more than an abstraction, placing them in situations where they can indeed identify with the community in which they are helping. Yet Herzberg also identified the common fear that service-learning projects are acting as Band-Aids upon larger problems, becoming “charity” rather than opportunities for students to realize the systemic causes of the problems they are witnessing. The problem here is that inquiry has the strong possibility of becoming “superficial” rather than truly “critical.”

Certainly the establishment of a research centre in Tanzania provides western students with the opportunity to learn and serve in a country they would most likely not travel to otherwise. But Tanzania and the city of Arusha are ones in which students cannot avoid observing dichotomies in that the population and socioeconomic strata are much more diverse than that of the United States. In Arusha the students directly experience the challenges and limitations of development as they too try to navigate the often-frustrating lack of simple resources in the region. For example, a student who is engaging in a community literacy project in the United States simply can make a trip to the local store to pick up supplies for his class. In Tanzania, as our global literacy students found, finding even pens and pencils for class can be an almost insurmountable challenge.

The issue becomes how to ensure this experience does not become one of “misunderstanding.” Out of this concern, one of the traditional responses to service-learning projects has been to engage students in journaling about their experiences. In the Tanzania project, and at Arcadia University as a whole, we have chosen to continue this tradition by requiring students to engage in reflexivity assignments throughout their semester and upon their return to the United States. The reflexivity exercises are not free form; most require the students



to respond to a question posed by a professor that in its spirit should encourage them to move beyond observation and into critical thinking.

However, as Herzberg and others have noted, journaling is simply not enough. Students must be challenged to move beyond assumptions and “observations” and actually apply critical thinking to their projects. In response, the structure of the research centre and its programs do not allow for students to *simply* observe. In order to meet the requirements of the joint research agenda students must engage with the community in a way that is neither passive nor coming from an assumptive critical standpoint. Indeed, since the students are working on projects that are directly linked with the EAC’s own research agenda, they are continually engaged with the very people the project is made to assist. Instead of the students coming from an ivory tower standpoint of “distanced practice and pedagogy,”⁷ as Flower might observe, the projects are entirely collaborative, with East Africans assuming the role of teacher and Arcadia University participants as students. As a result, we have found that not only are student assumptions about East Africa immediately challenged, students also begin to think critically in a systemic fashion from day one.

Under this kind of “transformative understanding”⁸ students are engaging in what Flower notes is a partnership in “an intercultural inquiry attempt to use the differences of race, class, culture or discourse that are available ... to understand shared questions.... An intercultural inquiry seeks rival readings of that issue that have the potential to transform both the inquirers and their interpretations of problematic issues in the world.” In this project we challenge students to move beyond a “contact zone” and into one where students’ inquiries are collaborative, insightful, and challenging to their own norms and beliefs. As Linda Flower noted, “The renewed social responsibility of the 1990s brought with it the impulse to critique patterns of domination and/or to engage in a new dialogic relationship. But this impulse is now trying to operate within social histories and instructional practices that



are strangers to collaborative relationships and ill equipped to recognize community expertise.”⁹ This is particularly so in the context of East Africa, where capacity building and cooperative relationships are now becoming the focus of the region’s domestic policies.

We do not want to leave the impression, however, that our primary focus is only on student learning. In keeping cognizant of some of the pitfalls of service learning that Paula Mathieu identified in “Tactics of Hope: The Public Turn in English Composition” (2005), we have been careful to avoid focusing only on the student to the exclusion of the actual needs/benefits of such work for the community. In our approach to the Tanzania project success is measured in practical terms; that is what the community wants the Centre to do. The IPCR program has always approached their service learning programs with a “do no harm” methodology which seeks to place the needs and opinions of the community at the highest level. Outcomes are weighed in terms of impact for the community, and less by what the Centre represents for the university as an institution. Furthermore, the IPCR program remains cognizant of the fact that the Centre must be an ongoing, 365-day-a-year project. Communication and interaction cannot stop because the semester has ended or students have moved on. We have approached our project with the idea that that the Centre is a longtime partner, and that “legacy” projects would be a key focus, with students continuing the work of those before them. Moreover, we have built a program that encourages and inspires students to continue their work, and many of our students have traveled a second time to Arusha by themselves to continue to work on their favorite projects. In doing so, we believe that we have bridged some of the common concerns in service-learning pedagogy and created a model for similar projects in conflict resolution programs.

The existing literature focused on service-learning challenges practitioners to create projects that will be helpful, sustainable, and truly establish a real dialogue between participants. We believe that



the international nature of Nyerere Centre project has addressed these concerns, by placing students in a diverse environment where they are required to access several levels of society to complete their work. Where Herzberg highlights concerns about service learning as fostering individual benevolence in students, our program forces students to become inclusive of the viewpoints of a diverse axis of ethnic, social, and intergovernmental groups. Moreover, where Mathieu has argued that sustainable partnerships are often impossible for universities given the changing student body, we have created a program that continually works with our partners, regardless of student involvement. For this reason, we believe that the Nyerere Centre itself has broken new ground in service learning by putting students in a less than homogenous society, with organizations that are not readily understood, and asking them not only to collaborate fully with these institutions, but to be successful in doing so.

The success of our international projects has certainly illuminated for the IPCR program the ongoing limitations of partnership and dialogue within the United States. Abroad, while it may be more difficult to establish partnerships, improvements are constantly fueled by diversity—that is, the need to learn and expand in an environment which is very different from the one we know. Moreover, dialogue is enhanced by the simple fact of being from different cultures. Learning is carefully approached, assumptions are dramatically broken down, and both sides are attracted to learning more, creating an experience where both sides have a “buy in” to the outcome. This is not to say that these experiences cannot be created in the United States, but rather that the base familiarity of the United States culture and society may keep students from reaching the next level in understanding and meaningful dialogue. In order to establish programs that work; students will need to be continually challenged, working in environments where they must become an equal partner with their host community, rather than just serving it.



It is our hope that some of the practices we have established abroad can be better incorporated into the service-learning projects of Arcadia University domestically, fueling sustainable and meaningful educational outcomes for both students and partners. With an approach that is centered on inclusive participation and true partnerships, we feel that service-learning projects can represent some of the most rigorous academic exercise of a student's university career.

Endnotes

- ¹ "Rwandan prisoners endure long, cramped wait in jail for trial." CNN. com 15 Sept. 1999.
- ² Eyakuze, Aidan. The State of East Africa Report 2006: Trends, Tensions and Contradictions: the Leadership Challenge. 2006. The Society for International Development
- ³ Other than a brief conflict with Ugandan president Idi Amin in 1979 and the 1998 Al Qaeda bombing of the US Embassy in Dar Es Salaam.
- ⁴ Ibid.
- ⁵ See John Paul Lederach, *Building Sustainable Peace*.
- ⁶ Flower, Linda. "Intercultural Inquiry and the Transformation of Service." *College English* 65 (2002).
- ⁷ Ibid.
- ⁸ Ibid.
- ⁹ Flower, Linda. "Intercultural Inquiry and the Transformation of Service." *College English* 65 (2002).

Works Cited

- Bauer, Lori. "Arcadia Establishes Centre for Peace and Conflict Resolution in Tanzania: Objective Early Warning System for East Africa." Arcadia University Press Release, 2007.
- Bauer, Lori. "Arcadia University, East African Community Open Nyerere Centre for Peace Research in Arusha, Tanzania." Arcadia University Press Release 11 July 2007.



- "EAC Ministers Boost EA Political Federation, Establish Nyerere Peace Research Centre." East African Community Press Release. 1 Feb. 2007.
- Flower, Linda. "Intercultural Inquiry and the Transformation of Service." *College English* 65 (2002).
- Grant, Michael M. "Getting a Grip on Project-Based Learning." *Computer Technologies Journal* (2002).
- Herzberg, Bruce. "Community Service and Critical Thinking." *CCC* 45.3 (1994).
- Lederach, John P. "Beyond Violence: Building Sustainable Peace." *The Handbook of Interethnic Coexistence*, Ed. Eugene Weiner. New York: Continuum, 1998. 236-245.
- Mathieu, Paula J. *Tactics of Hope: The Public Turn in English Composition*. Portsmouth: Boynton/Cook, 2005.
- Memorandum of Understanding Between the East African Community (EAC) and Arcadia University Regarding the International Peace and Conflict Resolution Program (IPCR). Aug. 2006. Arcadia University.
- Mwapachu, Dr. Jumu, Secretary General East African Community, "Challenges and Prospects of the East African Community." East African Community. EAC Inter-Parliamentary Relations Seminar. Kilimanjaro Hotel, Dar Es Salaam, Tanzania. 14 Aug. 2006. Na.
- Collaboration Proposal Between the East African Community (EAC) and the International Peace and Conflict Resolution Program at Arcadia University (IPCR) for the Centre for Peace and Conflict Resolution at the East African Community Headquarters. The EAC and Arcadia University. 21 June 2006.
- EAC Development Strategy for 2001-2005, EAC. 24 April 2001.
- EAC. *Treaty Establishing the East African Community*. 7 Jan. 2000.
- "Rwandan prisoners endure long, cramped wait in jail for trial." CNN. com 15 Sept. 1999.