

Project Profile Template

Project of: John Tilji Menjo, Kenya
Collaboration of: Timothy Warren Pluta, USA/Spain

1º. Rotary Club in Spain

**** **1. Rotary Club of Gijón (1926 -2021)**
Headquarters: Parador Nacional Molino Viejo
Avda. Torcuato Fernández Miranda
33205 Gijón.

Rotary International, District: 2201. (Club No. 2483 founded in December 1926 -present

Constituent Charter received on 02/11/1929 -. Club nº 24,075 refounded in 1986 -present

Constituent letter received on 05/09/1987)

Registered in the Registry of Associations of the Principality of Asturias, with number 3238 of the First Section. CIF nº 3755026. As:

“Non-profit association, subject in its Legal Regime to the Legislation Spanish contemplated in the Organic Law 1/2002 of March 23 and affiliated internationally to Rotary International”

Legal representation, The Board, formed by:
President: Manuel de Pedro Gonzalez
President-elect: Mariano Marín Albi
Secretary: Pablo Higinio Fernández García

Treasurer: Luis Buznego Suarez.

Civil Liability insurance policy with AXA Seguros Generales nº 83294323

Number of members of the Rotary Club of Gijón 26 members of which 16 are men and 10 women.2.

2. Local NGO

****** 2. Eco-learning Cultural Centre**

It is located in the great region of Northern Kenya: The Rift Valley; in the county of Baringo. The project is in the municipality of Kabarnet. It is the First School of Peace in Kenya. For the last 7 years his project is Peace. It is one of the counties, with a population of 600,000, which is home to all the Kenyan communities (sub-Masai tribes, Pokot, Ilchamus, Endorois, Turkana, Tugen, Agikuyu, and Nubians)

Social Address: In charitable work and development

Registration number: PAD/2217/04/2012

Constitution date: 27 April, 2012

Head of the entity: John Tilji Menjo, Legal

Representative: John Tilji Menjo

The Community Based Informational, Cultural and Educational Organisation belongs to the International Cities of Peace (ICP), along with fourteen other Cities of Peace in Kenya (it is an Association of Citizens, Governments and Organizations that contribute to the security, prosperity and quality of life of its citizens) and to the Institute of the Golden Rule.

The website of the ICP is: (www.internationalcitiesofpeace.org)

The Eco=learning Cultural Centre has already received financial support for school supplies from the Rotary Club of Gijón. A grant is being initiated from the Gijón City Council for International Aid for Development.

****** 2. Kenya Rotary Club Safari**

Rotary International District #: 9212 This district is made up of Eritrea, Ethiopia, Kenya and South Sudan.

President: Catherine Malenya

Tel: Personal: +254 722 650 195

Tel: Office Phone: +254 738 993 515

E-Mail: info@rotaryclubsafari.org

Address: Fortis Office Park, Block C.
Ground and 1st Floor
Muthangari Drive Westlands
Nairobi, KENYA.

3. Project Name: Eco-learning Cultural Centre

(Ancient Foundation Kota Masai Komuniti)

Purpose: To buy, remodel and gradually convert the property into a learning community center/peace school.

4. Context and History

John Tilji Menjo founded the Kenya Peace School, the first nonprofit Peace School in Kenya.

John's current after-school project brings children directly traumatized by man made conflicts together for education, art, play and cultural exchange activities, and has already helped to decrease violence in the Kenya Rift Valley region.

There are currently 21 countries participating in these efforts.

This outdoor school has facilitated the provision of school supplies including ten sets of a 31 book children's book series (financial help from the Gijón Rotary Club in Spain), child sponsorship for educational costs, peace education materials, and a steady advance towards building a permanent institution for the purpose of educating communities on a number of ecological issues including active nonviolence and other forms of peace making. The Kenya Peace School is also currently working with World Beyond War and the Rotary Action Group for Peace on a global, 10 country project to educate youth between the ages of 18-35 to become peace education leaders in their communities.

The construction of the permanent school, which will also be used as a community center, has two phases.

Building Plan: Buy ideal property or to recycle, or build from scratch and,

Phase II: Replenish and/or stock the school

5^oAlignment of the project with the public good

Contributions to UN Vision 2030

There are 17 points that the United Nations has developed and published that need to be addressed in order to support sustainable global development. The Kenya School of Peace Project benefits all 17 points as described below:

1. Poverty

Education has been shown to reduce poverty. The construction of the Kenya School of Peace provides a foundation for continuing and sustainable education.

2. Hunger

Agriculture classes are included in the curriculum to support local food cultivation and thus hunger reduction.

3. Health

Providing a school that children can go to will decrease the risk of using children as child soldiers or robbers in ongoing tribal conflicts in western Kenya.

4. Education

The Kenya Peace School already offers outdoor classes. We just need a building and a piece of land to build it on.

5. Gender equality

Classes are open to boys and girls alike. Teachers teach about the importance of equality between boys and girls in the community and around the world.

6. Clean water

Members of the school have already participated in the drilling of 2 local water wells to provide clean water to various communities.

7. Clean energy

Current architectural plans for the Kenya School of Peace include solar energy, and this commitment to clean energy supports the building and grounds, as well as teaching it to children.

8. Economy

The community where the Kenya Peace School will be located has women-owned business. They make handmade beaded jewelry. This project will help support that business and the local economy. Although the school is free for children, there will also be a small stipend for teachers and the principal which will help the local economy.

9. Infrastructure

Having a secure school and community building where children and adults can gather safely will provide an important piece of local infrastructure for the community.

10. Equality

The school is coeducational and welcomes both boys and girls. Women and men in adulthood in the community already work together in projects and in education to promote equality.

11. Sustainability

The current outdoor school already has more than 300 students. The permanent school will help maintain education in the area. Some of the classes also deal specifically with sustainable agriculture, international

cultural exchanges, and other aspects of sustainability.

12. Responsible consumption

The sustainable agriculture, gardening and water use classes already help teach responsible consumption.

13. Climate

Currently there are international cooperative art exchanges dealing with climate problems at an appropriate level for primary school.

14. Marine life

Since the area is mostly arid, there is not much focus on marine life projects, although the art exchange offers animal art that portrays marine life and its importance.

15. Ecosystems

Supporting ecosystems is one of the main focuses of the Kenya School of Peace. It is this problem, along with local and regional conflicts, that puts children at risk. Since the beginning of the school and thanks to its success, today violence is decreasing.

16. Peace and Justice

The current discussion and development for the expansion of the primary curriculum already encompasses issues of peace and justice at the local, regional, national and international levels.

17. Alliances

Since the school started several years ago, John Tilji Menjo has implemented educational programs for peace at a child-friendly level, and made major partnerships in 17 countries around the world, in North and South America, Europe, Russia and the Middle East.

6° Number of people, by sex, who directly benefit from the project.

	Total	Female	Male
Youth	310	253	57
Adults	1520	760	760
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TOTAL	1830	1013	817

Number of groups that benefit directly from the project - 17:

Beekeepers, traditional medicine, cultural practitioners, community needs, public health, organic farming, gardening, community center collectives, elderly care, small business collective, AIDS-infected mothers, jewelry collective, sewing collective, youth support, female genital mutilation awareness group, cattle theft deterrent collective, child marriage prevention committee.

The Kenya Community Center and Peace School are open to anyone who wishes to attend, and currently also serves students with special needs.

7. Other potential partners that can support the sustainability of the Project

- 1) International Cities of Peace – Tools and Resources for Fundraising
- 2) Donna Fry (Spain), Marta Lescano (Argentina), Phill Gittins (UK) – Peace Curriculum designing

- 3) Tim Pluta and Corinna (Spain/Germany) – Funds for ongoing program supplies
- 4) The Schoolbox Project USA – Supporting children displaced by conflict and crisis
- 5) World Beyond War and Rotary Action Group for Peace – Training youth community peace builders
- 6) Dong Hyun (Donghaeng Company Korea) – Digital children’s peace books
- 7) Rotary Club Gijon Spain and Rotary eClub Safari Kenya – school supplies
- 8) Heiwa Foundation Poland – International Cooperative Art and Cultural Exchange
- 9) Byakko Shinko Kai Foundation Japan – Children’s art supplies and exchange
- 10) Proyecto Bio Pedagogico Argentina – Environmental art exchange

The Rotary Club of Gijón in Spain has been working with local resident Tim Pluta and the eClub Safari in Kenya for several months working to support and establish the Kenya Peace School in Kabarnet, Kenya.

8. Intervention Logic

- Contributions to UN Vision 2030

17 Points that the United Nations has developed and published that need to be addressed in order to support sustainable global development.

- Specific objective

To build The First Peace School in Kenya for the purpose of educating about non-violence and other forms of peacemaking to help children, directly traumatized by man-made conflict, to be creative for peace and biodiversity conservation.

-Results

Develop programs, actions, and ideas such as explanatory sheets on biodiversity, ecological albums, environmental works of art (sculptures, paintings, photographs), comics, explanatory audios, and books to solve environmental problems

.Establish museums and repositories of works of art.

Create photographic exhibitions of specific spaces (beaches, jungles, waters).

Strengthen programs for water conservation, rational use of energy, preservation of water/forests, mitigation of climate change, self-sufficiency (which concerns the whole school and the community), autonomy and improvement of health, livelihoods and conditions.

Create environmental maps (in which the areas in need are indicated, and in which the effects of ecological measures are already noted), biodigesters for water cleaning, recycling, planting of palm trees and native trees to stop erosion.

Plant school and community gardens, construct windmills for generation/saving of water and energy, plant green farms, build greenhouses.

Design leaflets, brochures, blogs, awareness games, bio-reports (videos and notes), Zoom workshops.

– Activities

Creative Learning: Starting and expanding music, arts, and education programs are all currently ongoing.

Cultural awareness: Ensuring that young students are aware of their own culture and those of others is currently ongoing.

Environmental education: Initiation and expansion of programs that educate the next generation about the importance of the environment are currently ongoing.

Strong infrastructures: For the sustainability of the school and community center, activities and connections are currently being created to sustain the buildings after donor funding ceases. These include community education about the importance of participation, strengthening international alliances, and putting together a Board of Directors that can help sustain the new school and community center area once it is established.

9. Local contact

C.V. of John Tilji Menjo

John studied in India.

First, General Education and later at Bhopal University and Goa University training in Sociology, Political Science, English Literature and Indian Cultural Heritage. He obtained the Title of Bachelor of Arts.

At the end of the 70s he went through the Palestine refugee camps. He is the author of the book "Tears From Palestinian Children to God" based on the collection of letters and drawings of Palestinian children, published in Washington D.C. by the Palestinian Foreign Office (PLO) in 1981.

In the last seven years, in this region of Northern Kenya, he has tried to integrate cultures, habits, rituals, and customs of the different ethnic groups through talks between the elders of the area. Through the common education of the children, it is sought that through the children the parents come closer to each other. Thus addressing the root cause of insecurity (cattle theft, and banditry), natural resources (cutting down trees, tackling drought ...), cultural integration, and peace, from childhood.

John has helped the local women to develop a beading jewelry business that brings them income by selling to tourists.

Contact E-mail: ecoculturalcenter@gmail.com

Land use sustainability:

- During vacation time the teachers' rooms will be rented as vacation cabins.
- The land is large enough to grow and sell the products to help finance the school.
- The land for the school and community center is in a safe area currently bordered by a National Park Reserve, an airstrip, tourist business, and accessed by a road.
- The land has two boreholes which would provide water for the school, water for the garden, and a source of hygiene against the spread of Corona viruses.

11°. Other additional points

Methodology:

Step 1. Know the 17 Sustainable Development Goals of the UN or different topics of community interest. Identify environmental, social and economic problems. Choose one. Investigate. Propose ideas. Make proposals. Monitor and evaluate

Step 2. Present various projects to students. Choose one. Work in a team. Set review date. Final and final delivery

Step 3. Share all the work done throughout the process at the end among various countries and participant