



Friends
of Guinea

**The Newsletter of the Friends of Guinea
Advocacy, Information, and Networking for Guinea and Peace Corps**

A Letter from the Editor

Dear FOG Members,

Wrapping up an exciting 2017 with two bits of news!

I will be resigning from my FOG position as communications assistant, co-advocacy chair and newsletter editor. Luckily, I found a highly qualified and enthusiastic Laur Ebone from G25! Please welcome her to the FOG family and expect fresh and beautiful newsletters from her in the future.

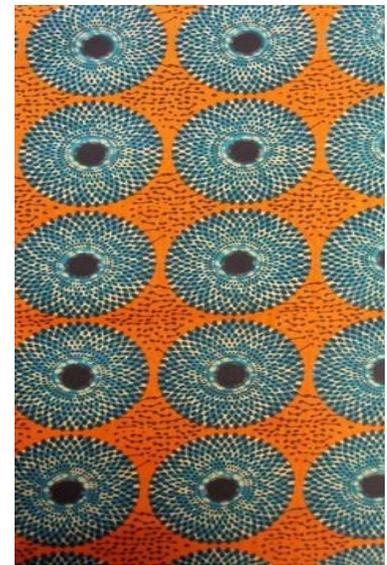
The next item of news is very somber. I am very sad to report the passing of Malal Diallo, a language and cross cultural trainer with Peace Corps. With the help of Peace Corps colleagues, my fellow volunteers, we commemorate and honor his service to PCV and his life. A true beacon for progress, change, education, diplomacy, and genuine happiness. He will be missed.

Our last piece this quarter comes from Lillian Mattaccio. She is continuing the FOG Focus theme of STEM education with an article on the arts in STEAM education.

Cheers,
Hannah Koepl
FOG Newsletter Editor

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The Stevenson Center for Community & Economic Development offers a 100% graduate tuition waiver plus stipend to all admitted [Peace Corps Coverdell Fellows](#). Fellows complete one year of intensive coursework followed by an 11-month paid, professional internship with an organization across the U.S. [Start your application today](#) to earn an interdisciplinary master's degree in anthropology, applied economics, kinesiology and recreation, political science, or sociology. Applications close February 1 or March 1 depending on program. Email Program Coordinator Katie Raynor

MONSIEUR MAMADOU MALAL DIALLO

BY: ALPHA OUMAR BALDE KONA
TRANSLATED BY: HANNAH KOEPL

Memories of Malal

Mr. Mamadou Malal Diallo was born in 1952 in the small village of Lamba in Tounkourouma district, Kona sous-prefecture, Tougue prefecture.

He attend primary and middle school of Tounkourouma from 1960 to 1972.

In 1973, Mr. Diallo moved to Faranah to study teaching at the l' Ecole Normale d'Instituteur, graduating in 1975.

In 1976, he transferred to College Felix Roland Moumie in N'Zerekore. He taught a number of students including Captain Moussa Dadis Camara, the commander pivi for the Guinean president. In 1980, Mr. Diallo transferred to College de Dixinn Port II in Conakry. He attended graduate school between 1984 and 1987. From 1988 to 2015 he taught high school math at Lycee Yimbaya. In 2015, he was appointed Education administrator working with the Ministry of Pre-University Education and Literacy.

Mr. Diallo joined Peace Corps Guinea in 1989 until 2000 as a math education trainer traveling to Thies Senegal for pre-service training instructor. Since, 2001, he participated in the training team in Dubreka. Fellow trainers and volunteers keep him in their memory.

Mr. Malal leaves behind two wives and five children. His first wife Madam Moutaratou Diallo, the mother of his first son Mamadou Alpha, a civil engineer and Yaya Bailo Diallo currently in pharmacy school.

His second wife, Madam Youssof Diallo, a public health worker and mother of Adboulaye Diallo, medical student, Tiguidanke Diallo and El hadj Boubacar Diallo both geology and mining engineers.

Like all of us I have so many good memories of Malal and I know they just begin to scratch the surface of who he was and all of the people he affected. One of my favorite memories of Malal is of the time that he said, "Time is time!". He would always say "Time is money" with that big grin of his, and then one time, broad smile and all, he just said, "Time is time!". I'll never forget the time I was privileged to have with that man.

-Ryan Pleash G24 Tounkourouma

Malal was one of the kindest people I have ever met. Very genuine, such positive energy, and infectious enthusiasm for education and conversation. He was a philosopher, comedian, humanist, a true good soul. I remember simple daily salutations with him and deep conversations in our French class. He would often joke with us volunteers "Qu'est-ce que c'est la vie?" His interactions with volunteers were so effortless and the best form of diplomacy. He will be so greatly missed in the PCG community.

-Hannah Koepl G24 Gberedou Baranama



Like it was yesterday, I can remember sitting in Dubreka with Malal and our language group, a mischievous grin worn all over his face and deep in his eyes, as he asked another one of his infamous “questions de choque.”

“Qu’est-ce que la vie?” he asked us, beaming, examining the group for reactions to the introduction of philosophy into a language training course. We were reticent to respond – either because of language limitations or because of the heavy Basse Cote air – but he insisted and prodded, and it was impossible to refuse to cooperate with a man with a heart and a smile as pure as his.

At the end of an hour of debating what life was, I turned to him and asked: “Malal, à ton avis, qu’est-ce que la vie?” Always the facilitator and humble encourager, he deflected and insisted that we really should be headed to the next session, but we insisted. “La vie,” he said, “la vie, c’est les hauts et les bas; les succès, les échecs et tout qui arrive entre les deux.”

I was extremely fortunate to see Malal again on several occasions after the Peace Corps. In those moments, I would like to think that I made the effort to truly appreciate him for who he was, but I doubt that I did. I doubt that I could have sufficiently explained to him how central and unequivocally good was the role he played during an important experience in my life.

Malal, tu étais vraiment extraordinaire. This stings really bad. C’est vraiment un bas. But, as I’m sure you would say with a laugh: “Mais, c’est ça la vie!”

Andrew Alesbury G24 Dialakoro





The A in STEAM Education
Written by Lillian Mattiaccio

STEM vs. STEAM-the Importance of Arts

While science and math have long been a part of the education curriculum, the more recent focus on Science, Technology, Engineering, and Math (STEM) education has allowed these four fields to be taught in an interdisciplinary and applied approach. The more relatively new inclusion of the arts (hence STEAM) provides even further possibilities to explore and engage with these subjects. Many educators, scientists, and artists now readily recognize the important benefits of STEAM education.

STEM education is often aimed towards attracting underrepresented populations, and including the arts can provide a broader range, access, and appeal to youth. Indeed, the addition of an Arts program, with its greater emphasis on project-based learning, gives students the opportunity to bring their creativity to the classroom and can make the “hard sciences” seem more approachable to some students. In short, STEAM allows for a more holistic approach to learning.

The National Education Association developed a Framework for 21st Century Learning in which it outlines four specific skills (the Four Cs) it sees as the most important for K-12 education: critical thinking, communication, collaboration, and creativity. STEAM education allows for students to develop the 4 Cs through imaginative approaches to math and sciences. In the technology and engineering fields, creative design principals and solutions seem a natural complement. Communication and creativity, in particular, can be developed through the form of artistic expression.

The Use of Arts in STEAM

Some examples of using the arts to teach traditional STEM subjects include using graphic design for an industrial design presentation or using drama or creative writing as part of that same process. In San Diego, STEAM has been organically integrated into the public school curriculum. The San Diego Unified School District Visual and Performing Arts, for example, uses dance to teach students about electricity and electromagnets, theatre skills such as improvisation and pantomime to build students' astronomy vocabulary, and the visual arts to engage students in atomic and molecular concepts.

While the arts allow for a creative approach to STEM subjects, STEM subjects can, conversely, be used in artistic fields as well. Basic math concepts of ratio and scale can be used to teach and create large-scale murals and sculptures. 3-D printers, computer design software and other forms of technology are instrumental tools in the creation of myriad art projects. At the Boston Arts Academy, students work at a STEAM lab, acquiring skills in such fields as architecture and industrial design. They use code to produce digital animations and create mathematical lighting plans for productions in their black-box theatre.



Examples of STEAM Projects in Guinea and Sub-Saharan Africa

STEM and STEAM education is gaining momentum not only in the U.S., but internationally as well. STEAM camps, in particular, seem to be a growing trend and practical method to introduce these fields of study to developing countries.

For the past two summers, Hope of Guinea, a U.S.-based nonprofit organization helping disadvantaged children and at-risk youth in Guinea, has hosted a 2-week STEAM Camp for middle school students in Conakry. Art-focused lessons included: learning about sound transmission through musical instrumentation, working with organic materials to create sculptures and prints, and writing poetry. To bolster this engagement with STEAM, Hope of Guinea partnered with MindLeaps, another U.S.-based NGO working in Guinea, in an effort to use dance in the development of cognitive skills and social-emotional learning.

WiSci (Women in Science) STEAM Camps, which aim to address the gender imbalance often seen in the STEM fields, have also been taking place in Sub-Saharan Africa. In 2015, The U.S. Department of State partnered with various public and private organizations to offer the first WiSci Girls STEAM Camp in Rwanda. The program brought together 30 female U.S. high school students and 90 African students from 8 African countries. A subsequent WiSci Girls STEAM Camp was offered in Malawi in 2017, and brought together participants from various sub-Saharan African countries.

The Benefits of a STEAM Education

STEAM education brings people together. It provides a number of opportunities for students of all backgrounds to personalize their learning and make education seem more “real” and self-fulfilling. The arts can open minds to new possibilities, and when students can re-contextualize and re-interpret their world, they become more community-minded. STEAM encourages collaboration, creation, and communication, where students see themselves as active participants in a larger world for which they can make valuable contributions.

Sources:

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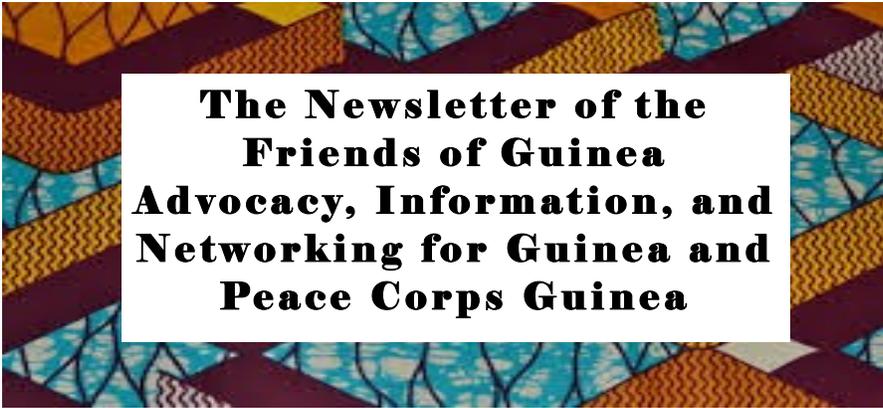
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Friends of Guinea is a nonprofit organization made up of former Guinea Peace Corps Volunteers, Guineans inside and outside of Guinea, and others interested in promoting the cause of Guinean development in the world at large. We are a country-of-service affiliate of the National Peace Corps Association.



Do you want to contribute a piece to the next newsletter? Contact FOG Communications Assistant Hannah Koepl at newsletter@friendsofguinea.org



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