

UNIVERSITY OF DAR ES SALAAM



**Institutional Self-Assessment of the University's
Mission in Relation to the Civic Role in and Social
Responsibility to Society, with a Special Focus on
Two Self-Initiated Global Projects**

**An Institutional Assessment Report
Prepared for The Talloires Network**

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TABLE OF CONTENTS

	Pg
Introduction	1
I. The University's Mission And Its Articulation: A Self Assessment	4
History and Mission	4
Balance of Activities	6
Organisation	9
People	10
Monitoring Evaluation and Communication	11
II. Global Project 1: Redet	13
Project title	13
Description, Goals and Objectives	13
Activity	14
General Trends	15
Education and Educational Interventions	15
Research	17
Documentation	17
Others	18
Achievements/Impact	18
Problems/Challenges	21
The Way Forward	21
III: Global Project'2: Tuseme	28
Project title	28
Project Description	28
Goals and Objectives of the Project	29
Activity	30
Achievements and Impact	35
Problems and Challenges	39
The Way Forward	39
Conclusion	42
References	43

INTRODUCTION

Universities, anywhere and everywhere, have traditionally conceived of themselves as “ivory towers” hardly reachable by ordinary people and hardly obliged to reach out to the rest of the community (ordinary citizens) in relation to the ordinary, mundane matters of everyday life. Under this guise, institutions of higher learning—not least universities particularly of the first generation in their own country of location—were feared yet revered for their isolationist stance from public life: perceived as “sacrosanct” for the “exclusive knowledge” they produced for the public; untouchable if incontestable and unquestionable even in the face of some obvious criticism that could possibly be raised against them. Only very few people—of Ivan Illich’s stature—ever recognised this anomaly and dared to point out a social malaise in need of correction. Speaking at a graduation (commencement) ceremony at the University of Puerto Rico in 1969, he did not conceal his deeper disenchantment with the elitist and repulsive nature of university education:

The “age of schooling” began about two hundred years ago. Gradually the idea grew that schooling was a necessary means to becoming a useful member of society. It is the task of this generation to bury that myth. [...] The graduation rite that we solemnly celebrate today confirms the prerogatives which ... society, by means of a costly system of subsidized public schools, confers upon the sons and daughters of its most privileged citizens. You are part of the most privileged 10 per cent of your generation, part of that minuscule group which has completed university studies.... (Illich 1970: 115)....

In East Africa, the crusade against university intellectual isolationism and the effort to sensitise higher education institutions to the public service precept is rightly attributable to Julius Nyerere, one of the early East African intellectuals and independence crusaders, first president of a newly independent Tanzanian nation. Speaking as the first Chancellor of the University of East Africa, newly created from colleges in East Africa that had been incorporated in a colonial special relationship with the University of London, Nyerere, in 1963, had warned against the elitist, isolationist stance of such an institution of higher learning:

[...] For let us be quite clear; the University has not been established purely for prestige purposes. It has a very definite role to play in development in this area, and to do this effectively it must be in, and of, the community it has been established to serve. The University of East Africa has to draw upon experience and ideas from East Africa as well as from the rest of the world. And it must direct its energies particularly towards the needs of East Africa. ... In all its research and teaching the University of East Africa must be as

objective and scientific as is humanly possible. It must work against prejudice of all kinds, searching always for that elusive thing—truth. It is in this manner that the University will contribute to our development, because the fight against prejudice is vital for progress in any field. In this fight the University must take an active part, outside as well as inside the walls. [...] Yet it [...] must be realized that we are in a hurry. We cannot just think, and debate endlessly the pros and cons of any decision. We have to act; we have to tackle ... problems now. ... (Nyerere 1963: 218-219).

As head of state in his own country Tanzania and indeed as a master of educational philosophy in critical discourse on the public-service obligation of schools and the educated, he was always on the questioning side:

How many of our students spend their vacations doing a job which could improve people's lives but for which there is no money—jobs like digging an irrigation channel or a drainage ditch for a village, or demonstrating the construction and explaining the benefits of deep-pit latrines, and so on? A small number have done such work in the National Youth Camps or through school-organized, nation-building schemes, but they are the exception rather than the rule. The vast majority do not think of their knowledge or their strength as being related to the needs of the village community (Nyerere 1967: 15).

He likened the educated—the intellectuals in Tanzania who were lucky to have received a rare opportunity for higher learning—to a man in a starving village:

They are like the man who has been given all the food available in a starving village in order that he might have the strength to bring supplies back from a distant place. If he takes this food and does not bring help to his brothers, he is a traitor. Similarly if any of the young men and women who are given an education by the people of this Republic adopt attitudes of superiority, or fail to use their knowledge to help the development of this country, then they are betraying our Union.

Had it not been for such an early intervention by this committed nationalist and nation-builder in the discourse on the purpose and philosophy of education for a nation—and a developing country—very probably the University of Dar es Salaam would not be talking or demonstrating the language of self-criticism and public service it is today proud to have incorporated in its institutional policies (UDSM 1994; 2004).

This report is a result of the initiative of the Talloires Network of higher education institutions, to which the University of Dar es Salaam is a member. According to the Network's plan of action for this year, 2007, member institutions had to conduct their own self-assessment in terms of their vision and mission in pursuit of the civic role and social responsibility to their society for development and change. Along with this, the institutions had to conduct an (evaluative) survey of two “global” projects, if any, undertaken in pursuit

of this value and responsibility. This task was to be accomplished and submitted to the Secretariat by early June, 2007.

Towards preparing for this report, the University appointed a team of three and tasked them with a dual assignment on its behalf, namely (i) to conduct an evaluation of the University's vision and mission towards this concern and (ii) attempt to identify and describe any two projects that can rightly demonstrate its commitment and ability to articulate its mission in the area of the '*education for all*' precept as part of a self-initiated, practical application of the concept of an institutional relevance, civic role and social responsibility in society.

While for the evaluation of the University's mission the task was fairly straightforward—following the set 'Talloires questionnaire', for the two projects assessed and accepted as 'global', the team had to establish and follow a set of criteria for selection among possibly several competing candidates. Towards this, a survey was conducted across all units of the University (colleges and campuses, faculties, institutes and departments) in search of projects that were defined by several or all of the following characteristics, which were taken as discriminating criteria for selection:

- Active interaction and involvement with the wider community;
- A proven teaching, training, research and/or outreach component in the project's functions;
- A considerably continuous, sustained and enduring relationship with such a client for not less than five years;
- An incontestable national and even regional or international visibility gained over time; and
- Proof of enduring effect or impact cross-nationally, and even outside national borders, in terms of change of behaviour or practice, adoption of new ideas and/or amelioration of community conditions.

Following these criteria, some seven projects were initially identified, namely Piloting Technology Incubation in Tanzania (by the College of Engineering Technology), the Legal Aid Camp (by the Faculty of Law), TUSEME (by the Faculty of Arts and Social Sciences),

REDET (by the Faculty of Arts and Social Sciences), Adult Education for poverty alleviation (by the Adult Education and Extension Services Department in the Faculty of Education), MALISATA—Man-land Interaction in Semi-arid Areas of Tanzania (by the Institute of Resource Assessment), and The Great Lakes Conflict Resolution follow-research (by the Institute of Development Studies).

Following a test on each of the criteria set, the candidate projects that passed all test criteria for a ‘global project’ were TUSEME and REDET, followed by the Legal Aid Camp. Accordingly, this report will carry a description on *TUSEME* and *REDET*.

I. THE UNIVERSITY’S MISSION AND ITS ARTICULATION: A SELF-ASSESSMENT

History and Mission

The University of Dar es Salaam was first established in 1961 as a College of the University of London. In 1963 it became a Constituent College of the University of East Africa. In August 1970, it became a national University, The University of Dar es Salaam. Like other universities all over the world, it was meant to be an institution where people are trained at the highest level for clear and independent thinking, analysis and problem solving.

Since 1985, the Tanzanian society started undergoing significant political and economic changes from centralised to a more market- oriented economy. The formation of two additional state universities, the policy decision in favour of establishment of private universities and other related developments called for a comprehensive review of the University of Dar es Salaam mission, status, objectives and functions as well as the legal status of the University.

With a vision set at becoming a reputable world-class university responsive to national, regional and global development needs, the University’s mission is positioned towards an “unrelenting pursuit of scholarly and strategic research, education, teaching and public

service directed at attainment of equitable and sustainable socio-economic development of Tanzania and the rest of Africa” (UDSM 2004: 26).

The objects of the University were carefully drawn from the above cited mission, guiding the University’s transaction of the objects into practical reality in the areas of teaching, research and service to the public. Such services are provided to the community particularly in industry, commerce, business, management, education, health, law, science, engineering, lands, architecture, planning, information and communication technology, informatics, technology and environment, arts, social sciences and in close association with the Government of the United Republic (both on the Mainland and in Zanzibar), as well as the other public and private stakeholder needs.

Since 1994, the University has been deeply involved in the process of building a new identity with its own distinctive characteristics in an effort to achieve and maintain a reputable regional and international position in terms of the relevance and quality of its prime outputs. This is being made possible through a Corporate Strategic Plan, first formulated in 1992-4 (UDSM 1994), and later reviewed in 2003 and the University’s 5-year strategic plans aimed at facilitating the UDSM to operate in the 21st century with a clear vision of its present and future role in a fast changing world.

Further to the above initiatives, the University-level, Colleges, Faculties, Institutes and Major Departments have since 1996 been preparing five year rolling strategic plans within the framework of the Corporate Strategic Plan. Implementation of the rolling plans is reviewed and the plans rolled forward every year. Currently the University-level Five Year Rolling Strategic Plan for 2006/07-2010/11 (UDSM 2006a) is designed to be a self-explanatory plan of action, which spells out the crucial aspects of implementation of the UDSM Institutional Transformation Programme within the framework defined by the Corporate Strategic Plan for 2004-2013 (UDSM 2004). It is specifically designed to assist the University in responding to the challenges being faced both internally and externally. The plan is underpinned by concrete measures and based on an assessment of where the institution stands in the operating year. Institutional core strengths and opportunities to be capitalized on

and the threats and weaknesses to be overcome are used to determine the targets for the following period. The current 5-year strategic plan has a total of 16 objectives, with three clusters, namely (1) Improved volume and quality of research and publications, (2) Improved number and quality of consultancy and services, and (3) Increased number and productivity of UDSM linkages with other institutions focusing on civic engagement and social responsibility.

The transformation programme, as well as all the strategic moves taken by the University, are always implemented after approval of the highest participatory organ, the University Council. The Council is composed of members from within the University (not more than 20%) and from outside (not more than 80%). In total at least one third of the members must be female.

The investigation with the different key stakeholders of the University as reported in the Institutional internal assessment report of 2006, has indicated, in no uncertain terms, that since the beginning of the Corporate Strategic Plan for the University and the associated institutional transformation programme, there has been a clear and well-articulated mission statement, guided as it has been by a wider but highly motivating “roadmap” in the form of a perceptive vision that sets the kind of targeted destination aimed at.

Balance of Activities

Tanzania, on an area of 945,000 square kilometres, is still a low-income poor country with a population of about 35 million inhabitants and an annual population growth rate of 2%, and per capita income of US\$ 280 as at 2003 (URT 2005). Agriculture is the lead sector, accounting for 45 percent of GDP and about 60 percent of export earnings in the past three years. It is the source of food and raw materials for industries. It also provides livelihood to 82 percent of the population. Recently, the sector has registered average annual growth rates of 4.8 percent, compared the average growth of 3.1 percent during 1998 to 2000. The constraints to rural growth are largely related to those in the agricultural sector, broadly defined to include livestock and bee-keeping. The constraints include low productivity of land, labour and production inputs; underdeveloped irrigation potential; limited capital and

access to financial services; inadequate agricultural technical support services; poor rural infrastructure hindering effective rural-urban linkages; infestations and outbreaks of crop; animal pests and diseases; erosion of natural resource base and environmental degradation. Others include gender relations, weak producer organizations, poor coordination and limited technological capacity, depressed prices for primary commodities in global markets and insecurity with respect to property rights to land and its use as collateral for credit. Some nuisance taxes and levies have been reduced but further steps are needed to reduce administrative fiats that often constrain marketing of agricultural output (URT 2005).

In line with the needs of the labour market, the University places a lot of weight on market as well as stakeholder demand in tailoring the curricula and formation of all her developmental programmes. Market demand is obtained from graduate surveys or tracer studies. The surveys are carried out at faculty and institute level when a new programme is being formulated and the curricular reviewed at least every five years. In short, the underlying principle is that, at least every five years, curriculum reviews are carried out and the views and recommendations from graduate surveys are taken into consideration. It should be noted that faculties and institutes are at liberty to carry out a curriculum review even before the five years should there be a pressing need.

Research is one of the three principal objects in the mission of the University of Dar es Salaam, along with teaching and public service. The research function, just as the teaching and public service functions, was spelt out clearly in the parliamentary legislation that established the University as a national institution (University of Dar es Salaam Act No. 12 of 1970), as well as in the new Universities Act No. 7 of 2005.

The research function is one of the critical features that distinguish a university (as a highest-level institution of learning) from other education and training institutions such as a technical institute and a teacher training college. In this regard, universities are not only expected to teach and pass on knowledge to learners but also to generate or produce new knowledge, through research, for posterity. The central role envisaged for research in the mission of a

university underpins the need for policy formulation as well as planning for its implementation.

Most of the faculties, departments and institutes have developed research agenda through involvement of stakeholders. But implementation of these research agenda has always been a problem. According to a recent institutional self-evaluation of the operations of the University, it has been observed that 84.2% of the academic institutes do have research agenda. The University's research agenda has been grounded on, and influenced by, national development initiatives in order to inform policy and to propose solutions to socio-economic problems. However, in order for research to perform the twin objectives effectively, multidisciplinary or interdisciplinary research has always been encouraged. In this regard, it was observed that 76.2% of the faculties do conduct interdisciplinary research. Most of the research conducted (47.6%) are in the natural sciences, medical sciences, ICT, language and social sciences. Evidence shows that the current research agenda (71.4%) are in tune with the demands of the stakeholders and hence addressing socio-economic development concerns of society. Some 24% of the faculties are yet to embark fully on a multi-disciplinary research agenda.

It has been decided that research institutes should combine teaching, research and consultancy activities. They should have clear plans for becoming true centres of excellence in terms of the national strategic research areas and other widely accepted research benchmarks. Generally speaking, teaching is given a weight of about 50%, research about 30% and consultancy about 20%.

Clients to UDSM consultancy services vary, generally covering both foreign agencies (approximately 60%) and local clients (approximately 40%). Local clients include major government ministries and departments such as the President's Office, the Ministry of Works and Communication, the Ministry of Education and Culture, the Ministry of Science, Technology and Higher Education, the Ministry of Defence, the Ministry of Agriculture, the Ministry of Local Government, the Ministry of Health, and the City Council of Dar es Salaam.

Organization

The University has a number of specialized services, such as web based resources, business advisory services, ICT-related services, entrepreneurship etc. In the area of ICT, the University has a University computing centre, integrated ICT in teaching/learning (E-learning platform; TEIL/Blackboard) and an Instructional Technology Resource Unit (ITRU). These were established to offer specific training and technical assistance to the university community and the general public in the area of ICT. Among services provided by the units are, help-desk services, support service for the development of web based teaching materials, design services, technical assistance services etc.

Also the University has established a university consulting bureau, which co-ordinates, monitors, controls and facilitates multi-disciplinary contracted research and consultancy activities which are executed by various bureaux or staff members at the University of Dar es Salaam.

As regards other services to the general community, the University does provide health services through a university health centre. Currently, the University is rehabilitating her sports facilities including establishment of a university gymnasium which will render services to the university staff, students and the surrounding community. The University has also entered into a memorandum of understanding with a private investor to build a convention centre on the university land. It is envisaged that the convention centre will among other things provide space for exhibition and a conference facilities for about 3000 people. The investor has in the meanwhile built a shopping mall on the University land and through these services the university is in a way meeting the social needs of the surrounding community.

The arrangement and application of the concept of Public-Private Partnership has indeed enhanced the effectiveness and efficiency of various academic services rendered by the University as the latter has now freed itself from the municipal services and concentrated on

the real core business of the university i.e. teaching, research and consultancy. However, this move has called for improvement and strengthening of security measures in all areas. A university security policy has been developed and implemented by the university. The security policy emphasizes the use of the private sector in the enforcement of security measures.

People

According to the University's strategic plan document, all civil engagements and social responsibilities are responsibility of all staff. The strategic plan allows for and encourages any unit, institute, faculty or college or any individual or group of staff with an idea to develop a project document and solicit funds through the institution or directly from any willing development partner. But these efforts should always be reported to the university management through the directorate of planning and development. Though it is not spelt out in the contractual terms that staff should undertake civic and social responsibilities, all staff are nevertheless encouraged to perform such assignments as a matter of demonstrating relevancy and usefulness to the civil society.

As regards enrolment arrangements, most of the students enrolled at the University are Tanzanians, with a small number of foreigners at undergraduate level. Most of the foreigners join through agreements and protocols within SADC and the East African Community. The Inter-University Council for East Africa students exchange protocol facilitates student exchange with Kenya and Uganda. European and American students register mainly as occasional or research exchange students. At postgraduate level, the University admits a substantial number of foreign students from the African region at both Masters and PhD training level. For example, from within the SADC countries, the University receives postgraduate students in the Water Resources Engineering programmes. However, the recruitment process, is normally based on the Tanzania recruitment law and of course based on the agreements or protocols signed. It should be noted that most of these agreements or protocols requires graduate students to go back to their homeland to contribute to the development of their countries.

In 2006, about 40% of the programmes offered at the undergraduate level reported that students experienced some difficulty in obtaining employment easily. Initiatives have been taken to impart more entrepreneurial skill training in these programmes to ensure that graduates create their own employment on graduation rather than waiting to be employed. Employment of postgraduate level outputs continues to be easier since most of them return to their former employers upon graduation. In order to enrich skills development, students are required to go for practical field sessions which are counted for academic credits. The government supports this as they normally pay for their upkeep as well as supervision fees. Of recent, students have started forming a number of non government organizations to act as a bridge to support the general community. A good example within the University is the Joint Environmental Management Association (JEMA) group which is focusing on environmental conservation within and in the neighbourhood of the university. The group advocates for tree planting and environmental conservation within the university and in the neighbourhoods.

On a wider plane, it should be noted that the UDSM serves a complex constituency of individuals, groups and organisations. Each individual institution has high expectations of what the University can accomplish. The task of living up to the expectations of this complex constituency, therefore, has not been easy. Yet it is imperative that doing so remains the top concern of all the staff and students of the University. Without demonstrating its quality and value to society, its future progress would be at stake. Indeed, a significant measure of the University's quality is the integrity with which it communicates and interacts with its constituents, its surrounding community and the public at large. It is against this that a number of university staff have been engaged in various community service activities, including service on boards of other organizations, and running for presidential elective positions and also parliamentary seats.

Monitoring, Evaluation and Communication

As said earlier, universities are by their nature highest-level institutions of learning in the land, where a nation invests highly in terms of knowledge production and intellectual training for purposes of producing enlightened, creative and productive human resources for the development of the nation and its people. Governments and other support institutions invest

in universities, precisely in their desire to enable them not only to create or produce the highest possible levels of knowledge but also to instil the knowledge so created or discovered into the learners in their charge. So, universities are created and supported in order to offer the best forms of education intertwined with the most critical intellectual abilities that should enable the learners to be of practical service to society and the world. It is thus against this, that the concept of monitoring, evaluation and communication should be regarded as key activities in any university. As regards surveys on civic engagements, this has not all been done at the University level but rather through some projects and programmes with specific and more expert tools in this area—nevertheless often on behalf of or in collaboration with the University—such as REDET and TUSEME (to be described and discussed in the next sections). The University has been publicizing such efforts through newsletters, such as the “*Mlimani Newsletter*” or the “*Alumni Newsletter*,” which are regularly produced by the public relations and convocation offices of the University.

The University runs stakeholder meetings annually during the months of August or September to discuss various themes of interest to the national needs as well as receiving comments to review strategic plan for the preceding year. Also the University has adopted a policy of conducting a tracer study to collect opinions and evaluative comments from its alumni on its academic programmes and curricula in view of the labour market needs. The tracer study is to be conducted every five years, the first of its kind at university level conducted in 2002-2003 (Mkude & Ishumi 2004). This is supposed to be in addition to mandatory curriculum reviews to be conducted by each faculty and teaching institute. Also, since 1998, the University has instituted an academic audit every five years. In 2004, a second academic audit was conducted. Reports received from the two academic audits conducted so far—by teams comprising of senior internal and external academics—have been very useful and instrumental to a number of corrective measures taken and innovative actions initiated (UDSM 1999; 2005).

Such moves as have been cited above have for sure enhanced the University’s integrity, conscientiousness and, as a result, public confidence. The integrity is reflected in the honesty, openness and concern with its constituency. In an effort to enhance and sustain integrity and

accountability in the eyes of the Government and the public at large, the UDSM has continued to initiate some set of policies, programmes and actions. These range from adoption of an institutional transformation programme detailed above, putting in place quality assurance mechanisms, crafting of a policy on entrepreneurship development, introduction of matriculation examinations, as well as holding annual consultative meetings biennial reviews of the strategic plans. A customer-care training programme for middle-level administrative staff is one of the latest innovations introduced. Through an internal institutional assessment, it has been observed that over 95% of the respondents are of the opinion that the integrity of the University of Dar es Salaam is high, compared with only 4.8% who perceive it to be low. Likewise, 94% of the University's faculties acknowledge the existence of mechanisms for ensuring that the University is accountable to the public (UDSM 2006b:31).

II. 'GLOBAL PROJECT' 1: REDET

Project title

Research and Education for Democracy in Tanzania

Description, Goals and Objectives

REDET, the short and popular form for *Research and Education for Democracy in Tanzania*, is a programme that was conceived and designed by the Department of Political Science and Public Administration (DPSPA) of the University of Dar es Salaam in 1992 — the year in which Tanzania abolished a one-party system and launched a multiparty political system. This was the time the country was crying out for education on democratic governance and on civic and human rights. An overriding objective of REDET as a programme was to make a contribution towards this need, in line with the democratisation process intended for society by the 1992 national dispensation—after a commission of enquiry on the matter—to take a major step of widening plural politics through introducing a system of more than one political party. Against a context of a country population long used to one political party with limited levels of debate and circumscribed values of political behaviour, the University's Department of Political Science and Public Administration believed that REDET would

make a contribution through research, educational interventions and documentation insofar as these would aim at broad-based awareness-raising and focus on promoting and supporting a creation of citizens capable of competently analysing situations, judging alternatives and making informed decisions, including choosing between political parties and alternative policies.

Educating and empowering people to participate in national affairs as free and politically competent citizens were the ultimate goal in the design of the programme; and, through the programme, the University sought not only to come closer to the ordinary people but also to provide leadership in a political education process that aimed at openness, democratisation, transparency and constructive criticism and self-criticism, as well as responsible and responsive governance in everyday life and in national development debate and practice.

Activity

The last fourteen (14) years of REDET since 1992 can be divided into five (5) phases of concern and commitment, each phase dedicated to a particular theme along which to carry on the set objectives of educative intervention, research and documentation. These are: Phase I (1993-1995) – preoccupied with building democratic norms and culture; Phase II (1996-1998) - identification and addressing of problems of democratization and developing and enhancing democratic norms and practices; Phase III (1999-2001) – consolidation of democracy and democratic governance; Phase IV (2002-2004) – democratization and conflict resolution; and Phase V (2005-2007) - democratic empowerment. The remarkable series of activity undertaken around the selected theme has been wide and varied. It is the theme for the phase, more than anything else, which has guided the kind and volume of educative action, research and documentation or publication. The Appendix at the end of this Section of the report provides a comprehensive range and listing of activity of the programme in the last fourteen years up to 2006. Only summary observations will be made here both on general trends and on the categories of activity undertaken, in relation to the Department's (PSPA) impact on its self-designed programme of “education for all” in society, in this particular case “political and civic education for all in society for fuller and equitable participation in national affairs”.

General Trends.

In general, the last three phases seem to have been the most intensive of all the five phases of the programme so far, with Phases III and IV having been the busiest of all in all the three principal categories of activity. The last of the phases comes in next in the order of work intensity; but it reflects a conclusive trend in each of the dedicated activities that is indicative of the success with which the programme has pursued and achieved the originally set goals of educating the adult population (the citizenry) in democracy, as well as helping to democratise national politics in the country. Of the four categories of activity—*Education and educational Interventions, Research undertaking, Documentation and any Other*, education and educational interventions seems to have taken the biggest share in terms of time and energy invested. It records a total of 32 documented training workshops, seminars and/or conferences of an average of two days each. Next of the categories is documentation, recording a total of 26 items of documentation and publication. Research, which almost always results in documentation and/or publication as an output, appears here as the third in the order of activity categories, with 12 titles of research activity. In the final analysis, the three categories are taken together have carried similar weight lent each other support in their total effect on goal achievement.

Education and Educational Interventions.

Educative action—in form of orientation meetings, training seminars, workshops and conferences in a kind of “classroom” environment or format—was necessary right from the inception of the programme. Of voting age and for the previous four generations used to singular politics of a one-party state, the adult population countrywide had, from year 1992, to be educated and trained into the concepts, philosophy and practices of a multiparty political system—more so as, in truth, the move from the one-party to the multi-party system had not been the choice of the majority in the country but rather a minority. In addition to specific physical venues for general and target groups, radio and TV programmes were conducted for driving educative messages home to wider population segments. This was particularly critical in respect of civic and voter responsibilities prior to and during the general as well as local election seasons.

The most common forms of education and educational intervention have included the ‘Annual State of Politics’ conference series, which began to intensify with the second phase, from 1996, with each of these conferences focusing on a pertinent theme. Others, equally frequent and intensive, have been special training seminar/workshop series, devoted to particular themes (such as the status of politics in East Africa, networking on state and management of the economy, good governance, etc), targeted at special groups or categories, and more frequent during the year than the state of politics conferences. Equally focussed, but perhaps even more grassroots, have been a specially designed series of ‘Discussion Forums’ at village level, aimed at instigating and encouraging a shorter-range emergence democratic practices in the villages, wards and districts. Currently there are country-wide a total of 256 village discussion forums, 64 ward discussion forums, and 16 district discussion forums. The numbers of such grassroots-level discussion groups or forums indicate the intensity of the educative effort and the interest that the ordinary person has in the programme, particularly if it has to be reckoned that over the years, such groups have been increasing rather than declining.

In addition to specific physical venues for general and target groups, REDET airs weekly television and radio programmes, including *Sauti ya Demokrasia* [“The Voice of Democracy”] on Television Zanzibar (TVZ), *Sauti ya Tanzania Zanzibar* (STZ [Zanzibar Radio]), Radio Free Africa (RFA) and Radio Tanzania Dar es Salaam (RTD). As part of a strategy to get feedback from the audience, REDET further airs live programmes on RTD on the last Saturday of every month and on TVZ on the last Sunday of every month during which programmes listeners and viewers are accorded an opportunity to ask questions or make comments related to democracy, thereby widening their knowledge on democracy-related issues.

Also, REDET uses its own monthly newspaper *Sauti ya Demokrasia* [The Voice of Democracy] to disseminate civic education. The paper reports on events related to democracy, research findings, proceedings of workshops and seminars organised by REDET, and gives highlights on discussion fora and critical issues on politics and governance. A total

of 30,000 copies of the paper are produced every month. Out of these 20,000 are inserted into a popular mainstream daily newspaper, 9,000 are sent out to the REDET pilot districts and 1,000 are distributed free to political parties. During the election year, the paper (*Sauti ya Demokrasia*) comes out twice every month, with a special focus on voter education.

Research.

The research themes and research undertakings have closely followed the general programme agenda, encapsulated as it is in *democracy*, *good governance* and *participation* as major elements and indicators of participatory development. After the initial baseline survey on the political culture of Tanzania, which contributed significantly to the understanding of the civic values and options, REDET designed and constructed a political opinion gauging instrument that would provide reliable indicators of popular reactions, preferences and judgements to which governments and their political machine would advisably have to be sensitive. By year 2006, REDET had conducted eleven opinion polls (on themes as indicated in the *Appendix*); and, indeed, they all have been able to predict progressively accurately on public opinions on the subject in question. For instance, the opinion poll of September 2000, about voter preferences for the October General Elections, did predict the success of the ruling party's candidate—then President Benjamin Mkapa of CCM—by 72.5%, a percentage that was virtually confirmed by the 71.7% that the candidate pooled in the actual elections in October 2000.

Documentation.

Much of the documentation has involved a reporting on or recording of results of scientific investigations conducted in the field on the themes, sub-themes and/or topics delineated in the programme of activity or as otherwise determined or recommended by the Programme Management Group (PMG) of REDET. The documentation task has aimed at publicising REDET activities and research findings and thereby boosting the extent and rate of dissemination and sharing of democracy-related knowledge and practices. To date, not less than 26 units of publication have been produced—in English and/or Kiswahili, depending on the nature and education or awareness level of the target audience, on the language efficacy of intended communication, and on the key messages intended to be driven home to the

targeted audience. Most of these publications have found way to grass-root levels in villages, district and regional offices; and a number seem to have been widely read by the ordinary citizens in various walks of life.

Others.

As spin-offs of REDET existence and activity, a few other things have happened. For instance, the REDET programme of activity has provided students of Political Science and Public Administration a valuable training and testing ground for their classroom learning and practical grasp of concepts and issues in the discipline and in their wider application. Hundreds of PSPA students have opportunities of working with REDET in its interactions with people in the regions and districts—as organizing assistants in its seminar, workshop and conference series or as research assistants on the various themes and topics, or as field assistants in various other ways. A number of students have formulated and organised their dissertations around themes articulated by REDET. Students in related other disciplines, such as sociology, anthropology, history and education have similarly benefited from field engagement with REDET education and research concerns.

Achievements/Impact

In all fairness, it can be surmised that, more than any single political-education institution in the country, REDET has, in its 14 years of existence since 1992, distinguished itself as one socio-political non-governmental political-education and, at that, adult-education agent that has effectively served to introduce concepts of popular democracy, by use of a well-designed educational programme that has at the same time facilitated a germination and dissemination of the budding practices of good governance almost simultaneously across all regions and groups across the country. While achievements and impact of the programme can be inferred from the long list of actions and pro-active responses (Education and educational interventions, Research, Documentation and Others) mentioned, at least four areas of achievement and impact can be mentioned as associated directly or tangentially the political-education programme and drive of REDET.

(1) Increased Political Awareness and Confidence. Over the years, popular confidence, action and behaviour of the electorate—i.e. ‘the adult population defined by age as capable of voting and being voted for’—has considerably improved. This is demonstrated by several indicators and proxies, such as (i) increased turn-outs and participation at polling stations during general elections and by-elections, (ii) the level of discussion and argument at village and ward development meetings, and (iii) an increased number of registered newspapers, from as few as three in the late 1980s to as many as 15 regular and periodical newspapers at present, with a growing tradition of vibrant reporting and news analysis. An increasing number of Tanzanians feel free and able to express their views and concerns in these newspapers.

(2) The Moral Power as an Arbiter. Involvement of REDET in the monitoring of the three general elections and six parliamentary by-elections in a continuous fourteen-year period since 1992, as well as the institution and scientific if objective conduct of researched opinion polls, have built public confidence in REDET as a “fair arbiter”—and have built into it a certain moral power and authority—in general political discussions, in internal public criticisms against certain practices, as well as in international comparative debates and consultations.

(3) Establishment of a democracy training college. One of the major achievements and impact indicators of REDET’s work was the launching on 18th December 2006 of a Democracy College established in Zanzibar for the purpose of training and practising of youths from different political parties in the art and culture of living amicably and harmoniously within a social context of plurality of political beliefs, opinions and options. Establishment of a college was among deliberate strategies by REDET to end political tension and civil strife that had characterised the Island for a long time. The college was designed to bring together 50 young people from five districts of the two principal islands of Zanzibar (Unguja and Pemba), with 10 youths hailing from each district and belonging to different political parties. The training consists of lectures, discussion forums and educational visits; in the hope that the course participants would be instructed in the morals of tolerance for other people’s ideas or beliefs, in communicating with others of politically varying or

even differing stances and listening to a political opponent, as well as in the fuller meanings and implications of concepts of democracy, and how to practically apply and live by them.

The educative process REDET has taken throughout its entire life to date does qualify the programme as an “adult education” programme *par excellence*, at least in the functional terms of “education for all” as was formulated originally in the Jomtien, Thailand *World Declaration on Education for All* of 1990, and as has been further reinforced for the African countries by the Dakar Meeting in 2000 on the ‘Plan of Action’ towards year 2015. Perhaps, it was from the dictum of the Czech educator and theologian John Amos Comenius [Johann Komensky] (1592-1670) that REDET drew its philosophical inspiration. Believing in the educability of mankind, Comenius instructed teachers to “teach all things to all men”—thereby referring to “the art of teaching everybody to learn everything and to put it to its correct use, according to its purpose” (Comenius, cited in Turek 1951). His argument was subtle yet pedagogically sound:

Do not imagine that we demand from all men an exact or deep knowledge of all the arts and sciences [as this] would neither be useful of itself, nor, on account of the shortness of life, can it be attained by any man. ...[But] It is the principles, the causes, and the uses of all the most important things in existence that we wish all men to learn; all, that is to say, who are sent into the world to be actors as well as spectators. For we must take strong and vigorous measures that no man, in his journey through life, may encounter anything so unknown to him that he cannot pass sound judgement upon it and turn it to its proper use without serious error (Comenius 1963: 27, in Gross 1963: 22-39).

(4) Tanzania’s acceptance of the ‘African Peer-Review Mechanism (APRM)’. Another achievement, and probably an indirect indicator of impact of REDET’s work, is Tanzania’s acceptance of the idea of “the African peer-review mechanism” — a mutually agreed instrument that is voluntarily acceded to member-states of the African Union (AU) in voluntary willingness to subject themselves to tests for openness to constructive criticism, responsiveness to their own national constituencies, as well as values, codes and standards of political, economic and corporate governance, human rights administration, transparency, and public accountability (NEPAD 2001). The purpose was to encourage conformity with regard to these values, codes and standards, as well as to enforce good practice. The APRM was first introduced and accepted by the 37th Summit of the OAU in Lusaka, Zambia, in 2001, along with the launching of the New Partnership for African Development (NEPAD).

The Memorandum of Understanding for the mechanism has, as of July 2006, been signed by 25 African countries, including Tanzania, which was the 21st African member-country upon signing the MoU in July 2004. While one could argue that the country's acceptance of the APRM was an independent decision, one would still be best advised to consider the public adult education task REDET had conducted for a good twelve years up to that time, which, in addition, placed the programme in very good standing not only with the large citizenry and various political parties in the country, but also with the ruling party and its government machinery. One might say that the public adult education drive associated with REDET did prepare the country to accept the APRM with confidence and candour.

Problems/Challenges

Probably, the major challenge before REDET is its success: 'once a success, remain a success.' Even though some quarters remain indignant as they fail to make debut in the political contests predicted by scientifically designed instruments, the objective and scientifically circumspect approaches followed by REDET will always continue to be subjected to public scrutiny; and its objectivity will always bear it out of political controversy. As for continued political education, the job is not finished yet. It just happens that the solving of one set of problems becomes the beginning of another set of questions in need of further search for answers. REDET, being well-placed in an academic context, will have to position itself to face the challenge of an intertwined mix of changing public-education issues in need of an informed social-action-research endeavour that can continue to be documented in order to keep up with the pace and expanse of knowledge for Tanzania's posterity.

The Way Forward

After Phase V, what? Phase V of the programme was planned to end in 2007. The major activity was expected to consist not only in an analysis of the political situation in the country but also in direct intervention or activism in areas where there could be identified any political deficiency. The phase is expected to see some of the discussion fora in some districts "come of age" and take off relatively independently, while some districts are taken on. The whole logic of the REDET programme was to see the various discussion fora

become independent, securely self-sustaining and firmly integrated within the everyday development dynamics of the socio-politico-economic life of the community in which they are situated. As a part of internalization within the veins and arteries of Tanzanian political life, REDET has decided on a final, three-year Sixth Phase during which to consolidate “civic education for strengthening democratic values and institutions” in the country, according the programme’s executive Programme Management Group (PMG). This will see a broadening of discussion fora, research consultancy, advocacy and dissemination, institutional development and administration. Among landmark possibilities of this final phase will be the extension of the Democracy School in Zanzibar to cover Tanzania Mainland and institutionalizing REDET into an autonomous institute within the ‘twin-context’ of the UDSM charter provisions and the national mandate.

APPENDIX: A Comprehensive Record of REDET Programme Activity by Phase and Theme, 1992-2006

Phase I

Theme of Phase: **Building democratic norms and culture**

<i>Years</i>	<i>Range of Programme Activity</i>
1993-1995	<p>i. EDUCATION & EDUCATIONAL INTERVENTIONS 1993 State of politics conference (annual)</p> <p>ii. RESEARCH 1994 Baseline survey on Tanzania's political culture</p> <p>iii. DOCUMENTATION 1995 Reflections on the Transition to Democracy in Tanzania 1995 The Foundations of Democracy [Misingi ya Demokrasia]</p> <p>iv. OTHER 1993/94 Monitoring of six parliamentary by-elections</p>

Phase II

Theme of Phase: **Identification and addressing of problems of democratization and developing and enhancing democratic norms and practices**

<i>Years</i>	<i>Range of Programme Activity</i>
1996-1998	<p>i. EDUCATION & EDUCATIONAL INTERVENTIONS 1996 Discussion Forum programme first established 1997 Annual State of Politics conference, 4-5 July 1997 [Long-term strategies and options for enhancement of democracy] 1998 Annual State of Politics conference, 14-15 July 1998 [Political culture and the future of democracy]</p> <p>ii. RESEARCH -</p>

iii. DOCUMENTATION

- 1997 The 1993 Neighbourhood and Council Elections in Tanzania
- 1997 Political Culture and Popular Participation
- 1997 *Political Culture and Popular Participation* [REDET Book Series No.2]

iv. OTHER

- 1997 Financial and research material support to 4 students (for the B.A. degree dissertations)

Phase III

Theme of Phase: **Consolidation of democracy and democratic governance**

<i>Years</i>	<i>Range of Programme Activity</i>
1999-2001	<p>i. EDUCATION & EDUCATIONAL INTERVENTIONS</p> <ul style="list-style-type: none"> 1999 Special training seminar/workshop: The status of politics in East Africa (March 29-30) 1999 Annual State of Politics conference, 1-2 July 1999 [Building political competence] 2000 Annual State of Politics conference, 29-30 June 2000 [Levelling the ground for political competition] 2001 Annual State of Politics conference, 10-11 May 2001 [Issues in consolidation of democracy and democratic governance] <p>ii. RESEARCH</p> <ul style="list-style-type: none"> 1999 Mar.] 1st Opinion poll: on citizens' evaluation of the political competence of the government and their degree of satisfaction/dissatisfaction with the government in power. 1999 Dec.] 2nd Opinion poll: Gauging emerging patterns in Tanzanian politics. 2000 [Oct.] 3rd Opinion poll: Predicting voting patterns in the forthcoming October General Elections. 2001[Apr.] 4th Opinion poll: On the post-Election attitudes of the citizenry. 2001[Sept.] 5th Opinion poll: Evaluating Government's performance in resolving and managing conflicts. <p>iii. DOCUMENTATION</p> <ul style="list-style-type: none"> 2000 Katiba na Haki za Raia Tanzania [The Constitution and Rights of Citizens in Tanzania] 2000 Ujenzi wa uwezo wa kisiasa wa Mtanzania [Political capacity-building for the Tanzanian] 2000 Utamaduni wa Siasa na Hatima ya Demokrasia Tanzania [The political culture and democracy in Tanzania] 2000 Governance and Development at the Grassroots in Tanzania

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|------|---|
| 2000 | <i>Governance and Development at the Grassroots in Tanzania</i> [edited by RS Mukandala & C Gasarasi] |
| 2001 | <i>Civics Book – Tanzanian Reader</i> |
| 2001 | Development and Democratisation in Tanzania: A Study of Rural Grassroots Politics |
| 2001 | Ushindani wa Kisiasa Tanzania [“Competitive Politics in Tanzania”] |
| 2001 | Tanzanian Political Culture: A Baseline Survey |

iv. OTHER

- | | |
|------|---|
| 2001 | Financial and research material support to one student (for the B.A. degree dissertation) |
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Phase IV

Theme of Phase: **Democratization and conflict resolution**

<i>Years</i>	<i>Range of Programme Activity</i>
2002-2004	i. EDUCATION & EDUCATIONAL INTERVENTIONS
	2002 Annual State of Politics conference, 19-20 September 2002 [Conflict and the democratisation process]
	2003 Special training seminar/workshop: Networking on state and management of the economy (January 13)
	2003 Special training seminar/workshop: Networking in networking in Government management of the economy (October 27)
	2003 Special training seminar/workshop: Networking in national civic education strategy (October 28)
	2003 Annual State of Politics conference, 15-17 September 2003 [Conflict resolution]
	2003 Special training seminar/workshop: Political competition, elections and regime transition in East Africa (September 22-23)
	2003 Special training seminar/workshop: For political party leaders on management of political parties (October 11)
	2003 Special training seminar/workshop: For 30 selected youth group leaders in 16 intervention districts (n.d. October/November/December?)
	2003 Special training seminar/workshop: For 30 selected women group leaders in 16 intervention districts (n.d. October/November/December?)
	2003 Special training seminar/workshop: For 30 selected leaders of political parties in 16 intervention districts (n.d. October/November/December?)
	2003 Special training seminar/workshop: Of opinion leaders (November 10-11)
	2003 Special training seminar/workshop: For awareness of 30 senior police officers (November 28-29)
	2003 Special training seminar/workshop: For awareness of 30 senior prisons officers (December 15-16)

- 2004 Special training seminar/workshop: For senior police officers (February 16-17)
- 2004 Special training seminar/workshop: For senior prisons officers (April 20-21)
- 2004 Annual State of Politics conference, 3-4 August 2004 [Building social trust and peace]
- 2004 Special training seminar/workshop: State of multi-party system in East Africa (September 20-21)
- 2004 Special training seminar/workshop: For 40 student leaders at institutions of higher learning (n.d. October/November/December?)

ii. RESEARCH

- 2002[Sept.] 6th Opinion poll: Sought people's opinion on privatisation and economic management.
- 2003 [Sept.] 7th Opinion poll: Sought people's opinion on constitutional changes.
- 2004 [Nov.] 8th Opinion poll: Sought people's opinion on the 2005 General Elections, especially on voter preferences for candidates from the ruling party (CCM).

iii. DOCUMENTATION

- 2002 Politics, Governance and Cooperation in East Africa
- 2002 The Neighbourhood, Hamlet and Village Council Elections in Tanzania
- 2002 Uimarishaji wa Demokrasia na Utawala wa Kidemokrasia Tanzania
- 2004 Democracy and Social Transition in East Africa
- 2004 People's Representative: Theory and Practice of Parliamentary Democracy in Tanzania
- 2004 Migogoro na Ujenzi wa Demokrasia Tanzania
- 2004 Udhibili na Utatuzi wa Migogoro Tanzania
- 2004 Democracy and Social Transformation in East Africa

iv. OTHER

- 2002-04 Financial and research material support to 3 students (for the M.A. degree dissertations)

Phase V

Theme of Phase: **Democratic empowerment**

<i>Years</i>	<i>Range of Programme Activity</i>
2005-2007	<p>i. EDUCATION & EDUCATIONAL INTERVENTIONS</p> <p>2005 Special training seminar/workshop: State of civil society in Tanzania (February 28- March 1)</p> <p>2005 Annual State of Politics conference, 28-30 June 2005 [The legacy of the Third-Phase Government and the future of the nation]</p> <p>2005 Special training seminar/workshop: Awareness for senior police and prisons officers from various zones of the country</p> <p>2006 Annual State of Politics conference, 25-26 July 2006 [Elections and democracy consolidation]</p> <p>2006 [Special] Conference on the Union (i.e. on the Union of Tanganyika and Zanzibar) (date?)</p> <p>2006 Special training seminar/workshop: On financing education and health in Tanzania (November/December?)</p> <p>ii. RESEARCH</p> <p>2005[Apr.] 9th Opinion poll: Predictive patterns of victory among CCM candidates.</p> <p>2005[Sept.] 10th Opinion poll: On people's opinion on the October General Elections.</p> <p>2006 May] 11th Opinion poll: Sought people's opinion on President Jakaya Kikwete's government performance during the first 100 days in office.</p> <p>iii. DOCUMENTATION</p> <p>2005 Ujenzi wa Amani ya Jamii na Amani Tanzania [Building Social Tranquillity and Peace in Tanzania]</p> <p>2005 Democratic Transition in East Africa</p> <p>2006 Provision of Civic Education in Tanzania: 1961-2005</p> <p>2006 <i>Justice, Rights and Worship: Religion and Politics in Tanzania</i> (Edited by R. Mukandala, et al)</p> <p>iv. OTHER</p> <p>2006 Financial and research material support to 2 students (for the M.A. degree dissertations)</p>

Sources: DANIDA "Appraisal Report, Ref. No.104. Tanz.199" (October 2001) [restricted circulation]; REDET "Impact of REDET Programme on Democratization and Governance in Tanzania" (October 2006); REDET office records, May 2007.

III. ‘GLOBAL PROJECT’ 2: TUSEME

Project title:

TUSEME (*in Swahili language, meaning “Let Us Speak Out”*)

Project Description

TUSEME is a Swahili expression that is equivalent to “let us speak out’ in English. In this context, it is the name that the founders thought was most appropriate to call an outreach program that aimed at empowering girls to overcome their inhibitions and voice their concerns in public. The expression encapsulates the spirit of daringness that girls must be helped to acquire in order to liberate themselves from the shackles of the tradition of silence and oppression by males since in most sub-Saharan African countries women and girls are not encouraged to speak out or express their views in public.

The TUSEME Project started in 1996 in the Department of Fine and Performing Arts (DFPA) of the University of Dar es salaam. It emerged as a response to concerns among educationists, parents and social groups in Tanzania who saw that the academic performance of girls in secondary schools was not satisfactory. Researches had shown that one of the factors behind poor academic performance by girls was that girls were not sufficiently involved in discussions of problems affecting them and their proposed remedies. The TUSEME project therefore was founded in order to train girls to express publicly their views in matters that affected their academic and social development and learn to take part in finding solutions to those problems.

The underlying philosophy of the project is rooted in the use of art, specifically theatre art, as a tool for shaping consciousness and galvanizing people into action. The Department of Fine and Performing Arts had already been researching and discussing the role of theatre in social development with particular attention to the use of theatre in traditional African settings. There was overwhelming evidence that theatre was being effectively used to transmit important messages on many occasions in traditional African society. There were two PhD

theses in the Department which had studied this phenomenon in considerable detail. One was by Leshoai, entitled *Drama as a Means of Education in Africa* (1975). The second was by Mlana, entitled *Tanzanian Traditional Theatre as a Pedagogical Institution* (1983). Two things that were underlined by these two studies are:

- Theatre as art is a form of persuasion and hence has the power to modify conscience and influence belief. The persuasive effect of art is maximized when the audience responds to its value or is compelled to accept the feelings, ideas and characters portrayed.
- Play is a natural means of study and learning in children and youth. Thus traditional African theatre was extensively used in instructing the youth and familiarizing them with values and socially required attitudes. It was also the medium in which the history and religion of various tribes and clans were handed down to successive generation.

TUSEME capitalized on these concepts and developed its strategy for addressing the problems facing the girl student in secondary schools on the basis of these principles. TUSEME therefore is a theatre-based empowerment process. One of the tasks that the University of Dar es salaam has declared it will undertake in its Transformational Program is to act as a catalyst of social change in the broader society. Helping the girl student to overcome obstacles that hinder her academic and social progress is a fitting example of such an undertaking.

Goals and Objectives of the Project

The overall objective of TUSEME is to empower girls to identify, analyze, discuss and find solutions to problems that hinder their academic and social development. Specifically, TUSEME intends to achieve the following:

- a. To enable girls to say what they see as factors leading to the following problems:
 - School dropouts
 - Poor academic achievement
 - School-girl pregnancy
 - Sexual harassment
 - Any other gender related problem

- b. To find ways through which the girls themselves can actively participate in the process of solving the above-mentioned problems.

In the words of one of the founders,

TUSEME is an empowerment process designed to enable girls to understand the gender construct of the society they live in, to identify and analyze the emergent problems and how they hinder their academic and social development, to speak out about the problems, and take action to solve them” (Mlama 2005:02).

Activity

The Beginnings of TUSEME and Stages of the Process

The project began in Tanzania with seven secondary schools in 1996. The schools were Bagamoyo, Iringa, Msalato, Kirakala, Korogwe, Kondoa and Ruvu. Out of the seven, five were for girls only and were boarding schools. The remaining two were for boys and girls and had both boarding and day students. However, in the latter schools girls were day scholars. Although the process has undergone modifications over time the essential features and stages of the process have remained constant.

The TUSEME process has twelve main stages:

1. *Preliminaries:* At this stage the school community and other stakeholders are sensitized about the TUSEME process.
2. *Familiarization:* At this stage students familiarize themselves with the school history, geographic location, environment, demographic data, teaching and learning facilities (library, classrooms, laboratories, toilets), and social amenities. They should also familiarize themselves with the community surrounding the school including its people, their social-economic status, languages, religions, political leanings and so on.

3. *Data collection:* Data collection is the process of gathering information on issues in and out of school related to the academic and social development of both boys and girls.
4. *Data analysis:* Data analysis is the examination and discussion of the collected data in order to seek deeper understanding of the issues and problems, their root causes, effects and possible solutions.
5. *Theatre creation:* At this stage, the students translate the problems they have identified and analyzed, as well as the suggested solutions, into a theatre performance. The stage involves some basic training in production issues.
6. *Theatre performance:* The performance is a platform for communicating the issues analyzed to other members of the community to provoke their involvement in the discussion and persuade them to take action.
7. *Post-performance discussion:* This forum is held immediately after the performance to discuss the issues highlighted in the performance. The audience is encouraged to discuss the issues, find solutions and propose strategies for action.
8. *Action planning:* An action plan is a tool to guide the implementation of the actions suggested to solve the identified problems.
9. *Training in life skills for action:* The training into life skills is the process whereby students acquire a set of skills to empower them to deal with gender-based impediments to their education and self development. The training includes building self confidence and esteem, speaking out, decision making, assertiveness, negotiation, leadership and self control.
10. *Creation of TUSEME clubs:* TUSEME clubs are student-centered structures to facilitate the implementation of activities towards the empowerment of girls,

including those in action plan. They also serve as speaking –out fora for students to discuss issues related to their social and academic welfare. The clubs are in fact the pillars of the existence and development of TUSEME activities in the schools.

11. *Taking action to solve the problems:* In this stage, the students are trained in different strategies they can adopt to solve the problems. The student are equipped with skills for engaging and convincing school administration, teachers, other students and community members to take action to improve the social and academic situation at schools.

12. *Monitoring and evaluation:* Monitoring and evaluation is a system of regular tracking of progress in:
 - A. The level of empowerment of girls in:
 - Speaking out, self-confidence, negotiation and other personal development skills;
 - Engaging with school management, teachers and other students;
 - Taking action to solve the problems identified; and
 - Implementing the TUSEME action plan;
 - B. Assessing the gender responsiveness of the overall school environment (socially, physically and academically); and
 - C. Documenting the outcomes and activities through reports and other forms such as video, photographs and posters.

Ground Rules for the TUSEME Process

The TUSEME process is conducted in the form of workshop in the school, which ideally lasts five to seven days. The process is guided by a number of ground rules, including the following:

- TUSEME is a participatory process, so efforts should be made to involve everyone.
- Democratic principles should be observed in all processes, such as choosing leaders and assigning tasks.

- Gender should be taken into account, including observing gender equality in participation, both in terms of numbers and levels of participation by both girls and boys.
- Everybody's views and opinions must be respected.
- Ethics and etiquette should be observed.
- Punctuality and discipline should be maintained.
- When creating the groups, the teacher should mix students across lines of gender, social class, academic ability, religion, ethnicity and any other.
- For each day of the workshop new leaders should be elected to allow broad participation. The teacher should allow students to choose these leaders democratically. These leaders are:
 - 2 chairpersons for the day (in the case of a co-ed school, gender should be taken into account- 1 girl and 1 boy).
 - 2 recorders for the day (in the case of a co-ed school, gender should be taken into account- 1 girl and 1 boy).
 - 2 timekeepers for the day (in the case of a co-ed school, gender should be taken into account- 1 girl and 1 boy).

TUSEME's Working Tools

(a) Workshops

As already hinted in the guiding principles of TUSEME, the workshop is the basic tool and focal point of TUSEME's activities. Within Tanzania TUSEME has held numerous workshops of different kinds. The objectives of the workshops vary considerably. A sample of such workshops is shown in Appendix A. There are vision workshops, analysis workshops as well as training workshops. Within a workshop many other activities can be organized. Such activities include things like mime, theatre, tuition, debate etc. We will here mention only the major international training workshops which kick-started the TUSEME activities outside Tanzania.

In 2004, a regional African organisation, Forum for African Women Educationalists (FAWE), organized two major regional 'training of trainers' workshops on the TUSEME

process with a purpose of developing a core group of trainers to train other persons in skills of carrying out girls' empowerment activities in their respective countries. The workshops acquainted the trainers with the realities of girls' education in sub-Saharan Africa. They also provided practical skills training for carrying out girls' empowerment programs and developing an action plan to strengthen girls' clubs found in the different countries.

The first training workshop for the West Africa region was conducted in Conakry, Guinea, on 26-29 May. Participating countries were Guinea, Burkina Faso, Mali and Chad. The second was conducted in Nairobi Kenya, on 18-21 November 2004. Participating countries were Ethiopia, Rwanda, Kenya, Zambia, Malawi, Zimbabwe, and Namibia.

The regional workshops were followed by four-day national ToT workshops in which a number of teachers from selected schools were trained in skills of facilitating the TUSEME process. As the ToT sessions gathered steam, it became apparent that there was a need for a training manual as a guiding tool for all facilitators. As a result of combined efforts between FAWE and the Department of Fine and Performing Arts of the University of Dar es salaam, a Teacher's Handbook was compiled and published in 2005. It is called *Empowering Youth through 'Tuseme': A Teacher's Handbook* (published in February 2005 by Miali Training Centre in Tanzania).

(b) TUSEME Clubs

TUSEME clubs are vital tools for empowering girls in a systematic and regular way. They provide a forum for students to discuss their academic and social problems critically. They are in fact the pillars of the existence and development of TUSEME activities in the schools. Their leadership structure is similar to any other known clubs. Their functions include the following:

- Helping each other in academic matters through group discussions, debates, individual consultations, and sharing of learning materials.
- Linking students with teachers and the school administration.

- Discipline reinforcement amongst club members
- Speaking out about day-t-day problems arising in their schools
- Designing annual action plan at school level
- Using theatre for development as a tool for research, empowerment and participatory planning.
- Development of leadership talents among TUSERME students.

(c) TUSEME Festival and Newsletter

TUSEME organizes an annual festival at national level. Each member school is usually allowed to bring along 15 students and two teachers. The festival is an opportunity for these members to share experiences, ideas and skills. During the festival different activities take place including theatre performances, poetic drama, exhibitions, tuitions, discussion with role models, study tours and awards. Students from non-TUSEME schools may be invited to watch.

There is also a *TUSEME Newsletter* which publishes articles, cartoons, plays, poems and even stories. The Newsletter sometimes publishes a special issue to honour or capture a special event. There was, for example, a special issue on the TUSEME graduates' conference that took place in May 2005. The special issue contains twelve testimonies by graduates on what TUSEME had done to or for them.

Achievements and Impact

By the end of 2006 more than 70 schools in Tanzania had adopted the TUSEME programme and, in most such schools, the empowerment skills inculcated by TUSEME have translated themselves into the following positive results:

(i) Improved academic performance. Girls' academic performance at schools in Bagamoyo, Msalato and Mgugu—schools which adopted TUSEME programmes fairly early on—has improved significantly, in comparison with performance in the previous years. For Msalato Girls Secondary School, for example, the average scores in the national examinations have not dropped below 55% since the inception of the TUSEME

process. Before TUSEME, the scores could hit as low towards the bottom as 14%. Similar improvements are noticed in the other schools. Improved performance has also resulted in a more positive attitude by school teachers towards their female students.

(ii) *Reduced dropout and pregnancies.* The number of girls who usually drop out of school on account of pregnancies has likewise been significantly reduced. For example, at Songea girls' school in Tanzania, 15 girls dropped out of school due to pregnancy in 1999. This was before the process was introduced. After the introduction the following year, 2000 there were eight cases of pregnancies and in 2001 only three cases were reported. The same pattern is noticed in other schools.

(iii) *A noticeable attitudinal change.* Parents and teachers have reported that they see a significant difference in attitude between girls who have undergone the TUSEME process and those who have not. The Headmaster of Bagamoyo Secondary School, for example, acknowledges that “for the past few years I have noted that the students who have gone through the TUSEME process in my school are not [do not feel] intimidated to say whatever they feel is not working well around them, within or [outside] the school” (DFPA 1999)

(iv) *Adoption and mainstreaming by Ministry.* Because of the experienced positive effects of the programme, the Tanzania Ministry of Education and Culture has mainstreamed TUSEME into its secondary education development plan, under the girls' retention and achievement component of the quality improvement strategy. The plan is that TUSEME will be mainstreamed in all secondary schools, a total of 1890, by the year 2009. A seven-member technical committee has been formed in order to ensure a focused approach to mainstreaming of the TUSEME programme into the government's Secondary Education Development Plan (SEDP). The committee consists of representatives from the Ministry, the University and FAWE, Tanzania Chapter.

(v) *Adoption across national borders.* The dramatic impact of TUSEME on schools, particularly on girls, has been so impressive that, through facilitation by FAWE, thirteen

other countries in sub-Saharan Africa have in various ways adopted the approach. These countries are Kenya, Rwanda, Malawi, Namibia, Zimbabwe, Zambia, Senegal, Guinea, Mali, Chad, Burkina Faso, The Gambia and Ethiopia (see testimonies below). [FAWE is a pan-African non-governmental organization, founded in 1992 in order to increase access, improve retention and enhance the quality of education for girls and women in Africa. FAWE's membership includes African women ministers of education, permanent secretaries and university vice-chancellors, all who come together and, by virtue of their positions and experiences, hope to wield influence on their constituencies and society in general in the pursuit of FAWE's goal].

(vi) Testimonies of impact: a sample from country reports. ETHIOPIA: In April 2005, the Ethiopia National Chapter of FAWE began to implement the action plan it had developed during a TUSEME training of trainers' workshop in Nairobi the previous year. The chapter launched its TUSEME-Speak-Out programme in ten high schools, comprising 20,577 students that were selected jointly with the Government Education Bureau. Three of the selected schools, located outside Addis Ababa (in Ambo, Nazareth and Awassa) were already working with the National Chapter on the bursary programme. A total of 110 students, directors, vice-directors and teachers from ten schools took part in that first TUSEME ToT workshop. Six of the teachers were women. In addition to the Ethiopian team of three, five people from Kenya and Tanzania provided critical backstopping support during the workshop. TUSEME is catching up in Ethiopia. The National Chapter hopes that other schools will be able to replicate the programme in due course.

MALAWI: On Sunday, 20 November 2005, FAWEMA (the FAWE Malawi chapter) launched a TUSEME Club at St. Joseph's Teachers' Training College, an all-female institution with a population of 360. All of them attended the launch and automatically registered as members. According to Esther Msowoya, the FAWE National Coordinator,

It was an historic achievement registered by FAWEMA, for, firstly, it was the first-ever club established in that college; secondly, it was established within one day – on a Sunday – and without any funding and facilitation. Instead the students

catered for us. Usually TUSEME targets secondary and primary schools, but we targeted a TTC and it is going as a test case”.

The chapter is considering replicating this process in the other five TTCs in the country.

TESTIMONIES BY INDIVIDUAL GIRLS: The following are only selected cases from outside Tanzania. From Kenya: “As an individual, I wish to give sheer gratitude to TUSEME Club because after joining it, it has really helped me to speak out and express myself in different ways. I hereby wish to encourage as many girls as possible to join TUSEME Club in the school as it goes a long way to ensure the holistic development of girls like me. Bravo ‘TUSEME’. You are a true friend!” (Grace Nyawira, AIC Girls, Kajiado. Kenya, in *FAWE News* Vol. 13 No. 4).

“The TUSEME programme has helped to empower girls to say “No” and free them from the bondage of repugnant cultural practices that hinder their education and impede their economic development. The girls no longer have to walk with their heads down or dig the ground with their toes as they talk to men. With its variety of activities, among which is theatre for development, TUSEME is an effective tool for empowering girls to ‘speak out’ and say “No” (Rhoydah Nyambane, in *FAWE News*, *ibid*).

(vii) Documentation. Besides the Teacher’s Handbook mentioned earlier and the Newsletter series, there are a number of documents, both published and unpublished, about TUSEME and its activities. Many are reports about some major events such as Annual Festivals. Others are evaluation reports on some specific issues or about TUSEME as a project. There are also other documents in the form of student dissertations analyzing a particular issue or a certain aspect of TUSEME. There are also occasional publications or reports. Some of these are captured in an appendix below. These serve as a reservoir of ideas and experiences to which any school, country or group could make reference, without having to re-invent the wheel if wishing to start a similar programme in a comparable social and cultural environment.

Problems and Challenges

The main challenge that faces TUSEME is how to reach out farther and faster. The gender gap in education in sub-Saharan Africa is still big. Bridging it requires numerous resources and strategies. At the Education Forum on for All Conference in Dakar in 2000, governments re-dedicated themselves to work harder to bridge the gender gap in primary and secondary education by 2005 and to achieve gender equality in education by 2015. That goal is still a mirage. Experience has shown that girls face numerous problems in their academic and social development. Helping them to understand those obstacles and involving them in finding ways of overcoming those obstacles is the basic mission of TUSEME.

TUSEME has received support from some development partners' organizations like the Swedish International Development Agency and the Forum for African Women Educationists. More resources are needed in order to reach out farther and faster.

An additional challenge facing TUSEME is how to sustain the momentum once the process has taken root in a particular school. One way of ensuring this is to persuade governments to streamline the TUSEME process into their curricula as a special strategy for improving girls' education. This has already succeeded in Tanzania, Kenya and Rwanda. Efforts should be made to persuade other countries to do the same.

The Way Forward

The Department of Fine and Performing Arts of the University of Dar es salaam has received some seed money to carry out more focused research studies on the various aspects of the TUSEME process in order to refine it and corroborate its effectiveness as an empowerment tool. The Department plans to mount a Master's programme in the use of theatre as a pedagogical tool in education and a galvanizing strategy for social development. The programme will also include training in gender-responsive pedagogy. It is hoped that the programme will help to popularize the process and generate more and better learning materials for use by TUSEME. A video film of TUSEME is already available.

APPENDIX [A]: Selected Key TUSEME Training Workshops, 2000-2005

No	Activity	Objective	Target group	Date and Place
1.	Training workshop	To enhance the capacity of TUSEME teachers	21 secondary school teachers	17 th – 21 st January 2000
2.	Training workshop	To enhance the capacity of TUSEME teachers	21 secondary school teachers	18 th – 23 rd October 2002
3.	Training workshop	To expand the pool of TUSEME facilitators in line with the expanding TUSEME schools.	10 TUSEME methodology facilitators	27 th – 29 th December 2002
4.	Training workshop	To practically go through the TUSEME process and understand it.	12 heads of secondary schools	21 st – 22 nd June 2004
5.	Training workshop	To analyze, discuss and improve the TUSEME Guidelines-Kit for its optimum implementation within the school environment.	12 heads and 12 teachers of secondary schools	23 rd – 24 th June 2004
6.	Training workshop	To make heads of school understand the TUSEME methodology	11 Heads of Secondary Schools	17 th – 18 th August 2004 (Morogoro)
7.	Training workshop	To increase and enhance the skills of TUSEME resource persons in Gender skills, life skills, and counselling and guidance skills.	20 TUSEME methodology facilitators	21 st to 23 rd January 2005
8.	Training of Trainers Workshop	1. To provide the trainers with a background on girls' education in Sub-Saharan Africa and Tanzania in particular with the focal point on SEDP 2. To Train the trainers into skills to carry out training of trainers for teachers in Morogoro.	Resource persons and TUSEME facilitators, government and organization officials	17 th -19 th September 2005

APPENDIX [B]: Selected TUSEME Documentation

TUSEME Project (1997). Bagamoyo Secondary School Workshop Report. FPA. UDSM

TUSEME Project (1997). Msalato Secondary School Workshop Report.

TUSEME Project (1999). 'An Impact Assessment of the TUSEME Project: 1997/98'. Department of Fine and Performing Arts.

TUSEME Project (2003). *TUSEME Project Guide Kit*. DFPA

TUSEME Project (2004). *TUSEME Project Guide Kit*. FPA

TUSEME Project (2005). *TUSEME Handbook: Empowering Youth through TUSEME: A teacher's Handbook*. DFPA.

FAWE (2004). *TUSEME "Speak Out" – Tanzania: Best Practices in Girls' Education in Africa*. Nairobi.

Lebejo, G. (2005): "Drama as an effective Tool of Communication among the Youth: The Case of the TUSEME project." UDSM MA Dissertation (Unpublished)

Mlama, P (2005). In *FAWE NEWS*, Volume 13, Number 4.

CONCLUSION

REDET and TUSEME stand out as testimonies of the University of Dar es Salaam's commitment to build bridges with the broader society. As explained in the introduction, right from its inception the University was repeatedly warned not to fall prey to an 'ivory tower' complex but to strive to reach out to the people and join hands with them as they struggle to overcome ignorance, poverty and disease, the main enemies of humanity. The University should prepare graduates who must actually be part of the struggle as they undergo their training.

Also as hinted in the introduction, there are many other initiatives that the University is engaged in, which are of a nature similar to the two global projects described. These two are being highlighted mainly because of their largeness of scale and impact. What all these initiatives underline is that the knowledge, skills and expertise that is imparted in the University should be made available—or else bear development advantages—to the common man and woman in the villages and streets *as well*. Both projects are premised on the concept of power and its unequal distribution in society. While REDET is concerned with powerlessness and bewilderment of the ordinary citizen in the wake of multi-party politics, TUSEME is concerned with powerlessness among secondary school girls. They both seek to empower the target groups with knowledge and skills by which to fully participate in the wider community and to benefit equally from the fruits society can offer. Such empowerment is a multi-dimensional social process, leading as it should to social, political, economic and cultural uplift for all. It is a process that therefore requires a combination of inputs.

Because it draws experts from different disciplines, the university is one of the institutions that are best placed to supply the requisite inputs for the success of such empowerment programmes. REDET and TUSEME have undoubtedly helped many people to gain control over their own lives and to use that control not only to improve their own lives, but also their communities and the society as a whole. For the University of Dar es Salaam, the two projects have undoubtedly helped to promote its civic role and its social responsibility and relevancy.

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