



MZUMBE UNIVERSITY



CONVOCATION

NEWSLETTER

About Mzumbe

Mzumbe University was established by the Mzumbe University Charter, 2007 under Section 25 of the Universities Act, No. 7 of 2005 which repealed Mzumbe University Act, No 9 of 2001.

Vision

Mzumbe University is recognized as a leading institution in Africa for demand driven knowledge generation, application, preservation and dissemination for socio-economic development by 2025.

Mission

The Mission of the University is to provide opportunities for acquisition, development, preservation and dissemination of knowledge and skills through training, research, technical and/or professional services.

“Tujifunze kwa Maendeleo ya Watu”



FROM THE CONVOCATION PRESIDENT

Ludovick S. L. Utouh CONVOCATION PRESIDENT

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Dear Convocation members, I pray that you are all healthy, strong, and safe during these challenging times. Even in the midst of this global pandemic, Mzumbe University continues to undertake its core activities of teaching, research and consulting. Likewise, it has recorded numerous achievements in a variety of fields which have further enhanced its reputation and standing in the Higher Education Learning and public arenas. It gives me immense pleasure to congratulate the graduating students, and staff of Mzumbe University on the occasion of its 20th Convocation. Hongereni sana! Now that you are

University graduates, you automatically become bonafide members of the Mzumbe University Alumni for which I cordially welcome you on board to effectively become active members of this noble association.

Once again on behalf of all the convocation members, I would like to take this opportunity to express our sincere gratitude to the Chancellor, Council and the entire Management Team of Mzumbe University for the peace and tranquility maintained at all Campuses, and more so the completion of the academic and administration buildings at Maekani area in Morogoro, and Tegeta in Dar es salaam. The

completion of these facilities inevitably increases the university's capacity to undertake its core activities of teaching, research and consulting. These achievements will enable the university's customers to learn more comfortably as we did during our stay at the then Institute of Development Management (IDM) Mzumbe which later was transformed into the current Mzumbe University

Let me urge all convocation members to spare a moment and be filled with good memories of great experience that we ought to remember in our lifetime during our stay at the University. We said good-bye to a place we called home for the duration of our study,

where the opportunities were many to grow personally and professionally, where we met new and old friends and acquaintances, where we spent our time between classes. No matter where life has taken us since we graduated or how Mzumbe University has changed since we departed, part of our heart still lingers within Mzumbe University or IDM Mzumbe. Let us continue to be good ambassadors of this great institution and cherish the good name and reputation of the university by supporting the university development through attending events and making generous contributions and donations. I believe we should feel proud and honoured to pay back to the Institution which made us what we are today!

I am so very proud of all graduating students. We hope you will keep Mzumbe University's flag flying high. Those that graduated for the first time are encouraged to further their studies because we want to produce the best for the nation in both the public and private sectors.

For whatever plans that you have laid, the important thing is to stay true to the Mzumbe University Motto which is "Tujifunze kwa Maendeleo ya Watu". Go forth and give your best and remember there is no limit to success. Once again to the graduating students, enjoy your graduation!

FROM THE VICE CHANCELLOR

HOME SWEET HOME;



Prof. Lughano Kusiluka
Vice Chancellor - Mzumbe

ACHIEVEMENTS OF MZUMBE UNIVERSITY IN THE 2019—2020 ACADEMIC YEAR

In my last year message to this journal, I identified various achievements, which we had recorded academically and in various construction projects under the supervision of Mzumbe University through its three campuses—Morogoro, Mbeya, and Dar es Salaam.

Before explaining the development reached in 2020, I wish to thank all the university alumni for your continued cooperation with the university management in achieving some of the goals, including diverse innovations to bring all alumni together and form a wide network that works jointly towards the development of our university.

In a special way, I wish to recognize and appreciate the efforts and support made by Convocation President Hon. Ludovick Utouh; for his immense

I am glad to great and kindly invite you all on behalf of the Management and the entire community of Mzumbe University, to this Convocation News Letter 2020, with inspiring stories, articles and information about Mzumbe University.

Since last year, Mzumbe University has continued to implement the 4th Corporate Strategic Plan (2017/2018-2021/2022, with the core functions namely: teaching, research, consultancy and outreach services.

tions and constructive ideas that he gave the management of Mzumbe University, to reach our targets, as well as creating new strategies to fortify and widen the Alumni association of Mzumbe University.

Congratulations to the 2020 graduates

In the 19th graduation of Mzumbe University in the year 2020, a total of 3,751 students have graduated from all three campuses at various academic levels. Out of all graduates, there are 1,857 males equal to 49.5 percent and 1,894 female equivalents to 50.5 percent. Five of the graduates will be awarded PhDs; 562 students graduate with Masters degrees; 2,268 finalists receive bachelor's degrees; while 583 students will be awarded various Diplomas as 333 students get various certificate awards.

Mzumbe University congratulates all graduates who have successfully accomplished their studies in 2019/2020 academic year. We firmly believe that all the graduates are academically well trained and will serve as development catalysts wherever they go, fronting in deeds our philosophy of morality, truthfulness, patriotism, professionalism, and hard work in effective participation in the development of our nation.

These graduates are now part of Mzumbe University graduate family. My belief is that wherever they go, they will meet and be cordially received by their colleagues who graduated from Mzumbe University ahead of them and they will embrace each other as one family and cooperate to bolster and uphold our brotherhood.

Congratulation messages and appointment reports

Congratulation to the outgoing Chancellor

Our University was lucky to get the Chairman of the University Council, who was appointed for the second term by President John Magufuli. I wish to take this opportunity to sincerely congratulate the Chairman of the University Council, Prof Mathew L. Luhanga for his reappointment to continue leading the university, effective September 30, 2020.

Academic achievements

During the 2019/20 academic year, under the leadership of the University Council, Management, Workers and Students, we have continued to implement the basic responsibilities of the University as they are prescribed in the University Charter of 2007 as well as the execution of the fourth strategic plan (2017/2018–2021/2022). During the 2019/20 Academic Year, the University registered a total of 11,967 students, with 7,207 of them registered in the main campus while 3,786 students were registered in Mbeya and 974 Dar es Salaam College, respectively. Some of the registered students are among the graduates in this graduation.

Also during this period, all the 77 programmes conducted by Mzumbe University were certified by the Tanzania Commission for Universities (TCU), which also approved the elevation of the status of our Mbeya and Dar es Salaam campuses into campus colleges.

On behalf of the management, employees, students and the entire University Community, I wish to congratulate Honourable Barnabas Samatta, the Chancellor of Mzumbe University who has completed his outstanding leadership tenure of 12 years. The large part of the achievements and development of this university were registered during his reign. We sincerely thank and congratulate him for exceptionally leading the University for the entire period.

Congratulation to Dr Ali Mohamed Shein for his appointment as the new Chancellor of Mzumbe University

On November 24th 2020, the President of the United Republic of Tanzania, H.E Dr. John Joseph Pombe Magufuli appointed Dr. Ali Mohamed Shein, a retired President, and Chairman of the Revolutionary Council of Zanzibar, as the new Chancellor of Mzumbe University.

The community of Mzumbe University, in our totality, thank our president for the high respect he has accorded our University through the appointment of H.E Dr. Ali Mohamed Shein as the new Chancellor of our institution. Dr. Shein is an extinguished leader who has demonstrated enviable and highly efficient leadership in all the top positions he has occupied in the Union and Zanzibar Governments, including being the Chancellor of the State University of Zanzibar (SUZA). Our University is indeed lucky and we firmly believe that Dr. Ali Mohamed Shein will use his vast experience to steer our university to greater heights. We have humbly and happily received this appointment and we promise to accord him the cooperation he will need through continued hard work and professionalism to achieve the goals of our University.

Congratulation to the Chairman of the University Council, Prof Matthew L. Luhanga.

The job, which the chairman performed during his first term and his vast educational sector experience, which he brought to our university has been the catalyst for positive academic development and other areas in the university. We thank the president of the United Republic of Tanzania H.E Dr. John Joseph Pombe Magufuli for this appointment.

Research and capacity building for our professionals

During the 2019/20 Academic Year, the university continued with the execution of 22 projects on research and capacity building, with the University financing 11 research projects. The university allocated a total of 100 million Tanzanian shillings to finance the projects with the aim of boosting the capacity and experience of young academicians in the preparation and execution of research projects. Generally, research projects consumed about 2.7 billion Tanzanian Shillings during the year.

The outcomes of the researches conducted by our academicians are being published in various academic journals within and outside the country. In this year, a total of 45 publications were prepared by our academicians and published in various international journals.

Professional Consultancy

During this year, the University executed 12 consultancy projects and conducted short-term training in 23 institutions and Corporations.

Community Development Services

During the year, the University implemented seven community development projects, which focused on various areas, especially capacity building for small entrepreneurs in a number of sectors;

legal aid to citizens without the capacity to hire the services of lawyers; and capacity building for teachers and students in primary and secondary schools on the use of information and communication technology.

Infrastructure Construction and Renovation Projects

Follow-ups on the project for the construction of Academic and Administration block in Mbeya Campus College. The project was handed over to the University on November 12, 2019 and remained on the provisional period for one year. We are glad to report that this building, which has lecture theatres and classrooms with the capacity of accommodating 908 students at once and offices for 48 workers, has remained intact. The construction of the building cost about 3 billion Tanzanian Shillings. Students the hostel's construction project at the Main Campus, which was in progress, is now complete and was commissioned to the University on August 24, 2020. Currently, arrangements to get contractors for furniture installation are continuing. The hostels whose construction cost 6.5 billion Tanzanian Shillings have the capacity to accommodate 1,024 students at par.

Construction project for classroom and lecture theatre block in the Main Campus has been completed and was commissioned to the University on November 2, 2020. The building has the capacity of 1,000 students at once and offices for 50 workers. Con

struction of the building has cost about 3.1 billion Tanzanian Shillings. Massive repairs and improvement of infrastructure at the former parents' secondary school at Tegeta have been completed. The new facility will have a capacity of 1,455 students. With the imposing infrastructure, which has consumed about one billion Tanzanian Shillings, the buildings are current used for bachelor programmes in the 2020/21 academic year.

Construction of a 140-student classroom in the Main Campus as well as the expansion of other infrastructure and addition of 570 spaces for students have been accomplished, costing about 120 million Tanzanian Shillings.

There have been renovations of five hostels—three in the Main Campus and two in Mbeya Campus College—as well as 10 workers' houses in the Main Campus, costing about 200 million Tanzanian Shillings.

The execution of various construction projects and repairs of infrastructure at Mzumbe University in their totality has cost about 15 billion Tanzanian Shillings. This is testimony to the huge investment by the Fifth phase Government under the firm leadership of our lovely President Dr. John Pombe Magufuli. This massive investment is of its kind in the infrastructure of our university.

Our sincere appreciation to our leaders in the Ministry of Education, Science and Technology under the Minister, Professor Joyce Lazaro Ndalichako; Permanent Secretary

Dr Leonard Akwilapo and other executives in the Ministry for seeing the challenge of scarcity and dilapidated teaching, learning and accommodation infrastructure in our University.

Conclusion

In conclusion, I deem it appropriate to emphasize the issue of investment and joint responsibility towards ensuring that Mzumbe University continues to grow and become a center of excellence for learning and providing education. The government alone can not afford to meet all the infrastructure demands at the University. That is why I also wish to join the President of the Alumni Council to implore all graduates from Mzumbe University since it was an Institute of Development Studies (IDS) to bear the responsibility of developing our University. There are still many investment opportunities, including the construction of student hostels, shopping malls, sports complexes, and entertainment spots.

Currently, our database of graduates who have been registered as Alumni in the Alumni Council has 21,728 members as per 2019 records. We urge all graduates from this university to continue mobilizing each other to ensure all graduates from Mzumbe University become part and parcel of this huge family and closely cooperate in the development of Mzumbe University through constructive ideas, material support or any other appropriate contribution as per our institutional moto: "Tujifunze kwa Maendeleo ya Watu"

WELCOME AGAIN TO MZUMBE UNIVERSITY

"TUJIFUNZE KWA MAENDELEO YA WATU"

DR. SHEIN CHANCELLOR OF MZUMBE UNIVERSITY

By Fatna Mfalingundi

The retired President of the revolutionary Government of Zanzibar and the Chairperson of the revolutionary Council of Zanzibar, H.E. Dr. Ali Mohamed Shein whose investiture as the Mzumbe University chancellor took place on 5th January, 2021 at "Nakutunuku ground", Mzumbe University Main Campus in Morogoro. The investiture came after the former University chancellor retired Chief Justice Hon. Barnabas Samatta tenure expired on 2nd January, 2021 having served in the position for 12 years.

In his address to the public in the investiture Dr. Shein, who was appointed by the President of the United Republic of Tanzania, H.E. Dr. John Pombe

Magufuli on 26th November, 2020 to lead Mzumbe University being the third Chancellor, vowed to make the University connected to other universities in Tanzania and to sustain research and development projects initiated by the retired Chancellor.

After the investiture Dr. Shein, visited development projects at the Main Campus, namely construction of hostels funded by the Government of Tanzania which worth about 6.5 billion. The hostels carrying capacity is 1024 Students at once. In addition, the University had constructed an Academic building funded by University own source which worth about 3.1 billion. The academic building includes classes, offices, and lecture theaters that can accommodate 1000 students at once. The buildings are located at Maekani area in Morogoro.

Furthermore, Dr. Shein visited Mbeya and Dar es Salaam Campus Colleges where he addressed Students and staff. During all his visits he insisted hard work, team work and integrity. He promised to work tirelessly with all stake holders to see Mzumbe University becomes one of the best universities in the world

Again in the Campus colleges, Dr. Shein visited development projects whereby in Mbeya Campus College, he visited the new Administration block and in Dar es Salaam Campus College he visited the new Tegeta center which now offers two Bachelor Degree programmes.



Dr. Ali Mohamed Shein

Chancellor-Mzumbe University signing
to the Vice Chancellor office



The retired Chancellor of Mzumbe University Chief Justice, Hon. Barnabas Samatta (left) handing over the working tools to the new Chancellor, the retired President of the revolutionary Government of Zanzibar and the Chairperson of the revolutionary Council of Zanzibar, H.E. Dr. Ali Mohamed Shein (right) during the investiture held on 5th January 021 at the Main Campus



Mzumbe University Chancellor Dr. Ali Mohamed Shein (middle) conversing with the Vice Chancellor, Prof. Lughano Kusiluka (right) during the investiture. Left is the Vice Chairperson of Mzumbe University Council, CPA Pius Maneno.



The Chancellor Dr. Shein (middle) singing the University anthem together with the Mzumbe University Community



The Chancellor Dr. Shein (middle) singing the University anthem together with the Mzumbe University Community



The Vice Chancellor of Mzumbe University Prof. Lughano Kusiluka giving remarks to the Audience during the investiture



The retired President of the revolutionary Government of Zanzibar and the Chairperson of the revolutionary Council of Zanzibar, H.E. Dr. Ali Mohamed Shein addressing the Public during the investiture held on 5th January 021 at the Main Campus

TRANSFORMING EMPLOYABILITY FOR SOCIAL CHANGE IN EAST AFRICA (TESCEA): EVOLUTION AND SUCCESS

TESCEA (Transforming Employability for Social Change in East Africa) is a three-and-a-half-year project (2018-2021) intended to respond to unemployment problem among graduates in East Africa through entrepreneurship prospects in East Africa through curriculum redesign, pedagogical restructuring and promoting collaboration with employers. TESCEA is part of the UK-Aid-funded Strategic Partnerships for Higher Education Innovation and Reform (SPHEIR) programme

The objectives of TESCEA include; to act as a platform to share academic experiences with industry/ employer and community; to redesign courses to improve the programmes and make graduates employable or create their own jobs and to enhance pedagogical skills and improve academic staff teaching methods. These objectives are aligned with the key targets in the MU 4th Corporate Strategic Plan 2017/2018 - 2021/2022 especially in the Key Result Area of Teaching and Learning such as target A1.3.11; where at least 80% of the academic staff are expected to be equipped with relevant digital skills for modern academic delivery by June 2022; target A1.5.1 where existing curricula review process is expected to be aligned to market demands and target D4.3.2: where gender issues are

The project partners are INASP (Lead partner-UK Based Organization), Mzumbe University (MU), Tanzania, University of Dodoma (Tanzania), Gulu University and Martyrs University (Uganda), Association for Faculty Enhancement in Learning and Teaching (AFELT) (Kenya) and ASHOKA East Africa- Kenya based Regional network for social entrepreneurship. The focus of the project is on embedding critical thinking and problem solving in three (3) selected undergraduate programmes without

expected to be mainstreamed in MU programmes and operations by June 2022. Objectives of TESCEA are also aligned with some national strategies and guidelines such National Skills Development Strategy, national internship and apprenticeship guidelines.

TESCEA PROJECT ACTIVITIES CONDUCTED FROM 2018 TO DATE

In collaboration with other partners, the following activities have been conducted to accomplish the TESCEA objectives since the project KICK-OFF meeting held on the second week of June 2018;

- The first collaborative National Joint Advisory Group (JAG) meeting in collaboration with University of Dodoma (UDOM) was conducted at UDOM on 17th August 2018 to introduce the project at the national level and creating awareness to different public and private organizations.



Dr. Perpetua J Kalimasi

MU TESCEA Project Lead

completely reforming them. The selected programmes include Bachelor of Science in Information and Communication Technology with Business (Bsc-ICTB), Bachelor of Education in Economics and Mathematics (BEEM) and Bachelor of Business Administration in Entrepreneurship and Innovation Management (BBA EIM).



- The first combined Transformative Learning workshop (TLW) was conducted in Arusha on 9-15th September 2018 to introduce academic staff to the transformative learning concepts and expected project outcomes.



of academic Departments hosting the selected programmes and all Faculty/- School Deans and Directors.

The first Training of Trainers (TOT) was conducted in Arusha on (3-7th June 2019) to "MULTIPLIERS" (lecturers who were involved in the course redesign and found to be fully committed in the redesign of their courses as part of TESCEA implementation). The training aimed to capacitate multipliers for them to be used to train other staff.

•The first Monitoring, Evaluation, and Learning (MEL) workshop was conducted at UDOM from 11th March to 12th March 2019. The workshop aimed at providing an overview and understanding of delivery MEL within TESCEA and SPHEIR; familiarise the TESCEA team with the mechanics of "doing" MEL within TESCEA, and enabling other teams outside of TESCEA to grow their own capacity in MEL. The workshop was facilitated by 2 INASP MEL coordinators, MU MEL coordinator and UDOM MEL coordinator. Seven (7) other MU staff also attended the workshop.

•The second MEL workshop was conducted in Nairobi, Kenya at

•The second MEL workshop was conducted in Nairobi, Kenya at Double Tree hotel on 5th-9th August 2019. The purpose of the workshop was to collectively review and learn about how MEL has supported the wider TESCEA project, agree on the focus areas in the coming years, and agree on the best way forward to support the project and address any potential challenges. MU MEL coordinator attended this workshop.

•The Second MU JAG meeting was conducted on 30th August 2019 at Mzumbe University main campus.

•The first Students' portfolio workshop was conducted at Mzumbe University and was attended by leaders of student's clubs and their patrons/matrons. The workshop was facilitated by ASHOKA.

•The second round of Transformative learning and course redesign workshop with gender-responsive pedagogy contents was conducted at

•The first MU JAG meeting was conducted on 21st December 2018 at Mzumbe University with representation from National Economic Empowerment Council (NEEC), Ministry of Education, Science and Technology (MOEST), SIDO, CRDB Bank, and selected Heads of Secondary Schools where some MU teacher trainee graduates have been employed.

•The first round of Transformative Learning and course redesign workshop was held from 14-18th January 2019 at Morogoro Hotel to 12 academic staff as well as heads



the expert from ASHOKA facilitating the first student portfolio workshop at MU

Kingway Hotel from 26th September -4th October 2019. This training was jointly facilitated by Mzumbe University multipliers and AFELT team. 13 academic staff across units were trained.

•The third MU JAG Meeting was conducted on 19th December 2019 at Mzumbe University.

•Guest Lecture on Employability Issues in Tanzania was conducted at Mzumbe University on 24 January 2020. It was open for all MU students. Speakers from the Prime Minister's Office,



MU student demonstrating a sample portfolio to the group

National Economic Empowerment Council, Tanzania Agency for employ-

ment, and Skills Agency presented various opportunities for graduates.

- The third round of Transformative learning and course redesign workshop with gender-responsive pedagogy contents conducted at GR Hotel Mbeya (21 academic staff were

were trained) on 10th -14th February 2020

- Online training on lesson planning was conducted from the second week of June 2020 to MU multipliers

- Online JAG meeting (4th JAG meetings) was conducted on 12th June 2020

- Online students and lecturers' portfolio management training was conducted from 28th -29th September 2020 where 28 members of academic staff and 53 students from 11 MU learning clubs were trained on portfolio development.

- MU JAG 5th JAG meeting was conducted at Mzumbe University Main campus on 30th September 2020.

- Online teaching and learning strategies training is currently conducted for all course designers and it is still in progress. This training is open to all academic staff for them to update their teaching strategies.



MU students participating in the first guest speakers' workshop at MU Main Campus Morogoro

TESCEA UPASCALLING AND SUSTAINABILITY STRATEGIES

- TESCEA Project recruited a pool of eight (8) dedicated curriculum and gender MULTIPLIERS across academic units who have been used and they are still used to train other staff on transformative learning, course redesign, and gender-responsive pedagogy issues. These multipliers are endowed with important pedagogical knowledge and skills.

- TESCEA project trained a pool of CHAMPIONS across



MU TESCEA Gender and Curriculum Redesign Multipliers with TESCEA project manager, MU Vice Chancellor and AFELT mentor during 3 round course redesign workshop in Mbeya (February 2020)

academic units. The champions are used as ambassadors to promote TESCEA ideas in other academic units. They are expected to create more awareness on the importance of transforming teaching and learning. A total of seven (7) champions have participated in the third-round transformative learning and course redesign workshop.

- MU Policy review where TESCEA team has been

- contributing to various policy development and review including teaching effectiveness policy and gender policy.

- Through linkage from JAG members from Prime Minister's Office, TESCEA was invited and has submitted a proposal entitled "Enhancing Employability Skills through Linkages and Internships". It is expected from this initiative that the TESCEA approach will be sustainable

even after the end of the current funding.

- Memorandum of understanding between Mzumbe University and Tanzania Youth Coalition has been drafted for future support of graduates

Concluding the TESCEA Learning and Adaptation Journey

TESCEA project has made it possible for Mzumbe University academic staff to learn and adapt important concepts and skills for transforming teaching and learning processes in the foci of critical thinking and problem-solving skills. Some useful philosophies and frameworks have been oriented to staff during workshops from readings such as pedagogy of the oppressed, taxonomy of significant learning and transformative learning cycle to mention some. Some concepts such as lesson plan, course redesign, gender-responsive pedagogy, lecturer portfolio, student portfolio, Joint Advisory

Mzumbe University's top management has been at the forefront to support all these initiatives. Great team commitment is highly appreciated from Dr Albogast Musabila (Deputy Lead and Project Coordinator), Dr Mursali Milanzi-the (Monitoring Evaluation & Learning-MEL Coordina-

tor), Dr Jennifer Sesabo (Curriculum & Gender Lead), Dr Felichesmi Lyakurwa (the Curriculum & Gender Assistant), Dr Patrick Kihoza (Staff & Student engagement coordinator), Dr John Ubena (JAG coordinator), Ms Mara Mwinyigogo (Administrative assistant) and Mr Theophil Mdee (Financial Coordinator).

Group, and banking concept have become common to staff who participated in various workshops on one hand. On the other hand, staff who participated in various workshops are now aware of some platforms such as learning-designer and google classroom. TESCEA has also made a great contribution on improving digital skills through various online courses and online meetings among project members and the entire university. Through TESCEA JAG meetings, students, lecturers, employers, and graduates do regularly sit on a roundtable to discuss employability challenges and opportunities.

OUTREACH ACTIVITIES INVOLVING THE DIRECTORATE OF LIBRARY AND TECHNICAL SERVICES (DLTS)

By Sarah Mwambalaswa

Library Clubs

Library club is the group of people who meet regularly to do activities related to library. The activities include reading, searching of information and networking.

Advantage of Library Club

- Advantages of Library Club include:
Providing access to more sources of print and digital materials to support reading.
- Offering support for children to improve reading, literacy skills and confidence.
- It is a platform to gain new knowledge and skills for personal development, which they will use throughout their lives.

Establishment of Library Club

Directorate of Library and Technical Services (DLTS) collaborate with schools since 2018, through commemoration of "World Book Day. In March 2020, DLTS established Library clubs in primary and secondary schools at Mzumbe ward. The main objective is to instill reading culture to schoolchildren. After school's hours, Mzumbe University Library staff visit schools and have different activities depending on the class. At primary schools, we have three groups; std I - II, std III - IV, and std V - VII. Secondary school we have also three groups; Form I - II, form III - IV, and form V - VI.



Mzumbe Primary Schools happy after Library Club session

Mzumbe University (MU) surrounded by several villages includes Changa-rawe, Tangeni, Vikenge and Sangasanga to mention few. These villages are in one ward called "Mzumbe" where University is also located. Mzumbe ward consists of six primary

schools namely Changarawe, Mzumbe, Vikenge, Masanze, Tangeni and Mnyanza; and have three secondary schools, which are Mzumbe, Askofu Adrian Mkoba and Mongola.

Outreach Activities Guideline for March To June 2020

PROGRAMME	MONTHS	ACTIVITIES	EXPECTED OUTCOME
Library Orientation Programme	March	<ul style="list-style-type: none"> • Rules of library • Parts of books • Reading Session 	<ul style="list-style-type: none"> • To Instill reading discipline • To develop reading habit
World Book Day	April	<ul style="list-style-type: none"> • Inauguration of Library Clubs reading competition 	<ul style="list-style-type: none"> • To create awareness of library and books
Newspaper Clipping	May	<ul style="list-style-type: none"> • Newspaper clipping on Science, General Knowledge, Education News, and Environmental News (Primary schools) • Library Management project (Secondary) 	<ul style="list-style-type: none"> • To make them aware of current awareness • To develop skills of critical analysis
Newspaper Clipping	June	<ul style="list-style-type: none"> • Newspaper clipping on Sports news • Story telling 	<ul style="list-style-type: none"> • To make them aware of current awareness • To develop reading habit

Library Club Activities

Activities include Reading sessions, newspaper clipping, Storytelling, Number swaps and Information searching techniques. All these activities build confidence among the children and creating attentiveness.



One of Reading session at Changarawe Primary School

The way forward

DLTS planned to train Library clubs teachers from each schools to give them knowledge on how to manage and coordinate Library clubs. This will allow DLTS to move from Mzumbe ward to another ward within the Mvomero district in Morogoro region.

Sarah Mwambalaswa is a Senior Library Officer who works in the Directorate of Library and Technical Services at Mzumbe University. She earned MSc. In Library and Information Management at the University of Central England in Birmingham, UK; and Advanced Diploma in Business Administration at Mzumbe University (former IDM). Worked as Head, Department of Reader services.

Training to Small-Scale Traders and Disabled people as part of Outreach Programmes

Mzumbe University Dar es Salaam Campus College and Kuehne Foundation



Dr. Omary Swallehe, oswallehe@mzumbe.ac.tz

Outreach is one of the key activities conducted by Mzumbe University in order to assist and solve the problems facing the community and the country at large. The outreach programmes designed at Mzumbe University Dar es Salaam Campus College (MUDCC) are in line with the strategic objectives of the university and are geared towards implementation of the corporate strategic plan CSP 2017/2018-2021/2022. MUDCC realizes the significance of giving back to the community in terms of imparting knowledge to those who need it but could not afford to pay for it as one of the core activities performed at the Campus College.

MUDCC has signed a Memorandum of Understanding (MoU) with VIBINDO Society. The signed MoU is an umbrella for all Small-Scale traders in the country of which the MUDCC is responsible for offering training to the VIBINDO members for free. VIBINDO is responsible for ensuring that the selected members attend the training without any problem. The trainings are provided by the academic staff of the campus college in various areas of specialization.

The seminar was one of its kind whereby small-scale traders were taught on how to leverage on logistics and supply chain management as the means of growing and expanding their businesses in the highly competitive business world. In the first day of the seminar, the participants were equipped with an introduction to logistics and supply chain, the difference between the two phenomena,

strategic sourcing and warehousing management. In the second day of the study, the participants were familiarized with how logistics can create value to the small-scale traders by exposing them to the real cases and examples on how logistics can improve the way organizations operate. In the third day of the seminar, the facilitators tried to link logistics, marketing and operations and how the aspects interfaced one another.

This year training to VIBINDO members aimed at equipping the participants with working knowledge in the area of logistics, marketing and entrepreneurship. MUDCC wanted to expose the participants with how they can leverage on logistics, marketing and entrepreneurship as the means to achieve competitive advantage in the marketplace.

This was a three days seminar from 22nd-24th September 2020, organized jointly by MUDCC and Kuehne Foundation as part of collaboration programme designed to equip participants in the area of logistics and supply chain with the modern techniques in proper handling of logistics operations as the means of creating a sustainable competitive advantage to the firms and poverty alleviation to the country. The training conducted is in line with the main objectives of project-Logistics education for emerging and developing countries-LEED.

The training was facilitated by Prof. Ngowi, Dr. Omary and Dr. Maige Mwasimba.

The second outreach programme for this year was training to the leaders of people with disabilities-SHIVYAWATA. The training was a response to their letter asking an assistance to be trained in areas of entrepreneurship, leadership and financial management. The training was conducted from 12th to 15th October 2020 and

attracted more than 40 participants. The seminar was jointly organized by MUDCC and Kuehne Foundation and conducted at MUDCC-TEGETA. Participants were able to learn the difference between a leader and a manager, different leadership styles, the roles played by leaders, time management, teamwork, entrepreneurship and how to handle financial

resources amongst the topics covered by the facilitators. The seminar was facilitated by Prof. Ngowi, Dr. Faisal Issa, Dr. Janeth Swai and Dr. Seif Muba. Participants were thankful to the university, the organizers of the training and the Kuehne foundation that sponsored the training.

Ways Forward

Next year the MUDCC is looking very much forward to conduct more seminars of this nature and reach more people who need to be trained and conduct tracer studies to know how the participants are using the knowledge acquired to solve the problems. The MUDCC principal, Prof

Ngowi, will assign some of the academic staff and even masters students to work closely with those who attended these seminars for more experience. Business plan and financial regulations knowledge will be given to the leaders of SHIVYAWATA & VIBINDO members.

Dar es Salaam Campus College Tegeta, Now Operational

Mzumbe University Dar Es Salaam Campus College (MUDCC) is located at Upanga area. It was established in 2005 and it has been offering Master's programmes only. The Campus was established to extend services to a wider range of Tanzanians. This is especially for those who want to study at Mzumbe University but for

including work and family cannot move to the Main Campus in Morogoro to pursue their studies.

The area at MUDCC Upanga has been too small for further development, expansion and growth of the Campus and the University at large. Therefore, in 2016, the University acquired the buildings of what was

Tegeta High School. The purpose of this strategic acquisition was to expand the services offered by MUDDC and eventually pave the way for a constituent college of Mzumbe University (MU).

The Tegeta facility is located at Tegeta Kwa Ndevu area in Kinondoni District in Dar Es Salam. It covers

Following the approval from the Tanzania Commission for Universities (TCU) in July 2020 to run academic programmes at Tegeta, the first batch of students has been admitted in the academic year 2020/21. To start with, TCU granted MU permission to offer two programmes at Tegeta from November 2020. These are Bachelor of Accounting and Finance (BAF) Business Sector and Bachelor of Public Administration (BPA) with capacity of 120 students each making a total of 240 students although the installed capacity is for 1,500 students. New programmes will be established step by step in the coming academic years.

The extension of MUDCC Upanga to Tegeta is very important and strategic move given the existing and foreseen increasing demand for undergraduate studies in Tanzania. Among other things, the students' cohort that is the beneficiary of the Fifth Phase Government's policy of fee-free education will soon be joining Universities. The increased number of potential students will need to be accommodated by increase in the capacity of Universities to absorb this extra number.

Tegeta as extension of the MUDCC will contribute in increasing enrollment of the increasing number of students in the short, medium and long term thereby contributing to the government's goal of expanding education to as



many Tanzanians as possible. This is part of investment in human capital which is very crucial in attaining various goals such as the Sustainable

Development Goals (SGDs) in general and SDG number 4 in particular which is on Quality Education. This also contributes to the continental goals such as Africa Agenda 2063. This is a strategic framework for the socio-economic transformation of the continent by the year 2063.

Among the aspirations of the Africa Agenda 2063 include those related to education. By 2063, African countries will be amongst the best performers in global quality of life measures. Among other things, this will be attained through provision of basic services including education. Also, Africa's human capital will be fully developed as its most precious resource, through among other things, sustained investments based on higher education. Therefore, having programmes at Tegeta will be part of implementation of Africa Agenda 2063.

At the national level, running MU's programmes at Tegeta will be part of implementing goals of the government as partly stated in Tanzania Development Vision 2025 which aims at having among other things well educated and learning society. It is also part of implementing Five Years Development Plan II (FYDP II) which focuses on industrialization and human development which includes education and its successor FYDP III. It is also part of implementing various policies including Education Policy (2014) and the Ruling Party (CCM) 2020 Election Manifesto on education among others.

Operationalization of Tegeta is part of MU's mission and vision. The Mission of the University is to provide opportunities for acquisition, development, preservation and dissemination of knowledge and skills through training, research, technical and/or professional services. Delivering programmes at Tegeta is part of provision of the said opportunities. MU's Vision is to be recognized as a leading institution in Africa for demand driven knowledge genera-

tion, application, preservation and dissemination for socio-economic development by 2025. Extending the services to Tegeta is part of implementing the vision.

The extension is also part of MU's 3rd and 4th Corporate Strategic Plans (CSPs) which aim among other things at increasing students' enrolment. As part of implementing its 3rd CSP (2012/2013 - 2016/2017) the Univer

sity came up with various strategies. Among these include increasing opportunities for students' enrollment. Among the strategies to increase enrolment include taking the University services near the citizens including Tegeta.

You are all welcome and requested to recommend prospective students to study at Tegeta.

Dr. Omar Swalehe is a senior lecturer in the department of business studies at MUDCC-.

Happiness Chilewa is a senior public relations officer at MUDCC

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Mzumbe University Mbeya Campus College

A Beacon of Hope

By Omar Issa

Mzumbe University (MU) is a Public University which operates under the Ministry of Education, Science and Technology (MoEST) mandated to carry out three core functions, namely; teaching, research and provision of technical and professional services. The University was established by the Mzumbe University Charter 2007, which is made in accordance with section 25 (2) of the Universities Act of 2005, Act No. 7 of 2005.

2005 repealed and replaced the Mzumbe University Act of 2001, Act No. 21 of 2001. As a training institution, Mzumbe University started in 1953 as a local government school for training chiefs, native authority staff and councillors to lead the British colonial Government. After independence, the scope of its activities was expanded to include training of government officials, rural development officers and local court magistrates. In 1972, it was trans-

formed into the Institute of Development Management (IDM - Mzumbe). Currently, the University has three campuses: the main campus at Mzumbe Ward - Mvomero District in Morogoro Region, Dar es Salaam Campus College at Upanga in Dar es Salaam city and Mbeya Campus College at Old Forest area in Mbeya City. The University has good experience in training management, information technology management, operations management,

administration of justice, economics, business management, entrepreneurship, accounting and finance, ethics, good governance, monitoring and evaluation and many more.

Then Mbeya Centre was established in January 2006 offering only two programmes, namely; Diploma in Law (DL) and Bachelor of Laws (LL.B), with a total enrollment of 395 students. Of these, 46 students were for Diploma in Laws and 349 for Bachelor of Laws. Admission and registration of students to both programmes were done at the Main Campus in Morogoro. After students were duly admitted and registered, they were then transferred to Mbeya Centre. It was envisaged by then that the Mbeya Centre would become a Campus College and eventually the Mbeya Centre would become *ceteris paribus* a constituent college. These plans are found in the blueprint popularly known as the 'Kimeme Report of 2008.' On 9th July 2020, the Tanzania Commission for Universities (TCU) upgraded the status of Mbeya Centre to a Campus College. To date, the then Centre is now known as Mbeya Campus College.

The first graduands of Mzumbe University-Mbeya Campus college graduated in December 2008, and the campus is able to boast itself to have groomed prominent academic and legal professionals. Among these products of Mzumbe University- Mbeya Campus College are prominent high-ranking Government officials like Dr Ally Possi former Deputy Solicitor General of the United Republic of Tanzania and

current Deputy Permanent Secretary Ministry of Information, Culture, Arts and Sports. The Campus has also produced first class academics who later became lecturers at the same campus. Among others is Dr. Tasco Luambano who was among the first batch to graduate in laws at the campus in 2008.

To date, Mzumbe University - Mbeya Campus College is offering four degree programmes, namely; Bachelor of Laws (LL.B), Bachelor of Accounting and Finance - Business Sector (BAF-BS), Bachelor of Human Resources Management (BHRM) and Bachelor of Business Administration - Marketing (BBA-MKT). The Campus also offers one post-graduate programme which is Master of Business Administration (Corporate Management). Apart from these programmes Mzumbe University Mbeya Campus College also offers non-degree programmes which include: two certificates i.e. Certificate of Accountancy (CA) and Certificate of Human Resources Management (CHRM). It also offers five Diploma programmes, i.e. Diploma in Laws (DL), Diploma in Human Resource Management (DHRM), Diploma in Business Administration (DBA), Diploma in Accountancy (DA) and Diploma in Procurement and Logistics Management (DPLM). It is through these programmes that Mbeya Campus College continues to give our students the opportunity and support they need so as to make a difference. The increase of programme is 450% from two programmes in 2006 to 12 programmes in 2020. As of June

2020, enrolment of students at the Campus was 3788. This number has grown from enrolment of 395 students when the Campus was established. The increase in enrolment is therefore 857% over the past fourteen years.

An increase of the programmes offered by the Campus College along with an increase in enrolment necessitated improvement of learning and teaching facilities. At its inception, classes were conducted in marquee tents and only two brick and mortar lecture rooms and one library which had the same size as the lecture rooms. The lecture rooms and the library were housed in Block 'D' which was also the administration block. The block has two floors whereby the ground floor was used for administration purposes, the first floor was housing the library and ICT room and the second floor had two rooms which were used to conduct lectures and seminars for diploma in law and certificate in accountancy programmes. Lectures and seminars for the Bachelor of Law programme were conducted in marquees tents which were erected on the other side of the administration block, but which were within the campus compound. Later on, the Campus leased classes at the Open University of Tanzania (Mbeya Regional Center) which is located at a walking distance.

At its inception, the Campus had only 9 full-time staff, who were two academic staff and seven administrative staff. Over the past fourteen years, employment of staff has increase from the previous 7 to 110



The new Academic and Administration Building at Mbeya campus College of Mzumbe Univesity

now. It means as by October 2020 there are 64 academic staff and 46 administrative staff. However, the number of academic staff is still wanting, and hence the Campus hires the services of about ten part-time staff from Universities located in Mbeya City.

Over the years, the staff at the campus has attained various qualifications. For instance at the start, the 2 academic staff had no PhD qualification. Today, out of 64 academic staff, 10 are PhD holders, 42 are master's holders and 12 are holders of first degree. Currently, 13 academic staff are on PhD studies and 8 are on master's studies.

The first Director of the Campus was Mr. Ross Kinemo and was being assisted by the Associate Director, Mr. Yohana Seme. Mr. Kinemo worked in

collaboration with the administration of Mzumbe University-Main Campus to increase students' intake by introducing evening classes for Certificate, Diploma and Degree programmes. With the concerted efforts to improve the learning environment, both the Government and the top management at the Main Campus, the Mbeya campus leadership managed to erect new lecture theatres and seminar rooms.

As days go by, the anticipated growth in the number of students at the Campus had necessitated a proactive measure of putting more buildings which can provide space for more lecture theatres as well as space for both academic and administrative staff. In this regard, the University managed to put up another building, which houses

offices for the administration, space for lecturers' offices as well as two big lecture theatre and three medium lecture theatres. This new building has created space for an additional 901 students.

When a visitor walks around the beautiful evergreen environment of the Campus, he/she sees study blocks all around the open space at the Campus. These study blocks are popularly known as 'Vihanga' and they are used by students for private study during the summer season. The study blocks are known as 'Vihanga' because they were constructed by Prof. Ernest Kihanga who was the second head of the Campus who had assumed a new administrative title which is the Principal of the Campus. The Campus has two standby generators, one serving the library and the

second serving the rest of the campus excluding the new building. With a new administrative building in place, the Campus needs the third standby generator to connect the building. This is so because it has been found that to connect the new administration building to two big available standby generators is costly such that the costs are similar to the costs for installing a brand new standby generator.

The progressive growth of the Campus registered over the years indicates that there is a high demand for the services offered at the Campus. The trend shows that there is a high potential for further growth, especially with regard to Degree programmes. This proves that Mzumbe University Mbeya Campus College is a beacon of hope.

Tanzanian Academic Libraries and the Fourth Industrial Revolution (4IR)

By Mosha, G.

Introduction

The Fourth Industrial Revolution (4IR) is the current and developing environment in which disruptive technologies and trends such as the Internet of Things (IoT), robotics, Virtual Reality (VR) and Artificial Intelligence (AI) are changing the way people live and work. In the 4IR, technologies are embedded in societies, and even in human thinking and body. In the 4th IR, there is a strong desire to embrace technology to the extent that human beings are becoming addicted to their applications. In this phase of the industrial revolution, everyone is supposed to be a digital user who lives in a digital environment and therefore expected to communicate and receive education, knowledge, and other services electronically or digitally.

Libraries and the Fourth Industrial Revolution (4IR)

Although the term, 'Industrial Revolution' (especially the 4th Industrial Revolution), is rarely used in Library and Information Science (LIS), the concept is currently creating

interests among librarians and informationists all over the world. Some scholars have raised concern that the 4IR is accompanied by inspiring opportunities and unavoidable challenges on how librarians and information officers practice their profession. As a result, academic libraries all over the world should be in the process of embracing and implementing the concept and its associated constituents. One of the remarkable changes which have taken place in academic libraries in developed nations includes a transition from a collection-based model to a more broadly services-based model.

While some scholars emphasize that the academic library as an information institution should participate in implementing the 4IR in all operations and routing activities. In this way, ICT should be used to influence the culture of information source search. Others, highlight that academic library should set up digital library technologies that are environmentally friendly, which includes space makers, Google glass, digitisation, big data, and cloud computing if they want to remain relevant among others.

Adoption of New Technology in Tanzanian Academic Libraries

Application of modern information technologies in academic libraries in Tanzania is still inadequate. Some of the reasons for not having maximum deployment of ICT in such libraries are inadequate funding,

poor ICT infrastructure, lack of adequate skill among librarians, high-cost and constant power failure. Thus, there is a lot to be desired in making such libraries relevant in the 4IR era.

Making Tanzanian Academic Libraries Relevant in the 4IR

One of the questions to ask is “can Tanzanian academic libraries leapfrog to the 4IR? The simple answer is certainly yes, but only if they will embrace the advancement of science and technology. For the libraries in Tanzania and Mzumbe Library, in particular, to remain relevant to the 4IR scholars’ have outlined the following prerequisites:

- iLibraries and librarians should make sure that their services are accessed anytime and virtually everywhere;
- Academic libraries should have a website that is a virtual gateway to the library, a website that is well designed with valuable content and strong visibility and customer orientation;
- Librarians should be exposed and prepared to develop the necessary skills of the 4IR. This becomes imperative because the skills to match up with the demand of the world of work in the new era should be the key priority in all libraries. The said skills are Information curation; in-depth research; digital scanning, preservation; cloud data expansion; teaching and facilitation; analytical thinking and innovation creativity, technology
- design and programming; critical thinking and analysis; complex problem solving; emotional intelligence; reasoning, problem-solving and ideation; and system analysis and evaluation, just to mention few.
- Making use of social media in sharing information widely amongst its users, developing resources, enabling access, and eliminating inequality. This will require investment in technology, innovation/creativity, spaces, capacity building/empowerment of library staff and users;
- Designing online apps that can direct library users to the exact book on the shelves, much like a Google map. A good example can be seen from Pretoria University Library where robots are currently used in performing some of the library operations. Elsewhere, academic libraries in developed
- Academic libraries will need to be aggressive and review their resources and services so that they can be relevant, have a place and be functional in the 4IR era;
- There is a need for encouraging current and future library professionals to acquire knowledge and skills necessary for successful professional practice and scholarly development
- There is a need for all institutions which are offering study programmes in librarianship and information sciences to review their curriculum to match with the 4IR;
- Policies must be amended and new ones formulated to incorporate changes brought by the 4IR which are the application of robotics, Virtual Reality (VR) and Artificial Intelligence (AI) in executing library routines. This should go hand in hand with the increasing budget

allocated to academic libraries. Additionally, university management, decision-makers, governments and library users need to understand and support the changes that are reshaping libraries to enable them to remain relevant;

x. Librarians and other information professionals need to possess new skills for functionality in the 4IR.

● These include, but not limited to, the following: information curation, in-depth research, information preservation, cloud data expansion, analytical thinking and innovation, creativity, originality and initiative, technology design and programming, critical thinking and analysis, complex problem solving, and, system analysis and evaluation;

Academic library directors need to publish mutual understanding statements to deal with 4th IR challenges that would be taken as a guideline of best practices for any academic library. Consequently, the best practices to be dispersed to all academic libraries and being followed countrywide;

;For the academic library leaders, there is a need to develop new

enlightenment perspectives about handling academic library issues within 4th IR era. For instance, there is a need of high intelligence capability to develop succession plans to encounter any types of unseen challenges that may threaten library's main roles in terms of providing information services for its community, a role that could be taken over by other parties.

Conclusion

Many librarians and information professionals believe that changes being brought by the 4IR will be associated with negative effects on the librarians. However, some scholars are of the view that the impacts of the 4th IR will enhance the living standard of librarians, improving their safety and security

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What is needed here is changing the library users' mindset. It should be noted that it is only knowledgeable, skilled, and passionate Tanzanian librarians who can form the information superstructure for the 4IR in the country. This is only if they are given the required maximum support by their parent organizations.



There have been various concepts in the development of economics as a discipline. Among the relatively new and emerging concept is the concept of blue economy. It is a term emerging in the worlds of policy, academia and practice. Among the platforms in which the concept has received considerable traction is the Indian Ocean Rim Association (IORA). This is a platform of about twenty countries washed by the Indian Ocean. They are weaved together by the Indian Ocean which acts as the fabric that holds these countries together. The blue economy concept is arguably very little known. More importantly its potentials for development of countries washed by seas and oceans is arguably not adequately known and therefore underutilized. In this piece the blue economy concept is unpacked in Tanzanian context.

Blue economy

There is no one globally accepted description let alone definition of the term blue economy. It means different things to different people and organizations. However there are several general and similar characteristics of what blue economy means from various schools of thoughts. It has been described as a term related to exploitation and preservation of marine environment. It has been defined as the sustainable use of ocean resources of all kinds for the purposes of attaining economic growth, having improved livelihoods and creating direct and indirect employment but at the same preserving the health of ocean ecosystem that mainly consists of aquatic flora and fauna.

It is also defined as all economic activities related to our several and different oceans, seas and coasts. The concept is related to encouragement of better stewardship of oceans and seas and resources associated with them. It is concerned with the overall contribution of oceans to local and global economies and environmental and ecological sustainability of oceans. It means the use of the sea and its resources for sustainable economic development and any economic activity in the maritime sector, whether sustainable or not.

Unpacking the Blue Economy Concept in Tanzania Context

By Honest Prosper Ngowi

Ocean versus blue economy

A concept that is closely related but different from blue economy is ocean economy. The two have been used interchangeably to mean one and the same thing by some organizations and individuals. However, there are some fundamental differences between the two. The concept of ocean economy is limited to the use of ocean resources. On its part, the blue economy concept looks at not only the ocean economy solely as a mechanism for economic growth but also on sustainability of oceans for economic growth. Contrary to ocean economy, blue economy includes ecological as well as economic aspects of oceans and seas.

Tanzania context

In Tanzania, the blue economy concept might be new by name. However, it is not new in the context of what is done within what has come to be known as blue economy. Basic activities performed in and constituting the blue economy have arguably been around for time immemorial. They have however evolved, gotten shaped and re-shaped over time. We therefore have several generations of these activities comprising very basic and rudimentary to very advanced ones. In Tanzania context, typical blue economy activities would include almost all economic activities taking place within and around the Indian Ocean. The activities include fishing, aquaculture, transportation by various types and sizes of vehicles, water harvesting and waste disposal, water sports and leisure including diving and snorkeling, oil and gas exploration and drilling, and ships and boats building and repair. Other activities include ports and harbours activities in very broad sense including planning, construction and operations, research and development, insurance and mining including salt mining. What is common in all

Blue Economy and Zanzibar's Vision

Replacing Vision 2020 which ends in 2020, Zanzibar's development vision 2020 - 2050 aims at sustainable use of ocean resources for economic development and growth. Its implementation will be overseen by Zanzibar Planning Commission. It borrows from blue economy success stories of comparator countries such as Mauritius,

Seychelles and South Africa. It will focus on among other things modern boats building, fishing, oil and gas and renewable energy.

Ways forward

It is high time that Tanzania takes the blue economy concept very seriously as a new framework around which to build the country's economy. For this to be successful however, the concept

has to be very well understood and supported. Since there are countries that have embraced the concept and practiced it in a much-focused way, Tanzania can learn from them. With the African IORA countries, for example, South Africa has gone a very long way in unpacking and practicing this concept in the name and shape of Operation Phakisa. Tanzania should borrow a leaf or two from this and avoid reinventing the wheel.

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Economic Recovery from Covid - 19 Through Aviation Industry

By Honest Prosper Ngowi, pngowi@mzumbe.ac.tz

Covid - 19 has had many and far-reaching negative economic implications. It has disrupted business eco-systems; disrupted the travel and associated sectors and much more. A number of Covid - 19 containment measures have been taken across the world. Among the containment measures taken by Tanzania include the closure of its skies by way of banning planes from across the world for over two months before reopening it in June 2020. A number of issues can be discussed in relation to the reopening of skies. Among these are those related to possible economic recoveries that can be delivered by opening the skies. This piece focuses on possible recoveries that can be delivered by reopening the aviation industry.

Recovery

Covid 19 has brought an economic crisis at all levels. These include global, continental, regional country, firm, household to individual levels. It has made economies to bleed, slow down, move towards and even into red territories, reduced sales volumes, reduced sales revenues, reduced profits and dividends as well as growth prospects. In the context of this article, recovery is the process through which all these negative business and economic aspects are changed to the better. It is all about turning around things and pumping new life into struggling businesses and economies.

Impacts through the aviation sector

The aviation industry has been among the first and had hit sectors by Covid - 19. Most other impacts revolve from the impacts on this sector. This is so because the sector was among the key ones in the containment measures taken by countries. Skies were closed for international flights mainly for passenger planes. This led to reduced demand for many goods and services that are directly and indirectly related to the aviation industry ecosystem in the context of intersectoral linkages and dependencies. Effects have included total and partial layoffs, voluntary and involuntary unpaid or partially paid leaves. All these imply decreased aggregate demand, reduced sales volumes, sales revenues, profits, associated taxes and dividends, among others.

The opening of the skies across the world and Tanzania for that matter stands to have positive economic impacts by way of delivering the highly needed recovery. Opening up the skies is more than just opening the skies. It is potentially opening the whole economy via the route of intersectoral linkages and dependencies through both backward and forward linkages in the inputs and outputs markets.

Tourism sector

Opening the skies leads directly to opening of the tourism sector. This is because when the skies were closed and where they are still closed, international tourists cannot fly-inn. The closure of the skies directly led to decline of international tourism. Opening the skies is an opportunity for the tourism and related sector. The long tourism value chain and its many nodes stand to have new life pumped into it thanks to opening of skies. Opening the skies is more than just opening the skies. It is opening tourism and related sectors. Among the potential beneficiary sectors

in this context include the hotel, ground transport, agriculture, financial, trade and commerce and other sectors as partly narrated in what follows.

Hotel sector

The hotel sector stands to benefit from the opening of skies. It potentially increases travellers who will demand hotel industry services such as accommodation, food and drinks as well as venues for events. Opening of hotels stands to deliver the needed economic recovery via the routes of the long and many hotel value chains and nodes. Hotels consume goods and services including food, drinks, textile, utilities, security, sanitation, transport, communication, financial and other sectors and those linked to them. All these are related to many other sectors with own chains and nodes. Opening the skies stands to open the hotel industry and related ones. This implies increased aggregate demand, employment, incomes and consumption. All these are very important in delivering recovery.

Time lag

The opening of the sky and associated aviation industry is a supply-side initiative. It needs the demand-side response for it to deliver the envisaged economic recovery. This is a process and not an event. It takes time before full effects of this measure are seen on the group. It will take some time before bouncing back to the pre-covid - 19 levels. This is due to a number of factors, including the willingness and ability of consumers to respond positively. For tourists, for example, it is likely to take time for some tourists to regain the confidence needed to start travelling abroad. Some might have been economically affected by the pandemic including through incomes losses due to various containment measures and general economic slowdown over Covid - 19.



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Academics as Peer Reviewers, Know the Process and Forms

By Haruni Machumu, PhD

In academic institutions, members have to conform by certain standards and guidelines. University community have to embrace those standards and guidelines. In some context, if you won't follow suit the prescribed standards and guidelines, the system will take its line. I would like to highlight the peer-review process and forms to eliminate some frustration and confusion among academic staff and graduate students. This is because the Tanzania Commissions for Universities (TCU) released its standards and guidelines for higher learning institutions which require both Master and PhD students to produce at least a single a research article from their dissertation and thesis before being registered for graduation. The research article should be in the following conditions: submitted, under review, accepted and/or published.

Apart from that there is also an idea that a research article should be submitted on a non-predatory journal. Here it comes the role of academic university units to establish what it

I am wondering about a novice researcher going unguided by his/her university. However, as an author, you will need to get engaged with journal editors through formal communication. By communicating with journal editors, you will get an understanding of peer review from the journal editors' point of view. We call it from a 'stroller's-eye view'. Also, you will understand the importance of clear and timely communication between the reviewer and the journal. You will be able to know either the journal is a member of Committee of Publication Ethics (COPE) or not. You will be able to find out if the journal is registered and indexed on several databases like Scopus, listed on Directory of Open Journal Access (DOAJ), Web of Science ERIC, or even Science Citation Index (SCI). Keep in mind that reputable journals are looking to publish high-quality research, and many look for papers which contribute something novel or significant to the body of scientific knowledge.

There is a slogan which goes changing by ages; earlier it was "publish

and perish". That is, academics must publish their research so as to inform the community on new techniques, strategies, solutions and innovation. Then, comes another slogan "publish and flourish". If you don't publish, you won't move on, and ideally, there is no graduation (for postgraduate students), and it is vociferously clear. However, some students raised their concern that the standards and guidelines seem to deal with students on a stage ahead of their graduation. These students were curious to know and asked what about supervisors and academic staff who are not publishing at all, and still they are free to proceed with their business as usual? Why are the standards and guidelines so quiet about that? They go on asking, is our university prepared for the same? What short- and long-term measures or strategies have been taken so far?

Most of these concern and askance are genuine, and any university should be prepared because, for example, for the master students who have only 18 to 24 months to accomplish their study, it needs strong knowledge on time management skills as well as assistance from

their supervisors. Otherwise, our students will end up in frustration and confusion and severely dropout from their studies. As a member of Mzumbe University, I can deduce that we are prepared and open for the business. I advise that for successful implementation of the current standards and guidelines in higher learning institutions; the university community needs to be aware with the process of academic publishing.

Academic publishing is a strategy for a quality measure used to appraise and promote both academics and the university locally and internationally. This is because research is one of the core functions of a reputable university. And quality services offered at the university is measured by quality output, including research outputs and graduate employability. Though, the concept of quality is complex and there is a lot of disagreement throughout the world, I would argue that academic publishing should be taken as a problem-solving strategy.

Discussing education and research quality output, many places a narrow focus on specific outcomes such as examinations results and research reports; others argue for a link back to the stated university mission and vision, core values, objectives of the education system under discussion. For quality academic publishing, I would suggest that a carefully constructed research programme looking at inputs, process and outcomes linked to stated broad university key results areas (strategic objectives), aims and overall annual objectives is what is needed. Because, for example, staff appraisal and evaluation system is based on overall objectives set forth by the university management team, which reflect the Corporate Strategic Plan (CSP) under implementation. Mzumbe University is of high calibre, and government-owned entity; our task in this endeavour is to support postgraduate students. And, my belief is that we will do the same as long as we are prepared to serve the community.

To be honest, for any successful university, research and development is an important aspect to embrace. At the university level, it is assumed that almost all academics comprehend the idea of writing up a study and getting it published. The remaining ones are wondering in the wonderland, just like Plato's idea articulated in the 'the Allegory of the Cave'. 'If you believe that what you see should be taken as truth, then you merely see a shadow of the truth.' It is because other functions like scholarship of teaching, consultancy, community engagement and outreach services are well conducted. As a researcher, I would suggest that academics should be conversant with the following steps about academic publishing and peer-review process:

1. Set timeline of research (Manage your research time)

As a researcher, you will need to set timeframe for each research project. Start early with your students by establishing a rapport and keeping the work spirit. You will need to set goals and agreements as well as obeying deadlines. For example, PhD research project, master research supervision, individual research work, or university-funded research projects need appropriate time management skills and timeframe. Set appropriate ground and goals and help each other during a rushhour for submission. By doing so, you will need to report on a timely basis the progress of your research project. By the way, as you know the starting of the project; also, you will need to have a sustainability plan in place before the end of the research project. That is, after research get published, it is not the end of the work, it is a means to establish another research work.

2. Pre-publication review

This is what we call pre-publication review. This is before a paper is published. It involves a group of experts (usually 2 or 3 per research paper) deciding on the scientific rigour of the study, and whether it is good enough to be published by the journal. This process can take weeks or months and is the foundation of the scientific method. Reviewers who can meet deadlines, provide constructive feedback, and can communicate clearly are well sought after by editors. Unfortunately, these types of reviewers are often very busy, so securing their help is hard. Editors often send many requests to different people, before securing reviewers for a paper. This means that review times for research articles can end up being several months long. There are some steps to follow during this step as researcher travel from research to publication:

- First, student under promoter (supervisor) guidance search for the journal
- Second, the author submits a research paper;
- The journal editor does an initial screen for suitability. Research papers can be rejected at this stage if they don't fit the aims and scope of the journal;
- Then appropriate peer reviewers are approached if the editor is satisfied with a research paper;

- The editor may send requests to many different people, attempting to recruit 2 or 3 reviewers for the paper. Note that this part of the process take time and has some delays.

- Finally, the editor secures reviewers for the research paper;

- Peer reviewers - review the paper, providing expert insight, comments and sometimes a decision and recommendation. This is another source of delay.

- The editor reads the reviews and decides on a paper - a reject, request for revisions (minor or major), or accepts. This is also another area where delays can occur because the editor has to read all comments from reviewers and it takes time.

- The author then revises his/her paper, according to the recommendations of the reviewers, makes typographical and presentation alterations to suit the editor's specific journal requirements, and resubmits.

- The editor will check that all required changes have been made then the paper is accepted and published.

- Sometimes the reviewers are called on for another round of review (i.e. post-review), decision and revision until eventual Accept or Reject.

3. Post-publication review

The third step is post-publication review, and it is conducted after publication, where its significance, impact, flaws, implications, and reproducibility can be more widely assessed. The great part about post-publication review is that the whole academic community can contribute, rather than a select group of people, and the additional insights are part of the public record. For example, you might have read interesting paper in your field that you wish you would have been asked to comment on. Well, you can share your thoughts - those thoughts are post-publication reviews.

Post-publication review takes the approach of a full practical appraisal over any timespan, from days to years after publication, which can include assessing:

- How each section fits into the context of the field;
- How relevant the paper truly is to practising researchers;
- How it builds upon other research you frequently refer to in your work;

- How useful it is for the field, and what its practical applications can be.

Remember, a post-publication review can be an important part of research literature; so, be sure you use proper references to back up your statement with evidence.

4. Forms of Scientific Paper Review Process

This is a very important step to be well-known. It is ideally written on the website of the journal. There are different ways pre-publication review happens in real life, so let's look at the three common forms mostly used:

- Single-blind review - Single-blind is the most common type of review. The names of reviewers are hidden from the authors, but the reviewers see author names and institutions. The benefits of this method are as follows. First, hiding the reviewer's identity; which means reviewers can be more honest in their feedback, without fear of criticism and reprisals from the author and their associates. Second, knowing the author identity gives the reviewer a greater context for the article. Disadvantages of single-blind review include the following: First, bias towards the author. The possibility of pre-judging the paper based on the experience of previous work or applying unethical biases over gender or location (i.e., Africa, developed or developing countries, etc.). Second, bias from working in a similar field; the reviewer may act competitively, delaying work being published, or be unnecessarily harsh and critical since it is in the field.

- Double-blind review - This method hides the names of both reviewers and authors from each other. This is most common in social science, education and humanities. Advantages of this method include reduction of bias, as the focus is primarily on the research and protection against personal criticism from both the author and reviewer. There some disadvantages of this method such as (a) managing and maintaining double-blindness, especially in small niche fields (b) it adds additional workloads and responsibilities to editors (c) anonymity can lead to impersonal, harsh or critical feedback - peer review is supposed to be critical but should be composed fairly and constructively.

• Open review - In this method, both parties know the other's identity at some stage of the review process. It is great for novice and sophomore authors as a developing reviewer and researcher. It is possible to learn from the reviews of others; see how they formulate their critiques and even how authors respond to the feedback to show how a paper develops from submission to publication.

Some advantages associated with open review include:

- (a) greater accountability and amicability between parties
- (b) more constructive feedback (c) more efficient review

(d) a wider range of reviewers (e) greater insight into the scientific process and (f) enables peer review activity to be recorded and used in professional resumes and impact-measurement. There are some disadvantages to this method which include the following (a) fear of reprisals and negative reactions after a negative review (b) reluctance to criticise work of more senior researchers, or potential collaborators (c) being aware of these forms of review and the differences between them will help you make an informed decision about reviews you undertake in the future.

Haruni Machumu (PhD) is a Lecturer, Researcher and Certified Publons Academy Peer Reviewer. He has peer reviewed several scientific works including book chapter and research articles commissioned by IGI Global Publisher. He is based at Mzumbe University, Main Campus.

Mr. Festo Joseph Karoli

A MUSO President with Great Vision and Mission

(Revealed from his interview with Dr. Faisal H. Issa)

Introduction

The President of MUSO Dar es Salaam Campus College was interviewed on 11th October 2020 by Dr. Faisal H. Issa. This interview was done after realising the President's commitment to his responsibilities of serving for his colleagues. Therefore, this was a part of encouraging him to continue to be committed and also to learn from him about his perspectives on issues.

Actual interview between Dr. Faisal H. Issa (FHI) & MUSO President Mr. Festo Joseph Karoli (FJK)

FHI: Can I ask first how old are you and how long have you been in office?

FJK: I am 25 years old and I have been President of MUSO Dar es Salaam Campus College for three months now

FHI: Can you talk a little about your leadership history?

FJK: I have not been in any top leadership position before, but I have been a leader since primary school. In primary school, I was the prefect responsible for the environment. At ordinary secondary school level, I was the treasurer for the Tanzania Youth Christian Society; in advanced secondary school, I was the class monitor. I pursued and successfully completed a Bachelor of Science in Economics at Mzumbe University-Main Campus between 2015 and 2018; unfortunately, and maybe for good reasons, I was not a student leader of any sort. As a master degree student at Mzumbe University Dar es Salaam Campus, I was the class representative. I decided after a while that I have the experience for the most challenging leadership position, and I became the President of MUSO at Dar es Salaam Campus level for the academic year 2020-2021.

FHI: Why did you join Mzumbe University for your master degree?

FJK: Because the Mzumbe University is not only the institution for getting new knowledge but also it prepares students to be assets for the community. Students from Mzumbe University are more practical in their approach to life after college because of how they are prepared in their different professions. As an MBA student, I am being prepared to handle professionally the affairs in business management. Mzumbe University has also an important history of developing managers and administrators for the business and the public sector that is why the knowledge and the manner it is imparted to students is very practical oriented. For example; beginning this

FHI: What role do you play now as the President of the student's organisation?

FJK: I can briefly say that we as students' leaders represent the students and their interests while promoting

an effective relationship with the University at large. We work to build a positive relationship between students and university management and staff. We also identify students' challenges and work on them by making them known to the management and following them up. Importantly, we constantly remind our fellow students about their academic responsibilities and channel information and directives from the management to them. I participate in important meetings that make decisions affecting students, and we are often listened to. At the moment, I represent students at the Graduation Committee.

FHI: Are you enjoying your role as a student leader?

FJK: Yes, very much so! I have a good team that is dedicated and keen to promote an effective learning environment for the students and to uphold the good name of the University. We, student leaders, are very closely involved in the affairs of the university, where students' issues are involved. The management has an open-door policy at all levels for us and we can present issues easily to them. There is very active cooperation from students and Mzumbe University's staff to our leadership. I can also say that we are respected and listened to by Mzumbe University community. These are all very important and motivating.

FHI: Are there some challenges you face in your role as a student leader?

FJK: Yes, however, the students need to be more committed to working for improved student's welfare. Given the nature of the students that most of them are employed or self-employed and Dar es Salaam is a hectic city, they have less time to be part of issues when needed.

year, MBA students in their final months of study are going to work with project ideas that involves solving existing problems or supporting organisations to ward off or manage better future potential problems in the business and the public sectors. Even the use of the biometric attendance system symbolises the importance attached to discipline. It encourages students to attend classes and the faculty as well.

FHI: What advice can you give your fellow students?

FJK: We all need to be disciplined and committed academically.

FHI: What advice will you give to the management?

FJK: It is important to know the customers better so that some systems can be customised and improved such as ARIS and the IT systems in general to support and promote e-learning. The University may need to formalise relationships with industry through Memorandum of Understandings (MOUs) so that students can get organised opportunities for practical experiences.

FHI: I always find you in your office at the Campus almost every day and it is 'a big office', how do you plan your future after your tenure is over?

FJK: I know good things come with hard and smart work. I will be keen on opportunities that will arise; I will work hard and be innovative. Contributing to the community is important to me and therefore, I will try as much as possible to be an asset to the community by participating in community issues. I will continue to be positive oriented and open minded to learn new things and act accordingly.

FHI: Thank you very Much Mr. Karoli, MUSO DCC President!

Dr. Faisal H. Issa is a Senior Lecturer of Public Management and Head of the Department of Short Courses and Consultancy Services at Mzumbe University, Dar es Salaam Campus College.

Selected Perspectives on Green Economy in the Post Covid – 19 Recovery

Honest Prosper Ngowi, Pngowi@mzumbe.ac.tz

Covid - 19 has had and still is having many negative economic implications across the globe in some countries. It has brought an economic crisis at all levels. It has made economies to bleed, slow down, move towards and even into red territories, reduced sales volumes, reduced sales revenues, reduced profits and dividends as well as growth prospects. There have been some signs of recovery from the pandemic in some countries. In the context of this article, recovery is the process through which all the negative business and economic aspects are changed for the better. It is all about turning around things and pumping new life into struggling businesses and economies. The recovery should be taken as an opportunity for practising green economy as partly outlined in what follows.

Green economy

The green economy concept revolves around undertaking the various economic activities of production, distribution, consumption and waste disposal in an environmentally friendly manner. It is an undertaking of economic activities without negatively affecting aquatic and terrestrial flora and fauna. A green economy should result in improved human well-being and social equity, but at the same time, it should significantly reduce environmental risks. It is one which is low-carbon, resource-efficient and socially inclusive. It is an economy that reduces carbon dioxide emissions and pollution of all kinds, enhances energy and resource efficiency as well as prevents the loss of biodiversity and ecosystem services.

Areas to be greened

All sectors of the economy should and can be greened. This implies that concerted efforts are needed to have green industrialization, green tourism, green mining, green forestry, green fishing, green construction, green transport that reduces carbon footprint, green agriculture that reduce food miles, green consumption of goods and services as well as green waste disposal. Need not to say, and this list is not exhaustive.

Green economy due to Covid - 19

Covid - 19 has arguably been a blessing in disguise in the context of a green economy. This is because there have been reduced economic activities due to the various containment measures put in place across the globe to deal with the spread of the pandemic. Such containment measures as lockdowns, curfews, travel bans, reduced and even closed economic activities are known to be good for the environment by way of reducing Carbon dioxide emission. In the 2008 global economic crisis, there were noted improved air quality in various places, including in the factory of the world, which is China. This is likely to be the case across the world in these times of Covid - 19 as well.

Green recovery from Covid - 19

Green economic recovery from Covid - 19 entails bouncing back to pre-Covid 19 economic situations or better in an environmental-friendly manner. This calls for among other things Environmental Impact Assessment in all economic

activities leading to recovery. There is also a need for green expansionary fiscal policy and fiscal policy instruments by way of green taxes and green subsidies. Needed too are green expansionary monetary policy and monetary policy instruments byways of green interest rates and green-conditioned moratorium. Green Covid - 19 recovery responses by way of green funds, including grants are among other ways of greening the recovery along with mainstreaming green recovery in all economic activities.

Green Taxes and Subsidies

Green taxes would impose tax for polluters. They include those producing, transporting, storing, consuming and disposing of goods and services in a non-environmentally friendly manner. This is a stick and cost and therefore a disincentive to engage in activities that pollute the environment. Green subsidies are carrots and therefore, incentives to engage in economic activities in an environmentally friendly manner. A subsidy would shoulder a cost that an economic agent such as a producer and consumer would bear in its absence. Typically, the government would subsidize environmentally - and by extension - green economy friendly activities such as production, distribution, storage, consumption and disposal of goods and services. One expects some budgetary measures in the forms and names of green taxes and subsidies in some national budgets as part of policy responses needed for green economy recovery from Covid - 19.

Issues of Concern

Good as green economic recovery from Covid - 19 is, there are some issues of concern. They include but not limited to stakeholders' awareness, willingness and ability to go green in their recovery paths. There is a need for several interventions that will raise the awareness, willingness and ability for going green.

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Second Wave of Covid - 19 and Derailment of Economic Recovery

Covid - 19 has had and still is having many negative economic implications across the globe in some countries. It has brought economic crisis at all levels. It has made economies to bleed, slowdown, move towards and even into and beyond red territories, reduced sales volumes, reduced sales revenues, reduced profits and dividends as well as growth prospects. Although there have been some signs of economic recovery from the pandemic in some countries, there are threats of this recovery being derailed by cases of the observed second wave of Covid - 19 in the end of 2020. This piece dwells

on possible mechanisms through which the second wave can derail the economic recovery process and possible solutions for the same.

Covid - 19 second wave

The second wave of Covid - 19 seems to be emerging after a relatively short period of calmness after the first wave that dominated large part of the first months on 2020. The second wave is among the major issues of discussion in the last few months of 2020. Europe seems to be the epicenter of this second wave of Covid - 19. Some countries are mentioned to have witnessed this wave. They include Germany, United Kingdom, Italy, Belgium, The Netherlands and others. It has been said that Europe's second wave of coronavirus was starting to eclipse the first one in November 2020.

Economic recovery in the context of this article is the process through which all the negative business and economic aspects are changed for the better. It is all about turning around things and pumping new life into struggling businesses and economies at all levels. It is about businesses bouncing back to pre-Covid - 19 growth paths and beyond. It revolves around the axis of moving from red to green territories by way of kissing goodbye losses and making profits.

It is all about stopping economies from bleeding and slowdown. It is going back to improved sales volumes, sales revenues, profits and dividends as well as growth prospects and trajectories. Recovery is the process through which negative business and economic aspects are changed for the better. It is all about turning around things and pumping new life into struggling businesses and economies. Recovery is not a linear function but a non linear one punctuated with ups and downs.

Derailing recovery

With the second wave of Covid - 19 in town in some capitals of the world, a discussion on derailing economic recovery from Covid - 19 is very valid. Derailing recovery in this context is about having new constraints and challenges on the economic recovery path. It is about

pushing away economies and businesses from the recovery trajectories. In the context of the second wave of Covid - 19 it implies bringing back various containment measures that were put in place during the first wave of Covid - 19. Most of these measures had been eased and even lifted in some countries, sectors and industries before the second wave started seeing the light of the day.

Derailing via containment measures

The main route and mechanism through which economic recovery from Covid - 19 will be derailed is through various containment measures taken to address Covid - 19. Going by the experience of the first wave of Covid - 19 there are many containment measures that have been put in place in several countries. The containment measures have included lock-downs, travel bans, curfews, social distancing and other similar measures aiming at reducing the contagious pandemic from spreading.

The containment measures are necessary evils from health and economic perspectives. Health wise, they are needed to reduce spreading of this essentially contagious pandemic. They are therefore good from health point of view. Economically however, contagious measures are bad economics at least in the short term. They all lead to reduced economic activities of production, transportation, distribution, storage, consumption and even disposal of various kinds of goods and services. They affect virtually all sectors of the economy. The first wave affected economies across the globe mainly through the containment measures of travel ban in general and air transport in particular to start with. This in turn affected tourism, hotel and other aviation-dependent economic activities. The second wave is likely to do the same in already weaker and more fragile environment. Without proper interventions, it will engage economic recovery brakes.

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Why not blending?

Towards the “new normal” of teaching and learning in higher learning institutions

By Mustapha Almasi (PhD)

It was in one of the afternoon class sessions thirteen years back (2007) when I was teaching in one of the secondary schools in Dar es Salaam when this journey began. I was teaching Biology to both O-level and A-level students in this school that was located in the city centre. That particular day, I was going to teach a topic called, cell biology, to one of the lower classes. In that topic, specifically, I had to teach the concept of cell division. Taking into account the fact that a cell is very small microscopic being that cannot be seen by naked eyes, I kept sensing the difficulty of explaining it to my very young students. I was perhaps the only teacher with a laptop back then, with Microsoft Encarta software installed in it. I asked all my students to start coming in small groups to show them the process of cell division in my PC. They all surrounded me to watch a video clip that showed how cell divided, spindles formed and the whole separation occurred. The students were so happy to watch the cell division in the clip. Then I went to class and clarified the whole thing using drawings. That was my first use of e-learning or call it, blended learning even though I did not know the term e-learning itself!



*Mustapha Almasi (PhD),
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In the year 2011, I started working at Mzumbe University and some few years later I was selected to work with the team that championed the use of ARIS at the University. We were called, ARIS champions. We had so much resistance from people who did not want the system of processing students' results using

such a new technology. Working as ARIS champions heightened my interest in the use of e-learning systems. In 2014, I was regarded among the great champions of e-learning due to strong and powerful use of teaching and learning technologies in helping our students to learn. Using Mzumbe University elearning system, Moodle, I provided tests online, uploaded videos in the system, used chat rooms and so many other functions that made not only my teaching but students' learning easier. In the same year, I got a chance to do short course in Brussels, Belgium for about five months. There, I learned in blended way, something which again pushed me to think of doing something on blended learning.

Before then, I had studied at an online university for about three years. So, I had the experience of the conventional face to face traditional learning, pure online learning and blended learning approach. In 2019, I completed my PhD majoring in blended learning, where my notion of what actually blended learning is or was completely changed! And this is what I would like to share in this article. What is actually blended learning? How does it differ from other forms of learning? When do we say there is blended learning? What is blended? Why?

Do the following things sound familiar to you?



I use power points in my class..., I use LCD projector..., I post notes on my elearning system. I let students watch videos online..., I use videos in my lecture sessions..., I ask students to take their own notes from online sources..., I use cloud computing technology..., I watch teaching videos online..., because I do all these..., Then what I am doing is blended learning! This is what most people I have come across think as blended learning. Some think just a mere integration of teaching on a face to face class and a little bit or more of online mixing, makes their teaching blended!



So, what is actually blended learning?

When I started my PhD journey back in 2015, I had so much difficulty in using the term blended learning when talking to people. No one seemed to be familiar with the word. Every time I had an interview with some university professors and students, I had to create a simple definition of the term. After the data collection, I concluded that people did some form of rudimentary blended learning approach, but they never knew its name or even what it was! While elsewhere in the world, BL has been viewed as a new normal due to the fact that higher learning institutions see it as an integral part of learning in the modern world, in Tanzania, BL is still emerging. At Mzumbe University, in my understanding, Professor Kusiluka was

the first, non-blended learning expert to use the term. He used this term describing something about the mode of learning that universities have when describing something about the mode of learning that universities have to undertake. This was like two years ago if I am not mistaken. The University of Dar es Salaam through its' Centre for Virtual Learning (CVL) unit arguably is the first to officially use the term blended learning when describing some of their courses in their website.

Blended learning (BL) is not just a mere integration of learning using technology and traditional face to face learning but it is a new pedagogical approach that is meant to transform learning. It is a planned combined education that uses the best of traditional learning approaches and the best of e-learning approaches to enhance learning. In other words, it is a pedagogical approach which combines face-to-face learning and online instruction and not just a ratio of delivery modality. BL is a fundamental redesign of the instructional model with the following two basic characteristics: (1) emphasis on interaction between student-instructor, student-student, student-content, and student-outside resources; and (2) probably but not necessarily an integrated formative and summative evaluation. Mzumbe University adopted Moodle in 2009. The system is used to enhance traditional learning by offering an opportunity for students and teachers to interact online.

How effective is blended learning?

The use of BL in the classroom helps to engage students with different kinds of stimuli and creates an environment

of activity-based learning. It makes the content of the classroom more interesting and makes learning fun. Studies show that BL courses bring more satisfaction to students compared to pure online or face to face courses. Further more, meta-analysis research shows that BL influences student learning. Why and how is that so? This is due to increased social presence; this means students get a chance to meet socially and share emotions more frequently than in traditional courses. This is the case because BL involves interaction in both face to face and in online sessions. The increased level of interaction makes learning effective. BL also increases teaching presence which manifests in the design, instruction and facilitation of the course. The instructor has a great opportunity of showing his/her presence by teaching in class, providing questions in class and online, leading online chat forums, facilitating the course by providing course outline, thus directing students' learning. All these teaching presence activities facilitate learning more.

The last but not least element that makes BL course effective is cognitive presence. It is an inquiry process that encompasses states of puzzlement, information exchange, and connection of ideas, creation of concepts, and the testing of the viability of solutions. Cognitive presence reduces student cognitive load and the need to rely on memory to process large numbers of facts and ideas. Studies show that written communications such as students' online discussions are cognitively rich thus enhance students' learning.

BL is cost effective. In terms of

learning, it enhances ease of revision. As for the institutions, blended learning provides enrichment of e-learning experience in the campus, by enabling institutions to improve their teaching practice. BL reduces paper work for instructors because of assessment through e-portfolios, or having students submit their works through emails or Learning Management Systems (LMSs), or other electronic means. More importantly, BL improves students' learning outcomes because of having students spend more time on tasks compared to fully online or face-to-face classes.

What to do when blending?

Have a goal and educational vision

Use web technology to support flexibility or blends-times and places support flexibility in learning activities. For instance use -wikis, blogs, online and offline videos, online chats and discussions.

Support flexibility in learning resources. Blend different forms of assessment- web based portfolios. In BL, instructor takes new role. Web technology is a common tool and integrator of blends

Designing blended learning course

As we indicated earlier, BL is not just a mere integration of technology in classroom learning. You need to design a course with complementary learning activities which reflect the stated learning outcomes. Before you design the course make sure to prepare learning materials which fit the online world. Never use materials designed for the traditional course to teach a BL course. Thus, BL materials need to have four main features which are: **Chunk-ability**: this refers to ability to move through the content in short (chunks). **Repeat-ability**: ability to repeat and review content. **Pause-ability**: ability to stop and resume without being forced to start over. **Understand-ability**: content needs to be clear and understandable.

First define the context -WHO the course is for, check for available courses. Then **define your learners** -Identify the profiles of your learners such as age, work status, their level of digital literacy. Thirdly, **define the learning outcomes** - knowle

dge, skills and competence. Then **define the structure**. Create courses with the pedagogical principles of both and integrating technology in a way that supports meaningful learning.

Create a draft of the learning path -Choose a model you want to adopt or use. You can use as many and different models as you want. **Design your course now**-Create the exact plan of your whole course. Have things such as quizzes (self-quiz), and links to external sources

such as blogs and websites. Make sure these lesson materials are linked to the learning outcomes and the assessment. Also make sure there is a link between online and face to face learning activities. For instance, students may watch the video online, discuss in the chat rooms about it and share their views in a face to face session. Make your design easy for students to navigate through. Lastly, learn from other e-learning platforms to improve your knowledge. Finally, there are different BL models that you may wish to adopt. Learn about them.

Mustapha Almasi (PhD) is a Lecturer, Researcher, Psychologist, Blended Learning Expert and Certified Publons Academy Peer Reviewer. He has peer reviewed several scientific research articles commissioned by Sage Publishers and Elsevier. He is based at Mzumbe University, Main Campus.

THE DEPARTMENT OF EDUCATION

THE HOME OF TEACHER EDUCATORS

By Haruni Machumu, PhD

Introduction

Teacher education in Tanzania is a structured and well-established field of study. To qualify for a

teaching position, one needs to undergo specific professional training as stipulated by the Tanzania qualification framework. In all levels of education, some teachers engage in helping new aspirant to master the field. These are teacher educators. They are dedicated and trained in specialised subjects. They are psychologically fit to assist others in dilemma. They are well-groomed in their field, and all progressive institutions depend on and respect their expertise. The Department of Educational Foundations and Teaching Management at Mzumbe University is steady and adaptive to groom student-teachers.

Brief of the Department

Mzumbe University (MU) established the Department of Educational Foundations and Teaching Management in July 2007. Its establishment was a result of the four-year (2004-2007) process of assessing the demand, market, design, review, resources, facilities, and capacity to offer Bachelor of Education degree programmes. The Department came into full operation in October 2008 by introducing three Bachelor of Education degree programmes including:

- Bachelor of Education in Commerce & Accountancy (BEEd- CA),
- Bachelor of Education in Economics and Mathematics (BEEd-EM)
- Bachelor of Education in Language & Management (BEEd-LM).

In the 2008/9 intake, the Department billeted 80 students with ten instructors (five facilitating in diverse teaching subjects and five in educational courses). Currently, the Department has advanced into offering graduate

The Department provides both educational theory and practical courses which are potential for teacher-trainees, schools administrators, educational policy analysts, and classroom teachers in secondary schools, teachers' colleges and non-governmental organisations.

Both national and international students qualify for our programmes. At the undergraduate level, the Department offers six concentrations including Commerce, Accountancy, Mathematics, Economics, Kiswahili and English of which students can choose to join in one of the four combinations offered based on individual programme qualifications. Following the curriculum review process, previous Bachelor of Education programmes was rebranded as Bachelor of Arts with Education (BAED) and accredited by Tanzania Commission for Universities (TCU). With effect from **2020-2021 academic year**, Bachelor of Arts with Education will be offered in four specialisations. In 2020/2022, admitted candidates will be registered in the following combinations:

- Bachelor of Arts with Education (Swahili & English)
- Bachelor of Arts with Education (Economics & Mathematics)
- Bachelor of Arts with Education (Commerce & Accountancy)
- Bachelor of Arts with Education (Economics & Accountancy)

Graduate Programme

Initiation process of a Master of Arts in Education degree was a collaborative effort between Mzumbe University and the Institute of Education (IoE) - the University College London started

in 2012. The efforts of Prof. Dr. Ken Spours and Prof. Dr. Ann Hodgson (both from IoE) and Dr. Iddi Makombe, Late Prof. Dr. Jeremiah Kirway, The Late Mr. Dominik T. Msabila and Dr. Haruni Machumu (all from Mzumbe University) are hereby acknowledged. In the 2014/2015 academic year, the first intake with 26 students registered at the Department ready for professional development in the area of educational sciences.

The broad objective of the Master of Arts in Education degree is to provide advanced knowledge and training to educational researchers, teachers and lecturers at all levels of education, prepare curriculum developers, heads of schools, advise the local and central government on appropriate teaching and learning services in secondary schools, teachers' colleges and in higher education institutions. The programme also aims at promoting competencies in undertaking effective educational research and educational policy analysis for enhancing competence-based curriculum development.

Previous and current projects, joint collaborations and research

Members of the Department are engaged in several university projects and collaborations, either as project leaders or team members. The short vignette of projects and mobility programmes involved are as follow:

1. Transforming Employability for Social Change in East Africa (TESCEA- 2018-2021)

TESCEA four years joint project aims at enabling young people in Kenya, Tanzania and Uganda to use their skills and ideas to tackle social and economic problems.

Participating universities and organisations include the University of Dodoma and Mzumbe University in Tanzania; and the Association for Faculty Enrichment in Learning and Teaching (Kenya), LIWA Programme Trust (Kenya) and Ashoka East Africa (Kenya) and Gulu University and Uganda Martyrs University, Nkozi, in Uganda. DFID funds the TESCEA project. The project aims at supporting universities, industries, communities and government to work together to create a learning experience for students that produce employable and creative graduates for social change. Dr. Perpetua Kalimasi coordinates the project. She is a TESCEA project lead at Mzumbe University. The department is proud of her professional ability for leading the project successfully. The project had positive impacts to the University. It has provided several indoor training in form of seminars and workshop such as curriculum redesign. It has enhanced linkage with industry. Improved teaching and learning strategies which enhance graduates skills and competencies based on local employers and local communities demand.

2. LINNAEUS PALME Programme

This is the exchange programme between Mzumbe University (Tanzania) and Gävle University (Sweden) funded by SIDA. The programme aims at sharing experiences among students and teachers from those two universities. The contact persons for this programme at Mzumbe University is Dr Perpetua Kalimasi and Dr Haruni Machumu while in Sweden is Prof. Dr Cresantus Biamba from the Faculty of Education and Business Studies, Gävle University,

Sweden. Since its inception the exchange programme had positive impact to both students and staff for example, 10 Mzumbe University students and 6 academic staff had participated on several exchange opportunities to learn and to work with others counterpart in Sweden on establish joint research collaboration, delivering seminal lectures and teaching several courses to solve shared



MU Staff @ University of Gävle during one of 2019-2020 Linnaeus Palme staff exchange activities in Gävle – Sweden

3. African-Asian University Dialogue (“A-A Dialogue”)

African-Asia University Dialogue for Educational Development is a collaborative dialectical network between African and Asian Universities. It involves teachers and students exchange, research activities, professional development and joint publications funded by JICA and CICE.

Participating universities in Tanzania include Mzumbe University and Mkwawa University College of Education. Mzumbe University joined as a member of the network in 2010 and membership is renewed after every three years. The purpose of the “A-A Dialogue” is to promote a self-reliant approach to educational development by organising opportunities for research, faculty, and student exchanges, and other activities through dialogue and collaboration among African and Asian universities,

problems and ensure a secure future. On an interview with one of LINNAEUS PALME Programme participants disclosed that the programme enhanced her personal development, working skills, life style, confidence and enjoyed life in different ways. Above all, the programme enhanced academic staff international network for future joint collaboration on project write up and publications.



research centres, and other relevant institutions. The dialogue network hinges on three main areas: gender and equity; quality of education and educational policy; and teacher professional development. The network activities take place through physical contacts as well as virtual meetings.



Dr Romanus Dimoso (first right standing) from Mzumbe University attending the Third General Assembly of A-A Dialogue Network Phase IV, June 14-16, 2017

5. Strengthening Institutional Capacity in Teaching, Research and Community Outreach Services (P1 - under VLR-OUS)

The vision of the project is making learning at Mzumbe University become socially innovative and thus, improve the quality of the graduates, research

outputs as well as community outreach services. These are core ingredients for national socio-economic development, in this project pathway, to change lies in the establishment of socially innovative learning methods and cultures in core university's functions. Haruni Machumu (PhD), Perpetua Kalimasi (PhD), Stephano Nalaila (PhD student), Mustapha Almasi (PhD), David Cosmas (PhD student) are team members of the project 1. The contact person for this project is Jennifer Sesabo (PhD) (Project Leader).

6. Erasmus+ Programme (2019-2022)

The Mzumbe University (Tanzania) and Tampere University (Finland) agreed to cooperate in students and staff exchange programme under Erasmus+ programme. The major key action is sharing knowledge and skills relevant to international and local community through mobility for learners and staff. Three teachers are engaged in the project including Dr. Perpetua Kalimasi, Dr. Haruni Machumu & Dr. Bryson Kinyaduka. To join the project, students are selected based on established criteria. Dr. Perpetua Kaliamasi is a contact person for the mobility programme. Our counterpart in Finland includes Prof. Anja Heikkinen and Prof. Vesa Korhonen, both from Tampere University. Due to the COVID 19 pandemic, currently, four postgraduate students including Shaffii Abdallah, Epifania Kagoye, Emmanuel Kimaro and Casmir Akaro are going on with online learning. They attended online research proposal presentation and received comments; they engage on several online course provided by Finnish educators.

Research and Development

Department members conduct research in educational sciences which are not limited to innovative teaching and learning technologies, educational leadership, quality assurance in education, curriculum development and teaching, theories of teaching and learning, economics of education and financing, teacher education, psychology, comparative and international education, e-learning and blended learning as well as HYBRID pedagogy. We anticipate that more research projects will be coming in near future as members are determined in writing research grant and projects proposals. Although, mixed-research methods dominate among senior researchers, majority engage in qualitative research in the area of education. Department members engage in international and local joint research collaboration and disseminate their research outputs through publications. We anticipate to develop our own state-of-the art "Educators Dialogue" as a mean of disseminate our common understanding at MU and beyond.

Plans of the future

The Department welcomes local and international collaborations in the broad area of educational sciences which shall provide wide impact to the Mzumbe University core functions, mission and vision; to the community around the university as well as Tanzania and the global level at large. Moreover, the Department recruits its faculty based on government criteria along with the Mzumbe University Scheme of Service for Academic Staff. The Department is still growing and

promotes both new and experienced tutorial assistants as well as assistant lecturers to seek advanced degrees through possible available opportunities. The Department aspires to be a one-stop centre for innovative and transformative teaching and learning approaches and related skills development. The department is believe in technology enhance education and it is determined to be one stop centre of digital education. Further, the department define digital education as the innovative use of digital tools and technologies during teaching and learning, and is often referred to as Technology Enhanced Learning or e-Learning. The Department is determined to establish more BAED specialisation to attract more students such as BAED (Geography & Swahili); BAED (Geography & Economics); BAED (Geography & Mathematics) and BAED (Geography & English). Proposal is underway to establish Master of Educational Leadership and Management (M.Ed. LEM) with more innovative courses for enhancing instructional leaders skills and knowledge to solve real world problems.

In the Department of Educational Foundations and Teaching Management, we are open for possible joint prolific collaboration.

“

Teachers are those who can teach and research their practices and beliefs

”

FARE WELL PROF. GEORGE N. SHUMBUSHO

Big Loss at Mzumbe University

Issaya Lupogo, Mustapha Almasi (PhD), Aloyce Gervas, and Fatna Mfalingundi,

The 24th of February 2021 was a grieving day to the Mzumbe University and Tanzania at large. It was a day we lost brilliant Professor in Applied Linguistics, George Nestory Shumbusho (62). We lost the professor despite efforts to save his life by medical professionals at the Muhimbili National Hospital in Dar es Salaam, Tanzania. Prof Shumbusho was a giant tall man that you would mistake for a heavy weight champion. Despite his giant figure, he was humble and he spoke with diligence and showed high level of integrity. He was tough when needed to be. I remember in some of the meetings that we attended as members of the Faculty of Social Sciences, he would come and speak gently with his strong and peculiar English accent. He would laugh and smile before he raised an argument. Then, he would ask very intelligent and thoughtful questions that would raise a debate. He would then listen very carefully and offer his opinion or counterargument. Such was Prof Shumbusho. I also remember how humble he was. Though he was a senior, but when you ask him to work on a certain task, he would give it his energy and quality time, then offer you the output in due time. He often set and submitted his examinations on time.

The deceased Professor joined Mzumbe University in the then Institute of Development Management in

1987 as a Tutorial Assistant. The professor steadily grew academically, for example, at different times he was promoted from the rank of a tutorial assistant to an associate professor.

Before his demise, the professor held different positions at the Mzumbe University. The positions include being an Editor of UONGOZI Journal from 1992 to January 2006. Also, he happened to hold a position of the Executive Secretary of the IDM Academic Staff Association from 1993 to 1995. Moreover, he headed different departments, namely the Department of Research, and Publications from 2000 to 2006 and the Department of Languages and Communication Studies from 2010 to 2011. To add, he worked as a director in different directorates, namely Directorate of Research, Publications and Postgraduate Studies from 2004 to 2006 and the Director of Undergraduate Studies from 2011 to 2017. Also, he happened to work as the Acting Deputy Vice Chancellor (Academic Affairs) from 2014 to 2017; and finally he held a position of the Principal in Mbeya Campus College from 2020 to his demise in February 2021.

As a renowned academic, the professor taught, published, and engaged in consultancy. The professor taught a number of courses, namely English Grammar, Systemic Functional



Prof. George N. Shumbusho

Linguistics, Academic Communication Skills, Business Communication Skills, Research Report Writing Skills, and Philosophy of Education. Further, the professor published widely in linguistics field. His publications are in forms of papers, books, chapters in books, and conference proceedings. He engaged in a number of consultancies relating to language skills. Needless to say, the professor attended countless academic platforms such as training, seminars and workshops at local and international levels.

Mzumbe University community mourns for Prof. Shumbusho in many ways some of which are shown under.

POET: Aloyce Gervas (SoPAM)

PROF. SHUMBUSHO, GIANT BRAIN NO MORE

Sad day as it was, no one was at easy.

How could we know about this?

The brighter day shone, the darker moments rose

No one was in position, the news when came

A giant brain is no more!

A candle light shone, in the Mzumbe community
 Moments of joy and laughter with the giant brain
 With whom can I compare?
 A giant and might, a giant and bright
 Powerful voice he had, a strong character he had,
 George was different
 A giant brain is no more
 A linguistic of modern times, passionate and endowed
 professional
 From Head of Department to Principal he rose
 What else to say?
 The focused and smart leader is gone
 A father, a friend, and colleague is no more.
 A giant brain is no more
 A mentor to the young, the only I can attest,
 A consultant of a kind, a translator, and teacher he
 was
 Professor you are not with us, but...
 Your kindness will live with us, your humbleness will
 live with us
 Rest in eternal peace professor,
 A giant brain is no more

Isaya Lupogo: (FSS)

PKA PROFESA SHUMBUSHO

Profesa wa Isimu,
 Profesa Mwalimu,
 Profesa adhimu,
 Profesa mkarimu,
 PKA Prof. Shumbusho.

Umetoweka,
 Umeondoka,
 Umetutoka,
 Umezimika,
 PKA Prof. Shumbusho.

Vigumu kuamini,
 Nahisi nipo ndotoni,
 Kweli tena hatukuoni?
 Namwachia Manani,
 PKA Prof. Shumbusho.

Mwanataaluma mahiri,
 Mwanataaluma mashuhuri,
 Mwanataaluma mshauri,
 Mwanataaluma jabari,
 PKA Prof. Shumbusho.

Mzumbe University has lost a potential Professor (The Professor of Applied Linguistics)!

Mzumbe University has lost a great leader (A Principal - MUMCC)!

Mzumbe University has lost a cheerful colleague (Friend of everyone)!

Let his Soul Rest in Eternal Peace - Amen

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