

TGDLC NEWSLETTER

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THE FORMER TANZANIA MINISTER ADDRESSED TANZANIA MEDIA REPRESENTATIVES THROUGH TGDLC FROM PARIS

The former Minister for Science, Technology and Higher Education, Hon. Dr. Pius Ng'andu addressed media representatives from Paris through TGDLC on the effective performance of the Tanzania delegation at the 33rd session of the UNESCO General Conference.

The talk between media representatives and the former Minister that took place on 12th October 2005 was hosted by TGDLC. Speaking from Paris, the former Minister Hon. Ng'andu informed the media representatives on the effective performance of the Tanzania Delegation at Conference. The Conference was opened by the Director General of UNESCO and the Tanzanian former Minister for Education and Culture, Honorable Joseph Mungai, who gave his address in Kiswahili.

Honourable Ng'andu informed the gathering that our Minister's speech in Kiswahili was greatly applauded, particularly by Delegates from African Countries, and that it put the national language on the global map.

Commending UNESCO for important achievements, Honourable Ng'andu praised in particular the excellent performance of UNESCO's current Director General, Mr. Koichiro Matsuura, who was re-elected for another four (4) year term and whose re-election enjoyed Tanzania's full support. He further reiterated Tanzania's support for UNESCO since joining the Organization on 6th June 1962.

Hon. Ng'andu made reference to a few initiatives led by UNESCO, including the Global Declaration of 2008 as the International Year of Planet Earth and the promotion of the Culture of Maintenance, which in Tanzania is being implemented at the Dar es Salaam Institute of Technology (DIT).

Hon. Ng'andu also spoke about the different UNESCO Major Programs and Commissions, reiterating that Tanzania was represented in all the Commissions.

He listed UNESCO's five Major Programmes as being (i) – Education comprising strengthening of Education For All EFA coordination and planning; attaining basic education for all; enhancing quality education; and supporting post-primary education systems (ii) Natural Sciences, encompassing sciences, environment and sustainable development; and capacity-building in science and technology for sustainable development (iii) Social and human sciences, covering ethics of science and philosophy; human rights and social transformations (iv) Culture, embracing protecting and safeguarding cultural heritage worldwide; and strengthening cultural policies, cultural industries and intercultural dialogue (v) Communication and information, i.e. empowering people through access to information and knowledge with special emphasis on

freedom of expression; and promoting communication development and ICTs for education, science and culture. The ensuing questions from media representatives discussion centred



Tanzania media representatives above listen to the then Minister for Science, Technology and Higher Education, Hon. Dr. Pius Ng'andu while sharing information on the UNESCO general conference that took place in Paris through videoconference at TGDLC.

on the issue related to the work of the different Commissions and how the issues handled by the Commissions benefited Tanzania, Exchange programmes in education and training, the role of civic education, UNESCO's position on ICTs, impact of ICTs on culture, and role of ICTs in national development.

The Honorable Minister gave clarifications to issues raised, and Mr Kowero supplemented the Minister's responses, particularly on issues of ICT.

Welcoming the media representatives earlier on, the TGDLC Director had brought to their attention to the fact that it was Hon. Ng'andu who had officially inaugurated the TGDLC on 21 June, 2000.

The Minister thanked the World Bank Institute for having enabled the activity to take place in particular the Paris GDL Director Mr. Lawrence Porte.

TANZANIA DEVELOPMENT INFORMATION CENTER (TDIC)

The Government of Tanzania, together with multilateral and bilateral agencies, has worked towards the creation of a one-stop multi-partner development information center known as Tanzania Development Information Center (TDIC) that is a platform for knowledge sharing and feedback gathering on the development process.

The center is administered by Tanzania Global Development Learning Center (TGDLC) at the Institute of Finance Management (IFM).

The Center promotes the use and access to knowledge in order to improve the effectiveness of the development programs in Tanzania.

The center has been widely used to access information on development by the public, students, researchers and policy makers.

The center is in line with the government's overall commitment to good governance, Transparency

and accountability as well as contributing towards addressing the need for broader sharing and dissemination of development information with an amongst the different partners.

The center also hosts various discussions for development and related themes in its multimedia room, library service and free Internet access.

The center developed jointly by the Presidents Office Public Service Management, the Institute of Finance Management (IFM) and initially supported by World Bank, the Social Research Foundation (ESRF), British Council Tanzania, NEMK, CIDA and UNESCO

TaLGAF SUCCEEDED TO REACH 85 PER CENT OF TANZANIA POPULATION THROUGH MEDIA KNOWLEDGE SHARING

“The Tanzania Local Government Action Forum (TaLGAF) program that was aired in a popular weekly regular radio program known as ‘ana kwa ana’ that means ‘face to face’ through Radio Tanzania succeeded to reach 85 per cent of 38 million population of Tanzania who listened to the program.”

Main role of TaLGAF was to expand ALGAF initiatives through dialogues using knowledge as communication skills and other media as radio and mobile phones to distribute information to the regional and local level.

The TaLGAF extended the dialogue that has benefited policy makers, professionals and practitioners mainly based in and around the city of Dar es Salaam to the level of districts and to reach 339 practitioners within Tanzania in Morogoro and Tanga municipalities and in Mkuranga District. Millions of people have benefited from the program by tuning in to the TALGAF sessions that were broadcast nationally.

A discussion group that was set up in Mkuranga District Council of the Coast Region participated in all six-radio programs and held discussions among themselves. During

the radio program for December 2004 the Morogoro site moderator Mr. Kikwasha organized an audience in Morogoro that included members of a School Teachers’ group that uses Drama to educate teachers and students on HIV AIDS related issues. The group requested to make use of TaLGAF materials for their future public educational activities.

By generating material in the nationally spoken Kiswahili language, the TaLGAF series have popularized issues debated in the ALGAF sessions and at the same time deepened discussions of the variuos topics. The ALGAF Meeting in the Tanzanian national context, with a local district perspective possibly leading to finding solutions to local problems. TaLGAF is expecting to create publicity and awareness of the program by sensitizing and involve the key decision-makers at regional level of government.

Moreover it expects to integrate TaLGAF into the government activities at the regional and LGA levels, capacity building and retention at the LGRP regional secretariats and LGAs as well as seeking cooperation with, and support from the LGRP.

The World Bank Tanzania and SDC supported the project.

48 Tanzanian Ambassadors met in Bagamoyo for Leadership Workshops

A FOUR-DAY training for 48 Tanzanian Ambassadors took place in Bagamoyo with a call on the diplomats to develop leadership skills that will help them confronting the fast changing world, gaining an understanding of leadership intelligence in smooth implementation of economic diplomacy policy and seeks to enable them tackle emerging leadership challenges.

Addressing the workshop, the Minister for Foreign Affairs and International Cooperation, Mr. Jakaya Mrisho Kikwete told the envoys that they were expected to be exemplary leaders and skilled administrators.

In implementing the ‘Economic Diplomacy’ policy all envoys would be required to ensure that they implement the National Economic Growth and poverty Reduction Strategy (MKUKUTA) in-line with the Vision 2025 plan.

The four days leadership and management program dubbed ‘Leaders of Change’ program , which was run by Tanzania Global Development Learning Centre in collaboration with Leading Initiatives Worldwide, sponsored by the President’s Office, Public Service Management, seeks to equip envoys with knowledge of managing change.

“Gone are the days when a leader goes to the office adducing that ‘its better than yesterday and less than tomorrow’ and we must adopt the change a thing that can’t be done if you lack vision,” The president said.

Call to end stigmatization of the patients in AIDS care centers

The recent study has revealed that out of 120 health workers who were trained on the reduction of stigma during care giving, 60 of them have shown remarkable changes in their workplaces in Dar es Salaam, which includes hospitality to their fellow care givers.

The dialogue took place at TGDLC where specialist psychiatrist at Muhimbili National Hospital, Jessie Mbwambo, shared his study to the counterpart who did the same research at Ethiopia through videoconference.

The study that included 120 health workers revealed that shortage of supplies have caused health workers to avoid treating persons with HIV first making precaution by passing infected person from one nurse to another something that lowers status of the infected persons.

He said that nurses fear that community will view them as promiscuous if they become infected at the workplace.

According to Mbwambo, some workers do worse to the extent of gossip with colleagues about the HIV status of their clients, something that he banned to be unprofessional according to ethics and code of conduct of health workers.

As a result, he said that this is the reason to why some HIV clients prefer to places where they think they will be well treated.

“The impact of this is that the HIV persons travel further to seek for treatment, incur great costs and sometimes delay seeking care until health problems are severe,” he said.

He said that he has conducted various trainings to health workers to reduce stigma intervention in the workplaces.

Lack of correct information and confidence about HIV/AIDS among the health workers during care giving has been revealed to be the major source of discrimination and stigmatization of the patients in many HIV/AIDS care centers in Tanzania.

Speaking at the global dialogue yesterday in Dar es Salaam that meant to fight HIV/AIDS stigma and discrimination at the workplace, Jessie Mbwambo said that most health workers feel at risk of infection from their HIV clients.

According to the study that Mbwambo did on Stigma reduction intervention in workplace particularly Dar es Salaam revealed that health workers feel at risk of infection due to the shortage of supplies of HIV/AIDS treatment that can lead to accidental exposure to the infection.

The mistakes of learning opportunities and excuses of stifling reform in Municipal Services

It takes a long time, effort and commitment to achieve fundamental reform in the engagement of private sector provision in municipal service delivery. The big challenge lies in seizing upon the mistakes as learning opportunities, rather than use them as excuses of stifling reform that can spearhead Tanzania economy.

In the paper presented at Tanzania Global Development Learning Centre (TGDLC), Mark Osiche, the Programme Officer Association of Local Government Authorities of Kenya, ALGAK, says that lack of coordination and integration between the municipal development stakeholders has led many to question the sustainability of both the infrastructure and services that are financed.

According to Osiche, the local government is expected to perform local governments either perform or are usually expected to perform include: refuse collection; refuse disposal, retail markets, parks and gardens, recreation, public hygiene and sanitation, drainage, sewerage, dispensaries and clinics, roads and bridges, traffic control, primary education, preventive health, fire prevention and land-use planning.

He mentioned other services to include water and electricity supply, municipal transportation, rural public transport, vehicle licensing, small industry development, agricultural extension, community development, tourism, labour exchange, air and water pollution control, environmental protection and police.

From the mid-80s, onwards, structural adjustment programmes (SAPs) have spearheaded Tanzanian economy. Under the on-going public sector performance improvement reforms, water supply, health and education have are mandated responsibilities of local governments.

Third, the Tanzanian experience has aptly shown that there is a danger that the international promotion of private sector participation in municipal service delivery, particularly when conditional on development assistance, undermines local politics to resolve their own service delivery issues. This dependency not only makes it difficult for the local governments to negotiate a “fair deal”, but effectively overrides local political processes.

Tanzania called to reforms its public sector by applying Total Quality Management

Successful leadership begins with a vision, which reflects the shared purpose with the ability to articulate a clear, practical, transformational vision. Says Prof. Deniss Tachiki of Tamagawa University through Videoconference at Tanzania Global Development Learning Centre (TGDLC).

Tanzania must undergo transformation by structuring its management by reforming the prevailing management system. The view from Japan system of Total Quality management can be applied in Tanzania. It is believed that the system can lead to economic and social breakthroughs.

The more Tanzanians demand to improve towards good living standards; families need rebuilding because jobs are scarce. The cost of living is increasing and children do not have a level playing field for every intellectual, social and emotional development. We are flooded with evidence of the need for societal transformation. Total quality management offers a pedagogical m where participants teach each other through solving activities.

According to Prof. Dennis Tachiki of Tamagawa University in Japan, when presenting to Japan International Cooperation Agency - JICA, total quality management can help Tanzania in reforming its public sector by equipping its individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively.

Prof. Tachiki is very proud of the steps his country has taken through adopting the synergy. He believes that it is high time to Tanzania to use it so as to match with modern economic markets.

An American, W. Edwards Deming, developed the concept of Total Quality Management (TQM) after World War II for improving the production quality of goods and services. Americans did not take the concept seriously until the Japanese, who adopted it in 1950 to resurrect their postwar business and industry, used it to dominate world markets by 1980.

Taking an example of Tanzania primary schools, just to explain the concept of QM, traditionally Tanzania school-education has been prone to individual and departmental isolation. However, according to Prof. Dennis Tachiki, this outdated practice no longer serves us public sector reforms.

In other words, teamwork and collaboration are essential. In a Tanzania classroom, teacher-student teams are the equivalent of industry's front-line workers. The product of their successful work together is the development of the student's capabilities, interests, and character.

In one sense, the student is the teacher's customer, as the recipient of educational services provided for the student's growth and improvement. Viewed in this way, the teacher and the school are suppliers of effective learning tools, environments, and systems to the student, who is the school's primary customer. The school is responsible for providing for the long-term educational welfare of students by teaching them how to learn and communicate in high-quality ways, how to access quality in their own work and in that of others, and how to invest in their own lifelong and life-wide learning processes by maximizing opportunities for growth in every aspect of daily life. In another sense, the student is also a worker, whose product is essentially

his or her own continuous improvement and personal growth.

'When I close the classroom door, those kids are mine!' This notion is too narrow to survive in a world in which teamwork and collaboration result in high-quality benefits for the greatest number of people. Total Quality Management purport to lead to enhanced levels of product quality or lower costs and thereby provide the ability to achieve and sustain a global competitive advantage.

To achieve these spoils, however, TQM directly and covertly alters the values, culture, and mind-sets within an organization. As a result, and parallel to these technological modifications, TQM establishes a carefully integrated program of social and psychological engineering which is critical to the 'successful' implementation of TQM and which has a significant impact on the behavior and consciousness of both managers and workers.

"The first step is transformation of the individual. This transformation is discontinuous. It comes from understanding of the system of profound knowledge. The individual, transformed, will perceive new meaning to his life, to events, to numbers, to interactions between people," says Prof. Tachiki.

Once the individual understands the system of profound knowledge, he will apply its principles in every kind of relationship with other people. He will have a basis for judgment of his own decisions and for transformation of the organizations that he belongs to.

"Processes, not people are the problem in many government bureaucracy and state owned enterprises," says Prof Tachiki.

The very application of TQM to organization emphasizes the synergistic relationship between the "suppliers" and "customers". The concept of synergy suggests that pooling the talent and experience of individuals enhances performance and production.

"Successful management begins with a vision, which reflects the shared purpose. The ability to articulate a clear, practical, transformational vision which answers the question, 'where are we headed?'" says Prof Tachiki.

Tanzania has achieved an excellence in Local Economic Development

Tanzania has achieved an excellence in Local Economic Development (LED) to the ground of practice where Primary Education Development Program and Municipal managements have been sited as practice examples. Unlike other Sub Saharan Africa countries who have done better in policy and legislative framework, yet lack ground practices.

Shortly after presentations made in Africa Local Government Action Forum (ALGAF), the Director of Ilala Municipal sited some examples that Tanzania have adopted as action steps to practice LED. He sited Tanzania Primary Education Development Program (PEDP) reform in Tanzania as well as action taken by Municipals to bid the city cleaning activities to the local partner.

In order to create decent job to the citizens and maintain sustainable development in the country Local Economic Development (LED) is an essential process to undertake. In the LED, local governments and community-based groups manage their existing resources and enter into partnership arrangements with private sector to create new jobs and stimulate economic activities.

PEDP is one of the most ambitious reforms undertaken in Tanzania in recent years. It aims to provide education for all, with specific institutional measures to ensure increased participation and better accountability.

The Ministry of Education and Culture, therefore has recognized the need to embark on the strategy to streamline and strengthen its core functions of policy formulation, coordination, monitoring, and evaluation of Adult and Non-Formal Education to ensure that all out-of-school children, illiterate youth and adults get the best quality education.

The provision of quality of education to this target group will contribute to the creation of a lifelong learning society, improvement of people's livelihoods, an increased awareness and prevention of HIV/AIDS, gender and environmental issues, good governance, sustained social and economic development of the country and to poverty eradication.

According to Andres Rodriuez of London School of Economics who did research on Sub Saharan Africa, Led has become often identified with self-reliance, survival, and poverty alleviation, rather than participation in the global economy, competitiveness, and finding market niches.

Why do we prefer imported goods? In most cases some of the imported goods are easily made here within the country, even the biscuits are imported from Bangladesh and India!

What do we import from Kenya and Uganda after one year down the line since the Custom Union was adopted?

During the presentation, the question seem to be asked repeatedly especially by the colleagues from Uganda. Ugandans seem to make a lot of cries into this by claiming that foreign entrepreneurs where in favour to grow beyond local private sectors due to the unjustified policies. The contributor cited the growth of coca cola to the local beverages.

However, it has been advised that local private sectors should work hand to hand with giant investors in some

number of things so as to learn the basic skills of survival in the competitive market.

In Tanzania, sugar from Thailand is fetches higher prices than that from Kilombero. There is something smelly about the way we do business. The worse we believe in so many fallacies that keep us from venturing into the export market.

In South Africa the policies and legislative framework are yet in place but very little has been done to make these policies and legal frameworks to be pro-poor LED, and Led is unevenly developed and operationalized across the country, says Etienne Nel and Ian Goldman of Rhodes University.

'The key pro-poor interventions are in small business support, community- tourism, providing township business centers, market and urban agriculture,' says Etienne Nel.

In Ghana local private sectors, especially in beverage industries are supported by the LED policies where by only local beverages are advocated for use in the sponsored public boarding schools. One contributor form Ghana says, "In the government purchase, local private sectors are given first priority."

Through videoconference that took place at Tanzania Global Development and Learning Centre (TGDLC), Andres Rodriuez agrees that LED can indeed be complemented, if not an alternative, to existing development strategies in the Sub Saharan Africa context. He concludes that LED can provide a more flexible and effective approach to simultaneously enhance economic growth and reduce poverty across Sub Saharan Africa. However, it has been advised that local private sectors should work hand to hand with giant investors in some number of things so as to learn the basic skills of survival in the competitive market.