

# SUA CONE

Volume 9, November 2006



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*A Newsletter of Sokoine University of Agriculture Convocation*

## Professor Anselm Lwoga Retires

‘.....he has retired after serving the nation for 35 years. Prof. Lwoga served as the Vice Chancellor of the Sokoine University of Agriculture for 18 years from 1988 until his retirement on 15<sup>th</sup> June 2006. That makes him the first person to serve as Vice Chancellor of a public University for such a long period of time. This is a clear testimony to his able leadership’.

*Life is Commitment*



*Prof. Lwoga addressing SUA community during his farewell party at the Multipurpose Hall, SUA with his Wife Dorothy (right) and the University Council Chairman Ambassador Nicholas Kuhanga (left).*



*The SUA pavilion at the Mwalimu J.K. Nyerere Agricultural Show Grounds (Nanenane), Morogoro.*

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Centre of excellency and a valued member of global academic community in Agriculture

## EDITORIAL

With great honour I take this opportunity to welcome you to our Convocation Newsletter Volume 9. If you are to remember this is a second issue coming out under my editorship after Prof. D.T.K. Shemwetta was appointed as Deputy Vice Chancellor of the Open University of Tanzania. Taking over from Shemwetta was just to accomplish tasks in that capacity for the rest of the ECC triennium which is to end this year. I would therefore like to take this opportunity to express my sincere thanks to our esteemed readers and contributors for their kind contributions to our Newsletter during my period in office.

In my first editorial note, I promised to do my level best to meet your expectations as well as improving SUACONE each year. I have tried to perk up our issues in different dimensions. Today SUACONE can be accessed by a wider community through internet from the Convocation webpage in the University Website. Many members have continued supporting the editorial board through advice and sometimes writing edu-entertaining articles that have been of great value to our readers. I thank you very much.

As this is the end of our triennium there would be an election for the Executive Committee of the Convocation (Office Bearers) during Annual General Meeting. In this election members will use their constitutional rights to elect new office bearers. With regard to this I would like to take this opportunity to say goodbye as the Editor in Chief of our admirable newsletter to our esteemed readers, contributors and good wishers. My farewell note goes in-hand with a welcoming note to a new elect hoping he/she will enjoy working in the post and ensure that SUACONE continues to be the best newsletter.

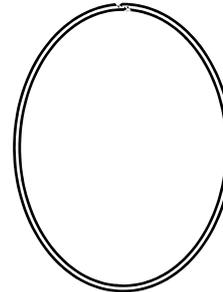
Once more I invite you to contribute an article for SUACONE Volume 10. Your article will be taken aboard as soon as tomorrow, so don't wait until next year.

'...When you talk, you repeat what you already know; when you listen, you often learn something.' .....*Jared Sparks*

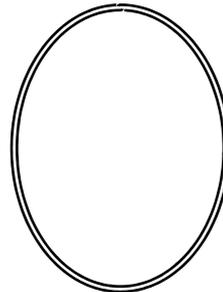
I wish you an enjoyable holiday season and a prosperous year 2007.

**Dos Santos Silayo**  
*Editor in Chief*

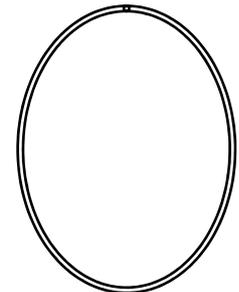
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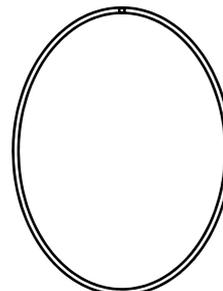
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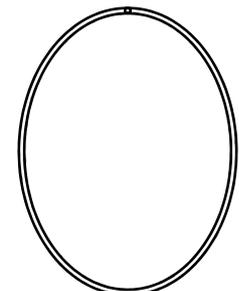
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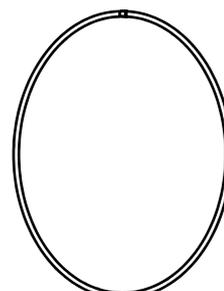
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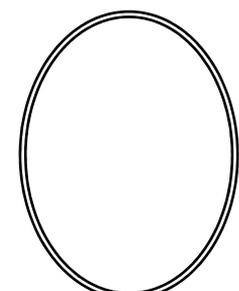
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*Views expressed in this newsletter by authors are their own and do not necessarily reflect the opinions of the Editorial Board.*

## FROM THE PRESIDENT'S DESK

Honorable Convocation Members.

Many Greetings to you All.

Firstly, I would like to take this opportunity to put on record the great contributions and achievements made by one of Convocation members, Professor Anselm Biseko Lwoga who retired on his 60<sup>th</sup> birthday on Thursday 15<sup>th</sup> June 2006 after serving the nation for 35 years at our institution of higher learning. He was the 2<sup>nd</sup> Vice Chancellor of Sokoine University of Agriculture (SUA) from 1988 till his retirement date having served as VC for 18 years. Admirably, he is the first academician to serve in the same post in the history of public Universities in Tanzania. In triumph and joy, dignity and integrity he retires with well wishing prosperity.

Professor Lwoga was one of the pioneers in the Faculty of Agriculture which was established in 1969. He joined the Faculty two years later and there after he held different administrative leadership positions He climbed up the academic ladder and achieved full Professorship in 1986.

Administratively, during his tenureship as the top Executive officer of the University Professor Lwoga played great role in the initiation of academic and research links to various regional and international institutions and donor agencies with view to develop SUA from its embryonic stages in the academia to its current renown and respected status in agriculture, natural resources, and allied/complementary sciences. May I underscore that his sterling leadership contribution and achievement has led SUA to be one of the strongest University offering Agricultural and allied sciences degree programme courses in Eastern and Southern Africa in terms of human resource, applied research, and out-reach activities.

Personally, I consider the barometer for his great achievements was centred on human resource manpower development. Within 27 years of his leadership from 1979 when he became the Dean Faculty of Agriculture, Forestry and Veterinary Science to the date he retired at SUA; the local academic staff member rose from 85 in 1979 to 315 in 2006. Interestingly, there were only 5 PhD holders (5 Professors) in 1979 whilst in 2006 the number has grown to 178 PhDs holders (110 Professors). What an achievement and credit to Professor Lwoga and his administrative team!

Staff at SUA will reckon Professor Lwoga stand on wanting laid down procedures to be followed. No matter whether is a small issue at stake it has to be referred back for procedural steps. Indeed it was administratively good stand particularly when students were on strike. Students were required to follow the laid down procedures to launch their problems failure of which drastic measures were taken including suspension. Bravo Anselm, the young administrators on the offing at all levels in our University should emulate your past 18 years of endurance, distinguished and effective leadership.



Secondly, each year as we assemble for the Convocation Annual General Meeting we recall achievements made by SUA alumni who have excelled in their professional carrier to hold top executive administrative position at national, regional and international levels.

At this juncture, may I salute Professor Gerald Monela who is now the new Vice Chancellor of our University. I have no doubt that Gerald will be the primer mover to full commitment to have University objects and functions on academic, research and extension be achieved at acceptable standards. Lets all SUA Alumni give Prof. Monela the required support so that SUA excels within and beyond national boundaries.

True congratulations should also go to Professor Hamisi O. Dihenga the former Convocation Secretary and the Registrar at SUA who was appointed Permanent Secretary to the Ministry of Education and Vocation Training. The former President of Convocation Prof. N.T.A. Bangu said boldly during one of the Luncheons that Professor Dihenga was a staunch propeller for SUA Convocation to realize its objectives. I also do not hesitate to underscore the great walks and strides that have been made in Convocation were based on his positive, candid ideas and endless support. He always said "It can be done" and certainly it was indicating his administrative greatness. We wish he could stay longer at the University as both academic and administrative staff have always had

good respect on his immeasurable administrative capacity yard stick.

On the political front, few of our SUA Alumni ventured the tough and unpredictable political race but their winning results have brought more encouragement and optimism to our Institution that scientists can also outsmart other contestants in the politics. It's a great joy and triumph to all of us to congratulate Professor Romanus Ishengoma as the Councillor and Mayor of Morogoro Municipality and his better-half Dr. Christine Ishengoma for her being appointed as the Regional Commissioner for Coastal Region by the President of United Republic of Tanzania. Professor Ishengoma's performance as the Mayor of Morogoro Municipality is wholeheartedly felt by good citizens who want socio-economic development and environmental conservation of our Municipality. I have no doubt that under his leadership Morogoro will be upgraded to a city of exemplary status in the country.

We wish the couple the very best to excel in their new positions and duties and expectedly of course, to climb further the political ladder to the refined spheres where many say "No regrets Comrades".

In the last SUACONE issue, an in depth attributes to Professor Peter Msolla was made and we all wished him a slide victory in Kilolo Constituency in Iringa District which was the case. To his political credit and the cumulative academic credentials based on his stay at SUA for 17 years as Deputy Vice Chancellor primed him to be appointed the Minister of Higher Education, Science and Technology. He is a home grown SUA Alumna since 1977 and the key areas in the SUA Corporate Strategic Plans are still fresh in his memory and what remains is a closer follow up for the Ministerial support to have some of its core areas become a reality. It's our great hope that he

will retain the same portfolio and in that capacity he will not hesitate to extend the due support to his University.

In this year's Convocation Luncheon we expect to have Professor August Basil Temu, who is one of the great pioneers in the Faculty of Forestry and has served many years in international forestry research organizations. Currently he is at ICRAF in Nairobi as a Global Theme Leader on strengthening Institutions. I appreciated very much the fast response of his acceptance to visit SUA and be our Guest of Honour albeit short notice and his regional and international commitments. Certainly his "Luncheon talk" is not only eagerly being awaited by the pioneers, the old and the young, but it will be exciting and also pose many areas of debates for the future growth of our University as a center of excellency in institution of higher learning.

Honourable Convocation members, the current Convocation Office Bearers term is coming to an end in December. On behalf of the ECC members we thank you all for your great support, towards what we have achieved in the last three years. Let the new election bring good forward minded colleagues that will give SUA the very best it deserves.

Lastly, thanks again to all of you and my very best wishes for reproductive and prosperous New Year 2007.

**Professor Beda M. Kessy**  
**PRESIDENT, NOVEMBER 2006**

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## ***The role of education in the SME's development in Tanzania: Opportunities and challenges in the Agribusiness***

*An Address to the 21<sup>st</sup> Convocation Luncheon of SUA*  
*By Dr. Jabu D. Mwashu,*  
*SUA Alumni and Agro-Vet Entrepreneur*

Mr. President  
Vice Chancellor  
Invited Guests  
Colleagues Alumni, Ladies and Gentlemen,

First and foremost, allow me to register my sincere gratitude to Executive Committee of SUA Convocation for inviting me as alumnus of this University from the private sector as Guest Speaker to this Convocation Luncheon.

My assumption is that, the decision to invite a speaker from the private sector was taken in considering the role it plays in poverty alleviation and the development of our national economy. The premise underlying my assumption is that:

- In the last two decades there has been a major economic policy change where private sector is considered more efficient in organizing business resources than public sector.
- Furthermore, planners and academicians in Sub-Saharan Africa (SSA) have now acknowledged that, the future of their countries competitiveness and economic growth will heavily depend on the private sector, in which the Small and Medium Enterprises (SMEs) play a major role.
- It is against this background I have chosen to share my experience with you on "the role of the education in the SME's development with emphasis on agribusiness"

Tanzania economy is characterized by a relatively small large firm segment, a very large number of micro enterprises, and in between lie small and medium enterprise. The unique feature of most of SME's is that, they can be easily established since their requirement in terms of capital, technology; management and even utilities are not as demanding as it is the case of large enterprises. Consequently, small enterprise sector is one of the leading employers (next only to peasant agriculture) in Tanzania and has been recognized as significant sector in employment creation, income generation, poverty alleviation and a base for industrial development. The sector is estimated to generate about one third of the GDP, employ about 20% of the Tanzania labor force and has further employment generation potential. It is estimated that there are over two million enterprises in the sector employing between 3 to 4 million.

Despite the enormous potential the private sector has in steering the development of the national economy, the full potential of SME's sector has yet to be tapped due to existence of a number of the constraints hampering its development. Some of the factors are related to the SMEs themselves; these include: poor record keeping, limited managerial capacity, lack of governance capacity (family ownership)

and lack of focus by the owner manager who run many businesses.

It is urged that, human capital of the owner managers play an important role in growth and survival of the business. Human capital represents the knowledge, attitudes, skills, habits (KASH) as well health. The success of a business depends on the owner's ability (of which education plays an important role) to obtain the necessary resources, including finance which may be obtained from the bank, or other sources.



Anecdotal evidence shows that, world wide there are some successful business people who do not have much education. This phenomenon has led some people to believe that education has no role in success of a business.

When we are talking about education, we mean development of different kinds of attributes which enhance our capacity to face the challenges of survival, prosperity and development:

- General education: reflected in the level of education attained. This enhances one's analytical ability, scope and provides general frames of reference for thinking and addressing problems.
- Technical knowledge and skills in a specific area: This provides expertise in a specific field.

These attributes are complementary, rather than being independent of each other. The purpose of education is to equip man to address challenging problems. In other words, education is about learning. Learning however takes place in many ways and not only through formal education. Indeed, those who succeed in business without much education are very effective learners. They learn informally but actively from experience. Indeed, it can be argued that those who succeed in business without formal education and training do so because they have superior capacity to learn informally.

This brings us to the role of education in enterprise development. If only a minority of the population has an in-born ability to learn effectively and succeed in business, the rest of us need some interventions to do so. That is not all. Even those who are apparently successful in business without much formal training could be far more successful if they were more exposed, through formal education.

Generally speaking, education is a human capital needed for business development and survival. Many studies have reported that, in a study of Kenyan business operators, it was reported that the larger and more profitable the business, the more likely that the owner manager would have been to school for several years at least.

Many studies report a significant positive relationship between level of education of the owner-manager and growth of the enterprise founded by him/her. It is for this reasons I would like you to share my experience with me in this luncheon on the role of the education in the development of the SME's dealing with agribusiness in Tanzania.

Sokoine University of Agriculture (SUA) is endowed with enormous human resource expertise in Agriculture, Veterinary Medicines, Animal husbandry, forestry, human Nutrition and other related skill that are taught in this University. Furthermore, SUA is the major supplier of hundred of graduates per year, joining different sectors of economy from services to production. It is therefore important to examine the role of the University and entrepreneurship behavior among the graduates in the agribusiness.

In any economy, Universities are expected to provide leadership in innovation by producing dynamic graduates and translating knowledge into more usable forms. The agriculture sector is extremely under-developed in Tanzania. I am not trying to blame the University for this state of affairs. However, we have very few serious agri-based enterprises in this country. In addition to crop farming, our dairy, poultry and beef sub-sectors are severely under-developed. Not only are we unable to export, but there is a growing demand of these products from quality conscious customers, which are being imported from abroad.

Do we have graduates who are enterprising in farming, veterinary medicine/practice (Dog breeding for example), poultry keeping, dairying, beef production and related production lines as their full time job? I know few who are practicing, but are tempted to be employed every time they see an advertised job position. I know a successful poultry keeper, who has had neither veterinary nor agriculture training, yet there are handful veterinarians and animal scientists who are not employed actively looking for jobs.

The core activity of the University is teaching, research and public service. However, there are few teaching staff who are running business on part time elsewhere. Therefore, there is a need to examine how and why the graduates and teaching staff opt to operate businesses which are unrelated to their area of specialization.

The Problem can be explained using theoretical lens on organization and individual behavior. It is urged that, people join the organization driven by urge to meet their personal objectives. Organizations exist for specific purpose and they aim to achieve specific objectives. Organizations retain their employee by studying their individual behavior for the purpose trying to study their personal objective. It is not the intention of this paper to explore on the human resource management issues.

However, It is upon the organization to congruent the objectives of the employee and its objectives. This is because the tendency is that, if the employee cannot achieve his/her personal objectives in the university, he will find somewhere else to work to achieve it. The teaching staff decides to operate a business in order to achieve part of their personal objective that he/she can not achieve through teaching and researching. The decision on what business to engage on depends on the number of reasons; glaring opportunity, some business demand less attention and for some businesses the owner manager can easily delegate etc.

However, some time a prospective owner manager; rethink about investing to the business which is related to his area of specialization, simply because conventional wisdom would suggest to him/her that the same skill that has failed to help him to meet

the personal objectives inside formal employment cannot do so outside the employment.

The same reasons apply to the graduates. They imagine if their degrees have failed to offer them formal employment, the natural extension is that, the same has little to offer to help them meet their personal objectives in the business related to the degree acquired. This could be one of the reasons that most of the unemployed graduates tend to go for quite unrelated business like fumigation, convenient stores, bars and the likes as if trying not to repeat the mistakes that led them to pursue the training that could not offer them what they were aiming at achieving. I have been a private practitioner in the animal health industry for years. I can assure you that there are so many opportunities for agri-business, which our graduates don't see or are afraid at exploiting them. These opportunities are relatively easy to exploit and do not necessarily require more capital than the unrelated businesses which people tend to prefer.

Why do they not exploit them? There are two related explanations. First, there are not enough visible role models who are successful in agri-business who can inspire our students and graduates. If anything, an average Tanzanian will associate agriculture and animal husbandry with peasantry and misery, which are avoided by all enlightened people. Few of us are able to tread where there is no path. We don't start something where we do not see others already operating successfully. The second reason is that our students are not prepared for self employment. The traditional University curricula prepare students in terms of specialized knowledge and skills in a particular area. The underlying assumption traditionally has been that this person will work as a specialist in a department. The education does not consciously prepare one psychologically and skill-wise to use the skills to exploit opportunities around him as an entrepreneur. Sure enough, when they graduate and if they cannot find jobs, they go for what they see others doing.

I do not expect every graduates and lecturer to be in business. I want to urge those few who are engaged in some form of business to rethink carefully about investing to the business that is related to special skill they possess. There are several advantage of

engaging in business that is related to one's education background; One obvious example is the unquestionable belief that business run by educated owner manager have a higher chance of surviving and growing.

The graduates and teaching staff should realize that, they possess Intellectual Capital, which is stock of knowledge, skill and expertise in their area of specialization. In realizing the overwhelming significance of intellectual capital as human resource, corporate all over the world are taking stock of intangibles, like skills and knowledge and report in their balance sheet. Commenting on the rationale behind this valuation exercise in India Balrampur China Mills state in its one of the balance sheet "The competitive edge comes more from insights, experience and superior solutions than machines and gross stock".

In today's business world, the competitiveness of the organization in the market revolves on the basis of how the enterprise can differentiate their services from the competitor. In every business we engage on, there are several others vying for the same market share. The competitors will scan whatever you are doing and soon will take your market share. Education can help the owner manager to differentiate their services from competitors because they can adopt innovation faster than those who have never had same level of education. Opportunities like organic farming, food processing, and differentiation of the market could easily be captured by graduates.

In almost every study on the factors affecting the development of the SME's, financing is cited as number one problem. There are number of sources of financing available, like bank borrowing, family money, venture capital, trade credit and many others. The traditional bank lending terms, where collateral is critical condition, makes this kind of financing inaccessible by most loan seekers. Trade credit is considered as alternative source of financing. There are a number of advantages associated with trade credits, namely: they are normally free of interest rates, convenient and informal, and flexible.

In the case of suppliers, trade credit can increase sales and growth. The problem with trade credit is lack of universal method of evaluating the credit quality of the borrowers.

However, most suppliers are relying on the information from credit bureaus on the credit rate of the customers. It is important to note that, education in business management and special skill related to the type of the business the owner manager is engaged on attract high credit rating. In simple terms, education can be collateral to financing of business, which would take the recipient a lot of effort to get in the traditional lending mechanisms.

I have taken most of the time to address the agribusiness opportunities that exist for graduates and others with special skill. In order for these opportunities to be translated into business endeavors, may I draw your attention to several challenges that must be addressed by this university.

In the light of current development thinking, entrepreneurs are considered as catalyst for development every economy. At the level of the local government, entrepreneurship training to the executive has started in some district and others are likely to follow when their financial position allows. The aim of such training is to understand the major techniques used in attracting the foreign and local investors in their areas. This is important because the current policy framework requires the local government to be the facilitators of the private sector. Unfortunately most of the local governments are not prepared. Hence the local government will be competing for few investors available and only those who have conducive environment will get investment projects.

To that effect, the university is not exceptional in that it is operating in the competitive environment. The University must therefore seek to develop entrepreneurship behavior among all the University stake holders from top management to graduates.

In most cases, there is a pre conceived notion that entrepreneurship education is considered exclusively for profit oriented people aspiring to run business. However, we must appreciate the fact that enterprise education is directed toward achieving a learning culture which will result in greater numbers of students equipped and inspired to identify, create, initiate and successfully manage personal, business, work and community opportunities. Enterprise education should equip our students to be more competitive job seekers, job creators in

established organizations as well entrepreneurs.

Business systems and methods operate in all kinds of organizations. Most higher learning institution operate with constrained budgets and fairly represent complex organization in which all activities associated with business may be identified. For example, there are few colleges that do not market their courses, graduates, or have to operate in highly dynamic and competitive markets both at home and overseas.

In this background, there is a need for the university to train the top management on aspects of entrepreneurship so that they can act as agent of change not only in the ever changing higher learning organization, but also supply the products that can compete both locally and globally.

Of late the university has introduced entrepreneurship crash program for the finalist. I would like congratulate the University for this decision. However, the university should consider introducing entrepreneurship as full fledged examinable course for all degree programs. The aim is not to turn every graduate into business operator, but developing entrepreneurship behavior in all walks of life. It should be remembered that, the graduates of this university join different sectors after their graduation, were they are expected to bring changes within the organization (Intrapreneurship).

I am told the university is planning to start an MBA (Agribusiness) program soon. I strongly welcome the idea as this will produce competent managers in the Agribusiness. The problem of most applicants of the MBA program is that, they become job seekers instead of job creators after graduation. It would be extremely useful if the university would be careful during selection to admit a high proportion of the applicants with already established businesses the development of which would be examined as a part of the course. I recommend that the program should be structured and positioned such that it is for agri-business entrepreneurs and managers, rather than being general.

In other countries, such as the Babson Collenge in the United States of America, they have introduced postgraduate programs

targeted at those who want to start and develop their own businesses. The whole program is designed around the needs of a start-up and one requirement for graduation is a fledging business. The University could learn from such experiences and consider the possibility of introducing such kind of programmed, even in collaboration with more experienced institutions.

To the fresh graduates, I would like to congratulate you for your achievement today. It is common for the colleges to invite owner managers of the organization and asked to give account of their career in business management. However, I must caution you on the pre conceived notion that, if you listen to a success business owner manager and emulate, you will be able to develop equally success businesses.

A success story in business is rather snapshot information that needed to be carefully studied and emulated. The reason is that, some of the successful people in business became so by crisis. An enterprise which may today be taught as model of running a success business and told to emulate, might be a failure which you would be advised to avoid. The most important thing is to learn that business operate in ever changing environment with opportunities and threats. In order to survive, a sharp eye sight is needed to spot opportunities and make use of them, at the same time turn the threats into opportunities.

History is full of people who lost golden opportunities, which if it was not for mistake they made unknowingly, the lost opportunities could change not only their life, but in the extreme it could change that of others and their community at large. However, as an alumnus from the private sector, I would wish those aspiring to become entrepreneurs to develop competitive enterprises by following the rules of the game of the modern business practice. In order not to fall into trap of squandering the available opportunities, allow me to point out few mistakes that according to my experience you should avoid in business:

- Lack of focus: Business opportunities are not easily discernible. Those who are able to spot business opportunities reap the early benefit before others come in. In this environment with full of competition, survival and development of the business

are great challenges you will meet. This will require you to pursue the business persistently and with great serious determination by focusing your thinking and activities. One of the mistakes you should avoid is to try to hang in between seeking employment and operating a business, or running too many unrelated businesses at the time when your core business demand your full attention.

- Not investing in record keeping: One of challenging task for an entrepreneur is financing the business development. The business start up could be by own money. However in order to survive and develop your enterprise, external financing is of crucial important. Most of financial institution demands the track record of one's business history in order to evaluate the applicant's credit quality. The absence of such record lead to application rejection Failure to recognize the importance and not investing in record keeping is another mistake you should avoid at any cost.
- Considering expert opinion as both waste of money and time: Most of SME's are organized as family companies where father as a head of the family is automatically the chairman of the board of directors in which most legal decision are made. In such organization, most of the decision is influenced by strong member of the board who is father. In order to have cross pollination of ideas, the independent expert opinion is important especially when sensitive decision like investment is considered. I consider it as a business mistakes for not appreciating the importance of the expert opinion.
- Over confidence with family human resource: In the vibrant organization, employees are considered as internal customers. No organization exists without people. In starting a business, one is faced with the task of staffing the enterprise. In most cases, and under our extended family relationship, we recruit from within our social organization-the family. One of our selection criteria is the behavior of the employee in our family as an organization. Those who are known to be trustworthy are considered and offered a job.

One thing I have to caution you is that family is social organization different from work organization and people are likely to behave differently. Any family member should be subjected to rigorous recruitment process during recruitment, and managed after employment. One should learn to establish contractual employment arrange with family member, where remuneration must be established. The same should be managed, and should not be considered a life member of the organization. Transferability of the characters from family organization to work organization and lack of sound human resource management to family member in the business is a business mistake

- Pursuing further studies that do not add value to you business: It is urged that education increases knowledge depth. Knowledge increases cumulatively. Bearing this in mind, and owing growing business complexity, we can conclude that, never before has so much knowledge existed. If you decide to start your own business you should realize that you are an employee number one in your enterprise. Your job description will be very broad i.e. ensure business survival and development'. Owing to changing job requirements, as the owner

manager, one of the challenging tasks you face is human resource training including yourself. This is because when you start an enterprise, the job position that arises need the personnel to fit in the job position like a key and lock. Training needs arises when the job demand more than the skill for which the employees was selected and placed during the recruitment process.

The owner manager is the founder with no specific qualification to fill his job position. The business challenges are the ones that will dictate the training needs. This brings us to the issue of the quality of the education/training the owner manager requires to address the training needs of his/her job position. Entrepreneurs must be extremely careful on how they select their further training to ensure that the further training addresses his /her immediate training needs in his enterprise and hence add value. Deciding to follow the training that does not add value to you business is a mistake that you should avoid.

*Thank you for your attention.*

## Knowledge Management: Buzzword or tool for institutional development and transformation?

*By Prof. Lusato R. Kurwijila*

During my recent sabbatical leave stay at ILRI, several staff and scientific meetings that I attended or read about in the electronic circulation of which I was part, had an agenda on "Knowledge Management". Well, it turned out that ILRI, like many other corporate institutions was under constant pressure to adapt to new opportunities and challenges. And knowledge management is being seen as one of the key elements of an organization's strategic thinking, not only in multicultural, international organizations such as ILRI but in most private firms and public institutions in the developed world as



well. It seems like every success for an organization hinges on how well it manages its human and knowledge base. The reasons are many, but I will attempt to highlight a few of them in the context of what other organizations are doing as part of their organization culture and what we as an institution could be doing but we are not doing in terms of knowledge management. This article is about self-reflection and is not meant to be a criticism of anyone or of SUA as an institution. Lest I be misunderstood.

Today we live in a knowledge and technology driven society. And modern societies are organized around private and public institutions and systems. The rapid technological change we experience today calls for organization set up that responds and adapts quickly to change. This cannot happen unless the knowledge embedded within the organization is strategically put to full use. Essentially, knowledge management means managing people more effectively. And human resource management in an academic institution must revolve around knowledge management and *vice versa*.

An institution such as SUA has many challenges in managing knowledge for its own internal growth and the society at large. This requires that the institution has a clear vision and adequate resources to carry out its strategic plan. Among the resources required, the human resource is the most critical, not finances or the like, since it is the former that attracts the latter rather than *vice versa*. Growth happens when individuals within an institution stop protecting what they consider to be theirs and promote a wider, long term cause, the benefits of which do not necessarily come today or accrue to them directly as individual persons. And herein lies the basis for knowledge management as key to organizational and institutional development. To achieve this the knowledge cycle must be complete.

The knowledge cycle is well known to most of us. First, knowledge has to be generated to fill knowledge gaps. We do this continually through research, analysis and interpretation of evidence. Effective knowledge generation requires the use of knowledge carriers within the human resource base. An institution that still calls its human resource manager a personnel manager or administrative manager shows it's slow in adapting and making full use of its human resource base.

Modern human resource management looks at wider context of the employee beyond the traditional roles embedded in job descriptions. Corporate image and thinking becomes a central overriding factor. If personnel are not up to the required standard, then training becomes necessary.

This may be in the form of short tailor made courses designed to equip individuals within the organization with professional knowledge and skills or matters related to their organization, its strategic plan or new way of doing things. For more junior staff formal long-term training may be the answer. SUA as academic institutions does very well in this particular aspect with regard to academic staff.

For certain types of cadres, the incubation period for the latter approach may be too long and not in the best interest of the organization. Private sector firms prefer to hire people who are already qualified for the job. In a University, this may not always be easy as the pool of well-qualified people in specific fields may be too small or non-existent. In the last cycle of staff recruitment we experienced this in field such as mathematics, statistics, meteorology, microbiology and biotechnology. It took us so long to fill the vacant positions.

The second level of knowledge management is documentation (storage) and reporting. This is one of the weakest links in knowledge management in knowledge-based institutions such as SUA. While the Directorate of Research and Postgraduate studies (DRPGS) has been doing a wonderful job in publishing summaries of research done at SUA over the years, very few academic staff share papers they read at international conferences with colleagues, nor does university policy require them to be deposited with the National Agricultural library (SNAL)!. And worse still a vetting system for quality assurance does not exist. This is perhaps academic freedom carried too far!.

I can write rubbish, go to London. Tokyo or Zurich, make a mediocre presentation and embarrass myself and the institution I represent with impunity and with no remedy in site!. This scenario is sadly self-perpetuating. As if that is not enough, when I return from my rather unproductive trip, I may or may not produce a back to office report, which is an excellent knowledge sharing product. Our system requires a report that is written to the higher offices. Trouble is, those who write them regularly

complain that nobody reads them except three or four people along the command chain and colleagues with whom you take coffee with everyday will never set their eyes on your report unless they care to ask – which is rare!.

We have an electronic communication system that would serve as a basis for registration of students once they on campus - well we do not have enough computers - so why bother! So we carry on with 20<sup>th</sup> century technologies. Everybody carries papers around. Why do I have to use the internet to send a mail to my colleague next office. What is the use of a Local Area Network? ICT guys rescue us! Why don't we have workgroups over LAN or INTERNET?

The third level in knowledge management is knowledge utilization. It's no use generating knowledge and document it if we do not use that knowledge for a useful purpose that would add value to our cause. To be utilized, knowledge flow systems must be in place. And the knowledge must be relevant and useful to problems we face otherwise it is no use churning out flash brochures and leaflets day in day out. And being up-to-date is part of usability of knowledge. What is the use of having information on a website or publication that is not only wrong, but is deficient, not update, telling the reader you have 3 people with Ph.Ds in your department while in fact you have 15 or

twenty. Something called UPDATING is sadly lacking in some of our documentation.

Key to knowledge generation and utilization is pools of shared interest in the form of dedicated thematic groups, which need to be as multidisciplinary as possible. This encourages knowledge sharing and continuous learning between peers. TARP II and now case with other organizations, SUA's future growth hinges on improved knowledge management and evolution of a knowledge culture within its institutional setup.

As is true in many societies today's knowledge will become historical tomorrow but could still be very relevant to solving tomorrow's problems. Here is where institutional memory becomes important. We do not use a lot of experience we have around. When it comes to electing representative of staff in various university organs does one ever stop to think of the need for a mix of new and old?. The young and energetic bring dynamism in knowledge managements systems while the old may have very useful institutional memories. The cabinet of the 4<sup>th</sup> phase Government of this land is a good example! Some food for thought?

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## **SUA Must Change to Survive in Tanzania's New era of Higher Learning**

By Justin K. Urassa

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This short article aims at presenting my personal views on what Sokoine University of Agriculture (SUA) should do in order to survive the expected hard times ahead of us.

First and foremost, all staff at SUA should understand that changes are necessary and inevitable and that resistance to change may lead to the changes themselves changing you. Nevertheless, what I am trying to portray here does not deny in any way whatsoever the changes that SUA has undertaken since her inception as a fully fledged University in 1984.

However, many changes have also occurred in Tanzania's higher education setting, among which has been the transformation of some of the former public professional institutions (IDM-Mzumbe, IRDP-Dodoma, Ardhi Institute, Changombe Teachers Training College, Mkwawa Secondary School and of recent Social Welfare Institute-Dar es Salaam). Apart from these institutions the number of private universities have also increased since the same were allowed.

All these institutions mostly depend on students from the same pool. And since the government started to offer scholarships and loans to students enrolled in any university the freedom of choice for the students has increased, which in a way is good. However, this to the public universities, SUA included acts as a wake up call for change, and this is why I think SUA should make the necessary adjustments in order to survive the new challenges at her disposal.

Secondly, the fourth phase government has made it crystal clear unless they change that the government will only offer scholarships/sponsorship to form six leavers who score division one and two in their Advanced level of Secondary Education Examinations. And that for boys only those with division one will be considered whereas for girls it is only those with division one and two in case of girls. While this announcement was made by the Minister responsible for higher learning, during this year's Ministry of Science, Technology and Higher Learning 2006/07 budget speech, and while people were still pondering on this and having various discussions on the pro and cons, His Excellency, President Jakaya Mrisho Kikwete made it clear in his Mwanza speech that this was his government's stand thus clearing all the cloud surrounding the minister involved. As a consequence of this SUA may be on the disadvantaged side based on the type of degree programmes that are offered at SUA.

Although programmes offered at SUA are still required to a large extent for Tanzania's sustainable development, the government's decision to reduce its size has made it difficult for some SUA graduates to get absorbed into the private sector which is now the major employer. Even though, some teaching on entrepreneurial skills are being emphasized in

teaching, graduates still find it difficult to venture into self employment due to lack of capital, for even if one was to venture into agriculture he/she will still need some initial capital even if this was to resort to the traditional hand hoe and which in itself is not desirable for a graduate who already knows the importance of operating on the basis of economies of scale. Thus the self employment scenario will only materialize when the right environment is put in place.

Having said so and also by looking on the trend of Foreign Direct Investment (FDIs) in Tanzania one finds that most of this has found its way into those areas where SUA has no comparative advantage such as mining, the financial sector and tourism. Consequently, even those few SUA graduates who are lucky to some how penetrate these sectors find themselves in need of a change of orientation in order to fit in their new circumstances. And as a result many SUA graduates have had to go for postgraduate training in those areas which will make them more accessible to the private sectors such as business administration, education, human resource management to mention but a few.

Thirdly, if we at SUA are careful to see and interpret "the sign of times" we would have already started to see the signs that are very much calling for urgent action if we are to survive the world changes. For example the undergraduate enrolment rate isn't what both our 2000-2005 and the 2005-2010 Corporate Strategic Plans (CSP) had envisaged for. And if this is the case then something has to be done promptly in order to get ourselves on the track once more

Fourthly, based on what I have already presented in the preceding sections, although to some people a name may or may not mean much, never the less, I do believe the time has come to thoroughly consider if SUA really still needs to retain the word "Agriculture" in her identity. I do think if the word is omitted from our identity many more students may be attracted to SUA. I do have live examples of prospective SUA students who either by dislike of our identity or what we offer decided to go elsewhere for their undergraduate studies.

Therefore, I do think we need to revisit our identity and also look at how best we could make better our programmes so as to attract

many more students. I also believe that such a move may enable us retain our traditional students and even enter a new area that may even turn out to be very good at providing the resources required to produce good Agriculturalists, Foresters, Vegetarians and Environmentalists to mention but a few. With expansion, more income from privately sponsored students may be used to improve the learning environment.

Fifth, while some people may argue that we are Tanzania's only Agricultural and Related Sciences based University hence the need to remain as we are and perhaps only putting into place some few changes, I would beg to differ with them based on the fact that if such a scenario was an automatic answer to providing quality graduates then Tanzania's Agriculture and Livestock development could have been the best in the world. And this can be proved by looking back at how the different government phases have been addressing agriculture since our independence in 1961.

From this period we have had several forms of the Ministry of Agriculture; at times we have had one Ministry to deal with Agriculture, at

others two or even three. And this has been the major problem facing Tanzania's Agriculture and all that is related to it. Let's also not forget that the problem of a correct understanding of the term "Agriculture" has been there and will continue to be there and that's why we've been having Agriculture being either conceptualized in its broad or narrow sense by all the governments that have ruled the land since 1961.

Lastly, with the current rate of urbanization in the developing world Tanzania included who knows, a time will reach when few will do the farming with assistance of a few extension staff (in agricultural related fields) and thus SUA may only need to train a handful of competent graduates. To conclude I call upon SUA's community, former SUA graduates and all those who wish SUA well to come up with a way that will ensure SUA survives in Tanzania's new era of higher learning, thus, help the government's efforts of reducing poverty by half by the year 2015.

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# CLASSES OF 1976

*By W.S. Abeli and F.P.M. Lekule*

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The Executive Committee of the SUA Convocation assigned us (Prof. W.S. Abeli and Prof. F.P.M. Lekule) the responsibility of organizing a reunion for our 1976 graduating classes of BSc (Agriculture General), BSc (Forestry) and MSc. (Agriculture). It is 30 years since we graduated from the then Faculty of Agriculture, Forestry and Veterinary Sciences of the University of Dar es Salaam. Time flies! We believe it is a blessing for all of us to be together again after 30 years and there is going to be a lot to share besides rejuvenating memories of the past 30 years!

The SUA Convocation this year will be held on 23<sup>rd</sup> November, 2006, while the graduation ceremony will take place on 24<sup>th</sup> November 2006. We are planning to have reunion on the evening of 22<sup>nd</sup> November 2006. We will appreciate if all of us can attend all the 3 days events. We are, however aware of the heavy responsibilities you all have and that it might not be possible for all of us to be out of our working stations for 3 days. We nevertheless request that if possible, we all attend the reunion evening on 22<sup>nd</sup> and the Convocation on 23<sup>rd</sup> November 2006.

In 1976, 68 and 15 of us were conferred the degree of Bachelor of Science in Agriculture General and Bachelor of Science in Forestry respectively of the University of Dar es Salaam. During the same year one candidate was also conferred a Master degree in Agriculture General. It is sad to note that 7 BSc (Agric. General) and 5 BSc (For) of our colleagues are no longer with us, (May the Almighty God rest their souls in Eternal Peace, Amen).

The lists of the 1976 graduating classes are as follows:

## BACHELOR OF SCIENCE – AGRICULTURE GENERAL

1. Achimpota, F.J.
2. Charamila, L.R.
3. Chamba, U.R.M.A.

- |                        |                        |                         |
|------------------------|------------------------|-------------------------|
| 4. Gatege W.P.P.       | 26. Lwenyagira, S.K.F. | 48. Muzee, A.           |
| 5. Gedi, L.C.W.N.      | 27. Lyimo, E.E         | 49. Mwakugile, J.D.     |
| 6. Ishengoma, M.T.     | 28. Magatti, J.O.      | 50. Mwembanga, A.M.O    |
| 7. Kafumu, M.A.B.      | 29. Mamuya, A.E.       | 51. Mwombeki, G.K.J.    |
| 8. Kamukara, H.S.      | 30. Mashaka, R.I. *    | 52. Ndege, J.           |
| 9. Kanyeka, Z.L.M.     | 31. Massawe, J.B.M. *  | 53. Ngatunga, E.L.K. *  |
| 10. Kapinga, P.E.M.    | 32. Matowo, P.R.       | 54. Ngondo, S.M.        |
| 11. Kassam, A.H.E.     | 33. Mhaiki, J.J.K.     | 55. Nyeupe, C.A.S.      |
| 12. Katulle, A.L.M.    | 34. Misangu, R.N.      | 56. Nyomora, A.M.S.     |
| 13. Kibani, T.H.M.     | 35. Mhando, S.M.       | 57. Rugangila, D.M.     |
| 14. Kihupi, I.N.       | 36. Mlacha, Z.         | 58. Rukanda, N.A.K.     |
| 15. Kimei, G.S.        | 37. Mnkeni, P.N.S.     | 59. Rweyemamu, L.F.K.B. |
| 16. Kinyawa, A.A.      | 38. Mnzava, M.G.       | 60. Salema, M.P.        |
| 17. Kishoa, D.L.       | 39. Mpesha M.A.L.      | 61. Saruma, A.P.        |
| 18. Komba, T.T.R. *    | 40. Msaky J.J.T.       | 62. Sassi, S.           |
| 19. Kurwijilla, R.L.N. | 41. Msoka,             | 63. Shao, F.M.          |
| 20. Lekule, F.P.M      | 42. Mtebbe, N.K. *     | 64. Shao, P.B.O.        |
| 21. Lema, N.M.         | 43. Mtui, M.,          | 65. Sudi, Y.A.          |
| 22. Ley, G.J.          | 44. Muganga, D.M.L.    | 66. Swai, R.E.A.        |
| 23. Lontu, B.J. *      | 45. Mugema, M.L.       | 67. Tangu, L.S.M.       |
| 24. Luzi, A.S.M.       | 46. Munisi, U.S. *     | 68. Wenceslaus          |
| 25. Lwelengela, M.H.   | 47. Mutagwaba, C.M.D.  |                         |

### MASTER OF SCIENCE IN AGRICULTURE

- Jackson, R.T.

### BACHELOR OF SCIENCE- FORESTRY

- |                       |                      |                   |
|-----------------------|----------------------|-------------------|
| 1. Chihongo, A.C.W.H. | 7. Maliondo, S.M.S.  | 13. Shoo, W.A.E.  |
| 2. Ishengoma, R.C.    | 8. Mgeni, A.S.M. *   | 14. Singuda, W.T. |
| 3. Kalaghe, A.G.      | 9. Munyuku, F.C.N. * | 15. Sudi, F.A.    |
| 4. Kivumbi, C.O. *    | 10. Nangawe, N. *    |                   |
| 5. Lulandala, L.L.L.  | 11. Nchango, R.J.C.* |                   |
| 6. Magelassa, A.A.    | 12. Sabas, E.        |                   |

\*Diseased

# Beyond Little Mtwewe....

*By Z.S.K. Mvera*

Some time this year, there was an appeal from one of the distinguished academicians that the SUA community contributes towards this poor girl who needed urgent medical treatment. The information was widely circulated through our suanet facility requesting us to contribute through the ICE Director.

Some months later and after I had unfortunately forgotten about the matter, a report was issued that 63 members of the SUA community contributed a total of close to a round figure of Tshs



350,000/= towards this noble cause. The money was delivered to Little Mtwewe and I am told the poor little girl got the medical attention she urgently needed and her life was saved.

This to me marked a milestone in our desire to become socially responsible as spelt out in the, "Resolution Adopted by the Academic Staff Associations of East Africa on Academic Freedom and Social

Responsibilities of Academics of 11<sup>th</sup> February 2005". Though the response was rather dismal and delayed, I take this to be a positive

development. At least the SUA community is now moving towards implementing the resolution.

Let me also acknowledge the fact that the SUA community has not been so callously indifferent to the social problems that afflict its members. On the contrary, SUA community stands out as one of the very exemplary institutions in Morogoro on matters that require community solidarity, very much to the envy of people in Morogoro town. It is an open secret that people in town have a very positive attitude towards SUA when it comes to solidarity during events such as funerals. We have exercised optimal cooperation when we lose members, regardless of class, colour, or ethnicity. Internally (within SUA), therefore, we have indeed excelled and every one in town knows it. Responsibility beyond SUA is where the problem is.

There are many examples of the Little Mtwewe who need small sums of money to circumvent life-threatening problems. SUA, and may be SUASA to be precise has always remained indifferent. Life threatening situations can be medical, educational, or sheer helplessness. There are many people out there who cannot have a surgery performed, or cannot buy school uniform, or cannot have a decent meal during EID, for lack money or food. Yet we are more than ready to part with hefty sums of money in form of pledges for wedding receptions because we are assured we will drink and eat what we have paid for. We eat half of a plate at our dinner table in our homes and

throw away the other half when there are many people around us who go to bed hungry. Many of us labor to have our hangovers nursed when many of us cannot even get clean and safe water to drink. Many of us throw away shirts or trousers just because there is a small mark of Speedo ink on it. This same shirt or trouser with the mark on can be someone's best Sunday wear.

*.....we eat half of a plate at our dinner table in our homes and throw away the other half when there are many people around us who go to bed hungry.*

This is the indifference that needs to be addressed as we struggle to implement the resolution on academic freedom and

social responsibility as academicians. As SUA, we have not worked hard to bolster our image vis-à-vis the public. The other time the Honourable SUASA Chairman boldly called a meeting to discuss on how we can bolster this image by contributing towards the food relief funds (and some SUASA members were actually very willing to have their salaries deducted towards this noble goal) a sizable number of members cited all clauses of the Constitution and other legal and human rights documents to stop the move. Though the money was already deducted, the bold SUASA Chairman had to throw in the towel and refunded all the money. There was no alternative route given to the SUASA Chairman to take in order to achieve the noble goal.

Yet as if by coincidence, our colleagues at the university of Dar es Salaam handed over their contributions to the government to support exactly the same cause we have worked so hard fight against. Our colleagues have also worked hard using other avenues to bolster their public relations. The lawyers have pursued human rights issues and social injustice on matters related to land and oppression with vigor; the political scientists policed political changes from single to multi-party politics with keen interest. These and many other such image-building activities have bolstered the image within and beyond Tanzania. It is unlikely that the public can mistake the University of Dar es Salaam for the Open University of

Tanzania the same way they are mistaking SUA for Mzumbe University.

A lot needs to be done to change the public opinion and image and this can be done if we, as academicians, closely implemented all tenets of the Resolution, especially on social responsibility with a lot of vigor. There are many avenues we can exploit including being aware of the destitute people like

those at the Fungafunga, Amani Center at Chamwino, the orphanages, and the occasional victims of theft at Msamvu Bus Stand who lose bus fare to go to the lake zone. We are aware of some who can fake the theft but there are hundreds more with genuine plight. Genuine cases need our attention and we need to have a mechanism to attend to such cases.

## 550 days at SUA

*By Conrad Savy*

During my year and a half at SUA I have been asked many times "What are you doing here?". The short answer is lecturer in wildlife management. The long answer is usually too long to explain for most people but since I have been asked to tell SUACONE readers about my experience, I assume they are willing to listen.



Though I am a South African working in Tanzania, the story actually begins in Norway. The Norwegian Fredskorpset (Norwegian for Peacecorp) is modelled on the American system of exchanges between countries with the aim of developing capacity in various fields. The American system is a one-sided exchange, based on sending Americans to develop capacity in target countries such as Tanzania. In contrast, the Fredskorpset (or FK for short) is based on a complex web of exchanges involving north-south (Norway to/from target countries) and south-south (between target countries only) exchanges. This model explicitly recognises that varying levels of capacity already do exist in target countries and seeks to actively involve stakeholders within the region to help immediate neighbours. It also recognises that in many cases the most useful lessons and experiences to share are not from the northern developed partners but the southern less-developed ones where similar

sets of problems exist and have been addressed. The FK system is also special in that it relies on an exchange of qualified professionals between matched partners (e.g. university to university or hospital to hospital) as opposed to a system of voluntary workers.

SUA became involved in FK, when 3 lecturers in the Department of Wildlife Management signed up to conduct doctoral studies in Norway. This left a gap in the teaching capacity of the Dept. of Wildlife Management. The SUA partners, in conjunction with their Norwegian partner University, NINA, approached FK to fill this gap. The nearest suitable university which offered a good potential partnership was the Mammal Research Institute of the University of Pretoria. And so a complex partnership was developed where Tanzanians did their PhD in Norway, Norwegians went to South Africa to do research and South Africans went to Tanzania to teach. This pattern is unique in the FK case studies and was found by a recent independent review to be one of the best examples of capacity building exchange in the FK system.

My former colleague, Aimee Ginsburg, and I are the last of 3 sets of participants to visit SUA on FK exchange. We arrived in August 2005 to what has since become one of the most amazing experiences of my life. In terms of work we have lectured, conducted field trips and attempted various research projects, some with colleagues in SUA. Lecturing students has been both rewarding and frustrating. Having no power, on a hot afternoon teaching the last lecture at Mazimbu and watching everyone nodding off in the back row is very hard to deal with. But the very next day those exact same students begin

challenging you with questions and understanding ideas and concepts I know I had struggled with in my undergraduate days makes all those bad things disappear. I have also been fortunate to work with an excellent team of colleagues in my Department who have been patient with a lot of silly mzungu questions and interpreting some really bad Swanglish like "Nataka paper kwa photocopy one sided tafadhali". Another thing I will never forget is the idea of chapati diagrams and the great mandazi and mayai kuchemsha they serve us at faculty and examiners board meetings.

On a personal basis we have used this opportunity to explore Tanzania to the fullest. Tanzania has some of the most beautiful scenery I've seen has its tourism industry can only be expected to grow in the future as more people discover this. One of my most enduring opinions is the warmth and friendliness of nearly every Tanzanian we have met. While South Africa prides itself on our spirit of ubuntu (togetherness or community spirit) I can safely say that Tanzania is the best example I have seen of this anywhere. My favourite story about this is jumping off a bus from Arusha in time to see the last bus leaving for Morogoro. So a

lone mzungu stuck in Chalinze with no idea where to go. Mbaya kidogo siyo? From nowhere a family I had started talking to (with my bad Kiswahili) invited me back to their church for dinner and to meet their pastor. They found me a place to stay and even woke me the next morning to put me on the first bus to Morogoro. My attempts to give a donation to their church or for their child were ignored and only my thanks were accepted.

Aimee left for South Africa at the end of our initial contract in August 2006 while I opted to stay for a renewed period until December 2006. I managed to go home to South Africa for a week before the current semester began and had to admit that after only 2 days I was missing Tanzania. My family had to keep asking me if I meant South Africa or Tanzania when I used the word "home".

As my time now comes to an end I am trying to fit everything I have wanted to do all year into the space of a month or 2. I know that when I do leave it will be with a heavy heart and as I board the plane I'll be saying baadaye and not kwaheri to the friends I have made at SUA.

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## Transcending Fanaticism Beyond a 'piece of leather'

*By Emmanuel J. Luoga*

**T**he game of football is looked upon differently depending on which school of thought one belongs. There is a soccer apathy/indifferent group of which its scholars would look at soccer as a silly game because they can't understand how thousands of people can be so much excited watching players on pitch sweating out in pursuit of an inflated piece of leather!

A Member of Parliament giving away prizes at football match made a hard hitting speech: "Ladies and gentlemen, for the last one hour and half, I have been watching the match. I am very sorry to say that even after 45 years of independence,

the Tanzania Football Federation (TFF) could provide only one ball to twenty two players and the poor players were left with no option but to kick it from one side to another. I would request the government to give a good grant to TFF so that they could provide one ball to each player so that they can play it the way they like".

The second school of thought is that of fans, of which I myself belong. I support for example, one of the two archrival Dar es Salaam based soccer teams. I can't say which one but suffice to mention that when Simba loses I rejoice and when Yanga wins I rejoice too. In the same vein I lament when Simba wins just as when Yanga loses. I had a friend who happened to support Simba and sometimes I used to give

him company when Simba plays at Jamhuri stadium. For those who have never been to Jamhuri or National stadium in that matter, the main stages are bisected with each half for Yanga and Simba supporters. Sitting in the midst of the Simba supporters, I would play high level of hypocrisy to show 'solidarity' with my friend. However, sometimes I couldn't withstand (*uzalendo unaponishinda*) so I would pretend to attend a 'short call' where I would cheer Simba's defeat to my maximum before I come back with my steam off to continue 'supporting' my friend.

There is another third group of fanatics. Fans maintain some sobriety when their teams lose or win while fanatics become "drunk" with joy when their teams win or with anger when they lose. A fanatic defines football thus "It is my 'religion' and the pitch is my 'church'. When my team wins, I am filled with the 'Holy spirit' and when it loses the 'Devil' enters on me. Given that the 'devil' or 'Holy spirit' can drive fanatics to extremes, it is important to know your company well before discussing football, for what you say could be held against you with direct consequences!

When you are seated with Simba fanatics for example the way I used to with my friend, call the Yanga fans hooligans and agree with your company that Yanga does not stand a chance in a Vodacom National league against Simba although the score card says that the opposite situation prevails. If a while later you find yourself in Yanga's company, change your tone immediately. Say that no team in Africa can match the skills of Yanga. Recall and always cite its past glory!

What I am saying, being a fanatic, you cannot claim neutrality in football match between Yanga and Simba by cheering good play and booing bad game on the part of both teams. Personal safety in the stadium is ensured by declaring your loyalty and sitting where other fans of your team are, otherwise you will be inviting a broken skull if not a disjointed chick! As a supporter, you are not in the stadium just

to watch and root for your team! You also have an added duty of criticizing the referee and his linesmen for every real and imagined commission or omission. Should your team lose, that to you has nothing to do with the quality of the team even if it played like a bunch of kindergarten kids. Insult the referee using all known filthy words you know "*Refa* ∞€α♪● *umehongwa*"! When the team loses then start throwing stones at anything in sight, particularly if it is mobile.

Unfortunately fanaticism does not end into only football arena but transcends beyond. Have you ever thought on how people are losing political and religious tolerance in this country and elsewhere in the World? Tanzanians for example used to co-exist and mingle well despite of diversity in religion or political affiliation, but things are now going astray. The ruling party can perform to its best but members of opposition will always criticize "*Hakuna kitu, wanajikomba tu kwa wapiga kura*". Whenever a party loses the reason would be 'elections were not free and fair' "*Tumeibiwa kura*".

In religion, surely there are many good things which one denomination can learn from another, but is there any willingness to do so? Recently when president Kikwete visited Boston University in the US, he appealed to the World on religious tolerance, particularly between Muslims and Christians.

The president repeated the same appeal when he invited religious leaders and other dignitaries at the state house for a presidential *futari* on 16<sup>th</sup> October 2006. Despite of these appeals we are seeing more of extremist rallies with filthy language against other religions. Where exactly are we heading to with this zeal glooming in our societies? It is easier to leave with football fanaticism, but not with religious extremism.



# HUMOUR AND REFLECTIONS

## HEAVENLY REWARD!

By A.S. Macrice

A doctor, an engineer and a fungal taxonomist arrived at the Pearly Gates. The doctor said how he'd healed the sick, helped the lame; but he was a sinner and was sent to hell.

An engineer told how he'd built homes for homeless, etc; he messed up the environment so he was sent to hell.

All these frightened the fungal taxonomist, but as soon as he mentioned his occupation, God said "You've already been through Hell, .....welcome to Heaven".

## *A young girl on a 'matatu' from Nairobi.....*

By John Kamau Wambugu, National Museums of Kenya,

A young girl boarded a matatu from town (Nairobi). The Matatu was headed for Western Kenya. On reaching Westlands the girl got up from her seat and walked to the driver and asked, 'Tumefika Naivasha?'

In amazement the driver answered her, "Bado mtoto". On they moved and on reaching Kangemi the girl walked to the driver again, "Tumefika Naivasha?" "Bado" the driver replied. After another 10 mins, the girl asked the same question and the same answer was given.

The driver, by now was getting very irritated by the little one who was asking if they had reached Naivasha after every few minutes but the passengers just looked on. The next time she asked the driver, he promised that he would alert her when they got to Naivasha, "Tukifika Naivasha, nitakwambia."

So the young one relaxed, sat on her seat and perhaps even dozed off. On reaching Naivasha, the driver had forgotten all about the girl, so he just continued driving and twenty minutes after Naivasha the girl stood up and asked the driver the usual question. Oh, Oh, the driver had no words now that he had forgotten to keep his promise. The fellow passengers started accusing the driver for failing the young girl. They demanded that she be driven back to Naivasha before proceeding further.

The driver turned the matatu around and drove back to Naivasha and upon arriving, told the girl "Sasa tuko Naivasha." The girl stood up, stretched her hands to the luggage rack, picked her bag, opened it, removed bread and milk, sat down and started eating the bread and drinking the milk.

Now everyone in the matatu wondered and just looked at the girl. So the driver said, "Tumefika Naivasha, si ushuke!" and the girl said, "Mama aliniambia nikifika Naivasha, nitoe mkate yangu na maziwa nikule." "Na unaenda wapi?" asked the driver.

"Naenda Kakamega".

## WITH A LIGHT TOUCH

By E. J. Luoga

### 1. Lonely wife

A University professor used to carry books with him always home and would read seriously diverting the attention from his lonely wife. One day, the wife with deep concern told him "I wish I were a book so that I could draw your attention to love me" Prof answered "If you were a book then you

should be a University Prospectus so that I could replace you every year"

### 2. Double Standards

A mother was reprimanding her son for having stolen a pen from school. The father of the family who was working at SUA intervened "Son, you must not steal at school; if you need anything in the way of stationary, I can always get it for you from the office"