

The Mwanza Perspective

Service- Learning and Community Building



2023 Summer School
At St. Augustine University of Tanzania (SAUT) in Mwanza
Funded by DAAD (Projekt-ID:57665153)

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Deutscher Akademischer Austausch Dienst
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HELMUT SCHMIDT
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Universität der Bundeswehr Hamburg



2023 Summer School at St. Augustine University of Tanzania (SAUT) in Mwanza

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האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM
الجامعة العبرية في اورشليم القدس



HELMUT SCHMIDT
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Introduction

Ambassador Prof. Costa Rick Mahalu (Vice Chancellor, St. Augustine University of Tanzania) invites Prof. Dr. Silke Schreiber-Barsch (a 2023 summer school team leader from University of Duisburg-Essen, Germany) at SAUT to mark the beginning of 2023 summer school.



The 2023 Summer School at Saint Augustine University of Tanzania (SAUT) brought together participants from Tanzania, Germany, Israel, and Togo. The participants conceptualized and developed perspectives on “Service-learning and Community Building: German - Tanzanian Encounters”. The diversity of participants’ background, education level, age, and work experience enriched the process of achieving the goals of 2023 summer school with ease. Learning venues included the SAUT campus, a model school, the Saanane Island, and the community around the university that provided a conducive environment for achieving the summer school goals where participants could conceptualize themes, share perspectives, design posters and make presentations. Student participants gave feedback through an evaluation questionnaire that helped organizers to appreciate the week-long engagement. This booklet captures the experiences and reflections, and shares images of participants in the 2023 summer school at St. Augustine University of Tanzania.

Learning Places and Spaces



SAUT - Mwanza



Saanane Island



The Institute of Adult Education



Fr. Ramon Boys Secondary School

Service-Learning at SAUT is an educational initiative under the Department of Education Foundations in the School of Education that integrates community service with academic studies, reflection, and analysis to enrich the learning experience of students, teach civic responsibility and strengthen communities. Service-Learning aims at empowering students and the local community for responsible citizenry and social transformation for mutual benefit. The empowerment process is achieved through partnerships and collaboration, mentorship and exposing the young people to real-world and professional development opportunities where they acquire and develop relevant work-based skills, entrepreneurial skills, leadership skills, critical thinking and problem-solving skills, collaboration and professionalism. Service-learning promotes sustainability initiatives, research and innovation, community service, capacity building, internships, gender equity and equality, and intercultural exchange.

The SAUT representatives and administration were pleased to host the 2023 summer school on its Mwanza Campus. Several remarks from the SAUT officials stood out as a gesture of support and warm welcome to the docents and the whole summer school team.

The Vice Chancellor, St. Augustine University of Tanzania commented that through collaboration we can attain the obligation to embrace and practice community service as the key mission of university.



“Universities are considered as ivory towers, which should not be the case. Universities should be connected to community. Teaching and research works should be interpreted to advance community. Service-learning opens the door for the university community to share with the larger community the knowledge they develop. We have the obligation to embrace and practice this third mission of university.”

**Ambassador. Prof. Costa Rick Mahalu 2023
(Vice Chancellor, St. Augustine University of Tanzania)**



The German docents' courtesy call to the office of the Deputy Vice-Chancellor for Administration and Finance (DVCAF), **Prof. Agnes Nyomora** received her warm welcome, as she said,

"We are happy to have you at SAUT. In addition to the great work you plan to do, I encourage you to think of strengthening and expanding the collaboration between our universities, and make it livelier. Plan to go beyond summer school. You could plan for even bigger projects together. We will support such initiatives as we have done before. At SAUT you are always welcome, be it summer or winter, feel at home! When winter is hard in the North Pole, come south, come to SAUT." **Prof. Agnes Nyomora 2023**

The Deputy Vice Chancellor for Academic Affairs (DVCAA), Prof. Hosea Rwegoshora welcomed German docents and commended the collaboration between SAUT and UDE.



In his own words, *"This international collaboration between our universities is a mile stone we must cherish and support with all our resources. Young as it is, SAUT has many potential junior faculty members who need to realize their career advancement. This kind of collaboration ought to inspire and support these young professionals to realize their dreams and goals of the university."*

Prof. Hosea Rwegoshora 2023



Dr. Negussie Andre, the SAUT Financial Controller was equally pleased to share an anecdote about the importance of inter-university partnership, as he noted: *"Welcome at SAUT. We encourage international collaborations because they augment the visibility of our universities. This kind of collaboration gives witness to the fact that a university is for the universe, otherwise it is an elevated high school."*

Dr. Negussie Andre 2023



SCHOOL OF EDUCATION



The Dean of the School of Education, (second right), Prof. Sr. Clara Rupia posed for a picture after she hosted Prof. Dr. Schreiber-Barsch (right) and Prof. Dr. Schmidt-Lauff (second left) and Joseph Badokufa (left). For Prof. Sr. Rupia, *"It is a great pleasure to host you [the German colleagues] at SAUT and especially in the School of Education. International encounters have continuously played a key role in transforming individuals, and thus our institutions and society at large. This is a commendable initiative"*.

Prof. Sr. Clara Rupia 2023

The St. Augustine University of Tanzania



University of Duisburg-Essen

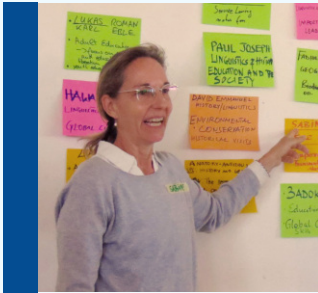
Universität
Duisburg-Essen

The collaboration between the St. Augustine University of Tanzania and the University of Duisburg-Essen dates back in 2019, when Prof. Dr. Schreiber-Barschco-organized a DAAD-funded Summer School at SAUT in Mwanza. She successfully took part in the process that culminated by the signing of a Memorandum of Understanding between the UDE and SAUT, early 2022. With a MoU at hand, faculty members from both universities continue to collaborate in various activities for mutual benefit. Among other activities, apart from the 2023 Summer School at SAUT, faculty members from both universities co-conduct research, co-publish , and have had a SAUT faculty registered for doctoral studies at the UDE. The collaboration is steadily and surely expanding and getting roots for mutual gains among colleagues from both universities.

At the heart of this growing collaboration, between the two institutions, is Prof. Dr. Schreiber-Barsch, who had to say, *"I am thankful for the warm welcome to SAUT. It feels great to be here, again. With all that we have accomplished since the signing of the MoU, I see so much possibilities and opportunities through this collaboration.*

I am equally glad that this time around we are working together on the theme of service-learning and community building. I am confident that the various encounters throughout this summer school will render mutual gains to the individuals and our institutions. Our competent facilitators from Germany, Israel, and Tanzania are ready to creatively and critically embark on this process. I hope that this 2023 Summer School serves, once again, as a stage for cementing our collaboration and opening up more opportunities for both parties!"

Faculty members from the University of Duisburg-Essen, Helmut-Schmidt University Hamburg, Hebrew University of Jerusalem and St. Augustine University of Tanzania who collaborated in organizing the 2023 summer school at SAUT included:



Prof. Dr. Sabine Schmidt-Lauff from the Helmut-Schmidt University Hamburg – Germany. Her expertise in Continuing Education and Lifelong Learning was fundamental throughout the summer school. According to Prof. Dr. Schmidt-Lauff, *“University campuses are not fields of research only but fields of in-depth collaboration with the surrounding community, where knowledge is interpreted to improve the wellbeing of the society”*.



Dr. Tim Zosel, from the University of Duisburg-Essen in the department of Adult and Civic Education, contributed greatly in the field of civic education and global citizenship for adult learners.



Jörg Miller brought to this 2023 Summer School enormous experiences about Service-Learning from a German perspective. His engagement in the UNIAKTIV (Service-Learning) at the University of Duisburg-Essen was instrumental in inspiring participants to develop comparative reflections on their service-learning experiences.



Lukas Eble, from the University of Duisburg-Essen, had inputs to the Summer School sessions on solidarity, global citizenship, and social justice. His expertise on Paulo Freire inspired participants to enrich their perspectives on critical service-learning for holistic human transformation.



Dr. Aline Muff is a faculty member at the Hebrew University of Jerusalem, in Israel. She shared rich inputs on social justice and how service-learning could integrate aspects that address social injustices in society.



Joseph Badokufa is a faculty member of the department of education foundations at the St. Augustine University of Tanzania. He is a co-founder of SAUT Service-Learning program. Badokufa mentors numerous students in service-learning and otherwise.



Delphinus Kamugisha is a faculty member at the St. Augustine University of Tanzania, in the department of education foundations. He is a co-founder of SAUT Service-Learning. Through SAUT Service-Learning, he inspires students to become responsible global citizens and agents of positive change in society.



On behalf of the docents from Germany and Israel, the 2023 Summer School leader said, *"We are very grateful for a warm welcome here at SAUT. The good management, the great people, and your beautiful environment have all enabled the collaboration and this 2023 summer school possible and meaningful. We are looking forward to more works to be done together through our collaboration. Many greetings from the University of Duisburg-Essen, Germany"*.

Prof. Dr. Silke Schreiber-Barsch 2023



The vice-chancellor, directors, dean of faculties, heads of departments, and other university officials gathered at SAUT LaVoie Conference Center for a briefing and discussion about possible further collaboration opportunities between SAUT and UDE.



"Collaboration is an opportunity to share our aspirations, creativity, and motivations for furthering individuals' career, institution and community profile." Prof. Dr. Schreiber-Barsch 2023

Unfolding Perspectives on Service-learning

Students worked in groups with rotating facilitators to help discover diverse perspectives on service-learning and its effect on the self and the society. Guiding questions, inputs by the docents, scenarios, reflection and case studies kept the individual and shared thinking rolling.

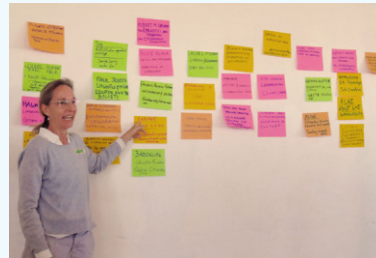


Individual participants conceptualized ideas in big and small groups.



Inputs of facilitators served to shape the theme trajectory of the seminar and inspired individuals to reflect upon their experiences for poster presentations.

Facilitators posed two questions to guide each participant to conceptualize the 2023 summer school theme: **1. What is MY understanding of service-learning? 2. How does service-learning, in my view, contribute (a) to my studies and (b) to the community?** These guiding questions successfully immersed participants into the week-long learning process.



Each participant introduced themselves by sharing about their name, areas of specialization and preference topic in service-learning, as linked to the summer school theme. Individuals continued to prepare a poster and audio recording about the preference topic. The reflective aspect of the workshop was a reciprocal process. Individual reflection phases were combined with collective reflections, discussions and inputs on the service-learning topic.



Individual participants engaged themselves in both personal and collective reflections that led to poster designing and presentation, prior to the audio recording on one's perspective about service-learning.

Institute of Adult Education Space

The 2023 Summer School participants had a brief immersion into adult education in Tanzania during a visit to the Institute of Adult Education (IAE) Mwanza Center, which is located at Luchelele in the greater Nyegezi area.



Evidently, the purpose of establishing the Institute of Adult Education goes far back in 1960s (www.iae.ac.tz) when the newly independent Tanzania had the highest illiteracy rate (Yahl, 2015). The IAE focused on promoting basic literacy skills: reading, writing, and counting. Two decades after the introduction of adult education and promotion of literacy among children and adults, Tanzania recorded a 90.4 percentage of literacy (Heisel, 1979), which made the country to be among the highest in a country belonging to the South Pole.

Currently, the IAE offers conventional programs and on line courses of which among other goals is to alleviate poverty (UNESCO, 2018). The Tanzania Institute of Adult Education runs three campuses in Dar Es Salaam, Morogoro and Mwanza with several centers across the country. For example, in Mwanza there are four centers at Sengerema, Misungwi, Ukerewe, and Buhongwa with a total of 400 students. The IAE has three programs for Certificate in Adult Education (1 year), Diploma in Adult Education (2 years) and Degree in Adult Education (3 years). In Tanzania, Adult education is given a special priority as it offers alternative path to education for individual welfare, and that of the nation.

Mr. Charles Tyson, the acting principal at the Institute of Adult Education in Luchehele Mwanza gave a warm welcome to the summer school team.



“With gratitude, I welcome you at the Adult Education Institute - Luchehele, Mwanza Center, on behalf of the principal and the entire community here. Since you run adult education programs like us, you are welcome to share your experiences and discuss how we can collaborate in different areas for mutual benefits”.

Charles Tyson 2023

Reciprocating to the warm welcome from the IAE at Luchehele, **Prof. Dr. Schreiber-Barsch** said,



“Thank you for the cordial welcome to this magnificent center with a fresh lake breeze and spectacular lake view! I am grateful for the opportunity to learn what you are doing here. This kind of encounter renders institutions to learn from each other and work together, which is not only for the benefit of students but institutions and communities around”.

The team had a discussion on opportunities, strengths and gaps which the SAUT, UDE and HSU could work together in the lines of advancing the education for adults. In the course of discussion, the theme of 2023 summer school; *Service-Learning and Community Building: German-Tanzanian Encounters* was taking shape and purpose.

Fr. Ramon Model School Learning Space



The summer school team visited Fr. Ramon Secondary School where SAUT service-learning students and the school community execute self-reliance philosophy.



In his welcoming note, **Fr. Fabian Mayunga**, the headmaster said, *"It is a great pleasure to have you, visitors from Germany, Togo, and Israel here at our school, to share with us what you are doing and see what we are doing. We are happy to work with service-learning at SAUT, and now another opportunity to meet the team from Germany. I believe this collaboration will have a great impact not only in our school but also to a larger community".*



The SAUT Service-Learning programme has since 2017 committed itself to an annual afforestation initiative. *In the photo:* behind the 2023 Summer School team stands hundreds of trees planted by SAUT Service-Learning students. This partnership creates service and learning space for both SAUT Service-Learning students and the Fr. Ramon School community.



While introducing school projects to visitors, a form three student, Andrew, said, *"As students at Fr. Ramon School, we are very happy to see visitors from Germany at our school. We are also happy to work with the team from SAUT. This gives us motivation and inspiration to achieve our goals. At this school, apart from learning and excelling in Maths, Sciences and other subjects, we get an opportunity to learn different skills as we participate in different activities like farming, gardening and animal keeping. Many people die of hunger. Here at school we cannot die of hunger because we have skills, we have land and we have good leadership, and we have the motivation to work and of course the appetite to eat well"*.



The Fr. Ramon secondary school students guided the summer school team on tour to see what the school does as self-reliance projects. The tour took off through a cow shed, ducks, chicken coops and pigeonry, rabbits' shed and the piggery. The summer school team went through the orchard, having scenery on jackfruit trees, lemon trees, tangerines and orange fruit trees as well as custard apples, to list but a few. There was a greenhouse for vegetables as well as trees for timber and firewood. Finally, the team went to the maize and paddy farm. Through all these, students learn how to take care of animals and plants to acquire skills and nutritious food.



The headmaster, Fr. Fabian Mayunga had to say, *“On behalf of the Fr. Ramon Boys Secondary School, I am thankful for this visit. We learn a lot from your questions and comments, which are useful as we keep improving our approach to educating the 21st century generation. I am grateful to the staff here. They understand the philosophy of self-reliance and take initiatives to mentor our students in selflessness, collaboration, creativity, responsibility and social justice, among other values and skills. We continue to embrace and strengthen our collaboration with SAUT service-learning. I also thank my students for serving as tour guides; they usually enjoy it!”*



To wind up the visit at the school, Prof. Dr. Schreiber-Barsch remarked, *“I thank the school management especially Fr. Mayunga for a warm welcome. I thank the teachers and students here and commend the good work of SAUT service-learning team with the school. Thank you to the team from Germany and everyone for the initiatives and the good work, the presents you have given us, the learning journey and tasty food. I believe the great work you are doing will continue transforming the students and the larger community”.*



Fr. Ramon Boys Secondary School seeks to immortalize Mwalimu Julius Nyerere’s philosophy of education for self-reliance (1967) that puts emphasis on a creative integration of academic subjects and extra-curricular activities for effective mentorship of competent and responsible citizens. Students at this school exhibit competence and a sense of responsibility in managing the various self-reliance projects.



Reflecting on the experience with the students, Badokufa commented; *“For university student-teachers and prospective educators in the 21st century should embrace the challenge to always inspire and stretch students to a next level. This means that you ought to be a great teacher who supports a student to excel and transform oneself, and a teacher who makes learning enjoyable, fun, and meaningful. Be that great teacher”.*

Reflection Space on the Saanane Island

On Saanane Island, participants shared their perspectives on service-learning and its impacts at individual and society level. The island created a more reflective environment, by boat cruising, walking around, hiking and seeing the flora and fauna in its natural beauty. It was calm for audio recording and enriched the process of poster designing.



The magnificent Saanane Island supported participants to make reflections, appreciate nature, and flex their muscles in attempt to feel the sky from the famous Jumping Stone.



The Saanane Island Visiting provides us with the chance to learn immersively from the natural context, such as eco-systems of the wild animals as the part of the environment. The trip gives us the chance to think critically about the common global challenges through sharing and exchange of ideas within the team of the long learners community.

The trip also was very enjoyable due to the presence of physical natural features which were very attractive in nature and this was immediately from the point of the departure at the mainland where we use the boat to the island from there we manage to discover the island and elaborate the beauty of the nature such as lake view from the top of the peaks, wild animals such as lion, Zebra, wild boar, porcupine and many other mammals, we managed to realize the video shooting as the testimony for the engagement in the service learning.

PAUL JOSEPH

As I visited saanane island, I became more impressed viewing the beauty of the world seeing how the ecological aspects can bring about economic pursuit, aesthetic value as well as the exploration about life of the nature.

I was really honored by the efforts made by my fellows to achieve different target like reaching the jumping stone something which needs more body strength. Also doing the video testimonials also concerning the understanding of service learning co-occurring with different contributions regarding the personal studies and towards the community.

Nevertheless, it was very amusing to be there together with friends thus there is always another time, hope we are going to meet again.

Salma Nubaraka

Hello beautiful people, before you I would like to express my yesterday experience about Saanane Island trip from the commencement of the journey till the destination; Once Eleanor Roosevelt said that "Yesterday is history, Tomorrow is a mystery, Today is a gift; That is why we call it the present that gives me now a room to say that I'm sharing my history though it is an experience the journey was very joyful and interesting at large especially when we were exploring an Island as it was very good to have new experience learning a lot about wild animal, being aware about the short history of Saanane and why an Island was called Saanane and not other name; More interesting is while exploring the Island some of us felt themselves unable to climb rocks especially into hills/highland until when they were pushed or pulled that made laugh and it gave me an idea of doing physical exercise. To sum up the journey was very fantastic

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ROBERT MILITA GIMANI

Reflections from the participants on the excursion to Saanane Island

The Saanane Island provided a naturally calm space for participants to share their testimonies. The video-recorded testimonials were in-depth personal **understanding of service-learning and how service-learning contributes (a) to one's studies and (b) to the community.** These video testimonials are available in the appendices.

Bismarck Rock





Presenting the Learning Journeys of the Mwanza Perspective

In a reflective and constructive manner, students started to transfer their perspectives onto posters or other forms of expression that they had chosen by themselves. This was an interactive process involving thinking, sharing, drawing, painting, cutting papers, designing and redesigning. It was followed by each individual participant presenting a complete poster. Posters carried assorted messages that represented a student's engagement in service-learning.



"I have a devotion to contributing on gender and gender equity. My service-learning focus has been on women empowerment as an indispensable process that brings about liberation of individuals and thus society. Men and women ought to share responsibilities in an equitable way. My mission as a lifelong learner and an advocate for gender equity is to embrace and practice individual and social justice." **Winnie Masawe 2023**



"I see gender integration as an inevitable process in my community just as how it is impossible to have branches, flowers, and fruits without a stem".

Zacharia Zacharia 2023



"It is possible to live in plastic free neighbourhoods. It is possible to protect our environment from the harms of plastic. We must invest in reducing, reusing, and recycling plastics. It is possible." **Meshack 2023**



"For years now, I have been involved in environmental conservation at school level. I am convinced that service-learning initiative should be well established at every school level in order to prolong young people's engagement with service and learning for greater outcome." **Isaya 2023**



"For me service-learning has opened my eyes about its usefulness in increasing my employability and that of others around me. With the raising unemployment rate across the globe, I feel somehow confident that I can navigate through the job search with some confidence and prospects for grabbing an opportunity."

Anatory 2023



"My engagement in service-learning has helped me to improve my commitment to becoming a self-reliant, creative, and innovative young professional."

Alistides Rweyemamu 2023



"Service-learning plays the role of social justice. It liberates the individual through critical reflections on one's experiences with the intention of mentoring local solutions to local problems by applying glocal strategies and techniques. I feel responsible for being part of the solution to the current environmental issues around Lake Victoria."

Adam Nkingwa 2023



"Human beings are inseparable from nature. It is our primary mission to protect nature, if we are to enjoy life. As a geography teacher, and a beneficiary of service-learning program at SAUT, I feel equipped enough to be an agent of environmental conservation and advocate for environmental sustainability from my immediate community and even beyond." **Amos Kerato Nyanguru 2023.**



"Service-learning has taught me to use my knowledge and skills for the best interest of my community, for by doing so I enrich myself with more knowledge and competencies. Society should be my concern." **Hawa Maulana 2023**



"As for me, service-learning is more about giving and through giving I receive, meaning I learn more! I can best express my understanding through a poem." **Salma Mubaraka Abdul 2023**

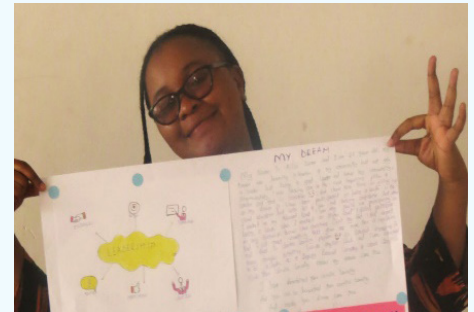
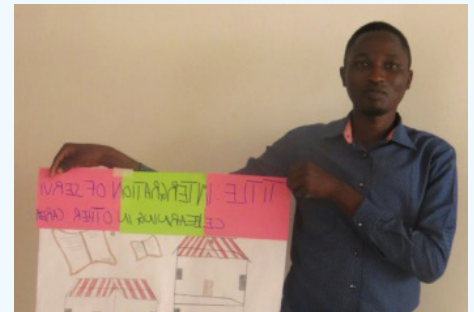
*For service is a noble cause
Where knowledge meets the
call of chance
And in the giving,
We receive the sense of purpose.*

*Bringing the difference in the world
The world beyond classroom doors
We unlock our potentials
To create the world of change*

*We serve not ourselves alone
But for the good of all we know
We give out our time
Our energy, our skills and talents*

*Let us give with open hearts
Let our giving be the source of joy
In the act of giving,
We find the truest expression of humanity*

*So let us embrace the joy of giving,
In every moment, as we are living.
For when we share our blessings, big or small,
We truly understand the greatest joy of all
A purpose to serve not a lifestyle to live*



Individual Participants' Reflected on Their Summer School Experience

"It was such a great moment to learn with our visitors from Germany, Israel and Togo. The SAUT management deserves credit for supporting the SAUT Service-Learning patrons and all the participants to make summer school happen. The opportunity to encounter practitioners and academicians inspired me to ground myself fully as a global citizen and a committed agent of biodiversity." **Alistides Rweyemamu 2023**



"I liked the seminar. I learnt from Prof Schmidt-Lauff that when you grow the society grows. The seminar has been educative and developmental to me and to all." **David Fumolore 2023**



"I liked very much the seminar. Speaking English all the time has not been a simple thing. Learning with new people was amazing in such a way that time was not enough, next time more time would be good." **Elis Eliud Duma 2023**



"I am a linguist, and a qualified Kiswahili teacher from BAKiTA (Baraza la Kiswahili Tanzania/Tanzania Kiswahili Council). Summer school strengthened my international experience, so I welcome anyone who wants to learn Kiswahili, as a foreign or second language. I believe that language is a crucial ingredient for us in becoming responsible global citizens." **Hawa Maulana 2023**



"I enjoyed everything. Service-learning needs to be more strengthened. I suggest that every student in the university should be involved. I am going to be an ambassador for Service-Learning." **Winnie Masawe 2023**



"This has been such an empowering encounter for me! The experiences during classroom activities, the cultural site visits, and the great people I worked with have made me desire for more opportunities of this kind." **Laure Doufodji 2023**



"I am grateful for the opportunity to be part of this seminal summer school. There has been interaction and through that we have learnt a lot. I wish I could have the opportunity to take part in the next summer school." **Robert Gimano Mwita 2023**



"Service-Learning and summer school has been a platform for me to share experience of university life. I am today because of service-learning. If clouds can fly but have no wings, and clouds can cry but have no eyes, why shouldn't I do my best to continue what I have learnt to the community. I appreciate the role of Badokufa and Kamugisha in Service-Learning at SAUT." **Salma Mubarak Abdul 2023**



"Thanking in a special way Badokufa and Kamugisha for enhancing service-learning at SAUT, and to all visitors, facilitators and students for making summer school 2023 happen." **Lukas 2023**



"I thank everybody who participated in this workshop. You worked in a committed way to reach the target." **Jörg Miller 2023**



"I applaud the commitment, putting ideas together from these distant institutions; UDE, SAUT, HSU, HUJ, UNIAKTIV, then dedicate resources and finally bring docents together to enhance learners' competences for the betterment of the globe. Thank you all." **Delphinus Kamugisha 2023**



"The 21st century educator should embrace turning challenges to opportunities, inspiring, transforming and supporting student to excel. My sincere appreciation to all who made the 2023 summer school feasible, enjoyable and meaningful to bring about sustainable communities." **Joseph Badokufa 2023**



"I have learnt in my personal learning journey across the last years from Badokufa, Kamugisha and the SAUT students and colleagues that the principle of ubuntu is of highest importance: I am because we are; and because we are, therefore I am. So let's embrace also the learning process through the ubuntu eye: I learn because we are; and because we learn, therefore I am. Asante sana to all participants and colleagues for this wonderful and enriching summer school." **Prof. Dr. Schreiber-Barsch 2023**

This week has been
a big inspiration for me!
All the people who
are feeling responsible for
creating a better society
& living conditions make
we feel as a member
of a global village.
Asante sana!

LINDA

From the 7th to the 11th of August
2023, I got the chance to
experience an amazing week
at SAUT in Mwanza with
amazing people.

This summer school
was unforgettable.
I've learned so
much about
Service Learning
and the commitment
of the students of
SAUT is undecidable.
They are putting a
lot of energy in the
development of their
community.

Thank you for
the memories Mwanza!

Laura

feel very touched by
the human encounters during
this week. Full of kindness,
full of hospitality and full
of positive energy. I learned
a lot about your perspective of
Service learning and about
Tanzania's spirit. Thank you
for a wonderful exchange and
let's be the ambassadors of
change. Tim Emil

The 2023 Summer School in Mwanza
was a great opportunity for learning,
sharing and socializing.

Multiplicity in participants'
education, background and age
was affluent for the workshop
goals.

Different working spaces
exposed participants to reflect
on Service learning intensely.

Such a lovely moment with
good people is a spark I am
looking forward for, to transform
people.

Kamugisha

My reflection on the summer school
by Jilene

The Summer school on service learning in Mwanza
was a special experience for me because I gained many
new insights into the theory and practice of service learning
(especially highlighted was to learn from the students)
sponsored by their service learning projects in the field
of environmental conservation, disaster mitigation and rural
education among others. Another important insight was the
importance of digital transformation and community perspective
in service learning, reflecting that Tanzania faces an
education gap, especially in rural areas and the government's role and
responsibility in Tanzania in light of the common shared
vision.

It also reflected critically on whose knowledge dominates
in service learning activities and the need for local people
to bring forth the environmental and not only the service
providers.

Major challenges that we identified were getting
away from poverty and gender inequality-based field
and social skills practices like the practice of
deindividuation and environmental pollution
from my perspective. There is a clear need for service
learning to address these structural, cultural and
power relations. I believe that critical practical
education is one of the necessary goals of service learning.

I could very much envision to continue this program
in the future and I think that all participants
have to push to gain from this rewarding exchange
of knowledge.

The Sunset



The Swahili proverb *“Hakuna marefu yasiyokuwa na mwisho”* that could literally be translated in English as *“Nothing lasts forever, no matter how good it is”* became a reality as participants embarked into the last day of the 2023 Summer School. It was punctuated by typical last finalizing activities including presentations, certifications and speeches.

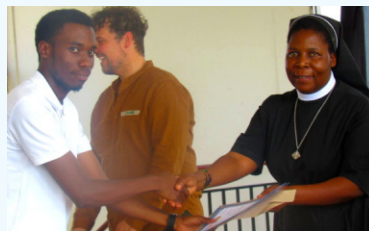
Adjacent to the Capri-Point area off the shore of Lake Victoria, a spectacular sunset view is guaranteed almost every end of the day in Mwanza, the Rock City.



The Head of the Department of Education Foundations, **Dr. Sr. Michaella Mhagama** addressed the participants and facilitators in culmination of the week-long 2023 summer school. She remarked, *"...SAUT students, especially those in the school of education, are becoming champions of service-learning. One among other strategies in the department of education foundations is to engage student-teachers in community outreach activities where they serve their immediate community in various aspects as they learn. In so doing, we graduate all-round competent teachers. I appreciate the work done in the week.*

Your posters represent most of the activities SAUT Service-Learning students and our student-teachers are engaged in the outreach program. I congratulate you for this work well-done. A lot has been learnt on unfolding perspectives and making posters about service-learning as problem solving, creativity, innovation, social justice, being a voice of a voiceless community, gender issues and environment. You are very few in this program, thus you have to act as a seed; you ought to germinate, grow and spread all over. Play an ambassadorial role. I appreciate the role done by visitors from Germany, as well as Badokufa and Kamugisha. Go forth and plant the seed of service-learning." **Dr. Sr. Michaella Mhagama, 2023**

Each participant received a certificate of recognition for successful participation in the 2023 Summer School







ARCHBISHOP MARIO A. MGULUNDE LEARNING RESOURCE CENTRE

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Results from Evaluation Feedback

Participants gave feedback by responding to questions from evaluation questionnaires. The first question that demanded, *'how would you evaluate the summer school overall?'* was responded to as follows: *'Summer school was very good because of the experiences that were shared by the participants and the new knowledge introduced by different people'. 'Participating in summer school can help individuals develop a range of skills and competences'. 'The program can enhance participants' academic performance, personal growth and future success'. 'The overall program of summer school was very good, well organized, and I learnt a lot'.*

In response to the second question that asked, *'how would you rate the social atmosphere of the summer school?'* participants remarked: *'It was interactive and peacefully conducted with positive thinking as well as a positive attitude'. 'It allowed participants to interact, socialize and integrate their perspectives to others' through sharing ideas between the host and the visitors, students and docents'. 'The program connected to global citizenship in a calm and free condition with hospitality to all participants. It was engaging and enjoyable'.*

The third question, *'how would you rate the communication within the entire group?'* guided respondents to make the following remarks: *'Every individual was allowed to communicate and share idea without biases'. 'The communication was participatory and facilitators were very polite, humble and they accepted every single presentation and argument'. 'The English language which is common between the summer school participants was used throughout the program'. 'Most protocols and principles communications were observed but maybe some needed improvements'.*

The fourth question demanded, *'how much the summer school contributed to your studies?'* and participants shared that: *'It built a new experience on the advantages of involving in service-learning as it helped build the relationship with others in developing several skills, such as listening skills and decision making skills'. 'Summer school contributed much to my study since I learnt that the learning should be projected to the community service'. 'Summer school helped me to acquire a lot of knowledge and skills. It contributed much on communication proficiency'. 'The summer school improved my confidence and communication*

skills. I feel supported and valued in the pursuit of my academic excellence'. 'It increased my understanding over different activities which are necessarily to my studies'. 'It contributed much to my study as I got a new experience, exposure and new knowledge which will be of value to my feature studies'

The fifth question asked, 'how would you rate the enrichment of your knowledge from summer school?' and the feedback was: 'Summer school enriched my knowledge especially in the issue of respecting other people's ideas and perspectives, leadership skills, communication skills as well as connecting the society with the knowledge that I have gained'. 'My knowledge is expanded through learning from various experiences'. 'Summerschool expanded my knowledge in the communication skill because everything was haring through oral presentation'. 'It has the unique contribution due to interaction with the different people'. 'I can rate the enrichment of my knowledge due to the summer school under the skills and creativity I got from it'. Demanding feedback about the learning spaces, the question was, 'how did you like the field visit at the Father Ramon Secondary School?' got the following responses:

'I enjoyed everything that was done in relation to service-learning as the practical application of theories was done in Father Ramon secondary school'. 'I got ideas that apart from studies students engage in different activities like livestock keeping, agriculture, whereby they offer the service themselves'. 'I recommend more visits for the advancement to other more schools like Sangiti secondary school'. 'It was well and exposed me to ideas of self-reliance, I liked the way the school is blending education with keeping animals, birds and cultivating crops'. 'Father Ramon visit enabled me to learn that learners must be taught on how to be self-reliant'. 'The school visit opened my mind and I acquired skills and knowledge on my life'. 'The school should establish agriculture subject'. 'The visit was interesting as I got new experience I didn't have before'.

Similarly, the eighth question, 'how did you like the field visit at Saanane Island National Park?' helped to get participants' feedback, as they reflected: 'The field visit at Saanane Island National Park was amazing; I got new experiences from the life of different animals as well as sharing ideas with others'.

'I learnt that the time for peacock to hatch eggs is 8 months, and the male peacock is the one that attracts the female one'. 'I learnt that the lion eats twenty-five kilogram of meat for one meal'. 'I enjoyed the island, the lake view and camping site. Next time I wish the visit to be done to Serengeti National Park for further exploration'. 'It was excellent but they should expand the attraction things in the park'. 'Due to existence of different biodiversity, it made the journey to be wonderful. Learning about nature is one of the things I prefer mostly, therefore the field visit at Saanane Island National Park refreshed my mind and I learnt a lot from the island about wild life'. 'It was a cool place, I recommend the upcoming summer school to pay a visit to other national park so that the participant can enrich themselves with a lot of knowledge'.

Participants enjoyed a new experience of making video testimonials. To get feedback about their experience, they had to reflect and respond to question nine, *'How did you like the work on the video testimonial?'* They remarked: *'I got a chance to explain the meaning of service-learning as well as how service-learning is relate to my studies'. 'It was fantastic, since it improved my confidence*

and speaking skills'. 'Through testimonial I improved communication competence. The video testimonial gave me a chance to project out my perspective'. 'It's funny to review the video of my ideas. I liked the work on the video testimonial because it built a better way to store the information through media and simple way to transform information to far majority'. 'It is just satisfactory because I am not sure on how I did it'. 'It made me brave and able to express myself in front of the camera or any media'. 'Very impressive and nice, I got a lot of experience from the video testimonial because it was my first time to do so and I really liked it, though there was a limited practice time on video recording and self-rehearsal'.

Each participant concretized their ideas on a self-made poster. To get participants reflect on poster making experience, they responded to the tenth question , *'How did you like the work on the posters?'*, as follows: *'I portrayed what I wanted to share as my ideas from words and presented them in the form of drawing and this was wonderful'. 'It increased creativity and thinking capacity'. 'The work of posters was good and gave the chance to present ideas through pictorial representation'.*

'It was good because it gave a good impression and more clarification about the topic'. 'I liked it because it improved my creativity to transfer information and communicate through posters. It was more empowering, attractive and meaningful'. Summer school activities served to inspire in-depth comprehension of one's potentials and gains over the week-long endeavor. This is evident through individual responses to question eleven, 'What were your key learning of the whole week?' as they witnessed: '

Mykeylearningoftheweekinclude; understanding of the concept of service-learning, its advantage to my studies and community, and the importance of teamwork'. 'The key learning of the whole week is about volunteerism, sharing knowledge and experience, being a global citizen, communication skills development and application of the existing knowledge to what the society own'. 'I learnt time management skills, adaptability, focus and concentration, self-discipline as well as networking opportunities'. 'It was powerful on entrepreneurial skills, integration between learning and the community, communication skills and interaction, participation and hardworking'.

*'The key learning are experiences and knowledge through Fr. Ramon visit, and Saanane Island'. 'My key learning of the whole week are how animals live and better ways to keep domestic animals'. 'Key learning of the week is about the importance of communication and how to improve language'. 'Learning is life long process by sharing ideas; this enabled me to learn values and different perspective about the service-learning in different areas'. 'I leant so many things like how to live with people from different communities'. 'I gained various experiences especially how to take care of the environment, how to make posters, various creations and how to transfer knowledge to our community'. 'It was a very good program in my life in general. I learnt curiosity, gained confidence in presentation and drawing skills'. Summer school programs offer immense contribution to enriching the learning experience of young adults and aspirant professionals in numerous ways. Responding to the question, *What would you share and recommend to a fellow student who missed the summer school program?*, participants shared: *'I would share with a friend on the advantages of involving himself/herself in service-learning'.**

'I would recommend to a friend to join the service-learning, so as to enjoy the fruits of being a member of service-learning especially gaining new knowledge and experiences as well as participating in different programs like the summer school'. 'Service-Learning is a program that integrates what is learnt in class and the existing community'. 'It is good that everyone should get involved in service-learning since the program improves civic education and responsibility'. 'From summer school, we had an opportunity to reinforce knowledge and skills, social interaction which help students to build their social skills and expand their network as well as flexibility in scheduling activities to balance their commitments effectively'. 'I will share about being supportive in a community and to be positive in all sense of life in order to be agent of development and change to the society'. 'It is good to be a self-motivated and being a lifelong learner via Service-Learning as it impacts creativity, improves language skills and connect people with new knowledge'. 'The earth is our home we should protect it through planting trees and avoid any sort of harm and that self-reliance make us prosper.

I would share on how we can promote sustainable development in our society'. In order to appreciate the role of transnational encounters to inspiring crucial global citizenship values and practices, participants of the summer school remarked to the question, 'Share your experience with the Tanzanian-German encounter on what was beneficial and was inspirational to you?' in response, the participants had the following to share: 'The benefit was the chance to understand the service-learning program in both Tanzanian and Germany perspectives'. 'What inspired me is that the connection of ideas between the German and Tanzanian facilitators which really encouraged me to understand more about service-learning and how it is essential for the betterment of the community and my studies'. 'The way German team shared with us went beyond measure hence this inspired me very much and it gave me the sense of self-acceptance'. 'What inspired me much is about; collaboration, social interaction and adaptability since we learnt together as the team'. 'Exchange of ideas brought about different perspectives. I was inspired with the way participants were likely to acquire knowledge all the time and interact to learn others' culture'.

'I experienced interaction with new people and how to develop new knowledge from others' culture, and time management. I was really inspired by making new friends and I feel like I am becoming a global citizen'. 'I learnt about patience and perseverance in fulfilling own dream. What inspired me in this summer school is cooperation that we had between Tanzanian - German encounter'. 'The most important thing that inspired me was to see that not only Tanzanians care about service-learning but also Germans do in addressing local needs to solve the real world's problems and identify others' perception towards community service'.

Participants got the opportunity to reflect challenges they encountered during the program, by answering the question, *'Please describe the challenges you have faced in the summer school',* and so they said: *'There was no challenge but rather new experiences that were easy for me to cope and adapt with them'. Sometimes there was language difficulty due to different accents, mutual intelligibility and intensive schedule'. 'Balancing commitment due to increased workload as additional assignment and dedicating enough time in summer school can be challenging'.*

'The lake transport (boat) to take participants to some areas for learning as part of the program can be scaring'. 'Sometime I would use Swahili language forgetting that whom I am talking with is a non Kiswahili speaker'. 'Fewer time to prepare for testimonial but also the problem of confidence'. 'Being honest, I faced no challenge rather than the heartfelt support and enriching knowledge'. 'A bit on language skills in speaking, sometimes language barrier was facing some participants though not a common challenge to all'.

In order to broaden the scope of feedback, participants responded to the question, *'What would you like to share, what is still unsaid?',* as follows:

'I would like to thank all of the facilitators of the summer school program; for the well and organized schedule, the knowledge shared, and the participatory methods used that allowed every individual to express own ideas to the group'. 'This program should not only end here, or this year but it should last longer and next time let SAUT students also be taken to Germany'. 'Service-learning 2023 fly like a bird, shine like diamond and support others to build the community in ways to solve challenges like how to overcome poverty

and hunger, diseases and conflicts resolution'. 'The facilitators should establish a platform on some media that can unite different service-learning members to share ideas together like YouTube channel, zoom meeting, also we can have annual global conference that occur here or in Germany'. 'Summer school contribution in academic and the community cannot be separated. Summer school shared experience of the students'. 'My great appreciation to all organizers, supporters, facilitators and participants, I appreciated the program as it contributed much to my life'.

This evaluative feedback from student-participants gives witness to how important transnational encounters are to nurturing global citizens. Throughout the week-long activities, each participant experienced the world around them in a manner that inspired transformation in various ways. The feedback suggests not only ways to improve but also sustain the program for better and more in-depth transnational learning.



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SAUT Service-Learning Program: This is an educational initiative under the Department of Education Foundations in the school of education that integrates community service with academic study, reflection and analysis to enrich the learning experience of students, teach civic responsibility and strengthen communities. It inspires faculties, students, and partners to collaborate in enriching learning and strengthening local communities.

Coordination: Germany - Silke Schreiber-Barsch University of Duisburg-Essen
Tanzania - Joseph Badokufa St. Augustine University of Tanzania

Facilitators: Silke Schreiber-Barsch University of Duisburg-Essen
Sabine Schmidt-Lauff Helmut-Schmidt University Hamburg
Tim Zosel University of Duisburg-Essen
Jörg Miller UNIAKTIV, University of Duisburg-Essen
Lukas Eble University of Duisburg-Essen
Aline Muff Hebrew University of Jerusalem
Joseph Badokufa St. Augustine University of Tanzania
Delphinus Kamugisha St. Augustine University of Tanzania
Laure Doufodji University of Duisburg-Essen

Writers: Joseph Badokufa St. Augustine University of Tanzania
Delphinus Kamugisha St. Augustine University of Tanzania

Editor: Silke Schreiber-Barsch & Lukas Eble

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