

## **ACB Site Evaluation Executive Summary**

### **Iringa, Tanzania**

**October 6-10, 2017**

CIEE reviews new programs within five years of the first term. It is through this process that a site evaluation was scheduled for Iringa in Fall 2017

#### **I. Site Evaluation team members**

Woody Pelton, Dean of Global Education, Elon University, Team Leader  
Sandra F. Joireman, Weinstein Chair of International Studies and Professor of Political Science,  
University of Richmond

#### **II. Colleagues with whom the Evaluation Team met**

The evaluation team met with the local staff, which is made up of Justin Beckham, Center Director and instructor of Research Methodology, and Paulo Kateme, Program Coordinator and instructor of Kiswahili. At the host institution, Ruaha Catholic University ("RUCU"), we met with vice-chancellor Rev. Dr. Cephas Mgimwa, Assistant to the Vice Chancellor and Legal Officer, Mr. Martin Noel, the public relations officer, Ms. Mwazarau Matholla and with the Director of Campus Security, Mr. Yohana Steven Haule.

The Team also met with the faculty of the elective courses offered in Fall 2017, the director and other staff of the Rural Development Organization, and the principals from some other local NGO's.

There has been no previous site evaluation for the Iringa, Tanzania program, which has only been running since Fall 2014.

#### **III. Program Background/History**

CIEE began preparations to change its direct-enroll program in Dar es Salaam to a more directed, rural, and embedded program in 2013. Iringa was found to have the perfect combination of a large number of NGO headquarters, a lively university environment, a good-sized, growing town, and easy access to rural field sites. The program was moved to Iringa for the Fall 2014 semester.

The resident director in Dar at the time decided to move to a different job, so Justin Beckham was brought on-board in Iringa. Paulo Kateme was also transitioned into the Program Coordinator role at this time, moving from a part-time Swahili teacher.

The Fall 2014 semester had 20 students. The program continued to draw between 10 and 20 students for the next two years. Starting in 2016, the program moved from the University of Iringa to Ruaha Catholic University (RUCU). This was caused by issues with professors not being paid by UI, classroom space being taken away, location and general dissatisfaction with university support for the CIEE program.

The new location at RUCU proved to be much better in many ways. Instead of being 30 minutes outside of town, RUCU was located right downtown. This meant that the students have experienced a much more enriching and embedded experience in Iringa town. The university has also been more supportive of CIEE goals and has proven to be a good partner.

Starting in 2016, enrollments in the CIEE Iringa program have shrunk considerably. We are trying to understand if this is simply a reflection of the global enrollment and safety issues, or if there are program design elements that need to be tweaked.

## ENROLLMENT STATISTICS

Term	Fall '14	Spr '15	Fall '15	Spr '16	Fall '16	Spr '17	Fall '17	Spr '18
# students	20	11	12	10	5	6	3	xx

**IV. Focus of Evaluation**

Overall, the Iringa Study Center generates strong ratings in support of the program. In particular, the students rank the multi-day excursions and the day trips as well as their homestay family experience as the highlights of their program. Students were highly integrated through their host family experience, and somewhat through the peer buddies.

Academically, the students' feedback indicates that they struggle with the differences in academic culture in Tanzania. CIEE's local staff are working with local University faculty teaching for CIEE to help them adopt more discussion-based pedagogy and less straight lecture in the classroom.

**V. Key Discussions/Findings**

The Team found that the Iringa program has all the elements of a very strong niche program providing a unique experience perfect for some but not all students. The features of the program include an opportunity for research, volunteer/service work with local NGO's, courses related to the site and supportive of the research, and integration into a comfortable, safe, mid-sized African city.

The program currently is divided into 4 time blocks and has intentional changes in accommodations between the blocks. The first days of the program is in Dar es Salaam where students stay in a hotel for orientation, then 10 weeks in Iringa staying in a University residence hall, followed by 4 weeks in a rural village setting with weekdays in individual homestays and weekends convening in the NGO guesthouse.

We believe that some changes should be considered to strengthen the program, including:

- Awarding 3 credits to the research project itself so that the Research Methodology course plus the actual research project constitutes 6 credits (either 3 + 3, or a single 6-credit course).
- Further promoting volunteering/internships/service projects with NGO's in Iringa and consider a credit-bearing volunteer/service/internship option
- Add a course in Public Health
- Possibly consider shortening the 16-week program duration and/or the 4-week rural homestay; consider whether the rural homestay could be optional with some research options being offered in Iringa.
- Consider combining some of the current content courses into a single History, Traditions & Culture of Tanzania

**VI. Priority Recommendations**

**RECOMMENDATION 1.** Consider awarding 3 credits for the research conducted by the students, so that the Research Methodology course remains at 3 credits and the Research produced during the 4-week village project is another 3 credits. Alternatively consider expanding the course to a 6 credit class.

**RECOMMENDATION 2.** Work with CIEE and perhaps Tulane University to find a way that local faculty can access JSTOR or another similar resource to help them update their syllabi. It is possible that JSTOR is offered without charge to African countries.

**RECOMMENDATION 3.** Ask the CD and PC to explore public health course options.

**RECOMMENDATION 4. Create an optional credited, transcribed, internship opportunity with appropriate assignments, time requirements, and oversight.**

**VII. Action Plan/Program Update:**

**RECOMMENDATION 1. Consider awarding 3 credits for the research conducted by the students, so that the Research Methodology course remains at 3 credits and the research produced during the 4-week village project is another 3 credits. Alternatively consider expanding the course to a 6-credit class.**

**CIEE:** We agree fully with this recommendation. The Iringa staff are creating two course options to allow for flexibility among the students who prefer the more rigorous research component. This would make the existing Research Methodology course focus on methodology that would result in a research proposal as a final project. The second class (also worth three credits) would be a practical application of this research proposal in the field along with a final research paper. The first class would be required for all participants; the second would be an elective. Staff are currently revising syllabi and marketing materials for implementation by the fall 2018 term.

**RECOMMENDATION 2. Work with CIEE and perhaps Tulane University to find a way that local faculty can access JSTOR or another similar resources to help them update their syllabi. It is possible that JSTOR is offered without charge to African countries.**

**CIEE:** We are currently exploring this option with our host institution, RUCU to determine if, in fact they have free access to JSTOR. If this is the case, the Director would convene a pre-semester instructor workshop to review how to access resources and then to review syllabi and see where new resources can be incorporated. If the JSTOR subscription isn't viable, then we will build a more robust resource library at the CIEE center for faculty to use.

**RECOMMENDATION 3. Ask the CD and PC to explore public health course options.**

**CIEE:** We agree that this would be a good option for students. We are currently developing a syllabus for this class. In order to make room for this class, we are suggesting that the current course offerings be changed, as follows:

1. Combine Poverty Analysis and Sustainable Rural Development into one class. Incorporate more gender issues into syllabus
2. Offer a public health class. Incorporate gender issues.
3. Combine History of East Africa and Pre-history, Beliefs, and Legends into one class. Incorporate gender issues into syllabus.
4. Offer a credited internship opportunity (see recommendation 4, below).
5. Offer Managing Community Development Programs as a class, but rework the syllabus to focus on more practical funding application, project proposal, and project management skills. Incorporate gender issues.
6. Offer the practical application of the research methodology course as an elective option (see recommendation 1, above).
7. Offer the education course, but rework the syllabus to incorporate more gender issues.

8. Discontinue the Gender and Development course (our least popular offering), but incorporate more gender issues into the other courses' syllabi.
9. Continue with Swahili as a required course.
10. Continue with Research Methodology as a required course, but split it in two parts with the second part being an elective option.

**RECOMMENDATION 4. Create an optional credited, transcribed internship opportunity with appropriate assignments, time requirements, and oversight.**

**CIEE:** We support this recommendation. We are working on adding this as a 3-credit elective option for students. Staff are developing a syllabus for a course to be offered by the fall 2018 term.