



University of Dar es Salaam

A group of people, including students and staff, are running on a grassy field. They are wearing various athletic attire, including blue and red shirts and shorts. The scene is captured in a wide-angle shot, showing a large group of people in motion. The background shows a building with a light-colored facade and a dark roof.

**SPORTS AND GAMES POLICY**

February, 2017



**University of Dar es Salaam**

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## FOREWORD

This document enunciates the sports, games and recreation policy that the University of Dar es Salaam intends to follow in the foreseeable future. It comes out in the wake of the cycle of the Corporate Strategic Planning for the University which, unfortunately, had glossed over this field of higher education activity.

With this documented policy, there will be a clear rationale for efficient and effective planning for the commitment of resources and University-wide community engagement towards success and achievement in this area of physical activity and performance – locally, nationally and regionally. We subscribe to the philosophers’ old adage *‘Mens sana in corpore sano’* – a sound mind in a sound body.

Prof. Rwekaza S. Mukandala  
Vice-Chancellor  
University of Dar es Salaam

## ACKNOWLEDGEMENT

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Prof. David A. Mfinanga  
Deputy Vice Chancellor (Administration)

## **ABBREVIATIONS AND ACRONYMS**

AFAHPERSD	African Association for Health, Physical Education, Recreation, Sport and Dance
AU	African Union
AWISA	African Women in Sport Association
ENGSO	European Non-Governmental Sports Organizations
EUPEA	European Physical Education Association
FISU	International Universities Sports Federation
ICSSPE	International Council for Sport Science and Physical Education
IOC	International Olympic Committee(s)
MICS	Ministry of Information, Culture and Sport
MoESVT	Ministry of Education, Science, Technology and Vocational Training
NOC	National Olympic Committees
PA	Physical Activity
PE	Physical Education
SCSA	Supreme Council for Sports in Africa

SCSA	Supreme Council for Sports in Africa
TUSA	Tanzania Universities Sports Association
UDSM	University of Dar es Salaam



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# Chapter One

## INTRODUCTION

This chapter provides a variety of understandings regarding sport, games and recreation and gives the rationale for a documented policy. It also reviews the objectives, vision and mission in the context of the University of Dar es Salaam.

### **1.1 Conceptualising Sport and Games**

Policies are guides to action that reflect procedures which, when adhered to, fulfil the best interest of the organization and the purpose for which it exists. Therefore, this sports and games policy guides the University to know the goals and objectives of sports; provides guidelines for the establishment of the activities and, sets the framework for the development of sports in the education system of the University.

While the primary functions of a University are teaching, research and extension services (consultancy), it is pertinent to recognize the value of sports and recreation in promoting competitive spirit and good fellowship, good health and well-being of students and staff and community members at large. UDSM has therefore committed itself to integrate sports into the main academic curricula and promote a variety of competitive sports and recreational activities and encourage students, staff and the general public to participate in these activities.

UDSM's gravitation towards integrating sports into the academic calendar is not far-fetched. Over the last century, people have learned the value of teamwork, respect for authority, coping with diversity and many valuable lessons in life by participating in sports. More importantly, these lessons learned have constituted useful foundations for young individuals as they grow to lead health and productive life.

Recently, there has been unprecedented support for sports and physical activities in general, from a number of sources outside of the education system. *Medical experts* for instance recommend daily physical activity as an important means of preventing coronary problems, obesity, high blood pressure etc. *Nutritionists* prescribe a combination of diet and exercise for weight control. *Mental Health Experts* encourage physical activities as a means for releasing tension. *Recreation Leaders* use sports and games to fill leisure hours, to release stress and to relax. Based on this support from the aforementioned experts, and partially because of them the university is apparently experiencing growth in the popularity of walking, running, aerobics, weight training, and a host of other activities, in particular for young and middle aged people.

Indeed, sport is an ideal school of life. As the legendary phrase goes *mens sana incorpore sano* "a healthy mind in a healthy body" remains the realistic noxious that makes physical activity an inseparable and integral part of general education. The skills learned through sports and physical activities are fundamental to the holistic development of



young people and maintenance of health of middle aged and aged people, who imbibe the importance of certain key values in life.

Sport, undoubtedly has become one of modern society's most prominent, pervasive, pre-eminent and powerful social institutions; it is indeed one of the fastest growing industries in the world (believed to be second only to ICT), and has tremendous influence on socio-economic and political life in modern society. It is in the light of this that UDSM has decided to consider sports as an integral part of its academic agenda, hence the establishment of the Department of Physical Education and Sport Sciences. This focus on sports is to be realized through strengthening sports coordination to deliver quality service, as well as preparing and implementing a Sports Strategic Plan that will serve as a roadmap in ensuring quality education, increased productivity, good citizenship and superior performance in sports.

## **1.2 Rationale for Sports Policy**

There has never been a documented Sports Policy at the UDSM. The aim of offering broad and guided participation in sports at the university is to nurture personal development of students and maintain the health of staff. Participation in sports is an educational activity. It is important and it is a right for all students and staff to be involved in individual, dual and team sports for lifelong physical, psychological, social and personal benefits that such participation can bring. It is particularly important to encourage students and staff to engage in organised sports because of the initial low levels of measured physical fitness and motor skills.

### **1.3 Definition of Key Terms**

can be defined as structured competitive activities that have rules and regulations. The rules and regulations can be modified to suit a certain environment. They are contests in which the outcome is determined by strategy, skill and chance. Thus, we talk of the game of chess, the game of tennis or the game of volleyball as contests. In this policy, games will refer to all physical activities whose rules and regulations will be modified to suit recreational as well as competition needs of UDSM community and Tanzanians in general at a particular time.

**Physical activity:** is any bodily movement produced by the contraction of the skeletal muscles that increases energy expenditure above the baseline level. We experience physical activity in our daily living tasks in leisure pursuits as well as sports and physical exercises. However, in a more embracing definition the term ‘physical activity’ as a generic term embraces all physical activities – games, sports, dances and cultural activities intended to promote physical, mental and moral development and offer recreational opportunities. In this policy, physical activity will refer to all aesthetic physical activities such as jogging, running, aerobics, swimming and dance.

**Physical Education:** is an all-encompassing term, including fitness, skills, movement, dance, recreation, health, games and sport plus the appropriate values and knowledge of each. Physical Education also includes sport education. It is also the process through which sport, outdoor adventure activities, dance, gymnastics, aquatics and games are used by

physical educators to help students learn motor skills and to learn about and achieve physical fitness where this is possible. Physical Education activities also assist students to develop personal and social skills among students. Physical Education has a major role to play in the development of young people. It is an integral part of the total education of any child and is closely linked to other creative and learning experiences and skill acquisition. It makes a significant contribution to the all-round harmonious development of the mind and body.

**Play:** is defined as an activity engaged in freely for amusement. Play is regarded as: (a) being spontaneous; (b) freedom from rules; (c) involving active engagement; (d) being intrinsically motivated; (e) a means rather than an end; and (f) having no time and place dimension (Wuest & Bucher, 2008). Play includes a range of self-chosen activities, undertaken by children for their own interest, enjoyment and satisfaction (Miller & Almon, 2009). However, the pattern of children's play reflects the society in which they live, including social changes over time. In this policy, play is taken not only for children but for grown-up individuals as well.

**Sports are:** 'human activities that involves specific administration, organization and an historical background of rules which define the object and limit the pattern of human behaviour; they involve competition or challenge and a definite outcome primarily determined by physical skill' (Singer, p. 28). Sports involves: set rules, area and time; set positions for team players; complex physical activity which are applied throughout the set time; serious training and preparation;



and competition between individuals or teams. Sports provide meaningful opportunities to demonstrate one's competence and to challenge one's limits. Throughout the policy sports will mean all the various sports - soccer, netball, basketball, tennis, athletics and swimming - that are commonly engaged in.

#### **1.4 Goals of the Sports Policy**

The aim of this policy is to create an environment that stimulates lifelong participation by students and staff in physical activities and sports. The objective of the University Sport and Games Policy is to provide guidelines to the University for development of the following:

- (i) To ensure that the University community has equal access to sport and games regardless of gender, age and ability;
- (ii) To encourage regular participation in physical activities and sports;
- (iii) To help students, staff and the entire university community achieve a health-enhancing life style;
- (iv) To help understand and respect individual differences among people in physical settings;
- (v) To integrate Physical activity and Sports into the Curriculum of the University;
- (vi) To provide for a safe physical activity and sports environment;
- (vii) To provide students with a variety of activities that will enhance life-long learning and participation; and
- (viii) To promote excellence in sports.

- (ix) To promote UDSM regionally and internationally through sports and games

## **1.5 Objectives of the Sports and Games Policy**

The objectives of this policy are to:

- (i) Establish a framework that gives clear guidelines on management and coordination of sports and games;
- (ii) Encourage sports and games participation amongst students and staff in order to promote health and wellness;
- (iii) Encourage participation in sports for special groups such as disabled, aged and females;
- (iv) Ensure proper management of sport and games equipment and facilities;
- (v) Facilitate the use of sports facilities by neighbourhood community; and
- (vi) Ensure organised sports training to students and staff.

## **1.6 The Vision and Mission of UDSM Sports Policy**

### ***1.6.1 Vision***

To be the institution of choice for recreational and competitive sports as well as a leader in the academic sports studies, leisure and wellness industry.

### ***1.6.2 Mission***

The University of Dar es Salaam, through its directorate of social services, seeks to enhance the fitness and holistic development of students as well as the health and well-being of students, staff and the University community through par-

ticipation in worthwhile sporting and recreational activities. Thus, the University will endeavour to become the leader for change in the academic discipline and profession of sports, in partnership with relevant stakeholders.

### **1.7 Basic Principles of the Policy**

The Sports and Games Policy will be guided by the following principles:

- 1.7.1 ***Equal opportunity:*** This means that all members of the University community will have equal opportunity in sports and games;
- 1.7.2 ***Regular participation:*** Implying that there must be regular schedules to which community members adhere;
- 1.7.3 ***Nurturing talents:*** Implying that talents have to be identified, trained and promoted for best performance possible for the best name of the institution;
- 1.7.4 ***Mandatory attendance to a preferred physical activity:*** Implying that each of the students and staff members be involved in any one of the physical activities offered at UDSM; and
- 1.7.5 ***University commitment to making available supportive resources:*** Implying that the availability of facilitators, facilities, equipment and adequate financial outlay.

# Chapter Two

## MAJOR AREAS, ISSUES, POLICY STATEMENTS AND STRATEGIES ADDRESSED BY THE SPORTS AND GAMES POLICY

Hill and Hupe (2002) assert that policy practices are contextual. The public policies are developed by the government agents and officials in response to societal problems; its implementation is taken as a particular response associated with the specific problems in a particular society. As Hill (2005) asserts the conceptualization of policy and practice does not go beyond identification of the key elements that must be analysed in the study and the recognition of the overwhelming importance of the negotiation and sanctions that occur throughout the policy practice. However, McLoughlin (1987) argues that policy effects are complex, sometimes hidden or invisible. For example, the content, nature of materials, implementation strategies, regulations, quality assurance measures, prerequisite qualities of actors and interaction network need to be socially and contextually relevant. Thus, the similar components mentioned above are expected to be reflected on policy specificity and in the policy enforcement mechanism. For the purpose of this policy the chapter covers major areas, issues, policy statements and strategies.

### **2.1 Participation Eligibility**

#### ***2.1.1 Situation analysis***

For a long time participation in sports and physical activi-

ties among UDSM members has been low. Few students and members of staff take part in exercise and in various competitions within and outside the University. Moreover, there have been incidences in which none UDSM members participate in competitions for UDSM teams, low rate of participation in sports and physical activities among UDSM members, limited and poor quality recreational services, lack of awareness about the importance of sports, over-stretched timetable that denies students the time for sports, and non UDSM community members using UDSM Sports facilities without permission.

### ***2.1.2 Policy statement***

- (i) The office of Coordinator of Sports and Games in collaboration with the University Health Centre and other stakeholders shall sensitise the UDSM community on the importance of sports and exercise on health;
- (ii) The University shall facilitate UDSM teams by providing quality recreational and sports facilities, equipment and supplies and finance;
- (iii) Coordination and conduct of sports and games shall be under the Directorate of Social Services
- (iv) The use of UDSM facilities shall be properly regulated; and
- (v) Participation in intramural and extramural competitions shall only involve confide members of UDSM. For students, they will be required to be valid UDSM students and for staff they must be employees of UDSM.

### **2.1.3 Strategies**

The University to:

- (i) Ensure that the University Security Officers, in collaboration with the office of Sports and Games, will monitor people who use UDSM facilities illegally;
- (ii) Recruit sports tutors in order to train UDSM teams;
- (iii) Provide and improve sports facilities, equipment and supplies;
- (iv) Offer training on the importance of sports;
- (v) Conduct sports Bonanzas;
- (vi) Conduct competitions within a minimum of 3 weeks of physical conditioning and training
- (vii) Conduct seminars, workshops and symposia on sport and health; and
- (viii) Design and use brochures as a means of awareness-raising; and
- (ix) Slot a 'Sports and Games Day' during first-year Orientation Week.

## **2.2 Facilities and Equipment**

### **2.2.1 Situation analysis**

There is inadequate provision and maintenance of physical resources including facilities and equipment that can help in influencing attitudes and participation. In addition to inadequacy, the facilities and equipment available are of poor quality. Table 1 indicates what is available and the estimated requirements:



### **2.2.2 Policy statement**

- (i) The University shall provide adequate and high quality sports facilities; and
- (ii) The University shall ensure security for sports facilities and equipment.

### **2.2.3 Strategies**

The university to:

- (i) Construct new facilities and renovate the current ones;
- (ii) Deploy adequate number of security guards to protect sports facilities;
- (iii) Install lights around the sports fields;
- (iv) Construct fence around the sport fields;
- (v) Budget funds for purchasing needed sport equipment; and
- (vi) Establish a firm mechanism for maintaining sport facilities.

## **2.3 Recruitment and Training**

### **2.3.1 Situation analysis:**

There is a dire shortage of trained teachers and coaches for sport and games. Currently, there are only two sports tutors responsible for training UDSM teams for all sport and games for both students and staff. This makes it difficult for the two staff to handle all issues related to coaching. In the light of the numbers in campus very little can be accomplished in effecting sports and games within the Universi-

ty. Sport personnel recruitment, selection and training are very necessary. In selecting and hiring, the most qualified personnel ought to be recruited. This involves consideration of the special qualifications for teaching and coaching, the general qualifications of physical educators and the unique qualifications for sport and games trainers and coaches.

### ***2.3.2 Policy statement***

- (i) The University shall recruit adequate numbers of qualified sports and games trainers and coaches; and
- (ii) The University shall ascertain in-service training for all staff involved in sport and games.

### ***2.3.3 Strategies***

The University to:

- (i) Strictly adhere to recruitment procedures;
- (ii) Have in place staff development programme for sport and games trainers and coaches; and
- (iii) Identify among finalist students, the potential sports and games trainers and coaches annually for future employment.

## **2.4 Sport Event Scheduling**

### ***2.4.1 Situation analysis***

For sports to be meaningful or to be of value, it must be offered with regularity. The importance of daily periods should be recognized and achieved wherever possible. The impediments to regularity are two-fold; fiscal constraint and lack of training schedules for University teams. Moreover,



sports and games are not slotted in the University timetable.

### **2.4.2 Policy statement**

- (i) The University shall schedule the sports events and sports fields for both staff and students;
- (ii) The Games Tutors in collaboration with the colleges and schools shall organize sports events; and
- (iii) The University's resources mobilisation effort shall put into consideration sports and games.

### **2.4.3 Strategies**

The University to:

- (i) Ensure that Games tutors in collaboration with colleges and schools coordinate sports events at different levels within the University;
- (ii) Fix sports and games in the university almanac and academic timetable; and
- (iii) Ensure that the directorate of social services is represented in the University resource mobilisation committee.
- (iv) Ensure accommodation of sport and games schedules within the University master timetable

## **2.5 Health and Safety**

### **2.5.1 Situation analysis**

Physical activities, exercises, competitive sports should contribute to the health and well-being of the student and staff. It is also expected that the training and competitive environment should be safe for the participants. At UDSM,

currently there are limited precautions on safety and health of athletes such safety marks, signs, physiotherapists and first-aid provider. Also there are no specific measures taken to ensure that all students and staff pass through safety measures before participating in any physical activities.

### ***2.5.2 Policy statement***

- (i) The University shall ensure that sports events are conducted in a health and safe environment;
- (ii) The University shall have routine precautions to ensure the safety and health for participants; and
- (iii) The University shall ensure the availability of qualified sport medicine practitioners.

### ***2.5.3 Strategies***

The University to:

- (i) Ensure that medical supervision is available at all events;
- (ii) Ensure that playing areas are kept clean and safe;
- (iii) Ensure that sports and games are scheduled in a way that ensures equal and safe competition;
- (iv) Ensure that injured players are examined and proper treatment administered by a physician;
- (v) ensure that a physician is present at all games and practices;
- (vi) Ensure that medical examination is required of all participants at least once per year;

- (vii) Ensure that all protective gear and equipment are appropriate;
- (viii) Ensure that playing fields meet standards such as dimensions, surface and safety requirements;
- (ix) Ensure that variety of health related physical activities are conducted to encourage participation; and
- (x) Ensure that injuries incurred in sports are covered by the University's insurance policy.

## **2.6 Gender in Sports**

### ***2.6.1 Situation analysis***

Equity refers to how men as compared to women are treated in the aggregate given the unique features of their sports. This may be reflected in factors such as the provision of equipment and supplies; scheduling of games and practice time; travel and per diem allowance; opportunity to receive coaching and academic tutoring. Women are supposed to be accepted as athletes, with full rights to experience the competitive urges so long restricted by what has been gender-dominated societies. In other words, the University is supposed to accommodate the interests of both sexes in University sports programmes, and to provide equity for both sexes among athletes and programmes. Despite this expectation, participation of women in sports at UDSM is negligible among students and staff. Chief among reasons are lack of facilities, equipment and protective gear for women, insensitive timetabling for balance of activities for men and women, and self-depreciative attitude among women themselves.

### **2.6.2 Policy statement**

- (i) The University shall provide and enforce equal opportunities for both males and females participation in sports among staff and students; and
- (ii) The University shall encourage women to participate in sports and games.

### **2.6.3 Strategies**

The university to:

- (i) Ensure equal opportunity for men and women to participate in sports in a safe and supportive environment which preserves the rights, dignity and respect of the individual by enacting and enforcing respective by-laws;
- (ii) Increased rate of involvement and participation of women in sports and games for example, by offering special awards; awarding scholarships, involvement in decision making, and being appointed or elected to leadership positions;
- (iii) Ensure that there is special facilitation for women participants with disabilities by procuring gender sensitive equipment, deploying special trainers for women, and providing gender friendly facilities;
- (iv) Ensure that planning, design and management of facilities equally meet the particular needs of both men and women in the university sports;
- (v) Ensure that financing of sports to be equal for both men and women;

- (vi) Ensure that there is a 50/50 representation in gender-neutral sports such as tennis, table tennis, volleyball and netball;
- (vii) Ensure that there are parallel teams in all other sports and games; and
- (viii) Ensure that there is a 50/50 representation in the management and decision making bodies.

## **2.7 Adapted Sports**

### ***2.7.1 Situation analysis***

Persons with disabilities can receive the same benefits as their non-disabled counterparts, if ‘Adapted Sports Activities’ are included in the University sports programme. They may continue with exercise programmes, but they also need training in sports and games that will be useful in life. However, currently at UDSM there is: lack of opportunity for students with disabilities to participate in sports; lack of sports equipment and facilities for people with disabilities; and lack of specialized sport personnel for people with disabilities.

### ***2.7.2 Policy statements***

- (i) The University shall have appropriate programmes that will cater for the needs of people with disabilities;
- (ii) The University shall have appropriate and adequate equipment and supplies that will cater for the needs of people with disabilities;
- (iii) The University shall recruit personnel specialised in adapted physical activities for training and coaching people with disabilities.

### **2.7.3 Strategies**

The University to:

- (i) Prepare programmes particularly where no opportunities and programmes now exist;
- (ii) Provide special training for volunteer coaches to enable them to work with students in physical fitness, recreation and sport activities; and
- (iii) Provide supplies and equipment for disabled sports.

## **2.8 Communication and Visibility**

### **2.8.1 Situation analysis**

At UDSM there are media such as Mlimani Television, Radio and newsletters. However, the media present at UDSM have not been used effectively to promote sports at UDSM. It is envisaged that newspapers, print and electronic media should be used to provide appropriate space and publicity for the sports programmes at UDSM. There shall be established mutual relationship with the media.

### **2.8.2 Policy statements**

- (i) The University shall direct its own media instruments to promote sports at the University; and
- (ii) The University shall collaborate with the mainstream media to promote sports at the University.

### **2.8.3 Strategies**

The University to:

- (i) Design advertisements, press releases, brochures that can be disseminated through the media;
- (ii) Involve the media in planning and organizing sport events; and
- (iii) Use digital media such as social networks and websites to publicise University sports and games.

### **2.9 Financial and Other Resource Mobilisation**

#### **2.9 Situation analysis**

Many sport practitioners believe that the success and sustainability of any sport programmes depend to a large extent on the availability of human and financial resources. Financial resources are crucial because they are needed for purchasing sport equipment and supplies and for meeting training and competitive needs. Unfortunately, the field of sports and games at the University has experienced grossly inadequate funding and facilitation.

#### **2.9.1 Policy statement**

- (i) The University shall fund sport programmes for training and participation at UDSM and for both national and international competitions;
- (ii) The University shall sensitise its constituent community to make a contribution, financially and/or in kind, towards development of sports and games at the campuses;
- (iii) The University shall charge token fees to outside

users of its sports facilities; and

- (iv) The University shall approach its local and international development partners for a contribution towards development of its sports and games programmes.

### **2.9.2 Strategies**

The university should undertake the following initiatives:

- (i) University tuition fee to factor on each registered University student a contribution for sports and games;
- (ii) The University to seek other sources – grants, donations, gifts and sponsorships to promote sports at the University;
- (iii) In addition, each mega-unit (school, college and institute) to be encouraged to solicit funds for running sports programme; and
- (iv) Other users than UDSM members to pay user fees for using UDSM sport facilities.

### **2.10 Awards**

#### **2.10.1 Situation analysis**

The value of Sports Awards and Honours cannot be overstated. This is because sports and games raise profiles for people, institutions and nations; and for individuals, and award or honour raises motivation for beginners as well as incentive for the seasoned. Therefore, when the programme is properly managed and kept in perspective, awards are a meaningful part of sport. Certificates, plaques, and medals



should be modest and meaningful. However, currently at the University there are no specific measures for awarding outstanding performances in sports and games.

### ***2.10.2 Policy Statement***

- (i) The University shall award individuals with outstanding performances in sport for students and staff;
- (ii) Any monetary awards that are made to the University shall be used for the development of the sport and games;
- (iii) Challenge trophies should be replaced at least every 3 years; (annual winners should be given dummy trophy); and
- (iv) The University shall assist students in bettering their academic and sports excellence (after satisfying certain criteria).

### ***2.10.3 Strategies***

The University to:

- (i) Organise annual award-giving events (e.g. Sport gala);
- (ii) Identify and make known the categories of awards; and
- (iii) Include in the annual University budget the annual awards and honours in sports and games.

## **2.11 Sport and Games Management**

### ***2.11.1 Situation Analysis***

For a very long time, the status and position of the Sports and Games section in the organisational framework of the University of Dar es Salaam have been generally inconspicuous, invisible and insignificant. The Sport and Games section in the past was a small unit within the office of the Dean of Students and managed by only two personnel all along. Later, changes occurred and the unit was moved to the Academic Department of Physical Education and Sport Sciences under the School of Education. Thus, the Head of the Department of Physical Education and Sport Sciences was also the Coordinator of Sports and Games at the University level. Of recent, there have been some changes in the University management structure that has seen the establishment of the Directorate of Social Services. Among other issues the Directorate is mandated to oversee the coordination of Sports and Games across the University. It is also responsible for managing the health centre, health insurance and counselling unit.

Despite changes in the management there remain some overarching issues in managing sports and games at the UDSM which are yet to be addressed. The issues include lack of common voice or a guiding vision for sports at various levels, undefined roles and positions of major stakeholders within the community in relation to the Sports and games; lack of established framework for coordinating, monitoring and evaluating the running of sports and games; and unclear legislative and institutional arrangement for sports and games.

### **2.11.2 Policy statements**

- (i) The University shall from time to time establish and review its vision statement for sport and games;
- (ii) The University shall ensure that stakeholders do not only make a commitment to endorse policy and plans for sport and games but also participate actively in implementing them; and
- (iii) The University shall from time to time develop and implement a sound strategic plan that identifies key issues and responsible organs for addressing them.
- (iv) The University shall ensure that when a certain club wants to engage a University student, the club will sign a contract with the University

### **2.11.3 Strategies**

The University to:

- (i) Popularise its vision for sports and games through engraving it different artefacts and souvenirs;
- (ii) Hold sport and games stakeholder meetings;
- (iii) Communicate sport and games policy and plans to stakeholders;
- (iv) Follow strategic plan calendar; and
- (v) Draw a clear demarcation between the Directorate of Social Services, PESS Unit, Mlimani Primary School and Dean of Students on sports and games responsibilities.

# Chapter Three

## IMPLEMENTATION, MONITORING AND EVALUATION

This chapter is concerned with implementation, monitoring and evaluation, with various stakeholders assuming different responsibilities. Any innovation or plan, however well-designed and attractive, ought to be subjected to a monitoring and evaluation system for purposes of guaranteed assurance for its proper working, improvement and sustainability. There is no way one can know whether something introduced or institutionalised has succeeded until and unless there is instituted a review mechanism to monitor the progress and to assess outcomes in relation to originally set objectives and expectations. Thus, these two elements—*monitoring* and *evaluation*—are crucial to any contemplated institutional set-up or adaptation. In the light of these working definitions, it is clear that *monitoring* is concerned with follow-up for purposes of feedback for immediate correction or adjustment to ensure proper working or performance of a vetted programme, while *evaluation* is a review of the total process or system, right from the objectives as originally set to the final outcomes of a programme. The intention and purpose would be to ascertain the proper and consistent functioning as well as the continued relevance for the originally intended goals and impact. Thus, while the two terms are conceptually different in terms of detail of focus, they are by intent complementary and mutually supportive in the final analysis.

### **3.1 Implementation**

The implementation of the sport and games policy requires a sound institutional framework for translating the goals, objectives and strategies into actual programmes at all levels. Likewise, effective implementation of the policy requires stakeholders' commitment and support. It requires, in addition, collective responsibility and accountability by all sections of the University. The sections and the stakeholders shall assume implementation responsibilities as follows:

The office of the Vice Chancellor shall be the overall custodian of the sport and games policy. The Directorate of Social Services shall take lead into ensuring that this policy is communicated and implemented. The directorate shall therefore from time to time issue an implementation plan and monitor the adherence to the policy.

The Office of the Coordinator of Sports and Games will be responsible for coordinating and supervising games and sport activities in accordance with the policy provisions. The management of schools, colleges and institutes shall be responsible for encouraging their staff members to participate in sports and games. The management will translate the policy into school-level/college-level plans such as organising programmes, training schedules and teams. Thus, colleges, institutes, schools, departments as well as the administrative units within the University will play a key role in implementing the policy.

Sports and Games tutors will have to play active role in initiating and running various training and coaching programmes. With respect to staff and students, it is expected

that they will be active players in different sports and games if and when the different role players mentioned above play their roles effectively.

### **3.2 Monitoring**

By definition, monitoring is a deliberate act of following up the functioning of a programme or project so as to record, control and bolster its performance in the course of implementation with reference to the originally intended goals, objectives and strategies. With respect to the global network of units within Directorate of Social Services or the-now proposed Sport and Games Office, monitoring will have to be a process that has obvious requirements. The key requirement is continuous and systematic collection mostly of observational data related to the sets of indicators (anticipated results or outputs) for the corresponding sets of imperative actions as specified in the proposed strategies (in Chapter 2). With these operational data, the coordinators of the various units linked together and the Directorate as the overall coordinator of sports and games at the University, the smooth monitoring process is certain.

With respect to timing and method of monitoring, the process will naturally begin almost as soon as the proposed policy is approved for implementation. Methods of monitoring may be several. But there are three major methods which have often been incorporated in monitoring processes, namely:

- (i) Preparation of a *comprehensive checklist* of the changes/innovations/actions planned to be instituted, and marking against the very list the presence or absence of

such items in the list;

- (ii) *On-spot observation* (often involving participant observation and discussion with the role-players, in verbal interview encounters or through a structured questionnaire) for informed insights and clarifications; and
- (iii) An *impressionistic enquiry* that even if apparently less scientific than the other two, provides “waving-and-warning signals and insights” on the early beginnings of an action programme, thus stimulating quick and responsive changes and adaptations.

### **3.3 Evaluation**

Evaluation is a critical and objective examination or appraisal of the overall performance of a programme (in this particular case ‘improving sports and games at UDSM’) instituted to pursue certain defined goals or ‘programme of activity’, major interest being in the question as to how well the programme [or Sports and Games Office] is performing towards accomplishing the objectives and goals for which it was established, evaluation is inevitable (Weiss 1972: 3-6). It is therefore a process of assessment in order for one to decide whether it [the programme] should be continued, modified, extended to other similar situations, or whether it is performing dismally and should therefore be discontinued. As such, *evaluation* is and ought to be a continuous process that begins with the initial stages of programme action and articulation and continues in time to cover the more advanced phases of action implementation as the institutional goal continues.

Evaluation will entail a periodic, all-inclusive assessment of the external efficiency and effectiveness of the campus sport-and-games network units as a totality through, among other things, use of monitoring data. The specific aspects for evaluation will be based on the strategic objectives of the plans and related specifications within the mandate of each of the units in the Directorate of Social Services. In this regard, evaluation will require use of tools such as physical observation and interviews conducted by internal and external evaluators. The target of the evaluation process would ordinarily transcend questions of implementation of the documented plan as per terms of reference, bringing into inspection the very basis of the planning approach, the procedures and the achievements. As such, evaluation will focus on the following aspects or elements:

- (i) The *effectiveness* of the Sports and Games Network Units as a ‘collective’ function;
- (ii) The *impact* of their individual shares of the Strategic Plan as per achievement indicators;
- (iii) *Efficiency measures* instituted in realising their individual shares of the Strategic Plans;
- (iv) The *processes instituted for preparing, implementing and reviewing* their Plans; and
- (v) The *range and relevance of changes and innovations accrued* for the operational period; and

Timing for evaluation could and should follow the University’s general plan of the five-year planning intervals.



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