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AND

THE OPEN UNIVERSITY OF TANZANIA

**MASTERS OF COMMUNITY ECONOMIC DEVELOPMENT
(2007)**

**INITIATIVES FOR PROMOTING CED PROGRAMME
IN TANZANIA**

**HASSAN, ABDALLAH K.
BIHONDWA, JUDITH G.
JUSTINIAN, KAIJAGE N.
HON. SIMBA, SOPHIA
MSUYA, MARY S.
MAKOYE, AURELIA
IGONGO, DEDAN
PANGANI, MESHACK**

**INITIATIVES FOR PROMOTING CED PROGRAMME IN TANZANIA
SUBMITTED IN PARTIAL FULFILMENT OF REQUIREMENTS FOR THE
MASTER OF SCIENCE IN COMMUNITY ECONOMIC DEVELOPMENT IN
SOUTHERN NEW HAMPSHIRE UNIVERSITY AT THE OPEN UNIVERSITY
OF TANZANIA**

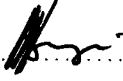
2007

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I have read this document entitled "Initiatives for promoting CED programme in Tanzania" and found it to be in an acceptable form.

Mr. Athuman Sefu Samzugi

Signature



Date.....

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DECLARATION BY THE AUTHORS

This study on “Initiatives for promoting CED programme in Tanzania” is the authors’ own original work, and it has not been submitted for a similar degree in any other University.

**Hassan, Abdallah K.
Bihondwa, Judith G.
Justinian, Kaijage N.
Hon. Simba, Sophia
Msuya, Mary S.
Makoye, Aurelia
Igongo, Dedan
Pangani, Meshack**

ABSTRACT

This study assesses the effectiveness of promotional initiatives such as newsletter, website, T-shirts and mugs in promoting Community Economic Development (CED) philosophy to a wider spectrum of the population. It examines if the promotional initiatives currently in use are addressing the CED philosophy and if they effectively promote the CED programme. Furthermore, it explores the relevance of the initiatives to CED stakeholders.

A total of 188 respondents were interviewed, representing different groups of project beneficiaries including: former CED students, current CED students and representatives of different groups who receive copies of the newsletter and other promotional materials. The study revealed that, the promotional materials used by CED programme have promoted the CED philosophy more especially the newsletter. T-shirts and mugs as well have promoted the CED philosophy although they were found to be expensive. Furthermore, the study revealed that the CED programme webpage which is hosted by the OUT need to be marketed to the wider audience. The design and content of the page need to be revisited and improved as well.

The study concludes that, the promotional initiatives have a major impact on disseminating CED philosophy, however the distribution mechanism of the newsletter need to be improved.

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EXECUTIVE SUMMARY

Community Economic Development (CED) Programme was first launched in Tanzania in 2001. The programme so far has enrolled three intakes, with confined geographical distribution of students. Therefore, there is a need of having a means of promoting the programme to the wider population through various means such as programme newsletter, exhibitions, launching of CED day in Tanzania, fundraising activities and other promotional initiatives.

The targeted audience of this project is divided into two main groups; the first group is that of benefactors and the second one is of beneficiaries. The benefactors include; those who are involved in the production of the promotional materials, such as the editorial team, CED third year intake, CED Dar es Salaam office and former CED students (Alumni). The beneficiaries include; higher learning institutions, governmental ministries and departments, embassies, international/local institutions, local and international Non Governmental Organizations, SNHU, and Libraries in the country and outside.

Despite the efforts to have in place these initiatives, including the production of newsletter as well as promotional materials like mugs and t-shirts the majority of the people in the country are not aware of the programme. The situation may be associated with the limited number of the promotional materials produced.

The funds to support the initiative are still inadequate and insufficient. It is also very difficult to tell which promotional strategy is more effective and efficient than the other in promoting the CED programme.

This study therefore, aim at addressing the above mentioned problems by assessing the effectiveness of promotional initiatives in promoting CED philosophy to a wider spectrum of the population. The study attempt to find out whether the promotional initiatives are addressing the CED philosophy and/or if they effectively promote the CED program. Furthermore, it explores the relevance of the initiatives to CED stakeholders.

The overall objective of the project was to assess the effectiveness of promotional initiatives used in promoting CED philosophy and specifically; to assess the existing promotional initiative, to assess the impact of the promotional initiatives in disseminating CED program in Tanzania and to improve the existing CED webpage.

The project aimed at producing 1000 copies of three issues of the CED newsletter, 100 t-shirts and 100 mugs. To date two issues of the newsletter have been produced, 200 t-shirts and 100 mugs also were produced and sold to various stakeholders. The design of the CED webpage will be done in the near future.

The study revealed that the promotional materials have promoted the CED philosophy more especially the newsletter. T-shirts and mugs as well promoted the CED philosophy although they were found to be expensive.

The study concludes that the promotional initiatives have a major impact on disseminating CED philosophy, however the distribution mechanism of the newsletter need to be improved.

In view of the above we recommend that a policy for CED students to contribute articles for the newsletter be put in place, devise the means for updating the alumni list, dispatch book and an accompanying letter should be attached with the newsletter during distribution for monitoring. We also recommend only two issues of the newsletter be produced for each intake. Furthermore the study revealed that the CED programme webpage need to be marketed to the wider audience and if possible be independent from the OUT bureaucracy. For smooth running of the CED outreach project, we recommend that the editorial team should not exceed 3 students preferably from the same centre.

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ACRONYMS

- CBO Community Based Organisation
- CED Community Economic Development
- CSD Civil Service Department
- DED District Executive Director
- FGD Focus Group Discussion
- K I I Key Informant Interviews
- MDA Ministry, Department and Agencies
- NGO Non-Government Organisation
- OUT Open University of Tanzania
- OWL Online Writing Lab
- SNHU Southern New Hampshire University
- SPSS Statistical Package for the Social Sciences

CHAPTER 1

COMMUNITY NEEDS ASSESSMENT

The researchers conducted an assessment to determine the effectiveness of the CED promotional materials to the community. The assessment was done to help the team to determine whether the project is worth doing or not, or if it warrants some modification to suit the community needs.

The outreach project for promoting CED in Tanzania was initiated within the framework of the CED to act as a link of ideas that seek to change the economic structures of the community and build permanent economic institutions within the community to various stakeholders of community economic development.

Different promotional materials such as T-shirts, Mugs, Caps, Webpage and the like have been produced to disseminate information about the programme inside and outside the country. Such materials include the newsletter which is produced quarterly.

The target communities for the project include those involved in the production of the newsletter and the beneficiaries. The first group is the editorial team, CED third year intake, CED Dar-es-salaam office and the former CED students. The beneficiaries are; higher learning institutions, the local and international Non Governmental Organisations.

Community Profile

The project beneficiaries included the two former cohorts, the third year intake, representatives of different groups who receive copies of the newsletter. They include among others the universities and colleges, the OUT regional centres, local and international NGO's, Government Ministries, departments and Agencies and special groups. The CED administration in Tanzania and Southern New Hampshire University were also included. (*See Appendix I*)

Research Methodology

This project focused on assessing the effectiveness of promotional Materials used in promoting CED programme and ascertain whether the materials are used effectively to promote the programme, and/or if there are other strategies which could be used more effectively to promote the programme.

This part presents the methods used in conducting the study. It includes the Research Design, Data Collection Method, Data Collection Procedures, Reliability and validity of instruments, Pilot Test, study population, instrumentation and methods used in the analysis and data presentation.

Research Design

The survey method was cross sectional as data was collected at a single point in time. The survey was designed to deploy both quantitative and qualitative data. The survey used different instruments to collect information, they included; questionnaires both open and closed, Key Informant Interviews (KII), Focus Group Discussions (FGD), Mailed questionnaires and Telephone Interviews.

Three set of questionnaires were developed; one for the website, which contained 5 questions; the second one was for the Newsletter which had 9 questions and the last one for the promotional materials with 7 questions.

Third year students, alumni, lecturers and supervisors were asked to respond to all questionnaires, while others were requested to only respond to the newsletter and the website questionnaires. The closed –ended questions in the form of rating the responses in the range from excellent to poor was used to ask respondents. Four FGD were conducted to the third year students, two in Dar es Salaam, one each in Arusha and Mwanza.

Some questionnaires were mailed to the OUT regional centers while Telephone interviews were made to different people who preferred to be interviewed. KII were conducted to some specific groups of people who were found to be resourceful.

Secondary data was another method used to collect quantitative data. Sources included:

- (i) Recommendation of the CED newsletter production team of the 2005 Masters Degree project.
- (ii) Study of Impact, Demand and Potential for support of the local and central Government Reforms conducted by OUT and SNHU.

Data Collection Methods

The methodology chosen was survey. This is based on its ability to collect a broad spectrum of information at a reasonable cost and in short time.

Questionnaire and structured interview protocol methods were used in the investigation. The use of two methods was important for the collection of type of information required. The structured interview protocol method was used to gather information from the respondents. This method was used because in some cases, the data required some elaborations in the responses. As the issues surveyed were related to opinions and attitudes. Kothari (1991) Denzin (2005) Babbie (1989) recommended this method because of its ability to elicit more information from an individual particularly if the questions require considerable explanation, are difficult to answer or require spontaneous answers.

Data Collection Procedures

There is no all encompassing rule for when to use a questionnaire. The choice to use questionnaires based on a variety of factors including the type of information to be gathered and the available resources for the experiment. Questionnaire was considered due to the following circumstances.

Resources and money were limited, although preparation was costly, any data collection scheme will have similar preparation expenses. The administration cost per person of a questionnaire was found low, as postage and a few photocopies. Time is also an important resource that questionnaires can serve. If a questionnaire is self-administered, such as e-mail questionnaire, its potential lies on the fact that several thousand people could respond in a few days at a lesser cost.

Questionnaire was also considered for protection of the privacy of the respondents. Questionnaires are easy to administer confidentially. Often confidentiality is necessary to ensure that participants respond honestly.

Questionnaires are versatile, allowing the collection of both subjective and objective data through the use of open or closed format questions. Modern computers have only made the task of collecting and extracting valuable material from questionnaires more efficient. Mindful review and testing was necessary to weed out minor mistakes that

could cause great changes in meaning and interpretation. Due to the above reasons researchers found questionnaire powerful and economical research tool.

Five methods were used in administering the questionnaires; they included posting them through the post office, personal delivery and through e-mail by the researchers. In Dar es Salaam, Arusha and Mwanza centres where students attended classes, the researchers distributed the questionnaires themselves. Each student was requested to complete the questionnaire and specific date for collection was arranged between the researchers and respondents. Questionnaires collected were examined and answers crosschecked.

Another instrument used by researchers was Focus Group Discussion (FGD). Group discussion is a means of collecting data in one go from several people who usually share common experiences and which concentrate on shared meanings. Whereas a focus group is a special type of group discussion with a narrow focused topic discussed by group members of equal status who do not know one another. It is an *iterative* process; each focus group discussion builds on the previous one, with a slightly elaborated or better-focused set of themes for discussion. Provided the groups have been well chosen, in terms of composition and number, FGDs proved to be a powerful research tool which provided valuable spontaneous information in a short period of time and at relatively low cost.

According to Punch (2003:177) focus group can make an important contribution in research. Morgan (1998:12) points out that the hallmark of focus groups is the explicit use of the group interaction to produce data and insights that would be less accessible without the interaction found in the group.

Well facilitated group interaction can assist in bringing to the surface aspects of a situation which might not otherwise be exposed. Through group discussion, the situation can stimulate people in making explicit their views, perceptions, motives and reasons. This makes FGD an attractive data gathering option when research is trying to probe those aspects of people's behaviour.

Researchers found it necessary to combine FGDs with key informant and in-depth interviews to overcome the limitations of both questionnaires and FGDs. It was found risky to use FGDs as a single tool. In group discussions, people tend to centre their opinions on the most common ones, on 'social norms'. In reality, opinions and behaviour may be more diverse. Therefore explicitly soliciting other views during FGDs should be routine as well. (http://www.cc.gatech.edu/classes/cs6751_97_winter/Topics/quest-design/ 4/08/07).

Four FGDs were conducted at the centres, two in Dar es Salaam, one each in Mwanza and Arusha.

Because of the limited time researchers also used interviews. This was necessary since the feedback was quickly obtained. Researchers were also able to get additional information from the interviewees' expressions and clarifications were made where the questions were misunderstood. Some respondents were interviewed by telephone this method proved to be economical and served a lot of time. The interviews were conducted in Mwanza, Arusha and Dar es Salaam in July 2006 with all groups of beneficiaries being represented. Supplementary materials relevant to the study where available, were also requested by the researchers.

Reliability and Validity of Instruments

For every dimension of interest and specific question or set of questions, there are a vast number of ways to make questions. Although the guiding principle should be the specific purposes of the research, there are better and worse questions for any particular operationalization. Two of the primary criteria of evaluation in any measurement or observation are, whether we are measuring what we intend to measure and whether the same measurement process yields the same results. These two concepts are validity and reliability.

Reliability is concerned with questions of stability and consistency - does the same measurement tool yield stable and consistent results when repeated over time. Validity refers to the extent we are measuring what we hope to measure and what we think we are measuring.

To apply these concepts to our research, we wanted to use measurement tools that are both reliable and valid. We wanted questions that yield consistent responses when asked multiple times - this is reliability. Similarly, we wanted questions that get accurate responses from respondents - this is validity.

Reliability

Reliability is a central concept in measurement, and it basically means consistence (Punch: 2003:98). It refers to a condition where a measurement process yields consistent scores in a given and unchanged measured phenomenon over repeated measurements.

The most straightforward way to assess reliability of a measurement tools is to ensure that they meet the following three criteria:

First, test-retest reliability; when a researcher administers the same measurement tool multiple times - asks the same question, follows the same research procedures, etc. - does he/she obtain consistent results, assuming that there has been no change in whatever he/she is measuring.

Second, Inter-item reliability; this is a dimension that applies to cases where multiple items are used to measure a single concept. In such cases, answers to a set of questions designed to measure some single concept should be associated with each other.

Third, Interobserver reliability; interobserver reliability concerns the extent to which different interviewers or observers using the same measure get equivalent results. If different observers or interviewers use the same instrument to score the same thing, their scores should match.

Validity

The term validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration (Babbie, 1989:124). Shaughnessy (2000:13) define it as truthfulness of measure.

A valid measure should satisfy four criteria; namely face validity, criterion validity, content validity, construct validity internal and external validity (David 2004:172)

Face Validity; this criterion is an assessment of whether a measure appears, on the face of it, to measure the concept it is intended to measure. This is a very minimum assessment - if a measure cannot satisfy this criterion, then the other criteria are inconsequential. We can think about observational measures of behavior that would have face validity.

Content Validity; content validity concerns the extent to which a measure adequately represents all facets of a concept.

Criterion-related Validity; criterion-related validity applies to instruments that have been developed for usefulness as indicator of specific trait or behavior, either now or in the future

Construct Validity; For many things we want to measure, there is not necessarily a pertinent criterion available. In this case, turn to construct validity, which concerns the extent to which a measure is related to other measures as specified by theory or previous research.

Survey instruments were developed and subjected to pre-tests. The first step, as Dillman (2000) recommends, was to ask knowledgeable colleagues and analysts to review the instruments. Lecturers and former CED students assisted to evaluate the comprehensiveness of the questionnaires, to determine whether some questions could be eliminated, to verify the clarity of questionnaires, acceptability and comparability of anticipated responses with previous related studies (Rea & Parker, 1997). After some preliminary revisions, the instruments were ready for a small, pilot test.

Pilot Test

One way to ensure the reliability and validity of the survey is to make sure that it can be administered and that researchers get the required information. Pilot test was done to third intake students of CED programme to check on the clarity of the questions and the general format of the survey. Pilot test also helped to ascertain if all information needed

were included. Among the sample of 20 respondents, researchers took specific notice of questions that were frequently asked and answered incorrectly. Time spent to answer the questionnaires was also assessed. It was noted that questions had to be made clearer to avoid ambiguity and to shorten the questionnaire. The shortcomings revealed through pilot survey were addressed and adjusted accordingly.

Sample Selection

The sample of the study consisted of 264 respondents of which researchers expected to collect information regarding the impact of the newsletter, website and promotional materials on disseminating the CED philosophy.

The sample size was drawn from seven major categories; these included 27 institutions of higher learning in Tanzania including OUT regional centers, 6 Local and international NGO's, 5 special groups, 23 embassies, 62 district executive directors offices, 70 CED alumni and 70 current CED students.

The probability sampling was applied to the current CED students, lecturers as well as other recipients of the CED newsletter. As for the CED alumni, the researchers used convenience sampling. This is because most of the alumni have been relocated to other areas and some have been shifted to other employers. All selected sample had to respond to the questions on the newsletter as well as CED website, while only 158 of the sample were requested to respond to the questionnaire on promotional materials such as T-shirts

and mugs. The second group consisted of current CED students, alumni, some CED lectures and supervisors. This group was selected because it had access to such promotional materials. The researchers selected this sample basing on the total number of people/institutions in each category. The sample is 40% of the whole population of 654 individuals and institutions in the country. The list of the institutions covered by this study is provided as Appendix I.

Data Analysis

The collected data was analyzed by using computer. The survey data was collected, coded, entered, analyzed, interpreted and presented by using SPSS for descriptive and comparisons of data for the different representative samples, on need and importance of the promotional materials.

The report is presented in a written format using pie charts, histograms, graphs and descriptive formats. The report has an abstract, an executive summary, table of contents, list of tables and figures, glossary of terms, purposes, methods of finding and discussion

Presentation of the Results

This part presents an analysis of the collected data. The implementation and discussion of the data are presented. The survey method constituted mainly questionnaires, interview instruments and FGDs.

The study surveyed the effectiveness of promotional initiatives used in promoting CED philosophy. The study based on the following objectives:

- i. To assess the existing promotional initiatives
- ii. To assess the impact of the promotional initiatives in disseminating CED programme in Tanzania
- iii. To improve the existing CED webpage.

In order to accomplish the objectives of this study as presented, the following research questions were used.

- i. Do the CED promotional initiatives address the CED philosophy?
- ii. How relevant are the CED promotional materials to the stakeholders?
- iii. Are the CED initiatives effective in promoting CED programme?

Type of Respondents

Newsletter

More than half of respondents were current CED students constituting 66% of respondents, followed by offices where the newsletter is distributed which constituted 28%. This tells of the group which most benefited from the CED newsletter. There were few beneficiaries from former CED students constituted only 4.8% and a negligible number of members of the projects, which work with CED programme members. Of the total number of respondents only 25.9% had seen the newsletter, while 67.2% had not yet seen the newsletter. 6.9% did not respond to this question.

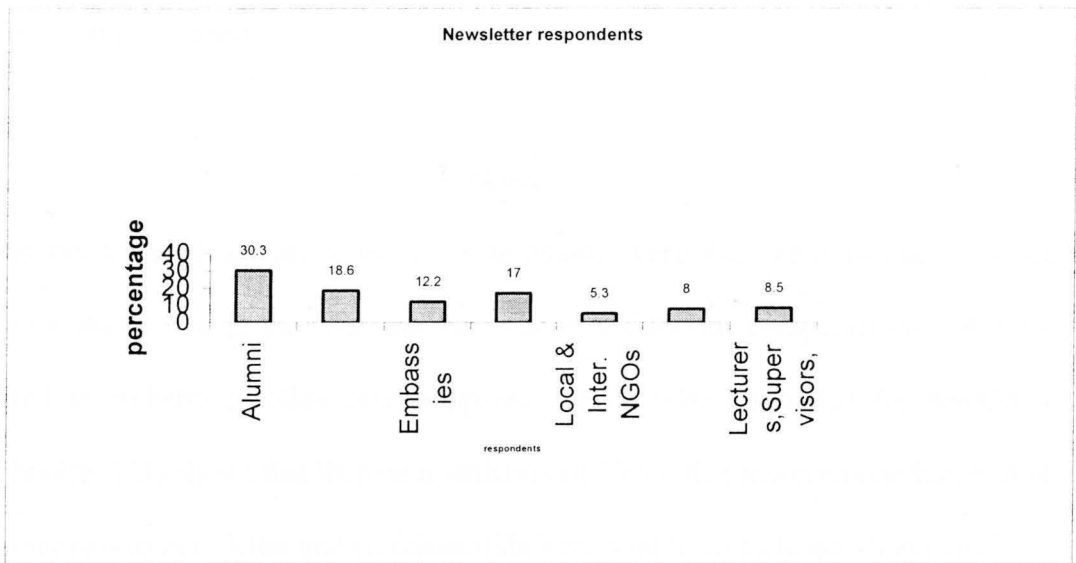


Figure 1: Respondents to the Newsletter Questionnaire

Majority of respondents of the Newsletter questionnaire were alumni, which was 30.3% the reasons being that they are the people who are familiar with the newsletter and were exposed to four previous issues, followed by current students 18.6% who got the opportunity to read CED newsletter. Others were district councils (DEDs) 17%, these are the community economic development stakeholders responsible for local community's development at grassroots. Embassies covered only 12.2% most of them responded that they had not received the newsletter and therefore could not respond to the newsletter questionnaire. Lecturers, supervisors and institutions of higher learning which constitutes (8.5%) are important partners and stakeholders of CED programme. Ministries, Departments and Agencies (MDAs) whose stake in development is important comprised 8% and 5.3% covered the local and international NGOs. The major reasons

for percentage variations with regard to the respondents are the population size, availability and proximity.

Website

Respondents targeted for the website questionnaire were the same as those for the Newsletter above though the response rate was very different comparatively. Only 93 responded to website questionnaire compared to 188 who responded for newsletter questionnaire. This shows that there is a variation of 50.5% that means more than half of the respondents to newsletter questionnaire didn't respond to website questionnaire.

From the results, researchers have the following interpretations: First, more efforts are needed to promote the web site as a means of promoting CED philosophy. Secondly, using newsletter to promote CED philosophy is more effective by more than 50% compared to the website. Thirdly, information technology infrastructure and knowledge is underdeveloped and presents a challenge in Tanzania. As regard to the website, only 37% of respondents said they have visited the CED Tanzania Programme webpage and 60% said they have never visited the website. This result is associated with lack of ICT skills as well as infrastructure and low promotion of the webpage to potential users. This implies that more effort should be made to entice stakeholders to visit the website.

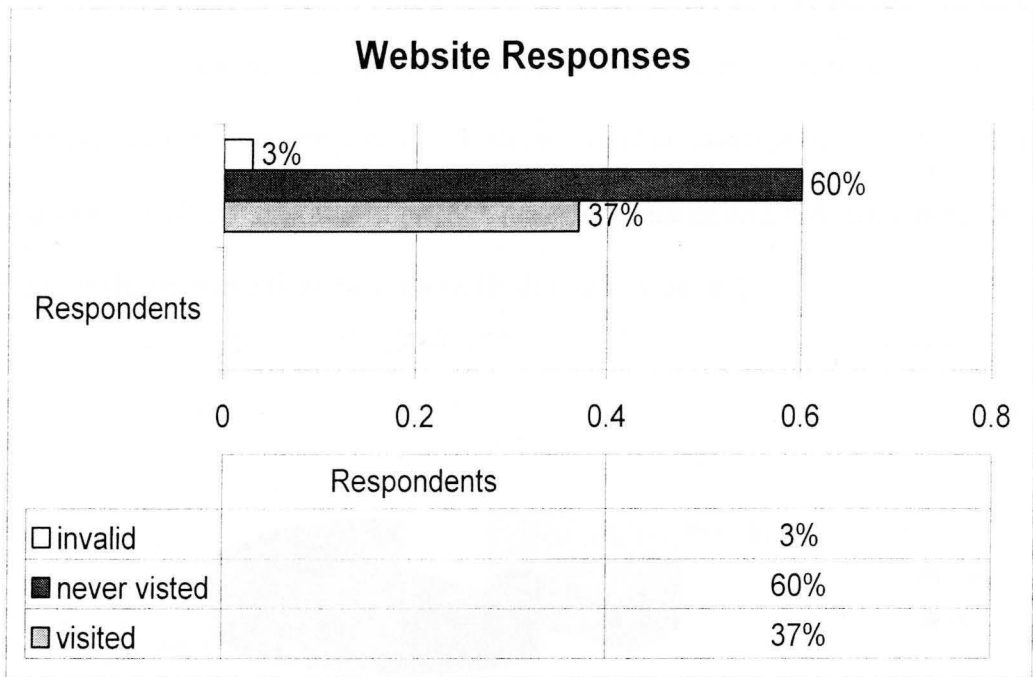


Figure 2: Respondents to Website questionnaire

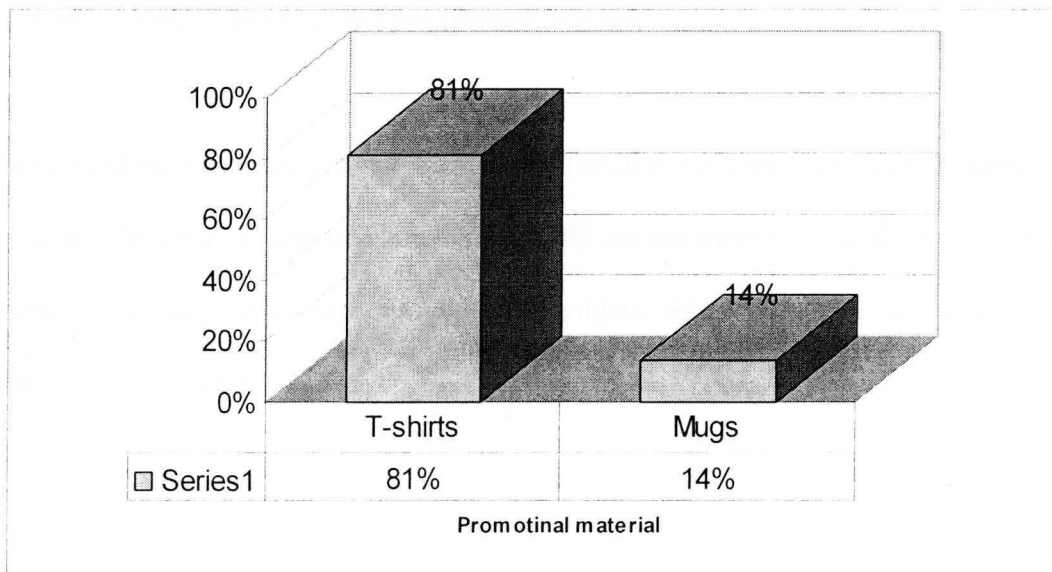


Figure 3: Respondents to the Mugs and T-shirts questionnaire

The data show that more people responded to questions on t-shirt compared to mugs that is 81% and 14% respectively. The assumption is that, mugs are not the best way of disseminating information compared to T-shirts. Another assumption is that it is more effective to use T-shirts in promotion since it is more visible and it doesn't need one to have it to see the message (Can be seen while dressed by others).

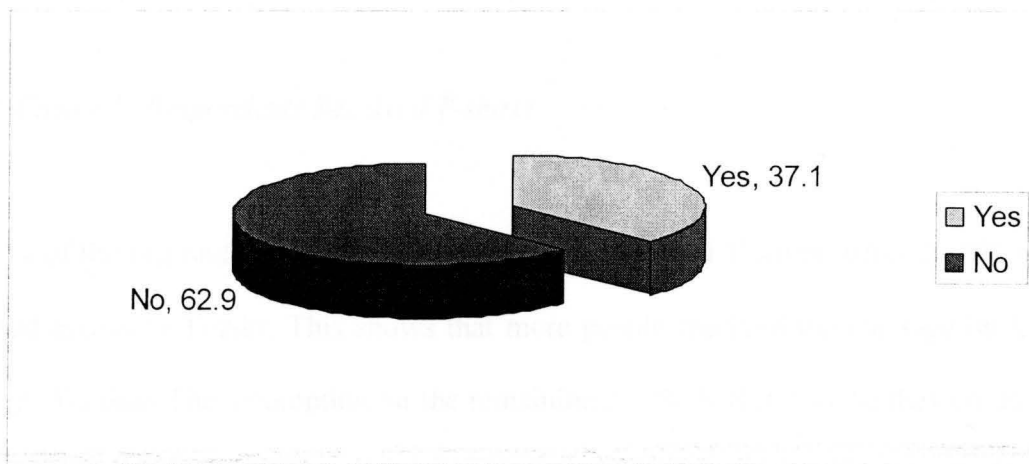


Figure 4: Respondents visited programme website

Respondents show that they are not very much familiar with the programme website. 37.1 % said to be aware of the web site while 62.9% are not aware as noted above. There is a need of creating awareness among stakeholders about the CED webpage and encourage them to visit it.

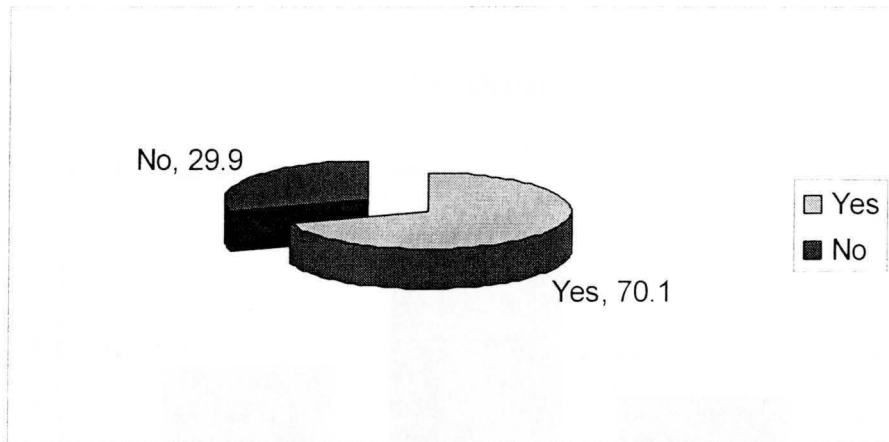


Figure 5: Respondents Received T-shirts

70.1 % of the respondents indicated that they have received T-shirts, while 29.9% have not had access to T-shirt. This shows that more people received the message on CED through T-shirts. The assumption on the remaining 29.9% is that may be they could not afford the price or not happy with the design and quality. Availability could also be among the reasons for access.

Content

Newsletter

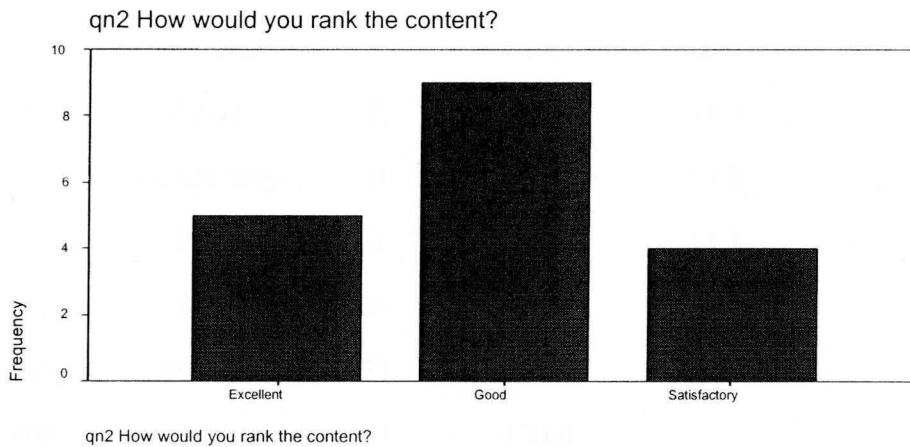


Figure 6: Respondents ranking the content of the Newsletter

When asked how they would rank the content of the newsletter, 31.8% of respondents felt that the content is excellent, 62.7% said the content is good while 5.5 % said it is satisfactory. However, 41.5% of the sample did not respond to this question. This implies that the newsletter has not yet reached the intended audience; although the few who responded show that the content is useful.

		Website		Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Excellent	1	1.1	2.8	2.8
	Good	21	22.6	58.3	61.1
	Satisfactory	10	10.8	27.8	88.9
	Poor	4	4.3	11.1	100.0
	Total	36	38.7	100.0	
Missing	System	57	61.3		
Total		93	100.0		

Table 1: Responses to website content

Respondents were also asked for their opinion regarding the content of the website. 58.3% of the respondents indicated that the website content is good, the data is not very much reliable since more than 50% of the respondents did not respond to this question as per above table.

Newsletter Structure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	38	20.2	34.9	34.9
	Good	60	31.9	55.0	89.9
	Satisfactory	11	5.9	10.1	100.0
	Total	109	58.0	100.0	
Missing	System	79	42.0		
Total		188	100.0		

Table 2: Responses to Newsletter structure

When asked for their comments regarding the structure of the newsletter 34.9% of respondents ranked it excellent, 55% said it is good, while 10.1% ranked it satisfactory.

Basing on the above findings, the researchers conclude that the structure of the newsletter is good.

Newsletter Improvement

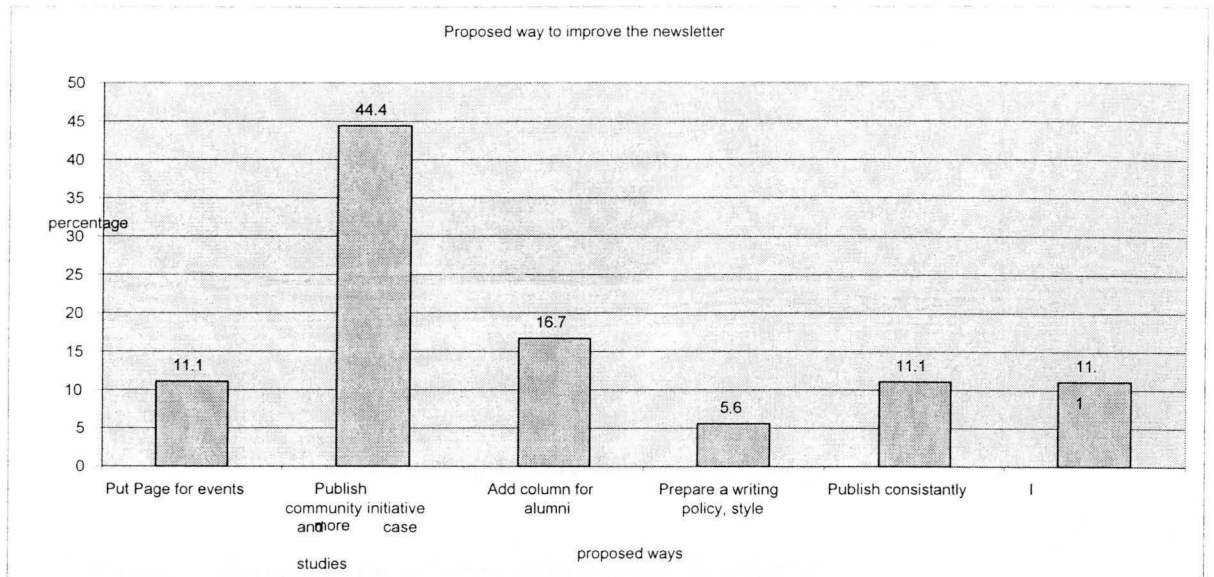


Figure 7: Responses on how to improve Newsletter content

Of 109 respondents 70.6% indicated the need to improve the newsletter, while the remaining 29.4% didn't see the need. Among the recommended issues for further improvement include; putting a page for events, publish more community initiatives and case studies, add column for alumni, prepare a writing policy and publish the newsletter consistently.

Willingness to Buy

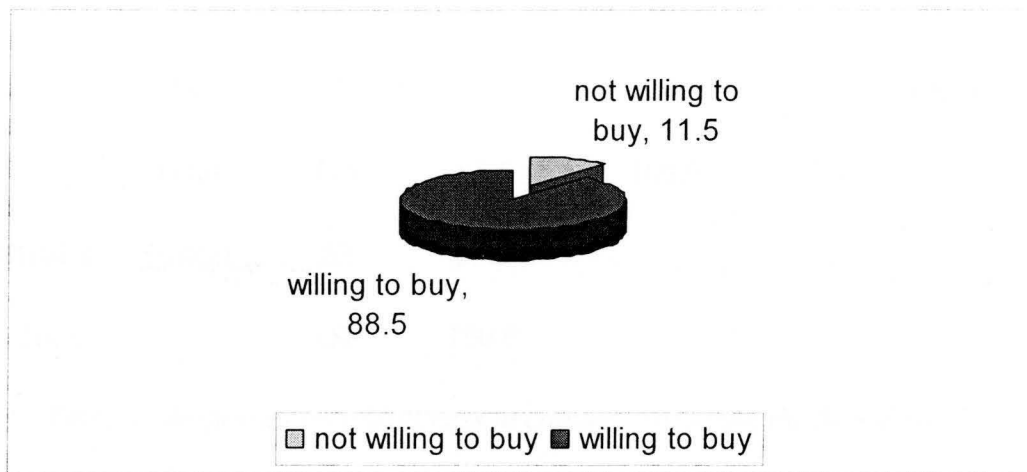


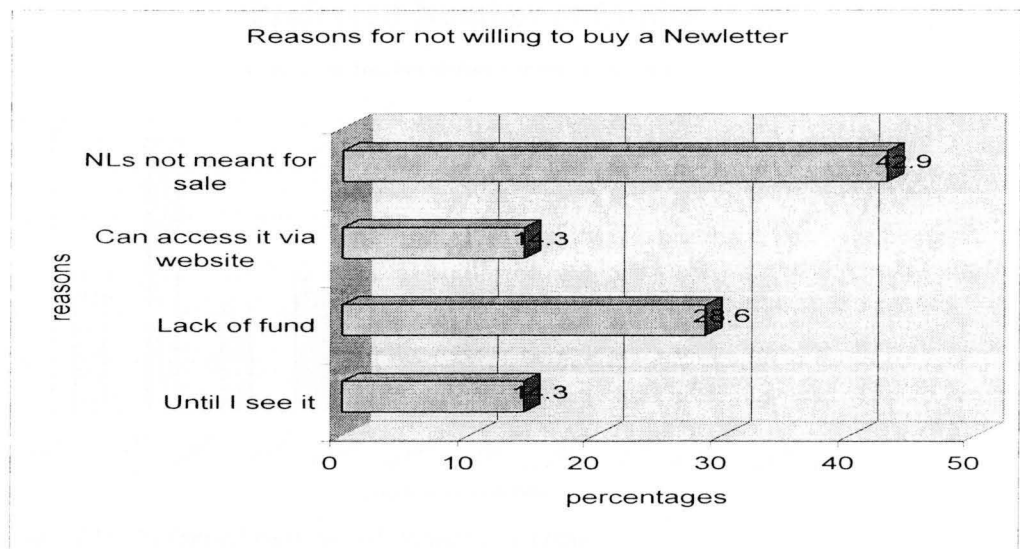
Figure 8: Responses on willingness to buy the Newsletter

88.5% of respondents indicated their willingness to buy the newsletter, and 11.5% said they were not willing to buy it. There are several reasons given for lack of willingness to pay for the newsletter. Among them are beliefs that newsletters are not meant for sale. They can be accessed free of charge on the websites. Others have indicated lack of fund as a reason for not buying the Newsletter. However 30.9% did not respond to this question. This clearly indicates that they had not come across the newsletter. However, some of the respondents showed their willingness to pay T. shillings 1,250 per copy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	124	66.0	99.2	99.2
	No	1	.5	.8	100.0
	Total	125	66.5	100.0	
Missing	System	63	33.5		
Total		188	100.0		

Table 3: Responses on willingness to continue receiving the Newsletter

Regarding the willingness to continue receiving the newsletter, 99.2% of respondents, said **YES**. This means there is high demand for the newsletter and it is effective means for disseminating the CED philosophy. However 33.5% did not respond to this question, this indicates that the distribution strategies need to be improved.



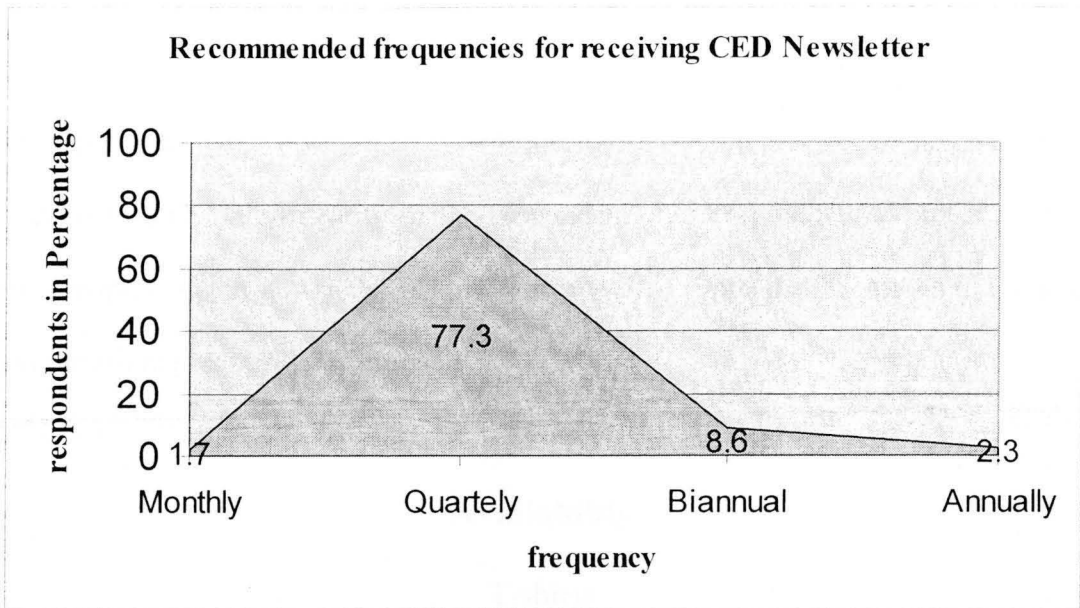


Figure 10: Recommended Newsletter frequency

When requested to suggest the frequency of the newsletter, 77.3% of respondents preferred to receive the newsletter quarterly. 8.6% of the respondents said they wanted to receive it biannually. 1.7% preferred to receive it monthly while 2.3% wanted it annually.

Preferred Number of Copies

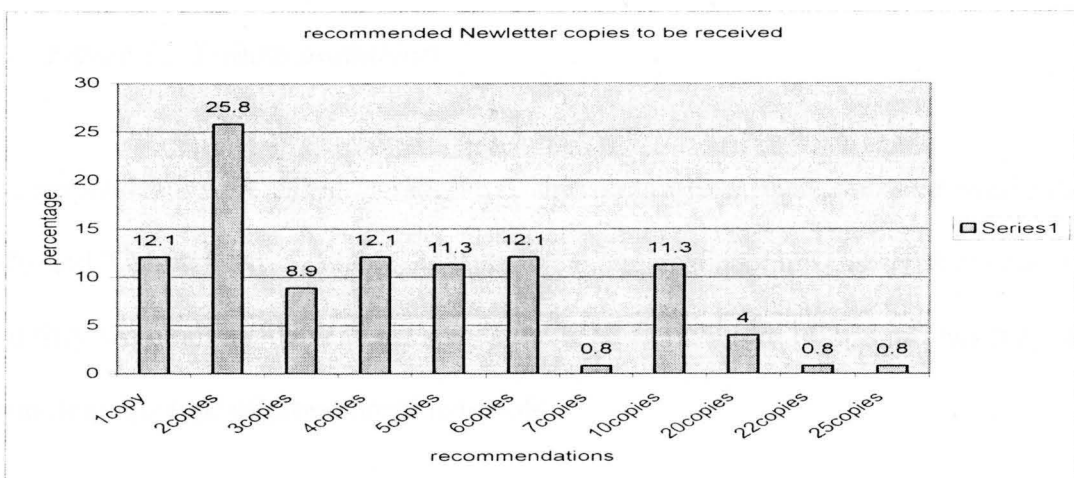


Figure 11: Preferred number of copies per issue

The respondents were given open ended question on the number of copies they would prefer to receive. The majority of the respondents (25.8%) said they prefer receiving only 2 copies of the newsletter. Those who required more than 5 copies (11.3%) are from the Higher learning institutions.

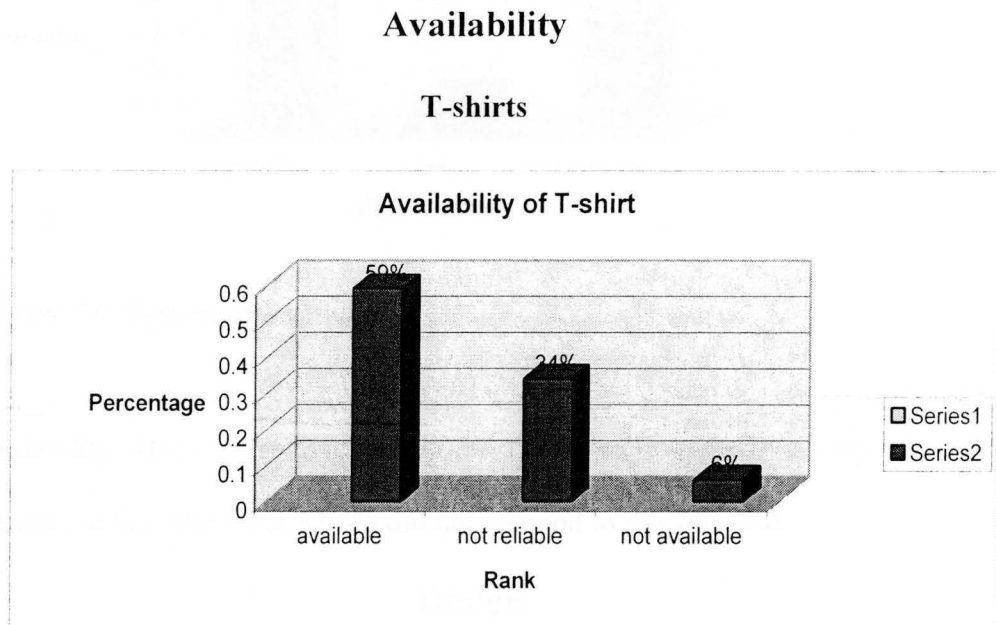


Figure 12: T-shirts availability

The respondents were asked to rate the T-shirts and Mugs regarding their availability. 50% said T-shirts were available, 34% said they are available but not reliable while 6% said they were not available. This shows the need to put more efforts in marketing and promoting this type of promotional materials.

Affordability

T-shirts

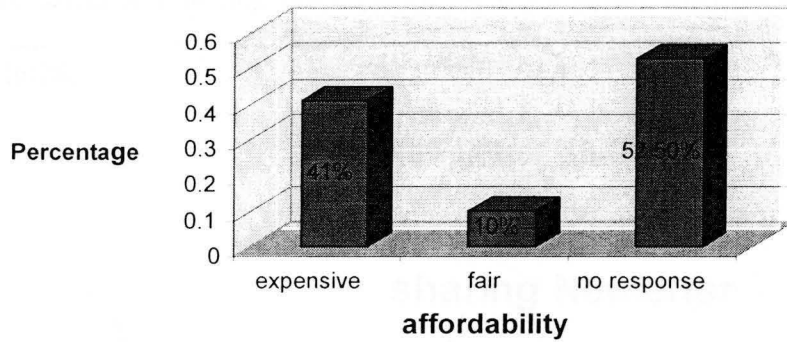


Figure.13: T-shirts affordability

On affordability, 41% of respondents said the T-shirt were expensive, only 10% said T-shirts prices are fair. However 52.5% did not respond to this question.

Design

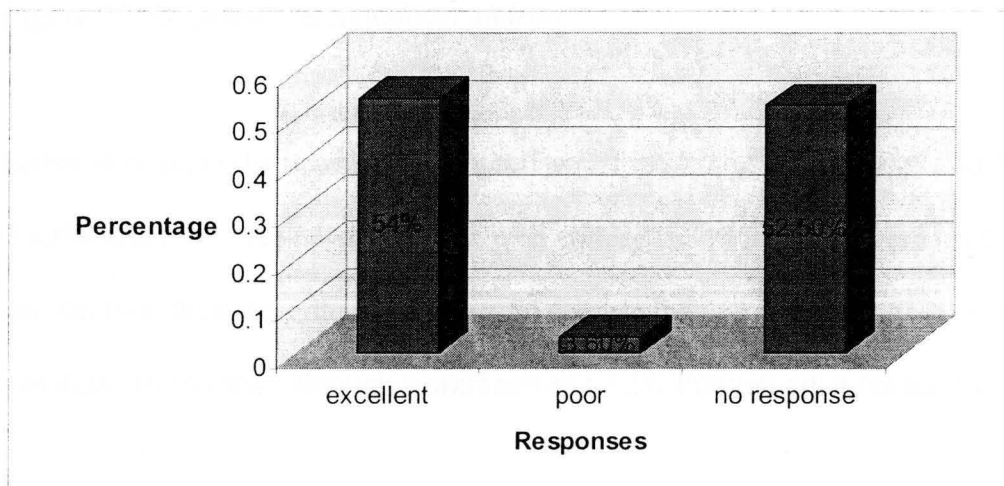


Figure 14: Responses on T-shirts design

T-shirts Design

As regards to the design of the T-shirts 54% said the design is excellent while only 3.6% said the design was poor. Only 41% of the sample population responded to the question. It is worth noting that these responses were before distribution of 2006 promotional materials.

Newsletter Sharing

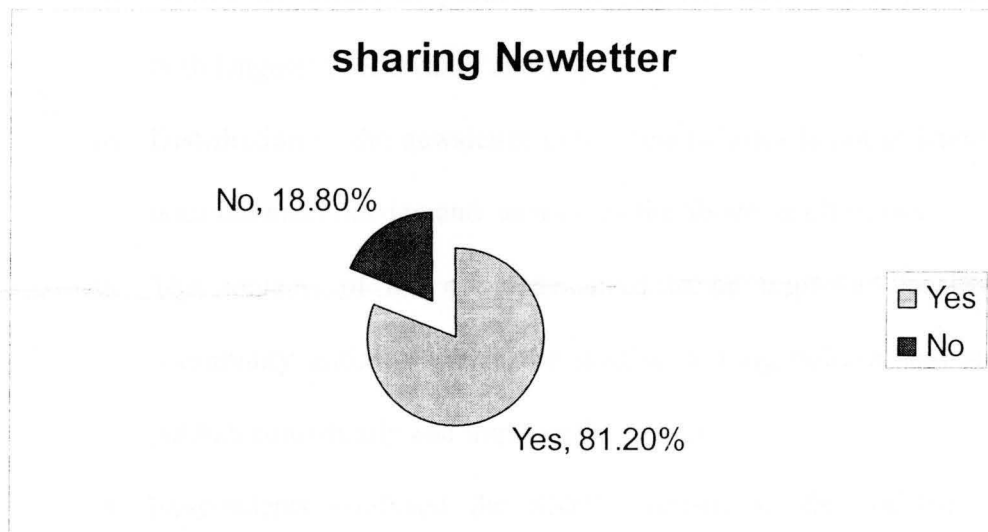


Figure 15: Responses on Newsletter sharing

On whether they share the newsletter with colleagues, 81.2% of respondents said **YES**, while 18.8% said they have never shared it with colleagues. 71% did not respond to this question. On how they share the newsletter, 54.6% use the library while 20.6% use the reception desk, 19.6% share through workmates and 5.2% through other means. 91% did

not respond to this question, this can be associated with the fact that most of the sample population said they have never received the newsletter.

Community Need Assessment Findings

The following are the major findings from the community need assessment survey:

- i. The promotional materials have addressed the CED philosophy and the best of all is the newsletter and T-shirts compared to website and mugs
- ii. Newsletter should be produced on quarterly basis and if possible in both languages; Kiswahili and English
- iii. Distribution of the newsletter to the beneficiaries is not efficient and does not meet the demand as most as the above result shows
- iv. The contents of the newsletter need to be improved to include; community initiatives and case studies, writing policies and styles, publish consistently and improve the layout.
- v. Respondents confused the SNHU website to that of the CED Tanzania website
- vi. The CED Tanzania website was found to have not been visited by most beneficiaries, the content is outdated and the design is not appealing
- vii. T-shirts and mugs were found to be expensive

CHAPTER 2

PROBLEM IDENTIFICATION

Problem Statement

From the Community Needs Assessment, it was revealed that the need for CED promotional materials can not be overemphasized. The Open University of Tanzania and Southern New Hampshire University joined forces in September 2001 to offer a Master of Science in Community Economic Development in Tanzania. Ever since its inception the program has attracted Tanzanians from different fields of work and the demand keeps on increasing. So far 129 Tanzanians have benefited from the program and 200 Community Based Organizations have improved their capacity in products and services delivery. This success can be partly attributed to the efforts of the first two intakes to produce several promotional materials aiming at promoting the CED program as well as its philosophy.

However, the assessment revealed the need to assess the effectiveness of the promotional initiatives. Despite initiatives that included production of Newsletter, promotional materials like mugs and T-shirts and web page the effectiveness of these initiative is not known. One could hardly tell exactly which promotional material is more effective and efficient.

The Assessment further revealed that, deficiencies in distribution process of the promotional materials. For instance, the mailing list is not updated; sharing mechanism among the beneficiaries is not efficient, there is no covering letter for distribution and non-availability of a dispatch book to ensure delivery of the materials. Further more, the English version of the promotional materials is not understood by the majority of the Tanzanians. The 1000 copies of the newsletter produced is not enough compared to the population of the country. The information on the CED webpage is outdated. The webpage does not have the capacity to accommodate all the required information. The page does not have a person responsible for day to day management. In addition administration of the page is limited to OUT web master.

Target community

The targeted community of this project divided into two main groups; the first group is that of benefactors and the second one is of beneficiaries. The benefactors include; those, which are, involved in the production of the promotional materials, such as the editorial team, CED third year intake, CED Dar es Salaam office and former CED students (Alumni). The beneficiaries include; higher learning institutions, governmental ministries and departments, embassies, international/local institutions, local and international Non Governmental Organizations, SNHU, and Libraries in the country and outside.

Stakeholders

The major project players, including institutions and individuals that have stake includes; CED third year intake, CED alumni, CED/OUT & SNHU, Higher learning institutions, The local and international Non Governmental Institutions and Government Ministries, Departments and Agencies. Their roles, concerns, and opinion about the project are provided in the table below.

Name of stakeholder Group/organization	Their Roles	Potential benefits/cost	What is their opinion of the project and its goal
CED Dar-es-salaam office	<ul style="list-style-type: none"> • Coordinating editorial members and project. • Provide expertise, guidance and advice 	<ul style="list-style-type: none"> • Reduces work of promoting CED philosophy as the project take part of it. • Creates awareness among the community about the project 	Accepted the project
Community development workers	<ul style="list-style-type: none"> • Assist in problem identifications 	<ul style="list-style-type: none"> • Get development partners who are fighting for development 	Accepted the project
CED Alumni	<ul style="list-style-type: none"> • Involved in discussion and interview. • Contribute articles, and purchase promotional Materials 	<ul style="list-style-type: none"> • Get partners on disseminating CED philosophy • Professionally promoted 	Accepted

Name of stakeholder Group/organization	Their Roles	Potential benefits/cost	What is their opinion of the project and its goal
CBOs	<ul style="list-style-type: none"> • Provided information's 	<ul style="list-style-type: none"> • Receives CED information's 	Accepted
Government of Tanzania	<ul style="list-style-type: none"> • Provided us information's 	<ul style="list-style-type: none"> • Get development partners • Creates awareness to policy makers • Receives information (NL) 	Accepted
International NGOs	<ul style="list-style-type: none"> • Involved in discussion and interview. 	<ul style="list-style-type: none"> • Receives education on CED philosophy • Receives information (NL) 	Accepted the project
Local NGOs	<ul style="list-style-type: none"> • Discussed and Provided us relevant information. 	<ul style="list-style-type: none"> • Get partners on disseminating CED philosophy • Receives NL 	Accepted the project

Table 4: Project stakeholders and their roles

Project Goals

The project goal is to contribute in promoting CED program/philosophy widely in Tanzania and beyond. The main issues will include production of newsletter to inform partners in development what is CED and it is impacting on poverty alleviation and development. Specific goals include;

- i. Improve the distribution techniques and channels of the newsletter
- ii. Improve program website and its contents to the best standard
- iii. To produce more copies of the Newsletter
- iv. To increase the number of promotional materials such as T-shirts, mugs, pens and bags to reach wider audience

Project Objectives

The project objectives are:

- i. To raise funds through production of promotional materials (T-shirts, mugs and pens) by June 2006.
- ii. To increase the number of copies for each issue produced by 20% by January 2007.
- iii. To foster linkage and networking with CBOs, NGOs, higher learning institutions, ministries and alumni receiving copies of newsletter by 25% basing on last distribution.
- iv. To improve the programme web site by redesigning the existing web page by August 2007

Host organization

The host organization for the project is CED Program office at the Open University of Tanzania. Other Organizations that act as affiliates and facilitate specific components of the project include the Southern New Hampshire University, the Community Based Organizations and Non-governmental Organizations that collaborate with CED students, Foreign missions, printers, Government, departments and Agencies and other institutions of higher learning. The CED Dar es Salaam office supports the project by contributing, through training, expertise, as well as funds for printing the Newsletter. Other organizations support the project by in-kind contributions, such as newsletter articles and photographs, promoting the initiative through purchasing promotional materials and distribution of the newsletter to the wider audience, and by giving constructive ideas. Researchers' role to the project is that of facilitating implementation of the project. The responsibilities include; planning, budgeting, evaluation and Monitoring as well as reporting.

CHAPTER 3

LITERATURE REVIEW

The literature on promotional initiatives specifically targeting training programmes and their philosophy is very limited though newsletter production specifically is quite broad, in this regards mostly the review is mainly discussing Newsletter as a means of promotional initiative.

Therefore the review intends to discuss key issues, realizing gaps and bringing up new knowledge to add the value. As such the literature review is divided into three parts. Part one is dealing with theoretical literature; part two is empirical literature while part three reviews the policy literature. The theoretical review details various ideas on the newsletter production while the empirical brings out the documented practical experience. The policy review, analyses a number of policies related to Community Economic Development and their practical relevance to development initiatives in Tanzania.

Theoretical Review

As stated above promotion is a broad marketing aspect, though there is no much literature on promotion in the view of training programme and their philosophies. In this review however we have discussed some definitions and an overview of promotion while more details are specifically focusing on Newsletter production as a means of promotional initiative.

Various Definitions of promotion on the Websites show that promotion is a message issued on behalf of some product or cause or idea or person or institution; "the packaging of new ideas", act of raising in rank or position, encouragement of the progress or growth or acceptance of something, forwarding: the advancement of some enterprise; "his experience in marketing resulted in the forwarding of his career"
www.wordnet.princeton.edu/perl/webwn

It is also defined as an advancement of rank or position in an organizational hierarchy system. The opposite is a demotion. [en.wikipedia.org/wiki/Promotion_\(rank\)](http://en.wikipedia.org/wiki/Promotion_(rank)). A promotion is a chess term which is given to the pawn that reaches the eighth square, becoming a queen, knight, bishop or rook. The term queening is often used to describe a promotion, since the powerful queen is usually the best piece to promote to. Promotions to knight can be quite useful depending on the situation. [en.wikipedia.org/wiki/Promotion_\(chess\)](http://en.wikipedia.org/wiki/Promotion_(chess)). A promotion, used in Sports leagues of most countries outside the USA, means the mandated transfer of the best team(s) of a lower league into a higher league at the end of the season. An equal number of worst team(s) from the higher league endures the opposite procedure, relegation. [en.wikipedia.org/wiki/Promotion_\(sports\)](http://en.wikipedia.org/wiki/Promotion_(sports)).

Further definition refers to all the techniques used to promote a site by search engines and directories. (webmaster.lycos.co.uk/glossary/P/) or results in the documents having better exposure. It involves ensuring that the catalogue itself is well known and that the documents can be discovered through many avenues.

(www.indexgeo.com.au/ec/about/glossary.html). Promotion is also a method of increasing sales of merchandise through advertising; any activity designed to enhance sales.

(www.motto.com/glossary.html) It is a Marketing communication activities that further the awareness, acceptance and sale of merchandise or services.

(www.adobe.com/products/vdp/glossary.html) It is any type of persuasive communication between a marketer and one or more of its stakeholder groups. Promotional tools include advertising, personal selling, publicity, and sales promotion.

(www.quintcareers.com/jobseeker_marketing_glossary.html) A means of increasing the public's or industry's awareness of a business and its services or goods

(www.smallbiz.nsw.gov.au/smallbusiness/Resources/Business+Tools/Glossary+of+Business+Terms/).

Targeted macro event designed to drive sales. Unlike advertising, promotions answer the "Why now?" question (www.channelventures.com/channelprofessional/channelglossary.html).

Promotion is any method used to inform, persuade and remind customers and prospects about a company and its products or services, including advertising, public relations, special events, newsletters, direct mail, signage, trade shows, etc.

(www.garyeverhart.com/glossary_of_advertising_terms.htm). It is a set of marketing and sales activities attached to a specific advertisement, campaign or trade show that offers a discount or other incentive based on a time frame or use of a designated code. Sales revenue and discounts generated from a given promotion are tracked to measure their effectiveness. (www.bridgefieldgroup.com/glos7.htm)

Promotion is one of the four aspects of marketing. The other three parts of the marketing mix are product management, pricing, and distribution. Promotion involves disseminating information about a product, product line, brand, or company. It is comprised of four subcategories: advertising, personal selling, sales promotion, publicity and public relations. The specification of these four variables creates a promotional mix or promotional plan. [en.wikipedia.org/wiki/Promotion_\(marketing\)](http://en.wikipedia.org/wiki/Promotion_(marketing)). It is in the view of this definition our survey assessed how effective CED promotional initiatives? CED is a product or service to be promoted so that customers are persuaded and willing to consume it. The emerge, the market share the feedback and the customers test can be captured by market research but also ways used to market the product can bring feed back on the acceptance of the product.

Some literatures show that Newsletter, Brochures, Poster, web site, mugs, T-shirts, pen, Web banners, calendar, diary, Press release and other printed and none printed materials/initiatives can be used to promote services or a product. The Researchers have decided to discuss the Newsletter, as one of the assignments was to produce them for promoting CED programme and its philosophy. Nevertheless in our project we have also produced T-shirts and mugs but the promotional literature on these materials are very limited.

The Definition and Discussion on the Newsletter

A newsletter is a serial brief publication containing news and current events usually geared towards informing members of a particular organization or group with common interests. It is usually non-commercial and distributed to a selected readership either freely or on subscription (www.nova.ed 26/2/ace 2005). Chambers Dictionary (1995) on the other hand defines a Newsletter as a sheet of news supplied to members of a particular group or locality.

Other define newsletter as information about recent events that are of interest to a sufficiently large group, or that may affect the lives of a sufficiently large group. The term information is important because it is the information or knowledge of an event rather than the event itself that news is concerned with. A Newsletter delivers “tidings”, new information of recent events; news concurrencies as a subject of report or talk (Oxford Dictionary, 2005)

According to the Dictionary of Library and Information Management (1997: 101) a newsletter is defined as a brief publication issued by an organization to its members with internal news and communication.

Historically, since 1674 a Newsletter meant a letter specially written to communicate the news of the day (William Little, 1974). To communicate using whatever means is to establish commonness and if this is to be done effectively communication demands

clarity as it is required in scientific writing (Day, 1998). The emphasis here is the need to be accurate in communicating information to recipients otherwise communication will lose its meaning. Thus a newsletter as a tool for communication must be written in a very clear and easily understandable language between individuals but more so between members of societies and organizations. Clarity and common understanding of messages play an important role in communication.

Newsletters can't include everything. The inclusion or omission of certain news is generally seen as editorial decisions. It does not mean though that these decisions are made on behalf of the reader. The reader will not be able to comment on that decision, because the reader will probably not be aware that the omitted item of information exists (Spark, 1996). Decisions may be made to exclude information because it is felt necessary to conceal that information from the readership or to include information that is seen as in some way beneficial to groups other than the readership-the advertisers, the owners of the paper, the political party the owners of the paper support. Similarly, the readers have little or no control over what is or being presented as they may not have access to other sources of information against which to judge the content of a newspaper.

There are other authorities that associate newsletters with societies, although commercial publishers are also producing them. As the name implies, newsletters are especially concerned with reporting events but they often summarize important research findings,

papers at conferences etc. The Newsletter seems to be the earliest print medium to a larger community. Before that, communication was done through the spoken word or verbal communication and gesturing or non-verbal communication through body movement or actions. No records were kept for such communication (Page et al 1987).

A newsletter is also regarded as an informal publication, often simple in format and crisp in style that provides special information for a defined group of readers. Newsletters offer varieties of personal journalism and seldom carry advertisements (Robert et al. 1988:661). Robert further notes that forerunners of the modern newsletters were the "corantos" single-page collections of news items from journals. The Dutch circulated these in the 17th century and their English and French translations were published in Amsterdam.

Common topics covered by newsletters included business, professions, energy, health, safety and travel. The owners were normally organizations and were for internal communication with a view of circulating information among their members. In summary, newsletters carry news items to a specific audience and readers though the news may also be useful to the general public. The CED Newsletter is no exception. It is meant to communicate community economic development issues to CED students, alumni and stakeholders of community economic development endeavors.

With the current innovation of information communication technology the public is also accessing the newsletter electronically therefore one can get a print on read it on the web site. This has also minimized the limit of newsletter supply and storage since they are permanently available on the website.

Writers define communications as; 'the sharing of information between two or more individuals to reach a common understanding; and, for communication to be successful, the meaning of the information or the ideas conveyed must be understood' Ronald Sims (2002).

In practice, for information to be conveyed it must be complete by making sure that a common understanding is reached by providing an appropriate level of information, meeting face-to-face with others and giving them the opportunity to ask questions. Communication should not be defined to mean agreement but rather clarity of understanding. "Good communication from person to person and from group to group is vital if a movement is to make the best of the resources that each one has to bring, and to make motivation and creativity in the struggle." (Hope and Timmel 1991:18). In relation to the above statement, for The Community Economic Development programme to be effective there is a need to equip practitioners and the entire community with information from various resources available. The CED newsletter will bridge the gap of information sharing about human and material resources which are vital for community economic development.

Evolution of Newsletters

Most reviews of the literature in this area trace the development of Newsletter along period. Robert (1998) traces the origin of the newsletter to prehistoric times when people communicated orally. This means that they did a lot of talking but there was no record kept in writing on what they were communicating. Therefore, knowledge was lost just as it was found. Cave paintings and inscriptions were among the first human attempts to leave record for succeeding generations. Communication through such media was incredibly difficult. The earliest book ever to be known is the "Chaldean Account" of the flood described on a clay tablet in about 4000 BC.

The first successful medium was the papyrus, that is, sheets made from the papyrus plant and glued together to form a roll sometimes 20 to 40 feet long, fastened to a wooden roller that came into use after 2000 BC. Then, in 190 BC parchment made from animal skins came into use while in 105 AD the Chinese invented paper that is now used as the modern medium of communication. Before that, there was no effective way of duplicating communication, thus scholarly knowledge could not be widely disseminated. Further development occurred when a movable printing press was invented in 1100 AD by Johannes Gutenberg who printed the first 42-line bible from movable type on a printing press in 1455 AD this is one of the famous invention. Thereafter, from 1500s Gutenberg's invention was put into use throughout Europe and thousands of copies of books were printed and as a result in 1665 the first scientific journal was printed.

Therefore, before 1650 if scientists communicated with each other at all it was through the medium of personal letters or perhaps on rare occasions by meeting to discuss their work and exchange ideas. The system was imperfect relying as it did upon friendship or the accident of knowledge of what other people were doing derived by word of mouth.

In the seventeenth century however the organization of scientific societies, such as the Royal Society of London began to process the formalization of contacts between scientists that has become so formidable in the present century. David Kronick mentions some of these societies and noted that in fact from the early eighteenth century in western Europe postal services became organized enough for ordinary postal services to be feasible and scientists began communicating with each other through the agency of not only individual personal letters but also quite elaborate newsletters produced on behalf of groups of subscribers and circulated to them all. Henry Oldenburg, the First Secretary of the Royal Society was the Producer of the early example of the newsletter form, thus from quite humble beginnings it became an important landmark in the history of scientific communication. He appears to have been a voluminous correspondent on an international basis and to take those of his various writings that he thought would appeal to a wider audience and published them in a newsletter. He sold it widely in Europe and entitled *Acta Philosophical* (Page et al 1987).

In 1750, the responsibility for the production of Acta Philosophica became an official one undertaken by the Royal Society itself. It was undertaken under the title "Philosophical Transactions of the Royal Society." The newsletter as a source of scientific communication was gradually displaced but not wholly displaced as the most important means of scientific speaking to scientists by the periodical.

The development in the 19th century of swifter and more reliable means of travel facilitated face-to-face contacts of individuals. Thus scientists met more frequently and formed new scientific societies. Members who were unable to attend meetings were given information through printed papers that had been presented at the meetings with summaries of the discussions that had followed them. This was the most commonly used form of communication among scientists in the early years of the 20th Century.

Periodical articles and the publication of the proceedings of conferences are what can be termed as "open" means of making information known. Without the means of communicating results of discoveries that have been made quickly and widely, the value of those discoveries is seriously undermined. During the Second World War a system somewhat similar to the early newsletter with their closed circulation purely to subscribers, was employed to facilitate the flow of essential information in relatively secure conditions.

Information that was considered important was not allowed to appear in periodicals that might be allowed to fall in the hands of enemies was printed in the form of individual papers in a limited number of copies with each copy numbered. This form of publication came to be known as "Report Literature".

From the above discussion it is worth noting that newsletters carry news items to a specific audience and readers and the news may also be useful to the general public. This is in line with the objectives of the CED Newsletter that aims at communicating news and information about CED projects and generally about International Community Economic Development (ICED) to various institutions.

Newsletter Production Process: The Practice

When an organization thinks of establishing a newsletter, there is a need to answer several questions, which may include the following: -

- i. The need for a newsletter,
- ii. Include research or evidence to prove your opinion
- iii. Be reckless in writing your editorial lest you lose credibility
- iv. Research and think your points through before you take a position
- v. Acknowledge an error in future issues to build credibility with your readers.
- vi. Be afraid to inject your personality in the writing, think that readers must always agree with you. Invite their comments.

Therefore from theoretical review it can be argued that newsletters are produced, are brief in nature, cover news of the day, serial, contain internal news, and communicates current events, researches and conferences. Strengthens commonness, they are normally non commercial, the target members are known, specific group or locality, available freely or subscribed and need to be accurate, clear, using understandable language.

Empirical Review

Researchers have stated that both technology and teaching-by-example also known as "learning-by-example" are beneficial elements in determining the success of learners in higher education. (ETRD, 1994). Markwood and Johnstone (1994), for example, support the use of examples as a new pathway towards educational development, and have also called for the integration of technology. Further, the use of examples through the push for increasing technology in the college setting has also determined a shift in the way educational development is pursued. Clearly, the changing focus of the educational environment promotes the use of technology and variety of learning approaches in order to determine the greatest gains.

It is the intention of empirical review to find out to what extent and how the theories behind newsletter have been applied. We had to look for Experiential and experimental, practical, realistic, matter of fact, to learn from practical experiences. Empiricism emphasizes that knowledge comes through experimentation, factual observations of reality

by an external investigator and discussions with participants. Its strength is based on the fact that it is tested; is beneficial to humanity, has contact with reality and experience and brings progress to humankind (Ngechu, 2004). Researchers had to carry out empirical reviews in order to discover and gather empirical evidences on newsletter processes that would help them to move in the right path. In the view of that it is of paramount importance this study to add value to what already is in place.

The Community Economic Development newsletter started since the programme was launched. When looking at empirical review one notes that there are issues to refer to because there some practical experiences which are evidences of strength and challenges faced while establishing and producing previous issues (Research by the Newsletter Group December 2004).

The survey revealed that there are useful information and knowledge that can be used to improve CED Newsletter. Since our group is undertaking the production of the newsletter, these findings will form a base on which we will build succeeding issues of the CED Newsletter. The current findings from the former group show that The Community Economic Development Newsletter is a useful tool for promoting the community economic development programme. This was proved by respondents to questions which showed how relevant the newsletter is. The results showed that 100% of respondents felt the newsletter was relevant.

The CED newsletter is good in educating people on community economic development. This was taken to be true through the responses to questions asked to respondents. The readers indicated their willingness to contribute articles and would like to receive issues of the newsletter even after completing their course. CED Students would like to contribute articles, and continue receiving the newsletter even after graduating. This is a good idea because the CED Newsletter is intended to facilitate networking of CED stakeholders who include alumni and the CED programme.

As noted earlier that a news letter is always produced by organisations. The Researchers found the practical example of the news letter produced by the Purdue OWL News a weekly newsletter written by the staff of the Purdue University Online Writing Lab (OWL). It contains tips about writing and grammar, questions and answers from readers, and information about the services that Purdue's OWL and Purdue's Writing Lab provide for people all over the world. The Writing Lab Newsletter is a forum for exchanging ideas and information about writing centres in high schools, colleges and universities. Articles focus on challenges in tutoring theory and methodology, directing a writing center, training tutors, adding computers, designing and expanding centres, and using tutorial theory and pedagogy. In addition to articles, issues contain conference announcements, book reviews, professional news, and a column by and for tutors. The newsletter is published monthly from September to June. <http://owl.english.purdue.edu>

Another newsletter worth discussing is International Society for the Empirical Study of Literature and the Media the "IGEL NEWS". It appears three times during the two years

interval between the IGEOL conferences and provides information concerning IGEL and associations from connected fields, research projects and books of interest. Members receive an email message whenever a new issue is published on the web. People can also ask for a print version if they are unable to access the web version. Then it is also noted that a Newsletter targets its members though some times non- members may happen to access it and if it is put in the web any body can read from it. (<http://www.arts.ualberta.ca/igel/>). Likewise CED newsletter is a product of the CED programme, which aims at producing three issues in intervals. However, there is also a plan to put the newsletter on the web.

Newsletter has been used as a tool for learning and information dissemination. For example in the year 2002 a newsletter known as "MAKING IT REAL" Volume 2, Issue 1 of January 2002 was used to provide messages to the entire public about change. The message was from the Editor of the "MAKING IT REAL" and was provided as follows; "in the world around us change is the one true constant. In today's rapid pace work environments, organizations must change in order to maintain their competitive edge. In order to continue to grow and excel we must both accept and embrace change".

In the article titled mastering change, the editor of that newsletter listed five things to remember about change, which included the general tendency where people tend to think that change especially a significant change is something that happens to other people. Normally people don't really think it will affect us until it actually does. We can't

adequately prepare for the future until we realize that the change impacting others will almost certainly affect us as well our own world is connected to the world at large.

Change is everywhere: The "MAKE IT REAL" newsletter also adapted information of "change is everywhere" from the Magazine and disseminate it to the entire public. The information was from "Bouncing Back" by Dairy Conner, printed in September 2000 Delta Air Lines, SKY Magazine. The message explained that everywhere you look major change is accounting. Continuing and overlapping change has become a way of life.

In his address to the University of Liberia in February 1968, the late Mwalimu Julius Nyerere cited Jesus Christ's famous sermon: "For unto whomsoever much is given, of him shall be much required; and unto whom men have committed much, of him they shall seek the more. Jesus may be forgiven for his gender insensitivity but his message remains as forceful as it is relevant. Where do **you**, young professionals, unto whom Tanzania has committed much in your education and training, fit in the context of this message? This is the question which will underlie most of my remarks".

In Mwalimu Nyerere's view, Africa is an exciting place to live in; Africa's development is an exciting challenge and that the educated ones, have the opportunity to shape and lead the response to that challenge.

“At the outset, I wish to challenge Tanzanian young professionals that, most of you, regrettably, seem to be sitting waiting for the future to happen. You are not leading the process to shape Tanzania’s future. You are overly occupied, if I may say so, with shaping your own personal futures.

This is a major problem that afflicts you. And it is largely a mindset problem. You seem to view our situation: social, economic, political, technological, etc., as an unsolved puzzle that awaits an occasional genius like Mwalimu Nyerere to unlock its secrets. Yet what lies before you is an empty space waiting to be filled. One of the immediate challenges you face, therefore, is how to transform your mindset and awaken to the opportunities that wait to be seized, opportunities which would clearly change the lives of Tanzanians”.

The tragedy about this particular mindset is that many of you in leadership positions, in government, in business and in civil society, the old folks if you will, still *manage* change. We lack a critical mass of leadership to lead and to be ahead of change. Partly because many of us are hesitant to abandon yesterday. And, partly because our focus is too heavily centered on economic changes when there are other even more profound changes that engulf us: changes in demographics, in pandemics like HIV/AIDS, in society, in philosophy and, moreover, in world-view.

The role of CED practitioners is to influence social and economical change. The aim of the newsletter is to communicate ideas which will facilitate change. The Nyerere's idea were captured in the newsletter and made available to us as you go through the phrase you find yourself challenged and having a role to play. That is to say the newsletter enabled the message to reach home. It is the aim of CED Newsletter to add some value in the view of the above message.

In 1999-2005 International Writers Group used a newsletter known as "The Tool Kit" a biweekly newsletter for people in the translation industry, who want to get more out of their computers. The newsletter is an extension of the Translator's Tool Box, my computer Primer for translators. The biweekly newsletter contains current and translation specific information on operating systems, office suites, and computer - assisted translation tool, utilities, desktop publishing application and more.

Newsletters in the world today continue to be vehicles for information dissemination. The statement is justified by a newsletter known as "The Big6" is used to provide information on problem solving process which was developed by Mike Eisenberg and Bob Berkowitz in January 2005. The Big6 itself is an information literacy model and some people call it a meta-cognitive scaffold or an information problem solving strategy. It is a most widely known and widely used approach to teaching information and technology skills in the world. Also, it is a free newsletter that has strategies and tools for teaching essential skills for the information age. By using the Big6, students from Lake

View High School Theatre Arts Department offer a dramatization in two Acts of Library Instructional Lessons. Systems have developed an excellent website that includes information literacy scope and sequence, lessons and curriculum support in a Big6 Newsletter context. (Mike et al. April 14, 2005)

Amb. Juma V. Mwapachu at the occasion marking the launching of an executive account product for professionals by Standard Chartered Bank Tanzania Ltd at New Africa Hotel, Friday August, 2001 made the following statement 'Tanzania cannot transform and develop to a level that we all envision if young professionals choose this path of self-centeredness. It is you who are best placed to spur the emergence of a new environment, political and economic. He also quoted Lester Thurow in his book, *Creating Wealth*, cautioning, "*When societies aren't organized so that old vested interests can be brushed aside, entrepreneurs cannot emerge.*"...

But the mindset of our professionals, the young in particular, is not merely concentrated on trying to get rich quickly. As Africans, we are often accused of creating the environment that supports *brain drain*. I believe that the greater problem that afflicts our country is what someone has described as *brains going down the drain*. Can knowledge be the basis of wealth if our young professionals and the educated class in general fail to use their time to reinforce and enhance their knowledge and skills and enlarge the scope of their talents?

How many of you have the habit to read and read serious stuff? How many of you sit down to research on a specific topic and write about it? Self-development is the key driving force for education. Employers can never satisfy the extent of education and training required for one to adequately respond to the new set of global dimensions – cyber connections and the challenges of *borderless* cross-national activity. Globalization is here and the competition for taking up professional jobs in new enterprises is real and onerous. We are warned of end of work emerging. How are professionals preparing themselves for this phenomenon?’

It is the university of Dar es Salaam newsletter which published this challenge put forward by one of the leader in Tanzania. This is one of the empirical evidence that newsletter is a good way to communicate challenging ideas.

Likewise from Haiku newsletter we can read the passage by Michael Phipps that “....Since I last wrote about the reasons that Haiku is relevant, I thought that it would be balanced to write about the challenges that Haiku faces. A change of format is called for, however, because while benefits are wonderfully clear and self-evident, I believe that challenges require a plan of action and some explanation.

One of the first items on the list has to be a release. We are over four years old now and have not publicly released a complete operating system. It might appear to some people who only investigate that we have not made any significant progress. That is certainly

the conclusion that I have come to when looking at many different websites over time. A public relations is a third aspect of Haiku that is often a challenge, and one that I handle mostly alone. Hand in hand with PR is our web site. We have been working behind the scenes to come up with a better site. Our current site was miles better than our previous work. We spent a lot of time working on features and wording and we did a pretty good job of hitting the mark as to build our website with less coding on our part. That process is ongoing.

The forward progress of other operating systems is a challenge for us.' from Haiku experience we learn that the format of the newsletter, the operating system, the website and public relations are vital aspects for newsletter production. The lesson we get is to re-visit CED newsletter to find out how best the particular issues are.

Policy Review

A policy is a course or principle of action adopted or proposed by an organization or individual (Pearsall 2002). The Editorial Board decided to review various policies to see what they say about issues related to community economic development. Reviewed policies are; The Constitution of United Republic of Tanzania, Tanzania Development Vision 2025, The National Information and Broadcasting Policy, The Community Development Policy, Code of Ethics and Conduct for the Public Service, The National Environmental Policy and Women Development and Gender Policy.

The Constitution of United Republic of Tanzania

For the people of the United Republic of Tanzania, giving information and being informed are basic Constitutional rights (Constitution 1977; para. 18). According to the constitution; every citizen has the right to receive information at all times about various events in the country and around the world that is important for the livelihood and activities of the people and about any other issues that are important to the community. This means that the CED Newsletter is operating on a safe legal ground strongly supported by the national constitution.

Tanzania Development Vision 2025

Nevertheless, all efforts to inform and educate must contribute to the national efforts of empowering the people to be self reliant and free from poverty;

"Ideally, a nation's development should be people-centered based on sustainable and shared growth and be free from abject poverty. All social relations and processes that manifest and breed inequality in all aspects within the society (i.e. law, politics, employment, education and culture will be reformed". (Tanzania Development Vision 2025:1.2.1).

According to Tanzania Development Vision 2025 it is expected that by the year 2025, Tanzania should attain self reliance driven by the psychological liberation of the mindset and the people's sense of confidence in order to enable the effective determination and

ownership of the development agenda with the primary objective of satisfying the basic needs of all the people including men, women and children.

If the intended networking of CED stakeholders is put into practice, it will significantly contribute towards the achievement of the goals of Tanzania Development Vision 2025 by facilitating information sharing among communities and other stakeholders thus improving the wellbeing of the community. This initiative could well be achieved by using the CED program alumni who are employed by various organizations throughout the country.

The National Information and Broadcasting Policy

Researchers also reviewed the National Information and Broadcasting Policy with a view of checking its implication to the society in terms of information. The aim was to ascertain whether the policy had categorized all the print media so that researchers could get focused information on newsletters. It was however noted that what the policy puts clearly is that, print media should observe morals in their writing. The policy target is to ensure that all newspapers and print media in general adhere to the journalistic code of conduct and to the morals of the community and make sure that all of them are legally registered (Prime Minister's Office 2003).

Among the key conditions that the CED newsletter has fulfilled is its registration. It has been assigned ISSN No. 0856-8774.

The Community Development Policy

Ideally, Community Economic Development Programme is people-centred. It is a development effort that begins with the people and is accomplished by the people themselves only assisted in the process whenever necessary. This is in line with the policies of Tanzania especially the Community development policy, which emphasizes on participation of the people in their own development.

The concept of Community Development refers to those measures which enable people to recognize their own ability, to identify their own problems and use the available resources to earn and increase their income, and build a better life for themselves. Therefore, the policy further states, in order to achieve community development, people must be enabled to develop their capacity to identify their problems and plan ways to solve them. (Community Development Policy,1996: 3). A worth noting example is Tanzania Social Action Fund (TASAF) projects where communities are involved in identifying projects to their implementation level.

Thus, it is obvious that the Government of Tanzania places strong emphasis on community participation in the process of development. This is just like what it is with community economic development, which has its emphasis in enhancing the efforts of the people in bringing about their own development, and in the process being assisted by various other stakeholders who include the government, NGOs and CBOs. Having the CED Newsletter in place makes expert knowledge available to the community through

the work of local expertise known to other communities thus empowering the people with the necessary knowledge, and skills needed to solve their societal problems.

Code of Ethics and Conduct for the Public Service

While the CDP and the CED Newsletter put strong emphasis on community participation and the sharing of information for community development, some other policies seem to give a caution and controls in the dissemination of information. The Civil Service Department (CSD) says; "Public Servants shall not communicate with the media on issues related to work or official policy without official permission." (Code of Ethics 1999:5).

This may be necessary for specialized information for authenticity sake; and information must therefore be released through official channels; and the policy further guides that officials who are authorized according to the laid down procedures will release official information to the media. This calls for the need for whoever is writing for publication, including the CED newsletter to be very careful in the choice and correctness of information to be disseminated as it portrays the image of the organization as of that of the programme.

The National Environmental Policy

Fruitful development efforts must be sustained in order that it benefits present and future generations. In this regard, the Vice President's Office emphasizes sustainable development in the National Environmental Policy (NEP) and states;

"... Sustainable development means achieving a quality of life that can be maintained by many generations, because it is socially desirable, economically viable and environmentally suitable. ... the purpose of development is to improve the quality of human life. Development is sustainable if it adequately addresses poverty in the broader sense as composite index of human deprivation, extending from command over economic resources, access to education, food, shelter and energy needs, control of the physical environmental quality" (National Environmental Policy 1997:2).

Thus, the environmental policy of Tanzania is in line with and supports the philosophy of community economic development. It realizes the fact that all developments happen within the environment. It follows; therefore, that if community economic development is to be sustained the environment must also be sustained. It is the intention of the CED Newsletter to communicate the information regarding sustainability of the environment as a prerequisite to sustainable community economic development.

Women Development and Gender Policy

Community Economic Development has a gender implication whereby there should be a good balance between the efforts of men and women. To this effect the Researchers visited the Women Development and Gender Policy to find out if there is any inclusion of statements that can facilitate community economic development. It was found out that the policy had realized that if development is to have a gender balance then both men and women should be helped to work together. This is a gradual process, which starts with preparations for girls to be aware of their challenges in life. The policy puts it clearly that among the good strategies to enhance gender should be; to educate communities especially parents that having equal opportunity in education alone for both boys and girls is not enough if they don't get equal opportunities at home".(Women Development and Gender Policy 2000:19)

The CED Newsletter is interested to carry this message to parents through networking with various stakeholders. This is in realization of the fact that community economic development must be gender balanced. And, since the CED newsletter is reaching institutions and people in various parts of the country and the world at large, it is going to create a multiplier effect of the messages to a larger community.

CHAPTER 4

IMPLEMENTATION

In this chapter the original implementation plan and the actual implementation, including a report of accomplishments are provided. The Inputs required, staffing pattern and the budget for the project are provided. The narrative and outline of the project are provided in a project implementation Gantt chart as Appendix II.

Products and Output

By the end of the second year the group will have accomplished and generated the following output/products;

Activities	Outputs/Products
Develop a policy for CED students to contribute newsletter articles and photographs, especially on their projects, and be academically rewarded	<ul style="list-style-type: none"> • Written Policy
Two issues of newsletter published	<ul style="list-style-type: none"> • Issues 5 and 6 of the Newsletter • 2000 copies
Production of T-shirts	<ul style="list-style-type: none"> • Large 30 • Small 100 • Polo 260
Production of Mugs	<ul style="list-style-type: none"> • 200 Mugs

Activities	Outputs/Products
Project paper	<ul style="list-style-type: none"> • 13 Bound project paper
CED webpage separated from the OUT, a new	<ul style="list-style-type: none"> • Developed CED Website
CED website developed with updated information	<ul style="list-style-type: none"> • Updated Website
The alumni mailing list updated	<ul style="list-style-type: none"> • Updated Mailing list with new subscribers
The CED newsletter dispatch register book and an accompanying letter for monitoring the distribution of the newsletter in place	<ul style="list-style-type: none"> • Working Dispatch Book/register • Standardized Accompanying letter

Table 5: Output and products

Implementation Plan

The implementation plan provides a list of all activities to be undertaken for the period of two years. The list includes people responsible to undertake the activities, the time frame to undertake each activity and resources needed.

Activities	Resources Needed	Responsible Person	Time Frame
Planning meeting, developing By-laws &	Stationeries & Reference books	Editorial Board	12 th Dec, 2005
Project design	Stationeries & reference sources	Editorial Board and Lectures	9 th Dec – 15 th Dec 2005
Prepare the News Letter draft and send it to editor, supervisor.	Articles, pictures, funds for picture scanning, stationeries.	Editorial Board, editor, supervisor	22 nd Jan.- 2 nd Feb.
Draft of the Newsletter taken to printer	Funds for printing	Editorial Board	10 th Feb- 20 th Feb.
Distribution of the First Issue	Funds for postage and fuel for distribution in Dar.	Editorial Board	27 th Feb- 4 th March.
Collect and analyze data from the questionnaires.	Funds for fuel, fare to/ from the institutions, telephone and stationery	Editorial Board	March
Reviewing SNHU/ OUT website	Fund for consultancy fee	Editorial Board, web designer	4 th - 25 th March 2006

Activities	Resources Needed	Responsible Person	Time Frame
Prepare Promotional Materials (T-shirts, Mugs etc)	Funds	Editorial Board, Printers	13 th -17 March 2006
Outsource the designing of the website	Consultancy fee	Editorial Board	5 th -7 th April 2006
Revise the outsourced website	Website	Editorial board and Web designer	26 th - 28 th April, 2006
Project Report write up	Data available	Editorial Board	1 st May- on going
Organization for the Fund Raising Event	Promotional materials, funds (see attached appendix)	Editorial Board, supervisor, Director CED	20 th Dec 2006- 16 th Jan 2007
Collect articles and pictures for the 2 nd issue.	Articles, pictures, funds for stationery, news follow up.	Editorial Board, stake holders,	1 st Feb – 12 th March 2007
Production of promotional materials	Funds	Printers and Editorial Team	13 th 21 st March
Selling of the produced	Polo shirts, pens, caps,	Editorial Board	13 th March

Activities	Resources Needed	Responsible Person	Time Frame
promotional materials	mugs and bags		
Revise the outsourced website	Website	Editorial Board, web designer	15 th April.
Send the draft of the Newsletter to editor, supervisor, SNHU/OUT Director	Newsletter draft, funds for the editor	Editorial Board, editor, supervisor	5 th -20 th June.
Send the draft of the Newsletter to the printer and follow up.	Funds for printing, Newsletter draft	Editorial Board	21 st June.
Distribute the 2 nd issue	Funds for postage, fuel for distribution in Dar	Editorial Board	20 th July- 31 st July.

Table 6: Project Implementation Plan

Project Input

The following are the inputs need to accomplish the pre determined objectives. For clarity the inputs are provided in a matrix against the objectives:

Project Objectives	Inputs
To produce two issues of CED Newsletter before August 2007	<ul style="list-style-type: none"> • 5,000,000/= Tshs • Researchers 56 Man Hours • Articles and photos
To raise funds through production of promotional materials	<ul style="list-style-type: none"> • Capital amounting to 2,800,000/= Tshs • 36 Man Hours
To increase the number of copies for each issue produced by 20%	<ul style="list-style-type: none"> • 480,000/= Tshs
To foster linkage and networking with CBOs, NGOs, higher learning institutions, ministries and alumni receiving copies of newsletter by 25%	<ul style="list-style-type: none"> • 20 Man hours • 80,000/= For communication and networking
To improve the program web site by redesigning the existing web page by August 2007	<ul style="list-style-type: none"> • 15 Man Hours • 290,000/= For Designing • 130,000/= For hosting per year • 50,000/= for communication
To develop CED newsletter dispatch register book and an accompanying letter	<ul style="list-style-type: none"> • 10 Man Hours • Dispatch Register • Stationeries

Table 7: Project inputs

Project Members (Staffing)

The following is a list of members and their positions in implementing the project:

- | | |
|----------------------------------|-------------|
| 1. Mr. Abdallah Kashindye Hassan | Chairperson |
| 2. Ms. Judith Bihondwa | Secretary |
| 3. Hon. Sophia Simba | Member |
| 4. Ms. Mary Msuya | Member |
| 5. Ms. Aurelia Sayi | Treasure |
| 6. Mr. Novatus Kaijage | Member |
| 7. Mr. Meshack Simon Pangani | Member |
| 8. Mr. Dedan Igongo | Member |

CHAPTER 5

MONITORING, EVALUATION AND SUSTAINABILITY

Definition of Monitoring

Monitoring and evaluation can be an important instrument for strengthening and improving the CED Newsletter project. Monitoring is the process of routinely gathering information on all aspect of the project. Monitoring provides managers with information needed to analyze current situation, identify problems and find solutions. Discover trends and patters, keep project activities on schedule, measure progress towards objectives and formulate/revise future goals and objectives make decisions about human, financial and material resources. (James A. Wolff et al 1994).

Monitoring is a continuous process. A monitoring system should be in place before project start up. Monitoring activities should be scheduled on the project work plan. The first level of monitoring is done by project staff supervisors who are responsible for monitoring the staff and tasks under them and the project manager is responsible for monitoring all aspect of the project.

The second level of monitoring is done by donor(s). Through field visits and routine reports from the project manager, the donor monitors progress and measure

performance. Monitoring can be carried out through field visits, management information system (MIS), review of service delivery and commodity records.

Definition of Evaluation

People have been arguing about the definition of value for centuries. The relevant concept of value for our purposes is termed the "utilitarian concept of value:" The value of a project is a measure of degree to which that project enables the organization to achieve its objectives. This view of value was first articulated in the fourth century BC by Aristotle the value of something is not an intrinsic property of that thing, but rather is determined by its usefulness to those that want it. Lee Merkhofer consulting (2002-2007).

For the purpose of this project evaluation is the process of gathering and analyzing information to determine:

- i. whether the project is carrying out its planned activities and,
- ii. the extent to which the project is achieving its stated objectives

(James A. Wolff et al 1994)

Evaluation differs from monitoring by timing, focus and level of details. The purpose of evaluation is to find out how effective the project is, to see whether objectives have been achieved. To learn how well things are being done, to learn from experience so future

activities can be improved. Normally evaluation is carried out periodically, mid-term and at the end of the project which is also known as final evaluation.

Internal evaluation can be carried out by project manager and / or project staff. External evaluations are carried out by donor(s) or by consultants. We evaluate progress in work plan, establishment of systems, implementation of planned activities, achievement of objectives, effectiveness of the project, impact of the project and efficiency/cost-effectiveness of the project.

Organizations conduct projects because they believe that the consequences or results of the projects will be useful. Thus, the value of the project is defined to be the worth, to the organization, of obtaining the consequences of the project.

In relation to this project, monitoring and evaluation was done in participatory manner. This included, formative, mid and post evaluation. The monitoring involved the editorial team, CED students, CED Dar-es-salaam office, former cohorts and other beneficiaries. It was noted that monitoring could assure execution of the activities as planned.

Monitoring

Methodology

Various monitoring techniques were applied depending on the prevailing situation. Follow up which involved questions and answers, and observations were applied to

monitor the newsletter printer. These aimed at ensuring meeting the dead line and controlling the quality of the newsletter. The same methods were used when following up articles from various sources.

Similar methods were used to monitor the production of T-shirts and mugs. The beneficiaries, including the current students, lecturers, alumni and family members where subjected to FGDs and informal interviews after they had received the first butch of promotional materials.

In monitoring the distribution and quality of the newsletter, telephone interviews were applied to beneficiaries who preferred that method. Some questionnaires where administered through emails. Where physical distribution of newsletters was done, recipients were asked to sign dispatch register.

Establishing Indicators

Indicators were established to answer monitoring question for promotional materials. Issues to be monitored included; the articles collected in terms of number, their content, relevance to CED philosophy and time to reach the editorial board. Another issue was editing, printing and distribution of the newsletter.

In addition, the group looked on the quality of the newsletter and number of copies to be produced. Therefore, the questions captured information on how many articles should be in the newsletter? What message should they portray? Are they relevant to CED?

Themes to be covered include; participation, gender, environment, poverty, community development, economics and related.

Other questions probed the colour, the lay out, and photos to be used. The printing industry, editorial board, CED office and other CED students were interviewed and consulted to gather their views regarding the above questions. The responses were used to refine the monitoring questions.

Apart from production of newsletter the distribution channels and targeted subscribers had to be looked upon to insure proper and timely distribution of the newsletter. The list was established to help in tracking distribution. This included CED students, alumni, instructors, local and international NGOs, higher learning institution, embassies, ministries, regional and district offices. The list was also improved to cover some areas that were found to be important in this list.

Production of T-shirts was also monitored. Questions regarding the color, the size, design, messages, and quality in terms of materials and quantity in terms of numbers were considered. Basing on the responses from the beneficiaries, sample T-shirt was produced and presented to CED staff, Alumni and students to obtain their opinion. Refinement was done with regard to stakeholders' views and demand.

For Mugs, monitoring questions on the quality and quantity were developed and administered to the beneficiaries.

For all materials production process including cost and prices were monitored.

Tools used to gather information included interviews, mailed questionnaires, telephone interviews and observation.

Deciding who should do the Monitoring

Monitoring was done in participatory way involving the editorial board, the supervisor, CED staff, CED students, alumni and other beneficiaries of the promotional materials.

Progressive Trend

The systematic recording and periodic analysis of information was done by editorial team with the help of some of the beneficiaries. This aimed at obtaining the information whereas adjustments and/or modifications could be made. Agreement was done with stakeholders on the planned objectives and activities to be monitored.

Indicators to be monitored were also singled out. Keeping track of activities by recording information on monthly bases and periodic information was analysed. All data gathered were about newsletter, t-shirts and mugs production. Distribution for the same was considered. All the time the editorial team was checking if the project was inline with the intended objectives.

From the findings, the layout and color of the newsletter cover was found to meet the need of the stakeholders, some suggested that the colour of the newsletter should change to avoid monotony. The content of the newsletter was generally found to be good, some of the respondents suggested having more articles on students projects (CBO).

Regarding T-shirts, the colour and size were rated excellent, however majority were not satisfied with the quality and design of the first batch. Regarding the contents majority preferred international program message rather than local program. To accommodate the needs of beneficiaries, the quality and type of T-shirts was improved to Polo T-shirts and the wording in embroidery. Regarding the content, the local name (Tanzania) was removed from the message.

The mugs were rated high in terms of quality, contents, design and color as they were closely monitored and shared with beneficiaries. However they complained that price was very high. The project team could not help on this as the prices offered were close to production costs.

Our efforts to monitor the CED web page could not bear any fruit, we suggest that the coming intake should put more efforts to improve the situation.

Monitoring Questions and Indicators

Monitoring Indicator	Questions	Source Of Information	
Content	1. What articles and stories the newsletter brought up?	CED office CED class	Interview, Mailed questioners
	2. Are they relevant to CED?	Alumni NGO, CBOs, Government ministries and departments	Focus Group Discussions
Design	1. Is the layout proper?	CED office	Interview
	2. Does the colour meet the test of many readers?	CED class Alumni	Focused group discussion
	3. Was paging done properly?	NGO, CBOs	
	4. Are the articles and stories arranged consistently?		
	5. Are the photo used relevant to CED philosophy?		
Quantity	1. How many copies had to be produce?	CED office	Interview
	2. How many copies were produced?	CED class	Focused group
	3. Is there any difference between the intended number and the number produced?	Alumni NGO, CBOs	discussion
	4. What were the reasons for the difference?		
	5. Were the produced copies enough to meet the demand?		

Monitoring Indicator	Questions	Source Of Information	
Production	1. What was the total cost for production?	Dar ea salaam print	Interview
	2. What was the cost of one copy?	Editorial Board	Accounting project records
	3. What were other costs incurred e.g. transport, telephone and mailing?	CED office	
	4. Who and how was the cost covered?		
Distribution	1. What were distribution procedures?	Dar ea salaam print	Interview
	2. What was the community reached?	Editorial Board	Accounting project records
	3. Who were the targets?	CED office	
	4. Was the newsletter sold?	Distribution list	
	5. How much per copy?	Beneficiaries	
	6. How many was sold?		
	7. How many was offered free of charge?		
	8. How much money was obtained from the sale of newsletter?		
	9. Who and how is the money going to be spent?		

Table 8: Monitoring and Evaluation Plan

Evaluation

An evaluation is an assessment, as systematic and objective as possible, of information, its design, how it has been planned and implemented and the outcomes/impacts (CTA, 2005). There are different types of approaches to evaluation, based on the relationship between the project cycles. For the purpose of this study two types of evaluation are discussed. These are; Formative and Summative. The editorial team deliberated and planned for the methodology to use to conduct the evaluation.

The evaluation was participatory and therefore gave an opportunity to the beneficiaries and the project researchers to reflect on the produced materials to make decisions about the future developments. The objective of the evaluation was to respond to the following questions; what worked well, what had not worked well and why, what are the necessary changes to be made and what could be adjusted for future. We also determine the rationale of having this project continue or stop. Much of the information from Participatory Community Needs Assessments and Participatory Monitoring has been used in the Evaluation of the project.

Methodology

The evaluation methods were developed to find out what were the lessons learnt, what worked well and what were the challenges in getting the project through and to incorporate beneficiaries' opinions/ideas for improvement. The information gathered should encourage changes and adjustments either during the life span of the activities,

for future phases of activities, or for future new ideas. The methodology applied the following instruments and techniques; Questionnaires, interviews both formal and informal and Focus Group Discussion to stakeholders/beneficiaries of the promotional materials.

Formative Evaluation

Formative evaluation occurs during and after the project planning and implementation stages. This type of evaluation helps to learn how to improve and enhance the management and implementation of the project. A formative evaluation tends to be done for the benefit of the project team.

The main part of formative evaluation could not be disentangled with baseline and needs assessment. Information regarding promotional materials available was gathered. The aim was to know the promotional materials used to promote CED previously, their quality and quantity, targeted audience and the responses from users.

It was realized that 1000 copies of newsletter were produced for each issue T-shirts and Caps, were produced by the former cohorts. The information obtained from the report produced by CED alumni and the needs assessment indicated what had to be produced and improved. The output of formative evaluation was the benchmark on which the project could implement.

Summative Evaluation

Summative evaluation is conducted at and after the project completion stage. This type of evaluation helps you answer questions about whether the project has achieved the expectations and objectives set.

Time was taken to prepare and plan for the summative evaluation. All project team members participated in the planning. Project objectives and activities were reviewed, reasons for evaluation, and methodology were determined.

The Researchers developed evaluation questions, and distributed the tasks and responsibilities among themselves. Eventually evaluation indicators were identified and areas of evaluation were determined.

All-important information for managing the project was gathered and analysed. The newsletter evaluation provided information on the quantity, quality and its distribution. Regarding other promotional materials beneficiaries' preferences to quality, design, color and prices were also determined. Detailed monitoring and evaluation results are provided in tables 6, 7, 8 and 9 below.

Evaluation Tables

Newsletter

Evaluation Indicator	Questions	Source Of Information	
Content	<ol style="list-style-type: none">1. What articles and stories the newsletter brought up?2. Are they relevant to CED?	CED office CED class Alumni NGO, CBOs, Government ministries and departments	Interview, Mailed questioners Focus Group Discussions
Design	<ol style="list-style-type: none">1. Is the layout proper?2. Does the colour meet the test of many readers?3. Was paging done properly?4. Are the articles and stories arranged consistently?5. Are the photo used relevant to CED philosophy?	CED office CED class Alumni NGO, CBOs	Interview Focused group discussion
Quantity	<ol style="list-style-type: none">1. How many copies had to be produce?2. How many copies were produced?3. Is there any difference between the intended number and the number produced?	CED office CED class Alumni NGO, CBOs	Interview Focused group discussion

Evaluation Indicator	Questions	Source Of Information	
Production	4. What were the reasons for the difference?		Interview
	5. Were the produced copies enough to meet the demand?	Editorial Board	Accounting project records
	1. What was the total cost for production? 2. What was the cost of one copy? 3. What were other costs incurred e.g. transport, telephone and mailing?	CED office	
	4. Who and how was the cost covered?	Dar ea salaam print	Interview
Distribution	1. What were distribution procedures?	Editorial Board	Accounting project records
	2. What was the community reached?	CED office	
	3. Who were the targets?	Distribution list	
	4. Was the newsletter sold?	Beneficiaries	
	5. How much per copy?		
	6. How many was sold?	Dar ea salaam print	Interview
	7. How many was offered free of charge?	Editorial Board	Accounting project records
	8. How much money was obtained from the sale of newsletter?	CED office	
	9. Who and how is the money going to be spent?	Distribution list	

Table 9: Newsletter Evaluation

T-shirt

Evaluation Indicator	Questions	Source Of Information	
Content	<ol style="list-style-type: none"> 1. What message do T-shirts portray? 2. Is it relevant to CED? 	CED office CED class Alumni NGO, CBOs	Interview, Mailed questioners
Design	<ol style="list-style-type: none"> 1. Was the design meeting the test of buyers? 2. How many types were produced and why? 	CED office CED class Alumni NGO, CBOs	Interview,
Quantity	<ol style="list-style-type: none"> 1. How many units had to be produced? 2. How many units were produced? 3. Is there any difference of the intended number to number produced? 4. What were the reasons for the difference? 5. Were the produced units enough to meet the demand? 	Editorial board Producer	Interview,
Production	<ol style="list-style-type: none"> 1. What was the total cost for production? 	Editorial board	Interview,

Evaluation Indicator	Questions	Source Of Information	
Distribution	2. What was the cost of one unit?	Producer	
	3. What were other costs incurred e.g. transport, telephone and mailing?		
	4. Who and how was the cost covered?		
	1. What were the distribution procedures?	Editorial board	Interview,
	2. What was the community reached?	Producer	Accounting project
	3. Who were the targets?	CED office	records
	4. What was the price per T-shirt?	CED class	
	5. How many was sold?	Alumni	
	6. How many was offered free of charge?	NGO, CBOs	
7. How much money was obtained from the sale of T-shirts?			
8. Were there any profit made?			
9. How is the money going to be spent?			

Table 10: T-shirts evaluation

Mugs

Evaluation Indicator	Questions	Source Of Information	
Content	<ol style="list-style-type: none"> 1. What message did the mugs portray? 2. Is it relevant to CED? 	Editorial board Producer CED office CED class Alumni NGO, CBOs	Interview Focused group discussion
Design	<ol style="list-style-type: none"> 1. Was the design meeting the test of buyers? 2. How many types were produced and why? 	Editorial board Producer CED office CED class Alumni NGO, CBOs	Interview Focused group discussion
Quantity	<ol style="list-style-type: none"> 1. How many units had to be produced? 2. How many units were produced? 3. Is there any difference of the intended number to the numbers produced? 4. What were the reasons for the difference? 5. Were the produced units enough to meet the demand? 	Editorial board Producer CED office	Interview

Evaluation Indicator	Questions	Source Of Information	
Production	1. What was the total cost for production?	Editorial board	Interview
	2. What was the cost of one unit?	Producer	
	3. What were other costs incurred e.g. transport, telephone and mailing?	CED office	
	4. Who and how was the cost covered?		
Distribution	1. What were distribution procedures?	Editorial board	
	2. How was the community reached?	Producer	Interview
	3. Who were the targets?	CED office	Accounting project
	4. What was the price per T-shirt?	CED class	records
	5. How many were sold?	Alumni	
	6. How many was offered free of charge?	NGO, CBOs	
	7. How much money was obtained from the sale of T-shirts?		
	8. Were there any profit made?		
	9. Who and how is the money going to be spent?		

Table 11: Mugs Evaluation

Website

Evaluation Indicator	Questions	Source Of Information	
Content	1. What information (content) the website brought up? 2. Is the content relevant to CED?	CED Web Page CED office CED class Alumni NGO, CBOs, etc.	Observation, Interview, Mailed questioners
Design	1. Is the layout proper? 2. Does the colour scheme attractive? 3. Was navigation done properly? 4. Is the content arranged consistently? 5. Are the photo used relevant to CED philosophy?	CED office CED class Alumni NGO, CBOs	Interview Mailed questioners
Quantity	1. How often the web page is updated? 2. How many hits/visit per day/week the page register?	CED office CED class Alumni NGO, CBOs	Interview Mailed questioners

Evaluation Indicator	Questions	Source Of Information	
Production	1. How much is budgeted for the website?	Web designer	Interview
	2. What is the cost of maintaining the webpage?	Editorial Board	Accounting project records
	3. What were other costs incurred e.g. transport, telephone and mailing?	CED office	
	4. Who and how was the cost covered?		
	5. How much will it cost to design and host own website?		
Accessibility and Dissemination	1. What were dissemination procedures?	Editorial Board	Interview
	2. How was the community reached?	CED office	Accounting project records
	3. Who were the targets?	List of Beneficiaries	

Table 12: Website Evaluation

Monitoring and Evaluation Results

Monitoring and evaluation was done and the following were the results.

Objectives Indicators	Achievements	Remarks
Amount of fund raised (450, 000 Targeted)	250, 000 Raised (Achieved 55.5%)	Will reach the target after sale of remained promotional materials
Promotional Materials produced (200 T-shirts, 100 Mugs)	200 T-shirts, 100 Mugs Produced	Reached the target by 100%
20% increase Newsletter copies 2 issues to be produced	Two issue produced	
25% increase of Institutions Receiving the Newsletter	Increased Number of copies by 50% of the Target1 issue produced-50%	Second issue to be produced by end of July, 2007
25% increase of Institutions Receiving the Newsletter	120% increase	Reached inst. Beyond the target
Improve the design of the CED website	-	Carried forward to Feb

Table No. 13: Monitoring and Evaluation Results

Sustainability

Sustainability refers to the capacity of a project to continue functioning, supported by its own resources (human, material, and financial), even when external sources of funding have ended.

Elements of Sustainability

Elements of the project sustainability includes; financial, political and social circumstances. This project can be financially sustained through various ways including; producing various promotional materials such as T-shirts, mugs, caps, pens, also, organizing a fundraising activity such as dinners, auctions, and charity walk can contribute on the sustainability. The project should solicit paid up advertisements as a financial sustainability strategy.

The former CED students, current students and CED program office should be mobilized to form CED alumni group for creation of social sustainability of the project. Their contribution could include; comments, ideas, and opinions, for the betterment of the project. The alumni can also contribute by buying the promotional materials, contributing newsletter articles and participation in various events.

The institutional support from CED office for the production 1000 copies of the newsletter ensures the sustainability of the project. The political situation of the country as well provides political sustainability of the project.

Sustainability plan

Researchers involved all beneficiaries at all stages from planning stage, designing, printing, distribution, sell of all promotional materials and newsletter. The researchers also conducted a Community need assessment with the purpose of determining the needs of the promotional materials. The assessment aimed at ensuring continuous community support.

The future sustainability of the project will depend much on the continuous financial support from the CED office for the production of the Newsletter and make the project part and parcel of the CED program. In future the project should be included in the student handbook as part of the course requirement with specified guidelines. Another plan is the establishment of the CED alumni organization that will promote project through in kind and material contribution.

Another plan is to organize a CED day, where different charity activities such as dinner, auctions and sell of promotional materials can take place. Technical activities and paper presentations can be part of the day ceremony.

Basing on the needs assessment, other types of promotional materials e.g. caps, bags, pens and the like will be produced, sold or auctioned to generate income that can sustain the project.

Institutional plan

The project remains as partial fulfillment of the masters' programme. Continued support from the CED programme office will also contribute to the sustainability of the project. The CED office should coordinate the planned CED alumni group to ensure achievement of the planned objectives.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

Conclusion

The objective of the study was to assess the effectiveness of promotional initiatives such as newsletter, website, T-shirts and mugs in promoting Community Economic Development (CED) philosophy to a wider spectrum of the population. Another objective was to find out if the promotional initiatives currently in use are addressing the CED philosophy and if they effectively promote the CED programme.

Results from the study reveal that the promotional materials have addressed the CED philosophy more especially the newsletter and T-shirts. This is attributed to the fact that Newsletter are produced in a large quantity and circulated free of charge as compared to other promotional materials that are produce in small quantity and are for sale.

In order to reach the wider audience, the results of the study suggest that the newsletter be produced on quarterly basis and in both Kiswahili and English. This will enable people at grass root level to benefit and understand the content of the newsletter.

It was also found that the distribution of the newsletter to the beneficiaries is not efficient and does not meet the demand as the above result shows. This was revealed by small responses on the newsletter questionnaires and the replies to the

distribution/accompanying letter we sent with the newsletters. Majority indicated that they had not received the newsletter.

The contents of the newsletter need to be improved to include; community initiatives and case studies, writing policies and styles, publish consistently and improve the layout. The study also revealed that respondents confused the SNHU website to that of the CED Tanzania, this is because CED does not have its own website but rather has a page on the OUT website. Further more, the CED Tanzania webpage was found to have not been visited by most beneficiaries, its content seems to be outdated and the design is not appealing.

The study revealed as well that most of respondents found T-shirts and mugs to be expensive.

Recommendations

This study was intended to investigate the effectiveness of the promotional material in promoting the CED programme. Basing on the finding of the investigation, the following issues have emerged as recommendations.

We expect that, once the project is completed, the community awareness on the CED programme will change positively and thus lead to a positive impact. The increased number for the fourth year intake will raise demand for the newsletter and the

promotional materials. In line with this, we urge for increasing the number of copies to be circulated to the growing number of CED beneficiaries. If possible the circulation should be expanded to cover all regions and districts, as this is where people working with the community are. In addition, we recommend that distribution mechanisms should be improved. Newsletters should be distributed with accompanying letter requesting the acknowledgement once received. This will help to determine whether the newsletter has reached the intended beneficiary or not.

As pointed out earlier the Newsletter remains to be a key promotional initiative. The challenge now is to look into the possibility of producing a Swahili version. This challenge needs to be addressed since CED is community/people centered. Therefore it can be argued that, the absence of a Swahili version is a denial of information to the grassroots community, thus limiting them from access to articles and stories geared towards their development.

We recommend that efforts should be put forward in enhancing and building strong CED alumni. Alumni can play a great role in promoting the CED programme and philosophy. CED office can assist on building the alumni.

Similarly basing on the above, we recommend that, CED management should think of the possibility of having a CED Day in collaboration with current students and alumni. This will be a good forum for raising awareness among the community about the role of CED as well as marketing of the programmes.

CED management should make efforts to participate in Exhibitions such as Saba saba or the exhibition organized by the Tanzania Commission of Universities (TCU). These are good forums for marketing the programme.

CED newsletter project group should not have more than three (3) people, and they should be coming from the same training centre for smooth running of the activities, and avoid free ride among the team members. This will ensure maximum participation of each individual.

Always studies bring up new knowledge but they also pave way for new studies. The marketing/promotion is a very broad subject. Further study can be conducted to explore more on the promotional techniques and types. Areas of interest may include billboards, Television and radio programmes, printing khanga and Kitenge with CED messages and other ways researchers may deem fit.

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