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REPORT ON  
THE TEACHING OF FORCED MIGRATION STUDIES AT  
THE UNIVERSITY OF DAR ES SALAAM:  
THE PAST, PRESENT AND THE FUTURE

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# **THE TEACHING OF FORCED MIGRATION STUDIES AT THE UNIVERSITY OF DAR ES SALAAM: THE PAST, PRESENT AND THE FUTURE**

## **PREFACE**

This is a study of the development of the teaching of forced migration studies since the establishment of the Centre for the Study of Forced Migration at the University of Dar es Salaam (CSFM) in 1995. Its purposes are threefold. The first is to establish the impact of the existence of the Centre at the University of Dar es Salaam. The second is to provide a holistic picture of forced migration studies at the University. The third is to identify constraints and opportunities and suggest ways of respectively overcoming and exploiting them.

This study was carried out in ten teaching units of the University of Dar es Salaam namely the Centre itself, the Faculty of Law, the Institute of Development Studies, the University College of Lands and Architectural Studies, and the Departments of Economics, Geography, History, Political Science and Public Administration, Fine and Performing Arts, and Sociology. We would like to thank the more than 60 members of staff who responded to our questioners and interviews

The study was carried out by Dr. B. Rutinwa, member and founding Co-ordinator of the CSFM. He was assisted in gathering information by Mr. Philemon S. Lumiliza, an MA Student and Ms Juliana Masabo, an LL.M student both of who were at the time interns at the CSFM. Their assistance is highly appreciated.

The Centre would like to thank the Andrew Mellon Foundation for the generous grant, which supported this research. The grant was received under the East African Partnership Programme involving the Institute for the Study of International Migration, Georgetown University (Co-ordinator), the CSFM, University of Dar es Salaam, the Centre for Refugee Studies, Moi University, and the Refugee Law Project, Makerere University.

We hope the results presented here and the recommendations made will contribute towards the advancement of forced migration studies at the University of Dar es Salaam and elsewhere.

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24/2/2004

## 1. INTRODUCTION

Although refugees and other displaced persons have for a long time been a subject of research, discourse and lectures in academic institutions, the development of forced migration studies as an independent discipline is a relatively new phenomenon. The most well known Centres devoted to forced migration such as the Refugee Studies Centre, University of Oxford and the Centre for Refugee Studies, York University, Canada trace their beginning in the 1980s.

The situation is not different at the University of Dar es Salaam. For a long time, forced migration was covered in various courses and to varying extent in different Faculties of the University. In 1995, the University established the Centre for the Study of Forced Migration whose objectives included, among others, promotion of the teaching of forced migration studies throughout the University in a systematic way.<sup>1</sup> To achieve this, the CSFM undertook or facilitated various activities including the development of refugee related curricula, staff training and acquisition of literature on forced migration.

The purpose of this review is to document how the exercise of promoting forced migration studies at the University of Dar es Salaam has fared and to suggest how this activity may be pursued in future.

### 2: **FORCED MIGRATION STUDIES BEFORE THE ESTABLISHMENT OF THE CENTRE FOR THE STUDY OF FORCED MIGRATION**

The teaching of forced migration at the University of Dar es Salaam in a systematic manner is a relatively recent phenomenon. In the Faculty of Law, the oldest institution of the University, there was no course as such focusing on forced migration before the establishment of the Centre for Study of Forced Migration in 1995. The only relevant course was International Law under which refugee law was taught as a sub-topic. Even then, International Law was an optional course, offered by few students.<sup>2</sup> However, there was some research work going by staff and postgraduate students.

The situation was not different in the Faculty of Arts and Social Sciences. Prior to the establishment of the CSFM, issues related to refugees and other displaced persons were only and very slightly touched upon in course on Migration Theory, Population Dynamics and Environment that were being offered in the Departments of Sociology, Geography and to a lesser extent History.<sup>3</sup>

### 3. **THE ESTABLISHMENT OF THE CSFM**

The Centre for the Study of Forced Migration was formally established by the Board of the Faculty of Law in 1995. Among the objectives, indeed the most important one was offering University level courses on forced migration throughout the University. In this

1 See Rutinwa, B., Write-up for the Establishment of the Centre for the Study of Forced Migration , p.1

2 See Ibis!

3 Mussoke, I., Background to the and the State of the Art in the teaching of and Research on Issues Related to Refugee and other Forcibly Displaced persons in the Faculty of Arts and Social Science, University of Dar es Salaam, November 2003, p. 1

4 The other, and related, objectives were research, non-university level training and outreach.

regard, the first question that was to be answered was what was the best way to achieve this objective?

There were two options to consider. The first was to immediately design and offer specialised degree courses on forced migration. The second was to promote the teaching of refugee related courses under the existing degree programmes in different teaching units of the University. Having considered both options, the Centre opted for the latter.

This choice was made on the following considerations. First, the Centre was still young, drawing staff from various departments who had other teaching and administrative responsibilities. As such, they did not have time that might be required to offer a fully fledged specialised degree programme. Second, although the founding members of the Centre were highly educated, may did not have adequate or current exposure to forced migration studies. Thus, they need first to retool themselves before embarking on serious teaching of forced migration studies. Third, although the University library had a modest collection of literature on forced migration, it was far from the documentation that would be required to support a specialised programme on forced migration. The Centre felt that these matters had to be addressed before embarking on specialised degrees in forced migration.

Hence, it was decided that initially the Centre should seek to promote forced migration studies in various Faculties and Institutes as courses for the existing degree programmes. Once these courses have been refined, they could form basis for specialised postgraduate degree courses in forced migration. These would be the Master of Laws in Immigration and Forced Migration and Master of Arts in Forced Migration. These programmes were to be carefully balanced to ensure that candidates were exposed to a multidisciplinary phenomenon at the same time retain some degree of specialisation.

The courses that were identified for promotion in various teaching units by the Centre were the following:

- (i) Migration Theory and Refugees
- (ii) Political and Economic Context of Forced Migration in Eastern and Southern Africa
- (iii) Nationality, Citizenship and Immigration Laws in East Africa
- (iv) International Legal Order, Human Rights and Forced Migration (v) International Refugee Law
- (vi) The Geo-politics of Forced Migration
- (vii) Refugee Livelihood and Economy
- (viii) Co-ordination of Humanitarian Intervention and Management of Refugee Assistance
- (ix) The Domestic Application of Human Rights Law to Uprooted Peoples
- (x) Nutrition

Undergraduates and postgraduate Diploma students could offer any of these subjects as optional courses under the existing arrangements at the University of Dar Es Salaam.

Courses (i) and (ii) were to be compulsory to all LL.M and MA student. In addition, Masters of Laws were to offer courses (iii)- (v) plus one more option of their choice.

Presently staff teaching and/or doing research in forced migration include Dr.K. Kamanga, the Co-ordinator of the Centre, Dr.B.Rutinwa, Professor C. Peter, Dr.S. Mchome, Dr.B. Mapunda and Dr. I. Juma

### **5.1 Curricula Developed Under the British Council Link**

In the first year of the Link, three members of staff were assigned to develop law-related courses and were given priority to visit Oxford in the First Year of the Link. The members and the subjects they were assigned to develop were: Mr. Ibrahim Juma (Human Rights), Mr. B. Mapunda (International Refugee Law), Mr. S. Mchome (Humanitarian Law). Their assignments were (i) to prepare course outlines for their courses in accordance with the guidelines issued by the Centre, (ii) to write a teaching manual based on the outline, and (iii) to present the outline and the manual before a subject conference to be convened to discuss them before they are submitted before University authorities for approval as recognised course.

Messrs Juma, Mapunda and Mchome travelled to Oxford in March 1997 and developed the following course and accompanying manuals:

**International Refugee Law:** The Course outline for this course was developed by Mr. B. Rutinwa (as he then was) but the accompanying was written by Mr. BT Mapunda (Now Dr. B. Mapunda). It covers introduction to forced migration, the evolution of refugee law, the concept of asylum, non-refoulement, protection, solutions and burden sharing.

**Human Rights:** The Course on human rights was developed by Dr. I. Juma in 1997. It consisted of the following topics: Philosophy, History and Concept of Human Rights; Historical Origins; Human Rights in the Constitutions of the 19<sup>th</sup> and 20<sup>th</sup> Centuries; Human Rights and General Principles of International Law; Universality of Human Rights; United Nations and Human Rights; Distinction between Civil and Political Rights on one Hand and Economic and Social Rights on the other; Human Rights and Specialised UN Agencies; Regional Agreements for the Protection of Human Rights; Domestic Arrangements for the Protection of Human Rights and Freedoms; Implementation of Human Rights and Fundamental Freedoms: An Overview and Specific Human Rights.

**Humanitarian Law:** This course was developed by Mr. S. Mchome (as he then was). It consisted of the following topics: History and Sources of Humanitarian Law, Limitations on the Conduct of Hostilities, General Protection of Civilians during Armed Conflict, Restriction of Displacement of persons and Sanctions for Breaches of Humanitarian law. Although these courses were developed by 1997/1998, teaching did not take off for a number of reasons. First most members of the Centre who were involved in developing the courses embarked on Doctoral studies in Tanzania and abroad and had to take leave from teaching activities. As a consequence even those who remained were too overburdened to introduce new course.

Secondly, some of the courses (e.g. Human Rights) had been conceived to run for the whole academic year of three terms. However, in 1999, the Faculty of Law reviewed its curricula and moved from the term to a Semester system, with most courses having to fit

into one semester. This meant that such courses could not be taught as originally conceived. They needed restructuring.

## 5.2. Curricula Developed under the 1999 Curriculum Review

As noted above, the Faculty of Law undertook a comprehensive review of its curricula in 1999. This review resulted into two fundamental changes. First, the LL.B programme was extended from three to four years. Second, the term system was abandoned for the semester system. Degree Following the Curriculum Review in the Faculty of Law, which took place in 1999, the following refugee related courses were introduced:

**Refugee Law: LW 546** This Course was developed by Dr. B. Rutinwa. It deals with the principles and practices relating to International Protection of refugees at the International and Municipal levels. The course is comprised of three modules: The first module deals with Principles & Institutions of the International Refugees Regime. It covers the following components.

- Refugee problem and the evolution of the International Refugee Protection Regime.
- The UNHCR: Its Origins, Functions and Challenges
  
- Development of Refugee Law in Africa
  
- Who is a Refugee for the purposes of International Protection? •  
The Principle of Asylum.
- The principle of Non-Refoulment
  
- The Principle (standards) of protection.
  
- Solutions to Refugee Problems and
  
- International Co-operation & Burden Sharing.

The second module deals with Municipal Refugee Law and Policies in Africa focusing on refugee policy and law in Tanzania, Kenya, Uganda and South Africa.

The third module covers the following specific issues in refugee law:

- Refugee Protection in Situations of Mass Influx: Issues and Challenges •  
Refugee Women & Children
- Internally Displaced Persons & International Law
  
- Challenges to International, asylum and the International Refugee Policy Debate.

Since its inception, this course has been very popular. Although it is optional, each intake has attracted between 60 and 70 students. Also, Refugee Law is one of the most popular courses for foreign students who come to spend short periods of time in various departments of the University of Dar es Salaam including law, Political Science, and Development Studies.

As originally conceived, this course would involve sending students to the field for a period of two to three weeks to work in actual refugee situations. Several refugee agencies

including UNHCR, the Norwegian peoples Aid and the Tanzanian Christian Refugee Services had expressed willingness to host the students and work with them. However, this was on the assumption that the number of students would be not more than 30. As noted above, the intakes have been far higher. Consequently, this plan has not materialised.

**International Humanitarian Law: (LW 530)**: This Course was developed by Dr. Khoti Kamanga. It deals with the Principles that have to be adhered to by the states during armed conflict. Topics covered include nature, History and Development of International Humanitarian Law (IHL); Principal Sources of IHL; Subjects of IHL: 'Protected Persons'; Mercenaries, Saboteurs, Spies; Principles and Major Rules; Protected Signs; Implementation and Enforcement; International Criminal Tribunal for Rwanda (ICTR); and Tanzania and IHL.

This course is also very popular with a registration of over 50 students each time it is offered

**Human Rights Law (LW 525)**: This Course was developed by Professor C.M Peter. It deals with the study of human rights law at international & domestic level. Topics covered include the evolution of human rights, generations of human rights, and implementation mechanisms both at the International and domestic level. Forced Migration is discussed on the premise of the violation of people's rights.

Over 70 students take this course when it is offered.

The Revised Curriculum also envisages the following postgraduate courses:

Human Rights Law (LW 628)

- Refugee Law (LW 649)
- International Public Law (LW 671)

However, to-date, postgraduate courses have not been developed and therefore are currently not offered.

In addition, the new curriculum envisages the following courses to be offered under the Certificate in Law Programme:

- Human Rights Law (CTL 212)
- Refugee Law (CTL 214)
- Immigration Law (CTL 213)

Of the three courses, only Human Rights law is presently offered.

## **6. OTHER UNITS WITH SIGNIFICANT TEACHING OF FORCED MIGRATION**

Outside the Faculty of Law, the other units of the University of Dar es Salaam which have developed courses relevant to forced migration are the Faculty of Arts and Social Science particularly the Departments of Sociology and Geography. Other units with programmes, which are not forced migration courses as such but nevertheless relevant, include the Institute of Development of Studies and the College of Lands and Architectural Studies. Courses of lesser relevance are found in the Department of History, Political Science etc.

### **6.1 The Department Sociology 5**

#### **6.1.1 Staff**

There are two members of staff currently teaching refugee-related courses namely Prof. Issa Mussoke and Mr. Datus Rweyemamu. Two other staff, Mr Joseph Thomas and Mr. Mvungi has exposure and interest in the subject.

#### **6.1.2 Curricula**

Even prior to the formation of the CSFM, the Department of Sociology was already offering or teaching topics related to refugees in SI3040 and S0602 at the undergraduate and M.A. level respectively. Both courses tried to anchor the process of forced migration within the context of the various migration theories with different levels of intensity depending on the academic levels of the students taking the respective courses. What the CSFM did therefore was to support these courses by enabling the instructor to travel abroad to do further reading, update the reading lists and compile reading materials.

**S0340: The Sociology of Forced Migration:** The objectives of this course were/are:

- (i) To understand the sociological links between population movements, social development and gender relations.
- (ii) To describe the socio-cultural situation and impact of forced migration on host and sending communities
- (iii) To analyse the relevance of interventions taken by individuals, governments, local and international agencies to the complex emergencies facing refugees and IDPs

The contents of the course were/are:

- (1) Definition of concepts: Forced migration, Refugees, IDPs, Relief Agencies, Hosts and Sending Communities etc.
- (ii) IDPs and Refugees: A Historical perspective
- (iii) IDPs and Refugees in developing countries with special focus on SSA



- (iv) Specially Vulnerable Groups: Children, Women, the Aged and Displaced
- (v) The role of international and local relief agencies on refugees (UNHCR, Red Cross)
- (vi) The Sociological and Political Implications of IDPs
- (vii) The Sociological Impact of Refugees on the host communities: environment, culture, and food security, security of persons and their properties.

On average, this course attracts 30 students when offered.

**S0602: Graduate Seminar on the Refugee Crisis:** This course is basically an attempt to anchor the process of Forced Migration within the context of various migration theories. More specifically the course is on Refugees, although in the process, other forms of forced migration including displaced persons are also being discussed. One of the major objectives of the course is to explore the extent to which various migration theories can adequately explain the phenomenon of refugeeism and displaced persons in Africa.

<sup>5</sup> This sub-part draws extensively from Mussoke, I., Op. Cit., pp. 3-10.

The Course is organised in sections is organised around the following topics: Definition of basic concepts; Causes of Refugeeism; the Impact of the Refugee problem on the Development Process in Africa; Refugees and the Environment; Taking care of Refugees: whose problem is it; Special Problems of some Vulnerable Social Categories and/or groups; Other Dimensions of the Refugee Problem; Remedial measures and/or interventions to Arrest the Situation; Problems, Controversies and Prospects for the Future; The Refugee crisis in the Great Lakes Region in Africa; Durable solutions to the Refugee Crisis.<sup>6</sup>

This course is offered on a lecturer-Seminar basis whereby the instructor gives introductory remarks to the respective topic after which the rest of the class will then proceed to discuss it. Participants are also assigned special topics for presentation in class before the rest of the class makes their contributions on the same.

In 1997/98, Professor Issa Mussoke, the course instructor, travelled to Oxford under the CSFM/RSP British Council Link to gather materials for this course. The materials enabled him to revise the course and compile a new and richer reading list for the course. The Department of sociology is currently in the process of rationalisation of its courses within the context of Semesterisation process going on. The plans include introduction of two courses under the envisaged Population and Development Specialisation. The first course will cover essentially the same matters as S0340. The second course will be on Social Cultural and Psychological Dimensions of Refugee Protection and Administration. There might be a third course or module within the programme on Refugee Counselling, which may be offered under the Social Welfare option.

Changes and new courses are also envisaged at MA level.

## **6.2 The Institute of Development Studies**

### **6.2.1 Staff**

The academics involved in forced migration at the Institute are Prof. G.P. Mpangala, Prof. S.E. Chambua, Dr. R. Shayo, Dr. C.A. Kamugisha, Dr. H. Sinda and Mr. J. Kiduanga

### **6.2.2 Curricula**

The Institute does not have a single course that is primarily on forced migration. Rather, it offers courses with components on the subject. The IDS courses are taught in the form of modules. In some of those courses, forced migration constitutes an entire module. The following courses have forced migration elements.

**DS 101 Development Perspectives:** This is a compulsory course for all first year students at the University. It is offered in the first semester. The course is comprised of 6 modules namely Theories of Social Development, Political Economy & Development, Gender & Development, Governance, Human Rights & Development & Youth, Unemployment & Poverty of which the 4th module on state and political development have the elements of forced migration. It discusses the political conflicts in several countries and forced migration as a consequence of those conflicts.

<sup>6</sup> See Id, and 1. Mussoke, Course Syllabus for SO 602 Graduate Seminar on Refugees, MA Programme 1994/1995.

**DS 102: Industry and Development:** This is also a compulsory course for all first year students at the University. It is offered in the 2nd Semester. It is comprised of 6 modules: Agricultural Transformation & Rural Development; Industry Trade & Development; Science & Technology for Development; Social Services, Culture & Development; Population; Urbanization & Environment and Development Planning Facilitation & Entrepreneur.

The Module "Population, Urbanisation & Environment" looks at, among other things, the causes of migration both within the country and across borders. Economic refugees, political asylum seekers, and refugees of armed conflicts, and internal displaced persons are discussed in this module.

**DS .205: Political Development, Conflicts & Conflicts Resolution and Peace Building.** The course is comprised of 3 modules namely: (i) Political Ideas, Nationalism and the Rise of State system, (ii) Origins, Process & Impact of Conflicts in Africa and (iii) Peace, Conflicts & Conflict resolution

This course is relevant to forced migration because it discusses forced migration from the root causes perspective. It is aimed at enabling student to analyse & understand factors for political conflicts issues of conflicts resolution and peace building & to equip there with the knowledge & understanding of the refugee crisis in Africa.

Other relevant options are

- DS 205: Historical Perspective & Development of Labour Movement.
- DS 214 Poverty & Development
- DS 610: Issues in Development
- DS 614: Contemporary International Issues

In 1997/98, the Centre facilitated Professor Mpangala to travel to Oxford under the British Council Link to write a book on "Ethnic Conflicts in the Region of the Great Lakes: Origins and Prospects for Change" to be used in teaching DS 205. The printing of the book was also financed by the Centre.

## **6.3 Department of Geography**

### **6.2.1 Staff**

There are two members of staff who are currently teaching and researching in the field of Forced migration. These are Professor Mbonile and Professor W. Rugumamu. Other members of staff with interest in forced migration studies include Dr. Julius Kivelia (who has been involved in the past) and Mr. Butuma Kweke. An Assistant Lecturer in the Department, Ms Opportuna Kweka is in the United States writing a Ph.D on a refugee related topic.

### **6.2.2 Curricula**

The Department of Geography offers the following courses of varying relevance to forced migration:

#### Undergraduate Courses:

GE 223	Environmental Disaster Management
GE 228	Introduction to Population Geography
GE 328	Disaster Management
GE 229	Population Redistribution
GE 330	Environmental Assessment and Management
GE 336	Population Resource and Development

#### Graduate Level Courses

GE 615	Population, Resources and Development
GE 623	Environmental Disaster Management

An average of 150 students offer one or the other of these courses each year.

Plans are underway to introduce two new courses on Refugees and Environment and a special course on Refugee Disaster Management to be offered both at undergraduate and MA levels.

### **7. OTHER UNITS WITH RELEVANT COURSES**

In addition to the above units which teach courses on, or with a significant component on, forced migration, there are other Units of the University which teach courses which touch upon or are relevant to forced migration. These include:

#### **7.1 Department of Political Science and Public Administration**

The courses offered in this Department which are relevant are:

PS 299	Basic Concepts in International Law
PS 334	Human Rights Theory and Practice
PS 345	Regional Integration
PS 347	Peacekeeping and Conflict Resolution

#### **7.2 Department of History**

The Department of History offers a number of courses, which touch upon the subject of Forced Labour Migration in East Africa and in Tanzania in particular.

#### **7.3 Department of Economics**

This Department offers at least one course of relevance to forced migration. This is EC 375, Natural Resources and Environmental Management. A number of staff in the Department do conduct research in forced migration area and have expressed desire to offer teaching is the awareness and interest of students could be raised.

## **7.4 Department of Fine and Performing Art**

This Department offers a course known as FP 171 Diaspora of Africa to Europe. Also it offers a number of courses on the migration of artistic skills and ideas within and beyond Africa sometimes as a consequence of forced migration of people. These courses are relevant in that they help to challenge the misconception that all that immigrants (including refugees) bring, is a bundle of worthless belongings on their backs.

### **7.4 University College of Lands and Architectural Studies (UCLAS)**

Relevant courses offered by the College of Lands and Architectural Studies are

: EC 521 Environmental Planning and Impact Assessment (undergraduate)

EC 447 Environmental Planning and Impact Assessment (postgraduate).

The College also offers a short course on Disaster Management. The Staff at the College told the researcher for this review that the College wanted to introduce a course on Sphere Standards but could not do so due to lack of co-operation from the Faculty of Law. Apparently they were not aware of the help they can get from the Centre.

## **8. INDIRECT SUPPORT TO CURRICULUM DEVELOPMENT**

In addition to directly supporting the development of curricula the Centre has been involved in other activities that have supported the development of curricula and teaching of forced migration studies. These activities are staff development and research and documentation.

### **8.1 Staff Development**

The development of sound curricula requires competent staff to develop them in the first place and to deliver them. It is for this reason that the Centre has, from its inception, prioritised development of its Staff. Over the last eight years, the Centre has afforded opportunities for further or independent study abroad to virtually all its members. Some have done so more than once. For some it has partially supported their doctoral research. Consequently, the Centre boasts one of the highly qualified staff, which includes over 15 Ph.D. holders.

The high calibre of the members of the Centre has contributed to the interest in forced migration studies by students both from within the country and abroad. It also has, as annex one witness, generated interest in student research in the field of forced migration.

## 8.2 Research and Documentation

A sound curriculum must be supported by a sound documentation for both staff and students. Right from the beginning, the Centre earmarked literature acquisition as a priority activity. This was intended to support both teaching and research. As part of this activity, the Centre acquired all the leading titles in forced migration and photocopied substantial amounts of grey literature from the library of the Refugee Studies Centre, University of Oxford. Also, the Centre subscribed to some leading journals in forced

<sup>7</sup> Sphere Standards refer to the *Humanitarian Charter and Minimum Standards in Disaster Response* jointly developed by major humanitarian agencies in 1998 under "The Sphere Project". The Standards relate to five core sectors-water supply and sanitation, nutrition, food aid, shelter and site planning, and health services. The standards are based on the principals and provisions of international humanitarian, human rights and refuge law, and on the principles of the Red Cross and NGO Code of Conduct, hence the need for the support of lawyers in teaching the same.

migration including the International Journal of Refugee Law, the Journal of Refugee Studies and the Refugee Quarterly Review. Further, upon the establishment of the Refugee Law Course, the Centre solicited and obtained virtually every title on the course list from UNHCR, Geneva.

In addition, members of the Centre themselves have been engaged in research which has generated reading materials on local and regional topics. Some of this research has been done in the context of consultancy.

Further, the existence of the Centre's documentation and high calibre staff has been instrumental in encouraging students to pursue research in the area of forced migration. This research has also contributed to the collection of the University on forced migration. 9

## **OBSERVATIONS**

From the account in the preceding sections, the following picture emerges with regard to forced migration curriculum development at the University of Dares Salaam:

### **9.1 Positive Achievements**

- (i) There is more teaching of forced migration and related courses at the University of Dar es Salaam than there were before the establishment of the Centre.
- (ii) The number of staff specialising in forced migration studies has also increased significantly. Some of them hold, or are pursuing, postgraduate degrees in a forced migration related topic/area.
- (iii) Some staff are of international standing and are regularly consulted, or called upon to teach forced migration related topic across the globe.
- (iv) The interest of students in forced migration studies has increased phenomenally. In each year over 600 students voluntarily opt for a course related to forced migration.
- (v) The number of student doing research in forced migration has also increased tremendously. For example, in the Faculty of Law, in the early 1990s, only one to two students chose a refugee-related topic for their compulsory LL.B dissertation. Over the last five years, this number has not been less than ten. At any given time, there are at least 20 students in the Faculty of Law writing on refugee law and related topics. (See Annex 1).
- (vi) Forced Migration studies has become one of the most popular courses with foreign students who come to the University of Dar es Salaam for short periods of time. Students have come from continental Europe, Scandinavia and North America the.

### **9.2 Objectives not Met**

- (i) While numerous courses on, or related to, forced migration have been introduced, not all courses envisaged in the constitutive document of the Centre have been

started in the original or modified form. Some of the anticipated courses that are presently not offered include Migration Theory and Refugees, Nationality, Citizenship and Immigration Laws in East Africa, The Geopolitics of Forced Migration, Refugee Livelihood and Economy, Co-ordination of Humanitarian Intervention and Management of Refugee Assistance and Nutrition.

- i (ii) A closer look at the courses identified above as relevant to forced migration shows that very few of them are really forced migration courses. These courses are mainly in the Faculty of Law and the Department of Sociology. The other courses are at best ordinary courses, which have deliberately or incidentally, incorporated a topic or two on forced migration.
- (iii) Although most academics teaching refugee related courses in the University are affiliated to the Centre, the teaching of forced migration courses remains highly uncoordinated. Courses have been introduced with minimum consultations. Equally, there has not been co-operation in course delivery. This has each lecturer has denied students opportunity to benefit from the multidisciplinary expertise available at the University.
- (iv) There is a considerable duplicity of certain courses across the University. For example, the Course on human rights is taught in at least three teaching units. This is not the most beneficial use of scarce human resources.
- (v) The plan to introduce specialised degree courses in forced migration has not materialised. None of the ten or so teaching unit consulted indicated that they were moving towards that direction.

## **10 CHALLENGES FACING THE TEACHING OF FORCED MIGRATION**

Despite the monumental achievements by the centre in the area of curriculum

development, the Centre faces a set of challenges, which also explain why some of the objectives have not been met.

First, from its inception, the Centre does not have its own staff as such. Rather, it draws its membership from interested staff deployed in other teaching and research units. However, as such, these staff have full workload in their units, which does not take into account the responsibilities at the Centre. Thus, members of the Centre find difficult to introduce new initiatives under the auspices of the Centre including offering courses.

Indeed, there have been cases where members have developed courses but find themselves unable to offer or continue to offer them because of over-commitment in their primary units. A good example is Dr. Rutinwa. In 1999, he developed the course on Refugee Law. After teaching it for two sessions, he had to abandon it after being appointed to co-ordinate and participate in the field training for 4th Year students, which, as the Refugee Law Course, runs in the Second Semester of the academic year. Fortunately, another member of staff was able to take over the course.



Second, unlike other units of the University, the Centre does not receive direct financial support from UDSM for its programmatic activities including teaching. This makes the

Centre rely on external donors including for curriculum related activities. This is not a sound basis on which to build a teaching programme.

Third, the Centre has a serious constraint of space. From its inception, the Centre has been hosted in one room, the former general office of the Faculty of Law, which has been partitioned into two cubicles for researchers, and a reading area, which also serves as the office of the Research and Administrative Assistant. Limited space means that members cannot work on same site or meet regularly to exchange notes and ideas. Also, it means that the Centre, even if it had resources, cannot retain more non-academic staff to support the effective teaching of its courses.

Fourth, most of the documents at the Centre were acquired in 1996/97. They are beginning to get out of date. There is a need for another major acquisition to keep the collection update. Also, the Centre needs to keep up subscription to leading journals.

## **11. CONSOLIDATING THE TEACHING OF FORCED MIGRATION STUDIES: THE WAY FORWARD**

Whatever the doubts that might have existed a few decades ago, the emergency of forced migration as an independent academic discipline is now beyond dispute. And so is its importance. This is particularly so in a region like East Africa where forcible displacement of persons is an endemic problem with political, economic and social ramifications. For this reason, the Centre must continue and consolidate its mission of promoting forced migration studies at the University of Dar es Salaam. To achieve this, the obstacles identified above must be overcome.

First, the curriculum development programme must be resuscitated across the University. To deal with the problem of lack of co-ordination, it is proposed that a member of the Centre should be appointed to act as curriculum development co-ordinator across the University. Indeed, this post once existed and its first occupant was Professor Issa Mussoke. How it fizzled out of existence is not clear.

The Curriculum Development Co-ordinator (CDC) must draw up a plan for undergraduate and postgraduate programmes throughout the participating Departments and should do so in consultation with members currently teaching or interested in teaching forced migration studies. This plan must be costed and resources sought to implement it.

The Centre should provide greater support to Departments, Institutes and UCLAS that are interested in teaching forced migration studies but are unable to do so due to inadequate capacity. The Departments of Sociology and Geography, which have expressed interest to move now should be supported.

Second, the idea of introducing specialised degrees (LL, M and MA in Forced Migration) should now be pursued. As noted, this initiative was mainly delayed by the taking of study leave by over half of the members of staff in order to pursue Ph.D. studies. Now almost all of them have completed their programmes and the staff has stabilised. The other problem was lack of adequate documentation. The literature that has been acquired over the last eight years and that which has been generated through research and consultancies is enough to support teaching at postgraduate level.

Third, the Centre should explore the possibility of having its academic staff who are primarily working on its programmes. This can be achieved through two ways. The first is for the Centre to request the University for some members of staff affiliated to the Centre to be relieved of other University obligations so that they can concentrate on CSFM activities including teaching. The second is for the Centre to raise funds and employ, through the University, its own staff on contract basis. The University has been teaching forced migration studies for almost ten years now and there is a pool of graduates who meet the qualifications for employment on contract basis to teach specific courses.

Because of the critical shortage of permanent staff at the University of Dar es Salaam, the second option seems to be the most feasible. This approach has been employed successfully by several similar institutions including the Refugee Studies Centre, Oxford University where virtually all lecturers are employees of the Centre and not the University of Oxford as such. The Refugee Law Project (RLP) at Makerere University also employs its own staff who then do the teaching of forced migration courses in the University.

Fourth, the Centre should seek to expand its working space. Given the limited accommodation in the Faculty of Law, the Centre may explore the possibility of renting premises in independent units of the University (e.g. DUP) or private premises near the University (as REPOA did). This will enable members of the Centre to work more closely with each other and co-ordinate their activities.

Fifth, the Centre should seek to mainstream its programmes into the University system. This will, among other things, enable it to tap into the University resources and time spent on Centre activities to count towards the workload of members of staff.

Finally, these initiative, will require considerable resources to be implemented. Even if the University resource could be accessed as suggested above, they are unlikely to suffice. Therefore, the Centre should approach its direct donors and collaborating partners for the necessary support.

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Rutinwa, B., Proposal for the Establishment of the Centre for the Study of Forced Migration, University of Dar es Salaam, 1995

## **ANNEX 1**

### **LL.B DISSERTATIONS RELEVANT TO FORCED MIGRATION WRITING IN THE FACULTY OF LAW SINCE 1990/91.**

#### **ACADEMIC YEAR 1990/91**

1. Lyimo, V.E.A. The Control of Illegal Immigrants Under the Immigration Laws in Tanzania. A Case Study of Arusha & Dar es Salaam (Mr. Mchome)<sup>8</sup>
2. Lyimo D.J. and Mlipano, G.B UN & the Settlement of International Dispute: The Case of Iraq Aggression of Kuwait (Dr. K. Kamanga)

#### **ACADEMIC YEAR 1992/1993**

1. Nsilo Swai, F., Protection of Refugees in the Country of Asylum: A Case Study of the Notion of Free Access to Courts in the Context of Tanzania Treat Legislative and Judicial Practice (Mr. S. Mchome)

#### **ACADEMIC YEAR 1993/1994**

1. Gakiza E, The Rights of Refugees in the Host Country. The Law & Practice in Tanzania (Mr. B. Rutinwa).

#### **ACADEMIC YEAR 1996/1997**

1. Draku G.W. The Plight of Refugees in the Great Lakes Region, Their Legal Status & a Critical Analysis of the 1966 Refugees (Control) Act of Tanzania (Dr. Mvungi)
2. Munya-Masoko Christopher - Refugee Law and Practice in Africa: Challenges Posed by the 1994 Rwandan Crisis, (Dr. H. Mwakyembe)
3. Ijumba G.H. & Rugeiyamu J.K, Law & Practice Relating to Refugee Protection in Tanzania. (Mr. S. Mchome )
4. Alisa D., Refugee Law & Practice in Tanzania: Government Response to the 1994 Rwanda Crisis (Dr. K. Kamanga).

#### **ACADEMIC YEAR 1998/1999**

1. Tumaini Justice, The Role of the Red Cross in the Development of International Humanitarian Law and the Provision of Humanitarian Assistance The Case of the International Committee of the Red Cross (Prof. C.Peter).

Names in the brackets are of persons who supervised the work

2. Lucima E., Refugee, in Africa; Causes & Effects on the Society, the Law Governing them & Interstate Relations: A Case Study of Tanzania (Dr. K. Kamanga).
3. Baimu E, The Conflict in the Democratic Republic of Congo, International Law Perspective (Dr. K. Kamanga).

#### **ACADEMIC YEAR 1999/2000**

1. Nyaruka M., The Refugees and Their Effects on Immigration.
2. Makala E., Development of International Humanitarian Law: Rape as a War Crime (Dr. K. Kamanga).
3. Kikuli L., The Rights and Duties of Refugees in Tanzania, An Examination of the Refugee Act, (Mr. S. Mchome).
4. Mathias O., Expulsion of Refugees: Its Implications in International Law (Mr. B. ' Mapunda)

#### **ACADEMIC YEAR 2000/2001**

1. Elikunda K., The Rights of IDPs, their Recognition & Realization in Tanzania (Dr. K. Kamanga)
2. Rweyongeza, Treatment of Refugees in Tanzania: Adequacy & Efficacy of the Law (Mr. B. Mapunda).
3. Lilian B, Gender Related Violence in Refugee Camps in Tanzania, (Dr. B. Mapunda)! \_.
4. Jilde M., The Influx of Refugees & the Maintenance of Public Order (Dr. Rutinwa)

#### **ACADEMIC YEAR 2002/2003**

1. Rahima N., Reflections on the Geneva Conventions with Respect to Tanzania - Uganda War of 1979 (Dr. K. Kamanga).
2. Mbuli, I., Legal Protection for Civilians & Hors de combat During Armed Conflicts (Prof. C. Peter)
3. Salum Mariam, The Role of Government in Administration of Refugee Settlement in Tanzania (Dr. W. Tenga)

4. Olipa M., The Rights of Host Communities in Refugee Populated Areas, Case Study of Kasulu (Dr. B. Rutinwa)
5. Masabo, J., Legal Aspects of Intermarriages between Refugees and Tanzanians, The Case Study of Kibondo Refugee Camps (Dr. B. Rutinwa).
6. Mbunda, R., Refugee Crisis & Environmental Degradation in Tanzania (Dr. H. Majamba)
7. Mgonela, V., Refugees Right to Education (Dr. K. Kamanga)
8. Odwono B., Refugee and Internally Displaced Persons: Causes, Law, Practice & Impact; Study on Uganda with Special Focus on Women & Children?
9. Mwalongo, F., Refugee Eligibility and Status Determination procedures in Tanzania (Dr. B. Rutinwa)
10. Massawe, A.E, Social Welfare Rights of Refugee Children: Focus on the issues of Food, Health Care and Shelter (Dr. B. Rutinwa)
11. Kaiza, Just, Implementation of International Humanitarian Law in Tanzania (Dr. Khoti Kamanga)
12. Ferdinand, Bahati; The offence of rape during armed conflicts: The case study of the International Criminal Tribunal for Rwanda (ICTR), (Dr. Khoti Kamanga)

**ACADEMIC YEAR 2003/2004: 4<sup>TH</sup> YEAR STUDENTS**

1. Bhoke C, Refugees Right of Access to Justice in Tanzania: Ngara Refugee Camps (Dr. B. Rutinwa)
2. Zacharia D, Refugee Right to Own Property: Ngara Refugee Camps (Dr. B. Rutinwa)
3. Kamaleki, E., Protection of Refugee Women against Sexual and Gender Based Violence (Dr. B. Rutinwa)
4. Wilson S., Rights of Refugee Children in Tanzania (Dr. Rutinwa)
5. Christopher D., Refugees Right to Education (Dr. B. Rutinwa)

- 6 Makubi M., The Applicability of the Refugees Act 1998 to the Rights of Refugees in Refugee Camps: A Case Study of Kasulu Refugee Camps (Dr. L.X. Mbunda)
- 7 Massawe F., Principles of International Refugee Law as Covered by Tanzania Law: Refugees Act, 1998 (Dr. L.X. Mbunda)
- 8 Nkengi O.M., Crimes of War and Against Humanity. (Dr. B.T. Mapunda)
- 9 Karlo P., Refugees and the Armed Robbery: The Case Study of Ngara Refugee Camps, (Dr. K. Kamanga)

- 10 Mutakyahwa T., Refugee Problems & the Principle of Burden Sharing (Dr. B. Rutinwa)
- 11 Amin, Anneth, Protection of Women Rights during Armed Conflict: A Case Study of Rwanda (Dr. K. Kamanga)
- 12 Nkini-Upendo, From Refugee Hosting to Refugee Generating: The Flight of Refugees from Pemba Unguja to Shimoni Kenya (Prof. C. Peter)
- 13 Namateefu, L., The Rights of Internally Displaced Children in Protected Camps: Case Study of Eastern Uganda (Dr. W. Tenga)
- 14 Malimi Revocatus, K., The Right to Life and Property in Areas of Refugees (Dr. H. Majamba)

**ACADEMICY 2003/2004: 3<sup>RD</sup> YEAR STUDENTS**

1. Abocel Bashir, Gender Harassment in Refugee Camps: Case Study: Kasulu Refugee Camps (Dr. B. Rutinwa)
2. Angelo, S., Refugees Right to Property in Tanzania (Prof. C. Peter)
3. Bagiliye, B.B., Women Refugees in Tanzania: Kigoma (Dr. B. Rutinwa)
4. Dennis, L., Refugee Children Situation and the Laws Protecting Them (Dr. B. Rutinwa)
5. Elidoriki G., Violation of Refugees Rights in Tanzania (Dr. B.T. Mapunda)
6. Kamsumbile S.H., International Humanitarian Law (Dr. K. Kamanga)
7. Kishimboi, L. Refugee's Rights and Liability in the host Countries during and After Civil Wars (Dr. B. Rutinwa).
8. Mpuya J., Refugees and Responsibilities of the Asylum States (Dr. K. Kamanga)
9. Stephen L., Burden Sharing in Refugees Problems in Tanzania (Prof. L. Shaidi)
10. Sumari, S., Rights of Refugees Women and Children with Disabilities (Dr. B. Rutinwa)