

Strengthening the Regional Engagement Role of Universities in Africa and Asia (SRERUAA)

Regional Profile: Tanzania

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The Region: Tanzania



Country profile

- Population: **44.9** Millions
- Population Growth: **2.7%** annually
- Total Area: 945,087 km
- Capital City: Dodoma
- GDP Growth Rate: **6.2% (2016)**
- GDP per Capita: **US\$ 817**
- Economic activities:
 - Agriculture (accounts for about 50 % of GDP, provides 85 % of exports)
 - Mining - (has good potential, but not fully developed)
 - Tourism -(dynamic sector)
- Life expectancy at birth: **61.8 years**
- Price inflation: **6.4%**
- Energy: Firewood 68.5%, Charcoal 25.7%; kerosene 2.4%
electricity 1.7%
- <http://www.nbs.go.tz/>
http://www.nbs.go.tz/nbs/takwimu/references/Tanzania_in_Figures_2015.pdf

Tanzania tourism

- **Mt. Kilimanjaro**, measuring 19,344 feet (5,895 m), the highest point in Africa. Located in northeastern Tanzania near the border with Kenya.



Country profile

- **Total literacy rate of population above 5 years (71.8%)**
- Highest level of education attainment
 - Primary 81.7
 - Training after primary school 0.7
 - Secondary 14.4
 - Training after secondary school 0.8
 - University and others 2.3

Source: *Population and Housing Census 2012*

Country profile

- Human development index: 0.466
- Unemployment: 10.7% (2011)
- Principal exports: gold, coffee, cashew nuts, manufactured goods, cotton
- HIV and AIDS prévalence: 5.6% (2009 est.)

Key issues and challenges confronting the region: **an overview**

- As one of the poorest countries of the world, Tanzania has about 50% of the population living below poverty line.
- It faces challenges such as persistent poverty, failing education systems and health crises that requires ingenuity, resourcefulness and strong leadership to overcome.

Key issues and challenges confronting the region: **Economic challenges**

- Non-diversified economy that depends on subsistence agriculture, thus, vulnerable economy
- Economic slowdown: the economy is still far from being adequate, despite some moderate socio-economic dev.
- climate dependent Small-scale agriculture
- Failure to achieve macroeconomic stability due to factors such as the government's inability to control credit expansion to public enterprises, massive tax exemptions, poor revenue collections, and tax evasion
- Industrialization (small scale, processing), unreliable power sources

Key issues and challenges confronting the region: **Social**

- high illiteracy rates, and low level of human skills which might jeopardies the quality of the labour force and labour productivity.
- Corruption which undermines service delivery
- unsatisfactory health services and increase in HIV/AIDs cases at its consequences (e.g. orphanage)
- threats from diseases such as malaria and tuberculosis.
- Low stock of well qualified people, despite large investments made since independence and relatively poor education performance in different levels

Key issues and challenges confronting the region: **environmental**

- 80% of Tanzania's population engage in agriculture, the environment is key to the livelihood of the vast majority of Tanzanians and a backbone to productive sectors such as agriculture, tourism, fisheries . The challenges include: -
- Land degradation that reduces the productivity of soil in many areas;
- lack of accessible, good quality water for both urban and rural inhabitant

Key issues and challenges confronting the region: environmental

- Environmental pollution [urban and countryside pollution affects the health of many people].
- loss of wildlife habitats and biodiversity (threatening the national heritage and creating uncertain future)
- Deterioration of aquatic systems [the productivity of lakes, rivers, coastal and marine waters is threatened by pollution and poor management]; and
- Deforestation (Tanzania's forest and woodland heritage is being reduced over years due to clearance for agriculture, wood fuel etc.)

Key issues and challenges confronting the region: environmental

- The sitting newly elected Dr. **President John Magufuli** dressed casually joined people in sweeping streets
- joined hundreds of residents in the main **city** Dar es Salaam to take part in a public **clean-up**



Key issues and challenges confronting the region: **cultural**

- The predominance of negative traditional practices, beliefs and laws that are harmful to women and derogatory of their status that needs to be changed.
- failure to mainstream culture and gender in development
- The dominance of traditional concepts that are not reflected in development discourse and failure to use homegrown models
- Lack of clear language policy in teaching. Swahili?

Key issues and challenges confronting the region: **political**

- The region has a relatively stable political system
- adopted multiparty politics since 1992, with the aim of removing monopoly in political sphere, of the ruling party (CCM)
- Security issues emerging from the migration challenges, arise from people who move as asylum seekers or refugees to Tanzania as they escape from civil wars (Somalia, Burundi & Rwanda)
- challenges about the strategies for dealing with the flow of refugees

Key issues and challenges confronting the region: **conclusion**

- the regional integration has been viewed as a pathway to development and poverty reduction in the region as a means to achieve sustained economic growth and socio-economic development and overcome structural challenges such as political fragmentation, small market size and the landlocked nature of some member states

Higher Education

Tanzanian higher education sector Overview

- Higher education in Tanzania has traditionally been an extremely small sector in terms of student numbers.
- Galabawa (1991) estimated that less than 4% of pupils enrolled in primary education would eventually go to University

Tanzanian higher education sector Overview

- Until, 1990's the region had only one public university the University of Dar es Salaam (UDSM).
- The UDSM was first established in 1961 as a college of the University of London.
- In 1963 it became a constituent college of the University of East Africa, and in 1970 an independent national university, along with the other constituent colleges of Nairobi and Makerere.

Tanzanian higher education sector Overview

- In the period of 1967–75 the university developed into one of the best known universities in Africa (Shivji, 1993), and was immersed in one of the most vigorous developmental debates
- It became known as the ‘**prototype of the Developmental University truly responsive to its society**’ (Ajayi *et al.* 1996)

Tanzanian higher education sector Overview

- In 1978, 350 students were expelled for demonstrating against the increase in privileges that Members of Parliament had just voted for themselves.

The Role of Universities

- Julius Nyerere



- *For let us be quite clear; the **University has not been established purely for prestige purposes.** It has a very definite role to play in development in this area, and to do this effectively it must be in, and of, the community it has been established to serve. **The University of East Africa has to draw upon experience and ideas from East Africa as well as from the rest of the world.** And it must direct its energies particularly **towards the needs of East Africa.** It is in this manner that the University will contribute to our development ...In this fight the **University must take an active part, outside as well as inside the walls** (Nyerere 1963pp. 218 -219)*

The 1980s: decade of decline

Economic woes and soured internal relations combined to produce a depressing mood in the university during the 1980s, due to such factors as : -

- apathy
- neglect of the welfare of staff and students
- lack of consultation
- unilateral decision-making
- bureaucratic inefficiency and red tape
- bureaucratic domination
- Financial crisis - the economic woes began in the late 1970s escalated throughout the 1980s profoundly impacted university activities (Shivji, 1983)

Re-newed University

- Given numerous internal weaknesses, & challenges from other institutions in the country and in the region as well as national and global economic crises, it was realised that the university mission, objectives and functions be re-structured
- In early 1990s , for example a reform process started to take place with the help of such organisations as the **Association of African Universities** . the **Economic Commission for Africa and UNESCO**, which had been organizing seminars and workshops to address specific problems facing African universities
- New governance & management structures

Re-newed University

The process was also influenced by other HEIs related Institutions (South African), which informed the reforms process:

- the Centre for Higher Education Transformation (CHET),
- the South African Association of Institutional Research (SAAIR) and
- University Science, Humanities and Engineering Partnerships in Africa (USHEPIA).

Tanzanian higher education sector

- In 1990s Tanzania opened up for private HEIs. Teffara (2004) notes that factors for emergence of Private included: -
 - a burgeoning demand from students for access,
 - the declining capacity of public universities, the
 - retrenchment of public services, pressure by external agencies to cut public services,
 - a growing emphasis on and need for a highly skilled labor force

Tanzanian higher education sector:

Current universities

- With the total population of around 45.0 million people(as of November 2012 est), Tanzania has a total of total of **49 higher education institutions** categorised as follows: -
 - Public universities 12
 - Private Universities 21
 - Public University Colleges 2
 - Private University Colleges 14
 - **Source: MIST(2015)**
[http://www.nbs.go.tz/nbs/takwimu/references/Tanzania in Figures 2015.pdf](http://www.nbs.go.tz/nbs/takwimu/references/Tanzania%20in%20Figures%202015.pdf)

The role of HEIs in the Region

- The role of HEIs in Tanzania is linked to meeting the developmental needs of the country's economy.
- In recent examples includes the role of HEIs in contributing to the development of the rural areas through research that promotes the use of renewable energy amongst the rural population (Domasa 2011).
- HEIs are also cited for their contribution towards addressing the millennium developmental goals, given that the goal of research is to create knowledge that will improve the livelihoods of the local people (Bloom et al. 2006).

Tanzanian higher education sector:

Current universities: UDSM



- The University of Dar es Salaam (UDSM) the oldest public university in Dar es Salaam, Tanzania established in 1961.

Tanzanian higher education sector:

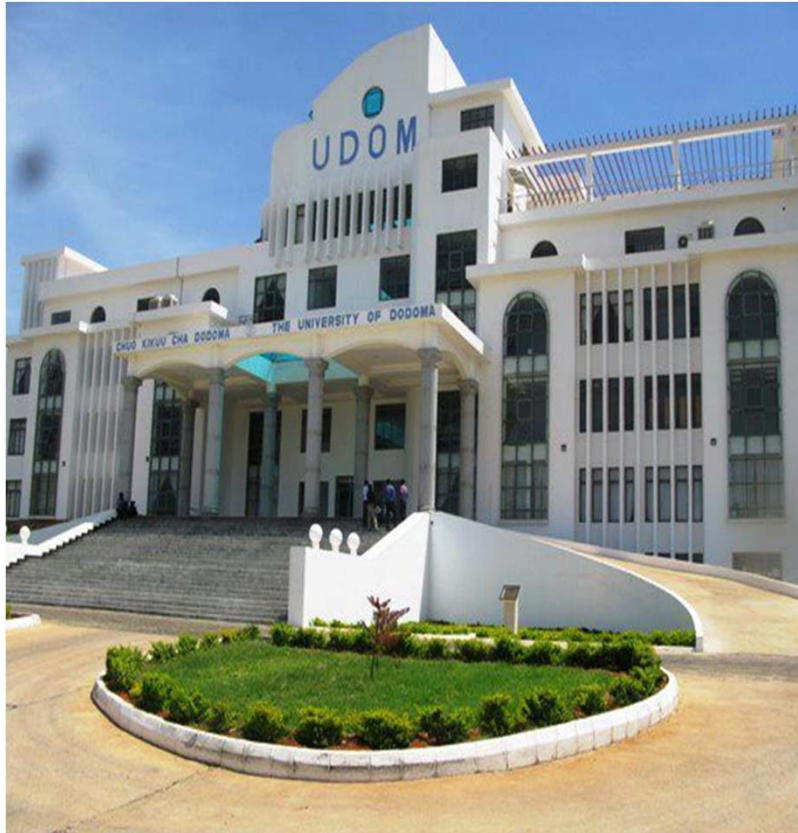
Current universities: Ardhi Univ



- the only University in Region which offers integrated training in the entire spectrum of land on disciplines namely Real Estate, Land Administration, Land Surveying Urban and Regional Planning, Architecture, Building Economics, Environmental Science and Housing

Tanzanian higher education sector:

Current universities: UDOM



- University of Dodoma (UDOM) Founded in 2007, The University of Dodoma is a public higher education institution located in a central city of Dodoma. It offers courses and programs leading to officially recognized higher education degrees in several areas of study.

Tanzanian higher education sector:

Current universities: SUA



- Sokoine *University of Agriculture (SUA)*, which is one of the universities in the region that offers training programmes in the broad field of agriculture

innovation and research policies with impact on regional engagement



- The recent establishment of the **Nelson Mandela African Institute of Science and Technology (NMAIST)**, in the region is regarded as a significant milestone in the country`s attempt to boost its research capacity in science and technology

Tanzanian higher education sector: Enrolled Students

■ Public universities

- Males: 101,715
- Females: 48,826
- Total: 150,541

■ Private universities

- Males: 44,283
- Females: 29,256
- Total: 73,539

■ **Grand total 224,080**

- *Source: Ministry of Education, Science, Technology and Vocational Training (2015)*
- [http://www.nbs.go.tz/nbs/takwimu/references/Tanzania in Figures 2015.pdf](http://www.nbs.go.tz/nbs/takwimu/references/Tanzania_in_Figures_2015.pdf)

Tanzanian higher education sector: Current universities

- In a country with a minute higher education sector , university students are inevitably prone to an elitist self-image.
- HE remains elitist, with huge disparity between the number of applicants who qualify to and those who are actually enrolled (Ishengoma, 2007)
- Private higher education accounts for about 26 per cent of the total national enrolment (URT 2010:17)

Examples of University community engagement: UDSM

- Establishment of **Bureau for Industrial Cooperation (BICO) – Engineering**, whose function was to transfer technology from university to local industry through consultancy and training

Key questions

- Key questions so far include
 - Has the university community engagement suffered as a result of the crisis of the 1980s described above?
 - are the HEIs in the region adequately engaged?
 - Are the universities being undertaken relevant to the development needs of the country?

Policy issues

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Policy: Tanzania's *Development Vision 2025*

- Tanzania Development Vision 2025 accords high priority to the education as a pivotal factor in bringing social and economic transformation, as described in the following statement:
- *'Education should be treated as a strategic agent for mind-set transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the Nation'*, suggesting the need to restructure and transform education qualitatively with a focus on promoting creativity and problems solving (URT 2000:19)

Tanzania higher Education policy

- The national *Higher Education Policy* (1999) lists the major problems facing higher education in Tanzania:
 - appallingly low student enrolment;
 - gross imbalance in science relative to liberal arts;
 - gender imbalance;
 - poor financing;
 - unregulated, uncontrolled proliferation of tertiary training institutions;
 - a tendency to distort the real worth of academic programmes

Regional integration and collaborations

- ‘institutions should seek cooperation and links with foreign institutions with similar interests’ (HE policy 1999, p.26)

Regional integration and collaborations

- *Mawoyo and Wilson-Strydom (ND)* noted that even though HEIs support regionalisation agenda, a number of challenges exist, including :
 - lack of funding to finance collaboration;
 - limited awareness of the benefits of regional collaboration;
 - small numbers of students from SADC countries;
 - brain drain;
 - stiff competition; and
 - inadequate infrastructure.

innovation and research policies with impact on regional engagement

- Research is often the weakest and most neglected component in most of the HEIs in Africa (Altbach, 2004)
- *Mawoyo and Wilson-Strydom (ND), note that* Despite the relatively large numbers of staff with doctorates in Tanzanian public universities, research output remains low.

innovation and research policies with impact on regional engagement

- most of the R&D institutions in the region have limited interaction and collaboration between each other, hence, inefficient use of research equipment and human resource as well as poor sharing of knowledge and experiences (Research policy, URT, 2010, p.24),

collaboration with other regions in SRERUAA

- Various collaborative activities can take place within the SRERUAA Framework
- **Collaborative Research**: e.g. joint projects and joint workshops across a broad range of areas disciplines in as well as a fellowship program for staff exchange, for tackling the grand challenges.
- Collaborative research on strengthening innovation and practices in secondary schools, focusing on improving the quality of teaching and learning of STEM
- entering MOU with prestigious institutions endowed with good human and physical resources

collaboration with other regions in SRERUAA

- **artistic collaborations**, - public exhibitions, performances, industry-academic collaboration (Recently -Research week-UDSM)
- To support small farmers in semi-arid areas on Tanzania up-scaling oiliferous pawn plant seeds harvesting and processing to use
- **university incubators** - for knowledge transfer
- **Emphasis on STEM**, for addressing development challenges in the region.
- A project proposal on intervention strategies on the management and control of invasive species in parks and pasture lands.
- Medicinal plants