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Tanzania Higher Education-Fifty Years After Independence

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TANZANIA HIGHER EDUCATION - FIFTY YEARS AFTER
INDEPENDENCE

by

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A Dissertation

Submitted to the Graduate Faculty

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2013

This dissertation, submitted by Godfrey M. Mnubi in partial fulfillment of the requirements for the Degree of Doctor of Philosophy from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done, and is hereby approved.

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Chairperson

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This dissertation is being submitted by the appointed advisory committee as having met all of the requirements of the Graduate School at the University of North Dakota and is hereby approved.

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Dean of the Graduate School

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Date

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PERMISSION

Title   Tanzania Higher Education – Fifty Years After Independence

Department   Educational Foundations and Research

Degree   Doctor of Philosophy

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Godfrey M. Mnubi
May 9, 2013

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ABSTRACT

As Tanzania celebrates fifty years of independence at the crossroads of globalization, the country has experienced a changing landscape and a major transformation in higher learning education with spectacular expansion in student enrollment rates. This requires its higher education institutions, particularly universities, to function effectively as a source of knowledge and to serve as an important partner in sustainable development by promoting effective teaching, research and service in Tanzania.

To understand the pace of globalization and the multitude of social challenges that have faced Tanzania higher education since 1961, how the policies and practices of higher education have evolved over time and to what extent the international and national contexts have affected the development of policies and practices in higher education, I reviewed and analyzed documentary materials relating to higher education in Tanzania from 1961 to the present. These materials included university archives, government records, journals and newspapers. I also identified university administrators and faculty members currently employed or retired, and conducted in-depth interviews with them to ascertain their perspectives regarding transformations in higher education and its relationship to the current policy needs of the Tanzanian people.

To gain a deeper understanding of the situation of the Tanzania higher learning institution fifty years after independence, I studied two large urban universities, namely

Mzumbe University and the University of Dar es Salaam. My goal was to discover how university representatives see the university functioning in the current socio-economic and educational climate when the country celebrates the Golden Jubilee of independence. This study found that Tanzanians are increasingly enrolling in higher learning institutions to become skilled and knowledgeable and to function effectively in society and global community. However, higher education is still confronted with alarming challenges and difficulties relating to poor recruitment and retention of qualified teaching staff, poor financing, gender inequality, low quality of teaching and learning, relevance of academic programs, and poor learning outcomes.

Some of the recommendations from the study include investing more financial resources in teaching and learning facilities; increasing the allocation of funds for R&D to cater to the country's research priorities, such as agriculture, education and health; developing a relevant and inclusive curriculum that espouses gender equity and equality of disadvantaged groups such as people with disabilities; developing multiple assessment tools based on a student-centered approach rather than an examination- oriented approach; developing strategies to attract experts and professors living abroad through improving working conditions, good governance and compensation; and finally conducting sensitization and public outreach programs to increase political awareness of and commitment to higher education through improved planning and the implementation and evaluation of the higher education system.

CHAPTER I

INTRODUCTION

"Those who receive this privilege therefore, have a duty to repay the sacrifice which others have made. They are like the man who has been given all the food available in a starving village in order that he might have strength to bring supplies back from a distant place. If he takes this food and does not bring help to his brothers, he is a traitor. Similarly, if any of the young men and women who are given an education by the people of this republic adopt attitudes of superiority, or fail to use their knowledge to help the development of this country, then they are betraying our union.

Mwalimu Julius K.Nyerere, President of Tanzania 1961-1985.

Therefore, I believe that apart from the personal gain one enjoys after getting access to higher education, one must and should be aware of the responsibility to contribute both morally and materially to the common good of humankind and society.

Godfrey Magoti Mnubi (Ph.D).

Background of the Study

As a country in transition at the crossroads of globalization, Tanzania requires its higher education institutions, particularly universities, to prepare people to function effectively as sources of skill and knowledge and as important partners in sustainable development (Commission for Africa Report, 2005). This necessitates the national education policy to establish critical national goals and priorities in matters relating to education, particularly higher education. These polices should assist the country to move

toward sustainable development through developing the abilities of its people to meet

their needs (Vessuri, 2008).

Until 1992, Tanzania had no clear and consistent national policy for higher

education in the country, or, for that matter, had they promulgated a working definition of

higher education (URT, 1999). The general conference of the United Nations Educational

Scientific and Cultural Organization (UNESCO) at its 27th session in 1993 approved a

definition of higher education to include "…all type of studies, training or training for

research at post- secondary level, provided by universities or other education

establishments that are approved as institutions of higher education by the competent

State authority" (UNESCO, 1998).

In the fifty years of Tanzania's independence, the country has experienced

massive changes in socio-economic, political and cultural areas. Higher education

institutions are increasingly becoming a critical component for meeting Tanzania's

developmental challenges and creating a sustainable future; they do this by equipping

young people with new ideas, skills and knowledge (Msolla, 2009).

According to the National Higher Education Policy (1990), higher education

refers to the scope of knowledge and skills imparted by tertiary education. It excludes

both the primary and secondary level of education (p. 7) but includes full academic

professional training and intermediary professional training provided by universities and

non-universities. Universities are the highest level of higher learning institutions, mainly

focusing on research, teaching and public services.

As well, the National Higher Education Policy (1990, p. 3), defines a university

this way:

An institution of higher learning consisting of an assemblage of colleges united under one corporate organization and government, affording instruction in the arts and sciences and the learned professions, conferring degrees". The universities "shall award degrees, postgraduate diplomas, and post-graduate degrees in accordance with the programs of study conceptualized and designed within the framework of the university's mission as defined.

On the other hand, intermediate institutions of higher education are dedicated to the development of human resources for middle and intermediate occupational levels. Universities differ from non-university institutions of higher education in their mission and purpose, entry qualifications and requirements, accreditation level and the type of awards conferred while providing and supporting teaching, research and public service (URT, 1990).

The emergence of a global economy provides a broader range of opportunities for many Tanzanians to acquire the competencies to cope with new challenges relevant to that economy. It has also led to the increased mobility of capital, resources and people. At this time of global forces, an urgent need exists to establish a higher education system that is capable of providing socially responsible leadership and contributing to a sustainable society that supports the wealth of both people and the environment.

The fifty years of Tanzania's independence has rapidly changed both political and socio-economic conditions by increasing both opportunities and challenges for higher education institutions as key partners in socio-economic development. This requires higher learning institutions, particularly universities, to function effectively and efficiently to meet the demand of societies and global communities.

To understand Tanzania's current situation, one must look back first to its pre-colonial and colonial educational policies and reforms that shaped the current post-colonial educational system. In the light of these reforms and their role in socio-economic empowerment, Tanzania developed a series of educational and socio-economic policies, beginning in the 1960s, to transform and reform higher education (Wangwe & Charle, 2005).

In this study, I first present a historical overview of the pre-colonial and post-colonial education system and an examination of Tanzanian higher education policies and socio-economic reforms from 1960 onwards. Secondly, I studied two universities in depth, Mzumbe University and University of Dar es Salaam, in order to understand how a typical Tanzanian university sees itself as playing a role in the current Tanzanian social and educational climate, 50 years after independence. In this paper, higher education refers to post-secondary education degrees and equivalent qualifications offered by universities and university colleges.

Research Question

Given the pace of globalization and the multitude of social challenges that have faced Tanzania since 1961, what is the state of Tanzanian higher education today, after fifty years of independence and attendant population and sustainable development. How have the policies and practices of higher education evolved over time? What international and national contexts have affected the development of policies and practices, and how is the current state demonstrated in the case of two large urban universities in Tanzania? Some of the interview questions were:

* Public universities and university colleges

KEY:

ARI*	Ardhi University	MMU	Mount Meru University
AKU	TIHE-Aga Khan University-Tanzania Institute of Higher Education	RUCO	Ruaha University College
		OUT*	Open University of Tanzania
DUCE*	Dar es Salaam University College of Education	SAUT	Saint Augustine University of Tanzania
HKMU	Hurbet Kairuki Memorial University	SJUT	Saint John's University of Tanzania
IMTU	International Medical and Technological University	SEKUCO	Sebastian Kolowa University College
		SMMUCO	Stefano Moshi Memorial University
IUCO	Iringa University College	SUA*	Sokoine University of Agriculture
KCMC	Kilimanjaro Christian Medical College	SUZA*	State University of Zanzibar
		TEKU	Teofilo Kisanyi University
MUHAS*	Muhimbili University of Health and Allied Science	TU	Tumaini University
		TUDARCO	Tumaini University Dar es Salaam College
MU*	Mzumbe University		
MUCE*	Mkwawa University College of Education	UDSM*	University of Dar es Salaam
		UDOM*	University of Dodoma
MUCO	Makumira University College	UoA	University of Arusha
MUCCOBS	Moshi University College of Cooperatives and Business Studies	UCEZ*	University College of Education Zanzibar
MUM*	Muslim University of Morogoro	WBUCHS	Weil Bugando University of Health Science
MWUCE*	Mwenge University College of Education	ZU*	Zanzibar University

Figure 1. The Universities and Universities Colleges of Tanzania With Their Geographical Locality.

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- How does university teaching and instruction help students shape their learning and connect their thinking with the teaching methods?

- What steps has the Tanzania education system taken to promote institutional life-long learning among its students?

- What specific Tanzanian education policies are designed to enhance educational leadership?

- How do Tanzanian educators foster education for all its citizens?

- How does educational policy impact student learning?

- How does curriculum impact student learning?

- How do educational policies empower and develop the educational growth of disadvantaged people, especially people with disabilities and women, through enabling them to gain equal access to higher education?

- How does the Tanzanian higher education policy advance the vision of human rights in relation to education?

- How well does education prepare and build the capacity of students to alleviate poverty and to enter into self-employment?

- What changes have you seen in higher education since you were a student?

Significance of the Study

I hope to discover the challenges and opportunities of providing the higher education services of teaching, service and research, and how the higher education system relates to socio-economic growth in Tanzania as it plays a major role in equipping people with skills, knowledge and expertise through research, so that the community is

served and the manpower essential for socio-economic development and stability is provided (UNESCO 1998; World Bank, 2002; Commission for Africa, 2005).

In addition, universities as the highest level of learning institutions, play a unique and critical role in producing a stable and sustainable society. They accomplish this by preparing professionals and policy makers to lead, teach and influence social institutions (Mingat &Tan, 1996). The ultimate goal is to recommend specific improvements that can be implemented by higher learning institutions to improve the quality of instruction, and enhance skills development and knowledge acquisition in Tanzania.

Abbreviations and Acronyms

ESR	Education for Self-Reliance
ICT	Information and Communications Technology
GDP	Gross Domestic Product
HEAC	Higher Education Accreditation Council (Tanzania)
HEDP	Higher Education Development Program
HEI	Higher Education Institution
HESLB	Higher Education Student Loan Board
IMF	International Monetary Fund
MDG	Millennium Development Goal
MOEVT	Ministry of Education and Vocational Training
MU	Mzumbe University
MKUKUTA	Kiswahili abbreviation for National Strategy for Reduction of Poverty in Tanzania.
NACTE	National Council for Technical Education (Tanzania)

NSGRP	National Strategy for Growth and Reduction of Poverty (Tanzania)
SAPs	Structural Adjustment Program
TCU	Tanzania Commission for Universities
UDSM	University of Dar es Salaam
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania
R&D	Research and Development
WB	World Bank

CHAPTER II

HISTORICAL OVERVIEW

In this chapter, various empirical and theoretical literature reviews are explained and discussed. The chapter has taken the issue of event and social contexts, educational policies, and economic trends in which the higher education system in Tanzania was escalated and transformed during the colonial and after the colonial period in Tanzania. These themes and trends are explained as follows.

Social Themes and Events

Tanzania continues to endure the on-going crises of underdevelopment, poverty and social instability (World Bank, 2009; CIA World Fact Book, 2009; UNDP, 2009; Wedgwood, 2005). Upon successfully fighting for its independence in 1961, the country was saddled with negative political and socio-political conditions, such as illiteracy and poverty by the colonizers (Rodney, 1982; Fanon, 1961; Collins, 1971, p. 124).

Understanding the colonial legacy has a crucial part to play in analyzing contemporary higher education in Tanzania. Colonizers such as Germany in the 1880's, and the United Kingdom in 1919 after the end of the first world war, all Germany's colonies in Africa were placed under the League of Nations, and Britain was granted the mandate to govern the then-named Tanganyika as a trust-ship territory failed to empower Tanzanians to take charge of their political and socio-economic condition. Consequently, Tanzania failed to erect a strong base for socio-economic development and an effective

post-colonial country. For example, as a result of the colonial attitude that was fearful of widespread access to higher education on the part of the local Tanzanian population, formal education was restricted to the primary level and even at that, less than 50% of Tanzanian children were able to go to school (Buchert, 1994; Cameroon & Doddy,1970).

Furthermore, despite their obvious majority, less than 1% of the Tanzanian population directly participated in the limited democratic politics and socio-economic decisions of the colonial era (Meredith, 2005), while they experienced discrimination in the receiving of funds to support education services.

A good example of the colonialists' oppression and denial of the basic right to education was in 1926 when the British colonial administration in East Africa conducted a study to establish that Africa was not capable of handling and benefiting from formal education. In one of the main the findings of this study, which was conducted by a non-neurologist on the brain of Africans, it was concluded that the adult African's brain was undeveloped and similar to that of a seven-to-eight-year-old European boy (Karani, 1998).

The introduction of colonial education by both British and Germany paid no attention to pre-existing forms of education in Africa (White, 1996). Although after the First World War in 1919, Britain's claimed educational purpose in the then-named Tanganyika was to develop local people in accordance with their own values and customs through the use of local chiefs, i.e. indirect rule. Missionaries were left to play a big role in curriculum design and development aimed at producing westernized Christian converts with much support and subsidies from the government. Similarly, colonial government schools aimed at producing lower rank interpreters, artisans, clerks, tax collectors and craftsmen to help the colonial administration and ease local resistance against colonialists.

The introduction of colonial education paid no attention to pre-existing forms of education in Africa (White, 1996). Its discriminatory provision led to the legacy of a conscious division between the colonizer teacher and the colonized student and between the un-educated and the educated. Even today we see a continuation in the current education system that is examination- and rote learning- oriented, and provided within a formal educational system governed by directives (World Bank, 2003). This type of learning does not emphasize the equipping of students to create, apply, analyze and synthesize knowledge.

Some of the many colonial legacies in Africa include ethnic division and socio-economic instability (Rodney, 1982; Fanon, 1961; Bever, 1996,). Across Africa the colonial powers divided the continent by creating artificial boundaries and inter-linguistic "blocks" known as Francophone for French speaking countries, Anglophone for English speaking countries and Lusophone for Portuguese speaking countries. This forced Tanzania, as a former British colony, to implement the use of English as the medium of instruction in its secondary schools and higher learning institutions while using Swahili as the country's official language and medium of instruction in primary schools (Barkan, 1994).

The legacy of the colonial language policy also resulted in a situation where Africa countries, particularly Tanzania, have never been able to use Swahili, the national language, as the medium of instruction in its higher learning institutions and other international educational institutions. It has also led to a belief that knowledge can only be found in western educational systems and the use of foreign languages, particularly English (Neke, 2005). Language is a vital tool that defines and shapes people's values

and wellbeing. According to Davis (2002), a language is not just vocabulary and grammar; it is a flash of the human spirit in which the soul of a culture comes into the material world.

The increased universal use of Swahili as a single national language for inter-ethnic communication immediately after the independence of Tanzania in 1961 has contributed significantly to national unity and intercourse between different ethnic units. This has promoted social cohesion that has superseded ethnic boundaries in a country whose population is divided into more than 140 tribal and ethnic groups (Rodney, 1985; Wangwe & Charles, 2005). The language is now widely spoken by all Tanzanians and in Kenya, Uganda, Rwanda, Burundi and in part of Somalia, Mozambique, Madagascar, and Zambia (Vilhanova, 1996).

The spread of the use of Swahili as a lingua franca has its pre-colonial and colonial roots from traders, missionaries and colonial administrations. Both German and British administrations used the Swahili language in their lower level education systems and administration as an official means of communication between the colonial administration and local people.

According to the education policy of 1995 of the Ministry of Education and Vocational Training (MoEVT), the current language of instruction recognizes only two languages, that of Kiswahili for early and primary education and that of English from secondary to higher education. Currently, Africa is the only continent where the majority of its citizens start school using foreign languages such as French and English. It is argued that poor proficiency in English as the language of instruction in secondary and higher learning institutions lowers students' achievement level across the curriculum and

it also disconnects students from the learning process and their communities (Ouane & Glanz, 2010). Developing and using language as a tool and support for teaching and learning in Tanzania can be best facilitated when teaching and learning processes in the classrooms are conducted collaboratively through the use of learners' first language and English for effective learning and high performance (Clegg & Aftiska, 2009). Clegg and Aftiska further found that most of the examination and test questions use advanced English vocabulary that is not covered in the curriculum, thereby limiting students' understanding and ability to perform.

The increasing pressure on many countries including Tanzania to become competent in international languages such as English in order to compete in the global economy has prompted the government to invest more in learning English. However, these efforts do not go hand-in-hand with quality materials relevant to students' lives or providing more support to stimulate publications in national and African languages. The research findings are increasingly citing the negative consequences of the use of English language policy, including marginalization of the African continent (Prah, 2003).

Educational Policies

The pre-colonial societies in Tanzania had a wealth and diversity of teaching and learning that embodied education, culture and tradition (Cameroon, 1980). This helped communities to succeed by equipping them with life skills to develop competencies, such as generosity, independence and mastery of their environment, and to become positive contributing members of society. At the same time, the community was the sole provider and benefactor of the education products. The colonial rules of both the Germans in 1884-1919 and the British in 1919-1961 restricted the provision of education to the few

people who served the colonial interests. Secondary education was very rare in the country involving only the local elite, such as children of chiefs and other forms of higher learning education was never provided throughout the colonial era in the country (Rodney, 1982; Fanon, 1961; Bever, 1996).

The provision of educational services in Tanzania was most successful when they were built on existing strengths, such as the people's resilience and that resilience is/was best facilitated through the recognition of traditional folk values. Pre-colonial education matched the realities of Tanzanian society and produced people who were fit for it. The most crucial aspect of pre-colonial education was its relevance to society, both in a material and spiritual sense, by bringing indigenous knowledge, ways of knowing and systems that have sustained communities for generations and generations, in contrast to colonial education with its syllabi, which were greatly dependent on western discourse and culture (Rodney, 1982). For instance, embedded in the cultural roles and responsibilities of young people within their communities, many African societies had initiation ceremonies or a "coming of age" ritual, followed by teachings based on the pedagogy in place in the wider communities in which they lived. Other specialized functions, such as hunting, organizing religious rituals and the practice of medicine involved "formal" education within the family or clan (Rodney, 1982, p. 239).

Since its independence in 1961, Tanzania has been facing many challenges when it comes to providing quality higher educational services to its people (Nyerere, 1967; Wangwe & Charles, 2005; Rodney, 1982; Bever, 1996). Tanzania had a massive illiteracy problem as only 10% of its population could read and write. It had only 2

African engineers, 12 doctors and maybe about 30 arts graduates in (Nyerere, 1961),

serving a population of approximately 12 million people.

In 1961, Tanzania was the least developed country among the British East African

colonies of Tanzania, Kenya and Uganda, as all of her higher education levels were

provided outside the country, mainly in Makerere University in Uganda, Royal technical

college in Kenya and other universities from Britain (Nyerere, 1967). This represents a

national educational gap as a result of German and 41 flawed British colonial educational

practices such as inequality and inequity that did not prepare people to pursue a higher

education and become capable contributing members after independence in 1961.

Faced with many post-independence challenges posed by such a crisis in the

colonial system, Tanzania recognized poverty, ignorance and disease as the main

challenges to development. Its immediate post-independence developmental efforts

focused on addressing these socio-economic challenges through formulating and

implementing several policies and strategies aimed at revitalizing the education system in

the country. These reforms include the educational reform act of 1962 to regulate the

provision and accessibility of educational opportunities in the country by revising the

curriculum and examination processes as well as promoting Swahili as the national

language and medium of instruction in primary school (Mkude & Cooksey, 2003).

At the same time, this reform revoked and replaced the 1927 British colonial

education ordinance that provided educational services on the basis of racial and socio-

economic discrimination. In further addressing socio-economic challenges, the country

also established the University College of Dar es Salaam in 1961 (Nyerere, 1967;

Wangwe & Charle, 2005), and the Institute of Development Management (IDM) in 1972, currently known as Mzumbe university (Mzumbe University, 2010).

To further address the post-colonial educational challenges and socio-economic underdevelopment, Tanzania introduced the Ujamaa policy, a socialist socio-economic program, aimed at bringing equality to all Tanzanians. This reform continued with the introduction of the "Education for Self-Reliance" (ESR) policy in 1967 to reform the curriculum and integrate educational theory with practical skills as socio-economic empowerment and development tools. This education for self–reliance policy guided the enactment of other educational policies including the education acts of 1967 and 1978, the decentralization program of 1972, the National Examination Council Act No.21 of 1973 , the Institute of Adult Education Act No. 12 of 1975 and the Institute of Education Act No.13 of 1975 (Hyden, 1980, p. 96).

Some of the significant impacts of these educational reforms were the revision of the curriculum to meet national needs, the expansion of teacher training programs, the introduction of the National Examination in the formal school setting, and formalization of on-going assessment at secondary and teacher education levels. Meanwhile, the government put more emphasis on and gave financial support to literacy and adult education. Although the government is committed to providing educational opportunities for all people as a liberation tool (Mushi & Bhalalusesa, 2002), the available data indicates that a large number of children (about 3 million) are still excluded from getting this basic education, which is a clear predictor and entry gate to accessing higher learning opportunities.

The importance of education, particularly higher learning, for the country's socio-economic development is pointed out in the first phase of the National Strategy for Growth and Reduction of Poverty (NSGRP) known in Kiswahili as MKUKUTA 1 in 2005-2009 and the second phase, MKUKUTA 11, 2010-2015, particularly in regard to people's quality of life and well-being, in reducing poverty and promoting citizens' ownership of and participation in policies and decision making (United Republic of Tanzania, 2005, 2010). This strategy also stresses equitable access to quality education at all levels, particularly by women, and the expansion of higher and technical education to support socio-economic growth (United Republic of Tanzania, 2005).

Women in Tanzania, as in the rest of the world, are the backbone of the lives of many families, but are not given proper priority and often become the victims of a discriminatory system including limited access to education, particularly higher education (UN millennium Development Goals, 2009). Gender–based discrimination still remains one of the most difficult obstacles to accessing quality higher education in Tanzania (URT, 2009; Morley, 2004; Lihamba, Mwaipopo, & Shule, 2005, 68; Morley et al., 2006). As recently as 2009, only 34% of tertiary students were women (URT, 2009), although women constitute 52% of the country's population. One of the challenges is that some educational curricula play a part in contributing to gender bias and enforcing gender stereotypes, particularly science books, which do not generally use girls in the illustrations (Katunzi & Kisanga, 1997).

At the preparatory level, science and mathematics are the subjects preferred by most boys while girls are actively encouraged to learn stereotypical subjects such as cooking, tailoring or even book-keeping rather than the sciences and mathematics. This

generates a misconception when it comes to university level that science, technology and engineering programs are masculine and female students do not qualify for those programs at many universities in Tanzania (Morley et al., 2006).

The universal Declaration of Human Rights, Article 26.1, states that, "Higher education admission should be based on merit, capacity, effort, perseverance and devotion by people who seek admission". The declaration also prohibits discrimination in granting access to educational institutions on the grounds of race, gender, language, religion or economic, cultural or social distinctions, or physical disabilities.

To address gender equity and equality issues, Tanzania has developed programs to increase women's access to universities through various national policies, practices and guidelines such as the Educational and Training Policies of 2002, the National Educational Act of 1978, and the National Higher Educational Policy of 1999 (Lihamba et al, Mwaipopo, & Shule, 2005). These policies highlighted the major challenges facing higher education, including gender imbalance, poor financing, low student enrollment, the gross imbalance between the sciences and liberal arts and the unregulated proliferation of higher learning institutions.

The government also introduced the special pre-entry admission for female students who pursue Science, Technology, Engineering and Mathematics programs (STEM) while encouraging private universities to increase and support women enrollment in STEM. Through this program, the percentage of undergraduates who enrolled grew threefold, from 7.5% in 2003 to 23% in 2006 (URT, 2006).

Moreover, the Tanzanian government introduced the Women in Development Policy in 1992, later known as the Women and Gender Development policy in 2000, to

further remove barriers that inhibit women from accessing and participating in higher education and training, as well as introducing scholarships for higher education through the Ministry of Community Development, Gender and Children. This shows the importance of inclusive education policies and the need for educational research to foster sustainable development and to strengthen policies and trends that are important for realizing the aims of higher education for all in the emerging nation of Tanzania.

The total population of the United Republic of Tanzanian has grown significantly during the past fifty years, from about 12 million in 1967 to over 44 million (URT, 2012). This population growth has gone hand–in-hand with the remarkable achievement of an expansion in the number of higher learning institutions from one university in 1961 to more than 200 tertiary and post-secondary education institutions. These include 27 universities accredited by the Tanzania Commission for Universities (TCU), of which 11 are public and 16 privately owned, with increased enrollment from 30,700 students in 2002/03 to 139,639 in 2010/2011, of whom women constitute 35.8%. Of these 139,639 students, 104,130 (74.6%) are enrolled in government universities while 35,508 (25.4%) are in private universities (URT, 2011c). In addition, the number of women in science programs also increased from 2,146 in 2005 to 7,179 in 2010.

Despite continuing efforts to improve access and respond to the growing demand for education services in Tanzania, the corresponding increases in teaching and learning facilities, materials, infrastructures and teaching staff are inadequate. Sub-Saharan Africa, including Tanzania, has the least developed system of higher education in the world.

In addition, the gross Tanzania's higher education enrollment ratio of 1% is still lower than neighboring countries of East Africa (Kenya: 3, Uganda: 3, Rwanda: 3 and

Burundi: 2 (GUNI, 2007). At the lower educational level, which is crucial and the main

determinant of higher learning institutions' ability to admit students, the Human

Development Report 2011 reported that Tanzanian people aged 25 and over who had at

least received secondary education comprised 5.6% and 9.2% of females and males,

respectively (UNHDR, 2011). This data reveals the undisputed challenge of promoting

access to education for all at each level.

To manage the growing challenge of increasing the number of higher learning

institutions, in 1995 the government of Tanzania established the Higher Education

Accreditation Council (HEAC) to monitor and guide the development of policies and

practices of higher education in the country. This institution was revised in 1996 to form

the Tanzania Commission for Universities (TCU) with the mandate to monitor the quality

assurance and accreditation system, and provide guidance on admissions and operations

in the country. Although such efforts have been made to respond to the growing demand

for higher education, the corresponding increase in facilities, infrastructure, scientific and

instructional materials and teaching staff are inadequate.

Economic Trends

Despite the fifty years of many efforts by the government of Tanzania to promote

socio-economic development, the country is still wallowing in extreme poverty, socio-

economic instability and inadequate higher education that largely depend financially on

insufficient government support (Msolla, 2009). Tanzania largely depends on foreign aid

and is in the bottom 10% of the world's economies in terms of per capita income.

Currently, most Tanzanians live on less than US$ 1 per day, barely enough to cover their

basic needs, such as food, clothing, shelter and education (World Bank, 2009; CIA world

fact book, 2009; UNDP, 2009). This suggests that the policy of cost-sharing in relation to higher education is a major barrier to many Tanzanians because of poverty.

Poverty can be defined in various ways, such as the lack of opportunities and choice regarding those things that are basic to human development (e.g., food, shelter, education, medical care and security (UNDP, 2009). Poverty can also be defined as a lack of power, access to decision making and management of one's own life (Devine, Hansen, & Wilde, 1999, p. 187).

In Tanzania, for example, being free from poverty has been defined as the ability of people to work and receive a sustainable living wage, to be healthy, to be free from hunger, to be able to afford all the necessary services including higher education, to have a sustainable clean and environment and to participate democratically in shaping decisions and policies that affect their communities (Kadigi, Mdoe, & Ashimogo, 2007). However, Musola (2009) indicated that there is only a 1.3% higher education participation rate in Tanzania, compared with over 60% in developed countries.

One may ask what is the role of higher education in the promotion of sustainable socio-economic development in a country like Tanzania? Higher education plays a unique and critical role in making a stable and sustainable society by preparing professionals and policy makers to lead, teach and influence individuals and societal institutions (Mingat &Tan, 1996). It also plays a major role in endowing citizens with their own voice and developing skills, knowledge and expertise through research and community services to provide the manpower needs that are essential for economic and social development and stability (UNESCO 1998; World Bank, 2002 & Commission for Africa, 2005). Most important of all, higher education provides a broad range of

opportunities for people by allowing them to acquire skills, knowledge and competencies to cope with the political and socio-economic challenges they face by acting as a centre for democracy, human rights, sustainable development, community discussion and activities for the most pressing issues in society (UNESCO, 1998; Orr, 2004).

On the other hand, education under certain circumstances can promote social change or maintain the status quo and preserve the existing social structure (Rodney, 1982, p. 238; Wedgwood, 2005). Education has also been a victim of political and socio-economic manipulation by colonizers, foreigner investors and politicians that creates socio-economic tensions and conflicts (Orr, 2004).

In light of the need for socio-economic development, Tanzania recognized the importance of higher education as a key factor in fighting poverty and promoting sustainable development through developing an agricultural development policy called "agriculture first" in 2009. The agricultural sector was a key contributor to the economy in 2009, as it represented 26.4% of GDP, while it continues to be a dominant sector supporting other manufacturing sectors through agricultural processes. Nevertheless, the sector is slow-moving, with poor labor and crop productivity, as a result of departing agricultural experts, poor infrastructure, poor production technology, poor financing mechanisms and inadequate expansion of services to support the sector. This was foreseen by the work of the first president Mwalimu Nyerere, who stressed the importance of education to "transmit from one generation to the next accumulated wisdom and knowledge of the society, and to prepare the young people for their future membership of the society and their active participation in its maintenance and development" (Nyerere, 1967).The importance of education was also explicitly stated by

Tanzania's first education minister that five major contributions were expected from higher learning institutions in advancing the education for self-reliance policy. These universities' contributions were to: (a) provide higher education for an adequate number of people to provide high-level manpower for the country; (b) develop modern institutional arrangements to provide up-to-date high-level manpower; (c) prepare their graduates for the country's needs and professional careers; (4) design and establish a country-based development education curriculum; and (5) conduct research projects related to high-level power (Eliufoo, 1968).

These education values for the country's needs were incorporated into Tanzania's vision of a self-reliant economy through a set of Ujamaa policies or Africa socialism (Nyerere, 1967; Wangwe & Charle, 2005). Ujamaa macro socio-economic reforms involved the implementation of a place-based curriculum and expansion of education accessibility to match the growing demand of national educational needs (Nyerere, 1967; Wangwe & Charle, 2005).

The education policy of 1995 and the Tanzania Development Vision 2025 emphasize the important of education "to promote the acquisition and appropriate use of literary, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding for the development and improvement of man and society". This vision statement intends to motivate Tanzanians to be equipped and able to function well in the global economy while solving daily Tanzanian challenges (more detail see: http://www.moe.go.tz).

Likewise the policy requires the country to promote quality formal and informal education, promote equality and access to basic education, and advance the use of science

and technology in teaching and learning while putting more emphasis on special groups of people such as girls and children with disabilities.

The vision also includes these goals:

Attain self -reliance education through the psychological liberation of the mind-set and people's confidence to enable effective determination and ownership of the development agenda with the primary objective of satisfying the basic needs of all Tanzanians.

Be a nation whose people are equipped with a positive mind-set and with rich diversity that cherishes human development through hard work, professionalism, entrepreneurship, creativity, innovation and initiative.

Be a nation with a high quality of education at all levels is able to produce the needed quantity and quality of educated people who are sufficiently equipped with the knowledge and skills to solve society's problems and meet the challenges of development.

The Tanzanian Ministry of Education and Vocational Training (MoEVT) vision statement aims to have a competitive and knowledgeable nation by 2025. It also aims to facilitate and develop human capital capable of creating wealth and socio-economic development through designing, implementing and monitoring the provision of higher and technical education, research and consultancy, and the application of science and technology in Tanzania (see: http://www.tanzania.go.tz/science.htm).

Eventually, post-colonial Tanzania, as other African countries, realized that her political and socio-economic policies of African socialism (1970-1980s') were failing (Easterly, 2006; Hyden, 1980; Wagao, 1990; Wangwe & Charle, 2005). Higher learning

institutions were not immune to the associated consequences of the changing higher learning environment with increasing economic decline that precipitated sharp financial constraints on higher education.

It was during this period that the World Bank (WB) and International Monetary Fund (IMF) became increasingly involved in the development of education, including higher education, by advising Tanzania to implement the Structural Adjustment Programs (SAPs) to improve socio-economic development (Ponte, 1998; Wagao, 1990). SAPs are macro-economic policies for highly indebted developing countries aimed at helping them to repay their debts and balance their budgets. They required a country to introduce cost sharing and reduce government spending on social service programs such as education and health care (Riddell, 1992). Before the introduction of SAPs in the late 1980's, Tanzania provided free social services including higher education (Vavrus, 2005).

In an effort to diversify higher education funding sources as a result of the government's inability to bear all the higher education costs, in 2004 the government of Tanzania established the Higher Education Student Loan Board (HESBL) to manage and facilitate access to higher education by needy Tanzanian students by providing zero-interest student loans. This so-called cost-sharing mechanism resulted from SAPs, apart from introducing student loans, also established and increased tuition fees, and reduced government support and subsidies for students in higher learning institutions.

Currently, the government is the main source of funds for higher education, allocating 60% to 65% to the education budget, approximately 700 billion Tanzania shillings ($1=TZS 1600), 50% of which goes to HESLB (URT, 2011). However, it was discovered that the Higher Education Student Loan Board (HESLB) had failed to give

loans to over half (51%) of the applicants in 2010/11 due to inadequate funding, misallocation of funds and a budget deficit of 28 billion shillings carried forward from 2010. "This was a result of the failure of the treasury to fully disburse the budget for the 2009/10 academic year" said the HESLB executive director when he was presenting the status of the board to the parliamentary public organizations accounts committee. In addition, even the newly established criteria to determine the eligibility of loan seekers based on the type of school attended, prevented millions of poor Tanzanians from benefiting, as well as accessing higher education as some of them could have secured financial aid and scholarships. This accelerates an acute shortage of a well-educated labor force, including teachers at all levels, doctors and engineers, which continues to this day.

As a country in Sub-Saharan Africa, a region with the lowest rates of participation in higher education, Tanzania's higher education participation rates are even below the regional average (UNESCO, 2006). To address this issue of access and quality, Tanzania has implemented various policies to support increased enrollment and expanded participation in higher education. The country also continues to stress the importance of science and information technology as the engine to promote sustainable development and navigate the global economy (United Republic of Tanzania, 2007).

Because the global economy is penetrating the heart and soul of many countries, including Tanzanian, the education system places a great demand for new knowledge and information as a cornerstone for development. In this era of globalization and internationalization of education curricula and systems, the universities must strengthen their teaching and research capabilities to equip Tanzanians with knowledge and skills (Commission for Africa report, 2005). Tanzania's National ICT policy of 2003 observes

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this need to link higher education institutions with other educational sectors such as vocational training, secondary education, and regional and local public administration.

The application of science and information technology serves as a key element in the promotion of knowledge and skills to fight poverty and promote sustainable development. However, the Tanzanian level of science and technology application by higher education institutions, economic development firms and industries and government research and development sectors (R&D) is still inadequate, with poor linkage and an untrained workforce. Higher learning institutions, particularly, universities, should establish strong links and partnerships with the production and service sectors of the economy. For instance, the study conducted by Diyamett (2005) reported that only 2 out of 50 randomly selected manufacturing firms in Dar es Salaam had a form of research contact and interactions with universities. This is in contrast to developed countries, where many of the research contracts and equipment are supported by industries.

Furthermore, the global digital divide also poses a great challenge to most African countries including Tanzania as regards using and benefiting from information and communications technology (ICT). This underdevelopment and global inequality is connected to the country's inability to access and use ICT, because it is one aspect of material wealth and wealth creation that is based on technology and knowledge (Fuchs & Horak, 2008). According to the Internet World Statistics, Tanzania, as in the other African countries, has an internet access rate of approximately 12% and only 4,932,535 out of approximately 45 million Tanzanians are reported to be using the internet by 2012 (see http://www.internetworldstats.com/stats1.htm). This gives the country a ranking of 152 out of 187 in the United Nations Human Development Index of 2011 (UNDP, 2011).

The government's National Strategy for Growth and Reduction of Poverty (NSPRG) (Mkukuta II) through the Commission for Science and Technology (COSTECH) emphasizes the facilitation and implementation of research, analysis and all analytical work related to MKUKUTA II (URT, 2011a). Furthermore, COSTECH is tasked to promote and use independent research to inform policy makers in relation to the national research agenda, to support and define the need for capacity building and to mobilize technical and financial support for research-based policies. Currently, only 1% of GDP goes to R&D. However, 50 % of these funds go to revitalizing higher education through developing research infrastructure, training and strengthening research capacity and access to ICT.

The National Higher Education Policy of 1999 clearly explained that the aims of higher education and training were to promote the acquisition of higher levels of intellectual, professional and management skills and prepare middle and higher-level professional human resources for economic development. The policy also aims at providing opportunities for intellectual, scientific and technological excellence and high-level performance, which all require heavy investment in R&D.

The National Higher Education Policy (1999) emphasizes the use of appropriate technologies, environmental sciences, entrepreneurship and civic education for promoting effective social democracy and good governance. Therefore, understanding the challenges of higher education and developing effective policies and practices are key to the growth and sustainable development of the country.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, I describe multiple research methods that I used for data collection and interpretation. The research took into consideration the source of the data and the participants involved in its design by generating in-depth narratives and rich descriptive data when examining how higher education trends have been changing over time with its opportunities and challenges to enable the application of skills and knowledge.

The study involved the use of multiple research methods (triangulation) in data collection and interpretation to provide a more detailed picture by eliminating inconsistencies and reducing the chance of bias caused by particular methods. These methods were comprised of observation, interviews, and content and case history analysis. Since I am a native Tanzanian, familiar with the setting and culture, I found it relatively easy to gain access to the research sites. Meanwhile, through spending time and having informal conversations with various participants, I gained their trust and developed rapport with them. I was also introduced to the research sites by the professors of the universities concerned and invited to observe some administrative and policy meetings where they were discussing the students assessment and evaluation, teaching pedagogies and lecturers' professional development. These data collection techniques are described in the following paragraph:

Content and Case History Analysis

The proposition that "the use of higher education policies and practices that equip people to apply and utilize knowledge and skills will lead to people's ability to solve societal problems and meet developmental challenges" was explored by examining a large set of documents and socio-economic policies beginning in the 1960s and by tracing aspects of history relating to Tanzanian higher education reforms and their role in socio-economic empowerment and development.

Forty-three archival documents relating to higher education in Tanzania were explored. Some examples of the documents and reviewed materials employed in the study include local and national official records, such as contracts, letters, agendas, administrative documents, routine records, universities reports and policies that portray the current higher education system in Tanzania.

The collection of various documents from the National library, Tanzania Commission for Universities, Higher Education Students Loan Board, Ministry of Education and Vocational Training, University of Dar es salaam and Mzumbe University were useful for the investigation of the study. These documents included carefully selected information records that were requested from heads of departments, deans and the vice chancellor for academics. This approach provided flexibility in generating a deep understanding of higher education issues from the past to the present and gave an insight into the contextual and historical transformation of higher education from the colonial to the post-colonial era. They also helped me to explore the education system and trends in the country more deeply, as well as the influence of external actors, education policies, and global economic forces on the prevailing condition of education in Tanzania.

The dates of the archival sources analyzed here are from the time of Independence of Tanzania in 1961 to 2012. These archival sources were open to the general public and I selected relevant ones after I read and reviewed their contents and sometimes administrators and faculty members identified particular documents for me based on their experience and expertise. (A list of the public records read for this dissertation is listed in Appendix A). The analysis focused on events, and the time and contexts in which they occurred. I used the quotes of various higher education officials in Tanzania found on official government websites, local and international media and other archival documents to provide supporting information to link archival sources and other data to the reality on the ground.

Interviews

I conducted in-depth open-ended interviews of approximately 1-2 hours' duration with administrators, teaching staff and policy makers of Mzumbe University, University of Dar es Salaam, Tanzania Commission for Universities, and the Ministry of Education and Vocational Training.

Participants

The participants volunteered to be interviewed during the period of November, 2010 to August, 2011. A total number of 9 participants were chosen based on their experiences and status in the higher learning system in Tanzania. They included lecturers and professors in education, social science, business and economics. Others include university administrators and policy makers from the Tanzania Commission for Universities, Tanzania Students' Loan Board and the Ministry of Education and Vocational Training who administer policies, regulations and rules in higher learning

institutions. All participants were long-term employees with more than 13 years of working experience in the higher education system in Tanzania. The use of open-ended questions helped to cover broad topics, while leaving room for other topics to emerge during the course of the interview (Helman, 2001, p. 267). Purposeful and convenient samples of administrators, policy makers and university instructors were used. The interviews were scheduled and conducted at the participants' convenience and chosen locations using English language. These participants were proficient and multi-lingua in both English and Swahili, but we preferred to use English language because it is an official language of instruction in all universities and higher learning institutions in Tanzania. The total of fifteen individual interviews were conducted with two university administrators, five University professors, and two policy makers, five of whom were men and four were women. This includes six participants who were interviewed more than once. Interviews were recorded using a digital audio tape recorder, supplemented by note taking.

The area of discussion involved the way in which higher education in Tanzania has changed since 1961, the consequences of those changes, and the perspectives of my interviewees of the why, where, what and how of the role of higher education in fostering sustainable socio-economic development in Tanzania. Each interview was recorded and then transcribed verbatim. The researcher reviewed each transcript for patterns in the data to identify common categories and develop common themes.

All the interviews were transcribed by me, and I informed all participants the purpose of the project and promise them anonymity. The names of all participants were kept confidential and coded by numbers to protect their identity. Any information

obtained for the study that could be identified with participants will remain confidential and will not be disclosed without their permission.

Some participants were interviewed more than once depending on the need for data. Before the second interviews, I listened again to each participant's preceding interview to see themes worth pursuing or previously touched on during the course of the interview. The purpose of the additional interviews was to collect more in-depth information to provide more clarification on the study under investigation. I transcribed the dada and give a copy to the interviewee for review or correction.

A well-constructed and focused research question is generally the result of an interactive design process rather than being the starting point to develop a design (Maxwell, 2005, p.66). Maxwell suggests that when a research question is developed in a qualitative study, it is important not to precisely frame it because of the danger of overlooking some important areas of theory or prior experience that could be relevant and important to the understanding of the study. This can also enable a researcher to pay attention to a wide range of data that can reveal important themes and phenomena relating to the study.

In addition, Maxwell (2005) adds that qualitative researchers can develop research questions after having a good theoretical and methodological understanding of the phenomena (p. 63). This helps to avoid answering wrong research questions which quantitative researchers call type 1 errors. Meaning and understanding in qualitative research can be explained through describing what has happened d in terms of behavior and events, interpreting the meaning as perceived by the people involved and developing theories to explain what has happened and how.

Fieldwork

The study also involved the systematic noting and recording of in and out–of-class actions and interactions in the natural setting of students, lecturers and administrators at both MU and UDSM. "Observations involve an observer who notices when specific student actions or behavior occur or when they do not" (Musial et al., 2009). The use of observation added a missing dimension to the study and helped to ensure its validity by increasing the understanding of both the context and phenomena and providing some insights into teaching and learning environment that would be difficult to uncover in any other way.

The observation paid closer attention to the level of classroom size, level of students' critical thinking, in and outside classroom involvement and interactions and teaching and learning pedagogies without regards to students' majors. This took place five weeks both before and after I conducted interviews with university administrators and policy makers.

As Dewalt and Dewalt, (1998) noted "observation is not data unless it is recorded in some fashion for further analysis" (p. 271). Richards (2003) describes fieldwork as, "[c]entral to all ethnography, which means that the researcher has to negotiate entry into the research site as a participant observer (p. 14). The use of participant observation for data collection produced what Helman (2001) refers to as level 2 data, "what people actually do", while the use of interviews produced what he calls level 1 data, "what people say and believe" (p. 265). This could only come with time and further observation of their actions (p. 266).

Participant observation was very important as it allowed the researcher to transition from being an outsider to being an insider, although Richards warns that ' the aim is not to become a complete insider because this would mean taking for granted the sorts of beliefs, attitudes and routines that the researcher needs to remain detached from in order to observe and describe" (p. 14).

As an observer, I focused on a wide variety of observational data to relate to what was being studied while keeping records and writing field notes as soon as possible after my observations. Specifically, I took very brief notes in short phrases during classes to indicate the students' levels of interaction and engagement. Field observation enhanced the data analysis and interpretation by providing meaning and understanding as well as important background information obtained from the interviews and archival sources used. The hope was that these observations at these sites would help me to learn about the formal and informal learning environment at universities in Tanzania which would inform my interviews and conversations with participants who were people of long experience who could look back and recall changes in higher education over time.

Site Description and Rationale for Selection

The University of Dar es Salaam (UDSM) is the oldest urban and largest public university in Tanzania. It was established in 1961 as a college of the University of London and became a national university in 1970. As recently as 2008, the UDSM reached an enrollment rate of more than 19,650 students. Like other universities in Tanzania, the UDSM aims at training people for independent thinking, analysis and problem solving (UDSM, 2004). The university also acts as a path to knowledge, wisdom

and freedom, as illustrated by its motto of "hekima ni uhuru" (knowledge/wisdom is freedom).

The vision of the UDSM is "*To become a reputable world class university that is responsive to national, regional and global development needs through engagement in dynamic knowledge creation and application*". And its Mission Statement is, "*The unrelenting pursuit of scholarly and strategic research, education, training and public service directed at attainment of equitable and sustainable socio-economic development of Tanzania and the rest of Africa*" (see: http://www.udsm.ac.tz/about_us/mission_vision_values.php).

In its Corporate Strategic Plan for 2009-2010, the UDSM is guided by the three goals of "enhancing quality output in teaching, research and public services". The UDSM strategic plan also contains these objectives:

To preserve, transmit and enhance knowledge.

To stimulate and promote intellectual, cultural and technological development.

To create a sense of public responsibility in the educated and to promote respect for learning and pursuit of truth (p.6)

A second research site was Mzumbe University (MU), a suburban campus, which is also one of the oldest training institutions in Tanzania, with accumulated experience of over fifty years. The university has over fifty years of vast experience in training in the administration of justice, business management, accountancy, public administration, political science, finance, and good governance (Mzumbe University, 2011). Furthermore, the university is actively engaged in research, consultancy, and other community services. Since its formation in 1953, MU has undergone strategic transformation from being a

local government school in 1953 into a management training institution, the Institute of Development Management (IDM) in 1972, and finally into Mzumbe University in 2001 (Mzumbe University, 2010).

In 1953 when MU started as the first Local Government School in Tanzania, it provided training services to various chiefs, native authority staff, and councilors (Mzumbe University, 2010). However, after the independence of Tanganyika in 1961, MU expanded its training programs to Central Government officials, rural development officers and local court magistrates. In 1972 it merged with the Institute of Public Administration of the UDSM to form the Institute of Development Management (IDM) and in 2001 it became MU.

MU's vision statement is to become " a centre of academic excellence in Management Sciences for knowledge acquisition and adaptation through training, research, consultancy, public services and outreach activities in Africa and beyond by the year 2015". As indicated by the MU charter, its mission is to "provide opportunities for acquisition, development and preservation of knowledge and skills through training, research, technical and professional services." These vision and mission statements set the stage for it to realize its aspiration of promoting sustainable development.

Mzumbe and Dar es Salaam universities were chosen as the case studies because they satisfy the requirement of being large old public universities. These universities' enrollment rates have increased and they have expanded their curricula to meet the growing needs of Tanzania's population. These educational reforms fulfill the government policy of providing and promoting education for all.

By researching the current culture of these large and overcrowded universities, including their demographics, admissions, accountability and governing policies, as well as their social environments, I was able to ascertain the situation of higher learning institutions fifty years after the independence of Tanzania. The use of these universities as a case study enabled the collection of in-depth and detailed data, which enhanced analysis of the situation of higher education in Tanzania.

Data Analysis

The study was conducted in a safe and ethical qualitative research environment, which emphasized participants' informed consent about volunteering their views. Following Maxwell's advice (1998), this study was conducted in a natural setting where the researcher was the instrument of data collection while applying inductive analysis to get the meaning of participants while persuasively expressing the process in language (p. 14). Data analysis was discursive, based on the information providing descriptive details relating to the higher education system in Tanzania. Data is reported in aggregate form.

Through discursive analysis of open-ended questions coded by similar responses, I was able to find out about the current situation of higher learning institutions in Tanzania through the inductive process to interpret and structure the meaning from the data. The interviews, archival analysis and observation were oriented towards finding patterns and themes that were common to university administrators, lecturers and policy makers in Tanzania. To get understanding from data, I used various techniques such as butcher paper, sticky notes and color highlighter.

According to Helman (2001), the methodological approach to data collection through observing participants produces descriptive ethnographic data that explains what people actually do, while the interview data explains what people say they believe (p. 265). Helman emphasizes that understanding what people believe can only come when one spends enough time observing what people do. As Maxwell (2005) suggests, meaning and understanding in qualitative research can be explained through describing what happened in terms of behavior and events, interpreting the meaning as perceived by the people involved and developing a theory to explain what happened and how (p. 62).

Meanwhile, the study identified and analyzed the issues of concern to the respondents with supporting statements and quotations to make points and act as supporting evidence. This required me to spend a long time, about two years, generating intense and rich data that could provide a detailed picture of what was being investigated. This was drawn from the most to the least frequently mentioned themes to discover the meaning and understanding of the higher education system in Tanzania, which was made possible due to the richness, deep exploration and description of the data.

As a result of rigorous and analytical analysis of the date, I developed codes, categories and themes that demonstrate my findings (explicated and substantiated in Chapter IV). This analysis is illustrated in Table 1.

Data Validity

Research validity refers to the relationship between an account and something external to it. This focuses primarily on accounts, not on data or methods but on the kind of understanding that accounts can embody (Maxwell, 1992). The quality of interpreting research results relies on the validity of the findings.

Table 1. Analysis of the Codes, Categories, and Themes.

Codes	Categories	Themes (1-6)
Skills, knowledge, learning materials, learning styles, creativity, intellectual dependence, public goods, creative thinking, education purpose, intellectual roles	Curriculum and policy development and practice	1.The education system in Tanzania experiences curriculum and policies inadequacies and disparities in terms of its relevancies, resources, and practicability due to lack of evidence based planning and unavailability of resources
Teaching workloads, qualified human resources, qualified teaching staff, higher education needs, teaching passion, lecturers' recruitments, retentions and development, students' teaching needs, enrolments, admissions, overcrowded classes, increased population, research, community services, faculty's productivity, resourceful teaching staff, time allocation.	Faculty capacity and increased higher education needs	2. Expanded enrollments in higher education institutions have posed new challenges in availability of resources and supportive teaching and learning facilities that limit proper' teaching, learning and assessment of students.
Publication, writing books, research and development, innovation, knowledge creation, conference	Research and development	3. Tanzania education system invests to a limited extent in the research and development.
Quality, resources allocation, learning process, learning outcomes, academic standards, assessment and evaluation, advising, counseling and mentoring	Quality assurance and Quality education	4. The maintenance and insurance of quality education system depends on various factors, including availability of resources, quality instruction and student advising, development of curriculum and the expected learning outcomes that the country is striving to achieve.
Human rights, accessibility of education, accommodation of diverse learners, inclusive and equitable opportunities, participation and benefit from education, equitable ownership and control of education process and outcomes	Human rights education	5. Human rights education is a cornerstone of all other human rights and essentially helps to achieve individual freedom, empowerment and sustainable development. This has prompted the education system to formulate deliberate policies and practices to bridge the gap and promote human right education.
Student financing, cost-sharing, loan mechanism, financial needs, budget allocation, knowledge based society, non-alternative learning, short courses, job market, lifelong learning, learning culture, and accessing higher education.	Higher education for all	6. The increased demands of the global economy and job market have forced Tanzanians to continuously upgrade their knowledge and skills by increasing the access and enrollment into higher learning institutions.

According to Johnson & Onwuegbuzie (2004), interpreting and validating data represents the most important stage of the research process for both qualitative and quantitative studies. This study therefore employed discursive analysis of interviews with open-ended questions that were coded by similar responses. This generated extremely detailed interviews with nine participants, enabling the collection of rich data that provided a detailed picture of the higher education system in Tanzania. The research issues of concern to the respondents were identified and analyzed with supporting statements. The arguments and different theoretical viewpoints of variables and their patterns in relation to different qualities and quantities of participants' higher educational experiences were examined, based on qualitative discursive analysis.

To enhance the quality of the study (Maxwell, 2005, p. 79) suggests that a researcher be sensitive and aware of everything that could be going on during the study, such as language, reaction and unexpected responses. It was important that I included whatever feasible data gathering strategies, such as meeting people informally, engaging in casual conversation, and observation. I was sensitive and aware of everything that was going on during the study such as language, reaction and unexpected responses from participants. For example, I used some unexpected emotional feelings and quotes from respondents to make points as supporting evidence. This was also useful for linking archival sources and other secondary data to reflect the reality of higher education in Tanzania.

Many studies suggest that maintaining neutrality in an attempt to exclude participants' personal goals, values and concerns from the research design is neither possible nor necessary (Maxwell, 2005, p. 19; Maxwell, 1992; Glesne, 2010, p. 46). This

required the ability to understand and be aware of how personal and institutional goals may be shaping and influencing the study and to find how best their influence can be reduced. As a Tanzanian who has been educated and acquired my basic education and undergraduate degree in Tanzania and my graduate degrees, including a doctorate in the United States of America, I was able to see the higher education issue through the wider perspectives and multiple lenses while still trying to maintain neutrality. The neutrality issue was addressed through carefully assessing the implications of the research goal for the methods and conclusion when collecting data based on my personal desires. This was also addressed through my ability to read, observe and understand as well as through my knowledge of what to look for, how to evaluate the study and how to accurately and critically understand the meaning from the participants. I was also able to understand the particular context in which the participants act, identify any anticipated phenomena as well as develop a causal explanation for the particular context in which the participants act.

In further addressing validity by using the evidence collected during the investigation, I developed an "alternative hypothesis", which states that the fifty years of higher education in Tanzania has experienced a positive transformation with regards to policy development, implementation and practice. As suggested by Maxwell (2005), this technique identified the threat in question and expanded ways to attempt to rule out plausible alternatives and threats to interpretation and explanation as a more important validity factor than citation of authorities and invocation of standard approaches (p. 107).

It was also important for me as an interviewer, as Maxwell stresses, to "share the report with the participants" (p. 98). This study was shared with all the participants to

"member check" the material for the purpose of clarification, feedback and credibility of the report conclusion. This helped me to know that when I was working with the interview data, I did not misinterpret the meaning of what the participants said.

By using all ethical research means as suggested by many researchers, I had the final say on how the data was analyzed and interpreted. Finally, I concluded my interpretation with some recommendations to enhance the positive interface between current higher educational policies and practices, the socio-economic situation and the vision articulated by the Tanzanian government.

CHAPTER IV

FINDINGS AND INTEPRETATIONS

The headings below derive from categories that resulted in the analysis of the data (see pp. 53-54 above). The findings are presented according to the following research questions, "What is the state of Tanzanian higher education today, after fifty years of independence and attendant population and sustainable development"? "How have the policies and practices of higher education evolved over time and what international and national contexts have affected the development of policies and practices"? To answer it, I interviewed nine higher education professionals, conducted observation and reviewed archives and government reports covering that time period to understand the multitude of transformation in the higher learning system in Tanzania. These findings are presented in the following chapter below:

Themes

Theme 1: Curriculum and Policy Development and Practices

The education system in Tanzania experiences curriculum, pedagogical and policies inadequacies and disparities in terms of its relevancies, resources, and practical skills and knowledge. Many respondents expressed their views as they saw the transformation of the higher learning education system in the fifty years since the independence and how the country enjoys an improved education level at its higher learning institutions. For example professor 1 pointed out that "during our time in 1967

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when the first university was established, the universities focused more on addressing the social needs and challenges of the time. Most of the research and publications during that time focused greatly on the country's ideological agenda of socialism and education for self-reliance".

Compared with the time of independence in 1961 when Tanzania experienced a massive illiteracy problem as only 10% of its population was able to read, write and count, with less than 30 college graduates, the country is reported to be enjoying a higher literacy rate including the literacy gender parity index (the ratio of female to male literacy rates). According to the 2002 census, 69.4% of the population aged 15 and over can read and write Swahili, English or Arabic. This represents 69.4% of the population. However, Professor 2 noted that 30% illiteracy rate is still a major challenge as the country should strive to achieve 100% literacy rate.

The majority of respondents informed me that higher education is at a critical moment of change as the result of global forces and technology. These forces require higher learning institutions to be the center for knowledge creation and sharing while considering how societies are becoming increasingly multicultural, interconnected and interdependent. Policy maker 1 explained that "The curriculum provides clear direction for the country's education types and system. In this rapidly shrinking world of science and technology, our curriculum fails to provide adequate skills and knowledge to keep pace with the paradigm shift and increasing globalization, particularly in science and technology."

As articulated by policy maker 2, "during the Musoma declaration in 1974, practical and relevant education was greatly emphasized by forcing students to work and

get hands-on-experience before they went on to higher education levels." In addition, the policy maker 2 added that "the system encouraged students to incorporate local environments and community resources on a regular basis and to apply their learning to local situations. However, "this policy did not foresee the need to match the practical skills students acquired with the college they attended. This system failed to foster the relationship between the practical experience they acquired and the knowledge delivered by schools because of the misfit of the two."

Professor 2 noted that after the independence in 1961, there were psychological and transformational challenges as "our leaders wanted to replace everything quickly in the system. Therefore we lost a lot of things along the way." Institutions take a long time to build. Even their learning culture also takes a long time to redefine society. The professor 2 went on stressing,

> Higher learning education was well organized in terms of university and students' resources. Classes had a reasonably low number of students. For example, in political science we did not have a class of more than 50 students. In addition, accommodation and subsistence allowances for basic needs such as food were given on time. It was the government's obligation to ensure it provided basic services such as education to all its citizens. "It was very comfortable learning experience. This is quite different from the current situation where we have more than 200 students in a single class.

Policy maker 2 informed that "the higher learning policies have striven to harness the wind of globalization by having local based curriculum and education standards of excellence needed for the country to achieve sustainable development".

It was noted by professor 1 that "the traditional foundation of many universities in Africa, including Tanzania, relied heavily on outside support, focused on western disciplines and discourses. The successful efforts of the government to lessen the effects of intellectual dependence have been undermined by global education forces.

Apart from university's primary role of production and distribution of knowledge and skills for students to be able to function well in a rapid changing society, universities have another traditional purpose that is the promotion and creation of public goods. To explain the major roles universities play in the current cultural, socioeconomic and political climate in Tanzania, professor 4 put it this way, "it is our duties as part of the universities to full engage with the community to advance public goods and be more accountable to the local, national and international communities, as well as confronting socioeconomic and political challenges of our times such as poverty, wars, diseases, and social justice".

Universities' capacity to influence the world education system through creative and independent thinking is limited." Professor 3 indicated that the "influence of external sources and global forces have played a part in reshaping the design and development of our education purpose to respond effectively and ethically to the needs of society." Furthermore, professor 2 pointed out that "most education development funds are given with specific agenda and conditions that may not be aligned with our national priorities, including the promotion of the country's sustainable development that addresses the need of all human, species and environment."

In Tanzania, this sustainable development combines many aspects of knowledge and wisdom production, including formal and informal education. To promote local

higher educational needs while meeting the demands of the global competitive economy, policy maker 1 stressed the role of African universities to "reclaim their identity and a sense of worthiness grabbed away by colonialists while building a democratic citizenship." "Most of our universities are avoiding using their intellectual role and authority to speak out against ethical and social challenges confronting society such as poor democracy, economic injustice, and ecological crisis in fear of the persecution from the system."

To further address the issue of roles and purposes of universities, administrator 1 pointed out that the higher learning institutions, "conduct a periodic curriculum review often to evaluate the effectiveness of the curriculum in meeting societal needs."

According to one document from an MU administrator 2010, the University successfully conducted a periodic curriculum review for graduate programs as required by the TCU that discovered disparities in access, gender equality or a curriculum that required the introduction of an inclusive curriculum policy. This excellent curriculum review involved various higher educational stakeholders, including professors, administrators and policy makers. Meanwhile, the university finalized a major review of the undergraduate programs to meet the needs of the community and changing world.

In contrast, some professors viewed the current education system as disadvantageous to some groups, as professor 4 puts it: "Students do not have a citizen and place-based curriculum. I am wondering what students learn in development studies when they don't even know or haven't even seen their own country's constitution and those of African societies."

Similar feedback was received from professor 5, who explained that "a market-oriented curriculum does not relate to the socio-economic challenges necessary to build place-based knowledge and skills. Our education in the sixties was not education for a job but education to be functioning and positively contributing members of the community." The World Declaration on Higher Education (1998) to which Tanzania committed itself stresses the importance of relevance in higher learning institutions to be assessed in terms of the fit between what societies expect of institutions and what they do. Meeting societal needs and expectations should be the core function of universities.

Most universities are unaware and avoiding their responsibilities and the expectations of society in fear of being repressed or accused of political bias. In addition, most of our young people who are the majority in Tanzania are not given a voice in the planning and delivery of higher education services in Tanzania. Professor 4 noted, "Students are the major actors who have been left out of the higher education equation. Most of the instruction methods and assessments are not student–friendly, which limits students' motivation and creativity as far as a gap between students and instructors is concerned". Meanwhile, professor 3 added that the "opportunities for interacting, debating and reasoning are declining because of insufficient time and resources." Administrator 1 indicted that "As a public university, we are required to include some courses that are mandatory for all students. These courses include public and management theories, development theories, and quantitative techniques." However, there are insufficient educational programs for sustainable development and social responsibility.

Furthermore, professor 3 reported that "there is poor coordination and cooperation between various education sectors, particularly secondary and post-secondary, as well as between universities, colleges and technical colleges. Professor 3 asserts that "Higher education institutions should form well-established connections with lower-level education to encourage and socialize students to go on to higher level education."

In order for the education sector to "function well as an economic hub, it is important to have multi-levels of education from certificates to diplomas. There is a growing desire of every mid-level college to become a university, which in turn will affect the production cycle and transition by removing the mid-career of practitioners as many job markets require more technical skills and knowledge, but less than a university's degree." Education policies that are not built based on practical evidence, supported by available resources and have no cross -disciplinary and integrated policies are difficult to implement, emphasized by policy maker 2.

Formulating and executing policies plays an important role in shaping the current education system in Tanzania. As expressed by professor 3, Tanzania has no specific education policy, as "Policy has been changing randomly without proper analysis." "During 1967, the established education for self-reliance policy was translated into a workable strategic plan which was easy to implement."

Professor 5 reported that "sometimes various appointed ministers of education come up with their own policy developments that were not built on evidence, practicability and available resources." Administrator 1 noted that, "policy that changes without any specific procedures is not a policy but an arrangement." "In fact, we have sometimes seen good education policies on paper, but difficulties arose over their

political feasibility and financial support," added administrator 1. Moreover, policy maker 2 emphasized that "the country lacks cross-disciplinary policy development and an integrated policy solution that involves different professionals and specialists. Our policy does not encourage professionals and specialists to think outside the box of their distinct fields of expertise and disciplines."

It was further revealed that Tanzania developed an economic empowerment policy in 2004. However, professor 2 critique indicated that the "policy is incapable of promoting and enhancing economic empowerment due to lack of enough capital to support students, completers and other mid-level entrepreneurs to start their own socio-economic businesses."

Theme 2: Increased Higher Education Needs

Expanded educational opportunities in higher learning institutions have posed new demands and challenges in availability of resources and support system that limit proper teaching, learning by and assessment of students. The expanded education system at all levels has led to massively increased enrollment in higher learning admissions during the past fifty years. Overall, the number of universities increased from 23 in 2005 to 37 in 2010 with an increase in admissions from 55,290 (17,885 women) students to over 139,639 students in 2011of whom women constitute 35.8%. Of these 139,639 students, 104,130 (74.6%) are enrolled in government universities while 35,508 (25.4%) are in private universities (URT, 2011).

The report further indicated that the number of women in science programs also increased from 2,146 in 2005 to 7,179 in 2010. As a consequence of the massive growth in enrollment, some respondents reacted by saying that expanding the enrollment rate has

not been matched by the provision of supporting infrastructure, such as teaching and learning materials, qualified teaching staff and infrastructure capable of handling the challenges. Policy maker 2 reported that, "Tanzania's rapid population growth and demographic nature, whereby young people under 35 comprise more than 70% of the general population will create serious problems for higher education as regards keeping pace with this rapid growth in the number of school-aged youth." Moreover, administrator 2 pointed out that "there have been students' over-concentration in social sciences and humanities which is more than the labor market can absorb, which also increases the serious shortage of science professionals in science-based sectors."

In summary, when professor 5 reflected on the higher learning transformation from independence to the present "higher learning education was well organized in terms of university and students' resources." She further noted that, "classes were reasonably low in number of students. For example, in political science we did not have a class of more than 50 students.

In addition, "accommodation and subsistence allowances for basic needs such as food were given on time." The policy maker 2 noted that, "it was the government's obligation to ensure that it provided basic services such as education to all its citizens." "This is quite different from the current situation where we have more than 200 students in a single class with not enough teaching and learning tools. It was a very comfortable learning experience." For example, professor 1 noted that "large classes of about 200 students must be supplemented with seminars and assignments to help build creative and interactive learning communities, which is rarely done."

Similarly, professor 4 explained that "in order to make teaching and learning more effective in situations where the lecturer addresses an overcrowded number of students, a pedagogical approach that encourages interactive discussion through the use of dialogue, debates and course forum to brainstorm and expand ideas taught from the class are absolutely crucial."

Professor 2 claimed that "currently, we have the biggest student-lecturer ratio" and Professor 4 agreed that "teaching large classes hinders the effectiveness of teaching and learning." However, when they were asked to explain their understanding and meaning of large classes, there was no consensus as to what constitutes a large or small class. Professor 2 explained that "a large class is one with more than 100 students." Professor 4 further described a large class as one with more students compared with the available facilities. For example, he explained that "a class is large when students have no place to sit, cannot hear, and cannot read the board or projector screen."

Meanwhile, administrator 2 elaborated that "a class is big when instructors do not have enough teaching aids and are unable to assess students' performance". Therefore, it was believed that the inadequacy of teaching and learning materials and financial and human resources led to classes being large.

It was further revealed that a large or small class depends on the discipline and majors of study. One of the examples given was that "it is common in science and engineering classes to find a smaller number of students than in the social science and arts disciplines." However they both agree that if not well handled, a large class restricts students' teaching and learning activities as a result of the heavy workload and limited assessment and evaluation.

Many respondents indicated their concern about faculty workloads and the capacity to support teaching, research and community services. As explained by professor 2 "the mushrooming of universities the country is experiencing did not go hand-in-hand with the expansion of teaching staff and infrastructure". Many professors and administrators showed their frustration about students' teaching needs, research requirements and public expectations:

> As a higher education administrator and policy maker striving to improve my faculty's productivity, I hear many complaints from faculty members regarding the allocation of their time to their teaching and research roles in the university. Teaching students and research activities involve separate activities.

> According to one administrative document from the Mzumbe University, "members of academic staff are appropriately trained and are highly competent with practical experience in their specialized disciplines." It was further stressed that the "success of education enterprises in Tanzania requires commitment and political will, resourceful teaching staff, professional competence, and resources availability which are fundamentally important to the future well-being of students and education sector." Regardless of this many- faceted capability statement, many respondents had different views regarding their university's capabilities and faculty workload.

When asked about the teaching and learning challenges they face, all administrators voiced that the insufficiency and unavailability of qualified university professors is a big problem. Administrator 1 explained that "the teaching profession nowadays is no longer enjoyable and the qualification and passion to teach is disappearing." Another administrator, for example, revealed that instructors find their

own teaching and research goals "not melting in the same pot." According to this view, student teaching and research roles are seldom integrated". Various researches have showed that joint production of teaching and research can be more cost-effective and efficient to improve students teaching and learning **(Cohn,** Rhine, & Santos, 1989).

Furthermore, administrator 2 reported, "it is difficult to improve faculty productivity and zeal to teach when you have no equipment and facilities to accommodate a class of more than 200 students. The student-to-lecturer ratio is very high with little or no room to create a conducive environment for creativity, practical participatory learning and discussion through the use of supplementary materials such as seminars and assignments." For example, one faculty member illustrated that "if there are 60 students in the class, it requires having three separate seminars where it is appropriate for students to ask questions and get clarification."

Many studies have suggested that the common lecturing based-teaching mode tends to be relatively in-effective and in-efficient to improve student teaching and learning outcomes compared to other alternative teaching methods such as peer tutoring, role plays, brainstorming, discussion and problem based learning (Saville, Zinn, & Elliott, 2005; Tiwari, Lai, So, & Yuen, 2006). This limits creativity and independent thinking.

Overcrowded classrooms might sometimes discourage teachers and students from attending schools and focusing on teaching and learning in the classroom, hence poor student learning outcomes which limit Tanzania's ability to develop skilled and knowledgeable people to function effectively in society. This problem of overcrowded classes is also one of the effects of the country's widespread trained teachers' shortages

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and insufficient resources to manage, lead and supervise teaching and learning process in Tanzania's higher learning institutions.

Professor 5 expressed that an "acute shortage of qualified instructors represents one of the biggest hurdles to achieving quality higher education." He further advised that "the sharing of teaching and research experience between junior and senior lecturers helps the continuity of quality higher education leadership in our country."

Currently, the TCU reports that in 2009/2010, 24% of teaching staff are tutorial assistants, 35% are assistant lecturers, 16% are lecturers, 14% are senior lecturers, and only 6% and 5% are associate professors and professors, respectively (TCU, 2010).

Administrator 1 further added that "We have a demographically skewed age distribution of teaching staff in our higher education institutions. Many of our teaching staffs are inexperienced with low level masters' qualifications, while professors and PhD holders are few and not enough for the job." Although these figures are not satisfactory, there has been a huge improvement compared to early years of sixty where Tanzania had very few and insufficient number of educated people, particularly at the levels of undergraduate, masters and doctoral degrees. However, this highlights the urgent need for Tanzania higher learning institutions to recruit and deploy a new mass of motivated and more qualified lecturers, especially professors to increase the workforce and bridge the gap of insufficient teaching staff in the country. The policy maker 2 concluded that there are "too many tutorial assistants and assistant lecturers who are not adequate or capable enough for the country's higher education needs.

In responding to the need to develop policies and take serious measures that positively address lecturers' recruitment, retention and development in Tanzania, higher

education policy makers acknowledged that "teachers' retention and development is at the core of the new higher learning transformation to meet the needs of the growing demand for higher education in Tanzania."

In referring the current promotion criteria for lecturers, professor 4 noted that "teaching is weighted relatively low with research given the fact that teaching is very difficult to measure. In order to reinvent the wheel, he added that "the promotion system needs to be reviewed to take into consideration the heavy teaching workload with overloaded and overcrowded classes."

According to the Education Sector Performance 2010/11, the government of Tanzania with the support of development partners sponsored a total number of 80 teaching staff from ten public universities to study postgraduate programs at master's and doctorate levels to reduce the shortage of qualified lecturers at higher learning institutions.

Furthermore, one document reported that the government of Tanzania with support from the World Bank enabled 131 employees from 8 higher learning institutions to join postgraduate programs within and outside the country under the Science and Technology and Higher Education Project (STHEP) aimed at increasing the number and quality of graduates in Science and Technology.

Moreover professors noted that the brain drain and poor retention system, such as low wages and poor working conditions, have led thousands of qualified Tanzanians to emigrate from the country." As professor 2 noted "poor working and unattractive conditions have led to the migration of skilled human capital, including medical doctors, scientists and university professors, who are in short of supply in the country." Professor 5 further added that "low salaries and unattractive incentive packages discourage the

growth of the higher education sector." Although salaries for professors have increased

somewhat, more efforts must be made to motivate and retain more qualified people by

developing a deliberate policy for the brain gain through building partnerships and

collaborating with other developed world institutions.

Theme 3: Research and Development

       Tanzania education system invests to a limited extent in research and

development. Universities play a major role in knowledge creation and skills

development in any country. It is also a part of their core mission of teaching, researching

and providing service to communities. In terms of undertaking research activities within

universities, many respondents were of the view that poor policies have discouraged

many academicians and researchers from conducting cutting edge research and

innovation.

       The government R&D policy emphasizes "investing in education at the rate of

20% of annual government expenditure (5% of GDP), and in R&D at a rate of 1% of

GDP. "This rate as described by administrator 1 is not attainable and fulfilled to address

the national needs of improved knowledge, theory, policy and practice through research-

based solutions. Also as part of quality control and assurance mandated by the Tanzania

Commission for Universities (TCU), higher education institutions are required to write

books and publish in refereed journals. For example, in 2010/11, the ESDP reported that

25 books and 290 journal papers were disseminated as research findings in various areas,

including entrepreneurship, energy, tourism, natural and applied science, agriculture,

climatic change, engineering, governance, and democracy. However, despite these annual

achievements, the respondents blew the whistle on the lack of research capabilities, as

well as the irrelevance and inapplicability of research findings to local contexts.

Professor 3 went further by explaining that

"Dissemination and application of research-based decisions is still low. In order to develop a generation of skilled and knowledgeable researchers, we must provide adequate research funds to undertake societal needs research aimed at improving society and promoting sustainable development." It is difficult for a developing country like Tanzania to address the challenges of poverty and sustainable development when it invests only 1% in research and development. Professor 2 posed a challenging question on "why should the USA be the country with so many books? This is because writers and researchers are greatly rewarded for writing books. Anyone who writes a book to be used in schools is promoted." In addition she explained that, "Many professors and researchers in the country publish papers and write books that are not even read in Tanzania." Even the "degree to which professors are cited and actively engage in international debate and conferences are still inadequate." However, administrator 1 and 2 concluded that there are Tanzanians who are well-prepared to write books and publish papers to be used in our schools, but what is needed is "to reward the writing and publishing process."

In addition to R&D as applied to knowledge acquisition and skills development, professor 5 explained that "it is very difficult to have a desire and passion for continual learning if there is no local ability to write books and create new knowledge as most of the books are from outside." Giving an example, professor 1 noted that "during our time, a national library known as Tanganyika which is the biggest library in the country was

well-equipped and full of people studying. However, you can see many business

companies are leasing some spaces of the public library." He added that 'one may ask,

where have we failed? We should commandeer resources to produce books while

ensuring that the professional writing of books is greatly rewarded."

On the other hand, professor 5 stressed that "there must be a deliberate effort to

develop our own research manpower, research funds pool, and research capability and

innovation in the priority socio-economic sectors of the country." Currently development

partners in Tanzania (donors) such as World Bank, UNESCO, UNICEF, USAID and

CIDA contribute about 80% of funds for research and development. Sometimes these

donors need information to extract resources, such as land, raw materials and labor. This

limits the country's ownership and ability to influence important research priorities for

economic development.

The existing poor efforts, especially by the government, to inject enough funds

into R&D by allocating a budget of only 1% of GDP suggests the country's lack of

commitment and desire to accelerate responsible innovation in key areas of sustainable

development, including education, the environment, health, agriculture, infrastructure and

governance. Socially responsible innovation and creativity could expand our technical

capabilities to reduce poverty and promote sustainable development.

Theme 4: Quality Assurance and Quality Education

The maintenance and insurance of quality education depends on various

factors, including availability of resources, quality instruction, developed

curriculum and the expected students' learning outcomes the country is striving to

achieve. In explaining the realistic views of their institutions' academic standing and

confidence the general public has in the quality of their programs as well as the quality of the control system, the administrators, policy makers and professors acknowledged that, in many developing countries of Africa, maintaining and enhancing the quality of education is becoming a major challenge as it involves many dimensions. The quality of education was viewed in terms of "resources allocation in university systems", "the learning process" and "student learning achievements and skills acquired."

As professor 3 noted "most of our universities are forced to compromise their quality and academic standards due to the inadequacy and misallocation of resources." Furthermore policy maker 2 expanded that "the quality of education must be measured against the meaningful learning outcomes and intended purpose of acquiring knowledge and skills and the ability to synthesize and critically apply them for the sustainable development of the nation."

As administrator 1 pointed out "the increased demand for higher education poses a big challenge as a result of the mushrooming of private universities, which affects the relevance and quality of education." In addition, "corrupt academic practices, including examination leakage, cheating as regards the materials, plagiarism, and other irregularities before, during and after the examination that have sometimes been difficult to control as a result of the multitude of schools and students and poor management, control and supervision of the education system.

To meet the demands of the labor market and the challenges of the global economy, administrator 2 informed that, "we are constantly reviewing our curriculum and raising our standards to produce competent and capable professionals who are able to deliver top notch training, research and services to respond to the needs of the general

public and the world at large." However, the goal of meeting the challenges of global

economy sometimes involves extracting national wealth with low tax on natural

resources such as mines from Tanzanians for the profits of multinational corporations as

a result of globalization and libelization of goods and services.

To provide quality academic programs, administrator 4 explained that "all degree

programs offered by the universities in the country are fully accredited by the TCU,

which is mandated to accreditate all public and private universities and regulate the

quality of the facilities, programs and courses offered, the students admitted and teaching

staff. "

According to the Education Sector Performance Report (ESPR) 2010/11, the TCU

has assessed 140 degree programs from various universities and colleges, assessed and

accredited 300 degree certificates from foreign universities, finalized the first draft of the

National Qualification Framework and coordinated the admission of 2011/12 first-year

students under the newly established Central Admission System, in which 53 public and

private higher learning institutions were involved. This indicates continuing government

efforts and commitment to expand and ensure quality education and to significantly

increase the number of graduates and professionals needed in the country.

However, the increased demand in higher learning institutions has not been

matched by the provision of supporting infrastructure, such as teaching and learning

materials, qualified teaching staff and a structure capable of handling the challenges and

improving student learning outcomes. Therefore, maintaining and enhancing the quality

of education is becoming a major challenge as it is a multidimensional issue involving

many dimensions that need to be addressed simultaneously, such as resource allocation,

teaching and learning process, availability of qualified teachers which are affecting

student learning achievements and acquisition of skills.

Meanwhile, an increase in education access and quality should not be mistaken

for an increase in knowledge and wisdom, which cannot be measured easily and which is

greatly needed for the country to develop. It is important that quality education should

respond to individual and societal needs. It is also important for higher education to

include international networking, researching, and sharing crosscutting knowledge, while

preserving local and national culture.

On other hand, policy maker 2 clarifies that quality education also involves

student "advising and guidance to provide some academic arrangement and career paths

for students to excel and advance in their studies." This is very crucial to ensure that they

are well informed and better organized as regards to their own learning and positive

interactions in their academic lives. Guiding and advising students was viewed as

"assistance," "support" and "counseling" designed to help students excel in their

academic life. This involves unspecialized counseling and assistance being given to

students, particularly undergraduates, in education and course management, career

planning, decision making and academic adjustment.

When explaining the system of advising and guiding students, professor 4

reported that there is no "system of advising students in higher learning nowadays, as

students are taking care of themselves." "There are poor academic arrangements for

guiding and advising students regarding their career and academic lives." For example,

professor 1 reflected that one of the qualifications for the Dean of students was to be a

teacher by profession. He added that "Few of our teaching staffs have received proper

training in guiding and counseling students." Administrator 1 informed that "nowadays there is no clear background or qualifications for someone to qualify as the dean of students."

Professor 5 noted that there exists "weak academic guidance and mentoring system, especially for undergraduate students who are in great need." Even some graduate level master's students are not well-prepared to handle the challenges of the labor market in the global economy. Professor 3 pointed out that "Few efforts are made to prepare and enable even graduate students to face the world of work including knowing the technique and process of job interviews." This can partly be due to poor mentoring and support for teaching staff as a result of poor funding, misallocation of resources and poorly trained human resources, as few of our instructors have had formal training in advising and counseling. In terms of student satisfaction in the sixties, Policy maker 2 indicated that students always complain. However, what differentiated the current students from them is the type of complaints, She explained,

> We didn't protest and complain about the basic things students protest and complain about nowadays such as allowances, food and books. I remember we once wanted to vote out our dean of students because we wanted a new TV". In addition, she noted that "we had student advisors who listened and cared, hence improved teaching and learning and overall quality of education.

To manage effectively the growing challenges of poor quality, policy makers have to design and execute a comprehensive and broad-based program for the recruitment, retention and development of teachers. In other words, preparing and ensuring a well-equipped and skilled university teaching staff requires the commitment, political will to

appreciate that the purpose of higher education in a country is sustainable development. Unlike in the fifties, when many challenges were clearly labeled in terms of political ideology, today's challenges are characterized by uncertainty and ambiguity because of globalization that requires policy makers to think outside the box in order to have a functioning higher education system in place. The quality of education is a national concern that must requires a coordinated effort of the government, higher learning institutions, civil societies and NGOs.

Theme 5: Human Rights Education

Human rights education is a cornerstone of all other human rights and essentially helps to achieve individual freedom, empowerment and sustainable development. These are standards and practices that protect and enable human beings to live in peace and dignity. These are outlined in various United Nations treaties and conventions, such as the Universal Declaration of Human Rights (1948), the International Covenant on Economic, Social and Cultural Rights (1996), the International Convention on elimination of All forms of Racial Discrimination (1963), the Convention on Elimination of All Forms of Discrimination Against Women (1981), the Convention on the Rights of Child (1989), and the Declaration on the Rights of Indigenous People (1994).

As expressed by many respondents, human rights education in higher education was viewed in terms of the provision and accessibility of education services to accommodate a wide range of learners. In addition, human rights education was expressed in terms of inclusive and equitable opportunities for people to participate in and benefit from education despite differences in sex, socio-economic status, or physical

ability. In this regard, professor 5 stated that human rights in higher education "involves recognition of education as a basic human right", and "equitable opportunities to access and participate in higher education."

Furthermore, human rights education was seen by professor-2 as a process towards "equitable ownership and control of the learning process and outcomes from participation in higher education programs." Professor 1 stressed out that "we are striving to ensure that both students and teaching staffs are able understand and critique their own and organizations' actions from a human rights angle."

More importantly, human rights education was discussed in terms of removing admission barriers and overcoming challenges to accessing, participating in and benefiting from higher education, while providing individuals and communities with the knowledge, skills and attitudes that promote and protect human values and dignity. As administrator 2 puts it, "Human rights education should provide a critical social consciousness and empower marginalized groups such as women and people with disabilities to achieve their full potential."

In recognizing the need to bridge the gap and promote human rights, many universities have introduced special admissions criteria to enable disadvantaged and under-represented groups, such as women and people with disabilities, to access higher education. Administrator 1 pointed out that, "the University is implementing affirmative action, whereby female candidates are admitted with lower points than male candidates."

Although some progress has been made to improve women's access to higher education, professor 1 noted that "there are still socio-economic, political and cultural challenges preventing women from accessing higher education opportunities, especially

science programs". For example, the Tanzania Education Sector Analysis (2011) reported

that higher education teaching staffs are predominantly male, and female teachers

account for just one fifth of higher learning institution teachers in 2009 to 2010.

As part of comprehensive plan to bridge the gender in-equality and gender

inequity, data on the enrollment of women students in Mzumbe University indicated that,

in 2010, women were given a 10% quota, accounting for 52% of all students,

representing a female-male student ratio of 43:57. This increase in the percentage of

female admissions represents a ratio of approximately 2:1 in line with the strategic plan

of MU, conforming to the MoEVT directive on gender equity, which is also in line with

the MU goal of increasing the female-male student ratio to 50:50 by 2012.

In addition to the joint efforts to bring about gender equality and equity, policy

maker 1 reported that "other ministries, such as the Ministry of Community Development,

Gender and Children, have introduced scholarships for women in higher education as a

deliberate effort to increase access and bridge the gender gap." Similarly, "many gender

activist groups have played an active role in informing people and raising their awareness

of the importance of gender equality and equity in universities."

Another reported effort by professor 3 to bridge the gender gap was "the

introduction of preferential admission criteria, whereby female students, whose high

school GPA and matriculation points were lower than those of male applicants in all

institutions, were able to qualify." However, despite these remarkable efforts to address

gender equity, the gender gap has only been reduced quantitatively, but there still exists a

gender gap in qualitative terms. It is also a big challenge to reach 50-50 percent of higher

education enrollment of males and females in science courses because of various factors

that inhibit girls' enrollment in sciences subjects at the lower education level because

girls tend to perform worse than boys due to various sociocultural reasons .

In contrast, data based on a sub-sample of 13 universities showed that female

students outperformed male students at master's degree level in 2008 (Table 2). This

clearly shows that when girls are supported and empowered, can perform better like boys

from lower to upper education levels.

Table 2. Percentage of Distribution of University Pass Scores by Type of Awards and
Gender.

	1st Class		Upper 2nd		Lower 2nd	
	Male (%)	Female (%)	Male (%)	Female (%)	Male (%)	Female (%)
Certificate	0.6	0.9	0.3	0.3	0.3	0.6
Ordinary Diploma	5.1	4.7	28.2	19.8	35.9	29.2
Advanced diploma	-	-	33.9	33.3	59.7	42.9
Bachelor's	2.2	1.4	39.0	34.6	53.1	58.1
Postgraduate diploma	-	-	3.5	4.3	2.8	2.9
Master's level	0.2	-	1.1	5	0.2	6.3
Doctorate	-	-	-	-	-	-
Total	1.9	1.3	31.1	27.5	42.4	45.8

Source: TCU 2008.

The participation rate of people with physical disabilities in higher education in

Tanzania is still the lowest among African countries as higher learning institutions have

not established deliberate policies to include people with disabilities. During the five

months' observation at MU and UDSM, I only saw two students with physical disability across the campus. Thus, gender equity and inclusive education interventions are not being extended to a wide range of disadvantaged groups.

THEME 6: Higher Education for All

The increased demands of global economy and job market have forced Tanzanians to continuously upgrade their knowledge and skills through increased access and enrollment into higher learning institutions. With the rapid pace of scientific invention and global market forces, the constant upgrading of skills through lifelong learning is crucial. This is important for building a well-informed and knowledgeable nation that is able to handle its daily and future challenges. In response to this, the government has established vision 2025, aimed at creating an informed and knowledge-based society. Other steps involve many universities that have "established evening programs to cater to non-traditional students, such as full-time employees and mature students who cannot be released by their employers as well as students who cannot afford the costs of full-time programs." Administrator 1 stated that "the university like many other universities in the country offers short courses in various branches, such as finance, management, commerce and banking relevant to the economic sector, involving seminars, specialist workshops and in-service training courses."

However, policy maker 2 indicated that "our higher education policy does not adequately promote lifelong learning as articulated in the Tanzania vision 2025, that of creating a learning society." "Most of today's workforce is concerned more with enhancing their careers and getting a salary, but there is no culture of learning, and even in their jobs people have limited knowledge beyond their areas of expertise." Professor 3

also reported that "the use of local environment and creativity to enable learners to develop competencies and be self-directed learners is still low."

In the same way that the traditional British education system provided education to only a few Tanzanians, the current admission criteria prevent some Tanzanians from participating in and enjoying the benefits of higher education for all. Administrator 2 went further describing that "all higher learning admissions are based on academic merit, but some senior government officials, executives, CEOs and other important people with vast experience are denied access to higher learning institutions through the traditional admission channels." He referred to this as the "primitivism of the learning system in Tanzania", as many other established universities, such as Harvard, have room for these people to try to get something out of them through the sharing of experiences, classroom exchanges, interviews and publications. "Still our higher learning system does not think it needs to respond to the changing needs of Tanzania." For example, he explained how one parliamentarian and Regional Commissioner were denied admission to a degree course because he had no formal qualifications. It is important that access to higher education should be open to everyone, but not just because they are rich or "important" while other people are subjected to the rules.

Professor 1 cautioned that, "Knowledge is at risk as our education does not nurture the ability of our students to read and learn. Most of our students do not know how to express themselves and do not use dictionaries to learn new vocabulary." "Even in the job market, people are more interested in enhancing their career and increasing their salaries." Professor 5 noted that, "people have limited knowledge apart from their areas of expertise." However, the policy maker 1 acknowledged the ideological shift in

the purpose of higher education in Tanzania as nowadays higher education has been extended to many people. As he explained "immediately after independence and establishment of the first university in Tanzania, education services were provided free for those few who were selected to pursue a university education." However, now there is no free education as students are required either to contribute or pay all of their educational costs.

Policy maker 2 noted that the establishment of the Higher Education Students Loan Board (HESLB) in 2005 has increased access and enrollment of many Tanzanians into higher learning institutions by providing government interest-free loans. This cost sharing and public-private partnership policies is reported to have successfully tackled both efficiency and equity in higher learning institutions (URT, 2011). Based on the experience and operations of the HESLB, administrator 1 stated that "many challenges have been identified that were a bottleneck to the successful financing of higher education."

As administrator 2 explained, "the introduction and expansion of student loan schemes have enabled more Tanzanians to access and participate in higher learning institutions. This comment/ perception is supported by the Education Sector Analysis (2011), which indicated that the Higher Education Students Loan Board (HESLB) provides up to 81% of all student loans. The increased number of students since 2005 is a clear indicator of how the government is striving to foster higher education for all its citizens." In one of the 2006 Graduation addresses, the Vice Chancellor of UDSM, the biggest and oldest university in Tanzania, stated that "with all the efforts made to expand the intake each year, the numbers of qualified applicants who do not get admission are

large. For example, in the academic year (2006/2007) there were 16,018 applicants

(37.8% were female) but only 7,548 were admitted, which is only 49% of the total

number of qualified applicants" (www.udsm.ac.tz.news_grad_speech _2006.phd). The

HSLB has continued to increase the number of students who obtained government loans

for higher education from 91,568 in 2011 to 93,176 in 2012.

Similarly, policy maker 1 confirmed that, "there exist budget shortfalls and

financing gaps in most education institutions in the country". Respondents suggested that

the government should allocate resources equitably across all education levels. For

example, administrator 1 explained that, "the unequal distribution of the education budget,

whereby more than 50% goes to higher learning institutions, hinders the performance of

low and mid-education levels, such as primary and secondary schools, which are the

foundation for successful university progress." In addition, "it is important to note",

explained administrator 2, "that the biggest share of the budget allocated to higher

education goes on students' loans; hence other areas of higher education are also

affected."

Traditionally, access to education was viewed as a privilege and not a basic

human right", which was provided to only a few selected people for the betterment of the

whole community, as articulated by the first chancellor and first president of Tanzania,

Julius Nyerere. Currently, "the higher education for all slogan has not yet been realized as

many people are still prevented from enjoying and accessing higher education, including

people with disabilities." For example, when conducting field observation, I barely saw

two people with physical disability. This is essential for planning and ensuring quality

education for all.

With all the efforts made to expand the intake each year, the number of qualified applicants who do not get admission is large. Even the newly established criteria to determine the eligibility of student loan seekers based on the tuition and fees of the secondary school they attended (apart from other criteria based on merits, such as high school performance results and students' field of specialization) prevented millions of poor Tanzanians from benefiting, as well as accessing higher education as some of them could have secured financial aid and scholarships in their secondary education. The HESLB believes that students who attend expensive private secondary schools can afford to pay for their own higher education needs, which is not always the case. It is reported that less than 10% of loan recipients come from the poorest quintiles as a result of the board's established criteria based on merits and other factors. As a result, many poor students are disqualified from higher education loans despite their financial needs.

As part of a comprehensive plan to address some of these challenges, respondents proposed the expansion of alternative funding for higher education and improvement of higher educational funding mechanism to identify and benefit the poorest students. These mechanisms as suggested by policy maker 1 involve restructuring of the current HESLB, which provides students interest-free loans paid into the Higher Education Student Bank by offering low students interest loans. This has proved successful in Nigeria through the establishment of the Higher Education Bank (HEDUBANK) to match the situation of global economy. In addition, policy maker 2 stressed that "the government must develop a clear strategy and enforcement mechanism to recover student loans at more than the current rate." Only 3.2 billion Tanzania shillings (6.3%) are estimated to have been

recovered out of the TZS 51 billion lent (HESLB, 2011). Therefore 94% of borrowers are defaulting on their loans due to weak enforcement mechanism to recover the issued loans.

However, going from zero interest loans to low interest loans will be a huge change that will affect the majority of poorest people especially in rural areas. Further, the idea of enforcing repayment is also a problem if all people do not have access to jobs, particularly decent well- paying jobs. For example, the Federal Reserve Bank of New York reported that right now student debt is the largest debt in the US (roughly $ 1 trillion), even greater than all credit card or auto debt and second only to mortgage debt in the USA (more detail from http://www.newyorkfed.org/householdcredit). It is a huge challenge that policy makers in Tanzania should critically analyze the student loan-policy implication as the terrible situation in other western universities, such as the US demonstrates.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The Tanzanian higher education system is faced with a number of challenges including insufficient and inadequate teaching and learning materials as well as a dire shortage of qualified teaching staffs. In the fifty years since independence, the country has experienced an increase in the population and an expansion in enrollment in its higher learning institutions. This has been marred by deterioration in the quality of education with limited capacities for efficient and effective use of ICT-integrated pedagogy to improve the production, management and dissemination of knowledge to respond positively to the society's needs.

There has been considerable transformation of many new universities since 1961 from elite to mass higher education, as shown in table 4 below, a dramatic improvement in expansion, access, equity and affordability in higher learning institutions for many Tanzanians. However, this has not been matched with increase of resources to provide opportunity for Tanzanians to attend and succeed in pursuing university degrees and programs as indicated in the various reports and studies such as the Education Sector Analysis Report (2011) and Basic Education Statistics in Tanzania (2011).

Table 3. Overall Performance in Higher Education.

Indicator name and description	Baseline date	Indicator value	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	Remarks
GER Higher education	2005/06	0.27%	1.22%	1.23%	2.5%	5.3%		Upward trend
Total higher education student enrollment	2005/06	40,993	75,346	82,428	95,525	118,951	139,639	Upward trend
Percentage of female students in higher education	2005/06	32.5%	32.3%	32%	33.3%	35.5%	35.8%	Upward trend
Number of students provided with loans	2005/06	42,729	51,772	55,668 M=66% F =34%	58,841 M=64% F=36%	72,035		Upward trend

Source: ESPR 2009/2010 & BEST MOEVT, 2011

Similar to other studies that have identified achievements, challenges and prospects of higher education in Africa (World Bank, 2003; ESA, 2011) where many developing countries are faced with dynamics and challenges in relation to quality, relevance, funding and access to higher education, responding to the needs of society has been a major challenge. This study found that the expansion in the number of universities and student enrollment coupled with inadequate facilities, misallocation of resources and insufficient funding has negatively affected the quality of students' learning outcomes and their inability to acquire meaningful competencies, attitude and values, and be responsible productive members in the society. Good quality of education, as emphasized in the study by respondents and other research findings, including the World Bank, is central for the realization of sustainable development and fight against poverty.

Given the importance of quality assurance and quality education in the higher learning system, this study found that government of Tanzania continues to strive and implement human rights measures to improve the quality of inclusive education and increase access and enrollment into higher learning institutions for all. This is integral to the right of all learners to an education that meets basic learning needs, and to society's goal of a citizenry with the skills, knowledge and values for a more peaceful and inclusive society.

Although Tanzania recognizes the importance of higher learning institutions as the source of knowledge and catalyst for its socio-economic growth and independence, and has ratified many treaties and policies that uphold the right to quality education, there are still many obstacles toward achieving the lifelong higher education for all to widen thoughts, ideas and practices beyond university and job requirements.

Much evidence, including the UNESCO report (2013) suggests that "every dollar invested in education generates up to US$ 10-15 in returns while each year of schooling generates a 10% increase in income and 1% increase in a country's GDP. However, the access to and the provision of higher learning education is still limited to a few Tanzanians because of poverty. The Tanzania Higher Education Students' Loan Board (HESLB) provides up to 81% of all higher education student loans in the country and only less than 10% of the higher education students loan recipients come from the poorest quintiles (ESA, 2011). As many policy statements indicate, there is a potential for a large number of Tanzanians to benefit from quality higher education. These findings indicate that the delivery of higher education services is a collective responsibility involving both public and private sectors. With all the efforts made by the government and private

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sectors to expand university admission each year, the number of qualified applicants who do not get university admission and excluded from higher education is large. Although there have been significant improvements in gender parity in access to higher education, the number of female students, particularly those who are enrolled in the field of Science, Technology and Engineering and Mathematics (STEM) are still low because of poverty, discrimination and inequity based on factors ranging from cultural, gender, and status. This finding supports the conclusion reached from other research findings that indicate that gender-based discrimination, poverty and cultural norms still remain the most difficult obstacles to accessing quality higher education in Tanzania (URT, 2009; Lihamba, Mwaipopo, & Shule, 2005). This contrasts dramatically with the Ministry of Education and Vocational Training's directive on gender equity and MU strategic goal of increasing the female-male student ratio to 50:50 by 2012.

Further the higher learning institutions have limited access for non-traditional groups contrary to UNESCO and General Conference on higher education that call for universities' admissions not only to consider individual academic qualifications , but also individual's experience, achievements and publications.

As many studies have shown, including the report of the Commission for Africa (2005), this study found that universities' promotion of lifelong learning opportunities to link and respond to people and society's needs is the right path towards creating the knowledge workers to function effectively in the competitive global economy. This has precipitated the increasing need and support for teaching and learning materials, fully prepared and sufficient number of motivated qualified teaching staff and conducive and attractive incentives to strengthen faculty's efficiencies and productivity in terms of

teaching, researching and community services as well as supporting learning and skill development as indicated in the country's Higher Education Development Programme (HEDP) 2010-2015. However, the country is still wallowing in extreme poverty and inadequate higher education needs that depend on insufficient government support as indicated in many studies and documents such as Tanzania Education Sector Analysis Report (2011). In addition, more emphasis has been placed on increasing access to higher learning institutions without taking enough consideration of the student positive learning outcomes.

The response to the need to transform the country's higher education has been inadequate, as it is still characterized by lecturing and rote-learning, with little impact on improving the students learning outcomes and socio-economic conditions of most Tanzanians. This finding is similar to the study conducted by the World Bank 2011 which revealed the same challenges of providing higher education services in the Middle, East and North Africa, including Tanzania. This has also been a significant concern for many policy makers, administrators, politicians and other educationists in Tanzania.

For education to be an emancipation tool for socio-economic development in Tanzania, the World Bank (2003;2011) emphasizing that higher education must provide a critical mass of skilled and knowledgeable people who are able to think independently, synthesize skills and knowledge and critically analyze the education input, process and learning outcomes needed for the knowledge society in 21st century. This also requires higher learning institutions to act as an integrated and uniform system between themselves, community felt needs and national priorities, such as education, health, transportation, environment, water, and agriculture sector which suffer from insufficient

qualified and trained expertise, particularly in rural areas where the majority of Tanzanians reside.

In an increasingly internationalization of universities, globalization of professions and people, the national policy systems are becoming more difficult to be implemented (GUNI, 2007). Most universities are aware of these trends and are now establishing networks and partnerships while harmonizing country's policy frameworks and higher education structure to be able to function effective in the global knowledge era. This study acknowledges that the impact of globalization on higher education and policies has resulted in tremendous demands toward universities as promoter and producer of knowledge while rapidly declining emphasis on the broader purpose of education to focus on justice, democracy, peace and society empowerment to effectively address poverty reduction and promote sustainable development.

In conclusion, the success of higher education enterprise in Tanzania requires increased commitment and political will, a resourceful teaching staff and resource mobilization to re-design and implement appropriate policies and practices for lifelong higher learning for Tanzanians. These findings portray several challenges and opportunities and raise new education demands with respect to the provision of the quality higher learning services as a basic human right and the foundation for sustainable development as a corner stone towards human development, economic development, peace and security, especially in rapidly changing societies and technologically advanced global economy.

Understanding and effective implementing of specific evidence –based intervention are required towards achieving quality higher education for all, including the

ability for Tanzanians to utilize and control economic and cultural globalization as well as think beyond education prison through critical and self-reliance education. This will enable them to solve socioeconomic and political challenges confronting the country in align with the World Declaration on Higher Education (199) to which Tanzania is committed itself.

<div align="center">**Limitations**</div>

This study was based on only two large urban universities, namely Mzumbe and Dar es Salaam in Tanzania. Studying of University students with learning disabilities was beyond the scope of this paper suffice.

Despite the many positive aspects of a qualitative study, one may criticize it for lacking generalization from the study sample to the entire population. It could be further argued that the study is difficult to replicate as future researchers may not have access to the same subjects, and if other respondents are used, the results may differ.

Although generalization is not the primary concern of qualitative research, "this does not mean that qualitative studies are never generalizable beyond the setting or informants studied" Maxwell, 2006, p. 115). The generalization of the study was not based on explicit sampling of some defined population to which the study can be extended, but on the development of a theory that can be extended to other cases to explain the transformation of higher learning in Tanzania over fifty years. In addition, the study is limited to the extent that it is based on the researcher's interpretation of one set of qualitative data pertaining to the higher education system in Tanzania.

To minimize the problem of bias that could result when someone wants to understand the challenges and opportunities of fifty years of higher education in Tanzania,

the study would require the collection of more data involving stakeholders at all levels representing the characteristics of all higher education institutions.

Recommendations

Based on the findings, the study offers the following recommendations to improve and strengthen policies for the provision of the higher education services of teaching, research and community service, as well as advancing the frontiers of skills and knowledge for the sustainable development of Tanzania.

Strengthening the public- private partnership (PPP) for enhanced teaching and learning including increase the budget allocated to R&D. However, research funds that are taken from private sectors should be carefully screened for requirements that will be harmful to Tanzanians. This should go hand-in-hand with universities creating their own research, innovation and development budget through developing research infrastructure, training and strengthening research capacity and access to ICT to facilitate the teaching and learning , especially on poor and marginalized people.

The universities should strengthen and expand links and collaboration with public and private production sectors through joint research activities, joint development of products and services and joint capacity building and dialogue to improve business re-engineering for the public goods. However, the universities should be careful on productions that externalize all the waste products, toxins, and destruction that create problems for the environment and people's health.

The government and higher learning institutions should strengthen and increase the recruitment and retention of qualified lecturers through provision of incentives and improvement in teachers' working and living conditions

Expand the provision of special needs and inclusive education and strengthen the curriculum that is embedded along the lines of gender equity and the equality of disadvantaged groups such as people with physical disabilities and other marginalized tribes, such as Maasai who have not been able to take advantage of education due to various cultural practices. However this is an area that needs to be more studied.

The government, NGOs and higher learning institutions should conduct sensitization and public outreach programs to increase political awareness of and commitment to education through improved planning capacity, implementation, and in-depth comprehensive evaluation of the whole education system in Tanzania.

Higher learning institutions should enhance involvement of communities, NGOs and other higher education stakeholders' cooperation to improve the higher education funding mechanism, strengthen and diversify higher education financing sources while identifying and benefit the poorest students. This involves a restructuring of the current HESLB, which provides student interest-free loans to offer low interest student loans while developing clear strategy and enforcement mechanism to recover student loans at more than the current rate as only TZS 3.2 billion (6.3%) are estimated to have been recovered out of the TZS 51 billion lent.

Improve and increase resources for conducive teaching and learning through buying teaching facilities, developing evaluation techniques and having more practical lessons for large classes which will increase adoptability by the labor market while addressing the critical problems facing Tanzanians.

University curricula and teaching methods need to be constantly reviewed and improved to match the growing demand of national developmental needs and the challenges of the global economy

Improve assessment and evaluation of students' academic performance through developing multiple assessment tools that are based on a student-centered approach rather than examination-oriented assessment. This should involve planning in advance for larger classes so that faculty members do not talk for the whole 3-hour session.

Involve lecturers and students in engaging together in productive learning and research activities, because students as the cornerstone in higher education should participate in the planning and decision-making process of organizing these activities. It was noted during the interview that no research has been done with the collaboration of lecturers and students.

Improve gender balance in higher education through increasing the enrollment and participation of women in higher education, particularly in science subjects.

The higher learning institutions should increase the number of qualified teachers through developing partnerships and collaboration with various universities, as well as the private and public sector, and strengthen ways to tap the skills and expertise of its people abroad through improving working conditions, governance, and compensation. According to the UN Economic Commission for Africa and the International Organization for Migration (IOM), Tanzania being no exception, it is estimated that since 1990 at least 20,000 people leave the continent annually and only 5% of graduates in western countries return to Africa.

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