



1998

Higher Education Policy

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This policy outlines the development of a new administration to deal with the demand for and changes to Tanzania's Higher Education System.

In fact, until 1992 there was no clear policy regarding higher education. As a result, the Ministry of Science, Technology and Higher Education was charged with developing a systematic approach.

Poor coordination and under funding of higher education led to:

- mushrooming of small training centres and institutions;
- duplication of programmes and awards;
- lack of clear distinction between qualifications from university and vocational institutions;
- lack of legal framework for establishing institutions and certificates;
- low enrolment;
- gender imbalance which favored boys.

Two other major concerns at this time were;

- Higher education was not suitably matched to the societal changes that were taking place in politics, culture, economics and demographics.
- The imbalance in favor of liberal arts and low admission for Science and Technology.

Policies were outlined to address most of these concerns and specific commitments were made.

General

The policy suggestions generally focus on financial changes to education as well as reacting to market demands and encouraging a create level of autonomy and cooperation between academic institutions. There is a suggestion of increasing the role of the private sector throughout the document.

Some of the specific commitments outlined in the policy included:

- Distinguish between types of institutions. Encourage development of lower level facilities and poly-technics as well as private and public educational institutions. Private institutions can be in partnership with the government.
- Expand student enrolment “five-fold” by 2005 as well as 600 scientists / engineers by 2005: “the education sector should be given priority in allocation of resources by the government”.
- Re-allocate resources and encourage sustainable investment. A basic level of resources should include human resources and committed staff (especially academic staff), as well as: “adequately furnished theatres / lecture rooms, libraries, computing centres, laboratories, workshops and sports facilities”.
- Rectify gender imbalance, especially in sciences, mathematics and technology.
- Commitment to re-train staff to acquire specialised skills, which would vary in “quality and quantity” depending on the institution.
- Employ staff on 2-3 year renewable contracts.
- Higher Education Accreditation Council to be responsible for employing all Principal Officers in an open and fair system. Also responsible for accrediting examinations.
- Retirement at age 60 for voluntary academics and compulsory age of 65 for paid academics.
- Contract out services to introduce medical schemes in academic institutions.
- Sourcing varied contributors for financing higher education, although: “The government shall continue to play a prime role in the provision and financing of higher education”.
- Increase economic responsibility of government in direct costs of education whilst students should contribute for their indirect costs. (Students would have to pay for exam fees, tuition, meals, books / stationary, registration fees, field expenses, application fees, union fees.)
- Create a proper system of “legally fortified student loans” run by the government and institutions. Private schemes will also be encouraged. The Government Students Loan Scheme will be reviewed periodically. Repeating students cannot apply and all students must be under 40 to benefit.
- Encourage participation of private sector in funding schemes and education.
- Cuccicula emphasis on Science and Technology, as well as maintaining importance of agricultural training. Introduce incentive schemes for scientists and technologists to encourage research and “contribution to society”. Increase public investment to encourage innovation in science and technology.

Conclusion

The policy also details the options involved for loans, awards, further details on the role of the private sector, studying abroad and work-study programmes. The paper outlines at great length who is responsible for what area of the policy within society and within government. Ministries and internal institutions are given roles with the majority of responsibility going to the newly created Higher Education Accreditation Council and Higher Education Act providing the framework for practical implementation of these changes. There is no role specified for social players, such as non-governmental organisations.

One paragraph outlines that: “emphasis shall be directed at cost sharing and power sharing with private organisations, individuals, non-governmental organisation and communities who will be encouraged to take an active role in establishing and maintaining institutions of higher learning. Students will have to contribute for their education”. (Students would have to pay for indirect costs - see above.)