

Country report on the status and needs of Higher Education in Tanzania

**Preparatory study for a Higher Education Cooperation Programme between
the EU and ACP (Africa, Caribbean and Pacific) countries**

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1.- Identification of the overall framework of co-operation

1.1- Political and socio-economic context

History

Mainland Tanganyika and its island neighbour Zanzibar, located in eastern Africa, became independent in December 1961 and December 1963, respectively. In 1964 the two formed a union known as the United Republic of Tanzania. The president of Tanganyika, Mwalimu Julius Nyerere, became the first president of the Union.

Following the Arusha Declaration in 1967, Tanzania pursued a specific brand of “African Socialism”, which was supposed to combine egalitarian concepts of traditional African societies with modern socialist ideas. Main elements were the villageisation programme, state control of commerce and industry and free public health and education services. These policies resulted initially in an impressive improvement of social indicators, but had a long-term negative effect on the economic development. Due to a combination of external factors (e.g. “oil crisis”, war with Uganda, deterioration of terms of trade) and internal factors (e.g. poor management of public enterprises and services, disincentives for investment, misuse of public funds), the economy and public services experienced a prolonged crisis, starting in the late 1970ies. As a result, living conditions declined and macroeconomic imbalances got out of control.

In 1986 the newly-appointed Mwinyi Government embarked on a broad-based Economic Recovery Program under the auspices of the International Monetary Fund (IMF) and the World Bank. This was reinforced by an Economic and Social Action Program in 1989.

Under these two programs, the government worked to dismantle the system of state controls and promote private sector expansion—including liberalising the trade and exchange system, eliminating price controls and most state monopolies, and opening the financial sector to private sector participation. Rehabilitation of key infrastructure was also made a priority, particularly roads, railways, and ports.

The economy responded to these reforms, recovering at an annual growth rate of 4 percent over 1986-94. In 1995-96, however, the reform process fell off track, resulting in lower growth and higher budget deficits. The worsening macroeconomic situation led to deferment of World Bank and IMF programs and an interruption of balance of payment assistance from several donors.

The Mkapa Government, which came into power in November 1995, represented a break with the past and the President moved quickly to reach an agreement with the IMF and the donor community. A comprehensive reform agenda was developed, including a civil service reform, and a health sector reform. Social services like education and health were given high priority and poverty reduction has become the overall objective as evidenced in

the Poverty Reduction Strategy Paper. As a result, Tanzania has gained a considerable debt relief as part of the Highly Indebted Poor Country (HIPC) initiative. A considerable part of the HIPC funds is being invested in primary education.

Demography and Economy

Covering an area of 945,000 square kilometres, Tanzania had a population of about 34 million in 2002, growing at about 2.2 percent a year. Life expectancy has recently started to decline due to the HIV/AIDS epidemic and stands at 49 years. It is one of the poorest countries of the world. Per capita income is estimated at about \$270 per year. The economy is heavily dependent on agriculture (primarily, coffee, cotton, tea, cashew nuts, sisal, maize, rice, wheat, cassava, and tobacco), which accounts for about 45 percent of GDP, provides 85 percent of exports, and is by far the largest employer. Topography and climatic conditions, however, limit cultivated crops to only a small fraction of the land area. Industry accounts for some 16 percent of GDP and is mainly limited to processing agricultural products and light consumer goods. The mining sector, especially gold, has seen rapid development and large foreign investment in recent years. A number of large mines have recently started their operations making Tanzania one of the largest producers of gold. Tourism has also shown significant growth in recent years. The service sector and the informal sector are an increasingly important source of employment.

The Mkapa Government has focused on improving fiscal performance and instituting structural reforms. These encompass: (i) building administrative capacity for improving development management; (ii) maintaining a stable fiscal stance and using public resources more efficiently; (iii) promoting the private sector by deregulating investments, and divesting parastatals; (iv) providing greater support for primary education and basic health care, and reducing allocations for low priority activities; (v) supporting the development of basic infrastructure, especially to give impetus for rural agricultural development; and (vi) restructuring the financial sector to respond to the needs of the private sector.

Overall the Mkapa Government has sought to ensure macro stability maintenance, with increased allocations to social/priority sectors. The combination of government-led reform and development assistance has resulted in a real GDP growth rate averaging about 5.3 percent during the last four years. This is a strong result considering the adverse weather conditions prevailing during that period and reflects strengthened macroeconomic and structural fundamentals as well as a greater flexibility of the economy in responding to shocks. A large number of the distortions that existed in the 1990s have been dealt with - markets are freer and the public sector is smaller. Headline inflation is also down from over 30 percent ('95) to under 5 percent. Real GDP growth was 5.6 percent in 2001 and is projected to increase to 5.9 percent in 2002, with the agriculture and tourism sectors as the driving forces.

Political Context

Tanzania continues to enjoy political stability, and has assumed a leadership role in regional cooperation under President Mkapa. After three decades of one-party rule, a multi-party system was reintroduced in the early 1990s. The ruling Chama cha Mapinduzi Party (CCM) won both presidential and parliamentary elections in 1995 and 2000 with a wide margin over the opposition. The next elections are to be held in 2005. The government has made efforts to fulfil its election pledge to fight corruption and to continue policies emphasizing economic stability and liberalization aimed at growth and poverty reduction.

Development Picture/Donor Coordination

The World Bank and other donors fully endorse Tanzania's poverty reduction agenda defined in the Poverty Reduction Strategy (PRS), which was presented to the World Bank and IMF Boards in 2000. The PRS was developed through a participatory process and identifies the following key policy objectives:

- reducing income poverty
- enhancing human capabilities, survival, and well being; and
- achieving and sustaining a conducive development environment.

One of the key challenges in achieving sustainable improvements in poverty indicators derives from still rising numbers of HIV infections (about 12 percent of the adult population is HIV positive). Aside from its direct impact on poverty related indicators, this will also have dire consequences for the productive labour force and hence growth. Tanzania's GDP could be 15-20 percent lower by 2015 due to the HIV/AIDS epidemic compared to a situation without HIV/AIDS. Government has been slow in putting in place effective HIV/AIDS programs and appropriate institutional arrangements have been established only recently.

Other key constraints to the implementation of the PRSP reform programs include inefficient land and labour markets, slow progress in the privatisation of the utilities and infrastructure, corruption in the administration and judicial system, and limited human and physical capacity.

Recent developments with regard to donor assistance include the gradual move from project support to program and budget support. Donor supported sector development programs are in place for the health and the education sector and in the final stages of preparation for agriculture and roads.

Numerous bilateral donors are very active in the social sectors, public sector capacity building, civil service reform and governance issues. There are also a large number of non-governmental organisations working in Tanzania. At the September 2001 meeting of multilateral and bilateral donors (the Consultative Group, CG), held in Dar es Salaam, donors pledged about US\$1 billion for the fiscal year.

1.2- Presentation of the system of higher education

Institutions of higher education

According to the definition of the Tanzanian Ministry of Science, Technology and Higher Education (MSTHE), higher education is provided by full universities and non-university professional training institutions, namely technical colleges. While universities offer undergraduate and postgraduate degrees up to PhD level, technical and professional colleges offer undergraduate advance diplomas. The oldest University and still the most important is the University of Dar es Salaam (UDSM). This university was founded in 1960 as affiliate of the University of London, became part of the University of East Africa (with Makerere and Nairobi) in 1962 and finally the UDSM after the breakdown of the East African Community in 1970. Additional public and private universities have been established, such as the Sokoine University of Agriculture (SUA) in 1984 and the Open University of Tanzania, one of the few African distant-learning universities.

Table 1 gives an overview of public and private Universities including number of students and graduates in the year 2001/02:

Table 1: Public and private Universities in Tanzania, academic year 2001/02 data

University	No of students	Output undergraduates	Output postgraduates
<i>Public Universities:</i>		2358	298
University of Dar es Salaam	6117	1290	208
Sokoine University of Agriculture	2051	315	61
Mzumbe University (Business administration, management)	1065	371	
Muhimbili College of Health Sciences	898	94	27
University College of Lands and Architectural Studies	786	175	0
Open University of Tanzania (distant learning, only)	5195 (part-time)	113	2
<i>Private Universities:</i>		239	11
St. Augustine University	404	144	0
Tumaini University	363	97	11
Others*	303	98	0
*Tanzania Adventist College, Waldorf College, Hubert Kariuki Memorial College, International Medical and Technological University, Zanzibar University			

The non-university institutions of higher education include 3 technical colleges under the MSTHE (Dar es Salaam Institute of Technology, Technical College Arusha and Mbeya Technical College) with a combined enrolment of 2203 students and output of 787 graduates per year.

There are a further 12 colleges attached to other ministries such as the Mweka Wildlife College, schools of accountancy, Tanzania School of Journalism and the Institute of Finance Management, the latter being the largest with ca. 1000 students. The others cater for around 150-250 students, each.

Higher Education Policy

Until 1992 there was a lack of a common concept and a definition of higher education in Tanzania and all sorts of training institutions started to mushroom. Recognising the public and private demand for personnel with higher qualifications and the need for coordination and standardisation, the Ministry of Science, Technology and Higher Education (MSTHE) was created in 1992. A new policy was formulated in 1999 (National Higher Education Policy, 1999) which emphasises the following aspects:

1. Strengthening the Higher Education Accreditation Council, founded in 1995
2. Increasing student enrolment according to internationally comparable student:staff ratios
3. Addressing gender imbalances in admissions
4. Addressing the imbalances between humanities and sciences
5. Increasing funds for Higher Education to 1% of GNP from the current level of 0.22%
6. Broadening the sources of financing higher education, including student contributions through loan schemes
7. Increasing the retiring age for academicians from 55 to 60 years
8. Encouraging the private sector to support higher education
9. Promoting cooperation between higher education institutions on national, regional and international level

Thus, the current policy in higher education provides a favourable environment for the envisaged EU support.

Strengths and weaknesses of Higher Education in Tanzania

The following statements are based on the MSTHE's situation analysis, a recent study by the IFS, Stockholm and our discussions with key stake holders. Tanzania is home to well-trained and competent scientists. The "traditional" universities UDSM, MUCHS and SUA are well established and have an international reputation. Among others, MUCHS is a key player in Malaria and HIV/Aids research and the UDSM is widely respected for its work on Kiswahili. There is considerable academic expertise and manpower, as well as a strong independent academic tradition.

Publications in international journals, according to the Science citation index, have almost doubled in the last decade and are now in the range of 200 publication/year, which is the 8th rank among African countries. About half of all international publications are produced by the leading public universities UDSM, MUCHS and SUA. Among the private universities, the only institution with major international research activities is the Kilimanjaro Christian Medical Centre which belongs to the Tumaini University.

The main problems can be summarised as follows:

- The capacity of Tanzanian universities is underutilised; student:staff ratios are only 50% of international standards
- Extremely low rates of graduation rates with 7 graduates per 100.000 pop. per year (for comparison: South Africa 244, Kenya 41, Zimbabwe 24, Uganda 19)
- There are few national funds for research (MUCHS 1995: national funds 6000 USD, international 1.000.000 USD)
- Ageing academic staff due to an almost 8 years moratorium on recruitment, only lifted in 2002
- Low rates and late award of postgraduate degrees (average age for a BSc 28, a MSc 33 and PhD 42 yrs.)
- Further loss of academic staff due to the HIV/Aids epidemic

Coexistence of public and private universities

According to policy guidelines of the MSTHE, the private sector has been encouraged to establish and maintain higher education institutions. Several private universities have been founded, most of them focusing on specific subjects, such as medicine, theology and business administration. The two largest are related to churches and have developed from tertiary mission hospitals that have a long tradition of training medical personnel. Up to now there is no major competition, because the private universities have started only recently. The private universities have relatively high fees and are usually chosen by those students who failed to get admission to the public universities. Competition may intensify, as even public universities have started to admit private students for a fee. The quality of the private universities varies; some make use of retired lecturers as part-time lecturers from the public universities. So far only one private university (Herbert Kariuki Memorial) has received the final approval by the MSTHE, the others operate still on temporary approvals and will be evaluated by the national accreditation body, the Higher Education Accreditation Commission (HEAC).

1.3- Summary and evaluation of the main co-operation programmes

As part of the current Poverty Reduction Strategy, all donors focus on primary education. Current commitments of the EU and its member states stand at € 112 million. Higher education has received some EU support through the INCO-DEV 5th framework research programme. The overall most important bilateral donor in academic research and higher education is Sida-SAREC. Its support is linked to partnership with Swedish universities and covers a wide range of faculties at the UDSM and MUCHS. There is also considerable Sida-SAREC support to infrastructure such as the library and information technology and institutional reform. After a generally positive review of the Sida-SAREC support in 2000, the programme has been renewed for 2001-2003. Other countries support specific faculties or programmes such as geology by FINNIDA, animal science by Danida and ENRECA, engineering and the new MPH programme at MUCHS by GTZ, microbiology by NUFFIC. Major non-EU donors include NORAD, USAID and the World Bank. Up to now there is little coordination among the various donors.

2 Reports from Universities

2.1 University of Dar es Salaam

The University of Dar es Salaam is situated on the west side of the city of Dar es Salaam and was born out of a decision taken on March 25th, 1970, by the East African Authority, to split the then University of East Africa into three independent universities for Kenya, Uganda and Tanzania.

Candidates are admitted into the University of Dar es Salaam to pursue various degree programmes/courses tenable at the Main Campus, Muhimbili University College of health sciences and the University College of Lands and Architectural Studies. The main campus harbours 6 faculties (Arts and Social Science, Commerce and Management, Education, Engineering, Law, Science) and 4 institutes (Development Studies, Kiswahili Research, Marine Sciences, Production Innovation, Resource Assessment).

The university has continued to grow and expand in terms of diversified academic programmes and student numbers. Furthermore, the traditional Faculty of Engineering and the Institute of Production Innovation at the Main campus have been replaced by the Faculties of Civil Engineering, the Built Environment (CEBE) and other technical institutes.

With the aim of maintaining East African inter-university academic cooperation and communication, an Inter-University Council for East Africa was set up in 1970. The Council established an inter-university exchange programme, through which the university admits students from other East African countries mainly Kenya and Uganda. The university also admits students from several other countries over the world through established links, exchange programmes or individual applications. Most of these students receive their bursaries from their respective governments. Students from other countries are considered for admission to other undergraduate and postgraduate studies, subject to the availability of vacancies.

International partners:

The Association of Commonwealth Universities (ACU), London, UK

The German Academic Exchange Service (DAAD)

Fullbright, USA

NORAD supported Postgraduate Studies and Training Project

The African Virtual University

Many other international universities in Sweden (Stockholm), Germany (Heidelberg), the Netherlands (Twente, Delft, Nijmegen), United States, United Kingdom.

Needs

All mentioned areas in the terms of reference seem to be relevant. In particular the following specific needs were expressed by our interview partners:

- **Academic Management:**
Student numbers have been growing from 3000 in 1992 to 8000 in 2002. New management approaches are necessary at all levels of the university organisation. For instance in the domain of information technology use, human resources, leadership, teamwork, student (client) oriented approaches, evaluation and monitoring.

- Capacity building:
There is a growing age problem of staff. Most of them are above 55 and will retire in the coming years. New young staff needs to be trained to take over in future.

Supervision skills are very weak across the board. Masters and PhD proposals don't have in most cases a good level. Short training programmes are needed in supervision and research methodology. But also in the domain of teaching skills improvement is vital, especially in the field of use of new information technologies. Furthermore, new programmes should be developed and staff should learn how to deal with starting outreach programmes and contract research.

Exchange programmes with other universities are important to expose staff to other levels of quality. Postgraduate students could also benefit from staff exchange. Co-supervision with other universities might be a productive instrument, as well as sandwich scholarships. It is essential that students do their empirical research in their home country and that they graduate at their home university. Joint publications around mutual research issues could be very useful, as well as the establishment of journals through collective efforts.

- Student exchange programmes:
This could be very important and stimulating. So far more students from the North are coming than students from the South are going to the North. Student exchange in the context of South-South could also be very fruitful.
- Distance Education:
The University of Dar es Salaam has a centre for distant education developed with the help of three Dutch universities (Twente, Delft and Nijmegen). They are working together with the African Virtual University. This could be a relevant area for a possible proposal in the context of the envisaged programme of the European commission.
- Institutional reinforcement:
A modernisation of the organisation is necessary at all levels: from decision-making to work ethics.
- Consultancy and Services:
The volume and quality of consultancy and services should be improved. Stronger co-ordination, promotion and consultancy capacity at all levels is needed.

Problems

The University of Dar es Salaam is still suffering from financial and bureaucratic problems. Sometimes in exchange programmes the participating students from Tanzania have to wait too long for financial compensation.

In the past Brain Drain was a huge problem. Many academic staff preferred, because of the low salaries, to go to other universities in the North or to countries such as Botswana and South Africa. Nowadays the salaries are higher. Some people are starting to come back. However, it is still sometimes a problem.

2.2 Open University of Tanzania

The Open University of Tanzania was established by an Act of Parliament in 1992. The Open University of Tanzania is a single mode institution offering its certificate, diploma and degree courses through Distance learning Systems. Such systems are conducted through various means of communication such as broadcasting, telecasting, correspondence courses, seminars, contact programmes or the combination of any two or more of such means.

At the moment the Open University of Tanzania consists of the following faculties and institutes: The Faculty of Arts and Social Sciences; Faculty of Education; Faculty of Science, Technology and Environmental Studies; Faculty of Law; Institute of Continuing Education and the Institute of Educational Technology. More faculties maybe established according to procedures indicated in the Act.

The University has adopted/adapted course materials from other distance teaching institutions e.g. The University of Nairobi, the Indira Ghandi National Open University, the University of Abuja and the University of South Africa (UNISA).

The Open University of Tanzania has published 90 titles of study material so far using experts from other Tanzanian Universities. In fact the majority of the staff is also employed by the University of Dar es Salaam. The Open University of Tanzania conducts its operations through regional centres and study centres. Currently there are 21 Regional centres and 69 Study Centres.

In the period of 1994 – 2002, 10.877 students registered with the Open University of Tanzania. From January 1999 to March 2002, 425 students graduated, mostly in the lower study levels (Undergraduate, Diploma, Certificates).

International partners:

University of Nairobi
Indira Ghandi National Open University
University of South Africa (UNISA)
University of Abuja
African Virtual University
HEAC net work Africa
Ford Foundation
UNESCO
SUZA Zanzibar
Higher Education Institutions in Sweden
Several other universities in Europe and the United States

Needs

All the mentioned areas in the terms of reference seem to be relevant. In particular the following items were mentioned by our interview partners (Prof. Mmari et al).

- **Infrastructure:**
Especially concerning the main building and regional centres. A lot needs to be done to develop this relatively new university, for instance in the area of a library, information technology and distance education facilities.

- Staff development:
Quality improvement is necessary in the areas of supervision and research methodology. Staff exchange with European universities could bring in new elements for capacity building.
- Development of teaching materials:
There exists a great need for new up to date teaching materials suitable for distance education
- Management development

Concerning the envisaged call for proposals in the context of the programme of the European Commission, the already existing collaboration with the AVU African Virtual University could be an interesting option.

2.3 Sokoine University of Agriculture

The Sokoine University of Agriculture was established in 1984. The university was created from the former Faculty of Agriculture, Forestry and Veterinary Science of the University of Dar es Salaam. It is situated 3 km from the centre of Morogoro Municipality, which is about 200 km west of Dar es Salaam.

The university is currently made up of four campuses, namely the Main Campus , the Solomon Mahlangu Campus in Morogoro, the Olmontony Campus in Arusha, and the Mazumbai Campus in Lushoto.

The Main Campus has a total land area of 3.350 ha of which about 2.300 ha are reserved for the University farm. The farm is used for a range of purposes including training, research and demonstration by students and staff. It is also used for management and production of crops and forest products.

The University has four faculties and six directorates/institutes. They are the Faculty of Agriculture, Forestry and Nature Conservation, Veterinary Medicine, and Science; the Institute of Continuing Education (ICE), the Development Studies Institute (DSI), and Directorate of Research and Postgraduate Studies (DRPGS). Other are the Computer centre, Sokoine National Agricultural Library, SUA Centre for Sustainable Rural Development and SUA Pest Management.

The University offers undergraduate training, leading to the awards of degrees in BSc (Agriculture General), BSc (Agronomy), BSc (Home Economics and Human Nutrition), BSc (Agriculture Engineering), BSc (Agriculture Education and Extension), BSc (Agriculture, Economics and Agribusiness), BSc (Forestry, BSc (Wildlife management), Bachelor of Veterinary Medicine (BVM) and BSc (Environmental Sciences and Management).

The University also offers postgraduate training leading to the award of Master of Sciences and PhD's in the fields of Agriculture, Food Science' Human nutrition, Forestry, Management of Natural Resources and Sustainable Agriculture, Veterinary Medicine, Preventive Veterinary Medicine and Rural Development.

The Institute of Continuing Education offers short-term in-service programmes to field and operational staff as well as training and extension services to farmers and community leaders. The Development Studies Institute acquaints undergraduate students to overcome the challenges of development today.

International partners

Kogoshima University (Japan); Rijks Universiteit Gent (Belgium); Katholieke Universiteit Leuven (Belgium); Santa Clara University (California, USA); University Technology Kingstone (Jamaica); Adger University College Kristiansand (Norway); Center for International Forestry Bogor (Indonesia); Makere University (Uganda); University of Georgia (USA); Swiss Federal Institute of Technology (Switzerland); Swedisch Biodiversity Centre Uppsala (Sweden); Norwegian Institute for Nature Research Trondheim (Norway); University Bloomington (USA); Norwegian School of Veterinary Science (Norway); Kyoto University (Japan); University of Wageningen (the Netherlands).

Needs

All the mentioned areas in the terms of reference seem to be relevant. In particular the following items were mentioned by the Vice-Chancellor, the Deans and the Directors of Institutes:

- Improvement of infrastructure: laboratorium equipment; teaching materials; rehabilitation of facilities; library facilities.
- Management development across the board and at all levels of the university structures.
- Improvement of the links with the communities: outreach programmes, contract research, consultancies. How to make the university more relevant for the development of the region?
- Capacity building and staff development: improvement of supervision skills for postgraduate research and teaching skills in general; implementation of more sabbatical leaves.
- Career Guidance and Counselling for students: improvement of entrepreneurial skills and self-employment competencies
- Student exchange with European universities.
- Specific questions concerning the call for proposals
- Please be realistic with deadlines: "we need time to prepare".
- Network approach is okay but we need assistance in how to do it.
- There exists some student exchange but mostly from the North to the South. The other way around should receive more attention.

3. Identification of needs in higher education

The five following domains are relevant in this respect: Infrastructure; Academic and Administrative Management; Staff Development and student exchange; Quality Control and Accreditation; Labour Market and Community Orientation.

3.1 Infrastructure

As mentioned earlier, Sida-SAREC has given institutional support to the library and computer network at UDSM, which has improved the situation there compared to other institutions. However, investment in infrastructure is an overall urgent need in institutions where for decades investment budgets have been very low or absent. Most projects or initiatives to be proposed under the EU-ACP PROGRAMME will require an institutional investment component. While specific needs will have to be assessed and justified in the respective proposals, the most frequently mentioned areas for new investment and/or rehabilitation were students' dormitories, lecture rooms, lab facilities, libraries, including online-journals, IT facilities, transport and teaching material. Further specific items are mentioned in the university reports.

3.2 Academic and Administrative Management

In most visited universities student number are expected to grow. At the same time the academic staff is aging, performance pressure is increasing and the universities are more and more facing the challenge of operating in the market to secure financial resources and to serve communities. At all levels of the organisation of these universities (Central management, Faculties, Departments, Support services) new management approaches need to be developed to deal effectively with these challenges. For instance in the area of the use of information technology; financial management; human resources; academic leadership; commercial activities and consultancies; teamwork; contract-research; students (client) oriented approaches; evaluation and monitoring. In all those areas - in the context of the collaboration with European universities – the implementation of training programmes and exchange of expertise would be a fruitful investment.

3.3 Staff development and student exchange

As indicated above, there exists a growing age problem of staff. Most of them are above 50 and will retire in the coming years. New young staff needs to be trained to take over in future.

Supervision skills are very weak across the board. Masters and PhD proposal don't have in most cases a good level. Short training programmes are needed in supervision and research methodology.

But also in the domain of teaching skills improvement is vital, especially in the field of curriculum renewal and the use of new information technologies. Furthermore, new programmes should be developed and staff should learn how to deal with starting outreach programmes (community involvement) and contract research.

Exchange programmes with other universities are important to expose staff to other levels of quality. Also postgraduate students could benefit from staff exchange. Co-supervision with other universities might be a productive instrument, as well as "sandwich" scholarships. It is essential that students do their empirical research in their home country

and that they graduate at their home university. This could help to reduce Brain drain, a severe problem in the past years.

Joint publications around mutual research issues could be very useful, as well as the establishment of journals through collective efforts.

Student exchange programmes could be very important and stimulating. So far more students from the North are coming than students from the South are going to the North. Student exchange in the context of South-South could also be very fruitful. The establishment of more regional networks could be important in this respect.

3.4. Quality control and accreditation

As indicated Tanzania is currently in the process of a transformation from a state oriented to a more market oriented society. This has implications also for Higher Education. We mentioned earlier the mushrooming of initiatives to establish private universities and other private institutions for Higher Education. During our talks with Tanzanian colleagues several of them expressed their concern about issues of quality control and accreditation. While the Higher Education Accreditation Commission (HEAC) has been strengthened recently, cooperation with European universities would still be very helpful to increase its standing and to internationalise qualification-structures. This could be done first in a few pilot disciplines, such as medicine and education, and later be expanded.

3.5 Labour market and Community orientation

Overall, Tanzania has, even in the regional comparison, a very low proportion of professionals with higher education. However, the need for professionals does not automatically translate into job opportunities. Until recently, the labour market for university graduates has been severely hampered by the long moratorium on new recruitment in the public sector, finally lifted in 2002. Thus, there was a coexistence of need (e.g. lack of medical doctors) and lack of employment opportunities. The public universities have also failed to adjust their output in terms of specialities to the needs with an imbalance between humanities versus science and technical subjects. This issue is being addressed in the new policy on higher education (MSTHE 1999). There is a considerable brain drain towards Southern Africa, especially among medical professionals. There is also a brain drain among researchers to North America and Europe (often following post graduate training there). According to the MSTHE and Tanzanian academicians it is regarded as less severe and often temporary. Overall, employment prospects in Tanzania are presently improving due to the lift of the employment moratorium, the expansion of higher education institutions and the continuing economic growth.

A common complain by the MSTHE and many researchers is the lack of orientation of research towards the local needs of the Tanzanian population. As case in point is agriculture, where academic research has helped little to improve the productivity of the many small scale subsistence farmers. This issue is currently discussed at SUA and researchers are caught between the personal need for international research grants and publications in high level journals and the research needs of the local farming communities, for which there are few funding sources. Therefore, projects addressing concrete problems in the country should get priority support from the EU-ACP Programme.

4.- Identification of activities with regard to the Common Framework

The suggested areas of support have already been mentioned in the previous chapter in the context of the research needs and will be only summarized here. According to our discussions and the statements of the MSTHE there is no clear list of priority subjects, but the programme should be open to a wide range of faculties. The MSTHE considers agriculture, medicine and applied research in general to be the most relevant subjects with regard to Tanzania's current situation.

3.1- Activities in the field of regional integration

In the regional context, the most important collaboration exists within East Africa. Following the revival of the East African Community, the Inter-University Council of East Africa (IUCEA) has been revitalised and is taking the lead in promoting regional cooperation. Standardisation and recognition of courses and degrees is at an advanced stage and will allow students to change universities starting in the academic year 2003/2004. A student exchange programme is about to start. The IUCEA is supported by Sida-SAREC, Ford Foundation and Rockefeller Foundation. Further regional collaborations exist under the SADEC framework. Tanzanian universities are part of quite a number of collaborative organisations in African Higher education, such as :

- The Association of African Universities
- The African Academy of Science
- The Network of African Scientific Organisations
- The African network of Scientific and Technological Institutions
- The Association of Eastern and Southern African Universities Research Programme
- "Public Health without walls", a cooperation among schools of Public Health

At this stage, there is no need to start new initiatives, but rather to support the existing ones. Taking the idea of regional studies and pooling of resources further, the idea of regional Master programmes is promising and feasible in the East African context.

3.2- Activities in the field of academic and administrative management

Based on the new policy guidelines, public universities are undergoing a major changes under USDM-2000 Institutional Transformation programme, intended to increase efficiency, to increase responsiveness to societal needs, to decentralise, to improve flow of resources and to improve working conditions for students and staff. Among others, intake of undergraduates will be doubled till 2008 and Colleges, still part of UDSM will be upgraded to independent universities (e.g. MUCHS).

This transformation process would greatly benefit from support in the areas of administration, monitoring and evaluation, curriculum development, training in teaching methodology and supervisory skills (supervision of master and PhD thesis).

3.3- Activities in the field of student and staff mobility

Based on bilateral agreements with Sweden (Sida-SAREC), Germany (DAAD) and others, there is already some exchange going on. Concerning undergraduates, the exchange so far mainly one way (Europe to Tanzania), on postgraduate and staff level, the picture is more balanced. Undergraduate mobility should be encouraged in both directions. Sandwich PhD programmes are most helpful to address the shortage of future lecturers and should in future

aim at a degree from the Tanzanian institution, rather than from the European partner institution. One could also think about the innovative development of a joint award of degrees, but so far neither European regulations nor Tanzanian regulations allow that option.

The Open University of Dar is competent for developing, testing and promoting distant learning courses. Joint courses between Tanzanian and European Universities appear to be most appropriate as 2 to three weeks short courses in order to disseminate specific innovative technologies or concepts. There are already successful examples of such courses organised by the University of Heidelberg and the Institute of Public Health at MUCHS, covering areas like health financing and refugee health.

3.4- Activities in the field of institutional reinforcement

Given the severe shortage of funds to maintain or even expand infrastructure and equipment, most future proposals will need to include a component of physical inputs such as space, laboratory facilities, teaching facilities, IT equipment, library support, teaching material and transport.

Another important input to promote higher education and stimulate the scientific productivity would be to support the development of scientific journals.

4. Management capacity of international university co-operation

The public Universities in Tanzania have a long tradition of international academic cooperation and could hardly undertake major research projects without it. The administrative and financial procedures are in place and largely operational. There have been delays in the flow of funds within the university, but the situation has much improved in recent years. Project funds can be kept on special accounts in foreign currency. It is worthwhile to mention that MUCHS and UDSM participate successfully in several EU-funded INCO-Dev research projects. These projects include several regional and European partners. We do not foresee major problems in the management of the envisaged EU-ACP programme.

5. Experts' remarks and comments with a view to establishing a Co-operation Programme in higher education.

5.1 Overall concept and practicalities

The consultants used the mission to inform extensively about the envisaged EU support programme for higher education. The overall concept of supporting networks around a joint project has been received very positively by the Tanzanian partners. However, conditions about the number of partners and the type of eligible institutions should not be too rigid. There is an overall positive experience with EU funded INCO-Dev projects in Tanzania. However, this experience has also shown the project management becomes increasingly complicated as the number of partners increase. The focus of a joint project should be emphasized in order to avoid the creation of networks without substance. These projects could be research projects as well as short courses or joint Master or PhD programmes.

Concerning practical aspects, there was the common request to keep application procedures manageable and to publish the call well in time before the deadline, so that there is enough time for preparation and pre-application contacts among potential partners.

5.2 In-country partners and networks

Tanzania has a range of valuable research institutions that are attached to COSTECH or sectoral ministries, the most important being the National Institute of Medical Research (NIMR), the Tanzania Food and Nutrition Center (TFNC), the Serengeti Wildlife Research Institute and the Uyole Agricultural Research Center. The lack of cooperation of these institutions with universities – rooted in the affiliation with different ministries – is an increasing concern for the MSTHE and university based researchers, particularly at SUA. In order to mobilise synergies and increase efficiency, there is a strong request from the MSTHE, the include the idea of networking in the country in the concept of the new programme.

5.3 Problem orientation

Research and teaching in Tanzania's institutions of higher education has been criticised for a lack of orientation towards to country's main problems, partly because of the dominance of an internationally defined research agenda and related funding. It is therefore proposed, to give this aspect special attention.

Annexes

1. Timetable and list of persons met
2. List of acronyms

Timetable and list of persons met:

(AJ = Albrecht Jahn; JZ = Jaques Zeelen)

Date	Activity	Name of persons met	Function/Position/email
19.10.02	Departure from Johannesburg (JZ)		
20.10.02	Arrival in Daressalaam (JZ)		
21.10.02	Arranging contacts and meetings with the relevant institutions and authorities, review of documents (JZ)		
	Departure from Germany (AJ)		
22.10.02	Arrival in Daressalaam (AJ)		
	Meeting of consultants: Briefing and work plan development (AJ; JZ)		
	Meeting (AJ; JZ)	Dr. Bergis Schmidt-Ehry	Team Leader District Health Support Project German technical cooperation (GTZ) – supports a postgraduate MPH programme in Daressalaam
	Meeting (AJ; JZ)	Prof. M. L. Leshabari (involved in several EU-supported INCO-DEV projects)	Director of Institute of Public Health Muhimbili University College of Health Sciences (MUCHS) Daressalaam diph@muchs.ac.tz
23.10.02	Meeting (AJ; JZ)	Prof. J.P. Mtabaji	Principal Muhimbili University College of Health Sciences (MUCHS) Daressalaam prinicpal@muchs.ac.tz
	Meeting (AJ; JZ)	Prof. B. Lembariti	Registrar Muhimbili University College of Health Sciences (MUCHS) Daressalaam registrar@muchs.ac.tz
	Meeting (AJ; JZ)	Mr. Zingraf	First Secretary Embassy of Germany Daressalaam

	Meeting (AJ; JZ)	Mr. Joachim Zeller	Counsellor, Economic Advisor European Union Delegation of the European Commission Daressalaam Joachim.Zeller@cec.eu.int 00255-22-2117473/6h
	Meeting (AJ; JZ)	Prof. G.R.V. Mmari	Vice-Chancellor Open University (Distant learning University) Daressalaam +255-222668445 avuout@udsm.act.tz
24.10.02	Meeting (AJ)	Mr. Bertil Odén	Counsellor, Econmist SAREC-Representative Embassy of Sweden Daressalaam bertil.oden@sida.com
	Participation in the DAAD Alumni Meeting in Daressalaam (AJ; JZ)	This meeting comprised senior academic staff and administrators from all Tanzanian universities	
	Meeting (AJ)	Prof. M.L: Luhanga	Vice-Chancellor University of Daressalaam Daressalaam vc@admin.udsm.ac.tz Tel. 2410700
	Meeting (AJ)	Dr. Gaspar Ashimogo	Senior Lecturer Agricultural Economic Sokione University of Agriculture ashimogo@giant.suanet.ac.tz
	Meeting (AJ)	Ms. Ulrike Haffner	Cultural Attachée Embassy of Germany (in charge of cooperation in higher education)
	Preparation Malawi mission (JZ)		
25.10.02	Presentation in the DAAD alumni seminar (AJ)	The EC common framework for cooperation with third countries in higher education – overview and objectives in the context of the current consultation mission in Tanzania	

Meeting (AJ)	Dr. Cay Etzold	Director DAAD Regional Office for Africa (German Academic Exchange Service) Nairobi etzold@daadafrica.org Tel: +254-2-2729741
Visits and meetings (JZ)	Soikone University (Morogoro)	
a) Introductory meeting with VC, Acting DVC, PR officer and Registrar	Prof. B. Lwonga (VC); Prof. A.Z. Mattee (Acting DVC); Prof. R.R. Kazwala (Acting Registrar); Mr. K. A. Moagali (Principal Public Relations Officer)	Soikone University of Agriculture P. O. Box 3000 Morogoro;E-mail: ablwoga@sunnet.ac.tz ; Tel: 255-023 260-4523
b) Meeting with Deans of Faculties and Directors of institutes	Prof. A. Z. Mattee, Director, SUA Centre for Sustainable Rural Development and Acting DVC Prof. R. Kazwala, Director Computer centre and Acting Registrar Prof. N. Urio, Dean Faculty of Agriculture Prof. D.S. Kapinga, Director Development Studies Institute Prof. R.D. Moshia, Director, Solomon Mahlangu Campus Prof. J. Matovelo, Associate Director, Research and Postgraduate Studies Prof. R. Massele, Associate Dean Faculty of Veterinary Medicine Dr. P. Gillah, Associate Dean Faculty of Forestry and Nature Conservation	Soikone University of Agriculture P.O.Box 3000 Morogoro
c) Meeting and visit to Solomon Mahlangu Campus	Mr. F. Dulle, Director Sokoine National Agriculture Library Prof. R.D. Moshia	Soikone University of Agriculture, Solomon Mahlangu Campus P.O. Box 3000

26.10.02	Meeting and visit University of Dar es Salaam (JZ)	Prof. P.A.K. Mushi, Director Postgraduate Studies Mr. L. Kingalu, Staff Development and Training Officer Mr. C. Nahando, Higher Clerk Officer	University of Dar es Salaam P.O. Box 35091 Tel: 022 24105000 Fax:022 2410078/410023 Email:CACO@admin.udsm.a c.tz
27.10.02	Meeting of consultants debriefing on travel to Morogoro and DAAD seminar, preparation of report		
28.10.02	Departure to Malawi (JZ)		
	Meeting (AJ)	Mr. Pasco N. Mdemu	Director of Policy and Planning Ministry of Science, Technology and Higher Education Daressalaam Tel. +255-22-2668884 mobile:0748-398684 pnmdemu@yahoo.co.uk
	Meeting (AJ)	Prof. Zulfikar Premji	Institute of Public Health, Muhimbili University College of Health Sciences (MUCHS) Coordinator of the postgraduate MPH programme zul@raha.com
	Meeting (AJ)	Prof. M. L. Leshabari (involved in several EU- supported INCO-DEV projects and an DAAD supported partnership with the University of Heidelberg)	Director of Institute of Public Health Muhimbili University College of Health Sciences (MUCHS) Daressalaam diph@muchs.ac.tz
29.10.02	Flight Daressalaam- Frankfurt (AJ)		

List of Acronyms

ACP	Africa, Caribbean and Pacific
ACU	Association of Commonwealth Universities
AVU	African Virtual University
BSc	Bachelor of Sciences
BVM	Bachelor of Veterinary Medicine
CCM	Chama cha Mapinduzi Party (Ruling party in Tanzania)
CEBE	Faculty of Civil Engineering and Built Environment
CG	Consultative Group (of donor organizations in Tanzania)
COSTECH	Tanzanian Commission for Science and Technology
DAAD	German Academic Exchange Service
DANIDA	Danish Agency for Development Assistance
DRPGS	Directorate of Research and Postgraduate Studies
DSI	Development Studies Institute
ENRECA	Enhancement of Research Capacity (Denmark)
FINNIDA	Finnish international development agency
GDP	Gross Domestic Product
GNP	Gross National Product
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit
HEAC	Higher Education Accreditation Commission
HIPC	Highly Indebted Poor Countries
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICE	Institute of Continuing Education
IMF	International Monetary Fund
INCO-DEV	International Cooperation with Developing Countries (part of the EU fifth framework program)
IUCEA	Inter-University Council of East Africa
MPH	Masters of Public Health
MSc	Masters of Science
MSTHE	Tanzanian Ministry of Science, Technology and Higher Education
MUCHS	Muhimbili University College of Health Sciences
NIMR	National Institute of Medical Research
NORAD	Norwegian Agency for Development Cooperation
NUFFIC	(Netherlands Organization for International Cooperation in Higher Education)
PRS	Poverty Reduction Strategy
SADC	Southern African Development Community
Sida-SAREC	Swedish International Development Cooperation Agency, Dep. of Research Cooperation
SUA	Sokoine University of Agriculture
TFNC	Tanzanian Food and Nutrition Center
UDSM	University of Dar es Salaam
UNISA	University of South Africa