



# Country Fact Sheet Tanzania

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## Foreword

The Country Sheet Tanzania is a compilation of information from related documents with factual country information, economic, social and development priorities, with also information on higher education and university cooperation in Tanzania. The information included is extracted from policy documents, websites and strategy papers from EU, UNDP, worldbank and other organisations. Contextual information from the 2008 end term evaluation of the IUC with Sokoine Agricultural University (SUA) , performed by S. Mantell and O. Abagi (international consultants) was also included.

This compiled document was realised by Luc Janssens de Bisthoven, VLIR-UOS programme officer, with support of Frederik Dewulf, VLIR-UOS project assistant, and Frank Vermeulen, QMS programme officer, and is by no means to be considered as a policy document. Its only purpose is to propose a working document with background and context for Country Strategy Identification of VLIR-UOS cooperation in and with Tanzania.

As this is a working document, frequent updates will occur. The date of compilation of the current version is mentioned in the footer of the document.

## List of abbreviations

IUC

EU

UNDP

SUA

VLIR-UOS

UNESCO

CCM

GNU

CUF

EPA

SADC

MDG

Primary School Leaving Examination (PSLE).

Ward Based Education Management (WABEM) and Child Friendly Schools (CFS)

prsp

ICPs

Belgian DGD

ODA

REI, BTP

Government of National Unity (GNU)

Chama Cha Mapinduzi (CCM)

Civic United Front (CUF)

External Payment Account (EPA)

East African Community (EAC)

TCU (Tanzanian Commission for Universities)

BTC

HEAC

SUA

VVOB

APEFE

CUD

[Hubert Kairuki Memorial University \(HKMU\)](#), established 1997<sup>[2]</sup>

[International Medical and Technological University \(IMTU\)](#), established 1995

[Moshi University College of Cooperative and Business Studies](#)

[Mount Meru University](#)

[Muhimbili University of Health and Allied Sciences \(MUHAS\)](#)

[Muslim University of Morogoro \(MUM\)](#)

[Mzumbe University \(MU\)](#)

[Open University of Tanzania \(OUT\)](#)

[Ruaha University College \(RUCO\)](#)

[St. Augustine University of Tanzania \(SAUT\)](#)

[St. John University of Tanzania \(SJUT\)](#)

[Sokoine University of Agriculture \(SUA\)](#)

[State University of Zanzibar](#)

[Theophile Kisanji University](#)

[Tumaini University \(TU\)](#)

[University of Bukoba](#)

[University of Dar es Salaam \(UDSM\)](#), established in 1970 from the split of the [University of East Africa](#)

[University of Dodoma](#), established in 2007<sup>[3]</sup>

[Zanzibar University \(ZU\)](#)

[Kampala International University \(KIU\)](#) Established in 2008 as a distant learning institution.

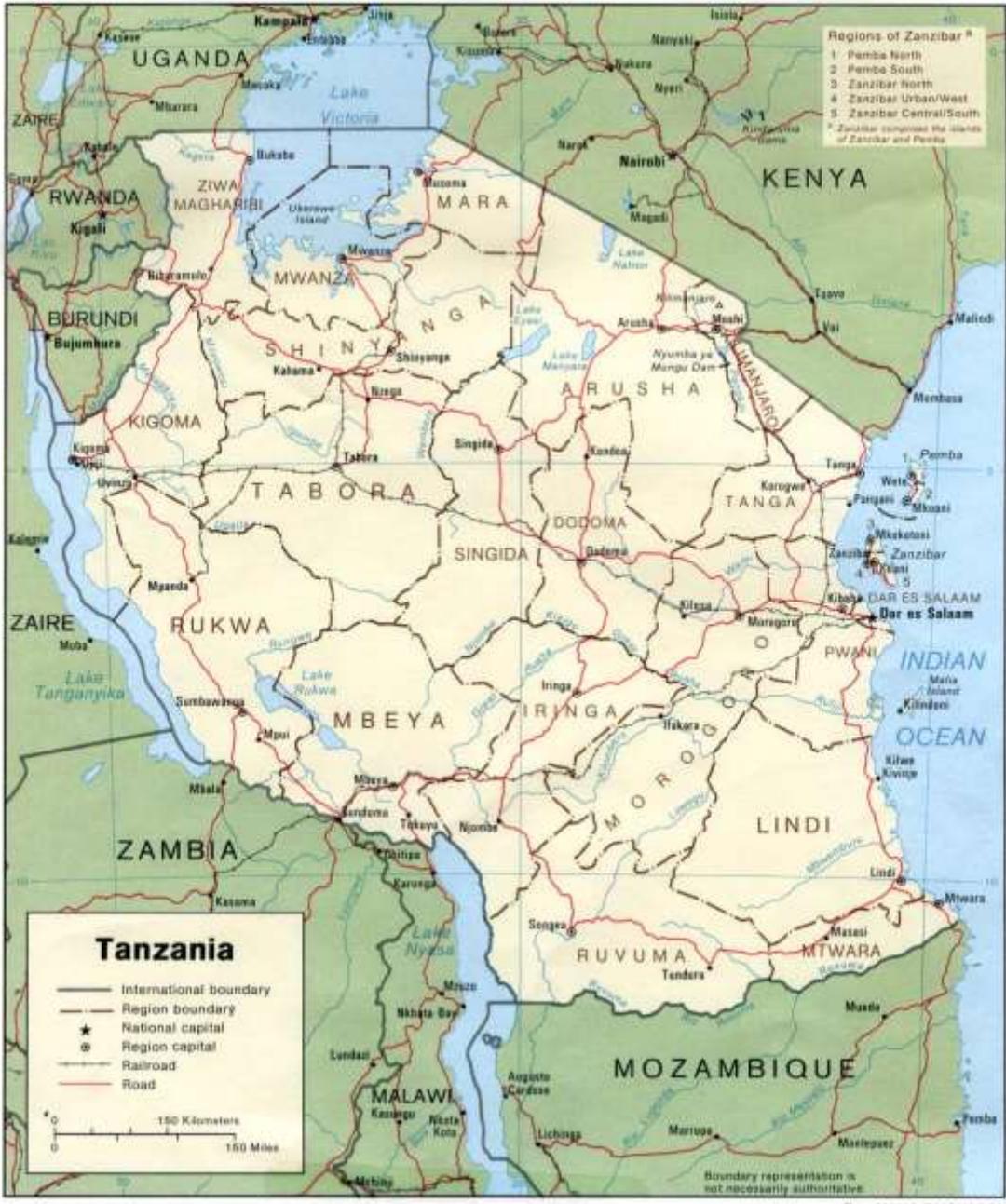
[University of Arusha \(UoA\)](#)

[Nelson Mandela Institute of Science and Technology- Arusha Campus](#)

# Statistics

TANZANIA: SOME BASIC FIGURES				
INDICATOR		VALUE	YEAR	RANKED POSITION VLIR-UOS PARTNER COUNTRIES
<b>BENEFIT OF THE DOUBT (VLIR-UOS country selection methodology)</b>				
1	BoD-score	0,549	2010	6
2	Human Development Index	0,398	2010	16
3	Public Spending on Education ( as % percentage of GDP)	6,8	2008	4
<b>VLIR-UOS INVESTMENTS</b>				
4	# VLIR-UOS-investments Totaal	561.065	2010	12
5	# Institutional University Cooperation	0	2011	4
6	# Own Initiatives	3	2011	3
7	# South initiatives	1	2011	2
8	# Scholars (ICP/ITP/KOI/ICP-PhD)	63	2010	4
9	# Travel Grants + VLADOC	19	2010	7
<b>EDUCATION AND DEVELOPMENT AID</b>				
10	# Universities	24	2011	14
11	School enrollment, tertiary (% gross)	1,44765	2005	19
12	Net ODA received per capita (current US\$)	67,1	2009	5
13	DGD expenditure: bilateral cooperation	7379037	2009	7
14	DGD expenditure: Indirect cooperation	2048329	2009	14
<b>HUMAN DEVELOPMENT</b>				
15	Life expectancy at birth	56,29	2009	13
16	Under-five mortality (per 1,000 live births)	104	2008	7
17	Combined gross enrolment ratio in education (both sexes) (%)	57,3	2010	13
18	Adult literacy rate (both sexes) (% aged 15 and above)	73,2	2010	13
19	Gender Inequality Index (updated)	no data		no data
20	Prevalence of undernourishment (% of population)	34	2007	5
<b>DEMOGRAPHIC AND ECONOMIC INDICATORS</b>				
21	Population	43.739.051	2009	7
22	Labor participation rate, total (% of total population ages 15+)	88,4	2009	2
23	GDP per capita (2008 PPP US\$)	1426	2010	12
24	Improved water source (% of population with access)	98	2008	1
25	Internet users (per100 people)	1,2	2008	16
26	Income Gini coefficient	34,6	2000	16
<b>POLITICAL AND INSTITUTIONAL INDICATORS</b>				
27	Voice and Accountability Percentile Rank (0-100)	43,6	2009	9
28	Political Stability Percentile Rank (0-100)	47,6	2009	5
29	Government Effectiveness Percentile Rank (0-100)	39	2009	12
30	Regalutory Quality Percentile Rank (0-100)	38,1	2009	11
31	Rule of Law Percentile Rank (0-100)	40,1	2009	9
32	Control of Corruption Percentile Rank (0-100)	40,5	2009	10

# Country Map



# 1. Country Profile

## 1.1 Geographical Presentation<sup>1</sup>

### Introduction

Tanzania, officially United Republic of Tanzania, republic, south-eastern Africa, bordered on the north by Lake Victoria and Uganda, on the north-east by Kenya, on the east by the Indian Ocean, on the south by Mozambique, Lake Malawi, and Malawi, on the south-west by Zambia, and on the west by Lake Tanganyika, Burundi, and Rwanda. The country includes the islands of Zanzibar and Pemba, and other offshore islands in the Indian Ocean. The total area of Tanzania is 945,100 sq km (364,900 sq mi), of which 942,453 sq km (363,882 sq mi) is on the mainland. The capital of Tanzania is Dodoma, located in the centre of the country and the place where the National Assembly meets. The former capital of the country was Dar es Salaam, located on the coast.

### Land and resources

The landscape of mainland Tanzania is generally flat and low along the coast, but a plateau at an average altitude of about 1,220 m (4,000 ft) constitutes the greater part of the country. Isolated mountain groups rise in the north-east and south-west. The volcanic Mount Kilimanjaro (5,892 m/19,330 ft), the highest mountain in Africa, is situated near the north-eastern border with Kenya. Zanzibar, separated from the coast of the mainland by a channel some 32 km (20 mi) wide, is about 90 km (55 mi) long, and covers an area of approximately 1,650 sq km (637 sq mi). It is the largest coral island off the coast of Africa. Pemba, some 40 km (25 mi) north-west of Zanzibar, is about 68 km (42 mi) long, and has an area of approximately 984 sq km (380 sq mi). Both Zanzibar and Pemba are mostly low-lying.

### Rivers and Lakes

Three of the great lakes of Africa lie on the borders of Tanzania and partially within it. Lake Tanganyika lies on the western border, Lake Victoria on the north-west, and Lake Malawi on the south-west. Lakes Malawi and Tanganyika lie in the Rift Valley, a tremendous geological fault system extending from the Middle East to Mozambique.

### Climate

Tanzania's climate is varied and controlled largely by altitude and distance from the sea. On the coastal plain of mainland Tanzania, the climate is tropical, being hot and humid. Temperatures average 26.7° C (80° F) and rainfall varies from 1,016 to 1,930 mm (40 to 76 in). The inland plateau is hot and dry, with rainfall averaging from 508 to 762 mm (20 to 30 in). The semi-temperate highlands in the south-west are wetter.

The climate on the islands is generally tropical, but the heat is tempered by a sea breeze throughout the year. The annual maximum and minimum mean temperatures for the city of Zanzibar are 29.2° C (84.5° F) and 24.7° C (76.5° F) respectively; for Wete in Pemba, they are 30.3° C (86.5° F) and 24.5° C (76.1° F) respectively.

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<sup>1</sup> Taken on June 10<sup>th</sup>, 2011 from [http://ntwk.esaanet.com/index.php?option=com\\_content&view=article&id=166:demography-of-tanzania&catid=53:demographics-&directory=99](http://ntwk.esaanet.com/index.php?option=com_content&view=article&id=166:demography-of-tanzania&catid=53:demographics-&directory=99)

### **Natural Resources**

Diamonds and gold are currently the most important of the minerals being exploited in Tanzania. Large deposits of coal and iron ore exist in the southern region, but mining operates on a small scale only. There are plans to exploit natural gas deposits found in the Songo Songo island area, south-east of Dar es Salaam.

Forestland constitutes one of the most substantial natural resources of the country. Forests cover 43.9 per cent (2000) of Tanzania, mainly in the south and west-central areas. Among the many hardwoods found are mahogany and camphorwood.

### **Plants and Animals**

Tanzania's wildlife includes almost all the large African mammals, notably: antelope, zebra, elephant, hippopotamus, rhinoceros, giraffe, lion, leopard, cheetah, and monkey. The country has a number of game reserves and national parks, including the famous Serengeti National Park, the Ruaha National Park, the Selous Game Reserve, and the Ngorongoro Conservation Area, located in the broad crater of an extinct volcano and providing a unique wildlife habitat.

### **Environmental Concerns**

Tanzania has built a successful tourist industry around its plentiful wildlife. There are many environmental threats, however, spurred by the country's rapidly growing population. The need for fuel and farmland has caused extensive deforestation, and the expansion of agricultural land into arid and semi-arid regions threatens many areas with soil loss and desertification. The use of dynamite in the fishing industry has destroyed a large proportion of the country's extensive offshore reefs. In addition, vast regions are infested with the tsetse fly, which transmits sleeping sickness. Tsetse control programmes are controversial because they use pesticides that harm wildlife. Finally, poaching remains a serious problem, especially for elephant ivory and rhinoceros horn.

Open, relatively dry forests and woodlands cover about a third of Tanzania. Wetlands, including coastal mangrove swamps as well as inland systems such as lake shores, floodplains, and swamps, make up about 6 per cent of the land. Tanzania's relatively well organized protected land system has received substantial foreign logistical support and aid. The main elements are forest reserves, game reserves, and national parks, including Serengeti National Park. Two biosphere reserves have been declared under the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Man and the Biosphere Program.

Tanzania has ratified international environmental agreements on endangered species, hazardous wastes, law of the sea, nuclear test ban, ozone layer, and whaling. Regionally, the country participates in the African Convention on the Conservation of Nature and Natural Resources and has cooperative wildlife protection agreements with Kenya.

## **1.2 Socio-demographic Analysis**

More than 90 per cent of the population of Tanzania consists of indigenous African groups, the majority of whom speak Bantu languages; there are also Nilotic groups, such as the Maasai. The largest of the 120 ethnic groups are the Sukuma and the Nyamwezi. Other major ethnic groups

include the Haya, the Ngonde, the Chagga, the Gogo, the Ha, the Hehe, the Nyakyusa, the Nyika, the Ngoni, and the Yao. The population also includes people of Indian, Pakistani, and Goan origin, who make up a significant minority in the urban areas, and small Arab and European communities. Most of the people live in rural areas.

### **Population Characteristics**

Tanzania has a population (2005 estimate) of 36,766,356, of whom 663,000 lived on Zanzibar, giving an average population density of about 42 people per sq km (107 per sq mi). However, about two thirds of the population lives in the one third of the country that lies north of the central railway, where soils are most fertile. Under the form of Africa socialism introduced by Julius Nyerere, the government began to establish rural cooperative villages (ujamaa villages) in the 1970s as a means of countering development problems associated with the traditional scattered nature of settlement. By 1980 about 90 per cent of the rural population was living in registered villages, although only a small proportion of these were true ujamaa. Life expectancy in 2005 was around 44.6 years for men, and 45.9 years for women.

### **Principal Cities**

Tanzania's largest city, main port, and industrial centre, Dar es Salaam, has a population (1999 estimate) of about 2,545,000. Other major cities are Mwanza (population, 1988, 233,013), a port on Lake Victoria; Tanga (population, 1988, 187,634), an industrial centre and seaport; and Dodoma (population, 1995 estimate, 189,000), in the centre of the country, which has replaced Dar es Salaam as the capital of Tanzania. Zanzibar city (population, 1988, 157,634) is the largest city on the island.

### **Religion**

About 23 per cent of the population follows traditional religions. Islam is the religion of more than one third of the people and is dominant in the coastal towns and on Zanzibar. About 40 per cent of the population is Christian; Roman Catholicism is the largest denomination, and the Anglican and Lutheran Churches are also present. Zanzibar is 96 per cent Muslim and 4 per cent Hindu.

### **Language & Culture**

At least 135 languages are spoken in Tanzania. Swahili is the official language, spoken by more than 93 per cent of the population mainly as a lingua franca. English is spoken by around 1.5 million as a second language. Many Niger-Congo and Nilo-Saharan languages are spoken, as well as a few Khoisan (Click) languages. Widely spoken Niger-Congo languages include: Sukuma (5 million), Gogo (1.3 million), Haya (1.2 million), and Tumbuka (1 million). Some Nilo-Saharan languages spoken in Tanzania are: Maasai (430,000), Luo (223,000), and Datooga (150,000 to 200,000). Certain Cushitic languages and Indian languages such as Gujarati are also spoken.

Tanzanian culture is a product of African, Arab, European, and Indian influences. Traditional African values are being consciously adapted to modern life.

## 1.3 Political Context<sup>2</sup>

Tanzania is a stable country and democracy is improving. Since independence in 1961, the country has maintained one of the strongest track records of political stability in Africa. Zanzibar, which was unified with the mainland in 1964, maintains a semi-autonomous government.

The ruling party, the Chama cha Mapinduzi (CCM) has dominated domestic politics since independence a situation which has not changed with the end of one-party rule and introduction of a democratic multi-party system in 1995. On October 30, 2010, the incumbent president Mr. Jakaya Kikwete was re-elected for his second and last term in office with 61 percent of the votes, and the CCM won 70 percent of the seats in parliament.

Following the elections, a Government of National Unity (GNU) was installed in Zanzibar. The GNU is a power sharing effort to overcome political exclusion and a zero-sum approach to political contestation between the ruling party Chama Cha Mapinduzi (CCM) and the opposition Civic United Front (CUF).

The government has drafted a roadmap for the writing of a new constitution. Since 1977, Tanzania has implemented numerous changes to the provisions of the current constitution with the majority of these changes having been effected after the reintroduction of multipartyism in 1992.

The country continues to enhance efforts at fighting corruption. As in many countries in Sub-Saharan Africa, corruption in Tanzania hinders the business environment. Several court charges were filed in 2009 including one involving two former cabinet ministers accused of causing the government to lose billions of Tanzanian shillings while in office. However, slow progress on existing cases is a matter of serious concern and the investigation of several high profile corruption scandals including one involving the irregular procurement of power generators dragged throughout 2009. At the same time, the prosecution of government officials alleged to have been involved in the 2008 Bank of Tanzania's External Payment Account (EPA) scandal also remains inconclusive.

Tanzania is party to several trading arrangements. At the regional level, Tanzania is a member of the East African Community (EAC); together with its neighbours, Kenya, Uganda, Burundi and Rwanda. A customs union was established among the member states in 2005, and a common external tariff program has been adopted. Tanzania is also an active member of the Southern African Development Community (SADC).

## 1.4 Economic Performance – synthesis<sup>3</sup>

Economic performance in Tanzania has been solid in recent years, with high levels of growth, steadily increasing levels of exports, and significant financial deepening. Annual GDP growth has averaged between 5 and 7 percent making Tanzania one of the fastest-growing economies in Sub-Saharan Africa. Inflation pressures have also eased, but increasing commodity prices will pose a challenge to reach government's target of 5 percent.

The global financial crisis affected Tanzania modestly, mainly through the export channel—tourism, cash crops, and regional manufacturing exports—as well as through lower capital flows—foreign assistance and private investment flows. The most affected sectors have been manufacturing, wholesale and retail trade, transport, and communications services.

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<sup>2</sup> Taken on Hune 9th, 2011 from <http://go.worldbank.org/7SUHE823V0>

<sup>3</sup> idem

Annual inflation for 2010 is estimated at 7.2 percent, down from 12.5 percent for 2009. In early 2011, inflation has been edging higher, spurred by rising oil and food prices. The medium term evolution of inflation will remain dependent on external shocks to oil prices and agriculture production, but monetary and fiscal policy will also have an important role in anchoring inflation expectations. The agriculture sector plays a major role in the economy and employs nearly 80 percent of the workforce. Unfortunately, the large degree of dependency on this sector renders the economy particularly vulnerable to adverse weather conditions and unfavourable prices in international primary commodity markets. The low level of industrial development makes the negative economic impacts associated with agricultural dependency all the more severe. The country looks to a paradigm shift under an initiative dubbed *Kilimo Kwanza*, to sustainably boost farmers' productivity and incomes. The multi-sectoral development strategy for agriculture aims to achieve a green revolution through improved institutional arrangements, land use and financing as well as implementation of an industrialization strategy geared to the transformation of the sector.

Key growth sectors are mining, construction, manufacturing, and tourism—all sectors that strongly depend on and generate transport. But poor transport infrastructure is a major bottleneck and increased and sustained investment is needed.

While tax and financial sector reforms have proceeded positively, the attractiveness of business environment in Tanzania has declined for local and international investors. Because of sluggish reform implementation and lack of consistency between various policies towards the private sector, impact of reforms to the investment climate to date has been marginal, while other legal and regulatory changes have actually added to the complexity and restrictiveness of the business environment. Consequently, Tanzania continues to underperform in terms of its business environment, being ranked 131st place in the latest 2010 Doing Business Report.

## 1.5 Development challenges<sup>4</sup>

Despite the high rate of economic growth in recent years, poverty is still pervasive in Tanzania. The level of poverty remained high at 33.6 per cent and the absolute number of the poor has increased by 1.3 million during the same period as per the Household Budget Survey 2007.

Agriculture, on which the majority of the poor depend for a living, grew only at around 4.5 percent which was not high enough to raise the poor above the poverty line given the high population growth in rural areas.

The assessment of service delivery presents a diverse picture too. There has been remarkable progress in enrolment in primary and secondary schools, but some substantial deterioration in access to safe water. The drive to increase enrollments in schools has also met with supply-side constraints including shortage of skilled teachers or educational materials, resulting in sliding quality indicators. Maternal mortality rates and fertility are showing only minor or no improvement and the unit cost of delivering basic health services has increased. The burden of malnutrition continues to be heavy in Tanzania. Almost four out of every 10 children under the age of five are chronically undernourished and too short for their age.

Infrastructure is underfunded, in very poor condition, and a major constraint to growth. Despite the government's initiation of reforms and, to some degree, increasing spending to some degree on

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<sup>4</sup> idem

infrastructure in recent years, infrastructure poses a serious impediment to social development, the business environment, and the economy as a whole. The financial resources necessary to considerably improve infrastructure are much more than the government can afford, while efforts to improve the policy, financial, and institutional framework for infrastructure services are still insufficient. Insufficient power supply is considered one of the most serious infrastructural shortcomings. Electricity generation relies heavily on hydropower, which accounts for nearly 60 percent of electricity production. The dependence on hydropower, combined with poor management is proving particularly troublesome and power has to be severely rationed.

Tanzania's road and rail systems are also in poor condition, leading to increased producer prices, lengthened supply chains, and export constraints for the private sector and reduced access to social services. Besides complicating the business environment and economic growth within Tanzania's borders, poor transportation infrastructure also creates delays for transport of goods to its six landlocked neighbours.

A high population growth, around three percent annually, also pose a significant challenge. Roughly half the Tanzania's population is 15 years or younger, which raises the dependency burden, and creates additional unmet demand for youth employment. Rapid population growth also undermines the impact of economic growth on poverty reduction. This is especially true for the urban areas where population growth happens at a much faster rate than the rest of the country. The rapid influx of people increases the stress on institutions already struggling to cope with delivery of basic services such as sewerage, clean water, schools and health care.

Reaching the Millennium Development Goals (MDGs) remains elusive even in areas such as income poverty and access to safe drinking water previously considered within reach. The preparation of the next Poverty Reduction Strategy presents a good opportunity to address these questions. In particular, attention needs to be focused on enabling broad-based growth that would diversify sources of growth and make a greater impact on poverty reduction.

## 2. Education

### 2.1 Structure<sup>5</sup>

#### 2.1.1 The structure of Tanzania's education system

**Education System:** 2-7-4-2-3+

The first 2 years comprise pre-primary education followed by 7 years of primary education, 4 years of ordinary level secondary education, and 2 years advanced level secondary education. University education ordinarily covers a minimum of 3 years.

##### **Pre-primary education**

The provision and management of pre-primary education rests with the government, individuals or private institutions. Pre-primary education is not compulsory. Pre-school teachers are required to undergo formal training before they can teach in pre-schools. There are far more pre-primary institutions in urban areas than there are in rural areas. Enrolment in these schools is expected to increase steadily as more preschool classes open on government primary school premises.

##### **Primary education**

Primary school covers Standards 1 to 7 and the legal age of entry to primary school is 7 years.

Usually Standard 1 and 2 have classroom teachers while the others have subject-matter teachers. Thus, from Standard 3 onwards, pupils are allocated a classroom and the teachers move from classroom to classroom for the different lessons.

There are 194 school days per year. Each day a pupil should receive between three and four hours of school learning per day (that is, 8 lesson periods of 40 minutes each for Standards 3 to 7 and 30 minutes each for Standards 1 and 2). It is Ministry requirement that teachers give homework, exercises as well as tests, and that they correct them regularly. However, the conditions in some pupils' homes are not conducive for doing homework and so it remains unclear how much homework is actually done. At the end of Standard 7 pupils sit for the Primary School Leaving Examination (PSLE). The examination acts as a selection examination for entry into secondary school. In addition they are awarded a certificate for having reached Standard 7.

Each school should be fully inspected by an inspector at least once every 2 years. The inspectorate has been reformed to perform inspectorial as well as advisory functions. There are accurate records of the actual number of visits by inspectors to schools in each district.

##### **Secondary education**

Secondary education is split into ordinary and advanced level secondary education. There are four and two years of education respectively for each level.

##### **Tertiary education**

University education is provided in 4 state universities and 8 private universities. State universities enrolled 16,396 students in 2002, of which 24 per cent were females. Students' enrolment in private

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<sup>5</sup> Taken on June 9<sup>th</sup>, 2011 from <http://www.sacmeq.org/education-tanzania.htm>

universities was 1,779. The academic staff/student ratio in 2002 was 1:12 in state universities and 1:05 in private universities. Teacher/student ratio in private universities is low compared to the standard of Sub-Saharan Africa of 1:12.

### **Teacher education**

There were 41 teachers colleges with a total enrolment of 12,296 teacher trainees in year 2002. The colleges provide teacher education at diploma and Grade A levels. Diploma trainees are prepared to teach in secondary schools while Grade A trainees are earmarked to teach primary and pre-primary schools. The colleges also provide in-service training to teachers who wish to upgrade themselves from lower grades (Grade C or B) through residential training and distance learning.

### **2.1.2 Management and Administration of Education**

A Regional Education Officer (called Regional Education Specialist from 2002) coordinates all regional education matters. A District/Municipal Education Officer heads District/Municipal education office, while the Ministry has overall responsibility for the running of the education system and each district/municipal office is responsible for the school buildings in its area as well as for the supply of equipment and materials to the schools. The Ministry has a national inspectorate whose task is to conduct a full inspection of each school in the country once every two years. Each district office also has a team of school inspectors whose task is to visit each school in the district at least twice a year and to advise and help all teachers with their teaching. There are no regional school inspectors but rather zonal school inspectors who visit schools, mainly secondary schools, and teachers colleges. Some of the zones, districts and wards have also established Educational Resource Centres. However, those at ward level, although closest to the teachers, are few and are in their infancy, and there is very limited information about how they are operating. The Ward Based Education Management (WABEM) and Child Friendly Schools (CFS) initiatives aim to revitalize and consolidate the existing ones, and to establish some where none exist.

## **2.2 Data and Policy focus in terms of higher education<sup>6</sup>**

The URT realises that quality education is the pillar of national development. It is through quality education that Tanzania is able to create a strong and competitive economy that can effectively cope with the challenges of development. In order to empower all would-be students to pursue higher studies, the Government has put in place a student's loan scheme, which is intended to be accessible to all. Notwithstanding this facility, and the fact that both research and postgraduate training are high on the URT agenda, it must be noted that the government's contribution to research and postgraduate training is still relatively low. Evidence of this fact is clear: out of a total of ca. TShs 1.2 billion (TShs 1,000 approximately equivalent to 1.5 euro) which SUA allocates in its annual budget to research, almost 98 percent of the funding for this is derived directly from external donors. It is therefore regrettable that on a nationwide basis, funding of research (on the agricultural and other land-based

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<sup>6</sup> Mantell, S. & O. Abagi, 2008. Final Evaluation of the IUC partnership with IUC Programme. Institutional University Cooperation Sokoine University of Agriculture (SUA) Tanzania

disciplines) by the URT government within Tanzanian Universities continues to be of a relatively low priority and it must be said at significant variance with the objectives of its Agricultural Sector Development Strategy (2001). Education in Tanzania has four levels, namely:

- Basic or first level education of pre-primary (2-3 years),
- primary (7 years);
- Secondary or second level education that includes Ordinary Level (4 years) and Advanced Level (2 years);
- Tertiary or third level education including programmes and courses offered in non-university and university higher education institutions,

and Various forms of informal adult education/in-service training;

Higher education is organised into two levels: non-university and university. A higher education institution is so identified by its mission, objectives and curricular orientation. The number of higher education institutions has grown from one at the time of independence in 1961 to 30 in 2002.

This is a **list of universities in [Tanzania](#)**<sup>7</sup>.

- [Ardhi University](#), established in 2007<sup>[1]</sup>
- [Hubert Kairuki Memorial University](#) (HKMU), established 1997<sup>[2]</sup>
- [International Medical and Technological University](#) (IMTU), established 1995
- [Moshi University College of Cooperative and Business Studies](#)
- [Mount Meru University](#)
- [Muhimbili University of Health and Allied Sciences](#) (MUHAS)
- [Muslim University of Morogoro](#) (MUM)
- [Mzumbe University](#) (MU)
- [Open University of Tanzania](#) (OUT)
- [Ruaha University College](#) (RUCO)
- [St. Augustine University of Tanzania](#) (SAUT)
- [St. John University of Tanzania](#) (SJUT)
- [Sokoine University of Agriculture](#) (SUA)
- [State University of Zanzibar](#)
- [Theophile Kisanji University](#)
- [Tumaini University](#) (TU)
- [University of Bukoba](#)
- [University of Dar es Salaam](#) (UDSM), established in 1970 from the split of the [University of East Africa](#)
- [University of Dodoma](#), established in 2007<sup>[3]</sup>
- [Zanzibar University](#) (ZU)
- [Kampala International University](#) (KIU) Established in 2008 as a distant learning institution.
- [University of Arusha](#) (UoA)
- [Nelson Mandela Institute of Science and Technology- Arusha Campus](#)

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<sup>7</sup> Taken on 2 August 2011 from [http://en.wikipedia.org/wiki/List\\_of\\_universities\\_in\\_Tanzania](http://en.wikipedia.org/wiki/List_of_universities_in_Tanzania)

Of the 30,

- 6 are recognised as public universities
- while 6 are recognized as private universities,
- 7 as university colleges
- and 11 as non-university tertiary level institutions.

It is worth noting that in the spirit of expanding opportunities for higher education, many of the existing higher education institutions (mainly the private ones) were established after 1996. This was in response to the URT government's decision to liberalize the establishment, ownership and management of higher education institutions.

The Higher Education Accreditation Council (HEAC)<sup>8</sup> of Tanzania was established by the government to oversee this expansion and awards a Certificate of Full Registration when deemed of satisfactory academic status.

In summary, apart from the University of Dar es Salaam and SUA, which have existed since 1961 and 1984, respectively, the other universities have been founded within the last 10 years.

The newest public Universities are Mzumbe University and the State University of Zanzibar. By July 2005, two additional private institutions, the Zanzibar University and Kilimanjaro Christian Medical College had been awarded HEAC Certificates of Full Registration. Besides these two, three others had been inspected and have received HEAC Letters of Interim Authority and six others have been issued HEAC Certificates of Provisional Registration (data 2002). This is a perhaps a reflection of the fact that the demand for higher education in Tanzania has increased steadily over the last decade. Once approved and registered by the HEAC, the selection of students into public or private higher education institutions in the country becomes the responsibility of individual institutions.

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<sup>8</sup> HEAC has hitherto been replaced by TCU (Tanzanian Commission for Universities) since 1995.

## 3. Development Aid Analysis

### 3.1 Development strategy with focus on poverty reduction

In assessing the financial resources that will be required for the poverty reduction program, the government had to take into account seven basic considerations. First, pending the completion of the above-noted key tasks (notably in the ministries of Agriculture and Education, and in regard to the LGRP) the estimated financing for the poverty reduction programme will be kept under review and updated to reflect the impact of more thoroughly costed interventions. Second, while it is certain that the financing of the poverty reduction programme will derive principally from domestic sources, notably the central government budget, an assessment of the revenue impact of ongoing improvement in tax enforcement and administration is fraught with uncertainty. Accordingly, the government has chosen to proceed on the basis of conservative estimate of central government budgetary revenue over the medium term. This underscores the importance, once again, of continuing to review the financing requirements. Third, the financing of the poverty alleviation efforts will, as in the past, depend substantially on external funding, the availability of which could differ from the projected path. Because of this, the government's monetary programme, including government recourse to bank credit, will be managed flexibly, to allow for some compensation in unforeseen shortfall of projected external financing. Fourth, on the basis of insights from the MTEF and PER exercises, it is evident that the poverty reduction programme will be constrained severely by available resources. Because of this, the government has opted for a slight deterioration in the fiscal balance, and will also place special emphasis on the cost-effectiveness of intended poverty reduction initiatives. Fifth, the government will strategically support cost-sharing, co-financing, and other initiatives aimed at catalyzing deeper involvement by communities and other shareholders in well-conceived poverty reduction programmes. Sixth, the government is envisaging that there will be significant changes in the financing modalities for the poverty reduction programme, following the planned devolution of responsibilities to the local government authorities, and the attendant decentralization of public finances. The financial consequences of these prospective institutional changes will be kept under review, and incorporated more explicitly in the budget for FY 2001/2002. Finally, the government, guided by the findings from the stakeholders' workshops, will confine its financial interventions mostly to (i) education (notably at primary school level); (ii) health (primary health care); (iii) agriculture (research and extension); (iv) roads (in the rural areas); (v) water; (vi) judiciary; and (vii) HIV/AIDS. The deterioration of some key indicators of social well-being between 1989 and 1996 paralleled the decline in budgetary resources allocated to social sectors, particularly those for financing maintenance and operating expenses. Therefore, it is expected that a boost in budgetary support for these sectors along with improved efficiency in the delivery of public services will enhance access to better quality services for the poor.

#### Education

The Government intends to achieve the following specific objectives in the area of education during the three-year period ending 2003:

- Raise gross primary school enrolment to 85 percent;
- Increase the transition rate from primary to secondary school from 15 percent to 21 percent, and reduce the drop-out rate in primary school from 6.6 percent to 3 percent;

- Raise net primary school enrolment from 57 percent to 70 percent;
- Increase the number of students passing Standard VII examination at a reasonably high standard (to be specified) from 20 percent to 50 percent; and
- Expand adult education programmes.

In pursuit of these objectives, special efforts (including teacher upgrading and reallocation, strengthening of inspectorate services, improvement in availability of textbooks, rehabilitation of classrooms, and appropriate modification in the pupil-teacher ratios) will be made to raise educational attainment. The Government will continue to support basic costs in primary education, especially salaries of teachers. Moreover, in a reversal of past policies, it is intended to abolish primary school fees, starting in FY 2001/2002.

## 3.2 Actors

1/2 page

Narrative text on the work, position, and conditions of local NGOs, etc..

## 3.3 Donor Aid

→ Belgian DGD investments

Naam NGO	Budget in 2010
CARAES	74.559,22
DMOS	114.490,93 1.128,58
Oxfam WW	50.458,40 15.288,00
TRIAS	368.008,29 143.805,46 78.148,07
VECO	131.688,94 111.996,01 53.224,76 62.516,93
Viva Africa	124.031,65

**Overzichtstabel van de Belgische ODA van de Directie-generaal Development, vanaf 2007 tot en met 2010, in Tanzania**

Bron: Statistisch jaarboek, DG Development, D0.2, Begroting & ODA

<b>Directie-generaal Development: ODA in EURO</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
Gouvernementele samenwerking	6.195.932	5.740.141	7.379.037	13.324.031
Niet gouvernementele samenwerking	1.659.504	1.606.509	2.048.329	1.533.987
Multi-laterale samenwerking Belgisch Fonds voor de Voedselzekerheid Maatschappijopbouw Steun aan de privésector Administratie	3.598.545	5.006.487	5.073.163	2.242.333
<b>Totaal DGD</b>	<b>11.453.981</b>	<b>12.353.137</b>	<b>14.504.211</b>	<b>17.100.350</b>
% van de niet gouvernementele samenwerking	<b>14,49%</b>	<b>13%</b>	<b>14,15%</b>	<b>8,97%</b>

In 2010 kan men een opvallende stijging constateren van de gouvernementele hulp ten opzichte van 2009. Dit is te wijten aan de start van het nieuwe Indicatief Samenwerkingsprogramma 2010-2013, waar reeds bij aanvang van het programma een aanzienlijk budget werd voorzien voor het luik sectorale budgethulp, en meer bepaald voor 'local governance'.

<b>Niet-gouvernementele samenwerking via</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
NGO's	1.411.144	1.261.026	1.778.463	1.329.345
VVOB/APEFE				
VLIR-UOS	144.706	242.666	213.567	153.042
CUD	20.559			
Lokale civiele maatschappij				
Wetenschappelijke instellingen	29.000	61.000	56.300	49.100
Africalia	54.096	41.817	5.520	2.500
Andere niet-gouvernementele				
<b>Totaal niet-gouvernementele ontwikkelingshulp</b>	<b>1.659.504</b>	<b>1.606.509</b>	<b>2.053.849</b>	<b>1.533.987</b>

- donor assistance + donor assistance in UOS
- Share of Education in total ODA (%)
- “Darling-ship” Aid per capita

## 4. University Development Cooperation

### 4.1 VLIR-UOS Activity in/with the Country

1-2 pages

Narrative text

- past and present VLIR-UOS investments and active programmes (REI, BTP & Zuid)
- scholarships

#### **Institutional University Cooperation with the Sokoine Agricultural University (phase out)**

##### **Ongoing Own Initiatives in Tanzania**

- Landscape-ecological clarification of bubonic plague distribution and outbreaks in the West-Usambara Mountains, Tanzania (prof. H. Gulinck, K.U.Leuven - Dr. Didas Kimaro, Sokoine University of Agriculture), 2008-2013
- Wildlife population ecology and human-wildlife interactions in and around Saadani National Park (prof. H. Leirs, UA - Dr Alexander N. Songorwa, Sokoine University of Agriculture), 2008-2013
- Developing effective strategies for minimizing exposure of fumonisins and aflatoxins in maize based complementary foods in Tanzania (prof. B. De Meulenaer, UGent - Dr. Martin E. Kimanya, Tanzania Food and Drugs Authority & prof. Bendantunguka Tiisekwa, Sokoine University of Agriculture), 2011-2016

##### **Ongoing Research Initiative Proposals**

- Spatial and temporal prevalence of rodent-borne zoonotic diseases affecting public health in the Rift Valley in Tanzania (prof. Herwig Leirs, UA – prof. R.H. Makundi, Sokoine University of Agriculture), 2008-2011
- Groundwater characterisation of a coastal aquifer in Dar-es-Salaam, Tanzania: Mapping groundwater quality zones and developing groundwater (prof. Kristine Walraevens, UGent - prof. Dr. Clavery Tungaraza, Sokoine University of Agriculture), 2009-2013
- Enhancing indigenous knowledge on conservation agriculture for poverty alleviation and sustainable livelihood in the Usambara Mountains, Lushoto, Tanzania (prof. Jozef Deckers (KULeuven) - prof. Msanya, Sokoine University of Agriculture), 2010-2014

##### **Ongoing North South South proposals**

- Habitat Utilization, Population Dynamics of Rodents and Potential for Transmission of Zoonoses in Agro-ecosystems and Human Settlements in the Tigray Region, Northern Ethiopia (prof. Herwig Leirs, UA – prof. Rhodes H. Makundi, Sokoine University of Agriculture & Dr. Yonas Meheretu, Mekelle University)
- Enhanced capacities in addressing conservation agriculture problems in selected production areas in the Philippines and Tanzania (prof. Jozef Deckers, K.U. Leuven - prof. Carlito Laurean, BSU Philippines & prof. Didas Kimaro, Sokoine University of Agriculture)

##### **Ongoing South Initiative Proposals**

- Dissemination of the sustainable wastewater technology of constructed wetlands in Tanzania (prof. Marc Geerinckx, K.H.Kempen), 2011-2012

## 4.2 Focus of other university development cooperation donors

The Belgian Government through the BTC Tanzania-Belgium Local Scholarships Programme provides each year local scholarships for Masters level study at national universities in Tanzania. For the Academic Year 2007/2008 a total of 50 applications were funded for subjects ranging from Agri-business to Public Health and in the natural sciences from Agriculture to Environmental Management and Wildlife Management. Many of the recipients will in fact be undertaking their postgraduate courses at universities like SUA. From the statistics of the Local Scholarship Programme 2003-2006, provided by the Belgian Embassy in Dar es Salaam, there were a total of 219 scholarships, 113 of which were taken up by women. The BTC also supports a Mixed Ph.D. Scholarship Programme for study in Belgium Universities and other institutions there of Higher Education. In 2007/2008 a total of four Ph.D. scholarships are being provided by the BTC on a competitive basis and the emphasis of the programme is to support capacity building in the country. 2 HEAC has hitherto been replaced by TCU (Tanzanian Commission for Universities) since 1995. Final Evaluation of the IUC partnership

The NUFFIC activities in Tanzania in the field of Higher Education (past and present) are summarised in the following table:

Title project	Southern partner
Strengthening the institutional capacity of the university of Dar es Salaam entrepreneurship centre (UDEC) and the Zanzibar hotel and tourism institute (ZHTI) to enhance growth and competitiveness of SMEs in Tanzania	University of Dar es Salaam (UDSM)
Building capacity for mainstreaming entrepreneurship in curricula of vocational education and training institutions in Tanzania	Morogoro Vocational Instructors Training College (MVITC)
Institutional capacity building of Iringa university college for business development in the southern zone of Tanzania	Tumaini University, Iringa University College (IUCo)

Title project	Southern partner
Strengthening the Capacity of Mzumbe University to Address National Needs in Enhancing the Business Environment in Tanzania	Mzumbe University
Strengthening of the National Council for Technical Education to facilitate development of demand driven & competence based curricula at technical institutes in Tanzania	National Council for Technical Education (NACTE)
Strengthening Capacity of Mzumbe University to Enhance Decentralisation and Governance in Tanzania	Mzumbe University
Strengthening the training and outreach capacity of the Tanzania Institute of Accountancy	Tanzania Institute of Accountancy (TIA)
Building the Institutional Capacity of the Tanzania Public Service College (TPSC) for improved delivery of training programmes in order to enhance the decentralization process in Tanzania, and service delivery in a decentralised system	Tanzania Public Service College (TPSC)
Strengthen the capacity of the College for Business Education to develop and apply modular, competence based curricula	College of Business Education

Title project	Southern partner
Strengthening medical skills training at pre-service training institutions in three zones by establishing skills labs and introducing PBL	Ministry of Health and Social Welfare (MoH&SW)
Entrepreneurship Development in Vocational Training and Education	Vocational Education and Training Authority (VETA) (with Morogoro Vocational Teachers Training College (MVTTC))
Harmonization and Alignment of Business Studies in Higher Education in Tanzania	Tanzania Commission for Universities (TCU) (with Mzumbe University - Faculty of Commerce & Management & Business School (MU-FoC) and Iringa University College (IUCo))
Improving Labour Market Responsiveness of Technical Education and Training in Tanzania	National Council for Technical Education (NACTE) (with College of Business Education (CBE) and Zanzibar Institute of Tourism Development (ZIToD))
Enhancement of D by D in LGA	Mzumbe University - Faculty of Public Administration and Management (MU-FPAM)
Entrepreneurship in teacher training and curriculum	Tanzania Institute of Education (TIE)

## List of Resources and interesting Links

<http://www.wes.org/ewenr/03jan/Feature.htm>

<http://books.google.be/books?id=jbp6lvIc->

[0gC&printsec=frontcover&dq=higher+education+in+Tanzania&source=bl&ots=T9tchgOUB-&sig=GrCFk1WTt4U\\_kR-](http://books.google.be/books?id=jbp6lvIc-0gC&printsec=frontcover&dq=higher+education+in+Tanzania&source=bl&ots=T9tchgOUB-&sig=GrCFk1WTt4U_kR-)

[72KT7h59\\_MGM&hl=nl&ei=xpxJTICRCITvOcio9JYD&sa=X&oi=book\\_result&ct=result&resnum=5&ved=0CDIQ6AEwBA#v=onepage&q&f=false](http://books.google.be/books?id=jbp6lvIc-72KT7h59_MGM&hl=nl&ei=xpxJTICRCITvOcio9JYD&sa=X&oi=book_result&ct=result&resnum=5&ved=0CDIQ6AEwBA#v=onepage&q&f=false)

<http://www.university-directory.eu/Tanzania/Tanzania.html>

## **ANNEXES**

**A. PRSP**

**B. Strategy Papers of the Ministry of Higher Education**

**C. List of HE Institutes (private <-> public) and their focal points**