



## **Mainstreaming Higher Education in National and Regional Development in Southern Africa**

### **Regional Country Profiles**

**The Study Team are responsible for the choice and presentation of the data and facts contained in this document and for the opinions expressed therein, these are not necessarily those of SARUA nor the AAU and do not make any commitment for either association.**

The country study presented here was prepared as a part of the study “Mainstreaming Higher Education in National and Regional Development in Southern Africa” (SARUA, 2009). It forms the background data to that study and is published here as an appendix to that report. The Country Studies data has not been subjected to the same level of editorial scrutiny as the Report itself. However, we publish these country studies as supplemental information to that presented in the Report, and hope that they will be of value to other researchers in the region.

# TANZANIA

## 12.1 Country Context

**TABLE: 1. World Development Indicators**

World Development Indicators	Yr 2006
Population, total (millions)	39.5
Population growth (annual %)	2.5
Surface area (sq km) (thousands)	947.3
Life expectancy at birth, total (years)	51.9
Mortality rate, infant (per 1 000 live births)	73.6
Literacy rate, youth female (% of females ages 15-24)	76.2
GNI (current US\$) (billions)	12.6
GNI per capita, Atlas method (current US\$)	350
Prevalence of HIV, total (% of population ages 15-49)	6.5

Source: *World Bank Tanzania: Quick Facts*<sup>1</sup>

The United Republic of Tanzania was formed in 1964 with the union of the mainland country of Tanganyika and the Zanzibar archipelago, which comprises the islands of Unguja and Pemba. Unguja is the much larger and more populous of the two islands and it is commonly referred to as Zanzibar. Zanzibar enjoys an autonomous status in many areas of governance and has a separate legal system from the mainland. The legislative capital of Tanzania is Dodoma. Tanzania has made significant progress in restoring macroeconomic stability. Overall fiscal balance (including ODA) has been a surplus of around 0.8 to 1.2 percent of GDP during the past three years. Inflation has been controlled from more than 30 percent in 1995 to 6.6 percent in early 2000. Foreign reserves have increased from 1.5 months of merchandise imports in 1995 to 4.5 months.

## 12.2 Planning Context

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<sup>1</sup><http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/TANZANIAEXTN/0,,menuPK:287361~pagePK:141132~piPK:141109~theSitePK:258799,00.html> accessed 20 August 2008  
<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/TANZANIAEXTN/0,,menuPK:287361~pagePK:141132~piPK:141109~theSitePK:258799,00.html>

**Mkukuta 2005:** Tanzania’s commitment to eliminating poverty is evident in its second poverty reduction strategy, the National Strategy for Growth and Reduction of Poverty (NSGRP), or Mkukuta. The aims of Mkukuta are:

1. Improvement of quality of life and social well-being
2. Governance and accountability

Mkukuta, cluster II Goal 1: ‘Equitable access to primary and secondary education for boys and girls, universal literacy among women and men, and expansion of higher education, technical and vocational education.’

Post-independence Tanzania’s priority within the education sector was basic education; it offered a means of forging widespread commitment to the ideals of the state and could empower the population with basic literacy. Attention began to shift towards post-primary education in 2001 when the Government commissioned seven studies to set the scene for policy and strategy development specific to secondary and tertiary education. One of these studies looked into the labour market for graduates of the education system and unveiled the following:

- Forty-three percent of the labour force had completed a primary education and just 5 percent had a secondary education
- Learners who left the education system after primary schooling were three times more likely to secure paid employment than those that left before completing primary education
- Learners who left the education system after secondary schooling had a sevenfold advantage in employment over primary level leavers
- This pattern was also evident within the informal sector among employers. The study also noted that the majority of learners leaving secondary school went on to further training before entering the labour market.<sup>2</sup> (Shitindu., 2003).

## 12.3 Education Context

**The Draft Education and Training Sector Development Programme (ESDP) 2008 – 2017** is the latest framework setting out a revised vision for the sector. It is a second-generation ESDP for Tanzania. The first originated from the Education and Training Policy (ETP) of 1995, was developed in 1997 and revised in 2001. The revised ESDP 2008 – 2017 defines objectives and principles to guide management and dialogue structures, outcome areas, monitoring and evaluation, financing and

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<sup>2</sup> Dr. J.L.M. Shitundu, *Analysis of Labour Market Linkage and External Efficiency of Post-primary Education and Training*

investment choices, teachers and teacher management, language learning and capacity development. (ESR 2007)

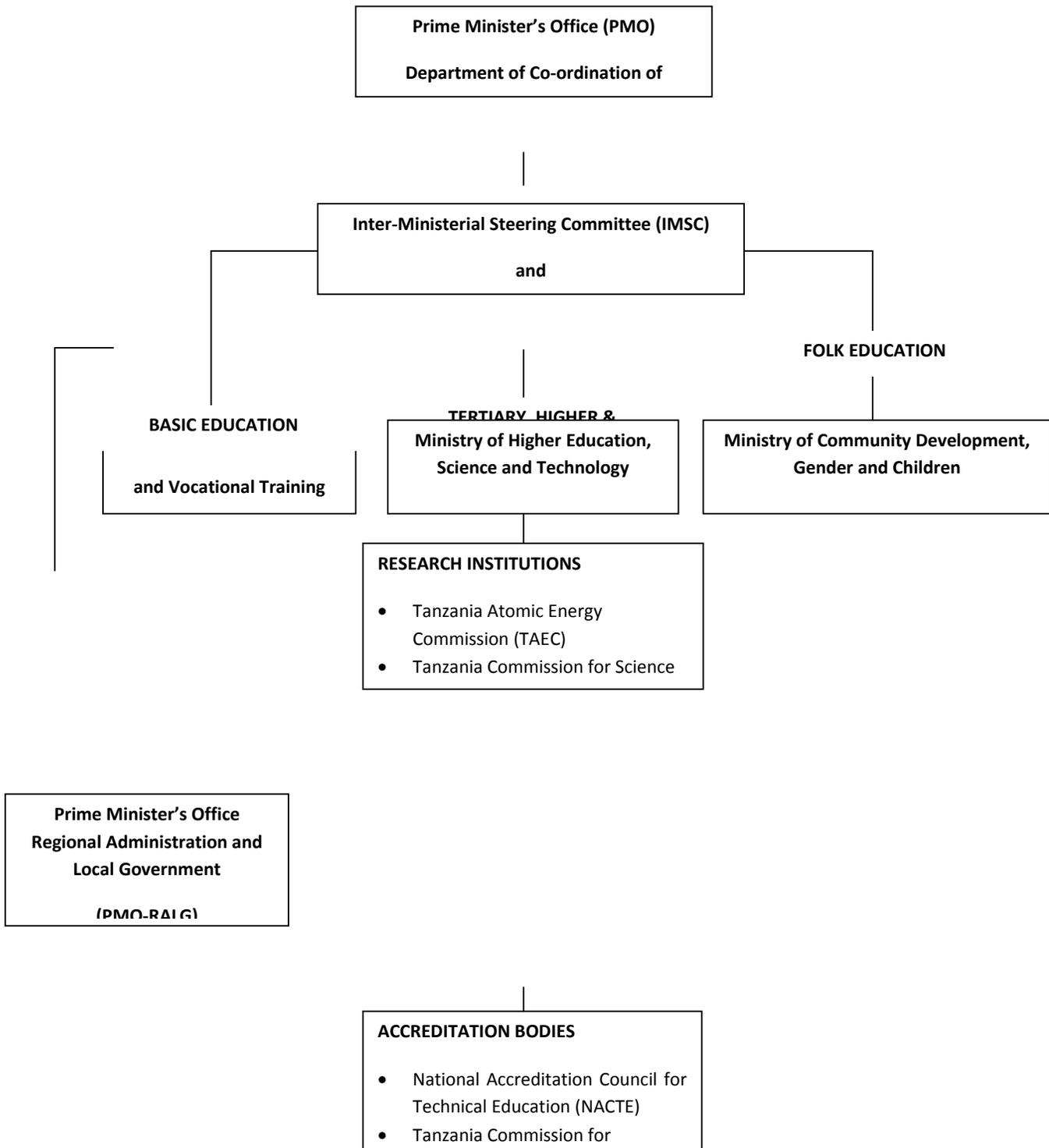
At primary level Tanzania has now implemented the second phase of the **Primary Education Development Programme (PEDP) 2007 – 2011**. The first phase of the PEDP (2001 – 2006) has gone some way to supporting Tanzania's intentions to achieve universal basic education. This second phase of the PEDP is a continuation of the aims of its predecessor, with a number of additional efforts to improve primary school education. (URT. 2003)

**Secondary Education Development Programme (SEDP)**. This programme aims to improve access to and quality of secondary education so that it can accommodate the majority of learners from primary education who qualify. The government will also continue to enhance the general environment for education provision; promoting gender equality and equity, strengthening information and communication systems; as well as improving the administration of education at all levels.

(URT. 2003)

Tanzania is establishing an Education Sector Management Information System. This was a focus of the first ESDP and is hoped to inform evidence-based policy and decision-making. Phase I (2007 – 2008) will pilot the ESMIS framework and put in an operational master plan in time for implementation in Phase II (2008 – 2010). (ESR 2007)

**DIAGRAM: 1. Structure of Tanzania's Education System**





**TABLE: 2. Levels and Grades in General Education**

Level of Education	Grades	Number of Years	Age Range	National Examination/Certificate
Pre-Primary		2	5-6	No examination for promotion
Primary	Standard (STD) I-VII	7	7-13	Primary School Leaving Examination (PSLE) in STD VII
Lower Secondary	Forms I-IV	4	14-17	O-level
Upper Secondary	Forms V&VI	2	18-19	A-Level
University		3 (min.)	19+	

Source: *Basic Education Statistics 2008*

**Primary education** is compulsory and Tanzania is committed to reach universal primary education. 2005 GER at primary level was 91.5 (see table 3).

**Lower secondary level** covers 12 compulsory subjects. At senior secondary there is a smaller range of subjects to study, but these subject combinations are restrictive within existing 'vocationalised' packages (commercial, agricultural, technical or home economics). This classification no longer applies to new-generation schools that categorise themselves as academic or international schools. There has been a development of private secondary schools to cater for those who finished primary school but could not gain entry to public schools due to scarcity of places.

**Folk Development Colleges (FDCs)** were established in 1975 to offer skill training for out of school youth and adults. They are based on a Swedish model and are located in villages across 58 of the 96 rural districts. (URT 2003)

**TABLE: 3. Situational Analysis of General Education in Tanzania**

Information Type		Pre-Primary		Primary		Secondary	
<b>Number of Institutions</b>				<b>Govt</b>	<b>Pvt.</b>	<b>Govt</b>	<b>Pvt.</b>
	<b>2004</b>	n/a		13,533	156	828	463
	<b>2005</b>	n/a		14,053	204	1,202	543
	<b>2006</b>	n/a		14,440	260	1,690	599
	<b>2007</b>	n/a		15,122	324	2,806	679
	<b>2008</b>	n/a		15,257	416	3,089	759
<b>Total enrolment public schools &amp; % Female</b>		<b>2006</b>		<b>2007</b>		<b>2008</b>	
	<b>Total enrolment 2004</b>	<b>Total</b>	<b>Female</b>	<b>Total</b>	<b>Female</b>	<b>Total</b>	<b>Female</b>
<b>Primary</b>	7,083,063	n/a	49,1	n/a	49,3	8,410,094	49,3
<b>Lower Secondary</b>	401,598	n/a	46,2	n/a	46,4	1,164,250	43,8
<b>Upper Secondary</b>	31,001	n/a	34,9	n/a	41,3	58,153	31,7
<b>Primary</b>		<b>2003</b>		<b>2004</b>		<b>2005</b>	
	<b>Primary NER</b>	97		101		106	
	<b>Primary GER</b>	81		86		91.5	
<b>Secondary</b>		<b>2006</b>		<b>2007</b>		<b>2008</b>	
		<b>NER</b>	<b>GER</b>	<b>NER</b>	<b>GER</b>	<b>NER</b>	<b>GER</b>
	<b>Lower Secondary</b>	13.4	20.2	20.7	30.5	24.4	36.2

<b>Upper Secondary</b>	1.0	3.2	0.9	3.7	1.4	4.0
<b>Learner :Teacher Ratio (Government Schools Only)</b>	<b>Primary</b>		<b>Secondary*</b>			
<b>2004</b>	1:58		1:23		<i>(*Lower and upper combined)</i>	
<b>2005</b>	1:56		1:22			
<b>2006</b>	1:52		1:29			
<b>2007</b>	1:53		1:34			
<b>2008</b>	1:54		1:37			
<b>Leaving examination and pass rate</b>	<b>primary</b>		<b>lower-secondary</b>		<b>upper-secondary</b>	
<b>2006-total</b>	n/a		26,836		21.126	
<b>2006 % pass rate</b>			93.3		96.3	
<b>2007-total</b>	773,537		n/a		24,813	
<b>2007 % pass rate</b>	54.18		n/a		92.3	
<b>Transition Rate</b>						
	<b>2006</b>		<b>2007</b>		<b>2008</b>	
<b>Primary to lower secondary</b>	n/a		n/a		51.18	
<b>Form 4-Form 5 public</b>	25%		20%			

Source: BEST 2008

The comparison of statistics is compromised by the BEST changing certain indicators year to year. In addition, the inclusion of 2008 pass rates in the BEST, leaves some doubt regarding the accuracy of the figures.

From the BEST statistics observations can be made of:

- The significant annual increase in the number of schools.
- The encouraging growth (over 200 percent) in the number of secondary schools, but at the same time the massive bottleneck – the number of secondary schools is only 30 percent of the number of primary schools.

- The almost doubling of the number of private secondary schools over four years.
- In 2008, less than 1 percent of primary school learners progressed to senior secondary school. NER and GER for upper-secondary are statistically very low and indicate the low level of throughput from primary education.
- The low secondary school learner/teacher ratio does not indicate whether there is a lower ratio at upper-secondary. Regardless of this, a 1:20 ratio is low by regional standards.

### **12.3.1 Focus on Higher Education**

#### 12.3.1.1 Policy environment

#### **National Strategy for Growth and Reduction of Poverty (NSGRP/Mkukuta)**

**Cluster 1:** Increasing growth by increasing the ability of the tertiary education sector to provide relevant high quality graduates especially in sciences, technology and engineering.

**National Higher Education Policy 1999: Education and Training Sector Development Programme (ESDP) – Education Sector Review Aide Memoire 2007.** Proposed actions for the Ministry of Higher and Technical Education, Science and Technology (*specific action for universities*):

- Create more tertiary institutions to develop science and technology
- Increase funding for science and technology (teaching, research and development)
- Meet labour market and national development demands
- Quality Assurance
- Allow private sector to partner with public sector to provide selective expansion
- Strengthen student loan system and improve loan recovery

There is a certain amount of evidence that all six of these strategies are being addressed.

A new university, the University of Dodoma, has been opened and will provide enrolment for a further 40 000 students. The Tanzania University Commission (TCU) has established mechanisms for quality assurance and there is a large growth in private universities. Currently 40 percent of university students in Tanzania are enrolled in humanities and a further 30 percent in natural sciences. The shift towards science and technology in the national growth strategy and higher education plan therefore makes sense, as it is clear that the current output of technical skills is not sufficient for the country's development needs. Two important provisos are required. Firstly, this

goal needs to be matched by the re-direction of funding to science and technology programmes at universities and, secondly, the science and technology programmes need to be targeted at short and medium-term development needs.

In this regard initiatives such as the Vodacom Foundation, offering bursaries in electrical science and computer engineering, aims to address immediate development needs through public/private collaboration. The Government of Tanzania, together with development partners and industry, need to have a programme in place to increase the output and retention of technical skills (see COET case study below). At the same time, lessons from South-East Asia need to be heeded and relevant social science subjects should be included in science and technology curricula so as not to create a generation with technical skills but no broader social understanding.

#### 12.3.1.2 Profile of Higher Education

HE in the United Republic of Tanzania (URT) has grown from one university at independence in 1961, to over 30 universities and a total of 200 tertiary institutions currently. Included in the tertiary sector are professional training institutions run by ministries, parastatals and the private sector (which do not form part of this study but make up an important part of the skills development sector).

- Summary of the higher education sector:
- 11 public universities
- 3 university colleges
- 1 distance university – Open University of Tanzania
- 17 private universities

**Private universities** receive support from government with land, tax rebates for imported education material and the training of lecturers. They are mainly faith-based institutions and account for 12 percent of overall university enrolment. The first private university – Hubert Kairuki – opened in 1998 with five students. The enrolment table below indicates the rapid growth in private universities since 1998, pointing to the increase in demand as well as the ability of a growing sector of the population being able to afford full university fees.

**Geographic equity:** There is a concentration of universities in the North of the country. This disadvantages rural populations and the location of the new public university at Dodoma, in the centre of the country and closer to rural catchment areas, is partly to address this issue. The Island of Zanzibar has its own state university.

**TABLE: 4. Enrolment by type of university**

Year	Public enrolment. Enrolment at 5 largest public universities. <sup>3</sup>	Private enrolment Enrolment at 4 largest private universities <sup>4</sup>
2001/2	18,775	869
2002/3	20,697	1,223
2003/4	25,709	1,169
2004/5	31,906	2,255
2005/6*	38,990	3,689
2006/7	43,997	10,045

	Total public enrolment	Total private enrolment
2005/06	51,657	16,372

Enrolment at public sector universities has more than doubled from 2001/2 to 2006/7.

Enrolment at private universities has grown nine-fold in the same period, noting that in 1998 when the first private university was launched, there were only five private university students in the country. A study commissioned by the United Republic of Tanzania (URT) Ministry of Education Science and Technology: *Higher Education enrolment, expansion and relevance improvement and sustainable financing (2007)* predicts that total university enrolment will increase to 75,000 by 2010 (a 42 percent growth from 2006/07) and 95,000 by 2012 (a further 21 percent growth from 2010). Having commissioned this study, the MoEVT as well as the Ministry of Finance are well poised to plan for the growth of the financing of universities.

**The Participation rate of Tanzania** is seven graduates per 100 000 population per year. To put this in perspective the figures for comparable countries are: South Africa = 24; Kenya = 41; Zimbabwe = 24;

<sup>3</sup> University of Dar es Salaam; Sokoine University of Agriculture; Open University Tanzania; Mzumbe University & State University of Zanzibar.

<sup>4</sup> Tumaini University; St. Augustine University of Tanzania; International University and Technology University; Hubert Kairuki Memorial University.

and Uganda = 19 (Ministry of Education, Science and Technology, 2007). In a developing country such as Tanzania, with a fairly large university system, this participation rate is low and needs to be addressed in terms of the weaknesses in the education system. Despite large improvements in enrolment rates, they remain low at secondary level. Form 6 has only a 2.7 percent enrolment of the 19-year-old age cohort.

**TABLE: 5. Percentage Enrolment by degree clusters (2005/6 & 2006/7)**

	2005/06	2006/07
<b>Basic Sciences</b>	30.28%	26.86%
<b>Humanities</b>	41.06%	44.62%
<b>Technology</b>	13.94%	15.38%
<b>Medicine</b>	7.62%	7.70%
<b>Agriculture &amp; Forestry</b>	7.08%	5.44%

These enrolment figures are typical of the countries in this study and reflect a low enrolment in technology, medicine and agriculture, which are crucial to the country's development. It is presumed that those studying to be teachers form part of humanities and natural sciences. Many social scientists are preparing for careers as policy managers and planners in government ministries and the development sector. Although these are important for Tanzania's development, increasing the output of medical personnel is necessary to ensure a strong and independent national health system.

### 12.3.1.3 Governance

**The Universities Act 2005** covers both public and private universities and provides the framework for accreditation of programmes and the composition of university councils. Similar to other countries in this study, Tanzania has in recent years changed its Higher Education Act, to effect guidelines for private providers.

#### **Higher Education Structure and governance**

Until February 2008, there was a Ministry of Higher Education, Science and Technology (MHEST). In February 2008, higher education was dissolved into the Ministry of Education and Vocational Training (MoEVT) and Science and Technology was assigned to the Ministry of Communication, Science and Technology. The overall stakeholder structure for universities is the **Tanzania**

**Commission for Universities** set up in 2005. Anecdotal evidence suggests that the higher education division of MoEVT is disenchanted by this amalgamation, as it had previously been removed from the Ministry of Education to form a separate Ministry, and views the re-integration as politically motivated. In addition, the decision to separate science and technology from education, at a time when science and technology is a key focus area of education, raises questions.

#### 12.3.1.4 Research

Tanzania has a well-established research sector with over 62 sectoral research institutions. The main university involvement in research is:

**University of Dar es Salaam** – The government of Tanzania in 2001 gave a grant of US\$30 000 towards a US\$10-million research budget. UDSM has the following research institutes: Development Studies; Marine Sciences; Production Innovation and Resource Assessment.

**The College of Engineering and Technology (COET)** at UDSM performs research into the use of natural resources, innovation and technical development. In addition, there is faculty-based research (see case study below).

**Sokione University of Agriculture** – Institute of Continuing Education and development studies as well as faculty-based research, undergraduate and postgraduate research.

**Open University of Tanzania** – faculty-based undergraduate and postgraduate research.

Noting the number of public universities in Tanzania, their research publication output is fairly low and an increase in output could have been expected in this phase of the country's development.

#### **Case Study – University of Dar es Salaam College of Engineering**

The College of Engineering and Technology, COET, University of Dar es Salaam (UDSM) is an example of a college with good output rates, despite chronic under-funding from the Government of Tanzania. Established in 1973, the college has 150 academic staff, 1 700 undergraduate students and 500 postgraduates, with 55 at PhD level. The college has an approximate throughput rate of 70 percent (measured by percentage of enrolled students who graduate). There are several factors that lead to the success of COET. In the 1980s staff retention was a threat to the college. Professional and academic exposure, as well as poor working conditions, were the primary reason for staff exodus. The college management held an institutional review that mirrored similar reviews in other Tanzanian government institutions at the time. The outcome of this review was the establishment of a Bureau for Industrial Co-operation. Through this bureau, mechanisms were set up to allow faculty to provide consulting and business services and, in this way, earn more money and be exposed to opportunities for professional development. Currently 70 percent of faculty have PhDs and the current level of staff retention is high.

The second contributor to success of COET is the co-operative relationships with donors and private companies, who contribute directly to the college. GTZ were involved with supporting the establishment of the college. Donor funds from GTZ/DAAD, NORAD, SDC, Sida/SAREC and NUFFIC have contributed to staff training and project support. Although most of the faculty gained their undergraduate degrees at UDSM, 80 percent of them have pursued graduate studies overseas. The college has eight professors, 22 associate professors and 43 senior lecturers. The last factor which, without doubt, has led to the current success of the college is the principal, Professor Burton LM Mwamila. Since graduating at the college in 1973 he has remained on the staff. He has a good understanding of financing issues and co-hosted a conference and publication on 'Financing of Higher Education in Eastern and Southern Africa' in 2002. Many of the relationships with foreign donors can be attributed to the strong leadership he and his management team provide, and the decision to submit unsolicited proposals to donors at a time (2000) when the donor community was withdrawing from Tanzania due to the country's border conflict, has led to the survival of the college. Current projects include increasing female enrolment. In 2006 this stood at 25 percent, an increase from 7.7 percent in 2000. A pre-entry 'catch up' programme for female students is offered (with assistance from the Swiss government). KOICA (Korea development agency) is currently funding a much needed infrastructure upgrade and ZTE Corporation of China has provided a demonstration equipment grant. In 2006 the college hosted a conference with stakeholders from the sector on making the college relevant. This led directly to changes in the curriculum.

COET has been used as a case study to highlight that despite a low level of government funding and (at times) political instability, a higher education institute can remain credible, relevant and solvent. Anecdotal evidence shows that Tanzania retains a high percentage of engineering graduates, and although the country requires many more, this is a positive trend and suggests the need for a formal tracer study.

## 12.4 Financing Context

Tanzania has separate recurrent and development budgets. It should be noted that in some instances recurrent expenditure is included in the development budget. Tanzania had a separate Ministry for Higher Education until 2008. Teacher Training is included in the Ministry of Education and not in Higher Education. Furthermore, Health and Social Welfare are combined into one Vote. The figures quoted are actual expenditure for 2005/06 and budget estimates for 2006/07 and 2007/08. It should be noted that actual expenditure can deviate significantly from what has been allocated in the budget documentation.

### 12.4.1 Trends in allocation

**TABLE: 6. National Budget Allocations**

Tz Shs	2005/06	2006/07	2007/08
<b>Allocation</b>	<b>Actual</b>	<b>Estimate</b>	<b>Estimate</b>
<b>Total Expenditure</b>	<b>2,705,592,273,427</b>	<b>4,011,781,024,000</b>	<b>5,945,253,250,000</b>
<b>Education &amp; Vocational Training</b>	168,849,974,604	239,650,710,000	265,679,865,700
<b>% of budget</b>	6.24%	5.97%	4.47%
<b>% of GDP</b>	1.19%	1.49%	
<b>Higher Education, Science and Technology</b>	140,434,811,786	209,859,163,000	287,875,797,000
<b>% of budget</b>	5.19%	5.23%	4.84%
<b>% of GDP</b>	0.99%	1.30%	
<b>Health &amp; Social Welfare</b>	238,656,542,411	286,839,917,700	369,563,787,400
<b>% of budget</b>	8.82%	7.15%	6.22%
<b>% of GDP</b>	1.68%	1.78%	
<b>Defence and National Service</b>	254,942,971,759	287,546,476,000	309,636,963,000
<b>% of budget</b>	9.42%	7.17%	5.21%
<b>% of GDP</b>	1.79%	1.78%	
<b>GDP</b>	14,209,092,000,000	16,111,445,000,000	

Source: Ministry of Finance Public Expenditure Estimates 2007/08, GDP figures: UN Statistics database <http://unstats.un.org>

Higher Education, Science and Technology received almost the same proportion of the budget as Education and Vocational Training. Together, the two Votes represent on average 10.6 percent of the total budget over the period 2005/06 to 2007/09. Over the same period the Health and Social Welfare received, on average, 7.4 percent of the budget and Defence and National Service received 7.3 percent. The total budget of Tanzania increased at an average annual rate of 48.2 percent over the period 2005/06 to 2007/08. Over the same period, spending on Higher Education, Science and Technology grew at a significant average annual rate of 43.2 percent, while allocations to Education and Vocational Training grew at only 25.4 percent, Health and Social Welfare at 24.2 percent and Defence and National Service at 10.2 percent. Despite the impressive projected growth in the budget for Higher Education, Science and Technology, the proportion of the budget declined from 5.19 percent in 2005/06 to 4.84 percent in 2007/08.

**TABLE: 7. Education and Vocational Training Budget Allocations**

Tz Shs	2005/06	2006/07	2007/08
Allocation	Actual	Estimate	Estimate
<b>Total Expenditure</b>	168,849,974,604	239,650,710,000	265,679,865,700
Administration	12,678,277,987	42,065,419,100	33,650,762,900
% Total	7.51%	17.55%	12.67%
General Education	8,772,416,926	10,776,706,300	11,450,796,500
% Total	5.20%	4.50%	4.31%
Primary Education	37,241,470,749	56,383,309,000	27,094,029,100
% Total	22.06%	23.53%	10.20%
Secondary Education	100,806,485,582	119,986,866,100	174,227,460,700
% Total	59.70%	50.07%	65.58%
Teachers' Training	9,351,323,360	10,438,409,500	19,256,816,500
% Total	5.54%	4.36%	7.25%

Source: Ministry of Finance Public Expenditure Estimates 2007/08

The largest proportion of the Education and Vocational Training budget is allocated to Secondary Education that receives, on average, 58.5 percent of total expenditure for the programme. This is followed by spending on Primary Education receiving, on average, 18.6 percent of total programme expenditure. The reason for the high allocation to primary Education in 2006/07 was the inclusion of a capitation grant that was allocated to government schools for purchasing teaching and learning materials. The drop in financing in 2007/08 is due to a reduction in Donor funding.

**TABLE: 8. Higher Education, Science and Technology Budget Allocations**

Tz Shs	2005/06	2006/07	2007/08
Allocation	Actual	Estimate	Estimate

<b>Total Expenditure</b>	140,434,811,787	209,859,163,000	287,875,797,000
Administration	4,642,324,588	7,725,561,600	3,728,511,900
% Total	3.31%	3.68%	1.30%
International Organisation	323,946,425	322,005,700	381,040,900
% Total	0.23%	0.15%	0.13%
Higher and Technical Education	135,468,540,774	201,811,595,700	283,766,244,200
% Total	96.46%	96.17%	98.57%

Source: Ministry of Finance Public Expenditure Estimates 2007/08

The majority of funding in the programme above goes to Higher and Technical Education that received, on average, 97.1 percent of the programme budget over the period 2005/06 to 2007/08. Spending on Higher and Technical Education grew at an average annual rate of 44.7 percent over the period.

#### 12.4.2 Activity Support

**TABLE: 9. Breakdown of Higher and Technical Education Programme**

Tz Shs	2005/06	2006/07	2007/08
Allocation	Actual	Estimate	Estimate
Total	135,468,540,774	201,811,595,700	283,766,244,200
Higher Education	124,343,646,849	181,783,604,500	264,343,369,700
% Total	91.79%	90.08%	93.16%
Technical Education	8,050,721,051	14,492,655,300	14,288,675,200
% Total	5.94%	7.18%	5.04%
Science and Technology	3,074,172,873	5,535,335,900	5,134,199,300
% Total	2.27%	2.74%	1.81%

Source: Ministry of Finance Public Expenditure Estimates 2007/08

Spending on Higher Education dominated allocations to the Higher and Technical Education programme, receiving on average 91.7 percent of the total allocation over the 2005/06 to 2007/08 period. Typically about 80 percent of this amount is allocated as current transfers to universities.

**TABLE: 10. Development Budget for Higher Education**

Tz Shs	Local	Foreign	Total
2005/06 (Actual)	8,901,000,000	13,893,451,700	22,794,451,700
% Total	39.05%	60.95%	
2006/07 (Estimate)	17,425,998,000	13,409,947,000	30,835,945,000
% Total	56.51%	43.49%	
2007/08 (Estimate)	24,659,000,000	18,435,139,000	43,094,139,000
% Total	57.22%	42.78%	

Source: Ministry of Finance Public Expenditure Estimates 2007/08

The development budget accounted for, on average, 17.2 percent of the total budget for Higher Education. The proportion of this that is funded by external sources dropped from 60.95 percent in 2005/06 to 42.78 percent in 2007/08.

## 12.5 Donor Context

Support from the World Bank and other development partners has helped Tanzania to move closer towards reaching its Millennium Development Goals. This includes goals specific to education, including the enrolment rates.

Today, as part of a Joint Assistance Strategy for Tanzania (JAST), Tanzania has planned support for the period 2007/8 to 2009/10 from the 35 members of the Tanzania Development Partners Group (DPG). Included in this JAST is a medium-term framework to improve collaboration across donors supporting Tanzania's plans for development and poverty reduction.

Tanzania's first financial support from the World Bank's International Development Association (IDA) was secured in support of education in 1963. Today the World Bank is involved in 22 active projects with commitments of US\$1.7-billion in all major sectors. The biggest portion of World Bank lending is spent in the roads and energy sectors (26 percent), although 10 percent is channelled to health and education related projects. (World Bank website)

## 12.6 Issues and Observations

The low participation rates in higher education, coupled with the low Form 6 output at secondary level are of concern to the higher education system in Tanzania. The successful growth at basic education level has not been filtered up into completion of secondary school

and university enrolment. Tanzania needs to find ways to scale up provision of higher education and at the same time address the issues of field of study and the relevance of curricula. The University of Dar es Salaam was viewed as a model developmental university in the 1960s and many students from across Africa benefited from the high quality of its programmes. As Tanzania moves into a new growth era in the second decade of the new millennium, a new generation of developmental universities needs to be invested in. Since 1995 the percentage government spend in higher and tertiary education has vacillated, especially in the late 1990s. The URT are diligent in terms of drafting sector policies and conducting reviews of the education sector. Although overall gains have been made, the weaknesses in the higher-secondary and university sector need to be addressed through both an increase in funding and the implementation of a rapid strategy to increase participation and throughput.