

A Critical Analysis of the State of Doctoral Education in Tanzania

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**DOCTORAL EDUCATION IN COMMONWEALTH AFRICA – A RESEARCH
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Outline

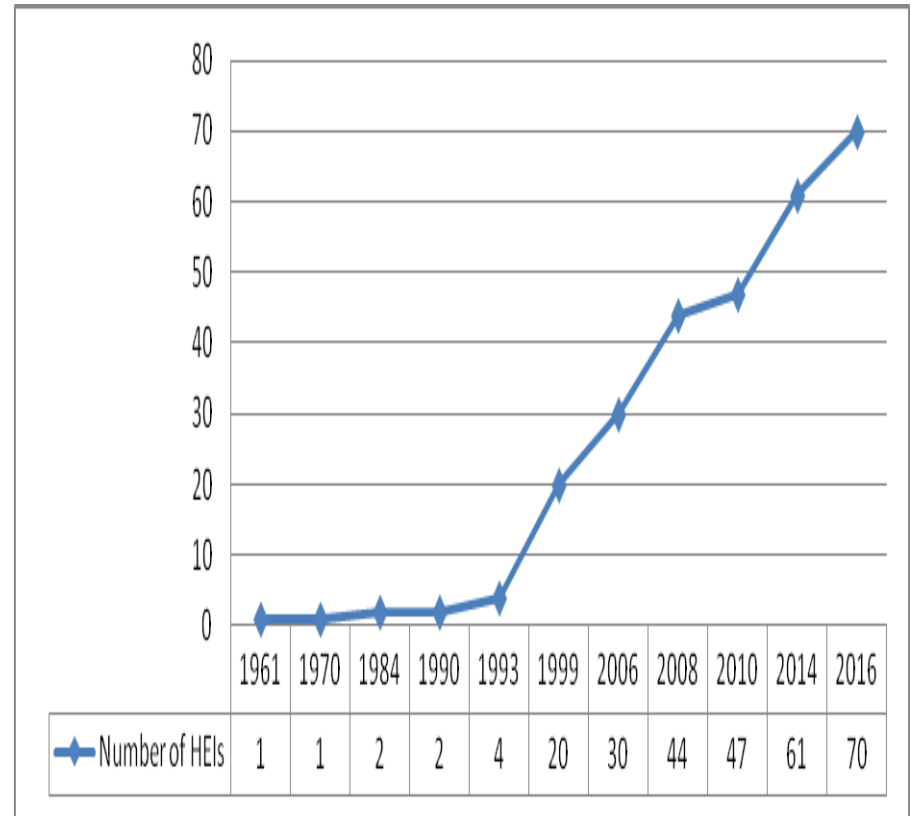
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Introduction

- In Tanzania, doctoral education is mainly undertaken by the university academics.
- Given the fact that higher education sector has witnessed exponential growth since the advent of the new millennium, the demand for academic staff particularly with PhD has fallen short of the supply in the sector.
- This scenario and related others have resulted to the unique doctoral education landscape
- Therefore, this paper has emerged as an attempt to critically analyse the doctoral education provision in Tanzania.
- The analysis revolves around the current situation, strengths and weakness, and how policy can address doctoral education challenges.

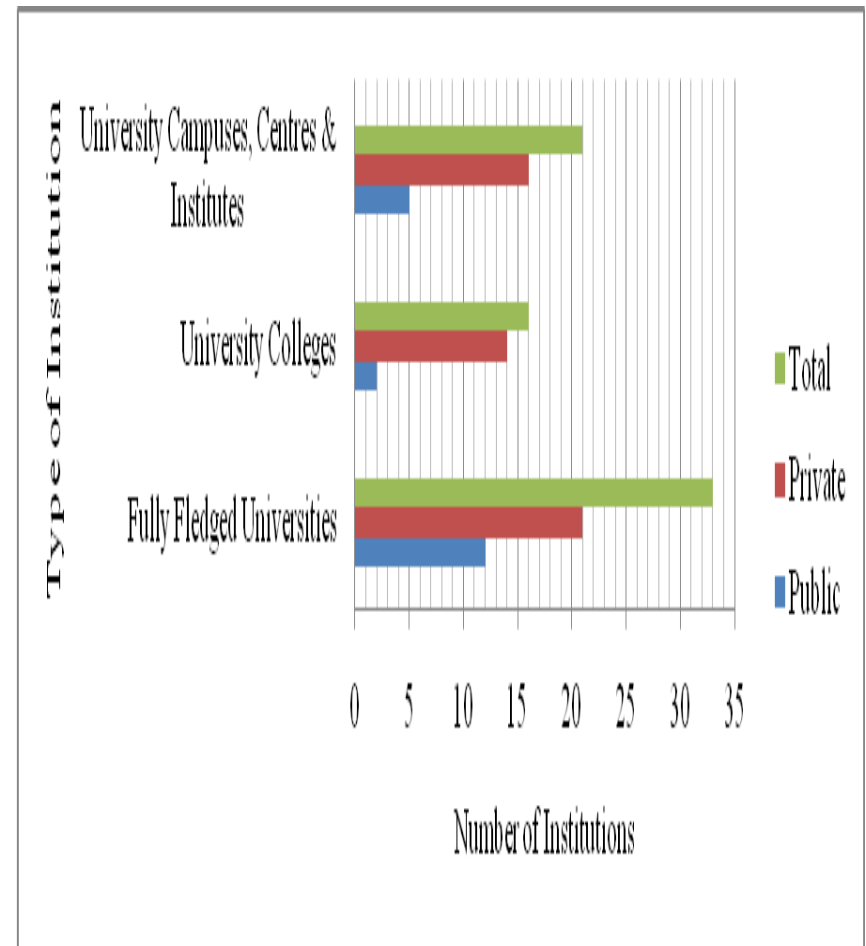
Current Situation of the Doctoral Education in Tanzania

- Rapid expansion of HEIs in past two decades
- The liberalization of HE in the mid 1990s had an important impact on the increase in number of HEIs and students enrolments

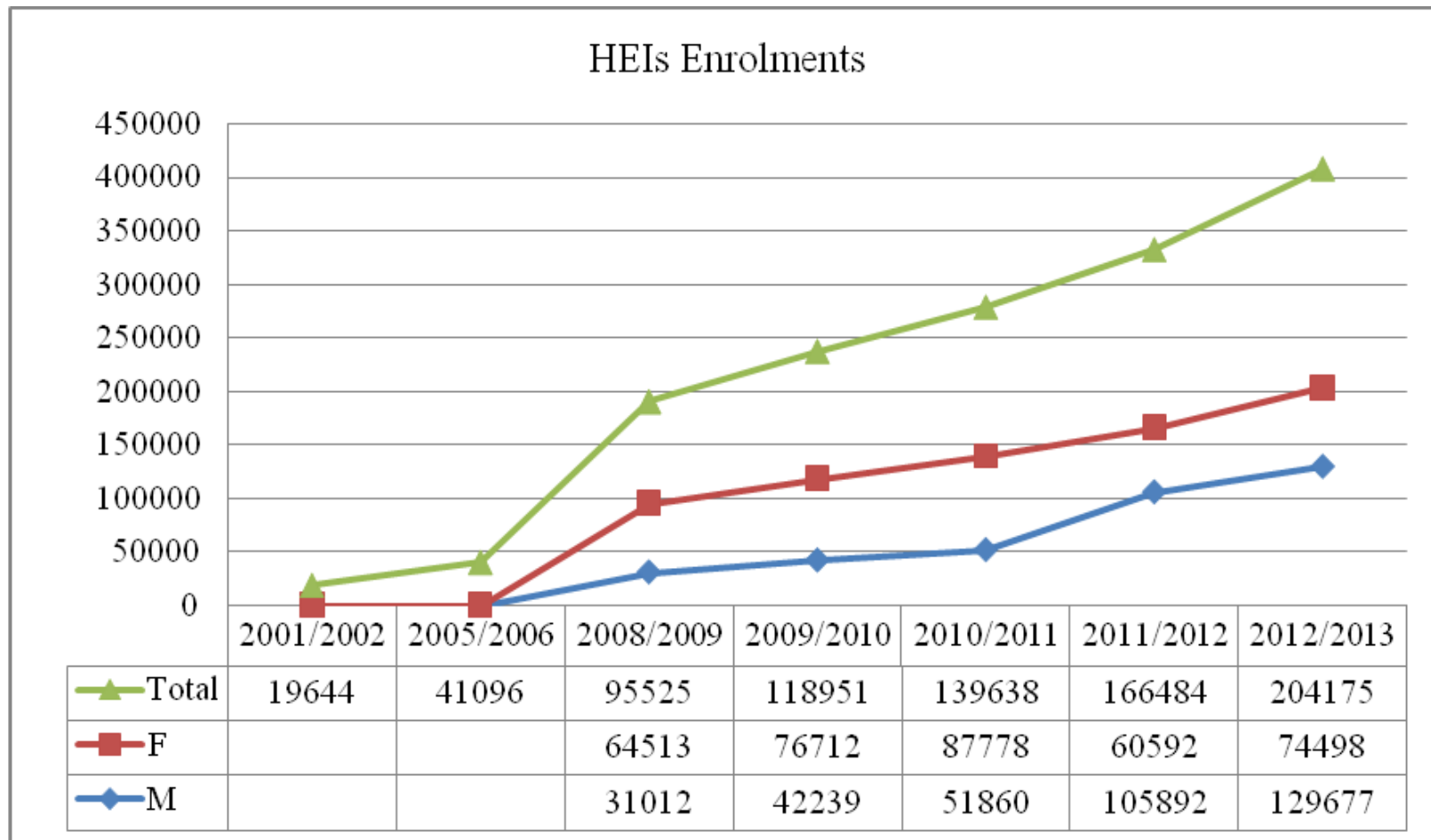


The number of public and private HEIs in Tanzania

- Private universities: Big in numbers, low in enrolments as compared to public universities
- 2006/2007 : 10,749(21.5%) ;
2009/2010:32,340 (27.6%) of the total student population.

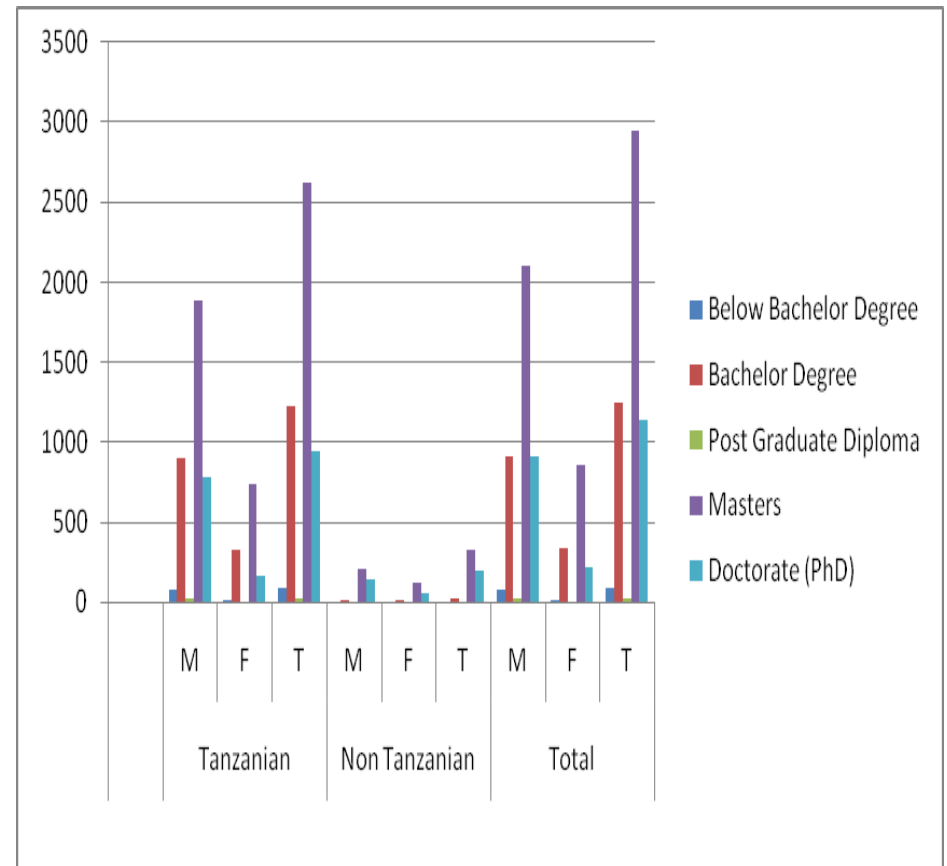


HEIs Enrolment trend between 2001/2002 and 2012/2013



Crisis for Academic Staff

- However, the massive expansion in the last two decades over sped the academic staff preparation in both public and private universities.
- The demand for Doctorate academics in the country has been huge thus calling for universities to train their staffs either in country or abroad

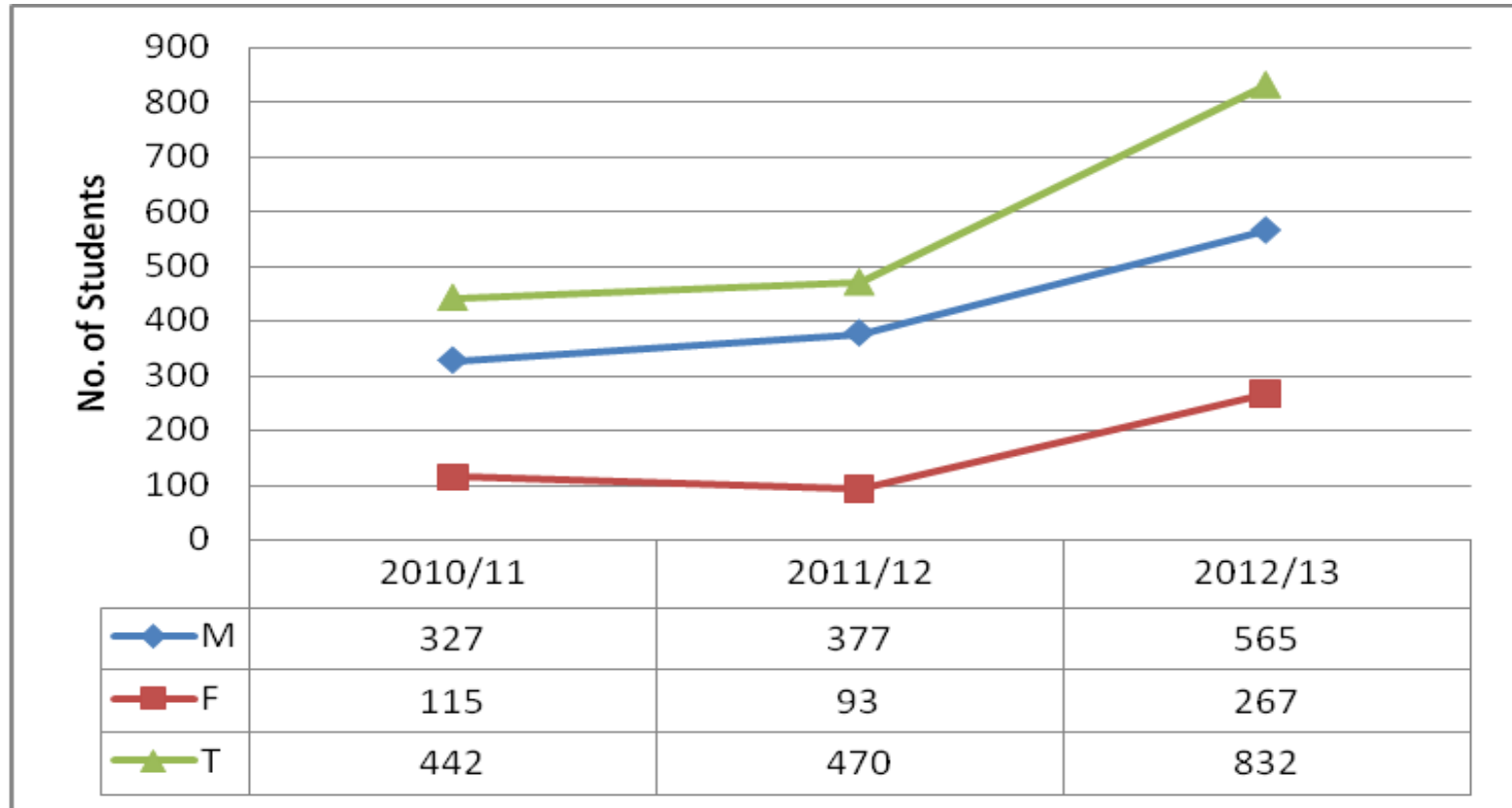


Academic Staff in Government and Non-Government Universities and University Colleges by Qualification, Nationality and Sex, 2012/13

Policy frameworks for doctoral education in Tanzania

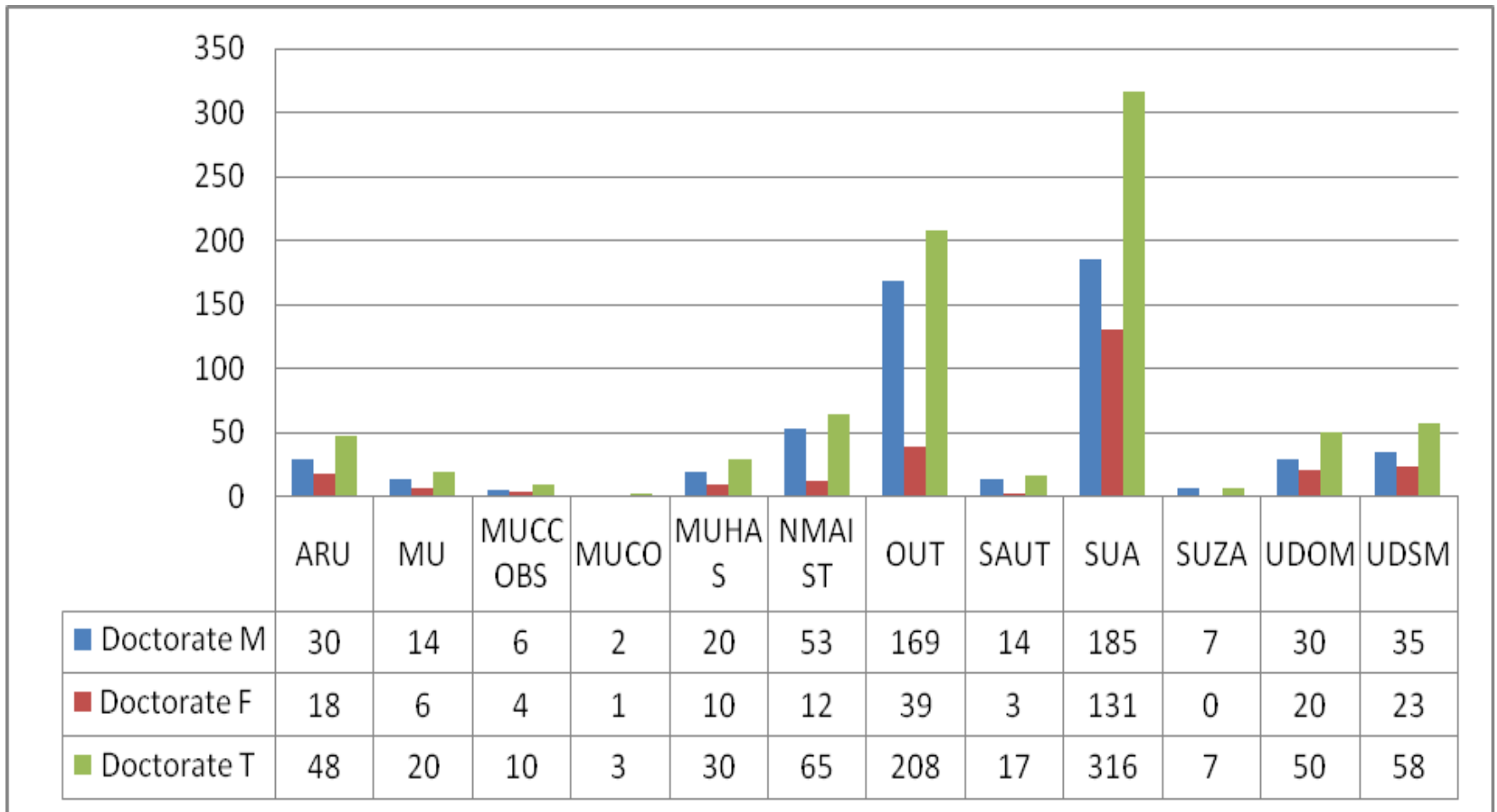
- No independent policy framework(s) for doctoral education
- Doctoral education has been incorporated in other educational and cross-sectors' policies
- Two major higher education policy documents have significantly contributed to the current state of doctoral education in the country.
 - National Higher Education Policy [NHEP] (1999)
 - Higher Education Development Programme [HEDP] (2010).
- **Education and Training Policy (2014)** recognized the deficit for academics in country which has in turn affected the quality of higher education
- However, doctoral education in this policy has not been explicitly given a priority.
- The Argument:
 - Doctoral education has been neglected in the policy discourses despite being critical for improving HE in country.
 - Almost all the policies on education and HE in particular, talk about improving HE but less attention is given on doctoral education.

Doctoral candidates enrolment in Government and Non-Government universities and university colleges

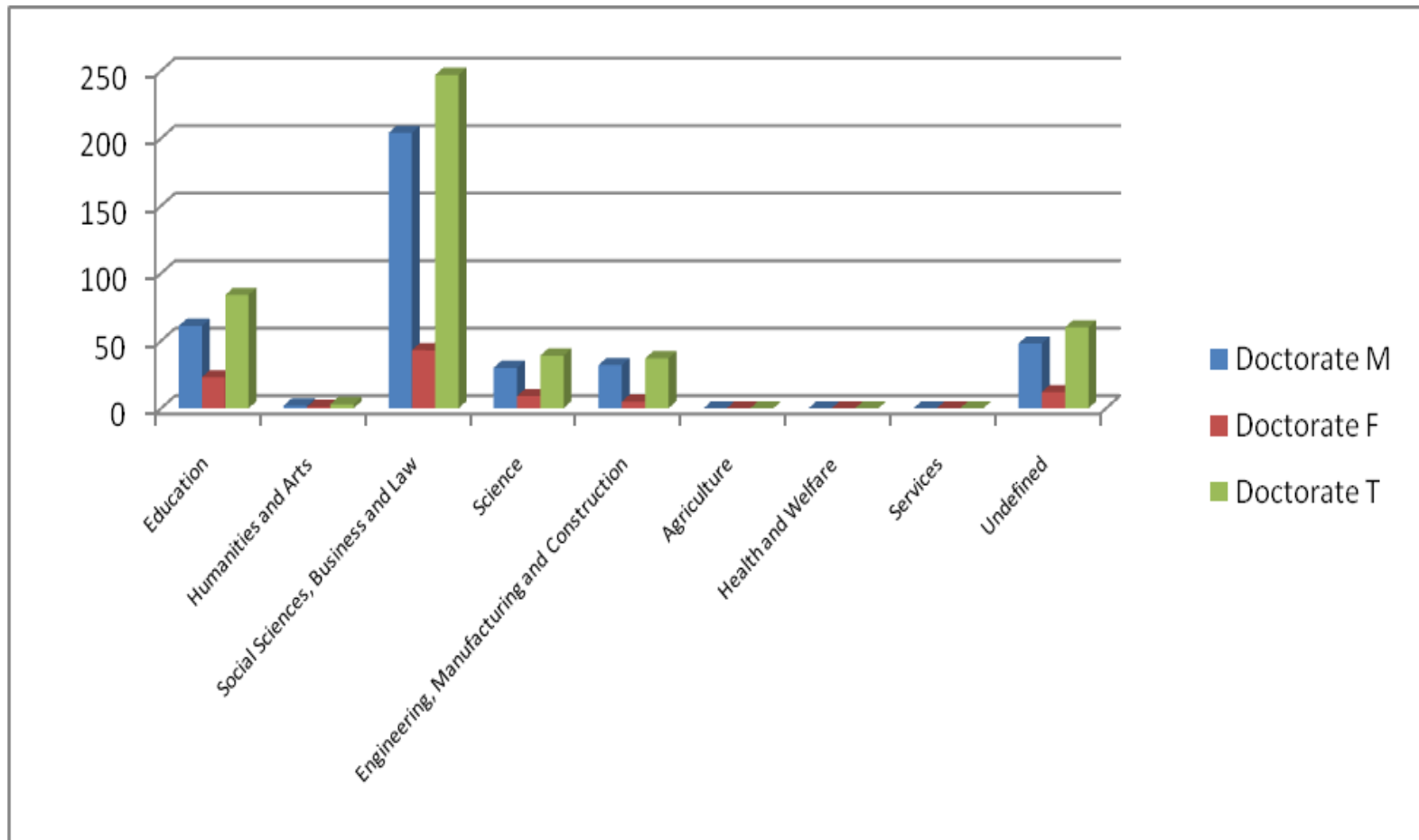


Doctoral Students' Enrolment Trend, 2010-2013

Doctoral candidates enrolment by university in 2012/13



Distribution of Doctoral Students by Discipline and Sex



Financing Doctoral Education

- Common financing models
 - The university/campus grants
 - State grants/loans (Higher Education Students' Loans Board)
 - International governmental and nongovernmental organisations (DAAD, DFID, DANIDA, SIDA e.t.c)
 - Contributions from borrowing, work/employer, family and personal savings.

Strengths and challenges

Strengths

- Well established academic culture in some universities
- High demand for doctoral education in the country

Challenges

- Inadequate policy support for doctoral education
- Aging senior academics
- Limited internal doctoral education funding and the question of North driven support
- Inadequate preparation of doctoral candidates to undertake research activities
- Poor infrastructural support
- Ineffective progress-follow up mechanisms
- Social sciences and male dominated doctoral education.

How policy can address Doctoral education challenges

- The policy discourses on HE education should put doctoral education at the centre stage.
- The policies should give priorities to the funding of doctoral students regardless of whether they are in public or private universities.
- Universities should be given adequate funds so that they can be able to improve their infrastructure -libraries, classes, laboratories and offices in order to improve the current teaching and learning environments.
- Policy should emphasis recruitment and mentorship of new and young academics as mandatory aspects for HEIs.
- To ensure gender equity and its promotion, there is a need for preferential and encouraging policies for women to undertake doctoral studies

Conclusion

- HE in the country has grown exponentially in the past two decades.
- The growth has in turn accelerated the demand for university academic staff particularly with PhDs.
- Unfortunately the polic(ies)y to expand HE has been ignoring doctoral education.
- Although the doctoral education enrolment has risen, still, the increase is not in the same pace and proportion with the demand.
- The enrolment is uneven across disciplines and sex thus calling for intervention.
- Apart from being ignored in the policy discourses, doctoral education has been highly depended on foreign organisation's funding.
- Need for policy reforms that will take into board the doctoral education provision in order to restore the quality of HE
- Doctoral education should be highly supported by the government.