

**Cost Sharing and Participation in Higher Education in Sub Saharan
Africa: The Case of Tanzania**

By

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Paper presented at the UNESCO Forum on Higher Education, Research and
Knowledge
Paris, December 1-3, 2004

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Introduction and Context of the Problem

Introduction

In the early 1990's Tanzania *reintroduced* a policy of higher educational cost sharing aimed at slowly shifting some of the costs of public higher education, which in recent years had been exclusively borne by the Government, towards the beneficiaries of higher education, i.e. students and their parents as well as non-governmental parties and other stakeholders. The Government's principal objectives for reintroducing cost sharing in higher education were to: *expand access/participation in higher education*; make the beneficiaries of higher education contribute to its costs; recover the costs of food and accommodations; establish a legally protected students' loan scheme; and make higher education system more responsive to the labour market needs.

This paper highlights on the findings of the doctoral dissertation research study on: "Cost Sharing and Participation in Higher Education in Sub-Saharan Africa: The Case of Tanzania," conducted at the Tanzania's major public university-the University of Dar es Salaam-from January to May 2003. The paper mainly focuses on the Government's principal objective of expanding access/participation to higher education through cost sharing by using the proxy indicators of: admission and enrolment rates; enrolment of privately sponsored students at the University of Dar es Salaam; total enrolments in private universities and colleges; students' socio-economic statuses and religious affiliations to determine whether or not the reintroduction and implementation of cost sharing in higher education policy

has *really* expanded access/participation in higher education to all segments of Tanzanian society as envisaged.

Cost sharing in higher education in the context of this paper has been defined as "...a shift in the burden of higher education costs from being borne exclusively or predominantly by government or taxpayers, to being shared with parents and students" (Johnstone 2003: 351). Johnstone (2003 and 2004) identifies various forms of cost sharing in higher education adopted in both developed and transitional countries, including: (1) the introduction of tuition fees where public higher education was formerly free; (2) sharp increases in tuition fees where public higher education tuition has already existed; (3) the imposition of user charges to recover the expenses of formerly subsidized food and accommodations; (4) the diminution of student grants or scholarships; (5) an increase in the effective recovery of student loans; and (6) the official encouragement of tuition-dependent private higher education sector where it did not exist to absorb some of the ever increasing higher education demand. Tanzania has adapted forms (1), (3), and (6) of cost sharing in higher education.

Tanzania: Some Basic Facts, Economic and Social Indicators

Tanzania attained her political independence from the United Kingdom on December 9th 1961. For the first seven years after independence (1961-1967), Tanzania retained the free market economy it inherited from the colonial rule. A fundamental and radical shift in Tanzania's development, economic and educational policies was made in 1967 through the Arusha Declaration.¹

¹ The Arusha Declaration was a political blue print, which intended to make Tanzania a socialist and an economically self-reliant country.

According to the principles of the Arusha Declaration, *access* to the most scarce resources such as education was to be regulated and controlled in such a way that it could be reached by all Tanzanians regardless of their socio-economic status, ethnic origins, religious affiliation or gender. In the context of the principles of the Arusha Declaration, the Government formulated several egalitarian-oriented educational policies aimed at *equalizing* access and participation in education between different ethnic/regional, religious, social and gender groups. The major objective of these policies was to eradicate regional/ethnic, socio-economic class, gender and religious inequalities of access to education in post-independence Tanzania. Notable among these policies include the following:

- (a) Universal Primary Education (UPE).
- (b) Differential cut-off points for girls and women for entry into public/government secondary schools, universities and other tertiary education institutions.
- (c) Introduction of the quota system for selection into public secondary schools to ensure parity and ethnic representation of districts and disadvantaged ethnic groups and
- (d) Abolition of school fees at all levels of public education.

Some Basic Facts

- The population of Tanzania is 34.6 million people
- Fifty-one percent (51%) of the population lives on less than US\$ 1 per day, 42% of these live in absolute poverty, i.e. on less than US\$ 0.75 cents per day (UNDP: 1999: 1).

- In Tanzania mainland, 45% of the population is Christian, 35% Moslem, and the remaining 20% follow traditional religious beliefs. In Zanzibar, more than 99% of the population are Moslems, and about 1% are Christians and followers of other religions.
- The GDP per capita (2000) is US\$ 280.

Basic, Secondary and Higher Education Facts

About one-third of Tanzania's children do not attend primary (basic) education, and 95% do not attend secondary education (UNDP, op cit.). Tanzania also maintains an abysmally low participation rate in secondary education in Sub-Saharan Africa, which was 6% of the age cohort in 2000- - compared to 19% in Uganda, and 31% in Kenya (World Bank, 2003: 81-82). The highest levels of education attained by adults in Tanzania Mainland by 2000/2001 are summarized in Table 1 below.

Table 1: Highest Levels of Education Achieved by Adults in Tanzania Mainland by 2000/2001 in %

| Level Achieved | % Adult Population |
|--------------------------------------|---------------------------|
| No education | 25.2 |
| Adult education only | 2.1 |
| Primary education | 65.2 |
| Course after primary education | 0.6 |
| Secondary education (Ordinary Level) | 4.6 |
| Secondary education (Advanced Level) | 0.4 |
| Course after secondary education | 0.7 |
| Other certificate | 0.3 |
| Diploma/university education | 0.4 |
| Total | 100.0 |

Source: Adapted from: United Republic of Tanzania (URT), (2002a) *Household Budget Survey 2000/01* (Dar es Salaam: National Bureau of Statistics) p. 33.

Higher Education Facts

The higher education sector in Tanzania is highly elitist. Until the year 2000, only 29 percent of the applicants obtained admission at Tanzania's flagship university-the University of Dar es Salaam (Luhanga, 2000). The university-age cohort participation rate is 0.27% in Tanzania, compared to 1.47% for Kenya and 1.33% for Uganda (UDSM, 2002a: 17). Participation in tertiary education as a percentage of relevant age group was 1% in Tanzania in year 2000, compared to 3% for Uganda and Kenya respectively (World Bank, 2003: 81-82). In the 2001/2002 academic year, the total undergraduate enrolment in four (4) public universities was 16,112 and 1,779 in private universities (URT, 2002b: 1-7)

Cost Sharing in Higher Education in Tanzania in a Historical Perspective

Cost sharing in higher education in Tanzania is not a new education financing policy. The policy has existed even before independence (1961). For example, in 1956, the colonial government established the Tanganyika Education Trust Fund. The Trust Fund had a mandate to receive money and real property provided by public authorities, other organizations and private individuals for the higher education of inhabitants of Tanganyika (URT, 2002c: 32-33). The Fund was used to establish, build and maintain any higher education institution and provided scholarships and bursaries as well. During the colonial period, tuition fees in higher education applied to all citizens of Tanzania regardless of socio-economic class or race and the colonial government provided bursaries to students who could not afford to pay for higher education.

After independence in 1961 and until 1964, students in public higher education institutions continued to pay tuition fees, but students from poor

families were assisted by government bursaries. The bursaries- -which were actually disguised income contingent loans- - were recovered through deductions from monthly salaries upon graduation and subsequent guaranteed employment in the civil service and other public sectors (URT, 1998: 75). Galabawa (1991: 54) also points out that a student revolving loan scheme used to operate in Tanzania in the 1960's and 1970's, but collapsed because of lack of supervision and commitment. This interest free loan scheme recovered loans through monthly deductions from salaries of graduates for a period of eighteen months after obtaining employment (Galabawa, *ibid.*). In 1974, the Government abolished the bursary system and took all the responsibilities of paying all the costs of public higher education.

Re-instituting Cost Sharing in Higher Education in Tanzania

Cost sharing in higher education was officially reinstated in the late 1980's due to the severe economic crisis as part of wide-ranging economic and social reforms under the IMF/World Bank sponsored structural adjustment programs (SAPS), and largely due to the Government's severely decreasing ability to finance public higher education.

Government's Objectives in Reinstating Cost Sharing Policy in Higher Education in Tanzania

The Government first adopted cost sharing policy in higher education in 1988, but for political expedience, made its formal announcement of the policy in January 1992. In the Government's view, the reintroduction of cost sharing in public higher education became *necessary* in order to maintain the quality of academic programs, *improve access to higher education*²,

² The Government of Tanzania defines access to higher education as *availability* and *affordability* of higher education to *more* people than hitherto, a definition referring to enrolment expansion.

while at the same time containing government fiscal expenditures in public higher education (URT, 1998: 76).

In specific terms, the Government had the following major objectives in reintroducing cost sharing in higher education: (a) arrest the decline in access and quality of public higher education due to under-funding by requiring the beneficiaries (students and their parents) to contribute to the costs of higher education; (b) rationalizing the level of Government contribution to higher education; (c) introducing a legally protected students' loan scheme; (d) requiring students to recognize that higher education has more private returns than social rates of return and hence their obligation to contribute to its costs³ and (e) making the higher education system more responsive to the labour market (URT, 1998: 76).

Implementation of Cost Sharing in Higher Education and Forms of Cost Sharing Adopted in Tanzania

The Government decided to implement cost sharing in higher education policy in three phases. Phase I became operational in the academic year 1992/93. In this phase students were required to pay for their own transportation costs from their places of domiciles to their respective higher education institutions. In addition, students were also required to pay for the following items: money for covering breakages and loss of institution's properties, registration and application fees and student union and entry examination fees.

Phase II of the cost sharing policy was implemented in during 1993/94 academic year. In this phase, students were required to "pay" for the

³ Available evidence suggests that in Tanzania, private rates of return from higher education are at 15% greater than the social rates of return. This is more than three times higher than in Latin America or the industrialized countries and 15 times higher than in Asia. See United Republic of Tanzania (1999) *National Higher Education Policy* (Dar es Salaam: Ministry of Science, Technology and Higher Education) p. 15.

following direct costs: food and accommodation through the interest free income contingent loans guaranteed by the Government for every student admitted in public higher education institutions under its sponsorship. Also, during this phase, an out of pocket allowance paid to every student admitted under Government sponsorship in public higher education institutions was eliminated.

Phase III of cost sharing in higher education- -which has not yet begun by the beginning of the 2004/2005 academic year- -will require students/parents to pay for tuition fees, books and stationery, special faculty requirements, field practice expenses and medical insurance in addition to items paid for in phases I and II.

Forms of Cost Sharing in Higher Education Adopted in Tanzania

The implementation of cost sharing in higher education in Tanzania has so far taken the following forms also articulated by Johstone (2001: 3-4): (a) imposition of user charges on lodging and food, albeit heavily subsidized by the Government; (b) introduction of a very limited tuition fee in public higher education institutions (dual track tuition program); (c) abolition of students' stipends and allowances; (d) official encouragement of tuition dependent private higher education sector (as of 2004, still very limited); and introduction of various revenue diversification activities and commercialisation/privatisation of students' municipal services in public universities.

In the following sections and subsections, we present some research findings on what has been so far, the impact of cost sharing policy on access/participation in higher education in Tanzania using the case study of the University of Dar es Salaam by using the proxy indicators of:

undergraduate students admission rates vs applications; total undergraduate students enrolments; enrolments of privately sponsored students; socio-economic statuses of undergraduate students; and trends in undergraduate students enrolments in the very limited private higher education sector as of 2003 academic year.

Impact of Cost Sharing on Access/Participation in Higher Education in Tanzania: The Case of the University of Dar es Salaam

The principal objective of cost sharing in higher education, as we pointed out earlier, was to increase access and participation to all institutions of higher education, including the flagship University of Dar es Salaam. However, there has been only a slight increase in undergraduate admission rates and a modest expansion in total undergraduate enrolments at the University of Dar es Salaam for the past eleven years of implementing cost sharing policy. The tentative beginnings of cost sharing seem not to have had any impact on admission rates and general enrolments, either positive or negative. In fact, these slight increases do not even reflect the increasing numbers of high school graduates, which almost doubled from 5,058 in 1991 to 10,670 in 2001, an increase of 111 percent or the increasing numbers of applicants with minimum qualifications for admission, and these slight increases do not generally reflect the Tanzanian population growth from 23.1 m in 1988 to 34.6 m in 2002. The current admission rates at the University of Dar es Salaam also do not reflect the increase in the total student enrolments in high schools (public and private), which constitute the potential university students, which increased from 10,562 in 1991 to 24,807 in 2001 (an increase of 135 percent). Table 2 shows trends in the University

of Dar es Salaam undergraduate admissions vis-à-vis applicants with minimum qualifications from 1989/90-2003/2004.

Table 2: University of Dar es Salaam Undergraduate Admissions vis-à-vis Applicants with Minimum Entry Qualifications 1989/90-2003/04

| Year | Applied | Admitted | % Admitted |
|-------------|----------------|--------------------|-------------------|
| 1989/90 | 2,578 | 1,037 | 40.2 |
| 1990/91 | 2,850 | 994 | 34.8 |
| 1991/92 | 2,644 | 1,081 | 40.8 |
| 1992/93 | 3,407 | 973 | 28.5 |
| 1993/94 | 3,711 | 1,097 | 29.5 |
| 1994/95 | 3,058 | 1,105 | 36.1 |
| 1995/96 | 3,800 | 1,300 | 34.2 |
| 1996/97 | 4,100 | 1,339 | 32.6 |
| 1997/98 | 4,233 | 1,607 | 38.0 |
| 1998/99 | 4,992 | 1,805 | 36.1 |
| 1999/00 | 5,132 | 2,457 | 47.8 |
| 2000/01 | n.a | 3,000 | n.a |
| 2001/02 | n.a | 2,950 | n.a |
| 2002/03 | n.a | 3,531 | n.a |
| 2003/04 | 8,000 | 2,555 ⁴ | 32.0 |

Sources: University of Dar es Salaam, Admissions Office, May 2003

Data in Table 2 generally reveals low admission rates at the University of Dar es Salaam (UDSM). Admission rates vis-à-vis applicants have oscillated between decline and modest increases. In fact, if we assume that the UDSM did not admit privately sponsored students in 2003/2004 academic year, admission rates declined by –27.6 percent from 3,531 undergraduate students in 2002/03 to 2,555 students in 2003/04 academic year. At the same time, the number of high school graduates (potential university students) with minimum and maximum qualifications for admission into the University of Dar es Salaam and other public universities increased from 4,148 in 1991 to 8,773 in 2001, an increase of 111.4 percent.

⁴ This is the number of candidates who were admitted under Government sponsorship following a directive from the Government to the University of Dar es Salaam that the number of candidates to be admitted under its sponsorship should not exceed 2,555. Data on the number of candidates admitted under privately sponsorship for this year are not available.

Admission rates in public non-university institutions and private universities combined are also very low. For example, in 2001/2002 academic year, the fifteen (15) public non-university institutions admitted a mere 2,475 students in their undergraduate programmes, while the 11 private universities and colleges admitted 787 students. Thus, the number of potential students who do not get admission either at the University of Dar es Salaam or in other public universities in each year is too large to be accommodated by the public non-university institutions and private universities, implying that access to higher education in Tanzania has not improved during the implementation of cost sharing policy. Table 3 shows trends in undergraduate enrolments at the University of Dar es Salaam and other public universities in Tanzania from 1992/93-2001/2002.

Table 3: Undergraduate Student Enrolments at the UDSM and Other Public Universities in Tanzania, 1992/93-2001/2002

| Year | UDSM | Other |
|-------------|-------------|--------------|
| 1992/93 | 2,992 | n.a |
| 1993/94 | 2,968 | n.a |
| 1994/95 | 3,869 | n.a |
| 1995/96 | 4,308 | 3,996 |
| 1996/97 | 4,519 | 4,851 |
| 1997/98 | 4,920 | 5,853 |
| 1998/99 | 5,221 | 6,848 |
| 1999/00 | 6,073 | 6,592 |
| 2000/01 | 6,674 | 7,313 |
| 2001/02 | 7,801 | 7,246 |

Sources: United Republic of Tanzania (1998) *Financial Sustainability of Higher Education in Tanzania* p. 24; United Republic of Tanzania (2002) *Some Basic Statistics on Higher Learning Institutions in Tanzania 1997/98-2001/2002* pp. 1-6.

While data in Table 3 seem to suggest that undergraduate student enrolments at the University of Dar es Salaam have statistically increased from 2,992 in 1992/93 to 7,801 in 2001/2002 and therefore access to higher education improved/expanded, considering the fact that this is an increase

over the period of ten years makes it no way significant. In fact, the total enrolment of 7,801 students reached by the University of Dar es Salaam in 2001/2002 academic year was only 0.02 percent of the total population of Tanzania Mainland, and UDSM total enrolment plus total enrolment in other public universities (7,246 students) in 2001/2002 were only 0.04 percent of the total population.

One possible explanation for low admission rates- -which translate to low enrolment rates at the University of Dar es Salaam as depicted in Tables 2 and 3, is the University's inadequate accommodation and teaching learning facilities, and probably too few faculty compared to the increasing number of potential students. For example, since its establishment as a national university in 1970, the University of Dar es Salaam did not construct or procure new/additional student hostels or lecture theatres until 1998 when it procured two student hostels, constructed one new student hostel through an external investor, and constructed two new lecture theatres. Even with these new added facilities, anecdotal evidence shows that residential facilities, classrooms, and libraries are still congested. Furthermore, available research evidence shows that between 1990 and 1999, the University of Dar es Salaam lost through brain drain a total of eighty-five (85) members of the academic staff and by 1999/2000 the University had 307 approved but unfilled academic staff vacancies in the following order: professors (60); associate professors (54); senior lecturers (87); lecturers (69); and assistant lecturers (38) (UDSM, 2002b: 5-6). All the above findings points to the fact that the implementation of cost sharing

through revenue diversification at the University of Dar es Salaam has had very little impact on improving access/participation in higher education.

Expanding Access through Privately Sponsored or Fee Paying Students at the University of Dar es Salaam

Data shows that enrolments in this critical program for expanding access to higher education have remained very dismal and there is no indication that enrolments in this fee-paying program will rise soon. Yet, as Johnstone (2002:5) argues, tuition fees are an important component of revenue diversification and cost sharing in higher education. Table 4 shows available data on the number of students enrolled in privately sponsored program at the University of Dar es Salaam’s Main Campus and its two constituent colleges.

Table 4: Number of Privately Sponsored Students Enrolled in Undergraduate Studies at the University of Dar es Salaam, 1992/93-2001/2002

| Year | Number Enrolled | % of total enrolment |
|---------|-----------------|----------------------|
| 1992/93 | 106 | 3.5 |
| 1993/94 | 111 | 3.7 |
| 1994/95 | 117 | 3.0 |
| 1995/96 | 100 | 2.3 |
| 1996/97 | 103 | 2.2 |
| 1997/98 | 47 | 0.9 |
| 1998/99 | 162 | 2.9 |
| 1999/00 | n.a | n.a |
| 2000/01 | n.a | n.a |
| 2001/02 | 289* | 4.7 |

Sources: Committee of Vice Chancellors and Principals in Tanzania (1998) *Public Universities Remaining Competitive Under Liberalized Education Environment in Tanzania*, p.65; United Republic of Tanzania, *Some Basic Statistics on Higher Learning Institutions in Tanzania 1995/96-1999/2000 & 1997/98-2001/2002* pp. 1-4, 1-2, and 151; University of Dar es Salaam (2000) *Minutes of the 139th Meeting of the University Council Held on March 10th 2000: Council Memorandum No. 139.2.4. Report of the Income Generation Unit, October-December 31st 1999*. * Data is for the Main Campus only.

Despite the dismal enrolments in privately sponsored program as revealed in Table 4 above, anecdotal evidence from the University documents shows that institutions and non-governmental organizations (local and foreign) rather than households/families and individuals purchase

most of the privately sponsored places at the University of Dar es Salaam. Total admission on privately sponsored students program basis in the four public universities was 677 or 6.4 percent of the total candidates (10,552) in 2001/2002 academic year, implying that Tanzanians are not positively responding to the privately sponsored students program in public universities.

The above situation leads to an important critical question concerning cost sharing in higher education through privately sponsored program or dual track tuition program in Tanzania. Why are Tanzanians, when compared to their neighbours Kenya⁵ and Uganda, not positively responding to privately sponsored students programs in public universities while a large number of applicants for university places are not selected for admission, and of late, a large number of qualified applicants are not admitted under Government sponsored places?

Part of the explanation for the above situation- -although not very convincing- -may lay in the fact the majority of Tanzanian households are unable to pay for tuition and other related costs charged by public universities because of low household incomes, although documentary evidence suggests that even rich parents would like their children to get “free” higher education in a public university.

To a great extent, *cultural values* and other “*hangovers*” of socialist expectation of free social services, militates against paying tuition fees and other related costs by the majority of Tanzanian parents/individuals at public

⁵ Data from literature reveals that in 2002/2003 academic year, the University of Nairobi enrolled 10,902 students (49.5%) of the total number of students (21,992) enrolled in that year under privately sponsored students program, commonly known as parallel degrees programs.

higher education institution. It is because of the above “free higher education” expectation among Tanzanians that the University of Dar es Salaam Council Chairman recently urged all Tanzanians, *to cultivate the habit of paying for fees for their children’s higher education* observing that this is how Kenyans and Ugandans managed to expand access to higher education. The Chairman further warned Tanzanians that if his call goes unheeded, *Tanzanians should not be surprised to see large number of privately sponsored students coming from outside Tanzania to pursue higher education at the University of Dar es Salaam.*⁶

Expanding Access and Participation in Higher Education through a Tuition-Dependent Private Higher Education Sector

In implementing its policy of liberalizing the provision of higher education in Tanzania to expand its access and as a strategy of implementing cost sharing in higher education policy, the Government amended the Education Act No. 25 of 1978 and replaced it with the Education Act No. 10 of 1995. This new Act has provision for the establishment of the private higher education sector. Consequently, private universities and colleges officially started to operate in Tanzania in 1997, although one of the current private universities (St. Augustine University of Tanzania) has existed as a Catholic private tertiary education institution since 1960. There are currently 11 private universities and colleges, mainly offering first degrees and advanced diplomas in business studies, accounting and related fields, health sciences, education, journalism and mass communication and religious studies. Most of these institutions are affiliated to religious organizations inside and outside Tanzania.

⁶ See Patrick Kisenbo (2003) “UDSM Cuts Down Tuition Costs,” <http://www.ippmedia.com/observer4.asp> accessed 30/11/2003.

However, the contribution of the private higher education sector to the expansion of access and participation in higher education in Tanzania is almost negligible mainly due their limited capacity manifested by inadequate accommodation and teaching-learning inputs, acute shortage of academic staff and their financial unsustainability due to their almost 100% dependence on Government-controlled tuition fee and foreign donations. Most of the private universities and colleges in Tanzania were formerly small tertiary education institutions which transformed/elevated themselves to the university statuses when the Government allowed private higher education institutions to operate. This elevation did not go in tandem with the expansion or construction of new educational infrastructure; hence most private universities and colleges operate from rented premises and buildings. Table 5 shows trends in undergraduate student enrolments in private universities and colleges from 1997/98-2001/02.

Table 5: Trends in Undergraduate Students Enrollments in Private Universities and Colleges in Tanzania, 1997/98-2001/2002

| Year | Total Enrollments |
|-------------|--------------------------|
| 1997/98 | 545 |
| 1998/99 | 1,100 |
| 1999/00 | 1,289 |
| 2000/01 | 1,399 |
| 2001/02 | 1,779 |

Sources: United Republic of Tanzania (2002) *Some Basic Statistics on Higher Learning Institutions in Tanzania 1997/98-2001/2002* pp. 29-31, & 71; Higher Education Accreditation Council (2001) *Tanzania Higher Education News*, Vol. 1. No. 1 (January-April) p. 12

Despite the low enrolments in private higher education sector as revealed in Table 5, non-Tanzanians constituted 18.5% of all total enrolments in undergraduate programs in all private universities and colleges in Tanzania in 2001/02 academic year, and the percentage of non-Tanzanians per private

higher education institution ranged between 0.8% to 57% at one institution which charges tuition fees and other costs in US dollars for both Tanzanians and non-Tanzanians (URT, 2002b: 171-176).

Socio-economic Status and Access to Higher Education in Tanzania During the Implementation of Cost Sharing in Higher Education: Some Empirical Evidences from the University of Dar es Salaam

To find out students’ socio-economic statuses, parents’ occupations as stated in the students’ birth certificates, application and registration forms in students’ personal paper files were used as proxies. Findings are summarized in Table 6 below.

Table 6: University of Dar es Salaam Students’ Parents’ Occupations (Socio-economic Statuses)
N=2757

| Occupation ⁷ | Father | | Mother | |
|---|--------------|-------|--------------|-------|
| | FQ | % | FQ | % |
| Professional/Technical | 982 | 35.6 | 632 | 23 |
| Administrative/Managerial | 113 | 4.1 | 16 | 0.6 |
| Clerical & Related Workers | 74 | 2.7 | 194 | 7.0 |
| Sales Workers | 15 | 0.5 | 3 | 0.1 |
| Service Workers | 13 | 0.47 | 0 | 0 |
| Agriculture | 1,408 | 51.0 | 1,875 | 68.0 |
| Transport Equipment Operators & Labourers | 106 | 3.8 | 9 | 0.3 |
| Other | 46 | 1.7 | 28 | 1.0 |
| Total | <i>2,757</i> | 100.0 | <i>2,757</i> | 100.0 |

Source: Field Research, University of Dar es Salaam-Admissions Office, January-May 2003.

Table 6 shows that children of the professionals, administrators, and managers as occupational categories were represented by 39.7 percent in the father’s occupation category, and 23.2% in mother’s occupational category, while children of peasants/farmers (agriculture) forming 80 percent of the country’s total population were represented by 51.1 percent and 68 percent

for father's and mother's occupational categories in our student sample. Professionals, administrators and managers as occupational categories, i.e. Tanzanians working in occupations/jobs requiring a university degree or equivalent qualifications as a basic entry qualification, forms 0.4 per cent of the total adult population (See Table 1).

Data in Table 6 points to a disproportional representation of children from upper and middle class families at the University of Dar es Salaam and certainly in other public higher education institutions implying that cost sharing in higher education has not improved access to the poor. The Government has also admitted that the very poor have remote chances of entering higher education institutions and that the benefits of public expenditure on higher education accrues to the richest 20 percent (URT, 2002d: 45).

Furthermore, research findings reveals the association between enrolment/admission into prestigious degree programs at the University of Dar es Salaam and father's socio-economic status. Generally, our findings suggests that higher socio-economic status influences admission/enrolment into prestigious, high private return degree programs such as medicine, computer science, engineering and law where the representation of children of farmers/peasants was below 50 percent in medicine, computer science, and law, and slightly closer to 50 percent in engineering. Unequal access to different degree programs, along socio-economic class lines has long -term implications on unequal access to prestigious and high status jobs/occupations in Tanzania society.

⁷ Classification of occupations is based on the International Labour Organization classification of occupations.

Religion and Access to Higher Education at the University of Dar es Salaam During the Implementation of Cost Sharing Policy

Table 7 below shows the association between enrolment in undergraduate degree programs and students' religious affiliations.

Table 7: Enrolment in Undergraduate Degree Programs and Students' Religion at the University of Dar es Salaam (Number and Percentages)
N=2754

| Course | Religion | | | Total |
|----------------------|-------------------------------|-----------------------------|----------------|------------------------------|
| | Christian | Moslem | Other | |
| Medicine | 177 (85) | 30 (14.5) | 1 (0.5) | 208 (100) |
| Comp. Science | 147 (82.6) | 28 (15.7) | 3 (1.7) | 178 (100) |
| Arts & Soc. Sciences | 658 (82.6) | 93 (12.4) | 0 (0) | 751 (100) |
| Commerce | 385 (85.4) | 65 (14.4) | 1 (0.2) | 451 (100) |
| Education | 164 (94.3) | 10 (5.7) | 0 (0) | 174 (100) |
| Engineering | 599 (90.3) | 63 (9.5) | 1 (0.2) | 663 (100) |
| Law | 284 (86.3) | 44 (13.4) | 1 (0.3) | 329 (100) |
| Total | 2,414 (87.6) | 333 (12.1) | 7 (0.3) | 2,754 (100) |

Source: Field Research, University of Dar es Salaam, Admissions Office, January-May 2003

Data in Table 7 reveals that the participation/representation of Christians--making 45 percent of the total population of Tanzania Mainland--in seven degree programs surveyed at the University of Dar es Salaam ranged between 82.6 percent to 94.3 percent, while the representation of Moslems (making 35 percent of the total population in Tanzania Mainland and more than 99% in Zanzibar and Pemba), ranged between 5.7 percent to 15.7 percent. The overall representation of Christians was 87.6 percent and 12.1 percent for Moslems. The above findings generally reveal religious inequalities in access to higher education at the University of Dar es Salaam and probably in other public and private higher education institutions, a problem which has some historical explanations and roots.

Summary and Conclusions

This paper - - based on the doctoral dissertation research findings- -has attempted to shed light on whether the reintroduction of cost sharing in higher education policy in Tanzania in the late 1980's has had any impact on the expansion of access to higher education at the University of Dar es Salaam as the Government envisaged. Generally, finding suggests that so far, the policy has had very insignificant impact on the improvement/expansion of access/participation in higher education mainly because of the very dismal enrolment in privately-sponsored students program and the University's inability to embark on full scale income-generating activities which would have enabled the University to expand its capacity to enrol more students.

Findings show that access/participation in higher education at the University of Dar es Salaam- -Tanzania's flagship university- -is still influenced by what Johnstone and Shroff-Mehta (2000: 18-19) calls unacceptable correlates such as religion, socio-economic statuses and religion. These correlates seem to militate against any meaningful impact of cost sharing in higher on expanded access.

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