

# **TANZANIA PRIVATE SECTOR FOUNDATION**

## **THE ROLE OF HUMAN CAPITAL DEVELOPMENT IN ACCELERATING NATIONAL ECONOMIC DEVELOPMENT**

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# INTRODUCTION

- As Tanzania became independent it resolved to transform the country by addressing three main enemies i.e. poverty, ignorance and diseases. The leadership recognized that to address these enemies requires the development of human capital/resources at professional, technical and artisan level. This presentation gives a longitudinal assessment of the efforts of Tanzania to build human capital in accelerating national economic development.
- The presentation will address the following :
  - (I) The human resource situation at professional level as Tanzania became independent
  - (II) Policy measures taken to address the human resource problem at professional level (Long term human resource strategic planning , 1961-1980)
  - (III) Institutional architecture for implementing the long term strategic hr plans at professional level
  - (IV) The role of human capital development in accelerating national economic development: An overview
  - (v) The contribution of stakeholders in developing human capital for economic development
    - Higher learning institutions (The University of Dar es Salaam)*
    - Private Sector Foundation*
  - (VI) Growth of University Outputs
  - (VII) Conclusion
  - (IX)The way forward



# I. The Human Resource Situation at Independence

The table below shows that the human resource situation at independence was scary. Total number of employees at professional and technical level was 2246. Of these, Africans were 691, which was a small proportion of the total. The balance were Europeans and Asians. For a country that had just attained independence, the situation was untenable.

**Table 1: Typical high and middle level employment of Africans at professional level in Tanzania, 1961**

S/N	Title	Africans	Total
1	Architects	0	11
2	Agr. engineers	1	1
3	Surveyors	1	94
4	Agronomists	0	1
5	Soil Scientist	0	1
6	Hort. Scientist	50	189
7	Physicians	16	184
8	Surgeons	0	1
9	Dentists	0	4
10	Nurse (Profession)	158	324
11	Teacher Primary School	26	223
12	Accountants	12	214
13	Govt. adm/executives	427	962
14	Adm. (Banks)	0	37

**Source:** Source: M. Tobias, *Survey of High Level Manpower Situation*, Table 10(extracted), Dar-es-Salaam, Government Printer, 1962

## **II. Policy measures taken to address the human resource problem at professional level (Long term human resource strategic planning , 1961-1980)**

- Realizing the need to invest in local human capital for national development, the government took deliberate steps to develop a capacity to assess manpower/human resources needs on a sustainable basis.

- A division was set up in the ministry of planning having a number of roles including developing a strategy for training and development of experts in critical skills.

- Institutional architecture for implementing the long term strategic hr plans at professional level
  - Frontal approach to developing hr professionals-mass scholarships to India, Soviet Union, United States of America Europe etc (1960's – 1970's ). The number of personnel taken abroad was small given the meager resources for training thus the output was very small and therefore the country continued to have shortages of human resources in different skill areas.

- This challenge prompted the government to put in place a parallel strategy which essentially focused on training and developing human resources at professional and technical levels locally. Thus the University College of Dar es Salaam came into existence as a Constituent College of the University of London with only one faculty (Law). The College absorbed students coming from the entire East Africa Region and taught law related courses. In 1964 the University College of Dar es Salaam joined Makerere and Nairobi University and became the University of East Africa (delinks from London). However, the capacity of the three colleges was small and therefore the output was small.



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The University of Dar es Salaam was born out of a decision taken in 1970 by the East African authority to split the then University of East Africa into three independent Universities for Kenya, Uganda and Tanzania

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- In 1970 The University of East Africa formally the University College of Dar es Salaam became a fully fledged University and progressively embarked in producing professionals in other areas apart from law and administration. The expansion also included the birth of other faculties such as Arts and Social Sciences, Engineering and Science. This expansion is still responding to national human res

### **III. The University of Dar es Salaam 1970-1980: Growth in Response to Central HR Plans**

- From 1970-1980 the University of Dar es Salaam became a fully fledged institution of Higher Learning. The areas of focus of the University were determined to a greater extent by the national planning priorities (including the manpower/human resource plans as part of the national central planning system).
- During the ten year period the faculty of medicine at Muhimbili was expanded, Morogoro Agricultural College became a faculty of the University of Dar es Salaam and the Institute of Public Administration became detached from the University of Dar es Salaam and was moved to Mzumbe, Morogoro and subsequently renamed the Institute of Development Management.
- Initially the University of Dar es Salaam was focusing on the following skill areas.
  - LLB
  - B.A General
  - B.Sc General
  - B.A Education
  - B.Sc Education
- Subsequently it added degree programmes in
  - B.Sc Agriculture
  - B.Sc Veterinary Science
  - M.D
  - DDS
  - B.Pharmacy
  - B.Sc Engineering
  - B.Sc Geology
  - B. Commerce
  - B. Sc Computer
  - B.Sc Electronics



#### **(IV).University of Dar es Salaam: Post Central Planning Period 1980 to early 1990's**

- **From 1980's as the economy was liberalized-central planning including manpower/human resource planning became progressively abandoned .**
- **Likewise, the division responsible for that function within the ministry of planning became moribund.**
- **In theory the manpower planning functions were subsumed under a new ministry called manpower development but in reality the new ministry's mandate was related to personnel management within the public service.**
- **As a result, during the late 1980's through the 1990's the intake as well as outputs of the University of Dar es Salaam has not been based on a steer from the Government.**
- **The economy was going through hard times affecting the ability of the University of Dar es Salaam to attract and retain academic staff.**
- **During the period, the University of Dar es Salaam temporarily froze recruitment of junior staff under the Tutorial assistant programme which had adverse effects on the staffing of the University.**
- **During this period, the net effect of the above developments is :**
  - **On the overall, the outputs and contribution to the National human resource requirements at professional level stagnated**
  - **The admissions and outputs of the University were not based on the real human resource needs resulting in oversupply in certain skill areas and undersupply of skills in other areas**

## **(V).Bold response to 1980-1990 Crisis: The University of Dar es Salaam Institutional Transformation Programme**

- **In response to the problems encountered during the 1980's, the University adopted the transformation programme popularly known as the Institutional Transformation Programme (ITP) through a five year rolling strategic plan.**
- **One of the objectives of the Institutional Transformation Programme was to increase student enrollment at both undergraduate and graduate studies. This expansion would have to be responding to the National human resource needs at professional level.**
- **Unfortunately, with liberalization the country had abandoned and continues to neglect the undertaking of long term and medium term planning including in the areas of human resource development.**
- **Assessment of the extent to which the University of Dar es Salaam is contributing to national human resource development in the professional areas is constrained by the fact that it does not know what the National human resource needs at professional levels are.**
- **Nevertheless, the University's contribution to HR development at professional level as a result of the adoption of the transformation programme in absolute terms is available and we would want to share with you in the next slides/power point presentation.**



Table 2:Undergraduate student output 1992-1998

Degree Programme	Year
	1992-1998
Certificate in Law	455
B.A General	1471
B.A Education	469
B.Com	839
B.Sc.Eng	1057
B. Education	302
LLB	428
B.Sc.Gen	276
B.Sc.Education	215
B.Sc.Geology	114
B.Sc.Computer	92
B.Sc.Elect	25
M.D	186

## **Undergraduate student output 1992-1998 continues**

<b>DDS</b>	<b>44</b>
B.Pharmacy	105
B.Sc.Nurse	17
<b>Total</b>	<b>6051</b>

**Source: Compiled from Directorate of Planning and Development, Facts and Figures 1992-1998**



**Table 3: Undergraduate student output 1999-2007**

<b>Main Campus 1999-2007</b>	
Degree Programme	Total outputs
Arts and Social Sciences	2783
Aquatic Sciences	31
Commerce	1165
Education	540
pCET	549
Law	1120
Science	762
<b>Total</b>	<b>6950</b>
<b>MUCHS 1999-2004</b>	
M.D	191
B.Pharmacy	65
D.D.S	28
Nursing	25
Various Diplomas and Advanced Diplomas	426
<b>Total</b>	<b>715</b>

## Undergraduate Student Output continues

### UCLASS 1999-2004

B.Architecture	187
B.Sc. Building Economics	235
B.Sc Urban and Rural Planning	147
B.Sc Land Management and Valuation	210
B.Sc Environmental Engineering	242
B.Sc Land Surveying	199
<b>Total</b>	<b>1220</b>

**Source: Compiled from the Directorate of Planning and Development, Facts and Figures 1999-2004**



**Table 4: Post Graduate Student Output 1992-1998**

Degree Programme	Total Outputs
PDGE	15
PGD(Law)	26
M.A	262
MBA	101
LLM	32
M.A.(DS)	28
M.Sc	96
M.Pharm	6
PhD	40
<b>Total</b>	<b>606</b>

**Source: Compiled from the Directorate of Planning and Development, Facts and Figures 1999-2008**

**Table 5: Postgraduate Student Output 1999-2007**

Degree Programme	Total Outputs
<b>MAIN CAMPUS</b>	
Arts and Social Sciences	226
Aquatic Sciences	0
Commerce	373
Education	179
pECET	29
Law	37
Science	236
<b>Total</b>	<b>1080</b>
<b>MUCHS</b>	
Medicine	41
Pharmacy	5
Dentistry	4
Nursing	0
Public Health	85
<b>Total</b>	<b>135</b>
<b>Source: Compiled from the Directorate of Planning and Development, Facts and Figures 1999-2008</b>	



## **VII. Growth of University Outputs**

- **Overall the country's stock of human resource at professional level has received a tremendous boost as a result of starting locally based University courses.**
- **As table 1 showed, there were areas where the country had zero professionals at the time of independence ( Architects, Soil Scientists, Surgeons and Dentists etc). While data related to the stock of professionals in these areas is not readily available, it is clear that the University of Dar es Salaam has contributed significantly to the stock of professionals in those areas. An indicator of the level of contribution in the areas is that between 1992 to 2007 total outputs was 1529. See Tables 2 and 3.**
- **During the Institutional Transformation Programme , the University has also embarked on expanding postgraduate student intake as well as outputs .Tables 4 and 5 show that between 1992 to 2007 total output of postgraduate students was 1820.**

## **VIII. Conclusions**

- **It is clear that while Tanzania has made some progress in developing human resource capacity at professional level during the last fifty years, it has not approached the matter systematically and consistently which has affected the pace of social economic development.**
- **Nevertheless the decision made in 1961 to develop local capacity for producing the human resources at professional levels by starting the University of Dar es Salaam has paid off.**
- **From the 1980's to date the contribution of the University to addressing the paucity of human resources at professional level has been significantly constrained by the absence of a clear steer from government on the national demands for professional human resources (numbers, priorities and types).The efforts were therefore supply driven.**
- **The University's capacity to contribute to HR development has over the last two decades been significantly constrained by the paucity of resources (financial, infrastructural and teaching staff).**
- **The decision to adopt and implement the Institutional and Transformation programme has ameliorated and to some extent dented the strength of the resources constraints.**



## **IX.The Way Foward**

- **The need for the government to develop a long and medium term human resource development plan need to be taken seriously if the country is to achieve 2025 and the goals stated in MKUKUTA II.**
- **Until the country formulates the long and medium term human resource development plan, the University of Dar es Salaam would want to take deliberate efforts to understand the nature and character of human resource development needs in the country as prerequisite to making decisions on the type of its course offerings.**
- **The decision by the University to progressively expand its postgraduate degree programmes while stabilizing the undergraduate programmes at current levels ought to be implemented rigorously.**
- **The University will need to take serious measures to address current bottlenecks related to infrastructure, staffing and levels of finances for it to achieve the objective of expanding postgraduate degree programmes.**