

UNESCO Chairs / UNITWIN Networks Consultation Report Form¹

Under the UNESCO World Higher Education Conference ([WHEC 2022](#))

[Section for Higher Education](#) | Division for Education 2030

Basic information

Date of consultation	[28/02/2020]
Location of consultation	[Arusha/United Republic of Tanzania]
Hosting UNESCO Chair or UNITWIN Network (include webpage if available)	Science Technology and Innovation (STI) Leadership UNESCO Chair (www.nm-aist.ac.tz)
Name and email address of key contact person	Ms. Fatma Mrope, Deputy Executive Secretary, UNESCO National Commission of Tanzania (NATCOM)(fatma.mrope@natcom.go.tz , Telephone: +255 787 73 20 25)
Complete name, title, and affiliation of moderator(s)	Prof. Emmanuel Luoga, Vice Chancellor, Nelson Mandela African Institution of Science and Technology (NM-AIST)
Language of consultation	English
Time spent in consultation (minutes)	120 minutes
Number of participants	10 members
Participant profiles (please, briefly describe the composition of the group)	<ol style="list-style-type: none"> 1. Prof. Hamisi Malebo (Male): Executive Secretary - NATCOM: representing Government Institutions/ Male Policy Makers 2. Ms. Fatuma Mrope (Female): Deputy Executive Secretary- NATCOM representing Female Policy Makers 3. Ms. Christina Musaroche (Female)- Programme Officer Communication and Information - NATCOM, also representing Female Youth. 4. Mr. Faraja Msangi (Male): Programme Officer Education - NATCOM also representing Male Youth 5. Prof. Emmanuel Luoga (Male) – Vice Chancellor- NM-AIST representing Professors from Higher Learning Education 6. Dr. Liliane Pasape (Female) – Senior Lecturer School of Business Studies and Humanities – NM AIST representing STI- Leadership Chair holder and Female Staff from Schools dealing with Business and Private Sectors

¹This template includes some elements used by the consultation developed by [The Futures of Education](#) initiative.

	<p>7. Dr.NyambililaAmuri (Female), Senior Lecturer and Director of Undergraduate Studies- Sokoine University of Agriculture (SUA), representing Vice Chancellor</p> <p>8. Dr.MakaliusLalika (Male), Chair Holder UNESCO Chair on Eco hydrology and Transboundary Water ManagementSUA.</p> <p>9. Dr.MargarethS. Kyewalyanga (Female), Senior Lecturer and Director, Institute of Marine Sciences, University of Dar es Salaam. Host Institution of the Chair of Marine Sciences and Technology.</p> <p>10. Dr. Felix Mulengeki (Male), Senior Lecturer Open University of Tanzania representing UNESCO Chair on Teacher Education and Curriculum and Vice Chancellor</p>			
Countries represented by participants	Tanzania			
Stakeholder groups (please mark with an "x" as appropriate)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
	Professors/ Researchers	Students/Youth	Higher education managers/authorities	Private sector
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	NGOs/civil society	International organisations	Policy makers/government	Others (UNESCO National Commission):

Which theme did you choose for this consultation?

- Theme 1: Impact of COVID-19 on higher education
- Theme 2: Higher education and the SDGs
- Theme 3: Inclusion in higher education
- Theme 4: Quality and relevance of programmes
- Theme 5: Academic mobility in higher education
- Theme 6: Higher education governance
- Theme 7: Financing higher education
- Theme 8: Data and knowledge production
- Theme 9: International cooperation to enhance synergies
- Theme 10: The futures of higher education
- Other (please, specify):

Synthesis of contributions

Kindly provide a summary, synthesising and reflecting the ideas provided by all participants. There is no need to identify participants. Consultation reports should not exceed **1,200 words**, including the responses to the three questions outlined below (consider a balance of approximately 400 words per response). If necessary, add attachments. Remember that question 1 is general, but questions 2 and 3 should refer to the specific theme you have chosen (see list in **Annex 1**).

Question 1: What should be the present and future role of higher education to favour the wellbeing of humans and sustainability of societies?

- Preparations of Human resources with high capacity to solve society and industrial challenges.
- Preparation of graduates that can employ themselves and create jobs for others.
- Curriculum must be practical oriented geared to solve community problems.
- Universities to focus on offering combination of skills and knowledge in diverse field of studies.
- Programs and curriculum with ability to forecast future scenarios, needs and demands.
- Programs and curriculum to be flexible enough to accommodate new ideas and incorporate elements of innovation and entrepreneurship.

Question 2: What are the main challenges/problems/gaps in relation to diversification and flexibility of curriculum, programmes, and courses.

- Minimum diversification of program contents.
- Minimal flexibility of regulatory Authority towards embracing innovation and entrepreneurship context in main Science, Technology, Engineering and Mathematics (STEM) programs.
- Inadequate resources to support needs assessment, tracer studies, field practical trainings and innovations.
- Non-innovative teaching methodologies and approaches.
- Non-supportive mind-set of stakeholders within the higher education ecosystem pertaining introducing, regulating and supporting innovative changes.
- Weak University- Industry- Market Linkages.
- Unnecessary rigidity in entry qualification when students want to venture new study areas in higher degrees.
- Limited number of staff to teach, supervise and mentor students.

Question 3: What needs to change or be created to face these challenges within and/or outside of higher education institutions?

- Education regulation system to allow flexibility and diversification from higher learning education.
- Government to increase amount of funds to university to support both own customised research agenda and innovation acceleration programs.
- Universities to increase the effort of resources mobilization.
- Universities in consultation with Regulators such as Tanzania Commission for Universities (TCU) and National Committee for Technical Education (NACTE) to introduce innovative teaching methodologies and approaches as well as entry qualifications.
- Increase awareness programs towards changing mind-set of stakeholders towards right direction.
- Strengthening University – Industry- Market Linkages.

- Quality Assurance System must be emphasised by both Regulators and Universities.
- Government to give special consideration to Universities as far as employment permits are concerned.
- Universities to address the aspect of contact time between theory and practical sessions.

Which Sustainable Development Goals (SDGs) were particularly emphasised during this consultation?

- | | | |
|---|---|--|
| <input type="checkbox"/> Goal 1: No poverty | <input type="checkbox"/> Goal 7: Affordable and clean energy | <input type="checkbox"/> Goal 12: Responsible consumption and production |
| <input type="checkbox"/> Goal 2: Zero hunger | <input type="checkbox"/> Goal 8: Decent work and economic growth | <input type="checkbox"/> Goal 13: Climate action |
| <input type="checkbox"/> Goal 3: Good health and well-being | <input type="checkbox"/> Goal 9: Industry, innovation, and infrastructure | <input type="checkbox"/> Goal 14: Life below water |
| <input type="checkbox"/> Goal 4: Quality education | <input type="checkbox"/> Goal 10: Reduced inequality | <input type="checkbox"/> Goal 15: Life on land |
| <input type="checkbox"/> Goal 5: Gender equality | <input type="checkbox"/> Goal 11: Sustainable cities and communities | <input type="checkbox"/> Goal 16: Peace and justice strong institutions |
| <input type="checkbox"/> Goal 6: Clean water and sanitation | | <input type="checkbox"/> Goal 17: Partnerships to achieve the goals |

You may provide additional feedback...

Are there any other issues that should be considered in relation to higher education challenges and options in your community, your region, the world? Yes, as summarized below:

Participants also had opportunity to discuss the higher education challenges and prospects and recommend that, before and during execution of the programs the following must be taken into account and given higher priority:

- a) What to be included in the curriculum?
 - Co curricula and extra curricula.
 - Content, teaching methods, assessment procedures.
 - Qualified academic and technical staff.
 - Student support services.
 - Review mechanism including tracer study.
- b) How the curriculum can be formulated and implemented?
 - Conducting situational analysis and market survey.
 - Formulating the principal learning outcomes and job analysis.
 - Formulate the content.
 - Finalize the curriculum.
 - Establish human resources and other infrastructure required to run the programme.
 - Approval process.
- c) Who to teach or supervise?
 - Qualified academic staff as per country requirements.
 - Use of experienced industry staff who don't have qualification to teach as mentors.

- d) Where to be taught class vs field?
- Use multiple avenues depending with the nature of the programme, usually classrooms, laboratories, site visit, simulation, excursion, fields, internships, apprenticeship.e.t.c.
- e) Time allocation for theory and practicals?
- Curricula to suggest and specify time to spend in lecture based on the program.
 - Recommended longer time to be spend in practical (more than 50%) in order to increase the graduate competence.
- f) Quality Assurance (QA) issues
- Student Evaluation of the teaching and learning.
 - QA Office, directorate or bureau available.
 - Inclusion of all stakeholders in QA matters i.e. at department, school, college and University level.
 - Have clear monitoring and evaluation of the teaching and Learning.
 - Have robust institutional Self-Assessment and External Assessment.
 - Staff appraisal must be emphasised and seriously carried out.
 - Programme Review and tracer study must be a compulsory before embarking any new program or curriculum.

Is there any other comment you wish to share with UNESCO or the organisers of the WHEC2022?

UNESCO and other stakeholders within the innovation system to support UNESCO chairs towards executing their roles and supporting institutions through material, technical, financial and linkages.

List of participants[Please, include the moderator (s)]

Mr./ Mrs.	First name	Last name	Title/organisation	Nationality	Email address (if the participant wishes to receive information about the WHEC2022)	Indicate with a “NO” if the participant DOES NOT want to be publicly identified as a participant in this consultation.
Mr	Hamis	Malebo	Executive Secretary NATCOM representing Government	Tanzanian	hamisi.malebo@natcom.go.tz	
Mrs	Fatma	Mrope	Deputy Executive Secretary NATCOM	Tanzanian	fatma.mrope@natcom.go.tz	
Mrs	Christina	Musaroche	Programme Officer Communication and Information - NATCOM	Tanzanian	chistina.musaroche@natcom.go.tz	
Mr	Faraja	Msangi	Programme Officer Education - NATCOM	Tanzanian	faraja.msangi@natcom.go.tz	
Mr	Emmanuel	Luoga	Vice Chancellor NM-AIST	Tanzanian	emmanuel.luoga@nm-aist.ac.tz	
Mrs	Liliane	Pasape	Senior Lecturer School of Business Studies NM-AIST , representing Chair holder UESCO STI- Leadership Chair	Tanzanian	liliane.pasape@nm-aist.ac.tz	
Mrs	Nyambilila	Amuri	Director of Undergraduate Studies	Tanzanian	namuri@sua.ac.tz;	

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			SUA, representing Vice Chancellor SUA.			
Mr	Makalius	Lalika	Senior Lecturer SUA and Chair holder UNESCO Chair on Eco hydrology and Trans boundary Water Management	Tanzanian	lalika_2mc@sua.ac.tz	
Mrs	Margareth	Kywalyanga	Senior Lecturer and Director Institute of Marine Sciences, University of Dar es Salaam	Tanzanian	director@ims.udsm.ac.tz,	
Mr	Felix	Mulengeki	Senior Lecturer –OUT, representing UNESCO Chair on Teacher Education and Curriculum and Vice Chancellor	Tanzanian	felix.mulengeki@out.ac.tz	