

Education as a Pillar for Sustainable Development in Tanzania

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Abstract: Education is a pillar of development, if and only if, it addresses the challenges of the society. Several international forums and meetings have come up with the need for sustainable development strategies. But equally there seem little to be done to allow sustainability of education systems in particular for developing world such as Tanzania. Sustainable development education which means an education which will carry out the objectives of sustainable environment to allow employment both self and being employed. This paper addresses the challenges that education face in Tanzania, and a way forward towards sustaining it for development. It recalls on the several concepts of education and educators, and makes a sound way of providing education that is sustainable to the development of our countries, hence our continents. Sustainable development is crucial to human beings and the entire creatures of the world. Hence an implementation of strategies that would overlook the sustainability of it, is equally the zeros of that strategy. It is from the stance of sustainable development that this paper has been immersed. This paper is a result of the research work which was carried in Tanzania in 2019 during the official meeting of the Local Government Administration of Tanzania (ALAT), which was held in Mwanza. The paper has assimilated the qualitative analysis study. And it reveals both the challenges as opined by the interviewee and the way forward as proposed by them. The total number of interviewees involved in this research work is 95, being the City Directors, Municipal Directors, Town Directors, District Executive Directorsof ninety-five councils who responded firmly on our research work. The total number of heads of councils in Tanzania is 185. Hence this study involves about half of the Directors. The article concludes that the perception of Directors of the councils in Tanzania has revealed worthy understanding on what should be done to attain sustainable development. 95 percent of the interviewees reveal that there is need to revamp education system so that it provides answers to the community. 92 percent of the interviewee revealed that education system of Tanzania requires a change from primary school education to facilitate a transferable mind set. 86 percent advised the government on what to start with and what to end with if education need to revamp of economy. It is generally agreed that education is critical to sustainable development if major changes that will be affected to allow an education that allows employability of the graduates culturally and naturally.

Keywords: Development, directors, education, sustainable development, system

Introduction

Sustainable development requires that issues of development are linked together for the purpose of attaining what seems to be development of all creators. Literally, sustainable development refers to development that considers ecosystems (1). The United States of America has produced a report on sustainable development; the report further argues that there are three main concerns of sustainable development which includes global agreed frame work to achieve sustainable development, meaning the combination of social inclusion, environmental sustainability, and economic development (2).

The emphasis seems not to look into education as some of renown researchers would do. The combination of the tools for emphasis does not seem have taken care of the perception of people who work in education. This study is particularly important because it tries to look at education providers as senior employees of the government of

Tanzania. Even when the Brusland report is read, the issue of education and its role to improve sustainable development is really cached. We notice therefore that education could be tamed to be a pillar for consuming capitals of poor people amongst Africans. This is arguably important in that when our children went to primary education, most of us do relate to growth of our children. When they join secondary education, hopes differ amongst our people. Some do relate with growth, some with hopes for, some with articulation on nothing at all (3). The relevance of education has currently fell short of merit (4). As one Member of Parliament has argued that the government should provide reimbursement to the people who have spent money educating the children ending up with no employment to the children. He adds that the money that a parent or guardian would spend for educating a student at university is about 7000 USD, the money very sufficient to act as a capital for any person willing to do business in Tanzania. He further calls for the government to respond firmly on why and how university professors are not dealt with, in regard to irrelevant education and education systems at large (5). This is what makes people to keep on arguing that education professors should demonstrate their competencies in their area of competence. If one is a professor of business management should literary have business. Education is key in attaining sustainable development. It is an education system that provides value for people to work and to be self-employed even in huge continents educational wise such as Europe (6).

Ogege (7) adds that education if well developed, would be a source of sustainable development even in countries which her population grows rapidly like Nigeria. This tells on importance of the subject above and sequenced the very vital topic of sustainable development. Education must be linked to development if we want attain sustainable development. This is preludes to development when narrating on what education would do to let a country attain sustainable development (8). Even the international forum which met in Uganda in the year 2011 mastered openly by indicating that religion education must focus on sustainability of the parts involved (9). Therefore, this study tries to examine the perception of councils' directors on what is the weakness of education of Tanzania and the proposed remedies to acquire sustainable development.

Objective of the study

The objective of this study lies on the fact that attaining sustainable development is crucial when the social economic, and environmental and political phenomenon are taken care of. Hence the main objective is to observe what the directors of the councils in Tanzania (CD, MD, TD, DD) opine on ensuring education is carried sustainably. This main objective is divided into three minor objectives.

1. To find out what do the Municipal Directors (MD), Town Directors (TD), and District Directors (DD) opine on the current education system of Tanzania in order to attain sustainable development.
2. Generally what are the challenges that face graduates of such schools not to attain sustainable development
3. Literally what should be done to make such education viable for improving sustainable development.

These objectives are sequenced by three major questions.

1. What do CD, MD, TD, DD opine on current education system of Tanzania in order to attain sustainable development?
2. What are the challenges that face graduates of such schools not to attain sustainable development?
3. What should be done to make such education viable acquiring sustainable development?

Rationally of the Study

1. The first rationale for the study is that it will help understand the perception of the people who work in government education systems, to supervise education and kink their perception with sustainable development.
2. It will help understand the perceived challenges of education systems for attaining sustainable development.
3. It will help understand what should be done to make education achieve sustainable Development.
4. This study will help understand the perception of other factors that hinder education of Tanzanian schools not to/ achieve sustainable development.

Findings for the study

This part analyzes the findings for the study on each question. The objectives were three, and have equally been sequenced by three questions. The question number one requires understanding on what the City Directors (CD), Municipal Directors (MD), Town Directors (TD), District Executive Directors (DED) do they perceive to be the current education system in Tanzania in relation with providing sustainable development?

Most people have this question directed to generality and specifically. The respondents would be coined as R1 for a first respondent, and R2 for the second respondents. Such that R90 would mean respondent number 90. What do CD,

MD, TD, DD opine on current education system of Tanzania in order to attain sustainable development? This was the first question. R1 had this to indicate how he felt. R1 emphasized that “generally what I notice is that education need to be changed completely. We do have an education which seeks to test people on what they were taught, and not how will the same help to ensure the students are self employed or employed by other institution”.

R2, had this to say, “in my opinion, I think that we need to change the way we teach and what we teach. We need to change what we teach in order to allow are graduates be prepared to employ them selves or to be employed. This will allow our children to be ready to acquire any job, and be able to get the jobs. We need to change on how we teach because most of our children do study in order to pass exams. They do not bother understanding the skills pegged in that course. Hence when they have graduated, they keep on reuttering on roads seeking to be given jobs because they cannot be self-employed.”

This is clearly the message of most of respondents. For instance, the message given by one city Director, R90 indicated how the director is firm on his arguments. “In my opinion, I do feel that we need to change the primary school education. In that from standard one to three, we teach the students on how to write and read. It is important that when a student has known how to read and write, should be given the practical teaching such as how to cultivate of maize, tobacco, coffee, cotton and other crops which Tanzania had the strength in it. During the standard seven exams, the setting of exams should be on knowledge of practical such as the cultivation of that I talked about.”

He adds that, “this will help our students to be self employed and to be employed”. R27 had this to say, “we ladies have the huge feeling on how to ensure sustainability of our graduates. Our children need an African education. An African education seeks to ensure people know how to cultivate various crops and seals. Not the reading and writing education. It an education which the colonies taught us, and we are yet to recognize that we need to change immediately after independence. We need to change the education system, a complete change. It is important to learn that sustainable development is heavily backed by an education which is sustainable in nature. An education which is development oriented.”

The second question was what are the challenges that face graduates of such schools not to attain sustainable development?

R12 had this to say, “the challenges that students face is many, and includes failure to be employed because the subjects that they do, do not conform with the needs of major agricultural sector. Another challenge that they face is failure to be independent in thinking. We cannot attain sustainable development by failing to think independently.”

R68 had this say, “we realize failure of schools and the challenges that the student face in order to attain sustainable development is so evident. Our graduates now are days are memorial graduates. We teach what is not required into the practical fields. We say this has passed an exam, indeed would have passed an exam which is set to realize that students have memories on what they were taught. Hence, we notice failure to attain jobs, both being employed and self-employment is a challenge to attain sustainable development.”

R71 had this to say, “the challenges that they get to attain sustainable development are many. They cannot get be employed. They cannot employ themselves. Why? Because the they lack skills to be employed, and to employ themselves.”

What should be done to make such education viable acquiring sustainable development? This was the third question. R80 had this to say, “We need a complete change of education system to enable self-employment to our graduates. We must teach the functionable studies such as cultivation of various crops.”

Responding to this R24 had this to say, “I guess we should change the format of our education system from primary education. I believe that we need to teach our students on courses that can create employment.”

It is always important to set a table of respondents on how varies respondents could do.

Table 1. Summarized responses of the CD, MD, TD, and DED on how Tanzanian Education can lead into sustainable development

S/NO	Question description	Respondents	Responses	%
1.	What do CD, MD, TD, DD opine on current education system of Tanzania in order to attain sustainable development?	91	We generally found that the current education system of Tanzania does little in terms of enabling students to sustainable development	95.78
		76	The current education system of Tanzania does not provide our students to attaining sustainable development.	80.00
		88	The current education system needs a big change if we want to realize sustainable development	92.64
2.	What are the challenges that face graduates of such schools not to attain sustainable development?	71	Graduates cannot get jobs, nor can employ themselves.	74.73
		66	Graduates seem to be of government orientation other than privately oriented. We teach students what seem to be done in government and not in private sector.	69.47
		76	Graduates cannot show their capabilities. It is hard to get what students who have just graduated know.	80.00
3.	What should be done to make such education viable acquiring sustainable development?	93	We should indulge into creating programs that are practically oriented if we want to build sustainable development.	97.89
		84	We should teach our students on practical subjects such as agriculture.	88.42
		91	We should teach our students on agricultural orientation such as growing of maize, coffee, cotton, pyrethrum, tobacco and growing of fruits such as bananas, apples, and many such practice products.	95.78
			Total responses	774.71
			Average response	86.07

Source: Research work conducted from June to October 15, 2019.

If we decide to submit the entire summation for the response will be $774.71/9 = 86.07$.

The first question did attract many respondents. The 91 respondents had this to say, “we generally found that the current education system of Tanzania does little in terms of enabling students to boost sustainable development”. Some 88 respondents said, “the current education system needs a big change if we want to realize sustainable development”. The general response indicates that the Directors who are in charge of education in both primary and secondary education systems were hesitant to tell the truth because change of education systems seems to be not part of their work. Rather ensuring students pass exams is.

The total number of respondents on second question, is actually alarming. The respondents have this to say, graduates cannot show their capabilities. It is hard to get what students who have just graduated know. This was a question which attracted 76 of respondents.

The total response indicates that most of Directors for the council opine that the government must do a total change of education system. For example, a total of 91 Directors opine that students must be taught courses that are

agricultural oriented. They mentioned such crops as maize, floor, tobacco, coffee, sugarcane, pyrethrum, bananas, apples and many other crops and seals.

Some 93 Directors opined that we should indulge into creating programs that are practically oriented if we want to build sustainable development. This tells a lot on why African societies keep holding graduates with bachelors and or master degree on streets while missing jobs. This is equally important to look into sustainable development and the way an education of a particular country such as Tanzania would help achieve sustainable development. We have gathered 86.07 Directors who feel that we must change an education system by enabling it to be practical oriented in enabling our student plant various crops and seals which we would be able to sell in the entire world, hence achieve sustainable development.

Conclusion

It is worthy to indicate here that education is a pillar for sustainable development if and only if it responds to contain the problems of the society. The graduates should be able to utilize the very level of education to solve problems of the society. We have noted that education in Tanzania just like many African nations, it does not contribute to sustainable development. We have noted that the current regime is trying to make education worthy by so removing the 8US dollars, which was charged through the fourth regime, and through ensuring that buildings are constructed, and through cleaning the worthiness of teachers since some of the teacher's certificates were forgery. Much as the government is doing what it is doing, it is important that professors indicate their capabilities by a clear change of curriculums, which incorporates a very workable knowledge and skills that can be gauged through performance. Every level of graduates must have something to accomplish. Indeed, agriculture must be taken into full course of primary and secondary education systems. This could mean a primary school leaver should be able to tackle some agricultural activities such as fishery, bee keeping, fishing and dam fishing processing and so forth. The dose should be more detailed to secondary school leavers, and for so to university graduates. The article concludes that the perception of Directors of the councils in Tanzania has revealed worthy understanding on what should be done to attain sustainable development. 95 percent of the interviewees reveal that there is need to revamp education system so that it provides answers to the community. 92 percent of the interviewee revealed that education system of Tanzania requires a change from primary school education to facilitate a transferable mind set. 86 percent advised the government on what to start with and what to end with if education need to revamp of economy. It is generally agreed that education is critical to sustainable development if there will be major changes that will be affected to allow an education that creates employability of the graduates culturally and naturally.

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