

CONCEPT PAPER ON THE ESTABLISHMENT OF KARAGWE UNIVERSITY COLLEGE (KARUCO)

INTRODUCTION

Karagwe district is one of the seven districts of Kagera region in Tanzania and covers an area of 7,716 Km². The district is located in the north western corner of Tanzania. It borders the Republic of Uganda in the North, the Republic of Rwanda in the West, the districts of Ngara and Biharamulo in the South and Muleba, Bukoba and Misenyi to the East (Karagwe District Website).

Tanzania remains a poor country by world standards; its growth constrained by international debt and by world prices for the commodities that it exports deteriorating against the costs of most of the goods that it needs to import. The country still faces the need to provide the additional services and opportunities required by a rapidly increasing population and especially by those in fast growing towns and cities (Maliyamkono & Mason, 2006).

This project of establishing Karagwe University College focused on Agriculture and related fields, is influenced by the economic, social and cultural characteristics, as well as by the formal structures of the government and other features of the political system in the country. With this in mind, one area to be given priority is to develop rapidly the provision of tertiary education, in order to get a highly-skilled workforce to cater for the country's current needs, especially for agricultural transformation that will change the country from the traditional economy and grow into the modern productive trading economy.

EDUCATION AND AGRICULTURE POLICIES

On the one hand, the Education Policy (1995) in Tanzania indicates clearly that the Education System in the country should change from content-based curriculum to competence-based curriculum. The teaching and learning processes at all levels have to focus on student-centred and activity oriented. Thus, the general aims and objectives of education in Tanzania include the following:

1. To guide and promote the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilisation of those resources in bringing about individual and national development;
2. To promote the acquisition and appropriate use of literacy, social, scientific, vocational, technological, professional and other forms of knowledge, skills and attitudes for the development and improvement of the condition of man and society; and
3. To promote and expand the scope of acquisition, improvement and upgrading of mental, practical, productive and other skills needed to meet the changing and challenging needs of industry and the economy.

The vision statement of the Ministry of Agriculture, Food and Co-operative (MAFC) is as follows: 'A modernised, commercialised and competitive agricultural and effective co-operative system by 2025' (MAFS, 2001). This long-term perspective is focused on a more sustained effort towards the reduction of poverty, and aims to widen the scope of development. The mission statement of MAFC is: 'To build the capacity of local government authorities (LGAs) and private sector to deliver quality agricultural services, provide a conducive environment to agricultural producers

to contribute effectively to agricultural production and productivity, to regulate and facilitate co-operatives to deliver quality and efficient services to customers’.

Tanzania government’s objectives through the Agricultural Sector Development Strategy of 2001, which remains unchanged from Agricultural and Livestock Policy of 1997, state as follows:

1. To promote utilisation of labour-saving technologies at household level.
2. To promote conservation tillage in drought-prone areas.
3. To promote oxenization of cultivation where appropriate.
4. To promote establishment of machinery hire services.
5. To develop appropriate technologies that use locally available and renewable energy sources.
6. To support research at public and private institutions to accelerate agro-mechanisation and agro-processing.
7. To support training and demonstrations of new agricultural mechanisation and agro-processing technologies.

Definitely, in order to implement the education policy effectively and/or fulfil the vision and mission of MAFC, the government of Tanzania has (among other things) to collaborate with both local government and private sector by encouraging, undertaking and co-ordinating research and training.

THE TANZANIA DEVELOPMENT VISION 2025

Tanzania Development Vision 2025 (TDV) defines broad development goals aimed at raising the general standard of living of Tanzanians to the level of a typical medium-income developing country by the year 2025. The TDV 2025, among other aspects, sees education as critical to creating the mindset necessary for national development and competitive economy that will be the driving forces for the realisation of that vision (TDV2025, 2005). Thus, to create an innovative and sustainable education system is to provide labour empowerment to the next generation, which ultimately, will determine the success or failure of Tanzania’s development. In basic terms, education is perceived not only as infusing knowledge but also as equipping citizens with the ability to understand and unravel the problems within society caused by the ever changing economic, technological and social environment in which we live in (Maliyamkono & Mason, 2006). The TDV 2025, identifies quality education as essential (pivotal) in the country’s strategy for poverty eradication, but Tanzania’s current education provision is still poor and inadequate to the needy (students) especially in rural areas. Recently, the government of Tanzania has stated that modern economies require adequate supply of well-educated and well-trained labour force from higher learning institutions.

DEVELOPMENT OF AGRICULTURE IN TANZANIA

Recently, the President of Tanzania stated clearly that:

“I believe that the only way in which we as a nation can combat poverty effectively is through sustained investment within agriculture in order to increase productivity and create greater employment opportunities. This investment should be directed towards a number of key areas such as advancements in technology and innovation, improved inputs, increased access to irrigation, enhanced crop marketing and education to small-scale farmers” (Maliyamkono & Mason, 2006:249).

Besides the good intention of the President and his government, agriculture remains vulnerable, burdened with an unproductive workforce, and still heavily reliant upon rainfall. Further, agriculture is restricted by poor quality inputs and lack of technological innovation. Efforts have been made to secure the future of the sector, such as the establishment of the New Co-operatives Policy 2002, and the enactment of the New Co-operatives act 2003, as well as the move to improve security of the land tenure for the small-holder farmer. However, even if new policies are adopted, unless the skilled manpower investment is established to support the progress, agriculture will not become a concrete vehicle for development. Moreover, despite an increase in agricultural growth over the past decade (1997-2007), the lack of development in rural areas has again come to the fore of the political agenda. It is well known that the majority of the poor (about 80% of Tanzanians) reside in rural areas, prompting a refocusing by government upon rural development strategies in relation to poverty reduction. The increased application of technology will bring about improvements in labour performance and training, which will further help establish an expectant workforce that will demand both inclusion and independence. The application of technology in the sector will transform agriculture in Tanzania from traditional practices into mechanised practices, and thus, creating extensive linkages throughout the economy, via the growth of the agro-processing and marketing industries.

The increased use of technology and the increase of productivity are the result of investing in education. If we increase the number of graduates in agriculture, we will be promoting agriculture as an instrument to combat poverty. It should be noted that Tanzania remains a poor country by world standards, its growth constrained by international and by world prices for the commodities that it exports deteriorating against the costs of most of the goods that it needs to import. The country still faces the challenge to provide the additional services and opportunities required by a rapidly increasing population and especially by those in fast growing towns and cities (Maliyamkono & Mason, 2006).

In Tanzania today, agriculture plays a dominant role accounting for just under half of the country's GDP (47%) and export earnings although it engages approximately eighty three percent (83%) of the economically active population. This defines the economic activity for the majority living in rural areas, with small-scale farming dominating production (Maliyamkono & Mason, 2006). Tanzania has enough land available to allow agricultural expansion. The average density of the population across the country is still only forty people per square kilometre. Despite there being extensive areas occupied by national parks and other areas unsuitable for any form of agriculture other than grazing, there are still substantial areas where agriculture could be practised more intensively to commercial advantage. The few agricultural research institute in the country, having been rehabilitated, are producing improved and high yielding varieties of crops although in small quantities, which cannot meet the local market. There are over seven million hectares of irrigation land, which are deemed to have high or medium potential. The challenge is to release the potential (Maliyamkono & Mason, 2006). In this case, the government needs to facilitate private sector investment in agriculture, agricultural

processing and trading of agricultural products. That is why we are coming up with the concept of establishing KARUCO—Karagwe University College—because we know that the economic development in Tanzania, in many years to come, will indeed depend upon the performance of the agricultural sector.

PROPOSING A NEW UNIVERSITY OF AGRICULTURE

Higher and adequate education is vital. Without it, Tanzania cannot be assured of its human development or effective democratic functioning. The Tanzanian government has recognised this critical role of higher education in the development of the country and is trying to seize the opportunity for change. However, the situation is still far from being ideal.

Forty-one years ago, Tanzania established its first university namely University of Dar es Salaam, which started in one room, with only eight (8) students (Maliyamkono & Mason, 2006). Recently, the number of both public and private universities in Tanzania has increased. Today, there are twenty-two (22) universities and university colleges in the country. This means, the enrolment of students in the universities has automatically increased. However, this increase has not focused on agriculture and related fields. The university majoring in agriculture, forestry and livestock development is still only one namely Sokoine University of Agriculture (SUA). SUA's vision is to 'become a centre of excellence and a valued member of the global academic community in agriculture and other related fields'. The mission of SUA is to 'promote development through training, research and provision of services to the public and private sectors in an environmentally friendly manner'. Since its establishment, SUA has been enrolling a limited number of students because of limited facilities and lack of enough land. SUA has currently four thousand (4000) students (SUA Corporate Strategic Plan, 2006).

Thus, the establishment of the second university of agriculture and related fields in Tanzania is essential because, first, agriculture is still the main economic activity for eighty percent (80%) of Tanzanians living in rural areas as farmers. Second, the proposed Karagwe University College is going to enrol students not only from Tanzania, but also from all neighbouring countries, such as, Uganda, Kenya, Rwanda, Burundi, Democratic Republic of Congo (DRC) and Zambia. Graduates from this university will go back to facilitate the agricultural transformation process in their countries.

OBJECTIVES OF KARUCO—KARAGWE UNIVERSITY COLLEGE

As mentioned earlier, the purpose of this project is to positively respond to the Tanzania government policy on agricultural transformation. The mission of Karagwe University College is to engage its students and lecturers in relevant, timely and effective university studies through training, research and inquiries, focused on promoting tertiary education. Karagwe University College also aims at contributing to the government efforts focused on poverty eradication, economic growth through modern farming and environmental rehabilitation in Tanzania and neighbouring countries. Thus, the main objective of Karagwe University College is to facilitate and support the advancement of mechanised farming that will provide a basis upon which agricultural producers can demonstrate improved practices and higher productivity rates, which, in turn will attract additional investment. Currently, policies in Tanzania are changing from inward looking to outward looking to attract foreign investment from industrialised countries.

Long term strategic-plans of Karagwe University College, which tally with agriculture and education policies include the following:

- (1). To contribute to the implementation of the existing plans to promote the quality and quantity of food and cash crops.
- (2). To contribute to the promotion strategies of the Nile Equatorial Lakes Subsidiary Action Program (NELSAP) activities in all eastern and central African countries.
- (3). To facilitate the implementation process of the Millennium development goals and targets.
- (4). To contribute to the implementation of the national policy on poverty alleviation (addressed in year 2000) by year 2025, focused on how we can utilise the abundant natural resources we have in the country to reduce poverty.

Proposed main areas of concentration to begin with include the following:

- (1). Crop production.
- (2). Animal production.
- (3). Engineering and food technology.
- (4). Agricultural economics and extension.
- (5). Natural resources management.
- (6) Environmental Sciences
- (7) ICT (Informats and Virtual Education

CONCLUSION

Tanzania having fewer universities compared to other East African countries needs to take action now to increase the potential of her higher education system. Recently, hundreds of community based secondary schools have been and are still being all over the country. Currently, the central government of Tanzania is seriously urging local governments in all districts to build at least one secondary school in every ward. These community-based secondary schools are expected to be opened this year (2007). Here, the question is: where will these secondary school students go after completing their studies? The answer is obvious, that, we have to increase tertiary institutions to cater for secondary school leavers.

Creating higher learning institution is not simple, but it is a very big project. Therefore, we really need community efforts, the government input, foreign investors and also donors. Once operational, Karagwe University College would apply to the government to provide and support core leadership personnel. Indeed, experts in agriculture and other related fields are necessary for facilitating our major socio-economic development activities engaging 80% of Tanzanians living in rural areas. Tanzanians, especially Karagwe people, have awareness regarding investing in education for their children. Tanzanians are ready to contribute on this project: building materials, labour, land and other resources found in our locality in order to widen university access with great success.

PRESENT STATUS OF THE PROPOSED KARUCO KARAGWE UNIVERSITY COLLEGE

INTRODUCTION:

The Evangelical Lutheran Church in Tanzania, Karagwe Diocese proposes to develop University College of Agriculture and Centre for Environmental Studies on a 422.64 hectares of land in Kishojo area, Karagwe District. This will be a constituent college of Tumaini University. The idea follows the intentions of 4th phase Government to increase access to higher education and create a critical mass of professionals in the productive sector for sustainable development.

The concept paper for establishing the University has been approved by ELCT Headquarters, ELCT Diocese of Karagwe, Tumaini University Management Council and Regional and District Authorities in Kagera. Steps are underway through Tumaini University to contact the Commission for Universities in Tanzania.

TYPE OF THE UNIVERSITY:

Establishment of universities in Tanzania is guided by the provisions of the Universities Act No. 7 of 2005. Among the requirements of the Act is that, all universities shall be established by a Charter. In considering the need to prepare a Charter for application of grant of Charter to Tanzania Commission for Universities TCU, The ELCT Diocese of Karagwe applied to the ELCT Tumaini University College that the proposed KARUCO—Karagwe University College—be its constituent college and approval for the same has been granted.

The appropriate name for proposed constituent University will be Karagwe University College (KARUCO)

KARUCO will be a constituent University of Tumaini University College, offering a range of programmes for training professionals for sustainable development.

The University will operate on-campus faculty mode and each faculty will be granted some autonomy on a range of administrative functions. Academic functions will however remain centralised under the University Council.

The administrative structure of the university will be headed by the Chancellor of the Tumaini University.

KARUCO will be headed by the principal supported by two Deputy Principals, one responsible for academics, research and consultancy while the other will be responsible for planning, finance and administration. The appointment of the top management of the university will be made in accordance with the Charter establishing Tumaini University.

The proposed university when fully fledged will accommodate 3000 students on campus.

The proposed university main areas of training to begin with will include facilities of Agricultural and animal Sciences, Natural Resources Management Environmental Sciences and Management, Informatics and Virtual Education.

The Karagwe District Council has allocated 422.64 hectares of land for development of the proposed university. ELCT Diocese of Karagwe is currently in the process of acquiring legal papers to the land.

FUNDING OF THE PROPOSED UNIVERSITY:

Funds for development of the proposed university are currently being worked out at local level (ELCT Diocese of Karagwe, local communities, individuals, ELCT Headquarters and external Donors (Partner churches in America, German Missions and EED also from German). Other external donors are still being approached.

DEVELOPMENT PROGRAMME OF THE PROPOSED UNIVERSITY:

Appointment of consultants for the development of the proposed university has been appointed. They included Educationists (Tumaini University) Architects, Planners, Engineers and other related and relevant fields for successful development of the proposed university. The consultants have presented proposals requirements, preliminary costs and phasing. The consultants have visited the university site surveys, have been completed and situational analysis of the area is in progress.

It is expected that preparation of development plans for the proposed university will be ready by June 2008. These will include a master plan for the proposed university, proposed new structures teaching and administration buildings including students and staff accommodation.

The master plan thus prepared that include the development costs and land acquisition documents will then be sent to donors for funding.

It is therefore envisaged that the development of phase one on site will start by mid 2009.

In this phase, the following shall be provided:-

- Teaching buildings for the facilities of library, laboratories
- Administration buildings
- Student accommodation for 700 students
- Staff accommodation
- Auxiliary facilities
- Necessary Infrastructure

THE PROPOSED SITE FOR THE ESTABLISHMENT OF THE UNIVERSITY

Location and Site

This part will provide a brief site analysis aimed at pointing out the suitability and characteristics of the site for the current and future land uses for the University development the Kishojo area, Karagwe District.

It also describes the procedures that will be used to prepare the master plan of KARUCO.

The information presented in this chapter will facilitate the preparation of the entire University Master Plan.

Location and Site Analysis

The proposed site located at Kishojo area is within 30 minutes drive from Kayanga Town Centre, the Karagwe District Headquarters.

It covers an areas of 422.64 hectares of land. The University is to accommodate 1000 - 3000 students per year. The University of Dar es Salaam (Dar Campus) can accommodate 20,000 students in an area of 456 hectars. Based on this situation the allocated land in Kishojo area is quite adequate for the intended purpose taking into account that the university will not accommodate students more than 3,000 per year. In terms of locality the site has very commanding views, isolated on a high hilly area and low lands.

Accessibility

The accessibility to the area is through the main Bukoba - Kyaka tarmac roads and Kyaka Kayanga earth road which branch off to the university site at Kishojo settlement.

Site Boundaries

The proposed university is bounded by a secondary school to the west a river to the south east and part of the north area.

Existing Services/Utilities

A secondary school (ELCT Karagwe Secondary School) with all facilities attached to it (road, water supply – electricity is adjacent to proposed University site. Extensions of such facilities are quite possible.

Topography and Relief

The site consists of undulating landscape as well as valleys, low lands and seasonal flooding areas. The vertical heights vary from 1170 to 1260 almost a difference of 100 meters from the lowest to the highest spots.

The topography of the site presents very limited difficulties against land use to be developed, pending some detailed further topographic studies/analysis. The site is generally suitable for construction, agriculture, ranching etc. Proper analysis of the areas is being done to enable the zoning concepts of land uses to be developed. The site presents good views and allows impressive solutions

Soil types and Vegetation

The site consists of natural vegetation varying from huge local trees, bushes to grasses. The main soil types include sand, sand clay and gravel. Grazing is practiced within the site. More details will be conducted to reveal the suitability for construction and agricultural purposes.

Drainage

The site has a natural drainage pattern that flows each direction into the lowlands. Apart from natural drains, rain water flows freely. The natural slope from the ridge that dominate the area provide potential for establishment of effective drainage system to be integrated with landscape planning and conservation.

Climate

Elements of climate such as wind, temperature, rain need attention as they have effects on the orientation of buildings the site is warm during the day and very cold nights and mornings, fogs are also common during the evenings and early mornings. Orientation of buildings needs to be carefully studied to maximize solar radiation and cross ventilation.

Potential Areas for Development

In considering the site potential for construction of the university land developments conditions standards and regulations focusing on landscape and conservation as issued with the MLHS will be used. These include topography, slope percentages, distance from rivers, river valleys, space requirements with respect to proposed university and related facilities as provided by MHESET.

In addition space uses as per confirmed user requirements and existing similar universities will influence land use pattern of the proposed university.

Land use categories for the proposed University will be as follows:-

1. Academic Zone

This includes space for lecture theatres/rooms library, laboratories workshops conference hall and offices for academic staff.

2. Administrative Zone

This include the Administration Block where all offices for proposed university will be housed.

3. Student Support Services Zone

Space for students hostel cafeteria commercial services, sports and recreational facilities community facilities, such as Health Centre and religious services will be housed..

4. Staff Housing Zone

Staff houses research flats will be housed.

5. Integrated Infrastructure Zone

Space for construction of water supply system, circulation system drainage system, electrical supply system, storm water and waste water system.

6. Farm and Research Zone

Pilot farm areas

Pilot animal keeping area

Research areas etc.

The University Master Plan

The preparation of the proposed University Master Plan will be a pre requisite of any development on the site. The Master Plan will be a comprehensive document covering all land uses to be developed now and future. It will be the document which will enable the university to produce its long-range capital Budget.

This will be a serious document, not some airy-fairly ideal more often breached than followed. The Master Plan will thus prepare statement of intent taken at a period to be determined under various assumptions about conditions which make the plan feasible.

The Master Plan will consider land uses for all requirements of facilities to enable the proposed university to operate. These include Lecture theatre, administration buildings, classrooms, library, IT facilities, hostel, cafeteria recreation and sports facilities, community facilities (Health Centre, religious etc) shopping/commercial activities etc Telecommunication facilities and model/research area for agricultural degrees programmes.

The overall Master Plan will be prepared to consider the following development guideline:-

1. To reduce negative environmental impacts (Environmental friendly plans)
2. To maximize the present topographical site potentials (i.e. minimize degradation, preserve natural trees/bushes/ forests, reduce surface run off and soil erosion.
3. To support conservation and restoration of biological and water resources (Biodiversity friendly).
4. The restore natural systems that exist.

The Master Plan Planning Brief

A planning-brief for the preparation of the Master Plan is to be prepared by the consultants in collaboration with ELCT. This brief will provide guidance for planning and development of the

proposed university in accordance with the development guidelines issued with the MLHS & MHE&T and TCU and other relevant institutions.

The purpose of the studies required under the brief are to:-

1. Analysis the existing characteristics of the University site.
2. Develop a land use action plan of the area.
3. Develop preferred and optional structure plan for the University area within the framework of the aims and objectives defined in the brief and all stakeholders (University Council, Ministry of High Education TCU/MCHS etc) and within recommendations prescribed in the land use action plan.
4. Develop preferred and optional draft Master Plan of the University area showing development option within the framework of the approved structure plan that provides conditions which will allow students/people as individuals or groups to establish in identity with their surroundings.
5. Prepare a final Master plan based on the approved draft development plan which will show all land use requirements in sufficient details as to allow details surveys, engineering documentation to proceed.
6. Prepare corridor plans and carry out alignment investigations for arterial and other road system within the University area.
7. Develop details landscape plans within the framework of the total landscape concept for the site and surrounding areas.
8. Carry out preliminary engineering designs and documentation for all infrastructure services requirements.
9. Carry out land and engineering survey requirements necessary for development of the University site.

10. Prepare detailed guideline drawings for the development of buildings required for development of the University (Architectural briefs of all building components at the University) including local activity centre, non standard residential areas group housing and higher density proposals.
11. Prepare realistic implementation programs short, medium and long-term including capital budget for each phase.
12. Monitoring and evaluation of development programs – including yearly reviews.

INITIAL REQUEST OF ASSISTANCE AND SUPPORT

In order for our dream to be effectively realized, assistance from the government and citizens in general will be required.

At this initial stage the following will be required:-

1. Additional land to allow space for different campuses in accordance with the requirements especially a land for demonstration farms.
2. Provision of adequate power and water by statutory bodies
3. Permanent and dependable access of a tarmac road from Kyaka.
4. Other support as may be submitted for consideration by the government.

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