

# The Direction of Higher Education Policies and Practices in towards Knowledge-Based Economy

George L Kahangwa



A view of Dar es Salaam, Tanzania from UDSM

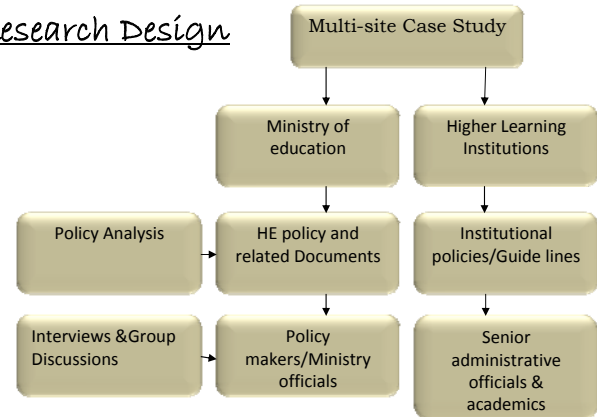
## Issue of concern:

- Countries are challenged to attain KBE, for economic competitiveness.
- HE is assigned a very crucial role to play towards KBE attainment (through developing the required highly skilled workforce; generation of new knowledge for economic purposes, tapping available knowledge for economic purposes)

### Study aims:

- Exploring the extent to which Tanzania's HE engagement (both in HE policy and practices) with the discourse of KBE is relevant or irrelevant to the development needs of the country; and
- Identifying the implications for HE reforms based on the extent to which Tanzania's development needs have been considered or ignored in its engagement with KBE.

## Research Design



## Central Research questions:

- How has HE responded to the challenge of attaining Knowledge-based Economy?
- Is the response supportive of the development of the country?

## Associate questions:

- What are the country's development needs which should be served by the provision of HE, and by research activities in higher learning institutions in the country?
- Whose interests/needs are served in the way KBE discourse has been articulated in country's HE policies?
- How has the KBE discourse affected the practices (teaching and research) of the academics in higher learning institutions?
- How can HE policy and practices be reformed so as to be more relevant to the development needs of the country?

## Study Relevance

- For policymakers to understand the implications of KBE (as a hegemonic discourse) on education so that they can make well-informed decisions when reforming educational policies, in response to the challenge of attaining KBE, in a way that is beneficial to the country.
- For Academics knowledge of how best HE can aid the tapping, generation, and dissemination of new knowledge and provision of education in a way which targets the needs of the country.
- For informing academics' review of their practices in research, and the content of course programs offered to students with regard to the development of highly skilled citizenry amidst the challenge to attain KBE.



### Background

I am an Assistant Lecturer working with the University of Dar es Salaam, Tanzania, in the School of Education, Department of Educational Foundations, Management and Lifelong Learning. Tanzania's higher education sector, in which I happen to work, is highly in need of academics with PhD qualification. Thus, my PhD pursuit is not only a response to this need but also a way used by my employer for staff

development. Related to this, my country's university regulations require that, an Assistant lecturer (like me) should have a PhD before being tenured to a lecturer level.

### Duration of my PhD studies

- Start Date: September 2009
- Expected Completion Date: September 2012