



Local Economic
Development:

Unpacking potentials for accelerated
transformation of Tanzania

REVITALIZING ESR IN TANZANIA FOR AGRICULTURAL COMPETITIVENESS

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INTRODUCTION

Since 1961 Tanzania strived to reform education to prepare students who can cope with agriculture as the backbone of the economy. In 1967 Education for Self-Reliance was introduced but in the mid-1980s, liberalization resulted into a dual system of education. In spite of its relevance ESR gradually lost its position in domestic education arena. This paper explores, love and respect of manual and agricultural work among students in Tanzania and how competitiveness in agriculture can be enhanced.

I go to —
There are two —
are —

Types of dances
1. Contemporary
2. traditional

Inglis

MESSAGE 1

Sweeping, watering flowers, gardens and slashing as the major types of manual work that students do and that most of the students do not love and respect manual work.



MESSAGE 2

To link education with work and production, the paper argues for revitalization of ESR at all levels of education by integrating what students learn theoretically in the classroom and the manual work done outside the classroom especially agricultural activities which forms the backbone of the country's economy. Depoliticize education and leaders and parents have to take the lead towards this realization



MESSAGE 3

We need to capacitate students to appreciate and realize their current and future economic potentials amidst the country's comparative advantages in labour and arable land.





CONCLUSION

Revitalizing ESR may change the mindset of students, leaders and community at large regarding respect for manual work and thereby enhance agricultural competitiveness in Tanzania.

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