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**Students Housing in Urban Areas of Tanzania**  
A comparison study of student's housing in Dar es Salaam and  
Iringa and its affect's on student's performance in higher  
education



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June 2010

*Hannah Sundkvist*

*All photos in the essay are taken by the author: Hannah Sundkvist*

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# 1. INTRODUCTION

During 2007 I worked in Tanzania for six months as a part of program created by SIDA. The program I participated in had several goals. Among other things to educate Tanzanians about sustainable forestry and how to prevent AIDS epidemics. During this time I learned Tanzanian national language Swahili which enabled me to explore Tanzanian society in more depth.

As a student of department of Social and Economic Geography at Uppsala University one of the first thing I noticed is how urban planning at the city level affected Tanzanian students and their chances to perform at higher education. A young university student from Dar Es-Salaam, Michael Majessah<sup>1</sup>, explained to me that the major problem for students in Dar Es-Salaam was of a financial nature. Students from more modest backgrounds found it hard to afford places to stay in whilst studying. Another closely related issue was being able to afford or to get a room in the dormitory close to universities. This resulted in high travelling expenses and time wasted on travelling instead of on education.

Poverty, illness and other social problems all together have consequences for the availability of education in Tanzania. Renting accommodation is very common, but according to Cadstedt<sup>2</sup> it is only a temporary provision while they are working on forming their lives. This is especially true for students of higher education where renting accommodation is of high importance during the time of education. Many students come from poor families and find it hard to pay for places to stay in. Another issue closely related to the previous mentioned problem for students is the proximity of their accommodation to the university. Transport from school to home is a daily expense<sup>3</sup>, although transportation costs impact the economy of all the students all around, the world impact on the average Tanzanian student is much higher due to low average income in Tanzania. Another concern closely relating to the long journeys to school is the availability of books. The university-libraries offer access to literature in the library. But students who live far away from the university have problems getting books for doing homework since most students can't afford to buy their own. However, accommodation at or near the universities is not available for each student and they are therefore urged to find their own accommodation outside the campus-areas. On the basis of these issues I started my research of student's accommodation in urban areas of Tanzania with the decision to explore these issues further in my Minor Field Studies. My goal with this study is to examine the consequences of the urban housing situation, with regards to human geography, and its ramifications to the ability of Tanzanian students to succeed in

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<sup>1</sup> Majessah, Michael (10-02-15)

<sup>2</sup> Cadstedt, J (2006). Influence and Invisibility, *Tenants in Housing Provision in Mwanza City*, Tanzania, Stockholm University.

<sup>3</sup> Mwiaomba, S.T (2002), *Influence Demographic factors*, Dar es Salaam, University Press LTD.

higher education. Furthermore, I wanted to examine how Tanzanian students themselves solved the housing issues and if any of these issues were tied to specific urban environments.

## **1.1 Problem and the Aim of the Study**

The purpose of this study is to examine how the students in Tanzania solve their housing issues and if there are any differences between bigger cities like Dar Es-Salaam and smaller towns like Iringa. The study will focus on availability, quality, price and distance to Universities. It is in the urban areas people have to deal with grave problems like overcrowding and bad living conditions. My study will examine what consequences this can have for the students' possibilities to higher education.

### *Aim of the Study*

How do students solve issues of University accommodation in bigger cities compared to smaller towns? What are the housing conditions, costs, distances, availability and what are the consequences for the student's possibilities to excel in higher education?

### *Hypothesis*

By using a theoretical approach given by Andersson<sup>4</sup>, I intend to explore how a student's living environment affects their social-economical career and experience of higher education. I want to examine if it could be that students living in smaller cities are benefited because of better housing in comparison to students in larger cities. Would it then be better to have universities and colleges in smaller towns, rather than in larger cities, if the study shows that the housing situation in big cities negatively affects the youth's ability to perform in higher education?

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<sup>4</sup>Andersson, Eva (2004), Från Sorgedalen till Glädjehöjden- Omgivningens betydelse för socioekonomisk karriär, "From Valley of Sadness to Hill of Happiness: Significance of Surroundings for Socioeconomic Career. Uppsala University, p.40-41

## 2. METHODS

### 2.1 Every-day life as a student in Dar Es Salaam and Iringa

My field study partly consists of participating observations and interviews by following students to their homes and writing diary of all the things experienced. The field survey is a three months stay with different students in low-income housings. The theoretical background is obtained through extensive research. After looking at previous studies about general housing-matters in urban Tanzania, I've been using a theoretical approach about how the environmental can have affects on a social-economical career.<sup>5</sup>

Being aware that the knowledge is subjective and that all students' statements will be affected by me as a researcher, I've used a daily reflective diary to record my study. Through home visits and interviews I have examined student's different housing-situations. I have studied matters such as how access to water and access to power differs in different locations. I have also examined negative aspects of the housing, such as the lack of privacy and the pressure of getting money for rent payments, often for more than one month at a time, which Cadstedt notes in her thesis.<sup>6</sup> My field-work therefore includes both visits to families, students and their homes, universities, official libraries, in-campus as well as off-campus areas. Through participating observation I wanted to be able to observe patterns and regularities in the student's everyday-activities. Seeing that we have a tendency to take things for granted in our own culture I believe you can receive a unique insight by studying people within a different cultural environment. I believe that what we study affects us and that we also affect what we are studying.<sup>7</sup> A geographer, who gets to know his or her informants with empathy and self-reflection, while getting to know the environment, will also be able gain more understanding about how people are experiencing their world and why they act in a certain way.<sup>8</sup> Hence, I intended to assimilate with my study objects who I studied by quartering their family situation and accommodation at campus and devoting myself to systematical mapping of the student's housing conditions.

When performing formal interviews I experienced answers that did not match my observations. Hence, in most cases I followed up the interview with a home-visit and tried to bond with my interview subjects. Without this information (only using interview as a method), I would not have been able to know what the students were truly experiencing<sup>9</sup>. Since observed individuals rarely lived alone but Öhman, J (2002), a.a., s x.

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<sup>5</sup> Andersson, A (2004), *From Valley of Sadness*, p.40-41.

<sup>6</sup> Cadstedt, J (2006), *Influence and Invisibility*.

<sup>7</sup> Aitken, S. & Valentine, G. (editors) (2006), *Approaches to Human Geography*. London: SAGE, p. 266.

<sup>8</sup> Ibid, .266

<sup>9</sup> Shorter, Aylward (2000), *Practical Field-Work, Methods, in social Anthropology*. Kolbe Press, p. 40.

rather were part of a household,<sup>10</sup> I decided to have group-discussions as focus-groups, when doing home visits. Basically, focusing on a special housing-matter or starting a discussion about different housing-issues while trying to reach new knowledge about the subject.<sup>11</sup> But, having more than three persons in the session appeared to be difficult, this is why I preferred conducting interviews on a one-to-one basis.

## 2.2 Selection of Study Areas

I intended to examine how students solved their housing problem and if there were differences between larger cities and smaller towns in terms of availability and price. In order to take matters of scale in to account I've chosen to analyze students' accommodation in a larger urban area (Dar) and a mid-sized urban area (Iringa). Iringa is a small-town south- west of Dar es Salaam having approximately 130,000 inhabitants comparing to Dar Es-Salaam which numbers almost 3,000,000. I chose Tanzanian capital Dar es Saalam as a representative choice of large urban area. Hence, as the biggest city in Tanzania it was an easy choice and it very well fits the description of a big urban area. Choosing a mid-sized urban area was a harder decision since there are several dozens of mid-sized towns and there was no particular reason why I would choose one before the other. As I did not have any connections in these mid-sized towns I asked my already stablished contacts in Dar es Salaam where I would find universities and in what cities, where as Iringa came up as one of the suggestions. After doing some research about the town I decided it suited my study.

In Iringa I studied the students from *Tumaini University College* and *Ruko College University*. Tumaini University is located a couple of kilometers outside of town and Ruko University in the center. Including both universities in the study enabled me to receive a wider perspective of the housing-situation due to their different locations. In Dar es Salaam, a city with several different universities I decided to further narrow down my study to only two of the universities; *The University of Dar es Salaam* (UDSM) which is the largest university in Dar es Salaam and one of the smaller universities, *Mwalimu Nyerere Memorial Academy* (MNMA). Although The University of Dar es Salaam is a big study-area in itself with almost 18.000 students, I included the smaller university to acknowledge possible different results. The Mwalimu Nyerere Memorial Academy is located at Kivukoni in Temeke District of Dar es Salaam. Its location is along the shores of the Indian Ocean one kilometer south of the Kiganboni side Ferry Ghat. To get there from the city centre there are only two options, taking the ferry over the creek or by car driving through Kongowe. Due to specific location of university (on the other side of creek) student's choices of accommodation are heavily impaired. Students

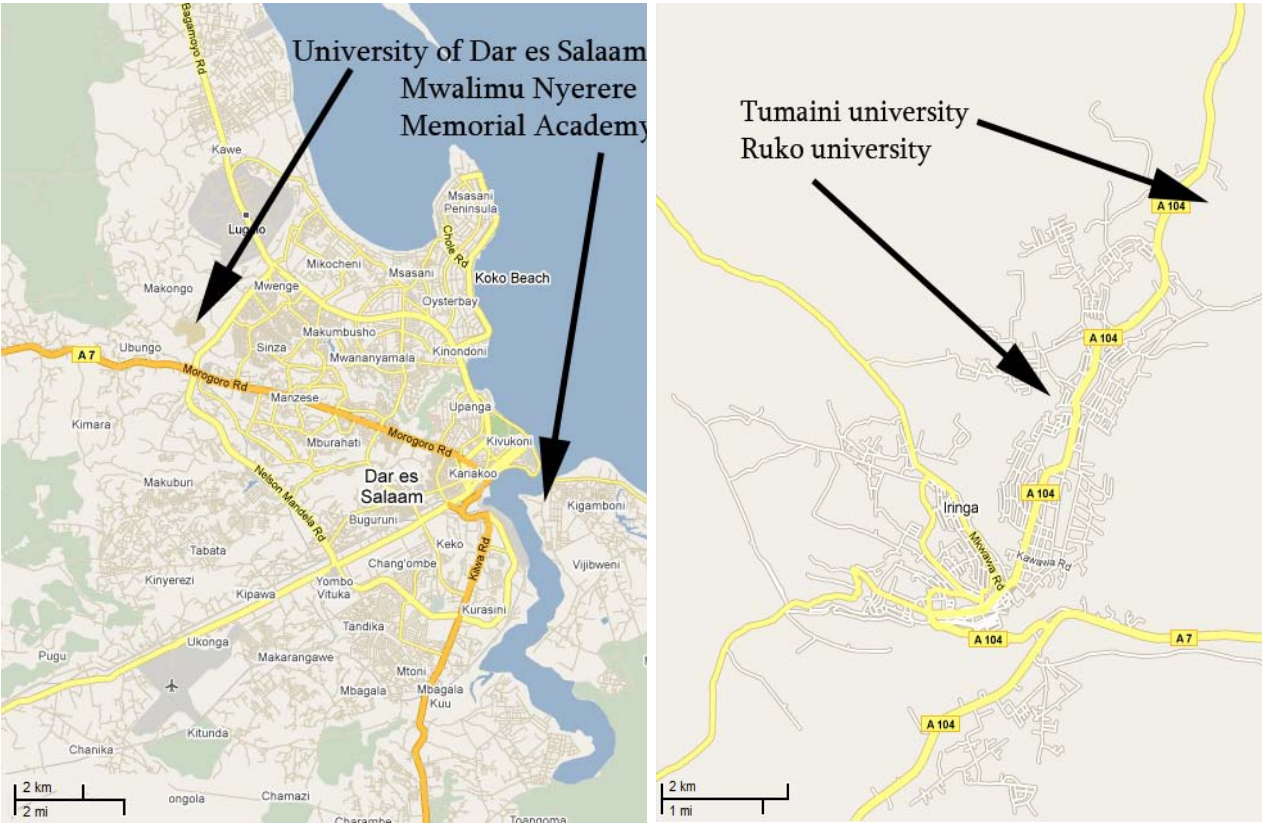
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<sup>10</sup> Cadstedt, J(2006), *Influence and Invisibility*, p. 103.

<sup>11</sup> Shorter, A (2000), *Practical Field-Work*, p. 47.

have very few options in terms of availability and price. For any number of reasons, those who are forced to live on the other side of the creek, have a very long commute.

Tanzanian universities generally provide accommodation for the students, but none of them is able to provide accommodation for all students admitted to the particular university. Because of this I contacted students living both in areas provided by universities and those living on their own. Those were found in areas recommended by the universities but also in other surrounding areas. I visited the cities' main libraries as well as the university libraries, including some other recommended study-areas from the students.



**Map 1.** Maps over Dar es Salaam (to the left) and Iringa (to the right), with the universities marked.  
Source: <http://earth.google.com/>[2010-05-26]





**Picture 2** *Mwalimu Nyerere Memorail Academy in Dar es Salaam.*

### **2.3 Selection of Informants**

My study focuses on young people between 20 and 30 years and is based mainly on interviews and observations. I have conducted more than seventy interviews with students based in Iringa and Dar Es-Salaam. Where it was possible I conducted group interviews and in most cases I established contact with teachers and students who in their turn easily could connect me with a lot of students. Some evenings I could meet with over twenty students within a small study-area whilst I on other occasions was unable to reach more than a handful due to distance or poor communication. Boys are unintentionally overrepresented among the interviewed, especially in Iringa, because maybe because my link-persons often were boys. Besides talking to students I have also conducted both formal and informal interviews with teachers and Officials. Among people I met were officials responsible for housing-accommodation at the universities. From them I received information about numbers, locations and rules including information about planned and closed accommodation areas. I also met a young teacher from MNMA and a young project co-coordinator from UDSM who helped me get in contact with students in different residences. I intentionally focused my studies on students themselves and limited contacts with officials. However I did not neglect exploring structures that permute Tanzanian society, which was mainly done by interviewing various officials at the above mentioned universities. According to Giddens<sup>12</sup> there are existing societal structures that influence and affect our choices in life. Structuralistic theories assume that existing structures cannot be understood without taking into account society and humans that exist together, forming a complex system of interrelated parts. Hence, I talked to a broker who worked as an intermediary between students and informal landlords. Kiduanga J.R<sup>13</sup> followed the work of a few Brokers (*Madalalis*) during his study about rental housing and low-

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<sup>12</sup> Aitken and Valentine (2006), *Approaches to Human Geography*, p.88-89.

<sup>13</sup> Kiduanga, J.R, PH.D (2003) *The constrains underpinning the provision of rental housing by low-income landlords in dar es salaam*, p.388.

income landlords in Dar es Salaam. He concluded that the *Brokers* played a very limited role in seeking accommodation, due to high demands for rented rooms relative to their low supply. But through interviews at an early stage I noticed the importance of the *Brokers* in the renting market for the students in Dar es Salaam. I decided to investigate what role the intermediaries played for the student's housing and accommodation partly by talking directly to an intermediary, but also by asking the students about their use of them.

## **2.4 Interviews with students**

My biggest obstacle was to reach the students who did not have a legal or formal residence. These could not be reached by knocking doors or by an announcement since they would run away being aware intervention by the authorities often is seen as a threat to many dwellers.<sup>14</sup> Students without legal documents for their accommodations avoided interaction as they might have perceived me as part of the authority. To avoid the loss of these informants I tried to use my pre-established contacts with students and youths in Dar Es-Salaam. Besides using these contacts I had a lot of help using the chain selection in the meaning using my respondents to reach new informants.<sup>15</sup> I intend being very clear and straightforward explaining my academic research plans before starting my interviews. However, in some aspects it made the interviews more difficult, because of the informants being student themselves. It had them aware what a research could bring about in the sense they were extremely careful with their answers. I solved this issue by giving all the students confidentiality before starting an interview. Besides I chose not to work with an interpreter. Partly because I am nearly fluent in the language Swahili, but also since I expected my informants to speak English, since at higher learning institutions English is the chosen language. I prepared questions in both languages and let the informants choose their preferred language. Using a recorder gave me a chance to translate and confirm where answers were in Swahili. I believe not using an interpreter enabled me to interact with the informants in more comfortable circumstances, even though it also brought some obstacles not being able to understand each other completely.

## **2.5 Reflections of method**

As a part of the intrinsic problem with student accommodation, I never got a room in-campus as intended. I rather found myself living far away, even outside of the so called off-campus areas. In Dar es Salaam I stayed at a simple house in the suburb Tabata sharing with three other students, and in Iringa I stayed at guest-houses. Even though, the daily experience through living with people in both those housing

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<sup>14</sup> Cadstedt, J (2006), *Influence and Invisibility*, p. 28

<sup>15</sup> Bryman, Alan (2006) *Samhällsvetenskapliga metoder*. Upplaga 1:3. Printed in Sweden by Daleke Grafiska AB, Malmö p. 312-313.

situations, gave me a lot of information and understanding for the daily urban life in Tanzania. Living in a suburb especially enabled me to experience the difficulties being located far away from the universities and libraries which I depended on for my research.



*Picture 1*

*Dormitory in-campus at Mwalimy Nyerere Memorial Academy in Dar es Salaam.*

### **3. HISTORY OF URBAN HOUSING**

According to Milton,<sup>16</sup> housing problems in developing countries, should be viewed as a general problem of development. It is true that urban incomes are generally higher and urban facilities are more accessible, but poor urban dwellers suffer more than rural dwellers due to the bad housing conditions.<sup>17</sup> There is a big housing problem in Tanzania, especially in Dar Es-Salaam where there is a sizeable housing shortage due to a population growth.<sup>18</sup>

It is an established fact that migrants to urban areas produce additional pressure on the social infrastructure of cities particularly water-supply, transportation-systems and educational facilities. Cities of third world countries are especially hit by migratory pressures as they are already coping with insufficient funds for the development of infrastructure. Dar es Salaam is a striking example of this. Historically, the Tanzanian government has attempted to control urban area growth through a number of different measures. They have ranged from limiting migration to establishing programmes with a goal of improving economic and social

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<sup>16</sup> Mwiaomba, S.T (2002), *Influence Demographic factors, household composition-employment and household welfare*. Dar es Salaam University Press LTD, p.23.

<sup>17</sup> World bank (1990), *World Development Report 1990: World Development Indicators*, Oxford University, New York Press p.30

<sup>18</sup> Mwiaomba, S.T (2002), *Influence Demographic factors*, p.117.

infrastructure of rural areas.<sup>19</sup> These attempts have not always been successful due to number of different reasons. In 1964 president Julius Nyerere decided to move people into communal villages called “Ujamaa villages” with a vision of unity. He wanted the peasants to abandon their previous settles and move to larger units.<sup>20</sup> However, when it appeared many people did not want to move into the “Ujamaa villages”, Operation Vijiji to take place (in 1973). This Operation forced the peasants to move out of the rural areas. Despite all attempts by Tanzanian government, the cities of Tanzania have continued to exercise an irresistible pull on Tanzanian youth, pushing them out of their rural roots into the cities. Promises and dreams of a better life often contrast starkly with the harsh reality of social and economic disadvantages within urban life.<sup>21</sup> As expected Tanzanian cities most particularly Dar es-Salaam has not been able to cope with the influx of new citizens. Increases in price of housing have pushed most of new inhabitants into slums and squatter settlements that are now predominant features of big Tanzanian cities.<sup>22</sup> Since students rarely have an income and depend on savings, scholarships or family-members they are most likely to be found in these areas. One common problem in these areas is the accommodations provided by low-income landlords who provide rental housing of very poor quality.<sup>23</sup> In Kiduanga’s research<sup>24</sup> about rental housing by low-income landlords in Dar es Salaam, it shows that the landlords themselves are very poor. The landlords are being faced with constrains in urban areas which limits them to provide rental housing with acceptable standard. Dismas Mwilenga,<sup>25</sup> an employer of the University of Dar es Salaam mentioned how students renting rooms outside of the campuses are disadvantaged due to this fact. The standards in the private housing accommodation are very poor and there is also a big problem with safety. As also will be revealed in this essay people tend to believe that students have a lot of money or valuable items which tends to affect their safety. Moreover does the majority of people who lives in urban areas in Tanzania, and especially those living in squatter settlements, lack access to water, water- disposal, electricity, and other basic services.<sup>26</sup> Renting is one of few options for the urban poor<sup>27</sup> and as will be confirmed in this study the economic situation in Tanzania have led people to share and rent households more than before. According to Milton the healthy housing is concerned with the whole health spectrum of physical and mental health and that there has not been any proven connection between poor housing conditions and

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<sup>19</sup> The Cambridge Encyclopedia of Africa (1984) University of Cambridge, p. 286

<sup>20</sup> Julius Nyerere (1968), Ujamaa, *Essays on Socialism*, Oxford University Press, p. 255; Nationalencyklopedin (<http://www.ne.se/lang/ujamaa>) 2010-05-27

<sup>21</sup> The Cambridge Encyclopedia of Africa, p. 286

<sup>22</sup> Kiduanga, J.R (2003), *The constrains underpinning the Provision*, p.17.

<sup>23</sup> Kiduanga, J.R (2003), *The constrains underpinning the Provision*.

<sup>24</sup> Ibid.

<sup>25</sup> Mwilenga, Dismas (2010-03-12)

<sup>26</sup> Kiduanga, J.R (2003), *The constrains underpinning the provision*, p.17.

<sup>27</sup> Cadstedt, J (2006), *Influence and Invisibility*, p.67.

poverty.<sup>28</sup> But according to Jenny Cadstedt<sup>29</sup> and Kironde<sup>30</sup> the question of citizens' rights for housing in informal settlements has already received attention in international policy discussion. However, they acknowledge the discussion should continue and intensifies.

### 3.1 The Private- and the Public Sector

The main actor of the urban housing delivery in Tanzania is the *private sector* who stands for 90% of the housing<sup>31</sup> and in Dar es Salaam approximately 98%.<sup>32</sup> The primary aim of building another house or extending rooms to ones house are according to Materu<sup>33</sup> ability to receive more rental income. He found that 81.1% out of 300 studied houses were in poor quality. Kironde<sup>34</sup> believes that cost is the biggest constraint hindering the provision of good quality of rental housing and its expansion. The *public sector* on the other hand is provided by the central government, National Housing Corporation and Parastarals as the higher learning institutions. University of Dar es Salaam is one of these housing suppliers. Housing stock of University of Dar es Salaam has been built by governmental monetary allocations as well as money received from international and national donors. Due to monetary burdens i.e. high cost of maintenance and Management University of Dar es Salaam is decreasing its housing stock. This is not only the case for University of Dar es Salaam but for higher learning seats across Tanzania. The University of Dar es Salaam has sold three Halls and today only two of them provide student accommodation.<sup>35</sup>

### 3.2 Higher education and its effects on migration

As discussed previously there is a general trend among Tanzanian youth to migrate into larger urban areas.<sup>36</sup> Currently, the three largest Tanzanian cities account for approximately half of the urban population<sup>37</sup> (Dar es Salaam, Mwanza and Dodoma). Although it is popular misconception urbanization doesn't only occur in the largest few cities<sup>38</sup> – all urban areas like regional and district centers are experiencing a

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<sup>28</sup> Mwiaomba, S.T (2002), *Influence Demographic factors, household*, p.7.

<sup>29</sup> Cadstedt, J (2006), *Influence and Invisibility*, p.183

<sup>30</sup> Lusuga Kironde (2009) Property and Urban Development. *Urban Housing: Recognizing the Role of the Rental Sector*, Daily News, Online Edition [2009-03-21]

<sup>31</sup> Kiduanga, J.R (2003), *The constrains underpinning the provision*, p.114

<sup>32</sup> Ibid.

<sup>33</sup> Kironde, Lusugga J.M, (1994) The Evolution of the Land use Structure of Dar es Salaam 1890-1990: *a study in the effects of land policy*, Department of Land Development, p. 120.

<sup>34</sup> Kiduanga, J.R (2003), *The constrains underpinning the provision*.

<sup>35</sup> Mabuga, Paulina (10-03-17)

<sup>36</sup> Helgesson Linda (2002), *Getting ready for Life; Life Strategies of Town Youth in Mozambique and Tanzania*, Umeå University, p.237.

<sup>37</sup> Ibid, p.239

<sup>38</sup> Laidlaw Karen A. and Stockwell Edward G. (1979), Trends in the Relationship between Urbanization and Development in Africa; *The Journal of Modern African Studies*, Vol. 17, No. 4 pp. 687-694.

growth in population.<sup>39</sup> For example the town of Iringa in which I am conducting my study is experiencing increasing numbers of students moving into the city, which is creating new demands on housing and student facilities. Generally youths living in cities have better possibilities to receive a higher education than the young people living in rural areas. Jobs perceived as having higher status are also more plentiful in the cities in comparison to rural areas.<sup>40</sup> Mogen Holms argues that hopes of obtaining higher education and better livelihood, drives people towards moving into urban areas where opportunities are more plentiful according to wide-spread beliefs<sup>41</sup>. According to Linda Helgesson a discourse in society is that young people should study to be able to get “real” employment.<sup>42</sup> In her view studying at university is a way for students to gain higher status in society. However many students are well aware that there are no guarantees of employment. Students are also well aware of possibilities of not being able to complete higher education due to economical constraints of their families. Helgesson<sup>43</sup> further argues that some students are more vulnerable than others. The vulnerability of a particular student is dependent on a number of different reasons, most notably household, social and human capital as well as their individual assets.

### 3.3 Theoretical Framework

Traditional residence-studies focus on the interaction between household, dwelling and their combined effects.<sup>44</sup> The focus is on price, construction, access, sanitation and financing, but also on the effects from the dwellers. According to Andersson<sup>45</sup> there are residential-areas which generate good as well as bad opportunities for the possibility of higher education. Findings from her quantity study showed that the environment, both physical (houses) and socio-demographical (neighbors) had an effect on human socioeconomic careers. The aspect most affected by the surroundings in her study was education. But the informants interviewed in her study did not believe themselves to have been affected by the environment even though they believed the location was important for their children’s education and that the surrounding could have important effects for them.<sup>46</sup> However, as will be shown later, the majority of students in the present study agreed to the contrary saying their residence did in fact affect their ability to perform well in school. She further claims the problem isn’t the individual’s limited choice of residential area, but rather the

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<sup>39</sup> Helgesson, L (2002), *Getting ready for Life*, p.239.

<sup>40</sup> Ibid, p.202.

<sup>41</sup> Holms, Mogens (1992) Survival strategies of migrants to Makambako – An intermediate town in Tanzania. *The Rural-Urban Interface in Africa. Expansion and Adaptation*. Edited by Jonathan Baker and Poul Ove Pedersen. The Nordic Africa Institute. Uppsala. p. 238.

<sup>42</sup> Helgesson, L(2002), *Getting ready for Life*, p.240.

<sup>43</sup> Ibid, p.236

<sup>44</sup> Ibid, p.28.

<sup>45</sup> Ibid, p.194.

<sup>46</sup> Ibid.

conditions that come along with it. In the context of student's accommodation it means it's not the shortage of student's accommodation near the university that is the problem, but the bad housing conditions the students are facing in their struggle for accommodation.

From a theory deriving from David Smith, Andersson<sup>47</sup> concludes that there are residential areas that can be labeled places of good fortune and places of poor opportunities. An example of places of few options for high education in her study involves a combination of Million Program-areas and areas with an aging working-class population. Anderson's study was concerned with European societies and thus she is referencing such European particularity as Million Program areas. These of course do not exist in Tanzania - and would they exist they, due to low quality of housing in Tanzania, would seem as high quality living and would be highly desirable to any Tanzanian middle class family. Even though Million Program areas do not exist in Tanzania, Anderson's conclusions can be applied to Tanzanian societies. By definition there are always going to be better and worse of places to live in. With this said and theoretical background I will examine I'll examine how students housing in fact is affecting their education and if the surrounding areas in a small-town compared to a large town, provides different opportunities for the students.

### 3.4 Definitions

A widespread definition for household is “a group of people who pool resources or ‘eat from the same pot’.”<sup>48</sup> I am in this essay referring to the term ‘household’ while covering a range of residential forms or groupings of people and functions. Even though it is possible to find students living alone, it is very rare. Using household as a concept instead includes family, wider kin networks and can also include co-residents as for example when students are sharing or lodging.

*Common words used by informants:*

Mama/baba lisha: street food vendor

Mgahawa: basic teahouse

Jiko la kerosine: small stove

Mdalai: house-broker

Dalla-dalla: local bus

In-campus: Residence-halls provided by the higher learning institutions

Off-campus: Residences found by students or accommodation managers outside the campus areas.

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<sup>47</sup> Andersson, E (2005), *From Valley of Sadness* p. 41

<sup>48</sup> Roberts (1994), Informal Economy and Family Strategies; *In International Journal of Urban and Regional Research*, vol. 18, No. 1.

## 4. RESULTS

### 4.1 Students Housing in Dar es Salaam and Iringa

Majority of interviewed students agree accommodation and loans are major issues for students today. In Dar es Salaam the in-campus areas are attractive in the sense they can reduce the cost in means of transport and that they bring constant access to literature at the universities library. But the attractiveness has made the in-campus sights become “*Overcrowded urbans*”. Due to money deficiency and lack of better options for accommodation students use “*sharing*” as an alternative way of renting. To share has different meanings in this context. One can share a room with one or more persons in order to reduce the cost. Another is to share the bed with someone else who hasn’t got a room temporarily, or for a whole semester. Then there are those who do not really share, but use madras to couch in another student’s room. The number of students that use the last kind of sharing is not calculated, but noticed as a common issue among students of Dar. It is common that a room is occupied by a changing number of students at different times. For example, the in-campus areas are occupied by more students during periods of examination. “*We are only two people sharing one bed. Sometimes my friends come here, then we can be three...so, in terms of cofounders we are two, but when you come here you’ll find how many people are in the room, you might see six, but not less than two.*”<sup>49</sup> To share a bed within an in-campus room is against university rules and in case of breach, they would have to pay a fine and also be evicted from of the hostel<sup>50</sup>. For control accommodation-managers perform regularly check-ups in the nights. Even so, the majority of informants living on campus in Dar share beds: “*It’s not official, but those things happens*”<sup>51</sup>

Hostels seem to have been given the last priority from the government and at every university accommodation managers are working hard to find accommodation for their students. In Dar the majority of student’s state they are not satisfied with their accommodation whether living in- our out of campus. The common answers are that because of their financial status or lack of options they are forced to be where they are. “*It’s not a good place, but we live here because there is no other place to live or we don’t have any other opportunities*”<sup>52</sup> were often replied on the question how they felt about their accommodation. The matter about loans and financial position was something that every student themselves mentioned without me asking. Not all students are granted loans from the government and those who are don’t believe the loan can satisfy their needs.

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<sup>49</sup> Student 42 (10-04-07)

<sup>50</sup> Ruziga, Mkumbo (10-03-23)

<sup>51</sup> Group 0 (10-03-20)

<sup>52</sup> Student 23 (10-03-20)



## 4.2 Availability

Before the beginning of every academic year, students are informed about the limited number of rooms in the halls of residence. Accommodation is not guaranteed for every student and each student is urged to find his or her own accommodation outside the Halls. All universities have different priorities for the halls of residence accommodation although they are similar. Universities commonly priorities' disabled, foreign, female and up-country students<sup>53</sup>. In Dar over half of the students are suppose to find rooms outside of halls of residence. It is estimated 62 % out of 18,000 students at the University of Dar es salaam are supposed to solve their own housing<sup>54</sup> and at the MNMA about 77 % of 1,508 students<sup>55</sup>. The major complication is to find accommodation close to university which is affordable. Students are among the population considered wealthy and can be asked to pay overprices although accommodated at inconvenient environments<sup>56</sup>. The rental housing-system consists of a relationship between local landlords and house-brokers. The use of House-brokers (in Swahili called "Mdalali") is frequent in Dar although they are avoided due to the extra cost they bring. But students who arrive to town as newcomers will find it difficult, almost impossible, to find accommodation without consulting the house-broker first<sup>57</sup>. A house-broker who advises on a housing situation, demands one month's rent, plus a further payment for long journeys during the consultation. The broker set up deals with the house-owners and it is very uncommon for the house-owner to break that deal<sup>58</sup>. But as a student gets familiar with an area, as in, "*when you know people in the area*"<sup>59</sup>, it is possible to get around this situation. For example, when another student is completing his or her studies and moving out from his or her room or if a new house is constructed, it's possible to receive a room without consulting the broker<sup>60</sup>. In Dar most students agrees it's almost impossible to receive a room without consulting the broker, although they all try to avoid them. In Iringa on the other hand, I didn't find any student who claimed he or she had been using the broker to receive accommodation, even if some mentioned it was needed for new-comers. The house-brokers seemed to be more common in the central city

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<sup>53</sup> Undergraduates Prospector (2007/08-2009/10), University of dar es salaam directorate of Reserach and puplications. University of Dar es Salaam 2007; Mabuga, Paulina (10-03-17)

<sup>54</sup> Mabuga, Paulina (10-03-17)

<sup>55</sup> Ruziga, Mkumbo (10-03-23)

<sup>56</sup> Ruziga, Mkumbo (10-03-23)

<sup>57</sup> Student 44 (10-04-07)

<sup>58</sup> Mr. Ally (10-04-11)

<sup>59</sup> Student 41,42,43 (10-04-07)

<sup>60</sup> Student 42, 43, 44 (10-04-07)

around RUKO University and less frequent outside of city, around Tumaini University<sup>61</sup>.

As a result of the increasing numbers of students in Iringa, the access to accommodation near to school has become a problem even here. Approximately 83 % (out of 3010 students)<sup>62</sup> of the students from Tumaini University and 57% (out of 2037 students)<sup>63</sup> from RUKO University are located off-campus. According to Godfreid Mafungu<sup>64</sup> it's very difficult to get a room near to university and the nearer you get the higher are the costs. The new housing-situation following the increasing numbers of students in Iringa puts a new demand on the housing-market and changes on the natural environment. As the demand for houses accelerates after requests from the university<sup>65</sup> new houses are being built around Tumaini University. But the prices are going up. There are even hostels around the area found empty since students can't afford to stay there.<sup>66</sup>

However, the housing-situation for students in terms of availability differs in Iringa and Dar. When discussing about the availability in Iringa respondents are referring to 'the students own choice'. It's implicated students according to their budget and wishes can choose their own housing-standards. But when responding for them-selves, most students prefer to stay close to the university with the only concern, it's too expensive. The housing shortage was noticed as an increasing problem although it didn't concern everyone. On the contrary the majority of the respondents in Dar didn't consider to have any other choice, not only due to economical constrains, but also due to the low availability of accommodation near to university, since living far away from the university rarely was seen as an option. But, on the other hand, as will be discussed in next chapter, there are some few advantages living far away from university, in terms of better housing conditions.

Many students from Dar complained about the small spaces and disturbing noises affecting their ability to study. The issue, according to the informants, is that you 'don't really choose who to live with and that you often stay with people with different ideas'. Not being able to choose who to live with was seen as a problem both in and out off-campus. When meeting with former students of the universities of Dar es Salaam they all seemed to have a story to tell about their housing-situation at the time being a student. Tumwe Mujwauzi<sup>67</sup> explained about his moment in time as student, sharing a room with four other students in one of the hostels provided by the university. He explained that at that time, no-one cared to

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<sup>61</sup> Group 6 (10-04-27)

<sup>62</sup> Nkoma L. Johnnie (10-05-06)

<sup>63</sup> Mr. Tuluka (10-04-30)

<sup>64</sup> Mafungu, Geogorey (10-05-05)

<sup>65</sup> Nkoma L. Johnnie (10-05-06)

<sup>66</sup> Home-visits 7, (100427-100508)

<sup>67</sup> Mujwauzi, Tumwe (10-03-14)

live in those hostels because of the distance. But today however, there aren't many other options. Difficultness living far away from the university strikes both students of Dar es Salaam and Iringa. Constrains was in form of the expense taking the *dalla dalla*, not having access to literature, risk of being mugged on the way and especially not being able to share ideas with other students. Having investigated other libraries in the areas I've observed they are not much in use and not very useful because of the low availability of books. The university libraries give free access to the demanded literature, but it is supposed to be read inside the libraries if not copied.<sup>68</sup>

Given the large demand for rental housing in general in Tanzania,<sup>69</sup> results in an even smaller amount of options for the students. Hence, at all universities accommodation managers are striving to sure that all students get accommodation. For example, in Dar es Salaam the accommodation managers from both universities bargain with landlords outside of the campus in order to facilitate the students who fail to receive a room at the in-camps areas.<sup>70</sup>

### 4.3 Housing conditions

The housing conditions are calculated by home-visits to the investigated areas. Particularly to those living in squatter settlements by investigating access to water, space for studies and cooking, including electricity and other basic services.

The halls of residence provided by the universities slightly differ in terms of space and access to water. Payment for one semester includes access to water, electricity and maintenance of the dormitories<sup>71</sup>. There isn't any kitchen-space, and the students are not allowed to cook in their rooms. Accordingly, they have to buy food in the university-cafeterias. Not being able to reduce costs by cooking themselves was seen as a huge disadvantage by all students. In general, space for cooking was at all kind of residences very rare. The majority of the students living off-campus prepared food in their rooms or sometimes in the corridor using a small stove (*jiko la kerosine*). Usually the room had one bed and a space for small furniture, used for all daily activities; i.e cooking, sleeping and sometimes reading. Those houses assessed with separate space for cooking were hardly ever used by the students from each city, saying: "*We prefer to cook in our rooms using the small jiko*".<sup>72</sup> Most students preferred to cook by themselves or to eat at the food-vendors (*Mgahawa*) in the street<sup>73</sup> since it reduced their spending.

It appeared that electricity was a big issue for the students in Dar es Salaam. "*When electricity cuts of and you don't have a generator, it is difficult to*

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<sup>68</sup> Observation, Libraries

<sup>69</sup> Kironde, (2003), *Property and Urban Development*,

<http://www.dailynews.co.tz/columnist/?n=848&cat=columnist> , 2009-03-21

<sup>70</sup> Mabuga, Paulina (10-03-17)

<sup>71</sup> Mabuga, Paulina (10-03-17)

<sup>72</sup> Student 53 (10-05-02); Student 45 (10-04-07)

<sup>73</sup> Student 42 (10-04-07)

study".<sup>74</sup> Living off-campus many times meant the electricity could be cut off. This however, was not seen as a big problem for those staying at the in-campus areas where generators were used.<sup>75</sup> In Iringa electricity was only seen as a minor problem living off-campus. And in fact, all respondents living in-campus in Iringa Said they were satisfied with their accommodation since all facilities were there.<sup>76</sup>

The majority of the students from both Dar and Iringa thought of water as the highest priority of assessments for their housing. Access to water in Dar differed slightly at the different locations. Tap-water was unusual; hence most students bought buckets of water which they brought back to their rooms. Water wasn't really seen as a problem in Iringa, neither inside nor outside off-campus. But Yet, I never got the perception water was considered a big issue in Dar either, since at most locations it was available through buying buckets nearby.

The standards of the rooms<sup>2</sup> weren't always satisfying for the students, given the high prices they paid for the rooms.<sup>77</sup> However, the standard of a residence rose when its location was distanced from the universities. The rooms became larger, of better standard and sometimes even cheaper.<sup>78</sup> Common to find in this type of housing, were students living with their families,<sup>79</sup> sharing with their companion,<sup>80</sup> or students who had no other options due to the sizeable housing shortage. Most informants from Iringa agreed that living in a distanced location from University presented a problematic situation, because of the lesser security, lack of information about changes in the schedule and not having constant access to the library.<sup>81</sup> Nevertheless, those were issues exceedingly accurate for students living in Dar es Salaam.<sup>82</sup> In addition, living at a distanced location from universities in Dar brought even more obstacles because of traffic-jams and higher costs for travels to school.<sup>83</sup> For example, living at the *Mabibo hostels*,<sup>84</sup> means the students have to take two buses. But because of the extreme traffic-jam there isn't any possibility for the student to control the journey time. Although these hostels are within a walking-distance (approximately thirty minutes), it is not possible to walk because of the insecurity. In Iringa the situation is different since many students can chose whether they want to take the local bus (*dalla-dalla*) or walk without taking risks other than being tired.<sup>85</sup>

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<sup>74</sup> Group 0 (10-03-20)

<sup>75</sup> Group 4 (10-03-30)

<sup>76</sup> Group 5 (10-04-24)

<sup>77</sup> Student 44 (10-04-07)

<sup>78</sup> Mloge, Alfayo (10-05-06); Observations Tabata; Student 54 (10-05-04)

<sup>79</sup> Student 37 (10-03-31)

<sup>80</sup> Group 1 (10-03-25)

<sup>81</sup> Group 5 (10-04-24)

<sup>82</sup> Student 43 (10-04-07)

<sup>83</sup> Student 41 (10-03-03)

<sup>84</sup> Hall of Residences at UDSM, located some kilometers from the university.

<sup>85</sup> Student 52 (10-04-27); Student 54 (10-05-04).

#### 4.4 Price and facilities

The loan-board offers different levels of loans from twenty percent up to one-hundred percent, due to the financial status of the student's family. The loan is supposed to include cost for school-fees, accommodation, meals and water. The expenses for a student in Tanzania is estimated around 7.000 TZS (\$4,9) per day, while they from the loan-board seldom get more than 5.000 TZS (\$3,4). In order to overcome the gap many students state they are cutting down the numbers of meals per day or in many cases sharing the room or bed with one or more students. Many students are afraid they won't be able to pay the amount requested for accommodation the remaining period of their studies.<sup>86</sup>

The investigated halls of residence were more expensive in Iringa than in Dar es Salaam. But to bear in mind is that both investigated universities in Iringa were private-owned while the ones investigated in Dar were owned by the government. To calculate generalizations about rent payments in the chosen areas became difficult because of many different variables influencing them. The explored rent payments, accommodations outside of campus differed in some extent according to it's' distance to university. Because there are only four universities in Iringa the rent payments differed a lot according to its location from university. But the rent payment also differed if water or electricity was included in the price and according to what kind of household the student was included in. For example, if the student lived with a relative she or he hardly ever had to pay any rent.<sup>87</sup> In a Tanzanian society relatives are supposed to help each-other and generally no monetary transaction was needed. A rent for a room differed between 20.000 TZS up to 70.000 TZS per month often excluding the costs for water and electricity. The higher the rent, the more students were found in the room. Typically house owners would try to restrict number of students sharing a room or a bed. However this was hard to reinforce as can be noticed in the chapter containing interviews with the students. The prices of housing were seldom equal with better standards or more space. Another common matter noticed in both Iringa and Dar es Salaam was that landlords had a tendency to raise the rent after a short period of residence. This forced economically weaker students to leave and start looking for another accommodation. Lower price is with the most probability used as a bate, to get students to rent room in a first place and then landlords hoped that they will stick with the rooms although the rent was raised. Another trend had to do with the pressure of getting money for rent payments, often for more than one month at a time. Receiving a room at the Halls of residence depended on the student's ability to pay rent for the whole semester. Some students found outside the campus areas explained that they were offered rooms at the campus area, but that they were not able to raise enough money to pay for whole semester. Another issue closely related to this was caused by not

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<sup>86</sup> Student 42 (10-04-07)

<sup>87</sup> Group 7 (10-04-27)

receiving money from the loan-board in time. Because all students in some way depended on the loan-board, this issue forced many students to look for accommodation in areas where one month payments were allowed.<sup>88</sup> But, whilst entering the informal housing market, some of these students would find the same problem, seeing land-lords who also demanded rent payments in advance. This minimized their options in a housing-market with low availability. However in the off-campus areas there were big variations in how the rent payments were completed. Many students paid their rents on a one month basis and had a good relationship with their landlord.

## 5. HOUSING STRATEGIES

Students presented in this chapter represent only a sample of the sheer size of the students I interviewed for this essay. The essay is not only based on the results from these samples and should instead be viewed as an insight of the students housing strategies. The following life-stories are representative of interviewed students in the conducted areas. The names are fictional, but expressions and the essence of the answers are being reproduced as accurately as possible. Case1-4 are life-cases from Dar es Salaam, describing their lives in the larger town Dar es Salaam. Case 5-6 are life-cases from one from each of Iringa universities and are university presenting students stories from a smaller town of Iringa. Focus is on how the students have solved their housing during education.

### *Case 1*

*Shomary*<sup>89</sup> came to the University of Dar es Salaam three years ago. When he arrived he failed to get accommodation at any halls provided by university. The first year he stayed at a house far away from the university in Tegeta. But after a while one of his friends got a room at the in-campus areas which allowed him to change residence to in-campus area and share room with his friend. For one year his friend cared for him, in the meaning he allowed him to share the bed. The room which is supposed to house four students was occupied by nine students, in spite of the strict regulations of leasing.<sup>90</sup> The following year when his friend lost his room he was once again without any housing options. The students apply for one year at the time and are not guaranteed to be accommodated for the coming semester despite already being stationed at the in-campus area. He explained the time sharing as being very hard and also unhappy. But, on the other hand he was not happy living far away from the university because of traffic jams, insecurity and many other things that he found too

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<sup>88</sup> Group 5 (10-04-24)

<sup>89</sup> Student 41 (10-03-31)

<sup>90</sup> Mabuga, Paulina (10-03-17)

hard to express. He would prefer to stay in the campus area, but because he had never had the chance he had no other options than to stay there. His last semester at university he finally received accommodation at the Mabibo hostels, which is one of the UDSM's halls of residence. These hostels are not as popular as the main-campus due to its distanced location.<sup>91</sup> But they are easier to get and according to the respondents, sharing is not as common at these hostels. But when I visited *Shomary* it appeared seven persons were sharing one room with only four beds. He was not satisfied living out there although he appreciated it staying even more far away from the university as he did before. Another student Nyamidela<sup>92</sup> had a similar story not being able to afford his own accommodation during his studies in Dar es Salaam. Because of this he was forced to share room with his friend for one year. When the accommodation managers came in the night for a surprise wake-up, he jumped out from the window and ran to sleep on the beach. He found it dangerous to share beds since it could cause someone to lose the bed if caught. The universities have strict rules about sharing due to the sanitation and it's especially important In Dar es Salaam with the high temperatures.<sup>93</sup> 'Sharing' means you can't be seen in the room at night or mornings. Therefore, the students have to make themselves occupied at other locations and wake up early in the morning.<sup>94</sup>

#### Case 2

*Karim*,<sup>95</sup> twenty-five years old is a law-student of the University of Dar es Salaam. He lives in an area called Survey close to the university together with another student. Actually they are three but one of them hasn't arrived yet during our get-together. The room is approximately twelve square meters furnished with a bed, one chair, a small desk and a shelf. Karim usually cooks inside the room with a small *Jiko* or visits the *Mgahawa* in the street. He found this room by consulting the *Mdalali*, although he wouldn't use them again since he is now familiar with the area. He used to be one of those who used the small madras to sleep at different places. He refers to those people as "*Kukubana*". *Kubana*, means not being settled. If you go to sleep at someone's bed or room you have to wake up at five in the morning. He believes the major problem for the students, are where to sleep. An issue that is even bigger for students coming from other parts of the country: "*Most of the students you will see roaming 'cause they are not settled from where they are coming from*". Yesterday they slept six persons in this room and it has made him feel very tired. He receives 80% of rental and school-fee costs from the loan-board, but he can't understand how the government believes it's going to cover all his costs. In the end of our discussion he says: "*You haven't asked about our financial situation?*" He

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<sup>91</sup> Group 3 (10-03-31)

<sup>92</sup> Majessah, Michael (10-03-20)

<sup>93</sup> Ruziga, Mkumbo (10-03-23)

<sup>94</sup> Majessah, Michael (10-03-20); Student 42 (10-04-07)

<sup>95</sup> Student 42 (10-04-07)

thereafter explains how he feels forced to stay in his accommodation because of his economical situation. He can't for example buy a book himself, because than he'd have to skip meals or other things since he has to give school-fees and accommodation the first priority. When I ask him about his priorities for accommodation he chose "low rent" as the highest priority.

#### *Case 3*

Grace<sup>96</sup> is a student from from MNMA in Dar es Salaam. She lives off-campus in Kiganboni district. Grace comes from Kilimanjaro region having paid a contract here at Kiganboni for six month. She doesn't believe the area has a good condition and that the price is too high. She sometimes shares the room with others to reduce the cost, but right now she's living alone. Sometimes she is facing problem with the electricity bills. For example when sharing the room the cost goes up and they can't even afford to pay for the electricity and other times it goes off and she have to go to other places for studies. She lives close to the university within a walking distance of approximately ten minutes. For her the distance is not an issue, but she has noticed the problems her classmates are facing by living far away. They usually come late to the classes, tired and find it hard to concentrate. Grace talks a lot about her financial issues. She believes that when you have "*money-problem*" you won't be able to pay attention in school, since when you stay for a long time in class you will start thinking about how to get money and pay for the rent.

#### *Case 4*

Zawadi<sup>97</sup> is twenty-seven years old from Arusha. She came to MNMA in Dar es Salaam to study because she took her diploma here and so she was used to the area and decided to come back. The only difference from that time is that she now has a baby. She has kept her room during the time she went back to Arusha, since it is difficult to get a new room and you always have to pay the *Mdalali* another month's rent if you move to a new place. When she first came to Kiganboni she failed to find a room by herself. Then she met with the broker who showed her the room that she's now living in. The room is around eight square-meters with one bed and a shelf for 50.000 Tzs per month. She also paid 50.000 Tzs for the *Mdalali* to help her get the room and 3500 Tzs for the movement he made while searching for it: "*It's pretty much, and it's like he doesn't do anything*". They are four people living in the room, (herself, her baby, the babysitter and sometimes her sister). Because of the baby she can't do any homework at home, so she always studies in school. She believes her residence affects here studies, because she gets tired. The room is too small and not in a very good condition. There's not even a place where she can put her books. When she has an assignment, there's no way she can do it at home and she has to

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<sup>96</sup> Student 17 (10-03-20)

<sup>97</sup> Student 35 (10-03-20)



leave early in the morning in order to get the books for study. She used to cook inside her room with the *Jiko la kerosine*, but nowadays she is cooking outside. She would like to stay near to university in a good place and are now looking for a better alternative.

#### Case 5

Kennedy<sup>98</sup> attends his second year at Tumaini University in Iringa and has been living in the same room since he started his education. The room is located within walking distance to the university. In the room he has a bed, a desk and a chair and is not sharing the room with anyone else. He cooks in the room even though they have a space for cooking in the compound. But he's not completely satisfied with the standard of the room or with the safety. As it is well known that the students frequently leave for their home towns during holidays the risk of getting room burglary is high. He would be prepared to pay another extra 10,000 in order to get a better room in terms of safety and cleanness, although he first stated that a cheap room was of highest priority when choosing a room. He claims he most of all would like a clean and self-contained room, but according to himself it's very hard to get a room nowadays. The availability has become a problem here in Iringa, and the housing-options near to university have become very expensive.

#### Case 6

Damian<sup>99</sup> reads his fourth year at the Law faculty at RUKO University. When he came to the university it was very easy to get a room at the in-campus since there were fewer students before. But today many of his friends are found in the off-campus areas since the numbers of students have increased rapidly. He claims it's not common that people are 'sharing' here in these dormitories. He chose this university because of the weather and the low population comparing to Dar. He though found his accommodation to be expensive and is claiming the money from the loan-board isn't enough to cover his costs. Hence, his friends and family helps him to cover the costs. But he would *not* prefer to live outside the campus-area even if it would reduce his costs. This is because he finds it safe here. He is altogether satisfied with the accommodation since he lives together with his fellow students and have constant access to the library. He claims everything is good here; facilities, water and electricity. *"For me I don't think there is any problem"*.

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<sup>98</sup> Mafungu, Geogrey (10-05-05)

<sup>99</sup> Group 5 (10-04-24)

## 6. DISCUSSION

### 6.1 Housing and education-policy in Tanzania

The State of Tanzania was created in 1964 by unification of former British protectorate and independent republic Tanganyika and island archipelago of Zanzibar. At first named as the United Republic of Tanganyika and Zanzibar it changed its name to Tanzania in late 1964. Julius Nyerere, then Tanzania's president was a firm proponent of African socialism – belief in socialism “customized” for African needs. Economic resources were to be shared in traditional African way. In early 1967 Nyerere made a decree that was later to be known as Arusha declaration that outlined how development of Tanzanian economy and society was to precede in coming years. When the Arusha declaration was adopted all major institutions was handed over to the state.<sup>100</sup> The declaration states the importance of making the education serving the purpose of Tanzania, In other words, preparing the students to be an integral part of the society. However, housing for students at higher education does not concern the government, which states that “as grown up people students should be able to take responsibility for their own accommodation.”<sup>101</sup> But due to the housing shortage and the poor conditions students are forced to find alternative ways to handle the situation. According to Ruziga Mkumbo<sup>102</sup> the problem of finding accommodation is on a national level. The government policy expects accommodation from higher learning institutions, while the institutions only want the students to do what is expected of them i.e. attend classes and follow the rules. Hence, she is questioning where they are supposed to sleep if it is not the priority of the higher learning institutions? The government is continuing to increase the number of students in both Dar es Salaam and Iringa universities, without constructing any new hostels. As a consequence of Tanzania being ranked at the bottom of the lists of higher education development in eastern Africa, Tanzanian government started increasing number of places at Tanzanian universities. With an established loan-system for higher-learning institutions and entering the common market economy of east Africa, the government is encouraging people to enter higher learning.<sup>103</sup> As a result, universities are forced to take more students, although the accommodation managers of all four universities agree it is not easy to accommodate all of them.

### 6.2 Places of good or bad fortune

The majority of students from Dar es Salaam agreed their residence affected their ability to perform well in school. Andersson claimed the individual's limited choice

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<sup>100</sup> Julius K.Nyerere (1968), Ujumaa; *Essays on Socialism*, Oxford University Press, p. 255.

<sup>101</sup> Mabuga, Paulina (10-03-17)

<sup>102</sup> Ruziga, Mkumbo (10-03-23)

<sup>103</sup> Johhnie, L.Nkoma (2010-05-06 )

of residential area wasn't the problem, but rather the conditions that came along with it. I on the other hand claim it is the opposite for the students of cities in Tanzania. The problem is the limited choice of residential areas near to university and also the conditions that come along with the limited numbers of housing-alternatives. The halls of residence provided by the universities could be areas labeled *as places of good fortune*. But overall, due to the shortage of housing and poor housing conditions, students are forced to find alternative ways to handle their situation. This leads to an overcrowding of university hostels, which brings its own negative affects. Therefore I've concluded the student's residences, whether inside or outside of-campus in Dar es Salaam, rather are *Places of few opportunities*, because of its negative affect on the student's education. Residences located in-campus in Iringa I would label *Places of good fortune*. Partly because the students I met in those residences expressed completely satisfaction with their housing. But also because they expressed the environment both physical and socio-demographical having positive effects on their education.

Students living in the smaller city Iringa benefited because of better environmental housing-options when compared to students living in Dar es Salaam with fewer opportunities. But, due to the increased number of students at all universities, the number of students experiencing housing problems has increased even at universities and colleges in Iringa.

### **6.3 Effects on education**

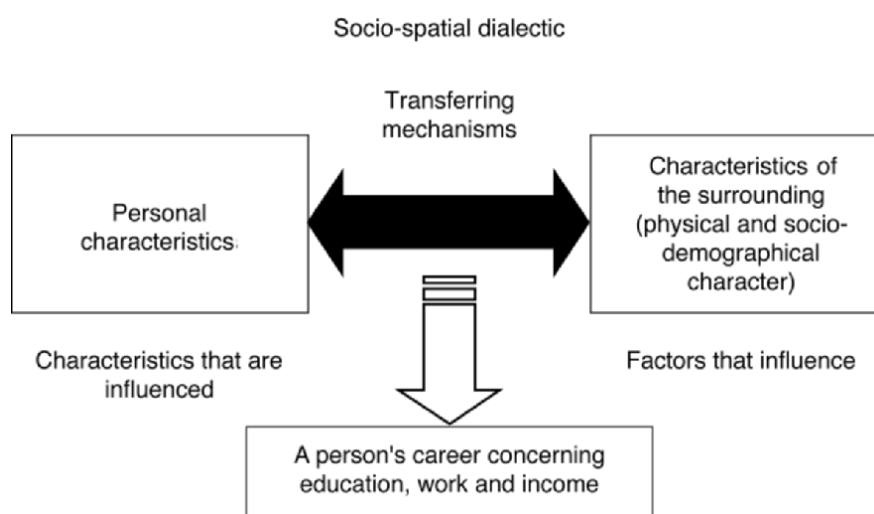
'Sharing' has become part of the student's everyday life. I have explored what consequences 'sharing' can have for the student's possibilities to perform well at higher level of education. Those who lived in 'in-campus' in Iringa did not experience any inconvenience while living there. They, on the contrary, believed they were gaining a lot by living close to the library, close to other students and in a safe environment. They agreed there was a lot in their favor. The majority of students in Dar on the other hand believed their accommodation had severe effects on their education, whether living in- or off-campus. Respondents living in-campus believed that their ability to perform well in exams and assignments were affected by the issue of being too many people in the room. Too many people living in the same room with different interests resulted in disturbance of different characters. Those who lived in the in-campus areas often complained about the small spaces provided and about the disturbance from neighbors or room-mates, referring to: "*You can never choose who to live with*".

The rental housing provided by low-income landlords is of very poor quality and obviously affects the student's quality and life standards. After examining youth's vulnerability in terms of assets of household and capital<sup>104</sup> I've reckon the majority of the students are more vulnerable than other residents.

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<sup>104</sup> Helgesson, L (2006), *Getting ready for Life*, p.236.

Andersson<sup>105</sup> presents a conceptual model saying there is an interaction between the individual and the surrounding environment and that the individual's social-economic career depends on this interaction. My conclusion is that the majority of the students in Dar es Salaam are in a vulnerable position due to governmental policies and existing social structures that negatively affect their possibility to gain access to university studies and perform well while studying. Some of the governmental policies that have had negative effects on the students are the increase of students at universities without providing for necessary infrastructure development that should accompany expansion of universities. Other negative policies are governmental loans which do not cover expenses associated with studies at universities.



Picture 3: “Reciprocal influence between a person and the social and physical surroundings, which together with other factors shape the socioeconomic career of an individual.” Source: Andersson,(2001) From Valley of Sadness to Hill of Happiness: The Significance of Surroundings for socio economic career. <http://usj.sagepub.com/cgi/content/abstract/41/3/641>, p.644

My findings further show that the vulnerability of students in Tanzania's cities is dependent on both household and human capital and should be taken into the government's consideration. As the result of my study (based on all the conducted interviews), I have been able to identify four main constraints affecting Tanzanian university students not living within a campus area. These four main constraints, in no particular order, are: *access to university literature*, *lack of time*, *health issues* and *personal security*. These constrains are, according to the respondents, different aspects that can have a negative effect on their ability to perform well in school.

<sup>105</sup> Andersson, E (2002), *Från Sorgedalen till Glädjehöjden*. P.33

*Access to university literature:* Not having constant access to the library is a vast problem, since alternative study areas are of little use for the students.<sup>106</sup> Since few students can afford to buy their own books they depend on the literature offered by the universities, this creates a great need to live close to the university which limits the choice of accommodation.

*Lack of time:* Being accommodated far away from university is often followed by several constraints and seen as a huge academically sacrifice.<sup>107</sup> In Dar es Salaam, living far away from the University means you have to fight even to get on the bus. Many students say they are very tired when reaching the university, as well as returning home. Hence, during exams and assignments, the rooms in-campus are over occupied with students ('sharing'), avoiding the negative effects of the long journeys from their own accommodation: "*Yesterday we slept 6 people, sharing air: I am very tired. I'm not able to sustain in the library for more than 3 hours*"<sup>108</sup>.

*Health issues:* Due to economical constraints and the big housing shortage in Dar es Salaam, many students are found roaming around without any stable housing-options. Not knowing where to sleep the coming day obviously has harsh consequences for these student's possibilities to do home-works and perform well within higher learning. But also, not knowing where to live in the coming semester is a big concern for most of the students from Dar. When asking a student how long he'd lived in-campus he answered: "*You know, for us accommodation isn't permanent, I've lived at several places.*"<sup>109</sup> Many students believe their minds aren't at "peace" due to their financial situation and the sense of "being unsettled".

*Personal security:* Safety was another matter mentioned by people living outside of the campuses in both Dar and Iringa. The students are, as mentioned, thought of as wealthy with valuable belongings, therefore more vulnerable than others. Many of the students felt insecure when moving from school to university or when leaving for holiday. But the insecurity could also be seen in terms of not knowing where to sleep or who to trust in the house-hold since they're not always able to choose their co-residents.

What consequences can this have for Tanzania's future of development and education? The housing issues, described above, might have great impact on Tanzania's future development. After several institutions have ranked Tanzania at the bottom of the lists of higher education development in Eastern Africa,<sup>110</sup> Tanzanian government decided to act. In the view of Tanzanian government, increasing the number of places at higher-learning institutions was the best way to better Tanzanian ranking. Expansion of university seats has not been accompanied by the necessary

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<sup>106</sup> Study-areas: Main Library and university-libraries in Dar (100230-100413)

<sup>107</sup> Student 42 (10-04-07).

<sup>108</sup> Student 42 (10-04-07).

<sup>109</sup> Home-visits 3 (10-03-30 -10-04-13).

<sup>110</sup> Human Development Report, [http://hdrstats.undp.org/en/countries/data\\_sheets/cty\\_ds\\_TZA.html](http://hdrstats.undp.org/en/countries/data_sheets/cty_ds_TZA.html) [2010-05-29].

infrastructure that is needed by higher amount of students. Naturally, students coming from upper classes of Tanzanian society who have better access to financial assets are the group that has been best able to cope with these infrastructural problems introduced by government. This group of the students was and is able to afford higher standard rooms, better locations and they are able to afford necessary literature. They are also able to pay rent for the whole semester which is common requirement through many in-campus dormitories. Although in theory all students have access to higher education in Tanzania, in reality the system is severely tilted towards students from more well-off families. This effect was much more obvious in Iringa as opposed to Dar, where *everyone* was affected by the severe housing-shortage. During several interviews it was hinted by informants that certain amount of nepotism existed, and that some groups of students had an easier time getting placement at in-campus areas. Although this group of students was not homogenous and not easy to pinpoint my belief is that these groups of students are also from more well-off families who are well connected, or families with previous history of studies at the universities in question.

Finally, different studies have different character. It can be assumed that practical studies would emphasize field work while theoretical studies (such as law) need larger amount of literature and reading time. This leads me to the conclusion that students who are not able to study for sustained period of time or do not have access to literature at home would be severely hampered at pursuing law studies (as opposed to practical studies). Relatively, the ratio of students coming from lower classes of society is going to be lower at certain types of studies. As this has been relatively short study I have not had time to explore this in-depth and how this is affecting Tanzanian society. One possible effect could be that Tanzanian judicial class has relative homogenous background and that some values are more prevalent among judges than the Tanzanian society at large. Some scholars have already concluded that by living in better housing people tend to perform better in their work.<sup>111</sup> My study has further demonstrated that students who would live in better housing probably would be able to perform better in their studies. There could be an economic benefit to provide better housing for students, suggesting it would provide opportunities for future employment. Kironde<sup>112</sup> explains that there is a need for the government to re-examine its approach to rental housing in Urban Tanzania, in particular concerning the general supply of quality rental housing and affordability. The students of Tanzania are highly affected by the housing-shortage and should demand more rental housing from the government.

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<sup>111</sup> Kiduanga, J.R (2003), *The constraints underpinning the provision*, p.23

<sup>112</sup> Kironde J.M, Property and Urban Development.

<http://www.dailynews.co.tz/columnist/?n=4390&cat=columnist> [2009-03-21]

## 7. SUMMARY

Rental housing is a big issue for students in both Iringa and Dar es Salaam. Students coming from higher classes of society do for example benefit by living and studying in a small town, rather than in a big town. Lower class students, on the other hand, do not benefit at any location.

The findings from this research shows that the environment, both physical (room and space) and socio-demographical (neighbors, safety and environment) has an effect on the students ability to succeed at the universities. The most prominent aspects are the location of the residence, the low availability of housing, bad conditions and high (sometimes increasing) rents. The low availability of housing in Dar es Salaam resulted in students “sharing” or being accommodated at houses with bad conditions and high rents. Iringas in-campus areas could be labeled *places of good fortune* because of its positive effects on the student’s education. But this fact is changing since the government is continuing to increase the number of students in all the examined universities, without financing proper infrastructure that should accompany an increase of the. The majority of the Tanzanian students are negatively impacted due to economical burdens brought upon them by higher learning studies. A lack of proper infrastructure and poor housing conditions increases their vulnerability further.

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## Interviews

Baitini John Joseph 100327, Programme Officer, UDSM  
Kaapia Richard, 100301, Lecturer, MNMA,  
Mabuga Paulina 100317, Dean of Student, UDEC  
Mloge Alfayo 100506, Student, Tumaini, Iringa  
Mwilenga Dismas 100317, Project Coordinator of Investment Match Maker, UDSM  
Mr. Ally 100411, Broker, Dar es Salaam,  
Majessah Michael 100320, former student of MNMA  
Mafungu Geoggrey 100505, Student, Tumaini  
Mujwauzi Tumwe 100314, Former student of UDSM  
Mr. Tuluka 100430, Dean of student, RUKO, Iringa  
Nkoma L. Johnnie 100506, Dean of Student, Tumaini  
Ruziga Mkumbo 100323, Dean of student, MNMA

*Confidential names: Approximately involving over seventy students in different sessions*

Group 0: 100320, group-sessions and one-to-one basis interviews with over 40 students (off-campus) from MNMA  
Group 1: 100325: Personal interviews with five students from MNMA (off-campus)  
Group 2: 100325: Group-sessions with students from MNMA (In-campus)  
Group 3: 100331, Interviews with eight students from UDSM  
Group 4: 100330, Home-visits and interviews in main-campus UDSM  
Group 5: 100424, Personal interviews with ten students from RUKO (In-campus)  
Group 6: 100427, Group-session with eight students from Tumaini, Iringa  
Group 7: 100427, Group-session with four students from RUKO (off-campus)

*One-to-one basis interviews Dar es Salaam followed by home-visit*

Students 17: 100320 Two Students from MNMA (Off-campus) Kiganboni  
Student 19: 100320 Student from MNMA (Off-campus) Kiganboni  
Student 23:100320 Student MNMA (Off-campus) Kiganboni  
Student 32 100320 Student MNMA (In-campus)  
Student 33 100320 Student MNMA(Off-campus) Kiganboni  
Student 35 100320 Student MNMA (Off-campus) Kiganboni  
Student 37 100331 Student UDSM (Off-campus) Makongo  
Student 39 100331 Student UDSM (Mabibo hostel)  
Student 40 100331 Student UDSM (Main Campus)  
Student 41 100331 Student UDSM (Tegeta and Mabibo hostel)

Student 42 100407 Student UDSM (Off-campus) Survey  
Student 43 100407 Student UDSM (Off-campus) Ubongo Msewe  
Student 44 100407 Student UDSM (Off-campus) Ubongo Msewe  
Student 45 100407 Student UDSM (Off-campus) Ubongo Msewe  
Student 48 100422 Student UDSM (Off-campus) Changanikeni  
Student 49 100411 Student UDSM (Main-campus)

*One-to-one basis interviews in Iringa followed by home-visits*

Student 50 100427 Student Tumaini Iringa (off-Campus)  
Student 51 100427 Student first year RUKO Iringa (off-Campus)  
Student 52 100427 Student first year RUKO Iringa (off-campus)  
Student 53 100502 Student forth year RUKO Iringa (Off-campus)  
Student 54 100504 Student forth year RUKO Iringa (Off-campus)  
Student 55 100505 Student forth year RUKO Iringa (Off-campus)

**Observations**

Home-visits 1, Off-campus MNMA, (100320)  
Home-visits 2, Off-campus UDSM, (100330 – 100413)  
Home-visits 3, In-campus UDSM, (100330-100413)  
Home-visits 4, In-campus MNMA, (100325)  
Home-visits 5, In-campus RUKO (100421-100508)  
Home-visits 7, Off-campus TUMAINI (100427-100508)  
Home-visits 8, Living in student-home (100226-100413)  
Study-areas: Main Library and university-libraries in Dar (100230-100413)  
Study-areas: Main Library and university-libraries in Iringa (100427-100509)

**Internet**

[http://hdrstats.undp.org/en/countries/data\\_sheets/cty\\_ds\\_TZA.html](http://hdrstats.undp.org/en/countries/data_sheets/cty_ds_TZA.html), 2010-05-29  
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<http://usj.sagepub.com/cgi/content/abstract/41/3/641>, 2010-06-10

**Photos**

All photographs are taken by author, Hannah Sundkvist.

**Maps**

Google-earth <http://earth.google.com/>,2010-05-26

## Appendix

Table 1 “Iringa”

The table consists of answers about some of the student’s accommodation in Iringa. The cross means that electricity and water was included in the rent. If the accommodation had space for cooking it is also marked with a cross

All students were asked to make a priority-list about their requirements of a household with six given options. Priority one and six are presented in the table.

TUMAINI University								
Name	Rent (TZS)	water	Electricity	Off-campus	In-campus	Space for Cooking	First priority	Lowest priority
Student 1	50000	X	X	X		X	Water	Rent
Student 2	40000	X	X	X		X	Water	Rent
Student 3	36000			X			Water	Rent
Student 4	25000			X			Water	Rent
Student 5	40000			X		X	Water	Nearness*
Student 6	25000			X		X	Water	Nearness
Student 7	50000	X	X	X		X	Cleanness	Nearness
Student 8	25000	X	X	X		X	Low rent	Cleanness

RUKO University								
Name	Rent (TZS)	water	Electricity	Off-campus	In-campus	Cooking	First priority	Lowest priority
Student 9	34375	x	x		x		Cleanness	Nearness
Student 10	34375	x	x		x		Water	Nearness
Student 11	34375	x	x		x		Safety	Cleanness
Student 12	34375	x	x		x		Safety	Electricity
Student 13	34375	x	x		x		Safety	Cleanness
Student 14	34375	x	x		x		Cleanness	Water
Student 15	34375	x	x		x		Safety	Water
Student 16	34375	x	x		x		Rent	Nearness
Student 17	34375	x	x	x			Safety	Nearness
Student 18	34375	x	x	x			Safety	Nearness
Student 19	25000	x	x	x		x	Nearness	Rent
Student 20	34375	x	x		x		Cleanness	Nearness
Student 21	15000	x	x	x		x	Safety	Rent

\*Nearness to school

Table 2 “*Dar es Salaam*”

The table consists of answers about some of the student’s accommodation in Dar es Salaam. The cross means that electricity and water was included in the rent. If the accommodation had space for cooking it is also marked with a cross

All students were asked to make a priority-list about their requirements of a household with six given options. Priority one and six are presented in the table.

<b>UDSM</b>								
	<b>Rent (TZS)</b>	<b>water</b>	<b>Electricity</b>	<b>Off-campus</b>	<b>In-campus</b>	<b>Space cooking</b>	<b>for First priority</b>	<b>Lowest Priority</b>
Student 1	50.000	X	X		x		Water	Rent
Student 2	25.000			X			Safety	Rent
Student 3	50.000	x	X		x		Water	Nearness
Student 4	25.000	x		X			Low rent	Safety
Student 5	30.000			x			Electricity	Safety
Student 6	30.000			X			Water	Safety
Student 7	30.000			X		X	Nearness	Cleaness
Student 8	30.000			X		X	Low rent	Usafi
Student 9	30.000			X			Water	Low rent
Student 10	30.000			x		x	Water	Safety
							Low rent	Safety
<b>MNMA</b>								
	<b>Rent (TZS)</b>	<b>water</b>	<b>Electricity</b>	<b>Off-campus</b>	<b>In-campus</b>	<b>Space for Cooking</b>	<b>First priority</b>	<b>Lowest Priority</b>
Studnet 11	100.000 (familj)	x	x	x		x	Cleaness	Nearness
Studnet 12	100.000 (familj)	x	x	x		x	Cleaness	Nearness
Studnet 13	60.000	x	x	x			Low rent	Nearness
Studnet 14	15.000 (bed)			x		x	Low rent	Nearness
Studnet 15	50.000			x			Nearness	Low rent