SCENARIOS 2030
for the future of International Education in Tanzania
AN ISM INITIATIVE
About ISM

INTERNATIONAL SCHOOL MOSHI was established in 1969 to serve the needs of the expatriate and local communities and has grown to provide a fully accredited international education for children from age 3 to age 19, offering the International Baccalaureate (IB) Diploma (DP), Middle Years (MYP) and Primary Years (PYP) programmes. With about 500 day and boarding students on two campuses and from 40 different nationalities, the school delivers programmes that aim to educate the whole person and to develop inquiring, knowledgeable and caring young people. ISM encourages students to become active, compassionate and lifelong learners with the aim of ensuring they are successful in this modern and ever-changing world.

ISM is proud of its historical legacy, which includes being THE FIRST IB SCHOOL IN AFRICA and being instrumental in the creation and development of the IB Middle Years Programme. ISM continues to be a leading light in developing new ways of thinking and taking action exemplified through the creation of this transformative scenarios document.

About the Transformative Scenario Planning Initiative

We embarked on a Transformative Scenario Planning exercise in early 2014, aware that we needed to pay close attention to Tanzania’s medium term future for our own strategy development. We knew we couldn’t craft scenarios alone. We invited ISM students, parents, staff members, governing board members and shareholders into conversation with representatives of the Department of Education, principals of other schools, business people and a representative from United World Colleges (UWC). We had the support of Reos Partners in facilitating these gatherings and writing up the scenarios.

FOUR STORYLINES emerged from this exercise, shaped by two key factors: the conduciveness of the business environment in Tanzania and the appeal of international education, linked to questions of quality, affordability, aspirations and opportunity.
Welcome!

Scenarios 2030 for the future of International Education in Tanzania

Why we are sharing these scenarios with you.
Scenarios are stories about the future. They tell a series of plausible but challenging stories about what might happen. At ISM, we are using these scenarios for our own strategic thinking and positioning, and we hope others will find them useful too. Scenarios are a great conversation starter, provoking us to think about what might lie ahead and what could be done – individually and together – to face these possible futures in a clear-eyed, visionary way.

A summary of the four scenarios

2030

Elitism
Describes a future in which a series of domestic crises restricts business opportunities and prompts the few who can afford it to send their children to international schools outside of Tanzania.

Expansionsmism
This scenario describes a future Tanzania with a burgeoning economy and opportunity for a wider cross-section of society, a significant proportion of whom, find international education an appealing choice for their children.

Activism
A story about an unstable environment for business, in which youth-led uprisings pressure the state to increase the quality of education. The combination of social instability and improved national education renders international education less appealing to foreign national and local families respectively.

Nationalism
A story of a wealthier Tanzania, which embraces a proud and pro-business nationalist identity, conservative values and a path of self-determination free of international influence.

2014

International education

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ACTIVISM

A story in which the business environment is less conducive and international education is less attractive.

POSSIBLE NEWS HEADLINES

Increase in School Enrolment
Youth and police clash in Northern Zone
We need better education
New Leadership AMA wins 2020 election
High School Free. Enroll your child now!
Only 5,000 elephants left
How to make more money to feed your family
Tourism on downslide

ELITISM

A story in which the business environment is less conducive and international education is more attractive.

POSSIBLE NEWS HEADLINES

More overseas University Scholarships
Schools close in Dar
EAC crisis at home!
UN leader Obama criticizes Dodoma
Teachers strike in Bagamoyo
Mining boom continues
People go hungry in Loliondo
Masai don’t have enough cows

2015 - 2020

- A reluctant coalition government is formed after the indecisive 2015 elections.
- The drought deepens and food prices skyrocket.
- Deadlocked political leadership.
- Greed amongst the “haves”.
- Growing hunger among the “have-nots”.
- The years 2017 to 2020 see violent protest, led by the youth, agitating for better education and job prospects.

2020 - 2030

- New party which co-opts some of the youth leaders, wins 2020 elections.
- Steady GDP growth.
- Chinese investors and World Bank support Tanzania.
- Government announces in 2023 that state secondary school fees will be waived.
- A new policy requires 60% of all teachers in international schools to be Tanzanian.
- Taxes rise to sustain the changes to the education system and to “renew Tanzania’s infrastructure”.
- There is little evidence of this renewal over the ensuing years.
- Small businesses suffer most from regular tax hikes.
- Conservation policies are neglected.
- Poaching levels rise, national parks deteriorate and tourism levels decline.
- By 2030, most Tanzanians are relatively poorer than they were in 2014.
- Community-oriented values have been displaced by self-interest and greed.
- However there is optimism that the increases in school enrolment will soon start to pay off.

2014 - 2020

- New watered-down Constitution in late 2014 fuels political disillusionment.
- Few Tanzanians vote in the 2015 elections.
- Poor civic leadership results in indecisive action.
- GDP continues to rise due to mineral resources and gas reserves.
- A small minority of political and business elite benefit.
- Allegations of election fraud in 2020 provoke post-election unrest.
- Protests flare and then appear to stutter.
- The Teachers’ Unions join the protests, together with the youth and schools close.
- Confidence in the national education system is at an all-time low.
- Overseas university scholarships are more available.
- Scramble to send young academic achievers overseas.

2022 - 2030

- Mining industries are booming.
- Mining executives spend freely.
- The wealthy send their children to Tanzanian based international schools and abroad.
- The gap between the rich and the poor widens.
- The domestic crisis makes the country less attractive to tourists & entrepreneurs.
- Regional and international “criticism”.
- Government closes ranks and places severe restrictions on foreign work permits.
- Tanzania fails to make progress on a series of regional trade agreements.
- The EAC threatens to revoke Tanzania’s membership.
- By 2030, Tanzania has a small wealthy class, and a politically disinterested middle class.
- Majority of people are hungry.
- Morale, education standards and national pride are low.
EXPANSIONISM

A story in which the business environment is more conducive and international education is more attractive.

POSSIBLE NEWS HEADLINES

Growing Middle Class
Largest voter turn out for 30 years
People are getting wealthier?
We ask is this true?
Tanesco privatized
1st woman president Happiness Mingi
Bomb kills 60 in Moshi

2015 - 2020
- 2015 elections produces no surprises.
- New Constitution is delayed until 2016.
- Tensions between Zanzibar and the Mainland reduce.
- Demand for natural gas continues to grow.
- Tanzania’s relative stability makes it an increasingly attractive site for investment.
- The GDP grows to nearly 10% by 2018.
- Rural Tanzanians remain poor while cities flourish.
- As a result of focus on civil education, there is a massive voter turnout at the 2020 elections.
- Growing middle class.

2020 - 2030
- The new government takes a neo-liberal turn.
- Invests in relationships in the region, national infrastructure and national education.
- Tanesco is the first state-held entity to be privatised with World Bank funding.
- A series of conservation strategies are introduced.
- The EAC Monetary Union is implemented in 2023.
- Tanzania’s new port makes Tanzania a serious player in the region.
- In 2025, Tanzania’s first woman president is inaugurated.
- Several regional headquarters relocate from Nairobi to Arusha.
- Government policies and foreign investment ignored the poor.
- By the late 2020s, cracks are beginning to show.
- A bomb blast at the ruling party headquarters is a worrying sign.
- By 2030, Tanzania has a large and optimistic middle class and modern infrastructure.
- 50% of the population marginalised. Can good times last?

NATIONALISM

A story in which the business environment is more conducive and international education is less attractive.

POSSIBLE NEWS HEADLINES

Peaceful elections in Tanzania.
Teachers Benefit
International School closes due to VAT bill
Electricity for all
US president says EAC a bandit zone
New Constitution in Tanzania
Education for all

2014 - 2025
- A New Constitution is passed in 2014.
- A stable environment is created.
- The 2015 elections are uneventful.
- Natural gas reserves continue to be discovered and GDP accelerates to 10%.
- Public opinion swings against foreign mining companies.
- In 2020 elections, the opposition party wins.
- The government promises to sustain economic growth and a nationalist agenda.
- State school teachers salaries are doubled, subsidised through VAT levied on independent school fees.
- Poor gain better access to electricity and clean water between 2020 and 2025.

2025 - 2030
- East Africa becomes more volatile.
- A growing stream of refugees enter Tanzania.
- Xenophobia rise, revealing a fundamentalist religious flavour.
- The government embarks on a campaign against the 2014 Constitution.
- International education is openly criticised.
- Religious private schools grow offering high quality education and strict discipline.
- Tanzania reaches the quarter finals of the 2024 Africa Cup of Nations.
- In 2025, the government is re-elected.
- Costs for work permits for foreigners double.
- In 2028 the national curriculum goes online.
- Access to international education is restricted to foreign nationals.
- 2030: Tanzania is a prosperous and proud nation.
- Nationalism is casting an ever-larger shadow.
- Fundamentalism grows, with policies favouring a patriarchal and Christian state.
MILESTONES

It is May 2014. 53 years have passed since gaining independence, 50 since the formation of the United Republic of Tanzania and 22 years since the introduction of multi-party democracy. Other landmarks from the more recent past that could, perhaps, throw light on the future include:

- **2001** Rekindling of the East Africa Community with Kenya and Uganda.
- **2001** Abolition of fees at government primary schools.
- **2005** President Kikwete takes office after CCM wins the third democratic elections.
- **2006** $4.2 billion in debt written off under the Multilateral Debt Relief Initiative, approximating 30% of GDP.
- **2010** The first in a new series of discoveries of major reserves of natural gas offshore.
- **2012** Formation of Tanzania Constitutional Review Commission (CRC) which released its second draft Constitution in March 2014 before being dissolved at the end of its term.
- **2013** CCM admitted as full member of Socialist International, a global group of socialist parties.
- **October 2013** President Kikwete promises a freedom of information act.

In 2015, Tanzanians will go to the polls for the fifth time since multi-party democracy was introduced.

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SOME MEASURES OF THE SOCIO-ECONOMIC WELLBEING OF TANZANIANS INCLUDE

<table>
<thead>
<tr>
<th>National population</th>
<th>44,928,923 (Population and Housing Census, 2012)</th>
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</thead>
<tbody>
<tr>
<td>Urban population</td>
<td>27.2%</td>
</tr>
<tr>
<td>Human Development Index ranking</td>
<td>152 out of 187 countries</td>
</tr>
<tr>
<td>GDP growth</td>
<td>7.1% (2013)</td>
</tr>
<tr>
<td>Gini Co-efficient (measuring relative inequality)</td>
<td>37.6 (where 0 indicates perfect equality and 100 indicates perfect inequality)</td>
</tr>
<tr>
<td>Aid as a percentage of GDP</td>
<td>12.9%</td>
</tr>
<tr>
<td>Inflation (CPI)</td>
<td>6.3% (April 2014)</td>
</tr>
<tr>
<td>Gender Development Index</td>
<td>119 of 146 countries</td>
</tr>
</tbody>
</table>

IMAGINE
YOURSELF LIVING THROUGH EACH SCENARIO IN TURN.

WHICH DEVELOPMENTS ARE LIKELY TO AFFECT YOU MOST?

WHAT DECISIONS WOULD THEY PROMPT YOU TO TAKE?

WHICH POSSIBLE DEVELOPMENTS ARE WORTH ANTICIPATING NOW, SO YOU (AND YOUR COMMUNITY OR ORGANISATION) CAN ADAPT RAPIDLY IF NEED BE?

WHAT KIND OF FUTURE WOULD YOU LIKE TO CREATE?

WHAT DO YOU HAVE INFLUENCE TO CREATE ALONE?
WHAT COULD WE DO TOGETHER?

WHAT KIND OF LEADERSHIP, COLLABORATIONS AND ACTIONS WILL BEST SERVE THE DIVERSE NEEDS OF CHILDREN GROWING UP IN TANZANIA?
ISM WOULD LIKE TO THANK THE SCENARIOS TEAM AND THE PARTICIPANTS AT THE SCENARIOS WORKSHOP FOR THEIR SUPPORT TO THE ISM TRANSFORMATIVE SCENARIO PLANNING PROCESS. THESE INCLUDE ISM STUDENTS, PARENTS, ALUMNI, STAFF MEMBERS, GOVERNING BOARD MEMBERS, SHAREHOLDERS, REPRESENTATIVES OF THE DEPARTMENT OF EDUCATION, PRINCIPALS OF OTHER SCHOOLS, CONSULTANTS, BUSINESS PEOPLE AND A REPRESENTATIVE FROM UNITED WORLD COLLEGES (UWC).

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