

TCU Magazine

Tanzania Commission for Universities

Universities for Prosperity

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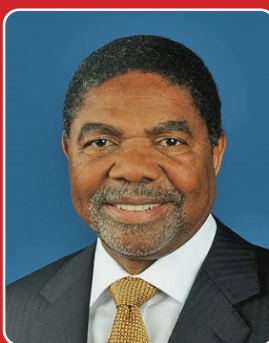
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CODED CORPORATE CULTURE STATEMENTS

1. We treat every individual with kindness, dignity and care; consider the thoughts and ideas of others inside and outside the Commission with a strong commitment to exemplary personal and institutional altruism, accountability, integrity and honor.
2. We build up a work culture where employees rigorously communicate with their peers and exchange ideas and thoughts, to gradually building up trust and pride.
3. We manage resources smartly, focus on activities that create value and deliver at an appropriate speed and quality at all times.
4. We ensure that all the academic outputs are produced in line with the international quality by introducing quality assurance measures.
5. We foster a spirit of equality that embraces mutual respect, fair play and compassion for those in need and pursuit of the public good.
6. We provide equal opportunities for all with equality of men and women.
7. We take charge of our choices and actions by showing maturity and not shift blame on others or take improper credit. We pursue excellence with diligence, perseverance, and continued improvement.
8. We demonstrate honesty in our communication and conduct while managing ourselves with integrity and reliability.
9. We anticipate and respond to each challenge with innovative solutions and passion.



.....

Executive Secretary

CONGRATULATIONS



FOUR YEARS OF SUCCESS FOR THE FIFTH PHASE GOVERNMENT OF HIS EXCELLENCY PRESIDENT DR JOHN POMBE MAGUFULI

Commissioners, Management and Staff of the Tanzania Commission for Universities (TCU) wish to congratulate His Excellency the President of the United Republic of Tanzania Dr John Pombe Magufuli for remarkable achievements attained in four years in pursuit of an industrial Tanzania.

In support of Tanzania's pursuit of Industrialisation towards achieving the middle-income economy, TCU is fulfilling its mission of regulating the quality of Higher Education in the country by ensuring it meets the demands of the labour market and stimulates economic growth.

“Universities for Prosperity”

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A WORD FROM THE EXECUTIVE SECRETARY

Prof Charles D. Kihampa



Dear Reader,

IT is my pleasure and gratitude to welcome you to our first edition of the biannual magazine. We, at the Tanzania Commission for Universities (TCU) trust that you will find this magazine superbly informative, educative and appealing to the high growing demand for knowledge about higher education in Tanzania and beyond.

While executing our mandate and core functions as provided for in the Universities Act, Cap. 346 of the Laws of Tanzania, we are determined and remain committed to ensure that our esteemed clients and stakeholders are constantly and timely provided with accurate and relevant information.

Through this magazine, we are set to demonstrate to our esteemed clients and stakeholders our conviction to realise our vision, mission, and core functions.

I take this opportunity to wish you all a very happy and prosperous New Year 2020.

Through
this magazine,
we are also set to
demonstrate to our
esteemed clients and
stakeholders our
conviction to realise
our vision, mission,
and core
functions.

Editorial

Policy

THE TCU Magazine is specifically targeted to TCU's clients and stakeholders among others: Higher Learning Institutions; students and graduates; parents/guardians; employees; investors in higher education; TCU staff; the general public; business partners; professional bodies; development partners; sponsors; employers; Ministries, Departments and Agencies (MDAs); trade unions; and the media.

Articles are reviewed by the TCU Magazine Editorial Board or by other professionals with content expertise in the content of article.

All submissions must be firmly based on experience or research and must be relevant to higher education issues.

Articles are reviewed for their quality, length, content and applicability to the national and international readership.

Articles are accepted with the understanding that their content is the author's original work, not plagiarised, slanderous or libelous.

All statements of opinion and supposed facts in the TCU Magazine will be published under

the authority of the author. They are not to be taken as the views of the publisher, TCU Magazine Editorial Board or TCU staff.

All editorial contributions are published in English. If the language is other than English, an English translation shall accompany the article.

Every effort is made to ensure that individual institutions and individual authors are not

unduly represented. Articles are reviewed to ensure that there is no intent to promote products, services or specific institutions. Such explicit promotion is cause for rejection of an article.

By submitting an article to be published in the TCU Magazine, all authors agree to a transfer of copyright. This transfer agreement enables TCU to protect the copyrighted material for the

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THE Commission's Editorial Board is glad to welcome you to this first edition of its biannual magazine.

The TCU Magazine is a landmark step not only for disseminating news to our clients and stakeholders, but also as a means of forging the desired synergies with them and create public awareness on our roles and mandates.

The Magazine delves into the various activities undertaken by the Commission in its endeavour to ensure that there is sustainable quality higher education in Tanzania.

We share with you some of the Commission's interventions and strategic clients' and stakeholders' engagement, which have lent themselves favourable to addressing the myriad successes and challenges confronting higher education with a view of seeking viable and sustainable solutions.

Once more, we wish to thank our stakeholders for the continued partnership with the Commission in our endeavour to make Tanzania an economy with globally efficient higher education and enhanced consumer welfare.

We hope you will enjoy reading the articles provided in this issue. We look forward to receiving your feedback.

We encourage brief comments or articles on topical issues related to higher education. Send in your articles or comments to:

Executive Secretary,
Tanzania Commission for Universities,
P.O. Box 6562 Dar es salaam.
Email: es@tcu.go.tz



The Magazine delves into the various activities undertaken by the Commission in its endeavour to ensure that there is sustainable quality higher education in Tanzania.





Why PM Majaliwa wants varsities to increase students' enrolment

By Correspondent

THE Tanzania Commission for Universities (TCU) has been organising annually Higher Education, Science and Technology Exhibitions since 2006.

The aim is to offer a unique platform for local, regional and international higher education institutions and stakeholders to meet, network, share experiences and expertise as well as showcase their products.

It is also important to note that, such exhibitions enable prospective higher education applicants and the general public to interrelate with Higher Learning Institutions and professional bodies to

enable them to make an informed career choice.

The exhibitions also demonstrate the role played by higher education institutions, professional bodies, research institutions and educational business companies in the country's overall development and foster Higher Learning Institutions-industry partnerships and provide a forum to engage stakeholders in a dialogue on higher education issues in the country.

This year Exhibitions was the 14th in series since 2006. It commenced on July 15 and ended on July 20 at the Mnazi Mmoja Grounds

in Dar es Salaam.

Themed "The Role of Higher Education Institutions in Industrial Skills Production", the exhibitions were officially opened by Prime Minister Hon. Kassim Majaliwa (MP).

The Premier reminded the country's higher education institutions on their roles to figure out ways to expand students' enrolment, saying it is key to the country's realisation of an industrial economy envisaged by H.E. President Dr John Pombe Magufuli.

"Tanzania is way behind other countries in Africa in terms of youth enrolment in higher education institutions," the Premier



***Deputy Minister in the Ministry of Education, Science and Technology,
Hon. William Tate Ole Nasha***

said.

According to him, TCU has to continue to partner with different stakeholders to boost higher education institutions enrolment.

He said in collaboration with the National Council for Technical Education (NACTE), TCU should continue to support private higher education institutions in addressing their challenges because they are among the important stakeholders in providing higher education in the country.

“As a country, we must continue to align our plans to cooperate with the private sector, which is an important stakeholder in the development of the

higher education sector” he said.

The Premier also pointed out that Overseas Students Recruitment agencies are important stakeholders in the expansion of higher education in the country. TCU have to ensure that the agencies have database of overseas universities which are recognised and accredited by relevant authorities.

Present in the official opening was the Deputy Minister for Education, Science and Technology William Tate Ole Nasha (MP). Ole Nasha promised to work closely through his Ministry with the private sector to ensure the premier’s directives are

implemented.

He said, so far his Ministry has recently formed sectoral skills councils which are expected to help universities to establish areas of competence that are required in the industry. Such competences he said, are critical in the development of market demand driven curricula by Higher Learning Institutions.

On his part, TCU Executive Secretary Professor Charles Kihampa said this year’s exhibition attracted 84 participating institutions from Tanzania, Kenya, Uganda, India and China.

Of the institutions, he



TCU Executive secretary, Prof Charles Kihampa

said 69 of them were from within the country and 15 were foreign institutions.

In his response to the Premier's remarks, Professor Kihampa said the fact that Tanzania has 30 privately owned university institutions against 16 publicly owned, is a testimony of the government's appreciation of private players in the sector and enabling

environment provided.

"We will work hard to ensure that we continue fostering partnerships with private higher education institutions and support them in various ways including trainings," he assured.

Further said that Overseas Students Recruitment Agencies will soon be identified, verified, registered and licensed by

the Commission.

The closing of the 14th Higher Education, Science and Technology Exhibitions were graced by the Minister for Education, Science and technology Hon. Prof Joyce Ndalichako (MP) on July 20 this year.



As a country, we must continue to align our plans to cooperate with the private sector, which is an important stakeholder in the development of the higher education sector.



The Minister for Education, Science and Technology, Hon. Prof Joyce Ndalichako (MP) (centre) in a souvenir photo with some of exhibitors



How Zanzibar managed to improve the education sector

By Correspondent

AS part of its legal mandate, the Tanzania Commission for Universities (TCU) carries periodic evaluation of universities, their systems and programmes to regulate the quality assurance systems at new and established universities. In the process, institutions are registered and accredited to operate in Tanzania.

Accreditation is a regulatory system for recognising higher education institutions, academic and professional programmes associated with those institutions for a level of performance, integrity, appropriate standards and quality which entitle them to the confidence of the education community and the public they serve.

Accredited institution

refers to an institution which has been given full recognition upon satisfaction of the legal requirements for accreditation.

For university institution to be accredited in Tanzania means it has to meet or exceed minimum approved standard of quality. According to the Universities Act, Cap 346 of the laws of Tanzania, TCU is mandated to recognise and register all university institutions operating in the country. TCU must therefore be satisfied that the institution concerned has adequate physical, human and financial resources, viable academic programme and sound structure of governance. To date, the commission has registered 46 university institutions.

It was in the process of fulfilling this mandate that

TCU on June 18 this year presented a Certificate of Accreditation to the State University of Zanzibar (SUZA).

Receiving the Certificate of Accreditation during the ceremony to recognise SUZA's successes since its establishment in 1999, the Chancellor of SUZA, the President of the Revolutionary Government of Zanzibar H.E. Dr Ali Mohamed Shein refreshed that the establishment of the university is but one of the results to interpret to actions the visions of expanding education opportunities in Zanzibar since the Revolution of 1964.

Reaffirming the Afro-Shiraz Party (ASP) vision and long-term plans, the President said the party had envisioned to nurture its citizens as one of the resources that could bring

about development.

"These plans and vision were first publicly announced by the first President of Zanzibar Abeid Amani Karume in 1964," he pointed out.

According to the President, the bold steps taken by former heads of State was to establish the first university in Zanzibar in 1999 as since independence, there were no single university in Zanzibar.

"Few citizens in Zanzibar could opt to further their education overseas and in Tanzania Mainland," the President noted.

The President also acknowledged the bold decision taken by former Zanzibar President Dr Salmin Amour Juma to allow the establishment of two private universities namely Zanzibar University (ZU) and Abdulrahman Al-Sumait Memorial University (SUMAIT) in 1998 which were later launched by his predecessor Hon. Amani Abeid Karume in 2001.

He also acknowledged the Revolutionary Government of Zanzibar for their efforts to expand SUZA through merging the various colleges in Zanzibar to become constituent colleges of the SUZA. The move he commended, has expedited the inception of Doctor of Medicine programme at the university.

"It is very clear that the progress made in the last 18 years are exemplary ones and to a great extent go

hand in hand with the set goals when the university was first founded," said Dr Shein.

"Thanks to the policy directions by the Revolutionary Council, the university has been improving the quality of education offered in various faculties", he said.

Dr Shein welcomed SUZA's accreditation, saying it will act as a catalyst for the university to strive towards offering quality education as part of the efforts to transform the country and improve peoples' lives.

"As an academic public institution, SUZA commits to deliver quality education to transform society to be well educated, to acquire responsible leadership, practical entrepreneurial skills and to adopt democratic citizenry", he said.

Zanzibar's Education and Vocational Training Minister Hon. Riziki Pembe Juma present during the ceremony said SUZA's accreditation should go hand in hand with the efforts to ensure the university becomes a centre of excellence not only in Zanzibar but also in Tanzania and in the East African region.

She further urged SUZA to strengthen its research endeavour to ensure it contributes to the world of new knowledge together with improving livelihoods of the society.

Earlier on, SUZA's

Vice Chancellor Dr Zakia Mohammed Abubakar said SUZA has recorded innumerable accomplishments since its establishment.

Enumerating on the achievements, she said the university prepares and shapes the future leaders in private and public sectors in Zanzibar yet striving to contribute towards establishing a sustainable society of the 21st Century.

On his part, the TCU's Executive Secretary Professor Charles Kihampa acknowledged the Zanzibar Government's endeavour to introduce the undergraduate degree in Dentistry saying it will bring relief to patients in Zanzibar and Tanzania at large.

"This makes the SUZA a second university to offer such programme in the country after the Muhimbili University of Health and Allied Sciences (MUHAS)", said Professor Kihampa.

The TCU's Boss guaranteed Commission's support to SUZA to ensure it maintains her recognition as the centre of excellence at the international level. "As a regulatory body, TCU will work together with SUZA in its aim to elevate its reputation even higher", he said.

The ceremony to recognise SUZA's successes took place at the Dr Ali Mohammed Shein Hall, SUZA Tunguu campus in Zanzibar on September 14 this year.

Four years of TCU success

NOVEMBER 5 this year, the Fifth Phase Government led by His Excellency President Dr John Pombe Magufuli marked four years since coming to power. Our Correspondent spoke to the TCU's Executive Secretary, Professor Charles Kihampa about the success as Tanzania moves to a middle-income economy.



TCU's Executive Secretary, Prof Charles Kihampa

STARTING the late 1980s up to the mid 1990s Tanzania liberalised its political and socio-economic policies. The liberal reforms led to opening up of higher demands for social services including higher education. Since then, higher education has continued to experience exponential expansion, including the establishment of private universities.

The proliferation of higher education considered a threat not only to the quality of the institutions being established but also to the education provided. In response, a regulatory framework was

instituted to ensure that the massification does not compromise the quality of education offered in universities. Thus, in 1995 the then Higher Education Accreditation Council (HEAC) was established, with the legal mandate to regulate the establishment and subsequent accreditation of private owned university institutions in the country.

Such mandate being limited only to private universities was considered unfavourable for the promotion of a viable public-private partnership in higher education as

stipulated in the National Higher Education Policy of 1999. Also, the issue of quality higher education was considered cross-cutting to both private and public owned institutions and therefore the need to establish a harmonised higher education system in the country. The deed led to the establishment of the Tanzania Commission for Universities (TCU) in 2005 through enactment of the Universities Act, Cap. 346, with the legal mandate to regulate both private and public owned university institutions in the country.

TCU was given three major responsibilities, which are regulatory, supportive and advisory roles. These entail to oversee the rules, regulations and procedures for the establishment and operation of universities in the country, assist and provide guidelines to universities on quality assurance of universities, various modes of operation of the universities, to organise and coordinate training to lecturers, university administrators and university leaders in the country, and to provide advice to the public, universities and the

government through the responsible Minister for education in the country on the various scientific, technological, policy and educational trends of universities nationally and globally.

Through the support of the government, TCU has recorded a number of accomplishments in the past four years. Some of the notable achievements include:

Assuring the quality of education offered by universities in the country

The motive being to ensure that the quality of education offered by higher learning institutions in the country meet national, regional and international standards. To realise the mission, between October 2016 and January 2017 TCU conducted a national wide Special Academic Audit (SAAT) to 64 institutions including Universities, University Colleges, University Campuses, Centres and Institutes.

The audit was of its own kind in terms of magnitude, scope and impact since the inception of the TCU. Nevertheless, it made great strides in the provision of higher education in the country.

The outcome of the audit found 45 university institutions with minor shortfalls on adherence to minimum quality assurance standards. Such institutions were advised accordingly and managed to

rectify the shortfalls within a short period and allowed to continue with the provision of education. 19 university institutions were found with serious shortfalls, thus were suspended to admit new students from the 2017/2018 academic year.

In implementing Commission's advice and guidance, until October 2019 eight of the 19 suspended universities made improvements to meet the standards and were allowed to continue with students' admission and provision of education to some of their programmes.

Universities in this list include: United African University of Tanzania (UAUT); Teofilo Kisanji University (TEKU); Archbishop Mihayo University College Tabora (AMUCTA); Kampala International University in Tanzania (KIUT); Marian University College (MARUCo); St. Joseph University College of Engineering and Technology (SJUCET); Kilimanjaro Christian Medical University College (KCMUCo) and Stefano Moshi Memorial University College (SMMUCo).

Regular inspection and monitoring systems have prompted universities to make significant improvements in teaching and learning infrastructure including the construction of modern laboratories, classrooms, and increase the number of qualified lecturers in accordance with existing laws, regulations and guidelines.

Despite the guidance, capacity building and support provided by the Commission, some universities have failed to ameliorate the observed shortfalls mainly due to financial capability impinging upon human resource, infrastructure, teaching and learning resources. Based on the prolonged period of financial crisis, the Commission opted to cancel the registration of six universities and transfer 2,600 students to other universities that meet the required standards in accordance with Regulation 18 of University General Regulations GN 226.

Universities in this list include: Eckernforde Tanga University (ETU); International Medical and Technological University (IMTU); Mount Meru



The laboratory building of medical programmes at one of the universities in the country, built as a result of review and advice of TCU.

University (MMU); Tumaini University (TUMA) - Mbeya Centre; Teofilo Kisanji University (TEKU) - Tabora Centre and Josiah Kibira University College (JOKUCo).

Strengthening of the universities quality assurance systems

Following workshops and seminars organised and coordinated by the Commission for leaders, lecturers and staff members of universities aimed at exchanging experiences, translation of various guidelines and educational development of universities globally, the internal quality assurance systems within universities have significantly improved and strengthened during the period of four years. In this regard, universities have continued making their own self evaluations and monitoring for the purpose of ensuring that they comply with the existing rules, guidelines and standards for running universities.

Resultant to the workshop is institutional self-evaluations conducted by the universities. Following these assessments, some universities have requested the Commission to suspend operations so that they can reorganise themselves. Institutions that the Commission has approved their request to cancel their registration include Jomo Kenyatta University of Agriculture and Technology (JKUAT) – Arusha Centre; St. John's University of

Tanzania (SJUT) - Msalato Centre; Kenyatta University (KU) - Arusha Centre; St. John's University of Tanzania (SJUT) - St. Mark's Centre; Archbishop James University College (AJUCo) and Cardinal Rugambwa Memorial University College (CARUMUCo).

The Commission has also granted approval to suspend a total of 33 programmes following the request of some universities to temporarily suspend the teaching of such programmes owing to absence of qualified lecturers or lack of teaching and learning infrastructure. Such universities include Sebastian Kolowa Memorial University (SEKOMU); Archbishop Mihayo University College of Tabora (AMUCTA); Stefano Moshi Memorial University College (SMMUCo); Teofilo Kisanji University (TEKU) and Kampala International University in Tanzania (KIUT).

Supporting universities in various operational matters

As a way of supporting universities, in the past four years TCU conducted various capacity building programmes aimed at improving the quality of higher education in the country. As of November 15 this year, a total of 1,581 employees from public and private owned universities have benefited from the full funded trainings organised by TCU through the Ministry of Education, Science and

Technology (MoEST), World Bank supported project called Education and Skills Development for Productive Jobs (ESPJ).

Under the capacity building programme range of topics were delivered ranging from Leadership programme for top universities leaders, developing market-driven curricula, pedagogical skills training for universities non-teacher academic staff and development of programme benchmarks.

TCU has provided full mandate to Higher Learning Institutions to directly conduct admission of undergraduate students through their Senate as required by law. This provision has also increased the freedom for applicants to choose their favorite universities and programmes as they send applications straight to the universities of their choices.

The Commission remained with its statutory role of coordinating admission and quality checks. This has been made possible through an integrated electronic admission system called Universities Information Management System (UIMS) that enabled real time communications of students' applications among the Higher Learning Institutions systems involved in the admission. The integrated system facilitates communication of admissions data to and from Higher Learning Institutions and accessibility of the same

data to other stakeholders such as the National Examination Council of Tanzania (NECTA); National Council for Technical Education (NACTE); Higher Education Students' Loans Board (HESLB) and Zanzibar Higher Education Loan Board (ZHELB).

The integration has enabled TCU to verify the credentials of students admitted in Higher Learning Institutions with greater

higher education data to the government and stakeholders.

The utmost achievement resulting from development of the higher education database is that it has facilitated the production of the five-year statistics on the state of higher education in the country under the book titled "State of University Education in Tanzania 2018". It is intended that such report will be produced

AIST); Sokoine University of Agriculture (SUA); Muhimbili University of Health and Allied Sciences (MUHAS); Mbeya University of Science and Technology (MUST) and Catholic University of Health and Allied Science (CUHAS).

Some of the curricula include Embedded and Mobile Systems; Information Systems and Network Security; Wireless and Mobile Communication; Food Science and Technology; Sustainable Agriculture; Biodiversity and Ecosystem Management; Health Molecular Biology; Animal Reproduction and Biotechnology; Biotechnology and Laboratory Sciences; Plastic and Reconstructive Surgery; Interventional Radiology; Neuroradiology; Medical Imaging and Radiotherapy; Clinical Microbiology and Diagnostic Molecular Biology; Data Science; Cyber Security and Digital Forensic; and Digital Instructional Design.



A cross-section of personnel responsible for admission process in higher learning institutions follow a presentation at a Post-Admission meeting to deliberate on 2019/2020 admission matters

certainty, efficiency and timeliness. It has also facilitated quick access of students' information to Students' Loans Boards (HESLB and ZHELB). Besides, the UIMS database is used in processing and archiving of universities' information through integrating Higher Learning Institutions Management Information Systems that stores staff and students' data. Thus facilitating access to information of all enrolled students, lecturers and university administrators in the country. The establishment of one stop data centre has enabled provision of

annually.

Advising universities to invest in the programmes of national priorities

TCU has continued to advise universities to develop curricula that conform to national development priorities that support national, regional and international market needs as well as development in science and technology including the fourth industrial revolution.

Some universities have developed and started offering such curricula, for example the Nelson Mandela Institution of Science and Technology (NM-

Improvement of Management Information Systems

The Commission has strengthened its Management Information Systems that have increased efficiency in improving the service it provides to its clients and stakeholders as stipulated in the Client Service Charter.

For example, a system for evaluating the validity of foreign awards presented to graduates of universities outside Tanzania (Foreign

Awards Assessment System - FAAS) has enabled the Commission to complete assessments within three days. During the period of four years, over 8,328 certificates have been verified and equated.

Also the Commission's system of issuing a Certificate of No Objection to citizens wishing to study higher education abroad has been strengthened such that it has now been to issue a certificate within three days instead of the previous 14 days. The importance of No Objection Certificate (NOC) system, from the fact that it guarantees both the students and parents/guardians on one hand legitimacy of the Higher Learning Institutions and programmes they are going to study while on the other hand guaranteeing the receiving institutions of the qualifications of admitted students. During this period, more than 1,077 applications for a Certificate of No Objection to higher education abroad have been submitted to the Commission and handled.

In addition, the electronic system for receiving and processing university curricula for accreditation (Program Management System - PMS) has been enhanced by increasing communication between universities and the Commission including directing curricula preparation, various curriculum stages immediately after submission to the

Commission and how it is handled until approval is given.

This has enabled the Commission and the universities to quickly identify the status of curricula that has been submitted, improved, redirected, revised and granted accreditation. During this four-year period, more than 650 curricula have been dealt with.

Education and awareness programmes

Education and public awareness delivery systems have improved to reach out to more stakeholders both locally and abroad through the annual Higher Education, Science and Technology Exhibitions; radio programmes; television programmes; newspapers; TCU website; social networks and students' outreach programmes.

As such, the number of participating institutions in exhibition has increased from 60 in 2016 to 84 in

2019. The number of citizens attending the exhibition has also increased from 20,000 in 2018 to 30,000 in 2019. Citizens' interest has increased especially after universities have placed admission desks at the exhibition pavilions.

A total of 19,196 form six graduates who were in 17 National Service Camps (JKT) and approximately 12,000 Form Five and Six students from Unguja and Pemba have benefited from public awareness programme this year.

Increasing public awareness on TCU's responsibilities and admission processes in higher learning institutions has significantly reduced admission challenges experienced in the past years and has contributed to increment on the number of undergraduate students admitted into Higher Learning Institutions which has risen from 65,064 in 2015/2016 to 87,813 in 2019/2020, an increase of almost 35 percent.



The Prime Minister Hon. Kassim Majaliwa listening to a presentation from one of the participants of the Exhibitions on Higher Education, Science and Technology.

Professor Nkunya takes over TCU Chairmanship

By Correspondent

HIS Excellency President Dr John Pombe Magufuli has appointed Professor Mayunga H. H. Nkunya as the new Chairperson of the Tanzania Commission for Universities (TCU), replacing Professor Jacob Mtabaji whose tenure has expired.

The President made the appointment on September 25 this year. The appointment received wide support from education stakeholders given the expertise and experience of Professor Nkunya in the higher education sector in the country and beyond.

Professor Nkunya served as the Executive Secretary of the Inter-University Council for East Africa (IUCEA), a regional body established to coordinate inter-university cooperation in East Africa from November 2010 to 2015.

Professor Nkunya, who obtained his PhD in Chemistry in 1984, also worked as Professor of Chemistry at the University of Dar es Salaam since 1994. Before joining IUCEA, he



served as TCU's Executive Secretary from 2007 to 2010.

While at TCU, Professor Nkunya promoted and strengthened the main functions of TCU that includes setting appropriate higher education regulatory and advisory systems.

Others include promoting the university supportive role of TCU for which he also pioneered the development of the ongoing human resources capacity building programme for all levels of university leadership, which also serves to prepare future university leadership in the country including preparing

women academicians for university leadership.

Between 1999 and 2006 Professor Nkunya served as the Chief Academic Officer (equivalent to Deputy Vice-Chancellor for Academic Affairs) of the University of Dar es Salaam, where he participated in the institutional transformation that saw the University pioneering several institutional and academic reforms, including integration of ICT in teaching and learning which at that time was still a new phenomenon.

Those reforms earned the University a characteristic reputation within Africa and beyond. At that time, he was also leading one of the strongest research groups at the University and has supervised three Kenyans and seven Tanzanians PhD students and other two Ethiopians, four Kenyans, one Ugandan and 31 Tanzanians MSc students.

Professor Nkunya has been a member and

chairman to several boards and advisory bodies, inside and outside Tanzania, including being Chairman of the Ministerial Advisory Council on National Education in Tanzania and Chairman of the Steering Committee for Tanzania's National Science and Innovation Systems Review.

He has been visiting Professor/Scientist in different parts of the world and served as an external examiner and authoring a total of 96 publications, including three books, three monographs, 67 original research articles and 23 conference/symposia proceedings.

While serving as the IUCEA Executive Secretary, Professor Nkunya initiated the process of harmonising higher education system which is expected to significantly enhance students' and academicians' mobility across the East African Community (EAC) partner states.

In May 2017, during a summit in Dar es Salaam, the Heads of East African States declared the transformation of the EAC into a Common Higher Education Area as part of the efforts to facilitate the recognition of academic certificates

and the transfer of credits from higher learning institutions across the region.

The system would allow university students in the region to join universities of their choice in the EAC partner states at undergraduate or postgraduate levels, giving them greater exposure to regional and possibly international interaction and preparing them for a regionally integrated EAC with the potential to impact on many aspects of life, both economically and socially.

"Most degree courses are similar across the region but the course content, qualifications considered and the duration of the course are different in almost all the universities," he said then, adding "We, therefore had to come up with a different arrangement known as the mutual recognition of education systems in the region where partner states recognise each other's education system."

Professor Nkunya has been one of the vocal voices in the East African region demanding deliberate efforts to be taken to improve the quality of education provided by the region's Higher Learning Institutions.

In 2014, for instance,

he told stakeholders from the region during the Stakeholders' Forum for Validation of the Draft East African Qualifications Framework for Higher Education, a lasting solution to the crisis is still wanting.

"Many of our graduates lack skills, competence and ideals required by the labour market", he pointed out then.

Adding, "Our education sector has expanded very rapidly in the last two decades but the quality of our graduates remains a serious problem."

He suggested for the harmonisation of higher education in the region, telling his successor (Secretary of the Inter-University Council for East Africa) Professor Alexandre Lyambabaje to put it as a priority during his tenure.

"To me, this is the most important agenda that I think still need a lot of attention to ensure its full implementation," he said, adding "We are now having the common higher education area, which should be fully operational."

Professor Nkunya spoke during a handover ceremony held at the Inter-University Council for East Africa headquarters in Kampala, Uganda in November 2015.



By Correspondent

THE TCU's Director of Admission Coordination and Data Management Dr Kokuberwa Katunzi-Mollel has described the 2019/2020 academic year's admission process as a "smooth exercise" that satisfied higher learning institutions and TCU itself.

During an interview with the TCU Magazine, she said there were great improvements in terms of internal processes, communication and feedback to and from higher learning institutions, applicants and technical support as compared to the 2017/2018 and the 2018/2019 Admission Cycles.

She perceives this year's Admission Cycle as different from the previous

TCU highlights on 2019/2020 students' admissions

ones in the sense that it integrated the University Information Management System (UIMS) hosted at TCU with the systems of Higher Learning Institutions.

"By and large the integration has eliminated delays in data submission, reception, processing and the provision of feedback to institutions", said the Director, adding that to a greater degree human errors and in compliance have been minimized through system to system communication.

On September 25 this year, TCU announced a fourth round of admission to provide more room for students wanting to join Higher Learning Institutions to seek for admission into Higher Learning Institutions.

The announcement was in response to requests from Higher Learning Institutions whose some of their programmes had still not attracted adequate

number of students along with students who had failed to secure admission in the previous admission windows.

At the time of the announcement, three admission windows had already been completed with a total of 96,338 students' application to 75 Higher Learning Institutions permitted to admit students for the 2019/2020 academic year. A total of 82,758 applicants, an equivalent of 85.9 percent of all applicants had been admitted into different Higher Learning Institutions.

According to her, among admitted students, 39,855 (45%) were admitted more than once. But at the end of the admission cycle 38,880 (98%) students with multiple admissions were able to confirm in the Higher Learning Institutions of their preference. A huge success was recorded in the current year in comparison to the previous

Admission Cycles were confirmation process was a huge challenge for the Commission, the institutions and students.

The Director said the introduction of extra admission window was not uncommon. "We have been compelled to do the same in the past so as to increase access to higher education by allowing more applicants to apply for admission", she said.

Enlightening on the role of coordinating admissions, the Director said the essence is on

provision of admission guidelines, standards and procedures as well as ensuring the quality of admitted students.

Dr Katunzi-Mollet added that TCU is committed to making the next admission process more efficient, effortless and user-friendly to applicants and Higher Learning Institutions aiming at improving its performance in every aspect.

"TCU has continued to upgrade and re-develop Universities Information

Management System (UIMS) and build capacity of staff that manage the systems both internally and for the Higher Learning Institutions so as to make the admission process effortless", she assured.

She urged prospective applicants to ensure they read guidelines and information of application procedures carefully prior to seeking admissions in Higher Learning Institutions.

QUOTABLE QUOTES

Those who receive this privilege therefore, have a duty to repay the sacrifice which others have made. They are like the man who has been given all the food available in a starving village in order that he might have strength to bring supplies back from a distant place. If he takes this food and does not bring help to his brothers, he is a traitor. Similarly, if any of the young men and women who are given an education by the people of this republic adopt attitudes of superiority, or fail to use their knowledge to help the development of this country, then they are betraying our union.

- Mwl. Julius K. Nyerere (1922- 1999), the first President of Tanzania and the Father of the Nation.

Education is not the learning of the facts, but the training of the mind to think.

- Albert Einstein (1879 – 1955), a theoretical physicist.

Higher Education is confronting challenges, like the economy is about the need for higher number of more adequately trained, more highly educated citizenry.

- Margaret Spellings, an education administrator and American politician.

When Educating the minds of our youth, we must not forget to educate their hearts.

- Tenzin Gyatso, 14th Dalai Lama, spiritual leader of the Gelug.



Minister for Education and Vocational Training from the Revolutionary Government of Zanzibar Hon. Riziki Pembe Juma having a tete-a-tete with the TCU's Executive Secretary Prof Charles Kihampa. Far right is TCU's Director of Admission Coordination and Data Management Dr Kokuberwa Katunzi-Mollel.

TCU intensifies public outreach campaign, reaches out to prospective applicants

By Correspondent

THE Tanzania Commission for Universities (TCU) has tripartite roles which are regulatory, supportive and advisory. It is under supportive role that the Commission is mandated by the Law of Tanzania to coordinate admission of students into Higher Learning Institutions in Tanzania through its strategic objective "equitable access and coordination of students' admission."

In view of the aforesaid, TCU conducted education and awareness programme to prospective higher education students and the general public for the purpose of raising awareness and providing

information and guidance on admissions procedures to be employed during the 2019/2020 Admission Cycle. Such information included: approved entry pathways to higher education, minimum entry qualifications, types and capacities of programmes offered by Higher Learning Institutions as well as admission procedure to be followed by the applicants.

The programme was launched in Zanzibar on 17 June and ended on 20 June this year. The programme was organised against the background of mounting concerns from clients and stakeholders that there are gaps and challenges faced by prospective higher education

applicants who in many cases have no access to relevant information on admission matters. Thus, the programme aimed to address the information gap and reducing uncertainties, anxiety and frustration surrounding the exercise.

About 12,000 high school students' and graduates from 19 high schools in Unguja and Pemba participated in four days of the programme. Participants were drawn from Vikokotoni, Benbella, Kiponda, Haile Selassie, Tumekuja, Hamamni, Lumumba, Mwembeshauri, Fuoni, Kiembe Samaki, Jang'ombe, Mpendae, Mwanakwerekwe, Biashara, Faraja, SUZA, Chumbuni, Fidel Castro and Shamiani

Secondary schools.

The official opening was graced by the Zanzibar Minister for Education and Vocational Training Hon. Riziki Pembe Juma who was accompanied by the Permanent Secretary in the Ministry of Education and Vocational Training in Zanzibar Dr Idrisa Muslim Hija and the Director of Higher Education Zanzibar, Ms Aida Maoulid Juma. Acknowledging exemplary leadership of Presidents Hon. Dr John Pombe Magufuli and Hon. Dr Ali Mohamed Shein, the Minister remarked that the duo has helped to sustain peace, security and tranquillity in the country.

She further appreciated TCU's initiative to organise the programme and giving a special consideration to launch the programme in Zanzibar. The Minister took the opportunity to urge the students and the graduates to use the opportunity to learn about the institutions whose services they need most and be attentive to the programme which she called "critical" to their decision for further studies. She noted that it is only quality education that can be relied on as a true liberator of an ordinary Tanzanian.

"Quality education is very important because

it is the only way through which we can achieve a middle-income economy as stipulated in the National Vision 2025", she said.

The four-day outreach programme received a very good media coverage in both television and radio stations. Apart from being highly interactive with lively participation of the prospective higher education students, live radio and Television sessions were held with ZBC TV and Radio, Zanzibar Cable Television and ITV to augment the outreach programme. Attendees to the programme appreciated the initiative and urged TCU to sustain the programme annually.

As for the Tanzania Mainland, a total of 17 National Service Camps were visited through the National Service

Outreach Programme conducted country-wide. About 19,196 high school graduates who were attending a compulsory national service training were reached. The field work was carried out for 18 days from 24 June to 11 July this year.

The visited Camps were Bulombora, Kanembwa and Mtabila in Kigoma Region, Maramba and Mgambo in Tanga Region, Itaka in Songwe Region, Nachingwea in Lindi Region, Luwa and Milundikwa in Rukwa Region. Others were Makuyuni in Arusha Region, Mpwapa and Makutupora in Dodoma Region, Ruvu, Msange, Mlale, Mafinga and Rwamkoma in the Coastal, Tabora, Ruvuma, Iringa and Mara Regions respectively.

The programme was geared at reducing



A cross-section of high school students follow a presentation during the education and awareness programme in Pemba, Zanzibar.

uncertainties, anxiety admissions windows due constantly interfering
and frustration facing to lack of knowledge and with the National Service
prospective higher information on application Training programme.
education applicants procedures and admission
in the National requirements as result of
Service Camps during admission calendar being



A cross-section of high school students follow a presentation during the education and awareness programme in Pemba, Zanzibar.



A cross-section of Recruits attending a session at Kanembwa in Kigoma Region.



TCU's Officer in a session at Rwamkoma-mara region.

“

Quality education is very important because it is the only way through which we can achieve a middle-income economy as stipulated in the National Vision 2025.

Quality assurance issues in higher education



Minister for Education, Science and Technology, Hon. Prof Joyce Ndalichako (MP)

By Correspondent

RECENTLY, there has been a heated debate on the role of the Tanzania Commission for Universities (TCU) with others suggesting that it has been hostile to Higher Learning Institutions.

Actually, TCU is a regulatory body, her main function is quality assurance where all universities must meet certain conditions before being allowed to operate.

Such conditions

The government is committed to equip graduates with appropriate knowledge and skills that will provide the expected efficiency in work places.

include staffing, infrastructures, teaching

materials and operating structures which assures TCU and the public in general of quality product.

Through the quality assurance role, TCU checks regularly on university institutions to prevent poor product from entering the market.

Such a move protects students, parents and the government from shoddy product. In this regard, TCU has made tremendous strides

in ensuring quality is maintained in various Higher Learning Institutions.

Monitoring the quality of university processes, procedures and the products augments the Fifth Phase Government's agenda of transforming the country to a middle-income economy through industrialisation by 2025.

TCU therefore remains alert through periodic inspections to varsities operating in the country. This in turn ensures that institutions produce the best graduates able to be employed and compete in the global market.

Quality in the provision of education that would equip Tanzanians with the knowledge to solve societal problems has been touted by His Excellency the President, Dr John Pombe Magufuli who on several occasions has urged institutions to ensure that quality and set standards are adhered to in order to transform our country into middle-income economy.

In a similar manner the Minister for Education, Science and Technology, Hon. Professor Joyce Ndalichako (MP) has been contending on provision of quality education which she affirms to be a critical component towards realisation of an industrialised nation.

From time to time the Minister has guaranteed on the government commitment to equip graduates with appropriate knowledge and skills that will provide the expected efficiency in work places.

In the same spirit, the TCU has been working with the style of eyes on, hands off to make sure that all 46 accredited universities in the country meet the required criteria in each of their endeavours be it training, research and service to the community.

Education analysts say lack of quality education is a threat to any country's education system and has an effect on the country's economy as well as graduates who fail to compete locally and at the global market.

Therefore, the progress of any university in the country and the world at large lies on the quality education it offers. In seeing this, the Commission is engaged in periodic review of compliance reports of universities to ensure that the quality of education is not jeopardised.

These reports are obtained following various inspections by the Commission and the Commission has been taking strong measures of warnings, giving time to rectify the

shortfalls, suspension of programmes and in unlikely circumstances revoking of registration of universities as last resort.

A few years ago, the Commission suspended several institutions from admitting new students citing irregularities while other institutions were deregistered. The move also left at least 75 Bachelor Degree programmes from 22 universities in 2017/2018 academic year being stopped.

Nevertheless, the decision which was considered draconian by some higher education providers brought about gradual improvements in quality of infrastructures, curricula as well as human resource in university institutions country-wide.

Now that higher education sector is expanding at an alarming rate with so many stakeholders chipping in, regulation of the same becomes inevitable as the saying goes, "an unwedded garden is a big mess and needs to be avoided at all costs".

It is undisputed that compromising with higher education is to invite long-term problems in the country ranging from poverty, lack of skills and it also retards economic growth among others.



Varsities urged to take the lead in the realisation of government's agenda

By Correspondent

THE Fifth Phase Government led by His Excellency the President of the United Republic of Tanzania Dr John Pombe Magufuli, is to make Tanzania a country of medium-scale economy fueled by industrialisation come 2025.

This also ensures that the nation become equipped with highly skilled personnel, with the ability to solve social and economic challenges for the benefit of the public and the country at large.

Highly skilled personnel are the results of quality education in Higher Learning Institutions as quality education has a direct impact on economic growth, innovation and

social well-being of the nation.

Although, not all actors in higher education consider it a priority, they understand and recognise what constitutes quality education and teaching or are willing and able to play a role in ensuring it is exercised in Higher Learning Institutions.

There is need therefore to ensure that fostering quality education and teaching in Higher Learning Institutions in the country is addressed.

It is important to note that the economic success of the nation is directly determined by the quality of its education system and that the most effective factor of production is human capital expressed in knowledge, skills

and creative abilities of individuals in the society.

Higher Learning Institutions through quality education and teaching are economic engines and essential for ensuring knowledge production through research and innovation.

In return, this helps to improve the knowledge dissemination for the benefit of the society while at the same time raising employment rates needed to grow the economy.

Quality education and teaching is the use of appropriate pedagogical techniques to produce learning outcomes for students.

It involves effective design of the curriculum and course content, soliciting and using

feedback and also effective assessment of learning environments.

Experience shows that quality education and teaching in Higher Learning Institutions is very crucial for the outcome of students.

In Tanzania therefore, Higher Learning Institutions have a major role in fostering quality education as well as teaching to ensure that the education offered meet students, employers and the country's expectations.

Thus, Higher Learning Institutions' vision and strategy needs to be well aligned with bottom-up practices and innovations in teaching and learning.

Quality education and teaching throughout the world is also influenced by contextual shifts within the Higher Learning Institutions environment like internationalisation of higher education, the rapid changes in technology which can quickly make programme content and pedagogies obsolete, increased pressures of global competition, economic efficiency and the need to produce skilled workforce to meet the challenges of the 21st century.

Nevertheless, Higher Learning Institutions across the globe are increasingly pressed to find ways of proving their worth not only in the preparation

of students but also how they are linked to business and industry.

This has increased the emphasis on students' learning outcomes and the advent of new pedagogical approaches as well as new pedagogical opportunities offered by the advancement of technology.

In accordance with the Universities Act, Cap. 346 of the Laws of Tanzania, the Tanzania Commission for Universities (TCU) as a regulatory body among other duties ensures that there is improvement of quality control systems offered by universities in the country to meet national, regional and international standards.

Nurturing Higher Learning Institutions as effective learning communities where excellent pedagogical practices are developed and shared is one of the issues being emphasised by TCU.

In an interview with TCU's Director of Accreditation, Dr Telemu Kassile says the Commission has continued to conduct regular and special audits in accordance with existing laws and procedures, and Higher Learning Institutions found to have shortcomings affecting the provision of quality education are given directives to rectify.

The Director points

out that Higher Learning Institutions with standards are approved to continue to train students and those with shortcomings are restricted to admit new students and placed under the special oversight of the Commission.

According to him, TCU has continued to prepare and provide various guidelines for quality assurance including, the University Qualifications Framework (UQF) of 2012 which identifies qualitative characteristics in education levels ranging from undergraduate to postgraduate degrees.

As a result, he says all Higher Learning Institutions are required to adapt the curriculum preparation system to suit the labour market needs and enable graduates to apply their knowledge and skills attained to solve various challenges facing their communities and hence contributing in the development of the economy.

He says that a curriculum development guide that gives priority to building students' self-reliance and learning through actions more than theoretically (learner - centred approach) has also been developed to equip students with knowledge, skills, attitudes and ability to learn and contribute to the society.

Dr Kassile therefore, urges Higher Learning Institutions to be fully engaged in fostering quality education to respond to the growing demand of the

economy.

He says both students and employers want to ensure that higher education leads to gainful employment and equip

them with the skills needed to evolve professionally over a life time, hence contribute to the country's economic growth and sustainable development.

TCU visits the Council on Higher Education in South Africa



By Correspondent

THE Tanzania Commission for Universities (TCU) is implementing a five-year project that aims at building capacity of staff in universities and programme institutions to help them execute their core functions.

Dubbed the Education and Skills for Productive Jobs Programme for Results, it also aims at enhancing accreditation systems and quality assurance systems, tools, guidelines and standards among others.

As one of the programme

institutions, TCU has been implementing capacity building activities in order to implement its mandate and meet stakeholders' expectations.

Among the capacity building activities, TCU focuses at ensuring it learns on best practices and recent trends in quality assurance systems in the higher education landscape.

TCU, Director of Accreditation Dr Telemu Kassile said this during a visit to Pretoria in South Africa at the Council on Higher Education (CHE)

offices.

He said the visit was crucial as it helped them to learn on a number of challenges being encountered in the course of implementing TCU mandates.

"These challenges are partly contributed to the dynamics of provision of higher education nationally, regionally and globally," he noted.

The visit that took place August 29 and 30 this year, also included the Director of Admission Coordination and Data Management Dr Kokuberwa Katunzi-Mollel, the Legal Officer Ms Roserine Rutta and Mr Omari Shegilla, Senior Accreditation Officer.

The Director of Accreditation pointed out that in recent years, there has been a notable increase in the number of Tanzanians pursuing studies abroad in which there are varying education systems.

According to him, the variation has consequently led to a number of challenges including licensing and monitoring of Overseas Students Recruitment

Agencies and recognition of foreign qualifications.

Others, he said include, the general quality assurance of programmes and requirements for admission into foreign university institutions.

He said it was against that background that TCU sought to learn the best practices from a well-established higher education regulatory body, exchange experiences and explore best practices on various areas that are in line with the mandate and functions of the Commission.

Dr Kassile said the CHE in South Africa was selected based on its vast experience in managing higher education institutions, well-established quality assurance systems and standards as well as presence of well-developed Higher Education Management Information System (HEMIS).

The Tanzania delegation among other things, they had learnt on how accreditation of universities and programmes is done, university students' admission modal, evaluation and recognition of foreign awards and management of higher education data.

According to TCU's officials, the visit has been an eye opener to a number of issues on how best to discharge its duties through outsourcing and engagement of other entities such as Department of Higher Education and Training (DHET) and South African Qualifications Authority (SAQA).



The CEO of CHE Prof Narend Baijnath briefs TCU delegation. Right is the TCU Senior Accreditation Officer, Mr Omari Shegilla.



TCU delegation: Director of Admission Coordination and Data Management Dr Kokuberwa Katunzi-Mollele (right), Director of Accreditation Dr Telemu Kassile (centre) and Legal Officer Roserine Rutta listening to the CEO of CHE.

Such outsourced tasks include; recognition of qualifications, legal services, data collection, processing and analysis, research as well as management of information management systems.

They also noted that while TCU is an exclusive regulatory authority for university institutions in the country regardless of type and ownership,

CHE regulatory power is skewed towards the public institutions with a lesser control over privately-owned institutions.

“For the later, there is minimal or no roles in the control of quality of teaching and assessment, university staff, admitted students as well as promotion of academic staff,” the officials said.

HAVE YOUR SAY

Is academic integrity important?

December 11 this year, Tanzania government commemorated the National Integrity and Human Rights Day as a way to assess efforts on the fight against corruption.

The government has also been commemorating this day to promote transparency, accountability, human rights and good governance.

Integrity is defined as the quality of being honest and having strong moral principles.

It can also be defined as a concept of consistency of actions, values, methods, measures, principles, expectations and outcomes. In ethics, integrity is regarded as the honesty and truthfulness or accuracy of one's actions.

Therefore, an integrity person is the one who demonstrates sound moral and ethical principles at work, someone with values and good relationship with coworkers and customers.

It is therefore important to note that academic integrity should always be a Higher Learning Institution's priority where academicians need to breed academicians.

This is simply because academicians were also once students, taught by senior academicians or lecturers and professors.

In other words, if academicians were taught noble values they would automatically practice them and pass them down to students.

Indeed, there are a number of academic integrity issues that need to be addressed.

One should understand that there is a continuum of high to low of academic integrity. Ideally, those with low to no academic integrity should never be academicians!

Debates among academicians on the integrity issue put the blame upon academicians. The point is, academicians must have academic integrity. If they don't

practice such noble values, it means they lack integrity.

The individual factor is the main reason why academicians neglect integrity. Additionally, situational factors such as academic culture, Higher Learning Institution's process and procedures, rules and regulations also determine an academician's integrity.

Of late in media, several issues of sexual harassment have been raised by students against their lectures. This leads to the "blame syndrome" which is not good for Higher Learning Institutions' image and if not addressed, the credibility of institutions might be at stake.

We therefore need all parties to play a role by ensuring that policies related to academic integrity are strengthened, Higher Learning Institutions have guidelines that promote academic integrity, implement and enforce the rules and regulations.

Academicians and students also need to be encouraged to report such issues to the relevant authorities.

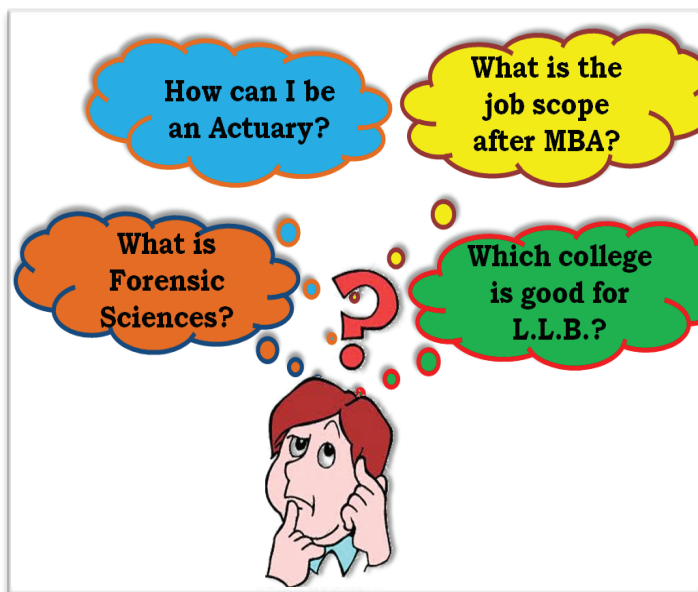
It is therefore important that all Higher Learning Institutions aspire to be exemplars of higher education in order to address academic integrity issues.

Higher Learning Institutions need also to upgrade their management process, from recruitment and hiring to training, coaching, mentoring, promotion, and career development.

Write letters to the Editor to express your views on topical issues. Include your name and address as a sign of good faith even if they are not to be published.

Editor's note: Views expressed in these columns do not necessarily reflect the magazine's standpoint.

Cartoon / Jokes Corner >



Jokes

Some engineering professors were invited to a long-distance flight by their university, all things payed.

When all the passengers were seated and ready to take off, the announcement came that the plane they were in was proudly built by their students.

Uproar. Madness.

Professors screaming for their lives, running for the door, cursing the university.

Except for one.

“What the hell are you so calm about this?!” one desperate professor asked him.

“Well, I know well my students’ capabilities. If I know them well, this plane won’t even start up”.

Source: Academic Jokes

A University physics professor was explaining a particularly complicated concept to his class one day when a pre-med student interrupted him.

“Why do we have to learn this stuff?” the student asked.

“To save lives,” replied the professor.

The student thought for a moment and then asked, “So how does physics save lives?”

The professor stared at the student for a while without saying a word.

Finally, he said, “Physics saves lives because it keeps certain people out of medical school.”

Source: Academic Jokes

The Dean is hospitalized after a heart attack. As he is lying in his hospital bed reflecting on his near brush with death, an attendant arrives with a lovely bouquet of flowers. The Dean asks the attendant to hand him the card and finds that it reads, “By a vote of 26 to 3 with 2 abstentions, the faculty wish you a speedy recovery.”

Source: Academic Jokes



COVER PHOTO: Prime Minister Hon. Kassim Majaliwa (in red tie) shares a light moment with TCU Executive Secretary Prof Charles Kihampa during the official opening of the 14th Higher Education, Science and Technology Exhibitions at the Mnazi Mmoja Grounds in Dar es Salaam. Right is the Deputy Minister for Education, Science and Technology Hon. William Tate Ole Nasha (MP).



The Chairman of the Tanzania Commission for Universities, Prof Mayunga Nkunya (left) receives a handing over report from the outgoing Chairman of the Commission, Prof Jacob Mtabaji (right) during a handing over session held in Dar es Salaam.



TCU Executive Secretary Prof Charles Kihampa gives a briefing during the Annual General Meeting of Tanzania Higher Learning Institution Students Organisation (TAHLISO) at the Nkrumah Hall, University of Dar es Salaam (UDSM). 2nd left is the Executive Secretary of NACTE Dr Adolf Rutayuga followed by Executive Director of HESLB, Mr Abdul-Razaq Badru.



The Minister for Education, Science and Technology Prof Joyce Ndalichako (MP) (standing) issues directives on higher education challenges to new Commissioners of the Tanzania Commission for Universities (left) during the official launching ceremony of the Commission, held in Dar es Salaam.



TCU Director of Admission Coordination and Data Management Dr Kokuberwa Katunzi Mollel stresses a point to Systems Developers of Higher Learning Institutions during a working session at the Sokoine University of Agriculture (SUA) in Morogoro.



TCU's Executive Secretary Prof Charles Kihampa (with a blue suit) listens to students of Open University of Tanzania (OUT) in Physics Laboratory during his official visit at OUT Regional Kinondoni campus. 2nd right is Open University Vice Chancellor Prof Elifas Bisanda and 2nd left is OUT Dean Faculty of Science and Environmental Studies Dr Matobola Mihale.

Adverts

PROCEDURES FOR EVALUATION OF FOREIGN ACADEMIC AWARDS

Steps to get your award evaluated

1. Go to <http://faas.tcu.go.tz/login.php> click and read the "Guidelines";
2. Register user account;
3. Log in with your user and password;
4. Complete the application forms and upload the necessary documents;
5. Submit your application; and
6. You will receive an acknowledgement message through your e-mail.

Required documents

1. Documentation in support of name change (where applicable);
2. Ordinary level secondary education certificate;
3. Advanced level secondary education certificate;
4. Curriculum, course content or syllabus for the qualification or award to be evaluated;
5. Thesis or dissertation (where applicable);
6. Degree certificates and transcripts in their original language. Degree certificates and transcripts that are not in English language should be translated;
7. Passport page containing your details;
8. Entry visa or stamp in the country where studies were undertaken and or entry visa to Tanzania (for foreigners only);
9. Admission letter for your studies;
10. An official passport size photo with a blue background;
11. Bank deposit slip for the processing fee; and
12. Employment contract for foreigners who are coming to work in Tanzania.

Feedback on outcomes of evaluation

1. Appointments for collecting the outcome of evaluation will be communicated through your user account after 14 working days upon receipt of a complete submission;
2. Outcomes of evaluation are collected in person at TCU offices; and
3. You will be required to bring with you all original documents used during the application.

PROCEDURES FOR ESTABLISHMENT OF A UNIVERSITY IN TANZANIA

1. The application shall be submitted: -
 - (a) In both electronic and hard copies
 - (b) In English; and
 - (c) Upon payment of the prescribed by the Commission.
2. The application shall be submitted together with: -
 - (a) Three copies of project write up for the proposed university;
 - (b) Evidence of basic facilities for development of the proposed university;
 - (c) Title deed or offer in the name of the proposed university or such other evidence on title to the proposed facilities;
 - (d) Master-plan for the long-term development of the proposed university;
 - (e) Implementation plan for the master plan;
 - (f) Draft curricula for initial programmes and the proposed fee structure thereof;
 - (g) The draft charter using the model charter to be obtained from the Commission or in the case of a university with a foreign charter, the approved charter of the university, together with a supporting letter from the foreign body that accredited the university; and
 - (h) The details about the applicant showing the proposed location of proposed University as well as other details as shall be determined by the Commission.

RE-APPLICATION PROCEDURES FOR ADMISSION (Bachelor Degree Applicants)

Who is eligible to re-apply?

All previously admitted students but for some reasons have been de-registered for different reasons.

What are the conditions?

1. Applicants discontinued on academic grounds can apply in subsequent academic year.
2. Applicants discontinued on disciplinary grounds shall not be eligible to apply until the lapse minimum of two years.
3. Applicants who have been de-registered for some reasons.
4. Applicants who have been selected but did not register in the previous years.

How to re-apply?

1. Acquire termination/discontinuation letter from the previous institution.
2. Download and fill Re-application form available in the website (www.tcu.go.tz)
3. Attach the form with the letter from institution and send to:

**Executive Secretary,
Tanzania Commission for Universities,
P.O. BOX 6562,
Dar es Salaam.
Email: es@tcu.go.tz / admission@tcu.go.tz**

List of Approved University Institutions in Tanzania as of 31st August, 2019

1: FULLY FLEDGED UNIVERSITIES

1A: Public Universities

SN	Name of the University	Approved Acronym	Head Office	Current Status
1.	University of Dar es Salaam	UDSM	Dar es Salaam	Accredited and Chartered
2.	Sokoine University of Agriculture	SUA	Morogoro	Accredited and Chartered
3.	Open University of Tanzania	OUT	Dar es Salaam	Accredited and Chartered
4.	Ardhi University	ARU	Dar es Salaam	Accredited and Chartered
5.	State University of Zanzibar	SUZA	Zanzibar	Accredited
6.	Mzumbe University	MU	Morogoro	Accredited and Chartered
7.	Muhimbili University of Health & Allied Sciences	MUHAS	Dar es Salaam	Accredited and Chartered
8.	Nelson Mandela African Institute of Science and Technology	NMAIST	Arusha	Accredited and Chartered
9.	University of Dodoma	UDOM	Dodoma	Accredited and Chartered
10.	Mbeya University of Science and Technology	MUST	Mbeya	Accredited and Chartered
11.	Moshi Cooperative University	MoCU	Moshi	Accredited and Chartered
12.	Mwalimu Julius K. Nyerere University of Agriculture and Technology	MJNUAT	Musoma	Provisional Licence ¹

¹Not permitted to admit students

1B: Private Universities

SN	Name of the University	Approved Acronym	Head Office	Current Status
1.	Hubert Kairuki Memorial University	HKMU	Dar es Salaam	Accredited and Chartered
2.	Tumaini University Makumira	TUMA	Arusha	Accredited and Chartered
3.	St. Augustine University of Tanzania	SAUT	Mwanza	Accredited and Chartered
4.	Zanzibar University	ZU	Zanzibar	Accredited and Chartered

SN	Name of the University	Approved Acronym	Head Office	Current Status
5.	University of Arusha	UoA	Arusha	Accredited and Chartered
6.	Teofilo Kisanji University	TEKU	Mbeya	Accredited and Chartered
7.	Muslim University of Morogoro	MUM	Morogoro	Accredited and Chartered
8.	St. John's University of Tanzania	SJUT	Dodoma	CFR and Chartered
9.	University of Bagamoyo	UoB	Dar es Salaam	Certificate of Full Registration (CFR)
10.	Catholic University of Health and Allied Sciences	CUHAS	Mwanza	Accredited
11.	St. Joseph University in Tanzania	SJUIT	Dar es Salaam	Accredited
12.	United African University of Tanzania	UAUT	Dar es Salaam	Certificate of Full Registration (CFR)
13.	Sebastian Kolowa Memorial University	SEKOMU	Tanga	Certificate of Full Registration (CFR)
14.	University of Iringa	UoI	Iringa	Accredited
15.	AbdulRahman Al-Sumait University	SUMAIT	Zanzibar	Accredited
16.	Mwenge Catholic University	MWECAU	Moshi	Certificate of Full Registration (CFR)
17.	Ruaha Catholic University	RUCU	Iringa	Accredited
18.	Aga Khan University	AKU	Dar es Salaam	Accredited and Chartered
19.	Kampala International University in Tanzania	KIUT	Dar es Salaam	Certificate of Full Registration (CFR)

2: UNIVERSITY COLLEGES

2A: Public University Colleges

SN	Name of the Institution	Approved Acronym	Affiliation	Head Office	Current Status
1.	Mkwawa University College of Education	MUCE	University College under UDSM	Iringa	Accredited and Chartered
2.	Dar es Salaam University College of Education	DUCE	University College under UDSM	Dar es Salaam	Accredited and Chartered
3.	Mbeya University College of Health and Allied Sciences	MUCHAS	Campus College under UDSM	Mbeya	Accredited
4.	Mbeya University of Science and Technology – Rukwa Campus College	MUST-RC	Campus College under MUST	Rukwa	Accredited

2B: Private University Colleges

SN	Name of the Institution	Approved Acronym	Affiliation	Head Office	Current Status
1.	Kilimanjaro Christian Medical College	KCMUCo	University College under TUMA	Moshi	Certificate of Full Registration (CFR) and chartered
2.	Tumaini University Makumira, Dar es Salaam College	TUDARCo	University College under TUMA	Dar es Salaam	Accredited and chartered
3.	Stefano Moshi Memorial University College	SMMUCo	University College under TUMA	Moshi	Certificate of Full Registration (CFR) and Chartered
4.	Archbishop Mihayo University College of Tabora	AMUCTA	University College under SAUT	Tabora	Certificate of Full Registration (CFR)
5.	St. Francis University College of Health and Allied Sciences	SFUCHAS	University College under SAUT	Morogoro	Certificate of Full Registration (CFR)
6.	Jordan University College	JUCo	University College under SAUT	Morogoro	Accredited
7.	Stella Maris Mtwara University College	STeMMUCO	University College under SAUT	Mtwara	Certificate of Full Registration (CFR)
8.	Arch Bishop James University College	AJUCo	University College under SAUT	Ruvuma	Accredited
9.	Marian University College	MARUCo	University College under SAUT	Bagamoyo	Accredited
10.	St. Joseph University College of Health and Allied Sciences	SJUCHAS	University College under SJUIT	Dar es Salaam	Certificate of Full Registration (CFR)
11.	Cardinal Rugambwa Memorial University College	CARUMUCo	University College under SAUT	Bukoba	Accredited

3: UNIVERSITY CAMPUSES, CENTRES AND INSTITUTES

3A: Public University Campuses, Centres and Institutes

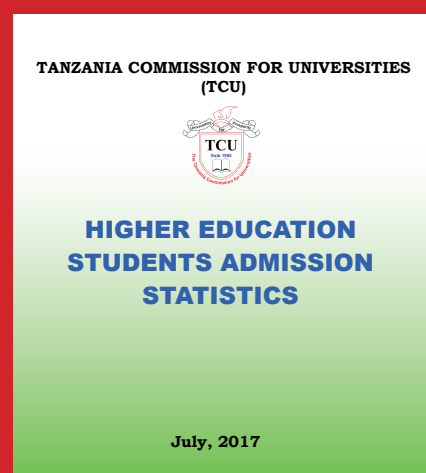
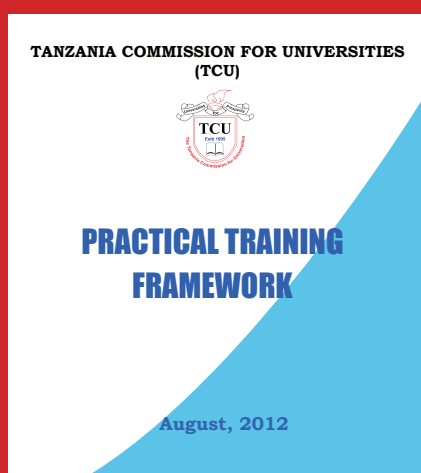
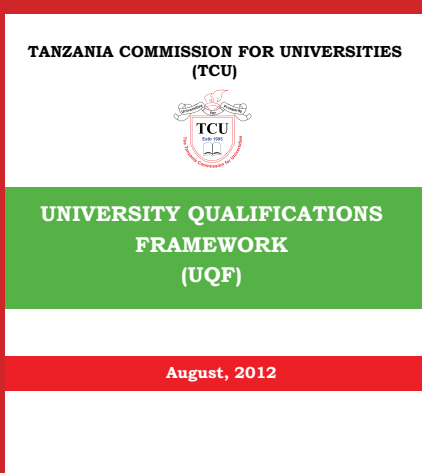
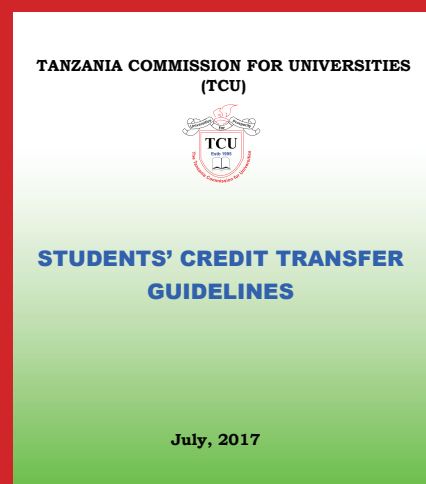
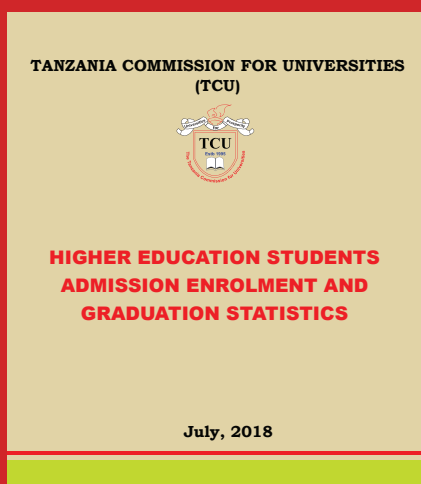
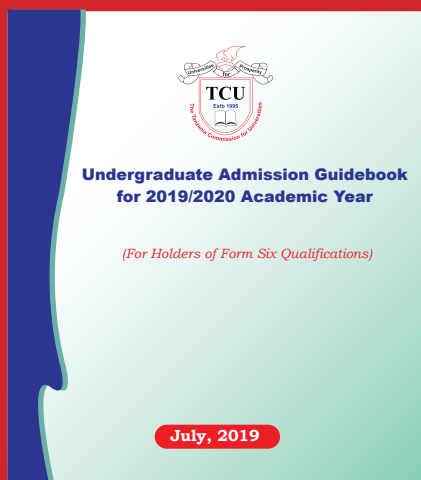
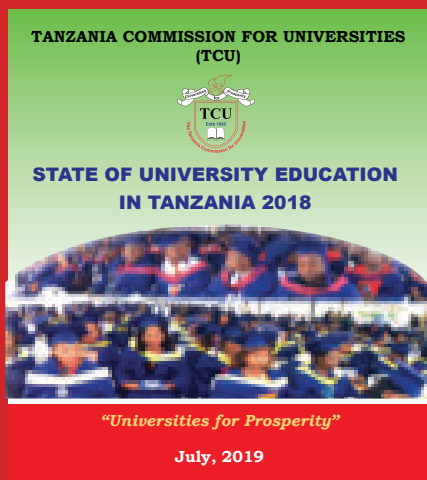
SN	Name of the Institution	Approved Acronym	Affiliation	Head Office	Current Status
1.	Institute of Marine Sciences	IMS	University institute under UDSM	Zanzibar	As per status of the Mother University
2.	Mzumbe University Dar es Salaam Campus	Pending	University Campus under MU	Dar es Salaam	As per status of the Mother University

SN	Name of the Institution	Approved Acronym	Affiliation	Head Office	Current Status
3.	Mzumbe University Mbeya Campus	Pending	University Campus under MU	Mbeya	As per status of the Mother University

3B: Private University Campuses, Centres and Institutes

SN	Name of the Institution	Approved Acronym	Affiliation	Head Office	Current Status
1.	Jomo Kenyatta University of Agriculture and Technology, Arusha Centre	JKUAT	Foreign University Centre under Jomo Kenyatta University of Agriculture and Technology	Arusha	As per status of the Mother University
2.	St. Augustine University of Tanzania, Dar es Salaam Centre	Pending	University Centre under SAUT	Dar es Salaam	As per status of the Mother University
3.	St. John's University of Tanzania, St. Mark's Dar es Salaam Centre	Pending	University Centre under SJUT	Dar es Salaam	As per status of the Mother University
4.	Stefano Moshi Memorial University College, Mwika Centre	Pending	University Centre under SMMUCo	Moshi	As per status of the Mother University
5.	St. Augustine University of Tanzania, Arusha Centre	Pending	University Centre under SAUT	Arusha	As per status of the Mother University
6.	St Augustine University of Tanzania, Mbeya Centre	Pending	University Centre under SAUT	Mbeya	As per status of the Mother University
7.	Teofilo Kisanji University, Dar es Salaam Centre	Pending	University Centre under Teofilo Kisanji University	Dar es Salaam	As per status of the Mother University

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