



TCU MAGAZINE

Tanzania Commission for Universities

Universities for Prosperity

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TCU Celebrates Higher Education Roaring Success



Universities challenged to produce top quality experts



Government commends TCU on undergraduate admission 2020/2021



TCU Chairman: 'Quality Assurance is a shared task'

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

Editorial

Policy

THE TCU Magazine is specifically targeted to TCU's stakeholders among others: Higher education 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 external reviewers with expertise in the content of the 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.

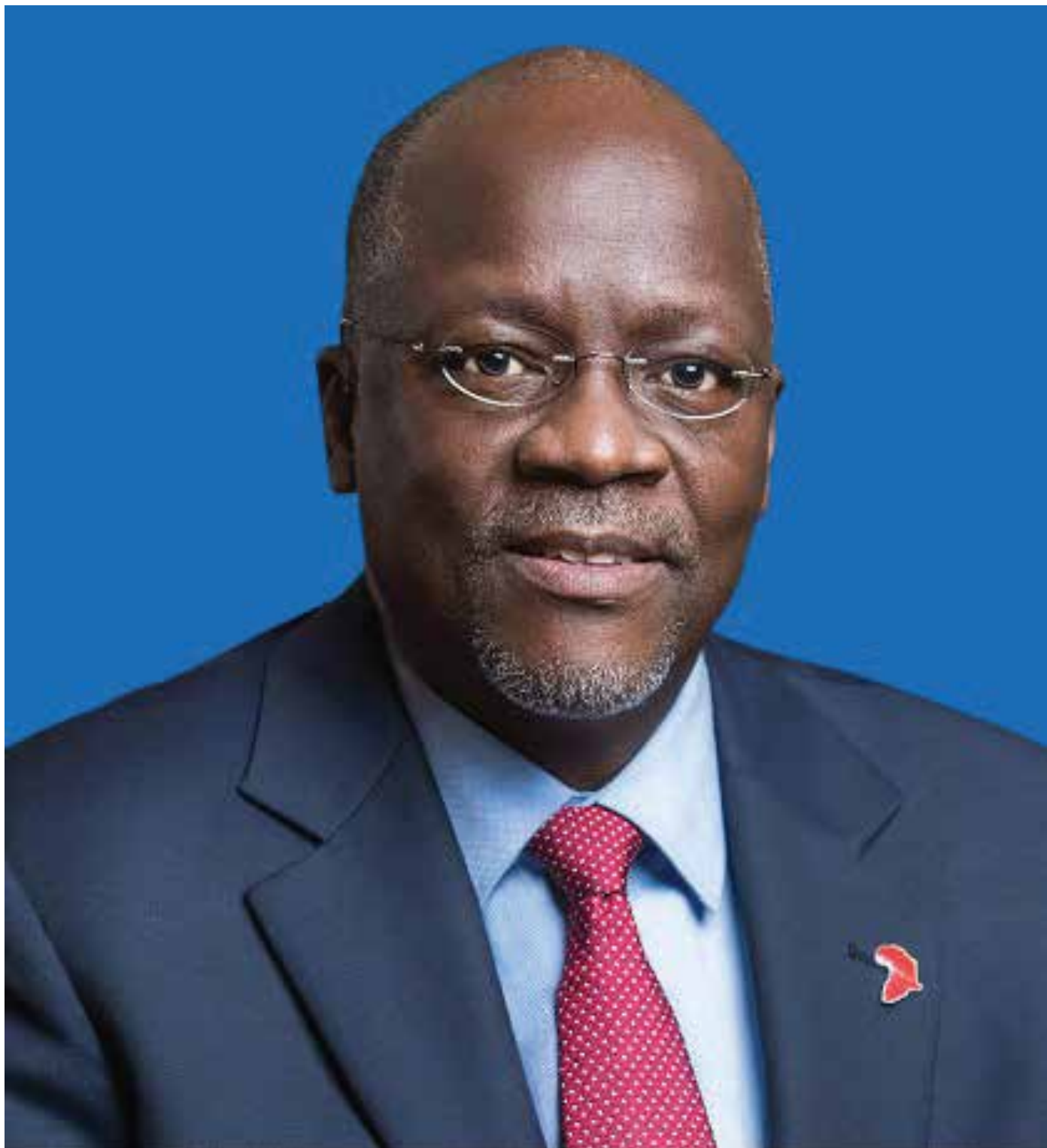
Articles are reviewed to ensure that there is no intent to promote products, services or specific institutions. Such explicit promotion is a cause for rejection of an article.

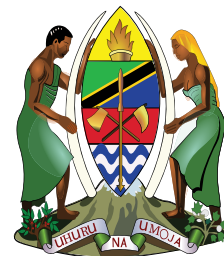
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“All statements of opinion and supposed facts in the TCU Magazine will be published under the authority of the author. They are not to be taken as the views of the publisher, TCU Magazine Editorial Board or TCU staff.”

**HIS EXCELLENCY DR. JOHN POMBE MAGUFULI,
PRESIDENT OF THE UNITED REPUBLIC OF TANZANIA**





CONGRATULATORY MESSAGE

The Commissioners, Management and all Staff of the Tanzania Commission for Universities (TCU) Congratulate **His Excellency Dr. John Pombe Magufuli** for being elected the President of the United Republic of Tanzania for another five years' term (2020 – 2025).

Your re-election is an emphatic approval by Tanzanians for your outstanding leadership during the past five years.

TCU will continue to perform its regulatory, supportive and advisory functions for university education and contribute to the economic growth of our nation.

“Universities for Prosperity”



MESSAGE FROM THE EXECUTIVE SECRETARY

PROF. CHARLES D. KIHAMPA

ON behalf of the Commissioners and staff of the Tanzania Commission for Universities (TCU), I wish to welcome our stakeholders, clients and the general public to the Third Issue of the TCU Magazine.

The publication of TCU Magazine is in response to the promotion of the growth, expansion and diversification of the higher education sub-sector in the country in tandem with efforts to achieve the aspired human resources development targets as articulated in the Tanzania Development Vision 2025 and the goals in the Education and Training Policy 2014 related to maintenance of the quality of education in the country.

Besides, the growth, expansion and diversity of university education systems in the country has to correspond to national priorities and quality aspects in terms of inputs, processes and outputs.

Currently, there is a continuous desire by the public for better performance of universities and for them to operate with greater efficiency and accountability. Universities are required to produce better quality graduates in terms of knowledge, skills, competence and attitude to bring about prosperity to social welfare and to promote the development of the national economy.

Employers too are anxious to receive university graduates who possess the requisite knowledge, skills, competencies and attitude for them to fit into the available as well as emerging job opportunities.

As a response to the above, quality assurance in university education is significant. Quality assurance can be considered to mean all policies, processes and actions through which the quality of higher education is measured, maintained and developed.

The quality aspects also need to focus on a positive relationship between the paper qualifications a graduate possesses and the intrinsic knowledge, skills, competencies and attitude a graduate can demonstrate in the job market or in a self-employment enterprise that makes him/her a resourceful human resource for the nation.

Nevertheless, in order to systematically and effectively ensure and assure quality in higher education, there is a need to establish effective quality assurance systems in institutions.

Universities have the primary responsibility to ensure and assure the quality of their institutions and the education they provide in terms of inputs, processes, outputs and outcomes. To realise the above, universities need to set up appropriate internal quality assurance systems, structures and mechanisms.

Universities should continuously be aspiring to maintain a good quality of their programmes and products that means graduates, research output, inventions, innovations and public service products.

This can be realised if we continue adhering to best practices, approved quality assurance guidelines and standards as well as other central instruments that govern the provision of university education in the country.

Lastly, I wish you a pleasant reading of this Issue. The Magazine is also accessible online on the Commission's website (www.tcu.go.tz).

Acknowledgment for the year 2020!

The stakeholders, clients and TCU staff are reasons behind TCU's sustained growth for the year 2020.

I am thankful for the trust that our stakeholders and clients have shown us. This is a debt that we as an institution will have to pay back by working hard and putting forward the greater interest of our country and its citizens.

TCU would like to dedicate this year's achievement to our esteemed stakeholders and clients who have supported the services that we offer sustainably.

TCU will continue to implement its functions in complementing the efforts of the Government of the United Republic of Tanzania to bring the desired development to the citizens and the nation in general through quality higher education.

*I take this opportunity to wish you all a very
happy and prosperous New Year 2021*

Prof. Charles D. Kihampa
EXECUTIVE SECRETARY

In this Issue

14

Welcome to the Tanzania Commission for Universities

19

TCU Celebrates Higher Education Roaring Success

24

Universities challenged to produce top quality experts

30

Government commends TCU on undergraduate admission 2020/2021

32

TCU Chairman: 'Quality assurance is a shared task'

34

Inter-university Council for East Africa looks beyond 50 years

36

How the 15th Higher Education, Science and Technology Exhibitions were 'unique' despite the COVID-19 challenge

40

Higher education practical training stressed

42

TCU unveils Charter to improve service delivery

44

How Tanzania beat vision 2025

48

Stakeholders cautioned on increased higher education applicants

50

Varsity scientists develop poultry vaccine

52

Nation remembers economic revolutionist, Nyerere

54

TCU conducts outreach awareness programmes to prospective undergraduate applicants

58

Universities urged to be flexible in meeting students' needs

60

Market survey versus tracer studies in programme development and review

62	Nurturing entrepreneurship through higher education
64	Varsity, GenEm to empower students
66	Varsities role in enhancing Work-based learning
68	Confronting the societal bias against women in STEM fields
70	Higher education: The need to prepare youth to focus on societal needs
72	The Humble Research Papers in a Modern World
74	University: An institution of higher learning
78	Technology is key to higher education despite challenges
80	The benefits and challenges of pursuing higher education
82	Dear youths: I Guarantee you that education is a weapon
84	Varsity students called upon to abide by professional ethics
86	Preparing for employment after graduation
88	Is Undergraduate degree enough?

Cover page caption

The Tanzania Commission for Universities (TCU) Organising Committee for the 15th Higher Education, Science and Technology Exhibitions (standing) poses for a group photo with the Permanent Secretary in the Ministry of Education, Science and Technology, Dr. Leonard Akwilapo (seated centre), Ministry's officials (left) and TCU's officials (right), September 2, 2020 at Mnazi Mmoja Grounds in Dar es Salaam.



Hon. Samia Suluhu Hassan

CONGRATULATIONS

The Commissioners and Staff of the Tanzania Commission for Universities (TCU) convey their warmest congratulations to the Vice President of the United Republic of Tanzania, Hon. Samia Suluhu Hassan for being re-elected to lead our nation for another five years (2020 - 2025).

We wish you all the best in pursuing Tanzania's Development Vision 2025.



Hon. Dr. Hussein Ali Mwinyi

CONGRATULATORY MESSAGE TO THE 8TH PRESIDENT OF ZANZIBAR

The Tanzania Commission for Universities (TCU) joins hands with all Tanzanians to congratulate Hon. Dr. Hussein Ali Mwinyi for being elected the President of Zanzibar and the Chairman of Revolutionary Council.

The Commission will continue to perform its statutory functions for university education and contribute to the development of the people of Zanzibar and Tanzania in general.

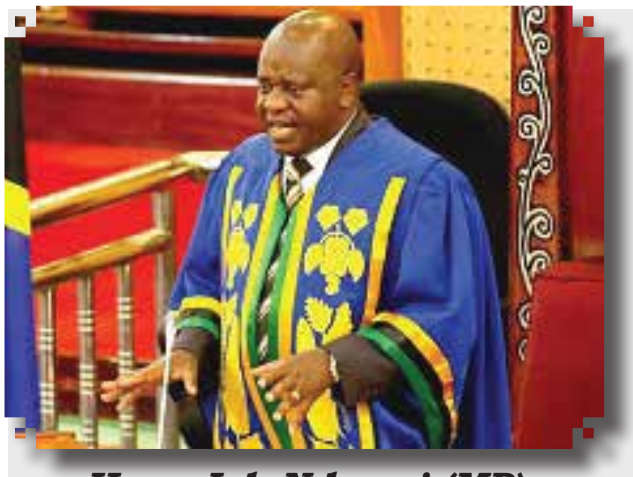


Hon. Kassim Majaliwa (MP)

CONGRATULATIONS

The Tanzania Commission for Universities (TCU) congratulates Hon. Kassim Majaliwa (MP) for being re-appointed as the Prime Minister of the United Republic of Tanzania by H.E. President of the United Republic of Tanzania, Dr. John Pombe Magufuli and endorsed by the Parliament.

The Commission wishes you success in implementing your responsibilities for the best interest of our nation.



Hon. Job Ndugai (MP)
**Speaker of the
National Assembly**



Hon. Dr. Tulia Ackson (MP)
**Deputy Speaker of the
National Assembly**

CONGRATULATIONS

The Tanzania Commission for Universities (TCU) congratulates Hon. Job Ndugai (MP) for being elected as the Speaker of the National Assembly and Hon. Dr. Tulia Ackson for being elected as Deputy Speaker of the National Assembly.



***Hon. Prof. Joyce Lazaro
Ndalichako (MP)***
**Minister of Education, Science
and Technology**



Hon. Omary Juma Kipanga (MP)
**Deputy Minister of Education,
Science and Technology**

CONGRATULATIONS

The Tanzania Commission for Universities (TCU)
congratulates

Hon. Prof. Joyce Lazaro Ndalichako (MP) for being
re-appointed as the Minister of Education, Science
and Technology and Hon. Omary Juma Kipanga (MP)
for being appointed the Ministry's Deputy Minister.

TCU assures you support in executing out your
responsibilities.

Thank You Note!



Dr. Leonard Akwilapo
Permanent Secretary



Prof. James Mdoe
Deputy Permanent Secretary

*** * ***

The Commissioners, Management and Staff of the Tanzania Commission for Universities (TCU) wish to thank the Permanent Secretary in the Ministry of Education, Science and Technology, Dr. Leonard Akwilapo and the Ministry's Deputy Permanent Secretary, Prof. James Mdoe for the invaluable support and collaboration you accorded to us during the 15th Higher Education, Science and Technology Exhibitions held at Mnazi Mmoja Grounds in Dar es Salaam this year.

We are also very appreciative to all higher education institutions, Research Institutions, Government Agencies, Professional Bodies and Private sector firms who contributed generously to make the exhibitions a success.

Remember: ***We sincerely appreciate and value your cooperation and support. We look forward to continued cooperation in 2021 and beyond.***

We wish you a Happy and Fulfilling New Year 2021.

Editorial *note*

Editorial Board

**Prof. Charles D. Kihampa - Chairman
Executive Secretary**

**Dr. Kokuberwa Katunzi-Mollel - Member
Director of Admissions Coordination
and Data Management**

**Dr. Telemu J. Kassile - Member
Director of Accreditation**

**Mr. Alexander L. Kamwela - Member
Senior Quality Assurance Officer**

**Ms. Roserine J. Rutta - Member
Legal Officer**

**Ms. Jorlin S. Kagaruki - Secretary
Public Relations Officer**

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Invitation

This magazine highlights issues in all spheres of university education. It is open to contributions from the readers to make it livelier. We, therefore, invite you all. We also welcome suggestions and comments from our readers on how to improve this publication. You are most welcome!

Dear Reader,

THE TCU Magazine's Editorial Board has the pleasure to welcome you to the Third Issue of TCU Magazine, which provides another platform and strategy for sharing knowledge and information with our esteemed stakeholders, clients and the general public.

Our heartfelt gratitude goes to our stakeholders who supported us in ensuring the successful rolling out of this Issue.

In this Magazine, you will get enlightening articles about higher education issues as well as TCU's functions, activities and exciting updates on its achievements.

The Commissioners, Management and all TCU staff are working tirelessly to ensure TCU's vision of becoming a leading regional higher education regulatory agency supporting systematic growth and excellence of university education in Tanzania is realised through promoting accessible, equitable, harmonised and quality university education systems that produce nationally and globally competitive outputs.

Therefore, this Magazine is an ideal tool for providing our esteemed stakeholders, clients and the general public with knowledge about higher education and our services.

It is our sincere hope that you will find this biannual magazine informative and useful.

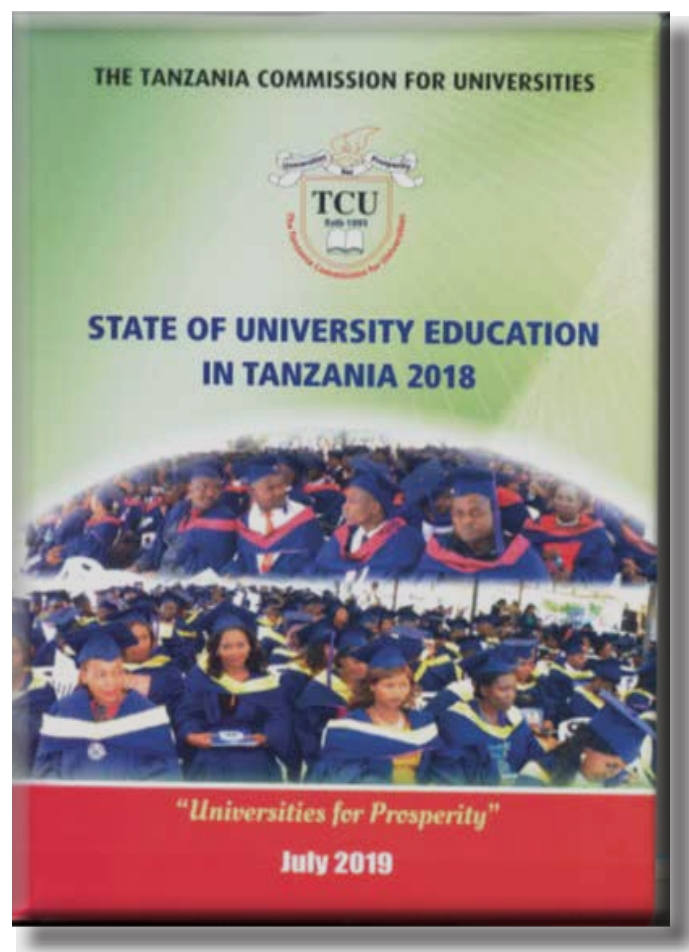
The Magazine is also available on the TCU website (www.tcu.go.tz). We look forward to receiving your feedback as we strive to improve and be your integrated team of choice

We are even more excited to have you share your articles in our Magazine. 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

Book

This book serves as a one-stop source of basic statistics on university education, the primary objective being to provide a complete understanding of the status of university education in the country.



WELCOME TO THE TANZANIA COMMISSION FOR UNIVERSITIES (TCU)



THE Tanzania Commission for Universities (TCU) is recognised as a champion of quality assurance in higher education in Tanzania. We have been working tirelessly for 15 years to regulate the quality of higher education in the country by ensuring that higher education outputs are nationally, regionally and globally competitive. We operate in Tanzania Mainland and Zanzibar.

TCU is a Government Regulatory agency established on the 1st July 2005 under Section 4 (1) of the Universities Act, Cap. 346 of the Laws of Tanzania.

TCU is a body corporate mandated to recognise, approve, register and accredit universities operating in Tanzania and local or foreign university-level programmes being offered by registered higher education institutions. TCU also coordinates the proper functioning of all university institutions in Tanzania to foster a harmonised higher education system in the country. To ensure that such a harmonious higher education system does not compromise institutional peculiarities and autonomy, each university has the legal right to operate under its Charter.

The mandates and core functions of TCU are provided under Section 5 (1) of the Universities Act, Cap. 346 of the Laws of Tanzania. These functions can be clustered into three major areas, namely regulatory, advisory and supportive.

TCU as a government entity is governed by the laws of Tanzania and other rules in the public service. In realising its vision, mission and functions, TCU governance structure is made up of the Commission as the supreme decision making organ and the Committees which serve as advisory arms to the Commission.

The day-to-day and management issues are handled by the Secretariat. Our Secretariat comprises of a team of professionals and well-experienced staff who serve the Commission and stakeholders diligently to promote their interests and fulfill their expectations.

VISION

To become a leading regional higher education regulatory agency supporting systematic growth and excellence of university education in Tanzania.

MISSION

To promote accessible, equitable, harmonised and quality university education systems that produce nationally and globally competitive outputs.



CORE VALUES

In fulfilling its mission and pursuing its vision, TCU is constantly guided by the following core values:

- Professionalism
- Transparency
- Efficiency
- Integrity
- Tolerance
- Equity
- Accountability
- Commitment
- Creativity

Our Services

SERVICES WE OFFER

- Accreditation of new and re-accreditation of existing university institutions in Tanzania
- Accreditation and re-accreditation of curricula for programmes offered by university institutions in Tanzania
- Evaluation of Foreign Awards and Recognition of qualifications for the awards to be used in the United Republic of Tanzania
- Licensing of Overseas Student Recruitment Agencies operating in Tanzania
- Conducting education, awareness and publicity programmes on issues of university education within and outside Tanzania
- Coordination of admission and transfer of students into various higher education institutions in Tanzania
- Issuance of a No Objection Certificate to students who wish to pursue university education abroad
- Review of Draft Charters submitted by university institutions for the purpose of receiving approval from the higher authority

We are committed to provide quality services to all our clients and stakeholders equally and equitably. We welcome feedback on the quality of our services by means of letters, verbal communication, telephone, e-mail and fax. All communications should be addressed to the Executive Secretary. Feedback received from our clients and stakeholders are recorded with a view to measure and improve our service delivery and performance and assist in our annual self-assessment.



CLIENTS

The main Clients of the Tanzania Commission for Universities comprise of but not limited to the following:

- Higher Education Institutions
- Students and Graduates
- Students Union
- Parents/Guardians
- Employers
- Employees
- Ministries, Independent Departments and Agencies (MDAs)
- Professional Registration and Association Bodies
- Investors
- Media
- General Public
- TCU staff

A. Clients Responsibilities	B. Clients Rights
<ol style="list-style-type: none"> 1. Abide by legal requirements, guidelines and procedures in order to be eligible for services 2. Seek and obtain information and services appropriate to their needs 3. Provide clear, sufficient and accurate information timely when required 4. Treat our staff with respect 5. Not involving in any corrupt practices with our staff 6. To attend meetings if needed 	<ol style="list-style-type: none"> 1. Seek and obtain information and services appropriate to their needs 2. Privacy and confidentiality 3. Comment on the quality of services received 4. Lodge complements and seek alternative remedy if dissatisfied 5. Receive proper receipt for the payment made 6. Be treated with respect and tolerance 7. To appeal in case of dissatisfaction with our services





2005 – 2020

In Commemoration of the 15th Anniversary of the Tanzania Commission for Universities

The TCU Executive Secretaries (2005 – To date)



William D. Sabaya
(1996 – 2007)



Prof. Mayunga H. H. Nkunya
(2007 – 2010)



Prof. Sifuni E. Mchome
(2011 – 2013)



Prof. Magishi N. Mgasia
(2013 – 2014)



Prof. Yunus D. Mgaya
(2014 – 2016)



Prof. Eleuther A. Mwageni
(2016 – 2018)



Prof. Charles D. Kihampa
(2018 - to date)

TCU CELEBRATES HIGHER EDUCATION ROARING SUCCESS

July 1, 2020, the Tanzania Commission for Universities (TCU) marked 15 years since its establishment. Our Correspondent spoke to the TCU Executive Secretary, Prof. Charles Kihampa about the success as Tanzania moved to a middle-income economy.



TCU Executive Secretary, Prof. Charles Kihampa

THE Tanzania Commission for Universities (TCU) is celebrating its 15th anniversary this year since it became operational on the July 1, 2005. Its establishment came due to the government's need to foster a harmonised higher education system in the country.

TCU succeeded the former Higher Education Accreditation Council (HEAC), established in 1995 under the Education Act 1995 with a legal mandate to regulate the establishment and subsequent accreditation of private university institutions in the country. Being limited only to private universities, such a mandate 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.

The main objective of TCU is to regulate the quality of higher education in Tanzania by ensuring that university education outputs are nationally, regionally and globally competitive.

Over the last 15 years of its existence, TCU has recorded remarkable achievements that have immensely contributed to the development of the higher education sub-sector in the country.

The most pronounced achievements that are worthwhile mentioning include:

- Improvement of quality assurance practices in university institutions;
- Successful coordination of admissions of students into higher education institutions;
- As a way of supporting universities, TCU has conducted various capacity building programmes to universities leaders and staff aimed at improving the quality of higher education in the county; and
- Strengthened accreditation and quality assurance systems through review of the existing and development of new guidelines and tools. These include:
 - ✂ Handbook for Standards and Guidelines for University Education in Tanzania
 - ✂ Principles and Guidelines for Evaluation of Foreign Awards and Recognition of Qualifications
 - ✂ Principles and Guidelines for Licensing Overseas Student Recruitment Agencies and Issuance of a No Objection Certificate
 - ✂ University Qualifications Framework
 - ✂ Undergraduate Admission Procedures
 - ✂ Postgraduate Admission Procedures
 - ✂ Practical Training Framework
 - ✂ Students' Credit Transfer Guidelines

These achievements are the results of a conducive environment provided by the Government of the United Republic of Tanzania to TCU, the private sector, the general public as well as the Commission initiatives to establish and sustain national and international collaborations. To mention a few, legal and regulatory framework; peace and harmony due to stable political conditions; favourable economic conditions; integrated social-cultural environment; and stable demographic conditions.



LEGAL AND REGULATORY FRAMEWORK

The growth of the higher education sub-sector and the performance of higher education players owes much to the existing legal and regulatory framework of the education sector. The performance of TCU functions is guided by various policies, laws, regulations and other regulatory mechanisms.

First, the Education and Training Policy of 2014 is among the current policies relevant to TCU operations. The Policy puts forward a number of Policy statements geared towards improved quality education as well as increased access and equity to higher education.

Second, the National Higher Education Policy of 1999 is also relevant to guide the

functions of the Commission. It addresses among other things, the changing needs of higher education, resources, financing and governance of higher education as well as provisions for cooperation among higher education institutions.

Third, the Universities Act, Cap. 346 of the Laws of Tanzania is the Principal Legislation providing TCU with the legal mandate to perform its functions. The Act mandated TCU to recognise, approve, register and accredit universities operating in Tanzania.

The Act also empowers TCU to coordinate the proper functioning of all university institutions in Tanzania so as to foster a harmonised higher education system in the country.

Besides, Vision 2025 is also instrumental in guiding the functioning of TCU. Vision 2025 envisages Tanzania to be “a nation with a high level of education at all levels; a nation which produces the quality and quantity of educated people who are equipped sufficiently with the requisite knowledge and skills to solve the society’s problems, meet the challenges of development and attain competitiveness at regional and global levels.”

This is an important developmental challenge and TCU will continue contributing to its achievement by working closely with university institutions to ensure that the basic goals in Vision 2025 are addressed.

POLITICAL CONDITIONS

Tanzania has enjoyed a stable political climate since attaining its independence 59 years ago. The political stability of a country is among the factors attributed to the growth of different sectors, including the education sector and the higher education sub-sector in particular.

The attitude of political leaders provides opportunities for stakeholders of the education sector, including TCU to perform their functions successfully. Similarly, government emphasis and decisions on key matters of higher education such as an increase in enrolment, fee-free basic education and financing arrangement in higher education offer opportunities for TCU to perform its functions effectively. The stable political conditions are among the reasons

for the increase of accredited universities from 14 in 2005 to 47 by December 2020.

During the 15 years of service, TCU has managed to improve the working relationship and trust between government and the private sector.

The increased collaboration has seen the private sector being invited to participate in the government policy, strategies and programmes formulation, implementation and evaluation and thus making it possible for the private sector concerns and interests to be taken on board in various government decisions.

ECONOMIC CONDITIONS

The effectiveness of TCU to perform its functions is tied to the economic situation of the country. At the macro level, the Fifth-Phase Government has controlled inefficient and non-priority spending, a measure that has opened opportunities for increasing development spending in higher education. Similarly, the government has been disbursing budgetary funds to TCU according to planned budgets due to stable economic conditions.

At the micro-level, adequate circulation of money in the economy and the purchasing power of sponsors of education services has allowed students to pay for the cost of higher education and strengthen the ability of TCU to cover some operational costs from internally generated revenue.

SOCIAL-CULTURAL ENVIRONMENT

There is a growing awareness of the importance of education across Tanzania communities. Societies recognise the critical role of higher education in ensuring sustainable socio-economic development in the country. Society members understand that higher education provides not only the high-level skills necessary for the labour market but also is essential for training professionals who make decisions that have an impact on communities and societies.

The social influences and emphasis of peer groups in societies on education matters have raised the demand for education services at all levels. Admission statistics into higher education institutions show that there is an increase of admission into higher education in particular for bachelor programmes from

65,054 students in 2015/2016 to 87,813 in 2019/2020. This trend indicates that there is a growing public demand for higher education in Tanzania.

DEMOGRAPHIC ENVIRONMENT

The demographic environment offers growth opportunities for the education sector in Tanzania. The population is growing annually, implying that the demand for education services at all levels will increase over time. The increase in admission in basic education mirrors the increasing number of students enrolled in higher education institutions.

NATIONAL AND REGIONAL INTEGRATION

TCU established and maintained collaborations/links with national, regional and International professional and regulatory bodies on higher education matters. Regional and international integration is crucial in determining the competitiveness of higher education in the participating countries. Some of the national and regional partners collaborating with TCU include the following:

Regional and International: UNESCO; Inter-Universities Council for East Africa (IUCEA); Association of African Universities (AAU); Association of Common Wealth Universities (ACU); South African

Qualifications Authority (SAQA); East African Quality Assurance Network (EAQAN); African Quality Assurance Network (AfriQAN); Commission for University Education (CUE - Kenya); National Council for Higher Education (NCHE – Uganda); Higher Education Council (HEAC – Rwanda); Council on Higher Education (CHE – South Africa); National Council for Higher Education (NCHE – Malawi); African Continental Qualification Framework (ACQF) and Tanzanian Universities Quality Assurance Forum (TUQAF).

National: National Council for Technical Education (NACTE); National Examinations Council of Tanzania (NECTA); Higher Education Students' Loans Board (HESLB); Zanzibar Higher Education Loans Board (ZHELBS); Tanzania Education Authority (TEA); Engineers Registration Board (ERB); Medical Council of Tanganyika (MCT); Health Laboratory Practitioners Council (HLPC); Council for Legal Education (CLE); Architect and Quality Surveyors Registration Board (EQRB); The Pharmacy Council; Medical Association of Tanzania (MAT); Tanzania Nursing and Midwifery Council (TNMC); Tanzania Education and Research Network (TERNET); e-Government Agency (e-GA) and Tanzania Telecommunications Corporation (TTCL).



FUTURE OUTLOOK

TCU's agenda in the next five years is to continue advocating for the improvement of higher education, and specifically mitigating the challenges that are adversely affecting university education in Tanzania so as to enhance accessible, equitable, harmonised and quality university education systems that produce sufficient and competitive human resources base for national development. This is anticipated to lead to high economic growth and contribute towards poverty reduction.

The Commission will continue to strengthen its systems and develop more tools and mechanisms for monitoring the quality of education in all university institutions in the country. More specifically, the Commission will continue to:

- Promote increased access and equity to higher education by:
 - ✧ Increasing higher education participation rate;
 - ✧ Creating a mechanism for increasing female student enrolment rate;
 - ✧ Improving student enrolment rate in science-related programmes; and
 - ✧ Strengthening coordination for admission process in all universities in Tanzania.
- Improving quality assurance management systems in universities in Tanzania.
- Strengthening linkages with internal and external partners and universities support systems.

The Tanzania Commission for Universities believes that the commemoration of its 15th anniversary serves as an opportunity to reflect on issues related to the Commission's existence as well as other pressing challenges facing higher education in the country. The TCU Executive Secretary, Prof. Charles Kihampa emphasises that the desire to promote accessible, equitable, harmonised and quality university education systems that produce nationally and globally competitive outputs should also be the responsibility of every university.



UNIVERSITIES CHALLENGED TO PRODUCE TOP QUALITY EXPERTS



Permanent Secretary in the Ministry of Education, Science and Technology, Dr. Leonard Akwilapo

By Correspondent

UNIVERSITIES in the country have been challenged to produce top-quality experts to serve in all productive sectors to enable Tanzania to maintain its economic strength.

Permanent Secretary in the Ministry of Education, Science and Technology, Dr. Leonard Akwilapo who was accompanied by the Ministry's Deputy Permanent Secretary, Prof. James Mdoe, made the call in Dar es Salaam when officiating the 15th Exhibitions on Higher Education, Science and Technology at Mnazi Mmoja Grounds on September 2, 2020.

"Tanzania has already been declared

a middle-income country, it is our responsibility to ensure that we continue to embark on various strategies to strengthen economies," he said.

"More research is needed to recommend how productive sectors, such as agriculture, manufacturing industry, tourism, mining, among others, can effectively sustain the country's economic stability," Dr. Akwilapo said.

Dr. Akwilapo said for the country to attain its development goals of becoming an industrial economy, there is need for concerted efforts to prepare human resources that possess competencies required by the market.

He added that it was time for universities in the country to establish academic



programmes that complement the country's development priorities, market demand and development of science and technology.

He further said that research findings are of paramount importance to advice on how best value addition to local products can be implemented in a bid to avoid exporting raw materials, which he believes would help expand local industries' scope.

The Permanent Secretary said that given the fact that universities have a huge contribution to national development, the government has been in various ways improving learning environments and infrastructures, including construction of students' hostels, where a total of new 26 dormitories have already been made available for University of Dar es Salaam, Mwalimu Nyerere Memorial Academy, Mzumbe and Ardhi Universities.

He also said that in the past five years, the government has spent 1.03 trillion to fund fee-free basic education. The move has seen an increase in the enrolment of pupils in primary school from 8.3 million in 2015 to 10.9 million in 2020. But also increase in enrolment in form one students from 1.6 million in 2015 to 2.2 million in 2019," he said.

He added that enrolment in high school has increased from 126,024 students in 2015 to 153,420 in 2019.

He further said that university enrollment has also increased from 65,064 in 2015/2016 to 87,813 in 2019/2020. The increased enrollment was contributed by the government's move to increase higher education students' loans from 341bn/- in 2015 to 450bn/- in 2019/2020.

On the other hand, TCU Chairperson, Prof. Mayunga Nkunya expressed gratitude to the Fifth Phase Government which made various changes in the higher education institutions, including improving the management of quality assurance systems

by the universities to meet national, regional and international standards.

He affirmed that universities' internal quality assurance systems have also been improved, with TCU continuing to organise and conduct various training to all higher education institutions to enhance their capacity in assuring quality.

"For instance, in this time, the Commission has already offered training and experience sharing sessions for universities' Vice Chancellors in the country," he said.



**The TCU Executive Secretary,
Prof. Charles Kihampa**

Besides, the TCU Executive Secretary Prof. Charles Kihampa said that the six-day exhibitions provided students the opportunity to explore a wide range of academic and training opportunities and to discover a future that is right for them.

"Prospective applicants aspiring to pursue their higher education studies were able to get career guidance and counselling before selecting programmes of their choices based on one's qualifications," he said.

Highlighting various achievements the Commission attained during the five years of President Dr. John Pombe Magufuli's tenure, Prof. Kihampa said that some higher education institutions have already reviewed their curricula and incorporated programmes that carry the national development agenda.

These institutions include; the Nelson Mandela African Institution of Science and Technology (NM-AIST), Sokoine University of Agriculture (SUA), Muhimbili University of Health Allied Sciences (MUHAS), Mbeya University of Science and Technology (MUST) and the Catholic University of Health and Allied Sciences (CUHAS).

“Some of the curricula are Embedded and Mobile Systems; Biotechnology and Laboratory Sciences; Plastic and Reconstructive Surgery; Interventional Radiology; Neuroradiology; Medical Imaging and Radiotherapy; Clinical Microbiology and Diagnostic Molecular Biology; Cyber Security and Digital Forensic; Data Science; Biomedical Engineering; Digital Instructional Design; Information System and Network Security; Wireless and Mobile Communication; Food Science

and Technology; Sustainable Agriculture; Biodiversity and Ecosystem Management; Animal Reproduction and Biotechnology.

Moreover, he said that TCU has also succeeded in eliminating academic malpractice in various university institutions in supporting systematic growth and excellency of university education in Tanzania.

Prof. Kihampa further reminded the institutions to ensure that they transmit knowledge and skills to the students to prepare them to face current global changes. The closing ceremony of the 15th Higher Education, Science and Technology Exhibitions was graced by the TCU Chairman, Prof. Mayunga Nkunya, on September 5, 2020.





Participants of the Higher education, Science and Technology Exhibitions follow the proceedings of the opening ceremony of the exhibitions held at Mnazi Mmoja Grounds on September 2, 2020.



The Permanent Secretary in the Ministry of Education, Science and Technology, Dr. Leonard Akwilapo visiting exhibitors' pavilions at the Mnazi Mmoja Grounds in Dar es Salaam on September 2, 2020.



The TCU Chairman, Prof. Mayunga Nkunya (right) visiting exhibitors' pavilions, accompanied by the TCU Executive Secretary, Prof. Charles Kihampa at Mnazi Mmoja Grounds in Dar es Salaam on September 5, 2020.

GOVERNMENT COMMENDS TCU ON UNDERGRADUATE ADMISSION 2020/2021

By Correspondent



Deputy Permanent Secretary, Prof. James Mdoe

THE Deputy Permanent Secretary, Ministry of Education, Science and Technology, Prof. James Mdoe has congratulated the Tanzania Commission for Universities (TCU) and higher education institutions in the country for the significant improvements in the admission process and systems.

Prof. Mdoe said the Commission has ensured that the admission “exercise” for 2020/2021 is successful.

He was speaking during the opening of the two-day workshop organised by TCU for the Vice Chancellors, Deputy Vice Chancellors, Provosts, Principals, Rectors, Admission personnel, Computer Programmers and Systems Developers from higher education institutions in the country, on November 11 and 12, 2020 at the LAPF International Conference Centre in Dar es Salaam.

The workshop shared and deliberated on the outcomes of the 2020/2021 admission process and received feedback from stakeholders regarding the admission process so that to ensure the coordination of undergraduates’ admission in the future is improved.

The Deputy Permanent Secretary commended the Commission for continuously improving the admission coordination systems for undergraduate students each year, noting large improvements which were made to perfect the online systems that are used to receive and communicate admission information between the TCU and institutions and vice versa.

“This year the admission exercise has been conducted with great professionalism and eliminated unnecessary complaints from prospective applicants,” he said.

“The success achieved is due to good cooperation between the Commission and the higher education institutions,” he noted.

On the other hand, the TCU Director responsible for Admissions Coordination and Data Management, Dr. Kokuberwa Katunzi-Mollel when enlightening on the role of TCU in coordinating admissions, said the essence is on the provision of admission guidelines, standards, and procedures as well as ensuring the quality of admitted students.

The Director informed that initially, the Commission had planned to have two admission windows for the academic year 2020/2021. The first admission window was opened on August 26, 2020 instead of August 31, earlier than it was anticipated due to the early release of Form Six results by the National Examinations Council of Tanzania (NECTA) on 21 August, 2020.

She said the move extended the first admission window to 25 September, 2020, almost four weeks thus providing ample time for the prospective applicants to submit their applications to their most preferred institutions. The second round was made shorter and began from 12 and ended on 18 October, 2020

“After the completion of the two admission windows, on October 30, 2020 the Commission decided to open the third window after pleas from various stakeholders including some applicants who failed to secure admission in the previous windows due to various reasons; the Tanzania Higher Learning Institutions Students’ Organisation (TAHLISO); and some higher education institutions which still had slots to admit students in some of their programmes,” she revealed.

Dr. Katunzi-Mollel said the introduction of an extra admission window was not uncommon. “We had been compelled to do the same in the previous years so as to increase access to higher education by allowing more applicants to apply for admission”, she said.

According to her, a total of 101,354 applicants submitted their applications in 74 higher education institutions approved to admit undergraduate students during the 2020/2021 Admission Cycle.

She added that at the end of the 2020/2021 Admission Cycle, a total of 87,371 applicants equal to 86.2 percent were admitted into 686 programmes allowed to admit Bachelor degree students compared to 645 programmes in the 2019/2020 academic year. The increment in the number of

programmes went hand in hand with the increase in the number of admission slots which rose from 149,809 in the 2019/2020 academic year to 157,770 in the 2020/2021 academic year. “This is an increase of 7,961 slots equivalent to 5.3 percent,” she said.

Despite the good progress made in the provision of more access to higher education in the country, the Deputy Permanent Secretary echoed a dissatisfaction on the higher education enrollment rates in the country, noting we still lag behind (Gross Enrolment: 3-4 percent) the target of sub-Saharan Africa (SADC/Sub Saharan GER 8 percent).

“Despite the successes achieved in this admission exercise, I am aware that still there are some challenges which institutions and TCU collectively need to address,” Prof. Mdoe said.

He shared his knowledge on non-adherence to admission standards, guidelines and procedures issued by the Commission by some institutions consequently admitting students unprocedurally.

He urged higher education institutions to abide by the standards and guidelines and the Commission’s instructions as per the Universities Act, regulations, and procedures.

“There is no legitimacy of any kind to disregard the lawful instructions given by the Commission,” he said.

He directed TCU to continue taking legal action without prejudice against any individuals or institutions that are non-compliant with the legal procedures.



Participants from higher education institutions in the country listen to Deputy Permanent Secretary, Prof. James Mdoe during a two-day workshop held in Dar es Salaam.

TCU CHAIRMAN: ‘QUALITY ASSURANCE IS A SHARED TASK’

By Correspondent

ENSURING and enhancing quality in higher education is a complex venture and its success requires concerted efforts of various stakeholders.

The Chairman of the Tanzania Commission for Universities (TCU), Prof. Mayunga Nkunya said during Zonal Dissemination Workshops on the Standards and Guidelines for University Education in Tanzania, 2019.

He said it was important for a university to continuously aspire to maintain the good quality of its programmes and products.

“Quality in higher education is a multi-dimensional concept with various interpretations, the most fitting one referring to both fitness for purpose and fitness of purpose,” he said.

The Chairman said that the quality of a university is judged against how it achieves its own stated mission and objectives, as well as its products conforming to predetermined expectations.

He said while conforming to universal norms and quality standards, universities need to cherish the diversity of their missions and objectives in relation to the societies they serve.

According to him, it is important for a university to understand how it drives its missions and objectives relative to those of other universities while conforming to the predetermined stakeholders’ expectations.

Speaking on the expectations of Tanzania universities, the TCU



The TCU Chairman, Prof. Mayunga Nkunya

Chairman said there was a need to ensure that Tanzania universities focus on accommodating the growing higher education access demand without compromising quality.

“Universities also need to acknowledge the need to attain a critical mass of higher education enrolment for the country to function in the global knowledge economy,” he said.

He pointed out the need for universities to focus on addressing the growing demand for skills and expertise for the emerging national and global socio-economic dynamics while continuously aspiring to maintain a good quality of programmes and products.

The Chairman said while making his presentation regarding the context of quality education in universities, that “Quality assurance can be considered to mean all policies, processes and actions through which the quality of higher education is measured, maintained and developed.”

However, he said there was no single or simple definition of quality in higher education as quality

may refer to a number of parameters which he pointed out as including students' and parents' views on expected achievements and learning outcomes.

Among other parameters also include institutional owners' commitment to satisfy societal expectations, value for investment, customer expectations, public policies and the institutional managers achieving missions while adhering to internal policy and accountability to stakeholders.

Prof. Nkunya said in order to systematically and effectively ensure and assure quality in higher education, there is need to establish, elaborate effective quality assurance systems in institutions and carrying out the external quality assessment.

According to him, in higher education, there are both internal and external quality assurance systems which include the institution's mechanisms to ensure and improve its own quality and monitoring the quality of higher education at institutions by external quality assurance agency respectively.

He said in some countries, such external agents can be either public or private institutions, or both public and private. "As the quality in higher education is the responsibility of the institution, external quality assurance systems require universities to set up appropriate internal quality assurance systems, structures and mechanisms," he said.

The Chairman also said universities in the country need to ensure that they follow the

set standards and guidelines which ensures and assure the quality of their institutions and the education they provide in terms of inputs, processes, outputs, and outcomes.

It is also important for them to ensure that the growth, expansion and diversity of university education systems in the country correspond to national priorities and quality aspects in terms of inputs, processes and outputs.

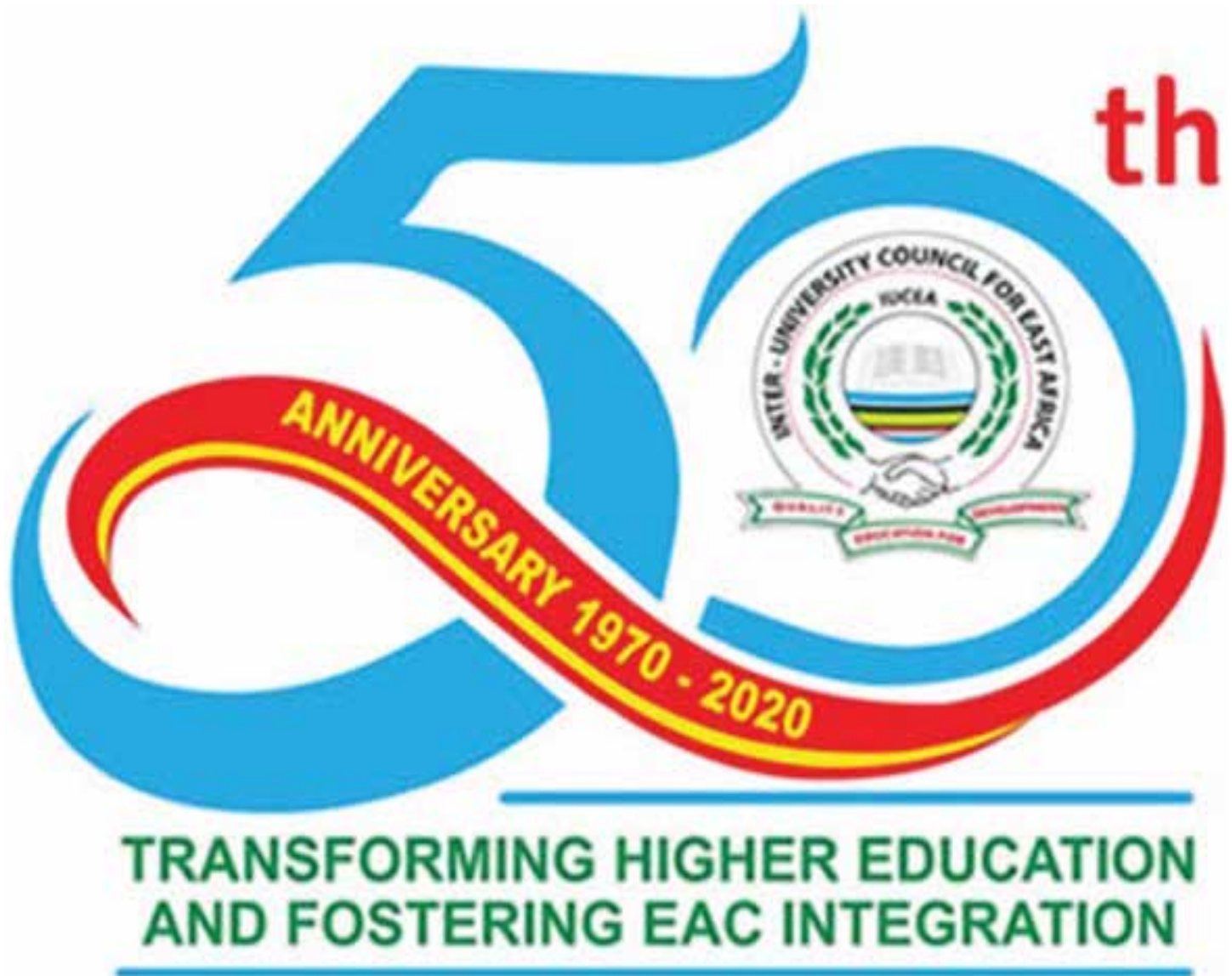
"The Standards and Guidelines focuses on meeting the needs and expectations of students, parents, universities, the Commission, the nation, and all other stakeholders regarding deliverables from the university education enterprise," he said.

He also stressed the need for universities to promote creativity and innovation with respect to academic function, institutional growth, diversification, and competitiveness.

"The Standards and Guidelines for University Education in Tanzania cherish academic freedom and institutional autonomy of universities while making universities accountable to the government and other stakeholders," Prof. Nkunya said.

The Zonal Dissemination Workshops on the Standards and Guidelines for University Education in Tanzania were organised by TCU and conducted in five regions; Arusha, Mbeya, Morogoro, Dar es Salaam and Unguja – Zanzibar. A total number of 312 participants comprising of Vice Chancellors, Deputy Vice Chancellors, Provost, Principals, Rectors, Deans, Directors and Heads of Departments from universities in the country participated in the workshops.





INTER-UNIVERSITY COUNCIL FOR EAST AFRICA LOOKS BEYOND 50 YEARS

By Correspondent

HIGHER education in East Africa dates back a little further than 1970 to 1963 when the University of East Africa, now Makerere University was established in Uganda to serve Tanzania, Kenya and Uganda. At a time, it was a constituent of the University of London. In 1970, the University of East Africa was dissolved to pave the way for the University of Dar es Salaam (UDSM), the University of Nairobi and Makerere University.

Allow me a brief reflection of the past 50 years because it feeds into the future, the Inter-University Council for East Africa (IUCEA) is envisioning.

Desirous of the continuing collaboration between them, the Vice Chancellors of

Dar es Salaam, Nairobi and Makerere universities decided in the early 1970s to form what they called the Inter-University Committee (IUC), operating under the then East African Community (EAC) established in 1967 by Kenya, Uganda and Tanzania.

The Community, however, collapsed in 1977 but the Inter-University Committee persevered. In 1980, the Vice Chancellors of the three universities in consultation with the Permanent Secretaries in charge of higher education in Tanzania, Kenya and Uganda signed a memorandum of agreement transforming the Inter-University Committee into the Inter-University Council for East Africa (IUCEA).

In 1999, the East African Community was revived and in 2000, the IUCEA was recognised as a surviving institution of the EAC and a legal framework was put in place entrenching it into the EAC treaty.

Achievements to celebrate

Despite the comparatively young higher education landscape in East Africa, the Inter-University Council felt there was enough to celebrate in 2020. First, was the fact that, despite the turbulence experienced by the original East African Community, IUCEA had survived. During the period between 1977 when the EAC collapsed and 1999 when it was revised, the Council yet had remained intact and demonstrated the power of education for regional integration.

Secondly, the Council had worked hard towards and achieved the declaration of the EAC as a Common Higher Education Area. This was given the nod by the Heads of States of the Partner States of the EAC in May 2017 in Dar es Salaam.

As a result, the region can now move towards a more harmonised higher education system that facilitates mutual recognition of qualifications, comparability, compatibility, and credit accumulation and transfer.

Besides, IUCEA had established a robust regional staff mobility programme that was encouraging the sharing of skills within the EAC Partner States. Under this programme, skilled academics are supported to move from their own countries into another country in the region and spend up to three months in another university offering their expertise in research, teaching and learning, and community service.

Looking ahead

Many universities in the region have not yet sufficiently embraced emerging technologies for teaching and learning. In the coming years, the IUCEA hopes to employ technology to build the capacities of universities by tooling and retooling academic staff in various areas of specialisation to ensure that the supply is kept constant and updated on changing technologies. Also, collaborative engagement in the core mandate of universities will be kept in constant focus for greater regional integration.

HOW THE 15TH HIGHER EDUCATION EXHIBITIONS WERE ‘UNIQUE’ DE



By Jacob Mosenda

THEY were six days that will remain in the memories of many education stakeholders who were fortunate enough to visit various exhibition booths during the 15th Higher Education, Science and Technology Exhibitions.

Institutions that participated in the exhibitions started on August 31, 2020, and closed on September 5, 2020, did not encounter losses (at least for those who spoke to the TCU Magazine) as many of their expectations were met.

Speaking on behalf of the exhibitors, Global Education Link Managing Director, Mr. Abdulmalik Mollel said the great thing they had was gratitude because the exhibitions were unique compared to previous years.

“These exhibitions have been different. This year there

has been a great commitment by the Tanzania Commission for Universities (TCU) in coordinating, and we have seen the Commission use various media outlets to promote the event,” This is different from previous years,” he said.

Mr. Mollel went on saying that the Commission used the media to advocate the importance of the exhibitions and their benefits to exhibitors and visitors such as students, parents/guardians, teachers/lecturers, private sector, government ministries/agencies, development partners, and the general public.

“We have not seen much of such efforts happening in the past. Congratulations to TCU,” commended Mr. Mollel.

The higher education students were not left behind as they also described how the exhibitions were beneficial to them.

Elieth Msenga, a 21-years student from the Mwalimu Nyerere Memorial Academy, says she did not expect to be able to showcase her creativity this year, due to the Covid-19 pandemic.

“As you can see here I have made traffic lights that are movable (mobile traffic lights). I started this work earlier this year knowing well there would be exhibitions before the Covid-19 pandemic came on to disappoint me,” she narrates.

However, Elieth thanks TCU for considering President Hon. Dr. John Magufuli’s stance of ordering various activities to return due to the disappearance of the Covid-19 in the country.

“I think this was another hope for me so I continued to finish the work so that it could be presented at the exhibitions and now many stakeholders have seen and encouraged me, including the Commission for Science and Technology (COSTECH),” she revealed with a smile on her face.

ON, SCIENCE AND TECHNOLOGY SPITE THE COVID-19 CHALLENGE

Despite the challenges of the Covid-19, this year's exhibition attracted a total of 67 exhibitors, among them were; 58 higher education institutions, two professional bodies, four government agencies, two research institutions and one financial institution.

Like anyone else, many education stakeholders did not expect that the Mnazi Mmoja Grounds would be flooded with people for the entire six days of the exhibitions.

"When I got here on the second day of the exhibition, I could not believe the crowd I met on these grounds. In fact, in the wake of the Covid-19 disaster, I knew even this year's exhibitions would be badly affected, but that is not the case," a senior researcher from St. Augustine University of Tanzania (Dar es Salaam - centre), Dr. Francis Ng'atingwa told TCU magazine.

He went on to say that he fully believed it was the Commission's efforts that made this year's exhibitions unique.

"In a very special way, TCU has made this exhibition a success that has involved almost every education stakeholder in the country. They mobilised stakeholders and the general public through the media in various ways and we have benefited from these exhibitions," he revealed.

For his part, Prof. Frowin Nyoni, Directorate of Postgraduate Studies from the University of Dodoma (UDOM) said the exhibitions were unique as many students and higher education prospective applicants who needed

various assistance showed up in large numbers.

TCU, the universities' regulatory body has been organising these exhibitions annually since 2006. The 2020 exhibitions were under the theme, "The role of higher education on economic transformation and sustainable development."

The annual event provides the platform for higher education institutions and other stakeholders in the higher education sub-sector, on one hand, to showcase their products and services while on the other providing students and parents the opportunity to explore a wide range of academic and training opportunities available in the country and outside.

Section (5) (1) (j) (i) of the Universities Act, Cap. 346 of the Laws of Tanzania gives TCU the responsibility of promoting the objectives of higher education, in particular, the development, processing, storage and dissemination of knowledge for the benefit of humanity and the harnessing of knowledge for the production of usable goods and services.

According to Dr. Kokuberwa Katunzi-Mollel, TCU Director of Admissions Coordination and Data Management, the exhibitions will become the leading national and regional state of the art.

"This will promote mutual understanding on quality assurance issues in higher education institutions, research and development institutions as well as the industry for the benefit of all humanity," she told TCU Magazine.



Participants and Media personnel follow the proceedings during the opening ceremony of the exhibitions held at Mnazi Mmoja Grounds on September 2, 2020.



Cultural Dance Group from Taasisi ya Sanaa na Utamaduni Bagamoyo (TaSUBa) performing during the opening and closing ceremony of the 15th Higher Education, Science and Technology Exhibitions at Mnazi Mmoja Grounds in Dar es Salaam.

HIGHER EDUCATION PRACTICAL TRAINING STRESSED

By Correspondent

THE government has vowed to strengthen practical training in public higher education institutions in the next five years to sharpen graduates' skills for the job market.

Acting Director of Higher Education in the Ministry of Education, Science and Technology, Dr. Kenneth Hosea who was representing the Permanent Secretary of the Ministry, assured this during the general meeting of the Tanzania Higher Learning Institutions Students' Organisation (TAHLISO) in Dar es Salaam on December 21, 2020.

Dr. Hosea noted that the strengthening of practical training was part of many plans the government wants to implement during the next five years of the second term of President John Magufuli as highlighted in the CCM's 2020 – 2025 election manifesto.

"Practical training provides an opportunity for students to appreciate the wide range of different issues in different environments, both within and outside the classroom. Practical training can therefore help to develop a respect for the discipline and facilitate experiential learning," he said.



Tanzania Higher Learning Institutions Students' Organisation (TAHLISO) Chairman, Mr. Peter Niboye

Adding, practical training also provides an opportunity to link theory and practice.

However, he said, during the last five years, the country's higher education system has recorded great strides.

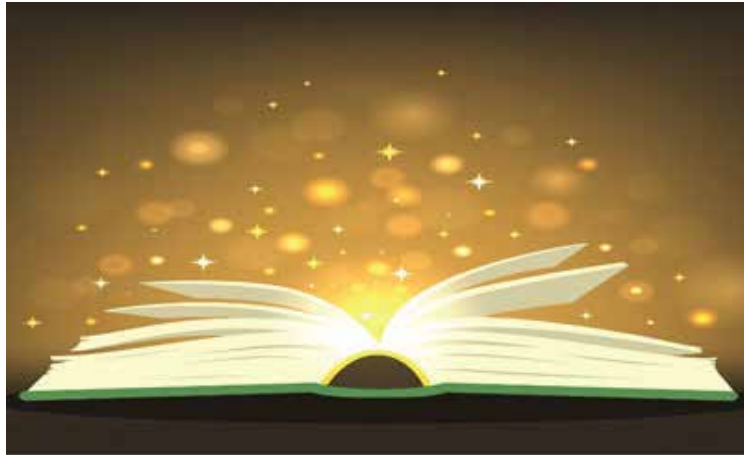
Among other things, universities have introduced new programmes, as the number of programmes has increased from 645 in 2019/2020 academic year to 686 in 2020/2021 academic year.

For his part, the TAHLISO Chairman, Mr. Peter Niboye said TAHLISO had addressed various challenges facing students in some universities.

Despite the achievements, he said that inadequate hostels to accommodate students in some universities was also a challenge, particularly for those situated in city centres.

The TAHLISO meeting was attended by various government institutions, including the Tanzania Commission for Universities (TCU). Also, TCU was among the sponsors of the event.

Poem



The Pursuit of Higher Education

Higher Education
For some, it is a privilege
For others, it is a right
The difference between darkness
And a future that is bright

Some will think it is a burden
Where others see a gift
The key to moving forward
And to give your life a lift

If Higher Education is not your calling
Look beyond its doors
The world can be a teacher
Many adventures are in store

As long as you are learning
Your education grows
That will lead to contributions
As you share the things you have learned

TCU UNVEILS CHARTER TO IMPROVE SERVICE DELIVERY

The Client Service Charter specifies the standards of service delivery that users have a right to expect from the Tanzania Commission for Universities - and how clients and stakeholders can access services.



***TCU Acting Director of Corporate Services,
Mr. Yusuf Rauna***

By Correspondent

THE Tanzania Commission for Universities (TCU) has established a social pact platform that aims at specifying roles and rights between the Commission as the services provider and its clients and stakeholders.

The Client Services Charter specifies the standards of service delivery that users have a right to expect from the services provided and how customers can access the Commission's services.

Speaking with our Correspondent recently, the TCU Acting Director of Corporate Services, Mr. Yusuf Rauna, said the Charter is a living document that cements good working relations with its clients and stakeholders.

"We will always focus on reducing grievances and increasing satisfaction. We don't want to push our ideas to stakeholders; we want to create a cordial working environment that will gear up to drive the higher education sub-

sector in the country to reach its apex," he explained.

"It is my sincere hope that our clients and stakeholders will make use of the mechanisms provided in the Charter to give constructive feedback that will help to measure Commission's performance against the set services standards," he said.

According to him, the platform will also push the Commission to provide quality services using its well-trained human resource and striving to develop and maintain transparent and accountable culture.

"Transparency and accountability are much possible through periodic communication with clients to deliberate and address various challenges emanating from dynamics, trends and development of the higher education sub-sector," he said.

The purpose of the Charter is to enhance awareness of the Commission's service delivery functions in higher education in line with TCU's vision, mission, and core values. Also, provide insight into our core functions and activities and improve service delivery between the Commission and its clients and stakeholders.

"The platform also provides an opportunity to our clients to understand what we commit ourselves to accomplish to serve them, how to contact us, what to expect by way of services standards and how to seek remedy if services delivery does not meet the expected results," he revealed.

Moreover, the TCU Acting Director added that the Charter provides information on the range of services offered, clients' and stakeholders' expectations, avenues for remedy where services fall short of the stipulated standards and continuous improvement and excellence in operations and services delivery in pursuit of consumer satisfaction.

UNWAVERING COMMITMENT TO MEET OUR CLIENTS' NEEDS





HOW TANZANIA BEAT VISION 2025

By Correspondent

SINCE 2015, the Tanzanian Fifth Phase Government, under reform-minded President Hon. Dr. John Magufuli has set an ambitious industrialisation agenda in pursuit of the goals articulated in its National Development Vision 2025.

To achieve that, and in addition to focusing on industrial products, President Magufuli has emphasized the need for attracting foreign investments into the country to drive economic development while implementing Vision 2025 to become a middle-income nation.

Despite the global COVID-19 pandemic, Tanzania has achieved its middle-income vision five years ahead of schedule.

Tanzania achieved the status, with a Gross National Income per capital of 1,080 US Dollars up from an average of 622 US Dollars in the previous administration.



"I congratulate all my compatriots on this historic achievement. We had envisaged achieving this status by 2025 but with strong determination, this has been possible in 2020. God Bless Tanzania," Dr. Magufuli posted on Twitter when the World Bank had just announced the new status for Tanzania on July 1, 2020.

This development was markedly celebrated by authorities, patriots and the common citizens, an outpour of joy from its ambitious population following years of a strong focus on delivery, hard work and determination.

According to the World Bank, Tanzania was among seven countries that moved to a higher category, the lower-middle-income level, from the least developed category, demonstrating a definite step forward in the national development process. In five years, Magufuli doubled the national GDP twice to 124tri/- (about 60bn US Dollars), up from an average of 52.4tri/- (25bn US Dollars) attained between 2005 and 2015.

As a coastal economy bordering eight countries, six of which are nearly or completely land-locked, Tanzania is well situated to become a regional economic and transit hub. The country is endowed with rich renewable and non-renewable resources that can power not only its economic transformation but that of its neighbours as well.

Tanzania's transition into a lower-middle-income status also boosts its creditworthiness, which will



Progress made in the construction of the Julius Nyerere Hydropower Project along the Rufiji River has continued to win accolades from experts across the country.

ultimately benefit a nation with such ambitious growth plans. The Nation's task ahead is to continue translating that middle-income status into the realities of the lives of the people; something President Magufuli is already doing by focusing on people-centered initiatives such as health, education, water and infrastructure reforms.

Some major projects under the transformation-minded President Magufuli include the construction of the 2.9bn US dollars Julius Nyerere Hydropower Project, Africa's fourth-largest dam, the construction of the first two lots of the 3bn US dollars Standard Gauge Railway (SGR), East Africa's longest and ultra-modern speed train lane, the expansion of the Dar es Salaam, Tanga and Mtwara ports and a new liquefied natural gas plant at Likong'o-Mchinga worth over

30bn US Dollars.

Tanzania is also partnering with neighbour Uganda to realise another remarkable dream; construction of the 1,443km, 3.5bn US Dollars East Africa's Crude Oil Pipeline plus a new electric railway line between Dar es Salaam and Dodoma, where a new international airport is being built.

Moreover, mining is among the key sectors that have been touched by reforms that have contributed to the growth of Tanzania's economy during Magufuli's first term. The National Bureau of Statistics (NBS) showed that mining contributed 15.3 percent to the country's GDP in the first quarter of 2020.

Ultimately, these reforms have benefitted small-scale miners, especially as a recent law enactment

relieved them of the burden of paying the withholding tax of 5 percent and 18 percent VAT. Choosing to shift towards national small-scale miners, Magufuli withdrew licences belonging to few non-performing investors to allow more than 5000 small-scale miners to gain access.

Dr. Magufuli also built a wall around Mererani, the Tanzanite mining and marketing small town. The results in the growth of national gross mining revenues and personal earnings among small miners speak for themselves with gross national revenues from mining doubling in size. Of course, the tale of a small Tanzanite miner, Saniniu Laizer, who became a multi-billionaire, speaks volumes on the Magufuli transformation effect in the sector.

However, while other sectors are currently booming, Tanzania's agriculture remains a weak spot. The agriculture sector which largely remains underdeveloped provides livelihoods directly to about 55 percent of the population. Three-quarters of Tanzania's poor subsist in agriculture, while a further 15 percent is indirectly related to the sector through value chain functions such as traders, transporters and processors.

President Magufuli has stated recently that the situation was caused by the shortage of processing industries in Tanzania as is the case for most of the African countries. Now, with a booming manufacturing sector and

construction, Tanzania will work to close the gap and help take the rural Tanzanians to the next level.

Besides, the home of the Serengeti and the Kilimanjaro, Tanzania continues on its path to becoming an African economic giant, partly due to its strategic location, diverse resources and political stability.

Its significant progress over the past half-decade can be directly attributed to its current leader, President Magufuli, a scientist who turned into politics. His consolidation of several national resources combined with economic diversification has been the key to achieving his 2025 vision, five years ahead of the planned schedule.

In support of Tanzania's pursuit of industrialisation and sustaining the middle-income economy, the Tanzania Commission for Universities (TCU) has continued to regulate the quality of higher education in the country by ensuring it meets the demands of the labour market and stimulates economic growth.

Therefore, while the nation is certainly ahead of schedule in transforming from a quasi-socialist to a market economy, now is not the time to rest on laurels. Rather, universities should play their role effectively to produce competent human resources needed to drive the industrial economy to ensure the country reaches the apex of the African economy.

STAKEHOLDERS CAUTIONED ON INCREASED HIGHER EDUCATION APPLICANTS



A section of Quality Assurance Directors/Coordinators from higher education institutions in Tanzania listen to Deputy Permanent Secretary, Prof. James Mdoe during the opening of the two-day capacity building workshop in Morogoro.

By Correspondent

THE Deputy Permanent Secretary in the Ministry of Education, Science and Technology, Prof. James Mdoe calls upon higher education stakeholders to ensure the increasing number of qualified higher education applicants are absorbed in various higher education institutions in the country.

He said the Fifth Phase Government of President, Dr. John Magufuli has successfully implemented a Fee-Free Basic Education Policy that has led to a significant increase of secondary school students who will soon seek enrolment in higher education institutions.

“The number of prospective applicants of higher education is increasing rapidly, especially from government schools where the government has made significant improvements,” he said. Adding, “How are we prepared to enrol and teach this additional number?”

The Deputy PS was speaking during the opening of the two-day capacity building workshop organised by The Tanzania Commission for Universities (TCU) in collaboration with the Tanzanian Universities Quality Assurance Forum (TUQAF), held in Sokoine University of Agriculture (SUA) in Morogoro on October 8 and 9,

2020. The workshop targeted Quality Assurance Directors/Coordinators from university institutions in Tanzania.

He tasked the Commission to actively implement its tripartite functions of regulatory, advisory and supportive to enable universities to expand their reach.

“The Commission needs to be at the forefront in assisting universities to effectively contribute to the aspirations of the country’s economy and modern labor market,” he insisted.

Prof. Mdoe urged higher education institutions in the country to improve their governance system and finding funds to improve and increase teaching and learning infrastructure,” he said.

According to him, the Covid-19 tragedy has taught the country the importance of using ICT and as the world is changing rapidly in ICT, Tanzania also needs to go with the pace.

He said stakeholders should know that in this second term of the Fifth Phase Government, the government is committed to accelerating the implementation of various development programs in the economic and social sectors, including the education sector.

He mentioned other priorities outlined in the Chama Cha Mapinduzi (CCM) party Manifesto for 2020 is to ensure that practical training for students of tertiary and secondary education strengthened to enable

young graduates to acquire job skills and knowledge for self-employment. Also, to increase human resources in higher education institutions to meet the needs of quality education.

“Among other things also, the government plans to revitalise curricula and establish programmes according to national, regional and international requirements to enable graduates to have the necessary skills need for self-employment and the job market,” Prof. Mdoe explained.

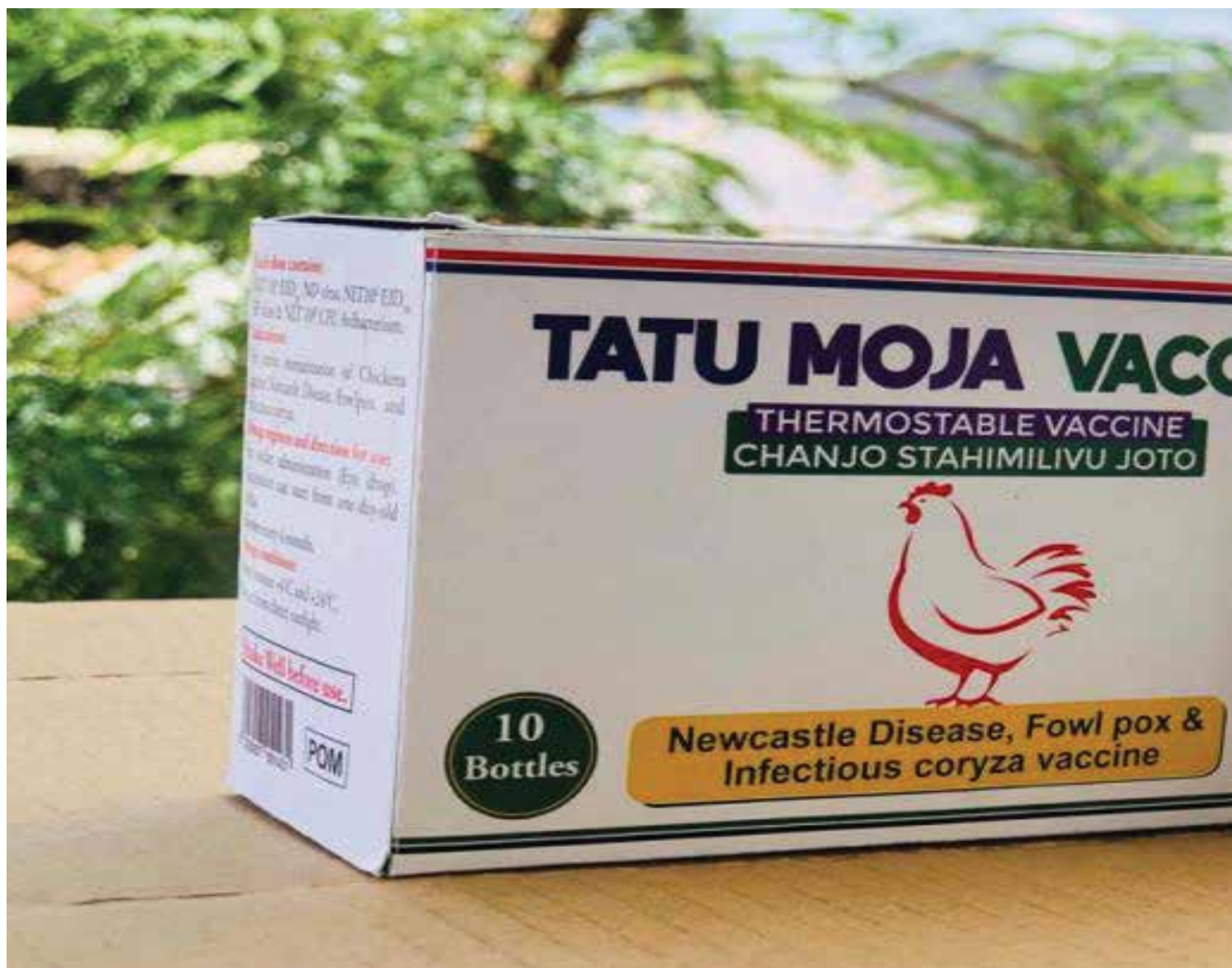
He said the government will strengthen and improve the higher education funding system to ensure that more students with the qualifications have access to higher education.

The government will also improve and increase the infrastructure and facilities for learning, teaching, and research to increase the national capacity to solve social and economic challenges.” He further said.

In ensuring that our country sustains a middle-income economy, the government will ensure that science, technology and innovations are utilised effectively. “In achieving this dream of the government, higher education institutions have to make a significant contribution through research, innovation and community service,” he said.

The Deputy Permanent Secretary urged higher education institutions to offer quality education that will attract more students, thus allowing them to increase enrolment and provide services to the community.

VARSITY SCIENTISTS DEVELOP POULTRY VACCINE



By Correspondent

SCIENTISTS from the Morogoro based Sokoine University of Agriculture (SUA) have developed a new vaccine for chicken which, they say, controls three diseases at once.

The vaccine - known as “Tatu Moja” (Swahili for ‘Three-in-One’) was developed to prevent Newcastle disease, Fowl pox and Infectious coryza; some of the common and chronic poultry respiratory diseases.

The vaccine was researched and developed by the scientists led by Prof. Philemon Wambura and Dr. Mirende Kichuki, both from SUA.

“These are chronic diseases which have been affecting poultry in Tanzania for a long time,” said Prof. Wambura.

MILESTONE: The vaccine – known as “Tatu Moja” was developed to prevent Newcastle disease, Fowl pox and Infectious coryza which are some of the common poultry diseases.



“It is available in a volume of 200 doses (enough for 200 chicken),” he said. Besides, it has been given a color that will change if the vaccine is damaged or mixed with anything else and thus avoid the problem of farmers being sold or given low-quality vaccines.

Prof. Wambura said the diseases such as Newcastle have no treatment yet and have been killing chicken in bulk.

Tanzania is a home to some 87.7 million chicken, according to the 2019/20 Agriculture, Livestock and Fisheries Census conducted by the National Bureau of Statistics (NBS).

According to the census, 75.1 million chicken were owned by smallholders and 12.6 million chicken were owned by large-scale farmers.

Zanzibar had 3.1 million chickens in the same period. Some farmers say the vaccine would improve the performance of their business but complain that it was not yet available in the retail shops.

“We have heard of the vaccine and if what the scientists are saying is true then it’s going to rescue the farmers. We have suffered for a long time,” said Mr. Christopher Makotwe, a leader of the poultry-keeping group “Tusumuke” in Dodoma.

According to SUA, currently, the vaccine will be produced and distributed in the country by a company known as Novabi, working in partnership with Farmers Centre.

Speaking at the 38th Scientific Conference of the Tanzania Veterinary Association held in Arusha from December 10 to 12, 2020, Prof. Wambura noted that the vaccine has been thoroughly researched and approved by the relevant authorities in the country to start distributing and selling to pastoralists from December 2020.

Prof. Wambura said that the vaccine, along with its quality, would be stored and used at room temperature without the need for refrigeration.



NATION REMEMBERS ECONOMIC REVOLUTIONIST, NYERERE



By Correspondent

AS Tanzanians commemorate Nyerere Day, institutions and individuals have described the late Mwalimu Julius Kambarage Nyerere as an economic revolutionist who laid strong foundations for the country's social-economic transformation.

21 years ago, the Nation was stunned by the demise of the founding Father of the Nation, Mwalimu Nyerere. He was pronounced dead on October 14, 1999.

The Chairman of the Tanzania Commission for Universities (TCU), Prof. Mayunga Nkunya also Professor Emeritus at the University of Dar es Salaam (UDSM) spoke to the TCU Magazine ahead of the Nyerere Day commemoration, eulogised

the late first Head of State, saying during his tenure in office, Mwalimu Nyerere set up proper foundations that have served as the building blocks for social-economic development by subsequent governments.

The TCU Executive Secretary, Prof. Charles Kihampa said as a way of upholding the thoughts that Mwalimu Nyerere conceived and propagated; the government has managed to undertake several reforms in various sectors that have yielded positive impact for the Nation, including safeguarding the country's Union.

"It was during his tenure when Tanganyika and Zanzibar were united to

form the United Republic of Tanzania; it is good to see that the government has continued to maintain and protect it in the past 21 years,” he said.

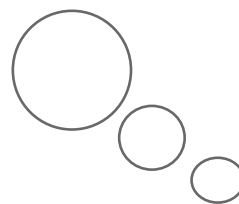
He said the government has continued to improve social services including Education, Health, spearhead war against corruption, increase revenue collection as well as protect natural resources for the greater interest of the country, aspects that Mwalimu emphasised on during his leadership.

He noted that Mwalimu was determined to see an improved Higher Education which is implemented today.

“Education for all, an idea that was conceived and implemented by Mwalimu Nyerere is successfully being implemented today as the country witnesses an increase in the number of students being enrolled in basic education and higher education,” he added.

“

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 so that he might have the 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.



**Mwalimu Julius K. Nyerere,
President of Tanzania
1961 - 1985**



TCU CONDUCTS OUTREACH AWARENESS PROGRAMMES TO PROSPECTIVE UNDERGRADUATE APPLICANTS



The TCU Executive Secretary, Prof. Charles Kihampa addresses the audience during the official opening of the First Higher Education Week in Zanzibar.

By Correspondent

THE Tanzania Commission for Universities (TCU) has tripartite roles that are regulatory, supportive and advisory. It is under supporting role that TCU is mandated by the Universities Act, Cap. 346 of the Law of Tanzania to coordinate admission of students into higher education institutions in Tanzania through its strategic objective 'equitable access and coordination of students' admission'.

On that note, TCU conducted outreach awareness programmes to prospective higher education applicants in Tanzania Mainland and Zanzibar to create awareness on undergraduate admission requirements for the





2020/2021 academic year as well as creating awareness among the general public on the roles and functions of TCU.

During the programmes, TCU informed the prospective applicants on the required minimum entry qualifications into various degree programmes through various entry schemes; and the procedures for acquiring a No Objection Certificate for those students wishing to pursue higher education in overseas universities.

In Zanzibar, TCU participated in the First Higher Education Week held at Mapinduzi Square, Kisonge Unguja from July 27 to 30, 2020. The exhibition was organised by the Ministry of Education and Vocational Training of the Revolutionary Government of Zanzibar.

The official opening was graced by the Former Zanzibar Minister for Education and Vocational Training Hon. Riziki Pembe Juma accompanied by the Director of Higher Education Zanzibar, Ms Aida Maoulid Juma.

The TCU Executive Secretary, Prof. Charles Kihampa appreciated the Ministry initiative to organise the First Higher Education Week that provided a platform for higher education institutions from within the country and Overseas Students Recruitment Agencies to showcase their products and services.

Prof. Kihampa urged higher education prospective applicants to use the opportunity

effectively to explore a wide range of academic and training opportunities available in the country.

He also urged prospective applicants to ensure they read guidelines and information of application procedures carefully prior to seeking admissions in higher education institutions.

About 2,000 high school students and form six graduates from 15 Secondary schools in Unguja visited the TCU pavilion.

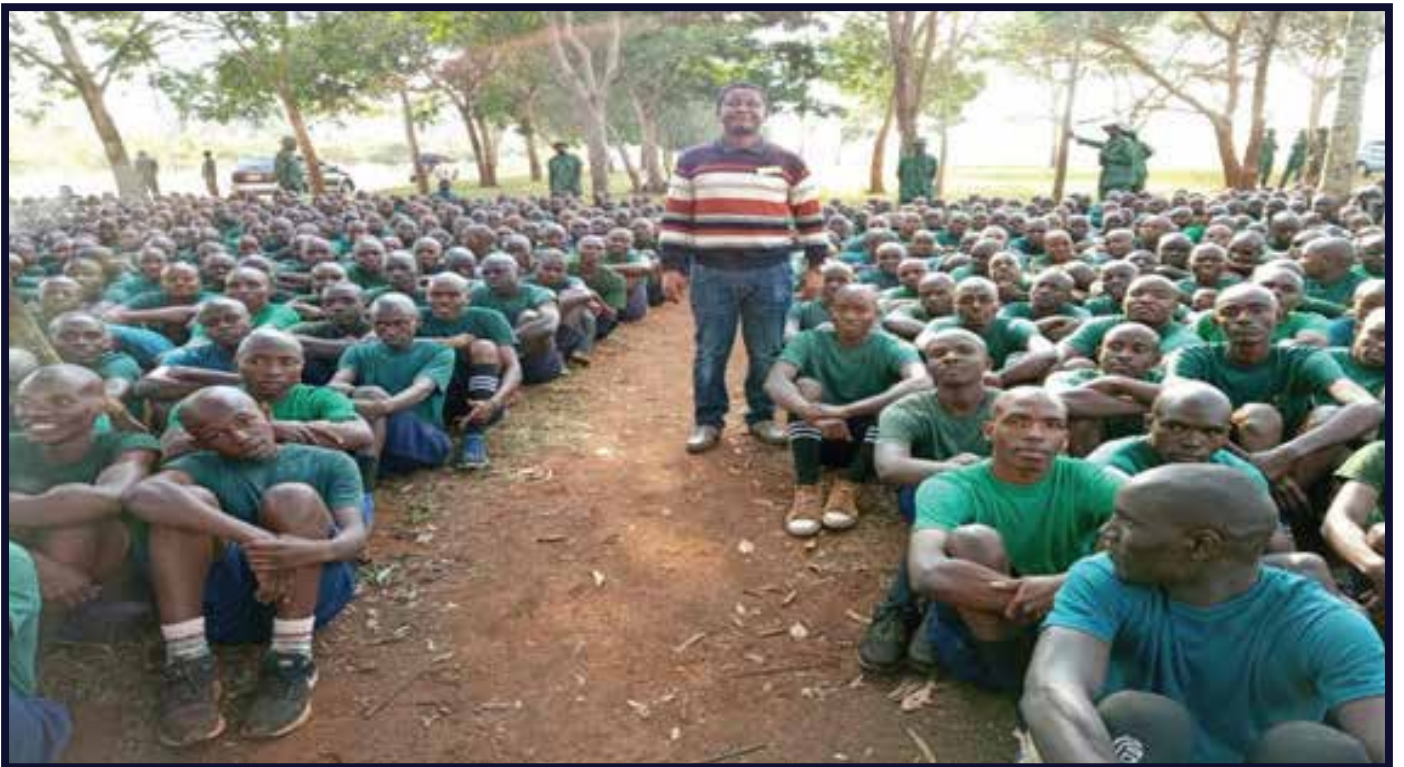
As for the Tanzania Mainland, TCU visited a total of 17 JKT National Service Camps during the National Service Outreach Programme conducted country-wide from August 16 to 18, 2020. During the programme, TCU reached 21,500 form six graduates who attended the national service training.

The visited camps were located in 12 regions. The camps were Bulombora, Mtabira, Kanembwa, Itaka, Luwa, Milundikwa, Oljoro, Makuyuni, Nachingwea, Kibiti, Rwamkoma, Mwapwa, Msange, Mlale, Mafinga, Ruvu, Mgambo and Maramba.

The programme intended to overcome uncertainties, anxiety and frustration facing prospective undergraduate applicants in the National Service Camps during admission windows due to lack of knowledge and relevant information on application procedures and requirements as the admission calendar runs parallel with the National Service Training programme.



The TCU Director of Admissions Coordination and Data Management, Dr. Kokuberwa Katunzi-Mollel presents the required minimum entry qualifications into various degree programmes through various entry schemes, during the outreach awareness programme to the form six graduates at Msange JKT National Service Camp in Tabora region.



TCU Quality Assurance Officer, Mr. Rajabu Shaban with form six graduates at Rwamkoma JKT National Service Camp in Mara region, during the outreach awareness programme session.

Poem



The Importance of Higher Education

Higher Education
University for prosperity is our motto
Shaping our thinking is the major factor

Higher Education
The progressive discovery of our true self
And exploitation of the potentials of oneself

Higher Education
A torch of academic brilliance
And the backbone of inner resilience

Higher Education
Gives our thinking a different appearance
Helps drive away all our ignorance

Higher Education
Not all about bookish knowledge
But it is also about practical knowledge

Higher Education
A fundamental foundation
For any country, state or nation

Higher Education
A thick line between right and wrong
A ladder that takes us to the height where we belong

Higher Education
Mother of all profession
That helps us acquire all our possession

Higher Education is the key to unlock the golden door of freedom
For in it our future is bright.

UNIVERSITIES URGED TO BE FLEXIBLE IN MEETING STUDENTS' NEEDS

By Correspondent

UNIVERSITIES have been challenged to be more responsive to the diverse needs of students, adapt new teaching methods and sharpen their research focus to contribute for solving of global challenges.

These were some of the themes that emerged during a webinar to celebrate 50 years of collaborative higher education in East Africa. The Webinar, entitled “Reshaping Higher Education in East Africa: Global trends and reflections from EAC’s Agenda 2050”, was hosted by the Inter-University Council for East Africa (IUCEA) and held on September 23, 2020.

The Webinar was the third in a series commemorating IUCEA’s golden jubilee. The first was held on 7 August under the “Research and Innovation: An account of 50 years of higher education development in the EAC”. The second was on August 28 and was titled “Higher Education and Community Engagement: Policy and practice in East Africa.”

Keynote speaker, Prof. Charles Clarke, a former minister of education in the United Kingdom, said it is now time to change the way programs are offered to students. “More flexibility in delivery methods is crucial to suit diverse students’ needs”, he said.

“Institutions must allow people to start university education at any stage in life in response to changing needs in society. That is why flexibility is key. Universities have to be prepared to give students the kind of education they want in the manner

they want it,” noted Prof. Clarke.

“This can be attained by designing courses that help retrain, update and offer continuous professional development for the workforce in partnership with professional bodies”, he said. “Such courses should also be available in different modes including virtual platforms and via distance learning”, he added.

Future challenges

As the world changes, universities too should change their approach to education to ensure that teaching transforms from mere lectures to giving learners life-long lessons. While universities in Africa have contributed to the development of the continent by training high calibre professionals with specialized skills; they still need to do more to prepare the continent to face the future by offering solutions to future challenges.

“Universities no doubt contributed to progress in the past, but they must prove they can do more,” Prof. Clarke said. He calls for higher education institutions to help the continent play a significant role in world affairs. This can be done through research, to offer the African dimension to global challenges such as pandemics, climate change, economic problems and

migration.

“We all acknowledge that society needs answers to various challenges, but we cannot leave them to political leaders alone to solve,” he stressed.

Funding challenge

African universities were ready to play their part in knowledge production despite the many difficulties they faced, in particular funding, said Uganda’s Makerere University Vice Chancellor Prof. Barnabas Nawangwe.

Following the Covid-19 pandemic, the importance of research has been brought to the fore with institutions such as Makerere responding to the crisis with numerous research initiatives. “Also the governments have realized the importance of extra funding for higher impact research”, he noted.

He said the Covid-19 pandemic has also highlighted the need to have effective online learning strategies and implement them. Many institutions have had such policies, but they were not actualised before the pandemic. “We had a policy on online learning at Makerere, but it was not effectively implemented.” he said. Adding, “The Covid-19 pandemic has made us move fast and actualize it.”

Hope and faith

According to Prof. Stephen Kiama, Vice Chancellor of Kenya’s University of Nairobi (UoN), the university has managed to successfully move all its programmes online during the pandemic, including the defence of PhDs. “Universities must accept that they also exist to give people hope and faith. It would be wrong for them to just close as did primary schools when they are centres of knowledge and intellectualism,” he noted.

Echoing the views of Prof. Clarke, Prof.

Kiama said that the time had come for higher education institutions to change the way they were teaching, to meet the needs of the modern students. “We need to repackage learning, have a culture change and agree that we cannot continue teaching the way we were taught during our time,” he said.

“Many of us continue teaching the way we were taught. But students have moved on and that is why we sometimes observe that students are missing class because a lot of information about courses we teach is already available online,” Prof. Kiama noted.

Fast-tracking online learning

University of Dar es Salaam (UDSM), Prof. Bonaventure Rutinwa, said in the strategic plan for 2020 – 2025 the institution envisaged that all its programmes should be online by 2023, but the coronavirus pandemic necessitated a review of the plan.

“We planned to have all our courses available online by the year 2023 but this has now been brought forward by events of this year and all programmes will be available online by the year 2021,” he told the forum.

Besides, even as rapid changes continued to take place in higher education, fundamentals in education were not forgotten, for instance relegating the humanities and arts “to the backburner”, as the focus shifted to finding solutions to emerging challenges, according to Prof. Mike Kuria, IUCEA Acting Executive Secretary.

Prof. Kuria added that IUCEA was working with regulators of higher education in the six East African Community Member States to harmonise programmes across the region. The Council was contributing to ongoing changes in the sector, for example, developing an online learning platform for competency-based learning.

MARKET SURVEY VERSUS TRACER STUDIES IN PROGRAMME DEVELOPMENT AND REVIEW

IN order for universities to be drivers of the nation's socio-economic development, academic programmes need to align with human resource needs. Therefore, there is a strong need for university programmes to respond to human resource requirements by the job market including the development of skills for self-employment and avoiding a mismatch between the two.

To address this issue, universities need to conduct market surveys during the development of programmes, for the market survey results to feed into the development of programmes.

Market survey or sometimes referred to as needs assessment is essential to determine what skills, knowledge and attitudes are required to do specific jobs so that they are reflected in programme contents.

Furthermore, the market survey helps to ensure that the programme contents are in line with the need to offer education and training according to human resource requirements in the country while taking cognisance of regional and global trends in the human resource domain.

In this connection, a market survey is a major process that determines the actual needs of learners. It plays a crucial role and becomes a mandatory phase in the process of programme development.

Every programme submitted to the Tanzania Commission for Universities (TCU) for the purpose of accreditation has to be accompanied with evidence indicating that the university submitting the programme had carried out comprehensive market analysis appropriate to the programme and had involved relevant stakeholders in the development of the programme.

On the other hand, tracer studies constitute an empirical study considered as an appropriate means of evaluating the results of the education and training provided by a university. A tracer study is sometimes referred to as a graduate or alumni survey since the target group is former students which leads to the analysis of the relationship between higher education institutions and the job market.



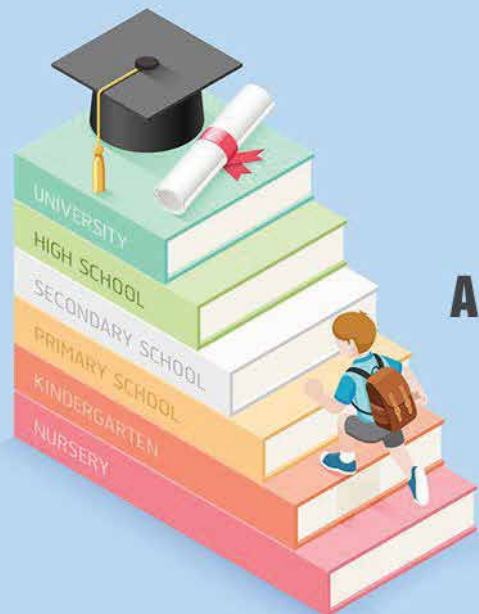
Dr. Telemu Kassile
TCU Director of Accreditation

Besides, tracer studies provide quantitative structural data on employment and career aspect; the character of work and related competencies, and information on the professional orientation and experiences of university graduates. Results of such studies can often demonstrate the success of education and training relating to the graduates, labour market, and employers.

The information acquired from tracer studies can also indicate possible deficits in a given educational programme and serve as a basis for future planning activities, such that academic programmes might be brought more closely into line with the needs of the country and the respective university.

For the purpose of monitoring and evaluating the effectiveness and impact of the teaching and learning processes in relation to the performance of alumni in the job market as well as the job market orientation versus the programmes at the university, every university should undertake tracer studies in specified periodic intervals.

Hence, considering the above facts, it is significant that universities conduct tracer studies periodically as part of quality assurance processes, results from which would feed into programme review.



**HIGHER EDUCATION
A QUEST FOR EXCELLENCE!**

An open letter to the newly enrolled universities' students

Dear first year students, as you have started your university studies, here is my message to you!

I welcome you to higher education and that you will enjoy being in universities. I hope that you will be able to focus on your studies with the necessary intensity. The years ahead of you are of extreme importance concerning academic development.

Your achievement will to a large extent depend on your commitment and hard work during your studies. You have to set a clear goal and objectives as road map towards achieving academic excellence.

Together with the help of your Lectures, you have to work hard to impart yourself with the knowledge and skills you need. I encourage you to support each other. It is worth working towards a good team spirit, which has a tremendous impact both on graduating on schedule and on doing so with a prestigious grade and competence.



Regards,

Dr. Kokuberwa Katunzi-Mollel

TCU Director of Admissions Coordination and Data Management

NURTURING ENTREPRENEURSHIP THROUGH HIGHER EDUCATION



By Correspondent

IN any economy, it is the agility inbred in young entrepreneurs that often drives its growth. Thus, the youth play a crucial role in driving economic progress and social prosperity in diverse ways. An archetype example is a creativity, a trait inherent in many young people.

As the economy scales and becomes more varied, it is creative thinking that enables young entrepreneurs to think outside the box and come up with ideas that disrupt the status quo and usher in a new way of doing

business.

Higher education both influences and reacts to the employment market, with educational developments and trends addressing skills gaps, nurturing entrepreneurship and shaping tomorrow's graduates.

Universities play a crucial role in helping to shape the next generation of entrepreneurs by creating innovative degree programmes that meet the evolving demands of students and industry.

What role do varsities play in the drive to nurturing entrepreneurship in Tanzania?

Successful entrepreneurship is more than a creative idea and the passion to make it real. Universities should provide students with the essential skills to manage their own business and opportunities; to road test and explore entrepreneurial ideas throughout their studies and develop the leadership skills that entrepreneurs require such as resilience, patience, and communication skills, just to mention a few.

Universities with business schools should serve as exceptional incubators for future entrepreneurs, also provide them with networking opportunities, from venture capitalists and business angels to like-minded students and academics who have been researching entrepreneurship.

The business education space will evolve to meet this demand and keep up with educational trends through a greater focus on flexible and modular learning and the introduction of more programmes that allow students to tailor their study experiences to meet their career aspirations.

Universities should encourage students to adopt an entrepreneurial mindset when addressing business challenges to make them successful entrepreneurs and boost their graduate employability.

They should also nurture enhanced networking skills, as students should build relationships during

their studies to prepare them for the uncertain and changing business climate. Students also need flexibility, good communication skills, strong leadership skills, and be unafraid to take (calculated) risks.

Universities should also ensure students are imparted with the most up-to-date skills and knowledge in their desired industry. Besides, university institutions and industry can work together to improve graduate employability and reduce significant skills gaps through trade fairs, networking opportunities and mentoring as well as coaching opportunities.

I would love to see industry experts giving leading classes and giving guest lectures to students. I would also like to see the interactions between alumni and current students.

Therefore, prospective students who are interested in pursuing entrepreneurship should understand that entrepreneurship is not only for those with a brilliant idea. We all benefit from developing an entrepreneurial mindset as it helps us to manage change and adapt to an uncertain future.

Hence, in a bid to promote inclusive and sustainable economic growth, I believe that it is the perfect time for universities to take a more prominent role in shaping the economic trajectory.

VARSlTY, GenEm TO EMPOWER STUDENTS



Former President Hon. Dr. Jakaya Mrisho Kikwete speaks during the launch of the Generation Empower (GenEm) project aimed at preparing university graduates with skills for the 21st Century labour market. PHOTO|FILE

By Correspondent

THE 21st century Generation Empower (GenEm) programme to be run in partnership with the University of Dar es Salaam (UDSM) and Empower Limited was launched in Dar es Salaam recently this year.

The event was graced by UDSM Chancellor and Former President, Hon. Dr. Jakaya Kikwete and attended by university leaders, lecturers, students, Executives of Empower Limited and various stakeholders from the education sector in the country.

Speaking at the event, Dr. Kikwete said UDSM was partnering with Empower in

a five-year partnership programme to groom university students for the 21st century labour market.

“If we are to remain relevant, this university, therefore, must address this crisis of our time of jobless graduates. I am delighted that the programme we are launching today is a step in that direction,” he said.

“We must go further to see how best we can do to help those who wish to go for self-employment. We must ask ourselves a question, how helpful and useful our university can be to help them create jobs for themselves and others. The answer to

this question and that of employability will make our university and degrees it offers relevant,” he said.

Founder and Managing Director of Empower Limited, Ms Miranda Naiman said “Our work with the Tanzanian youth over the last 11 years has culminated in this partnership. We are delighted to bring together all stakeholders to build our nation by investing in our future leaders.”

GenEm will work in tandem with UDSM’s academic programmes to impart required knowledge and skills, industry exposure and connection to employment. Ms Naiman added: “Corporates can benefit from the very best students who will add value to your organization.”

GenEm is facilitated by the Empowers Youth Department in collaboration with UDSM’s Directorate of Innovation and Entrepreneurship (UDIEC) that strives to be the leading centre in Africa for enabling entrepreneurship and innovation.

The first cohort will comprise 270 students from various disciplines in a yearlong GenEm Programme, allowing for a diverse and inclusive strategy for sustainable skills development.

Empowers’ approach to learning and development is participatory and practical. GenEm participants will take part in interactive workshops, tutorials, fireside chats with industry leaders, culminating in a final group project.

UDSM and Empower welcome participation in GenEm from all stakeholders including the private sector, policymakers and donor partners to catalyse efforts towards providing skills development through a public-private partnership (PPP) model.

This will be the first programme launched in Tanzania with this unique approach; aligning the educational content of the University of Dar es Salaam to industry requirements through customized modules developed and facilitated by Empower and validated by the university.

Speaking on behalf of his fellow students, one of the participants Rajabu Mkaku, a student from the College of Social Sciences at UDSM commended the introduction of the training which he claimed will successfully build students’ ability to withstand competition in the labour market parallel with visualisation entrepreneurship opportunities that will enable them to be self-employed.



We must go further to see how best we can do to help those who wish to go for self-employment. We must ask ourselves a question, how helpful and useful our university can be to help them create jobs for themselves and others? The answer to this question and that of employability will make our university and degrees it offers relevant.

VARITIES ROLE IN ENHANCING WORK-BASED LEARNING

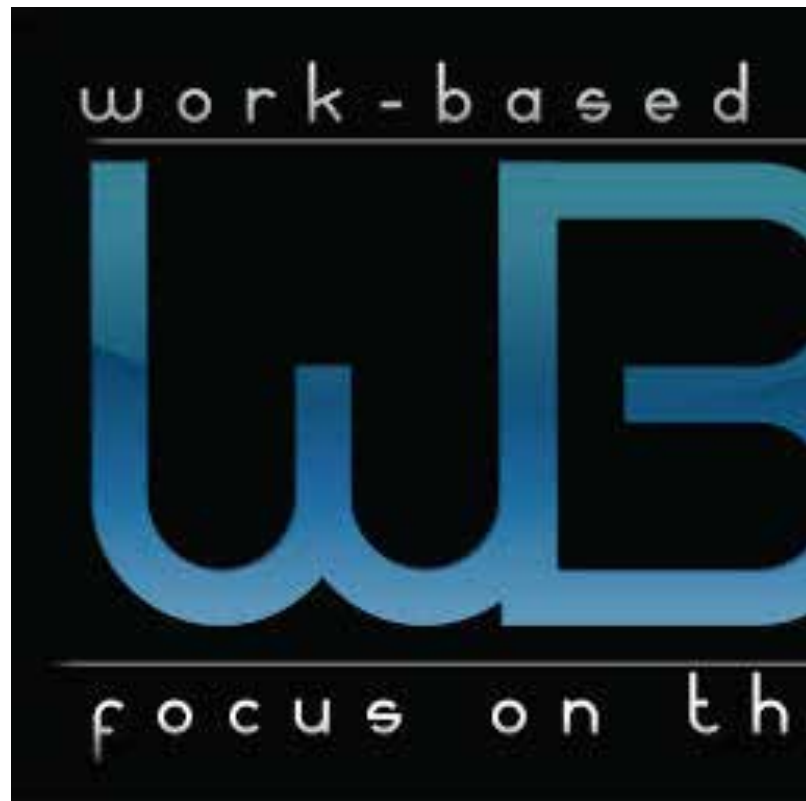


By Prof. Senga Pemba

OVER the ensuing 59 years after Tanzania's independence, through a variety of drives and pressures, higher education has shifted from a position of marginality to incorporation in the social mainstream.

The government believes that it is vital for higher education to contribute more effectively to the improvement of economic performance through knowledge transfer, innovation and competence. To attain this, universities have to be responsive to students' learning needs to enable them to acquire the professional competence required to drive the industrial economy.

Professional competence is the habitual and judicious use of technical skills, knowledge, communication skills, emotions, values, critical reasoning and reflection in daily practice for the benefit of the individual and the people or organisation served.



Staying competitive in the current global marketplace means that organisations need to be innovative, adaptive and ever-changing. Achieving this depends on the skills and knowledge of the workforce.

Continuing education for these professionals graduating from universities is therefore a must and not an option for them to remain competitive. The need to keep up-to-date with new developments and innovations is considered necessary by members of the profession itself to enable professional development.

Of recent, the general public has been more deeply and widely concerned about professional inadequacies portrayed by some of our university graduates.

Based on this concern, it is important for our professionals to establish and strengthen ways of updating and maintaining professional competencies to meet the public's expectations.

While in some professions such as medicine and education the implementation of continuing education has been practised for many years, this is not the case in other professions.



The role of continuing education is to enhance the competence and performance of various professionals by providing them with useful knowledge, skills and attitudes to master their responsibilities in the workplace.

There are several approaches to continuing education. One of these approaches being work-based learning for professionals and graduates employed in various sectors.

In this approach, the continuing learning process is derived from the learner's own experience of work practice. Hence, professionals become accustomed to learning from their work experiences. The approach is designed specifically for employees based on their work.

Work-based learning has the advantage over other forms of learning in that it provides an opportunity for employees to use work experience as a resource for learning in their workplaces.

The core of the successful implementation of work-based learning in the country is the presence of a good relationship and collaboration between Academia (universities) and industry (employers and

employees), each having a contribution to the success of the continuous learning approach.

Universities should ensure the availability of learning opportunities while employers provide a working environment as a learning resource for employees who must already have some knowledge to trigger the learning process.

Nevertheless, universities should also contribute to designing work-based learning programmes for employees that are markedly different from what they call prescribed programmes.

Besides, in designing the work-based learning programmes, universities need to consider what competencies do learners already possess? What competencies should be achieved? How will they achieve the intended competencies? What learning environment should be fostered and how will the learning be demonstrated and verified?

It is also crucial for universities to be flexible in carrying out negotiations with employers and employees for learner-managed work-based learning programmes, which require the negotiation of the content and learning methods based on the learner's own needs and aspirations.

The fact that work-based learning is a flexible approach that allows adult learners or employees to be in full control of their learning offers an alternative to the way continuing education can be organised and delivered.

Hence, there is a need for universities to enhance the implementation of work-based learning by mainstreaming it in their strategic plans and advocating to support employees and employers in their response to labour markets in which change has become endemic.

***The author is a Professor
of Medical Education***

CONFRONTING THE SOCIETAL BIAS AGAINST WOMEN IN STEM FIELDS

By Correspondent

WOMEN in Tanzania, as in the rest of the world, are the backbone of the lives of many households, but are not given proper priority and often become the victims of a discriminatory system, one being limited access to education.

In most African countries where the number of women in Science, Technology, Engineering and Mathematics (STEM) fields is growing, gender parity remains elusive as men continue to outnumber women, especially at the upper levels of these professions. Patriarchal attitudes, values and beliefs are mentioned as being among the key barriers that inhibit women from pursuing STEM careers.

For decades, STEM has been the centre of focus for many governments and institutions in the field of education. Billions of dollars have been invested in STEM. Today, most of us are all familiar with it and its importance to the global economy and its impact on innovation and research.

Besides, STEM is becoming progressively significant for elementary literacy in our economy. Scientific knowledge and research are no longer considered for the elite but for the betterment of this world.

Declaration of Human Rights states that "Higher education admission should be based on merit, capacity, effort, perseverance and devotion by people who seek admission". The declaration also prohibits discrimination in granting access to educational institutions on the grounds of race, gender, language, religion or economic, cultural or social distinctions, or physical disabilities.

To address gender equity and equality, Tanzania has developed programmes to increase women's access to universities through various national policies, practices, and guidelines such as the Education and Training Policy of 2014 and the National Higher Education Policy of 1999. These policies highlighted the challenges facing higher education, including gender imbalance, inadequate financing, low student enrollment, and the gross imbalance between the sciences and liberal arts.

However, conformity to traditional cultural beliefs and societal expectations have contributed significantly to gender gaps in STEM fields. Social environment, gender discrimination and girls' low self-esteem have been powerful barriers that prevent women and girls from increasing their representation in STEM careers in the country.

and mathematics are the subjects preferred by most boys. Girls in many societies are actively encouraged to learn stereotypical subjects rather than the sciences and mathematics. As a result, it generates a misconception when it comes to university level that STEM programs are masculine and female students do not qualify for those programmes.

Some of the first-year students from one of the universities in Tanzania, when speaking to our Correspondent recently, thought the negative belief that women are inferior to men contributes to women's lack of sturdy enthusiasm for STEM programmes at higher education.

According to them, men's dominant positions in most of Africa influenced socio-cultural values and beliefs that eventually creates the perception that STEM subjects are hard nuts for men to crack. Some of the students were in agreement that sexism and stereotyping of women's roles push female students to study social sciences and humanities or considered "softer" science subjects such as biology and geography.

But while patriarchal attitudes may be pushing women away from STEM fields, there is also argumentation that the workplace environment has not been conducive to women in science as they need to

Article 26.1 of the Universal

At the lower level, science

prove that they are as capable as men.

The Fifth Phase government under the leadership of President Hon. Dr. John Pombe Magufuli has intensely focused on developing literacy and numeracy skills for its citizens. The government has set attention towards the significance of STEM education to enhance the 21st century skills necessary for building middle-income and knowledge-based economies.

In the effort to enhance women's access to STEM programmes, the Tanzania Commission for Universities (TCU) has continued to enhance equitable access to higher education through effective coordination of admission into higher education institutions.

Admission statistics into higher education institutions show that there is an increase of admission from 65,064 students in 2015/2016 to 87,813 students in 2019/2020.

To facilitate the attainment of its primary role, the Commission has developed a strategy to be implemented within the next five years. The successful implementation of this strategy will also increase female students enrolment in science-related programmes.

As mentioned earlier, women remained underrepresented in the STEM fields, comparatively much less from the past, still much has to be done by continuing to create awareness in primary and secondary school education. Educators, decision-makers, policymakers, and leaders should encourage female students to enrol in areas of STEM. In this regard, mentorship programs should also be considered as an avenue to encourage more women to join STEM fields.

Besides, educators should not be the only ones carrying the burden of encouraging STEM education; parents and local communities should be equally making their contributions to children and the youth.



The mindset of the immediate community needs to change. It can only change if parents and guardians change their ways of raising their children. Parents and guardians need to stop discrimination in assigning home chores or teaching life skills to their children. Girls should not feel that they can only be good at house chores and not good at challenging jobs in life.

The TCU Director of Admissions Coordination and Data Management, Dr. Kokuberwa Katunzi-Mollel believes that instilling interest in the girl-child in science subjects right from primary school level would be the best approach to add the number of future women scientists.

According to her, teaching methods do matter. "If it is a co-education class (boys and girls), equity in the classroom must be observed. Girls should not be left behind," she explains. Adding, "And if it is a girl-only class, inculcating self-confidence is crucial."

Therefore, society needs first to create awareness of the importance of women's education. There is a need to empower rural communities to stop thinking of girls and women merely as home-makers.

It is about time we have more female scientist influencers and role models. They are of importance to both women and girls of different ages as they need to be inspired and shown how fulfilling and exciting a career in STEM can be.

As we are about to commemorate the International Day of Women and Girls in Science on February 11, 2021, girls and young women are encouraged to choose science because it will help to create a culture of curiosity. By asking questions and exploring all opportunities, our young women will be able to make discoveries that will change Tanzania and the world for the better.

HIGHER EDUCATION: THE NEED TO PREPARE YOUTH TO FOCUS ON SOCIETAL NEEDS

By Dastan Kamanzi

IN determining the type and nature of education for citizens, Mwalimu Julius Kambarage Nyerere, the founding father of the nation and the first President of Tanzania provided three key points.

He said there is need to determine the kind of society we desire to build and the kind of education needed to build such a society. This means only when we are certain of the society we want to build; we can therefore design our education to serve our goals.

He also said such education needs to focus on societal challenges and needs. Meaning the challenges and needs must influence the subjects to which thought is given and they must influence the approach. Therefore, in the content of degree programmes and universities' research, the needs of our country should be the determining factor.

He further said that the education offered must focus on preparing youth to commit themselves to the community they live. Therefore, the education provided must inculcate a sense of commitment to the nation and help youth to know the future we desire.

These key points need to be manifested by students pursuing higher education.



Students who focus on being actively engaged in building the nation need to understand the current societal challenges to determine the kind of career they desire to pursue and the kind of challenge they desire to solve in society.

Most students however only select a course of their choice depending on whether it offers them employment after graduating or is a paying job and is not difficult to study.

Currently, most higher education curricula focus on solving societal challenges. Thus, curriculum developers conduct market survey on what the job market demands before its development.

The challenge, however, is on the execution of the content of the curriculum, thus in preparing the person who is expected to be an active agent of change in the society. Some of the modules seem to concentrate much on the creation of an individual and neglect the two critical aspects - the individual's knowledge of the desired society and the current

societal challenges.

Lack of these two aspects of the learning process makes students to concentrate on the improvement of their own individual lives rather than societal wellbeing.

Moreover, there is a need to invest much in preparing an individual who has a clear view of the future or desired society and one that engages in the perpetual exercise of examining and understanding the state and nature of the current society.

Thus, individual students need to know and understand challenges facing the society and seek to find solutions to them, thus enabling them to be integrated into society.

Therefore, when choosing a degree programme to pursue, there is need to promote the interests of the society prior to the individual ones. Key question to ask oneself is the state and nature of the desired society, which all members of the society should strive to build.

Besides, we need to question the challenges and obstacles towards the desired society, interventions needed to change the current society into the desired one and how can one effect such a society. Responses to such questions should form the content of the curriculum in higher education to cater for national development.

Tanzania Commission for Universities



PROCEDURES FOR PROGRAMME ACCREDITATION

Institution's implementation status and recommends for accreditation or otherwise put more suggestions.

Step 8:

Finally the revised curriculum together with reviewers report are presented at the Accreditation Committee meeting which recommends to the Commission for decision

2.0 Curriculum checklist

Prior to submission of the curriculum in the PMS, institutions should read carefully the following checklist and make sure that the curriculum conforms to the checklist;

- i. Programme well designed as per TCU's 2018 Revised Curriculum Framework
- ii. Minutes and proof of stakeholder's attendance to the meeting to endorse the curriculum attached
- iii. Senate Minutes attached
- iv. Three months payroll for all Academic staff responsible to run the programme attached
- v. Well formulate Expected Learning Outcomes
- vi. Programme specifications well stated
- vii. Programme entry requirements clearly stated
- viii. Adequate of programme content
- ix. Learning/Teaching strategy well stated
- x. Adequate and comprehensive student assessment
- xi. Adequacy and quality of academic staff
- xii. Adequacy and quality of supporting staff (technical staff)
- xiii. Availability of student advice and support services
- xiv. Programme management; student – selection, intake policy, students progression and transfer
- xv. Adequacy of student evaluation as well as programme evaluation
- xvi. Mechanism of curriculum design
- xvii. Benchmarking well articulated
- xviii. Conformity in terms of standards and objectives to the requirements of the university definition of the award.

1.0 Curriculum Accreditation Process

Curriculum accreditation is a form of quality assurance which is carried out for the purposes of accountability and improvement of programmes offered by University Institutions in Tanzania. The Commission's agenda is to oversee quality assurance systems in Universities including designing curriculum which are competence based and convey our National Philosophy.

All curricula to be accredited must go through the following stages:

Step 1:

The proposed curricular submitted to the Department /Faculty Board

Step 2:

The Faculty/Department through Faculty Board initially endorse proposed curriculum

Step 3:

The curriculum is submitted to the Senate for approval

Step 4:

University submits the curriculum to TCU through Programme Management System (PMS)

Step 5:

TCU Secretariat verify the minimum requirements for programme accreditation and requirement for adherence to the standards of quality assurance aspect in the design of the curricula for programme

Step 6:

If does not meet the requirement, is returned to University, if meets the requirements it, is forwarded to the peer reviewers and professional bodies where applicable.

Step 7:

The peer reviewers' recommendations are sent to the university institution for inclusion into the curriculum. The institution resubmits the curriculum in the PMS after inclusion of the curriculum reviewers' recommendations. The reviewers verify the

3.0 Important Note

- i. The duration of the programme/course must be clearly specified in terms of academic years which should be structured into semester or trimester as it may deem fit.
- ii. The credit system, which every university must define for every course on the basis of time devoted to that subject on the timetable, shall be used to gauge the workload involved in a programme
- iii. The minimum credit for the programme should be as stipulated in the University Qualifications Frame (UQF) credit framework.
- iv. The duration for part time, distance and e-learning modes may be longer than the normal duration of full time courses.
- v. To get more clarifications on procedures for programme accreditation please contact;

**The Executive Secretary,
Tanzania Commission for Universities,
Ministry of Education, Science and Technology Building,
Ground Floor,
P. O Box 6562,
7Mogoni Street
11479 Dar es Salaam
Tel. Gen: +255 (0) 22 2113694
Direct Line: +255 (0) 22 2113691
Fax: +255 (0) 22 2113692
Email: cs@tcu.go.tz
Website: www.tcu.go.tz**



THE HUMBLE RESEARCH PAPERS IN A MODERN WORLD

By Correspondent

SINCE the advent of the written word, man has engaged in the pursuit of using the medium to transfer ideas, thoughts, images and knowledge. Literacy being the ability to read and write has become the benchmark in measuring the level of education across the world. The pursuit continues and does not seem like it has an end in sight.

Besides, the research paper has been an unheralded form of writing that has been used to transfer some of the most important ideas and knowledge in mankind. It is arguably the most important form of writing in terms of value to civilisation. All our scientific discoveries, sociological and historical breakthroughs and even the technology driving civilisation forward was once a research paper.

Writing a good research paper requires skills. Of course, the research holding it up needs to be sound, but that is not enough to bring fruition to the work. The ability to communicate an idea, prove it clearly and convert it into a principle is a herculean task.

If you are an academic, you might remember that in your first year as a PhD student you had the feeling it was not too difficult to write an academic article such as the ones you had been reading for your first course, only to figure out, after a year or two of training, that you had been unaware of the subtitles of

writing for an academic journal, how to structure the arguments, which prior studies to cite and where and also which terminology to use and what to avoid and so on.

The pitfalls of writing such works are enormous. Even after the struggle to put together a paper of some substance, getting it published in a journal is a challenge itself. Except for the odd, celebrity scientists make their research papers available to the public. However, mostly these works tend to be restricted to academic circles.

Some of the high-profile research papers, after they pass through their peer review system to ensure their credibility do make it out for public consumption, but that number remains small.

Throughout history, academia has tended to remain a closed society. Today in an age where information is carried across the world instantly, it might be time for academicians to shed this perception. With the technology and tools available, there is no need to keep the information contained.

In Tanzania, there have been calls by the general public and higher education stakeholders for an upgrade in the way these research papers are presented. Considering these are some of the most significant ideas in society, there is merit in finding a way to make them accessible to a large audience.

Accessibility comes not only in the way they are created but also distributed. To the layman, a research paper seems unappealing because of its technical nature since it takes a tremendous degree of understanding to make sense of its contents.

While there is no arguing on the need for research to be backed by concrete technical data, the argument can be set in a way to make its contents for general public consumption. The key is to take the technical information and fashion it into a slightly easier to comprehend format.

Whether it is a byproduct of specialised research or a university student's thesis, the research paper today seems to be losing value in the eyes of the general public population because it is mostly relegated to scientific journals. Although scientific journals are public domain information accessible to all, rarely find readers outside academia.

I strongly argue that in this age there are no good enough excuses to keep the work of some of the greatest minds locked away. It is time now the research papers make their way into an easily accessible public domain for massive consumption.

UNIVERSITY: AN INSTITUTION OF HIGHER LEARNING



By Correspondent

THE esteem to which any secondary school held is dependent on how many students it sends to universities. I remember the prize-giving days back in school when the crowds would roar with thundering excitement on the announcement of how many students from the previous year were to proceed for higher education.

As ongoing students, that prided us, momentarily turning universities into our highest aspiration. Every single relative's advice had an emphasis on 'study hard so that you make it to the university.' The implication was subtle but registered; the university was where all the answers were.

It was hardly in my first year when I began to question the myths around the hype. Back

home everyone was tremendously proud of my newly acquired identity; a university student, while I was finding it hard to figure out what this newly acquainted freedom meant, just like all first-year students currently.

Upon arrival at the university, the first advice students receive is; 'this is not high school, we don't study here.' That was to be the first in the series of lies that many of us woke up from by the time you get to your third year. In retrospect, also some of the teachers had been conditioning us to believe that throughout our education.

A revelation as to how far back the system had been broken. The teachers repeatedly said that secondary school would be the only

Universities are supposed to produce graduates who will contribute to the world; not complainers who put a strain on it.

challenging part of our entire education, different from university. They enforced it further with, “.....you won’t have to remember a thing after a semester is completed because you won’t ever use it again”. But what exactly was the point of getting to study at the university then?

I like to call universities, institutions of higher learning. In the same spirit as higher purchase, you are likely to be paying for the lies that sail you through the years way after you graduate. Like how a degree is what you are after and how it translates to a high paying job.

Of everything that a university student will run out of is time. Time is something he will always have in abundance. One ought to assume that with so much freedom comes the ease of decision but the opposite. The university student is often in paralysis with regards to arriving at choices on how to consciously and effectively use his/her time. It is harder to decide when your options are not narrowed down. We jumped from one thing to the next in the most defining period of our lives, some of us turning it into this plateau where no growth whatsoever happened. Here for a good time, not a long time, right? Our identities were based

on our group of friends. We formed communities, forged connections; the introverted from us got adopted by extroverts and collectively we became highly unmotivated, lazy master procrastinators who walked into exam-rooms with nothing in their heads but confidence.

All this while, everyone back home was so proud of us. The new brilliant minds expected in the work-place after all this was over.

I laugh hard at times when I remember the figures I used to draw up in my head as my entry-level salary.

I was lucky enough to get my first ‘formal’ employment a few months after graduation. It was less of a job than a contract, for that research, that was even way past my estimated payments.

In my internship programme, I was lucky enough to interview an acquaintance, now a close friend and she walked me through her tarmacking experience; how hard it was for fresh graduates out here, breaking through to my ignorance, giving me a glimpse of what to expect. “Sally,” she said,

“I know you are dreaming of your first salary but the earlier you lower your expectations to less than half that, the better.” I took

her seriously. So, I wasn’t shocked when I saw the offer for my first ‘allowance’ at this starting position I got into. I simply smiled and remembered her.

Society curves out this period for us, three years perhaps four that are never offered to us again, gives us this respectable identity of “university student” and a lot of freedom that comes with it. Yet they fail to tell us the most fundamental thing to that because anyone who says that they go to university to simply study and prepare for their career is probably lying. University is the place where we go to forge our identities.

Like Jordan Peterson, a Canadian Clinical Psychologist and a Professor of Psychology at the University of Toronto put it, “I don’t understand what is happening in the university. I can’t believe that you are not told on the first day you come here that look, you are here in heroic mission; You are here to take your capacity to articulate yourself to levels that are undreamed of; You are going to come out here, unstoppable; You are going to be able to do spectacular things and that is what you are here for.”

Nevertheless, the potential resource a university has is its unbelievable libraries.

This wealth of knowledge by the most brilliant of men preserved to this moment, all for you to take. You don't know this yet, but there is nothing as powerful as a man who can think and is articulate beyond comprehension. That is a big fuss about this place. I am sorry if they didn't tell you.

Hence, universities are supposed to produce graduates who will contribute to the world; not complainers who put a strain on it. Always have that in mind as you decide what contribution are you going to make to society? Take your time, no pressure!



On November 27, 2018, President Hon. Dr. John Magufuli inaugurated the largest library in East and Central Africa at the University of Dar es Salaam with the storage capacity of 800,000 books. The library, which covers 20,000 square metres in area, can accommodate 2,100 students at once and is connected with 160 internet-connected computers. It also has a conference hall that can accommodate 600 people at a time.

Tanzania Commission for Universities



Admission Re-application Procedures (For Bachelor's Degree Applicants)

Who is eligible to re-apply?

All previously admitted students but for some reasons have been de-registered/discontinued from studies 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 from www.tcu.go.tz
3. Attach the form with the letter from institution and send to:

The Tanzania Commission for Universities
Ministry of Education, Science and Technology Building, Ground Floor
PO. Box 65462, 7 Magesoni Street, 11479 Dar es Salaam Tel: +255(0) 22 2113694, Fax: +255(0) 22 2113692
E-mail: enr@tcu.go.tz Website: www.tcu.go.tz
Physical Address: 7 Magesoni Street, Dar es Salaam

Tanzania Commission for Universities PRIOR-ADMISSION CLEARANCE FORM



(This form is specifically for applicants who were previously admitted and wishes to apply for new admission. Applicants are advised to follow the application procedures to apply for new admission)

A. PERSONAL RECORDS:

1. Full Name:
2. Form Four (IV) Index Number:Year:
3. Form Six (VI) Index Number/Award Verification Number (AVN):Year:
4. Name of Programme Admitted:
5. Name of Institution Admitted:
6. Academic Year:
7. Email address:
8. Telephone/Mobile Number:
9. Reason:

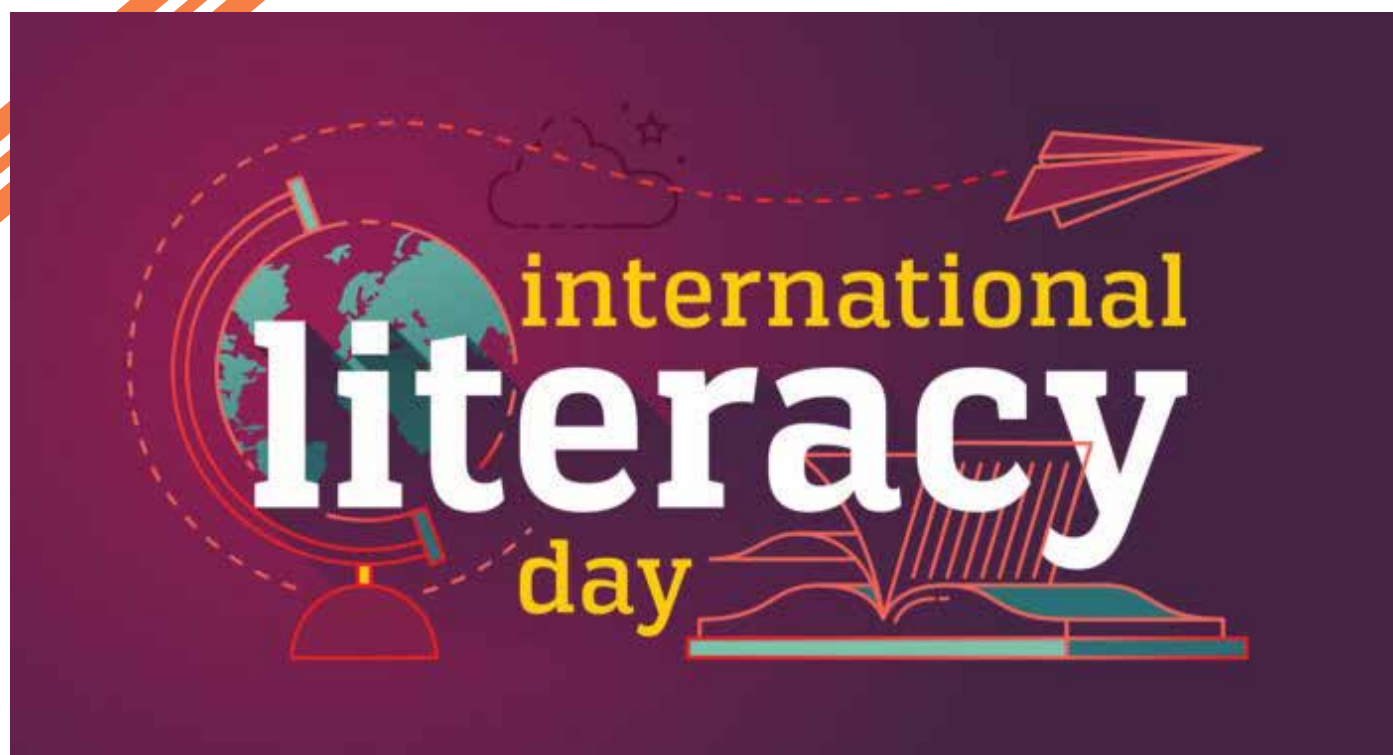
- a) Discontinued for: i) academic grounds ☐ ii) disciplinary grounds ☐
b) Health Problems ☐ c) Financial Problems ☐ d) Other ☐ (Please specify)

Signature Date

B. APPROVAL DECISION (To be completed by the authorizing officer)

- a) I approve / deny the above request
- b) If denied give reasons

Name Signature
Designation Date 20



TECHNOLOGY IS KEY TO HIGHER EDUCATION DESPITE CHALLENGES

By Correspondent

ON September 8, 2020, we celebrated International Literacy Day with a focus on promoting accessible literacy learning for all during the Covid-19 pandemic.

International Literacy Day provided an opportunity to reflect on and discussed how innovative and effective learning and teaching methodologies be used in universities during the pandemic and beyond.

The pandemic brought uproar. None of us anticipated it. Also, most countries did not prepare to deal with the magnitude of what has disrupted the world's economies and the operations of institutions, including universities.

Tanzania is one of the countries that did well in managing the crisis properly and was able to put in place systems, structures, processes and practices used during and post-crisis.

Universities have to do the same, as think tanks that create and disseminate knowledge through research, teaching and learning. They are the institutions that must be at the forefront of understanding the crisis, its impacts, multiple germinations, mitigation forces and practices, prevention and treatment and also at the forefront of creating the kind of world that we want in future.

The pandemic has been a stark reminder and an opportunity to put technology at the heart of universities for improving teaching and learning in higher education in Africa.

From the outset of the closures of educational institutions, universities being public or private owned are supposed to be proactive in planning and reducing the impact of pandemic diseases on their students.

"The pandemic has underscored the

important role that technology can play in higher education,” Prof. Charles Kihampa, Executive Secretary of Tanzania Commission for Universities (TCU), told our Correspondent in September this year.

“In the context of the Covid-19 pandemic and the measures adopted to fight it, virtual learning through Open, Distance and e-Learning (ODEL) is the most viable means for distance education delivery. However, providing such learning requires substantial and sustained investment over time,” Prof. Kihampa said.

Prof. Kihampa stressed that while ODeL is significant in the country, further investment and policy initiatives are required, including digital literacy training for both students and educators and the establishment of guidelines and standards.

The ODeL is fast becoming an accepted and indispensable part of the mainstream systems in education in both developed and developing countries. The growth has been stimulated partly by the interest among educators and trainers in the use of new, internet-based multimedia technologies, and their delivery needs to be reinforced by innovative methods to realise the fundamental right of all people to learning.

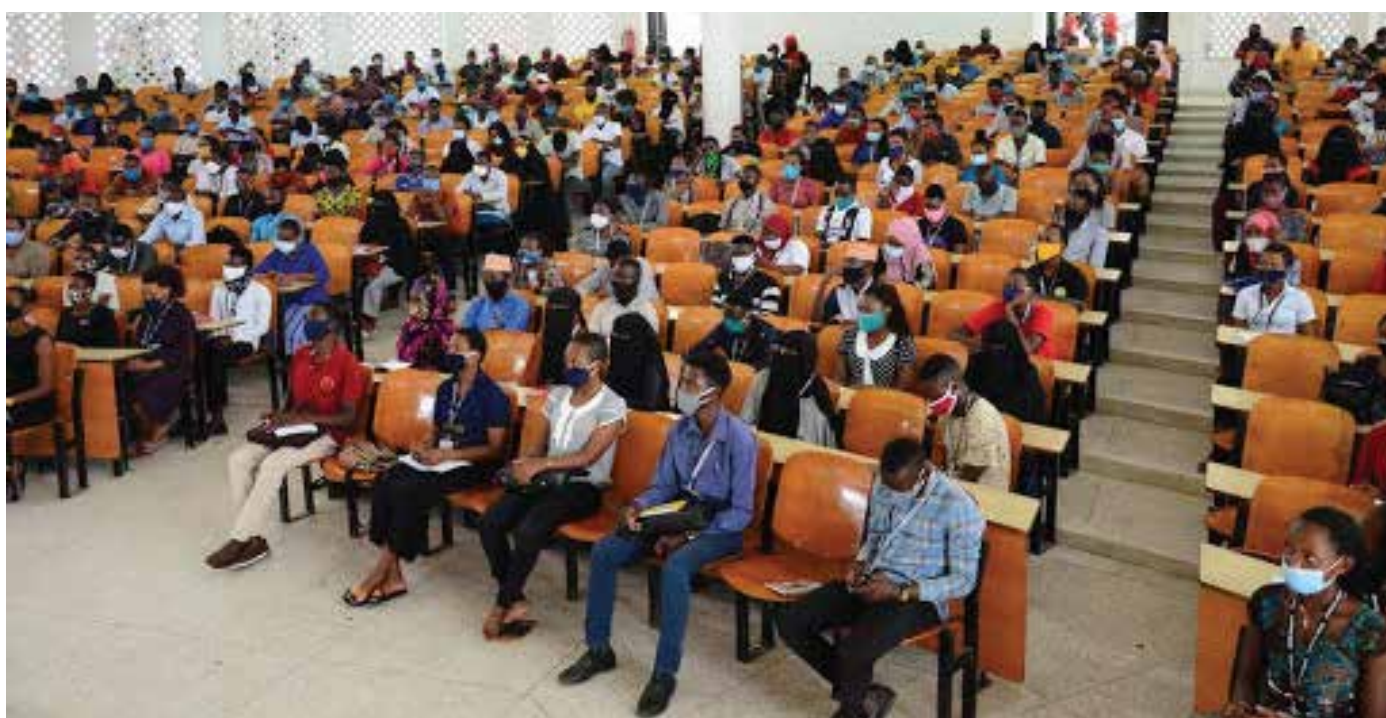
Technological advances have made it

possible to provide educational materials through distance teaching. However, to ensure that this mode of education delivery complements the traditional approaches without compromising quality, the opportunities offered by the new technologies must be realistically examined within the framework of national development plans and educational policies as well as maintaining an effective national regulatory system for Open, Distance and e-Learning.

One of the potential aspects of ODeL is the ability to increase the capacity and cost-effectiveness of education and training systems to reach those with limited access to conventional education and training opportunities.

If properly structured and effectively regulated, ODeL has the potential to support and enhance the quality and relevance of existing educational structures and the possibility of ensuring the promotion of innovation and opportunities for lifelong learning.

Hence, the globalisation potential inherent in distance education delivery, which has been further articulated by the advent of the internet, provides many opportunities for developing countries to expand access to diverse higher education channels for the realisation of their educational access goals.



Students attending a lecture at one of the universities in Dar es Salaam, July 6, 2020.

THE BENEFITS AND CHALLENGES OF PURSUING HIGHER EDUCATION



By Correspondent

EDUCATION is often a topic that is always in the spotlight, brought to the helm of discussions and heated debates because it is one of the pillars of societal expectation.

Higher education is the facet of education that is most sought after. Globally, constant discussions and debates are surrounding higher education and they all come with their valid points.

The purpose of higher education in the country is to enable graduates to become well educated, knowledgeable and well

versed with perspectives, skills and developments in social, economic, cultural, scientific and technological fields.

For those of us that are lucky enough to have the privilege of having access to education, it is clear that it comes with its benefits and challenges. Being a student in any capacity can be challenging yet rewarding time in anyone's life, but when one is a higher education student, it adds a whole other layer of complexity that drives itself firmly into the nooks and crannies of higher education to the world over.

Besides, higher education is among the most incredible yet challenging experiences that a person can take on, so it is relevant to understand that in-depth before even considering higher education itself.

The overwhelming benefits of higher education speak volumes for themselves. Higher education is a notion that often (if not always) becomes a life-altering experience that shapes the individual from the inside out.

The mere notion of even having access and the choice to pursue higher education is a privilege

that above all else excites and inspires.

Higher education gives students the power to decide what they want to study, when they want to study, how they want to study and where they want to study. In this way, it is quite the opposite of compulsory education, a broadly created structure wherein students are expected to adhere to self-methods and modules of teaching and learning.

Also, higher education gives students the power by literally encouraging them to choose their academic pathway. This is, in essence, the most prominent and powerful benefit of higher education.

Higher education enables graduates in any cadre to face the challenges of development that require immediate and long resolutions, especially in the eradication of poverty individually and at the national level.

However, the inevitable challenges that come with pursuing higher education cannot be ignored. The nature of higher education is that all the power is in the hands of the student and while this is positive most of the time, it also becomes an inevitable challenge at times because university students are in complete control of their entire academic experience.

So it is entirely up to them to actively and constantly be working hard to ensure that their efforts are made clear through their grades.

Furthermore, this can sometimes, unfortunately, create an air of anxiety

and stress that makes students feel at best overwhelmed and at worst even sometimes lost among the chaos of succeeding in the throes of higher education.

Higher education demands a keen sense of accountability and a renowned trait of self-imposed dedication that even if you experiences hurdles, you can do what it takes to push through even the most difficult of times. This is specifically important when it comes to catering to one's mental health as well as academic success.

When it comes to understanding the perils and triumphs of higher education, it is more than fair to say that every student faces their own experiences. Regardless of the challenges, going to university is one of the most vibrant experiences of a student's lifetime.

Nevertheless, higher education is all about pushing oneself out of one comfort zone and throwing them into the experience wholeheartedly. The strongest students are the ones that dive in with both feet, not the ones that go into the experience with one foot in, one foot out.

Despite all the lows that inevitably come on the tail of higher education experiences, it is almost exclusively that this is a frontier, an opportunity and an experience that is more positive than negative. But, as the saying goes, 'nothing worth having comes easily', higher education students face both highs and lows and it is crucial to understand that first and foremost before diving into it.



DEAR YOUTHS: I GUARANTEE YOU THAT EDUCATION IS A WEAPON



University students at one of the universities in Tanzania. PHOTO | FILE

By Correspondent

BEFORE you start becoming super proud of the education you have over the years because of this article's title, I want you to know that you are going down a difficult road.

Education may be a weapon, but it doesn't guarantee to win the war! What is a weapon? You are entitled to define it whatever you want, but here is my best definition for this article: A weapon is a means of gaining an advantage or defending oneself in a conflict or contest.

There is a reason that you spent almost half of your life acquiring the education, you could have taken another way out and do something entirely different, but you didn't.

You probably hated school at some point, yet you stuck to it, why? Education is a weapon, and you are waiting for the perfect day to use it.

Have you thought of why you are in university/ or why you went there in the first place? I believe the answers are endless. Even the richest of the people somehow seem to believe in education: don't get me wrong, it is not a bad thing. I love school and I enjoy it every day especially at university.

What I am trying to say here is that we use education as some sort of security. Something that will at-least ensure us that we will become better soldiers in this life once we graduate. We will use our certificates to get good jobs and study even further so we could be promoted and given a higher salary. This might all be true but I am very sorry to break this to you. Education does not guarantee you success in life and the sooner you stick this to your head, the better!

Ever heard the stories of graduates that spent years without a proper job or a job at all? Or those who attained masters but are working at a job that doesn't even quarterly match with their education level?

Well, those stories are certain my friend and that is just how this life is. I am writing this article to talk to my people, especially my fellow youths who keep focusing only on their education and forget that it takes more than that to beat the real world out there.

I usually tell my friends that "Real life begins after graduation". And as I am approaching my own, I can't help but think of how we will all approach the life ahead of us after the long pursuit of education and all its certificates.

The education you have acquired or are acquiring will only help you have more opportunities and options in life.

It can be a form of guarantee that in case life doesn't go well, I have a certificate to back me up. The entire truth is certificate is not all that you need.

Your weapon against your future life (education) does not guarantee that you will win. Take an example that people go to war every day (we study every day to get that certificate), when they go to war they have weapons (you graduate, get your certificate and that is your weapon against a poor pathetic life), but yet ask yourself, did their possession of weapon guarantee their safety or victory? Some win, some lose, some get injured and some even lose life while some get out alive and without a single scratch. Hence, you can very well apply that in life.

Look for something extra, be extra! Life needs people that think outside the box, do more than what a normal person would do and acquire skills that make them different.

Be bold, life is not for the fragile. Life is tough but you have to be tougher and by that, I mean that wherever you are, whatever stage you think you have reached, whatever education level you have attained if you don't do more than that education certificate that you have or are waiting for, my friend; I am sorry to inform you that in our actual world, you might as well be worth nothing!





VARSAITY STUDENTS CALLED UPON TO ABIDE BY PROFESSIONAL ETHICS

By Correspondent

UNIVERSITY students are urged to ensure that they always observe the professional code of ethics when executing their field works to produce ideal results.

This includes adhering to all procedures during collecting, storing and dispatching of samples to the Government Chemistry and Laboratory Agency (GCLA) needed for forensic and Deoxyribonucleic Acid (DNA) diagnosis.

The Director for Forensic Science and DNA services at GCLA, David Elias made the call in Dar es salaam at the training of the Kilimanjaro Christian Medical University College (KCMUCo), fifth-year medical students that aimed to capacitate them with skills on how to take and store the samples related to DNA and Toxicology.

Organised by GCLA, the training focused on the legal aspects of collecting, parking, storing and transporting samples needed

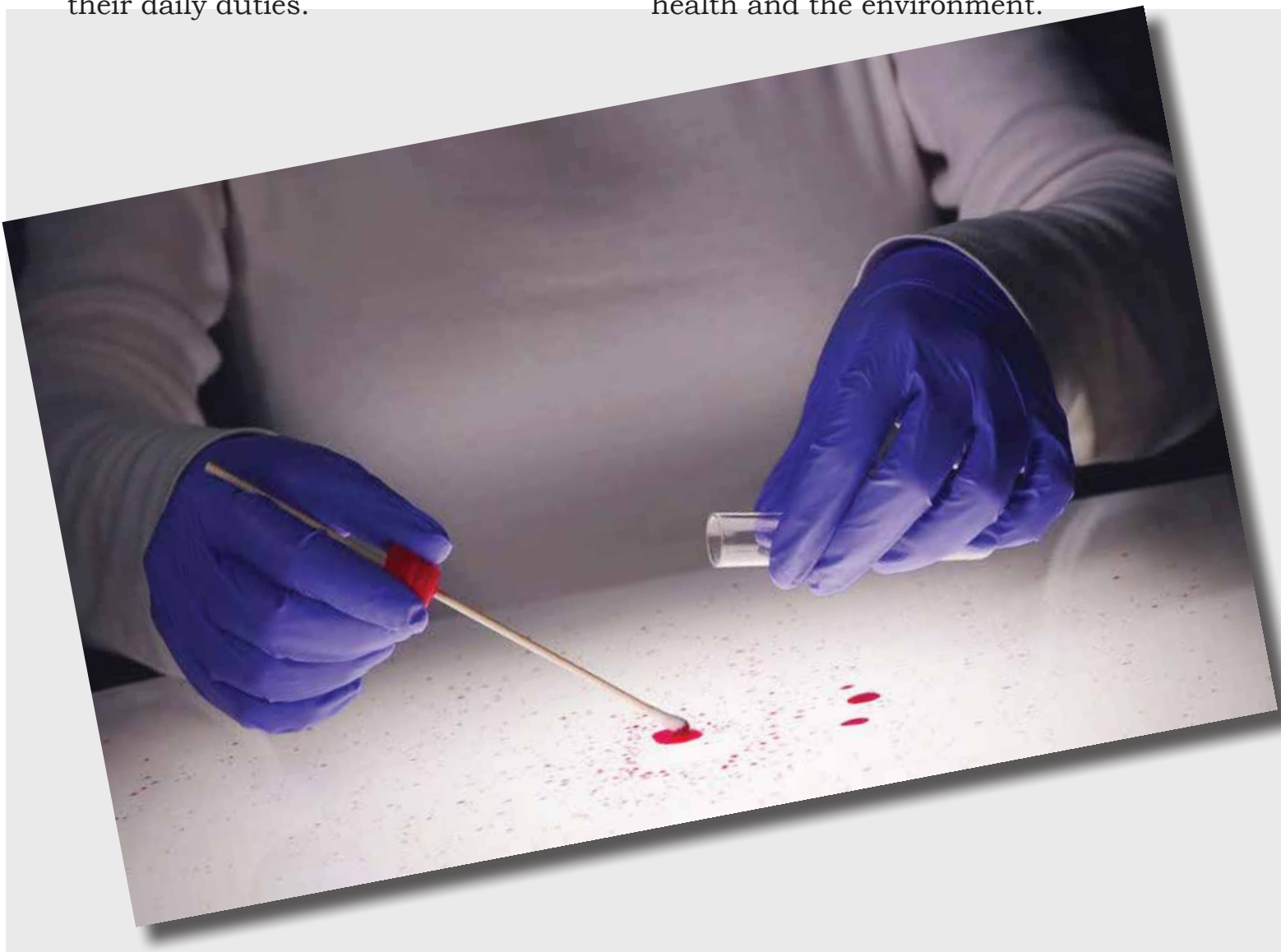
for forensic and DNA diagnosis. Elias said the doctors are a crucial link to the laboratory investigation made by the GCLA in all matters related to forensic.

“The training aims to remind and equip them with additional skills on samples collection for forensic investigation, treatment and DNA. Adding that young doctors are important stakeholders to remind when they are in workplaces to reconsider the procedures to get samples that meet all criteria,” he said.

For his part, Simon Matajiri, student representative thanked the GCLA for the training adding that it had enabled them to get broader knowledge and will help in their daily duties.

“We promise to work on the training and skills we have received to improve our work performance by following work procedures regarding sample collecting, storing and transporting,” he said.

GCLA is a national centre for laboratory analysis of samples/exhibits related to Forensic Sciences to facilitate forensic investigations and hence the assurance of justice and rule of law; samples related to agricultural and industrial products to ascertain safety and quality; samples related to paternity or sex identification to address societal concerns and samples related to environmental and occupational health for the protection of health and the environment.



APPRENTICE TIPS

PREPARING FOR EMPLOYMENT AFTER GRADUATION



By Mathayo Mafang'ha

STUDENTS, you have seen it more than once, university graduates complete their degrees and pound the pavement the following week with their resumes new tie and polished shoes - only to find rejection at every turn. It is sad really – three to five years working towards your degree, just to end up jobless. Do not let this happen to you. Start working towards your entry-level career early in the game. Try these proactive tips to prepare for your career and prevent an education disaster.

Do not procrastinate

One common misconception is that your professional experience starts after university. This incorrect student career advice can and will cost future opportunities. Start looking for opportunities before you graduate. Look for work related to your major. For example, Journalism students could benefit from volunteering or do an internship in a print media house. It provides an inside look at how the business functions.

Expand your knowledge

Students learn multiple skills in universities. Some are related to your career; others may seem less useful. Open your mind to those so-called “useless” skills. They may come in handy one day but, do not stop there. The key is expansion. Expand your skills and knowledge. Companies look for team members with the ability to work in diverse settings. Look for courses that complement your major. Speak with your academic advisor for help selecting elective courses that complement your major.

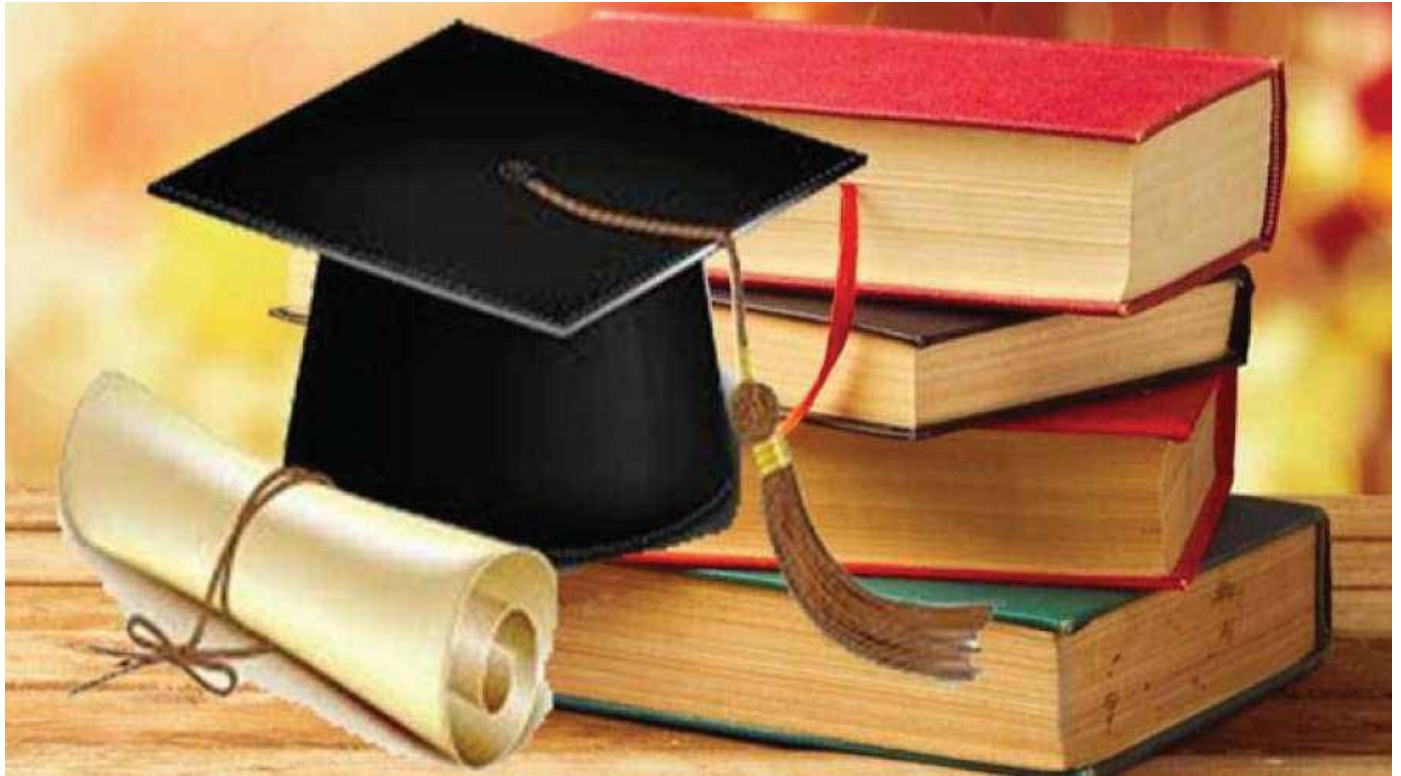
Stay up-to-date

While some entry-level careers are more competitive than others, all jobs require work and preparation. Staying current on technology and industry trends gives you an advantage over other applicants. Most graduates show a lack of knowledge of industry trends. Visit your university library and read professional journals. These provide an in-depth look at the changing landscape inside your career and will help better prepare you for what is to come.



HAVE YOUR SAY

Is Undergraduate degree enough?



IT is almost an article of faith: If you want your children to prosper in this world, you have to do your best to get them a university degree. That is how we have been brought up; that is how we have all been pushed by our parents and teachers and those are standards we have set for ourselves as aspiring individuals. Get the degree, preferably two, and then vital doors will open in life.

I can almost see traditionalists squirming in their seats; wait, is he about to question the university degree, of all things? Surely not! What is a three or five-year university degree? It is tempting to think it is a unit of education, period. That is what is marketed as: We teach you things; you come out educated at the other end, we hope.

But that is not the only thing a degree is. It is a bundle in which education is only one component. The other part of the degree bundle is a credential that employers require before considering you for employment.

There was a time when an undergraduate education was branded as the golden ticket to attain and sustain employment, job stability and career achievement. You would have no

problem finding a job if you had achieved this level of education, which not everyone was pursuing. However, we are now experiencing a time when everyone, or almost everyone, is encouraged to go to university.

Pursuing Masters degrees and Ph.D.'s was once considered the arena for the overachievers and would not have been on everyone's radar. But now the need for postgraduate degree has risen, showing no signs of slowing down.

Besides, your degree doesn't matter. At least not as much as you think it does. Can you practically show it? What can you bring to the table with an undergraduate degree or postgraduate certification?

In as much as it is true, your degree is a vital record of your training on the fundamentals and learning how to think critically. It is crucial to step into lifelong learning as well because learning is perpetual action and not a means to an end. It doesn't matter as much if what you have learned since you graduated is tucked away in a drawer. You have to keep tabs and embark on a learning journey blend into new trends of the world's workplace and future of work.

If you are currently involved in the job search process, you may be asking yourself these questions, "What if your professional qualifications today might be replaced by a robot in the near future? Will your skills still be relevant?"

Increasingly I hear this mantra: skills and not degrees. It is not skills at the exclusion of degrees. It is just expanding our perspective to go beyond degrees. Degreed is jailbreaking the degree. Degreed is offering a way to demonstrate the learning and skills needed to execute and implement what we learned.

Important questions one should ask is: "Why did I go to university? What did I study? and how did that lead to where I am today?" Pretty much, the honesty in many of the answers can lead to an interesting discussion. The way graduates connect their career and lifelong learning indicates what they bring to the table.

"Earn a university degree and get a job," this formula has worked with relative success for many decades. But increasingly, in many fields today the said formula is no longer working. Even though your degree is perfectly aligned with the job you want, the hiring team wants to know what you are willing to share and bring along for the benefit of their company.

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.



FREQUENTLY ASKED QUESTIONS

We have received many questions regarding the services provided by the Tanzania Commission for Universities (TCU). The answers to each question are as follow:

1. How do I apply for admission into higher education institutions?
Answer: You should apply directly to your most preferred programme and institution. Applications are sent directly to the respective higher education institution.
2. How do I seek and obtain transfer from one university to another?
Answer: You should seek clarifications from the institution you want to transfer to. Different institutions have different ways of receiving transfer requests.
3. How do I change a programme I have been admitted to in a subsequent admission window?
Answer: You should first cancel the previous admission/ selection and apply for another programme or institution.
4. How do I seek for fresh application after discontinuation from studies?
Answer: Fill in re-application form available on TCU website, attach the discontinuation letter and submit to TCU through email or box number provided on the website. After doing so you can apply for admission in your preferred institution.

5. How do I postpone studies?

Answer: To postpone studies please consult your respective institution. They will guide you on what to do. Procedures for postponement may vary from one institution to another.

6. Does TCU assess awards conferred by non-university institutions?

Answer: It depends on the nature of the award. If it is not a professional award, TCU can access, but if it is a professional award, TCU does not access.

7. How much do I have to pay for foreign award assessment?

Answer: Currently charges for assessment of foreign awards is as follows: Bachelor's degree is TZS 100,000. For Postgraduate programs is TZS 150,000.

8. How do I track the status of my application for Foreign Award Assessment?

Answer: To know the status of your application log in to your Foreign Award Assessment account and click on view button under Options. At the bottom of the page you will see the status of your application.

9. Can I submit a new curriculum in a hard copy?

Answer: No, TCU has developed an online system known as Programme Management System (PMS) to facilitate university institutions to upload their curricula for accreditation. Therefore, all curricula are submitted online through the PMS.

10. Does TCU charge fees for establishing a new university in Tanzania?

Answer: A Tanzanian investor who wishes to establish a university in Tanzania must pay a non-refundable fee of TZS 5,000,000. For non-Tanzanian investors the non-refundable fee is \$ 5,000.

TANZANIA COMMISSION FOR UNIVERSITIES



STUDENTS' CREDITS TRANSFERS GUIDELINES

Introduction

The Universities Act Cap.346 Section 5(1) (f) grants the Tanzania Commission for Universities (TCU) the mandate to establish transfer procedures for students wishing to transfer from one university to another and from one programme to another.

Scope

These guidelines apply to both undergraduate and postgraduate students who intend to transfer their credits into any approved programme in our local university institutions.

Principles of credit transfer

In processing the transfer, the following principles shall apply:

- Institutions may enter into credit transfer arrangements provided that all such arrangements shall be along the credit accumulation and transfer requirements.
- Transfer may be applied to all modes of learning namely Open and Distance Learning (ODL) or conventional delivery systems, and can be applied to part-time as well as full-time study programmes.
- Credit transfer may take place when the institution is satisfied that a subject or a group of subjects (Modules) that have been completed at a different institution or programme are equivalent or relevant to the subject or a group of subjects in the programme that the student is about to undertake at the receiving institution.

- Transferring students should be aware that a core subject course or module in the releasing institution may not necessarily be a core subject, course or module in the receiving institution or vice versa.
- Courses for transfer must have been accredited by the Commission and/or another national accreditation body.
- Approval of equivalency of subjects, module, courses and credit transfer is subject to the consent of the receiving institution.
- Transferred students shall earn credits only for successfully completed course units or courses.
- Number of credits and grades earned for a course will be included in calculating Grade Points Average (GPA) and Cumulative Grade Point Average (CGPA) of students.

Conditions for Transfer

A student who intends to transfer for purposes of accumulating credits on a specific subject, module or course or part of it shall be required to fulfill the following conditions:

- Must have been registered in the programme to which the credit will be accumulated.
- The subject, course or module intended for credit accumulation must be relevant to the programme to which the student is registered.
- The subject, course or module has been successfully completed before credits can be earned.
- Transfer of credits takes place within a period not exceeding five years from the time they were earned.
- The transfer student should have cleared all his/her supplementary examinations at the releasing institution, but can transfer carryovers.
- Students discontinued on academic grounds are not allowed to transfer their credits. However, those wishing to continue in a programme they were discontinued from will have to wait until a lapse of three years.
- Students discontinued on disciplinary grounds are not allowed to transfer their credits. Those wishing to continue with university education will have to wait until a lapse of three years.

- A student, who intends to transfer for purposes of graduating in a receiving institution, shall be required to earn at least 50% of the total credits from that institution's core courses.

Roles of the students

The student wishing to transfer shall:

- Understand the institution(s) and course(s) which are available at the receiving institution.
- Apply and secure a place at the receiving institution.
- Understand and accept the terms and conditions regarding the sought programme.
- Understand the learning environment at the receiving institution.
- Confirm his/her acceptance of the terms and conditions set by receiving institution and
- Notify his/her sponsor about the transfer through the receiving institution.

Roles of the releasing institution

The releasing institution shall:

- Facilitate the student's transfer and provide the necessary information on the student and the programme.
- Provide to receiving institution all credits earned by the transferring student, and
- Provide an authentic and signed letter to receiving institution which contains relevant student's information and reasons for transfer.

Roles of receiving institution

The receiving institution shall:

- Satisfy itself that the student seeking transfer had met the conditions for transfer.

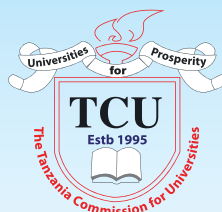
- Ensure that all transfer arrangements made by the releasing institution are acceptable.
- Counsel the student on compliance requirements for any mismatch between the programmes.
- Notify the Commission and any other relevant authority that the student has reported for studies.
- Submit the student's credit transfer request with copies of academic certificates and provisional results from releasing institution.
- Submit to the Commission the credits comparison matrix which shows:
 - Course and credits earned from releasing institution and the year of study against those of the receiving institution.
 - Student's details including full name, gender, Form four and six index numbers, nationality and nature of disability (where applicable).
- The receiving institution should communicate the transfer to TCU prior to registration to allow TCU to evaluate student's eligibility to the programmes he/she wishes to transfer to.

Roles of TCU

The Tanzania Commission for Universities shall:

- Receive, evaluate and endorse the credit transfer request as submitted by the receiving institution.
- Ensure that no student is admitted and/or registered by any receiving institution before the Commission's endorsement, and
- Issue a written confirmation of the credits transfer request to the receiving institution, and
- No student shall commence studies before approval of the transfer by TCU.

Tanzania Commission for Universities



LIST OF OVERSEAS STUDENTS RECRUITMENT AGENCIES LICENCED BY TCU TO OPERATE IN TANZANIA

Under Regulation 47 (1) (d) and (f) of the Universities (General) Regulations, G.N No. 226 of 2013, no person or institution, whether local or foreign shall without the express approval of the Commision, advertise to offer any university level award, organise exhibitions on university education or recruit students in the United Republic of Tanzania to join foreign university institution.

In recent years, Tanzania has experienced increased number of prospective students seeking to study higher education outside Tanzania. This demand has triggered increased establishment of Overseas Students' Recruitment Agencies (OSRA) to help enroll students in foreign universities. In order to ensure quality of graduate recruited by these agencies as well as satisfied that students are admitted in institutions which deliver higher education of high quality, TCU has developed "Principles and Guidelines for Licensing Overseas Students' Recruitment Agencies" that require every agency intending to carry out an overseas education students recruitment to be registered by TCU.

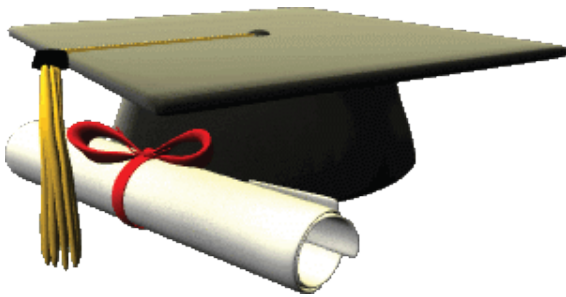
Based on this requirement, TCU has licensed fourteen (14) Overseas Students Recruitment Agencies as follows:

S/N	OSRA	Location
1.	Cari Vision Study Abroad Universities Ltd	Dar es Salaam
2.	DARWIN Education Agency Ltd	Dar es Salaam
3.	Education Study Link	Dar es Salaam
4.	Elimu Solutions Tanzania Limited	Dar es Salaam
5.	Gelson University Link Limited	Dar es Salaam
6.	Global Education Link Ltd	Dar es Salaam
7.	Livjene International	Dar es Salaam
8.	LSC Africa	Dar es Salaam
9.	Overseas Education Agency	Dar es Salaam
10.	RafikiChina Elite Universities	Dar es Salaam
11.	TASSAA Ltd	Dar es Salaam
12.	Unisev (T) Ltd	Dar es Salaam
13.	Universities Abroad Representative Tanzania Ltd	Dar es Salaam
14.	Yuhoma Education Ltd	Mwanza

OSRA outside this list are operating in Tanzania illegally. TCU will not be responsible for any person who has decided to enroll to the OSRAs which are not in the list.

The Tanzania Commission for Universities
Ministry of Education, Science and Technology Building, Ground Floor
P.O. Box 6562, 7 Magogoni Street, 11479 Dar es Salaam Tel: +255(0) 22 2113694, Fax: +255(0) 22 2113692
E-mail: es@tcu.go.tz Website: www.tcu.go.tz

Are you in Tanzania and hold a Foreign Academic Award?



Follow these six simple steps to get your qualification recognised:

1. Go to <http://faas.tcu.go.tz/login.php> click and read the “Guidelines”.
2. Go to <http://faac.tcu.go.tz/login.php> and click “Register New account”.
3. Gather all hardcopies of documents that are relevant to your application. Scan and save the hardcopies to obtain soft copies of the same.
4. Pay the processing fee by visiting the TCU website www.tcu.go.tz and click **“To pay for TCU services through Government Electronics Payment Gateway (GePG)” and generate Control Number**. Visit any Branch or Bank agent of CRDB or BOT. Use provided **Payment Control Number** as the Account Number and the Account Name is **Tanzania Commission for Universities**.
5. Fill in the online application forms and upload or attach the softcopies in relevant sections (Step 1 – 5).
6. Only click **“Declaration and Acceptance”** at step 5 when you are ready to submit your application.

What is the processing fee:

A sum of Tsh. 150,000/= for postgraduate qualifications (PhD, Master degree, Postgraduate Diploma and Postgraduate Certificate) and Tsh. 100,000/= for undergraduate qualifications (Bachelor degree, Diploma and Certificate) per qualification.

Which documents will I need:

7. Certified copy of the qualification (Degree, Diploma, Certificate etc.) in its original language.
8. An official translation of the qualification into English (if applicable).
9. Certified copy of transcript/mark sheets/list of subjects passed in original language.
10. An official translation of transcript/mark sheets/list of subjects passed into English (if applicable).

11. Documentation in support of name change (if applicable), e.g marriage certificate or deed poll.
12. Certified copy of certificate of Secondary Education (For Tanzania Citizen)
13. Certified copy of Advanced Certificate of Secondary Education (Education Prior to joining University for Non-Citizen).
14. Abstract and Certification page of the Dissertation or Thesis (For Tanzanians only).
15. Certified copy of the Bachelor degree certificate in its original language (Masters and PhD holders).
16. Certified official translation of the Bachelor degree certificate into English (if applicable)- (Masters and PhD holders).
17. Certified copy of the Bachelor transcript in its original language (Masters and PhD holders).
18. Certified official translation of the Bachelor transcript into English (if applicable) – (Masters and PhD holders).
19. Certified copy of the Master degree certificate in its original language (PhD holders).
20. Certified official translation of the Master degree certificate into English (if applicable) – (PhD holders).
21. Certified copy of the Master degree transcript in its original language.
22. Certified official translation of the Master degree transcript into English (if applicable) – (PhD Holders).
23. Certified copy of the Passport page containing your details.
24. Certified copy of Employment contract (for Foreigners working or expecting to work in Tanzania).
25. Copy of payment slip for Foreign Award Evaluation fee.

How do I get feedback:

Outcomes of evaluation are collected in person at TCU offices. Appointments for collecting the outcome of evaluation will be set and communicated to you through your user account within Fourteen working days (14) from the date your application was submitted into TCU's online system. During your appointment, you will be required to bring with you all original documents used to make the online application.

***Should you require more information, please call us on
+255(0)22 2113694/ 0738 001920/ 0735 531223/ 0734 367345***

List of Approved University Institutions in Tanzania as of December 31, 2020

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 and 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
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.	Catholic University of Health and Allied Sciences	CUHAS	Mwanza	Accredited

SN	Name of the University	Approved Acronym	Head Office	Current Status
10.	St. Joseph University in Tanzania	SJUIT	Dar es Salaam	Accredited
11.	United African University of Tanzania	UAUT	Dar es Salaam	Certificate of Full Registration (CFR)
12.	Sebastian Kolowa Memorial University	SEKOMU	Tanga	Certificate of Full Registration (CFR)
13.	University of Iringa	UoI	Iringa	Accredited
14.	AbdulRahman Al-Sumait University	SUMAIT	Zanzibar	Accredited
15.	Mwenge Catholic University	MWECAU	Moshi	Certificate of Full Registration (CFR)
16.	Ruaha Catholic University	RUCU	Iringa	Accredited
17.	Aga Khan University	AKU	Dar es Salaam	Accredited and Chartered
18.	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	MCHAS	Campus College under UDSM	Mbeya	Accredited
4.	Mbeya University of Science and Technology – Rukwa Campus College	MUST-RC	Campus College under MUST	Rukwa	Accredited
5.	Mzumbe University Mbeya Campus College	MU – Mbeya Campus College	Campus College under MU	Mbeya	Accredited
6.	Mzumbe University Dar es Salaam Campus College	MU – Dar es Salaam Campus College	Campus College under MU	Dar es Salaam	Accredited
7.	Sokoine University of Agriculture – Mizengo Pinda Campus College	SUA – MPC	Campus College under SUA	Katavi	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.	Marian University College	MARUCo	University College under SAUT	Bagamoyo	Accredited
9.	St. Joseph University College of Health and Allied Sciences	SJCHAS	University College under SJUIT	Dar es Salaam	Certificate of Full Registration (CFR)
10.	Catholic University College of Mbeya	CUCoM	University College under SAUT	Mbeya	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

3B: Private University Campuses, Centres and Institutes

SN	Name of the Institution	Approved Acronym	Affiliation	Head Office	Current Status
1.	St. Augustine University of Tanzania, Dar es Salaam Centre	Pending	University Centre under SAUT	Dar es Salaam	As per status of the Mother University
2.	Stefano Moshi Memorial University College, Mwika Centre	Pending	University Centre under SMMUCo	Moshi	As per status of the Mother University
3.	St. Augustine University of Tanzania, Arusha Centre	Pending	University Centre under SAUT	Arusha	As per status of the Mother University

PROCEDURES FOR THE ESTABLISHMENT OF A UNIVERSITY IN TANZANIA



- 1. The application shall be made using TCU Form No. 1 provided for in the first schedule to the Universities (General) Regulations 2013 and shall be submitted:**
 - (b) In both electronic and hard copies
 - (c) In English; and
 - (d) Upon payment of the fee prescribed by the Commission.

- 5. The application shall be submitted together with:**
 - (f) Three copies of project write up for the proposed university;
 - (g) Evidence of basic facilities for development of the proposed university;
 - (h) Title deed or offer in the name of the proposed university or such other evidence on title to the proposed facilities;
 - (i) Master-plan for the long-term development of the proposed university;
 - (j) Implementation plan for the master plan;
 - (k) Draft curricula for initial programmes and the proposed fee structure thereof;
 - (l) 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
 - (m) The details about the applicant showing the proposed location of proposed university as well as other details as shall be determined by the Commission.

The 15th Annual General Meeting of the Tanzania H



The Minister of State in the President's Office, Regional Administration and Local Government, Hon. Selemani Jafo speaks to the Tanzania Commission for Universities (TCU) Director of Admissions Coordination and Data Management, Dr. Kokuberwa Katunzi-Mollel at TCU pavilion in Dodoma.



The Minister of State in the President's Office, Regional Administration and Local Government, Hon. Selemani Jafo joyfully receives souvenirs presented to him by the Tanzania Commission for Universities.

heads of Secondary Schools Association (TAHOSSA)



TCU Director of Admissions Coordination and Data Management, Dr. Kokuberwa Katunzi-Mollet gives a presentation on Transition from Secondary Education to Higher Education: Current Status and Selected Statistics at the 15th Annual General Meeting of TAHOSSA on December 21, 2020.



TCU Quality Assurance Officer, Mr. Mathayo Mafang'a explains a point to the Heads of Secondary Schools in the country at the TCU pavilion during the 15th Annual General Meeting of TAHOSSA in Dodoma held from December 20 to 22, 2020.

The meeting between the Tanzania Commission for Universities (T



The TCU Executive Secretary, Prof. Charles Kihampa (standing) speaks to members of CTI on the challenges encountered by TCU when evaluating Foreign Awards to establish their comparability with Tanzanian equivalences as the basis for recognition of the corresponding qualifications. The first left (on white shirt) is the Executive Director of CTI, Mr. Leodegar Tenga.



The Executive Director of CTI, Mr. Leodegar Tenga (standing) addresses members of CTI, Officials from TCU and NACTE at the Kibo Conference Hall, Holiday Inn Hotel in Dar es Salaam. The second right is the TCU Executive Secretary, Prof. Charles Kihampa.

CU) and members of the Confederation of Tanzania Industries (CTI)



The TCU Director of Accreditation, Dr. Telemu Kassile (standing) delivers a presentation on Procedures for Evaluation of Foreign Awards and Recognition of Qualifications during the meeting between TCU and members of CTI.



The TCU Executive Secretary, Prof. Charles Kihampa (left) shares a light moment with a member of CTI during their encounter at the meeting between TCU and CTI.



Stefano Moshi Memorial University College (SMMUCo) Admission Officer, Hermence Nafai (with red dress) briefs the TCU Executive Secretary, Prof. Charles Kihampa (centre) accompanied by the TCU Director of Admissions Coordination and Data Management, Dr. Kokuberwa Katunzi-Mollel, when visiting the Admission Office during the institutional monitoring at SMMUCo.



The TCU Executive Secretary, Prof. Charles Kihampa (second right) accompanied by the TCU Director of Admissions Coordination and Data Management, Dr. Kokuberwa Katunzi-Mollel, hold talks with the Provost of Stefano Moshi Memorial University College (SMMUCo), Prof. Amini Kweka during their visit at SMMUCo.



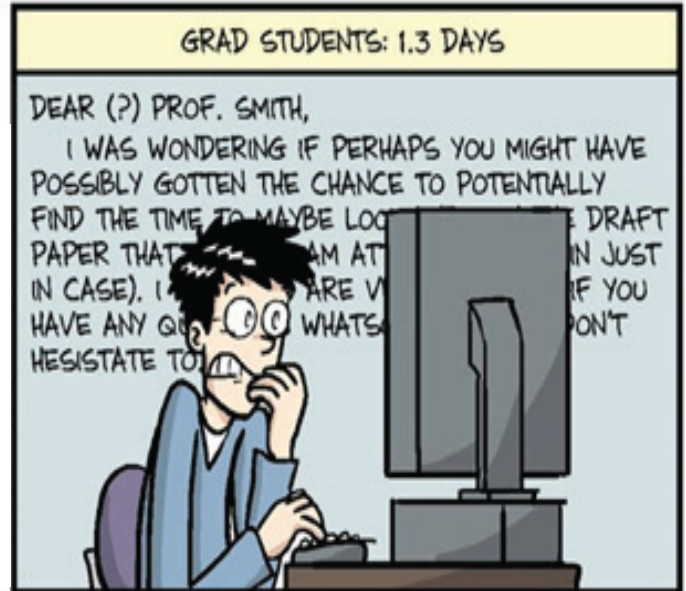
The Provost of Stefano Moshi Memorial University College (SMMUCo), Prof. Amini Kweka (right) flanked by Prof. Peter Chonjo from SMMUCo, listen to the TCU Executive Secretary, Prof. Charles Kihampa (left), during his visit at SMMUCo.



The Executive Director of Zanzibar Higher Education Loans Board (ZHELB) Mr. Iddi Khamis Haji (left) in a tete-a-tete with the TCU Executive Secretary, Prof. Charles Kihampa during the annual general meeting of the Tanzania Higher Learning Institutions Students' Organisation (TAHLISO), held at Jakaya Kikwete Dodoma Convention Centre. TCU was one of the event's sponsors.

😄 Cartoon / Jokes Corner >

AVERAGE TIME SPENT COMPOSING ONE E-MAIL



19th century scientist

I must find the explanation for this phenomenon in order to truly understand Nature...



21st century ~~scientist~~ academic

I must get the result that fits my narrative so I can get my paper into Nature..



Engineer Vs Doctor

This Will Surely Make You Laugh!

An Engineer was unemployed for a long time. He could not find a job so he opened a medical clinic and puts a sign up outside: **“Get your treatment for \$500, if not treated get back \$1,000.”**

One Doctor thinks this is a good opportunity to earn \$1,000 and goes to his clinic.

Doctor: “I have lost taste in my mouth.”

Engineer: “Nurse, please bring medicine from box 22 and put 3 drops in the patient’s mouth.”

Doctor: “This is Gasoline!”

Engineer: “Congratulations! You have got your taste back. That will be \$500.”

The Doctor gets annoyed and goes back a couple of days later to try to recover his money.

Doctor: “I have lost my memory; I cannot remember anything.”

Engineer: “Nurse, please bring medicine from box 22 and put 3 drops in the patient’s mouth.”

Doctor: “But that is Gasoline!”

Engineer: “Congratulations! You have got your memory back. That will be \$500.”

The Doctor leaves angrily and comes back after several more days.

Doctor: “My eyesight has become weak.”

Engineer: “Well, I don’t have any medicine for this. Take this \$1,000.”

Doctor: “But this is \$500...”

Engineer: “Congratulations! You got your vision back! That will be \$500.”



ABOUT THE TANZANIA COMMISSION FOR UNIVERSITIES

The Management of the Commission: As provided for under Section 13 of the Universities Act, Cap. 346 of the Laws of Tanzania, Part II, Section 13 (2), management of the Tanzania Commission for Universities (TCU) is headed by the Executive Secretary (ES). The ES is the Chief Executive Officer of the Commission responsible for management of the day-to-day operations of the Commission. The management carries out various routine and planned functions of the Commission and advice the Commission as appropriate. The ES is supported by three Directors; Director of Accreditation (DA), Director of Admissions Coordination and Data Management (DAD) and Director of Corporate Services (DCS).

Directorates: To effectively exercise its mandates and regulatory function, the Commission has three Directorates, one responsible for Accreditation, the second is responsible for Admissions Coordination and Data Management and the third is responsible for Corporate Services. As a matter of procedure, the Directorates report to the respective Committees of the commission on any matter that requires attention or approval of the Commission.

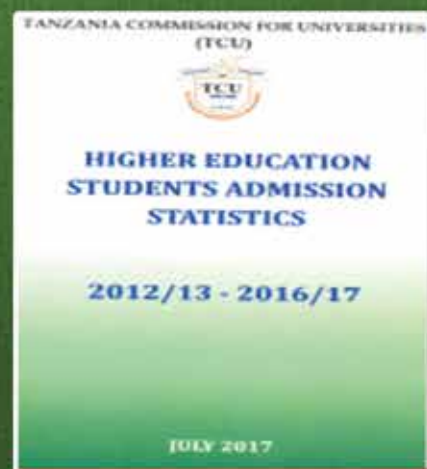
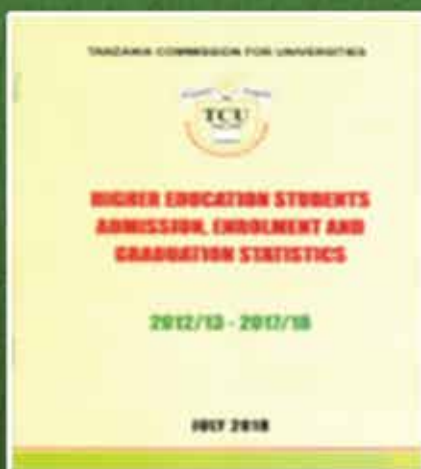
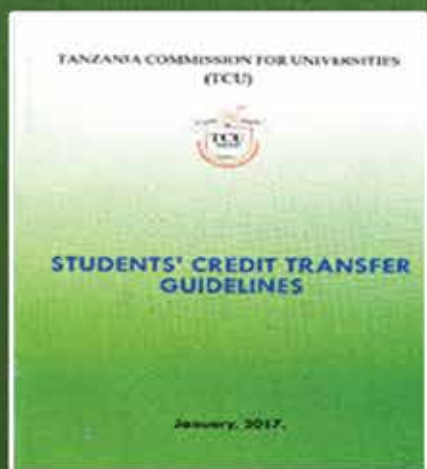
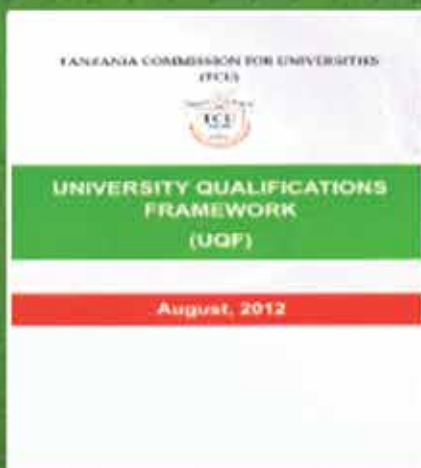
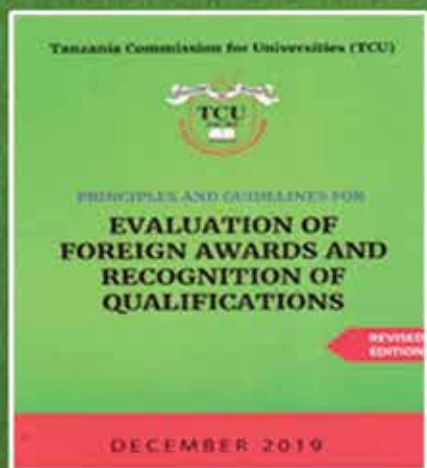
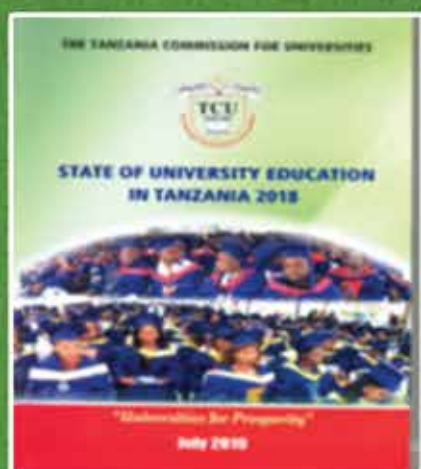
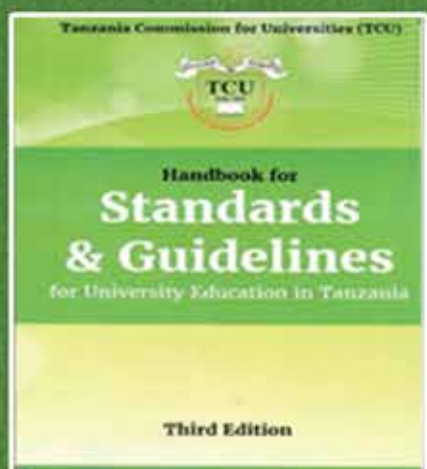
Directorate of Accreditation: The main objective of the Directorate is to provide advice on efficiency and effective coordination of all matters on accreditation, registration and quality assurance of university institutions, systems, programmes and awards.

Directorate of Admissions Coordination and Data Management: The main objective of the Directorate is to coordinate and oversee admissions of students in higher education institutions. It is also responsible to develop systems and plans for and manage data collection related to admission from higher education institutions.

Directorate of Corporate Services: The main objective of the Directorate is to provide technical advice to the Executive Secretary on matters on planning, finance, human resources and administration. It is also responsible to develop and implement effective and efficient plans for human resource development, finance and administration matters and ensure effective use of all resources of the Commission.



Available TCU Publications



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