



TCU MAGAZINE

Tanzania Commission for Universities

Universities for Prosperity

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TANZANIA AT 60

Significant Leap in Higher Education

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.”

**HER EXCELLENCY SAMIA SULUHU HASSAN,
PRESIDENT OF THE UNITED REPUBLIC OF TANZANIA**





Tanzania 60th Independence Anniversary

1961 - 2021

*The Tanzania Commission for Universities (TCU) congratulate the President of the United Republic of Tanzania, **Her Excellency Samia Suluhu Hassan** and all Tanzanians on celebrating 60 years of independence of Tanzania.*

Anniversary is a time to celebrate where we come from and how we are forging ahead. TCU will continue to support the efforts in bringing about the country's development by promoting accessible, equitable, harmonised and quality university education systems that produce nationally and globally competitive outputs.

Universities for Prosperity



MESSAGE FROM THE EXECUTIVE SECRETARY

PROF. CHARLES D. KIHAMPA

IT is a great pleasure to welcome you to the TCU Magazine which is released biannually. The current issue is the fifth in series and the second issue for the year 2021. My sincere appreciation and congratulations to the Magazine's Editorial Board for their tireless efforts and passion in accomplishing this task. Likewise, a word of appreciation to all those who spared time and energy to write the articles and to our esteemed readers.

The year 2021 ended in a unique style as our country marked its 60th independence anniversary on December 9 at a colourful and pompous event held at the Uhuru Stadium in Dar es Salaam.

The Tanzania Commission for Universities (TCU) believes that the commemoration of the country's diamond jubilee 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. In this regards, the desire to promote accessible, equitable, harmonised and quality university education systems that produce nationally and globally competitive outputs should be a primary responsibility of every university.

In 60 years of independence, the nation has recorded a number of socio-economic strides and envisaged the country's brighter future in all key sectors, including the higher education sub-sector. The number of Universities and University Colleges has increased from 1 University College in 1961 to 47 Universities and University Colleges by December 2021.

As we forge ahead, there are some pressing factors which necessitate the call for quality assurance in higher education. Among them include the increased demand for quality education. It should be noted that quality assurance in higher education is a continuous improvement process through continuous assessment, evaluation

and mitigations and also strengthening institutional internal quality assurance systems and mechanisms through concerted efforts of all key stakeholders.

I therefore urge higher education stakeholders to continue working together to further improve the quality of higher education in the country by focusing on priority areas for economic and social development that resonate well with National Development Vision 2025.

Besides, there is a need for universities in the country to uphold their three core functions of teaching, research and consultancy/community service in a balanced manner. I also urge Quality Assurance Officers in universities to redefine their roles with a view to broaden the scope of their roles and responsibilities. This entails the roles of Quality Assurance Officers in different universities undertaking including development of curricula, admissions of students, teaching, research, consultancy, recruitments and promotions of academic staff as well as functioning of governance systems.

In fostering higher education and ensuring compliance, TCU will continue to support universities through human resource capacity building by conducting regular workshops. The Commission will also continue to monitor the implementation of the laid laws, regulations, standards, guidelines, procedures and provide support and advice to all universities.

Lastly yet importantly, I wish you a pleasant reading of this Issue I hope you will find articles informative and insightful. The Magazine is also accessible online on the TCU website (www.tcu.go.tz). I invite you to explore our website and learn more about all we have to offer.

Quality assurance in higher education is a continuous improvement process through continuous assessment, evaluation and mitigations.

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Tanzania at 60: As we gear for quality assurance, Rome was not built in a day

Cover page caption

The TCU Organising Committee for the 16th Higher Education, Science and Technology Exhibitions (standing) in a group photo with the Zanzibar Chief Secretary and Revolutionary Council Secretary, Eng. Zena Ahmed Said (seated centre), Deputy Permanent Secretary from the Ministry of Education, Science and Technology, Prof. James Mdoe (left) and TCU officials (right), July 27, 2021 at Mnazi Mmoja Grounds in Dar es Salaam.



**President of Zanzibar and the Chairman of the Revolutionary Council
Hon. Dr. Hussein Ali Mwinyi**

CONGRATULATIONS



The Tanzania Commission for Universities (TCU) congratulates the President of Zanzibar and the Chairman of the Revolutionary Council, Hon. Dr. Hussein Ali Mwinyi, on the successful completion of his one year in the office.

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

**OUR ESTEEMED
CUSTOMERS AND
STAKEHOLDERS,
YOU ARE THE REASON
WE STRIVE FOR EXCELLENCE**

Thank you for your cooperation and support.

*I wish you all a very happy and
prosperous New Year 2022!*

Prof. Charles D. Kihampa
TCU EXECUTIVE SECRETARY



ORBITUARY

Fare-thee-well



Prof. Mayunga Habibu Hemedi Nkunya
1952 – 2021

It is with great sadness we mourned the demise of Prof. Mayunga Habibu Hemedi Nkunya, that happened on July 20, 2021 at Muhimbili National Hospital in Dar es Salaam.

The late Prof. Nkunya was the Chairman of the Tanzania Commission for Universities (TCU) from September 25, 2019 until his demise. The Commission appreciates and will continue to remember his contribution, which enabled it to enhance its efficiency in executing TCU mandates and functions.

May God Rest His Soul in Eternal Peace!



Dr. Kokuberwa Katunzi-Mollel

TCU Director of Admissions Coordination and Data Management and the Chairperson of the Organising Committee for the Higher Education, Science and Technology Exhibitions.

Thank You Note

On behalf of the Tanzania Commission for Universities (TCU) and the Organising Committee for the **16th Higher Education, Science and Technology Exhibitions**, I wish to thank the Ministry of Education, Science and Technology for the invaluable support and collaboration you accorded us during the exhibitions held at Mnazi Mmoja grounds in Dar es Salaam from July 26 to 31, 2021.

I wish to congratulate all participated institutions in the exhibitions. Special thanks go to the Commission and the Organising Committee for the job well done and for making the exhibitions successful. You did a tremendous job!

The Organising Committee sincerely appreciates and values the cooperation and support the exhibitors extended to us during the preparations of the expo and for their active participation in the event.

This event wouldn't have been successful without your dedicated hard work, energy and commitment. Thank you for the outstanding and immeasurable work.

I also wish to thank the Ilala Municipal Council and the Management of Mnazi Mmoja Grounds for their willingness to host the event and the services they rendered to us throughout. On behalf of the Commission, I commend you for the good gesture.

We look forward to continued cooperation in 2022 and beyond!

Editorial *note*

Editorial Board

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

**Dr. Kokuberwa Katunzi-Mollel - Member
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**Ms. Roserine J. Rutta - Member
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**Ms. Jorlin S. Kagaruki - Secretary
Senior Public Relations Officer**

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Invitation

This Magazine highlight 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 is exuberant to welcome you to the Fifth Issue of TCU Magazine. This Magazine is released biannually.

Our sincere appreciation to all those who spared their time and energy to write the articles. Our heartfelt gratitude also goes to our esteemed readers for reading our Magazine.

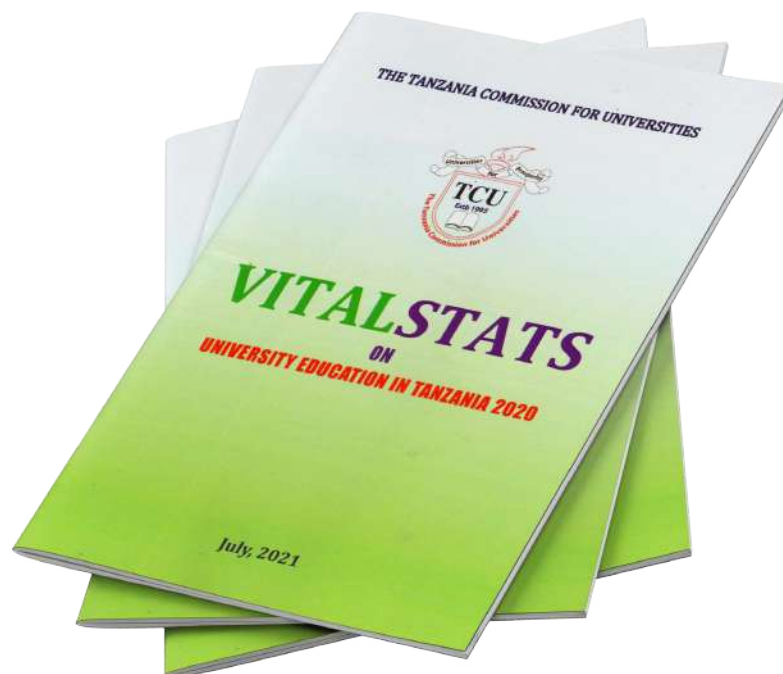
The Magazine comprises significant progress, information and remarkable initiatives and a wide range of articles to keep you updated, motivated and educated.

TCU Magazine is an ideal tool for providing our stakeholders and the public with knowledge about higher education in Tanzania and abroad.

We are indeed grateful to all those who contributed in preparing this Issue and urge all stakeholders and our esteemed readers who have educative articles, constructive comments and suggestions to share with us without hesitation.

Send in your articles, comments or suggestions to:

Executive Secretary,
Tanzania Commission for Universities,
P.O. Box 6562,
Dar es Salaam.
E-mail: es@tcu.go.tz



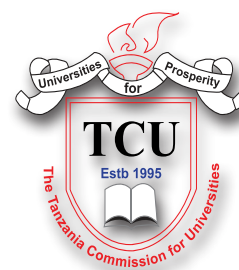
Section 5(1) of the Universities Act, Cap. 346 of the Laws of Tanzania gives the Tanzania Commission for Universities (TCU) the mandate to collect, examine, store in a database or databank and publish information relating to higher education. In recognition of this mandate, TCU has been publishing statistics on university education in Tanzania to inform various stakeholders (such as the government, students, parents, employers and the public) on the state of university education in the country.

Considering the fact that good decisions are made based on data, TCU has been publishing statistics on various aspects including, but not limited to trends in admission; student enrolments disaggregated by various parameters including sex of students, field of education, institution ownership (public or private) and award level; number of graduates also disaggregated by several parameters; students' dropout; programmes on offer; and number of academic staff and education levels.

The vital statistics is a series of publications that are produced by TCU annually. Similar publications include the State of University Education in Tanzania 2018, which was published in 2019 and Vital Statistics on University Education in Tanzania 2019 and 2020 that were published in 2020 and 2021.



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
TANZANIA COMMISSION FOR UNIVERSITIES



PUBLIC NOTICE

HONORARY DOCTORATE DEGREES

The Tanzania Commission for Universities (TCU) wishes to remind its stakeholders and the public that honorary degrees in Tanzania are conferred by accredited and registered university institutions as per the provisions of the Universities Act, Cap. 346 of the Laws of Tanzania.

Similarly, honorary degrees conferred by foreign institutions in the foreign countries are recognised by TCU only when such institutions are accredited and recognised by regulatory authorities of the respective countries.

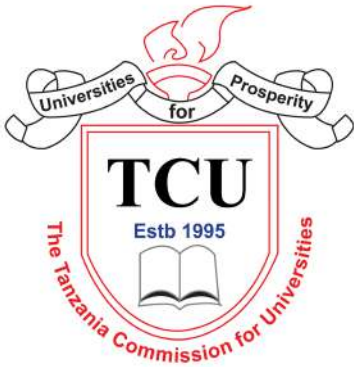
Be further reminded that the Universities Act, Cap. 346 of the Laws of Tanzania and Universities (General) Regulations, G.N. No. 226 of 2013 provide for the procedures for foreign institutions wishing to operate in Tanzania.

Therefore, it is an offence to run university academic activities, including conferment of academic and other awards in the United Republic of Tanzania, without approval from the Commission.

The public should be aware of such institutions and verify the recognition of university institutions in Tanzania through the list of recognised universities available on TCU website www.tcu.go.tz before transacting with any foreign or local universities.

Issued by:

Prof. Charles D. Kihampa
EXECUTIVE SECRETARY



Tanzania Commission for Universities



*You can also visit our website www.tcu.go.tz
Follow our pages for news and various
information on our regulatory, supportive and
advisory functions for university education in
Tanzania.*



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Staff at the Tanzania Commission for Universities have every reason to smile as the country turns 60



ON December 9, 2021, our country celebrated its 60th independence anniversary (diamond jubilee) with a grand spectacle at the Uhuru National Stadium in Dar es Salaam. One of the most outstanding political achievements during this post-independence period was the rebranding of our country, formerly known as Tanganyika, but now proudly known as the United Republic of Tanzania; resulting from the political Union of former Tanganyika with Zanzibar, on April 26, 1964.

The national event was led by the President of the United Republic of Tanzania, Her Excellency Samia Suluhu Hassan. The attendance of several presidents from the East African region and emissaries from other partnering countries underlined the significance of our nation as a regional and international player.

Addressing the nation on the eve of Independence day, President Samia talked about the milestones achieved since independence. She highlighted a

number of socio-economic strides the nation has recorded since independence and envisaged the country's brighter future.

According to her, Tanzania has made great achievements, envisaging the country's brighter future, highlighting major strides in all key sectors including education.

Her Excellency also expressed the confidence that the journey to upper middle-income economy would be shorter, given the nation's feasible development plans.

She was optimistic that the government strategies and the pace of implementing development strategies will smoothen the road to upper middle-income status in the near future.

"We have come a long way in attaining the lower-middle income status but the future is brighter in our endeavour to attain middle and upper-income status," President Samia said.

TCU Celebrates 60 Glorious Years

Nevertheless, the Tanzania Commission for Universities (TCU) also joined fellow Tanzanians in joyously celebrating the auspicious 'freedom day' event that occurred sixty years ago when our country achieved its deserved political independence.

TCU is a Government Regulatory agency established 16 years ago on July 1, 2005 under Section 4 (1) of the Universities Act, Cap. 346 of the Laws of Tanzania, and is recognised as a champion of quality assurance in higher education in Tanzania. We have been working tirelessly for 16 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.

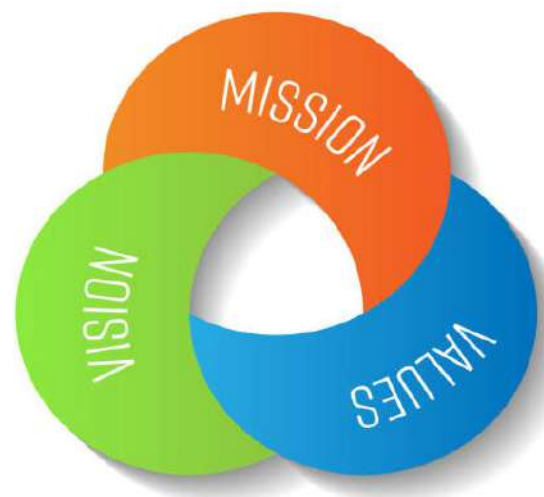


The mandate and core functions of TCU are provided under Section 5 (1) of the Universities Act, Cap. 346 of the Laws of Tanzania. These functions can be clustered into three major areas, namely regulatory, advisory and supportive.

TCU, being 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 decisions making organ and the Committees which serve an advisory role to the Commission.

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



In performing its mandates and core functions, TCU is guided by the following vision, mission and core values:

VISION

Our vision is to become a leading regional higher education regulatory agency supporting systematic growth and excellence of university education in Tanzania.

MISSION

Our mission is 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 guided by the following core values:

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



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 in Tanzania;
- ✧ Coordinating admission and transfer of students into higher education institutions within and outside Tanzania;
- ✧ Issuing No Objection Certificate to students who wish to pursue university education abroad;
- ✧ Reviewing Draft Charters submitted by university institutions for the purpose of receiving approval from the higher authority; and
- ✧ Conducting educational and awareness programmes on issues of university education within and outside Tanzania.

We are committed to providing quality services to all our clients and stakeholders equally and equitably. We welcome feedback on the quality of our services through letters, verbal communication, telephone and e-mail. All communications should be addressed to the Executive Secretary. Feedback received from our clients and stakeholders is recorded with a

view to measure and improve our service delivery and performance and assist in our annual self-assessment.

CLIENTS

Our clients 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; and
- ✿ TCU staff.



Welcome to the Tanzania

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 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.

Commission for Universities



TANZANIA AT 60

SIGNIFICANT LEAP IN HIGHER EDUCATION

December 9, 2021 as Tanzanians celebrated 60 years of independence in the midst of technological advancement, it is no doubt that the country has experienced a dynamic environment with dramatic changes in higher education. Our Correspondent spoke to the Executive Secretary of the Tanzania Commission for Universities (TCU), Prof. Charles Kihampa, looking into the history, reminiscing on the past, present and taking a look at what the future holds for the Commission.



TCU Executive Secretary, Prof. Charles Kihampa

By Correspondent

UPON the attainment of independence in 1961, Tanzania had been preoccupied with three developmental challenges which are ignorance, poverty and diseases. According to the World Bank (WB), education is fundamental to development

and growth. The human mind makes possible all development achievements, from health advances and agricultural innovations to efficient public administration and private sector growth.

For countries to reap these benefits fully, they need to unleash the potential of the human mind. And there is no better

Sixty years of striving for quality higher education

tool for doing so than ensuring quality education.

It has been a roller-coaster ride for the higher education sub-sector in Tanzania for the past six decades. On this occasion, we have the opportunity for self-reflection on what 60 years of progress look like in higher education with a view to strengthen our position on the regional and international stage.

It is evident that throughout the six decades, our government has prioritised initiatives encouraging the development of the higher education sub-sector. This is in consideration of the importance of the sector for citizens' well-being, the country's economy, and the potential contribution of the nation to the continent and the world at large.

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

The proliferation of higher education was considered a threat not only to the quality of the institutions being established but also to the education provided. In response, a regulatory framework was instituted to ensure that the massification does not compromise the quality of education offered in universities. Thus, in 1995, the then Higher Education Accreditation Council (HEAC) was established with the legal mandate to regulate the establishment and subsequent accreditation of privately owned university institutions in the country.

Such mandate being limited only to private universities was considered unfavourable for promoting a viable public-private partnership in higher education as stipulated in the National Higher Education Policy of 1999.

Also, the issue of quality in higher education was considered cross-cutting to both private and public owned university institutions. Hence, the need to establish a harmonised higher education system in the country led to the establishment of the Tanzania Commission for Universities (TCU) on July 1, 2005 through the enactment of the Universities Act, Cap. 346, with the legal mandate to regulate both private and public owned university institutions in the country. TCU was given three core functions which are regulatory, supportive, and advisory.

For the regulatory function, TCU conducts a regular and impromptu periodic evaluation of universities, their systems, and programmes to regulate the quality assurance systems at new and established universities and in the process, institutions are registered and accredited to operate in Tanzania. Also, TCU validates programmes to ensure their credibility and evaluates university awards attained from local and foreign institutions for use in Tanzania.

The advisory function of TCU entails advising the government and the public on matters related to university education in Tanzania as well as international issues on higher education, including advising on programme and policy formulation and other best practices.

Through the supportive function, TCU ensures the orderly conduct of university operations and management, adherence to set standards and benchmarks by providing support to universities in terms of coordinating the admission of students, offering training and other sensitisation interventions in key areas such as quality assurance, university leadership and management, fundraising and resources mobilisation, entrepreneurial skills and gender mainstreaming.

Over the last 16 years of its existence, TCU has recorded remarkable achievements that have immensely contributed to the development of the higher education 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;
- Conducting regular capacity-building programmes for universities leaders and staff aimed at improving the quality of higher education in the country; and
- Strengthened accreditation and quality assurance systems through development of standards and guidelines. 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 Qualification Framework; and
- * Practical Training Framework.

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



LEGAL AND REGULATORY FRAMEWORK

The growth of the higher education sub-sector and the performance of higher education players owe 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 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 and provisions for cooperation among higher education institutions.

Second, the Education and Training Policy of 2014 is among the current policies relevant

to TCU operations. The Policy puts forward several policy statements geared towards improved quality education and increased access and equity to higher education.

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 mandates 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 to foster a harmonised higher education system in the country.

Besides, Vision 2025 is also instrumental in guiding the functioning of TCU. The Vision 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.” TCU will continue contributing to its achievement by working closely with university institutions to ensure that the basic goals in Vision 2025 are achieved.

POLITICAL CONDITIONS

Tanzania has enjoyed a stable political climate since attaining its independence 60 years ago. Political stability is among the factors attributed to the growth of different sectors, including the education sector and the higher education sub-sector.

The attitude of political leaders provides opportunities for education stakeholders, including TCU to perform their functions successfully. Similarly, government emphasis and decisions on education matters offer opportunities for TCU to perform its functions effectively. The stable political conditions are among the reasons for the increase of accredited university institutions from 1 in 1961 to 47 by December 2021.

During the 16 years of service, TCU has improved the working relationship and trust between the government and the private sector. The increased collaboration has seen the private sector invited to participate

in the government policy, implementation, and evaluation and thus making it possible for the private sector concerns and interests to be considered in various government decisions.

ECONOMIC CONDITIONS

The economic situation of the country has an impact on TCU performance. At the macro level, the government has controlled inefficient and non-priority spending, a measure that has opened opportunities for increasing development money 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 have 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. Citizens recognise the critical role of higher education in ensuring sustainable socio-economic development in the country. The government understands the importance of higher education in providing high-level skills necessary for the labor market and the significance of training professionals who make decisions that impact communities and societies.

Also, the social influences and emphasis of peer groups in societies on education matters have raised the demand for education services at all levels. Bachelor Degree Admission statistics into higher education institutions show an increase from 14 students in 1961 to 100,858 in the 2021/2022 academic year. Bachelor’s degree programmes have increased from 1 programme in 1961 to 737 programmes in the 2021/2022 academic year. This trend indicates the growing public demand for higher education in Tanzania.

DEMOGRAPHIC ENVIRONMENT

The demographic environment offers growth opportunities for the education sector in the country. The population is growing annually, implying that the demand for education

services at all levels will increase over time. The increasing enrolment trend in basic education and high school subsequently increased the number of secondary school leavers seeking access to higher education.

NATIONAL AND REGIONAL INTEGRATION

TCU has 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. 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 (HEC – Rwanda); Council on Higher Education (CHE – South Africa); National Council for Higher Education (NCHE – Malawi); African Continental Qualifications Framework (ACQF) and Tanzania 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 of 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) among others.



Zanzibar Chief Secretary and Revolutionary Council Secretary, Eng. Zena Ahmed Said (seated at the centre) in a group photo with the Organising Committee of the 16th Higher Education, Science and Technology Exhibitions at Mnazi Mmoja Grounds in Dar es Salaam on July 27, 2021. The Chief Secretary officiated the exhibitions' opening ceremony.

Let's all Celebrate 60 Years of Independence and focus on the Tanzania we want

FUTURE OUTLOOK

Since its establishment, TCU has by large, been performing more of the supportive role to university institutions with the aim of nurturing the institutional growth and strengthening the internal quality assurance systems of universities. However, some of the institutions have not been able to raise the desired level of quality.

Some of the factors for this state of affairs include a desire for compliance than quality by some universities; low research and innovation output; low capacity in terms of both physical infrastructure/facilities and technical know-how; limited knowledge for some University Leaders about the laws, guidelines, procedures and standards governing universities; financial constraints facing some university institutions; and interference of some owners to the general management and operations of university institutions.

TCU agenda 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 adequate and competitive human resources base for national development.

Besides, 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 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.

Hence, TCU will continue to work hard and put forward the interest of our country and its citizens. However, 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 in the country.



ZANZIBAR PRESIDENT PROMISES FURTHER INVESTMENT IN EDUCATION



Zanzibar President, Hon. Dr. Hussein Ali Mwinyi, who is also Chancellor of the State University of Zanzibar (SUZA) speaking during the 17th graduation ceremony of SUZA.

By Correspondent

ZANZIBAR President, Hon. Dr. Hussein Ali Mwinyi pledged to continue investing in education at all levels and review policies to improve the sector so that much-needed professionals are produced.

He also underscored the importance of embracing digital technology and harnessing its full potential in the education sector.

“This is a growing world of science and technology, and therefore we need to be well placed to fit in the competitive world by making our children computer literate. We also need to create employable graduates to accelerate development,” he said.

Dr. Mwinyi said this on December 29, 2021 at the 17th graduation ceremony of the State University of Zanzibar (SUZA) after he presided over the awarding of certificates, diplomas, degrees to the

2020/2021 graduates of the university in Unguja.

President Mwinyi, who is the Chancellor of the University, also highlighted other measures in improving education in Zanzibar, including revising the scheme of service and salary structure to ensure the lecturers and staff of the university are paid according to their position, experience and level of education.

“In recognition of the efforts made by lecturers and staff of the university, the government has approved ongoing reforms which include reviewing payment structure to ensure everyone is paid what he/she deserves, with consideration to position, duration of service and level of education,” he said.

Dr. Mwinyi said that the government in collaboration with the university leadership and the Ministry of Education and Vocational Training is looking for solutions to address the challenge of shortage of lecturers and other staff.

“I urge SUZA Management to prepare lecturers from among its best graduates, along with developing existing graduates and staff by coming up with specialized training programmes,” he said.

In efforts to minimize financial challenges, he advised the SUZA management to find alternative ways of getting funds, including sourcing for loans and establishing development projects which can benefit

the university. “Let me encourage you that the government is ready to provide a guarantee to institutions which seek for funds through various ways, including loans,” he said.

The University Vice Chancellor, Prof. Mohammed Makame Haji thanked the president and the government for the ongoing support to ensure the university provides quality education as part of the mission to create patriotic youth in their country.

He said there are some challenges which SUZA is facing that hinder the development of the institution. However, he said different measures are being taken to address them.

The Zanzibar Minister for Education and Vocational Training, Hon. Simai Mohammed Said promised to work with SUZA management to overcome the challenges raised.

A total of 1,894 graduates in various fields, including Health and Medical sciences, Catering, Tourism, Financial Management, Education, ICT and Accounting graduated for the year 2020/2021.

The graduation ceremony was also attended by the Executive Secretary of the Tanzania Commission for Universities (TCU), Prof. Charles Kihampa accompanied by the Director of Admissions Coordination and Data Management, Dr. Kokuberwa Katunzi-Mollel.



PARTNER WITH INDUSTRIES TO ENHANCE TECHNOLOGICAL INNOVATIONS, VARSITIES TOLD



Zanzibar Chief Secretary and Revolutionary Council Secretary

Eng. Zena Ahmed Said

By Correspondent

IT is well known worldwide that the University-Industrial linkage plays a crucial role in translating research results from the university into tangible products, processes and services aimed at the socio-economic development of any nation. It is on this basis that the developed and developing countries differ from each other.

Experience shows that no country has attained breakthrough in its socio-economic development without developing a University-Industrial linkage especially in

the area of commercialisation of research results.

Despite the benefits of research activity in enhancing technological innovations to the national development as well as the presence of several higher education institutions in the country, the real benefits of research have not been fully realised. Only a few research results have been converted into tangible products to date.

Besides, universities have a history on contributing to the advancement

of knowledge and technology in the economic and social context of a country, through teaching, research and extension programmes. The knowledge developed by students and researchers can lead to linkage with different entities, including industries, resulting in a technology transfer from the university to the market.

Universities and industries are therefore urged to collaborate in research and contribute to the transformation of applied research into technological innovations that can accelerate social and economic development.

The call was made by Zanzibar Chief Secretary and Revolutionary Council Secretary, Eng. Zena Ahmed Said while opening the 16th Higher Education, Science and Technology Exhibitions organised by the Tanzania Commission for Universities (TCU) from July 26 to 31, 2021 at Mnazi Mmoja Grounds in Dar es Salaam.

She said the government's goal is to see universities play an innovative role in providing ideas and developing technologies to cope with major societal challenges and contributing to the realization of the 17 sustainable development challenges (SDGs) defined by the United Nations. Universities have a key role to play in delivering solutions that can help the country in efforts to tackle many of the SDGs such as climate change, diseases and poverty reduction.

"University-Industrial linkage is a tool for technology transfer and innovations generated within a country. The collaboration between universities and industries arises from the need for the productive sector to develop new technology, product or process, or even when there is an adequately mature invention to be transferred from the university to the industry," she said.

She noted that technological innovation depends on scientific knowledge, which is the reason why university-industry collaboration is one of the most reliable alternatives. "With this collaboration, it is possible to build a link between the knowledge generated at the university and the practice as well as the marketing experience of the organisations, a partnership that can modernise a country's industrial park," she said.

Eng. Zena also called on the country's higher education institutions to evaluate how much they have contributed to the solution for challenges facing the country.

She explained that these institutions have a responsibility to conduct research that answers the challenges facing society and is the catalyst for national development.



TCU Vice Chairman, Prof. Charles Mgone

Commenting on this, the TCU Vice Chairman who is also the Vice Chancellor of Hubert Kairuki Memorial University (HKMU) and the Chairman of the Committee of Vice Chancellors, Principals and Provosts in Tanzania (CVCPT), Prof. Charles Mgone said universities have a pivotal role to play in sustaining the middle-income economy and industrialisation process in the country.

"New knowledge, skills and the ability to develop and exploit new technologies, as well as understanding how technology and society interact, are all critical success factors that universities can contribute in this ongoing process of industrialisation," he said.

Prof. Mgone also concurred with the fact that universities need to improve further research excellence, while simultaneously focusing on research collaborations of high impact on both the private and public sectors.

Prof. Mgone further said that technological innovation depends on in-depth and specific knowledge. Thus, the university's role is crucial so that the invention reaches the industry fully developed.

As the exhibitions' theme states 'Sustaining a middle-income economy and promoting



The TCU Executive Secretary, Prof. Charles Kihampa

growth through higher education, science and technology’ “we will ensure this is attained,” said Prof. Mgone.

Adding to that, 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 bright future.

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

Prof. Kihampa highlighting on various achievements the Commission has attained said that some higher education institutions have already reviewed their curricula and incorporated programmes that carry the national agenda.

These institutions include; the Nelson Mandela African Institution of Science and Technology (NM-AIST), Sokoine University of Agriculture (SUA), 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.

In addition to that, he said TCU has also succeeded in eliminating academic malpractice in various university institutions through supporting the systematic growth and excellence 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 16th Higher Education, Science and Technology Exhibitions was graced by the Deputy Minister for Education, Science and Technology, Hon. Omary Juma Kipanga (MB), on July 31, 2021.













The Deputy Minister for Education, Science and Technology, Hon. Omary Juma Kipanga (Centre) visiting exhibitors' pavilions, accompanied by the TCU Executive Secretary, Prof. Charles Kihampa (left) at Mnazi Mmoja Grounds in Dar es Salaam on July 31, 2021.

Universities for Prosperity

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Inspiration comes from many sources and our interest in promoting accessible, equitable, harmonised and quality university education systems that produce nationally and globally competitive outputs, stem from our dream of becoming a leading regional higher education regulatory agency supporting systematic growth and excellence of university education in Tanzania.

Each stakeholder in higher education has a unique role to play. Ours is regulatory, supportive and advisory functions for university education and contributes to the economic growth of our nation.

Together we will steer university education towards excellence!

TCU GETS A NEW CHAIRPERSON



*Prof. Penina Oniviel Muhando Mlama
TCU Chairperson*

By Correspondent

THE President of the United Republic of Tanzania, Her Excellency Samia Suluhu Hassan appointed Prof. Penina Oniviel Muhando Mlama as the Chairperson of the Tanzania Commission for Universities (TCU) from October 19, 2021.

Prof. Mlama takes the position following demise of Prof. Mayunga Habibu Hemedi Nkunya on July 20, 2021. TCU is honored to have Prof. Penina Oniviel Muhando Mlama as the Chairperson of the Commission. On behalf of the TCU Community, the TCU Management wishes to congratulate her for this appointment.

LIFE AND LITERARY CAREER

Prof. Penina Oniviel Muhando Mlama was born in Berega, Morogoro region in Tanzania in 1948. She is a retired Professor at the University of Dar es Salaam (UDSM). A long-serving Professor of Creative Arts at UDSM, she has held various positions, including Head of Department, Associate Dean Research and Dean of the Faculty of Arts and Social Sciences as well as Chief Academic Officer (nowdays is referred as Deputy Vice Chancellor Academics).

Between 1998 and 2010 Prof. Mlama took time off from UDSM and joined the civil society to engage in the pursuit of gender equality and development. She served as the

Executive Director of the Pan African NGO, Forum for African Women Educationalists (FAWE) based in Nairobi, Kenya dealing with the promotion of girls' education in 34 countries across Sub Sahara Africa.

In 2011 she returned to UDSM where she was appointed Professor of the Mwalimu Julius Nyerere Professorial Chair in Pan African Studies until 2018 when she retired.

In her long career as an artist, expert in cultural studies and gender activist, Prof. Mlama has spearheaded several movements and the formulation of development models. This includes the development of the Tanzanian version of the Theatre for Development Model.

Prof. Mlama is co-founder of the TUSEME Girls' Empowerment for Gender Equality model, using the theatre approach. She is also the founder of the Gender Responsive Pedagogy model for teacher training. Both the TUSEME and the Gender Responsive model have been widely applied in Tanzania and various countries across Africa. In 2016, Professor Mlama received a UNICEF Change Maker Award for girls' empowerment in

recognition of her work with TUSEME.

In the Creative Arts, Prof. Mlama has devoted her academic and creative work to African Theatre and culture through which she has fought hard for recognition, self-determination and self-assertion of Africa's cultural identity and aesthetics. Her research work, creative writing and production reflect a constant search and experimentation with African values and cultural identity.

Besides, Prof. Mlama, along with playwrights of various African nationalities, was one of the pioneers of Theater for Development, a movement that sought to let marginalized people use plays to engage in issues important to their lives within their communities and with experts.

Prof. Mlama has also served in numerous national and international Boards related to culture, education, gender and development. For instance, in 2013, Prof. Mlama was appointed the Chairperson of the National Arts Council (BASATA) by Former President Jakaya Kikwete for a three-year term.



"Growing up in different circumstances, I was constantly exposed to the disadvantaged position of girls. That motivates my work with gender equality."

Professor Penina Mlama.

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

VARITIES URGED TO UPHOLD QUALITY ASSURANCE



The Vice Chairman of Tanzania Commission for Universities (TCU), Prof. Charles Mgone (left) hands over a souvenir to the Minister for Education, Science and Technology, Prof. Joyce Ndalichako, after opening the consultative workshop for the Chairpersons of the University Councils/Governing Boards, Vice Chancellors, Principals and Provosts in Tanzania on October, 7 2021.

By Correspondent

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

The Minister for Education, Science and Technology, Prof. Joyce Ndalichako said during the opening ceremony of the Consultative Workshop for the Chairpersons of the University Councils/Governing Boards, Vice Chancellors, Principals and Provosts in Tanzania on

October 7, 2021.

The Minister said it was important for universities to continuously aspire to maintain the quality of their programmes and products. She also noted that 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 and carry out external quality assessments.

Prof. Ndalichako said that the quality of a university is judged against how it achieves its stated mission and vision, as well as its products conforming to pre-determined expectations. She said while conforming to universal norms and quality standards, universities need to cherish the diversity of their missions and visions to the societies they serve.

The Minister affirmed that it is important for a university to understand how it drives its missions and visions relative to those of other universities while conforming to the pre-determined stakeholders' expectations.

Speaking on the stakeholders' expectations, she said there is a need to ensure that Tanzania universities focus on accommodating the growing higher education access demand without compromising quality. She therefore, urged universities to enable increase higher education enrollments to enable the country to compete in the global knowledge economy.

"It is also important for universities to ensure that the growth, expansion and diversity of university education systems

in the country corresponds to national priorities and quality aspects in terms of inputs, processes, outputs and outcomes," she said.

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

She also stressed the need for universities to promote creativity and innovation for institutional growth, diversification and competitiveness.

The two-day workshop organised by the Tanzania Commission for Universities (TCU) was held at APC Hotel and Conference Centre in Dar es Salaam on October 7 and 8, 2021.

TCU has been conducting a number of capacity-building programmes for university institutions in the country as part of its supportive role, including training university leaders, academic staff and other cadres of university personnel on various issues related to university education.



The Minister for Education, Science and Technology, Prof. Joyce Ndalichako (seated centre) in a group photo with Chairpersons of the University Councils/Governing Boards, Vice Chancellors, Principals and Provosts in Tanzania on October 7, 2021.

VARITIES URGED TO ABIDE BY ADMISSION SET STANDARDS AND GUIDELINES



Deputy Permanent Secretary for the Ministry of Education, Science and Technology, Prof. James Mdoe (standing) addresses stakeholders meeting in Dar es Salaam.

By Correspondent

THE Deputy Permanent Secretary for the Ministry of Education, Science and Technology, Prof. James Mdoe commended 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 process for the academic year 2021/2022 is successful. He was speaking during a meeting organised by TCU for the Deputy Vice Chancellors, Principals and Provosts responsible for academic matters and personnel responsible

for Information Technology and Admission. The meeting was held at Kisenga – Hall, LAPF International Conference Centre in Dar es Salaam on November 15, 2021.

The meeting aimed at sharing and deliberating on admission and quality assurance issues in the 2021/2022 admission cycle. Also, the meeting aimed at receiving feedback from stakeholders regarding the admission process to improve the coordination of admission in the future.

The Deputy Permanent Secretary commended the Commission for continuously improving the admission

coordination systems for undergraduate students each year, noting improvements made to perfect the online admission systems that are used to receive and communicate admission information between the TCU and institutions, and the vice versa.

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

“The success is due to good cooperation between the Commission and stakeholders,” he noted.

However, 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 higher education enrollment rates in the country, noting Tanzania still lag (Gross Enrollment: 3 to 4 percent) the target of Sub-Saharan Africa (SADC/Sub-Saharan GER 8 percent).

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

He also shared his knowledge about some of the higher education institutions not adhering to admission standards, guidelines and procedures by admitting students unprocedural.

He urged higher education institutions to abide by the set standards and guidelines and the Commission’s instructions on admission matters 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 further directed TCU to continue taking legal action against any individual or institution that is non-compliant with the legal procedures in admission.



Dr. Kokuberwa Katunzi-Mollel

TCU Director of Admissions Coordination and Data Management

The TCU Director responsible for Admissions Coordination and Data Management, Dr. Kokuberwa Katunzi-Mollel presenting on the role of TCU in coordinating admissions, said the Universities Act, Cap. 346 of the Laws of Tanzania and the Universities (General) Regulations, G. N. No. 226 of 2013 gives the Commission the mandate to coordinate students’ admissions to higher education institutions in the country.

She explained that TCU coordinates admissions through providing admission guidelines, standards, procedures and ensuring the quality of admitted students.

The Director informed that initially, the Commission planned to have three undergraduate admission windows for the academic year 2021/2022. The first admission window commenced on July 12, 2021 instead of July 15, earlier than anticipated due to the early release of Form Six results by the National Examinations Council of Tanzania (NECTA) on July 10, 2021.

Dr. Katunzi-Mollel said the first admission window had the min application window for

graduates of previous years and was opened on June 15, 2021. The first admission window was extended to August 5, 2021, almost eight weeks, providing ample time for the prospective applicants to submit their applications to their most preferred institutions.

“The second window was opened from August 24 to September 6, 2021 and the third window commenced on September 14 to 20, 2021,” she said.

“After the completion of the three admission windows, on October 11, 2021 the Commission decided to open the fourth window after pleas from various stakeholders including some applicants who failed to secure admission in the previous window due to various reasons and also some higher education institutions which still had slots to admit students in some of their programmes,” she revealed.

The introduction of an extra admission window is not uncommon. TCU had been compelled to do the same in the previous years to increase access to higher education

by allowing more applicants to apply for admission.

According to Dr. Katunzi-Mollel, a total of 112,228 applicants submitted their applications to 78 higher education institutions approved to admit undergraduate students during the 2021/2022 admission cycle.

She added that at the end of the 2021/2022 admission cycle, a total of 100,858 applicants equal to 89.6 percent were admitted into 737 programmes allowed to admit Bachelor’s degree students compared to 686 programmes in the 2020/2021 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 158,050 in the 2020/2021 to 167,078 in the 2021/2022 academic year. This is an increase of 9,028 slots equivalent to 5.7 percent.



Participants from the higher education institutions in the country during a one-day meeting organised by TCU to discuss on success and pertinent issues arose during the 2021/2022 admission circle.

MY COLLEAGUES THINK I AM THE MOST INFORMED PERSON

I read the TCU Magazine for insights and knowledge about higher education in the country and abroad.



TCU Magazine is also accessible online on the TCU website

www.tcu.go.tz

TCU MAGAZINE

It is the content that counts

ACADEMICS FRATERNITY REMEMBERING RENOWNED CHEMIST, PROF. NKUNYA



By Correspondent

TUESDAY July 20, 2021 remains the day that entered the records of the Tanzania Commission for Universities (TCU) and in many memories of higher education stakeholders around the world as it was the day that one of the Chief Chemists who reformed higher education in Tanzania, Prof. Mayunga Nkunya passed away at the Muhimbili National Hospital while undergoing treatment.

News of the demise of the TCU Chairman woke up members of academics, scientists and various government officials who flocked at the Nkrumah Hall of the University of Dar es Salaam (UDSM) on July 21, 2021 to bid their last respects and farewell to one of the most influential chemists in the country.

People who worked or collaborated closely with the late Prof. Nkunya said he was a

very quiet professional who let his work speak for itself and made it one of the many things that will be remembered about the great scientist.

Speaking about the late Prof. Nkunya during an interview with this Magazine, academicians who knew him since he was the Chief Academic Officer (currently the Deputy Vice Chancellor for Academic affairs) at the University of Dar es Salaam (UDSM) said the deceased had left many things that would continue to improve the quality of higher education in Africa.

TCU Executive Secretary, Prof. Charles Kihampa said the nation has lost a significant figure in the science field who mentored more than 50 scientists and left more than 300 academic publications.

“Prof. Nkunya is classified as one of the renowned professors of Organic Chemistry specialising in natural products,” he noted.

He reminded that TCU started as a Higher Education Accreditation Council (HEAC) in 1995 and had its Executive Secretary at the time, but the current TCU became known to the public in the country and various parts of the world during the late Prof. Nkunya’s tenure after being appointed in 2007 as the first Executive Secretary. “He pioneered the quality assurance initiatives across Africa,” said Prof. Kihampa.

Prof. Kihampa noted that strategic initiatives that the Commission is currently implementing are based on Prof. Nkunya’s ideas including development of systems for academic staff promotions, staff recruitment and career development for universities staff.

The late Prof. Nkunya was also able to promote Tanzania abroad due to his extensive work including establishing various networks in various fields including the Natural Product Research Group for East and Central Africa (NAPRECA) which has continued to research and discover various herbal remedies across the continent.

Also, the late Prof. Nkunya initiated the East African Higher Education Quality Assurance Network and the Quality Assurance of

Universities in Tanzania, and also trained many people in matters of quality assurance. “So we have lost someone who was still very much needed,” Prof. Kihampa said.

After Prof. Nkunya was appointed as the TCU Executive Secretary in 2007, in 2010 it was Tanzania’s turn to fill the position of Executive Secretary at the Inter-University Council for East Africa (IUCEA) where he was appointed in November 2010

“At IUCEA he did a great job and even the construction of the Council’s head office is due to his hard work. But he also created many higher education systems that are now used in the East African region,” explained Prof. Kihampa.

After serving IUCEA for five years from 2010 to 2015, the late Prof. Nkunya returned to the country and continued to serve as a UNESCO expert who developed various university quality assurance systems in various countries.

“When you talk about higher education, the late Prof. Nkunya was an international figure who served in Africa and Europe,” said Prof. Kihampa. He was also a founding member and first president of African Quality Assurance Network (AfriQAN).

In addition, the late Prof. Nkunya is also said to have fought for the expansion of higher education institutions in the country in order to accommodate many students after many years of having few universities.

“His death has left us with the scourge of missing a specialist like him who was able to mentor so many young people at the Masters and Doctorate levels and considering that there were so few talented science professionals in the country,” said Dr. Charles Kitima, the former Vice Chancellor of St. Augustine University of Tanzania (SAUT).

“He was an expert in quality assurance and during his tenure as Executive Secretary of IUCEA, we were able to have a harmonised higher education system across the region. “The region has lost a true patriot in promoting quality of higher education,” said Dr. Kitima who is also Secretary General of

the Tanzania Episcopal Conference (TEC).

For his part, the National Institute for Medical Research (NIMR), Director General, Prof. Yunus Mgaya noted that during his lifetime, Prof. Nkunya succeeded in discovering many therapeutic molecules and helping to discover various natural remedies that have contributed to improving the health of Tanzanians.

“We have three young researchers at NIMR, all of whom are students of Prof. Nkunya. One of them is the manufacturer of Covidol and the other is the one who produced Nimrcaf, but also the current government Chief Chemist is the product of the scientist,” said Prof. Mgaya.

According to Dr. Athuman Mfutakamba, the late Prof. Nkunya was a mentor despite being his longtime classmate. “He was diligent

and wanted to see positive results, this is why under his leadership as a Chairman, TCU has continued to improve the quality assurance of university education.”

Addressing a flock of education stakeholders and the public during the Opening Ceremony of the 16th Higher Education, Science and Technology Exhibitions at Mnazi Mmoja Grounds on July 27, 2021, the TCU Vice Chairman, Prof. Charles Mgone assured that the Commission has remained stable and that Prof. Nkunya’s demise will not affect TCU’s performance.

“The Commission will remain a strong and resilient institution in the country, regionally and internationally and we will continue to do all the work as agreed and set ... we will continue all the good work we did during Prof. Nkunya’s lifetime,” said Prof Mgone.



Government officials and higher education stakeholders follow proceedings during a bidding final farewell ceremony to the late Prof. Mayunga Nkunya at Nkrumah Hall, UDSM on July 21, 2021.

TRIBUTE TO AN ICON



“Quality in higher education is a comparative phenomenon which is determined by meeting requirements set in the benchmarks agreed upon among stakeholders”

Prof. Mayunga Habibu Hemedi Nkunya
1952 - 2021

SPECIAL TRIBUTE TO PROF. NKUNYA, THE HIGHER EDUCATION ICON



TCU Executive Secretary, Prof. Charles Kihampa (left) presents the first issue of TCU Magazine to the TCU Chairman, Prof. Mayunga Nkunya on January 10, 2020.

By Prof. Charles Kihampa

I PAY this tribute to the life of Prof. Mayunga Nkunya who was not only my mentor but my father, confider, counselor and friend.

Prof. Nkunya's personal worth on earth were his patience, love and sympathetic concern for the well-being of others irrespective of their background, nationality, faith and race. He transformed the lives of many people within and outside Tanzania. Indeed, Mayunga devoted his life to the development of others.

Some of us have become what we are today because of the mentorship, loving care and endless effort he exhibited on us. More than twenty-five years ago, I met Prof. Nkunya at the University of Dar es Salaam (UDSM) when I and my colleagues were in our mid-20s'. He deliberately gathered us, nurtured

us like a father, introduced us to scientific research and granted scholarships for further education up to the PhD level.

Remarkably, Prof. Nkunya continued following up and guiding us in our careers until his death. Our prosperity in education, career and life in general can not be separated from him.

He had a vast experience of more than 40 years in higher education both within and outside Tanzania either as a mentor, leader, administrator, advisor, expert, manager and consultant. He held various leadership positions including Dean in the Faculty of Science and Chief Academic Officer (now Deputy Vice Chancellor for Academic Affairs) at the UDSM.

He was the Executive Secretary of the

Tanzania Commission for Universities (TCU) and Executive Secretary of the Inter-University Council for East Africa from 2007 to 2010 and November 2010 to 2015 respectively. At different times, he was Chairperson, President and member in different Boards, Networks and Forums both within and outside the country. He also participated at different capacities in various higher education reforms and transformations, to mention a few both within and outside Tanzania.

As an academician, Prof. Nkunya was a guru of Organic Chemistry specialising in Natural Products Chemistry and he was globally respected on the same. He authored several books, publications, scientific reports, delivered scientific lectures and presentations in internationally renowned conferences and lectured at different universities within and outside Africa. At the UDSM he formed a very strong research group of Natural Product Chemistry through which he trained more than 50 students at Masters and PhD levels.

Some of his students are holding various positions in both public and private institutions within and outside Tanzania including Chief Executive Officers, Permanent Secretaries, Ministers and the like. Until his death, he was a Professor Emeritus at the UDSM where he continued teaching both undergraduate and postgraduate programmes.

He was the founding member of the Tanzania Chemical Society (TCS), an association that gathers chemistry professionals in the country, and until his death, he was an active member of the society and member of the Governing Council of TCS. He was also the founding member of the Natural Products Research Network for Eastern and Central Africa (NAPRECA), a network of natural products chemists.

Prof. Nkunya served as the Executive Secretary of TCU between 2007 and 2010, and later as the Chairman of the Commission from September 2019 until his death. He transformed the institution and made it visible within and outside Tanzania. He instituted systems of quality assurance in higher education in the country and

operationalised the Commission's functions of regulatory, advisory and supportive functions. He was a founding member of various higher education quality assurance networks and forums both within Tanzania and at international levels.

I feel proud to have worked with him, first as my mentor and later as a colleague in academia and quality assurance in higher education, as Senior Academician and Chairman of the Commission. He instilled in me discipline and above all self-confidence for which I am most grateful. The only comfort I have is that I got the opportunity to work with him even during the last days of his life and took care of him in hospital until his death. I still recall his last words while lying in the hospital bed "Charles I am here, that is life." Rest in peace Prof. Mayunga Habibu Hemedi Nkunya. You will always be in our hearts. *Amen!*



Prof. Charles Kihampa is the TCU Executive Secretary.

THANK YOU MY TEACHER, MENTOR, ADVISOR AND FRIEND - THE LATE PROF. NKUNYA



***By Dr. Cosam Chawanga Joseph,
IUCEA, Kampala Uganda***

THE morning of Tuesday, July 20, 2021 was one of the saddest days of my life, woke up to some terrible news from Prof. Charles Kihampa, the Executive Secretary of Tanzania Commission for Universities (TCU). My benefactor, mentor, teacher and friend Prof. Mayunga Nkunya, who hugely shaped my view on life, work, and many other things, passed away.

I have never met someone as equally supportive, impressive, diligent and attitude for work, full of life and sense of humour, and grounded as Mayunga. It is not that common at this stage of our careers to have

professors who shape our intellect, interest, and life in general. But my mentor, Prof. Nkunya did that. To me, he was indeed an accomplished mentor and academician, especially a total chemistry professor. While we were originally brought together for academic purposes, I soon began to learn from his views and perspectives and his wealth of knowledge about how it is to become a responsible academician and a citizen of this world. That will always be fundamental for my understanding of the world. I hope that everyone, when such people cross their paths, never take people like my mentor Mayunga for granted. I certainly never did, and never will.

I met Dr. Nkunya by then, as one of his undergraduate students in chemistry at the University of Dar es Salaam (UDSM), Tanzania in 1988. Since then, from the classroom interactions, we built very special bond and academic relationship of which overtime grew up to become special mentor-mentee relationship, from among the many lecturers in chemistry at UDSM.

Prof. Nkunya, was a truly unparalleled Tanzanian academic patriot, who foremost valued academic merit than any other criteria in selecting from among his many students to join his research group. His origin is from Tabora Region and I am from Mbeya Region (now part of Songwe Region), two different regions apart and am sure until his untimely death he didn't know my tribal or ethnical background. This is one of his legacy, entrenched from the Founding Father of the United Republic of Tanzania, Mwalimu Julius Kambarage Nyerere, that Tanzania is one and Tanzanians are one.

In his academic life he mentored over 15 PhDs and 40 M.Sc. students, and most of these originated from almost all corners of Tanzania, big as the country is, and some of them were from outside Tanzania, such as Kenya, Uganda, Ethiopia, from my recollection, only one of his postgraduate students came from Tabora, on merit. He established a modern organic chemistry research laboratory for postgraduate training at Masters, PhD and staff research, which attracted students from Kenya, Uganda, Ethiopia, Rwanda, Democratic Republic of Congo, Madagascar and Europe.

I joined his research group in 1991 after my undergraduate studies for my M.Sc. degree in natural product chemistry, under his supervision. After successful completion of my M.Sc. in 1993, I immediately embarked on my Ph.D. studies in chemistry (organic synthesis) at The Katholieke University of Nijmegen (now renamed Radboud University) in the Netherlands, on a Dutch government scholarship programme that was solicited through his natural product research group at UDSM. He was one of my two supervisors during my PhD programme.

Upon completion of my Ph.D. in 1997, back

at UDSM, I joined his research group and he entrusted me to assume the leadership of the group, since by that time he was already very busy with management duties at the University and later on at Tanzania Commission for Universities. It was through the research group that he mentored me into conducting multidisciplinary research, project management, resource mobilisation for research, quality supervision of postgraduate students and impact-oriented chemistry research. I was able to supervise 10 Ph.D. and 14 M.Sc. students in chemistry and related research areas. I co-authored with him over 20 original scientific papers.

My association with Prof. Nkunya helped me to make new regional and international friends, partners and networks and contacts with various funding agencies for higher education such as Carnegie Cooperation of New York, Rockefeller Foundation, McArthur Foundation, NIH-USA, Sida, NORAD, WHO, ICIPE, DAAD and UNESCO, among others.

Through his academic and leadership mentorship, I was highly ranked as one of active and productive young academicians and researchers, through which I was able to publish 40 original scientific papers. I was entrusted to coordinate a number of research projects, such as: Faculty of Science Coordinator-Research Capacity Building Project, Sida/SAREC, 2003-2007; Project Coordinator, Natural Insecticides and Repellents for Malarial Mosquito Control, WHO/TDR/MIM-ICIPE, Nairobi, 1999-2003; Principal Investigator, Medicinal Constituents from Tanzanian Herbal Remedies, VLIR-Belgian Programme 1999-2004; Project Coordinator, Development of Natural Pesticides for Human and Animal Health, UDSM-NORAD 2005-2008; University Coordinator, Rockefeller Foundation Research & Innovation Programme 2006 – 2008; Project Coordinator: Utilisation of indigenous knowledge on insecticides for pre-harvest food security, UDSM-Rockefeller Grant 2005-2008; University Coordinator, Minority Health International Research Training (MHIRT), Hampton University-UDSM NIH-USA exchange programme, 1998 – 2008; Programme

Officer, Natural Product Research Network for Eastern and Central Africa (NAPRECA), 1997-2004; Project Coordinator, Bioactivity and value-added processing of Medicinal Plant products for the Management of HIV/AIDS fungal infections in Lake Victoria Basin, VicRes, Inter-University Council for East Africa, 2006-2008.

During my time in Chemistry at UDSM, I shared the office with Professor Nkunya for almost 10 years. While in the office together, we shared a lot of things in common ranging from social, personal development, academic, including strategies for advancement of chemistry and natural product research at UDSM. I was able to travel with him almost all corners of the world on various academic missions.

He was the first person who introduced me to Quality Assurance (QA) in higher education in 2006, while he was the Chief Academic Officer at UDSM and I was the Head of Chemistry Department. Successively, I developed passion and enthusiasm for QA. When the position of QA Officer was established at IUCEA, I competitively applied for the job and joined IUCEA in 2008. I left UDSM while I was the Dean, Faculty of Science at the Dar es Salaam University College of Education (DUCE). Working with him at IUCEA as the Executive Secretary of IUCEA from 2010 to 2015, was my best and most productive working life with him through which, we contributed to the transformation of higher education landscape in East Africa through the development of various regional policy documents related to enhancement of quality of higher education and harmonisation of higher education.

These include among others the East African Quality Assurance Framework and the East African Qualifications Framework for Higher Education, that was approved by the EAC Council of Ministers on May 30, 2015. These regional policy documents and many others contributed to the transformation of East African Community as a Common Higher Education Area, the Declaration of which was made by the Summit of the EAC Heads of States on May 20, 2017 in Dar es

Salaam, Tanzania. Another key contribution to the region is the establishment of the East African Quality Assurance Network for Higher Education (EAQAN) in 2012.

Prof. Nkunya, and I, also actively participated and contributed significantly to the harmonisation of higher education at continental level, such as the Pan African Quality Assurance and Accreditation Framework (PAQAF), Harmonisation of African Quality Assurance and Accreditation (HAQAA) initiatives through the African Union and European Union Partnership Strategy.

At global level, Prof. Nkunya and I, were also actively involved in QA matters through the International Network of Quality Assurance Agencies in Higher Education (INQAAHE), through which at some point, he was a Board Member of INQAAHE representing Africa. Until his untimely death, he was actively engaged as a consultant by UNESCO Headquarters Paris on various matters related to higher education and in particular quality assurance.

Prof. Mayunga Nkunya has left a big name carved in my heart and a legacy in me that I can write pages and pages to infinite. Maybe it will be just and fair to write a book about him.



**Though Prof.
Nkunya may have
left this world,
his legacies and
contributions
to chemistry,
especially
natural product
chemistry will
live forever.**

THE LATE PROF. NKUNYA WAS A GREAT LEADER



Prof. Mayunga Habibu Hemedi Nkunya

By Prof. Daniel Mkude

THE sudden and untimely death of Prof. Mayunga Nkunya on Tuesday, July 20, 2021 shocked and saddened a wide spectrum of higher education practitioners who had known and closely worked with him from the closing years of the 20th century up to his demise. I acknowledge his immense contribution and hereby convey my heartfelt sympathy and condolences to his immediate family for whom the loss must have come as an even greater shock.

Mayunga Nkunya was born and raised in Tabora region in Western Tanzania. After performing outstandingly well at primary and secondary schools, Mayunga eventually joined the University of Dar es Salaam (UDSM) as a BSc student in Chemistry. Upon graduation he was awarded a scholarship to study in Holland. Upon completion of his

doctoral studies, he returned to UDSM to share and practice what he had studied at home and abroad. He quickly rose in the academic ranks to the position of Professor in Organic Chemistry.

His mind and heart were set on excelling in Organic Chemistry research; so passionate he was that he quietly nurtured an appetite for winning a Nobel Prize. It was at around this time that I was approached by colleagues to persuade him to accept a search committee's recommendation to appoint him the Chief Academic Officer of UDSM, which at that material time was in the midst of an institutional transformation programme. After some uneasy hesitation he accepted the post and eventually played a crucial role in steering the programme to success.

Looking back now over the years, I can only say that the nation has lost a trusted citizen, an eminent scholar, a distinguished Academic and a shrewd Administrator who knew how to get crucial things done and done well.

Prof. Nkunya touched and influenced the lives of many in a wide range of connections. Suffice it to mention here four areas in which his contribution will continue to be felt on the higher education landscape. First, although he was originally skeptical about students' participation in university management, he eventually adopted and championed the idea when he realised that it worked wonders in steering institutional transformation. He not only popularised student participation but also extended the idea to other stakeholders.

Secondly, Prof. Nkunya was instrumental in the early adoption of Quality Assurance mechanisms in Tanzania. He argued that the Quality Assurance Strategy was a more civilised mechanism of taming the negative effects of chronic underfunding and reckless widening of student enrolment. He played an outstanding role in customising Quality Assurance instruments to fit the East African environment. Through this measure, universities in the region were able to regain respectability as serious players in higher education provision. He advocated and strongly influenced the adoption of the same over the rest of the continent.

Thirdly, he played a leading role in advocating for the wise utilisation of scarce resources through networking and cooperation among higher education providers in the region and in Africa as a whole. During the last two decades, a number of quality assurance initiatives and agencies sprung up and got established in the continent. Most of them are geared to promote not only quality assurance matters but also other services of academic interest. On September 22, 2015 the Global University Network for Innovation and the African Quality Assurance Network together presented to Prof. Nkunya a Joint Award in recognition of his personal contribution to the development of Quality Assurance in Africa.

Fourthly, students who were awarded their Masters and Doctoral degrees under his guidance have fond memories of him and are ever grateful to him for kindling in them a passion for serious scholarship of the 'Nkunya type'. Each quietly dreaming of becoming the torch bearer of Mayunga Nkunya's intellectual legacy.

May his unique blend of scholarship and humility, coupled with his selfless dedication to duty, continue to inspire budding academics to follow his footprints in the sands of time at the national, regional and international level. We feel honoured and privileged to have known and worked with him.



Prof. Daniel Mkude is Deputy Principal Academic Affairs at Jordan University College (JUCo), Tanzania.



The TCU Organising Committee for the 15th Higher Education, Science and Technology Exhibitions (standing) poses for a souvenir photo with the TCU Chairman, Prof. Mayunga Nkunya (seated centre), TCU Commissioners (left) and TCU officials (right), September 5, 2020 at Mnazi Mmoja Grounds in Dar es Salaam.



The Great Quality Assurance Mentor

By Dr. Telemu Kassile

IN 2007, upon completing his tenure as a Chief Academic Officer at the University of Dar es Salaam (UDSM), Prof. Mayunga Nkunya was appointed the Executive Secretary of the Tanzania Commission for Universities (TCU), a post he held until 2010 when he joined the Inter-University Council for East Africa (IUCEA).

While at TCU, he promoted and strengthened the core functions of TCU that include setting appropriate higher education regulatory and advisory systems. Others include promoting TCU's university supportive role and pioneering the development of the ongoing human resources capacity-building programmes for all levels of university leadership to prepare future university leadership in the country.

He retired from public service in 2015 but was appointed the TCU Chairman on September 25, 2019. His appointment received wide support from education stakeholders, given his expertise and experience in the higher education sector in the country and beyond.

Through his passion for quality, Prof. Nkunya is credited for establishing the East African Regional Quality Assurance System under the IUCEA and developing harmonisation systems that laid the groundwork for the declaration of East Africa as a Common Higher Education Area in 2017.

In celebrating his life, it is therefore essential to remember the good memories we all have of Prof. Nkunya as a leader, scientist, colleague, but above all, a person who 'lived with quality' of higher education in his veins. Only when we keep these fond memories safely in our hearts, we can understand the valuable times we had together with him and keep his memory alive in our hearts.

***Dr. Telemu Kassile is the
Director of Accreditation, TCU***

He will be spoken highly in years to come

By Dr. Kokuberwa Katunzi-Mollel



PROF. Mayunga Nkunya was an exceptional leader who nurtured others at times to a fault. He was a role model, a caring and supportive mentor in the journey of quality assurance in higher education for many in the East Africa region. He was undoubtedly one of the pillars as seen in the literature that we have today.

I would like to leave you with tribute to Prof. Nkunya that I feel represents how I choose to honour and remember him.

Your work towards the Quality Assurance activities in East Africa will continue to influence and nurture more academicians in the region and beyond.

*Dr. Kokuberwa Katunzi-Mollel is the
Director of Admissions Coordination and Data Management, TCU*



Prof. Nkunya was a humble leader

By Mr. Yusuf Rauna

PROF. Mayunga Nkunya was a good human being, an emphatic leader, an excellent collaborator and an outstanding leader who respected everybody regardless of age, seniority, status or ideology. Always he was more than willing to help and support all individuals in whatever means possible, creating partnerships and nurturing the relations for sustainability. These attributes were indispensable for many national, regional and international alliances he made for higher education.

It is not often that you find intelligence, maturity of character and humility combined in one person. Prof. Nkunya was exceptional because he was well known for combining all those attributes and more in himself.

Although he is no longer in a material dimension that we can directly relate to, Prof. Nkunya will continue to be alive in our hearts. His spirit will live with us as he will also live in the minds of many who knew and interacted with him. Indeed, the Tanzania Commission for Universities (TCU) and the higher education community have been fortunate to have had Prof. Mayunga Nkunya among its leaders for his profound and long-lasting impact in academia and higher education leadership. He will continue to be deeply and sadly missed.

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

Prof. Nkunya saw our potential

By Lucy Mrikaria



I MET Prof. Mayunga Nkunya in August, 2008 when I joined the Tanzania Commission for Universities (TCU) as the Internal Auditor while he was the TCU Executive Secretary until November, 2010 when he became the Executive Secretary of the Inter-University Council for East Africa (IUCEA).

Prof. Nkunya inspired me in his leadership as I learned that no matter what my role is, I can and should make a difference. He was an effective leader who strived to instill a sense of duty and professionalism among the staff and was inspirational on the transformational process at a personal and institutional level. He was also a good team player and interactive with people, irrespective of their age and various aspects of status.

As a leader, I thank him for especially touching my life. His legacy of good leadership and commitment to the higher education quality assurance fraternity will live forever.

*Lucy Mrikaria is
Senior Internal Auditor, TCU*



Prof. Nkunya loved and cared for his staff

By Alexander Kamwela

I MET the late Prof. Mayunga Nkunya in 2010 when I joined the Tanzania Commission for Universities (TCU) as the Assistant to the Executive Secretary, while Prof. Nkunya was still the TCU Executive Secretary.

He was a good leader possessing a high sense of accountability to higher education and stakeholders. He was a leader who loved and cared for us. He also created a culture of inclusivity and comradery. He believed that everyone in the organisation contributes towards the achievement of the organisational goals. He took pride in bringing out the best in his staff. By doing so, he gave us the gift of confidence, excitement and self-worth.

The death of Prof. Nkunya is indeed a big loss for the family, the nation and the academic community in general. Meanwhile, he left a significant legacy for which he will be remembered forever.

*Alexander Kamwela is
Senior Quality Assurance Officer and
Assistant to the Executive Secretary, TCU*

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The Executive Secretary,
Tanzania Commission for Universities,
P .O. Box 6562.
Dar es Salaam.

Thank you for your continued support,
Editor

VARITIES URGED TO GET VACCINATED AGAINST COVID-19



The Chancellor of the University of Dar es Salaam (UDSM), Former President of Tanzania, Hon. Jakaya Kikwete (centre) speaks with the TCU Executive Secretary, Prof. Charles Kihampa (first left), UDSM Vice Chancellor, Prof. William Anangisye (second left) and MUCE Principal, Prof. Esther Dungumaro (right) at MUCE, Iringa on November 29, 2021.

By Correspondent

UNIVERSITY of Dar es Salaam Chancellor, Former President of the United Republic of Tanzania, Hon. Jakaya Kikwete has instructed universities to encourage their staff and students to get vaccinated against COVID-19.

Speaking on November 29, 2021 during the 13th graduation ceremony of the Mkwawa University College of Education (MUCE), Kikwete said that as the world struggles for the fourth wave of COVID-19, it was important for all Tanzanians to get vaccinated against the disease.

At the graduation, a total of 1,707 students graduated in undergraduate and

postgraduate degrees, whereas 1,014 were males equivalent to 59.4 percent and 693 were females equivalent 40.6 percent.

“We have had the first, second, third and now the fourth wave of coronavirus and all the expertise from world scientists are directing us for immunisation, not only to merely washing our hands with soap and water, wearing masks and using hand sanitisers but also get vaccinated,” he said and added that the pandemic will not be eradicated unless all get vaccinated.

He said all major infectious diseases in the world including pandemics get eliminated by vaccination.

The Chancellor appealed to the universities management to lead by example, they should be at the front line to get the COVID-19 vaccine, so that other could follow suit.

The MUCE Principal, Prof. Esther Dungumaro said that Mkwawa Health Centre is among a few centres in the Iringa region that provides vaccination against coronavirus infections. So they are going to encourage

Local Executive Officers around the college to work together to sensitise staff, students and communities to get vaccinated.

The graduation ceremony was also attended by Iringa Urban Member of Parliament, Hon. Dr. Jesca Msambatawangu and the Executive Secretary of the Tanzania Commission for Universities (TCU), Prof. Charles Kihampa.



The Chancellor of UDSM, Former President of the United Republic of Tanzania, Hon. Jakaya Kikwete (right) confers undergraduate and postgraduate degrees to graduands at MUCE in Iringa on November 29, 2021.



The Chancellor of UDSM, Former President of the United Republic of Tanzania, Hon. Jakaya Kikwete (centre) shares a light moment with the TCU Executive Secretary, Prof. Charles Kihampa at MUCE in Iringa.

TCU CONDUCTS OUTREACH PROGRAMMES IN ZANZIBAR AND TANZANIA MAINLAND



The Zanzibar Minister for Education and Vocational Training Hon. Simai Mohammed Said looks at the TCU Magazine when he visited the TCU pavilion during the Second Higher Education Week in Zanzibar held at Mapinduzi Square, Kisonge Unguja from July 1 to 4, 2021. Right is the Director of Higher Education Zanzibar, Ms Aida Juma Moulid.

By Correspondent

HIGHER education has a crucial role in creating human capital capable of sustaining the middle-income economy and growth for socio-economic development. It is therefore necessary to ensure that the prospective higher education students receive correct, timely and relevant information on their career prospects before joining higher education institutions.

Besides, the Tanzania Commission for

Universities (TCU) through its supportive role is mandated by the Universities Act, Cap. 346 of the Law of Tanzania to coordinate admission of students into higher education institutions in Tanzania.

To fulfill its obligation, TCU conducted outreach awareness programmes to prospective higher education applicants in Zanzibar and Tanzania Mainland to create awareness on undergraduate admission

requirements for the 2021/2022 academic year and create public awareness about the roles and functions of the Commission.

During the outreach 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 Second Higher Education Week held at Mapinduzi Square, Kisonge Unguja from July 1 to 4, 2021. The exhibition was organised by the Zanzibar Ministry of Education and Vocational Training.

The opening ceremony was graced by the Zanzibar Minister for Education and Vocational Training, Hon. Simai Mohammed Said accompanied by the Ministry Permanent Secretary, Ali Khamis Juma. Addressing the theme “Access to higher education opportunities is fundamental to industrial development in the country”, the Minister emphasised that higher education institutions are required to produce competitive human capital for industrial development.

He noted with concern on the shortage of professionals in the fields of Architecture, Urban and Regional Planning and Quantity Surveying in Zanzibar, adding that efforts are needed to develop programmes that will fill the gap in the skills and competences required by the labour market.

The TCU Executive Secretary, Prof. Charles Kihampa who alluded the event, commended the Ministry’s initiative to organise the Second 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 higher education applicants to read guidelines and information on application procedures carefully before seeking admissions in higher education institutions.

About 6,726 secondary school students and Form Six graduates in Unguja visited the TCU pavilion.

As for the Tanzania Mainland, TCU visited 19 National Service Camps during the National Service Outreach Programme conducted country-wide from July 5 to 18, 2021. During the programme, TCU reached 25,996 Form Six graduates who attended the national service training.

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

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

TCU appreciates the cooperation granted by the Office of the Chief of National Service in the Ministry of Defence and National Service. Also, the collaboration and hospitality extended by the Camps Chief Commanding Officers of the 19 National Service Camps to ensure smooth execution of the outreach awareness programme.


***Higher education
institutions are
required to produce
competitive
human capital
for industrial
development.***



The Zanzibar Minister for Education and Vocational Training Hon. Simai Mohammed Said (left) exchanges greetings with the TCU Executive Secretary, Prof. Charles Kihampa flanked by the TCU Chairman, Prof. Mayunga Nkunya (left), during the opening of the Second Higher Education Week in Zanzibar held at Mapinduzi Square, Kisonge on July 1, 2021.



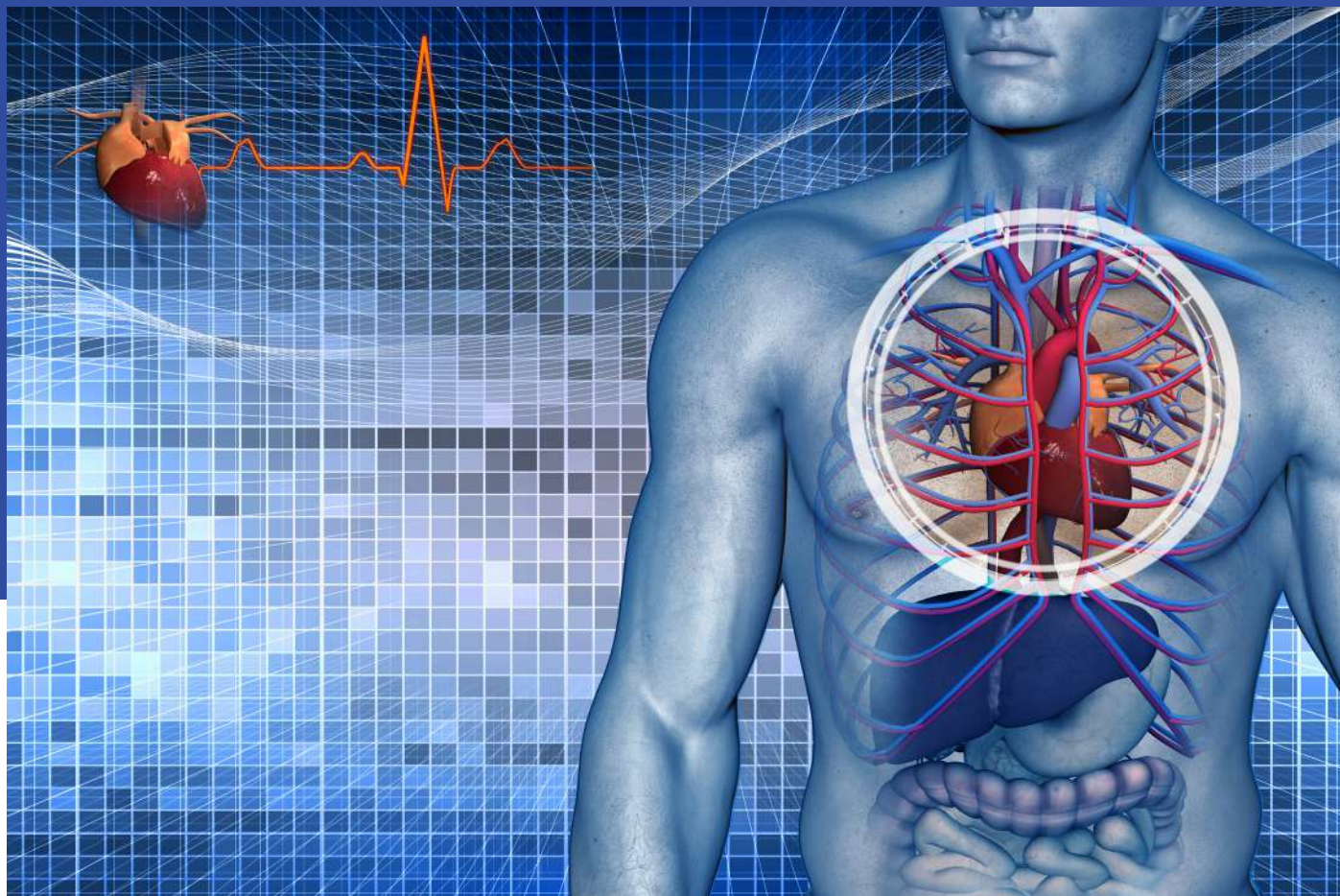
The TCU Quality Assurance Officer, Estomii Edward explains a point to prospective higher education applicants who visited the TCU pavilion during the Second Higher Education Week in Zanzibar.



Secondary schools students in Unguja Zanzibar listen to the TCU Head of Programmes and Awards, Dr. Mariam Ramadhan at the TCU pavilion during the Second Higher Education Week in Zanzibar.



TCU Quality Assurance Officer, Mathayo Mafang'ha (standing) with form six graduates during the outreach educational programme session at Makutupora JKT National Service Camp in Dodoma.



MUHAS CENTRE OF EXCELLENCE: STRIDES IN HIGHER EDUCATION AND HEALTH SECTOR

By Correspondent

THE Country's ability to treat patients with cardiovascular ailments is likely to further improve with the launching of the Centre of Excellence for Cardiovascular Sciences (CoECS) on December 6, 2021.

The Centre located at the Mlonganzila Campus of Muhimbili University of Health and Allied Sciences (MUHAS), is expected to reduce the number of patients seeking treatment overseas and therefore save public funds.

The Centre was officially opened on December 6, 2021 by the Zanzibar First Vice President, Hon. Othman Masoud Othman.

According to the MUHAS Vice Chancellor, Prof. Andrea Pembe, the Centre will train cardiovascular specialists and super specialists for East African countries

Speaking during the 60th anniversary symposia series held by Public Health and Allied Sciences Universities in

Tanzania, he said the launching of the Centre demonstrates how far the nation has progressed in the preceding six decades, notably in the training of health professionals.

The CoECS is part of the East African Centre of Excellence in Skills Development and Tertiary Education in Biomedical Sciences to meet the East African Community's immediate labour market needs.

The Centre is funded by the government of Tanzania and a soft loan from the African Development Bank (AfDB).

Prof. Pembe said the purpose of establishing the Centre is to support the prevention of cardiovascular diseases, offer treatment and save costs spent in taking patients abroad for heart disease treatment.

According to the Vice Chancellor, for the past six decades, MUHAS has continued to grow and expand both in teaching and research, setting the pace in giving professional advice on health concerns to other institutions, the government and the international community.

Delivering a keynote address in

epidemiological transition from pre-to-post independence, Epidemiologist at MUHAS, Prof. Charles Kilewo said Tanzania has seen rapid demographic and epidemiological transformation after independence, although the population pyramid has remained the same.

"Disease patterns have also been evolving dramatically over time," he noted, "beginning mostly with infectious diseases and eventually merging into a mix of communicable and non-communicable diseases."

Notable milestones in the patterns, according to Prof. Kilewo include the global elimination of smallpox and considerable reduction in polio, measles, HIV/AIDS and malaria cases.

According to the Epidemiologist, it is predicted that current disease patterns will remain the same or even become worse for the next 60 years if the population continues to grow at the same rate or is unchecked.

The symposium theme was 60 Years of Independence: Changes of Diseases Landscape and Health Sector Response in Tanzania.

The launching of the Centre demonstrates how far the nation has progressed in the preceding six decades, notably in the training of health professionals.

THE 16TH HIGHER EDUCATION, SCIENCE AND TECHNOLOGY EXHIBITIONS



By Jacob Mosenda

THE Higher Education, Science and Technology Exhibitions is conducted annually in July. The event organised by the Tanzania Commission for Universities (TCU), provides a 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 hand, provides students and parents the opportunity to explore a wide range of academic and training opportunities available in the country and outside our national borders.

TCU has been organising this event since 2006. Thus, this year's exhibitions marked the 16th in the series. The six-day event was held from July 26 to 31, 2021 at Mnazi Mmoja Grounds in Dar es Salaam under the theme "Sustaining a Middle-Income Economy and Promoting Growth Through

Higher Education, Science and Technology" which is in alignment with the National aspiration to raise from Lower-Middle-income Country to the Upper Middle-Income Economy Country by 2025.

The need for the annual event is partly an implementation of the legal mandates of the Commission to promote the objectives of higher education in the country as provided for under Section 5(1) (j) of the Universities Act, Cap. 346 of the Laws of Tanzania.

As part of exercising its supportive role, TCU has been organising these exhibitions with the aim of bringing together and create an avenue for higher education institutions to demonstrate their role in the country's overall development as well as educate and inform potential students and the public at large about the programmes, products and services available in the higher education institutions in the country and elsewhere.

Has to a larger extent, exhibitions fostered and cemented the linkages and partnerships between higher education institutions and the industry and provide a forum for meaningful stakeholders' engagement on issues related to higher education in Tanzania.

As we commemorated the 16th Higher Education, Science and Technology Exhibitions, stakeholders and TCU as the main organiser are proud of the remarkable achievements over the years in promoting higher education in the country. For the past 15 years, the number of institutions participating in the exhibitions has been increasing every year from 60 in 2006 to approximately 100 this year. On the other

hand, the number of visitors has also been exponentially increasing from 20,000 in 2006 to more than 60,000 in 2021.

Besides, the Higher Education, Science and Technology Exhibitions have been and continue to be the only available avenue for various stakeholders in education including higher education institutions, Overseas Student Recruitment Agencies, the industry, Government Ministries, Departments and Agencies, Professional/Registration Bodies, among others, from within and outside the country to meet together at the same grounds and showcase their products and services to potential users of the products and services.

Despite promoting access to higher education, the annual event has significant positive impact on higher education institutions and other participants. Some of the notable achievements including smooth implementation of the admission sessions and networking among exhibitors.

Because of the positive impact that have resulted from the exhibitions, based on feedback received from participants and other stakeholders, the duration of the exhibitions was extended from three days, which was the duration of the exhibitions for 12 consecutive years to six days starting from 2019.

In an interview with the TCU Magazine, the TCU Director of Admissions Coordination and Data Management and the Chairperson of the Organising Committee for the exhibitions, Dr. Kokuberwa Katunzi-Mollet said the exhibitions is a great achievement not only to TCU but also to the higher education sub-sector. As opposed to the last year's event, this year it has, for the first time attracted 17 Overseas Student Recruitment Agencies, four non-education institutions and two business companies.

"I wish to take this opportunity to welcome

you to be part of this family and encourage more participants from other sectors to attend this annual event," the Director said.

Dr. Mollet revealed that the exhibitions' vision is to become the leading national and regional state of the art that will promote mutual understanding on quality assurance issues in higher education and research outputs, enhances participation, linkages/ collaboration and partnerships between higher education institutions, research and development institutions and the industry for the benefits of humanity.

Furthermore, she said "As stipulated in the TCU Rolling Strategic Plan 2020/21 – 2024/25, within the five years of implementation of the Plan, TCU aims among other things, to enhance equitable access and coordination of students' admission into higher education institutions and to enhance internal and external linkages and university support systems. These aspirations oblige TCU to organise annual exhibitions on higher education, science and technology."

Speaking on behalf of the exhibitors, Global Education Link Ltd Managing Director, Abdulmalik Mollet 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 TCU in coordinating and we have seen the Commission use various media outlets to promote the event," he said.

The Managing Director said 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 education stakeholders and the public. "Congratulations to TCU," he commended.



Media personnel follow the proceedings during the opening ceremony of the 16th Higher Education, Science and Technology Exhibitions held at Mnazi Mmoja Grounds on July 27, 2021.





Mrisho Mpoto performing during the opening ceremony of the 16th Higher Education, Science and Technology Exhibitions at Mnazi Mmoja Grounds in Dar es Salaam on July 27, 2021.





Cultural Dance Group from Taasisi ya Sanaa na Utamaduni Bagamoyo (TaSUBa) performing during the closing ceremony of the 16th Higher Education, Science and Technology Exhibitions at Mnazi Mmoja Grounds in Dar es Salaam on July 31, 2021.



ZANZIBAR PRESIDENT CHALLENGES GRADUATES TO DELIVER



Zanzibar President, Dr. Hussein Ali Mwinyi addresses the cloud during the OUT's 40th graduation ceremony at Mao Ze Dong Stadium in Zanzibar.

By Correspondent

ZANZIBAR President Dr. Hussein Ali Mwinyi challenged university graduates to transform their academic qualifications into valuable products and services for the betterment of the country.

“Congratulations for your wonderful performance in class that has earned you those academic papers; the task ahead is to display similar performance in serving the community,” Dr. Mwinyi told the Open University of Tanzania’s (OUT) graduates at the varsity’s 40th graduation ceremony

at Mao Zedong Stadium in Zanzibar.

The President said the relevance of the university is determined by its contribution to the country’s development, noting that so far, both the Union and Zanzibar governments acknowledge the great work that OUT performs.

He said reason behind the establishment of the university was to widen higher education opportunities for Tanzanians through various delivery means, which the majority of citizens could afford.

President Mwinyi said the university has, during its existence, produced highly skilled and competent professionals, whom most have joined various service and production sectors, contributing immensely to the country's development.

"OUT existence will make sense if more Tanzanians will through distance learning get access to higher education of the highest quality at affordable cost," he said, noting that the government has invested heavily in higher education to catalyse social and economic development in the country.

He further challenged the university community to reflect on the outcomes of the training it provides through analysis on the way its scholars can invest expertise

in helping the country to strengthen all economic sectors and create jobs.

"You are duty-bound to support the country to move from raw material to finished goods exporter; these are the key challenges I wish to leave to you, go and work on them," he said.

The Education, Science and Technology Deputy Minister, Hon. Omari Juma Kipanga (MP) said through the World Bank-funded project, Higher Education for Economic Transformation (HEET), the government will support the university in the construction of seven zonal science laboratories in Arusha, Dodoma, Mwanza, Kigoma, Mbeya, Mtwara and Coast regions to facilitate admission of more science students.



A section of graduates during the OUT's 40th graduation ceremony at Mao Zedong Stadium in Zanzibar.



WHY PRACTICAL TRAINING FRAMEWORK IS CRUCIAL

By Correspondent

NINE years ago, the Tanzania Commission for Universities (TCU) in collaboration with higher education stakeholders developed a Practical Training Framework to guide all higher education institutions in the country.

Before the development of these Guidelines, higher education institutions in Tanzania implemented practical training in various programmes but with varying standards. This complicated their administration of practical training programmes.

The main objective of the Practical Training Framework is to benchmark and harmonise the country's practical training system in higher education by putting in place a system for setting and using practical training modes and defining expected knowledge, skills and competencies that may be acquired through practical training within the main and specific objectives

of the curriculum.

The TCU Director of Accreditation, Dr. Telemu Kassile speaking with TCU Magazine, said the Practical Training Framework is an instrument for the development and classification of practical training components according to a set of criteria for levels of learning and skills required in a particular programme. It also aims at integrating and harmonising practical training in the country.

The Director revealed that practical training is a crucial part of the higher education curriculum and provides an opportunity for students to develop their sensitivity to and appreciation of a wide range of different issues in different environments, both within and outside the classroom. Practical training can help facilitate experiential learning and provide an opportunity to link theory and practice.

Besides, students can learn the

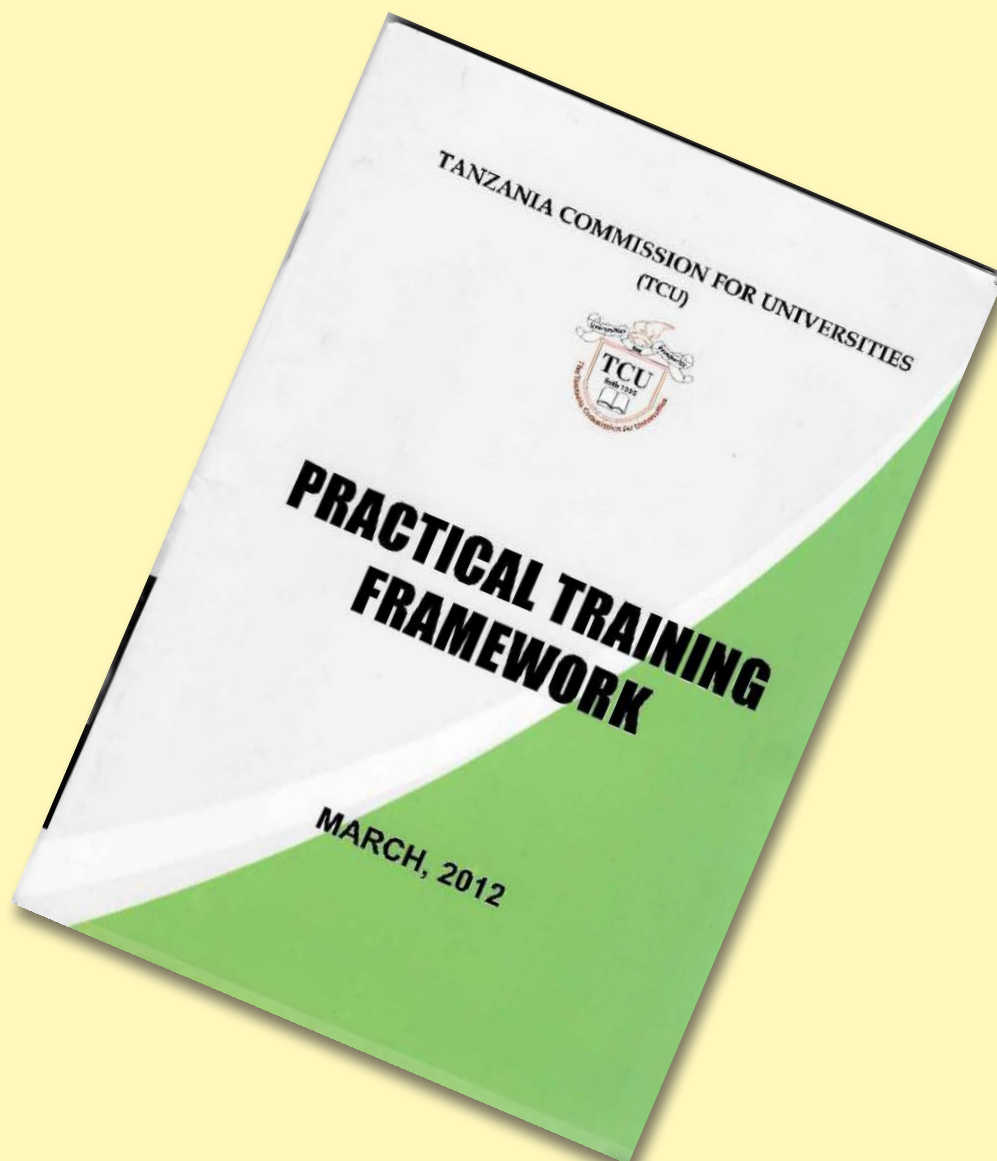
importance of taking personal responsibility for their learning whilst the challenges provided by practical training can help to build students' confidence and resilience. By applying different learning modes, practical training also enables students to become better all-around learners.

Dr. Kassile further said that TCU as a regulatory body recognises several modes of practical training as indicated in the Practical Training Framework. Generally, at the undergraduate level, practical training may be conducted on-campus in the form of seminars,

projects, laboratory or studio work, fieldwork and simulations. Practical training may also be conducted off-campus in the form of fieldwork, excursions and attachments.

At the post-graduation level, practical training takes work-oriented character or focus to enhance or perfect mastery of the competences needed by the graduate at the workplace.

Dr. Kassile urges higher education institutions to use the Practical Training Framework when preparing their practical training guidelines.



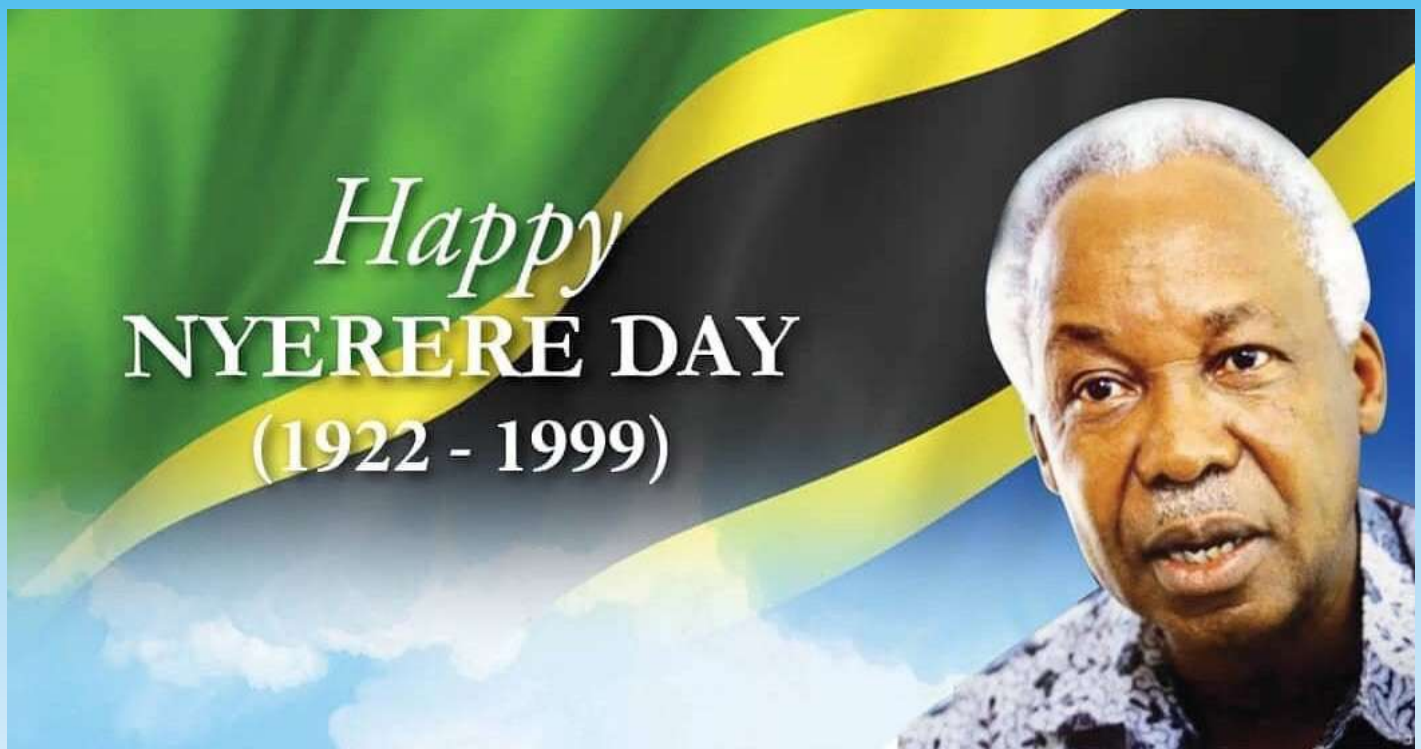


HONORING THE UHURU ICON AND FATHER OF THE NATION

**Mwalimu Julius Kambarage Nyerere,
The First President of Tanzania
1961 – 1985**

22 years ago, on October 14, a giant passed away and left a cavern in our consciousness if not in our conscience: Julius Kambarage Nyerere, the First President of Tanzania, is known as “Mwalimu” meaning a teacher.

There can be no question that Julius Nyerere was every inch a builder and one of the great leaders of our time. The Tanzania Commission for Universities (TCU) celebrates his legacy. The first African from his former British colony Tanganyika, to attend a university in the mother country, he returned to spearhead his nation’s struggle for independence and becoming its first president.



VERBATIM

“Those who receive this privilege, therefore, have a duty to repay the sacrifice which others have made. They are like a 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 a 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 nation.”

Mwl. Julius K. Nyerere, the First President of Tanzania and the Father of the Nation.

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

By Dastan Kamanzi

22 years ago, the nation was stunned by the demise of the Founding Father of the Nation, Mwalimu Julius Kambarage Nyerere, who was pronounced dead on October 14, 1999.

As Tanzanians commemorated Nyerere Day on October 14 this year, institutions and individuals have described the late Mwalimu Nyerere as an economic revolutionist who laid the foundation for the country's social-economic transformation, including education.

In determining the type and nature of education for citizens, Mwalimu Nyerere, the first President of Tanzania provided three key points. He said there is a need to determine the kind of society we desire to build and the kind of education needed to build such a society. It means only when we are certain of the society we want to build; we can therefore design the education system 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 the approach.



Therefore, in universities, the challenges and needs of our country should be the determining factor for the content of degree programmes and researches.

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

These key points need to be manifested by students pursuing higher education. Students who focus on building the nation need to understand the current societal needs to determine

the kind of career they desire and the kind of challenge they want to solve in the society.

Most students however, select a programme 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 universities' curricula focus on solving societal challenges. Thus, curricula developers conduct needs assessment on what the job market demands before its development.

The challenge, however, is on the execution of the content of the curriculum in preparing the person who is expected to be an active agent of change in society. Thus, 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.

The lack of these two aspects of the learning process makes students concentrate on their well-being rather than societal needs.

There is a need to invest much in preparing an

individual who has a clear view of the future or desired society and engages in the perpetual exercise of examining and understanding the state and nature of the existing society.

University students need to know and understand the societal challenges and seek to find solutions to them. When choosing which degree programme to pursue, there is a need to promote the interest of the society before the individual ones. The crucial question to ask oneself

is on the state and nature of the desired nation, which all citizens should strive to build.

Besides, we also need to question the challenges and obstacles towards the desired society and interventions required to change the current society into the desired one. Hence, responses to such questions should form the content of the curriculum in higher education to cater for national development goals.

POEM

Keep on

*Graduation is a successful ending
and an exciting beginning.*

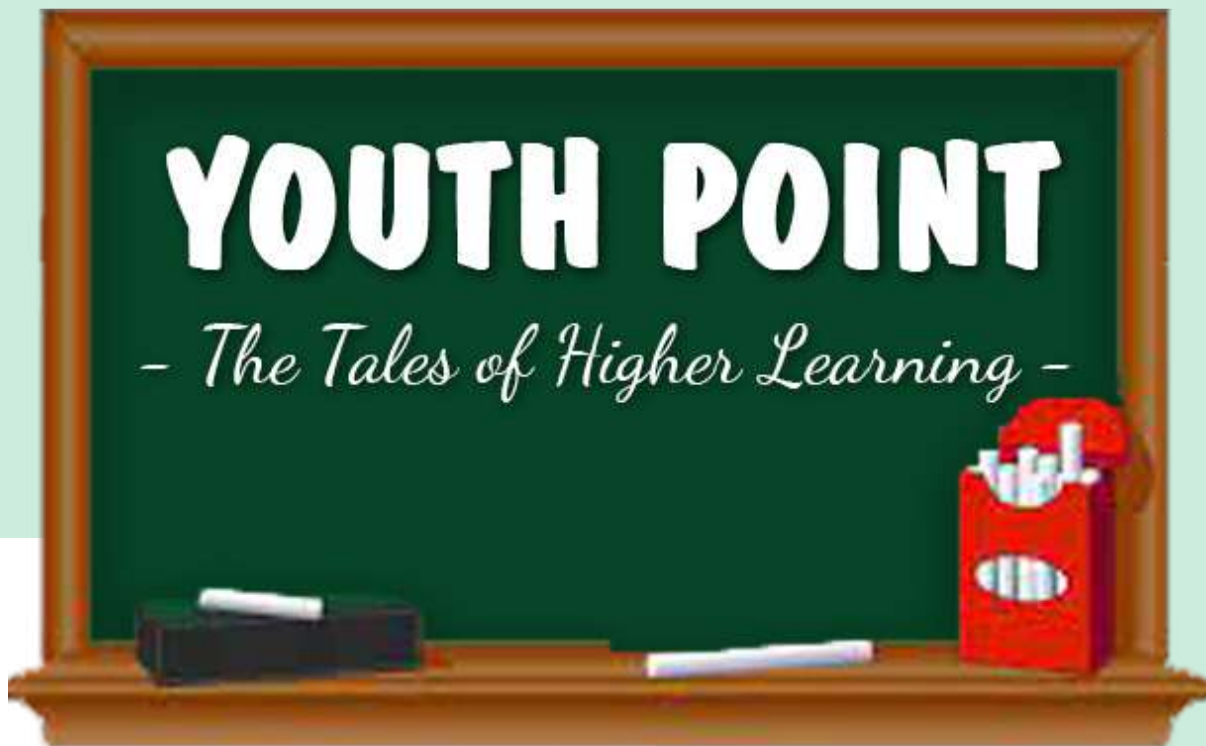
*If you keep on learning,
keep on dreaming,*

keep on doing,

*you will travel towards your goals
until you get there.*

Keep on the good work.

You can do it..!



By Correspondent

THE esteem to which any secondary school has 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 relatives' advice emphasised studying to make it to the university.' The implication was subtle but registered; the university was where all the answers were.

I was hardly in my first year when I questioned 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 we get to our 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 broken. The teachers repeatedly said that secondary school would be the only challenging part of our entire education, different from university. They enforced it further with, "...in university you won't have to remember a thing after a semester is complete 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 university 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. 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 groups of friends. We formed communities and 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 workplace 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, it was even way past my estimated payments.

Back 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 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 came 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.

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



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 learnt*

Dear fresh graduate,

Things about your career that no one may tell you! —————



By Gladness Michael

FINISHING university and entering the job market is usually a great feeling. With prospects of independence, career growth and wealth-building, fresh graduates are a goldmine of career possibilities.

But there are some insights about the corporate world that are often only learnt by experience, never really spoken of enough, but are essential for new entrants in the career journey. The career phase right after university has certain things in common: 20 to 30 years, little or no work experience, little pay expectations

and minimal family responsibilities.

This job group is also prone to exploitation by being overworked or being paid less because they have not mastered the art of negotiation, are not versed with organisational politics and can hardly defend themselves in the face of seasoned professionals. They will sometimes be 'yes people' on whom all the manual work is thrown to. But the way the early career professional charts these grounds can determine whether they excel or stagnate.

According to the Career Stages Model, this job group is in the 'trial' career stage. They need to focus their efforts on building skills and competencies; they might find their work task boring and have a high level of mobility. To succeed in this career stage, this group needs mentorship and coaching from managers, engagement with challenging tasks, exposure to independent decision making and support in building self-esteem as they transit to new responsibilities.

As such, a key indicator of success in this stage is the extent of skills developed. So, how does one make the most of the early career stage?

Hone communication skills

Good communication skills are indeed essential to excel in personal and professional settings. In the corporate world, the ability

to communicate clearly and succinctly has a whole new level of magnitude. From the way you write emails to the way you engage in meetings, they all matter. Fresh graduates may lack these skills and face some pitfalls and dilemmas on the way, especially in communicating with seniors: is this email polite enough? Do I sound rude? How should I address this person? Do I say hello, hi, or dear?

Be intentionally visible

In corporate world and especially large organisations, you can easily become the needle in the haystack. It is therefore good to have mentors and advocates at a senior management level who know your abilities and can root for you in 'closed-door meetings'. But this does not happen often and even when it does, you have a part to play.

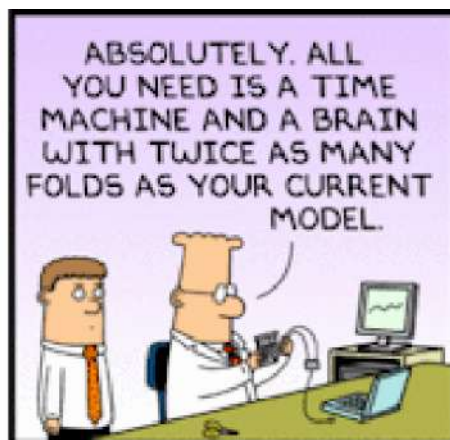
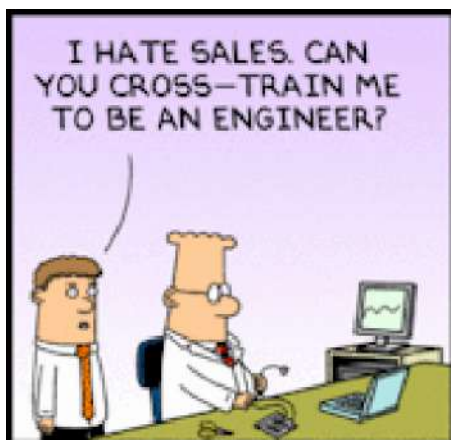
One way to create visibility is to engage and contribute meaningfully. Give your opinions in departmental meetings, offer to share

something you have learnt with your peers, take part in roadshows, just show up! It does more harm than good to just say oh....."I am an introvert" or "I cannot speak in public". So what?! Go against your comfort zone and learn public speaking. The problem is this; if you are not visible in your first year of work, it will be much harder later. When you join an organisation, people are interested in learning about you. They are eager to see what you bring in. And remember, what you bring in as a fresh graduate is aggressive learning.

You may face resistance, but that is normal

Your efforts to be visible will make some people feel threatened and do not be surprised. Others may think you are trying too hard and make attempts to put you down. But remember, it is okay to try very hard because it is your future and career at stake, no one else's. So do not let that get into you!

"One way to create visibility is to engage and contribute meaningfully"





Invest in yourself: An open letter to first-year universities' medical students

Dear first-year medical students,

Welcome! What an exciting time. You are now well into your first weeks at universities, and if your experiences are anything like mine were, you feel like your dreams are coming true. I am here to tell you that four years later, my dreams are still coming true. University is a place where the magic happens.

The significant decision you will have is what kind of magic you want to be a part of. Will you see the look on a patient's face when they thank you for saving their life? Or will you be a doctor who does the quiet work - the day-to-day digging that helps a diabetic patient live well? Any of these options are good. My only caution: choose wisely.

Time is now your most precious commodity. You are a full-time student enrolled in a rigorous academic programme. Your study skills will be tested in a way that they never have before – at least mine was. But outside of lecture, University offers something greater, an endless buffet of opportunities. And like any buffet, if you try to stuff yourself full, you will feel sick. Consider selecting only two or three things to be involved in outside of class.

Your buffet meal can then be a delicious, manageable, specialised experience tailored to your interests.

What I am saying is this: Be strategic about the responsibilities you take on. Be a student, a team player, find mentors and give back to the community. Develop what you hope will become your niche. But be careful, you are still living your life. The next ten years are not only your years in medical school and residency, they are your prime years. Invest not only in your career but in yourself. The best thing you can do with this precious commodity – time – is to give it to the people you love while you still have control over your schedule. Give time to yourself.

The last piece of advice I have is relayed by my father. My father is a Surgeon in one of the hospitals in the country. He is also currently married to his third wife. When I was home during year's eve, we had a deep conversation in which I told him that I finally understood why he was never around when I was growing up. My sister and I were part of the sacrifice he had to make.

My father told me he still carries the weight of his sacrifice. He confided in me the lesson that he has learned: You have to live with the decisions you make in your personal life even as you are working to become the doctor you want to be. You do not get to relive these years. You do not get to do them over again. You cannot put your personal life or your happiness on hold until “someday.”

Someday is always far away; Someday is always shrouded in hope and peace; Someday always looks better than today. But today is the day you are alive.

Today is the day you can do the things that make you the best version of yourself. Be true to who you are. Maintain at least one hobby that is not about building your resume, because your life can not be all about that. And so whether your secret passion is cooking or drawing and whether you are good at it or not, please let yourself hang on to that hobby as you enter the whirlwind of medical training. Hang on to your roots and spread your wings. *Good luck!*

Sincerely, Natalia

Natalia is a fourth-year medical student at Muhimbili University of Health and Allied Sciences (MUHAS)



An open letter to the new intern doctors

The allocation of new Intern Doctors who just completed their Medical School in universities has been taking place. While those who just completed their internships are also yet to be registered to practice, today therefore, I have a message to everyone who is finally making this dream come true.

This letter is written to you by someone exposed to experience in this field, full of mixed memories of which some are not to be remembered while others need to be shared.

Dear Intern Doctors, as you are going to touch some other people's lives, here is my message to you!

You are going to enter the wards with enthusiasm and full of trepidation. I remember clearly the mix of enthusiasm, fear and a sense of pride in completing medical school, but also a sense of embarrassment of failing to do the job despite all the previous years of study.

The first year is a period of contradictions, intensity but most of all of growth and transformation. Dear Intern Doctors, always respect the fact that you have limitations. No matter how great or small your knowledge and skills, you can do a good job as long as you know and work within your limits.

Do not try things you have not learned about or have not had enough experience, doing that might harm or endanger someone's life. It means to do what you know and how to do it. There are no expectations of you to know everything or get everything right in every instance. Besides, no one working in hospitals will have these expectations of you, not the nurses, not the Senior Doctors and not even the patients. Allow yourself the buffer that comes with being an intern doctor and permit yourself to not know the answer. Practice saying, "I am an intern doctor, I am unsure of the answer, allow me to consult with a colleague or a specialist and get back to you."

Dear Intern Doctors, do not forget to update your knowledge. There is a phrase that says, “A doctor is always a student. When a doctor thinks he is no longer a student, a doctor inside him dies.”

This is especially true for you young Intern Doctors who are yet to get experience. Use every chance you have to learn more. Study whatever books or information you can lay your hands on that will help you be a better worker, teacher, or person.

Always be ready to ask questions to Senior Doctors or well-experienced nurses or anyone else you can learn from.

Your first job is as a teacher, and unless you keep learning more, soon you will not have anything new to teach others.

Dear Intern Doctors, what you practice will define you more than what you are preaching to your patients.

They say, doctors make the worst patients. Well, I always find it hard to deny this, but we can still be good examples to our patients. People are more likely to pay attention to what you do than what you say. As a doctor, you want to take special care in your personal life and habits to set a good example for your patients and the society around you.

You tell your patients to abstain from toxic habits such as excessive alcohol intake or unprotected sex with multiple partners; make sure you do not do it. Get into good habits early. We expect our patients to heed our advice, keep up regular fluid intake, make time for lunch and don't delay toilet breaks. Take this advice yourself.

You have a long career ahead of you. You want to be a well-fed, well-watered, happy doctor, not a cranky burnt-out one.

There are very few contexts in medicine where you should be regularly forgoing lunch and bathroom breaks.

These are small things but observing them reminds you that setting boundaries for your wellbeing is important and creates a healthier and better working environment. Start to adopt this quality now and carry it with you in your career. Nevertheless, here are three tips on being a good intern doctor:

Be organised

Even though this may sound obvious, it is super important as a doctor on the ward, it is your job to know the patients. Keep a list of patients' backgrounds and pending results.

Prioritisation

The art of prioritisation goes hand in hand with being organised. Unwell patients are always the top priority. You will constantly be asked to do discharge summaries and it often feels they are never-ending. Discharge summaries should be one of your top priorities. If beds are being blocked because one hasn't been discharged promptly, therefore other people's care will be compromised.

If in doubt – ask

No question is a silly question. For instance, if you are unsure why you are requesting a scan, always ask during the ward round. Not only will this ensure your request does not get rejected but by doing so you will also learn.

The writer is a medical doctor based in Dar es Salaam.



An Open Letter to First-Year Universities' Students

Dear first-year students,

This will be your first semester living out your university experience. It will be different from High School, Middle School, Elementary School and pretty much everything else you have known. It is okay to be nervous about that.

Going to university is a big decision and change. While it is a new journey, the university is filled with fun times, growth opportunities, and experiences you will never forget. Here is some advice as you prepare for your first semester at university from a university student who has been there herself.

1. The social aspect of university

A lot of the university experience is the social aspect of making friends, creating memories, and living in the dorms. It can feel very overwhelming at first with meeting many new people and learning how to share space with a roommate, but these experiences will prepare you for the future, whether personal or professional. Here is a couple of tips:

- ***Get to know the people next to you***

Meeting people and making new friends can seem impossible, especially at a bigger university. Most universities offer many opportunities for you to connect with new people, whether through events, clubs and organisations or even just living in campus housing. Take advantage of these opportunities.

If you live on campus, get to know your neighbors and the other people on your floor. Then you can expand and meet others in your dorm building. Make a goal to introduce yourself to four people in every class, the people sitting behind you, on either side of you, and in front of you. These could be your study buddies and perhaps even life-long friends.

- ***Communication is key***

Living in a dorm is a big change for most people, but arguably, one of the most meaningful experiences university has to offer. Remember that your roommate is experiencing a new living situation too, so it is important for you to communicate with each other. While you may not end up being best friends, communication is crucial in any relationship, especially when you are living with that person. Talk together and discuss each other's expectations about cleanliness, other people in the room, noise, and other things that may affect your living space.

2. The academic aspect of university

You should know that universities academics are nothing to be scared of. Use these tips to help set you up for success:

- ***Meet your lecturers and build relationships***

Lecturers in universities are there to support you and help you grow. Most hold open office hours so you can ask questions or ask for help with your studies. Your lecturers understand university life, and they have lived through the whole university experience. Take the time to interact with them outside of the class. In the long run, you will have created a meaningful relationship and they might even become lifelong mentors. Most lecturers want students to interact with them and approach them, so do not hesitate to reach out.

- ***Stay organised***

Learning how you learn in class and how you study is important for your success in university and staying organised can help. Figure out what works best for you early on, so you do not start falling behind. Here are a few ideas on how to stay organised in classes and study sessions:

- * ***Keep a planner:*** Having a planner will help you organise all the assignments that you have, plus other projects and activities outside of the classes. You can use an actual planner, a notebook or even an app on your phone.

- * **Highlight the important stuff:** Whether it is in a book, your notes, or in your planner, be sure to keep track of important details. This will help you study better, and for some of us, our brains are more likely to remember details in bright colors.
- * **Take notes:** Some people can remember information by reading over notes, others need to write it all out. Whatever works best for you, make sure you use it when studying.

3. The self-care aspect of university

University is a time filled with memories, experiences, and learning. While it is fun, it is important to remember to take care of yourself.

- **Take care of your physical health**

Make sure you are eating well, getting enough sleep, and exercising. This will help you bring your best self to class and to the new relationships you are forming.

- **Take care of your mental, emotional and spiritual health**

Talk to people, spend time in prayer and find ways to release your stress. Many universities have offices dedicated to helping you practice self-care in this area by providing counseling services or general wellbeing-related resources.

So, first-year university students, it is okay to be scared, but you have got this. Not to mention, you have a huge network of people (both at home and on-campus) who want to help you succeed. Enjoy your university experience and lean on as you become the person you were created to be!

Regards,

Catherine Shirima

The writer is a third-year Public Relations and Marketing student at St. Augustine University of Tanzania (SAUT).

NEWS IN PICTURES

Stakeholders Workshop to deliberate on the Draft Bachelor Degree Programme Benchmarks for Doctor of Medicine and Bachelor of Science in Nursing Disciplines, September 30, 2021 in Dar es Salaam.

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



***Stakeholders from
universities in the country***



HAVE YOUR SAY

TANZANIA AT 60: AS WE GEAR FOR QUALITY ASSURANCE, ROME WAS NOT BUILT IN A DAY

WE mostly talk about Harvard University, Oxford University or Cambridge University as the most global reputable universities. However, as the saying goes, “Rome was not built in a day”, we can as well make our universities in Tanzania to be the most reputable in Africa and the world.

We have, for example, one of the oldest public universities, the University of Dar es Salaam (UDSM) which was established on October 25, 1961 and of course the University of Dodoma (UDOM), one of the country’s largest universities admitting over 10,000 students annually.

Now, with the Sixth Phase Government, Tanzania’s higher education would one day become the most reputable not just in Africa but the world at large.

With the announcement of fee free-basic education by the Fifth Phase Government in 2015, the number of students being enrolled in primary schools has increased tremendously. This bold decision taken by the government has allowed more children from poor families to attend school, who

would have been failed for lack of fees.

The government, however, soon after the announcement of Fee-Free Basic Education, undertook the initiative of refurbishing and construction of classrooms and laboratories in Primary and Secondary Schools to better equip them with necessary tools while creating a good learning environment.

On November 30, 2021, the Minister of State in the President’s Office, Regional Administration and Local Government, Hon. Ummu Mwalimu (MP) outlining notable success that the government has so far recorded during the country’s 60 years of independence, said among them is sustainability in the provision of fee-free basic education.

The Minister said the government has managed to implement the Fee-Free Basic Education Policy. Whereas President Samia Suluhu Hassan had by June 2021, provided 26bn/- each month to facilitate the policy from 23.8bn/- that was previously being provided each month.

She said the implementation of the policy

had increased Primary School enrollment whereas the target of the government was to see the funding increasing from the current figure to about 24.1 million by 2025 in primary schools, 3,042,000 in secondary schools and about 140,932 in advanced level education.

In yet another development, the Minister revealed that her ministry provided about 109.9bn/- for constructing 214 ward schools countrywide. She directed that the money be spent by constructing eight classes at each school, three science laboratories and latrines.

She noted that the government intends to construct new science schools for girls and to begin with, the project would begin with 10 regions and each school would spend 3bn/-.

Thus, the expansion in primary and secondary school enrollment in the country has a direct impact on the increasing demand for higher education access. According to data released by the Tanzania Commission for University (TCU), there is an increase in the number of undergraduate students admitted into higher education institutions which increase from 65,064 in 2015/2016 to 100,858 in the 2021/2022 academic year.

Besides, the government has also focused on training more qualified teachers and

purging all unqualified ones, especially those with fake certificates to ensure quality from basic education to higher education, thus enabling the country to have skilled human capital for national development.

Also, in ensuring that quality university education is sustainable, TCU has been supporting universities through capacity-building programmes aimed at improving the quality of higher education in the country.

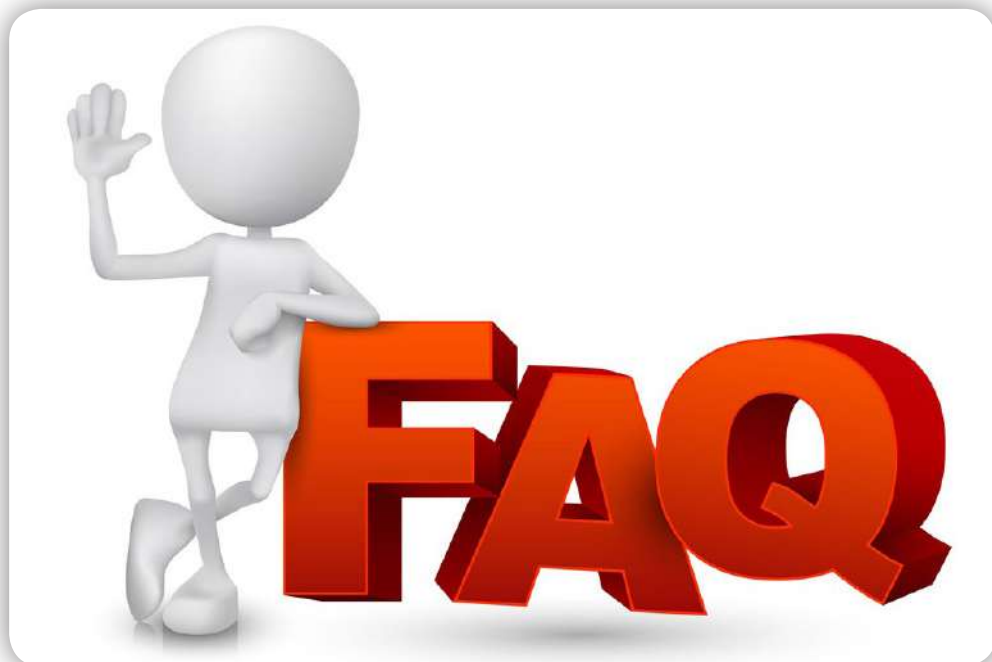
Under the capacity building programme, various essential topics have been delivered extending from Leadership Programme for Top University Leaders; Developing Market-Driven Curricula; Pedagogical Skills Training for Academic Staff who do not have teaching education background and Development of Programme Benchmarks.

In recent years, the country has witnessed the deregistration of shoddy programmes and universities, thus tightening screws in higher education to ensure quality is maintained so that the output product is of high value in the market regionally and globally.

Therefore, for the past 60 years as we continue to witness such initiatives in the education sector in the country, we are sure that one day Tanzania's higher education will be the most reputable at continental and global levels.

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 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 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.

3. How do I apply for a new admission after discontinuation on academic grounds from studies?

Answer: Fill in re-application form available on TCU website, attach the discontinuation letter and submit to TCU through email or postal address provided on the website. You can apply for admission in the institution of your preference.

4. How do I apply for transfer from one university to another?

Answer: You should seek clarifications from the institution you want to be transferred. Different institutions have different ways of receiving transfer requests.

5. How do I postpone studies?

Answer: You are advised to consult the respective institution that will guide you on what to do. Procedures for postponement may vary from one institution to another.

6. How much do I have to pay for Foreign Award Assessment?

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

7. 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.

8. Can I submit a 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 and or re-accreditation. Thus, all curricula are submitted online through the PMS.

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

Answer: 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 USD 5,000.

LIST OF ACCREDITED UNIVERSITY INSTITUTIONS IN TANZANIA AS OF DECEMBER 31, 2021

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 Institution of Science and Technology	NM-AIST	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	Certificate of Full Registration (CFR) and Chartered
6.	Teofilo Kisanji University	TEKU	Mbeya	Certificate of Full Registration (CFR) and Chartered
7.	Muslim University of Morogoro	MUM	Morogoro	Accredited and Chartered
8.	St. John's University of Tanzania	SJUT	Dodoma	Accredited and Chartered

SN	Name of the University	Approved Acronym	Head Office	Current Status
9.	Catholic University of Health and Allied Sciences	CUHAS	Mwanza	Accredited
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.	University of Iringa	UoI	Iringa	Accredited
13.	AbdulRahman Al-Sumait University	SUMAIT	Zanzibar	Accredited
14.	Mwenge Catholic University	MWECAU	Moshi	Accredited
15.	Ruaha Catholic University	RUCU	Iringa	Accredited
16.	Aga Khan University	AKU	Dar es Salaam	Accredited and Chartered
17.	Kampala International University in Tanzania	KIUT	Dar es Salaam	Certificate of Full Registration (CFR)
18.	Mwanza University	MzU	Mwanza	Provisional Licence ²

²Not permitted to admit students

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 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	Accredited 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	Accredited
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
2.	Kizumbi Institute of Cooperative Business Education	KICoB	University institute under MoCU	Shinyanga	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 of the Universities (General) Regulations, 2013 and shall be submitted:**
 - (a) In both electronic and hard copies
 - (b) In English; and
 - (c) Upon payment of the fee prescribed by the Commission.
- 2. The application shall be submitted together with:**
 - (a) Three copies of project write up for the proposed university;
 - (b) Evidence of basic facilities for development of the proposed university;
 - (c) Title deed or offer in the name of the proposed university or such other evidence on title to the proposed facilities;
 - (d) Master-plan for the long-term development of the proposed university;
 - (e) Implementation plan for the master plan;
 - (f) Draft curricula for initial programmes and the proposed fee structure
 - (g) The Draft Charter using the model Charter to be obtained from the Commission or in the case of a university with a foreign Charter, the approved Charter of the university, together with a supporting letter from the foreign body that accredited the university; and
 - (h) The details about the applicant showing the proposed location of proposed university as well as other details as shall be determined by the Commission.

LIST OF OVERSEAS STUDENT RECRUITMENT AGENCIES LICENSED TO OPERATE IN TANZANIA

Under Regulations 47(1) (d) and (f) of the Universities (General) Regulations, G.N 226 of 2013, no person or institution, whether local or foreign shall without the express approval of the Commission 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 Student Recruitment Agencies (OSRAs) to help enroll students in foreign universities. TCU has developed the Principles and Guidelines for Licensing Overseas Student Recruitment Agencies to facilitate the legal requirements that require every agency intending to carry out recruitment of students for studies in overseas universities to be registered by TCU.

Based on this requirement, by December 31, 2021 TCU has licensed and recognised 17 Overseas Student 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
15.	Edukwanza Consultants Limited	Dar es Salaam
16.	Tebeth Mentors and Scholarship Information Centre Limited	Dar es Salaam
17.	Sangeni International	Dar es Salaam

OSRAs which are not licensed are operating in Tanzania illegally. TCU will not be responsible for any person who has decided to enroll to overseas universities through the OSRAs which are not licensed by TCU.

TANZANIA COMMISSION FOR UNIVERSITIES

In performing its mandates and core functions, the Tanzania Commission for Universities (TCU) is guided by the following vision, mission, motto and core values:

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.

MOTTO

Universities for Prosperity

CORE VALUES

*Professionalism
Transparency
Efficiency
Integrity
Tolerance
Equity
Accountability
Commitment
Creativity*



In Memoriam

**PROF. MAYUNGA HABIBU
HEMEDI NKUNYA**

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