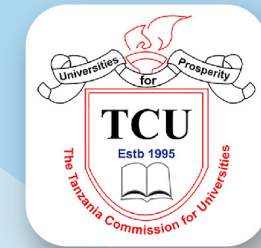# ENHANCING QUALITY OF UNIVERSITY EDUCATION THROUGH STRENGTHENING UNIVERSITY GOVERNANCE, LEADERSHIP AND INTERNAL QUALITY ASSURANCE SYSTEMS

**Proceedings of the Consultative Training Workshop for the Members of University Councils, Senates and Governing Boards**

14th – 15th November, 2024

APC Hotel and Conference Centre, Bunju - Dar es Salaam

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# Contents

# Executive Summary

The Consultative Training Workshop held on 14th – 15th November, 2024 in Dar es Salaam brought together members of University Councils, Senates, and Governing Boards. The workshop aimed at strengthening institutional governance, leadership, and internal quality assurance systems in Tanzanian higher education. Organised by the Tanzania Commission for Universities (TCU), the workshop addressed emerging challenges and strategic reforms affecting the university sector. It served as a platform for knowledge exchange, reflection, and capacity building for over 150 participants from public and private institutions.

The opening session featured remarks from the Executive Secretary of TCU, and the newly appointed Chairman of the Commission, both of whom underscored the importance of sustained engagement, leadership development, and alignment with national education policy. Key sessions covered topics including university governance structures, internal and external quality assurance, strategic leadership and decision-making, educational reforms, and internationalisation. Presenters emphasised principles of autonomy, transparency, and accountability, while highlighting the crucial role of participatory governance organs in policy formulation and oversight.

Interactive discussions by the participants, revealed practical challenges such as resource constraints, leadership capacity gaps especially in private institutions and a need for improved regulatory alignment. Participants highlighted the urgency of embedding a culture of quality, rethinking assessment models, future-proofing curricula, and enhancing academia-industry collaboration. The influence of digital transformation, particularly Artificial Intelligence, was explored in relation to pedagogy, administration, and research innovation.

Reforms in basic and teacher education were also reviewed, with implications for university preparedness, student pathways, and curriculum responsiveness. The need to bridge transitions across education levels and strengthen collaboration between institutions and regulatory bodies was widely acknowledged. Finally, the importance of internationalisation as a strategic tool for institutional relevance, global recognition, and graduate mobility was strongly affirmed.

The workshop concluded with a reaffirmation of collective responsibility in advancing quality and governance in higher education. TCU committed to continuing with such initiatives to foster institutional excellence and sector-wide improvement.

# Programme

| Time | Activity | Responsible |
|------|----------|-------------|
| 08:00 – 09.00 am | Arrival and Registration of Participants | Secretariat |
| 09:00 – 09:15 am | Introduction of participants | **Dr. Telemu Kassile,** Director of Accreditation - TCU |
| 09:15 – 09:20 am | Welcoming Remarks | **Prof. Charles Kihampa,** Executive Secretary - TCU |
| 09:20 – 09:45 am | Opening Remarks from the Guest of Honour | **Dr. Leonard Akwilapo,** Chairperson - TCU |
| **MODULE 1:    Corporate Governance and University Governance Structure** | | |
| 09:45 – 11:00 am | **Presentation 1** Linkages and Broad Rules Governing the Three-tier Cluster of the University Governance Structure | **Prof. Idrissa Mshoro,** Former Vice Chancellor – Ardhi University |
| **11:00 – 11:30 am** | **Group Photo and Health Break** | **All** |
| 11:30 – 12:00 pm | **Presentation 1** Linkages and Broad Rules Governing the Three-Tier Cluster of the University Governance Structure | **Prof. Idrissa Mshoro,** Former Vice Chancellor – Ardhi University |

| Time | Activity | Responsible |
|------|----------|-------------|
| 12:00 – 01:00 pm | Interactive Discussion | All |
| **01:00 – 02:00 pm** | **Lunch Break** | **All** |
| **MODULE 2:    Quality Assurance for Universities in Tanzania** | | |
| 02:00 – 02:40 pm | **Presentation 2.1** Concepts of Quality Assurance in Higher Education | **Dr. Jennifer Sesabo,** Former Director of Quality Assurance – Mzumbe University |
| 02:45 – 04:00 pm | **Presentation 2.2** Regulatory Framework for University Education in Tanzania | **Prof. Charles Kihampa,** Executive Secretary - TCU |
| 04:00 – 04:30 pm | Interactive Discussion | All |
| 04:30 pm | END OF DAY ONE | All |

# Programme

| Time | Activity | Responsible |
|---|---|---|
| 08:00 – 08.30 am | Arrival and Registration of Participants | Secretariat |
| MODULE 3:    Fundamentals of Leadership and Management | | |
| 08:30 – 09:30 am | **Presentation 3** Leadership and Management in University Institutions | **Prof. Daniel Mkude,** Deputy Principal Academic Affairs - Jordan University College  (JUCo), and Former Chief Administrative Officer – University of Dar es Salaam (UDSM) |
| 09:30 – 10:00 am | Interactive Discussion | All |
| 11:00 – 11:30 am | **Health Break** | **All** |
| MODULE 4:    Strategic Leadership and Management | | |
| 10:30 – 11:30 am | **Presentation 4** Strategic Decision-making and its Implications to the Welfare of the University | **FCPA. Dr. Neema Kiure-Mssusa,** An Assurance Partner – Ernst & Young, and Former Vice Chairperson – National Board of Accountants and Auditors |

| Time | Activity | Responsible |
|---|---|---|
| 11:30 – 12:00 pm | Interactive Discussion | All |
| MODULE 5:    Emerging Issues | | |
| 12:00 – 13:00 pm | **Presentation 5.1** Emerging Technologies and their Implications on University Education | **Mr. Jumanne Mtambalike,** Chief Executive Officer – Sahara Ventures |
| 13:00 – 14:00 am | **Lunch Break** | **All** |
| 14:00 – 15:00 pm | **Presentation 5.2** Reforms in Basic and Teacher Education in Tanzania and their Implications on University Education | **Dr. Aneth Komba,** Director General - Tanzania Institute of Education (TIE) |
| 15:00 – 15:30 pm | **Presentation 5.3** Internationalisation of Higher Education | **Dr. Telemu Kassile, Director** of Accreditation - TCU |
| 15:30 – 16:30 pm | Interactive Discussion | All |
| 16:30 – 16:40 pm | Closing Remarks | **Prof. Charles Kihampa,** Executive Secretary - TCU |
| 16:40 pm | END OF THE WORKSHOP | All |

# Welcoming Remarks

Prof. Charles Kihampa,
Executive Secretary of the Tanzania Commission for Universities

The workshop commenced with opening remarks by the Executive Secretary of the Tanzania Commission for Universities (TCU), who welcomed participants and underscored the purpose of the consultative engagement. He highlighted the continuity of this capacity-building initiative, referencing a similar workshop held in March 2023, and affirmed TCU's ongoing efforts to train various categories of university leaders, including Heads of Departments.

Acknowledging the limitations of available resources, the Executive Secretary emphasised the importance of knowledge sharing, expressing confidence that those in attendance would relay their newly acquired insights



**PROF. CHARLES KIHAMPA**
Executive Secretary - TCU

to colleagues within their respective institutions. He extended warm congratulations to Dr Leonard Akwilapo on his recent appointment as the Chairman of the Commission, and welcomed the newly appointed Director of Admissions and Database Management, Dr Fikira Kimbokota. Concluding his remarks, the Executive Secretary reiterated the Commission's commitment to strengthening university governance and leadership through continued stakeholder engagement and collaborative dialogue. He then invited the Guest of Honour to formally open the workshop, signalling the beginning of two days of focused discussion on higher education governance and quality assurance.

# Opening Remarks

Dr. Leonard Akwilapo,
Chairperson of the Tanzania Commission for Universities

In his inaugural address as the Chairperson of the Tanzania Commission for Universities (TCU), Dr Leonard Akwilapo expressed his appreciation for the opportunity to officiate the opening of the workshop and acknowledged the diverse representation of university stakeholders in attendance. He extended gratitude to the President of the United Republic of Tanzania, H.E. Samia Suluhu Hassan, for entrusting him with this leadership role, and recognised the valuable contributions of his predecessor, Prof. Penina Mlama.

Dr Akwilapo stressed the significance of the workshop in light of ongoing challenges in higher education, particularly concerning quality assurance

**DR. LEONARD AKWILAPO**
Chairperson - TCU



and institutional accountability. He affirmed TCU's commitment to promoting consultative platforms that facilitate the sharing of best practices in governance, and revealed plans to support leaders of public and private universities through study tours to internationally renowned institutions. He encouraged participants to align university curricula with the country's new education policy, and emphasised the need for a unified effort in addressing systemic issues within the sector. Commending the organisers for the successful preparation of the event, he formally declared the workshop open, calling for thoughtful participation and a collective resolve to enhance governance and leadership across all levels of university management.

# Linkages and Broad Rules Governing the Three-tier Cluster of the University Governance Structure

This section provides a comprehensive overview of the three-tier university governance structure as presented by Prof. Idrissa Mshoro. Drawing on definitions from the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the International Association of University Presidents (IAUP), the Organisation for Economic Co-operation and Development (OECD), and the Tanzania Commission for Universities (TCU), the presentation

**PROF. IDRISSA MSHORO**
**Former Vice Chancellor – Ardhi University**

positioned governance as a structured system fostering transparency, accountability, and participatory leadership. Prof. Mshoro elaborated on the autonomy, academic freedom, and equity that define a university's ethos. The governance model is legally framed by the Universities Act (Cap. 346), establishing Councils, Senates, and Governing Boards as the primary organs at university and college levels. Each tier, from university to college to department, has clearly defined participatory and executive roles, facilitating institutional operations, oversight, and academic policy implementation. The Council serves as the principal policy-making body, while the Senate oversees academic matters. The model promotes decentralisation through replication of governance structures at subordinate levels, ensuring alignment of strategic, managerial, and operational

responsibilities. Prof. Mshoro identified gaps in governance practices such as irregular committee meetings, poor delegation, and lack of accountability, alongside challenges tied to preserving academic freedom amid institutional dependence on external funding. He proposed key principles of shared governance, transparency, regular monitoring, and stakeholder integrity as foundations for effective leadership.

Interactive discussions by participants, raised critical questions about institutional autonomy, the tension between academic freedom and funding constraints, and the need for structured policies and international exposure for university leaders. Participants emphasised the importance of reinforcing internal governance systems and fostering policy coherence to elevate the role of higher education institutions in national development.

# Concepts of Quality Assurance in Higher Education

Dr. Jennifer Sesabo's presentation provided a comprehensive examination of the conceptual underpinnings of quality assurance in higher education, framed within the context of its critical role in national development and the realisation of equitable, transformative education. She articulated quality as a multi-dimensional, negotiated construct shaped by diverse stakeholders including academics, students, regulators, and employers, each holding differing perceptions of what constitutes educational excellence. Dr. Sesabo positioned universities as key agents of



**DR. JENNIFER SESABO**
**Former Director of Quality Assurance – Mzumbe University**

knowledge creation, skills development, and societal transformation, highlighting their expanding responsibilities in fostering innovation, community engagement, and global partnerships.

Central to her presentation was the assertion that quality is not absolute or universally fixed but must be interpreted within institutional, national, and international contexts. She introduced key themes such as the importance of lifelong learning, interdisciplinary collaboration, and stakeholder engagement in shaping quality education. A significant emphasis was placed on internal quality assurance (IQA) mechanisms, including the establishment of

institutional quality assurance units, structured self-evaluation processes, curriculum reviews, and student satisfaction surveys. External quality assurance (EQA), implemented through accreditation and evaluation by regulatory agencies such as TCU, was also explored, noting its role in accountability, public trust, and continuous improvement. Dr. Sesabo identified vital criteria for assessing quality, including mission alignment, financial sustainability, curricula relevance, graduate employability, and research output. She further explored the governance responsibilities of Senates, Councils, and Governing Boards in upholding academic integrity and institutional accountability.

Her concluding remarks emphasised that quality assurance must be internally driven, strategically resourced, and integrated across all university functions to foster a sustainable and credible higher education system.

Following Dr. Jennifer Sesabo's presentation on quality assurance, participants engaged in a focused discussion addressing the practical challenges and implementation gaps in Tanzanian higher education institutions. A recurring concern was the erosion of academic rigour, with calls to move beyond rote learning towards fostering critical thinking, independent study, and active engagement. Participants questioned the adequacy of current curricula in preparing students for research and professional life, noting a tendency for institutions to prioritise examinations over meaningful learning outcomes. The conversation also touched on the varying levels of compliance with quality assurance frameworks, especially in private universities, many of which face resource constraints and lack structured professional development for staff. Several contributors highlighted the mismatch between regulatory.

# Regulatory Framework for University Education in Tanzania

Prof. Charles Kihampa's presentation offered a strategic view of quality assurance from an operational and regulatory standpoint, focusing on the role of institutions and external agencies in embedding effective quality systems within Tanzanian universities. He began by defining a university as a centre for teaching, research, and public service governed by universal principles such as academic freedom, collegiality, and structured quality assurance.

Prof. Kihampa argued that quality is a relative and comparative phenomenon

**PROF. CHARLES KIHAMPA**
Executive Secretary - TCU

that must be evaluated against pre-agreed benchmarks involving multiple stakeholders, including governments, professional bodies, and the wider public. He differentiated between internal quality assurance, which is the primary responsibility of the university, and external quality assurance, as exercised by regulatory bodies such as the Tanzania Commission for Universities (TCU). The historical evolution of quality assurance in Tanzania was outlined, tracing the shift from institutional self-regulation to the establishment of national oversight structures, beginning with the Higher Education Accreditation Council (HEAC) and transitioning to TCU.

Prof. Kihampa elaborated on the legal and policy frameworks guiding TCU's operations, notably the Universities Act and accompanying regulations, as well as its governance structure, including statutory committees and the Secretariat. He also introduced regional and continental integration initiatives, such as the East African Community (EAC) and Southern Africa Development Community (SADC) quality frameworks, and TCU's collaborations with agencies across Africa. The responsibilities of university councils in enforcing quality through oversight of staffing, programme development, and examinations were highlighted. Prof Kihampa concluded by noting TCU's ongoing efforts to support institutional growth and internal quality assurance, while expressing concern over the slow progress of some universities. His remarks underscored the need for enhanced capacity, alignment with regional standards, and stronger

governance to achieve a sustainable and high-quality higher education ecosystem.

Following Prof Kihampa's presentation, participants questioned whether current regulations are overly strict or simply unmet by institutions. Concerns were raised over the functionality of internal quality assurance systems and the practical enforcement of standards. Some cited private universities' struggles with leadership gaps, particularly the appointment of untrained or retired individuals to senior roles. There was consensus that institutional charters are often underutilised or misaligned with national QA frameworks. Participants called for improved mentoring, professional development, and leadership training. The role of TCU was debated, with suggestions that it should balance regulatory oversight with supportive capacity building. The discussion revealed a need for more coherent, context-sensitive QA strategies. Participants stressed that quality must be embedded in institutional culture, not treated as compliance. The session concluded with a shared call for collaborative reform and stronger internal governance.

# Leadership and Management in University Institutions

This section, presented by Prof. Daniel Mkude, examined the complementary roles of leadership and management within university settings, with particular attention to participatory governance and ethical practice. Prof. Mkude began by challenging the conventional understanding of leadership as being confined to position-holders, advocating instead for the recognition of participatory organs, such as departmental boards, faculty boards, and college boards, as integral to effective governance. He revisited the historical roots of university collegiality, noting the

**PROF. DANIEL MKUDE**

Deputy Principal Academic Affairs - Jordan University College (JUCo), and Former Chief Administrative Officer – University of Dar es Salaam (UDSM)

enduring influence of bodies like the Senate and Council in ensuring academic and administrative legitimacy. Prof. Mkude distinguished leadership as a process of inspiring and guiding individuals towards a shared vision, highlighting its core components: goal-setting, stakeholder engagement, and motivation. Drawing on Kotter's framework, leadership was presented as future-oriented, people-centred, and change-driven, whereas management was described as focused on planning, organising, and control. These roles, while distinct, were presented as symbiotic and essential for institutional sustainability.

The presentation delved into the evolution of governance models, noting a shift from centralised control to stakeholder-led decision-making and performance accountability. The functions of the Senate were outlined, including curriculum development, research oversight, and academic policy regulation. The Council, meanwhile, was portrayed as the principal policy-making body, responsible for setting the institutional mission, approving strategic plans, and overseeing financial and operational controls. Emphasis was placed on the need for transparency, accountability, and ethical conduct, guided by the Seven Principles of Public Life: selflessness, integrity, objectivity, accountability, openness, honesty, and leadership.

An interactive discussion followed, addressing real-world challenges in leadership and governance. Participants inquired about managing difficult individuals in leadership roles, and Prof. Mkude advised adherence to policy frameworks while promoting inclusivity without compromising governance integrity. Questions also arose about curriculum design, particularly concerns around early academic specialisation. He advocated for a broad-based undergraduate education model that fosters critical thinking and interdisciplinary flexibility, thereby better preparing students for a rapidly evolving job market. The session underscored that successful university governance hinges not only on robust structures but also on ethical, visionary, and inclusive leadership.

# Strategic Decision-making and its Implications to the Welfare of the University

FCPA. Dr. Neema Kiure-Mssusa's presentation explored the vital role of strategic leadership and decision-making in advancing the sustainability, relevance, and performance of universities. The session began by defining strategic leadership in higher education as the capacity to establish long-term goals, drive institutional innovation, and implement policies that respond effectively to complex and changing environments. Dr. Mssusa stressed that effective leadership is central to

**FCPA. DR. NEEMA KIURE-MSSUSA**

An Assurance Partner – Ernst & Young, and Former Vice Chairperson – National Board of Accountants and Auditors

institutional excellence, influencing everything from academic quality to financial stability and stakeholder confidence. She highlighted strategic planning as a foundational element of good governance, involving the clear articulation of vision, the setting of institutional priorities, and the allocation of resources in line with the university's mission and values. Organisational culture, stakeholder engagement, and change management were also identified as critical components of effective strategy.

The presentation emphasised the leader's role in cultivating innovation, fostering collaborative teams, and ensuring institutional adaptability in the face of technological, financial, and regulatory changes. Common challenges facing higher education institutions were discussed, including budgetary constraints, regulatory demands, technological disruptions, and the imperative to promote diversity and inclusion. Dr. Mssusa outlined key opportunities available to universities, such as leveraging digital transformation, building

industry partnerships, and enhancing educational access for underserved communities.

Strategic decision-making was presented as a deliberate, value-driven process that must distinguish between operational, tactical, and strategic levels. She introduced tools such as SWOT and SWOC analyses, and underlined the importance of integrating corporate strategic plans with annual and departmental goals. A strong emphasis was placed on resource mobilisation, urging universities to diversify funding sources and engage with government, private sector, and international donors. Effective financial oversight was presented as a non-negotiable element of institutional resilience, requiring leaders to manage cash flows, interpret financial statements, and ensure transparency in budgeting processes.

Dr. Mssusa also stressed the importance of proactive change management, anticipating resistance, communicating clearly, and training staff to navigate transformation. Risk management was framed as essential

to institutional stability, with strategies including risk profiling, development of mitigation frameworks, and embedding a risk-aware culture. In her conclusion, she advocated for continuous performance evaluation, open communication, professional development, and flexible, adaptive leadership practices. The session ended with a lively discussion, where participants reflected on universities' preparedness for future employment trends, the role of the private sector, the importance of bridging academic-industry gaps, and the relevance of rethinking traditional assessment models such as GPA. The collective message was clear: universities must strategically position themselves to remain impactful, resilient, and globally competitive.

Participants discussed universities' ability to prepare students for the future of work, stressing the need to anticipate job market shifts. There were calls for integrating emerging technologies like AI and robotics into curricula. The role of the private sector was debated, with emphasis on stronger university-industry collaboration. Strategic planning for long-term institutional resilience was encouraged, including environmental scanning and scenario planning. The gap between high school preparation and university expectations was noted as a key concern. Orientation and career readiness programmes were suggested to support smoother transitions. Some questioned the relevance of current grading systems, advocating for broader assessment methods. The importance of embedding industry exposure early in university programmes was highlighted. Overall, participants agreed that universities must adopt flexible, forward-thinking leadership to remain competitive.

# Emerging Technologies and their Implications on University Education

Mr. Jumanne Mtambalike delivered a compelling presentation on the transformative influence of emerging technologies in university education, emphasising the urgent need for higher education institutions to adapt to a rapidly shifting digital landscape. He traced the evolution of universities from first-generation institutions focused solely on teaching, through second-generation institutions integrating research, to today's

**MR. JUMANNE MTAMBALIKE**

**Chief Executive Officer – Sahara Ventures**

third-generation universities that embrace innovation, entrepreneurship, and interdisciplinary engagement. In this new era, educators must act as coaches and mentors, guiding students not only through content but also through the development of practical, future-proof skills.

Mr. Mtambalike outlined how careers have shifted from traditional, rigid work structures to fluid, output-oriented models, demanding skills such as analytical thinking, creativity, digital fluency, and emotional intelligence. He highlighted the increasing role of Artificial Intelligence (AI) in personalising learning, automating administrative tasks, and enhancing research through data analysis and synthesis. However, he cautioned against over-reliance on AI, noting

ethical concerns such as academic dishonesty and algorithmic bias.

Mr. Mtambalike called on universities to develop comprehensive AI integration strategies, redesign assessments to focus on critical thinking, and invest in digital literacy for both students and faculty. Further recommendations included the establishment of partnerships with technology companies, curriculum agility to align with technological trends, and the encouragement of professional certification and industry exposure. His insights reinforced the idea that to remain relevant and competitive, universities must evolve from content providers to dynamic hubs of innovation, guided by ethical frameworks and sustained by strategic investment in research and development.

The presentation concluded by affirming that emerging technologies are reshaping universities and the future of learning. Institutions must proactively adapt to technologies advancements, foster innovations and ensure that students and faculty are equipped with relevant skills. By implementing AI strategies, ethical frameworks and dynamic curricula, universities can remain at the forefront of education and societal transformation.

# Reforms in Basic and Teacher Education in Tanzania and their Implications on University Education

Dr. Anneth Komba presented on the recent reforms in Tanzania's basic and teacher education systems, highlighting their structural changes and projected impact on university education. Speaking in her capacity as Director General of the Tanzania Institute of Education (TIE), she outlined the revised curriculum's focus on practical, competency-based learning, intended to equip learners with relevant skills for both the workforce and further education. A major change includes the reduction of primary education from



**DR. ANETH KOMBA**

**Director General - Tanzania Institute of Education (TIE)**

seven to six years and the extension of compulsory basic education to ten years, now encompassing both primary and lower secondary levels. Additionally, secondary education has been restructured into two distinct streams: a vocational stream aimed at equipping students with technical skills, and a general stream designed to prepare students for academic progression. The reforms are further supported by updated teaching and learning materials, alongside nationwide training initiatives targeting educators, quality assurance officers, and local education administrators. These curriculum changes are expected to influence student readiness and university admission patterns, potentially increasing demand for programmes that align with vocational pathways and practical skill development.

Dr. Komba also noted that reforms in teacher education place a greater emphasis on

pedagogical effectiveness, ensuring that educators are better equipped to deliver the new curriculum. She concluded by affirming that the successful implementation of these reforms hinges on consistent monitoring, stakeholder training, and alignment with broader education sector goals. The session signalled the beginning of a more integrated and responsive educational ecosystem, where changes at the foundational levels are intentionally designed to support the quality and relevance of higher education.

Participants acknowledged the significance of reforms in shaping the preparedness of future university entrants. There was discussion on how competency-based curricula might affect university teaching methods and programme design. Concerns were raised about whether universities are ready to accommodate students from vocational streams. Questions emerged around alignment between basic, secondary,

and university curricula. Some participants noted the need for universities to adapt admission policies and teaching approaches accordingly. There was interest in how the new focus on practical skills will influence degree programme expectations. Teacher training reform was praised, but doubts remained about its full implementation at grassroots levels. Calls were made for more collaboration between TIE and universities in curriculum planning. It was agreed that universities must be proactive in understanding the downstream impacts of these reforms. The session closed with consensus on the importance of continuous feedback between education levels.

# Internationalisation of Higher Education

Dr. Telemu Kassile's presentation centred on the growing imperative of internationalisation within higher education, positioning it as both a marker of institutional quality and a strategic necessity in an increasingly interconnected academic landscape. He began by establishing that internationalisation is not a novel concept but has gained renewed urgency due to mounting demands from governments, funders, students, and academic communities. Drawing on data from the 6th International Association of Universities (IAU) Global Survey (2024), Dr. Kassile identified key external drivers

**DR. TELEMU KASSILE**
Director of Accreditation – TCU

influencing the push towards internationalisation, these include global university rankings, regional and national policies, demographic shifts, and the need for cross-border collaboration in addressing global challenges. For Sub-Saharan Africa, the most prominent drivers were institutional prestige and alignment with regional policy frameworks. He also outlined the core benefits institutions derive from internationalisation, such as enhanced cooperation, improved teaching quality, increased graduate employability, curriculum enrichment, and broader intercultural competencies for staff and students.

Dr. Kassile highlighted the steps taken by the Tanzania Commission for Universities (TCU) to support this agenda, including the development of national standards and guidelines aimed at benchmarking curricula and fostering international comparability. These initiatives are designed to facilitate

student mobility, attract international faculty, and improve graduate access to foreign academic opportunities. He referenced Standards and Guidelines for University Education in Tanzania, which encourages universities to recruit academic staff from diverse nationalities as part of building globally engaged institutions. The presentation concluded with a call for universities to actively engage in global academic networks, form strategic partnerships, and align internal policies with international best practices. Dr. Kassile's message was clear: embracing internationalisation is essential for Tanzanian universities to remain competitive, relevant, and resilient in a dynamic global higher education landscape.

Participants emphasised the importance of aligning Tanzanian universities with global academic standards. There was strong interest in how internationalisation can

enhance institutional credibility and graduate competitiveness. Some raised concerns about resource limitations hindering staff and student mobility. Questions were asked about the practical steps institutions can take to attract international faculty and partnerships. The role of language, cultural integration, and global ranking systems sparked thoughtful debate. Participants highlighted the need for clear policies to support cross-border collaborations and mutual recognition of qualifications. TCU was urged to provide more support in building institutional capacity for international engagement. The development of globally benchmarked curricula was seen as essential. Some stressed that internationalisation should not compromise local identity and relevance. Overall, the discussion reinforced that strategic, well-supported internationalisation is vital for long-term university growth.
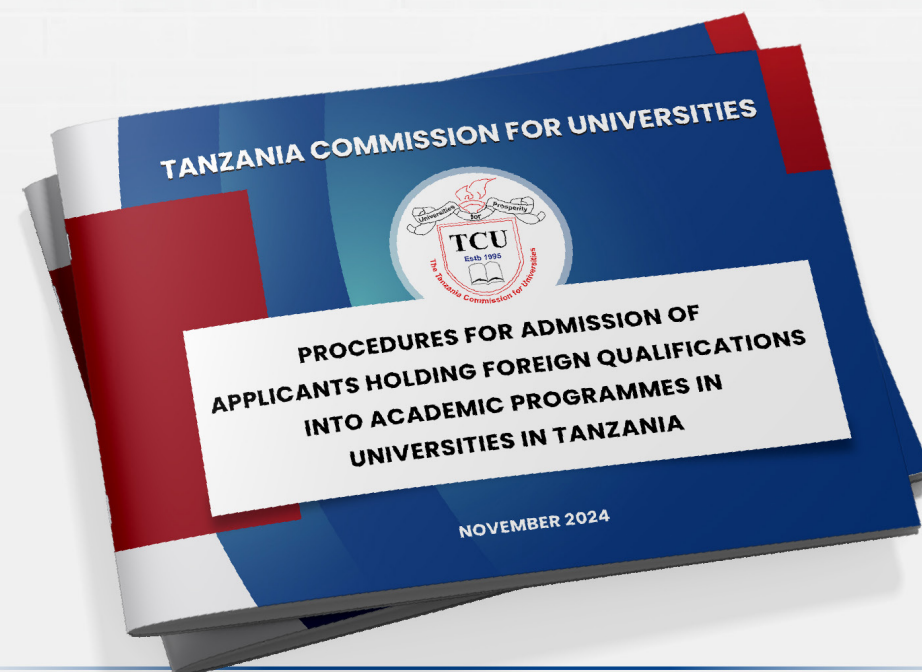
# Closing Remarks

Prof. Charles Kihampa,
Executive Secretary of the Tanzania Commission for Universities

The closing ceremony marked the formal conclusion of the Consultative Training Workshop for Members of University Councils, Senates, and Governing Boards. This final session served both as a reflection on the workshop's objectives and a reaffirmation of the commitment to strengthening university governance, leadership, and internal quality assurance systems in Tanzania. In delivering the closing remarks, the Executive Secretary of the Tanzania Commission for Universities (TCU), Prof. Charles Kihampa expressed deep appreciation to all participants for their active engagement and valuable contributions throughout the two-day event. The workshop was acknowledged as a significant platform for fostering a shared understanding of

**PROF. CHARLES KIHAMPA**
Executive Secretary - TCU

key governance issues, leadership challenges, and quality assurance mechanisms within the higher education sector. It was highlighted that the collaborative spirit demonstrated during plenary sessions and discussions was vital in shaping forward-looking strategies and reinforcing the collective responsibility of institutional leaders.

The Executive Secretary also reiterated the Commission's dedication to continued capacity building through similar consultative workshops and study tours, stressing that these engagements were not one-off events but part of a sustained effort to institutionalise good governance practices. He extended special thanks to the facilitators and presenters for sharing their expertise on topics ranging from academic leadership and university governance structures to strategic planning, risk management, and internationalisation. Participants were encouraged to take the insights gained

back to their respective institutions and to champion reforms that align with the national education vision and global trends. The session closed with a reaffirmation of the role of Councils, Senates, and Boards in promoting academic excellence, ethical leadership, and institutional resilience. With this, the Executive Secretary officially declared the workshop closed, leaving participants with a renewed sense of purpose and readiness to implement transformative governance practices in their institutions.

In conclusion, Prof. Kihampa expressed his sincere appreciation to all participants for their active engagement in the workshop. He extended his regards to the Vice-Chancellors who were unable to attend and conveyed his expectation that tangible changes would result from the deliberations. He wished all attendees a safe journey home and declared the workshop closed.

The Chairperson of the Tanzania Commission for Universities (TCU), Dr. Leonard Akwilapo (seated at the centre), in group photos with members of university councils, senates, and governing boards.
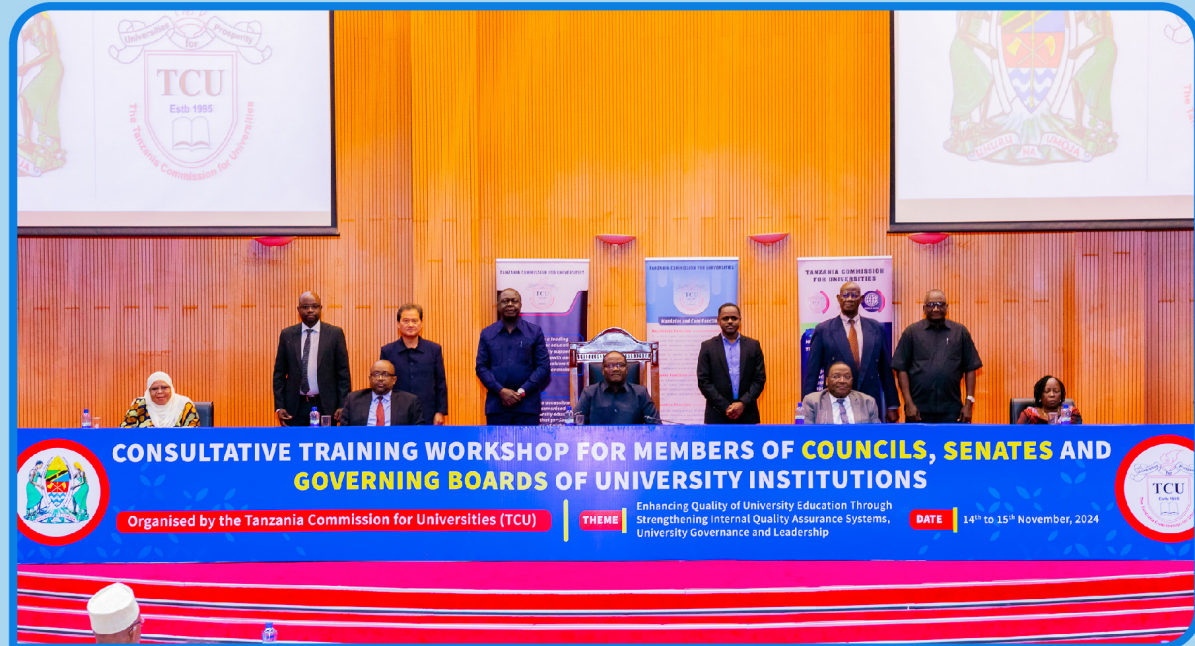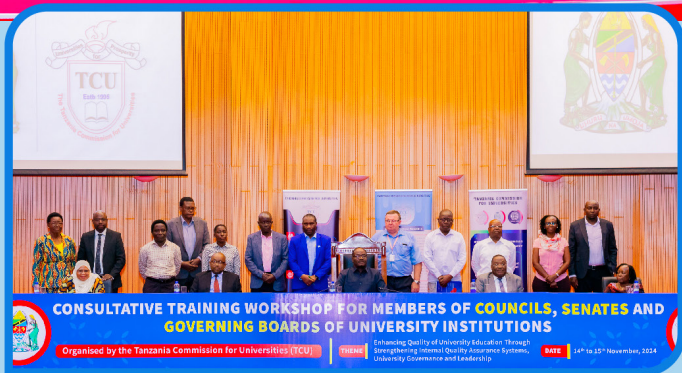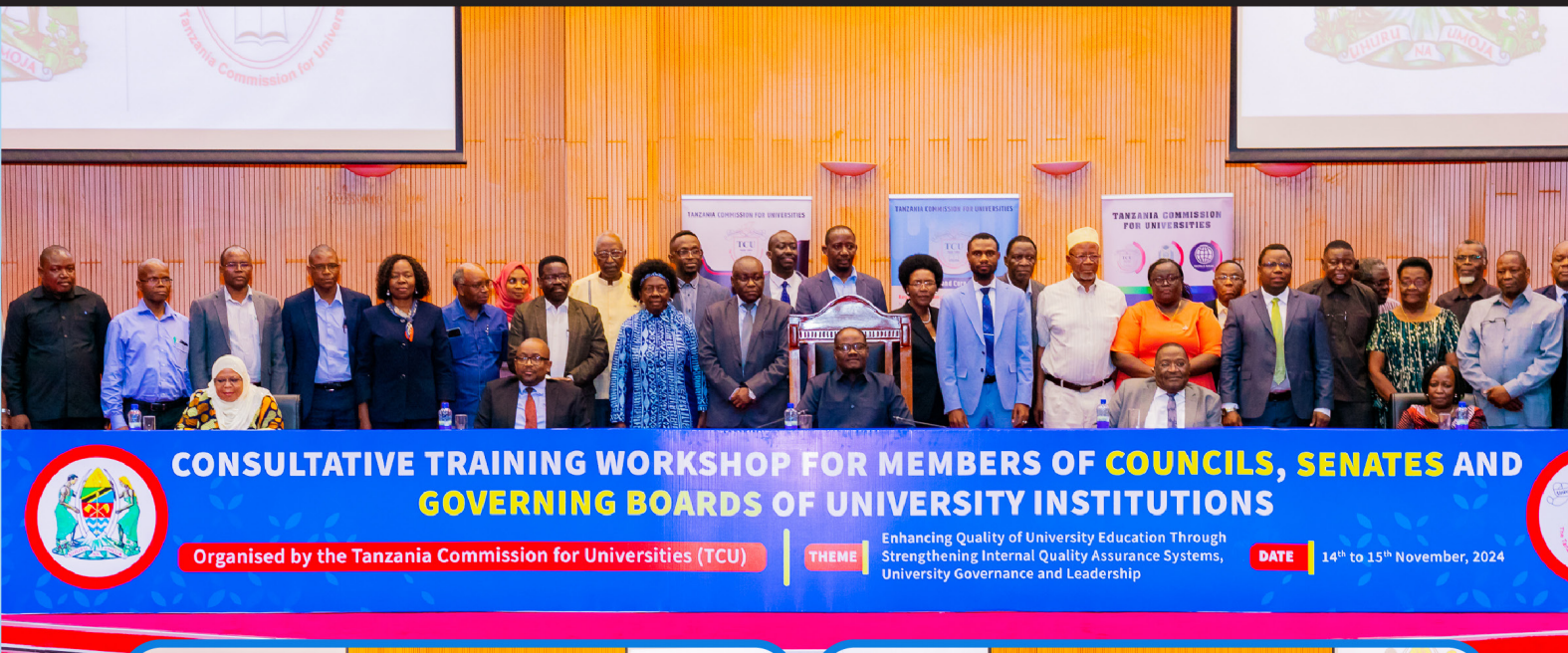
# WHO WE ARE

The Tanzania Commission for Universities (TCU) is a government agency which was established on the 1st July 2005, under the Universities Act, Cap. 346 of the Laws of Tanzania with a legal mandate to recognise, register and accredit universities in Tanzania. It also regulates local or foreign university-level programmes, coordinates the proper functioning of universities and ensures a harmonised higher education system in the country.

TCU succeeded the then Higher Education Accreditation Council (HEAC), which was established in 1995 under the Education Act, 1995. The HEAC had a mandate to regulate the establishment and accreditation of private universities. Being limited only to private universities, such mandate was considered unfavourable for the promotion of a viable public-private partnership in higher education.

To address this, the government created a unified and harmonised higher education system under the TCU. To

ensure such a system does not compromise institutional peculiarities and autonomy, each university is vested with the legal right to operate under its charter. The TCU implements the National Education Policy through its functions which can be clustered into three major areas:

1. **Regulatory Function:** Ensures quality assurance by evaluating universities, programmes, and systems. Validates programmes, accredits institutions, and evaluates university awards for use in Tanzania.

2. **Advisory Function:** Advises the government and public on university education, policy formulation, and international higher education issues.

3. **Supportive Function:** Coordinates university operations, students' admissions, and provides training in areas like quality assurance, leadership, entrepreneurship, and resource mobilisation.

Over the years, the Commission has made significant progress in upholding standards, ensuring quality, and maintaining the relevance of university education, training, and research. It remains committed to integrating quality assurance practices into higher education, fostering continuous improvement in universities and academic programmes.

TCU is a member of Inter-University Council for East Africa (IUCEA) and African Quality Assurance Network (AfriQAN).

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