

# TCU MAGAZINE

**Tanzania Commission for Universities**

*Universities for Prosperity*

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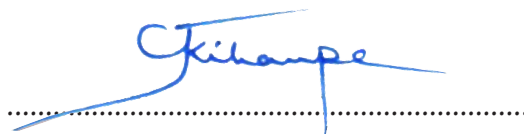
**University of Dar es Salaam Chancellor,  
Former President Jakaya Kikwete confers upon President  
Samia Suluhu Hassan the university's Honorary Doctorate in the  
Humanities and Community Science at the 52<sup>nd</sup> graduation  
ceremony held in Dar es Salaam.**

“*It is only through education and skilled labour that a country can attain economic development.....*”

# CODED CORPORATE CULTURE STATEMENTS

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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 honour.
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.



Prof. Charles D. Kihampa  
**EXECUTIVE SECRETARY**



# EDITORIAL POLICY

**T**HE 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.

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

By submitting an article to be published in the TCU Magazine, all authors agree to a transfer of copyright. This transfer agreement enables TCU to protect the copyrighted material for the authors but does not relinquish the author's proprietary rights. The copyright transfer covers TCU's exclusive rights to reproduce and distribute the article, including reprints, photographic reproductions and for use in conjunction with online media.

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TANZANIA @

61

**TCU**

**Commemorates**

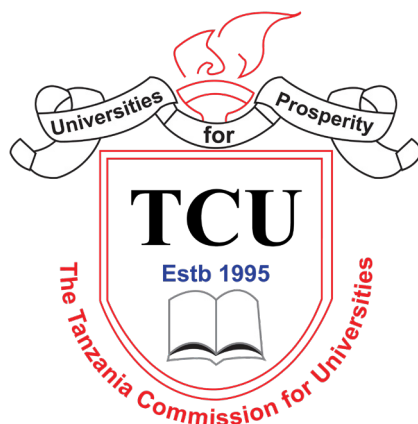
**Tanzania's Independence Anniversary**



*Happy*  
**INDEPENDENCE DAY**

09 - December





**The Tanzania Commission for Universities (TCU) congratulates all Tanzanians on celebrating 61 years of independence.**

**Anniversaries are milestones 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"***



**PROF. CHARLES D. KIHAMPA**

## MESSAGE FROM **THE EXECUTIVE SECRETARY**

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**F**IRST and foremost, I would like to thank the Almighty God for granting me and my fellow employees of the Tanzania Commission for Universities (TCU), the gift of life and sound health, as well as the brains which enabled us to continue serving stakeholders and the public at the Commission in different capacities.

I am also grateful to God because apart from numerous challenges that we encountered, we are ending the year 2022 gratified for making remarkable progress in promoting accessible, equitable, harmonised and quality university education systems in the country, that produce nationally and globally competitive outputs.

We are indebted to various government authorities, stakeholders, partners and the public for the recorded achievements. We wish to extend our sincere gratitude to the President of the United Republic of Tanzania, Her Excellency, Samia Suluhu Hassan for her significant efforts to ensure that we have a better and friendly environment to operate in.

We also thank, in a special way, our leaders in the Ministry of Education, Science and Technology, led by the Minister, Hon. Prof. Adolf Mkenda (MP), Deputy Minister, Hon. Omary Juma Kipanga (MP), and the Permanent Secretary, Dr. Francis Michael, for their



guidance, encouragement and for ensuring that we get every support needed to enable us function efficiently.

Furthermore, we thank our Commission's Chairperson, Prof. Penina Mlama and all the Commissioners for leading us well. We also thank our stakeholders from the public and private sector within and outside the country.

We also thank all our readers as well as those who follow us on our website and social media platforms. We ask all of you to continue supporting us in the same spirit in 2023. Through this Magazine, we set to demonstrate our conviction to realise our vision, mission, and core functions.

Last but not at all least, it is an absolute pleasure to welcome you to the *Seventh Issue* of the TCU Magazine. I wish you a pleasant reading of this Issue. The Magazine is also accessible online on the TCU website ([www.tcu.go.tz](http://www.tcu.go.tz)). I invite you to explore our website and learn more about all we have to offer. We assure you the best services, and wish you all a Very Happy and Prosperous New Year 2023!



***We wish to extend our sincere gratitude to the President of the United Republic of Tanzania, Her Excellency, Samia Suluhu Hassan for her significant efforts to ensure we have a better and friendly environment to operate in.***

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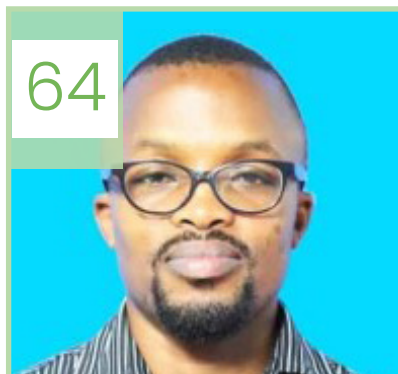
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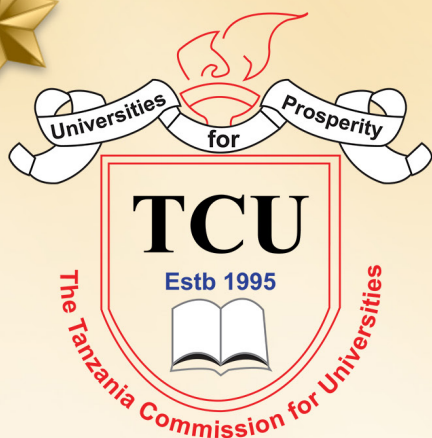
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TCU Resource Centre



**The Management and Staff of  
the Tanzania Commission for  
Universities (TCU)  
wish you a Happy New Year  
2023**



**tcutanzania**



**tcu\_tanzania**



**tcu\_tanzania**

**We thank you  
for your  
continued  
cooperation  
and support**





# **OUR ESTEEMED CUSTOMERS AND STAKEHOLDERS,**

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YOU ARE THE REASON  
WE STRIVE FOR  
EXCELLENCE





## Thank You Note

**Dr. Kokuberwa Katunzi-Mollel**

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

*On behalf of the Tanzania Commission for Universities and the Organising Committee for the 17<sup>th</sup> Higher Education, Science and Technology Exhibitions, I wish to thank the Prime Minister of the United Republic of Tanzania, Hon, Kassim Majaliwa and the Ministry of Education, Science and Technology for invaluable support and collaboration you accorded us during the exhibitions held at Mnazi Mmoja grounds in Dar es Salaam from July 18 to 23, 2022.*

*I wish to congratulate all institutions which participated in the exhibitions. This event wouldn't have been successful without your dedicated hard work and commitment. You did a tremendous job!*

***We look forward to continued cooperation in 2023 and beyond!***





**TANZANIA COMMISSION FOR UNIVERSITIES**

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 stems from our dream of becoming a leading regional higher education regulatory agency supporting systematic growth and excellence of university education.



# Editorial *note*

## Editorial Board

- » Prof. Charles D. Kihampa - **Chairman**  
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## Invitation

This Magazine highlights issues in all spheres of university education. It is open to contributions from the readers to make it livelier. We, therefore, invite you all!

We also welcome suggestions and comments from our readers on how to improve this magazine.

**You are most welcome!**

Dear Reader,

THE TCU Magazine's Editorial Board is delighted to welcome you to the Seventh Issue of the TCU Magazine. The Magazine is released biannually. It is an ideal tool for providing our stakeholders and the public with knowledge about university education in Tanzania and abroad.

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

Our heartfelt gratitude goes to our esteemed readers for reading our Magazine. 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 or comments/suggestions to:

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

E-mail: [es@tcu.go.tz](mailto:es@tcu.go.tz)

# Book

TEN 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.

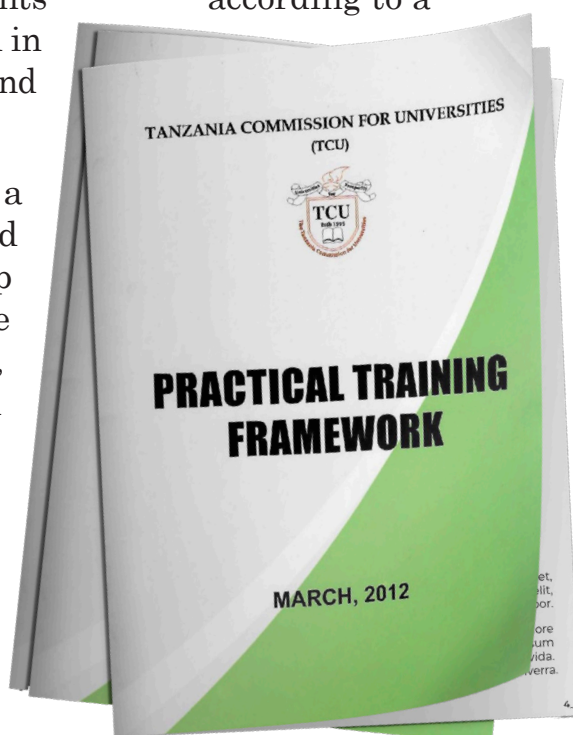
Before the development of these Guidelines, higher education institutions in Tanzania implemented practical training in various programmes but with varying standards. This complicated their administration, including financing of programmes.

The main objective of the Practical Training Framework is to standardise 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 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.

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 both within and outside the classroom. Practical training can help learning and provide an opportunity to link theory and practice.

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



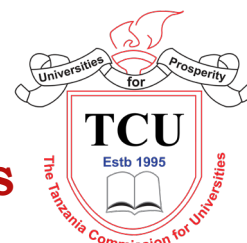
TCU as a quality assurance body recognises several modes of practical training as indicated in the Practical Training Framework. Generally, at the undergraduate level, practical training may be conducted on-campus in the form of seminars, projects, laboratory or studio work, fieldwork and simulations. Practical training may also be conducted off-campus in the form of fieldwork, excursions and attachments.

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

Hence, higher education institutions are required to use the Practical Training Framework when preparing their practical training guidelines.



**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 the 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](http://www.tcu.go.tz) before transacting with any foreign or local universities.

Issued by:

Prof. Charles D. Kihampa

**EXECUTIVE SECRETARY**





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regulatory, supportive and advisory  
functions for university education in  
Tanzania

You can also visit our website

[www.tcu.go.tz](http://www.tcu.go.tz)



*TCU Executive Secretary, Prof. Charles Kihampa*

### By Correspondent

**T**ANZANIA celebrates her 61 years since independence on December 9, 2022. Sixty-one years, while at an individual level is a time to be thankful for life, reflect on a working career and adjust to life without regular work, at the national level is a time to reflect and consider on what could catapult the nation's ambition to the next level.

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.

As the Tanzania Commission for Universities (TCU) joined fellow Tanzanians in joyously celebrating the 'freedom day', Our Correspondent spoke with TCU's Executive Secretary, Prof. Charles Kihampa who noted that the Commission singular focus is to continue supporting the efforts in bringing about the country's development by promoting accessible, equitable, harmonised and quality

## ***At 61, Tanzania future looks increasingly bright***

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university education systems that produce nationally and globally competitive outputs.

“Our promise is to continue supporting systematic growth and excellence of university education in Tanzania,” said Prof. Kihampa.

Looking into history and reminiscing on the past and present, the Executive Secretary said TCU succeeded the Higher Education Accreditation Council (HEAC) that was established in 1995. HEAC had a legal mandate to regulate the establishment and subsequent accreditation of private university institutions in the country.

Prof. Kihampa observed that HEAC mandate being limited only to private universities was considered unfavourable for the promotion of a viable public-private partnership in higher education as stipulated in the National Higher Education Policy of 1999. Such circumstances prompted the government to establish a harmonised higher education system in the country which led to the establishment of the TCU on July 1, 2005. However, in order to ensure such a harmonious higher education system does not compromise institutional peculiarities and autonomy, each university is vested with the legal right to operate under its charter.

The mandate and core functions of the TCU are provided for under section 5 (1) of the Universities Act, Cap. 346 of the Laws of Tanzania. These functions are clustered into three major areas which are regulatory,

advisory and supportive.

For the regulatory function, TCU conducts regular and impromptu periodic evaluations of universities, their systems and programmes so as 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 evaluates programmes to ensure their credibility and evaluates university awards attained from local and foreign institutions for use in Tanzania.

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 like quality assurance, university leadership and management, fundraising and resources mobilisation, entrepreneurial skills and gender mainstreaming.

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

Buoyed by TCU’s stellar recorded achievements during the year 2021/2022, Prof. Kihampa observed that the honour is



testimony to their commitment to customers and stakeholders in steering university education towards excellence.

“The achievement is a proof of how the government in collaboration with various stakeholders enabled TCU to perform its functions well in accordance with laws, regulations, guidelines and procedures for university education nationally, regionally and globally,” Prof. Kihampa said. He identified some of the achievements as follows:

### **Strengthening of quality assurance management systems**

TCU has continued to strengthen the quality assurance management systems to ensure that universities are in line with the direction of the country, where Tanzania aims to become a nation of people with knowledge, skills, expertise and the ability to solve social and economic challenges for the benefit of its citizens.

In quality assurance, TCU has strengthened regular and impromptu inspections in accordance with existing laws and procedures with the aim of checking the quality of education provided by universities in the country. For example, in the period from July 2021 to June, 2022, a total of 31 out of 47 existing universities have been inspected and given advice on areas that need improvement.

Basically, the regular inspection and monitoring systems have made universities to make major improvements in the teaching and learning infrastructure including

the construction of modern laboratories, information and communication systems, classrooms and increasing the number of qualified leaders and lecturers according to existing laws, regulations and guidelines.

### **Building the capacity of universities and higher education institutions**

In carrying out the role of supporting universities and other higher education institutions in the country, the Commission has continued to provide workshops and various training sessions to exchange experience for various cadres.

In addition, the Commission has continued to provide training to Lecturers and Officers of public and private universities in the country with the aim of building the capacity of their institutions. In the financial year 2021/22, a total of 344 employees from public and private owned universities have benefited from the training. The topics of the training were about leadership in universities, the development of knowledge-based and market-oriented curricula, teaching methods for lecturers who did not study teaching professions, the development and use of electronic systems, programme benchmarks and quality assurance. Following the said training and workshops, universities have been able to strengthen their quality assurance systems.

### **Strengthening the coordination of students' admission into higher education institutions**

TCU has provided full mandate to higher education institutions to directly conduct

undergraduate admission of students through their Senate as required by the law. It has been made possible by developing an integrated electronic admission system called Universities Information Management System (UIMS) that enables real time communication of students' applications among higher education institutions systems involved in the admission.

The integrated system facilitates communication of admission data to and from higher education institutions and accessibility of the same data to other stakeholders such as the National Examinations Council of Tanzania (NECTA), the National Council for Technical and Vocational Education and Training (NACTVET), the Higher Education Students' Loans Board (HESLB) and Zanzibar Higher Education Loans (ZHELBS). The integration of these systems has enabled TCU to verify the credentials of students admitted into higher education institutions with greater certainty, efficiency and timeliness.

Besides, considering the fact that good decisions are made on the basis of data, through UIMS, the Commission has been publishing statistics on various aspects including trends in admission, student enrolments, number of graduates, students' dropout, programmes on offer, and number of academic staff. The vital statistics is a series of publications published by TCU annually.

## **Advising universities to invest in programmes of national priorities**

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

Some universities have already developed and started teaching such curricula, for example, the Nelson Mandela African Institution of Science and Technology (NM-AIST); Sokoine University of Agriculture (SUA); the Muhimbili University of Health and Allied Sciences (MUHAS); Mbeya University of Science and Technology (MUST) and the Catholic University of Health and Allied Sciences (CUHAS) and University of Dar es Salaam (UDSM).

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

Science; and Doctor of Dental Surgery.

Over the next five years, the government through the Higher Education for Economic Transformation (HEET) project has allocated an amount of 6.4 billion shillings to enable TCU to accredit university curricula and provide training for university leaders and staff.

### **Increasing opportunities for higher education studies**

The government has continued to implement its desire to increase the scope of opportunities for higher education studies for Tanzanians. For example, over the past years, various study opportunities have increased as follows:

- i) Admission capacity for Bachelor programmes in the country has increased from 157,770 in 2020/2021 to 172,168 in 2022/2023. Thus an increase of 14,398 admission capacity equal to 9.1 percent.
- ii) Undergraduate programmes for Bachelor degree have increased from 686 in 2020/2021 to 757 in 2022/2023.
- iii) Students admitted to the Bachelor degree have increased from 87,934 in 2020/21 to 113,383 in 2022/2023.
- iv) The number of students enrolment in higher education institutions has increased from 259,266 in 2020/2021 to 295,919 in 2021/2022.

### **Improvement in electronic management information systems**

TCU has strengthened its electronic management information systems that have increased productivity and efficiency in operations by improving the services it provides to its customers and stakeholders as stipulated in the Client Service Charter. For example, through the Foreign Awards Assessment System (FAAS) the Commission has been able to evaluate applications for recognition of foreign awards within three days from the previous 14 days. As a result, during the year 2021/2022, more than 8,328 awards were evaluated.

Also, TCU's system for issuing a Certificate of No Objection to citizens who want to study in overseas universities has been strengthened. During the year 2021/2022, a total of 501 No Objection Certificates were issued.

In addition, the electronic system for receiving and processing university curricula for accreditation (Programme Management System - PMS) has been enhanced by increasing communication between universities and the Commission, including directing the way of preparing curriculum and various stages until it is granted accreditation. This has enabled the Commission and universities to know the status of curricula that have been submitted, for accreditation and or re-accreditation. In 2021/2022, a total of 40 curricula were accredited by the Commission.

Likewise, TCU has enhanced its electronic system for processing and storing information of universities in the country (Universities



Information Management System - UIMS) by connecting with the admission systems of higher education institutions in the country. This enables access to information on admitted and continuing students as well as lecturers and staff in universities in the country.

## **Registering Overseas Students Recruitment Agencies**

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. As a result, in December, 2019 TCU developed the Principles and Guidelines for Licensing Overseas Student Recruitment Agencies to facilitate the legal requirements that require every agency intending to facilitate enrollment of students for studies in overseas universities to be registered by TCU. Based on this requirement, by December 31, 2022 TCU licensed 25 Overseas Student Recruitment Agencies.

It should be noted that under Regulation 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 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. Therefore, all citizens are urged to use OSRAs that are recognised by TCU. Also all unregistered OSRAs are urged to submit their applications to TCU

and complete the registration procedures on time.

## **Providing Guidelines for Online and blended delivery modes of courses and procedures for students studying abroad wishing to transfer or do practical training in universities in the country**

Following the outbreak of the COVID-19 pandemic as well as other disasters such as the war between Russia and Ukraine, TCU has continued to take various measures to enable students who were studying abroad to continue studying in universities in the country without affecting the quality of education provided. These measures include providing various guidelines and procedures such as:

- a) Guidelines for Online and Blended Delivery Modes of Courses for University Institutions in Tanzania;
- b) Credit Accumulation and Transfer Procedures from Foreign Universities to University Institutions in Tanzania, 2022); and
- c) Guidelines on how to conduct Practical Training in Universities in Tanzania for Students coming from Universities Abroad.

## **Strengthening education and awareness programmes**

The Commission has strengthened its education and awareness programmes to reach more stakeholders and the public. Public education has been provided through various means including:

i) Organising Higher Education, Science and Technology Exhibitions that are held every year. The exhibitions have continued to improve each year and thus attract more institutions to participate in displaying their services and products. Also, the number of people visiting these exhibitions has continued to increase, especially due to some higher education institutions providing admission services during the exhibitions.

ii) TCU conducted an education and awareness programme to Form Six Graduates who were attending compulsory National Service Training. The purpose was to raise awareness and provide information on matters related to admissions to higher education institutions to the prospective higher education students and other related information including; approved entry pathways to higher education, minimum entry qualifications, types and capacities of programmes offered by higher education institutions as well as roles, functions and mandates of the TCU. To attain the goal, TCU staff visited 20 National Service Camps. A total of 25,144 Form Six graduates benefited from this programme.

iii) Participating in the Second Higher Education Week exhibitions in Zanzibar held on July 1 to 4, 2021 to provide education about admission procedures. A total of 6,726 Form Six students were reached. In addition,

the Commission also participated in the Third Higher Education Week exhibitions in Zanzibar held on June 18 to 24, 2022. A total of 8,321 stakeholders and the public including Form Six graduates were reached.

The increased stakeholders' awareness and the public perception of TCU's functions and admission procedures in higher education institutions has significantly reduced the challenges of higher education admissions.

Hence, TCU in collaboration with stakeholders will continue to carry out its functions as specified in the Universities Act, regulations as well as various guidelines set for ensuring the quality of university education in the country. 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.

**"Our promise  
is to continue  
supporting  
systematic growth  
and excellence  
of university  
education in  
Tanzania."**

# CONGRATULATIONS

## TCU STAFF FOR THE YEAR 2022

Hard work keeps us on the top of our game, but diligence makes us outstanding. You have put both to work, and the results are evident.

Thank you is a way to show how much I appreciate your commitment to work. I see your hard work and your top-notch attitude towards every task. I hope you are encouraged and strengthened to do more.

You have all made an exemplary contribution to the excellence of our institution. On behalf of the TCU Management, I am proud of you all. Continue your hard work and passion.



**Prof. Charles D. Kihampa**  
TCU EXECUTIVE SECRETARY





# PRESIDENT **SAMIA:**

Graduates must be  
demand-driven

President Samia Suluhu Hassan being awarded an Honorary Doctorate of Philosophy in Humanities and Social Sciences by the Chancellor of the University of Dar es Salaam (UDSM), Former President Jakaya Mrisho Kikwete.



## By Correspondent

**T**HE President of the United Republic of Tanzania, Her Excellency, Samia Suluhu Hassan commended the University of Dar es Salaam (UDSM) for producing competent individuals who have served and continue to serve in various leadership positions both nationally and globally.

The Head of State also urged other higher education institutions to ensure they produce skilled graduates to meet the demand of the labour market and ultimately contribute to the development of the country.

## ***“It is only through education and skilled labour that a country can attain economic development.....”***

President Samia made the call in her acceptance speech after she was conferred with the Honorary Doctorate Degree of Doctor of Letters (honoris causa) by the Chancellor of UDSM who is Former President of the fourth phase government, Jakaya Mrisho Kikwete.

President Samia was conferred with the honorary doctorate degree during the fifth and last phase of the 52<sup>nd</sup> graduation ceremony of UDSM which was held at the Mlimani City Conference Centre in Dar es Salaam on November 30, 2022.

Quoting scholars and eminent persons, President Samia who was a special guest at the colorful event stressed that development in education system is vital for economic development of any country.

“Former President of South Africa, the late Nelson Mandela once said that it is through education that a daughter of a peasant can become a doctor, a son of a miner can become a head of large mining company and a child of a farm worker can become a president of a big country. It is only through education and skilled manpower that a country can attain economic development,” President Samia remarked as she quoted the late icon of antiapartheid movement in South Africa,

President Samia thus urged higher education institutions to ensure they produce graduates who can be employed and also create self-employment for themselves.

“The education being provided by higher education institutions should address challenges facing the community,” she stressed.

The President as well urged higher education institutions to establish technological clusters within their campuses to encourage innovation in science and technology.

“The government will extend required support to ensure the clusters produce tangible results,” she stated, urging the graduates to put into practice what they had been taught in class for the betterment of the society.

The President pointed to the fact that education system should be dynamic

rather than static so that it can embrace technological advancement being experienced in other parts of the world.

She noted that through changes taking place in the world today, there is a need to embark on reforms which will steer the country through the right direction politically, socially and economically.

“That is why I have come up with the four Rs, which stands for reconciliation, resilience, reforms and rebuilding of the nation, it is

**“The education being provided by higher education institutions should address challenges facing the community.”**



through this approach that we will be in the position to unite our country towards development,” she emphasised.

She added; “There is also need to promote academic independence since divergent ideas and opinions are crucial for spurring development.

Earlier, the Vice Chancellor of UDSM, Prof. William Anangisye said the institution has registered a number of achievements during the past one year, including introduction of new four programmes for bachelor degrees, masters and doctor of philosophy (PhD).

Prof. Anangisye mentioned another achievement as increment of funds allocated for research and innovation from 1.9 billion shillings during the year 2020/2021 to 3.15 billion shillings during the year 2021/2022.

“The number of research projects have thus increased from 218 to 299 during the period under reference, representing an increase of 23.4 percent,” he explained.

Prof. Anangisye noted further that the varsity

has inked Memorandum of Understandings (MoUs) with a number of African countries on teaching of Kiswahili language at UDSM.

The VC said a total of 2,115 students had graduated during the fifth phase while a total of 11,176 students had graduated during all phases of graduation ceremonies at UDSM and its colleges.

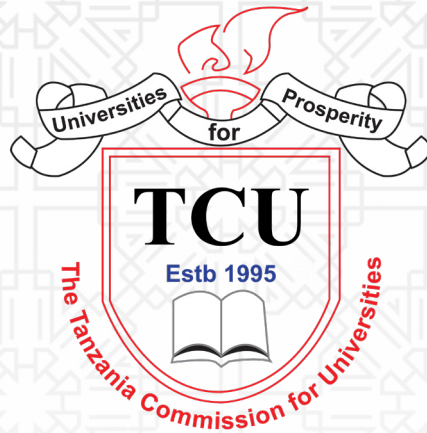
“Out of the total number, 141 students were conferred with PhD this year compared to 94 students last year,” he explained.

The Chairperson of UDSM Governing Council, Ambassador Mwanaidi Sinare said the varsity is determined to impart needed skills to students through the UDSM Development Vision 2061.

The Minister for Education, Science and Technology, Prof. Adolf Mkenda praised President Samia and other stakeholders for providing scholarships to students who perform well in science subjects in their Advanced Certificate of Secondary Education (ACSE) to pursue first degree in science programmes.







## TANZANIA COMMISSION FOR UNIVERSITIES

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

Together we will steer university education towards excellence!

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*Universities for Prosperity*



## VP: RESEARCH ON ENVIRONMENT-FRIENDLY TECHNOLOGIES

**By Correspondent**

**V**ICE PRESIDENT of the United Republic of Tanzania, Dr. Philip Mpango has challenged professionals in the field of science and technology to align their researches to finding environment-friendly technologies that ordinary Tanzanians could afford.

Dr. Mpango made the call on December 12, 2022, citing environment-friendly cooking energies as one of areas that researchers could find affordable technologies.

“We should invest and focus on environment-friendly technologies, without science and technology, we will not move forward, let’s focus there,” the VP insisted when visiting the Open University of Tanzania (OUT) in Dar es Salaam.

His visit was meant to get to hear challenges facing the OUT as the only higher education institution in the country which offers Open, Distance and e-Learning (ODL) in the country.

In his speech, Dr. Mpango further told the researchers to do researches that could solve socio-economic problems in the country while aligning their studies to national priorities.

He promised that the government will continue improving the university for it to produce more competitive graduates in the job market.

“We (government) have put more emphasis on investing on education, therefore, higher education institutions should prepare for enrolling more students but without compromising quality,” he assured.

For the OUT’s expansion plans, he directed the Minister for Education, Science and Technology, Prof. Adolf Mkenda to collaborate with the Finance and Planning Minister in soliciting funds from development partners for buying the Biafra building which the OUT is currently renting.

The building is sold at 2.4 billion shillings and the university has so far paid 870 million shillings, hence asked the government to help paying the remaining amount.

Meanwhile, the VP directed Prof. Mkenda to speak with telecoms to see the possibility of offering special internet bundles for OUT-registered students in efforts to help them effectively follow up classes through online.

Earlier, Prof. Mkenda stated that his docket has put in place measures that would see an increase of enrolment in higher education institutions without compromising quality.

To improve the quality of education offered by higher education institutions, he said the ministry considers reviewing procedures used to recruit lecturers, hinting that recruitment will not just consider academic grades (GPA) but a candidate for employment

would be required to do a presentation as an assessment tool.

He further assured that the government will ensure fair issuance of loans to higher education students.

In his remark, OUT Chancellor, Mizengo Pinda, promised the Vice President the university would submit to the government research papers done by OUT academicians so that the findings could contribute to solutions to various national challenges.

Pinda stressed on the challenges facing the OUT, especially academic infrastructures such as buildings.

On his part, OUT Vice Chancellor, Prof. Elifas Bisanda appreciated support from the government in construction of academic buildings in different regions.

The government had provided 1.8 billion shillings to the OUT for constructing its academic centres in five regions, including Geita, Simiyu, Kigoma, Lindi and Manyara. The construction works have reached over 90 percent.

Also, through the Higher Education for Economic Transformation (HEET) project, the government has provided OUT with 9 million US dollars (about 21 billion shillings) for the construction of science laboratories in seven zones.

Prof. Bisanda also mentioned a challenge of high spending on the internet as university spends about 1 billion shillings annually in paying for internet costs, hence praying for support from the government.





# PRESIDENT MWINYI

PLEDGES TO  
TRANSFORM SUZA TO  
A CENTRE OF  
EXCELLENCE

## By Correspondent

**Z**ANZIBAR President, Hon. Dr. Huseein Ali Mwinyi has vowed to transform the State University of Zanzibar (SUZA) to be a centre of excellence in everything.

Dr. Mwinyi said this on December 28, 2022 when speaking at the 18<sup>th</sup> SUZA graduation ceremony held at the university campus in Tunguu, Unguja South Region.

He wants SUZA to be the best varsity in

preparing young people with competence and professional expertise and creativity to recognise opportunities and use them appropriately.

Dr. Mwinyi said that the increase in the number of graduates who passed various subjects at the varsity was a step towards progress achieved by the university.

He said, “This year, the number of graduates has increased to 1,913 compared to 1,894

who graduated last year, a move that is commendable.”

“We need to commend this university for the success of producing academicians from various fields which are the key work force for Zanzibar socio-economic development.”

Dr. Mwinyi also praised the graduates for the progress they have made while reminding them to make good use of the education they got for their benefit and the nation as a whole.

“I take this opportunity to congratulate you on the educational success that our university continues to achieve.”

“Let’s provide graduates with the ability to withstand the competition in the labour market by using the education they got,” Dr. Mwinyi said.

He also advised SUZA to provide quick solutions to the challenges that are facing surrounding communities in order to carry out its duties properly.

Dr. Mwinyi however explained that the government continues to support the effort undertaken by the university by providing better teaching and learning environment as resources become available.

“I emphasise the need to find alternative ways to get money, including taking loans and starting development projects that will bring benefits to the university,” Dr. Mwinyi added.

On the issue of human resources shortage, President Mwinyi explained the need for the government to hire staff to strengthen higher education institutions including lecturers, librarians and laboratory experts and technicians to meet the quality standards of higher education in the country along with improving the best working environment.

The Minister of Education and Vocational training, Hon. Lela Muhamed Mussa said that the Zanzibar Government’s efforts are to provide scholars who will stimulate positive development in the country.

The Vice Chancellor of SUZA, Prof. Moh’d Makame Haji said the university plans to build a marine science building with the intention of developing the concept of the Blue Economy in the country, which he explained that the funds have already been approved by the government.

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**“We need to commend this university for the success of producing academicians from various fields which are the key work force for Zanzibar socio-economic development.”**

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## PM: TCU MUST CHECK OVERSEAS STUDENT RECRUITMENT AGENCIES

### By Correspondent

**P**RIME MINISTER of the United Republic of Tanzania, Hon. Kassim Majaliwa has directed the Tanzania Commission for Universities (TCU) to continue monitoring Overseas Student Recruitment Agencies in the country.

This follows an observation that some agents help Tanzanians join higher education institutions abroad that are below standards, making their certificates impractical once they graduate and return in the country.

Officiating the 17<sup>th</sup> Higher Education, Science and Technology Exhibitions at Mnazi Mmoja Grounds in Dar es Salaam on July 19, 2022, the Premier tasked the relevant bodies to exercise the control of student recruitment agencies to ensure that aspiring students join quality higher education institutions.

“We should control this because leaving agents to facilitate enrolment of Tanzanians in some of low standards higher education institutions abroad makes it difficult for the graduates to apply their qualifications once they are back in the country, failing to compete for available opportunities.” He said.

“For the country to attain its development goal of an industrial economy, concerted efforts are needed to prepare human resources with relevant competencies required by the market,” he emphasised. Adding, “Higher education institutions in the country have to be creative, invest in research and innovations and also producing competent graduates capable of contributing to changes in the country’s economy.”

“We should also put more emphasis on public-private partnerships (PPP) and encourage more players from the private sector to invest in education and support the provision of quality higher education in the country,” he stated.





*Deputy Permanent Secretary of the Ministry for Education, Science and Technology, Prof. James Mdoe*

Prof. James Mdoe, the Deputy Permanent Secretary of the Ministry for Education, Science and Technology, said the government was reviewing the country's education system to align it with current demand in the job market, taking into account global changes in science and technology.

"We are currently conducting an intensive review of our curriculum from primary to university level," he said affirming that in the next few months, a national forum will be convened to further discuss on the best ways to improve the current system of education.



*TCU Chairperson, Prof. Penina Mlama*

Adding to that, the TCU Chairperson, Prof. Penina Mlama 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," she said.

Prof. Mlama 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); the Muhimbili University of Health and Allied Sciences (MUHAS); Mbeya University of Science and Technology (MUST) and the Catholic University of Health and Allied Sciences (CUHAS) and University of Dar es Salaam (UDSM).

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



In addition to that, she said TCU has also succeeded in eliminating academic malpractice in various university institutions through supporting the quality assurance systems.

Prof. Mluma further reminded the institutions to ensure that they transmit knowledge and skills to the students to prepare them to face current global changes.

Commenting on this, the TCU Executive Secretary, Prof. Charles Kihampa said universities have a pivotal role to play in attaining industrial economy.

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

As the exhibitions’ theme states ‘Higher Education Responsiveness to Labour Market Demands for Socio-Economic Developments’, “We will ensure this is attained,” said Prof. Kihampa.

The Closing ceremony of the 17<sup>th</sup> Higher Education Science and Technology was graced by the Permanent Secretary for Education, Science and Technology, Dr. Francis Michael on July 23, 2022.



*TCU Executive Secretary, Prof. Charles Kihampa*

“We should also put more emphasis on public-private partnerships and encourage more players from the private sector to invest in education and support the provision of quality education in the country”



**Deputy Permanent Secretary of the Ministry for Education, Science and Technology, Prof. James Mdoe presents a souvenir to the Prime Minister, Hon. Kassim Majaliwa during the opening ceremony of the 17<sup>th</sup> Higher Education, Science and Technology Exhibitions on July 19, 2022**









**Prime Minister, Hon. Kassim Majaliwa has a word with Tanzania Commission for Universities Executive Secretary, Prof. Charles Kihampa (R), TCU Chairperson, Prof. Penina Mlama (2<sup>nd</sup> – R) and Education, Science and Technology Ministry Deputy Permanent Secretary, Prof. James Mdoe shortly after the PM officiated the 17<sup>th</sup> Higher Education, Science and Technology Exhibitions on July 19, 2022.**















**The Permanent Secretary for the Ministry of Education, Science and Technology, Dr. Francis Michael (seated at the centre) in a souvenir photo with the organising committee of the 17<sup>th</sup> Higher Education, Science and Technology Exhibitions at Mnazi Mmoja Grounds in Dar es Salaam on July 23, 2022.**





## EXPECTATIONS HIGH AS \$425M EDUCATION PROJECT KICKS OFF

*The Minister for Education, Science and Technology, Hon. Prof. Adolf Mkenda speaks during the launch of the Higher Education for Economic Transformation (HEET) project in Dar es Salaam on September 13, 2022.*

### By Correspondent

HIGHER education sector is expecting a major transformation in various areas including financing, infrastructure expansion and capacity building, thanks to the official launch of the Higher Education for Economic Transformation (HEET) project on September 13, 2022.

The five-year venture worth \$425 million under the auspices of the World Bank aims to support Tanzanian's efforts in unleashing the power of higher education to propel the country's economic development and transformation.

The project as well aims to address the country's critical need for high-skilled workers in priority areas with labour market aligned competences, an area which has been for long complained about by employers due to the limited ability of graduates from

the country's higher education institutions.

"This project provides scholarships to instructors in universities who are interested in developing themselves in priority areas of the government with the aim of helping to bring about a revolution in their teaching," said Prof. Adolf Mkenda, the Minister for Education, Science and Technology when launching the project.

He also said that the project aimed at helping the construction of infrastructure including dormitories, classrooms and conference halls as well as seeing 14 universities benefiting.

"There is also an allocation of \$1.1 million for private universities for scholarships. They just need to know how to get that money to educate their lecturers because we have no reason to delay further," he said.

## ***The five-year venture worth \$425 million under the auspices of the World Bank aims at supporting Tanzanian's efforts in unleashing the power of higher education***

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"We are launching a project that is coming to push in the issues that have been talked about a lot in relation to our higher education provision, most of which have been focused on the negative side....our big job now is to make sure that we manage this project so that it goes as planned," he added.

In this regard, the universities' Senates together with the leadership of various institutions of higher education have been tasked to ensure the project brings about an economic revolution via the provision of quality higher education is successful within the set time frame.

Being the principal decision making organs in matters pertaining to quality assurance in university education, the Tanzania Commission for Universities (TCU) has all it takes to transform the sector.

According to the World Bank's Country Director, Ms Preeti Arora, by 2030, 1.6 million youth will be entering the labour market annually in Tanzania, thus substantial and smart investment in the personal and economic vitality of this generation will be required.

She said even though the country has made efforts that have led to improvements in life expectancy, infant mortality, primary and secondary school enrolment rates, there are still important challenges that remained to sustain growth and development, notably the shortage of high-skilled workers.

"HEET project, which targets 14 priority areas for Tanzania's economic growth, will help to address this critical need for high-skilled workers prepared for the labour market of both today and the future," she noted.

The project is also expected to give rise to a modern, effective, efficient and resilient higher education sector where at least 100,000 students are set to benefit from

interventions to enhance learning with over 40 percent of those beneficiaries being female.

"14 higher education institutions will be supported to become high quality centres of learning.....the capacity of the ministry and its subsidiary agencies including TCU will be strengthened to better manage the higher education system," she expounded.

The project introduces several innovations including employing creative funding mechanisms through the use of institution-specific strategic investment plans.

It will as well strengthen the enabling environment for commercialisation of research and innovation through the introduction of revolving funds, establishment of technology transfer facilities and support for management of intellectual property rights.

"The project will support the development of new and branch campuses in rural areas across the country, to bring institutions of higher-quality learning to where people live," noted Dr. Francis Michael, the Ministry's Permanent Secretary.

The project would also support interventions related to climate as well as create stronger links with industry and the private sector to ensure that graduates have the relevant skills for the job market.

The realisation of the HEET project development objective will be through the implementation of three components including strengthening the learning environments and labour market alignment of priority programmes which will use \$339 million of the initial funding.

Others are strengthening management of the higher education system (\$78 million), and project coordination and management (\$8 million).





## **TCU: A Helping Hand to university institutions in Tanzania**

**By Prof. Andrea Pembe**

**T**HE Tanzania Commission for Universities (TCU) founded on July 1, 2005, has a legal mandate to regulate public and private universities in Tanzania. In less than two decades since its inception, TCU has become the most impactful regulator and resourceful body for Tanzanian universities. In this article, I narrate how impactful TCU has been to universities in Tanzania. Critical areas of focus are accreditation, setting and enforcing standards, public relevance, and regional and international integration.

### **Accreditation**

As a country, we have a collective responsibility to ensure the integrity of higher education. Consumers of higher

education services deserve the comfort of knowing that the universities they are engaging with, meet the required standards and can assist them to meet their intended goals. By shouldering the responsibility for the accreditation of universities in Tanzania, the TCU has helped credible institutions stand out. This mandate has gone beyond accrediting universities but also to the level of accrediting the curricula utilised by the universities in providing higher education. This has ensured that programmes initiated by universities in Tanzania have the right market demand, are appropriately benchmarked with similar programmes in and outside the country, address the critical competency domains required, and have the blessings of the relevant professional bodies.

In health-related fields such as medicine and nursing, the TCU has worked with stakeholders to develop benchmarks for competencies anticipated in graduates. The steps are to be followed by all health and allied sciences universities in the country, a laudable achievement by the TCU. The overarching impact of these processes is ensuring graduates from different universities meet the minimum competencies expected by the relevant professional bodies.

### **Setting and reinforcing standards**

The area of setting and enforcing standards has been one of the major strengths of TCU over the past decade. Currently, the Third edition of the Standards and Guidelines for University Education in Tanzania which was issued in 2019 is operational and has been well popularised. Through the series of these guidelines, TCU has been able to clearly communicate to university institutions and consumers of higher education the minimum standards expected in various dimensions, spanning from student admission, faculty recruitment, infrastructure for learning and student assessment, to graduation and issuing of certificates and transcripts. These guidelines have assisted new universities and reminded established ones of the required standards for university education.

Impressively, the TCU has conducted monitoring and evaluation of universities in enforcing compliance to these guidelines, mostly “*supportive supervision*” in nature, but occasionally with unpleasant outcomes to some institutions or academic programmes. Though unpleasant, these measures are necessary nonetheless if we are to remain

steadfast in ensuring the quality of higher education in Tanzania. Needless to say, most universities in Tanzania are much better now compared to a few years back, thanks to the strenuous enforcement of the standards by the TCU.

### **Public relatedness and relevance**

Prior to the establishment of TCU in Tanzania, universities were not doing well in areas of public relatedness and relevance. Since its inception, TCU has been assisting universities to address this in multiple ways. By enforcing the needs assessments and market surveys for newly established programmes and scheduled reviews including tracer studies for ongoing programmes, the TCU has ensured that the curricula for degree programmes offered in the country are relevant to current needs.

Further, the majority of the public did not have access to information on universities and this was a major bottleneck to aspiring applicants. Over the past few years, this has been well corrected through a number of initiatives.

Firstly, the Higher Education, Science and Technology Exhibitions conducted annually have been a major gateway for access to information on universities for the public.

Secondly, all universities now have websites where information on available programmes, admission requirements and other services are available. Application for admission into universities is now done online in all universities in the country where TCU provides overall coordination. This has streamlined the admission processes and

we have observed smooth recruitment in recent years.

### **Regional and international integration**

The TCU has also played a critical role in ensuring universities in Tanzania are well integrated with academic institutions in the region and internationally, such as through linkages with the Inter-University Council for East Africa (IUCEA). In particular, this opportunity has provided a platform for the harmonisation of regional standards in university education that ensures the standards of learning, as well as the quality of graduates in the region are comparable between countries which will facilitate the mobility and employability of the students and graduates, respectively, across the East Africa region and beyond.

### **Some reflections for the future**

While the quality of Universities is on the right growth path, more is needed to attain the international quality level for our institutions. TCU has a huge potential to assist universities to attain this level by championing a few more frontiers.

The TCU can play a role in fostering increased integration among universities within the country. Opportunities include shared supervision of postgraduate students, external examinations, joint research projects and sabbaticals. In this way, universities can attract more resources including human and funds for research and training.

Also, the TCU can take a leading role in advocating for transformation in the use of Information and Communication Technology

(ICT) at universities across the country, such as online learning, facilitated by, among other things, increased ownership of laptops and tablets by students and increased access to the wireless internet. As we aspire to move towards digital campuses, this transformation is critical.

Moreover, TCU has the opportunity to use its influence to advocate for increased allocation of internal resources for research from both public and private means.

Nevertheless, TCU can champion innovations and integration of research and training products with industries to realise the full potential beyond graduates.

On the other hand, through regular surveys, TCU can help to ensure the quality of graduates fits the local context in the vision of national development.



**“ TCU has become the most impactful regulator and resourceful body for Tanzanian universities. ”**





# 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](http://www.tcu.go.tz)

## TCU MAGAZINE

*It is the content that counts*



## INVEST IN ICT TO WITNESS SUSTAINABLE E-LEARNING IN TIMES OF CRISES, HIGHER EDUCATION INSTITUTIONS IN EAC ADVISED

*The Permanent Secretary in the Ministry of Education, Science and Technology, Dr. Francis Michael (seated centre) in a group photo with the participants of the 11th East African Higher Education Quality Assurance Forum on September 23, 2022 at Giraffe Beach Hotel in Dar es Salaam.*

### By Correspondent

HIGHER education institutions in the East Africa Community (EAC) region have been urged to invest in Information and Communication Technology (ICT) systems so as to facilitate sustainable e-learning in times of crises.

Minister for Education, Science and Technology, Prof. Adolf Mkenda said this in Dar es Salaam on September 20, 2022 during the opening of the 11<sup>th</sup> Annual East African Higher Education Quality Assurance Forum.

Hosted by the Tanzania Commission for Universities (TCU), the four-day forum has brought together about 100 participants,

including quality assurance practitioners under the East Africa Higher Education Quality Assurance Network (EAQAN), academics, researchers and senior managers as well as representatives from development partners.

In his speech read on his behalf by the Vice Chancellor of the University of Dar es Salaam (UDSM), Prof. William Anangisye, the Minister said that if the region is to achieve its development goals, then investing heavily in quality education is a matter of paramount importance.

According to him, universities in the region need to formulate supportive policies to



facilitate online learning as well as review quality assurance tools to cope with the changes. “You will agree with me that recent developments have exposed the weaknesses of most higher education institutions in the region, especially in their capacity (preparedness) to proceed with teaching activities in times of crises, as was during the outbreak of the Covid-19 pandemic,” he noted.

He said when the pandemic erupted in 2019, most higher education institutions in the region were caught off-guard, ending up closing universities for unknown durations and that such a phenomenon and others of that nature, including natural disasters, call for quality assurance of e-learning platforms to ensure continuity of teaching even when access to face-to-face teaching is interrupted.

“I believe this forum will invest time in coming up with a way forward so that e-learning becomes a reliable solution to learning when the conventional means are not functional. I also believe that quality assurance standards in teaching, learning and assessment will produce graduates who meet labour market needs at national, regional and international levels.

He further urged the forum to come up with sound resolutions and recommendations that will reinforce quality assurance in higher education towards attaining sustainable development within the context of the Agenda 2063.

Prof. Mkenda wanted higher education institutions to invest in technology and skills development so as to produce competent human resources.



***IUCEA Executive Secretary, Prof. Gaspard Banyankimbona***



On his part, the TCU Executive Secretary, Prof. Charles Kihampa said quality assurance in higher education requires concerted efforts of various stakeholders both within and outside our areas of jurisdiction.

“I am glad that the 11<sup>th</sup> EAQAN forum had attracted stakeholders from different institutions and who were at different capacities in their respective institutions. Assuredly, this mix altogether, will bring new ideas on how to enhance quality assurance and hence, the provision of university education in our respective countries so that we promote socio-economic development commensurate with our national development objectives in particular and the region at large,” he said.

He said that the forum is premised on the need to promote sustainable development through quality assurance in higher education.

He further said that the main outcome of the forum is to have enhanced understanding on the significance of higher education quality assurance in promoting sustainable development.

Some of the outcomes, he said include enhanced understanding of the determinants of quality higher education and quality graduates, enhanced collaborations and networking among quality assurance stakeholders, increased understanding of the theory and practice of quality assurance in programme accreditation.



***A cross section of participants of the 11<sup>th</sup> East African Higher Education Quality Assurance Forum follow the Minister for Education, Science and Technology, Prof. Adolf Mkenda's speech on September 20, 2022.***



# BENCHMARKING AT THE UNIVERSITY OF DAR ES SALAAM (UDSM) ON SEPTEMBER 22, 2022





# GALA DINNER AND CULTURAL EVENT ON SEPTEMBER 22, 2022



TCU Executive Secretary, Prof. Charles Kihampa



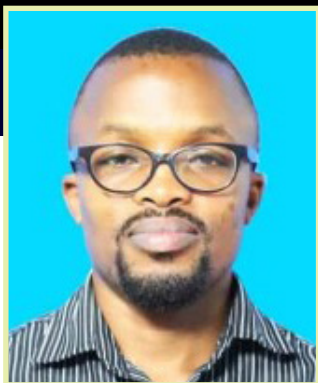


# HIGHER EDUCATION A QUEST FOR EXCELLENCE





## UNIVERSITY EDUCATION SHOULD MEET 21<sup>ST</sup> CENTURY DEMANDS



*The education sector needs to match the needs of the technological world. In this review, we highlight President Samia Suluhu Hassan's message to universities regarding her vision. Her administration has placed a strong emphasis on ensuring that Tanzanian students receive quality education that is relevant to society in the 21<sup>st</sup> century.*

**By Jacob Mosenda**

PRESIDENT Samia Suluhu Hassan's efforts to reform the education sector since taking top office in 2021 were more vivid in 2022, and the Head of State has much higher expectations from the sector this year.

Her exemplary work to improve the quality of education attracted stakeholders' attention and led to her getting a memorable award, an honorary doctorate (*Doctor of Letters (Honoris Causa)*) from the University of Dar es Salaam (UDSM).

President Samia, was one of the awardees during the UDSM's 52<sup>nd</sup> graduation ceremony, an event that saw more than

11,000 graduates awarded degrees in various disciplines.

"I recognise that by accepting this honour, I am joining the ranks of other alumni of this renowned university. I am part of this university which produces professionals who contribute in different ways to the nation," said President Samia at the ceremony.

UDSM's Deputy Vice Chancellor Academics, Prof. Bonaventure Rutinwa explained that the honorary degree (Doctor of Letters) conferred on the President is given to a person who has demonstrated the best learning in humanity and social science in general.



Even though honorary degrees are usually given to people who have made great contributions in society for a long time, President Samia's determination to change the tide in the country through the promises she made when she came to power convinced UDSM's Senate that she deserved the award.

According to UDSM's rules for awarding an honorary degree, the recipient must have met one of these criteria; made a great contribution to education, contributed to solving any challenge, or made a great and clear contribution in defending human rights.

In addition to strengthening technical education by constructing new colleges and vocational training centres in every district, the President has been at the forefront of initiatives to bring about reforms in the education system.

She introduced various projects including the Higher Education for Economic Transformation (HEET), whose implementation officially started in 2022. The President aims to transform the higher education sector, in addition to the great things she has done in the primary and secondary school areas, such as infrastructure expansion.

During UDSM's 52<sup>nd</sup> graduation, 11,168 students graduated at various levels, including 141 doctorate degrees. In that total, there were 5,470 men and 5,698 women.

The President emphasised the need for the country's educational system to be upgraded in order to better meet the needs of the market during the graduation ceremony.

She stated that education and knowledge were not static but rather dynamic, changing with the passage of time in response to

changes in society and the world.

Giving an example of the change, the President said that today people talk about the education of new technology in various fields that did not exist in the past centuries, or if it did, it was not at the level it is today.

"The question here is, what does this situation teach us?" She queried, adding that in the education industry in general, the most important thing is academic freedom, meaning the right of academics to form groups and follow the policies, laws, and guidelines of universities' governing councils.

She said these academics can decide the institution's curriculum, content, teaching and examinations, conduct research according to the environment in order to move with the times, and thus express their thoughts and opinions freely without any restrictions.

From that perspective, it is bad to limit academic freedom since development occurs in environments where people are free to think and share their ideas without fear. "This is why freedom of expression is a very crucial pillar in the operation of the government," she expressed.

### **The role of higher education institutions**

The President said in addition to academic freedom, universities have a duty to support national development by offering high-quality education, carrying out research, and expressing viewpoints.

Since she took office, she said her administration has placed a strong emphasis on ensuring that Tanzanian students receive an education that is relevant to society in the 21<sup>st</sup> century.

The education offered at our higher education institutions “should enable graduates to have skills that enable them to be self-employed or employed and be ready to contribute to the development of our nation as soon as they graduate,” the President said.

President Samia expressed her satisfaction with UDSM’s 2061 vision of providing a type of education that focuses on meeting the needs of the community as well as producing skilled graduates.

She explained that UDSM has started the process of reviewing its curricula so that, among other things, it can focus more on providing education and skills. “Let me ask all other higher education institutions that have not done so to imitate UDSM for the benefit of our nation.”

“I remind you that our strategies and goals should aim to reach the highest level on the international scale,” she said. Universities can stimulate employment for graduates and also increase their contribution to development by establishing technological incubators/parks that will be the testing and refining grounds for ideas or creative visualization and wealth production.

“I want to assure all universities of great cooperation from the government if they do that because we must plan to hold their hands and help them do that,” she noted.

## **Major milestones in 2022**

In June 2022, all was set for Tanzania to kick off implementation of the \$425 million (Sh972 billion) Higher Education for Economic Transformation (HEET) project, following the signing of a grant agreement between the Ministry of Education, Science and Technology, and the heads of public universities.

The five-year project, which is a nod by the World Bank and was officially signed between the bank and the Tanzanian government

in May 2021, had been eagerly anticipated by beneficiaries, including universities and some other higher education institutions since 2016.

Higher education stakeholders had long complained about the shortage of infrastructure at a time when student enrollments continued to rise, but also about the lack of enough funding for the further training of lecturers.

The project that is now being implemented by the institutions involved is expected to bring significant changes in higher education provision.

## **Science scholarships**

In order to increase the number of students in science studies, the year 2022 witnessed many efforts being made by the government and other institutions with the aim of motivating students to study science.

In September, 2022 the Ministry of Education, Science and Technology introduced Samia Scholarship for undergraduate studies sponsorship for high school students who performed well in the 2022 national examinations.

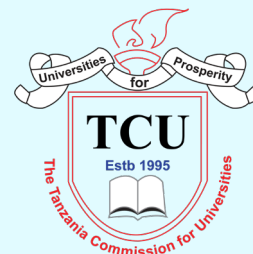
The scholarship covers 100 percent of university tuition fee for more than 600 students who have excelled in the fields of Science, Technology, Mathematics and Engineering (STEM) based on several merits including good performance.

The University of Dar es Salaam also in 2022, announced scholarships for 50 students who excelled in the Advanced Certificate of Secondary Education Examinations, the main priority being for those who did well in science.

The scholarship, dubbed; “UDSM Merit Scholarships” which is in its fourth year will also involve 10 students in the Master’s programme.



# TANZANIA COMMISSION FOR UNIVERSITIES FAA APPLICATION PROCEDURES



## Are you in Tanzania and hold a Foreign Academic Award?

Follow these six simple steps to get your qualification recognized: Go to <http://faas.tcu.go.tz/login.php> click and read "**Guidelines**"

Go to <http://faas.tcu.go.tz/login.php> and click "**Register New Account**"

Gather all hardcopies of documents\*\* that are relevant to your application, Scan and save the hardcopies to obtain softcopies of the same

Pay the processing fee\* by visiting the TCU website [www.tcu.go.tz](http://www.tcu.go.tz) and click "**To pay for TCU services through Government Electronics Payment Gateway (GePG)**" and generate **Control number**. Visit any Branch or Bank agent of CRDB or BOT. Use the provided **Payment Control Number** as the Account Number and the Account Name **Tanzania Commission for Universities**.

For those who are outside Tanzania can make payment through;

**CRDB Bank, Account Number 02J1026795700,**  
**Account Name: Tanzania Commission for Universities.**  
**Swift Code CORUTZTZ, Branch Name; Azikiwe**

Fill the online application forms and upload or attach the softcopies in relevant sections (**Step 1-5**)

Only click "**Declaration and Acceptance**" at **step 5** when you are ready to submit your application

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

## Which documents will I need

1.	Certified copy of the qualification (degree, diploma, certificate etc.) in its original language
2.	An official translation of the qualification into English (if applicable)
3.	Certified copy of transcript/mark sheets/list of subjects passed in original language
4.	An official translation of transcript/mark sheets/list of subjects passed into English (if applicable)
5.	Documentation in support of name change (if applicable), e.g. marriage certificate or deed poll

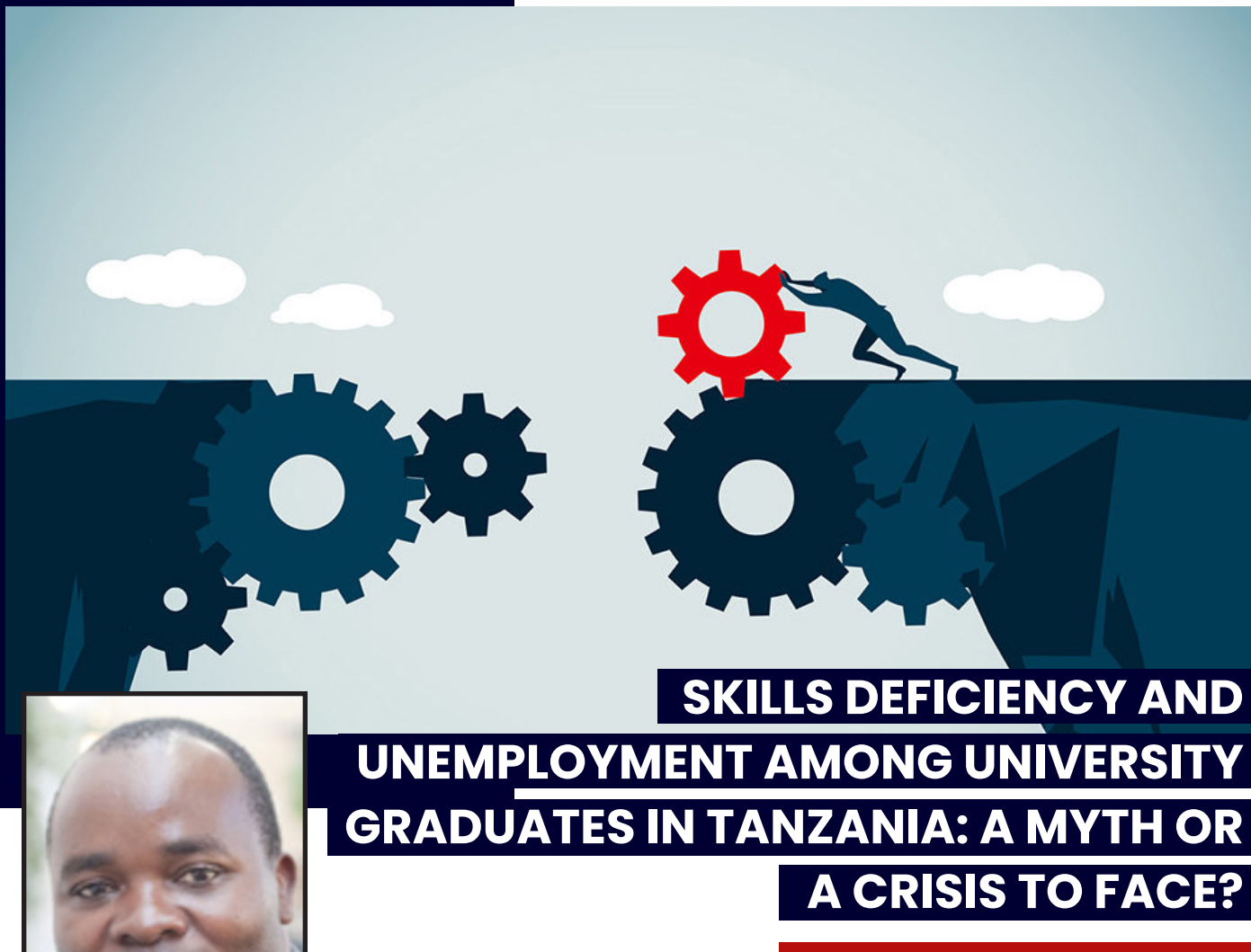
6.	Certified copy of Certificate of Secondary Education (For Tanzanian Citizen)
7.	Certified copy of Advanced Certificate of Secondary Education (Education Prior to joining University for Non-Citizen)
8.	Abstract and Certification page of the Dissertation or Thesis (For Tanzanian Only)
9.	Certified copy of the Bachelor degree certificate in its original language (masters and PhD holders).
10.	Certified official translation of the Bachelor degree certificate into English (if applicable)-(masters and PhD holders)
11.	Certified copy of the Bachelor transcript in its original language (masters and PhD holders).
12.	Certified official translation of the Bachelor transcript into English (if applicable)- (masters and PhD holders)
13.	Certified copy of the Master degree certificate in its original language (PhD holders)
14.	Certified official translation of the Master degree certificate into English (if applicable)-(PhD holders)
15.	Certified copy of the Master degree transcript in its original language
16.	Certified official translation of the Master degree transcript into English (if applicable)-(PhD holders)
17.	Certified copy of the Passport page containing your details
18.	Certified copy of Employment contract (for Foreigners working or expecting to work in Tanzania)
19.	Copy of payment slip for Foreign Award Evaluation fee

## How do I get feedback?

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

**For more information, please call us on**

**+255(0)222113694 | 0735531223 | 0738001920 | 0734367345**



**By Dr. Blackson Kanukisya**

**T**HERE has been consistent outcry from different stakeholders of university education regarding the skills level among university graduates in Tanzania. For example, the East Africa Employers' Organisation (EAEO) reported that half of the university graduates lack required qualifications for employment. Based on the well celebrated human capital theory, universities are expected to bring about development and lead to employment.

There have been further opposing viewpoints about the issue of skills in relation to universities. One of the arguments is that skills development is not the responsibility of

universities and therefore developing skills among university graduates may amount to changing the very nature of universities into polytechnics. However, on the other hand, the argument is that universities are supposed to develop skills among graduates. This article discusses the issue of skills acquisition and application among university graduates in Tanzania.

### **What does a skill mean?**

The term skill has been defined variously depending on the context where it is applied. The International Labour Organisation (ILO) defines a skill as the ability to carry out the tasks and duties of a given job. The Inter-University Council for East Africa conceives a skill as the ability to apply



knowledge and use know-how to complete tasks and solve problems. Skills are categorised as: Cognitive skills (involving the use of logical, intuitive and creative thinking); practical skills (involving manual dexterity and the use of methods, materials, tools and instruments); and Interpersonal skills (the way of communication, cooperation).

Moreover, the Tanzania Commission for Universities (TCU) in the University Qualification Framework (UQF) defines a skill as the ability to apply knowledge and use know how to complete tasks and solve problems. In the context of the UQF, skills are described as cognitive involving the use of logical, intuitive and creative thinking or practical involving manual applications and use of methods, materials, tools and instruments.

In some instances, there has been interchangeable use of the term skills and competencies. The two terms are quite related but also distinct in the strict use of the terms. For example, competency is defined as the proven ability to use knowledge, skills, personal, social and/or methodological abilities, in work or study situations and in professional and personal development. Also competency is a product of individual characteristics and achieved learning outcomes. They include relevant skills that may be acquired out of a programme's formal teaching and learning environment and be augmented by a learner's natural abilities and experiences.

## **Education levels and skills levels**

As hinted in the introductory part, one of the debates about skills training in Tanzania is the level at which education level certain skills should be developed and instilled among learners. This brings the article to a brief discussion about education levels and skills levels. ILO through the International Standard Classification of Occupation (ISCO) classified skills into four levels. According

to ILO skills level 1 typically require the performance of simple and routine physical or manual tasks. They may require the use of hand-held tools, such as shovels, or of simple electrical equipment, such as vacuum cleaners. They involve tasks such as cleaning; digging; lifting and carrying materials by hand; sorting, storing or assembling goods by hand (sometimes in the context of mechanised operations); operating non-motorised vehicles; and picking fruit and vegetables.

According to ILO, skills level 2 involve the performance of tasks such as operating machinery and electronic equipment; driving vehicles; maintenance and repair of electrical and mechanical equipment; and manipulation, ordering and storage of information whereas skills level 3 involve the performance of complex technical and practical tasks which require an extensive body of factual, technical and procedural knowledge in a specialised field.

Skills level 4 involve the performance of tasks which require complex problem solving and decision making, based on an extensive body of theoretical and factual knowledge in a specialised field. The tasks performed include analysis and research to extend the body of human knowledge in a particular field, diagnosis and treatment of disease, imparting knowledge to others, design of structures or machinery and of processes for construction and production.

The International Standard Classification of Education (ISCED) groups the formal education system into three levels of education with sub-categories as low education (less than primary, primary and lower secondary education (levels 0 - 2)); medium education (upper secondary and post-secondary/non-tertiary education (levels 3 and 4)); and high education - tertiary education (levels 5 - 8). ISCO skills levels can therefore be matched/compared with ISCED levels as indicated in Table 1.

**Table 1: Comparison of ISCO skills levels and ISCED groups**

ISCO - 08 skill level	ISCED - 97 groups
4	6 second stage of tertiary education (leading to an advanced research qualification)
	5 First stage of tertiary education, 1 <sup>st</sup> degree (medium duration)
3	5 First stage of tertiary education (short or medium duration)
2	4 Post-secondary, non-tertiary education
	3 Upper secondary level of education
	2 Lower secondary level of education
1	1 Primary level of education

A key message from the table is that skills acquisition/ learning is a continuous development process requiring spiraling of the curriculum and interaction of different levels of education. For example, there are skills that can be appropriately developed at ISCED level 1 while there are ISCO skills level 4 which can appropriately be developed and easily acquired at ISCED level 3. This means a vertically synchronised and horizontal integrative education system (that acknowledge, appreciate and recognise different players in the development of skills) is required to continually develop and inculcate into learners, appropriate skills and competencies to manage different challenges of life. No single level of education particularly university alone may adequately develop skills and competencies.

### Typology of skills

The discussion of skills hinges on what type of skills are the most important to be imparted to learners at different levels of education. In this article, a typology of skills is presented to guide the reader. In most cases the skills do overlap and essentially

the same skill may essentially belong into different categories. Below is the typology of skills.

- (a) Technical/ hard vs soft skills;
- (b) Knowledge based, self-management/ personal and transferable skills;
- (c) Twenty-first century skills; and
- (d) Life skills

### Technical/ hard vs soft skills

Technical/functional skills are ability to do a specific job well. Technical and hard skills relate to a particular occupation/job. They are learned from past work experience, school or training. These skills are often included in job listings to describe the primary responsibilities of a position. Examples are research skills, teaching skills, analytical skills, and writing skills.

Soft skills are ability to work well with others and help your institution to be more productive. Most soft skills are learned in everyday life and can improve at any time. Examples of soft skills include working with



colleagues, motivate yourself to reach goals, communicate well, think critically, and learn quickly.

### **Knowledge-based, self-management/ personal and transferable skills**

Knowledge-based is the knowledge of a specific field. For example, knowing how to teach or the amount of flour to feed 10 people or driving. The self-management skills are skills on how you do your work. For example, time management.

On the other hand, transferable skills are what you can do and can apply to almost any task you take on. For example: learning ability; leadership skills; organisational; analysis; decision making; problem solving; creative thinking; critical thinking; effective communication; and interpersonal relationship.

### **Twenty-first century skills**

Twenty-first century skills refer to the knowledge, life skills, career skills, habits, and traits that are critically important to student success in today's world, particularly as students move on to university, the workforce, and adult life. There are three groups of 21<sup>st</sup> century skills which are:

- a) Learning skills also known as four Cs of 21<sup>st</sup> century learning (critical thinking, communication, collaboration and creativity);
- b) Life and career skills (include flexibility, initiative, social skills, productivity and leadership); and
- c) Information, media and technology skills (information literacy, media literacy, and technology literacy).

### **Life skills**

The United Nations Population Fund and United Nations International Children's Fund (2019) define life skills as a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathise with others, and cope with and manage their lives in a healthy and productive manner. Life skills may be directed toward personal actions or actions toward others, as well as toward actions to change the surrounding environment to make it conducive to health.

Moreover, life skills is a group of cognitive, emotional and social abilities that young people needs to be able to lead a healthy and productive life, and be able to render a meaningful contribution to the society that they are a part. Four main categories of life skills are; literacy, technology and information skills; social skills; emotional skills; and critical thinking and problem-solving skills.

Life skills are further pegged into the four pillars of education/ learning which are learning to know, learning to do, learning to be, and learning to live together.

Learning to know is a form of learning that lies within the scope of scientific and technological progress. This pillar appeals to the urgent need of reacting to the multiplicity of sources of information, to the diversity of rich multimedia content, to new ways of knowing in a society that is closely inter-connected. The skills required in order to learn to know are creativity, critical thinking and problem-solving.

Learning to do (employability) connects knowledge and skills, learning and

competence, inert and active learning, codified and tacit knowledge, creative and adaptive learning. However, learning by doing and doing by learning equip learners to face an uncertain world and also the changing nature of work. The skills applicable in this category are decision-making, negotiation, and cooperation.

Learning to live together (active citizenship) is about learning to live with others, discovering others and working together towards a common objective/ future. Learning to live together contains the core values of civic life and identity-building within a context of multiple belongings. The skills in this category are respect for diversity, empathy and participation.

### **Skills and university education curricula in Tanzania**

The formal education and training system below higher education is predominantly academic, in the sense of teaching general subjects in the schools, rather than being targeted on specific occupations. The structure of the formal education and training is 2-7-4-2-3+ (that is 2 years of pre-primary education, 7 years of primary education, 4 years of Ordinary level secondary education, 2 years of Advanced level secondary education, and a minimum of 3 years of university education. Pre-primary education is provided to children aged 5 to 6 years.

Higher education in Tanzania is comprised of university and middle level education. For quality assurance purposes, two regulators are responsible for higher education in Tanzania – The Tanzania Commission for Universities (TCU) established under Universities Act, 2005 and the National Council for Technical and Vocational

Education and Training (NACTVET) established under the National Council for Technical Education Act No. 9 of 1997. For the purpose of this article, TCU accrediting university institutions in the country will be used as the reference.

### **Curriculum development, approval and accreditation**

As a matter of procedure, the development, approval and accreditation of curricula (programmes) pass through two organs – the university for internal approval procedures and TCU for external quality assurance and accreditation of programmes. In the development of academic programme, three documents are worth consulting The University Qualifications Framework (UQF); the Handbook for Standards and Guidelines for University Education in Tanzania; and the Curriculum Development Framework.

The UQF provides qualification descriptors and learning outcomes for each qualification level and the learning. According to the UQF, there are 5 levels for university education in Tanzania (levels 6 – 10). Level 8 is for Bachelor degree. For each of the levels, a learner is expected to achieve three areas of learning outcomes: Knowledge, skills and competencies. Therefore, one of the learning outcomes at bachelor is dedicated for the development of skills. Below is an extract from the UQF for levels 8 and 10.

#### **a) Learning outcome at Level 8 (Bachelor degree):**

Graduate of Bachelor Degree will have well developed skills for the gathering, evaluation, analysis and presentation of information, ideas, concepts and quantitative and/or qualitative data, drawing on a wide range of current sources. This will include familiarity



and competence in the use of routine materials, practices and skills and of a few that are more specialized, advanced and complex as well as the use of ICT as appropriate to the subject(s).

**b) Learning outcome at Level 10 (PhD):**

Graduate of Doctorate Degree will have detailed understanding of applicable techniques for research and advanced academic enquiry as well as highly specialised skills to:

- i) Employ advanced techniques, including synthesis and evaluation, required to solve critical problems through research and/or innovation;
- ii) Extend and redefine existing knowledge or professional practice based on research findings; and
- iii) Conceptualise, design, and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems.

If all the curricula are developed according to the UQF; approved by respective universities after consultation with key stakeholders in the area/discipline; peer reviewed by experts in the area/discipline and finally accredited by TCU, how comes then graduates are skills adrift? Another relevant question would be – what are the platforms of skills? Can skills be developed by a single institution or is it a collective engagement involving a number of players, each with defined roles and responsibilities in developing and inculcating skills among youth and young people in Tanzania?

**Providers of skills: Who to provide which skills/ Can universities provide all skills sets?**

The skills are diverse and so are the providers. Similar to all skills is that they are learned. Humans learn skills from birth to death suggesting a number of providers of skills. Due to nature of skills, it is not easy to state explicitly that certain skills should be provided at what level. Literature survey suggest the key providers of skills are: family, neighbours, community, friends, colleagues, the private sector, Civil Society Organisations, religious institutions; and educational and training institutions (schools, colleges and universities).

The family is the most important place for skills development and utilisation. As a social institution, a family is the main source of a number of skills. Communication skills, leadership skills, social and cultural practices are in most cases learned at family level, informally. Due to the changing nature of social relationship and ties among family members, the child care and development has been left with institutions rather than family members, the father and mother.

From the foregoing discussion, universities are required to develop higher order skills. This means there are certain skills which are developed at other levels of education and by other stakeholders. If the lower levels of education are not developing skills into the learners at a certain level of quality, it is obvious that university may not assist much to develop all the skills which were supposed to be developed at lower levels. This is not to say universities are not responsible for challenges emanating from other levels of education. This simply means the challenge is more systemic and wider than it is always thought of.

Universities, fortunately are supposed to come up with solution on the skills deficiency challenge. Universities alone, therefore, may not be able to provide all skillsets to learners. There are specific skills that universities are responsible for, learned formally and informally. It is easily justifiable to hold universities responsible and accountable for skills deficiencies related and indicated in the respective curricula. Families too may be blamed for skills deficiency among children. For example, skills for bedmaking, cooking for a family, table mannerism and like. It may be unjustly to hold families for engineering or computer skills.

Besides, the rate of unemployment is relatively higher among university graduates in Tanzania, which is against the human capital assumptions. To my views, there is no concrete evidence to suggest that unemployment is attributable to lack of relevant skills among university graduates in Tanzania. Therefore, a number of recommendations are offered.

First, the importance of context in skills development in the non-formal and formal education settings and perhaps moving back and forth, from skills to competencies.

Second, the need for an open and democratic national dialogue on skills (nature and type) relevant to Tanzania and the world at large and which skills should be offered at what level and type (informal, non-formal and formal) of education.

Third, skills development requires extensive resources and investment, physical and human resources. The government and universities should see it appropriate to invest in infrastructure and human development.

***The Tanzania Commission for Universities in the University Qualifications Framework (UQF) defines a skill as the ability to apply knowledge and use know how to complete tasks and solve problems. In the context of the UQF, skills are described as cognitive involving the use of logical, intuitive and creative thinking or practical involving manual applications and use of methods, materials, tools and instruments.***



# 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 it as 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*



## WHY TRACER STUDY IS CRUCIAL

*Universities in the country regularly produce thousands of graduates, but who keeps track of how relevant their skills are in the job market? Tracer studies are crucial in closing graduate skills gap.*

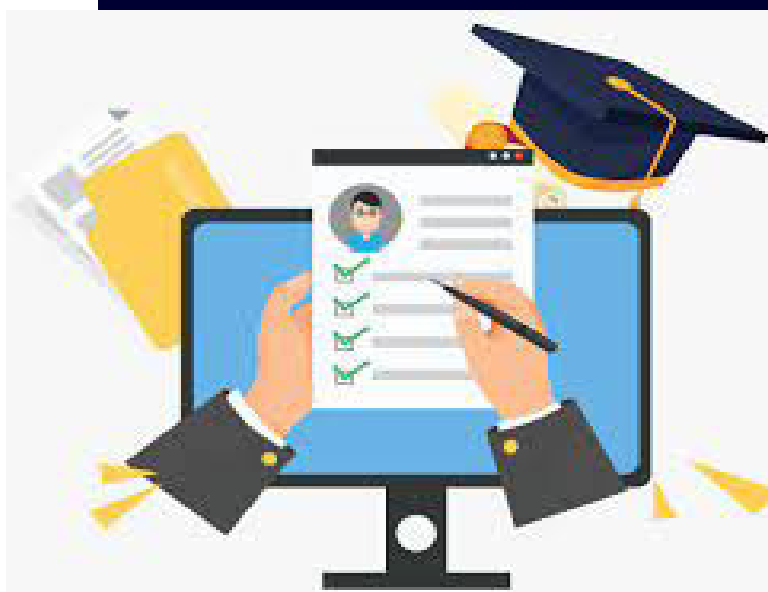
**By Jacob Mosenda**

**T**HE government has directed universities in the country to conduct tracer studies to help them know performance and competence of graduates as well providing important information for curricula improvement.

Education, Science and Technology Minister, Prof. Adolf Mkenda recently directed university institutions to have accurate information and get feedback from employers about the performance and competence of their respective graduates.

Prof. Mkenda was speaking during the fifteenth graduation of the St.

Joseph University in Tanzania (SJUIT) where he said by doing so, it will help to get an assessment on the education provided in universities that should be of high quality.





## **Tracer studies are a reliable tool for determining how effective the graduates are in the market**

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“Each university teaches well and its students perform well, but a tracer study will help us in finding out from employers, if the graduates have required standards or not,” he said.

“The move will provide an avenue for graduates to know if acquired education was helpful in their job. So, from now henceforth, this is what should be done,” he directed.

However, experts in the education sector say that some of the universities in the country lack the knowledge and expertise to conduct tracer studies, citing it as the reason for the challenge of job-skill mismatch in the labour market in recent years.

They support the directive, saying the question of whether or not universities impart onto the youth the necessary skills for labour market lies on whether institutions carried out effective follow-up on former students’ whereabouts in the labour market.

Known as surveys mostly used by higher education institutions to provide a sound basis for international improvement of both content (curricula) and delivery of educational services, tracer studies, they say have seemed to be a new phenomenon in the majority of higher education institutions in the country.

Even the Handbook for Standards and Guidelines for University Education in

Tanzania provides that all universities undertake tracer studies in specified periodic intervals.

This, according to the guidelines, is to enhance the monitoring and evaluation effectiveness and impact of the teaching and learning process in relation to the performance of alumni in the job market.

The study also helps in finding out the job market orientation versus the programmes offered at the university.

### **The real situation**

But even with the guidelines, some of the universities in the country have not been conducting the study and those who attempted, did not do it intensively to curb the widening gap of skills mismatch by potential workforce, analysts say.

Observation shows that some of the graduates are not even in the alumni associations of their respective universities, not asked about what they do and how they do in the job market after graduation.

Experts from the academia believe that in order to find out what the graduates were doing in as far as the education and training they have received from their institutions; universities were required to embrace the alumni surveys in order to reduce the labour market gap.

Speaking during an exclusive interview, Dr. Francis Ng'atingwa, a senior researcher and a lecturer at St. Augustine University of Tanzania said that most of the institutions didn't have proper policies and expertise to lead in the studies.

"Tracer studies, as far as I know, are very important and can contribute to the achievement of what the quality assurance requires. Some of the institutions do not conduct the study and those that do, don't do them effectively and consistently," he said.

He said lack of experts facilitated ignorance as some institutions didn't see the significance of the studies.

"They just focus on the multitude of students' enrolment every year, but do not pose and think about why the employability rate is going down," he said.

For his part, Dr. Thomas Jabir an educational consultant in Dar es Salaam believes that since market forces dictate the kind of competencies needed by labour market, universities were expected to be forward looking to introduce and manage desirable change.

"Graduate tracer studies are one reliable tool for universities to determine the quality and the extent of functionality of the services they deliver to their graduates," he said.

"Results of tracer studies provide insights and contributions to explain the labour situation of the graduates, and stakeholders and users are interested in which elements of the study conditions," he added.

With the same argument, Dr. Obadia Mollel said university institutions normally conduct self-assessment because that is what the regulator needed, but rarely they do it from the feedback of former students.

However, the University of Dar es Salaam (UDSM) has been so far a role model to other universities as the Vice Chancellor, Prof. William Anangisye says that some of the institutions have been consulting his university on how to properly make follow up on former students.

"Being the oldest university, it means we have all the experience that has been helping us in conducting tracer studies on our former students, where many are public servants. We do this to help us improve, at times even consulting employers on certain skills," he said.

"We have been conducting these studies and in 2019 it helped us to conduct an entrepreneurial workshop for our graduates who were idle. We also invited other alumni from other universities just to change their mind-set and enhance self-employment," added Prof. Anangisye.

However, the Tanzania Commission for Universities (TCU) has since launched various training on tracer studies in various universities that lacked the know-how and expertise in the area. This, according to TCU Executive Secretary, Prof. Charles Kihampa; was a catalyst for more institutions to have a chance to start conducting the studies to help reduce the skills gap as per the government's directives.



All You  
Have to  
Do Is

Ask



*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 from studies on academic grounds?**

**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 charges 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.

# CUSTOMER CENTRIC



## TIPS ON HOW OSRAs CAN OFFER CUSTOMER-CENTRIC SERVICES

### By Correspondent

It has been argued that when customers encounter poor customer service, the majority of them will not complain but rather will simply take their business somewhere else. Customer service is very critical for the survival of an institution and one that cannot be ignored especially in institutions that are in service in higher education sub-sector like Overseas Student Recruitment Agencies (OSRAs).

OSRAs are established to facilitate the recruitment of students wishing to pursue studies in overseas higher education institutions. Excellent customer service

can build awareness and trust, improves customer retention, improves employee turnover, and improves brand image.

On the other hand, poor customer service can damage the brand's reputation, kill potential sales deals, and causes your top performers to leave your institution. Therefore, I strongly advice that it is in the best interest of OSRAs to provide excellent customer service to remain competitive in higher education industry.

So, how can an OSRA ensure it offers customer-centric service? In this article, I will share some of the steps an Overseas



Student Recruitment Agency (OSRA) can take to ensure it provides customer-centric services:

**Educate and train your employees:**

Customer service is a very important tool for recruiting and retaining customers. It is critical to ensure that all staff are well trained and have adequate knowledge, skills and ability to make each interaction with the customer memorable by providing a convenient and positive experience that is above the customer's expectations. In addition, an OSRA needs to educate its employees on what their bottom line (profits/loss line) and the role they are required to play to ensure a positive impact.

**Advocate simplicity:** Customers want to deal with an OSRA that value their time and business by fulfilling their demands faster and efficiently. Internal policies and procedures are designed to protect the OSRA interests but they can make it difficult for the customer to do business with an OSRA. Therefore, it is very important to evaluate the existing process flows, systems, policies, and procedures from the customer's point of view and make the necessary changes if needed to ensure customers' requests are processed simpler, faster, and accurately.

**Promote customer service all around:**

Customer service should not be seen as the sole responsibility of staff who come into direct contact with the customers. Create a culture where everyone has a role to play to contribute to the success of each customer experience because it has been proven that one of the main reasons for most customer service failures is a breakdown in an effective partnership between different teams within. Hence, is advisable to always remind the staff

that offering an excellent customer service experience is not the sole responsibility of front-end staff but every single employee regardless of his/her position.

**Encourage feedback from your customers:**

As I stated earlier, most customers will give feedback on your service only if they feel like their feedback will be acted upon. This can only happen if an OSRA decides to make it a priority to listen to the voice of its customers and structure it as one of the daily responsibilities of its staff. This can be done by training the staff on how to encourage feedback from the customers and use the information to make necessary changes that will have a positive impact on the customer experience.


**Customer-focused leaders:**

Most customer service initiatives fail because the leaders of an institution are not customer-focused. Traditional and usual ways of management need to be replaced with new mindsets that promote customer-focused service to ensure all leaders within the organisation receive the required training in customer-focused leadership to implement the same in all levels of the organisation.

Therefore, to achieve excellence in customer service, OSRAs need to clearly understand the needs and expectations of their customers. The steps that I shared in this article will help OSRAs to ensure they are offering customer-centric services; educate and train the employees on how to offer an excellent customer experience, advocate simplicity in products and services that fulfil the customer's demands faster and efficiently, and encourage feedback from the customers all the time, and develop customer-minded leaders.

A man with glasses and a beard is smiling and holding a green sticky note. The sticky note has the text "A SATISFIED CUSTOMER IS THE BEST BUSINESS STRATEGY OF ALL" written on it in bold, dark blue capital letters. The background is a light blue gradient with a dark blue bar at the top and a red bar at the bottom.

**A SATISFIED  
CUSTOMER  
IS THE BEST  
BUSINESS  
STRATEGY  
OF ALL**

A decorative graphic consisting of a dark blue circle with a white outline, followed by five white dots of increasing size, arranged horizontally.

**Customer service is very critical for the survival of an institution and one that cannot be ignored especially in organisations that are in service in higher education sub-sector like Overseas Student Recruitment Agencies (OSRAs).**



## **LIST OF OVERSEAS STUDENT RECRUITMENT AGENCIES LICENSED TO OPERATE IN TANZANIA AS OF DECEMBER 31, 2022**

Regulation 47(1) (d) and (f) of the Universities (General) Regulations, G. No. 226 of 2013, provides that 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 the recruitment of students in foreign universities. TCU has developed the Principles and Guidelines for Licensing Overseas Student Recruitment Agencies to facilitate the legal requirements for 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, 2022 TCU has licensed and recognised 25 Overseas Student Recruitment Agencies as follows:

S/N	OSRA	LOCATION
1	Anada Recruitment Agency	Dar es Salaam
2	Big - Hope Study in India Consultancy Limited	Dar es Salaam
3	Cari Vision Study Abroad Universities Ltd	Dar es Salaam
4	DARWIN Education Agency Ltd	Dar es Salaam
5	Education Study Link	Dar es Salaam
6	Edukwanza Consultants Limited	Dar es Salaam
7	Elimu Solutions Tanzania Limited	Dar es Salaam
8	Gelson University Link Limited	Dar es Salaam
9	Global Education Link Ltd	Dar es Salaam
10	Grad Overseas Education Services Limited	Dar es Salaam
11	J.P Group Limited	Dar es Salaam
12	Livjene International	Dar es Salaam
13	LSC Africa	Dar es Salaam
14	Overseas Education Agency	Dar es Salaam
15	Rafiki China Elite Universities	Dar es Salaam
16	S3 Education Limited	Dar es Salaam
17	Sangeni International	Dar es Salaam
18	Satguru Overseas Education	Dar es Salaam
19	Skoolsity Limited	Zanzibar
20	TASSAA Ltd	Dar es Salaam
21	Tebeth Mentors Scholarship Information Centre Limited	Dar es Salaam
22	Uni-Edu Link Africa Limited	Dar es Salaam
23	Unisev (T) Ltd	Dar es Salaam
24	Universities Abroad Representative Tanzania Ltd	Dar es Salaam
25	Yuhoma Educational Ltd	Mwanza

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.

**A mentor empowers  
a person to see a  
possible future, and  
believe it can be  
obtained.**

## **HOW TO IDENTIFY THE RIGHT MENTOR**

### **By Correspondent**

**I**T is a brand new year and you are looking to move forward in your career. Perhaps you have been toying with the idea of getting a mentor but you are not sure if you really need one or how to go about it.

The internet is scattered with both arguments in support and against mentorship. Some entrepreneurs and scholars highly recommended it, while others believe that mentorship is not necessary and professionals should embrace their individual journeys. Many would agree however, that the right

mentor is an asset that can help produce next level results. Ultimately the choice is yours.

Mentorship can look very different across the board, some mentees strike a relationship with a leader in their profession whom they can email or have lunch with from time to time, while others have more access to their mentors and can build a relationship on a daily or more consistent basis.

A mentor is a person who shares their wisdom, knowledge, and experience to help



you grow. They provide encouragement, support, feedback and guidance.

In order to identify a mentor, seek someone who:

- **Has already achieved what you hope to achieve:** Often a mentor is someone who has gone down the path you are walking; they have insights that you don't yet have. The right mentor reduces your learning timeframe by sharing their knowledge and advising you on the steps to take.
- **Is willing to mentor you:** Many leaders have tight schedules and they are not obliged to spend hours upon hours with you. However, the right mentor should invest in your growth and be willing to spend some time guiding you in your career choices.
- **You feel comfortable sharing your ideas and journey with:** Ideally you want to be comfortable and vulnerable enough to share your thoughts, processes, and journey with your mentor without feeling judged. The right mentor can enhance your poise by giving your insight, free of judgment.

While you may have identified your ideal mentor you want to ensure that you are also an ideal mentee. Before you approach your potential mentor, be sure to:

- **Be specific about the goals you would like to reach:** Have an idea of the heights you would like to reach professionally so your mentor can use his / her knowledge and expertise to guide you in the direction.
- **Be ready to nurture and maintain the relationship with your mentor:** The right mentor will invest in your growth and you will want to make sure that you demonstrate a return on his / her investment by showing gratitude in the form of: updates, thank you notes and perhaps offering to help in his / her endeavors.
- **Be teachable:** You don't yet know it at all, and that is why your mentor has made themselves available to you. Mentorship is not a chance to demonstrate your knowledge but rather, an opportunity to learn from another. A mentor already has the experience and can help you navigate your choices.
- **Prepare to be challenged:** The right mentor will challenge you and hold you accountable. Mentors are willing to tell you the truth, even if it offends you. They are willing to point out your faults and stretch you, in order to help you reach your full potential.

The right mentorship can be a game changer, being proactive about developing and maintaining your relationship with your mentor is key to achieving greater success..



# HIGHER EDUCATION

**THE SCARCITY  
OF JOB  
OPPORTUNITIES  
SHOULD NOT BE  
AN EXCUSE FOR  
UNDERVALUING  
HIGHER  
EDUCATION**

## By Correspondent

**T**HERE are many people who have made in life without good academic papers. In fact, there are examples of dollar billionaires all over the world who dropped out of universities and pursued their dreams. Some of these dropouts are amongst the richest human beings on this planet earth.

Here at home, there are very successful people without academic papers to show. There are business-people, miners, livestock keepers, musicians, some of whom brag in parliament that they are only standard seven leavers yet they legislate and speak for the people better than their colleagues with degrees in Bachelor, Master and PhD.

I recently listened to an informal debate at a certain joint discussion where one man

energetically argued that sometimes going through education system is a waste of time. This fellow went ahead to strongly advise a young lady who was set to join form five that self-employment is better than more schooling.

I listened to that friend of mine carefully but I eventually positively criticised him. It is indubitable that we may all be successful but with different levels. What is more important is success but if there is a possibility of more success, things are still good.

There are some scholars who believe that life is thinking. I may agree with them because even my teachers and other role models in several ways inspire to think. One among those who influenced my thinking is Robert Schuller, an American author. This man has

come up with an idea of possibility thinking.

His line of thinking comes in handy when it comes to debate about unemployment and schooling. The insufficient number of formal employment opportunities especially in the government has made some individuals (educated and less educated) try to disvalue education. This practice is based on wrong thinking on the role of education. If someone critically examines the role of education, he / she may agree with me that education is meant to improve our thinking above other benefits it can offer.

But due to our orientation which is not necessarily correct, education should lead directly to employment and especially formal, salaried and pensionable white collar employment.

Formal education can enable a person secure employment, either in the private sector or public sector. Being employed is something good because both private and public sectors need professionals who can perform several tasks for the betterment of the entire society. But employment in the private sector does not deny an individual a right to self-employment because that liberty is guaranteed by the constitution.

Formal education helps us get experts who are important in the society as their role cannot be substituted by other people, let say entrepreneurs. Taking into account the postilions of a doctor and an entrepreneur, we can learn something useful. A doctor can easily opt for entrepreneurship but the case may not be so for an entrepreneur opting for treating patients if he / she had not trained in medicine.

My advice to the young lady who was to join

university education was that she was to go ahead and pursue interests of her choice in education but what she should not forget is that she may not get employment after graduating but that shouldn't mean the end of life.

If someone is tired and working in a profession he / she chose, he / she can opt for other things like business of a consulting and many others in the name of self-employment. But consider the possibility of a successful businessperson whose education did not go beyond secondary education starting a Law Firm!

The fact is that there are some posts in the government or private sector that you can never be given unless you have a verifiable training that qualifies you for the posts. No matter how successful in business you are, you cannot be appointed senior lecturer at the university institution if you do not possess the right credentials.

It is high time teachers and enlightened parents who are the first teachers to advise children not to look at role models who are not educated and end up disvaluing higher education. There is no need to fear telling students the truth if we want to emancipate them.

Perpetuating some of the ethics of education, we agree to one another that a good teacher would tell a student the reason for his own failure if necessary, provided the fact that human beings are not perfect, that is if that teacher really wants to help them.

It is time teachers introduce students to possibility thinking so as to make them resilient and hence successful in life. Teaching is doing something beyond helping students pass school examinations.





## POSITIVE BEHAVIOUR OF A LEARNER IS IMPORTANT FOR SUCCESS IN HIGHER EDUCATION



**By Mathayo Mafang'ha**

**D**EFINING a teacher has made experts and other education stakeholders come up with several opinions. Some believe that a teacher is a role model. Others believe that a teacher is a vision bearer. Both and other views on who is a teacher may be right.

But the challenge of how to produce quality students or graduates sometimes depends on the nature of the learner than the teacher. This conviction justifies the significance of learning the behavior of a learner. Any professional teacher is expected to have learned programmes such as educational

psychology, philosophy of education and sociology of education.

All of the mentioned programmes are based on orientations and perspectives that enhance learning. It is convincing to say that learning is done within the perspectives and orientations of an individual, and the perspectives and orientations are what constitute the behavior of a learner.

For students to excel in their studies, they need to be motivated. To understand this well, we are forced to identify the two types of motivation namely intrinsic motivation

and extrinsic motivation. However, intrinsic is believed to be more promising.

Intrinsic motivation is the one in which a learner feels motivated to learn without any external pressure while extrinsic motivation is when a student is motivated with the help of external pressure such as punishments or rewards to focus on learning.

Behavioural characteristics are of paramount importance in the learning process. A learner needs to possess several behavioural characteristics but discipline, hardworking, punctuality and curiosity cannot be ignored.

When one examines critically the nature of the behavior, one can be convinced that behavior is of two kinds namely inborn behavior and acquired behavior. The inborn behavior is the one with which an individual is born while the acquired behavior is the one that a person attains through listening, observation, and reading, among other ways through which an individual can learn new things.

It is wrong to say that those individuals born with certain behavioural characteristics which support learning do not acquire behavior through the use of sense organs but we can be convinced that what they learn through the sense organs may seem as the only catalyst but not foundational.

The assertion that some individuals are born with behavioural characteristics is supported by considering students who when you speak once sticks into their mind and no need to repeat. Here we are convinced that what has

been said combined with what was already there in the mind led to the formation of a stronghold to treasure that behavioural attribute.

Again, we are motivated to value acquired behaviour as there is evidence of individuals whose success in education demanded external forces, meaning punishments, reprimands, or positive reinforcements. This is to say if an individual has no behavioural characteristics that support learning, they have to learn the behaviour before learning school lessons.

Students should be in a learning mannerism so that they can learn. It is very difficult to teach a student who is not in learning mannerism and hence attain the learning mannerisms. A teacher is obliged to apply several techniques such as reprimands or even punishment so that students struggles in the class can be fruitful regarding the fact that both the teacher and the parent expect good results.

In the teaching profession, it is advised that a teacher should hate bad behavioural characteristics such as indiscipline, and laziness, and not hate an individual student as it is evident that an individual is educable

and hence can be taught the learning behaviour and eventually the school lessons.

All kinds of students can succeed though at different levels. No one is without any potential. We need to discover the potential of everyone and develop it so as to stimulate socio-economic development.

*To teach is to love!*

**Students should  
be in a learning  
mannerism so  
that they can  
learn.**

# BEFORE YOU POINT FINGERS, MAKE SURE YOUR HANDS ARE CLEAN.

## THE PAIN OF FAILING TO GRADUATE: WHO IS TO BLAME?

**By Correspondent**

I believe you have heard the idiom “education is the best inheritance”. No wonder many parents from poor backgrounds would sell goats, cows, crops, sometimes even land, to ensure they take their kids to school, especially for the secondary and university levels.

When we say education is the best inheritance a parent can give kids, it is a priceless gift to future generations. Education is supposed to give people the knowledge, skills and critical

thinking to strive in life. Some schools of thought think it is more valuable than material things or financial assets.

When I was an undergraduate, few students discontinued for one reason or the other. When it happens some students do not tell their parents. Some do not want even to meet with their former students. I so feel that every university should offer counseling to such students before discontinuing them, as it is very stressful moment.



## ***You are not a failure until you start blaming others for your mistakes***

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Graduating from university is a great deal. We may have many graduates, but if you look at your life as a Tanzanian, and the people around you, ask how many people you were schooling with at primary level. How many have got a degree? If you have reached university, you have to be grateful because the ratio is still tiny.

I am a teacher by profession, and sometimes few students fail the exam. It is painful too for a teacher to see students fail. A teacher's greatest joy is to have successful students in and out of the classroom.

There have been many graduation ceremonies in the last three months of 2022 (October, November, and December). But I would like to give a thought to those who expected to graduate but for one reason or another, they were unable to. For instance, some students did the supplementary exams (after failing in the first sitting) and unfortunately, they failed again. So they are supposed to carry over the failed courses. On the other hand, some might be discontinued. Yes, it is painful, but that is a part of academic life.

It is important to remember that the success or failure of a candidate to graduate is likely the result of a combination of factors including but not limited to readiness and ability of a student to participate fully to teaching and learning process, and the presence or

absence of conducive teaching and learning environment (physical, psychological, and emotional environment), among others.

Firstly, is it a lack of readiness, poor-quality candidates, or poor quality lectures? If the seeds sown are weak, can they produce strong results? Suppose the lectures provided to students are of poor quality, in that case, it can be more challenging for students to understand and retain the material, making it harder for them to pass exams, complete assignments, and graduate.

Secondly, is there enough participation of students in lectures? Students who don't listen to lectures or participate actively set themselves up for a failure.

Thirdly, is there a misalignment between lectures and assessment tools used? To a lecturer, has he/she covered the contents (topics)? Is what is tested in exams related to what was covered / taught in class?

To students, have they studied all the materials thoroughly and gone the extra mile of covering references made by lecturers?

***My take:*** Education is a multiple way street where we have the students, the teachers, and the physical environment, among other things. So it is always vital to look beyond the surface as we look for solutions to our educational woes.



# CONGRATULATIONS TO ALL 2022 GRADUATES: NOW MAKE THE WORLD A BETTER PLACE

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## By Correspondent

**G**RADUATION season is in full swing and people can be seen going around town wearing gowns and dazzling accessories hanging from their necks. They normally have family members with them who, for some reason, appear happier than the graduate. Social media is awash with their photos.

Perhaps, it is difficult to be joyful after spending the entire day waiting to be called out in a thick black gown under the hot December sun or following the celebration after you paid to hire a mini bus to bring your clan members.

Nonetheless, I salute this year's grads despite the craziness that surrounds graduation day. Congratulations for your recent graduation.

A celebration is definitely in order. Earning a degree is no small feat. You have just joined a select group with fewer than ten percent of the world's population. You are privileged to put it mildly. Don't let anyone convince you that earning a degree is not a big deal. It is!

Being part of an elite club, we expect many things from you. I hope you have developed the requisite skills and mindset to make a difference in your family, community, country and the world.

You are joining the workplace at the best time in history. There have never been so many opportunities before you. The world is now a much smaller place. The internet has levelled the playing field. I hope you won't just use your data bundles to be on social

media. If well leveraged, the internet can transform your life.

I hope they taught you how to seek out the opportunities before you. I hope you will not spend years walking down the streets looking to do something which fits your qualifications.

To be blunt with you, your qualifications don't really matter much more. Make something that people need. Help someone else, or make someone happy. You won't need a job if you do this. Do whatever job come your way. If you do it well, it will be the stepping stone to better opportunities.

I hope besides your degree, you have been taught how to think positively and independently. I believe your degree means you can now solve problems. I hope it means you can offer valuable service. I guess that you have become resilient and will not be overwhelmed by the challenges you are about to face. I hope your learning has not stopped with your degree. Actually, this is the beginning of learning. Humility is the beginning of learning.

Realise that you are running your own race. Therefore, don't compare yourself with your peers. Some will get ahead of you. Some will look happier than you. Some will drive bigger cars. As long as you keep doing your best, you will be fine.

The nation is not in need of more degrees but more people who can make a difference and people who can think differently and ahead.

Get some practical skills first. Learn how

to make and do things. Get the skills you need to become more valuable. Don't allow your qualification to be a blockade to your blessings. Now that the celebration is over, it is time to roll up your sleeves and get to work.

***Cheers to your new achievement!***

***You are joining the workplace at the best time in history. There have never been so many opportunities before you. The world is now a much smaller place. The internet has levelled the playing field. I hope you won't just use your data bundles to be on social media. If well leveraged, the internet can transform your life.***





## FORGET ABOUT 'SUPERIOR PROGRAMME': STUDY WHAT YOU ARE PASSIONATE ABOUT

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### By Correspondent

ONE of the world's greatest physicist of all time, Albert Einstein once said: "Everybody is a genius, but if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

Some universities' programmes are listed on blogs, websites, journals and magazines as useless or underpaying. Hence not worth pursuing. Political science, Journalism, Marketing, Psychology, Sociology, Hospitality, Wildlife Conservation, Chemical Engineering and many others are often branded as such. Each though it is true that some degree courses increase earning power and broaden opportunities, but is also wrong

to believe that certain courses pursued in university institutions predispose one to failure in life.

Career choice is a significant process we encounter from an early age. While some settle for a particular career path all through high school, others realise what they love to do for a living after graduating, and sometimes it turns out to be not even what they took in university.

It is absurd for the society to instill beliefs on students that career success largely depends on the amount of financial achievement that will be acquired later on or for parents to believe that their children will perform well and also have passion for careers they themselves pursued and succeeded in.

In the fullness of time, it is not always about

the money but rather what drives someone to get up and get work done and to not really see it as a work but something they enjoy doing, a beautiful comfort zone.

Law, Medicine, Engineering, International Relations, Architecture, and some business-related courses such as Accounting and Procurement are amongst the most common careers many cite when questioned on what they would embark on when they grow up.

These responses are generally based on the limited society's view that glorifies certain careers as a guarantee for success. Eventually, for some, these are just dreams and wishes that evaporate as people grow up and have to face the realities of life.

The struggle they face clearly indicates that it is always not about the money or achievements that come along with pursuing certain careers but rather loving what you do. Yes, it is that passion for work that makes the difference.

In most schools, I must say, the absence of adequate information combined with popular myths on career and degree choices mislead many students into picking the so called 'paying careers'. The teachers and lecturers themselves hold and perpetuate this inaccurate society's view on best career choices.

The one time when a student has to confront the question of career is the last year of high school in preparation to join university. Eventually, when one scores Division One in

A level examination, it is always expected that they will pick one of the popular courses and should any student opt for an 'inferior course' like they say Music, Agriculture, Tourism, Arts, and so forth, one is accused of wasting their high scores which is a mere fallacy.

I know students who picked careers of their choice which they had passion for despite their high scores in their national examinations but due to unending pressure from parents, relatives, family and friends, they opted for those 'popular careers' that they will struggle with to date.

It is very unfortunate that the entire education system not only in Tanzania but in most countries glorifies grades and certain careers, ignoring students' unique abilities, passion and suitability for other career options.

It is clear that some of the most successful people in life were university dropouts or even people who did not have a formal education at all. Most of our successful artists and athletes either studied to secondary level or never had a formal education at all.

My argument is that getting high scores is not a reason to study Medicine, Engineering, or other so called 'superior programmes' since career choice shouldn't be dependent on grades only but rather on one's interests, suitability, passion and purpose.

***You can only succeed in something you are passionate about. And that is not my rule; it is the rule of nature!***



# TO HAVE IT EASY AT VARSITY, PRACTICE AND MASTER THE ART OF PUBLIC SPEAKING

## By Correspondent

AS the New Year approaches, you should be getting used to the university semester as a first year university students. Although you have been speaking publicly all your life, it will be different as you deliver presentations in front of your colleagues.

Well, university life yields almost a very interesting experience for any students. University has exposed each and every person to their fears and strengths all at the same time and has formally introduced a big number of students, myself included, to one of their biggest fear, the art of public speaking.

There is a popular joke that funeral attendants wish they were the corpse than stand amongst the mourners to read the eulogy. All this springs from the fear of public speaking literally.

Just before joining university, we all had

presentations here and there but still managed to get through at ease due to the small number of students we had to present to. When students get high up the ladder at university, the stakes seem much higher and voices seem much smaller mostly when standing in front of a very big crowd of students.

There is just something about standing up in front of a lecture hall of 50 people or more and presenting yourself as a knowledgeable person. Sitting in my financial accounting class one day back when I was in my first year of university, the professor said: "For you are at the end of semester, you will be researching on non-profit organisation, writing a paper on it and presenting it in front of the class in formal attire."

Oh...no! It wasn't the formal attire that had students go nervous, but the impending presentation that would circulate over their heads like an albatross for the rest of the semester.

I slowly looked around me just to count



# *It is your turn to speak*

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how many heads would be staring at me as I presented come that dreadful day. How many students are in here? These thoughts haunted me until the day of the presentation.

The day arrived and as the other students presented, I breathed in and out heavily, trying to push the negative thoughts out of my head. I thought to myself how simple speaking was because we actually start speaking at age one, start walking soon after and actually learn to breathe right out of our mothers' wombs.

It should not be such difficult to stand and talk in front of a crowd. These thoughts lingered in my head so much that eventually encouraged me and gave me the energy to push myself out of my seat to the front of the lecture hall.

From the front of the class, I stared into the wondrous eyes of 50 plus students. The intellectual minds of my fellow peers were now transformed into judges with robes, funny though. I feared for my safety because I viewed them as judges who held ultimate powers to decide whether I did well enough to appease the professor into awarding me a high grade for the topic or not.

Would they shackle me and throw me in a cell for being a blubbering idiot during my presentation? I said a silent prayer: I prayed that I don't make a fool of myself. These presentation things aren't predictable mostly because a slip of the tongue could make you a goner.

I started speaking enthusiastically about my topic of discussion. It was a powerful topic, and I wanted to convey everything I had learned about. This enthusiasm, however, was stomped out by the big, bad anxiety monster. I struggled with focusing on my materials and began to wonder what my listeners were thinking.

She is so weird, they would think. Does she even know what she is talking about? Did that student just yawn? These thoughts got

to my head as my hands began to shake, my voice trembled and I eventually lost my train of thought.

So, what do you do when you are in front of a class of 50 plus students, all eyes are on you and your nerves have a tight choke? Well, I didn't know. I fumbled through my note cards and quickly checked through my slides, while my voice cracked with every other word I spoke.

As vividly as I can recall, that presentation was like running for the first time after a long holiday. To the end, I was tired and out of shape. It is possible to go through university without having to give another presentation. I asked myself several times. The truth to this thought became the large red pill that I had to swallow all through my entire studies in university as it was a major strategy used for class lecturers. Eventually, I managed to get a good grade in the class.

After that presentation I came to one conclusion: in order for any student to fight the fear of judgement in any presentation, they need to practice speaking in front of large groups more often. The more of this exposure one has, the less public speaking would make any of them shake with the thought of it.

I personally came up with a plan to connect with other students with social anxiety to learn different ways to cope. I got involved with a university support group that became a sounding board to all of the problems we had. This was just fine helping out each student with public speaking anxieties. Eventually, as I got to my third year I had mastered public speaking well enough and recommend students and everyone else to practice and master public speaking.

Public speaking will not only put your foot in the door but it will also get things done. Proper communication is vital in all aspects of life not only in university presentations.



*The Minister for Education, Science and Technology, Hon. Prof. Adolf Mkenda*

## SAMIA SCHOLARSHIP SPURS SCIENCE PROFESSIONALS

### By Correspondent

**A**S 'Samia Scholarship' gains ground in the country, some 640 Form Six leavers who performed well in science subjects will benefit from it and continue to higher education institutions.

Making the revelation on September 25, 2022, the Minister for Education, Science and Technology, Hon. Prof. Adolf Mkenda said the scholarship will cater them at the

cost of 3 billion shillings.

He further said the names of those who have met criteria for the scholarship would be made public, adding: "Move is in line with government's initiative to encourage students to study science subjects."

The scholarship was named after Her Excellency, President Samia Suluhu Hassan in her efforts to encourage secondary school

students to excel in science subjects.

He said granting the scholarship is based on a student's excellent performance in science subjects and readiness to continue studying science namely engineering and medical studies in higher education institutions.

"The scholarship is an incentive to encourage students to venture more into science subjects and this would eventually increase their numbers," Prof. Mkenda pointed out.

Elaborating, he noted that no student who meets the criteria of academic excellence would be left out on grounds of gender, and socio-economic background. He added, "To start with, the beneficiaries of the programme will be posted to the universities within the country and the allocated budget for the scholarship would gradually increase in line with the beneficiaries' requirements."

The scholarship is expected to be permanent and expand to meet more beneficiaries who would crop up.

"The idea is that they should benefit from the fund that would be released regardless of the student's family background. A student will benefit from the scholarship as long as he/she has passed science subjects and upon completion of studies, the student must be ready to serve Tanzanians in any part of the country," said the Minister.

"Every country now wants to invest heavily in science and the government's intention is to focus on science and technology to improve the society and for national development," Prof. Mkenda said.



**"To start with, the beneficiaries of the programme will be posted to the universities within the country and the allocated budget for the scholarship would gradually increase in line with the beneficiaries' requirements."**



# YOUTH POINT



## THERE ARE USEFUL CAREER LESSONS THAT YOUR LECTURERS DIDN'T TEACH YOU

### By Correspondent

**Y**OU may think you know all but there is to be known after interacting with teachers in primary and secondary schools and finally listening to thoroughly educated tutors and professors university institutions.

If for instance you didn't undergo a career class in high school and your university institution didn't provide that, then sit back and have a glimpse of these career lessons

that no professor took their time to enlighten you about.

The name of your learning institution does not matter. When looking for a job, the institution where you obtained your degree doesn't count but your GPA distinction does.

Obtaining a degree from an institution with a big name doesn't guarantee that you will be a hot cake to potential employers in the competitive job market nor does it mean

that other university institutions are not considered seriously.

The most important skills in the market are the soft skills. These include good communication skills, the ability to work as part of a team and the ability to learn. Beyond that, the skills required will depend on the particular job.

Having first class honors without possessing skills is as bad as having a pass. Pursue skills more than anything else. Dig deep into interpersonal skills and so much more. Be anxious and ready to learn after school because we don't learn everything in class, keep that in mind.

A first class honours degree without the soft skills is as useless as getting a fall when you meet an interview panel with big brains recruiting for a company that wants productivity from employers. Or, you can get that job but you won't climb the career ladder because they will know that you are weak.

Roughly 400,000 young graduates in Tanzania join the job market each year but only a fraction of them succeed in securing formal employment just after graduation. The rest walk with a brown envelope containing CVs for months and even years.

This has to click in your mind that not only obtaining a degree will land you a job. The job market isn't as challenging as it looks, it is just a matter of possessing skills and capabilities different from what everyone else has to offer. Think of what you can offer the company, not what they have to offer you. Dare to bring in something different.

As said earlier, a mere degree isn't a guarantee of success but having the will and eagerness to learn something new each day is. University students in Tanzania should wake up from the slumber and realise that the higher the number of learned people in the society, the fewer the employment opportunities. We are no longer living in the 19<sup>th</sup> century when all fresh graduates were guaranteed a formal job.

Alternatively, graduates should get out of their comfort zones and make use of their different skills and talents to start their own business enterprises.

For students who wish to seek employment someday, the hiring process is not about how much you have an unbeatable transcript or the institutions where you graduated from.

Many employers not only match candidates' soft and technical skills and experience with a job opening's stated requirements, but also carefully consider those elusive qualities such as personality, temperament, career progression and a host of other legitimate elements.

It is therefore important for students to work on their personal development to avoid future disappointments as a job seeker or entrepreneur.

Equally important are activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance quality of life and contribute to the realisation of dreams and aspirations. Hence, it is survival of not the fittest but those with extra, elusive skills.



# IMPROVING THE QUALITY OF INTERNATIONAL HIGHER LEARNING

**By Correspondent**

INTERNATIONAL education, in all its forms, has a tremendous socially progressive potential as a means to widen access to quality education and to meet skills and training needs at global level, as well as to foster a sense of global citizenship critical for constructive relationships between cultures and nations.

There are, however, important challenges to the fuller realisation of this progressive

potential which relate to a range of quality assurance aspects.

In order to clearly identify these challenges, and thus facilitate the development of quality assurance and recognition solutions capable of supporting the growth of quality international education, it is helpful to distinguish between the quality assurance of internationalised practices and activities and the internationalisation of quality assurance



practices and activities.

The quality assurance of internationalisation can refer to two distinct aspects, depending on the dimension of internationalisation we are referring to. Referring to the distinction, famously one made by Jane Knight, we can talk about the quality assurance of ‘internationalisation at home’ and ‘internationalisation abroad’.

‘Internationalisation at home’ is commonly associated with the dynamics affecting national provision such as the internationalisation of the curriculum to ensure its relevance to global societies.

Quality assurance aspects associated with ‘internationalisation at home’ have to do, for example, with introducing reference points, standards or guidelines setting out best practice and expectations around issues such as safeguarding the experiences and interests of international students, supporting their experience throughout their student journey from recruitment to graduation or best pedagogical practice for international classrooms.

‘Internationalisation abroad’ refers to programme and institutional mobility also commonly known as transactional education (TNE), which is generally defined as: “All types of higher education study programmes or sets of courses of study, or educational services (including those of distance learning) in which the learners are located in a country different from the one where the awarding institution is based.”

In this case we are talking about quality assurance bodies having to respond to the growing export or import of higher education provision, developing quality assurance systems and reference points that allow them to provide reassurance that awarding institutions are safeguarding the quality and standards of their provision even when offered overseas, either in-person or through distance learning.

This type of internationalisation can pose

different quality assurance and regulatory challenges depending on whether we are looking at it from the standpoint of a sending or a hosting location.

However, without doubt, the most pressing issue for the quality assurance of TNE, either in-bound or outbound, relates to the expectation that TNE provision should be comparable to the provision offered at the home campus of the TNE awarding institution.

In this context, it is important to pin down what precisely it is that needs to be comparable, as different understandings might lead to unnecessary and unhelpful recognition issues. In particular, it is critical to distinguish between the comparability of learning outcomes and the comparability of the learning experience.

While the comparability of learning outcomes should be regarded as an uncompromisable expectation, in the sense that providers and quality assurance bodies should be able to reassure stakeholders that standards of learning are upheld regardless of the mode or location of study, when it comes to the learning experience a strict comparability expectation is often not possible, given the different cultural contexts and models of delivery, and is also unnecessary.

The student experience across different TNE operations can indeed be rather different, but this variance does not have to be a negative thing in itself as long as student expectations are transparently managed and, importantly as long as students are adequately supported in achieving the expected learning outcomes.

**The development of regional quality assurance standards and guidelines can support the harmonisation of higher education systems and thus internationalisation.**



# TIPS ON HOW TO CREATE A UNIVERSITY FUND FOR YOUR CHILDREN

## By Correspondent

**M**any parents are hoping to send their children to university someday and they want to do it without accruing too much debt.

It is no secret that the inflation on university tuition fee and textbooks is high, thus sending your child to university is more expensive nowadays and it is not getting any cheaper. For any parent, the younger your child is, the more expensive university fee is likely going to be, so it is vital to have in place a saving plan for university education for your child as early as possible.

As a parent myself, I believe one of the

best things I can do for my children is to give them access to university education as I understand its benefits not only in terms of personal growth but also in career opportunities and financial stability.

In addition, a university degree remains a major achievement in the modern economy yet many parents aren't preparing for it. Just below 40 percent of parents worldwide are actively saving for their children's education according to several studies.

How can you save for your kid's university? In this article, I will share tips on how to create a university fund for your children.

Some parents know where they want to send their children to attend university based on prestige or family tradition ties but the majority of parents, don't know which university their children will attend.

Then, it is crucial for a parent to start saving early, even if it is only a small amount. The sooner the savings, the more money the parent will have for his/her child's education. It is worth noting that saving early will not help unless you have a clear strategy to achieve your university fund goal.

There are so many different choices when it comes to saving plans for education, such as university fund plans, stock market investment accounts, government securities (treasury bills and treasury bonds), and savings accounts.

With so many different choices out there, it is easy to be overwhelmed but the most important is to look at the pros and cons of each savings plan to ensure the path toward your target is on course.

Ideally, it is advised that the best time to start saving for your child's education is when your child is born but some are going the extra mile by starting saving for their children before they are born.

With compound interest and regular deposits made every month at least, the funds will have an opportunity

to grow over some time hence helping you to meet other financial obligations.

Most parents prefer to save for their children's education with some type of transactional account, and savings accounts such as normal savings accounts, and fixed deposits accounts.

These accounts have been seen as one of the safest and most effective ways of savings for education since the risk of losing the saved money is minimal.

The simplest way to start saving is to make it easier for yourself by setting up automatic deposits into an "education" savings account.

The other option to save for your child's education is through an investment account: this option gives you total control of your assets as well as lets you invest in a wide array of securities.

Therefore, no matter what plan you choose, starting to save for your children's education is very important and it is a big investment you can make toward their future.







## WHY A READING HABIT IS A PLUS FOR GROWING KIDS

### By Correspondent

**C**HILDREN are ever zealous, curious and constant yearning for information from various sources. This leaves them vulnerable to misinformation, as well as unethical information.

### An old wisdom

A timeworn wisdom was to restrict their access to modern media, for parents feared the bad influence the media could have on their children if not well monitored. Consequently, the restriction did not always bear the desired fruits as children found it hard to stay idle and parents could not keep them busy either. For those who were allowed to have access to television and video games, some of them had poor performance at school. The reason cited the most was frequent watching of television, and the hypothesis was that it reduced their interest in studies and made them less focused.

### Make free time interesting

Children should have time for entertainment and play to boost their overall well-being. In

case they are denied access to television, and electronic/video games, what should serve as a substitute?

It is a plus if children have bits of entertainment that have some learning in them. There are indeed programmes that are solely educative, but there are times when children need entertainment. There is no objection to that, but there are always hybrid means.

### A big challenge

There is a common complaint that our people do not like to read, and has been an ever-growing challenge. This habit hinders many from obtaining information from important sources such as books and newspapers. For others, reading is perceived negatively as it came through the specs of tedious academics.

### Make reading your habit

Parents should keep in mind that positive habits should be instilled from a young age. These habits will shape a kid into an adult that sources information and is keen to read. Therefore, to close the literature gap in higher education, it is crucial for kids, with the help of their parents, to make reading their habit.

# Congratulations

## On Your Retirement

On behalf of the TCU Community, the TCU Management wishes to congratulate Dr. Damian Kinemo for her years of good service and wishes her every happiness in retirement in the Public Service. Dr. Kinemo was the TCU Principal Quality Assurance Officer upon his retirement on November 29, 2022.



*Retirement is not the end of the road. It is the beginning of the open highway.*

*TCU wishes you all the best in your next phase in life.*



# TCU Resource Centre

Information plays a significant role in the wider learning process. Resource centres can support a wide range of learning activities by making information available because they are crucial in improving access to information.

TCU resource centre collects and organises materials that are useful to stakeholders and the public who seek information about higher education management and governance. Therefore, TCU encourages researchers, academicians, students, and the public to use materials available in its resource centre located at the TCU Office premises in Dar es Saalam.

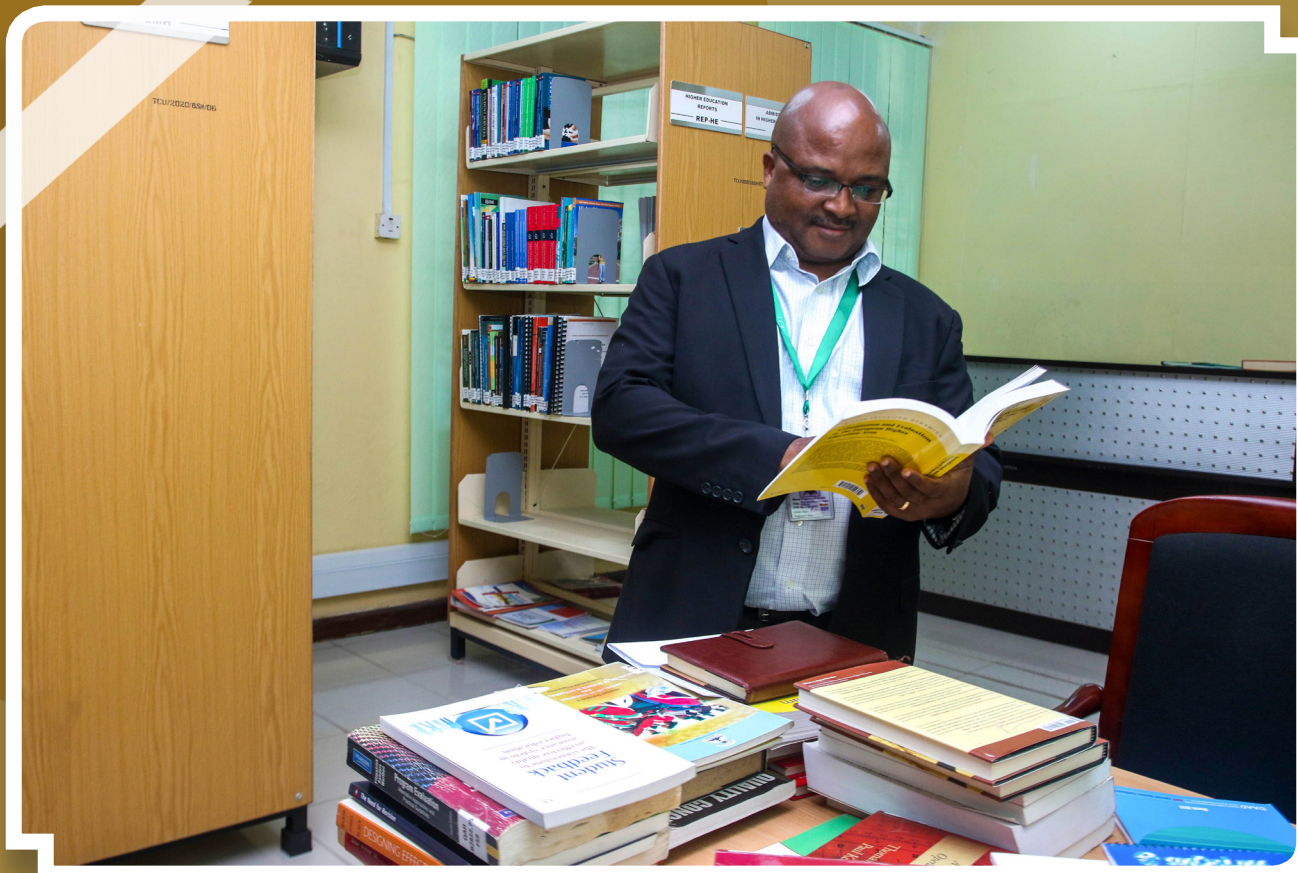


**The TCU resource centre is much more than a collection of well-organised materials. It actively seeks to share the information that it contains!**



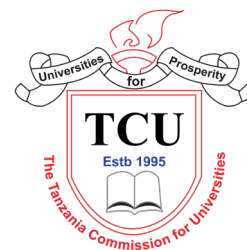








**THE UNITED REPUBLIC OF TANZANIA**  
**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**  
**TANZANIA COMMISSION FOR UNIVERSITIES**



## **PUBLIC NOTICE**

### **PAYMENT PROCEDURE FOR SERVICES PROVIDED BY THE TANZANIA COMMISSION FOR UNIVERSITIES**

The Tanzania Commission for Universities (TCU) informs the public and stakeholders that payments for services provided by TCU are through the Government Payment System (GePG). Also, various TCU services requiring payment are on the website [www.tcu.go.tz](http://www.tcu.go.tz).

The customer requests and receives Payment Control Number. After the payment, a receipt will be issued by TCU in accordance with the laws, regulations, and procedures for government payments.

To facilitate the delivery of our services, TCU has set up a friendly and flexible procedure whereby the customer can obtain a Payment Control Number via the TCU website [www.tcu.go.tz](http://www.tcu.go.tz) or by contacting us by telephone number +255 (0) 22 21 2113694.

Therefore, stakeholders and the public are urged not to make any payments outside of this procedure to avoid scams.

Issued by:

Prof. Charles D. Kihampa

**EXECUTIVE SECRETARY**



# LIST OF ACCREDITED UNIVERSITY INSTITUTIONS IN TANZANIA AS OF DECEMBER 31, 2022

## 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 <sup>1</sup>

<sup>1</sup>Not permitted to admit students

### 1B: Private Universities

SN	Name of the University	Approved Acronym	Head Office	Current Status
1.	Hubert Kairuki Memorial University	HKMU	Dar es Salaam	Accredited and Chartered
2.	Tumaini University Makumira	TUMA	Arusha	Accredited and Chartered
3.	St. Augustine University of Tanzania	SAUT	Mwanza	Accredited and Chartered
4.	Zanzibar University	ZU	Zanzibar	Accredited and Chartered
5.	University of Arusha	UoA	Arusha	Accredited
6.	Teofilo Kisanji University	TEKU	Mbeya	Certificate of Full Registration (CFR) and Chartered

SN	Name of the University	Approved Acronym	Head Office	Current Status
7.	Muslim University of Morogoro	MUM	Morogoro	Accredited and Chartered
8.	St. John's University of Tanzania	SJUT	Dodoma	Accredited and Chartered
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	Accredited
18.	Mwanza University	MzU	Mwanza	Provisional Licence <sup>2</sup>

<sup>2</sup>Not 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 University 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	Accredited
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

“

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

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***Albert Einstein, a theoretical physicist***

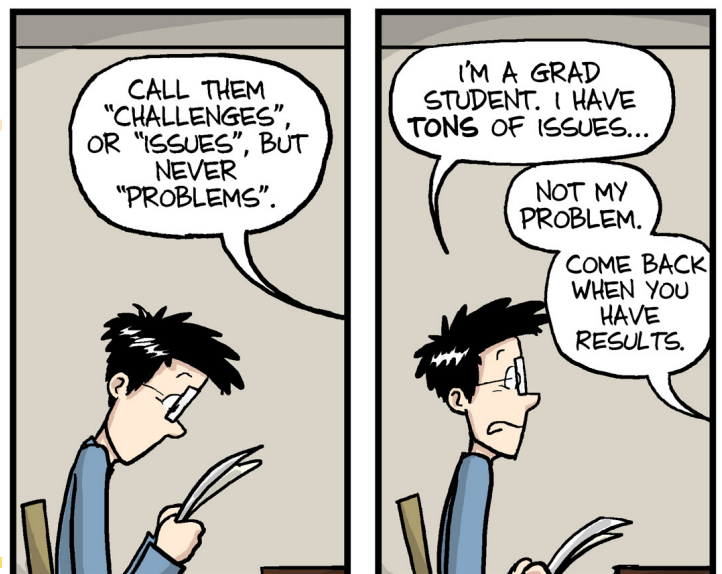
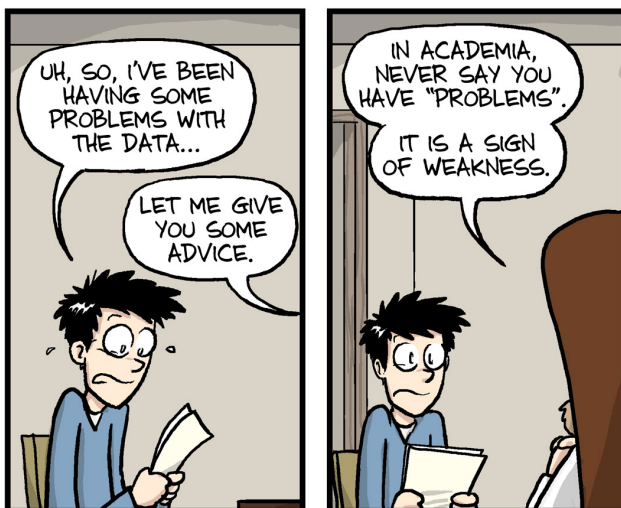
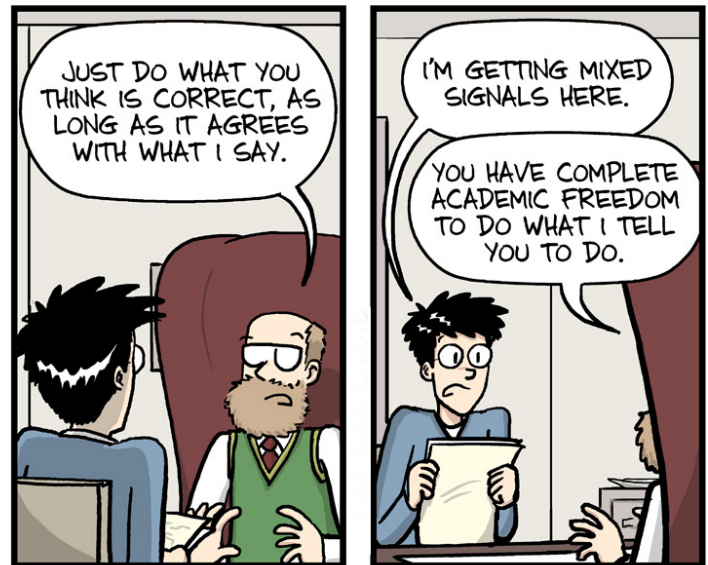
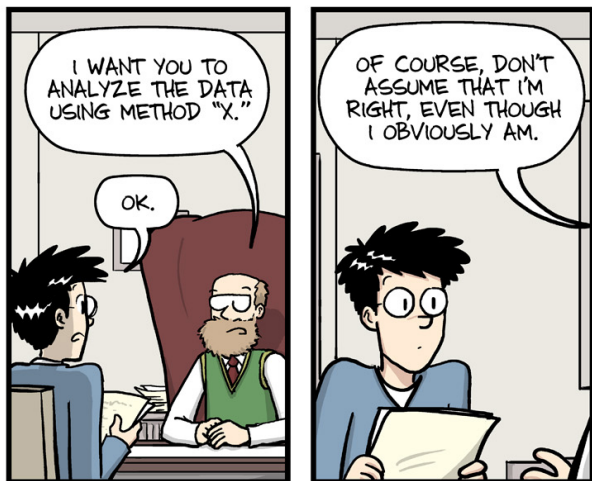
**1879 – 1955**



# Cartoon / Jokes Corner

## A Professor's Prayer





## CORE PRINCIPLES IN RESEARCH



### OCCAM'S RAZOR

"WHEN FACED WITH TWO POSSIBLE EXPLANATIONS, THE SIMPLER OF THE TWO IS THE ONE MOST LIKELY TO BE TRUE."

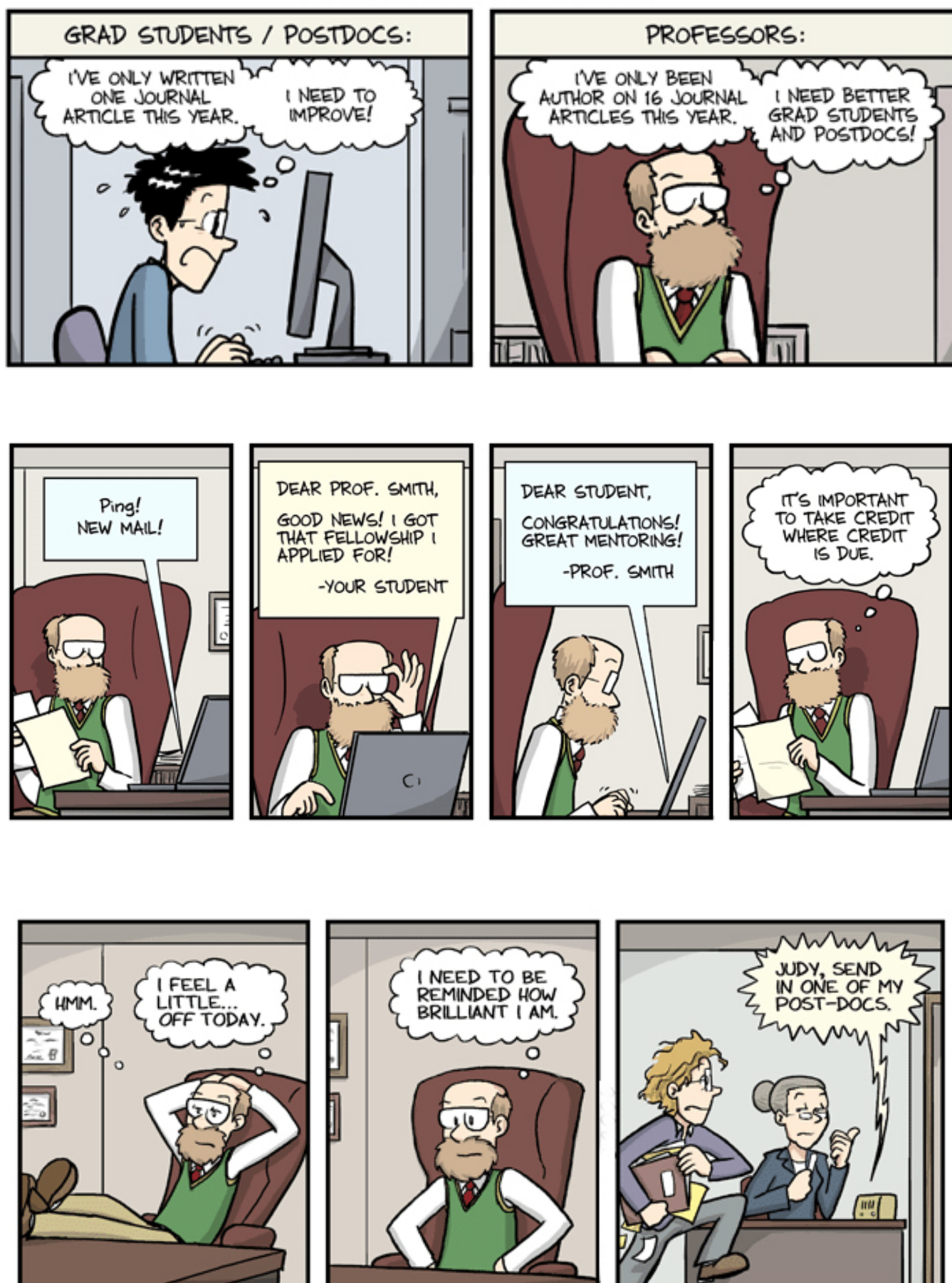


### OCCAM'S PROFESSOR

"WHEN FACED WITH TWO POSSIBLE WAYS OF DOING SOMETHING, THE MORE COMPLICATED ONE IS THE ONE YOUR PROFESSOR WILL MOST LIKELY ASK YOU TO DO."



# Academic Guilt



# This Will Surely Make You Laugh!

## *Job interview*

Reaching the end of a job interview, the Human Resources Officer asks a young engineer fresh out of the university:

**Human Resources Officer:** "And what starting salary are you looking for?"

**The engineer:** replies "In the region of Tshs. 30,000,000 a year, depending on the benefits package."

**Human Resources Officer:** "Well, what would you say to a package of three months paid vacation, 14 paid holidays, full medical and dental, and a company car leased every two years, say, a red Lamborghini?"

**The engineer:** Sits up straight and says, "Wow! Are you kidding?"

**Human Resources Officer:** replies, "Yeah, but you started it."

\*\_\*\_\*\_\*\_\*\_\*\_\*\_\*\_\*\_\*\_\*\_\*\_\*\_\*\_\*\_\*

## *Weird Job descriptions*

**Lawyer:** who writes a 15,000-word document and calls it a "brief."

**Accountant:** who knows the cost of everything and the value of nothing.

**Auditor:** who arrives after the battle and bayonets all the wounded.

**Banker:** who lends you his umbrella when the sun is shining and wants it back the minute it begins to rain.

**Economist:** who will know tomorrow why the things he predicted yesterday didn't happen today.

**Statistician:** who is good with numbers but lacks the personality to be an Accountant.

**Programmer:** who solves a problem you didn't know you had, in a way you don't understand.

**Diplomat:** who can tell you to go to hell in such a way that you will look forward to the trip.

*Has anyone got more?*





## ARE YOU A REGULAR READER OF TCU MAGAZINE?

*If yes, we invite you to share your input that will shape the content we publish biannually by engaging with our editorial team.*

*Free space for sourcing feedback from our esteemed readers allows you to share your honest feedback on the information we deliver to you through this Magazine. For those interested in taking part, kindly send your input through [es@tcu.go.tz](mailto:es@tcu.go.tz) or:*

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

*Thank you for your continued support,  
Editor*





# 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*

# A BIG THANK YOU



TCU wishes to  
extend profound  
gratitude to our esteemed  
customers, stakeholders  
and partners for the  
incredible cooperation  
and support throughout  
the year 2022.

We acknowledge  
and treasure your  
invaluable  
contribution to  
TCU's prosperity.

We are eternally  
grateful for your  
patience at  
times of  
unanticipated  
hurdles.

TCU is very  
passionate and  
expects to see a  
flourishing  
cooperation in  
the year 2023.

Our promise is  
to provide you  
with unmatched  
services at all  
times.

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