

TCU MAGAZINE

TANZANIA COMMISSION FOR UNIVERSITIES

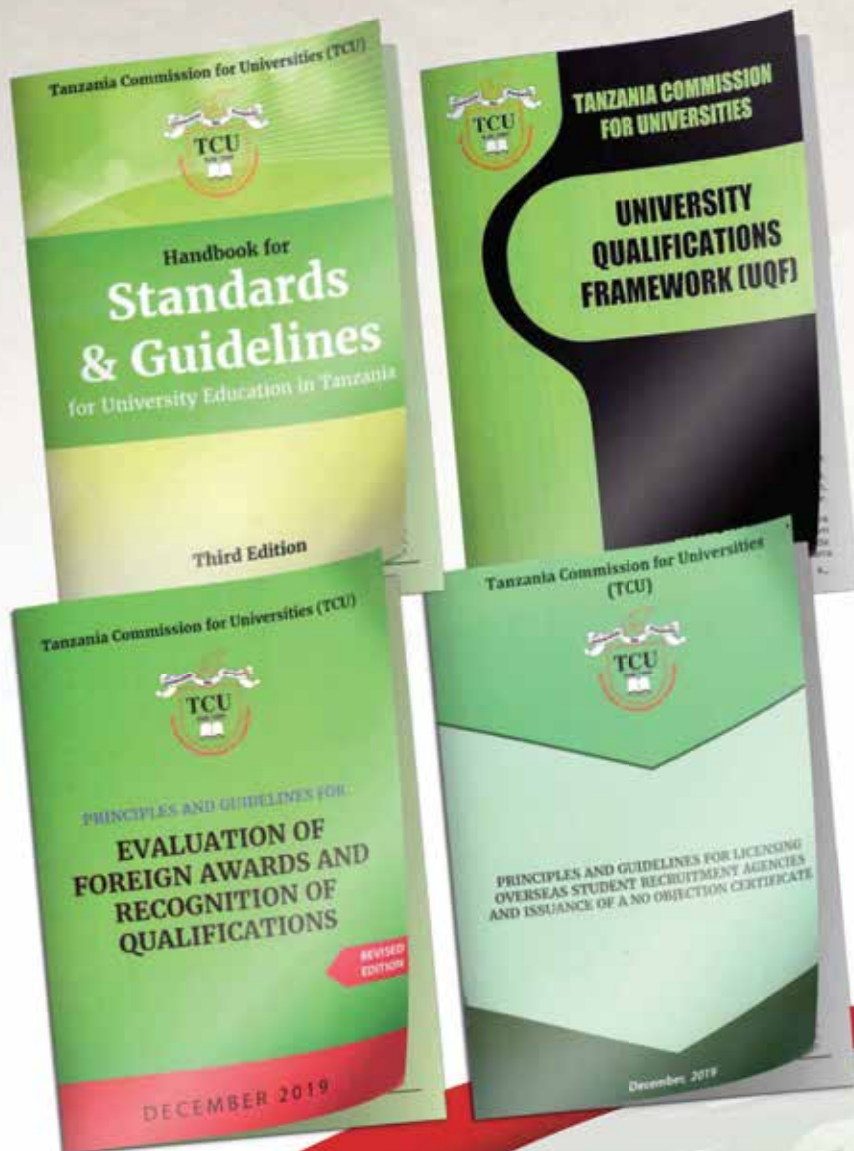
Universities for Prosperity

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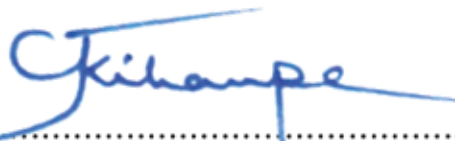
Varsities Urged to Adhere to Standards & Guidelines for *University Education in Tanzania*



**TCU Warns Unregistered Overseas Student
Recruitment Agencies.....pg. 12**

CODED CORPORATE CULTURE STATEMENTS

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



Executive Secretary

Editorial

Policy

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

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

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

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

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

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

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

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

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

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

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

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





CONGRATULATORY MESSAGE

*The Commission, Management and all Staff of the Tanzania Commission for Universities (TCU) congratulate **Her Excellency Samia Suluhu Hassan** for being the Sixth President of the United Republic of Tanzania.*

We salute your dedication, consistent and diligent efforts over the past 21 years of your political career that has led to this proud moment for us Tanzanians.

Your proven track record of hard work, composed decision making and steadfast adherence to your duties gives us all absolute confidence in your ability to lead our great nation into continued growth and prosperity while maintaining our culture of being a peace-loving and welcoming nation.

TCU will continue to perform its regulatory, supportive and advisory functions that will contribute towards the promotion of improved wellbeing of the people of Tanzania and to the economic growth of our nation.

“Universities for Prosperity”



MESSAGE FROM THE EXECUTIVE SECRETARY

PROF. CHARLES D. KIHAMPA

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

The development of the TCU Magazine is based on the importance to effectively communicate TCU's vision and mission as well as providing our stakeholders and public with the right information on a timely basis.

The Magazine provides a means to engage TCU internal and external stakeholders with a view of fostering a harmonised and quality university education systems in the country in line with national development goals.

It is my hope that through cooperation from stakeholders, all strategic objectives and targets provided in the Institutional Rolling Strategic Plan of 2020/21 to 2024/25 will be attained. This will enhance the quality of university education in the country to the next level and becomes an impetus to the realisation of the desired national socio-economic transformation. This will also enable the university education systems in the country to contribute effectively towards the achievement of national development goals stipulated in the Education and Training Policy of 2014 and Tanzania Development Vision 2025.

As we embark on the financial year 2021/22, I would like to thank all our stakeholders and customers for their support throughout the year.

Despite some challenges we have had during the previous year, we are still committed to continue improving our processes and procedures and ensure our services are easily accessible to customers.

As a higher education regulatory body, we will put an emphasis, among other things, on improving quality assurance management systems, enhancing equitable access to higher education, coordination of students' admission, as well as improving ICT resources and higher education management information systems.

Lastly, I wish you a pleasant reading of this Issue. The magazine is also accessible online on the TCU website (www.tcu.go.tz). I invite you to explore our website and learn more about all we have to offer.

THE 16TH HIGHER EDUCATION, SCIENCE AND TECHNOLOGY EXHIBITIONS



The Tanzania Commission
for Universities (TCU)
welcomes you to the 16th
Higher Education, Science
and Technology Exhibitions
which will be held from 26th
to 31st July, 2021 at Mnazi
Mmoja Grounds in
Dar es Salaam

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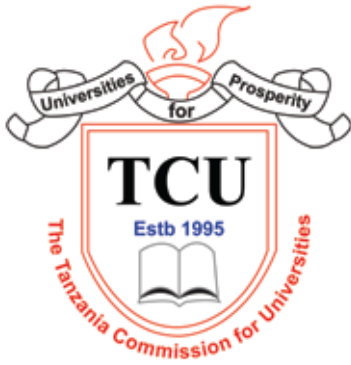


Hon. Dr. Philip Isdor Mpango

CONGRATULATIONS

The Tanzania Commission for Universities (TCU) warmly congratulates Hon. Dr. Philip Isdor Mpango on his appointment as the Vice President of the United Republic of Tanzania.

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



Tanzania Commission for Universities

WE ARE ON FACEBOOK, TWITTER & INSTAGRAM

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



tcutanzania



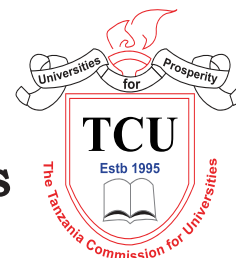
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THE UNITED REPUBLIC OF TANZANIA
TANZANIA COMMISSION FOR UNIVERSITIES



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 and Universities (General) Regulations, G.N. No. 226 of 2013 provide for the procedures for foreign institutions wishing to operate in Tanzania.

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

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

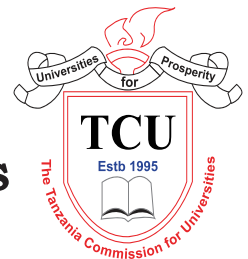
Issued by:

Prof. Charles D. Kihampa

EXECUTIVE SECRETARY



THE UNITED REPUBLIC OF TANZANIA
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.

The customer receives a Payment Control Number. After the payment, a receipt will be issued by TCU in accordance with the laws, regulations, and procedures of 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 Reference Number via the TCU website 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 process to avoid scams.

Issued by:

Prof. Charles D. Kihampa

EXECUTIVE SECRETARY

Editorial *note*

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Dear Reader,

THE TCU Magazine's Editorial Board is pleased to welcome you to the Fourth Issue of TCU Magazine. This Magazine is released biannually.

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

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

In this issue, you will get enlightening articles related to higher education as well as TCU functions, activities and exciting updates on its achievements.

It is our sincere hope that you will find this Magazine informative and useful. We look forward to receiving your feedback as we strive to improve and be your integrated team of choice.

We are even more excited to have you share your articles in our Magazine. Send in your articles or comments to:

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

Invitation

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



The purpose of the Principles and Guidelines for Licensing Overseas Student Recruitment Agencies and Issuance of a No Objection Certificate is to enable the Commission to play an oversight role in the recruitment of students for studies in overseas universities. The motive is to ensure that students seeking opportunities to pursue studies in overseas universities do not fall prey to unscrupulous or bogus recruitment agencies.

The Principles and Guidelines are also intended to facilitate the issuance of a No Objection Certificate by the Commission to students going to pursue studies in overseas universities. Issuance of such certificates is meant to enable the Commission to ensure the validity of students' qualifications for admission into universities. It is also intended to ensure that the universities and programmes the students expect to pursue are valid and relevant and have unquestionable quality standards.

These Principles and Guidelines therefore aim to ensure that agencies engaged in the recruitment of Tanzanian students for studies in overseas universities work closely with the government towards the common goal of enabling Tanzanian students to access university education opportunities in validated universities abroad.

TCU WARNS UNREGISTERED OVERSEAS STUDENTS RECRUITMENT AGENCIES



TCU Executive Secretary, Prof. Charles Kihampa speaking during a roundtable discussion with Chief Executives Officers and representatives of Overseas Student Recruitment Agencies.

By Correspondent

THE process towards globalisation has brought an enormous opportunities in the higher education sub-sector. These include enabling students to pursue studies in overseas universities.

In recent years, students recruitment has become both essential and increasingly complicated. University institutions must constantly balance the need to enroll more students so that they can continue to provide excellent services and the need to enroll only the most qualified students to ensure that institutional standards remain high.

Worldwide, the desire for some students to pursue studies in overseas higher education institutions has caused the engagement of

agencies in the recruitment of such students. In some countries, the use of such agents is quite high. For example, in China, about 45 percent of the students intending to pursue studies in overseas higher education institutions use agents. In India, the figure stands at about 43 percent, while in Nigeria is about 30 percent.

Some of the students and parents use agents to assist them in arrangements for overseas studies even where the students have obtained their placement. It might be due to lack of knowledge and understanding of overseas education systems and the corresponding arrangements for overseas travel.

The lack of time or confidence to complete the necessary formalities, especially visa application procedures compel parents and students to seek for assistance and are willing to pay for the services provided by agencies.

There is growing awareness in Tanzania on the importance of higher education to the socio-economic prosperity of individuals and the nation at large. This has stimulated unprecedented demand for access to higher education in the country, thus prompting some Tanzanians to pursue higher education opportunities in overseas universities.

The growing demand by Tanzanian students wishing to pursue studies in overseas universities has stimulated the establishment of agencies to facilitate the students to access study opportunities abroad.

The Executive Secretary of the Tanzania Commission for Universities (TCU), Prof. Charles Kihampa said although the use of agents in recruiting students wishing to pursue studies in overseas institutions provides the needed assistance to the students, the practice poses the danger of the students falling prey to fraudulent agents or being recruited into bogus universities or academic programmes.

The TCU Executive Secretary was speaking during a roundtable discussion with Chief Executive Officers and representatives of the registered Overseas Student Recruitment Agencies. The meeting was held in Dar es Salaam on April 30, 2021.

The meeting aimed at disseminating the Principles and Guidelines for Licensing Overseas Student Recruitment Agencies and Issuance of a No Objection Certificate; and share the legal issues related to its operationalisation. Also, the meeting provided an avenue for the participants to share experiences and emerging challenges in the course of implementation of their activities

Prof. Kihampa said experience from some countries that have already instituted systems of using agencies for recruiting students for overseas studies shows that some of such agencies tend to assist students to forge for admission into the overseas institutions. In many cases such agencies secure placement for the students in unscrupulous or bogus institutions.

“This has led some overseas university institutions to become wary to accept students from some countries. It has also led to some students from several countries to have their applications rejected by overseas institutions as a result of suspicion of fraudulent practices,” Prof. Kihampa said.

He noted cases where some of the qualifications obtained abroad were not recognised in Tanzania.

In the effort to address such challenges he said, the Commission has a provision in Regulation 47 (1) (c), (e) and (f) of the Universities (General) Regulations GN No. 226 of 2013, which states that: “No person or institution, whether local or foreign shall without the express approval of the Commission advertise or offer any university level award, organise exhibitions on university education or recruit students in the United Republic of Tanzania to join foreign university institution”.

Prof. Kihampa further informed that in December 2019 the Commission issued the Principles and Guidelines for Licensing Overseas Student Recruitment Agencies and Issuance of a No Objection Certificate to ensure that the Commission plays an oversight role in the recruitment of students for overseas studies.

“The guidelines require for every agency engaging in the recruitment of Tanzanian students for studies in overseas universities to be legally registered in Tanzania and licensed by the Commission to carry on such function in the United Republic of Tanzania. Failure to do so is an offence by the law,” Prof. Kihampa said.

He explained that the main purpose of issuing Principles and Guidelines is to ensure that the agencies engaged in the recruitment of Tanzanian students for studies in overseas universities work closely with the government towards the common goal of enabling Tanzanian students to access university educational opportunities in accredited universities abroad.

The Principles and Guidelines are also intended to facilitate the issuance of a No Objection Certificate by the Commission to students going to pursue studies in overseas universities. “Issuance of such a certificate is meant to enable the Commission to ensure the validity of the student’s qualifications for admission into the overseas universities.

It is also intended to ensure that the universities and programmes the students expect to pursue are valid and relevant and have unquestionable quality standards,” the Prof. Kihampa said.

He also noted that for the purpose of planning for the human resource requirements in the

country, there is need to ensure that the national higher education database also captures particulars of students studying abroad. The issuance of the No Objection Certificate therefore helps the Commission to obtain such relevant information for the national education database.



Chief Executive Officers and representatives of Overseas Student Recruitment Agencies listening to the TCU Executive Secretary, Prof. Charles Kihampa during a roundtable discussion held in Dar es Salaam on April 30, 2021.

LIST OF OVERSEAS STUDENTS RECRUITMENT AGENCIES LICENCED TO OPERATE IN TANZANIA

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

In recent years, Tanzania has experienced increased number of prospective students seeking to study higher education outside Tanzania. This demand has triggered increased establishment of Overseas Students' Recruitment Agencies (OSRAS) to help enroll students in foreign universities. TCU has developed the Principles and Guidelines for Licensing Overseas Student Recruitment Agencies that require every agency intending to carry out recruitment of students for studies in overseas universities to be registered by TCU.

Based on this requirement, TCU has licensed and recognised 17 Overseas Student Recruitment Agencies as follows:

| S/N | OSRA | Location |
|-----|---|---------------|
| 1. | Cari Vision Study Abroad Universities Ltd | Dar es Salaam |
| 2. | DARWIN Education Agency Ltd | Dar es Salaam |
| 3. | Education Study Link | Dar es Salaam |
| 4. | Elimu Solutions Tanzania Limited | Dar es Salaam |
| 5. | Gelson University Link Limited | Dar es Salaam |
| 6. | Global Education Link Ltd | Dar es Salaam |
| 7. | Livjene International | Dar es Salaam |
| 8. | LSC Africa | Dar es Salaam |
| 9. | Overseas Education Agency | Dar es Salaam |
| 10. | RafikiChina Elite Universities | Dar es Salaam |
| 11. | TASSAA Ltd | Dar es Salaam |
| 12. | Unisev (T) Ltd | Dar es Salaam |
| 13. | Universities Abroad Representative Tanzania Ltd | Dar es Salaam |
| 14. | Yuhoma Education Ltd | Mwanza |
| 15. | Edukwanza Consultants Limited | Dar es Salaam |
| 16. | Tebeth Mentors and Scholarship Information Centre Limited | Dar es Salaam |
| 17. | Sangeni International | Dar es Salaam |

OSRAS outside this list 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 in the list.

VISION, MISSION AND VALUES: Key Corporate Doctrines



By Correspondent

COMPANIES are known by their brand names but beyond that customers get to appreciate not only products but also the employees that produce the products and services.

The corporate perception among customers and stakeholders does not come about by accident or luck. It is, in many cases, a deliberate policy by the top management and eventually the entire labour force to formulate and implement various policies that will influence the corporate perception in the public attention.

The management gurus came up with the three most important concepts towards improving the corporate perception namely vision, mission and values. These concepts once approved by a company and embraced by employees, they anchor and mould the corporate way of operation and life.

A vision is usually attributed to the founder who started the company. The mission may also originate from the founder but it may also be a consequence of the top management philosophy after deliberations. Finally, the values are normally being agreed upon by the consensus so that their ownership by all in the institutions becomes one.

Etymologically, the word 'vision' comes

from the Latin verb, 'videre' which means to see and a Latin noun 'visio' which means idea. The word 'mission' comes from the Latin verb 'mittere' meaning to send or its Latin noun 'misio' meaning sending up or dispatch. Thus, the founder of a company must possess a correct vision in creating a company or idea that will end up with products or services that customers will need. Thus, a vision statement may be accompanied by a mission statement, or perhaps after the vision comes the mission to produce the desired results in the market.

Previously, the words mission and missionary were correctly associated with religious ambitions in foreign and far-flung countries on a proselytisation campaign. Eventually, however, the corporate community also adopted these terms in their strategic widest sense.

The values are a sort of icing on the cake, for the vision and mission statement would be standing in cold isolation until the values coalesce the two words vision and mission to bring about some meaning to the corporate employees.

In most companies where these terms are applied, one can see a broad sense of 'esprit de corps', pride and gallantry to perform and achieve the goals set each year. Without

them, chaos would reign as each person sings a different tune in the same company. And thus the market may pay little or no attention.

Like a road map, the three terms have a great strategic direction for the company as these terms carry a lot of weight for the day-to-day corporate operation and in the long search for profitable objectives and positive corporate perception.

Primarily, through a sensitisation strategy, all employees must understand and accept the vision, mission and values. And thereafter, the company must possess a mechanism to check that these terms are adhered to by one and all irrespective of the position. The vision, mission and values in their totality are a doctrine to any economy.

When one relates these corporate terms to the situation at the Tanzania Commission for Universities (TCU), the vision statement underlines the attribute of *“becoming a leading regional higher education regulatory agency supporting systematic growth and excellence of university education in Tanzania”*.

As a way of supporting universities, TCU has conducted various capacity-building programmes for universities’ leaders, lecturers and staff aimed at exchanging experiences and translation of various guidelines and the development of universities globally. Following this, the internal quality assurance systems within universities have significantly improved and strengthened the quality of higher education in the country.

Also, TCU in collaboration with stakeholders has managed to strengthen quality assurance systems through review of the existing and development of new guidelines and tools. These include:

- 👉 Handbook for Standards and Guidelines for University Education in Tanzania, 2019.
- 👉 Principles and Guidelines for Evaluation of Foreign Awards and Recognition of Qualifications, 2019.
- 👉 Principles and Guidelines for Licensing

Overseas Student Recruitment Agencies and Issuance of a No Objection Certificate, 2019.

- 👉 Practical Training Framework, 2012.
- 👉 University Qualifications Framework, 2012.

Moreover, in the mission statement of TCU, the description of “promotion of accessible, equitable, harmonised and quality university education systems that produce nationally and globally competitive outputs” is evidenced in the coordination of students admission into higher education institutions.

In addition to that, TCU has provided the full mandate to higher education institutions to directly conduct admission of undergraduate students through their Senate as required by the law. This provision has also increased the freedom for applicants to choose universities and programmes as they apply directly to the universities of their choice.

Therefore, TCU remains with its statutory role of coordinating admission and quality assurance. This has been possible through an integrated admission system called Universities Information Management System (UIMS) that enables communication of students’ applications among the higher education institutions systems involved in the admission process.

The integrated system facilitates exchange of admissions data among higher education institutions and other stakeholders such as the National Examination Council of Tanzania (NECTA); National Council for Technical Education (NACTE); Higher Education Students’ Loans Board (HESLB) and Zanzibar Higher Education Loans Board (ZHELBS).

Moreover, the UIMS database is used in the processing and archiving of universities’ information and students data. Thus facilitating access to information of all enrolled students, lecturers and university administrators in the country.

The utmost achievement resulting from the development of the higher education database is that it has facilitated the

production of the book titled “Vital Stats on University Education in Tanzania”. Such a report is produced annually.

On the other hand, TCU has strengthened its management information systems that have increased efficiency in improving the service it provides to its clients and stakeholders as stipulated in the Client Service Charter.

For example, upgrading of the system for evaluation and assessment of foreign awards conferred to graduates of universities outside Tanzania (Foreign Award Assessment System – FASS) has enabled the Commission to complete assessments within the shortest time.

Also, TCU’s system of issuing a Certificate of No Objection (NOC) to students wishing to pursue studies in overseas universities has been strengthened such that it has now become possible to issue a certificate within 7 working days after receipt of application.

Besides, the electronic system for receiving

and processing university curricula submitted for accreditation (Programme Management System – PMS) has been enhanced by increasing communication between universities and TCU including directing curricula development, curriculum stages after submission to TCU and processing until accreditation is granted. This has enabled TCU and universities to easily identify the status of submitted curricula.

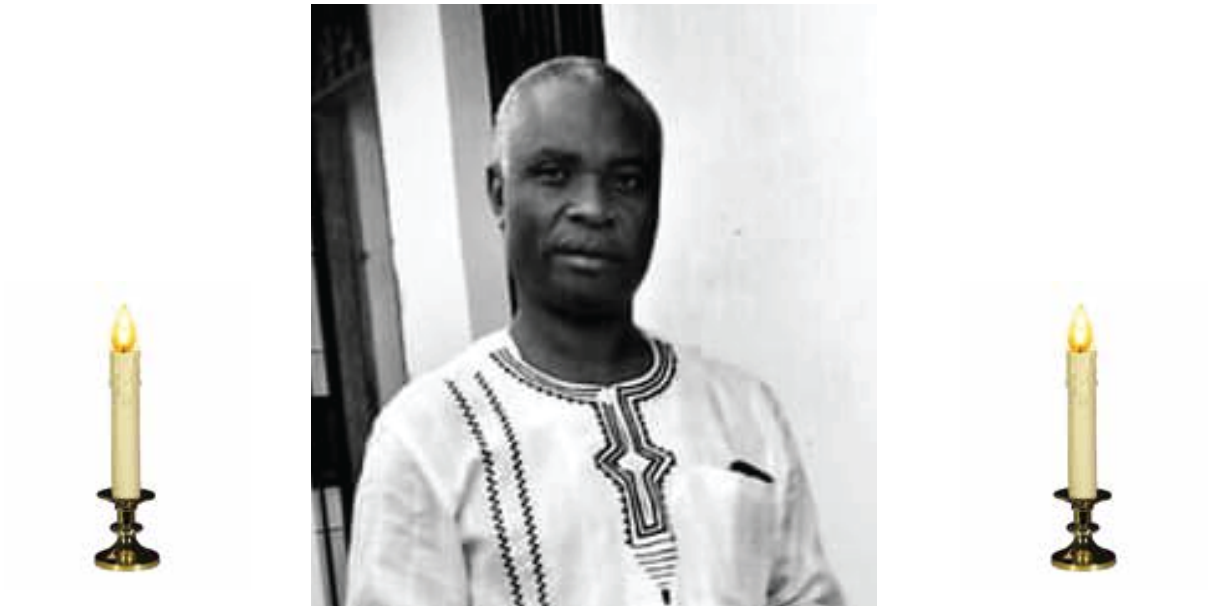
Given the aforesaid, TCU has remained true to its vision and mission throughout the 16 years of its services in university education that have immensely contributed to the development of the higher education sub-sector in the country.

Nevertheless, the TCU will continue to implement its vision and mission and uphold the core values. These will enhance TCU good image to the public and ensure a bright future for the Commission.



A section of some of the TCU staff

TRIBUTES TO THE FALLEN TCU STAFF



Mr. Ally Yasini Miteya

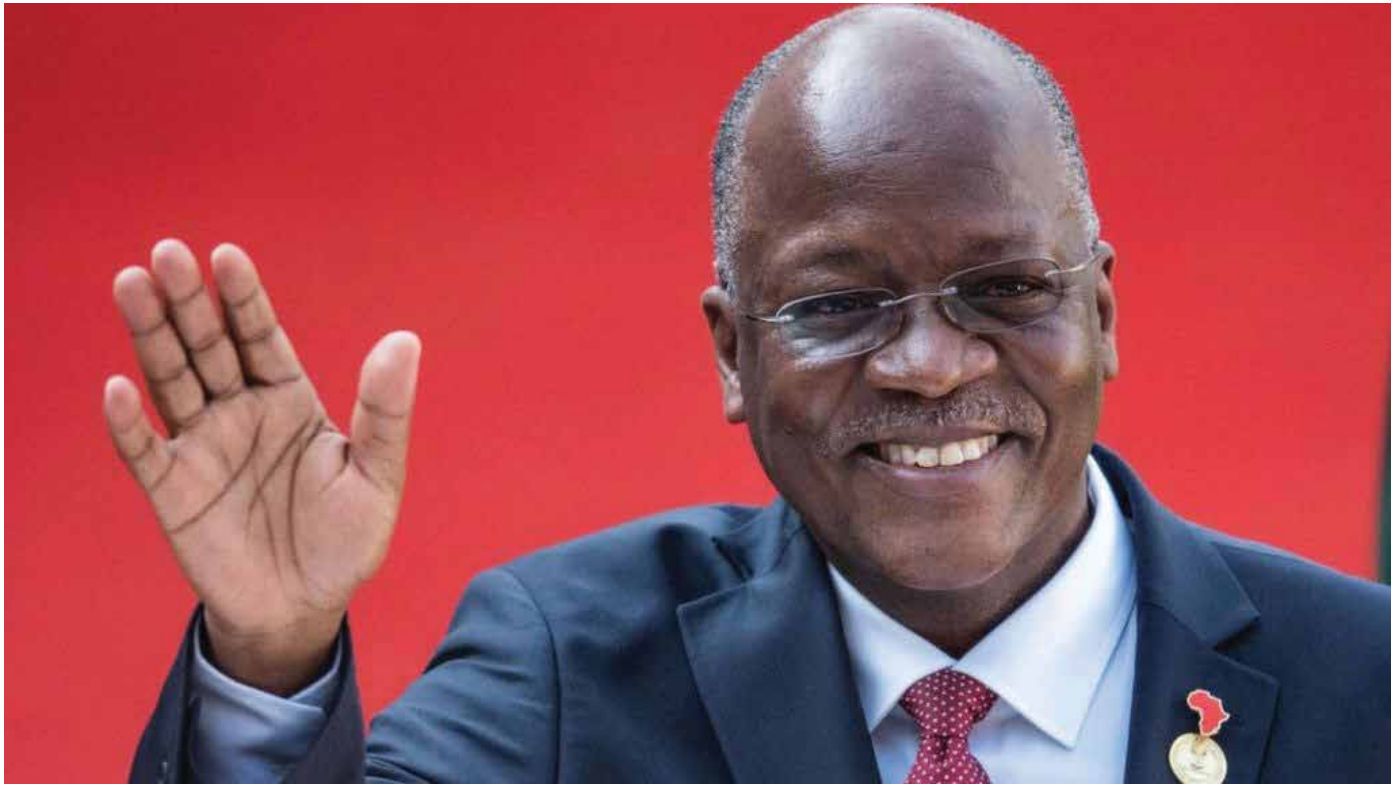
(1965 – 2021)

The Tanzania Commission for Universities (TCU) mourned the demise of its staff, the Senior Driver, Mr. Ally Yasini Miteya, that happened on February 26, 2021 at Rabininsia Memorial Hospital in Dar es Salaam.

The Commission appreciates and will continue to remember his contribution, which enabled it to enhance its efficiency in executing TCU mandates and functions.

May his soul rest in peace!

TRIBUTES TO AN ICON, THE LATE PRESIDENT, DR. JOHN POMBE MAGUFULI



*The late President, Dr. John Pombe Magufuli
1959 - 2021*

By Correspondent

AERICAN philosopher William James once said that “the greatest use of a life is to spend it on something that will outlast it.”

On March 17, 2021, as we mourned and celebrated the life of the late President Dr. John Pombe Magufuli, I recalled his good deeds, a great legacy for mother Tanzania, from generations to generation.

There are many good deeds President Magufuli did that will always be associated with him, such that, though he is physically gone, he will always be part of our national ethos.

The late President Magufuli believed in

developing national infrastructure as a catalyst for national development. Before he became President, he had served as Minister for Works, Transport and Communications for 2000 to 2005 and in 2010 to 2015.

He understood well that it was necessary to link up the whole country with the best road network. Today, it is possible to reach almost all mainland regions of Tanzania using a tarmac road network. Farmers in every part of the country can transport their harvests to markets within and outside Tanzania as a result of a robust road network in the country that had the efforts of Dr. Magufuli before and after his presidency.

Our motherland has lost one of her true patriots ever...



The government under his watch finalised Terminal III of Mwalimu Julius Nyerere International Airport. He also invested in Tanzania's first standard gauge railway, the Julius Nyerere Hydropower Station, Ubungu Interchange, the Tanzanite Bridge and the expansion of Port of Dar es Salaam among other big projects in the country.

When Dr. Magufuli came to power in his first term, his mantra was "work." In Kiswahili "Hapa Kazi Tu." He meant that his governance would be about working for the people and in turn, he also encouraged people from all walks of life to value work.

Besides, we are predominantly an agricultural nation, so he encouraged farmers to work hard on their farms. During his presidency, the nation has been self-sufficient in food and became a major exporter of grains to neighboring countries and beyond.

Moreover stakeholders in the education sector were not left behind in mourning the demise of former President Magufuli based on his outstanding contribution to the sector.

Fee-free education policy

The government has been very keen on ensuring that its citizens have access to quality education to better position the country towards attaining the developmental goals set in the National Development Vision 2025.

This aspiration intends to ensure that Tanzanian students receive quality basic education and higher education to prepare human resources with the required skills and competencies that meets the needs of the national, regional and international job markets and hence stimulating national socio-economic development.

Remembering Magufuli's impact on the education sector

The provision of fee-free basic education is among the marks that the late President will be remembered for. In his first term as President, Dr. Magufuli implemented his pledge of waiving school fees and other contributions for both primary and secondary school education.

Implementation of this policy led to increased primary and secondary school enrollment. President's Office – Regional Administration and Local Government statistics show that in the first year of the implementation in 2016, a total of 1,896,586 pupils were enrolled in standard one against the initial projection of 1,433,840 pupils. As a result, the monthly budget for the programme shot up to Tsh. 23 billion.

In 2020, while dissolving the 11th Parliament, the late Magufuli said by February 2020, the government had already spent a total of Tsh. 1.01 trillion in implementing the fee-free education policy.

The number of secondary schools increased to 5,330 by 2020 from 4,708 recorded in 2015, making an increase of 622 schools, a move that experts believe has increased access to education for Tanzanian children and led to the increasing enrollments at ordinary level from 1,648,359 students in 2015 to 2,185,037 in 2020.

The increase in primary and secondary school enrolment in the country has a direct impact on the increasing demand for access to higher education. According to the Tanzania Commission for Universities (TCU) statistics, there is an increase in the number of undergraduate students admitted into higher education

institutions in the country from 65,064 in 2015/2016 to 87,934 in 2020/2021.

Nevertheless, last year following the Covid-19 school closures, Tanzania became the first country in East Africa to reopen schools after the late President ordered the resumption of classes despite the fears of some parents. The move restored hope to students, especially those who were worried about the possibility of not doing their national exams last year.

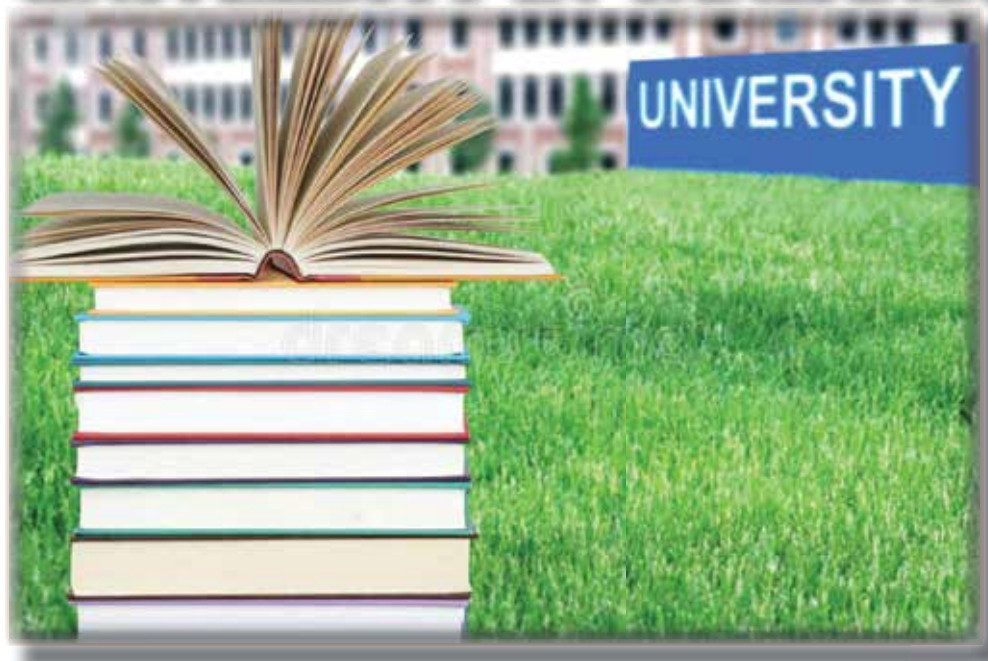
“Had it not been for the late Magufuli, I probably would not have been able to sit for my national exam in 2020 May be I would have to repeat the class, which would have hindered my dream,” explains Isaac Juma, a first-year student at Mzumbe University.

Juma believes that Magufuli's stance was what saved their education progress. The postponement of the academic year would have affected parents and the education sector as a whole. “We continued to study with a caution and today we are making further educational progress,” said Juma.

The fallen President left an indelible mark in the lives of many and he will always remain in our hearts.

The late Nelson Mandela once said: “Death is something inevitable. When a man has done what he considers to be his duty to his people and his country, he can rest in peace.” *May Dr. Magufuli's soul rest in eternal peace!*

PROCEDURES FOR THE ESTABLISHMENT OF A UNIVERSITY IN TANZANIA



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

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

VARSITIES URGED TO UPHOLD QUALITY ASSURANCE



TCU Chairman, Prof. Mayunga Nkunya

By Correspondent

UNIVERSITIES in the country have been urged to continuously improve and maintain their institutional quality and the quality of their programmes and graduates.

The Chairman of the Tanzania Commission for Universities (TCU),

Prof. Mayunga Nkunya said for university institutions to achieve their mission of creating and disseminating knowledge through teaching, research and service delivery, the issue of quality and quality assurance is crucial. Prof. Nkunya said that while presenting a paper at a Capacity

Building Workshop on University Quality Assurance, held in Morogoro on March 11, 2021.

The two-day workshop was organised by TCU as part of a supportive role, aimed at providing knowledge, skills and competencies in developing and review of curricula in line with the Universities Act, Cap. 346 of the Laws of Tanzania; Universities (General) Regulations, G.N No. 226 of 2013; and Standards and Guidelines for University Education in Tanzania.

Prof. Nkunya said universities in the country have the primary responsibility to ensure and assure the quality of their institutions and the education they provide while the responsibility of TCU as an external quality assurance agency is to accredit the institutions and programmes and ensure that the prescribed standards have been met.

As the quality in higher education is the responsibility of the higher education institutions, external quality assurance systems require higher education institutions to set up appropriate internal quality assurance systems, structures, and mechanisms.

According to him, the growth, expansion and diversity of university education systems in the country need to correspond to the quality aspects and to focus on the developmental priorities of the country.

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

said. Adding, setting the quality standards requires quality assurance and ensuring that the quality in higher education is attained and maintained and that there are continuous quality improvement mechanisms.

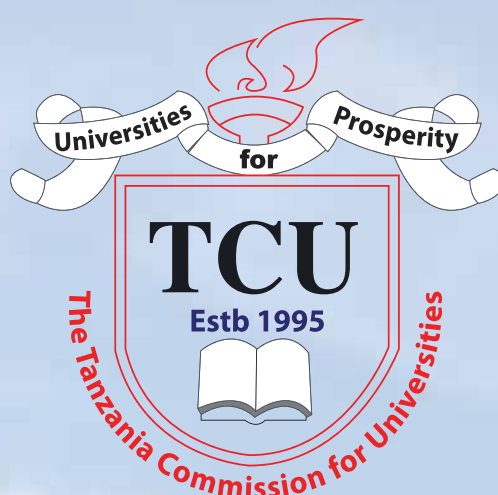
He added that the overall objective is to continuously promote and improve the quality of higher education and the university institution.

In December 2019, TCU issued a Handbook for Standards and Guidelines for University Education in Tanzania that provide minimum parameters required for the provision of quality university education in the country, but leave room for universities to exceed the parameters as they aspire to attain a competitive edge in quality and excellence.

The Standards and Guidelines focus on meeting the needs and expectations of students, parents, universities, the Commission, the nation, and all other stakeholders.

Further, the Standards and Guidelines leave room for creativity and innovativeness of universities with respect to several issues such as the academic function, institutional growth and competitiveness, programme diversification. Also, the Standards and Guidelines cherish academic freedom and institutional autonomy of universities while observing accountability to the Government and other stakeholders.

Tanzania Commission for Universities



PROCEDURES FOR PROGRAMME ACCREDITATION

1.0 Curriculum Accreditation Process

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

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

Step 1:

The proposed curricular submitted to the Department /Faculty Board

Step 2:

The Faculty/Department through Faculty Board initially endorse proposed curriculum

Step 3:

The curriculum is submitted to the Senate for approval

Step 4:

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

Step 5:

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

Step 6:

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

Step 7:

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

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

Step 8:

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

2.0 Curriculum checklist

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

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

3.0 Important Note

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

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

HIGHER EDUCATION INSTITUTIONS URGED TO DEVELOP ACADEMIC PROGRAMMES THAT MEET LABOUR MARKET DEMANDS



By Correspondent

RECENTLY, the relationship between education and the labor market has been an issue of interest among stakeholders. The interest is at the level of the provision and the development of the academic programmes.

Higher education institutions operating in the country are urged to design and develop programmes that reflect academic standards and labour market demands.

The advice was given by the Tanzania Commission for Universities (TCU) Director of Accreditation, Dr. Telemu Kassile when presenting a paper at a Capacity Building Workshop for peer reviewers and quality assurance practitioners, held in Morogoro on March 11 and 12, 2021 and March 18 and 19, 2021.

A total of 134 participants from university institutions in the country participated in the workshops held at Sokoine University of Agriculture (SUA) in Morogoro. The

workshop focused on market surveys and tracer studies; University Qualifications Framework levels and entry qualifications; Programme content and benchmarking, and teaching and learning facilities.

The TCU Director of Accreditation said there is need to ensure that content in the proposed academic programme meets academic and professional standards relevant for the intended award level and the labour market.

Dr. Kassile noted that among the quality assurance practical issues in programme development and review observed by the TCU Accreditation Committee in some higher education institutions in the country include the absence of a comprehensive or presentation of uninformative market survey analysis.

He also pointed out the challenge of inadequate consultations with key stakeholders during the designing and development process of the proposed

programme as well as some of the programme's reviews are not justified by data on graduate tracer studies.

According to him, there is need for adequate benchmarking during the design and development process of the proposed academic programmes.

Dr. Kassile also said, in some of the higher education institutions, there were inappropriate entry qualifications for the proposed University Qualifications Framework level and identification of staff with qualifications directly related to the programme submitted for consideration of accreditation by the Commission.

Besides, he reminded the higher education institutions on the requirement that it is a must for the staff with foreign qualifications to have evidence of recognition of their foreign earned awards by TCU.

Citing Regulation 47 (1) (g) of the Universities (General) Regulations, 2013 which states that "no person or institution whether local or foreign shall without the express approval of the Commission use a foreign award in the United Republic of Tanzania without such award having been first submitted to the Commission for recognition".

Dr. Kassile noted that those factors have caused the Commission to decide to return some of the curricula of the proposed programmes to the submitting higher education institutions to rectify the observed shortfalls.

He revealed that in some circumstances, the Commission rejected some of the curricula of the proposed programmes or returned

them to the submitting higher education institutions.

Speaking on the importance of market survey when designing and developing a new programme, the TCU Director of Accreditation said market survey aims at strengthening quality or avoiding establishing poor-performing programmes, intending to meet stakeholders, employers, government and the general societal expectations.

Market survey in curriculum development is one of the prerequisite for programme accreditation by the Commission. New academic programme submitted by higher education institutions for accreditation by the Commission need to be supported by a comprehensive market survey analysis.

"Programmes submitted to the Commission for accreditation shall be accompanied with evidence indicating that the university submitting the programme had carried out a comprehensive market analysis appropriate to the programme and had involved relevant stakeholders in the development of the programme," Dr. Kassile said.

He also mentioned that one of the risks of evading market survey is producing graduates with knowledge and skills which do not match with or respond to the labor market or industry needs. Also, it may lead to producing graduates who do not meet academic and professional standards. Hence, failure to address the gap in knowledge and skills required for human capital development.



Participants of capacity building workshop for peer reviewers and university quality assurance practitioners.

TSH. 1 TRILLION PLAN SEEKS TO TRANSFORM HIGHER EDUCATION IN TANZANIA

The Higher Education for Economic Transformation (HEET) initiative is funded by the World Bank and its implementation is expected to commence this year.



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

By Correspondent

THE Ministry of Education, Science and Technology in collaboration with the World Bank has prepared a five-year programme for higher education improvement that seeks to increase graduates' employability in the country.

The USD25 million (nearly Tsh. 1 trillion) project - titled 'Higher Education for Economic Transformation' (HEET) is funded by the World Bank. Its implementation is set to start by mid-

this-year.

Speaking on the matter on January 13, 2021, the Permanent Secretary in the Ministry of Education, Science and Technology, Dr. Leonard Akwilapo, said the Ministry recognises that the higher education system in Tanzania needs transformation for it to produce a skilled population that would be able to feed the country's labour market and enables the country to realise the national agenda on

The project is geared towards increasing enrolment in priority disciplines

industrialisation.

“The project is geared towards increasing enrolment in priority disciplines, as well as improving the relevance and quality of programmes at universities to meet the conditions and standards of the current and future labour market,” he said.

Dr. Akwilapo added that “It would also strengthen system-level coordination, management and regulations to ensure quality and relevance on higher education in Tanzania and also increase the rate and extent of graduate employability through ensuring the relevance of curricula and creating demand-driven programmes.

“Especially now as we have attained the middle-economy status, Tanzania needs the skilled human resource to achieve our economic goals,” he said during a stakeholders’ forum in Dar es Salaam.

He also said the HEET project would invest in the requisite infrastructure for modern and effective teaching, research and training needed by lectures, researchers and universities administrators to achieve their full potential.

The Permanent Secretary said that through the project, the government expects to increase the quality of education by funding 639 individuals for a Master’s degree in Education and reviewing nearly 290 curricula for higher education institutions while improving the infrastructures and equipment for 14 institutions across the country.

The project is expected to increase the percentage of the high skilled population from the current three percent to the targeted Long Term Perspective Plan of 12 percent.

Others include expanding the use of advanced ICT, applied research and development based on national priorities, product development and commercialisation.

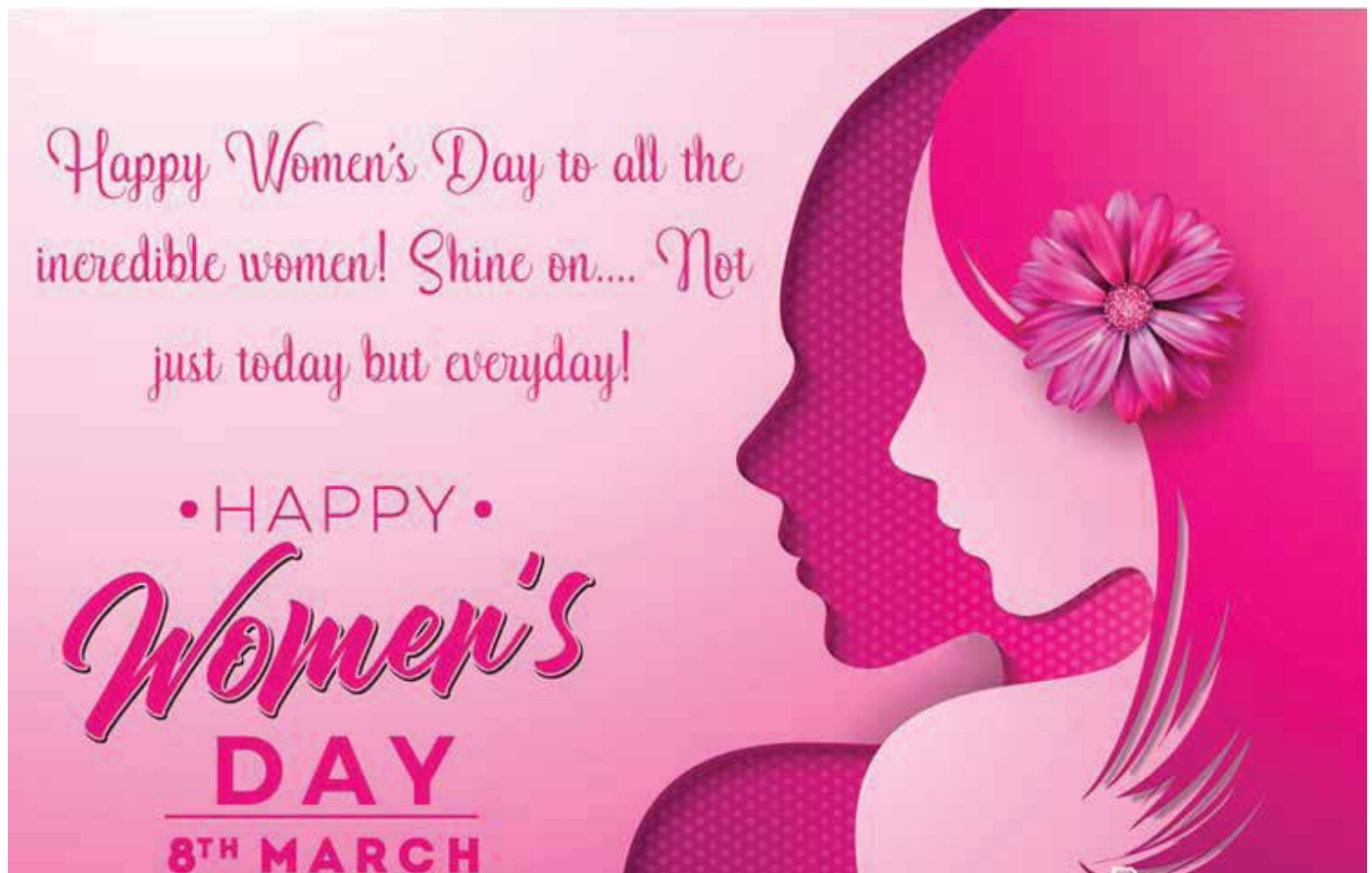
The Education Ministry’s Deputy Permanent Secretary, Prof. James Mdoe, said implementation of the project involved consultation and participation from education stakeholders in the country.

“Participation of key stakeholders is important for the project to achieve its goals and the consultation will be an ongoing activity throughout the entire project cycle,” he said.

Commending the participation of stakeholders in the project, Mzumbe University’s Deputy Vice Chancellor, Prof. Ganka Daniel Nyamsogoro said it would most likely foster the smooth implementation of the project and also facilitate the achievement of its goals.

“The involvement of stakeholders has created a sense of ownership, providing an opportunity for people to present their views and values and it will foster smooth project implementation,” he said.

AS WOMEN CELEBRATED THEIR DAY: THIS SHOULD BE KNOWN



By Correspondent

AS we celebrated International Women's Day on March 8, 2021, we continue to honour women as the drivers of change in the society, creating impactful and transformational change that challenges gender parity.

Women have become dynamic brilliance through the multi-generational role they play in ensuring that they are provided with an equal platform to participate in all sectors of life.

Women are lending light to young girls and other women to take up their spaces and not shy away from potential opportunities that set the pace for their goals in life. Young girls are now enrolling in Science, Technology, Engineering and Mathematics (STEM) programmes

in universities across the continent in Africa and are succeeding through the lenses that were perceived unreachable by society.

There has been a turn where women are now involved in decision-making processes, but it is not enough. More needs to be accomplished to meet the gender gaps that have been identified. We need to amplify women's and girls' voices to create an inclusive environment to enhance sustainable growth.

A time has come to finally fully harness the power of women's/girl's leadership role to realise a more equal, more inclusive and more sustainable future.

Women's Day Special



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

The Director of Admissions Coordination and Data Management from the Tanzania Commission for Universities (TCU), Dr. Kokuberwa Katunzi-Mollel in an exclusive interview with TCU Magazine during the International Women's Day commemoration, appealed to teachers, parents, and guardians to encourage and support girls to develop an interest in studying science subjects so as to fit in rapidly changing scientific age.

Reflecting on the TCU role in promoting gender equality, balance and equity in the admission of students to universities, Dr. Katunzi-Mollel said TCU is creating a mechanism for increasing female students' enrolment in science-related and rare professional programmes.

She also urged on the improvement of public awareness on women's rights and set

strategies and an enabling environment for them to exploit opportunities and serve the nation in the era of an industrial economy.

Commenting on the misconceptions that exist in the community, she urged parents to abandon the concept of early marriage to allow girls to build their future through education.

"In some societies, there is need to transform the mindset of girls, boys, men and women that places a disproportionate burden of household responsibility on girls and women, which limits their educational and economic opportunities,' she said.

According to a World Bank report, the sustainable development of a nation cannot be attained without the full and unreserved participation of both women and men in the development process. Therefore, trusting women in decision-making posts is one thing, and allowing them to demonstrate their skills is another thing, but Tanzania is doing both.

In her views, Dr. Katunzi-Mollel believes that the equal participation of women and men in leadership is crucial in contributing to the overall economic performance of the nation as women are catalysts of development and main actors from family to national levels.

“The male lion is known to be the king of the jungle, but when it comes to sustaining the pack, it is the lioness who does that by using great precision when hunting its prey and provides for the whole pride,” she said.

In Tanzania, women are trustworthy, valued, and they have equal rights as men to work in various fields as long as they have qualifications. Gender is no longer a barrier for one to hold a senior position in the government. All pillars of the government have women in higher posts. Their presence and performance are highly recognised and appreciated.

It should be noted that Tanzania had the first woman to be Vice President, Hon. Samia Suluhu Hassan who held the position from 2015 to 2020 and 2020 to 2021, and on March 19, 2021 she was sworn in as the Sixth President of the United Republic of Tanzania. It is a historical moment and a milestone in recognising and celebrating

women’s achievements as a nation.

As i recall, it was a bright day, but at the same time a dark unseen cloud hovered above the country, as the Sixth President of the United Republic of Tanzania joined several other heads of state and mourners to bid farewell to her predecessor, Dr. John Pombe Magufuli.

Dressed in a black suit and hijab which signifies her faith, her Excellency Samia Suluhu Hassan assured Tanzanians and the whole world that she was up to take the task of leading the nation after the demise of Dr. Magufuli.

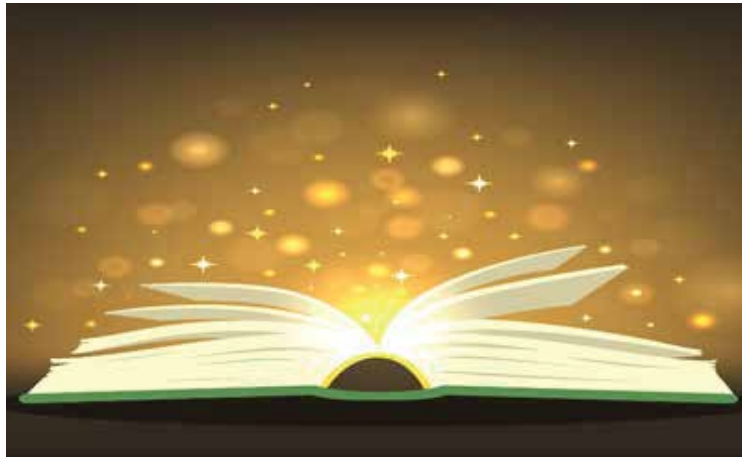
President Samia said, “The person standing before you is the President of the United Republic of Tanzania, who is a woman”. The statement was received with loud cheers and applause, and some analysts said that the statement was the best part of the whole speech because it might have carried a deeper meaning.

This year, the global theme for International Women’s Day is “Women in Leadership: Achieving Equality in a World of Covid-19”, while the national theme is “Women in Leadership: Yeast for an Equal World”.



TCU staff pose for the group photo to mark International Women’s Day, March 8, 2021.

Poem



The Pursuit of Higher Education

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

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

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

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

STAKEHOLDERS' MEETING TO DELIBERATE ON THE GRADING SYSTEM FOR HEALTH-RELATED PROGRAMMES IN TANZANIAN VARSITIES



Participants of the Consultative Meeting to deliberate on the Grading System for Health-Related Programmes in Tanzanian varsities, in a group photo with the Executive Secretary of TCU, Prof. Charles Kihampa (seated centre). Seated left is TCU Director of Admissions Coordination and Data Management, Dr. Kokuberwa Katunzi-Mollel and the right is TCU Director of Accreditation, Dr. Telemu Kassile.

By Correspondent

THE Tanzania Commission for Universities (TCU) conducted stakeholders meeting to discuss and agree on the grading system to be adopted by all university institutions offering

health and allied sciences academic programmes in the country.

The meeting held in Dar es Salaam on April 8, 2021 and participants were from health-related medical schools, Professionals and

Registration bodies.

In his welcoming remarks, The TCU Executive Secretary, Prof. Charles Kihampa said the grading system is an integral component of the curricula of academic programmes accredited by the Commission before being offered by the respective university institutions in Tanzania.

The grading system is one of the quality assurance aspects used by university institutions to establish whether a particular student qualifies to progress to the next semester or year of study and subsequently determine the overall level of performance of the student in the academic programme enrolled.

Presenting on the rationale for harmonising the grading system for health and allied sciences programmes, the TCU Director of Accreditation, Dr. Telemu Kassile said for years, university institutions offering health and allied sciences academic programmes in the country have adopted a grading system which is different from that used by non-health academic programmes.

Dr. Kassile further said that the grading systems used in the past were consistent between several university institutions. However, in recent years, some university institutions have adopted different grading systems.

“This differential grading system provides difficulties in comparing

graduates within the same profession from different university institutions,” he said.

Besides the said challenges, it has been noted that recently, some university institutions have changed the grading system from the ones which were included in the accredited curricula without following proper procedures and thus, evoking misunderstanding among standards required for the attainment of professional qualifications.

Nevertheless, Dr. Kassile revealed that there have been mixed views among higher education stakeholders. Some argue that the same minimum standards on grading system adopted for non-health academic programmes be as well used to measure the academic achievement of students in health and allied sciences academic programmes.

“It was against this background, TCU decided to organise the meeting with stakeholders to discuss and deliberate on the grading system for health and allied sciences academic programmes offered in university institutions,” he elaborated.

Since its establishment in July 2005, TCU has been setting minimum standards and guidelines to guide the provision of university education in Tanzania. These include the provision of a grading system to measure academic achievement in the respective areas of study.

TCU COMMENDED BY UNIVERSITIES OWNERS



A section of Owners of private university institutions during a consultative meeting with TCU at Kisenga Hall Milleniun Tower in Dar es Salaam.

By Correspondent

THE Tanzania Commission for Universities (TCU) convened a consultative meeting with owners of private university institutions in the country. The meeting was held on March 16, 2021 at Kisenga Hall Millenium Tower in Dar es Salaam.

The meeting brought together a total of 32 participants representing 18 university institutions. The meeting was also attended by the TCU Chairman, Prof.

Mayunga Nkunya, accompanied by the TCU Vice Chairman who is also the Vice Chancellor of Hubert Kairuki Memorial University (HKMU), Prof. Charles Mgone.

During the meeting, the TCU Executive Secretary, Prof. Charles Kihampa made a brief presentation on the Roles and Mandates of the Commission. The presentation highlighted some notable achievements as well as the challenges facing university education in the

country.

The owners of private university institutions commended TCU for notable achievements in regulating higher education in the country and ensuring that universities produce quality products.

During the discussions, it was agreed that the owners of universities should endeavor to enable universities to increase enrolments and in line with ensuring the quality of their universities, including the provision of sufficient financial resources and qualified human resources.

The meeting also underscored the need for owners of universities to undertake proper vetting during the recruitment

of university personal to serve as top management and that owners should closely monitor the performance of their institutions.

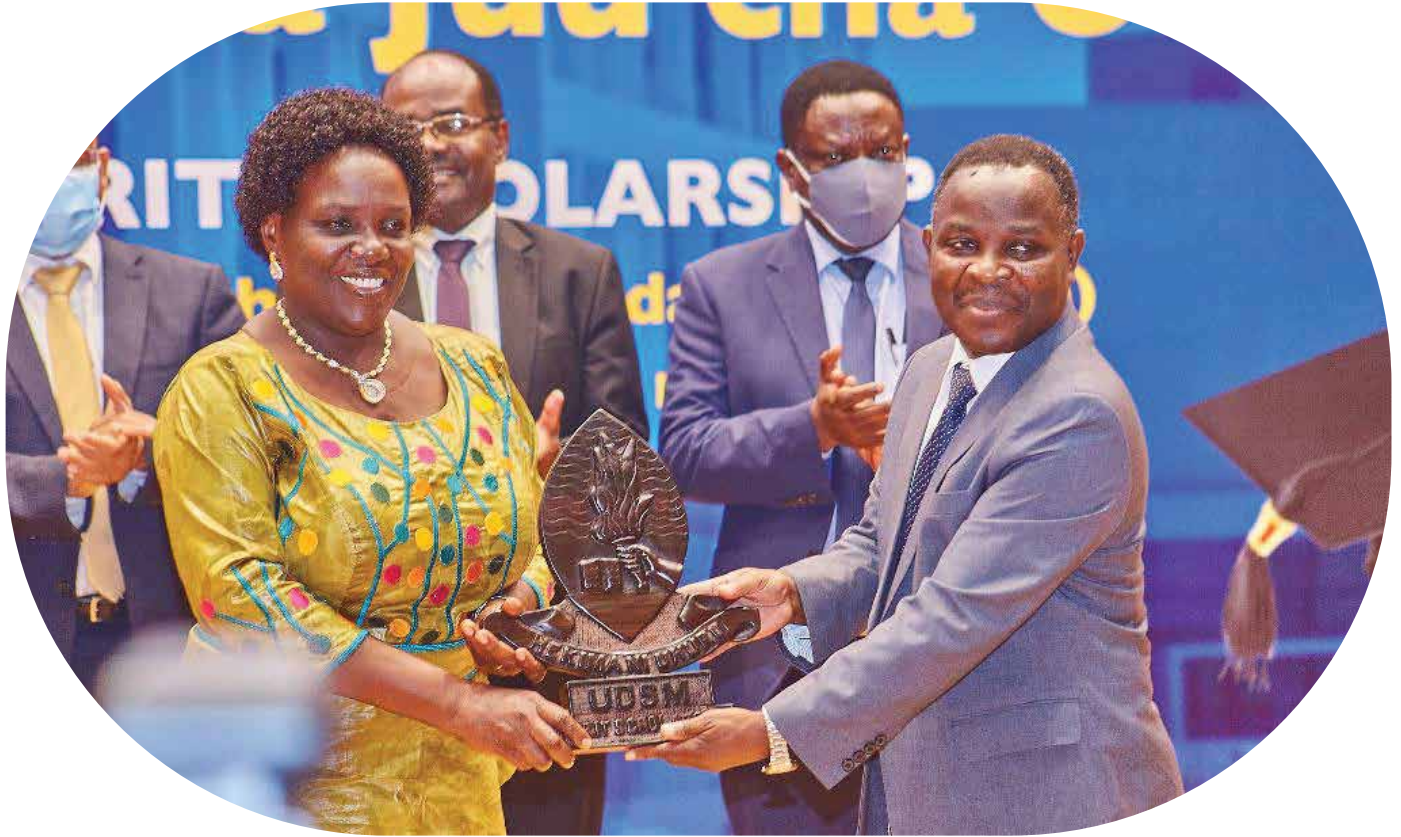
Moreover, owners of universities were urged to put in place strategies to sustain and set up function universities councils capable of overseeing the performance of universities.

The TCU Chairman, Prof. Mayunga Nkunya appealed to the owners of private owned university institutions not to hesitate to bring to bring forth any worries that they might that may and impeding the implementation of the revised standards and Guidelines for university education in Tanzania is that are issued by the commission in December, 2019.



The TCU Chairman, Prof. Mayunga Nkunya (standing) speaking during the TCU meeting with Owners of private university institutions in the country. Right is the Executive Director of Christian Social Services Commission (CSSC), Peter Maduki.

BREAKTHROUGH IN HIGHER EDUCATION AS VARSITY LAUNCHES MERIT SCHOLARSHIP



The Minister for Education, Science and Technology Prof. Joyce Ndalichako hands over to the University of Dar es Salaam (UDSM) Vice Chancellor, Prof. William Anangisye, an emblem for merit scholarship during its launch at UDSM.

By Correspondent

EARLY this year, the University of Dar es Salaam (UDSM) launched a scholarship programme for undergraduate and postgraduate students known as the University of Dar es Salaam Merit Scholarship.

At least 65 students have scooped merit scholarships. It is an initiative of the Management of UDSM to support the government to invest more in the education of Tanzanian youths at all levels of education, including higher education.

The UDSM merit scholarship also contributes to the development of science and technology for Tanzanian youths. There is no doubt after graduation, UDSM merit scholarship beneficiaries will make a

significant contribution to the development of the country in all sectors of the economy, including the manufacturing sector.

UDSM Vice Chancellor, Prof. William Anangisye, said the merit scholarship will also increase the number of female students enrolling in science and technology courses and also actively support the government's stand on the teaching of science and mathematics, especially for female students.

The Vice Chancellor said funding is part of UDSM's corporate social responsibility for Tanzanian children in urban and rural areas. It should be noted that since its inception, UDSM has continued serving all Tanzanians regardless of their socio-economic backgrounds.

He said that funding higher education students is a system of some of the world's most prestigious universities.

“Many scholars from UDSM and other universities in Tanzania are the beneficiaries of such a system especially in countries like the United States of America, The Netherlands, the United Kingdom and many others. So what we have embarked on is nothing new,” Prof. Anangisye observed.

According to Prof. Anangisye, beneficiaries of UDSM merit scholarship are in two main categories which are the Tanzanian youth with high performance in Form Six science examinations (those who enroll in undergraduate studies) and young Tanzanian high achievers and who will be selected to enroll in postgraduate degrees.

At the outset, he revealed the university set a target of allocating more than Tsh. 200 million per annum to the funding. “For those to whom we have given this scholarship, we urge them to continue studying diligently so that they do not lose this rare opportunity halfway,” advised Prof. Anangisye.

Government's take

The launch of the merit scholarship was graced by the Minister of Education, Science and Technology, Prof. Joyce Ndalichako, who was the guest of honour, accompanied by the Ministry's Permanent Secretary, Dr. Leonard Akwilapo.

Prof. Ndalichako said the institution has become the first in the country to introduce funding using its revenue. “I take this opportunity to encourage other universities in the country to help give opportunities to many young Tanzanians,” she said.

Prof. Ndalichako urged students to strive to do well in order to access such scholarships. She also called on UDSM to look at ways to engage other stakeholders to expand the scope of funding for Tanzanian students.

“The government is actually providing loans to higher education students but there are still those who are missing out, so it is good that many stakeholders come forward to

help seal the gap,” she pleaded.

Education stakeholders say the action taken by UDSM should be replicated by other higher education institutions. This will expand the scope of academics in the country who in one way or another are failing to achieve their dreams due to lack of funding.

“At the moment, it is to say that Tanzanian students in science will only need to do well to be funded, this is an issue that will bring productivity to an industrial economy that requires skilled workers,” said Dr. Moses Soloi, an education and research specialist based in Dar es Salaam.

He said the increase in students due to fee-free education policy will further upsurge the need for funding which the country's universities have to contribute in part.

The Tanzania Commission for Universities (TCU), Director of Admissions Coordination and Data Management, Dr. Kokuberwa Katunzi-Mollet said since the students who will benefit from this scholarship are those who have been selected to join UDSM, other universities should also initiate such opportunities to give room for those who will not be fortunate enough to be selected.

Dr. Katunzi-Mollet stressed that there is need for university institutions and stakeholders to work together to promote accessible, equitable and quality university education systems in the country in support of systematic growth and excellence of university education.

On promoting female students in science, Dr. Katunzi-Mollet said it is an indisputable fact that every country longs to see more of the group opting for careers in science to conceal the impression that the subjects belong to the male gender only.

The Ministry of education, Science and Technology has been emphasising on the importance of supporting and encouraging girls in a bid to reduce the gap between men and women scientists. This gives more scope for girls with dreams of studying science to find a reason not to give up.

THE POWER OF MENTORSHIP



By Correspondent

IF one takes a closer look at some of the most successful people throughout history, one will find that a majority of such people had a mentor along the way. And such relationship(s) had a positive impact on them and the world at large.

Oprah Winfrey defines a mentor as someone who allows you to see the hope inside yourself and see the higher part of yourself when sometimes it becomes hidden in your view. Oprah a media mogul and philanthropist, was mentored by her 4th-grade teacher Mrs. Duncan and Maya Angelou.

It is also important to note that the late Steve Jobs (Apple founder) mentored Mark Zuckerberg (Facebook founder) and back in Tanzania, the Third Phase President, the late Benjamin William Mkapa had a massive influence on the Fifth Phase President, the late Dr. John Pombe Magufuli.

In history, there would never have been this trio if it was not for mentorship. It is good to note that Socrates mentored Plato, and Plato ended up mentoring Aristotle and we all know the influence

this trio had on people's lives.

In 1675, Sir Isaac Newton stated the following phrase "If I have seen further is by standing on the shoulders of Giants." This phrase holds water today when one looks into the role that our university mentors should play in assisting university students reach their life goals on and off-campus.

Some university students lack mentors who can guide them through life's journey. As Junot Diaz said, "universities are a wonderful thing, but mentors, that is where the real work gets done."

It is from these grounds that is emphasised the importance of mentorship programmes to university students as mentors can help students to define and discover their purposes in life. It has a valuable contribution to students' lives as it has the power to impact the direction of students' academic and personal life trajectories.

Mentors can either be formal or informal. Formal mentors can be classified into three categories namely

coach, guide and sponsor. Coach mentors put focus on performance improvements by helping a mentee to set clear goals as they ask questions to widen one's perspective.

A guide is a mentor who seeks "so what is your next step" and helps you to learn to trust your own decisions. A sponsor is a mentor who puts his/her reputation on the line and takes responsibility for personal success. They are willing to put their name behind you so that you can get access to people and opportunities that you would not get without them.

Mentors can work with the mentee to achieve four main things namely;

they act as a companion in your life's journey; they plant a seed of greatness in you; they act as a catalyst; and they are the mirror that reflects what you would wish to be in future.

Besides, the aspect of how one can best have a clear direction in life is very important. University students should ask themselves four critical questions such as; Who am I (identity)? What can I do (ability)? Why am I here (purpose)? and Where am I going (destiny)? These questions are meaningful and through the process, students can set both short and long-term goals. Hence, failure to have a sense of purpose will lead to a meaningless life.

One of the greatest values of mentors is the ability to see ahead what others cannot see and help them navigate a course to their destination.

"Universities are a wonderful thing, but mentors, that is where the real work gets done."

TCU STAFF TRAINED ON CUSTOMER SERVICE



By Correspondent

FOR an institution to be customer-centric, all employees must understand the importance of customer service and how to play their role in improving customer experience. This doesn't happen spontaneously; it requires customer-service training.

In recognition of this fact, the Tanzania Commission for Universities (TCU) commissioned the Tanzania Public Service College (TPSC) to provide training on Customer Care for its staff. The training was designed to provide TCU staff with the desired knowledge, skills and attitude necessary for improving the overall customer experience in their functional areas.

The training took place from February 8 to 12, 2021 and focuses on various aspects of improving customer service at TCU.

In his opening remarks, the TCU Executive Secretary, Prof. Charles Kihampa stressed that gone are the days of business as usual and that winning customers is a “do or die” commitment, if TCU wants to remain relevant in today's ever-changing business environment. “It is therefore imperative for staff to start acting differently or else they will end up being like a boiled frog,” he said.

The story of a boiled frog goes like this: If you put a frog in boiling water, it will sense the heat and immediately jump out to stay alive. However, if you put it into cold water and slowly raise the temperature, the frog will not notice and will stay in until it is boiled to death. This story seems to be the case with many business institutions.

In today's era of service delivery, customers are savvy than ever before,

bad news spreads faster than good news, customers' diversity and expectations have expanded substantially and demand for personalisation is on the rise. Prof. Kihampa said it is a high time for TCU to step out of its comfort zone.

Also, in his speech, Prof. Kihampa emphasised the need to create a good customer service culture at TCU. He pointed out various key elements of a strong customer service culture within an institution. Of great interest, he underscored the necessity of comprehending institutions goals, vision, mission and core values among the TCU staff.

Perhaps you might have heard the story of JFK and the Janitor. Where in 1962, President John F. Kennedy of the USA visited NASA headquarters for the first time. While touring the facility, he met a janitor in a white uniform and asked him what he did for NASA. "I clean toilets," said the janitor. Kennedy smiled, shook his hand and moved on to the next janitor who was carrying a broom down the railway and asked the same question. The janitor replied, "I am helping put a man on the moon, Mr. President."

Reflecting on the difference between the two janitors, you can realise that the first janitor thought about the task he was doing while the second one knew the purpose of his job. He kept the building

clean so that the scientists, engineers and astronauts could focus on their mission of putting a man on the moon. He understood what NASA's mission was. He also understood the part he was playing in the organisation. He connected his purpose with NASA's mission.

Therefore, everyone's job within an institution matters if it connects with the institution's mission. Thus, TCU leaders ought to cultivate this culture and subordinates ought to embrace it.

During the training, effective communication and cultivating emotional connections with customers was a hot topic. The facilitator emphasised that the provision of the best customer service needs proper management of our own emotions and those of our customers. This session allowed participants to practice various techniques of managing their own emotions and those of others depending on their personality traits.

The TCU Management vows to improve service delivery through continuous improvement of the workplace and processes. Indeed, the training was splendid and the participants promised to apply what they had learned by putting it into action for it to have meaning.

Kudos to TCU Management and kudos to all participants. *See you at the top!*





VARITIES IN JOINT EFFORTS TO CURB PLAGIARISM

Prof. Charles Mgone

The Vice Chancellor of Hubert Kairuki Memorial University and the Chairman of CVCPT

By Correspondent

THE Committee of Vice Chancellors, Principals and Provosts in Tanzania (CVCPT) has decided to procure software to detect theft of intellectual property so as to rein in plagiarism, a major concern in higher education institutions.

The Committee has already commissioned the Nelson Mandela African Institution of Science and Technology (NM-AIST) to design the uniform anti-plagiarism software, plus setting up a national database for local publications.

Speaking when handing over the Chairmanship of CVCPT in Dar es Salaam on February 16, 2021, the Vice Chancellor of Sokoine University of Agriculture (SUA), Prof. Raphael Chibunda said that during his two-year tenure there were a lot of issues that needed to be addressed, including how higher education can contribute more to national development.

"We had a lot on the list and we have achieved some of them, namely the issue of employment of foreign lecturers and delays in approval of new programmes which had a concern from our members. We remain with others which the new leadership must continue working upon," he said.

The issue of gender equity in higher education institutions was another unfinished issue as the number of women leading higher education institutions is still low.

In his remarks after taking over the Chairmanship, the Vice Chancellor of Hubert Kairuki Memorial University, Prof. Charles Mgone said his priority was encouraging strong membership in CVCPT.

"Also, though individual universities have software to control plagiarism, there is need to develop uniform software to ease linkage and consultation," he stated. Noting like other developing countries, Tanzania faces a challenge when it comes to education plagiarism.

Education analysts say that universities can curb the rampant fraudulence in academia but they caution that reluctance to adopt proper technologies will make the task more complicated.

CVCPT is established under Section 53 of the Universities Act, Cap. 346 of the Laws of Tanzania with a primary function of advising the government on issues concerning higher education in the country.

POEM

Keep on

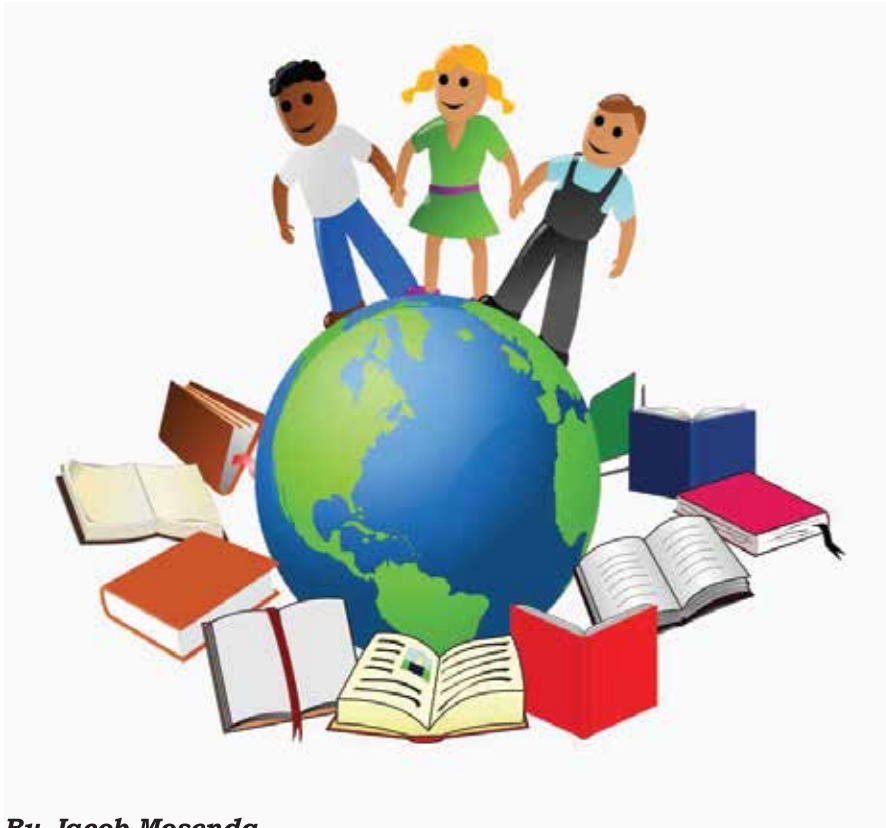
*Graduation is a successful ending
and an exciting beginning.*

*If you keep on learning,
keep on dreaming,
keep on doing,
you will travel towards your goals
until you get there.*

Keep on the good work.

You can do it..!

WHY EVERY STUDENT SHOULD EMBRACE READING CULTURE



By Jacob Mosenda

UNIVERSITY students' attitude towards reading has been a serious matter of concern to educators and academic scholars in the country.

Some of the university students do not read books or seek additional knowledge other than classroom work. It is why there is a myriad of scholars who have limited knowledge in society. According to experts, this creates a society of elites and workers who cannot think critically, as reading is a tool for sustainable development.

Reading is not necessarily having to buy hard copy books as one can use the internet to access online materials. However, the gadgets are ruining the young generation's thinking capacity as they may sway from crucial information that contributes to the expansions of their thinking.

Causes of poor reading habit

A poor reading culture among the youth and students is associated with many factors

including, upbringing.

The head of the department of Reference and Community Information Services at Sokoine University of Agriculture (SUA), Dr. Wulstan Mtega said a reading culture should be imparted at a young age because it is not something that evolves from nowhere.

More distractions

He said entertainment equipment such as the television has contributed to the decline of reading among youths as people like to sit and watch television programmes rather than reading.

"Today's children spend much of their time watching cartoons as soon as they drop their bags from school. When will such a child know the importance of reading books?" queried Dr. Mtega. He blames parents for the poor reading culture since they don't involve themselves in activities that enhance reading habits.

"I can say that this situation will only get

Most people don't make a habit of reading regularly and for students, many only read for exams. Surprisingly, some of the university students have rarely set foot in their universities' libraries.

worse going forward because we are too late to encourage our children to read books. We do not buy books for them and we do not talk to our children about the importance of reading and education in general," he noted.

Dr. Veronica Deus, a Psychologist based in Dodoma concurs with Dr. Mtega, saying there is poor parental support and guidance in many homes. She says many parents do not engage in children's learning process like reading with them, providing them with educational facilities and materials, talking to them about school and learning and engaging in other joint activities.

"Parents or family involvement has a significant and long-lasting effect on students' outcomes throughout the education and life trajectories. Failure to guide the children is an enemy to the reading culture," she opined.

Lack of interest in reading

She also says that students' reliance on lectures and hand-outs, lack of interest in reading when there are no examinations and classroom activities and the poor tendency of individual learning are other factors that impede the growth of the reading culture.

For Dr. Zabron Magesa from the University of Dar es Salaam, most teachers do not instruct students to review and summarise books of their choice, reward or give incentives to students who have read at least one book in a year as motivation.

He said that some secondary schools do not have debates and morning speeches, and most language teachers do not take the trouble to listen and help students. Hence, this is the outcome of what we see when these young people reach their university levels," he expounded.

Turning the tides

Dr. Mtega said it is well-known that reading fosters creative thinking, builds inquisitive minds and enhances lifelong learning abilities. But building a culture of reading is

something that should start at a very young age.

"Parents and guardians must start preparing their children to love reading books because, through reading, the nation gets people with extra capacity who can think and solve challenges," he advised.

Dr. Deus, the Psychologist observes that reading habits should be developed and nurtured in life using various ways, most of which require much effort and determination.

"Reading should not occur as a result of conscious pressure resulting from academic tasks or as a way to prepare for employment. Rather, it has to occur all the time in order to build up a person's mind and enable them to criticise, analyse, create, imagine, determine their well-being and view the world in its totality," she said.

"As such, one should not stop reading at any level throughout their entire life. Reading should be enjoyable and regularly in such a way that it becomes part of an individual's life activity," she proposed.

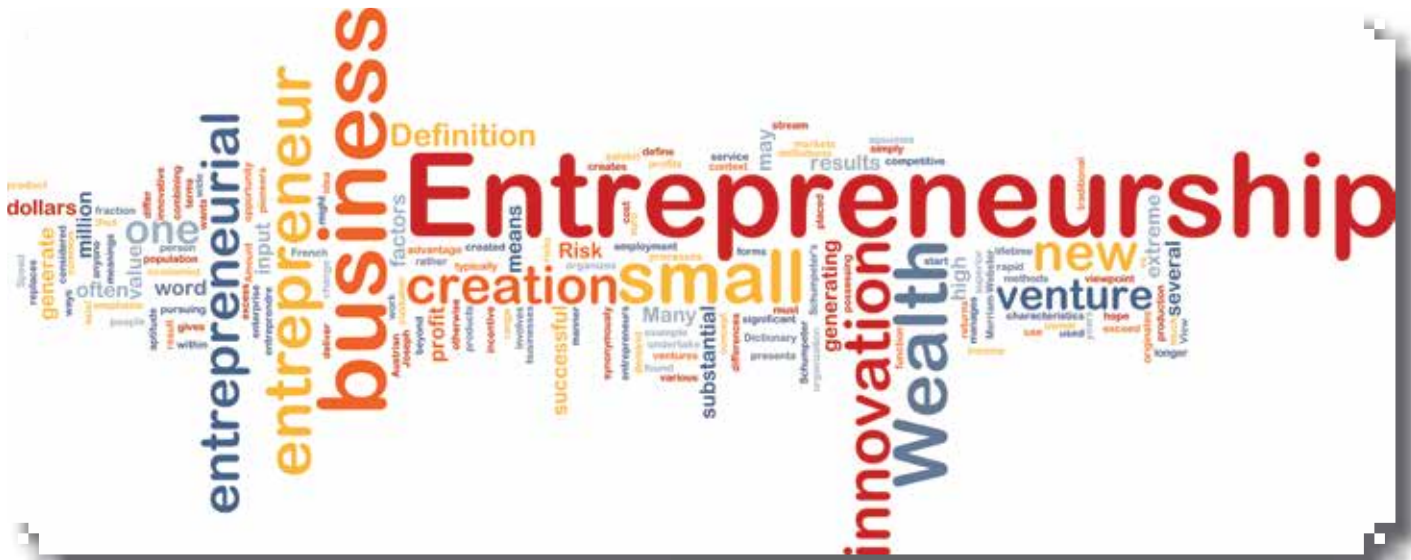
For his part, Dr. Magesa says that teachers, librarians and colleagues should play a role in encouraging students or individuals to make their reading culture stronger.

He said, since reading habits are inculcated from the adolescent age, a student at university is required to master the reading skills in order to excel academically.

"At this stage, a student should have had access to the library resources as well as other sources of academic support that in a way should be responsible in encouraging their reading habits," he noted.

Dr. Magesa argued that parents' involvement in home literacy is crucial to students' reading habit development. The success of an adolescent through the entire secondary education and later in the university is to a higher extent determined by the family," he believes.

VARSITY STUDENTS URGED TO EMBRACE ENTREPRENEURSHIP



By Correspondent

HIGHER education students have been urged to embrace entrepreneurship education to tackle the looming labour challenge in the country.

The advice was given by the Vice Chancellor of the Moshi Cooperative University (MoCU), Prof. Alfred Sife during the opening of the Teaching and Learning Pedagogical training in Moshi.

The Teaching and Learning Pedagogical Training was meant to provide lectures with education to enable them to provide entrepreneurship education for students in the university institutions where they work.

Prof. Sife said employment opportunities are few compared to new graduates who enter the job market every year. If

graduates focus on entrepreneurship education, they will be able to engage in self-employment while waiting for the jobs they applied for or even decide to become full-time self-employed entrepreneurs.

He commended the organisers of the training and sponsors, which he said came at the right time and that it will empower Lecturers to provide entrepreneurship education to their students.

The teaching environment for entrepreneurship has changed dramatically. Lecturers should be empowered to find new ways to teach their students to be independent by establishing their investments,” he said.

Dr. James Kazoka of Tumaini University, Dar es Salaam College (TUDARCo) said the programme began in 2017 and has shown signs of success as some of the students became self-employed.

Describing the circumstances that led to the students' achievements, Dr. Kazoka said it included giving them assignments that led to solving challenges within the community instead of just giving them theoretical education.

"The approach helped them identify challenges in the community where they applied their practical training and turned them into opportunities," he said.

Prof. Mangasini Kitundu of MoCU said that the training programme which involved participants from TUDARCo, the Moshi-based Mwenge Catholic University (MWECAU) and the host MoCU, is being conducted and supported by Finland based Turku University of Applied Sciences.

"We are determined through this programme to change the way we teach so that students acquire entrepreneurship skills," he said.

Prof. Kitundu said that the four-year programme known as Fintan pedagogy training aims to reduce the shortage of job vacancies by imparting entrepreneurship skills to students that would enable them to be self-employed after graduating.



***With every
graduating class,
we are creating
a new world***



THE NEED FOR ACADEMIA TO PROVIDE SOLUTIONS THROUGH RESEARCH

By Correspondent

IN this world of science and technology, there is need to accentuate the importance of academia in providing solutions through research while emphasising the need for improvement in critical thinking, creativity and innovation.

Research is the systematic investigation into a study of materials

and sources to establish facts and reach new conclusions.

The term “research,” for me, has long transformed into the term “Hobby.” That is why I always mention about the term “Development”, which must contain within itself the term “Research” as part of a whole. My stand is: research is worthless if it is

not embodied in development.

Academia has to focus on creating a utility of their research that may have an impact on people's lives.

The utility of the research depends upon its discipline. Several research findings may come with novel results but do not have any utility in general. Some other research may have direct implications for change in the current knowledge, subsequently beneficial for society.

Research in recent times has a crucial role in the development of contemporary human societies of different positions in the ladder of civilisational progress and in opening the areas of creativity and excellence of the individuals and peoples of these communities, and provide them with the possibility of possessing the causes of development on a sound basis.

In Tanzania, higher education institutions have a leading role in shaping the economy through science and technology by being the testbeds for innovation and educating future generations. They should recognise the agricultural sector and agro-based value chain industries as an integral part of our economy.

Moreover, universities must offer productive and responsive higher

education that is relevant to the needs of the economy by harnessing knowledge and skills that promote economic development through science, technology and research.

It can seem like the world of research is reserved for professionals and academics until the benefits reach society. Research needs to be designed to respond to the needs of the nation. The concept of valorisation needs to be uppermost. The pursuit of economic growth reminds us to think creatively and positively about the manufacturing sector, value addition and beneficiation, import-substitution and export promotion.

Besides, scientific research is a human endeavor aimed at widening the circle of knowledge in the light of the accumulation of information. It is a measure of the advancement of the state and progress. The real wealth of the state is the human, active researchers serving the nation.

Hence, academia should develop and teach systematic approaches to research as it is a creative process to nurture a research mindset in students. Academia should also conduct both basic and applied types of research to determine or establish fundamental facts and relationships within a discipline or field and obtain information to help solve societal challenges.

TCU SPORTS DAY 2021



Section of TCU staff in physical fitness exercises instructed by Physical Fitness Trainer, Mr. Haleluya Kavalambi (right) during the TCU Sports Day at APC Grounds in Dar es Salaam.

By Correspondent

IT was a calm sunny morning, and it was the day for the first TCU Sports Day. All the TCU staff were getting warmed up and making themselves ready for games. The memorable one-day event took place at the Accountancy Professional Centre (APC) Grounds in Dar es Salaam on January 9, 2021.

The football match was on the main pitch, and the rest of the games were on the other two grounds. The football match was the most interesting one. In the middle of it, it rained, but players continued with the game. It was fun!

In volleyball, I must say that TCU has the best players in the country. The man of the match was the TCU Executive Secretary, Prof. Charles Kihampa. He helped his team to win 6 sets against their opponents led by the TCU Director of Accreditation, Dr. Telemu Kassile.

I can say volleyball is the game that challenges your mental health. You can neither approach the ball too fast nor too slow. Also, you cannot touch the ball for too long or get too close to the net. Therefore, you have to calculate your moves, think and act fast.

On the other hand, athletics was also a very competitive game. It included 10 meters, 20 meters, and 30 meters running. Until the end of the day, all TCU staff participated in games and had time to network with one another.

During the closing remarks, Prof. Kihampa said the Commission organised the TCU Sports Day to improve staff health through physical fitness exercises and create a sense of teamwork.

“Now we have learned and seen that TCU Sports Day is crucial, and therefore it will be conducted regularly,” Prof. Kihampa noted.

Being a participant of TCU Sports Day, I can say that there is nothing like a great game to bring us all together! It is also a way to create camaraderie, improve your physical fitness and have fun. Here are three reasons to introduce sports day at your institution:

It allows staff to get to know each other better

An office sports day is an opportunity for employees to get away from their desks, refresh their mindsets and make more personal connections. Sports day is a chance to break down the corporate barriers and let your personality shine through. This help to make sure that staff have consistent opportunities to maintain and build upon their relationships, thus making the office environment more friendly and harmonious

It boosts attentiveness and productivity

It is scientifically proven that regular exercise helps you to concentrate better and for longer period. According to a study published in Harvard Men’s Health Watch; regular moderately intense exercise stimulates brain regions involved in memory function to release a chemical called a brain-derived neurotrophic factor. This natural substance improves the functionality of the brain cells in your memory circuits, ergo better memory, better concentration and better productivity. Aside from the brain-boosting benefits, regular exercise also boasts a range of physical perks, such as improved energy levels, lower stress levels and a healthy heart.

It is a chance to try new skills or build on existing ones

Perhaps you have always wanted to join a volleyball team but never plucked up the courage. Or maybe you always sat on the side of the athletics track, desperate to join in but not sure how to go about it. Office sports day is an opportunity to try all the sports you have always wished to play, but perhaps you have been intimidated by your lack of experience. Sure, there will be some colleagues who have played certain sports for years or are elite athletes; for them, office sports day is a great chance to build on coaching and leadership skills within those sports.



TCU staff warming up before starting a volleyball match



TCU staff warming up before starting a football match.



TCU staff from the Accreditation Directorate (left) pulling rope against their opponents from the Admissions Coordination and Data Management Directorate, cheered by the TCU Executive Secretary, Prof. Charles Kihampa (with the pale green cap).



TCU staff playing a volleyball match.



The TCU Acting Director of Corporate Services, Mr. Yusuf Rauna (standing) speaking during the TCU Sports Day.



TCU staff networking during the TCU Sports Day.

Poem

The Importance of Higher Education

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

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

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

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

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

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

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

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

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

YOUNG VARSITY GRADUATE TURNING THE TIDE FOR LOCAL DAIRY FARMERS



Isaac Christian a 28-year-old entrepreneur

By Jacob Mosenda

ONLY a handful of thousands of students who graduate from universities each year get the courage to use their skills to establish income-generating activities.

Yet, the education system has been blamed for producing graduates whose mindset is for employment and not self-employment.

That is why the government has recently instructed higher education institutions to ensure that such a mindset vanishes among graduates to help alleviate the employment problem in the country.

One young man, Isaac Christian, 28, is an archetype of this desired path amongst graduates. He decided to distinguish himself from his colleagues who graduated in 2017

and dared to start an income-generating activity, as a result, today he makes millions of profits out of his business.

Christian started a dairy business with a capital of just Tsh. 50,000 and now his company called Tamu Milk is worth more than Sh24 million.

The young man currently known in Dar es Salaam as a seller of yoghurt milk in different flavours started the job two months after graduating with a degree in food science and technology from Sokoine University of Agriculture (SUA).

Because his long-term dream was to become self-employed, he decided to find a way to achieve it using dismal startup capital that he believed could grow in the future.

“The groundwork for my self-employment journey started during my university days where I along with 10 other students created a group called ‘Unizone Africa’ through it a lot of small businesses were carried out including selling ‘ubuyu’, while others focused on selling other food stuff on campus,” he said.

He further said that the business was done in line with the slogan ‘No Employment after Graduating’, something which many of them (group members) failed to implement after graduating as they rushed to apply for jobs.

“For me it was different, I sat down and thought about what to do, what I can afford and bear fruit even for a short period. I derived the milk idea after noticing that most Tanzanians are focused on cattle farming but most of them make losses because they lack a place to sell their milk,” he revealed.

The budding entrepreneur then decided to use the opportunity to start processing yoghurt milk with different flavours.

“I spent Sh50,000 as my capital where I bought five liters for Sh10,000. I made yoghurt and distributed it to my neighbours for some time intending to get their opinion about how I can improve the product,” said Christian.

He said, his aim was to find a good product that would attract customers noting that the milky technology course he had obtained from the university had given him an aiding map.

His yoghurt quickly became a sensation and customers started flocking in. This compelled him to want to improve further to keep on differentiating his business from other dairy retailers.

Through these improvements, Christian said that he had been able to make low-fat yoghurt, full fat, milk cream, honey and yoghurt in vanilla and strawberry flavours, Greek yoghurt and fresh mozzarella cheese.

He said so far his ability to buy milk per day has increased to 460 litres of which 400 is used to make yoghurt and the remaining

60 litres are sold as regular milk.

The normal yoghurt sells for Sh800 per quarter-liter, Tsh. 1,400 per half litre, Tsh. 3,000 per a litre, Tsh. 8,500 three litres and Tsh. 14,00 five litres.

As for yoghurt which is mixed with flavours, he sells Tsh. 1,000 per quarter- litre, Tsh. 2,500 per half-litre, Tsh. 4,500 one litre, Tsh. 12,000 three litres and Tsh. 20,000 per five litres.

He said even though his business is currently doing well, he still faces various challenges including competition in the commodity market.

“Competing with companies that are already financially and physically strong is a big challenge but as a businessman, I am determined to maintain my strong goals and invest in the competition,” he said.

He qualifies his statement by stating that this can be achieved by making his products superior to others. Hence, becoming the products of choice in the market.

Christian also observes that access to credit is still a challenge for many entrepreneurs, noting that sometimes it hinders them from achieving their goals.

“A few days ago I went to a bank to apply for a loan to improve my business but they rejected my application although the amount I was asking for was small compared to my cash flow. Even after providing them with a work plan on how I will spend the money, they did not believe me,” he said.

The entrepreneur noted that the challenge of access to credit makes upcoming entrepreneurs believe that the loans are not for them as claimed by financial institutions, especially banks.

“It is frustrating but because you are determined to achieve the goals, you try to keep fighting for what you believe in so that you can make it and put yourself in a position to help other people make it in life,” he said.

His Success

He said in the period he has worked, he has been able to abandon the use of

conventional methods of boiling milk and purchased modern Boiler Machines popularly known as pasteurizers.

"I have also bought a state-of-the-art machine for separating popular oils, cream separator as well as three commercial freezers. Through this, the operation has become easier," he explained.

About his goals

Everyone who runs a business has different goals, just as Christian has a goal to make more income out of his business.

One of his main goals in the business is to build a dairy factory and raise cattle which will also increase employment opportunities at his current firm from the current 10 youths.

"Although not immediately, but in the next five years I will start raising cattle as currently, I am more focused on creating a market for pastoralists who did not know where to sell their milk," he revealed.

Also, he plans to open another firm that will be making rosela wine, with pineapple being one of his flavour priorities to eliminate the losses suffered by farmers of these crops, especially during the harvest season.

"Many crops are ruined due to lack of customers, so the establishment of such a firm will be a saving grace for them," said Christian.

While some of the goals have not yet materialized, others have begun to be implemented, including raising chicken to promote the meat marketing business. "Currently, I have 100 chicken and I will continue to add more," he noted.

His advice to youth

Christian said, if he had not decided to risk his small capital, life would have been as difficult as he sees for his colleagues who lined up in various offices to be hired.

HAVE THE RIGHT ATTITUDE

"Finding success in this field sometimes depends on the course you have studied, for example, it is difficult for someone who has studied accounting to easily think of self-employment but by changing this attitude, he can strengthen himself in terms of entrepreneurship. The problem lies in the attitude of many graduates," said Christian.

"Today, you cannot compare me with those who are waiting for jobs. I have no plans to be employed, instead, I need to expand my business to help create jobs for Tanzania youth and make life easier for us," he said.

He adds that finding success in this field sometimes depends on the course you have studied, for example, it is difficult for someone who has studied accounting to easily think of self-employment but by changing this attitude, he can strengthen himself in terms of entrepreneurship. The problem lies in the attitude of many graduates," said Christian.

Addressing the problem of unemployment and many graduates not being motivated to become self-employed, Dr. Thomas Jabir an education analyst, said enabling students to understand their inner strength before graduation can be a possible solution to the challenge.

"As well as being taught certain courses, students must be helped to develop their inner abilities as that is where creativity lies as well as the courage to do anything important. Thus, the subject of entrepreneurship must be given priority as well as actions to highlight their unseen potential," said Dr. Jabir.



HOW VARSITIES CAN BOOST RESEARCH UPTAKE



University students in one of the universities in Tanzania.

By Correspondent

THE world never stands still. During the past decade, there has been a phenomenal surge of interest in research and innovation. An ever-changing society needs a more dynamic approach to enhance the role of research institutions, including universities.

Carrying out research is not enough on its own. It is through the uptake of that research that the knowledge developed is made visible and effective.

Knowledge transfer from universities to the world of policy and practice has always been a challenge in developing countries. Donors see it as a strategic issue, and it has become a source of funds for universities and a policy tool for economic development.

But universities vary enormously in the extent to which they promote and succeed at commercialising academic research. How then can knowledge transfer be successful? We should remember that setting goals is the first step in turning the invisible into the visible and universities should do that.

Universities' aim should be to raise the visibility and relevance of the knowledge created by academicians and forge strong links with sectors such as industry, which can use this research to add value to products and develop more lucrative markets.

Think of it this way; a lit candle loses nothing by lighting another candle. Likewise, there is no risk in sharing knowledge. When properly managed, sharing knowledge increases its quality and value.

Universities, therefore, should act as a one-stop shop for the protection, exchange, and commercialisation of knowledge created. That knowledge includes research, innovation and skills for both commercial and non-commercial applications. Universities should showcase expertise, experience, and capacities to foster collaboration between them, industry, and communities.

In doing so, universities will benefit by raising their research profile with key stakeholders such as policymakers. They will also raise their profile by fostering better alignment between research, national priorities and commercial opportunities.

Besides, there are five stages to knowledge transfer: creation, sharing, evaluation, dissemination, and adoption.

These activities need to be sustainable and authentic. One way of doing this will be to solicit input on business needs and use it in research. The mission is to institutionalize the links with the industrial sector.

Moreover, universities should continue to ensure that they allocate funds for disseminating research findings to reach the target audience and contribute to national development.

In Tanzania, researchers in universities have conducted several studies but, their contribution has not yet been seen efficiently in helping policy formulation and improvement of the existing ones. Instead, they are used mostly for awarding promotions to researchers.

Researchers on the other hand need to understand the key techniques of writing and presenting the results of their researches to the target audience, which includes writing in a language that can be easily understood and easily conveyed because layman do not know professional jargon.

Nevertheless, universities should ensure that researchers' intellectual property rights are preserved by providing them with knowledge on patents, trademarks and copyrights.



HIGHER EDUCATION FUTURE DEPENDS ON HIGH-SPEED INTERNET

By Correspondent

FOR a millennium, universities worldwide have been considered the societal hub for knowledge and learning. And for a millennium, the basic structures of how universities produce and disseminate knowledge have survived intact through the sweeping societal changes created by technology.

Recently, the World Bank has urged African governments and universities to plan and set benchmarks for broadband internet connectivity to benefit from the global explosion of digital data and content for online teaching and research. As a result, it will allow scholars on the continent and their counterparts in the diaspora to establish and maintain vibrant international academic partnerships.

According to Dr. Sajitha Bashir, the World Bank's Education Sector Manager for Eastern and Southern Africa, most African universities lack affordable and high-speed broadband internet, a significant hurdle for the use of technology in education and research.

The experience shows that most African universities do not have access to high-speed broadband internet connectivity that would enable them to improve access to online content and applications for use in teaching and learning.

However, there is no apparent reason why universities should not have broadband internet, considering that undersea cables now connect most African countries.

Presently in most African countries, universities are emerging as the key national institutions with the skills, personnel and mandate to generate new knowledge through education and research.

Besides, for African universities to become agents of national development, they require the mechanisms and resources to provide access for students, educators and researchers to collaborate locally and internationally through the internet.

Hence, African universities need to transform and meet the needs of today's learners. They must retool themselves in order to remain viable.



UNDERGRADUATE ADMISSION APPLICATION TIPS

By Mathayo Mafang'ha

WITH careful planning and having the right information, applying for admission into higher education institutions can be an exciting experience to help applicants attain their dreams. Here are some tips on how to successfully apply for undergraduate degree programmes in Tanzania.

Procedure for Submitting Application for Admission

- a) Applications are sent directly to the higher education institutions where the applicant wish to study as well as the academic programmes of his/her choice. The Undergraduate Admission Guidebooks for 2021/2022 admission cycle are available on the TCU website (www.tcu.go.tz).
- b) Specific instructions on how to apply are provided by the respective higher education institutions.

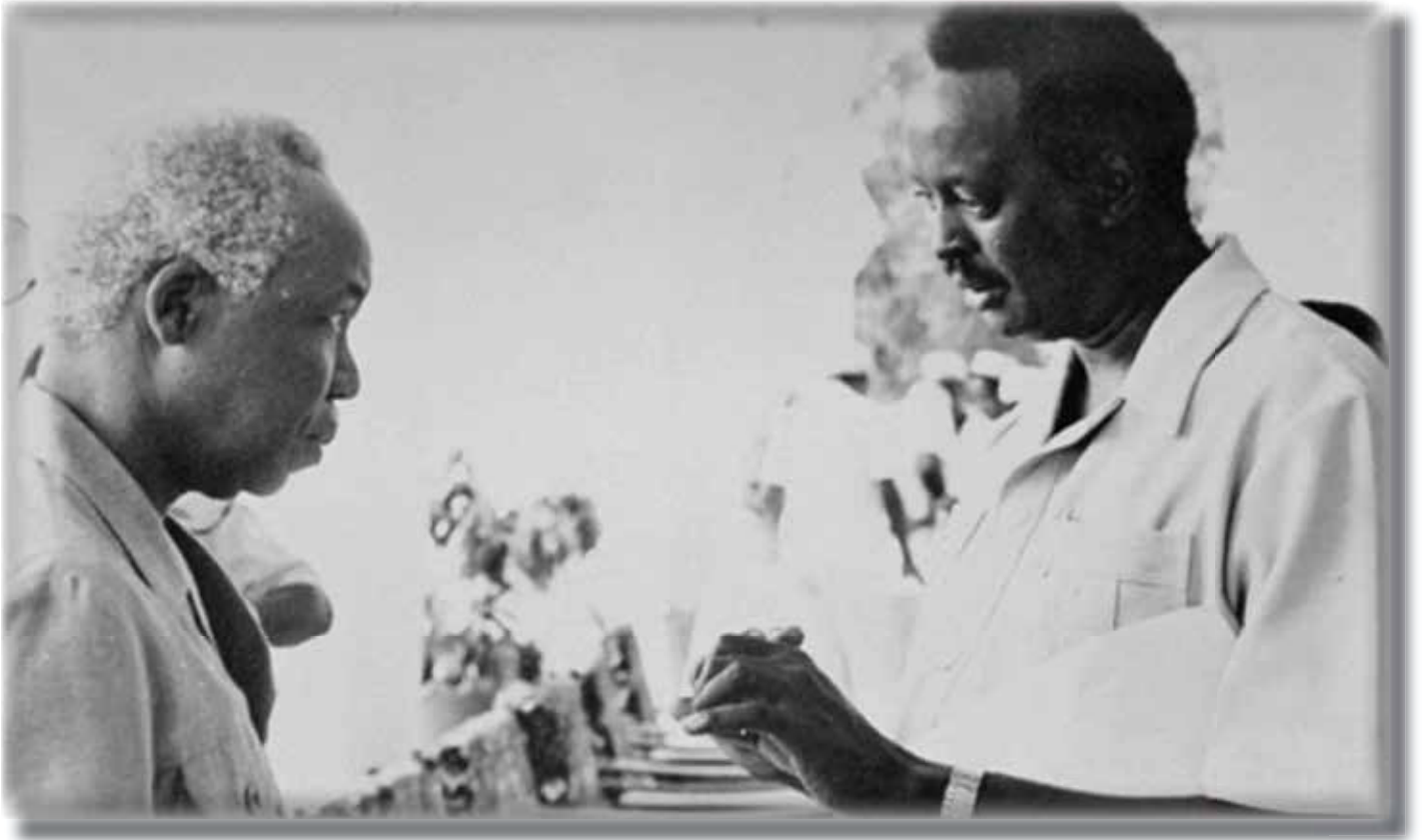
Criteria and Qualifications for Admission

Criteria and qualifications for applying to various programmes are provided in the TCU Undergraduate Admission Guidebooks for 2021/2022 available on the TCU website (www.tcu.go.tz).

Key Issues to Be Considered by Applicants

- a) Read carefully the Undergraduate Admission Guidebooks for 2021/2022 before submitting admission applications;
- b) Use higher education institutions websites to find out application procedures;
- c) Send applications directly to higher education institutions through electronic systems in respective institutions;
- d) Contact the higher education institutions directly and obtain detailed information about the programmes to satisfy yourself before submitting applications; and
- e) Applicants with certificates issued by examinations councils abroad must submit their certificates to the National Examination Council of Tanzania (NECTA) for Secondary Education certificates or the National Council for Technical Education (NACTE) for Diploma Certificates to obtain accreditation of equivalence of their qualifications before applying for admission.

ACADEMICIANS CELEBRATE SOKOINE'S LIFE AND LEGACY



The late Premier, Edward Moringe Sokoine (right), with the Founding Father of the Nation, the late Mwl. Julius Kambarage Nyerere.

By Correspondent

ACADEMICIANS have regarded the late Edward Moringe Sokoine as a hardworking and patriotic leader with a sincere love for the nation.

They described the late Prime Minister as a leader who focused on boosting the economy of all people, especially those in rural areas.

On April 12, 2021, Tanzanians marked the 37th anniversary of the late Premier's death.

Among the academicians who spoke highly of the great leader, were Prof. Issa Shivji and Prof. Mayunga Nkunya, the Chairman of the Tanzania Commission for Universities (TCU) and Professor Emeritus at the University of Dar es Salaam (UDSM).

Prof. Nkunya described Sokoine as a hardworking leader who put the interests of the majority of Tanzanians ahead of anything else. He added that during his tenure, the late Sokoine

fought hard the issue of corruption and strengthened integrity in the public service, where the current government is also doing the same for the betterment of our nation.

“He never tolerated corruption or injustice and those were among his attributes. I will remember him more as an executive than a politician. “He was a patriot and a hard worker,” said Prof. Nkunya.

On his side, Prof. Shivji noted that Sokoine was a unique leader in so many aspects, especially in his philosophy and the concept of development. He noted that Sokoine’s philosophy focused more on national independence from the grip of imperialism.

“For Sokoine, the concept of independence meant that for any nation to attain true development, it should be able to make its own decisions and effectively implement them,” he said.

Prof. Shivji also said that the late Sokoine also promoted intellectual freedom. “If you accept the concept of national freedom, you must embrace the freedom of all your people intellectually. Bringing intellectual freedom to the people helps to build a solid foundation for development as the struggle against capitalists is great; citizens need to be intellectual,” he said.

He also noted that the late Sokoine always advocated for food security in the country, encouraging all Tanzanians to actively engage themselves in farming activities, especially in food production.

“It is good to consider that you cannot be independent if you are begging for food and the late Sokoine was well aware of this concept. He encouraged people to cultivate food crops in abundance and export if the surplus was available. He did not just touch on food production but also emphasised good nutrition for every Tanzanian,” recalled Prof. Shivji.

The third factor that Sokoine encouraged in the concept of development is engaging elites as the catalysts for development. He said Sokoine stressed the need to rely on local experts and not from foreign nations.

Last year at an event to honour Sokoine’s life and legacy, held at the Sokoine University of Agriculture (SUA) in Morogoro Region, veteran politician Getrude Mongela described the late PM as a fierce fighter for national development. She said that, during his lifetime, Sokoine was a confident person who loved working all the time, motivating fellow leaders and the general public as well.

Mongela said the main task done by Sokoine was to strengthen the foundations of good governance by caring for everybody regardless of their religion, tribe or race.

The late Sokoine died in a car accident in Morogoro on April 12, 1984 at the age of 46. During his tenure, he served for two terms from February 13, 1977 to November 7, 1980 and also from February 24, 1983 to his demise on April 12, 1984.

STUDENTS' GOAL SETTING FOR THE ACADEMIC YEAR 2021/2022



By Correspondent

THE academic year 2020/21 is coming to an end and many university students are excited to start another year. Most of them are excited to start new classes and high school graduates who have passed their form six National Examinations await to start higher education.

In secondary schools, Form Ones

move to Form Two and prepare for their National Examinations, while Form Threes move to Form Four that will determine their future.

Form Fours will sit for their National Examinations which will assess them on what they have studied during their four years of Ordinary Level they had attended. As we approach the end of

the year, I have the following to advise my fellow university students across the country.

This year had some achievements and failures. While you might want to block out what happened the previous academic year, remember that we have to learn from our successes and our failures. Be thankful for all the good things that have happened to you and do not let the failure drag you down. But let them motivate you to achieve your goals.

Successful students have goals

Succeeding in university is rather like succeeding in life. It is much more about you than it is about university. So the most important place to start is to consider why you are here, what matters to you, and what you expect to get out of it. Even if you have already thought about these questions, it is good to reaffirm your commitment to your plan as we begin to consider what is involved in being a university student.

Students who have long-term life and career goals see university as one step towards achieving their goals. This can set a purpose and a direction for students. It can increase students' day-to-day and semester-to-semester motivation because they see that each

course is part of a greater whole that will help them in the future. This can also help with persistence, with keeping at it when things are tough.

There will be challenges during your university studies. There may be times you feel like giving up or you just don't feel like going to class, reading your textbook, or writing that paper. Having that purpose, that long-term goal can help you decide to move past that challenge and keep going. I call this resiliency.

Goals help you set priorities and remain motivated and committed to your university success. Setting a long-term goal usually leads to setting medium and short-term goals. These are practical goals related to being a student that can help you make better decisions when considering your choices of how to spend your time. Setting priorities with shorter-term goals can help you see what you need to do next. Working through goals can help you feel more in control and can reduce stress.

Attitude is the factor determining success in university. Work to stay positive and surround yourself with positive people, and you will find you are motivated to carry out the activities that will help you succeed in your courses.



TCU WORKERS' COUNCIL INAUGURATED



The Deputy Minister for Education, Science and Technology, Hon. Omary Juma Kipanga (MP) speaks during the inauguration of the TCU Workers' Council in Morogoro.

By Correspondent

THE TCU Workers' Council inauguration took place on May 21, 2021 in Morogoro. The inauguration ceremony was graced by the Deputy Minister for Education, Science, and Technology, Hon. Omary Juma Kipanga (MP).

In his inaugural speech, the Deputy Minister urged the members of the TCU Workers' Council to play a fundamental role in the prosperity of TCU so that it contributes significantly to socio-economic development and

realisation of the national development agenda.

The inauguration ceremony went hand-in-hand with an induction to the newly elected members of the Council concerning their roles and responsibilities. After the induction, the Council held its first meeting. The meeting, among other things, noted the TCU Budget for the Financial Year 2021/22 and deliberated on progress reports from each TCU Directorate.



The Deputy Minister for Education, Science and Technology, Hon. Omary Juma Kipanga (MP) (right) in a tete-a-tete with the TCU Executive Secretary, Prof. Charles Kihampa before the inauguration of the TCU Workers' Council in Morogoro.



The Deputy Minister for Education, Science and Technology, Hon. Omary Juma Kipanga (MP) (seated centre) in a group photo with members of the TCU Workers Council after its inauguration.

TCU PAVILION ATTRACTS MANY AT THE EXHIBITIONS IN DODOMA



The TCU Executive Secretary, Prof. Charles Kihampa (right) shares a light moment with the Chairman of the National Council for Technical Education (NACTE), Prof. John Kondoro (left) and the Executive Secretary of NACTE, Dr. Adolf Rutayuga (second right) at the Jamhuri Stadium in Dodoma.

By Correspondent

THE Tanzania Commission for Universities (TCU) participated in the six-day exhibitions on Science, Technology and Innovation at the Jamhuri Stadium in Dodoma City, held from May 6 to 11, 2021.

The official opening was graced by the Minister for Education, Science and Technology, Hon. Prof. Joyce Ndalichako (MP) and the closing ceremony was graced by the Prime Minister of the United Republic of Tanzania, Hon. Kassim Majaliwa (MP).

The exhibitions brought together participants

ranging from primary schools, secondary schools, vocational training colleges, technical colleges, universities, research and development institutions and also individuals and private start-up companies/firms.

In their speeches, the Minister and Prime Minister reiterated the need for commercialisation of the products emanating from research and innovations to have a positive impact on socio-economic development.

Moreover, TCU also participated in the six-

day exhibitions on Technical Education and Training. The exhibitions were held at the Jamhuri Stadium in Dodoma from May 27 to June 2, 2021. The official opening was officiated by the Prime Minister of the United Republic of Tanzania, Hon. Kassim Majaliwa (MP) and the closing ceremony was graced by the Minister for Education, Science and Technology, Hon. Prof. Joyce Ndalichako (MP).

Speaking to TCU Magazine Correspondent during the exhibitions in Dodoma, the TCU Director of Admissions Coordination and Data Management, Dr. Kokuberwa Katunzi-Mollel said the move to participate in this year's exhibitions aimed at sensitising stakeholders and the public on TCU mandated and core functions.

She pointed out that the exhibitions enabled TCU to guide the prospective applicants of higher education institutions on matters related to the admission of students into higher education.

Enlightening on the TCU role of coordinating undergraduate admissions, the Director said the essence is on providing admission guidelines, standards and procedures as well as ensuring the quality of admitted students.

She urged prospective applicants to read guidelines and information on application procedures carefully before seeking admissions in higher education institutions.

Dr. Katunzi-Mollel added that TCU is committed to making this year's admission process more efficient and user-friendly to applicants and higher education institutions.

"TCU has continued to upgrade and re-develop the Universities Information Management System (UIMS) and build the capacity of staff that manage the systems both internally and for the higher education institutions to make the admission process effortless," she assured.



The Regional Commissioner of Dodoma, Hon Anthony Mtaka (first left) listens to the TCU Quality Assurance Officer, Rajabu Shabani (first right) when he visited the TCU pavilion during the six-day exhibitions on Technical Education and Training at the Jamhuri Stadium in Dodoma.

HAVE YOUR SAY

EVERY GIRL CAN'T BE A SCIENTIST UNTIL WE MAKE CHANGES



ON February 11, 2021, the world celebrated the International Day of Women and Girls in Science. But the celebrations ring hollow when there is still a low representation of women in the science, technology, engineering and mathematics (STEM) fields. At present, less than 30 percent of scientific researchers worldwide are women, a percentage that has been the same for almost a decade.

Despite this lag in progress, consistently and predictably so, from the United Nations to professional societies to universities, there is often the message shared that every girl can be a scientist.

As a woman scientist, who is very lucky to be in science because without luck, and I mean, nature's luck, I would never have been a scientist.

The truth is, the way our society and systems are set up in sub-Saharan countries, few girls like me, from rural communities, can never be scientists. How do we expect them to be scientists without the resources and facilities to allow them to experience the magic of science? How do we anticipate them to get into science when they do not have societal role model scientists that look like them?

And even if they are lucky like me, how do we expect them to succeed, if many end up in institution that are still grappling with low representation of women in science?

These are the questions I struggle with every time I hear about the need for more women in STEM fields. I am an optimist too, and I hope to see equal representation of women in the sciences. To get there, we must envision and implement changes.

First and foremost, there is need to avail resources and all necessary infrastructures to girls from all communities, including marginalised communities.

Alternatively, university institutions and research institutions can work together to encourage girls and women from marginalised communities to enroll in STEM fields programmes at the university level.

I still remember my first day at a modern lab in one of the universities in the country and how it mesmerised and arosed curiosity in me. Imagine, if we arise the curiosity for many more girls and at a younger age, then the statistics will change.

Second, once exposed to science at a younger age, girls and women need concerted mentoring, funding, and encouragement. Mentoring schemes that continue to support women in the early years, where they are likely to transfertoothernon-sciencedisciplines, are necessary. Mentors have played a critical role in my journey as a scientist holding my hand, providing support, and encouraging me every milestone of my journey.

Reflecting on my science journey, funding through scholarships and fellowships by universities and numerous organisations was instrumental. Without them, I would not have afforded to stay and pursue a career in science.

Besides, at the undergraduate level, there should be many pathways for these future scientists to take. At the graduate level, support, mentoring, and access to opportunities are also crucial as at this point some of them decide to either stay in science or opt for other careers.

Therefore, let's create the support systems to ensure that many more girls and women peruse and stay in STEM fields, then we can truly celebrate.



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

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

LIST OF APPROVED UNIVERSITY INSTITUTIONS IN TANZANIA AS OF JULY 1, 2021

1: FULLY FLEDGED UNIVERSITIES

1A: Public Universities

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

¹Not permitted to admit students

1B: Private Universities

| SN | Name of the University | Approved Acronym | Head Office | Current Status |
|----|--------------------------------------|------------------|---------------|--|
| 1. | Hubert Kairuki Memorial University | HKMU | Dar es Salaam | Accredited and Chartered |
| 2. | Tumaini University Makumira | TUMA | Arusha | Accredited and Chartered |
| 3. | St. Augustine University of Tanzania | SAUT | Mwanza | Accredited and Chartered |
| 4. | Zanzibar University | ZU | Zanzibar | Accredited and Chartered |
| 5. | University of Arusha | UoA | Arusha | Certificate of Full Registration (CFR) and Chartered |
| 6. | Teofilo Kisanji University | TEKU | Mbeya | Certificate of Full Registration (CFR) and Chartered |
| 7. | Muslim University of Morogoro | MUM | Morogoro | Accredited and Chartered |
| 8. | St. John's University of Tanzania | SJUT | Dodoma | Accredited and Chartered |

| SN | Name of the University | Approved Acronym | Head Office | Current Status |
|-----|---|------------------|---------------|--|
| 9. | Catholic University of Health and Allied Sciences | CUHAS | Mwanza | Accredited |
| 10. | St. Joseph University in Tanzania | SJUIT | Dar es Salaam | Accredited |
| 11. | United African University of Tanzania | UAUT | Dar es Salaam | Certificate of Full Registration (CFR) |
| 12. | University of Iringa | UoI | Iringa | Accredited |
| 13. | AbdulRahman Al-Sumait University | SUMAIT | Zanzibar | Accredited |
| 14. | Mwenge Catholic University | MWECAU | Moshi | Accredited |
| 15. | Ruaha Catholic University | RUCU | Iringa | Accredited |
| 16. | Aga Khan University | AKU | Dar es Salaam | Accredited and Chartered |
| 17. | Kampala International University in Tanzania | KIUT | Dar es Salaam | Certificate of Full Registration (CFR) |
| 18. | Mwanza University | MzU | Mwanza | Provisional Licence ² |

²Not permitted to admit students

2: UNIVERSITY COLLEGES

2A: Public University Colleges

| SN | Name of the Institution | Approved Acronym | Affiliation | Head Office | Current Status |
|----|---|-----------------------------------|-------------------------------|---------------|--------------------------|
| 1. | Mkwawa University College of Education | MUCE | University College under UDSM | Iringa | Accredited and Chartered |
| 2. | Dar es Salaam University College of Education | DUCE | University College under UDSM | Dar es Salaam | Accredited and Chartered |
| 3. | Mbeya College of Health and Allied Sciences | MCHAS | Campus College under UDSM | Mbeya | Accredited |
| 4. | Mbeya University of Science and Technology – Rukwa Campus College | MUST-RC | Campus College under MUST | Rukwa | Accredited |
| 5. | Mzumbe University Mbeya Campus College | MU – Mbeya Campus College | Campus College under MU | Mbeya | Accredited |
| 6. | Mzumbe University Dar es Salaam Campus College | MU – Dar es Salaam Campus College | Campus College under MU | Dar es Salaam | Accredited |
| 7. | Sokoine University of Agriculture – Mizengo Pinda Campus College | SUA – MPC | Campus College under SUA | Katavi | Accredited |

2B: Private University Colleges

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

3: UNIVERSITY CAMPUSES, CENTRES AND INSTITUTES**3A: Public University Campuses, Centres and Institutes**

| SN | Name of the Institution | Approved Acronym | Affiliation | Head Office | Current Status |
|----|---|------------------|---------------------------------|-------------|--|
| 1. | Institute of Marine Sciences | IMS | University institute under UDSM | Zanzibar | As per status of the Mother University |
| 2. | Kizumbi Institute of Cooperative Business Education | KICoB | University institute under MoCU | Shinyanga | As per status of the Mother University |

3B: Private University Campuses, Centres and Institutes

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

The 16th Exhibitions on Higher Education, Science and Technology Mnazi Mmoja Grounds, Dar es Salaam Monday 26th to Saturday 31st July, 2021

Exhibitions' Vision:

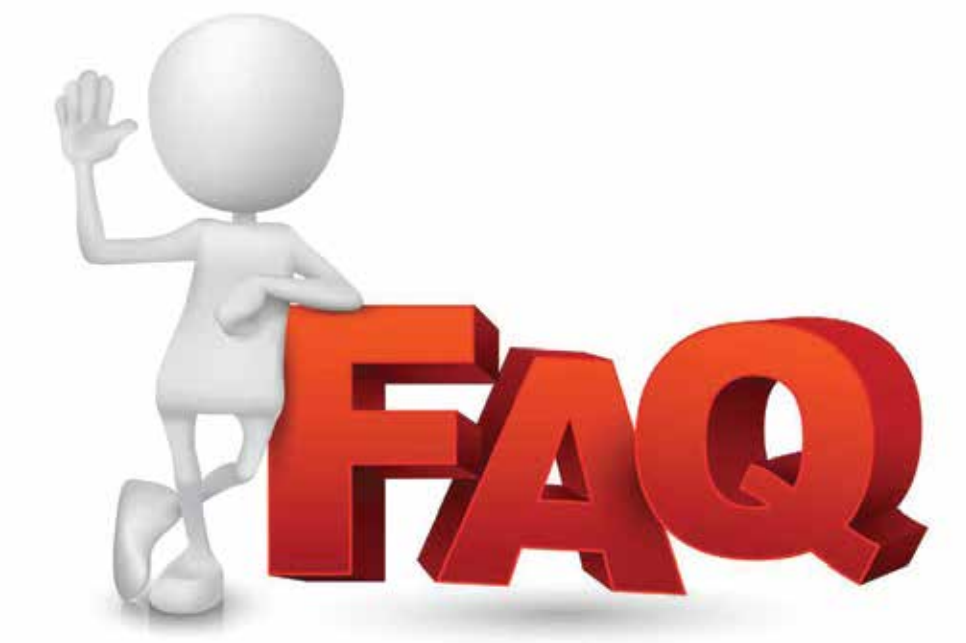
To become the leading national and regional state of the art exhibitions that will promote mutual understanding on quality assurance issues in higher education and research outputs and a platform that enhances participation, linkages/collaboration, and partnerships between Higher Education Institutions, Research and Development Institutions and the industry for the benefits of humanity.

Exhibitions' Mission:

To create and promote equity, collaborations, partnerships networks and linkages between Higher Education Institutions, industry, Research and Development Institutions for the attainment of national development goals as well as for the regional and global socio-economic development.

Theme:

Sustaining a middle-income economy and promoting growth through higher education, science and technology.



FREQUENTLY ASKED QUESTIONS

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

1. How do I apply for admission into higher education institutions?

Answer: You should apply directly to your most preferred programme and institution. Applications are sent directly to the respective higher education institution.

2. How do I change a programme I have been admitted to in a subsequent admission window?

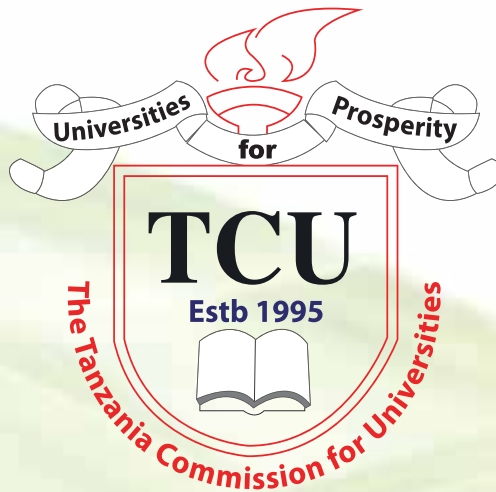
Answer: You should first cancel the previous admission/ selection and apply for another programme or institution.

3. How do I seek for fresh application after discontinuation from studies?

Answer: Fill in re-application form available on TCU website, attach the discontinuation letter and submit to TCU through email or box number provided on the website. After doing so, you can apply for admission in your preferred institution.

4. How do I seek and obtain transfer from one university to another?
Answer: You should seek clarifications from the institution you want to be transferred to. Different institutions have different ways of receiving transfer requests.
5. How do I postpone studies?
Answer: To postpone studies, please consult your respective institution. They will guide you on what to do. Procedures for postponement may vary from one institution to another.
6. 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. A Master's degree is TZS 150,000 and for PhD is TZS 150,000.
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 new curriculum in a hard copy?
Answer: No. TCU has developed an online system known as Programme Management System (PMS) to facilitate university institutions to upload their curricula for accreditation. Therefore, all curricula are submitted online through the PMS.
9. Does TCU charge fees for establishing a new university in Tanzania?
Answer: Tanzanian investor who wishes to establish a university in Tanzania must pay a non-refundable fee of TZS 5,000,000. For non-Tanzanian investors the non-refundable fee is \$ 5,000.

THE TANZANIA COMMISSION FOR UNIVERSITIES



Procedures for Applying for Recognition of Foreign Awards and Appeal against the Decision of the Commission Regarding a Foreign Award

June 2021

1. Introduction

The Tanzania Commission for Universities (TCU) is mandated to evaluate foreign awards as stipulated in section 5(1)(n) of the Universities Act, Cap. 346 of the Laws of Tanzania.

2. Online Assessment Procedures

All applicants seeking recognition of their foreign awards shall fill-in an online form by following this link <http://faas.tcu.go.tz/login.php> and provide personal details that will enable the Commission to identify individuals and their details accordingly. The online form has five (5) main sections. Section one involves personal details; Section two involves information on the foreign award to be assessed; Section three involves information on the education background from Primary School to the level attained in the foreign University institution which needs to be evaluated; Section 4 involves uploading of documents which will be discussed in the preceding subsections while Section five is the Declaration and submission of the entire application.

It is important for applicants to note that the information filled in the online form should be consistent, genuine and appear exactly as they appear in all the documents submitted. In case of non-conformity of the names submitted, applicants should have a Deed poll.

Applicants holding more than one foreign award should create their first Account and in the profile of that account add another application to include details of the intended award and the procedure goes on and on to the completion of registration of all foreign awards.

3. Details required per each section

3.1 Section One: Personal Details

Applicants are required to fill in all the fields in section one. It is important for applicants to note that, most of the fields under this section are stated red and the section would be incomplete if any of the information required is left unattended. The information listed below are a prerequisite for this section:

- a) Full Name(s) as they appear in an individual's award(s) and other official documents

- b) Nationality
- c) Country of Birth
- d) Valid Email Address
- e) Date of Birth
- f) Residence status
- g) Contact Address
- h) Mobile Number
- i) Landline
- j) Purpose of Assessment
- k) Reminder Question and its Secret Answer

Section Two: Information on the foreign award to be assessed

This section involves filling in information about the foreign award to be assessed.
Allstarred sections must be filled by applicants:

- a) Name of qualification in English e.g. Master of Arts in Linguistics;
- b) Country of qualification e.g. United Kingdom;
- c) Name of Education Training Institution or Campus: e.g. Institute of Finance Management,Tanzania;
- d) Name of awarding body (University, College, Professional body): e.g. University of Strathclyde;
- e) Previous qualification required for entry into the course: e.g. Bachelor of Arts inEducation;
- f) Years studied to complete the course: e.g. 2;
- g) Year studies started: e.g. 2015;
- h) Year studies completed: e.g. 2017;
- i) Mode of delivery of the course: e.g. Full-time;
- j) State the mode of receiving material of learning (for online studies only);
- k) Institute that provided training leading to award is accredited by: NACTE;

l) Did the curriculum include a research paper/thesis? If yes, state the area of specialization; and

m) The Sponsor of your studies: State whether it was Private/ Government.

Section Three: Applicant's educational background

The essence of the Commission requiring this information as part of the evaluation is due to the fact that our assessment is based on Progression of each individual qualification from the lower levels to the upper levels.

a) Primary School: Year Started:

Year Completed:

Secondary School (Ordinary): Year Started:

Year Completed:

b) Secondary School (Advanced):

Year Started:

Year Completed:

c) Tertiary qualification:

Name of qualification in English:

Country of qualification:

Years studied to complete the course (in digits):

Previous qualification required for entry into the course:

Year Started:

Year Completed:

Name of Awarding Body:

Section Four: Uploading documents

The documents to be uploaded are academic qualifications from Secondary School to Tertiary education documents and other documents related to the foreign award to be evaluated e.g. Passport page containing details. The following are the documents to be uploaded in the system.

- i. Certified copy of the qualification (degree, diploma, certificate etc.) in its original language.
- ii. An official translation of the qualification into English (if applicable).
- iii. Certified copy of transcript/mark sheets/list of subjects passed in original language.
- iv. An official translation of transcript/mark sheets/list of subjects passed into English(if applicable).
- v. Documentation in support of name change (if applicable), e.g. marriage certificate or deed poll.
- vi. Certified copy of Certificate of Secondary Education (For Tanzania Citizen).
- vii. Certified copy of Advanced Certificate of Secondary Education (Education Prior to joining University for Non-Citizen).
- viii. Abstract and certification page of dissertation or Thesis for masters and PhD holders (Tanzanian only).
- ix. Certified copy of the Bachelor degree certificate in its original language (masters and PhD holders).
- x. Certified official translation of the Bachelor degree certificate into English (if applicable) - (masters and PhD holders).
- xi. Certified copy of the Bachelor transcript in its original language (masters and PhD holders).
- xii. Certified official translation of the Bachelor transcript into English (if applicable)-(masters and PhD holders).
- xiii. Certified copy of the Master degree certificate in its original language (PhD holders)
- xiv. Certified official translation of the Master degree certificate into English (if applicable) - (PhD holders).
- xv. Certified copy of the Master degree transcript in its original language.
- xvi. Certified official translation of the Master degree transcript into English (if applicable) - (PhD holders).
- xvii. Certified copy of the Passport page containing your details.
- xviii. Certified copy of Employment contract (for Foreigners working or expecting to work in Tanzania).
- xix. Certified copy of the foreign award assessment application fee payment slip.

Section Five: Declaration and Submission

This is the last section where the applicant is required to:

- i. Certify that the information stated in his/her application is correct and that the enclosed documents are authentic;
- ii. Agrees for his/her personal information to be sent to another body as sometimes it may deem necessary for the commission to forward the details of the application to a third party in Tanzania or abroad; and
- iii. Click the submission Icon when the applicant is ready to submit the application.

In a nutshell, applicants are required to follow these steps to get their qualifications recognized:

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

Processing and Evaluation Fee

- i) This is an evaluation fee paid by applicants to facilitate the whole process of assessing their awards. A sum of Tshs. 150,000/= per each postgraduate qualifications i.e. Postgraduate certificates, Postgraduate Diploma, Masters and PhD awards, and Tshs. 100,000/= per each undergraduate qualification i.e. Bachelor's degree awards.

Means of getting Feedback

The means of getting feedback is via the applicants' online system account. After submission of the application, applicants are encouraged to login in their FAAS accounts from time to time to track the progress of their application.

Once the assessment process is accomplished, applicants are given an appointment for collecting the outcomes of their applications. Outcomes are collected in person at TCU offices and individuals would be required to come with all original documents uploaded in the online system for verification purposes.

Note:

- i. Applicants should make sure that the application contains authentic and relevant documents that must include proof of payment.
- ii. Applicants should provide reliable and correct physical addresses, mobile phone and valid email address for TCU to communicate with them when seeking clarification on the documents uploaded and the entire application.
- iii. TCU provides feedback to applicant after a minimum of 14 working days from the date of submission; this enables communication and search for authenticity of submitted awards from respective authorities.
- iv. All documents must be certified by an advocate prior to uploading them in the system.

A. APPEAL PROCEDURES

Procedures to appeal against the decision of the Commission regarding an application for recognition of a foreign award are available at

<https://www.tcu.go.tz/sites/default/files/FOREIGN%20AWARDS%20APPEAL%20PROCEDURES.pdf>.

INQUIRIES

In case of any queries, please contact:

Executive Secretary,

The Tanzania Commission for Universities,

Ministry of Education, Science and Technology Building, Ground Floor,

P. O. Box 6562, 7 Magogoni Street 11479 Dar es Salaam.

Tel. Gen: +255 (0) 22 2113694

Direct Line: +255 (0) 22 2113691/+255(0)7535531223/+255(0)738001920

Fax: +255 (0) 22 2113692

Email: es@tcu.go.tz Website: www.tcu.go.tz

TCU celebrated Workers' Day at Uhuru Stadium in Dar es Salaam on May 1, 2021



TCU Workshop with Higher Education Institutions Computer programmers to deliberate on the 2021/2022 Admission Matters on June 15, 2021 at Takwimu House in Dodoma



TCU Executive Secretary, Prof. Charles Kihampa



Higher Education Institutions Computer Programmers



TCU Director of Admissions coordination and Data Management, Dr. Kokuberwa Katunzi-Mollel speaks at the Workshop for Higher Education Institutions Undergraduate Admission Officers on Improvement of Admission Systems and Management of Admissions Data on May 15, 2021 at Takwimu House in Dodoma.



TCU Director of Admissions coordination and Data Management, Dr. Kokuberwa Katunzi-Mollel speaks at the Workshop on Quality assurance in Universities Postgraduate Training on May 16, 2021 at Takwimu House in Dodoma.



Cartoon / Jokes Corner >



This Will Surely Make You Laugh!

Actuary, Marketing, Mathematician and a Lawyer

In response to “How much is two plus two?”;

A marketing personnel will say “it depends – are you a buyer or a seller”

An accountant will say “4.00”;

A mathematician will say “I can demonstrate it equals 4 with the following proof ...”;

An actuary will ask “What do you want it to equal?”;

A lawyer will say “it is 4, but with charges, it is 12.”;

Geography

The Lecturer of the Earth Science Class was lecturing on map reading.

After explaining about latitude, longitude, degrees and minutes the lecturer asked, “Suppose I asked you to meet me for lunch at 23 degrees, 4 minutes north latitude and 45 degrees, 15 minutes east longitude...?”

After a confused silence, a voice volunteered, “I guess you would be eating alone.”



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

