

TCU MAGAZINE

Tanzania Commission for Universities

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Guidelines for University Education in Tanzania issued



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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



1st JULY 2005 – 1st JULY 2020

Anniversaries are a time to celebrate where we come from, but they are also to celebrate how we are forging ahead.

The 15th anniversary of the Tanzania Commission for Universities (TCU) is an opportunity to reflect on issues related to the Commission's existence as well as other pressing challenges facing higher education in the country.

Over the span of 15 years, TCU is as good as the people who live and work on it but we can not thank enough the government for the support and guidance, TCU staff for their continued commitments and support in implementing their roles and functions tirelessly as well as everyone who has been a part of this journey.

We extend our gratitude to our stakeholders for the continued partnership with the Commission in our endeavour to make Tanzania an economy with well trained and learned people.

This day is dedicated to you all! May we keep working together in making sure that TCU fulfils its mission of regulating the quality of higher education in the country by ensuring that higher education outputs are nationally, regionally and globally competitive.

15 years of service: we dared, we succeeded and we are forging ahead

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Cover page caption

The University of Dodoma Chancellor, the former President Hon. Benjamin William Mkapa confers an honorary doctorate degree (*Honoris Causa*) in Science to President of United Republic of Tanzania H.E Dr John Pombe Magufuli in recognition of his efforts in improving the country's economy through his industrialisation agenda. The conferment was held at the University's 10th Graduation Ceremony in the Capital City Dodoma on 21st November last year. PHOTO | STATE HOUSE



I AM highly exuberant to welcome you once again to the Second Issue of the TCU Magazine. It is my sincere hope that you will find this biannual magazine informative and useful.

Foremost, I salute the Fifth Phase Government for remarkable achievements attained in the education sector in support of Tanzania's pursuit of industrialisation and achieving the middle-income economy before 2025.

Higher education institutions research and innovations, are the sub-sectors driving force for industrialisation in most countries including Tanzania while also determining the long-term sustainability of an economy.

For a middle-income economy like Tanzania, the provision of quality higher education is indispensable in order to produce well-trained human resources to respond not only to national development needs and also to existing and emerging regional and global labour markets demands.

In response to various global changes in higher education and the quest to attain quality education, in 2019 the Commission issued the Third Edition of the Handbook for Standards and Guidelines for University Education in Tanzania, as mandated under Regulation 61(2) of the Universities (General) Regulations 2013.

The Standards and Guidelines are tools to guide day-to-day quality assurance operations of higher education institutions in Tanzania. They promote the creativity and innovativeness of universities with respect to their academic function, institutional growth, diversification and competitiveness.

Moreover, I am glad to inform our esteemed stakeholders that on the 1st July this year, TCU commemorated the 15th anniversary as the higher education regulatory body in the United Republic of Tanzania.

Marking 15 years of operations is a great privilege to us not only as an institution but also as the staff who constitute the Secretariat of the commission. Indeed, it was a moment of rejoicing, energetically and with new zeal set ourselves matching towards supporting systematic growth and excellence of university education in the country.

During the period of its existence, the Commission has been able to implement various activities in realising its mission. These include accreditation and quality assurance, promotion of access to higher education, coordination of admissions and promotion of knowledge exchange and networks among universities, advisory services, dissemination of information on higher education and harmonisation of university education systems.

The achievements include successful coordination of admissions of students into higher education institutions, improvement of quality assurance practices in university institutions, efficiency in administration, management and financial controls, improved relations and linkages with local and international sister institutions and others just to mention a few.

Besides, I wish to express my gratitude to the Government of the United Republic of Tanzania for the support accorded to TCU. My sincere thanks also to the Ministry of Education, Science and Technology and members of the Commission for their support and guidance. I would like also to extend my heartfelt appreciation to stakeholders and all TCU staff for their continued commitment and dedication to ensure the vision and mission of the Commission is attained.

Finally, I wish to emphasise that ensuring and enhancing quality in higher education institutions is a complex venture and hence, its success requires concerted efforts of various stakeholders. Therefore, I urge our stakeholders to continue working together with a common goal of producing graduates who are capable of solving societal problems and who are competitive regionally and globally.

This can only be realised if we continue adhering to best practices, approved quality assurance guidelines and standards as well as other central instruments that govern the provision of university education in the country. It is my view that complying with set quality assurance standards is perhaps the best alternative that an individual university should adopt in order to sustain its credibility within the fast changing higher education landscape in which parents, employers, the general public and stakeholders seemingly sensitive to quality education.

I wish you a pleasant reading of this Issue. The magazine may also be accessed online on the Commission's website (www.tcu.go.tz).

Prof Charles D. Kihampa
Executive Secretary



**HEARTY CONGRATULATIONS TO HIS EXCELLENCY PRESIDENT
DR JOHN POMBE MAGUFULI, HEAD OF STATE AND
GOVERNMENT OF THE UNITED REPUBLIC OF TANZANIA**

The Commission and Staff of the Tanzania Commission for Universities (TCU) send warmth congratulations to His Excellency the President of the United Republic of Tanzania Dr John Pombe Magufuli for remarkable achievements attained in five years of his leadership.

TCU takes this opportunity to also salute Dr Magufuli for the efforts made by his administration in the ongoing transformation measures which are designed and intended to boost the provision of quality services that meet generally accepted international standards.

In support of Tanzania's pursuit of Industrialisation and achieving the middle-income economy before 2025, TCU is fulfilling its mission of regulating the quality of higher education in the country by ensuring it meets the demands of the labour market and stimulates economic growth.

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.”

Editorial *note*

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THE TCU Magazine's Editorial Board is glad to welcome you to this second Issue of its biannual magazine. This magazine among other things incorporates information within and outside the Commission.

We anticipate that you will find this magazine superbly informative, educative and appealing to the high growing demand for knowledge about higher education in Tanzania and beyond.

While executing our mandate and core functions as provided for in the Universities Act, Cap. 346 of the Laws of Tanzania, we are determined and remain committed to ensuring that our esteemed stakeholders and the general public are constantly and timely provided with accurate and relevant information.

Through this magazine, we are set to demonstrate our conviction to realise our mission in promoting accessible, equitable, harmonised and quality university education systems that produce nationally and globally competitive outputs.

We share with you some of the Commission's interventions and strategic stakeholders' engagement, which has lent themselves favourable to addressing the myriad successes and challenges confronting higher education in the country with a view of seeking viable and sustainable solutions.

Our heartfelt gratitude goes to our stakeholders who supported us in ensuring successful rolling out of this Issue. We request for your continued cooperation in our forthcoming Issue in terms of article contributions on topical issues related to higher education.

We hope you will enjoy reading the articles provided in this Issue. We encourage brief comments from the readers. We look forward to receiving your feedback on how best to improve the content of the magazine. Send in your articles or comments to:

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

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We share with you some of the Commission's interventions and strategic stakeholders' engagement, which has lent themselves favourable to addressing the myriad successes and challenges confronting higher education in the country with a view of seeking viable and sustainable solutions.

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The growing impetus of fee-free basic education: A call for more investment in higher education

By Correspondent

THE Tanzanian government has been very keen in 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 is also intended to ensure that Tanzanian students receive quality basic and higher education in order to prepare human resource with the required expertise that meets the needs of the national, regional and international job markets and for stimulating national socio-economic development.

In that regard, a few years ago the Tanzanian government introduced community-based primary schools, famously known as “Shule za Kata”. The introduction of these schools was aimed at ensuring access to education is available even to children who would otherwise not have had the opportunity of attending school elsewhere in the country.

Meanwhile, the government has continued to emphasise compulsory enrolment into primary education for all school age children. This has enabled the country to almost achieve universal primary school enrolment. This has correspondingly led to an increase in secondary school enrolment, hence prompting efforts to construct more community-



The newly constructed student hostel building at one of the universities in Tanzania, built in response to recommendations based on the outcome of a TCU quality audit of the university.

based secondary schools in each ward throughout the country.

In the quest to increase more access to basic education, in November 2015, the Fifth Phase Government led by His Excellency Dr. John Pombe Magufuli, President of the United Republic of Tanzania, introduced a system of fee-free basic education; a move that has enabled even pupils from less economically endowed families to attend school.

Since then, the government has made tremendous efforts to ensure that children in Tanzania have access to basic education, which would enable them to acquire knowledge and skills essential to their and

the country’s socio-economic development. This has further stimulated efforts to construct more primary and secondary schools at the community level across the country, which has subsequently spearheaded increased secondary school enrolment.

The increasing enrolment trend continues to raise the transition rate from primary to secondary school, which stood at about 71 per cent in 2016, and that from lower secondary to ‘A’ level being at about 30 per cent in 2014. The trend has subsequently increased the number of secondary school leavers seeking access to universities.

In 2016, the total secondary school enrolment

stood at 1,806,955 students, which included 131,362 students in the A level stream, of whom 64,738 were in form six. The latter figure represents the main pool of candidates for admission into universities. However, the expansion of enrolment in secondary schools has not been taking place in tandem with a similar outcome in higher education.

Thus, the expansion in primary and secondary school enrolment in the country has a direct impact on the increasing demand for higher education access. According to data compiled by the Tanzania Commission for Universities (TCU), in the academic year 2019/2020 there was a 35 percent increase in the number of undergraduate students admitted into higher education institutions, which increased from 65,064 in 2015/2016 to 87,813 in 2019/2020. This is still a minimal higher education enrolment expansion rate compared to the country's population size.

And so, with a system of fee free basic education being operational as well as the on-going construction of additional community-based primary and secondary schools to accommodate the increasing number of students in basic education, there is an urgent need to increase investment in higher education in order to expand the national higher education enrolment capacity.

With a population of nearly 60 million people, currently Tanzania has only 43 university institutions as of 30th June, 2020 of

which 16 are public and 27 are privately owned. This number is still small compared to the size and population of the country.

Therefore, there is an urgent need for investors to seize the opportunity to invest more in establishing new higher education institutions in the country as well as expanding and consolidating the existing ones, in order to enable the country to meet the growing national higher education access demand.

A similar concern was raised by the Prime Minister Hon. Kassim Majaliwa (MP) during the opening ceremony of the 14th Higher Education, Science and Technology Exhibitions held on 16th July last year at Mnazi Mmoja Grounds in Dar es Salaam. The Prime Minister's concern was on incomparable levels on enrolments between our higher education institutions and those of our neighbours in the East African Region with Tanzania trailing behind other member states.

Therefore, the Prime Minister reminded higher education institutions in the country on their role of evolving strategies to enhance student enrolment expansion in the country, in order to foster Tanzania's industrial economy to thrive as envisaged by the Fifth Phase Government led by President Magufuli, as the result of the availability of a large pool of an educated human resource.

It is also imperative to ensure that investment in higher education in the country proceeds in tandem with maintenance of the quality of education being provided. This should

focus on the provision of adequate physical, human and financial resources, and institution of sound management and governance structures, in accordance with the standards and guidelines set by the Commission.

Speaking to our Correspondent recently, Prof Mayunga Nkunya who is the TCU Chairman observed that the immense investment and other strategic initiatives that the government has been undertaking through the Ministry of Education, Science and Technology at various levels within the county's education system have also served as the underlying drivers for the increased demand for access to university education in the country. Such initiatives include the establishment of the Education Sector Development Programme in 1996.

"Others include the development of the new Education and Training Policy of 2014, which among others, stresses the need for the provision of quality education and training commensurate with national, regional and international standards," he said.

Prof Nkunya made the assurance that TCU as a regulatory body for university education in Tanzania plays a key role of assuring the quality of education offered by universities in the country for it to meet national, regional and international standards.

To realise its mission, "TCU conducts regular audits for monitoring the quality of university systems and the education being

provided for continuous improvement in accordance with levels set in the Commission's standards and guidelines," he said.

The TCU Chairman noted that despite the guidance and capacity building support provided by the Commission from time to time, some universities find it difficult to improve on the shortfalls observed during the quality audits. This failure has mainly been traced to inadequate financial capacity as well as inadequacies in management and leadership systems. These factors have continued to impinge negatively on the need to improve quality in some university institutions in the country.

Thus, in 2018 as a result of a prolonged period of financial crisis in some universities in the country, the deterioration in quality in these universities became a serious matter of concern to the Commission. In the absence of any tangible efforts to improve the situation, the Commission was ultimately compelled to revoke the registration of six university institutions and transfer their 2,607 students to other universities that met the quality standards set by the Commission.

Prof Nkunya observed that higher education is key to the country's sustenance of the recently attained middle-income status and for propelling the economy to greater heights towards the attainment of an upper middle-income economic level in the near future. He went on to assert that it is good quality higher education that will lead to production



TCU Chairman, Prof Mayunga Nkunya

of a knowledgeable and skilled generation of young people needed to sustain industrialisation and improved livelihood of our country's citizens.

"There is need to invest more in higher education and to articulate appropriate strategies for enhancing quality management and improved leadership systems in our country's higher education sub-sector," he said.

Prof Nkunya further stressed on the fact that having 27 privately owned university institutions in the country against 16 public ones was a clear indication of the government's commitment to partner with the private sector as a key player in the expansion of the nation's higher education enrolment capacity.

"TCU as the strategic institution supporting the development of the higher education sub-sector in the country will continue to foster partnership with the private sector through

the provision of support to privately owned university institutions in addressing challenges facing them to ensure that they remain key players in the provision of higher education in the country," he assured.

Giving the historical background to the liberalisation of higher education in the country, Prof Nkunya observed that political and socio-economic reforms that were initiated in the 1990s enabled the private sector to participate as a key player in the provision of higher education in the country.

According to him, as the result of those reforms, in 1996 private university institutions started to emerge in Tanzania, which subsequently contributed to exponential expansion of higher education enrolment in the country.

He said, "As public awareness on the importance of education to socio-economic development started to take root, enhanced demand for

access to higher education in the country emerged.” Adding, “As a response, there was a rapid expansion of higher education enrolment capacity through the establishment of more universities, both public and private ones.”

“This correspondingly led to a more than 15-fold increase in the national higher education gross enrolment rate from 0.27 per cent in 1997 to more than 4 per cent in 2016,” Prof Nkunya observed.

He further noted that despite the expansion in student enrolment, Tanzania still lags behind in higher education access opportunities, with the enrolment level in the country being much below the Sub-Saharan African average of about 8 per cent in 2016.

He also observed that currently 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 an unprecedented demand for access to higher education in the country,” he noted.

Prof Nkunya mentioned one of the main factors limiting access to higher education in Tanzania as being the inadequate enrolment capacity in the existing university institutions, which is caused by limited teaching and learning facilities as well as constrained human and financial resources.

“This brings in the need to address the growing access demand through the expansion of higher education enrolment capacity in the country in order to catch up with national human resource needs as the government aspires to transform the country into an industry led economy,” he stressed.

Prof Nkunya observed that such expansion of higher education enrolment capacity needs to be

undertaken while ensuring that the students being admitted into universities have adequate and valid entry qualifications and that universities admitting them are credible and maintain the quality and relevance of their programmes to nationally and internationally acceptable standards.

“The Commission will continue to put more efforts towards assuring the quality of education offered by universities in the country, strengthening of the quality assurance systems in universities and supporting the universities in various operational matters,” he said.

As a country, we must continue to align our plans towards forging strong partnership with the private sector, which is an important stakeholder in the development and expansion of the higher education sub-sector in Tanzania.



TCU will continue to foster partnership with the private sector through the provision of support to privately owned university institutions in addressing challenges facing them to ensure that they remain key players in the provision of higher education in the country.

Are you in Tanzania and hold a Foreign Academic Award?

Follow these seven simple steps to get your qualification recognised:

1. Go to <http://faas.tcu.go.tz/login.php> and read "Guidelines"
2. Pay the processing fee at **CRDB Bank, Account Name – Tanzania Commission for Universities (TCU), Account Number 01J1026795701** Gather all hardcopies of documents that are relevant to your application
3. Scan and save the 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

What is the processing fee:

A sum of Tsh. 150,000/= for postgraduate qualifications and Tsh. 100,000/= for undergraduate qualifications, per qualification

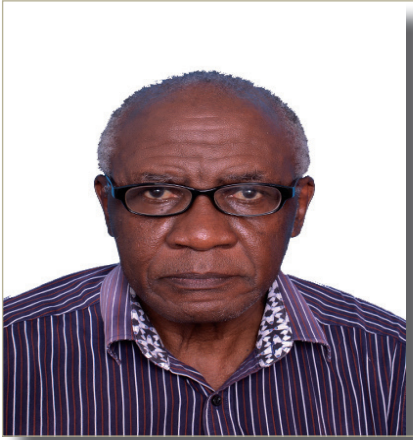
Which documents will I need:

- 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 into English (if applicable)
- 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. Parchment in relation to the undergraduate qualification (if applicable)
- vii. Certified copy of ordinary level secondary education certificate
- viii. Certified copy of advanced level secondary education certificate
- ix. Thesis/Dissertation or Abstract and Declaration page (masters and Phd holders)
- x. Certified copy of the Bachelor degree certificate in its original language (masters and PhD holders)
- xi. Certified official translation of the bachelor degree certificate into English (if applicable) - (masters and PhD holders)
- xii. Certified copy of the Bachelor transcript in its original language (masters and PhD holders)
- xiii. Certified official translation of Bachelor transcript into English (if applicable) - (masters and PhD holders)
- xiv. Certified copy of the Master degree certificate in its original language (PhD holders)
- xv. Certified official translation of the Master degree certificate into English (if applicable) - (PhD holders)
- xvi. Certified copy of the Master degree transcript in its original language
- xvii. Certified official translation of the Master degree transcript into English (if applicable) - (PhD holders)
- xviii. Certified copy of the Passport page containing your details
- xix. Copy of the Entry visa/ stamp (for Tanzanians) in the country where studies were undertaken and Employment Contract/an Employment Offer Letter (for Foreigners)
- xx. Certified copy of the FASS application fee payment slip

How do I get feedback:

Outcomes of evaluation are collected in person at TCU offices. Appointments for collecting the outcomes of evaluation will be set and communicated to you through your user account within two weeks from the date your application was logged into the system. During your appointment, you will be required to bring with you all original documents used to make the application.

Should you require more information, please call us on +255(0)222113694



By Prof Joseph Kironde

A reflection on honorary doctorate (*Honoris Causa*) award in Tanzania

BESIDES granting awards based on tuition and examination, universities all over the world have powers to confer honorary degrees.

An honorary degree is a degree for which the awarding university has waived all of the usual requirements, such as matriculation, attendance, course credits, a dissertation, and the passing of comprehensive examinations. It is also known by the Latin phrases *honoris causa* or *ad honorem*.

In most cases, the degree conferred is a doctorate but there are instances where a university can confer a master's. The honorary degree may be awarded to someone who has no prior connection with the academic institution or no previous post-secondary education.

With such an open range for the awarding of honorary degrees, there is always the need to have well-known regulations and procedures guiding how this should be done.

Why confer an honorary doctorate award

The award of an honorary doctorate degree is based on the recognition of the outstanding achievement of a person in an area or areas that are beneficial to society in general, or something done for that university in particular.

Universities may feel quite strongly that a particular person needs to be honored in one way or the other and one mode through which they can do this is to confer an honorary degree.

Some universities qualify the above criterion to reflect the mission, the activities or the interests of the awarding university. Therefore, awarding an honorary doctorate degree is such an honour to the awarding university as it is to the awardee.

In Tanzania, honorary doctorate awards are regulated under Section 20 (1) (a) of the Universities Act, Cap. 346 of the Laws of Tanzania, Regulation 62 (1) (d) of the Universities (General) Regulations, G.N No. 226 of 2013 and Standard 4.33 of the Standards and Guidelines for University Education in Tanzania, 2019.

Based on the guidelines, a university shall award an honorary doctorate (*honoris causa*) degree to a candidate who has:

- (a) made extraordinary contributions to academia and/or society, to the development of the institution, or to the betterment of culture, society, or the local community;
- (b) an established international reputation for excellence within a particular academic field and has demonstrated outstanding academic leadership, through activities such as a strong publication record, graduate supervision, innovation and entrepreneurship;
- (c) made a significant and direct contribution to the institution in terms of the Charter or vision, mission and strategic goals; and,
- (d) been of outstanding service to the community, or the nation through activities or endeavours consistent with the institution's Charter, vision, mission and strategic goals.

How to address an Honorary doctorate awardee

It should be noted that the person awarded such a degree shall not hold the title of "Dr" solely on the basis of that award. For example, the awardee will be addressed as Mr Juma John (PhD *Hon Causa*), and not Dr Juma John, or Juma



Former President of United Republic of Tanzania Hon. Benjamin William Mkapa, also the University of Dodoma Chancellor, confers an honorary doctorate degree in Science to President Hon. Dr John Pombe Magufuli in recognition of his efforts in improving the country's economy through his industrialisation agenda. PHOTO | STATE HOUSE

John, PhD.

This fact needs to be well observed by universities and citizens, since there are many prominent persons who are addressed as “Dr”, on the basis of an honorary degree awarded by a university, without any indication that the doctorate is honorary.

Moreover, honorary titles may be used outside of the academic field as long as it is made clear that they are not professional designations. An honorary title should never be deceptively similar to a professional title in the judgment of an average observer, as this can constitute a false designation. Universities are required to indicate that the award referred to is an honorary doctorate degree and not an academic degree.

Universities that can confer honorary degrees in Tanzania

According to regulation 47(1) of the Universities (General) Regulations 2013, made under the Universities Act (Cap 346):

47.-(1) No person or institution, whether local or foreign, shall without the express approval of the Commission:

- (a) offer university education at any level in the United Republic;
- (b) if it is a local University, enter into an agreement or similar arrangement with a foreign University to offer University education in the United Republic;
- (c) advertise to offer any University level award, including honorary degrees, to any person in the United Republic of Tanzania;

This means that only universities accredited by the TCU can award degrees, including honorary degrees within the country. 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.

Awarding honorary doctorate degrees: Some impressions in Tanzania

Awarding an honorary doctorate degree once in a while is an important aspect of the development of a university. Looking

at the whole picture of awarding honorary doctorate degrees in Tanzania, one gets the impression that the most prominent awardees have been politicians and religious leaders.

The danger with focusing on politicians is that the award may be expected and a university that does not award an honorary degree to top politician may seem to be out of line. Also requiring the politician not to use an honorary degree as an academic achievement may be difficult.

Nevertheless, some universities have not awarded any honorary degrees in their existence. Although awarding honorary degrees is not compulsory, universities have their areas of interests and there must be people out there who have outstanding achievements in the areas where universities have a profound interest and a question must be asked as to why they are not identifying such persons and

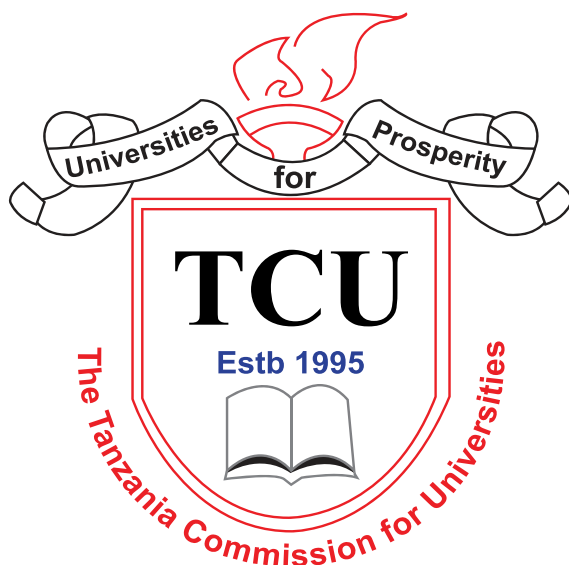
recognize them with awards.

Moreover, the fact that an honorary degree can be given to anyone, regulations require that a nominated person must have some heavy bio-data which is evaluated by the awarding university's organs. Whoever is awarded, therefore must be somebody of substance.

The writer is a Professor of Land, Urban Economics and Policy.



THE TANZANIA COMMISSION FOR UNIVERSITIES



PUBLIC NOTICE

HONORARY DOCTORATE DEGREES

The Tanzania Commission for Universities (TCU) wishes to remind its stakeholders and the general 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.

It is therefore an offence to run university academic activities including conferment of academic and other awards in the United Republic of Tanzania without the approval of the Commission.

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

Issued by:

Prof Charles D. Kihampa
EXECUTIVE SECRETARY

Universities offering diploma courses cautioned



The TCU Executive Secretary, Prof Charles Kihampa

By Correspondent

THE Tanzania Commission for Universities (TCU) this year announced that no university in the country will be allowed to offer diploma or certificate courses offered by mid-level academic institutions such as polytechnics.

The move follows a new set of Standards and Guidelines for University Education as per the latest, December 2019 Handbook which requires universities to differentiate themselves from middle level institutions.

“We believe that the number of mid-level academic institutions has increased to an extent of being able to accommodate students seeking to pursue certificates and diplomas

without necessarily having to obtain them from universities,” the TCU Executive Secretary Prof Charles Kihampa told the TCU Magazine early this year.

Prof Kihampa said according to the new standards and guidelines, a university is required to have the combined proportion of the diploma or certificate programmes not exceeding 30 percent of all academic programmes.

“A university may offer degree, diploma or certificate but such programme shall not be that being offered in a regular middle-level academic institution operating in Tanzania and shall cater for professional development,” he said.

Prof Kihampa further said that the minimum number of programmes

for a newly established university to be allowed to operate in Tanzania shall be one accredited degree programme.

“For a newly established university; it shall focus on specific areas/fields of concentration certified by the Commission during the establishment and initial accreditation,” Professor Kihampa said.

He said the new procedures aim at improving the quality of programmes offered by university institutions operating in the country.

According to him, national, regional and global dynamics in higher education continue to bring in challenges in the provision of university education in Tanzania.

“This prompted the need to develop a National

Qualifications Framework that provides effective strategies to cope with the emerging challenges,” he said.

The Executive Secretary said as part of efforts to address this phenomenon, a few years ago, TCU developed the Quality Assurance General Guidelines and Minimum Standards for the provision of University education in Tanzania.”

The Second Edition of the Guidelines and Minimum Standards handbook was issued in June, 2014. The Handbook was subject to revision for improvement based on experience gained as the guidelines and minimum standards were being used. Hence, in 2017 the Commission initiated the review and subsequent revision.

The review was carried out through the involvement of the diverse university education stakeholders in the country, including the universities accredited by the Commission, the Committee of Vice chancellors, Principals and Provosts in Tanzania (CVCPT) professional bodies, bodies and agencies mandated to register graduates for professional practice in the country, and the Government.

To bring in regional and international perspectives, standards and guidelines of some countries in the East African Community (EAC) and Southern African Development Community (SADC) and countries outside the region were also consulted.

“This is a result of critical analysis by the Commission and other stakeholders. We are sure that these guidelines are significant

in raising our universities’ quality level,” Prof Kihampa said.

The TCU boss said the move will make Tanzania universities to be recognised by the quality of the programmes they offer and distinguish them from middle-level academic institutions which offer the same programmes.

“We want our institutions to concentrate on a specific area/field as certified by the Commission unless there is a new development which will also need our approval,” he said.

Stakeholders’ response:

Dar es Salaam-based educational consultant and former lecturer Mzumbe University, Dr Tumaini Mwakipesile commended TCU for defining what each institution should be doing as far as quality assurance is concerned.

“This is a great move. We can’t have our “big” universities offering programmes that can be offered by mid-level institutions.

The mid-level institutions have been producing skilled graduates with diplomas as per the demands of the labour market than diploma holders from universities,” he said.

He said universities should concentrate on improving the quality of undergraduates, masters and PhDs holders and let mid-level institutions capable of producing quality specialised graduates do so.

“When it comes to global rankings, the quality of certificates and diplomas do not determine the position of a university,” he said, adding, “Some universities are doing it out of money and not professional quality.”

Dr Charles Kitima, the former Vice Chancellor at St. Augustine University of Tanzania (SAUT) and also the Secretary General of Tanzania Episcopal Conference (TEC), said worldwide certificates and diplomas were not a priority for universities.

He said for many years, Tanzania lacked enough mid-level colleges to accommodate students who failed to join universities and want to specialise in a certain area.

“Lack of these institutions prompted universities to start programmes to accommodate certificate and diploma students,” he said.

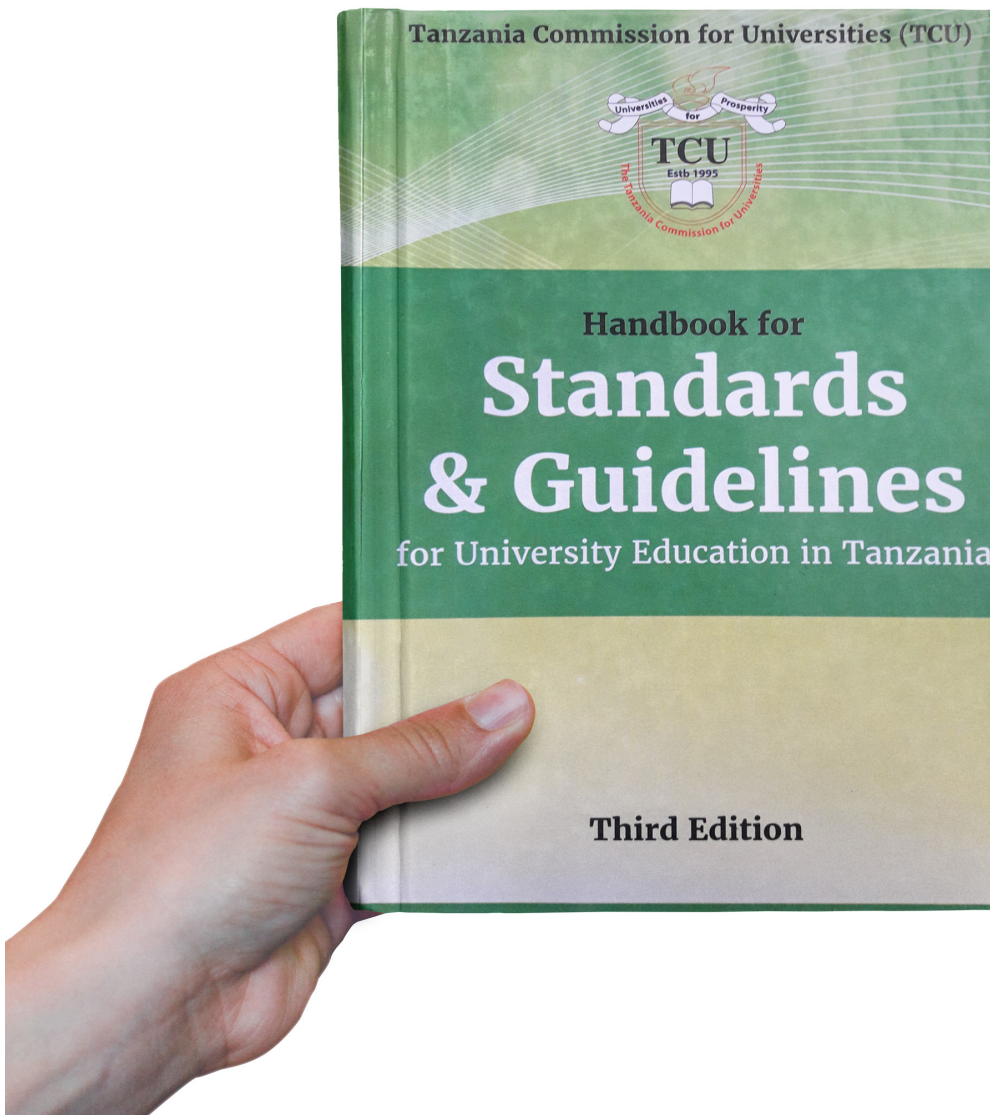
“If the institutions are currently enough to accommodate students who fail to join universities, I see no problem because that is how it’s supposed to be,” he said.



A university is required to have the combined proportion of the diploma or certificate programmes not exceeding 30 percent of all academic programmes.

Book

This is a must read Handbook. It is a 'one stop centre' on standards and guidelines required for the provision of university education in Tanzania.



Varsities need to spearhead innovations towards an industrial economy

UNIVERSITIES are globally understood as the breeding ground for new ideas, where new ways of thinking and practises are cultivated. One of the most important roles of universities is to serve as wellsprings of innovation and creativity.

Historically, universities have been praised for their contribution in civilisation and being agents of change.

Universities are important entities in the development not only of a country's higher calibre human resources for the sustainability and growth of a nation, but also for the purpose of generating new knowledge and creating enterprises. They are a driving force for national socio-economic development.

Universities in the developed countries have contributed greatly to the current levels of the industrial economy and technological advancement. Experience worldwide shows that technology transfer from universities is playing an even more prominent role in socio-economic development.

In most developing countries, skills gaps are wide in comparison to demands for developing and managing an industrialised economy, where the majority of people will be enjoying quality livelihood. However, with the role played by universities, the opportunities to harness the expanding capacities of human intelligence and technological progress are immense and innovation is at the driver's seat.

In a country with a rapid expanding university education and striving for industrialisation, research and innovations has to be emphasised. This is because they are a necessity for driving the universities' sustainable growth and development. Similarly, for the existing and emerging national socio-economic dynamics to thrive, research and innovations is required.

Universities in Tanzania are among the major instruments expected to play a crucial role in the process of socio-economic development and growth of the

local industry through innovations towards the industrial economy.

According to the Tanzania Commission for Universities (TCU), a total number of 286,577 students have graduated from higher education institutions in Tanzania from 2009/2010 to 2016/2017 academic years, an average of 36,000 graduates per year. This is one of the huge resources for spearheading innovations and the supply of skilled labour for the industrial economy.

The industrial economy demands thinking creatively and the need to strategically utilise the emerging new technologies to prepare the workforce for the challenges and opportunities ahead.

Universities need to continue revising and improving their curricula as new technologies emerge and consumers demand high-quality products and services.

Besides, at a time when societal challenges are demanding discoveries and innovations at the intersections of diverse disciplines, fostering a culture of entrepreneurship is one of the most powerful ways that universities act as economic accelerators.

Universities should embrace entrepreneurship as part of the academic experience, creating cultures where innovative thinking is inspired and nurtured.

The President of United Republic of Tanzania, Hon. Dr John Pombe Magufuli on one of his speech challenged universities in Tanzania to change their approaches in order to produce graduates who don't entirely depend on employment, rather those who use their knowledge to start own business entities.

The Head of State was speaking during the University of Dodoma (UDOM) 10th graduation ceremony held on the outskirts of the Capital City Dodoma on 21st November last year. He observed that most of those coming out of the country's universities almost entirely depend on employment.

“Currently, most universities generate mostly employees, but we want people who will come to solve real problems,” he said. Adding, “Graduates’ success will no longer be measured by academic certificates but rather by how they use the knowledge that they attained to tackle existing challenges in the society.”

He also called universities to conduct researches that will help the society to tackle its challenges. He warned against the tendency of most academic institutions to heavily rely on foreign funds in carrying out research.

He added “No one can deny the effect of funding on the trends of the research.” Adding “Some of the funding agencies have their interests and agendas.”

Thus, developing its own technological capacity is a choice Tanzania cannot avoid. Engineering solutions brought from elsewhere are not always relevant, nor are they in the best interest of the nation. For the country to make strides in the industrialisation, the need for well-trained experts and emphasis on research and innovations becomes a critical necessity.

Tanzania needs to develop its own endogenous scientific and technological capacity so as to become innovative and ably address its unique and numerous challenges in striving for the competitive industrial economy.

Therefore, in shaping technology and forging the way for an industrial economy, universities have a role to serve as test-beds for innovations and entrepreneurship. Innovation, competitiveness and the growth of the local industry need to be stimulated, catalysed, nurtured, developed and promoted for the country to prosper in this era of the knowledge economy.



The Director of Innovation and Technopreneurship Acceleration Facility at St. Joseph University in Tanzania (SJUIT) Eng. Dr Lawrence Kerefu (in black shirt) with fourth-year engineering students who developed a mobile automatic cashew-nut shelling machine shown in the picture as one of the projects in fulfilment of the requirements for the degree of Bachelor of Mechanical Engineering.

Guidelines on licensing Overseas Students Recruitment Agencies issued

By Correspondent

FOLLOWING a growing demand by Tanzanian students to access higher education opportunities in overseas universities, the Tanzania Commission for Universities (TCU) has developed a set of guidelines for Overseas Students Recruitment Agencies wishing to operate in Tanzania.

The desire by Tanzanian students to enroll into overseas universities is prompted by a number of factors. One of such factors relates to increased demand for higher education coupled with growing awareness on the importance of higher education to the socio-economic prosperity of individuals and the nation at large.

These factors have stimulated unprecedented demand for access to higher education in the country, thus prompting some Tanzanians to pursue higher education opportunities in overseas universities.

According to data compiled by the UNESCO Institute of Statistics, in the period of five years from 2012 to 2017 there were about 36,731 Tanzania students studying abroad.

The TCU Accreditation Director, Dr Telemu Kassile revealed that the increase in the number of Tanzania students wishing to pursue studies in overseas universities has led to



TCU Director of Accreditation, Dr Telemu Kassile

private agencies setting in to recruit students for admission into the overseas universities.

He said that in order to ensure that the recruitment of Tanzanian students by the agencies is legitimised, the Commission saw a need for an appropriate national oversight system for the recruitment process of students wishing to pursue studies abroad.

In view of aforesaid, “TCU has established guidelines that require every agency intending to carry out an overseas education students’ recruitment to lodge their applications for license to TCU,” he said.

He further said that the purpose of these principles and guidelines is to enable the Commission to play an

oversight role in the recruitment of students for studies in overseas universities by issuing licenses to the agencies wishing to recruit Tanzanian students for studies abroad.

“This is intended to ensure that the students seeking opportunities to pursue studies in overseas universities do not fall prey to unscrupulous or bogus agencies,” he said.

The Director said the main purpose of these 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 for enabling Tanzanian

students to pursue university education opportunities in validated universities abroad.

“The Commission within its functions as spelt out in Regulation 61(2) of the Universities (General) Regulations, 2013 developed the guidelines to facilitate the Commission in overseeing the overseas student recruitment process in the country,” he said.

Dr Kassile added that the guidelines referred to as Principles and Guidelines for Overseas Students Recruitment Agencies and Issuance of a No Objection Certificate are also meant to facilitate the issuance of a No Objection Certificate 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 students’ qualifications for admission into overseas universities,” he said. Adding “It also intended to ensure that the universities and programmes the students expect to pursue are valid and relevant and have unquestionable quality standards.”

Furthermore, for the purpose of planning for the human resource requirements in the country, Dr Kassile said there is the need to ensure that the national higher education database also captures particulars of students studying in overseas universities.

Therefore, the issuance of the No Objection Certificate

also helps the Commission to obtain such relevant information for the national higher education database which the Commission is developing.

Dr Kassile stressed that the principles and guidelines apply to all agencies wishing to carry out recruitment of Tanzanian students to pursue studies in overseas universities. They also apply to the students for obtaining a No Objection Certificate from the Commission, enabling them to proceed for studies abroad.

14 Overseas Students Recruitment Agencies licensed

By Correspondent

A TOTAL of 14 Overseas Students Recruitment Agencies have been licensed between January and June this year. The issuance of license was done by Tanzania Commission for Universities (TCU) after the applicants met the prescribed minimum conditions to conduct the recruitment of prospective students to study in foreign universities overseas.

Speaking with TCU Magazine, The TCU Executive Secretary, Prof Charles Kihampa said that 13 of the licensed agencies are located in Dar es Salaam and one in the Mwanza region.

The agencies are Cari Vision Study Abroad Universities Ltd, DARWIN Education Agency Ltd, Education Study Link, Elimu Solutions Tanzania Limited, Gelson University Link Limited, Global

Education Link Ltd, Livjene International, LSC Africa, Overseas Education Agency, RafikiChina Elite Universities, TASSAA Limited, Unisev (T) Ltd, Universities Abroad Representative Tanzania Ltd and Yuhoma Education Ltd.

Prof Kihampa further said that a Technical Evaluation Committee conducted site visits to the fourteen agencies to verify the suitability of the institutions to conduct activities prior to issuance of the Commission’s license.

“Criteria used in assessing the suitability of each agency, among many include a business plan, proof of legal registration as a business entity in Tanzania, memorandum of understandings with the overseas universities, proof of legal documents of a lease agreement for the office premises or a title deed as well as facilities and

equipment, at least one server system to handle students' records," he said.

Prof Kihampa revealed that the process towards globalisation is bringing in enormous opportunities in the higher education sub-sector. These include those enabling students to pursue studies through enrolment into overseas universities.

The Executive Secretary further said that worldwide as well as in Tanzania, the desire for some students to pursue studies in overseas higher education institutions has stimulated the engagement of agencies in the recruitment of such students.

He said "In some countries the use of such agents is quiet high." Adding "In China about 45 percent of the students intending to pursue studies in overseas institutions use agencies and in India the figure stands at about 43 percent while in Nigeria it is about 30 percent."

Experience shows that students and parents use agencies to assist them in arrangements for overseas studies even where the students have obtained their own placement. This is because some of students and parents lack knowledge and understanding of overseas education systems and the corresponding arrangements for overseas travel.

Moreover, some students and parents also lack the time or confidence to complete the necessary formalities, especially visa application procedures. Due to these factors students and parents have been readily willing to pay for the services provided by agencies.

Although the use of agencies 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 agencies or being recruited into bogus universities or academic programmes.

Experience from some countries that have already instituted systems of using agencies for recruiting students for overseas studies have shown that some of such agencies cheat the students they recruit by securing them places for admission in unscrupulous or bogus institutions. Also some agencies tend to engage themselves in helping the students to forge materials required for admission into the overseas institutions.

On the other hand, this has led to some of overseas institutions becoming wary

to accept students from some countries. It has also led to some of students from several countries to have their applications rejected by overseas institutions as a result of suspicion of fraudulent practices.

In the case of Tanzania, the Executive Secretary said that there have also been instances where the qualifications attained from overseas institutions are not recognisable in the country.

"These are some of the issues that forced the Commission to play an oversight role in the recruitment of Tanzanian students wishing to pursue studies abroad," he said.

Prof Kihampa urges unregistered agencies to apply and complete the registration process on time to obtain the license. Adding "It should be noted that running an agency for recruitment of prospective students to study in foreign universities overseas, without registration violates Regulation 47 (1) (d) and (f) of the Universities General Regulations, 2013."

He calls upon all citizens to use agencies recognised by TCU. The list of registered Overseas Students Recruitment Agencies is found on the TCU website (www.tcu.go.tz)

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These are some of the issues that forced the Commission to play an oversight role in the recruitment of Tanzanian students wishing to pursue studies abroad.

ARE THE HIGHER EDUCATION EXHIBITIONS OF PARAMOUNT IMPORTANCE?

By Correspondent

THE Tanzania Commission for Universities (TCU) has been organising Higher Education, Science and Technology Exhibitions annually since 2006.

This year's 15th Exhibitions on Higher Education, Science and Technology is slated for August 31st to September 5th at the Mnazi Mmoja grounds in Dar es Salaam under the theme "The role of higher education on economic transformation and sustainable development."

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

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



Dr Kokuberwa Katunzi-Mollel

*TCU's Director of Admissions
Coordination and Data
Management*

Furthermore, objective number two (2) and four (4) of the TCU Strategic Plan stipulates "Equitable access, coordination of students' admission enhanced" and "Enhanced internal and external linkages and university support systems" oblige the TCU to organise annual exhibitions on Higher Education, Science and Technology.

During an interview with TCU Magazine, the TCU's Director of Admissions Coordination and Data Management Dr Kokuberwa Katunzi-Mollel said "It is envisaged that

the exhibitions will 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 enhances participation, linkages/collaboration and partnerships between higher education institutions, Research and Development Institutions and the Industry for the benefits of all humanity."

"With a mission to create and promote equity, collaborations, partnerships networks and linkages between higher education institutions, the industry, research and development institutions for the attainment of national development goals, the regional and global socio-economic development," she added.

Last year's exhibitions themed "The Role of Higher Education Institutions in Industrial Skills Production" its official opening was graced by Prime Minister Hon. Kassim Majaliwa (MP).

During his opening remarks, the Premier congratulated TCU on its efforts to promote quality in higher education in the country. Noting TCU's practical implementation of the national agenda of the Fifth Phase Government by ensuring the quality of higher education that fits the labour market.

On a serious note,

the PM underscored the contribution of science, technology and innovation in enhancing countries economy, saying “You will agree that, without the contribution of the science, technology and innovation, our country would never

in the possession of strong and competitive economy.” The PM urged Higher education institutions to strive to play all their key roles which are teaching, consultancy and research. He stressed on the importance of research that

solutions to the challenges that hinder the growth of a strong economy. He further pleaded the Higher Education Institutions to ensure the research is geared towards advancing science technology and innovation.

achieve the intended goals aims at finding practical

VERBATIM

Education particularly higher education will take Africa into the mainstream of industrialisation.

- ***John Kufuor, Former President of Ghana.***

Higher education is the strongest, sturdiest ladder to increased socio-economic mobility.

- ***Prof Drew Gilpin Faust, Author and Professor of History.***

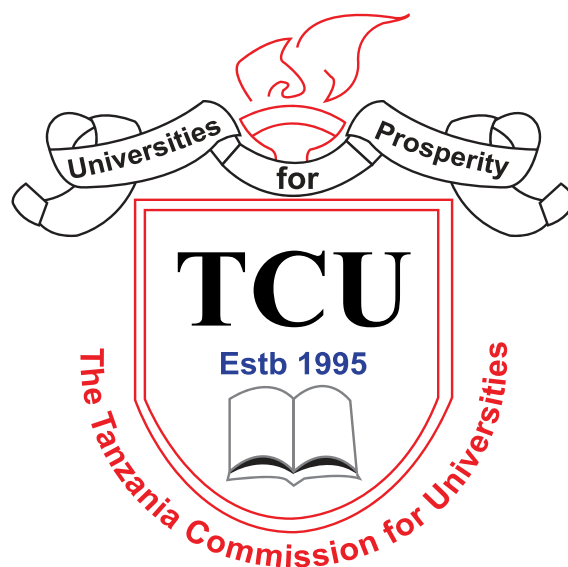
I think it is very important to emphasise that there are many different educational institutions in what we call higher education, and they educate an enormous diversity of students. I think all of those institutions have to define particular roles for themselves; they can't do everything at once.

- ***Derek Curtis Bok, Lawyer, Educator and Former President of Harvard University.***

It makes little difference how many university degrees a person may own. If he cannot use words to move an idea from one point to another, his education is incomplete.

- ***Prof Norman Cousins (1915 – 1990), Author and World peace advocate.***

THE TANZANIA COMMISSION FOR UNIVERSITIES



PUBLIC NOTICE

Event: *15th Exhibitions on Higher Education, Science and Technology*

Venue: *Mnazi Mmoja Grounds, Dar es Salaam*

Dates: *Monday 31st August to Saturday 05th September 2020*

The Tanzania Commission for Universities (TCU) wishes to inform all stakeholders and the general public that the 15th Exhibitions on Higher Education, Science and Technology will be held from **31st August to 05th September 2020** at **Mnazi Mmoja Grounds**, Dar es Salaam. Higher Education Institutions, Regulatory, Professional and Research Bodies within and outside Tanzania are invited to take part.

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 all 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.

Objectives of the Exhibitions:

- Demonstrate the role played by Higher Education Institutions, Professional Bodies, as well as Research and Development Institutions in the country's overall development.
- Educate and inform potential students and the public at large about the programmes, products and services available in Tanzania Higher Education Institutions and elsewhere.
- Foster Higher Education Institutions -industry partnerships.
- Provide a forum to engage stakeholders in a dialogue on higher education issues in the country.
- Enable prospective higher education applicants and the general public to interact with universities, Regulatory Bodies and Research Institutions to enable them make an informed career choice.

Application:

Application to participate at the exhibitions (as an exhibitor) must be done by registering online through <http://www.tcu.go.tz/exhibition> and submit the fully filled in registration form online.

Participants:

- i. Exhibitors: These include Higher Education Institutions from within and outside Tanzania, Private sector firms, Research Institutions, Regulatory Bodies and Professional Bodies.
- ii. Visitors: These are the higher education stakeholders, including students, parents/guardians, private sector, teachers/lecturers, government ministries/agencies, development partners and the general public.

Exhibitions Venue:

The 15th exhibitions on Higher Education, Science and Technology will be held at Mnazi Mmoja Grounds, Dar es Salaam.

Duration:

The exhibitions will take six (6) days from 31st August to 05th September 2020.

Exhibitions Theme:

The Role of Higher Education on Economic Transformation and Sustainable Development.

Participation fee:

Participation Fee	Mode of Payment
1. Local institutions/ Organisations: Tsh. 2,500,000 (Tanzanian Shillings Two million five hundred thousand only)	For Local Participants: <ul style="list-style-type: none">• Visit- www.tcu.go.tcu• Select “Exhibition Participation Fee”• Select appropriate amount which is TZS 2,500,000/-• Generate Control Number Then pay: <ul style="list-style-type: none">• Account Name: Tanzania Commission for Universities• Bank: CRDB Bank/BOT• Account Number: Use the generated Control Number
2. Foreign institutions/ Organisations: USD. 2,500 (US Dollar Two Thousand five hundred only)	For the Foreign participants: CRDB Bank, Account Number 02J1026795700, Account Name: Tanzania Commission for Universities. Swift Code CORUTZTZ, Branch Name; Azikiwe

Note: The fee covers:

- Two exhibitions booths/Stands of 3X3 Square metres
- Hiring of exhibitions venue
- Media and publicity
- Utilities (water, electricity and cleanliness)
- Publication of exhibitions booklet
- Catering services
- Public address system and brass band
- General organisation

Opening hours

Exhibitions will be open from 09:00hours to 17:00hours.

Expected Outcome:

- Increased awareness among the general public about the role of Higher Education Institutions, Professional Bodies, as well as Research and Development Institutions in the industrialisation agenda of the country.

- Improved existing networks, collaborations and linkages amongst the participating institutions and attracted new ones.
- Appreciated and enhanced roles of higher education in the industrialisation process.
- Realised and utilised opportunities available in Higher Education Institutions, Research and Development Institutions and the Business firms.
- Appreciated the role of Higher Education Institutions, Research and Development Institutions and the Business firms in achieving national, regional and global development.

Exhibitions Guidelines

The guidelines for all exhibitors are available on TCU website: www.tcu.go.tz, exhibitions link.

Registration Form:

Institutions, organisations and individual firms wishing to participate at the 15th exhibitions on Higher Education, Science, and Technology are required to register online by filling in the registration form available on TCU website, “**EXHIBITIONS**” link and submit the duly completed forms to exhibitions@tcu.go.tz and copy es@tcu.go.tz

Deadline for Registration and Payments:

The deadline for registration and payment of participation fee is 25th August 2020.

All Payment slips must be submitted through the provided email addresses before exhibitions dates.

**Executive Secretary,
The Tanzania Commission for Universities,
Ministry of Education, Science and Technology Building,
P. O. Box 6562,
7 Magogoni Street,
11479 Dar es Salaam
Tel: +255 22 2113694
Email: exhibitions@tcu.go.tz
es@tcu.go.tz
Website: www.tcu.go.tz**

We have to address skills conundrum for better tomorrow



Happy moments: Higher Education graduates celebrate after completing their studies. PHOTO | FILE

By Correspondent

GRADUATING higher education with good grades is one thing but the ability to put that into practice is well another thing that is much needed for graduates when seeking employment.

Preparing a country's workforce for the present and future labour market needs has become a core priority to both advanced and emerging economies as well.

Even to the middle-income economies like Tanzania, there has been an imminent need to calibrate a set of skills composed by its work-force to better fit the current and upcoming challenges of the global economy that are highly dynamic and diverse in nature.

Given the importance of the matter, there has been an imminent call from stakeholders (ranging from the public to the private sector as well) to equip our labour force with much

needed skills in the market so as to compete effectively and efficiently.

Like many developing and emerging economies that have embraced skills upgrading, Tanzania has no exception in joining the course as staying competitive in today's environment requires customisation of skills.

In this global competitive job market, employers look for someone who can offer more than just academic grades. They seek for someone with technical and soft skills.

Technical skills are learned abilities acquired and enhanced through practice, repetition and learning, typically quantifiable skills that can be easily defined and evaluated.

For example, for an ICT professional, literacy in computer programming would be referred to as a technical skill while for an accountant this would be

generating financial reports.

Soft skills, on the other hand, are interpersonal skills which include communication, listening, teamwork, networking and time management among others. They are personal attributes that affect your interaction and relationships with others and also enable you to engage in meaningful ways with colleagues and clients, therefore to succeed in your career; the modern workplace requires more than just technical skills.

For higher education graduates, these soft skills will enhance employability which paves the way to achieving ones dream career. Graduates therefore need to note that employers not only seek candidates who can perform their jobs well, but also those who can fit into the institution's culture and interact well with various stakeholders.

The advantage is that these soft skills are not



recruitment frameworks.

Once graduates have equipped themselves with soft skills in addition to the technical skills acquired at higher education institutions, the next challenge is presenting their capabilities as dynamic and versatile professionals to prospective employers.

The important thing to note is that soft skills and technical skills go hand in hand, are important complementary tools used by employers to evaluate the performance of their employees. As they say “technical skills will give you an interview but soft skills will give you the job.” The onus is on you!

Given the pressing concern of the issue at hand, there is also a need to encourage public-private partnerships to address skills mismatch. Skills for job initiative consistently need employers’ feedback as we focus to stay competitive in the current economic reality. Moreover, business collaboration within industries to create larger pools of skilled labour will become indispensable as many of the technology-driven business changes underway today need a multi-sectoral approach in confronting them.

specific to work environments, they are applicable in social settings too. Students who are yet to graduate should also take note that it would be advantageous to start developing soft skills on campus through experiential learning case studies, proactive participation in group discussions and extra-curricular activities.

To be ready for the job market and have that extra edge over other qualified professionals, higher education students ought to use a combination of these methods to develop different soft skills that would then be applied at work and also in any social setting.

Increasingly, curricula are now being tailored to provide a holistic learning environment for students to develop their soft skills and maximise their potential.

Students should also take advantage of the opportunities presented by

employers who collaborate with higher education institutions to offer soft skills training to add value to their technical training.

Students need to seek and analyse the feedback employers share with these institutions about changing industry trends and suitability of various soft skills in addressing these evolving market needs. They should strive to understand how these employers integrate competency assessments within their



Higher education students working on a car engine. PHOTO | FILE



Members of the Committee of Vice chancellors, Principals and Provosts in Tanzania (CVCPT) posed in group photo during the 28th meeting of CVCPT held at Sokoine University of Agriculture (SUA) in Morogoro.

Higher education institutions urged to tie courses to National development agenda

By Correspondent

THE Tanzania Commission for Universities (TCU) has challenged Higher Education Institutions to review their curricula and come up with programmes that complement the country's development priorities and respond to market demand.

Addressing media outlets in Dar es Salaam, TCU Executive Secretary Prof Charles Kihampa said that for the country to attain its development goals, there is a need for concerted efforts to prepare human capital that poses competencies required by the market.

He also stressed the need to prioritise courses in the development of science and technology.

He was highlighting various achievements the Commission has attained during the five years of

President Dr John Pombe Magufuli's tenure.

Prof Kihampa said that there are some higher education institutions that have already reviewed their curricula and incorporated programmes that carry national priorities. These include the Nelson Mandela African Institute of Science and Technology (NM-AIST), Sokoine University of Agriculture (SUA), Muhimbili University of Health and Allied Sciences (MUHAS), Mbeya University of Science and Technology (MUST) and the Catholic University of Health and Allied Sciences (CUHAS).

"Some of the curricula programmes are Embedded and Mobile Systems; Health Molecular Biology, Biotechnology and Laboratory Sciences; Plastic and Reconstructive Surgery; Interventional Radiology,

Neuroradiology; Medical Imaging and Radiotherapy; Clinical Microbiology and Diagnostic Molecular Biology; Cyber Security and Digital Forensic; Biomedical Engineering; Digital Instructional Design; Information Systems and Network Security; Wireless and Mobile Communication; Food Science and Technology; Sustainable Agriculture, Biodiversity and Ecosystem Management; Animal Reproduction and Biotechnology; and Data Science," he said.

He reminded the higher education institutions to ensure that they imbibe knowledge and skills to students so as to prepare them to face current global challenges.

Besides, the Commission's Chief said that TCU has managed to strengthen its Management

Information Systems that have increased efficiency in improving the service it provides to its stakeholders and the general public as stipulated in the Client Service Charter.

He stressed that the electronic system for receiving and processing universities' curricula for accreditation (Program Management System - PMS) has been enhanced by increasing communication between universities and the Commission including instructions on curricula preparation, various curriculum stages immediately after submission to the Commission and how it

is handled until granted accreditation.

"This has enabled the Commission and the universities to quickly identify the status of curricula that have been submitted, improved, redirected, revised and granted accreditation. During this five-year period, a total of 732 curricula have been dealt with," he said.

He further said that during the five years of the Fifth Phase Government, TCU has succeeded to eliminate academic malpractices in various higher education institutions.

"Between October 2016 and January 2017, TCU

conducted wide Special Academic Audit to 64 institutions including universities, university colleges, university campuses, centres and institutes, the motive being to ensure that the quality of education offered by higher education institutions in the country meets national, regional and international standards," he said.

The audit was of its own kind in terms of magnitude, scope and impact since the inception of the TCU. Nevertheless, it made great strides in the provision of higher education in the country.

PROCEDURES FOR ESTABLISHMENT OF A UNIVERSITY IN TANZANIA

1. The application shall be submitted: -
 - (a) In both electronic and hard copies
 - (b) In English; and
 - (c) Upon payment of the prescribed fee 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 thereof;
 - (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.

Institution comes up with new machineries to conserve forests

By Dr Nyangi Chacha

UNTIL recently when the Government embarked on rural electrification through the Rural Energy Agency (REA) programme, Tanzania has suffered enormous cutting down of trees for energy use.

REA programme has ensured the public of the alternative source of energy to many rural dwellers thereby reducing the number of trees cut daily for energy use.

Various projects have also been undertaken by innovators, institutions, stakeholders and individuals with the support of the government to ensure that such innovations benefit the majority Tanzanian community.

And so, institutions have come up with efforts to innovate machines that can replace the use of charcoal

and firewood to better conserve the environment.

This initiative is part of higher education institutions' responsibilities including enhancing research and innovation and improved public and outreach services to address the existing life-based challenges such as energy demand.

Ardhi University (ARU) is among higher education institutions which also came up with innovation on alternative energy use to address various challenges facing the community and Tanzanians at large.

Through a project titled "Utilization of resource recovery technologies on agro harvest wastes to enhance employability among graduates and smallholder farmers in Tanzania" the university has managed to come up

with a system that converts wastes into valuable products.

The objective of the project was to enhance job skills and knowledge of resource recovery technologies. It also increases employability to graduates, improve productivity among smallholder farmers of rice and other agricultural residues while at the same time conserving the environment.

The project has three major aspects, which are converting waste to energy (bio briquettes and biogas) biofertilizer, wastewater treatment for irrigation purposes and land use planning.

The university has developed innovative technologies that can be used by the community, including small scale farmers, Small and Medium Enterprises (SMEs) and others to generate renewable energy.

Such innovated, designed and fabricated machines include those for chopping, sieving, and mixing of raw materials, fabrication and drying of bio briquettes.

The innovated machines that can be easily assembled are used to produce bio briquettes from different agricultural residues such as rice and coffee husks, wood chips and sawdust, groundnut shells, corn cobs, crop straws and stalks.

Most of these machines can be operated without



Manually operated Biobriquette fabrication machine

the use of electricity and are easy to operate and transported from one place to the other than electric imported machines.

These machines are also cost-effective and manually operated as compared to other locally produced machines. They include Carbonizer, briquette fabrication machine (manual, and hybrid machine which uses either diesel or electricity), crusher, sieving machine, mixer and solar drier.

Thus such an initiative by the institution is part of its responsibilities of enhancing research, innovation and improving public and outreach services aimed at addressing challenges facing the community.

The initiative also contributes to the government's efforts towards improving access to clean, safe and affordable energy to the community through technology transfer on bio briquette making and the design of innovative machines for bio briquettes production.

Since some of the raw materials used in bio briquettes are extracted from agricultural residues, their utilisation will add value to agriculture post-harvest wastes and income to farmers.

Among many other issues, the projects also contribute to the creation of job opportunities and the development of small-scale industries which are among the core values of sustainable industrialisation and economic growth in Tanzania.

Through such innovations, there has also been an improvement of access to energy for



Electric/Diesel engine operated Bio briquette fabrication machine

households cooking, thereby reducing deforestation.

This is because the country's National Five-Year Development Plan 2016/2017 - 2020/2021 prioritises on the promotion of projects or activities that conserve natural resources, protect biodiversity and wildlife resources among others.

Besides, the innovation responds to the National Energy Policy (2015) which promotes innovations and technologies for the conversion of waste into alternative energy sources. The policy recognises that effective and appropriate energy research can not be left solely in the hands of the private sector and NGOs due to the high cost of the research, therefore other research institutions like universities should take part to address the issue of energy technologies in Tanzania.

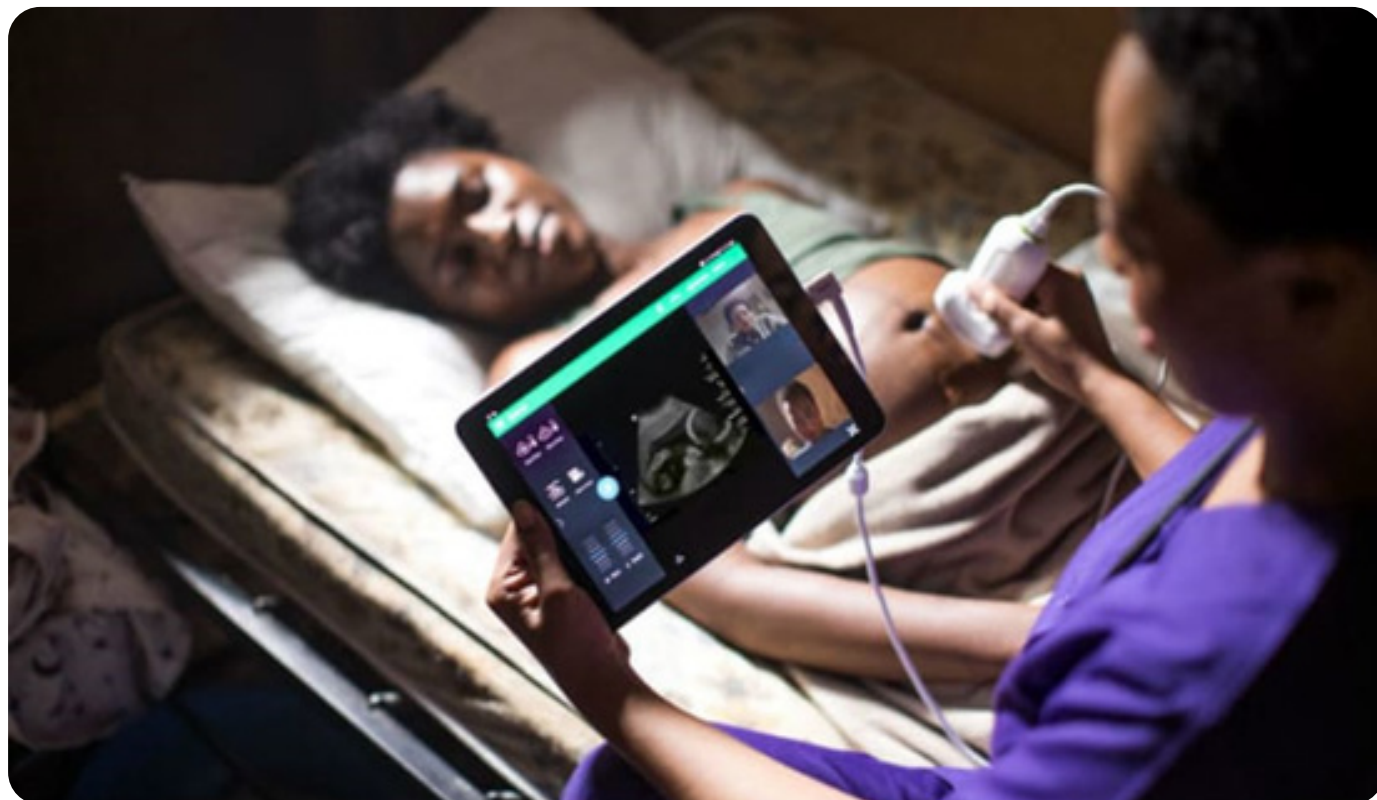
Globally, the bio briquette technologies contribute to

Development Goal 7 - affordable and clean energy due to provision of access to bio briquettes as renewable and alternative energy for household cooking; Goal 13 - climate action as part of climate change mitigation measures; Goal 9 - industry, innovation and infrastructure through provision of machines for production and indirectly; Goal 1 - poverty reduction through job creation, reducing energy poverty problem.

Already, 495 smallholder farmers in Mbarali, 117 outgoing students and 9 NGO members in Dodoma have been given hands-on training on bio briquettes manufacturing using rice husks and sawdust as raw materials.

Artisans in Mbarali have also been trained on how to fabricate the machine to provide access to the machines for bio briquette production.

Digital technologies: Key in varsities to accelerate universal health coverage



A community health worker uses an ultra-portable ultrasound device with advanced tele-health capabilities during her home healthcare visits in Robin, Haiti. PHOTO | FILE

By Prof Senga Pemba

WORLDWIDE governments regard universities as key institutions to the achievement of many national goals, targets and priorities.

This trust by governments, Tanzania inclusive, is mainly due to the fact that universities play a leading role in educating the society, conducting research and using research findings to solve communities' challenges as well as advancing the use of technology to promote socio-economic developments.

Besides, in health sector, universities need to redefine their visions and missions in the light of new developments and innovations and search for novel solutions to the challenges so that they can take lead in achieving national targets notably Universal Health Coverage.

The Tanzania Development Vision 2025

recognises health as being one of the priority areas contributing to the higher quality livelihood of all Tanzanians.

It is on this ground that Tanzania has embarked on strengthening its health service delivery systems so as to address the major causes of morbidity and mortality that are affecting its people. It is worth noting that, a country without healthy people cannot achieve and sustain its national development targets.

Although the country has registered a number of successes in the area of health, notably reduction in neonatal, infant and under-five mortalities; diseases such as HIV/AIDS, Hypertension, Malaria and Respiratory infections are still challenges, hence hindering the achievement of universal health coverage and sustainable development goals in general.

Of late, the country is facing the challenge of 'double burden of disease' mainly due to the presence of Communicable Diseases and Non-Communicable Diseases. Diseases such as hypertension; Diabetes Mellitus and Tuberculosis are typical examples of this challenge.

The emergence of Corona Virus Disease (COVID-19), which has been declared by WHO as a pandemic, is a typical example that is adding more burdens to the existing health system.

Universities which are normally referred to as 'Centres of Excellence' need to find novel and innovative solutions to address such challenges so that citizens can live healthier.

Specifically, the use of Digital Health Communication Technology in enhancing health care delivery offers new opportunities to improve health care to our communities.

However, the use of digital technologies in health care in most developing countries including Tanzania is relatively new and still being developed. Its rapid growth in usage has the potential to tackle challenges which affect the health of people.

According to WHO, universal health coverage is increasingly regarded as a cornerstone for sustainable global development due to the acknowledgement that health is both a human right and essential to economic growth. The strategic aim of universal health coverage is to ensure that every person can use the health services they need without the risk of financial ruin or impoverishment, no matter what their socio-economic situation is like.

Digital health services refer to the use of information technology or electronic communication tools, services and processes to deliver and enhance health care services. It includes the use of telemedicine, e-mails, mobile phones, mobile applications, artificial intelligence, text messages and wearable devices in the provision of healthcare thus facilitating patient-centred care. It is an important innovation in ensuring that health systems deliver quality and affordable health services to the people.

The Tanzania National Health Policy of 2017 directs and calls for effective and efficient use of digital health technologies to ensure that digital health services are accessible, equitable, efficient, convenient and of high quality to the citizens.

Due to their creativity, universities have the capability and opportunity to integrate or mainstream digital health into their curricula and strategic plans to allow for effective implementation and sustainability.

Medical schools' curriculum development need to be firmly based on community and public health and reflect the medical problems of the country. Universities need to ensure that their curricula are up-to-date and fit for the purpose and also focus on strategic plans on key areas, which can transform universities into innovative hubs.

Universities should also establish digital health networks and collaborate with other like-minded universities nationally and internationally for the effective implementation of digital health and research to achieve universal health coverage.

Courses in the area of digital health have been developed and implemented successfully. Courses have mainly targeted medical students as well as clinicians in the fields. An example of a course on the use of Digital Communication Technologies available in the country is that which was developed jointly by the University of Warwick in the United Kingdom and St Francis University College of Health and Allied Sciences (SFUCHAS), Ifakara.

The course aims at equipping the medical trainees and health care providers with the knowledge and skills needed to use digital communication technologies to enhance health care, with due regard to professional standards.

There is no doubt that digital health is on high demand and has the potential to contribute to the achievement of universal health coverage. Universities in the country need to take lead in promoting the use of digital technologies in accelerating the achievement of universal health coverage, which is a global and a national target to be achieved by 2030.

The writer is a Professor of Medical Education.

Benchmarking in academic programmes design and review: A bird eye overview of literature

By Dr Telemu Kassile

Benchmarking has found applications in almost every field. This is especially because we are living in an era of growing competition in almost every business enterprise.

University institutions are not immune to this practical reality. Such institutions compete among themselves for the same pool of qualified students and in most cases, every university wants to attract the best students through designing programmes that meet their expectations. The competition has been brought about by globalization and the internationalization of higher education.

Benchmarking is a relatively old concept especially in business, though it is now extensively used in almost every field. Several authors have defined benchmarking differently. However, when the different descriptions of the available definitions are evaluated critically, they all appear to converge precisely to more or less similar construct.

UNESCO defines benchmarking as a standardized method for collecting and reporting critical operational data in a way that enables relevant comparisons among the performances of different organizations or programmes, usually intending to establish good practice, diagnosing problems in performance, and identifying areas of strength.

Benchmarking gives the organisation (or the

programme) the external references and the best practices on which to base its evaluation and to design its working processes.

Besides, the European Centre for Strategic Management of Universities, 2008, consider benchmarking as a tool for improving performance and defines the concept as a self-evaluation including a systematic collection of data and information to make relevant comparisons of strengths and weaknesses of aspects of performance, usually with others in the sector.

Nevertheless, Engelkemeyer, 1998, reviewed three higher education case studies on the application of benchmarking and revealed that benchmarking has several benefits to higher education institutions including improvement of existing processes and systems.

In the context of the present subject matter, benchmarking means learning from others

identification of best practices for example, in learning content, delivery and assessment methods, teaching and learning resources. An interesting aspect however, in this respect is how to implement benchmarking to be meaningful. As we attempt to address the two pre-defined objectives of this article, we must make a clear distinction between benchmarking and benchmarks.

The Center for Community College Student Engagement, 2009, defines benchmarks in simple terms as being the features that are compared in the process of benchmarking. In other words, there must first be a point of reference to the benchmark. Indeed, UNESCO identified the presence of a benchmark as one of the essential steps in the benchmarking exercise.

Before embarking on the first fundamental question of why benchmarking in academic programmes design and review is crucial, it is sensible, at



this occasion, that we hark back first to the well-known fact that not every set of collected data is useful or can be used to justify and inform an important decision.

Analysis results based on data generated from a poorly designed or flawed study, no matter how sophisticated the analytical technique would be, will be massively less valuable and for that matter, wastage of resources, which were involved in the collection of such flawed data. In the same vein, benchmarking in academic programmes design and review may not be illuminating if it is undertaken without a pre-defined set of guiding questions.

It is also worthwhile, in the context of the ongoing discussion, to recapitulate what an academic programme is. According to the Third Edition of Standards and Guidelines for University Education in Tanzania, 2019, an academic programme as the design of learning content, which is multi-dimensional and includes intentions, the structure of content, delivery modes, academic resources and assessment modes.

In this regard, to have a meaningful benchmarking exercise in academic programmes design and review, it is also critical that this characterisation is reflected throughout the benchmarking exercise.

In simple terms, the different elements of a curriculum as revealed in the above definition of an academic programme include: Every academic programme must have a purpose and expected learning outcomes, which are supposed to reflect both academic (corresponds to the requirements of the appropriate qualification level, e.g., University Qualifications Framework in the context of Tanzania) and labour-market needs.

Moreover, the expected learning outcomes should reflect current developments in the academic field under consideration. Therefore, the design and review of an academic programme should be geared towards facilitating the attainment of the expected learning outcomes.

It is critical also to be cognisant of the fact that for the expected learning outcomes to be attained, the teaching and learning, and assessment approaches must be appropriate to and correspond to the expected learning outcomes.

Apart from that, in terms of academic resources, which include staff, it is necessary that the quantity and qualifications,

among others, are appropriate for the attainment of the expected learning outcomes. Academic staff to be involved in the teaching of the programme must have the requisite qualifications and competence to do so commensurately with prescribed quality assurance standards and guidelines. Equally, there must be relevant and adequate facilities and other resources to support the learning and teaching activities.

Why benchmarking

Increased competition, demand for accountability and easy access to relevant information have compelled higher education institutions to devise appropriate strategies to improve the performance of their institutions with the intention of ensuring that they remain relevant in the sector. Such strategies include learning from better-performing institutions with the aim of identifying gaps in performance and try to find new methods for improving the identified gaps.

Moreover, this has become an essential element in order to ensure that programmes developed or reviewed integrate national, regional, and international best practices or standards, the outcome of which is to permit among other benefits, cross-border mobility of students, programmes and institutions, and ultimately labour mobility. The National Centre for Tertiary Teaching Excellence, 2015, has noted that because of the increasing competition, higher education institutions are gradually using benchmarking as one of the strategies for enhancement and assurance of quality.

A 2007 report by UNESCO identifies six types of benchmarking that are relevant to the higher education sector. These include internal benchmarking, which aims at comparing similar programmes in different components of one higher education institution while external competitive benchmarking involves comparing performance in key areas based on institutions viewed as competitors

Benchmarking must be carried out with a clear set of prearranged questions. The FOCUS report of 2013 outlines several basic questions that may be adopted when undertaking benchmarking and argues that the solutions to the underlying questions, coupled with a well-thought-out implementation strategy is likely to yield the desired results and such basic

questions include:

- How well are we doing compared to others?
- How good do we want to be? What are our objectives?
- Who is doing it the best?
- How do they do it?
- How can we adapt what they do to our institution?
- How can we become better than the best?

These questions cannot be answered without the collection of data (learning), analysis and interpretation of the results (identification of gaps) and taking appropriate action to improve the existing

state of affairs in terms structure of content, delivery modes, academic resources and assessment modes.

Therefore, Benchmarking is about learning best practices from better-performing institutions and using such best practices to improve the performance of one's services. This can only be achieved if benchmarking is effectively carried out. Determining what to benchmark and where to benchmark as well as devising appropriate approaches to improve the identified gaps is critical for effective benchmarking and eventually designing programmes that meet national, regional and global requirements.

The University Institutions Admissions Almanac for 2020/2021 Admission Cycle

SN	Activity	Responsible	Date
1.	Publication of 2020/21 Undergraduate Admission Guidebooks.	TCU	10 th July 2020
2.	Beginning of 2020/21 Admission Cycle.	Students & HEIs	31 st August 2020
3.	Deadline for the first round of applications.	Students & HEIs	25 th September 2020
4.	Deadline for submission of students admitted in the first round.	HEIs	4 th October 2020
5.	Announcement of students admitted in the first round of applications.	Students & HEIs	9 th October 2020
6.	The Second-Round applications.	Students & HEIs	12 th – 18 th October 2020
7.	Deadline of submission of students admitted in the second round.	HEIs	24 th October 2020
8.	Announcement of students admitted in the second round of applications.	Students & HEIs	26 th October 2020
9.	Beginning of 2020/21 Academic year.	HEIs	23 th November 2020
10.	Transfer window.	Students & HEIs	30 th Nov. – 14 th Dec. 2020
11.	Deadline for Submission of transfers.	HEIs	31 st December 2020
12.	Feedback on approved transfers.	TCU	15 th January 2021
13.	The deadline for submission of enrolment data for 2020/21 Academic year.	HEIs	31 st January 2021

By Correspondent

A young woman scientist, inspiring youths

MOST youths including students are well aware of famous music artistes in the country like Nasibu Abdul Juma better known as Diamond Platnumz, Ali Kiba, Vanessa Mdee, Judith Wambura as well-known as Lady JayDee and many others.

The same applies to some few popular or vocal Tanzania politicians, but not young academicians or popular scientists some of whom the country is proud of.

It is however also embarrassing to note that even some students in higher education institutions do not care that much at not knowing some popular academicians or scientists the country has.

Just as we focus on promoting our local artistes, the same need to be done to local scientists especially young accomplishers so as to inspire the young generation who are the future of tomorrow.

For example, a young Tanzanian Erasto Mpemba now has an international reputation for discovering eponymous “Mpemba Effect”, the discovery that enables hot water to freeze faster than cold water under certain conditions. However, little is known about him in Tanzania, his motherland, but the news would have circulated all over had he been an icon artiste.

I like tweeting and while going through February 11 this year’s tweets, I came across tweets saying, “Dr Constansia Burreta has just completed a five-years course in Brain, Spinal Cord and Nerves (Neurosurgery) in Japan.”

According to the tweet by the Minister of Health, Community Development, Gender, Elderly and Children, Hon. Ummu Mwalimu (MP), her completion makes her a fourth Neurosurgeon female doctor in the country.



Dr Constansia Burreta (pictured) completed a five-years course in Neurosurgery in Japan.

This was amazing to me and it reminded me of a tweet by the Canadian

Premier, Justin Trudeau who once tweeted “... Canada has had many amazing women in science..... but we need more...” Tanzania too needs more young women scientists like Dr Burreta.

Such stories and many others need to be told to inspire our youths and encourage them to enroll in Science, Technology, Engineering and Mathematics (STEM) courses in higher education.

For instance, for the past two decades, a Tanzanian medical researcher Prof Julie Makani has dedicated her life to research on the treatment of sickle cell disease and is working to influence health policies to allow individuals across Africa to access vital diagnostic tests and medicines.

Last year she was on BBC’s top 100 inspiring and influential women from around the world. She is recognised worldwide for her groundbreaking work on sickle cell disease.

We need as many female role models in STEM fields as possible to inspire the young generation and enable them to follow such footsteps, not only in music.



Former President Hon. Jakaya Kikwete (PhD Hon Causa) shakes hands with Muhimbili University of Health Sciences, Prof Julie Makani (left) and Prof Esther Mwaikambo during his familiarisation tour of the National Institutes of Health in Washington DC on July 2 last year. PHOTO | FILE



Higher education institutions' research findings need to help solve community problems

By Zakeyo Lusohoka

ACADEMICIANS need to be involved in both teaching and research. These two are complementary and they cannot afford to ignore research as it helps to enrich the teaching-learning process.

Research is concerned with increasing our understanding. Moreover, research provides us with the information and knowledge needed for problem-solving and decision making.

Besides teaching and research, academicians are also required to publish books/compendia and other forms of publications as a criterion for them to move to higher ranks from being just a Lecturer to Senior Lecturer or Doctor and Professor.

The Tanzania Commissions for Universities (TCU) also stress the need for academicians to publish research articles in journals with the highest scholarly standards to enhance their academic

reputation and that of universities.

Despite research and publications being crucial to move one to higher ranks, its primary intent is to address challenges facing the community. Thus, researching alone is not sufficient if the research findings do not solve people's problems.

With regard to information circulations, there exists a thin line between the 'academia' and the 'mass media'. Academicians teach, conduct research and provide consultancy services, which entirely depend on information.

The media life depends entirely on information sharing, making it an important platform for academicians to widen their reach beyond the lecture rooms and publications in academic journals. When academicians write for newspapers, their pieces are taken more seriously than the regular articles, for academicians' newspaper articles are deemed authoritative.

While higher education institutions are striving to increase volumes of research articles published and consultancy secured, there is little effort to ensure citizens have access to such findings.

There is a need therefore, to ensure that research findings target in solving community problems and are accessed by the majority public.

In other words, higher education institutions need to ensure their research findings are accessed by the mass media for public consumption. However, for this to happen, institutions also need to ensure that the language used in such research findings is in very simple terminologies.

Currently, piles of waste have been seen to grow relentlessly, blocking drains adjacent to roads and the smells of rotting garbage and the smoke from burning waste are well known in many urban cities in developing countries. This has over the years created a need to research on solid waste management to leapfrog the problems and solutions.

Such research findings in some African countries with poor solid waste management systems have helped to better manage solid waste through charcoal and electricity production.

In Tanzania, various research has been conducted on how best to manage solid waste generated in urban centres which is a serious challenge to the Local Government Authorities.

For instance, researches have been conducted on plastics waste management where plastics wastes have been converted into building materials such as bricks and paving blocks, thereby creating huge employment opportunities for the youths.

Companies like Arena Recycling Industry based in Dar es Salaam Mwanagati area is one among many companies developed through research findings on plastics wastes management.

The company collects plastics and reprocesses them into plastic polymers as opposed to cement, creating anti-corrosive, anti-fungal, waterproof and durable building materials. The recycling plastic waste business has helped in engaging the community in managing heaps of plastic waste produced given their consequences.

Therefore, for such research findings to reach the majority public, business companies and other stakeholders, there is a need for researchers to get hold of various media houses operating in the country.

As of March this year, Tanzania had 186 radio stations, 44 television stations and 220 newspapers. Such a number of mass media outlets whose language of communication is mostly Swahili, if well used could help to disseminate research findings to general public and ensure that interested stakeholders grab such investment opportunities while at the same time creating jobs.

Jacob Msonde, a Senior Journalist with Mwananchi Communications Ltd says higher education institutions need to ensure they involve the media in their day to day work.

“Higher education institutions need not to use the media in issues related to graduation ceremonies, advertisements and marketing alone,” he says.

According to Dr Gasper Mpehongwa, a Senior Lecturer from Stefano Moshi Memorial University College (SMMUCo), one of the reasons ordinary citizens do not access research findings is due to the language barrier and lack of knowledge on where to find the information.

He says most research findings are published in the English language, using technical jargon and disseminated through scientific papers, conferences and stored in libraries.

“Higher education institutions have a responsibility to ensure research findings are accessed by the public especially ordinary citizens,” he says.

He suggested the need to translate and make research findings user-friendly to ordinary people as many are denied the privilege to benefit from such findings.

He also suggested for researchers’ collaboration with end-users including business people, industrialists and various sectors including interested individuals to ensure the findings respond to people’s socio-economic challenges.

“Higher education institutions need therefore to develop strong linkages with the community and make proper use of research findings for the benefit of the community they serve,” he said.

For this to happen, there should be a relationship between research, information, and development. The process of different stakeholders reaching agreement about the information on problems and their solutions makes participatory research an implicit part of a participatory development process.



Students from Higher education institutions in Dodoma City listen to Officials from the Tanzania Commission for Universities at the Science, Technology and Innovation exhibition held in Dodoma at Jamhuri Stadium.

TCU pavilion attracts many at the Science, Technology and Innovation Exhibitions

By Correspondent

THE Tanzania Commission for Universities (TCU) participated in a two-day exhibition on Science, Technology and Innovation at the Jamhuri Stadium in Dodoma City that took place on 16 and 17 March this year.

During the exhibition, many people visited the Commission's pavilion which displayed several of its publications. The TCU's Director of Admissions Coordination and Data Management, Dr Kokuberwa Katunzi-Mollel said many people who visited the Commission's pavilion were very excited as all of the publications were distributed free, including the TCU Magazine.

Speaking with TCU Magazine correspondent during the official opening of the exhibition, Dr Mollel said among the things to be implemented by the Commission in this year's work plan, was to sensitise the public on various services offered by the Commission by exhibiting knowledge products so that stakeholders and the general public get to know about them.

According to her, the move to participate in this year's exhibition also aimed at publicising the Commission's roles and functions.

She pointed out that the exhibition enabled TCU to guide the prospective applicants of Higher education institutions and the general public on matters related to admission of students into higher education.

Enlightening on the role of Coordinating admissions, the Director said "the essence is on the provision of admission guidelines, standards and procedures as well as ensuring the quality of admitted students."

She urged prospective applicants to ensure they read guidelines and information on application procedures carefully before seeking admissions in Higher education institutions

The Director 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 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.



TCU's Director of Admissions Coordination and Data Management, Dr Kokuberwa Katunzi-Mollel (right) briefs a television news anchor on roles of the Commission.

RE-APPLICATION PROCEDURES FOR ADMISSION (Bachelor Degree Applicants)

Who is eligible to re-apply?

All previously admitted students but for some reasons have been de-registered for different reasons.

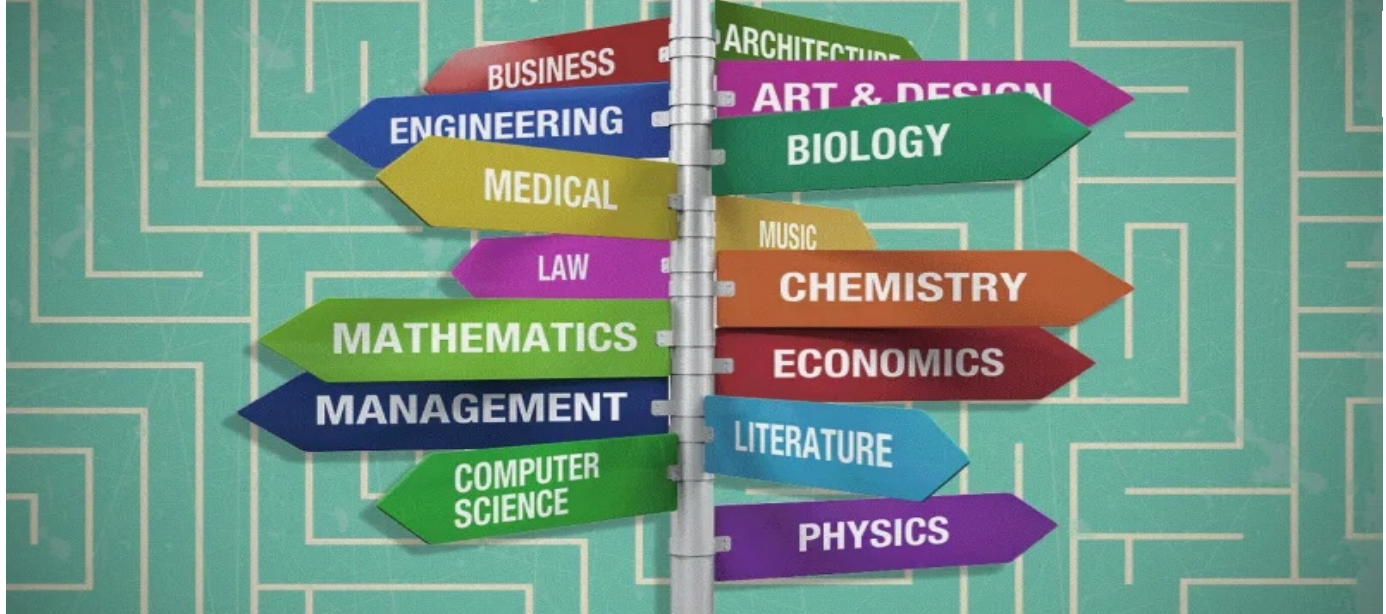
What are the conditions?

1. Applicants discontinued on academic grounds can apply in subsequent academic year.
2. Applicants discontinued on disciplinary grounds shall not be eligible to apply until the lapse minimum of two years.
3. Applicants who have been de-registered for some reasons.
4. Applicants who have been selected but did not register in the previous years.

How to re-apply?

1. Acquire termination/discontinuation letter from the previous institution.
2. Download and fill Re-application form available in the website (www.tcu.go.tz)
3. Attach the form with the letter from institution and send to:

Executive Secretary,
Tanzania Commission for Universities,
P.O. BOX 6562,
Dar es Salaam.
Email: es@tcu.go.tz / admission@tcu.go.tz



Career guidance: Choosing the right degree programme

By Mathayo Mafang'ha

THE 2020/2021 Admission Cycle is about to be open! If you aspire to join higher education after high school, or you are looking to return to university to pursue a degree after some years of working, you have several options to consider. This is your chance to take a giant step towards a career of your dreams. With so many degree programmes to pick from, choosing what to study can be challenging. Here are some guidelines to help you decide:

Take a moment to reflect on your academic and personal desires and preferences

Not all programmes are appropriate for everyone. Here are some questions to ask yourself to determine which degree programme you should consider:

- Which field do I enjoy studying?
- Is there any field I am particularly competent at?
- What do I see myself doing after university?

Finding a study field that you enjoy means you are more likely to obtain a high-class degree while developing your skills in a relaxed situation. It is highly recommended to choose a degree programme of your interest. Choose wisely, avoid pressure from either friends, family or teachers on your choices.

Define your academic goals

Think about what you would like to achieve

once you graduate. Ask yourself these questions: would you like to graduate with a solid career path? Or would you like to complete with a higher pay scale and job security? Choose a degree programme that aligns with your academic goals.

Scores matter

When choosing a programme you may consider a field in which you have higher scores which may lead you to end up with a high score degree. There are various Bachelor's degree programmes hence choosing the right one can make a great difference in your whole life.

Take on board the academic requirements for the programme

Entry requirements determines your chances of being admitted into your preferred programme. Pay close attention to the entry requirements for each programme of your interest.

Seek guidance from the proper authorities

If you are unable to make any decision related to your career, you can seek guidance from your teachers and personnel from proper authorities such as Higher Education Institutions' Admission Office, the Tanzania Commission for Universities (TCU), the National Council for Technical Education (NACTE) and employers.

HAVE YOUR SAY

As we gear for quality assurance, Rome was not built in a day

WE normally talk about Harvard University, the University of Oxford or Cambridge University as the most global reputable universities.

However, as the saying goes, “Rome was not built in a day”, we can as well make our universities to be the most reputable in Africa and the world at large.

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

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

With the announcement of fee free basic education by the Fifth Phase Government under President Hon. Dr John Magufuli in 2015, the number of students being enrolled in primary schools has increased tremendously.

This bold decision taken by the President has allowed more children from poor families to attend school, who would have been failed for lack of fees.

The government, however, soon after the announcement of fee free basic education, undertook the initiative of refurbishing and construction of classrooms and laboratories in primary and secondary schools to better equip them with necessary tools while creating a good learning environment.

Desks and teaching facilities were also purchased, and some were contributed by various education stakeholders in the country. Development partners have also been actively involved in furthering the growth of universal primary and secondary education thus increased enrolment in higher education.

The move to allow fee free basic education was also in line with the country’s vision in attaining a middle-income economy by ensuring it strengthens its education system.

The country’s vision 2025, for a middle-income economy, required more professionals in various fields and a skilled labour force to work in industries.

The Fifth Phase Government has also been

keen on technical and vocational education training colleges in the country, by building and renovating them while at the same time equipping them with tools enabling more youths to acquire the needed skills.

Such a good gesture by the Fifth Phase Government enables the country to have more skilled labour to work in industrial machinery to better suit an industrial Tanzania.

Apart from that, the government has also focused on training more qualified teachers and purged all unqualified ones, especially those with fake certificates to ensure quality from basic education to higher education.

Besides, ensuring quality education is maintained, the Tanzania Commission for Universities (TCU) as a regulatory body has been supporting universities in various operational matters including conducting various capacity-building programmes aimed at improving the quality of higher education in the country.

Under the capacity building programme, various essential topics have been delivered ranging from Leadership programme for top university leaders; Developing market-driven curricula; Pedagogical skills training for universities non-teacher academic staff and Development of programme benchmarks.

All such initiatives ensure quality is maintained so that the output product is of high value in the market regionally and globally.

For the past years, also the country has witnessed deregistration of shoddy programmes and universities, thus tightening screws in higher education to ensure quality.

As we continue to witness such changes in the education sector, we are sure that one day Tanzania higher education will be the most reputable in Africa and globally.

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.

TCU trained on firefighting

By Correspondent

THE Tanzania Fire and Rescue Force has conducted training on firefighting to the staff of the Tanzania Commission for Universities (TCU).

The training conducted early this year aimed at imparting the staff with knowledge and ability to prevent, curb and combat different types of fire outbreak at the workplace and in their homes.

During the training, the Tanzania Fire and Rescue Force Inspector Elinimo

Shang'a advised TCU staff on remaining calm when encountering the fire outbreak at its initial stages and decide on the best ways to prevent it from spreading, to minimize damage and disaster.

"If the fire outbreak is controlled timely, it can easily be extinguished," he said, calling upon all TCU staff to attentively follow-up the training session conducted theoretically and practically.

Besides, Inspector Shang'a insisted on the importance for the TCU staff and the general public to be able to correctly identify the

types and stages of fire and know the best ways to control it accordingly so as to easily combat it.

Inspector Shang'a urged TCU staff and the general public to purchase fire extinguishers that can help in controlling small fire outbreaks often in emergency situations in homes and transport vehicles.

Furthermore, the TCU staff were trained on the modern and traditional ways of controlling and combating fire outbreaks to enable them to control the outbreak in its initial stages as they await assistance



Inspector Elinimo Shang'a from Tanzania Fire and Rescue Force (in combat) with TCU staff, stressing on the importance of using appropriate fire extinguishing devices.

from the Fire Brigade.

Speaking on behalf of her fellow staff, the TCU Admission Officer, Ms Esther Eliya said the training has been beneficial and it will help them take preventive measures to avoid fire outbreaks at the workplace and in their homes.

TCU has continued to provide capacity building training to its staff on short courses and long courses as stipulated in the TCU Rolling Strategic Plan 2020/20201 – 2024/2025 and the TCU Staff Development Plan.



The TCU Head of Programmes and Awards, Dr Mariam Ramadhan extinguishes fire by using a fire blanket during the training.



The TCU staff extinguishes fire by using a Dry Powder fire extinguisher during the training.



The Executive Secretary of Tanzania Commission for Universities (TCU), Prof Charles Kihampa (left) presents the first issue of TCU Magazine to the Chairman of TCU, Prof Mayunga Nkunya. The biannual magazine delved into the various activities undertaken by the Commission in its endeavour to ensure that there is quality higher education in Tanzania.



A section of the staff of Tanzania Commission for Universities (TCU) follows a presentation on Strategic Leadership and Management during the training on Strategic leadership and Management. Standing far right is the facilitator Mr. Jesse Mashimi.



Members of the Tanzania Higher education institutions Trade Union (THTU) – TCU Branch pose for a group photo with elected leaders of THTU – TCU Branch. Seated centre is the Chairman Mr Petro Mugandila, left is Secretary Ms Godness Kisoka and right is Chairperson of Women’s Committee Ms Hilda Kawiche. The election witnessed by Workers’ Education Officer from THTU Headquarters Mr Salum Hamisi (standing first left).



TCU women pose for a group photo during the World’s Women Day celebration at Leaders Club Grounds in Dar es Salaam. The celebration was marked at the national level in Simiyu Region and the guest of honour was Vice President Hon. Samia Suluhu Hassan.

List of Approved University Institutions in Tanzania as of 30th June, 2020

1: FULLY FLEDGED UNIVERSITIES

1A: Public Universities

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

¹Not permitted to admit students

1B: Private Universities

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

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.	Sebastian Kolowa Memorial University	SEKOMU	Tanga	Certificate of Full Registration (CFR)
13.	University of Iringa	UoI	Iringa	Accredited
14.	AbdulRahman Al-Sumait University	SUMAIT	Zanzibar	Accredited
15.	Mwenge Catholic University	MWECAU	Moshi	Certificate of Full Registration (CFR)
16.	Ruaha Catholic University	RUCU	Iringa	Accredited
17.	Aga Khan University	AKU	Dar es Salaam	Accredited and Chartered
18.	Kampala International University in Tanzania	KIUT	Dar es Salaam	Certificate of Full Registration (CFR)

2: UNIVERSITY COLLEGES

2A: Public University Colleges

SN	Name of the Institution	Approved Acronym	Affiliation	Head Office	Current Status
1.	Mkwawa University College of Education	MUCE	University College under UDSM	Iringa	Accredited and Chartered
2.	Dar es Salaam University College of Education	DUCE	University College under UDSM	Dar es Salaam	Accredited and Chartered
3.	Mbeya University College of Health and Allied Sciences	MUCHAS	Campus College under UDSM	Mbeya	Accredited
4.	Mbeya University of Science and Technology – Rukwa Campus College	MUST-RC	Campus College under MUST	Rukwa	Accredited

2B: Private University Colleges

SN	Name of the Institution	Approved Acronym	Affiliation	Head Office	Current Status
1.	Kilimanjaro Christian Medical College	KCMUCo	University College under TUMA	Moshi	Certificate of Full Registration (CFR) and chartered
2.	Tumaini University Makumira, Dar es Salaam College	TUDARCo	University College under TUMA	Dar es Salaam	Accredited and chartered

SN	Name of the Institution	Approved Acronym	Affiliation	Head Office	Current Status
3.	Stefano Moshi Memorial University College	SMMUCo	University College under TUMA	Moshi	Certificate of Full Registration (CFR) and Chartered
4.	Archbishop Mihayo University College of Tabora	AMUCTA	University College under SAUT	Tabora	Certificate of Full Registration (CFR)
5.	St. Francis University College of Health and Allied Sciences	SFUCHAS	University College under SAUT	Morogoro	Certificate of Full Registration (CFR)
6.	Jordan University College	JUCo	University College under SAUT	Morogoro	Accredited
7.	Stella Maris Mtwara University College	STeMMUCO	University College under SAUT	Mtwara	Certificate of Full Registration (CFR)
8.	Marian University College	MARUCo	University College under SAUT	Bagamoyo	Accredited
9.	St. Joseph University College of Health and Allied Sciences	SJUCHAS	University College under SJUT	Dar es Salaam	Certificate of Full Registration (CFR)

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.	Mzumbe University Dar es Salaam Campus	Pending	University Campus under MU	Dar es Salaam	As per status of the Mother University
3.	Mzumbe University Mbeya Campus	Pending	University Campus under MU	Mbeya	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
4.	St Augustine University of Tanzania, Mbeya Centre	Pending	University Centre under SAUT	Mbeya	As per status of the Mother University

FREQUENTLY ASKED QUESTIONS

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

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

6. Does TCU assess awards conferred by non-university institutions?
Answer: TCU does not assess awards conferred by non-university institutions. Holders of such awards are advised to contact the National Council for Technical Education (NACTE).

7. How much do I have to pay for foreign award assessment?
Answer: Currently charges for assessment of foreign awards is as follows: Bachelor's degree is TZS 100,000. For Master's degree is TZS 150,000 and for PhD is TZS 150,000.

8. How do I track the status of my application for foreign award assessment?
Answer: To know the status of your application log in to your FAAS account and click on view button under Options. At the bottom of the page you will see the status of your application.

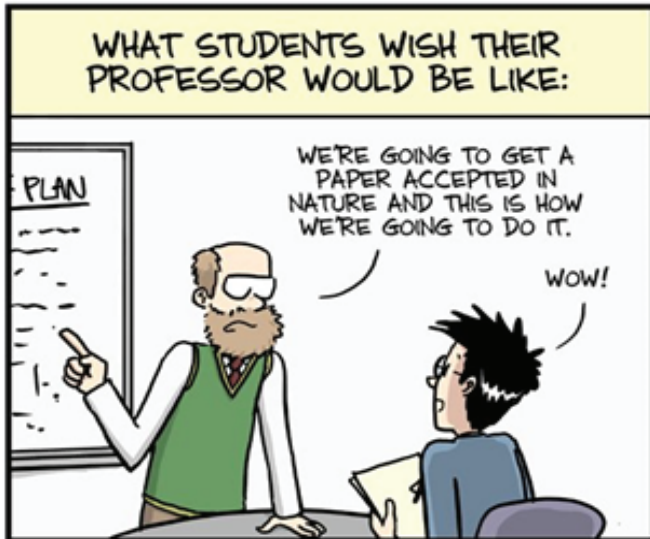
9. How do I lodge an appeal in case I am not satisfied with the outcome of foreign award assessment?
Answer: To lodge an appeal so as to request TCU to review its decision on the assessed certificate write a letter giving reasons for the appeal and attach evidence to justify the same. The letter should be addressed to the Executive Secretary.

10. 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.

11. Does TCU charge fees for establishing a new university in Tanzania?
Answer: Tanzanian investor who wishes to establish university in Tanzania must pay a non-refundable fee of TZS 3,000,000. For non-Tanzanian investors the non-refundable fee is \$ 3,000.



Cartoon / Jokes Corner >



Optimist



The glass is half full!

Pessimist



The glass is half empty!

Chemist



The glass contains:

50% H₂O(l)

39% N₂(g)

10.5% O₂(g)

.44% Ar(g)

.06% CO₂(g)



ABOUT THE TANZANIA COM

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

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

To achieve its mission and vision, the TCU functions are clustered into the following areas:

Regulatory: Conducting a regular and impromptu periodic evaluation of universities, their systems and programmes to regulate the quality assurance systems at new and established universities and in the process, institutions are registered and accredited to operate in Tanzania. TCU also validate programmes to ensure their credibility and evaluates for recognition university qualifications attained from local and foreign institutions for use in Tanzania.

Supportive: Ensuring the orderly conduct of university operations and management adherence to set standards and benchmarks by providing support to universities in terms of coordinating the admission of students, offering training and other sensitization and interventions in key areas like quality assurance, university leadership and management, fundraising and resources mobilisation, entrepreneurial skills and gender mainstreaming.

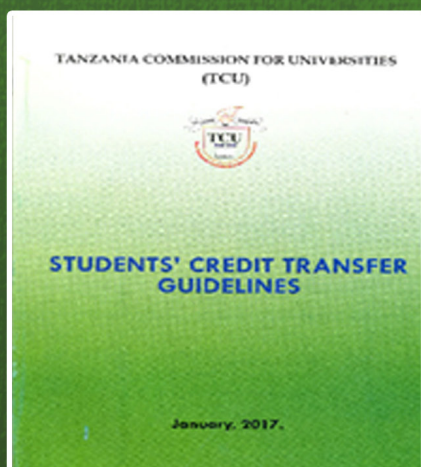
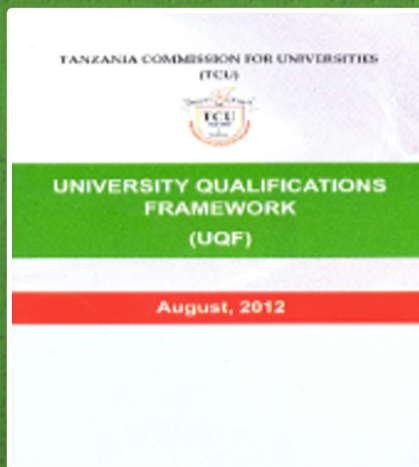
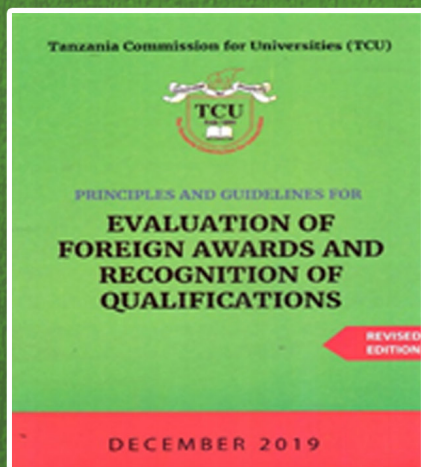
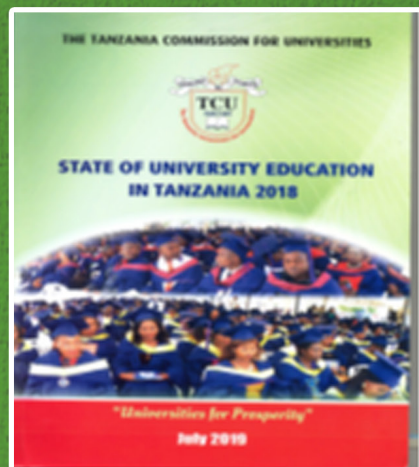
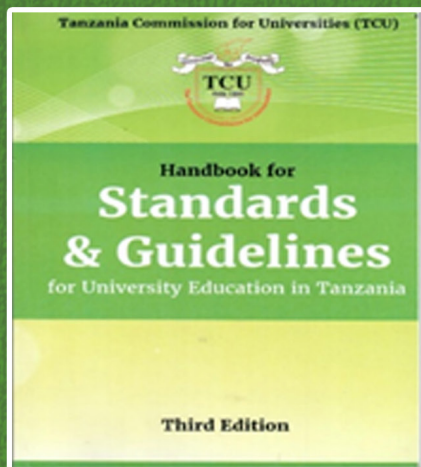
Advisory: Advising the government and the general public on matters related to higher education in Tanzania as well as international issues on higher education, including advice on programme and policy formulation and other best practices.

MISSION FOR UNIVERSITIES

Commission Members: The Commission is composed of the Chairperson who is appointed by the President of the United Republic of Tanzania and seven members appointed by Minister responsible for Higher Education. The tenure of office for members of the Commission is three years, renewable once depending on successful performance. The current Members of the Commission are:

Name	Highest Academic Qualification	Position
Prof. Mayunga Nkunya	PhD (Chemistry)	Chairman
Prof. Charles Mgone	PhD (Medical and Molecular Genetics)	Vice Chairman
Prof. Makenya Maboko	PhD (Geology)	Member
Dr. Kenneth Hosea	PhD (Biotechnology)	Member
Mrs. Adelgunda Mgaya	BA (Public Administration)	Member
Dr. Zakia Abubakar	PhD (Plant Microbiology)	Member
Prof. Lughano Kusiluka	PhD (Clinical Microbiology)	Member
Dr. Gift Kweka	PhD (International Law)	Member
Prof. Charles Kihampa	PhD (Chemistry)	Secretary/ Ex-officio Member

Available TCU Publications



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