

UNESCO National Commission Country Report Template

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[Section for Higher Education](#) | Division for Education 2030

Higher Education Report: [UNITED REPUBLIC OF TANZANIA]

UNESCO National Commission in alliance with [Ministry Education, Science and Technology and Tanzania Commission For Universities]

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Abstract

University education in the United Republic of Tanzania (URT) has changed in many dimensions since independence in 1961. The number of university institutions has grown from one (1) University College at the time of independence to 30 Full-Fledged Universities and 17 University Colleges in 2021. Tanzania's Development Vision 2025 proposes "a well-educated and learning society" as one of five major attributes. The URT through the Ministry of Education, Science and Technology (MoEST) has been undertaking several initiatives at various levels within the country's education system which has been a game changer to the observed increase in the demand for university education in the country. Such initiatives include the establishment of the Education Sector Development Programme (ESDP) in 1996 which aimed to address the various challenges in the education sector. Others include the development of the new Education and Training Policy in 2014, which emphasize the need for quality education and training standards of which are recognized at national, regional and global levels and production of human resources according to national development priorities.

URT which currently at the middle-income level country, the provision of quality education is indispensable in order to produce well-trained human resources to respond to national development needs, the National Development Vision (NDV) 2025 and other national development objectives, as well as to the existing and emerging regional and global labour market demands. The observed increasing trend in university institutions in Tanzania it requires corresponding concerted efforts by all stakeholders in order to ensure that graduates from these institutions are of acceptable quality to meet the labour market needs. The Tanzania Commission for Universities (TCU), which is charged with the responsibility of regulating the provision of university education in the country, is provide relevant information regarding university education in the country, devising suitable instruments and monitor their implementation by user institutions as per Universities Act, chapter 346 of the Laws of Tanzania.

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Acronyms

ESDP	Education Sector Development Programme
HEAC	Higher Education Accreditation Council
ISCED	International Standard Classification of Education
MoEST	Ministry of Education, Science and Technology
NDV	National Development Vision
TCU	Tanzania Commission for Universities
URT	United Republic of Tanzania

Presentation

This report was prepared in the context of the World Higher Education conference 2022. The preparation started when NACTOM held a preparatory meeting with members from TCU and MoEST. The report presents the context of higher education including the existing situation in the Higher Education sub-sector, enrolment and graduation statistics, a description of higher education landscape as well as challenges facing higher education. The and recommendations .

Current Situation Of Higher Education

Tanganyika became independent and a republic on 9th December 1961 and 1962 respectively. Zanzibar became independent on 10th December 1963 and the People's Republic of Zanzibar was established after the Revolution on 12th January 1964. The two sovereign states formed the United Republic of Tanzania on 26th April 1964. Similarly, a system of higher education in Tanzania was for the first time introduced in 1961 when the University College of Dar es Salaam was established as an Affiliate College of the University of London. This was followed by establishment of University of East Africa in 1963 which was a regional university for the three East African countries namely the University College of Dar es Salaam in Tanzania, Makerere University College in Uganda and Nairobi University College in Kenya as constituent colleges of the East Africa University.

Structure of Education in Tanzania

The country's education system is defined around a 2-7-4-2-3+ structure, which can be expanded to two years of pre-primary, seven years of primary, four years of ordinary secondary (also referred to as ordinary level), two years of advanced secondary (also referred to as advanced level) and at least 3 years of higher education. In between this structure, the country education system accommodates post primary vocational training, post-secondary, non-tertiary education as per the 2011 International Standard Classification of Education (ISCED) for Tanzania.

University Education

University education is the highest level of education in the country, covering Bachelor's degree, Postgraduate certificate, Postgraduate Diploma, Master, and Doctoral degree offered in public and private universities. For admission to study an undergraduate program in the university, a prospective student requires an advanced certificate of secondary education or diploma qualifications in the relevant field. Undergraduate programs generally take a minimum of 3 years, master 2 years, while doctoral programs takes a minimum of 3 years.

1.1 Historical Enrolment and Graduation Rates

Private Universities started to emerge in Tanzania in 1996 following liberalisation of higher education hence bringing about expansion of higher education in the country. This expansion increased both the number of university institutions, student enrolments and graduation rates from higher education institutions. Table 1 below indicates enrolment of students in Universities in Tanzania from 2015/2016 to 2020/21 academic year by gender whereas Table 2 indicates the trends of graduates from Universities in Tanzania from 2017/2018 to 2020/21 academic year by gender.

Table 1: Trend in Enrolment of Students in Universities by Sex From 2015/16 -2020/21

Sex	Academic Years					
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Male	146,322	146,725	109,407	108,655	109,865	117,638
Female	79,008	79,006	68,556	73,242	79,426	88,667
Total	225,330	225,731	177,963	181,897	189,291	206,305

Source: TCU VitalStats , 2020

Table 2: Trend in Graduation of Students in Universities by Sex From 2015/16 -2020/21

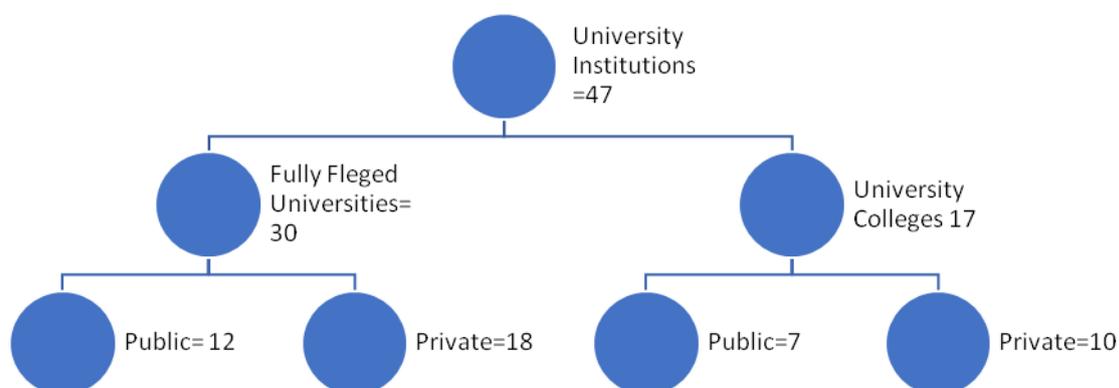
Sex	Academic Years					
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Male	27,030	28,976	28,259	26,219	29,316	26,976
Female	17,841	19,113	18,035	15,670	21,914	21,645
Total	44,871	48,089	46,294	41,889	51,230	48,621

Source: TCU VitalStats , 2020

1.2 Quantity and Types of University Institutions

The higher education landscape in Tanzania is comprised of university institutions and Middle-level tertiary institutions. As of July 2021, the number of university institutions were 30 fully fledged universities and 17 University colleges making a total of 47 University Institutions in the United republic of Tanzania. There 19 public owned university institutions and 28 privately owned university institutions. Figure 1 summarises the institutions according to type of institutions and ownership.

Figure 1: University institutions accredited to operate in the URT by ownership



1.2 Legal and institutional framework of higher education

The Tanzania Commission for Universities (TCU) is a body corporate established on 1st July 2005, under the Universities Act 2005 (Chapter 346 of the Laws of Tanzania) with the mandate to recognize, approve, register and accredit Universities operating in Tanzania, and local or foreign University level programs being offered by registered higher education institutions. It also coordinates the proper functioning of all university institutions in Tanzania so as to foster a harmonized higher education system in the country.

The Tanzania Commission for Universities succeeded the former Higher Education Accreditation Council (HEAC) which was established in 1995 under the Education Act 1995 with a legal mandate to regulate the establishment and subsequent accreditation of private university institutions in the country. Being limited only to private universities, such mandate was considered unfavourable for the promotion of a viable public-private partnership in higher education as stipulated in the National Higher Education Policy of 1999.

Therefore, such circumstances prompted the government to establish a harmonized higher education system in the country which led into the establishment of the Tanzania Commission for Universities (TCU). In order to ensure such a harmonious higher education system does not compromise institutional peculiarities and autonomy, each University has the legal right to operate under its own Charter.

The mandates and core functions of the Commission are provided under section 5(1) of the Universities Act Cap. 346. These functions can be clustered into the following three major areas.

(i) Regulatory Function

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

(ii) Advisory Function

To advise the government and the general public on matters related to higher education in Tanzania as well as international issues pertaining to higher education, including advice on program and policy formulation and other best practices.

(iii) Supportive Function

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

1.3 Challenges Facing Higher Education

Challenge 1.

Enrolment of female students in higher learning institutions have never been appealing for a long time. Number of female students enrolled in higher learning institutions are lower than male students. The scenario is worse when on the Male to Female ratio calculate on enrol students in higher education based on the field of study.

Figure 2: Male to Female Ratio on Enrollment to Universities by Field of Education

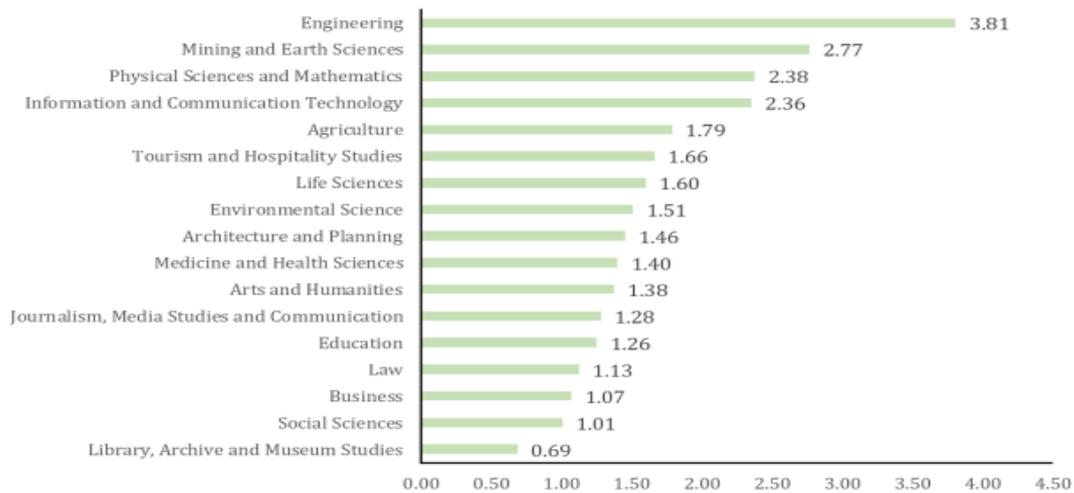


Figure 2 shows unequal enrolment ratios between female and male students with more males in Engineering, physical Sciences and Mathematics and ICT related programmes. More females are enrolled more in Social Sciences, Education and Arts and Humanities.

Challenge 2.

Shortage of academic staff who are teaching in Higher Learning Institutions is skewed to some field of education. The number of academic staff in science related programmes is lower when compared to those in Social sciences, Arts and Humanities programmes. With exceptions to health sciences programmes, other physical science and engineering related programmes have low number of academic staff. Furthermore, the academic cadre in most of universities is made up of junior academic staff mostly holding a Master degree as the highest qualification. For instance, almost a half (47.7%) of all academic staff in Universities hold master's degree as their highest qualification. Although an Assistant Lecturer is allowed to teach Bachelor's degree students the minimum qualification for university academic staff is a PhD in the relevant field.

Table 3: Academic staff by level of education and ownership

Education level	Ownership of institution				Total
	Public	Percentage (of the total)	Private	Percentage (of the total)	
Doctorate Degree	1,499	68.2	698	31.8	2197
Master Degree	2,335	58.9	1,627	41.1	3962
Bachelor Degree	1,109	63.2	645	36.8	1754
Advanced Diploma	12	66.7	6	33.3	18
Ordinary Diploma	122	71.3	49	28.7	171
Certificate	80	72.1	31	27.9	111
Secondary Education	52	96.3	2	3.7	54
Primary Education	36	90.0	4	10.0	40
Grand Total	5,245	63.1	3,062	36.9	8,307

Source: Sorce: TCU, State of Higher Education, 2019

Challenge 3.

Skills mismatch between output of skills from the higher education graduates and the labour market needs. There is a need to enhance transferable skills in the curricula in order to link curriculum content to industries requirements. Creation of knowledge should be promoted in Universities in order to boost to economic activities of country, as reflected for instance by the inadequate technology transfer patents.

Challenge 4.

Inadequate adoption of information and communications technologies (ICT) in the Higher Education institutions (HEIs): despite the investment of ICT through the Science, Technology and Higher Education Project (STHEP) from 2008-2014, there are inadequate adoption ICTs for teaching and learning in the HEIs. However, investments in instructional technologies and capacity building in the same is not on par with its adoption.

Towards 2030 and beyond: recommendations for the future

Recommendation 1.

The Government of Tanzania has adopted policies that advance gender equality and youth inclusion in a supportive enabling environment. With President Samia Suluhu being a role model female representation, then many other policies need to be aligned so as to make sure that female students enrollment in higher education are at par with male students enrolments especially in Science, Technology, Engineering and Mathematics (STEM) programmes which are key to sustaining the lower-middle-income economy and surpassing it. The legal and regulatory framework and the University level policies need to be aligned with national policies on gender equality and inclusion in higher education.

Recommendation 2.

There should be a deliberate effort by Universities, government and other key stakeholders to raise the population of academic members of staff in university institutions in URT which should go hand-in-hand with the establishment of effective and sustainable staff development strategies and succession programmes that aim at training and retaining more academic staff at PhD level in the Universities. A PhD degree is the most pinnacle of the educational attainment and the most respected programs with a capability to make most important contributions to knowledge and to drive change in the society. When well utilized, the PhD graduates represent majority of the accumulated human capital, a valuable human resource with potential for making important contributions to a country's development.

Recommendation 3.

The short-term retooling and in-service training of lecturers conducted in 2015-2016 was an initiative to increase the lecturers' ICT skills capabilities. Since the investments in instructional technologies and capacity building in the same was found to be not in the same level as its adoption, the further investments in instructional pedagogy should be considered in the future.

References

The United Republic of Tanzania, National Bureau of Statistics, 2020 Tanzania in Figures

The United Republic of Tanzania, Education Sector Development Plan (2016/17 – 2020/21)

The Tanzania Commission for Universities, State of University Education in Tanzania 2019

The Tanzania Commission for Universities, Vitalstats on University Education in Tanzania, 2020

Annexes

Annex 1

List of Accredited University Institutions in Tanzania as of July, 2021

1. Fully Fledged Public Universities

SN	Name of the University	Head Office	Current Status
1.	University of Dares Salaam	Dares Salaam	Accredited and Chartered
2.	Sokoine University of Agriculture	Morogoro	Accredited and Chartered
3.	Open University of Tanzania	Dares Salaam	Accredited and Chartered
4.	Ardhi University	Dares Salaam	Accredited and Chartered
5.	State University of Zanzibar	Zanzibar	Accredited
6.	Mzumbe University	Morogoro	Accredited and Chartered
7.	Muhimbili University of Health & Allied Sciences	Dares Salaam	Accredited and Chartered
8.	Nelson Mandela African Institute of Science and Technology	Arusha	Accredited and Chartered
9.	University of Dodoma	Dodoma	Accredited and Chartered
10.	Mbeya University of Science and Technology	Mbeya	Accredited and Chartered
11.	Moshi Cooperative University	Moshi	Accredited and Chartered
12.	Mwalimu Julius K. Nyerere University	Musoma	Provisional Licence ¹

2. Fully Fledged Private Universities

SN	Name of the University	Head Office	Current Status
1.	Hubert Kairuki Memorial University	Dares Salaam	Accredited and Chartered
2.	Tumaini University Makumira	Arusha	Accredited and Chartered

3.	St. Augustine University of Tanzania	Mwanza	Accredited and Chartered
4.	Zanzibar University	Zanzibar	Accredited and Chartered
5.	University of Arusha	Arusha	Certificate of Full Registration (CFR) and Chartered
6.	Teofilo Kisanji University	Mbeya	Certificate of Full Registration (CFR) and Chartered
7.	Muslim University of Morogoro	Morogoro	Accredited and Chartered
8.	St. John's University of Tanzania	Dodoma	Accredited and Chartered
9.	Catholic University of Health and Allied Sciences	Mwanza	Accredited
10.	St. Joseph University in Tanzania	Dares Salaam	Accredited
11.	United African University of Tanzania	Dares Salaam	Certificate of Full Registration (CFR)
12.	University of Iringa	Iringa	Accredited
13.	AbdulRahman Al-Sumait University	Zanzibar	Accredited
14.	Mwenge Catholic University	Moshi	Accredited
15.	Ruaha Catholic University	Iringa	Accredited
16.	Aga Khan University	Dares Salaam	Accredited and Chartered
17.	Kampala International University in Tanzania	Dares Salaam	Certificate of Full Registration (CFR)
18.	Mwanza University	Mwanza	Provisional Licence ²

3. Public University Colleges

SN	Name of the Institution	Head Office	Current Status
1.	Mkwawa University College of	Iringa	Accredited and Chartered
2.	Dares Salaam University College of Education	Dares Salaam	Accredited and Chartered
3.	Mbeya College of Health	Mbeya	Accredited
4.	Mbeya University of Science and Technology –Rukwa	Rukwa	Accredited
5.	Mzumbe University–Mbeya	Mbeya	Accredited

6.	Mzumbe University–Dares Salaam CampusCollege	Dares Salaam	Accredited
7.	Sokoine University of Agriculture–Mizengo Pinda	Katavi	Accredited

4. Private University Colleges

SN	NameoftheInstitution	HeadOffice	CurrentStatus
1.	Kilimanjaro Christian Medical College	Moshi	Accredited and Chartered
2.	Tumaini University Makumira, Dares Salaam College	Dares Salaam	Accreditedand chartered
3.	Stefano Moshi Memorial University College	Moshi	Certificate of Full Registration (CFR) and Chartered
4.	Archbishop Mihayo University College of Tabora	Tabora	Accredited
5.	St. Francis University College of Health and Allied Sciences	Morogoro	Certificate of Full Registration (CFR)
6.	Jordan University College	Morogoro	Accredited
7.	Stella Maris Mtwara University College	Mtwara	CertificateofFull Registration (CFR)
8.	Marian University College	Bagamoyo	Accredited
9.	St. Joseph University College of Health and Allied Sciences	Dares Salaam	CertificateofFull Registration (CFR)
10.	Catholic University College of Mbeya	Mbeya	Accredited