

History and Context

University of Dar es Salaam

The University of Dar es Salaam (UDSM) started life as a college of the University of London in 1961, with only one Faculty (Law). Two years later, it became a constituent college of the University of East Africa which included Makerere College and University College, Nairobi. As a result of the decision in 1970 by the East African Authority to split the University of East Africa, Dar es Salaam acquired full university status. Fourteen years down the line, it became a parent university itself, when Sokoine University of Agriculture was created out of Dar es Salaam's Faculty of Agriculture, Forestry and Veterinary Science. More recently (1991), UDSM acquired two constituent colleges: Muhimbili University College of Health Sciences and the University College of Lands and Architectural Studies.

During 1997/98, UDSM had 4810 undergraduate students of whom only 878 (18 per cent) were female, while the postgraduate student population was 428, including 45 women (11 percent). A similar ratio is reflected in the academic staff numbers where 521 men vastly outnumbered 57 women.

The University offers first and postgraduate degrees in arts and humanities, sciences, medicine, engineering, law, commerce, education and development studies. Under the new policies of education liberalisation and private sector participation, the student population is expected to grow more rapidly to about 9300 in the year 2001/02.

The University is heavily reliant on government funding for its recurrent expenditure. Donor funds support research and strategic capital development in collaboration with the Government. The principal donors are the Swedish International Development Co-operation Agency (SIDA), the Swedish Agency for Research Co-operation with Developing Countries (SAREC), Danish International Development Assistance (DANIDA), the Norwegian Agency for Development Co-operation (NORAD), the Netherlands (MHO), the Flemish Inter-University Council in Belgium (VLIR), the Republic of Ireland, Switzerland and Germany. The University also generates internally between five and ten per cent of the government approved annual budget.

UDSM has, since 1993, embarked on a 15-year Institutional Transformation Programme (UDSM - 2000) aimed at redressing resource flow imbalances, achieving sustainable student intake expansion, and addressing the issue of quality assurance. The programme is intended to lead the University to fulfil its role adequately in the 21st century.

Ministry of Science, Technology and Higher Education

The Ministry of Science, Technology and Higher Education (MSTHE) is responsible for university and other tertiary education in Tanzania, among other functions. Its counterpart is the Ministry of Education and Culture which has responsibility for primary and secondary education in the country. Clearly, their functions are intertwined in many ways, including pre-university training of students and, in the reciprocal process, training of graduate teachers for schools.

The largest share of the budget in the MSTHE goes to university education and, because of

the seniority and size of the University of Dar es Salaam, the latter uses a substantial proportion of it. Typical of the procedures used in East Africa, the University submits its annual budget to the Government through the MSTHE which ensures that the submission, along with others from the rest of the Ministry, falls within the ceiling set by the Treasury. Subsequently, financial allocation and disbursement of funds to the University is controlled by the Treasury but effected through the parent Ministry. In the 'good old days' funds were disbursed on an annual basis, but because of the prevailing economic conditions in the country, remittance is now paid on a monthly basis. The annual audited accounts of the University are submitted to the Ministry and subsequently laid before the National Assembly.

The strongest linkage between the University and the Government, however, is in the appointment of senior university officers. For example, the Chancellor, Vice-Chancellor, Chief Academic Officer, Chief Administrative Officer, and Chairman of Council are appointees of the President of the United Republic of Tanzania. Some of the other Council members are government appointees.

Nevertheless, proposals are in hand to repeal and re-enact the University of Dar es Salaam Act, 1970 (United Republic of Tanzania 1970) as part of the Institutional Transformation Programme discussed above (section 1.1). The proposed Act would grant the University greater autonomy, render the management of the institution more flexible and open other avenues for income generation.

1.3 *Higher Education Accreditation Council (the Buffer Body)*

The Higher Education Accreditation Council (HEAC) was established in 1995 by amendments to the Education Act of 1978 which allowed it to perform 16 functions which include:

- advising the Government on the establishment of higher education institutions;
- approving admissions into state institutions of higher education;
- receiving and considering applications from institutions or organisations seeking to establish private higher education institutions in Tanzania and making recommendations thereon to the Government;
- ensuring the maintenance of standards of programmes and examinations in higher education institutions;
- co-ordinating current and development budgets for state institutions of higher education.

All the members and the Chairman of the Council are appointed by the Minister responsible for higher education. The members are: the three vice-chancellors of the public universities in Tanzania (one of whom acts as Chairman); two principals of higher education institutions; one member from a professional body; the Director of Higher Education; and three others.

At this stage, the Council is directing its activities at the private universities as follows: processing their applications for registration; inspection of their facilities; monitoring progress; and accreditation. Thus far, the Council has issued Letters of Interim Authority to nine private institutions and is considering seven others. As the Council becomes fully operational, it will extend its ambit to cover public universities, thereby becoming a true buffer body between the Government and these institutions.

Proposed National Higher Education Policy

Introduction

Tanzania has just finalised a National Higher Education Policy document (United Republic of Tanzania 1998) which has been formulated over the last number of years. The document stems from a serious concern about the lack of a clear and consistent national policy on higher education provision in the country. Up until 1992, 31 years after Independence, a common conceptualisation or working definition of higher education was still lacking. This pointed not only to pitfalls andr. only t Th thlsThis ,highel ,rt a t educatio

- Student enrolment at institutions of higher education shall be expanded to attain internationally comparable student:staff ratios in various disciplines.
- The present imbalance in student enrolment between the sciences and the humanities [which favours humanities at present] shall be redressed.
- Deliberate action shall be taken towards increased financing of higher education in general and of higher education institutions in particular in order to facilitate pursuit of the missions for which each of them is established. Increased funding towards the critical minimum of 1-1.5 per cent of GNP shall be the goal.
- Deliberate efforts shall be made to arrest the currently unregulated and unco-ordinated establishment of tertiary institutions in the country. Action shall be taken to

- The State shall avoid getting involved directly with the staff members of the institutions except on matters pertaining directly to law and order.
- The State-Student relationship shall be one of sponsor-sponsee based on contract terms. The terms of sponsorship shall be clear to both parties.
- Public higher education institutions shall be urged to propose their own staff regulations and terms and conditions of service for each cadre of employees; but such proposals will require government approval before implementation.
- As much as possible, institutions of higher education shall have the same/comparable organisational structure as long as they belong to a particular level.
- The governing bodies of institutions of higher education shall be enabled to be in control of their institutions both in theory and in practice.
- The Senate, for universities, or Academic Committee for others, shall be the supreme authority on all academic matters.
- The principal officers of institutions of higher education shall be appointed on merit in an open system which inspires confidence, fairness, competence, and acceptability. All the principal officers shall be appointed by the governing body.

2.4 Policies on Sources of Financing Higher Education

An effective financing plan for the future will have to accommodate the changing role of the Government in financing and managing education. Emphasis will be directed at cost sharing and power sharing with private organisations, individuals, non-governmental organisations and communities who will be encouraged to take an active role in establishing and maintaining institutions of higher learning. Students will have to contribute to their education.

The new approach to financing higher education aims at the following:

- Rationalising the level of Government contribution to higher education.
- Rationalising the level of government awards at institutions of higher education and introducing some competitiveness into the awards.
- Introducing a legally fortified students' loan scheme.
- Arresting the decline in the quality of, and access to, higher education due to under-funding by requiring the beneficiaries to contribute towards their higher education and by shifting public resources from students' welfare to provision of education.

The major sources of financing higher education shall be the following:

2.4.1 Contribution by Owners

Owners of institutions of higher education shall be the public and private sectors or partnership between them. Their contribution will be in terms of provision and maintenance of physical infrastructure as well as provision of basic funds for the mission of the institution. In this regard:

- The Government shall continue to play a prime role in the provision and financing of higher education.
- The Government shall invite and encourage the private sector to participate in the provision and financing of higher education. This will be achieved by enacting legislation that will allow and set modalities for the private sector to play its role in the development of higher education.
- Existing higher education institutions and those that will be established should seek joint ventures with local and foreign institutions.
- Business enterprises shall be encouraged to establish endowment funds.

2.4.2 *Contribution by Beneficiaries*

The beneficiaries of higher education are the Government, the private sector and individual students and their families.

In addition to owning and maintaining certain institutions of higher education, the Government shall also provide and/or facilitate loans and/or scholarships for students in higher education institutions. While the Government continues to be the main financier of higher education, it shall be the higher education policy maker and supervisor of its implementation. The Government shall have more responsibility on the direct costs of higher education than on indirect costs. Indirect costs are those covering the students' welfare, eg application fees, registration fees, meals and accommodation, books and stationery, field practical expenses, medical insurance, special projects, caution money, student union fees, examination fees and tuition.

As in the case of the State, the private sector shall be encouraged to:

- establish and maintain higher education institutions;
- provide funds to enable students to borrow for their higher education;
- sponsor students in higher education institutions by providing scholarships, fellowships etc; and provide funds for research.

Students and their families shall be required to contribute towards their higher education as follows:

- a) Students studying in local institutions of higher education shall be required to pay for the following direct expenses: application fees, registration fees, meals and accommodation, books and stationery, field practical expenses, medical insurance, special projects, caution money, student union fees, examination fees and tuition. The transferral of the funding of these costs from thek Tj0 Tcs(4bT9.026 Tc025(s) 78.071 Tw

accommodation, books and stationery, field practical expenses, medical insurance, special projects, caution money, student union fees, examination fees and tuition.

This money can be borrowed by the student through the Government Students' Loan Scheme (GSLS). In addition, the students shall be required to work in Tanzania for a period of five years upon successful completion of their studies abroad. The Government shall have the right to request host governments of non-returning students to repatriate them.

Institutions of higher education shall be required to run their activities in a cost-effective manner with a view to reducing costs. Institutions shall regularly review their staffing levels in order to attain recommended staff: student ratios by increasing student intake and/or by staff retrenchment. Institutions should aim at maximum utilisation of time, space and equipment.

In addition, public institutions are expected to generate income to supplement subventions from the Government. However, such activities must not detract from the main mission of the institutions.

Institutions shall target those income generating activities that relate to their mission and where they can make use of their expertise. Such activities shall include: consultancies, commissioned research, specialised short courses and other training programmes, with much of the generated income ploughed back into the institutions.

The Establishment of the Higher Education Accreditation Council (HEAC)

In the last three decades of providing higher education in Tanzania, there was no single body to co-ordinate the establishment of higher education institutions as well as the programmes of study offered therein. The consequences of this state of affairs are the following:

- unco-ordinated establishment of higher education institutions which met neither the social demand for higher education nor the labour market expectations for the growing local and global economy;
- proliferation of academic awards by post-secondary institutions;
- inadequate information to employers and potential students/beneficiaries;
- unstandardised and confusing academic designations of academic and other staff in the institutions;
- lack of consumer protection.

In 1995 the Tanzanian Parliament amended Act No. 25 of 1978, which thus gave way to Act. No. 10 of 1995 (United Republic of Tanzania 1995). The new Act allowed the establishment of HEAC. However, there is no legislation to guide the design, delivery, systems and management of higher education in Tanzania.

The HEAC will be strengthened to enable it to take up its responsibilities effectively and efficiently.

Co-operation Between Higher Education Institutions

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- enhancement of capabilities in training, research and extension;
- creation of production and business opportunities on an international scale and international levels;
- generation of research grants, fellowships and scholarships;
- promotion of publications and publicity regarding institutions' activities;
- enhancement of human resource development;
- facilitation of exchange of information and experiences.

The Government shall encourage and promote institutional linkages and collaboration between local and foreign institutions. In all collaborative linkages, the interests of the local institutions shall be safeguarded.

University Transformation

Introduction

The University of Dar es Salaam's Institutional Transformation Programme (UDSM - 2000) was launched in 1993 to address the University's management, operations and outputs with regard to quality and relevance, equity, sources of financing, efficient use of resources, and governance. In this way the University will renew itself through a process of self-controlled organisational development and lead the institution to adequately fulfil its role in the 21st century.

The following paragraphs, therefore, attempt to highlight some of the ongoing transformation activities in the University.

Governance

Since its establishment, the institution has been governed through The University of Dar es Salaam Act, 1970. Subsequently, in 1982 and 1993, two studies were undertaken with the intention of amending the Act but there was no follow through on these reports.

Under the 1970 Act, the President of Tanzania appoints the Chancellor, Vice-Chancellor, Chief Academic Officer, and Chief Administrative Officer for unspecified terms of office. The Chancellor, who previously was the President himself, appoints the Chairman and seven members of Council. Five other members are appointed by three Ministers. Thus, 50 per cent of the membership is government appointed, assuming that three National Assembly representatives on Council are independent. At Senate level, two of the members are appointed by the Chairman of Council and six are appointed by the Vice-Chancellor from amongst the academic staff. The Deans of Faculties and Directors of Institutes are appointed by the Council with the approval of the Chancellor.

The Council is responsible for the management of university assets and properties, among other functions. In this regard, the Council approves annual financial estimates and statements of accounts. These statements, the auditor's report, and the Vice-Chancellor's report are laid before the National Assembly by the Chancellor.

One of the UDSM - 2000 activities was the review, by a team of legal consultants appointed from within the University, of the 1970 Act and the two subsequent reports. The team's final report (Kanywanyi & Nditi 1998) recommended the repeal of the present Act and re-enactment of a more flexible Act which would grant greater autonomy to, and enhance democratisation in, the University. In addition, the team has prepared a draft Bill, The University of Dar es Salaam Act, 1998 which incorporates the following changes on the

governance of the University.

The Chancellor will be appointed by the President of Tanzania from a list of three candidates proposed by the University Council, following the recommendation by a search committee appointed by the Council. The term of office is four years with eligibility for re-appointment for one further term for four years.

The Vice-Chancellor will be appointed by the University Council from a list of at least three candidates and will hold office for a maximum of two five-year terms. He/she will be the Chief Executive Officer of the University with responsibility to the Council for academic, administrative, security and welfare affairs of the institution.

The Deputy Vice-Chancellors (DVC) will be appointed by the Council, after consultation with the Vice-Chancellor, from a list of three candidates, to hold office for a maximum of two four-year terms. The number of DVCs will be determined by the Council upon the recommendation of the Vice-Chancellor. The DVC responsible for academic matters shall normally deputise for the Vice-Chancellor in his/her absence.

The Principal/Deputy Principals of each College in the University will be nominated by the Senate from a list of three professors/associate professors and appointed by the Council. Each will serve a term of four years with eligibility for one further term of equal duration.

The appointment of Deans and Directors will be provided for by the Regulations made by the Council.

The Council shall be the principal policy-making body of the University. Its Chairman will be appointed by the President and its total membership will be between 10 and 15 persons, of whom not less than 50 per cent and not more than 60 per cent will be drawn from outside the University. This percentage includes three members appointed by Ministers, one by the Revolutionary Government of Zanzibar, and two elected by the National Assembly. The Vice-Chancellor is an ex-officio member of the Council but the others will be appointed for a maximum of two terms, each of three years' duration.

The Senate will be the principal decision-making organ in all academic matters of the University, subject to the general supervision and guidance of the Council. Its total membership will not exceed 35 persons, of whom the majority (80-85 per cent) will be drawn from within the University, including the Vice-Chancellor (Chairman), DVC (academic matters), Principals of Colleges, Deans, Directors, and at least one student representative. The ministers responsible for higher education and education (primary and secondary) would appoint one representative each.

The Council will manage all the assets and properties of the University which will now include fees and any sums accruing from investments, leases, licenses, and consultancies. After approval by the Council of the annual estimates, the statements of accounts, and the auditor's report, the Council will forward them to the Minister responsible for higher education and the Chancellor. The Vice-Chancellor's annual report will also be submitted to the Council, the Minister and the Chancellor. Thereafter, copies of the statements of accounts, the auditor's report, and the Vice-Chancellor's report will be laid before the National Assembly by the Minister.

The following miscellaneous provisions are worth noting:

- a) a Memorandum of Understanding is to be signed between the Government and the

University;

- b) establishment of a University Funding Promotion Committee by the Council;
- c) authority

- f) A philosophy of continuous improvement is yet to be institutionalised at UDSM. A conspicuous illustration of this fact is the lack of continuous reviews of curricula in most academic units.
- g) The conduct and management of postgraduate studies at the UDSM needs to be reviewed with a view to improving quality and efficiency. Among other plans, the introduction of a minimum number of compulsory coursework units in all postgraduate programmes is proposed for consultation.
- h) The academic staff situation at the UDSM is likely to be significantly weakened in the next five to ten years due to massive retirements unless provision is made to recruit new staff or unless the retirement age is increased beyond 55 years. Given the amount of time it takes to train new staff to full qualifications, the University ought to take urgent measures to address this matter.
- i) The quality assurance system in the UDSM needs to be strengthened with a view to removing the observed deficiencies. The possibility of expanding and transforming the University Teaching and Learning Improvement Programme into a quality assurance body within the University ought to be explored.
- j) Knowledge and access to information technology (IT) is limited among both students and staff. Concerted efforts should be made to raise the level of computer literacy among both students and staff with the target that every student graduating from UDSM is computer literate. A target date for this goal ought to be set.
- k) Additional physical expansion of facilities is critical to the success of the projected expansion of enrolment. Critical areas of expansion identified include the library, seminar/tutorial rooms, laboratories in fields of high demand (eg computer science, electrical engineering, medicine, electronic science). This ought to be accompanied by measures to ensure flexible and expedient allocation and re-allocation of physical resources depending on need.

3.4 *Consultation with other Universities*

The Committee of Vice-Chancellors and Principals in Tanzania (CVCPT) is an informal forum with objectives that include discussing common problems between institutions, raising common issues with other bodies and exchanging information. The forum discusses such matters as the terms and conditions of service for academic staff; exchange of students with other countries and decisions of the respective University Councils. This forum is viewed as a very important and useful vehicle for sharing of information.

3.5 *Consultations with the Government*

The University of Dar es Salaam consults on a continuous basis with the Ministry of Science, Technology and Higher Education and with other government ministries and agencies through their respective officials and through meetings. At the individual level, this would normally involve the Vice-Chancellor, Minister, Permanent Secretary, Chancellor, Chairman of Council and, needless to say, the President. Joint meetings include those of the University Council and its committees, the Higher Education Accreditation Council, and briefings given by the University to the members of the National Assembly.

However, a more recent development is the holding of Annual Consultative Meetings on the UDSM Transformation Programme, the first of which was held in September 1993. It was

officially opened by the President of the United Republic of Tanzania and closed by the Chancellor of the University, and provided an opportunity for dialogue between the university management, faculties, institutes, academic staff and their association as well as

Government will remain a major source of funding for the public universities.

Potential Alternative Sources

Private Sources

This requires the mobilisation of the private sector and of alumni for scholarships, student loans, endowments, laboratory equipment, physical facilities, etc. It is noted that as an incentive, some countries offer tax exemptions to the private sector for donations to the universities, eg Chile (50 per cent) and India (150 per cent). For a start, two Research Chairs have been established in the Faculty of Engineering at UDSM by three companies, and a Human Resource Development Fund is managed by the same Faculty. UDSM has an alumni population of 18,000 which could also be tapped. Contract research is another potential area.

Third Party Investment (TPI) is also under active discussion for such projects as housing, hostels, offices, hotels, catering services, bookshop and stationery. Apart from their income generating potential, projects would be judged on their capacity to provide social services to the university community and for enhancing the mission of the institution. The current discussions will include the review of the existing institutional legislation; guidelines and procedures for investors; and the incentives to be offered to them. One example of a TPI on campus involves a mobile telephone company which has erected masts and other equipment on university land on the hill.

Internal Generation

Internal generation of income entails such activities as the mounting of short or special courses on campus; rental of available space to external users; maximisation of bank interest; and the lease of idle land. Hitherto, such activities have generated between four per cent and 10 per cent of the approved government budget and has shown steady growth from TShs. 132,277,675 in 1992/93 to TShs. 335,430,631 in 1996/97. Fortunately, the Government does not deduct this income from its financial disbursements to the University.

On the basis of these encouraging results, UDSM established an Income Generation Unit (IGU) in February 1998 to co-ordinate and facilitate income generation activities on campus. The role of the IGU is seen to be:

- to review and restructure the existing income generation activities in order to improve the services and the earnings ofdl

Some of these operational instruments are in the process of being developed.

4.2.3 *Private Student Recruitment*

In the mid-1990s the University initiated the admission of private students which drew adverse reactions from parents and students due to the perception that the fees were too high. During the academic year 1998/99 the University adjusted the fees downward with a more positive result. There were 59 students enrolled that academic year paying between Tshs. 0.9 and 1.5 million per student per annum in student fees. It is expected that an increasing number of fee-paying students will be recruited each year.

4.3 *Efficient Resource Allocation and Utilisation*

It is noted that quite often higher education institutions in Tanzania are not challenged to compete for funds. Nor are there systems for incentives and rewards for excellence, commonly used in developed countries where funding is linked to performance. Countries such as Canada, China, Indonesia, Nigeria and South Africa use input-based funding, the criteria being student enrolments and unit costs. One of the shortcomings of this method is student dropouts. In order to overcome this, some countries (Australia, Denmark, the Netherlands, for example) have introduced output-based funding formulae which have resulted in a reduction of student wastage, greater efficiency within universities and more effective public resource utilisation. Deliberate cost cutting measures also need to be taken in order to reduce waste and utilise the limited resources effectively.

4.4 *Donor Funding*

The contribution of donor funds to UDSM is highly appreciated. It has supported research, institutional strengthening and capacity building. Some of the donors to both UDSM and Sokoine University are NORAD, DANIDA, the British Council, the German Academic Exchange Service (DAAD) and the Gesellschaft fur Technische Zusammenarbeit (GTZ : The Society for Technical Co-operation). Support comes also from the Netherlands, Switzerland and the Commonwealth. The University is aware that donor support is not permanent and that it carries with it conditions such as the availability of local matching funds and specificity in project/research areas.

4.5 *Cost Sharing and Student Loans*

Given the declining government ability to finance higher education, cost sharing is seen as economically and socially justifiable. A recent calculation shows that on the basis of a parent/student payment of about TShs. 322,000 per annum, such income would cover about four per cent of the total 1997/98 UDSM approved recurrent budget. However, many parents/students would not be able to afford the fees. Consequently, a student loan scheme should be established in spite of the anticipated poor loan performance. The scheme should therefore be backed by a credible collection system, realistic interest rates and should have the capacity for means testing.

4.6 *Other Sources*

4.6.1 *Borrowed Funds*

It is argued that if the Government can borrow funds for upgrading other services like water and communications, there is an even more important reason to do the same for higher education, namely, that a well-educated nation is the key to success in the new millennium.

Arguments in favour of the imposition of an education levy are based on the premise that private and public firms benefit from higher education through the services of graduates. It is further reasoned that such education cannot be of value in the eyes of the recipient if he/she does not bear a substantial burden of its cost. Therefore, the companies which benefit should pay in advance, in form of an education tax, for the expected returns in future. This form of fundraising, like public borrowing for higher education, will involve a closer partnership between the Government and the University.

Conclusion

Government funding will remain the major source of higher education finance because alternative sources are not substantial and will take time to consolidate. In order to achieve financial sustainability in the long run, the following objectives, among others, need to be achieved: greater motivation and involvement of the private sector; the admission of substantial numbers of fee-paying students; and commitment of the university leadership and staff to an entrepreneurial spirit in their fulfilment of the university mission.

The Higher Education Accreditation Council (HEAC)

Objectives and Functions

The HEAC was established in line with the Higher Education Policy document issued in 1994, to organise and put in place a system of recognising higher education institutions and professional programmes offered by organisations affiliated with those institutions for a level of performance, integrity, appropriate standards and quality which entitle them to the confidence of the education community and the public they serve. Prior to the establishment of HEAC, the functions related to admission of students, processing of grants and scholarships, accreditation of programmes and awards were carried out by different committees under different ministries.

The Higher Education Accreditation Council has the following functions:

Promotion of Knowledge:

- To promote the development, processing, storage and dissemination of knowledge for the benefit of mankind.

Co-ordination:

- To co-ordinate admissions into institutions of higher learning.
- To co-ordinate courses/programmes in institutions of higher education.
- To co-ordinate budgets and advise on recurrent and development budgets for higher education institutions.

Evaluation and Monitoring

- To make visitations, inspection and evaluation of higher education institutions and make appropriate recommendations to the Government.
- To work on the standardisation, recognition and equation of degrees, diplomas and certificates conferred or awarded by universities and other institutions.
- To monitor higher education institutions and programmes.

Accreditation

- To recognise institutions and programmes of higher education and accredit them.

Advisory Function

- To advise the Government, private sector and individuals on the establishment of higher education institutions.

Dissemination of Higher Education Information

- To collect, examine and publish information relating to higher education and research.
- To create a database on higher education institutions for easy retrieval and use by the public.

5.2 Short Term Plans

In interpreting and making operational the Council's statutory functions, the following are the short term plans of the HEAC.

- Development of standard criteria, guidelines and procedures for the establishment and registration of new higher education institutions including universities and colleges of higher education and for the maximum utilisation of available resources in established higher education institutions.
- Development of standard criteria and procedures for approving the periodic review and accreditation of higher education institutions, programmes and awards.
- Development of standard criteria and procedures for standardising, equating and accrediting programmes, courses, examinations and awards offered by, and obtained from, institutions of higher education inside and outside Tanzania.
- Development of, and monitoring adherence to, standard procedures for the selection and admission of students into institutions of higher education in order to guard against possible discrimination of all forms.
- Development of, and overseeing adherence to, standard guidelines for staff recruitment, employment, remuneration and development; staff exchanges and general co-operation and linkages among institutions of higher education.
- Delineation and operationalisation of areas in which the Council can provide and charge for its services including consultancy, publications, etc.

5.3 Long Term Plans

- a) Development of Tanzania's higher education master plan to guide:
 - the establishment of new higher education institutions - universities, colleges and programmes;
 - development of an open list of critical and desirable fields of study for national social, economic, cultural and technological development and advising investors to establish institutions for the same;

- delineation of potential and desirable locations for the establishment of new universities and university colleges.
- b) Development of rationalised strategies for generating funds and meeting the growing costs of higher education including:
- promotion of income generating activities in higher education institutions;
 - planning and budgets, use of cost effective instruments and strategies such as loans, scholarships, grants, cost sharing and more efficient allocation and utilisation of modern resources and effective alternative avenues to higher education.
- c) Development of appropriate procedures for the review, evaluation and accreditation of public institutions of higher education for quality assurance.

5.4 Committees of the HEAC

The accreditation committee (AC) advises the Council on accreditation of institutions and programmes. Specifically, the committee has the following advisory functions to the Council:

- accreditation of higher education institutions and programmes;
- evaluation of staff qualifications;
- co-ordination of courses/programmes in institutions of higher education;
- matters related to higher education, training and research;
- the standardisation, recognition and equation of awards;
- transfer procedures for courses offered in institutions of higher education;
- visitations and inspection of higher education institutions.

In its initial stages and in order to speed up its work, the Council establishes Technical Evaluation Committees (TECs) whose membership varies according to the tasks assigned to them. TECs will be sub-committees of the Accreditation Committee.

The Higher Education Grants Committee (HEGC) has the following advisory functions to the Council:

- assessment of the financial needs of higher education institutions;
- advisory role on the apportioning of higher education costs between the Government, the institution and the individual student;
- provision of guidelines on budgeting norms and resource allocation for higher education institutions;
- regulation and review of various fees charged by higher education institutions.

Currently the HEGC has not been formed because there is not yet a clear policy on the financial role of the Government in relation to private higher education institutions.

The Higher Education Admissions Committee (HEAC) has the following advisory functions:

- co-ordination of admissions to higher education institutions within and outside the country;
- promotion of co-operation between higher education institutions;

dissemination of information relating to higher education and research.

These functions were formerly carried out by the Joint Admissions Board.

Achievements of HEAC

Since its inauguration in January 1997 the Council has received, considered and processed applications for approval to establish nine private institutions of higher education which have been issued with a Letter of Interim Authority.

The second category of seven proposed institutions include those which have submitted to the Council applications and basic facts and information needed to facilitate the further processing of their applications.

Proposed Framework by the University for a new Higher Education Act

The team of legal consultants which drafted the Bill for The University of Dar es Salaam Act, 1998 (see section 3.2) has also prepared a Framework for The Higher Education Act, 1998 (Kanywanyi & Nditi 1998). The Framework has four substantive parts.

The first part deals with the establishment, composition and functions of the Higher Education Accreditation Council, which is mainly a replica of the existing legislation. However, there are new provisions which are intended to obviate direct interaction between public higher education institutions' executives and the ministry/treasury officials in matters concerning the budgets of public higher education institutions. It is intended that the Higher Education Accreditation Council, advised by the Grants Committee, will act as an intermediary between the public higher education institutions and the Government by administering or allocating budgetary funds directly to the institutions.

In the second part, the levels of higher education institutions have been categorised and conditions for approval of establishment stipulated.

The administration of higher education institutions has been provided for in the third part, underscoring the democratic procedure of appointment for the top leadership of the institution. In addition, the principal organs, their composition and functions have been provided for.

In the final part, a new provision empowers the Council or Governing appoint (s) Tj2t, the

latter feels that it is grossly underfunded, while the Ministry is of the view that the University should reduce its internal inefficiencies and make full disclosures of income accruing from other sources.

This last comment notwithstanding, the partnership between the Government and the University is very firmly grounded and the course ahead of them is very clear. What is lacking are adequate financial resources to facilitate the full realisation of very carefully thought out programmes for development.

Finally, partnership between donor agencies and the University is vital for support for research and institutional development. During 1997/98 for example, Strategic Donor Support is reported to have been US\$22,261,896, which was twice the government approved UDSM Budget. Therefore, the government/university/donors partnership is essential for UDSM.

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