THE UNITED REPUBLIC OF TANZANIA

Ministry of Science, Technology and Higher Education

NATIONAL HIGHER EDUCATION POLICY

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Abbreviations and Acronyms

COSTECH	-	Commission for Science and Technology
CSEE	-	Certificate of Secondary Education Examination
GNP	-	Gross National Product
GSL	-	Government Students' Loan Scheme
HEAC	-	Higher Education Accreditation Council
MSTHE	-	Ministry of Science, Technology and Higher Education (Tanzania)
R&D	-	Research and Development
S&T	-	Science and Technology
SLF	-	Students' Loan Forms

List of Statutes

Act No. 25 of 1978: National Education Act (Tanzania)

Act No. 10 of 1995: Education Act (Tanzania)

CHAPTER 1

INTRODUCTION, BACKGROUND AND NEED FOR HIGHER EDUCATION POLICY

This 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, thirty one years after Independence, there lacked a common conceptualization and a working definition of higher education. This pointed not only to pitfalls and gaps in the national philosophy to guide the provision and processes of higher education but also to potential operational problems, conflicts and/or dissonance with respect to allocation of resources, governance, delivery systems, curricular provisions and the final products of the processes.

In October, 1992, the newly created Ministry of Science, Technology and Higher Education (MSTHE) noted, among other things, that:

> ...Demands for personnel with a higher education background has been on the increase both from the public and private sectors. There has thus been a mushrooming of training centres and institutes catering basically for ministries and parastatals. The mushrooming of such centres and institutes appears to have been haphazardly [encouraged] without co-ordination to the extent that ....overlapping in some of the disciplines is common ....(MSTHE Memo EJ/T/3/73 of 6/10/92).

Tanzanian's education system has grown from a relatively simple to a complex one. The system has grown from only one institution of higher education (a university college) in 1961 to more than 140 tertiary training institutions; out of which about twenty are higher education institutions. However, many of these have been duplicating one another's course programmes and awards, seeking to assume a status above what they really are or else awarding qualifications and titles above their capacity and outside statutory limits.

Further problems that have confronted the higher education sector in Tanzania include constrained enrolment expansion amidst an unco-ordinated and unregulated proliferation of tertiary training institutions; an imbalance in student intakes between the sciences and the liberal arts in an age and environment demanding scientific literacy for technological advancement; and an inadequate financing and material facilitation of higher education.

In the more than thirty years of Tanzania's Independence, the country has grown and changed demographically, economically, politically, socially, culturally and in other respects. Her needs and problems have also grown and become more complex in nature.

No rational system, including the entire macro-social system, can function efficiently and effectively without a clear philosophy, a set of paradigms in context and a transparent policy to guide action and practice in pursuit of the defined goals and objectives of higher education. This applies as much to a country's education sector in general as it does to its higher education system in particular.

Against this background and the related contemporary problems and implications in the wake of a changing political and economic environment, there arises an urgent need to formulate a clear policy that would guide the provision of higher education, particularly with regard to a delineation of missions, levels of institutions, curricular orientations and concentration, financing, governance, coordination and linkage with the external world of international education.

This document provides a general policy framework for higher education in Tanzania.

CHAPTER 2

REVIEW OF HIGHER EDUCATION

2.1 *Situation analysis*

Higher education refers to the scope of knowledge and skills imparted within the tertiary level of education. This excludes both primary and secondary level of education.

By definition, there are two clearly distinct levels of training institutions in higher education provision, namely academic full-professional training and intermediary professional education and training institutions. These, in broad terms, are respectively represented by, universities and non-university professional training institutions at the next lower stage (See Appendix 1&2). Each of these has a clearly delineated mission, objectives and curricular orientation and concentration.

Universities, as the highest-level of institutions dedicated to the professional and intellectual development of mankind and society in general, are expected to concentrate on research, teaching and public service or consultancy. On the other hand, intermediate institutions of higher education are devoted to human resource development for the middle and intermediate level of the occupational structure of society, for which they concentrate on the pedagogical mission of teaching, instructing, career training and role-modelling. Yet, these clearly distinct lines of mission and curricular concentration have often been blurred, confused or else ignored for a long time.

A review of the higher education system has further pointed out serious problems including an appallingly low student enrolment in the higher education sector in Tanzania; a gross imbalance in student intake for the sciences relative to the liberal arts and gender imbalanced distribution; poor financing of higher education; an unregulated, uncontrolled proliferation of tertiary training institutions; and the tendency among these institutions to distort the levels and real worth of the academic programmes and awards they offer.

2.2 *Policies derived from the Situation Analysis*

2.2.1 A higher education institution shall be one which, by its mission, programme(s), entry requirements and awards and, having satisfied the accreditation requirements of the Higher Education Accreditation Council (HEAC), offers a level of education and training that leads to intermediate and/or full professional qualifications and competence. Two levels and categories of higher education institutions shall be recognized, viz academic full professional training institutions, ordinarily represented by universities at the highest level; and intermediate professional education and training institutions at the next lower level. The difference between universities as institutions of higher learning and these other tertiary non-university institutions of higher education shall be based on the major mission of pursuit, entry requirements and qualification, and the type and level of accredited award conferrable.

Strategy

- To enact legislation on higher education (a Higher Education Act) which will take this into account.

2.2.2 A University is defined as an institution of higher learning, consisting of an assemblage of colleges united under one corporate organisation and government, affording instruction in the arts and sciences and the learned professions, conferring degrees. Universities shall award degrees, postgraduate diplomas and post-graduate degrees in accordance with programmes of study conceptualized and designed within the framework of the university's mission as defined. Non-university institutions of higher education shall grant within the framework of their professional/career training programmes and the confines of their mission.

Strategy

- To be provided for in the Higher Education Act.

2.2.3 A non-university tertiary institution of higher education shall remain so and shall offer such programmes and awards as has been spelt out unless and until it applies for and is accepted for incorporation or affiliation into an existing university system or unless and until it otherwise attains a distinct university status.

Strategy

- To be provided for in the Higher Education Act.

2.2.4 Student enrolment at institutions of higher education shall be expanded to attain internationally comparable student:staff ratios in various disciplines.

Strategies

- Increasing annual intakes within public institutions.
- Expanding the physical plant and facilities to match expanding enrolments.
- Institutionalizing cost-sharing measures which shall enable the Government to channel more resources to expansion of necessary infrastructure.
- Encouraging the private sector groups and individuals to establish and run institutions of higher education such as universities, colleges and institutes with clear guarantees about roles and ownership.
- Redressing the gender imbalance through some affirmative mechanisms as long as female candidates academically qualify for entry.
- To adopt a mix of residential and non-residential (off-campus) education system, with increasing emphasis on the latter.
- To improve the efficiency and effectiveness of academic management by separating student welfare from academic administration.
- Distant education methods to be enhanced.

2.2.5 The present big imbalance in student enrolment between the sciences and the humanities shall be redressed.

Strategies

- Encouraging, through the Ministry responsible for Secondary Education, increased annual pupil intake into science subjects at secondary school levels, by providing attractive training and employment packages.
- Admitting into universities and the allied non-university institutions of higher education increasingly bigger student numbers into science and technology-based programmes.
- Expanding physical and pedagogical facilities (e.g. laboratories, scientific equipment, chemicals) within the science-based faculties, departments and schools.

2.2.6 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 they each are established. Increased funding towards the critical minimum of 1 to 1.5 per cent of GNP shall be the goal.

Strategies

- To broaden sources of financing of higher education and develop a financially sustainable mode of funding, including taxation.
- To provide more resources for higher education, this to be reflected in increasing annual budgetary allocation to the education sector to reach at least the Sub-Saharan Africa average of 17.5% in the next five years.
- To provide grants/loans to qualifying needy students only. Those with proven ability to pay should not be provided with Government loans/grants.
- To give incentives to women students especially in the scientific and technical disciplines through scholarships and establishment of a special fund.

Policy Statement

2.2.7 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 rationalize the currently existing number of non-university institutions of higher education as well as to streamline their course programmes so as to have fewer but well-equipped and well-funded institutions.

Strategies

- To establish a Presidential Commission to study all tertiary education institutions in the country, to rationalize them and to recommend which among the Government-owned ones should be phased out or transferred to the jurisdiction of the Ministry responsible for higher education.
- Higher Education Accreditation Council to ensure continued rational use of higher education institutions.

CHAPTER 3

CHANGING NEEDS OF HIGHER EDUCATION

3.1 *Situation analysis*

There have evidently been rapid changes and advances in the world of science and technology. Yet Tanzania, along with other Third World countries, has lagged far behind and is continuing to use old and archaic methods and technologies. The proliferation of so many tertiary training institutions which has been experienced in the last two decades has had negligable impact. This has been a result of the doubtful quality and relevance of the diverse and unco-ordinated training programmes, the limited knowledge base. Based on the review of the changing needs of the higher education sector, the following have been identified:

- Increased social demand for education
- Need for specialized skills.
- Need for new emerging areas of science and technology e.g. biotechnology, environmental science, genetic engineering, microelectronics and informatics.
- Need for enterpreneurship.
- Need for globalization and international competitiveness.
- Need for sustainability of higher education by resource reallocation.
- Need for social democracy and good governance.

3.2 Policies towards the changing Needs for Higher Education

3.2.1 Curricular emphasis in institutions of higher education shall be placed on programmes that are geared towards responding to the changing world of science and technology and the corresponding ever-changing needs of the people, their government, industry, commerce and the surrounding environment in general. As agriculture will continue to be the backbone of the economy, agricultural-related disciplines and technologies shall be given priority.

Strategies

- To be provided for in the Higher Education Act;
- To review the curricula of institutions of higher education to meet current and future needs.
- Retrain academic staff to acquire specialized skills.
- Higher Education Accreditation Council to oversee implementation.

3.2.2 The nature and range of the training institutions to meet this challenge shall be reviewed so as to enable them to impart appropriate knowledge and skills relevant to the different levels and sectors of the national economy, without unnecessary duplication.

Strategy

- A Presidential Commission to undertake the rationalisation of technical and higher education.

3.2.3 The education sector should be given priority in allocation of resources by the Government. Training and research objectives shall target the development and promotion of a strong indigenous base of science and technology to enable Tanzanians to solve their development problems.

Strategies

- To review the traditional subjects and incorporate training in high and appropriate technologies, environmental sciences, enterpreneurship and civic education, the latter aimed at "socializing" the learners into issues and habits of social democracy and good governance;
- To invest into education at the rate of 20% of annual Government expenditure (5% of GNP) and into R & D at a rate of 1% of GNP.

3.2.4 Long-term training and research objectives shall consist of expanding student enrolment in institutions of higher education five-fold, by the year 2005 and expanding intake of science and technology students to achieve the target of 600 scientists and engineers per 1 million by the year 2005.

Strategies

- To broaden the base for financing higher education and ensure increased financial sustainability, including taxation.
- To make maximum use of the available space and resources, e.g. by instituting "double student intakes", use of semester mode of delivery of education, optimisation of physical facilities utilisation, transforming some of the existing mono-technical institutes into polytechnical training centres and expanding infrastructure where the existing facilities have been maximally utilized.
- To deliberately increase public investment towards planned in-ventions and innovations in science and technology.
- To increase funding for R&D.
- To review the structure, procedures and modalities of the Tanzania Commission for Science and Technology (COSTECH) with a view to improving its efficiency and effectiveness as a science and technology advisory body and as a catalyst for effective utilization of R&D outputs.

3.2.5 Researcher, scientists and technologists within the country shall be encouraged through incentive schemes for purposes of further enabling them to make their scientific contributions to society.

Strategies

- To prepare and compile personal profiles of the country's scientists, researchers and technologists for submission to a Central Government registry or roster of current and prospective contractors for relevant research and development work in various sectors and sub-sectors.
- To strengthen the national awards and public recognition system with a view to motivating individual student.
- To employ academic staff on two to three year contracts, renewable.
- To make 60 years as voluntary retirement age for academicians and 65 years as compulsory retirement age for academicians.

CHAPTER 4

REQUISITE RESOURCES FOR HIGHER EDUCATION

4.1 *Situation Analysis*

Being vital instruments and vital media for imparting knowledge and skills at a higher level, institutions of higher education require resources of a kind, level, magnitude and mix adequate for them to fulfil the mission for which they are chartered. Basic requisite resources for them include facilities for academic functions, facilities for general services as well as competent and committed staff, particularly academic staff. Their quality and quantity would necessarily vary with the different levels of the two kinds of institutions.

4.2 *Policies on Resources for Higher Education*

4.2.1 A minimum of the essential resources for the academic functions of institutions of higher education shall include in addition to human resources, adequately furnished lecture theatres/rooms, libraries, computing centres, laboratories, workshops and sports facilities.

Strategies

- To be provided for in the Higher Education Act;
- Higher Education Accreditation Council to oversee the implementation.

4.2.2 A minimum of the essential facilities for the general support services shall include adequate space for administrative and support functions.

Strategies

- Contract out back up services with the exception of basic health.
- Introduce medical fee and establish medical insurance scheme.
- Higher Education Accreditation Council to oversee the implementation.

4.2.3 The Higher Education Accreditation Council shall initiate and standardize designation and titles of academic staff in institutions of higher learning.

Strategy

- Higher Education Accreditation Council to implement.

CHAPTER 5

PROVISION AND GOVERNANCE OF HIGHER EDUCATION

5.1 *Situation analysis*

Up until now, the belief in most developing countries has been that the responsibility to provide and finance higher education lies predominantly with the State. Three reasons have often been provided as justification for State funding of higher education:

(i) Critical service: Higher education brings to the community as a whole increased productivity. It is feared that under-investment could cripple the economy.

(ii) Ensuring equity: Higher education funded by Government will forestal exclusion of talented but financially incapable students and thus also avoid aggravating income differentials from one generation to-the next.

(iii) Economies of scale: Higher education run by Government will tend to reduce unit costs as institutions become larger.

These reasons underline the importance of the State in the provision and financing of higher education. They do not, however, claim or imply this to be the exclusive right of the State, nor do they prescribe the manner in which the State should provide and finance education. Currently there is a soaring social and economic demand for higher education and, hence, the need to address this demand, taking into account the constrained resources for higher education. The economy has also undergone tremendous changes that call for different types of skills. All the signs are that the market finds the present graduates grossly inadequate in terms of the requisite scope of knowledge and skills. This poses a challenge to institutions of higher education. Forces that influence governance of higher education institutions include the State, the general public and the community within the institutions themselves. Internally generated conflicts within an institutions of higher education essentially revolve around the question of power relationship in the decision making process and in the distribution of resources.

5.2 *Policies on Provision and Governance of Higher Education*

5.2.1 The establishment of private and public higher education institutions shall be encouraged and assisted by the Government.

Strategies

- Higher Education Act to provide for the establishment of public and private higher education institutions.
- To encourage private organisations and groups to establish institutions of higher education either privately or in partnership with the Government.

5.2.2 The major responsibility of the State shall be to develop a framework for it to provide supervision, regulation, guidance and incentives for higher education institutions.

Strategy

- The Higher Education Accreditation Council to oversee implementation.

5.2.3 The State and the institutions of higher education shall have a contractual relationship such that the State shall give a clear mandate to the higher education institutions, indicating clearly the expected outputs and proposed inputs.

Strategy

- The Higher Education Act to provide for the modalities of the contractual relationship.

5.2.4 The State shall avoid getting involved directly with the staff members of the institutions except on matters pertaining directly to law and order.

Strategy

- The Higher Education Act to provide for the modalities of the contractual relationship.

5.2.5 The State-Student relationship shall be one of sponsor-sponsoree based on contract terms. The terms of sponsorship shall be clear to both parties.

Strategies

- The Government shall prepare terms and conditions of sponsorship.
- Sponsoree to abide by the terms and conditions of sponsorship.

5.2.6 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 require Government approval.

Strategies

- Public higher education institutions to work jointly with government organs in the preparation of Staff Regulations and Terms of Service.

5.2.7 As much as possible, institutions of higher education shall have the same/comparable organizational structure as long as they belong to a particular level.

Strategy

- The Higher Education Accreditation Council to ensure implementation.

5.2.8 The governing bodies of institutions of higher education shall be enabled to be in control of their institutions both in theory and in practice.

Strategy

- The Higher Education Act to make provision for governing bodies to be truly in control of their institutions.

5.2.9 The Senate, for universities, or Academic Committee for others, shall bee the supreme organ and authority on all academic matters.

Strategy

- The Higher Education Act to make provision for Senate or Academic Committee to be supreme organs on all academic matters.

5.2.10 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.

Strategies

- To review the existing legal system of appointing principal officers of higher education institutions.
- The Higher Education Act to provide for the open system of appointing principal officers of institutions of higher education;

CHAPTER 6

FINANCING OF HIGHER EDUCATION

6.1 *Situation Analysis*

Higher Education in Tanzania has been mainly public in ownership as well as in operational control. Thus, expenses for higher education, including students' living costs, have been financed entirely by the public budget. With a few exceptions, students, their families and future employers do not make any significant contribution to the cost of higher education beyond the general incidence of the tax system and the income foregone while studying.

The extent to which the private rate of return to higher education exceeds the social rate of return is a useful index of public subsidy to higher education. Available evidence suggests that in Africa and, indeed, in Tanzania, private rates of return to higher education are conservatively 15 per cent greater than social rates of return. This is more than three times higher than in Latin America or in industrialised countries and fifteen times higher than in Asia. The practice of providing either free room and board on campus or allowances to students, thereby shifting to the public education budget a considerable sum required to cover living expenses of students, greatly inflates publicly borne unit costs of higher education in Tanzania. Although the Government has begun to phase out support for some elements of the living costs of students, fellowships to students still consitute a large part of public expenditure on higher education.

Therefore, measures for getting financial contributions to higher education from a broader spectrum of society will be discussed.

In recent years the education sector has been marginalised due to macro-economic policies that came with the Structural Adjustment Programmes of the 1980s. These policies emphasize that allocation of resources should be on productive and economic enterprises. As a result the education sector as a whole is now under-financed.

Donor support in both capital and recurrent expenditure, has helped to keep the system somehow going; but there are clear signs of donor fatigue due to changing conditions in the

socio-economic and political global situation. This, therefore, calls for a very urgent review of the financing systems for higher education.

6.2 *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 shall 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 for 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 in 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.

Strategies for Policies on Sources of Financing Higher Education

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

6.2.1 *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 infrasturucture 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, among others, 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.

6.2.2 *Contribution by Beneficiaries*

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

6.2.3 *The Government*

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, e.g. 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.

6.2.4 *The Private Sector*

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.
- Provide funds for research.

6.2.5 *Individual Students and their Families*

Students and their families shall be required to contribute towards their higher education. Contribution by the students shall be in the following scheme:

(i) Students Studying in Local Institutions of Higher Education

Students studying in local institutions 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 transferring of the funding of these costs from the Government to the students shall be done in phases, beginning with students' welfare costs.

(ii) *Students Studying Abroad Under the Tanzania Government Sponsorship*

In view of the high costs involved, Tanzanian students shall study in institutions abroad under the following conditions:

- The course to be pursued is not offered in local institutions.
- Local institutions do not have the capacity to train the required number of personnel.
- There are scholarships offered by donors.
- Students sent abroad shall have the best academic records

Students who study in foreign institutions of higher education shall be required to pay for the following:

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.

This money can be borrowed by the student through the Government Students' Loan (G$1) Scheme. In addition, the students shall be required to work in Tanzania for a period of five years upon successful completion of their studies abroad. Government shall have the right to request host Governments of non-returning students to repatriate them.

6.2.6 *Contribution by Institutions of Higher Education*

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 staff retrenchment. Institutions should aim at maximum utilization 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, specialized short courses and other training programmes, with much of the generated income ploughed back into the institutions.

6.3 *Policies on Financial Assistance to Students*

Taking into account the prevailing socio-economic conditions, not all students may have immediate ability to meet the cost of higher education. The Government shall provide financial assistance to students who require it on loan basis.

Strategies on financial assistance to students

The Government shall establish a Government Students' Loan Scheme (GSLS). The amount of money to be borrowed from this scheme shall be reviewed by the government from time to time. In addition, other public and private institutions shall be encouraged to establish student loan schemes.

By introducing these programmes, the following are among the advantages to be achieved:

(i) To instil a sense of responsibility in students regarding their personal (e.g. finances) and public property.

(ii) To enable student hostels and cafeterias to be operated more commercially, thereby avoiding over-expenditures.

(iii) To encourage academic competition among students.

(iv) To direct funds to key disciplines (e.g. sciences) and student groups (e.g. the disabled) where sponsors feel there is need for more support.

(v) To provide an opportunity for employers to know the capability of their potential employees.

(vi) To provide an opportunity for students to match academics, work and society.

(vii) To make higher education institutions conducive places to function as per their missions.

6.3.1 *Eligibility for Government Students' Loans*

In order for an applicant to be considered for a Government loan, the following conditions shall apply:

(i) The applicant must be a Tanzanian admitted to an accredited institution (for new students) and must not be more than forty years at first admission.

(ii) An applicant with full financial assistance from other sources shall not be eligible for GSLS.

(iii) Continuing students must have passed the necessary examinations to advance to the following year of study.

(iv) Students who have to take supplementary examinations shall prepare for the examinations at their own cost.

(v) Repeating students shall not be eligible for a loan.

6.3.2 *Loan Recovery Procedures for GSLS*

The beneficiary of a Government Students' Loan Scheme will have a legal obligation to pay the debt as stipulated in the Students Loan Application Forms. The procedure for paying back the loan shall be as follows:

(i) Obligations of the Loanee of GSLS

In the case of those who are employed, the loanee shall be legally required to:

- Arrange with the employer for monthly deduction of the salary.
- Ensure that payments are remitted to the Ministry responsible for Higher Education, starting not more than twelve months after graduation.

(ii) Obligations of the Loanees' Parents/Guardian and Grantor.

- Ensure that the Ministry responsible for Higher Education is informed of his/her current address and occupation.
- Ensure that all payments of the loan are accompanied with name and Student Loan Number.

(iii) Obligations of the Employer of a Loanee of the GSL

The employer shall be required to:

- satisfy oneself whether the employee is or is not a beneficiary of a Government Students' Loan Scheme.
- Ensure that the beneficiary of the Students Loan Scheme pays back the loan as stipulated in (a) above.
- Inform in writing the Ministry responsible for Higher Education the beneficiary's changes in name, address, and occupation.

(iv) Self-employed Graduates with Loans from GSLS

A self-employed beneficiary shall be required to repay the loan as stipulated in (a) above. In case of beneficiaries who get self-employed, licensing authorities for business, practice, travel etc must establish whether or not the applicant is a SGLS beneficiary. This can be done by examining the candidates certificates, diplomas etc used for supporting the application, which shall indicate whether or not the bearer is a beneficiary of a Government Student Loan Scheme. The licensing authority has to inform in writing the Ministry responsible for Higher Education of the applicants business, address etc for purposes of loan recovery.

(v) Legal obligation for Loanees, Employers, Licencing Authorities and Employers

In order for Loanees, Employers and Licencing Authorities to effectively undertake the tasks outlined in (a) – (c) above the Government shall enact legislation to that effect. The act shall provide for action to be taken against loan defaulters.

(vi) Loan Recovery Period for a GSL

After graduation, the beneficiary shall be given twelve months as optimal grace period, before starting to pay the loan, and the repayment period shall be ten to fifteen years.

Initially the administration of the Government Student Loan Scheme as outlined above shall be handled by the Ministry responsible for Higher Education. In future the scheme shall be handled by a Government agency legally established for administering students' loans.

Academic and Work Study strategies for financing students' studies

- Academic Excellence Awards

Full or partial sponsorship shall be awarded to academically outstanding students. These awards shall be offered by the Government, through the Ministry responsible for Higher Education, parastatal organisations, trustees and foundations, professional bodies, non-governmental organizations and/or individuals. The awarding authority shall decide on which disciplines (e.g. Science, Medicine, etc) and/or groups (e.g. women, the disabled etc) it will give awards. Awarding authorities and institutions may establish the awarding criteria and procedures. A Presidential Academic Excellency Award shall also be established.

- Work Study Programmes (For students studying in local Institutions only)

Institutions of higher education are characterised by having many activities within and beyond their boarders. These activities are often undertaken by employed personnel on either temporary or permanent contracts depending on the nature of the activity. In most cases, the institutions are the employers of such personnel and except, for a few research projects, students do not feature much in the list of employees, particularly as temporary or part-time employees. Experience elsewhere has shown that students can significantly contribute to the development of the institution as temporary or part-time employees. Among the areas where students can be employed on temporary or part-time basis are in various service units. Work Study Programmes are intended to give students an opportunity for paid employment by the

institution. The employment could either be during vacations or term time providing this does not interfere with academic programme.

Other private and public institutions/employers are also encouraged to employ students on a similar basis, particularly during the long vacations.

6.4 *Policies to encourage the Private Sector to support Higher Education*

6.4.1 The Government shall continue to play a major role in the promotion of higher education through policy design and monitoring.

Strategies

- To rationalize and diversify the financing of higher education by the Government and other stakeholders and interested parties.
- To institute other sources of financing higher education, e.g. contribution by institutions and beneficiaries and taxation.
- To encourage private organisations, individual, non-governmental organisations and communities to take an active role in establishing and maintaining institutions of higher education.
- To introduce guidelines for incentives e.g. tax relief, Government grants etc, for institutions maintaining high quality of teaching, research and public service.
- To maximize the utilization of physical facilities and financial, human and other resources within and among higher education institutions.

6.4.2 Students shall contribute for their higher education.

Strategy

- To issue guidelines for students/beneficiaries of higher education to pay fees or for defined direct costs of higher education
- To establish a Government Students' Loan Scheme and other forms of financial aid such as scholarships, grants education trust fund,academic excellence awards and work-study programmes.
- To establish a central students loan administration and recovery system and agency

6.4.3 Public and private institutions of higher education shall initiate and manage income-generating activities to supplement subventions from the Government or owning organisations.

Strategies

- Institutions to make use of their physical facilities, financial and human resources and expertise to generate supplementary income.
- Institutions to introduce cost-effective measures.
- To give priority to the teaching, learning, research and public service roles of higher education institutions.

6.4.4 Government shall encourage private organisations, institutions and individuals to support higher education:

- tax exemption of any moneys given for awards
- tax relief for any educational materials imported into the country or produced within the country.

CHAPTER 7

HIGHER EDUCATION ACCREDITATION COUNCIL (HEAC)

7.1 *Situation Analysis*

In the last three decades of providing higher education in Tanzania, there was not a 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 Parliament ammended Act No. 25 of 1978 which gave way to Act No. 10 of 1995. The new Act allowed the establishment of the HEAC. However, there is no legislation to guide the design, delivery, systems and management of higher education in Tanzania.

7.2 *Policy on the HEAC*

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

Strategy

- Ensure adequate human and material resources to HEAC.

CHAPTER 8

CO-OPERATION BETWEEN HIGHER EDUCATION INSTITUTIONS

8.1 *Situation Analysis*

In carrying out their functions, institutions of higher education influence and are influenced by other institutions within and beyond Tanzania's borders. Institutional co-operation has th following benefits:

- Enhancement of capabilities in training, research and extension.
- Creation of production and business opportunities of an international scale.
- Promotion of competitiveness among institutions of higher education at local and international levels.
- Generation of research grants, fellowships and scholarships.
- Promotion of publications and publicity of institutions' activities.
- Enhancement of human resource development.
- Facilitation of exchange of information and experiences.

8.2 *Policy on Co-operation Between Higher Education Institution*

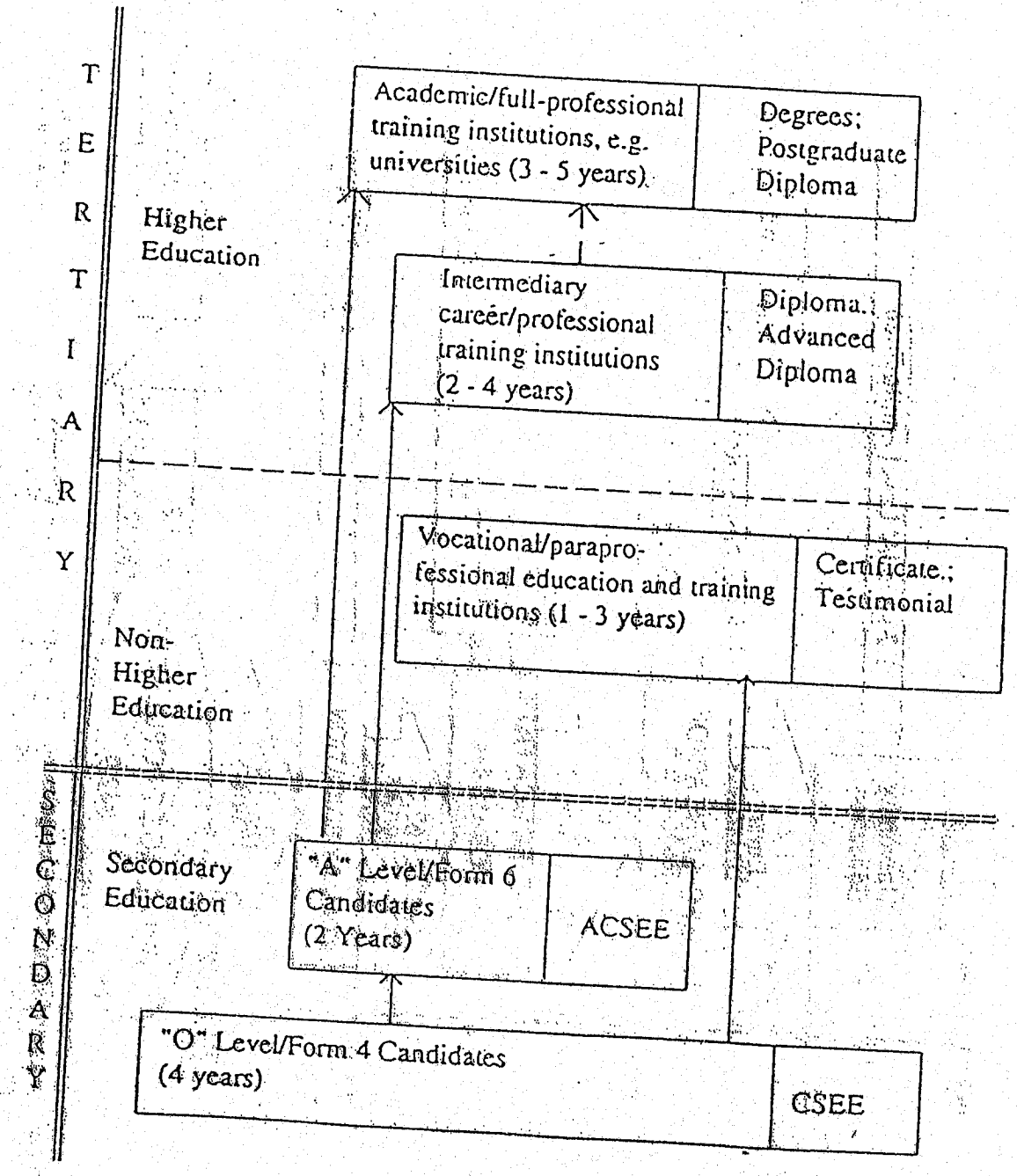
8.2.1 The Government shall encourage and promote institutional linkages and collaboration between local and foreign institutions. In all collaborative linkages, the interests of the local institutions shall be safeguarded.

Strategies

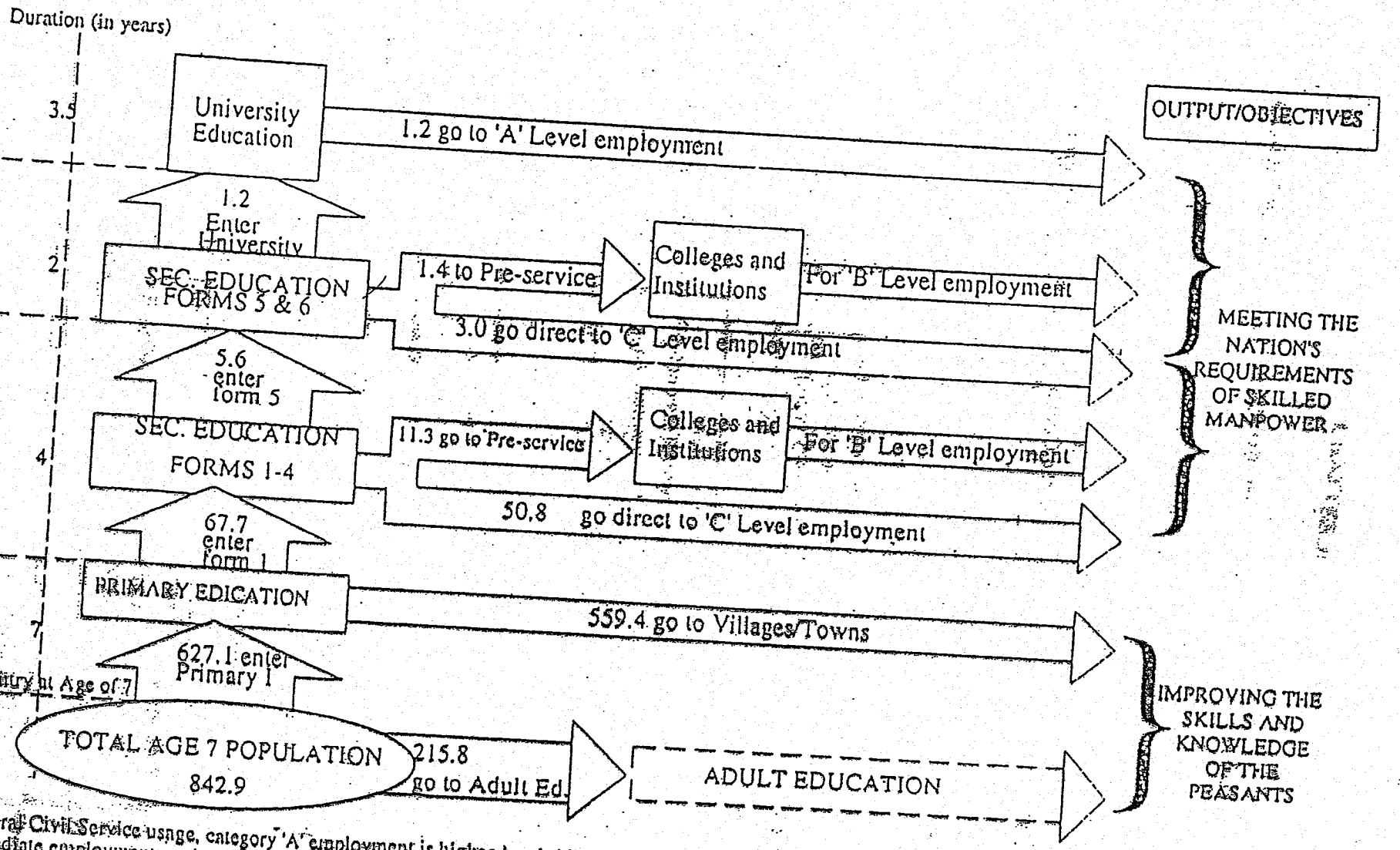
- The Higher Education Council to promote co-operation between local institutions of higher education;
- The Government to promote co-operation between local and foreign higher education institutions through bilateral and/or cultural agreements with foreign governments;-
- Institutions to seek co-operation and links with foreign institutions with common interests.

APPENDICES

Appendix I Higher Education within the Context of Secondary and Tertiary Education Levels.



Appendix 2 Education and Training Paths for the Age Seven Cohort (in thousands) within the National Population - 1991.



(Note: In general Civil Service usage, category 'A' employment is higher-level skilled and professional employment; category 'B' is middle and intermediate employment; and category 'C' is lower-level, semi-skilled, largely vocational employment or self-employment).