

Research Article

THE PRIVATE PROVISION OF HIGHER EDUCATION IN AFRICA: A CASE OF TANZANIA

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ABSTRACT

This chapter analyses the growth of Private Higher Education Institutions (PHEIs) in Tanzania. The objectives of this study are to examine the features of historical development of private higher education, to evaluate the process and trends as practiced in PHEIs and to analyze regulatory frameworks on the development, changes and expansion of the PHEIs sector in Tanzania. The qualitative research approach was used where, a case study design was used to review various potential documents empirical data. The findings were analyzed through content analysis approach, where, theory is not necessary in analyzing documented printed and electronic information from different sources in track changing the development of PHEIs in Tanzania. The major findings included the establishment of private universities in Tanzania has taken place in the high time where there is a mass of students from secondary education to join higher education, the quality of education provided is assured by the TCU, the graduands from private higher education institutions are employable despite the challenges, and private higher education institutions outnumbered the public higher education institutions and that saved the purpose of its establishment among other findings.

Keywords: Tanzania, Higher Education, Socio-economic, research and community services.

INTRODUCTION

The Tanzania population by 2022 was estimated to be 61,741,120 where the population changes at a rate of +3.2% percent yearly. This population contributes to the 0.75 percent of the global share and carries the global rank of 25 (National Bureau of Statistics (NBS) and Office of the Chief Government Statistician (OCGS), 2025). These statistics are according to the 2022 Tanzania National Census.

The economic status of Tanzania indicates that in the year 2020 the national economy moved from the lower country economy middle low country economy. That is, from Gross Domestic Product (GDP) 1,020\$ per person annually in 2019, to GDP 1,080\$ annually per person in the year 2020.

The Tanzania education system operates on the 2-7-4-2-3+ system. A century back, most of the higher education institutions in the region were public. However, the expansion of private Higher education Institutions (PHEI) become a striking phenomena since the Public Higher Education (PHE) can no longer accommodate the number of students coming from secondary schools (Laiser, 2017).

The Establishment of Private Higher Education in Tanzania

Higher Education in Tanzania started long time ago soon after independence in 1961. The University of Dar es Salaam which is the oldest public university in Tanzania was founded on July 1, 1970. It was followed by the Sokoine University of Agriculture in 1984 and Zanzibar University in 1998. Initially, the focus of higher education was eradicating illiteracy among adults, and the result was positive in the sense that more than a third of the adult population became literate, although this rate was still below the world average (Rupia, 2017).

Further, other public universities including Mzumbe university, Institute of Finance Management (IFM), State University of Zanzibar

and many more vocational and tertiary education were created for the purpose of fulfilling the needs of the country and largely to serve the economic, social, and political needs for public good (Bryceson & Chiteji, 2018).

Tanzania, like any other country has experienced the increase in population which obviously raises the demand for more higher education to supplement the public higher education in the provision of higher education. The private higher education in Tanzania was therefore established to share the responsibilities of public universities in enrolling students searching for higher education.

Tumaini University Makumira (TUMA) is a first private university in Tanzania established in 1997. The University is a Christ-Centered University focusing all its programs through the guidance of and obedience to the word of God by conducting and promoting higher education, learning, and research, through scientific fact-findings and esquires to all students without any form of discrimination.

TUMA is affiliated to The Evangelical Lutheran Church in Tanzania (ELCT) is the federation of Lutheran churches in Tanzania and one of the largest Lutheran denominations in the world, with more than 6 million members, or 13% of the Tanzanian population. It is the second largest Lutheran Church in the world and the largest Lutheran church in East Africa. The ELCT is an organization which reaches out to the people of Tanzania offering worship opportunities, Christian education, and numerous social services, including disaster response, healthcare, and AIDS education and relief.

Also, the first private medical university in Tanzania is relatively Hubert Kairuki Memorial University (HKMU) established in 1997, being among the first medical private universities to be accredited in Tanzania in the year 2000; it has since then received local, regional and international recognition. HKMU is currently having a student population of around 1,500 with 85 faculty members and 66 supporting staff is a fairly small university. It focuses in the training of health and allied disciplines at undergraduate and postgraduate levels.

It was the idea of Prof Hubert C.M Kairuki and his wife MrsKokushubiraKairuki to establish the University, moved by the situation in Tanzania after independence in 1961, whereby diseases, poverty and ignorance were declared the country's key enemies. Initially HKMU University was established as Mikocheni International University of Health Sciences (MIUHS), with a focus towards addressing training needs for health professionals in Tanzania, and in sub-Saharan Africa.

In 1998 the name was changed to Mikocheni International University, anticipating the possibility of expanding beyond health sciences. Finally in February 1999 the University's name was changed to Hubert Kairuki Memorial University, in the honour of the founder, Prof Hubert Kairuki, after he passed away.

The University is expanding into other programs and disciplines of science and humanities. Recent established training programs include; Master of Social Work, Master of Science in Public Health, Research and Development in Edible and Medicinal Mushrooms. HKMU is growing to a level where it is becoming the pride of private Universities in the East African region due to the quality and excellence of its programs. Currently the University has attracted students from over 15 different nationalities, external funding and technical support for collaborative research and development activities (Dudumizi, 2019). Dudumizi designed and developed the historical development of HKMU, and placed on the University website and Wikipedia.

St. Augustine University of Tanzania (SAUT) as established in 1998 by the Catholic Bishops of Tanzania. In 2002 was accredited as a secular nonprofit private institution. The university serve the students in the country and outside the country especially students from Kenya, Sudan, Burundi, Ethiopia, Uganda Malawi, Zambia and recently Germany and other foreign countries. It has a population of about ten thousand (10,000) students. SAUT offers a range of programs including advance Diploma and certificate programs. It also offers bachelor and post graduate degrees in different fields.

Other private universities which were established in the year are International Medical and Technological University (IMTU). The owner of the university is Shri. KaturiSubba Rao, the founder and Chairman of the Vigna Educational Foundation (VEF). The VEF of Bangalore, India initiated establishment of the university in Tanzania at the behest of Julius Nyerere, the father of the Tanzania national.

The seeds of the venture were sown by Benjamin the third president of Tanzania when he was the Minister for Science, Technology and Higher Education, with the support of Jakaya M. Kikwete, the fourth president of Tanzania when he was the Minister for Foreign Affairs and International Cooperation. The establishment of the university symbolizes the long-standing partnership between Tanzania and India as part implementation of the South-South cooperation. The university commenced by establishing the College of Medicine which was inaugurated on 17 September 1997 by the prime minister of India, Shri.I.K. Gujral (TCU, 2015).

These are the first private universities established in the same year of 1997/1918 due to the following initiated policies below.

Public Policy for Private Higher Education

In 2005 and after 46 years since independence all private universities offering religion and Biblical knowledge were required to offer secular education in order to offer a difference to those who are looking for an alternative to public higher education and cater for

accommodation of a number of students from secondary education (Laiser, 2017). In light of this, it is clear that religious private higher education institutions have paved the way for majority of the students who are looking for higher education and were not able to get in the public sector. The idea if religious private institutions to offer secular education was announced by the late third president of Tanzania Honorable Benjamin William Mkapa. It was easy for the formation of this idea than building a new university from afresh and with the government funds.

One of the reasons for the growth of PHE in Tanzania is the higher enrollment at the lower levels of education. The Primary Primary Education Development Plan (PEDP) and Secondary Education Development Plan (SEDP), of the government from 2002 to 2006 were developed with the purpose of increasing access to primary education and improving education quality among others (Mwelumbini, 2014). The higher enrolment in primary and secondary education prompted the government to establish a policy in 2005 which invited and encouraged other education stakeholders such as individuals, group of people, commercial firms and non-governmental organizations to establish and manage higher education institutions (Laiser, 2017). A good example of the effect of this policy is the religion institutions in Tanzania that were offering religion degrees are now offering secular education.

The increase in higher cost for higher education on the part of the government has been another reason that led to the establishment of private universities in Tanzania. After independence, the government funded the education of Tanzanian individuals in full, especially at the level of higher education. However, eventually the government needed to rely on nongovernmental funding sources to help ease the burden of the costs (Member & Feng, 2016). Masanja (2019) notes that "because of the increment of the Tanzania population and the number of students joining universities, it has become absolutely impossible for the government to provide free education" (p. 2). This lead to think of private universities to shoulder the public universities in offering higher education.

The establishment of Public-private partnerships (PPPs) in education have been presented to resolve issues of higher education on the basis of financial, management, access and quality. Mgaiwa and Poncian (2016) established from their study that the PPPs have a positive effect on increasing the access to Tanzanian higher education basing on the argument that provision of education remain one of the conditions for socio-economic and technological transformation of any society. Therefore, both developed and developing countries have entered into this partnership with the private sector to offer education, something that every society cannot easily afford due to high costs involved. It is the fact that the government of Tanzania as a developing country with funding problems cannot adequately afford the costs of education provision due to economic position (Mgaiwa & Poncian, 2016). The government therefore, introduced a policy in 1995 that aimed at:

Public-private partnerships in education entail a model of financing and education provision where public and private sectors share the costs and risks of education provision in a manner that involves 'a contracting mechanism used to acquire a specified service, of a defined quantity and quality, at an agreed-on price, from a specific provider, for a specific period (Mgaiwa & Poncian, 2016, p. 20-21).

It is from this view point that the PPPs is pointed out as the best solutions in addressing challenges of financial and management of quantity and quality education in Tanzania.

Furthermore, Tanzania from independence in 1961 has not been able to secure its fully potentials for economic development. As Safari (2024) contended that: -

we are standing at the beginning of the 21st Century, a Century that will be characterised by competition. It is clear, therefore, that it will be a Century dominated by those with advanced technological capacity, high productivity, modern and efficient transport and communication infrastructure and, above all highly skilled manpower imbued with initiatives. If we are to be active participants in the global developments of the twenty- first century we must, as a Nation, find ways of improving and strengthening ourselves in all these areas (p.96).

The fact here is, the Tanzania vision of 2025 that should have gone through an unprecedented economic transformation and development to achieve a middle-income status, with a per capital income of USD 3,000 (in nominal terms); characterized by high level of having in place an educated and pro-learning society among others (Wetengere, 2016). According to Wetengere's view point Tanzania is now at the low middle economy in the world, and we yet to reach the USD 3,000 per capital income; but heading towards.

It was therefore clear "in the new knowledge economy, the main roles of Higher Education Institutions (HEIs); ...become the drivers of high productivity, competition and socio-economic development, ...factors need to be taken on board ... a need to prepare students for curiosity, critical thinking, problem solving and imagination (Wetengere, 2016, p. 195).

The preceding discussion shows that, it is not possible for the public higher institutions alone to meet all these needs for the country, it was therefore inevitable for the private higher education to come in and shoulder the provision of higher education to Tanzanian citizens with qualifications.

Also, cost sharing policy is among the regimes introduced to cater for the costs in higher learning institutions just to make sure all eligible students acquire higher education. Cost sharing policy was introduced as a scheme focusing on students of higher education after the abolition of government scholarship (Bryceson & Chiteji, 2018). The government could not pay tuition fees for all the students in higher education starting from 1990s due to the various reasons as explained above. It is "designed to slowly move some of the costs of higher education, which in recent years had been borne almost exclusively by the government, toward parents and students as well as toward other nongovernmental parties"(Ishengoma, 2004.p.101). The cost sharing policy focused mainly in releasing and subsidizing the government fee revenue and allowing universities to admit students in accredited programs for affordable costs.

As a result of a higher number of students completing secondary education towards higher education; there was an urgent need for additional revenue to upgrade quality and expand capacity for the students in higher education. Ishengoma (2004) conducted a study about cost-sharing in higher learning institutions: a fact or fiction? The report concludes that cost sharing justified on conditions of the absolute demand for nongovernmental revenue for higher education with attention on the need to expand access to higher education.

The report added that another reason for the expand of enrolment in private higher education was due to the higher increase of cut-off points qualifications in famous public universities like university of Dar es Salaam. It was just candidate with division one was allowed to

apply and from division two downwards were to apply else were including colleges and/or tertiary colleges and private universities. As results many students who obtained division two and below opted to apply in private universities for self-and/or parental sponsorship (Alphin Jr. *et al.*, 2017).

Therefore, due to the mass of students with minimum qualification to higher education, the policy to allow religious institutions to offer secular education accommodated this number of students who were thirsty to obtain higher education. These religious institutions have now become major private higher education institutions in Tanzania offering higher education for Tanzanian citizens at affordable costs (Mkulu & Paschal, 2020).

TYPES OF PHEIS AND THEIR INTERFACE

The private higher Education institutions and the public higher education institutions in Tanzania, have different sizes in terms of number of students, staff and non-academic staff with various reasons accounting for their differences. The following figures are the graduates according to their types, and sizes of private higher education institutions; according to their profiles of students and staff via public sector: number and gender of students, academic staff, among other issues.

According to TCU (2019b) the total of full-fledged public and private university, public and private university college are as shown on Table 1.

Table 1: Adequacy of qualified top management in universities

S/N	Institution Type	Number of University Institutions	Number of University institutions with adequate qualified top management	Percentage of the total institutions within the type
1	Public Full-Fledged Universities	11	9	81.8
2	Private Full-Fledged Universities	21	5	23.8
3	Public University Colleges	2	2	100.0
4	Private University Colleges	11	3	27.8
5	Total	45	19	42.2%

It is expected that the statistics presented in Table 1 might have changed due to continued compliance (by the university institutions) to established quality assurance standards that are constantly being enforced by the Commission. Meanwhile, the fact that most of the privately owned institutions did not have are qualified top management which suggests that such institutions have perhaps failed to attract qualified senior academicians.

Private Full-Fledged University

Private Full-Fledged Universities account for the majority of universities in Tanzania. Twenty-two (22) (64.7%) of the total 34 universities in Tanzania as presented in Table 2 are privately owned along with their location in Tanzania. Although in many of these private universities are for profit some programs especially for religious are more of service and outreach than profit, however, the programs qualities are regulated by the Tanzania Commission for Universities (TCU).

Table 2: Private Universities recognized to operate in the United Republic of Tanzania (URT)

S/N	Name of the Institution	Approved Acronym	Year Founded	Head Office
1	Tumaini University Makumira	TUMA	1997	Arusha
2	International Medical and Technological University	IMTU	1997	Dar Es Salaam
3	University of Iringa	UoI	1997	Iringa
4	St. Augustine University of Tanzania	SAUT	1998	Mwanza
5	Zanzibar University	ZU	1998	Zanzibar
6	Aga Khan University	AKU	2000	Dar Es Salaam
7	Mount Meru University	MMU	2002	Arusha
8	Catholic University of Health and Allied Science	CUHAS	2003	Mwanza
9	University of Arusha	UoA	2003	Arusha
10	Eckernforde Tanga University	ETU	2004	Tanga
11	St. Joseph University in Tanzania	SJUIT	2004	Dar Es Salaam
12	Teofilo Kisanji University	TEKU	2004	Mbeya
13	Muslim University of Morogoro	MUM	2005	Morogoro
14	Sebastian Kolowa Memorial University	SEKOMU	2007	Tanga
15	St. John's University of Tanzania	SJUT	2007	Dodoma
16	Kampala International University in Tanzania	KIUT	2009	Dar Es Salaam
17	University of Bagamoyo	UoB	2009	Dar Es Salaam
18	United African University of Tanzania	UAUT	2011	Dar Es Salaam
19	AbdulRahman Al-Sumait Memorial University	SUMAIT	2013	Zanzibar
20	Mwenge Catholic University	MWECAU	2014	Kilimanjaro
21	Ruaha Catholic University	RUCU	2014	Iringa

Public University Colleges

Furthermore, out of the total 15 University Colleges, only 3 (20.0%) are public owned. Table 3 presents a list of these University Colleges, their corresponding institution of affiliation and location in Tanzania. Also, these university colleges are for profit making.

Table 3: Public University/Campus Colleges recognized to operate in the URT

S/N	Name of the Institution	Approved Acronym	Affiliation	Year Founded	Head Office
1	Mkwawa University College of Education	MUCE	University College under UDSM	2005	Iringa
2	Dar es Salaam University College of Education	DUCE	University College under UDSM	2005	Dar Es Salaam
3	Mbeya College of Health and Allied Sciences	CHAS	Campus College under UDSM	2008	Mbeya

Private University Colleges

Again, out of the total 15 University Colleges, 12 (80.0%) are private owned. Table 4 presents a list of these private University Colleges, their corresponding institution of affiliation and location in Tanzania. Similarly, some religious programs are non-profitable and are more of services and community outreach as compared to profitable programs.

Table 4: Private University Colleges recognized to operate in the URT

S/N	Name of the Institution	Approved Acronym	Affiliation	Year Founded	Head Office
1	Kilimanjaro Christian Medical University College	KCMUCo	University College under TUMA	1997	Kilimanjaro
2	Dar es Salaam Tumaini University(DarTU)	TUDARCo	University College under TUMA	1997	Dar es Salaam
3	Stefano Moshi Memorial University College	SMMUCo	University College under TUMA	2007	Kilimanjaro
4	Archbishop Mihayo University College of Tabor	AMUCTA	University College under SAUT	2010	Tabora
5	Jordan University College	JUCo	University College under SAUT	2010	Morogoro
6	St. Francis University College of Health and Allied Sciences	SFUCHAS	University College under SAUT	2010	Morogoro
7	Cardinal Rugambwa Memorial University College	CARUMUCo	University College under SAUT	2011	Kagera
8	Stella Maris Mtwara University College	STeMMUCo	University College under SAUT	2011	Mtwara
9	Josiah Kibira University College	JOKUCo	University College under TUMA	2012	Kagera
10	ArchBishop James University College	AJUCo	University College under SAUT	2013	Ruvuma
11	Marian University College	MARUCo	University College under SAUT	2015	Coast
12	St. Joseph University College of Health and Allied Sciences	SJUCHAS	University College under SJUIT	2015	Dar Es Salaam

Also, the types of PHEIs and their dynamics: the Elite and semi-elite PHEI; proprietary/family owned among other owners as uploaded by Tanzania Commission for Universities in Tanzania (TCU, 2022).

Table: 5 Types and Sizes of PHEIs in Tanzania

Private Universities					
S/N	Name of the University	Acronym	Owner	Programs Offered	N0. Students
1	Hubert Kairuki Memorial University	HKMU	Kairuki Health and Education Network (KHEN)	Nursing, Science in Public Health and Social Work.	1,194
2	International Medical and Technological University	IMTU	Vignan Educational Foundation (VEF)	postgraduate, undergraduate degrees, diploma and certificate in medicine and Nursing	619
3	Tumaini University Makumira	TUMA	Evangelical Lutheran Church in Tanzania	postgraduate, Undergraduate, Diploma and Certificate in Education and Management, Laws, Information and Communication Technology.	3618
4	St. Augustine University of Tanzania	(SAUT)	Tanzania Episcopal Conference (TEC)	postgraduate, undergraduate, diploma and certificate in Education, laws, engineering, business administration, mass communication and Social Science	3754
5	Zanzibar University	ZU		Laws and Sharia, Arts and Social Science, Business Administration, Engineering, Health and Allied Science.	1995
6	University of Arusha	UoA	Seventh day Church in Tanzania	Postgraduate, Undergraduate, Diploma and Certificate in Education and Business.	891
7	Teofilo Kisanji University	TEKU	Moravian Church in Tanzania	Postgraduate and Undergraduate degrees, Diploma and certificate in Education, Theology, Art and Social Science and Science and Technology.	2,606.
8	Muslim University of Morogoro	(MUM)	Muslim Development Foundation (MDF)	undergraduate, diploma and certificate in Arts and Humanity, Science, Islamic Studies, Business Studies, Laws and Sharia.	1,971
9	St. John's University of Tanzania	SJUT	Anglican Church of Tanzania	postgraduate, undergraduate, diploma and certificate in humanities and education, natural and applied sciences commerce and business studies, pharmacy and pharmaceutical sciences, nursing theology and religious studies.	5,235.
10	University of Bagamoyo	UoB		postgraduate, Undergraduate, Diploma and Certificate in Law, Education, Science, Business and Economic Studies.	2453.
11	Catholic University of Health and Allied Sciences	CUHAS	Tanzania Episcopal Conference	postgraduate, Undergraduate, Diploma in Medicine, Nursing, Pharmacy and Public Health.	1,995
12	United African University of Tanzania	UAUT	Korean Church Mission	Undergraduate in Business and Administration, Computer Engineering and Technology.	104
13	Abdulrahman Al-Sumait University (SUMAIT)	SUMAIT	Kuwait based Africa Muslims Agency	Degree, diploma and certificates in Arts and Social Studies, Education, Sharia and Islamic Studies and Science.	1,008
14	University of Iringa	UoI	Evangelical Lutheran Church in Tanzania	Postgraduate, Undergraduate, Diploma and Certificate in Laws, Theology, Psychology, Science and Education, Arts and Social Science and Business and Economics.	1045
15	The Aga Khan University	AKU	Aga Khan Development Network	postgraduate, Undergraduate, and diploma in Arts and Science, health Science, Nursing and Midwifery, medical Education, Media. And Communication.	130
16	Kampala International University in Tanzania.	KIUT	Board of Trustees Kampala International University	postgraduate, undergraduate, diploma and certificate in computing, social science, medicine and pharmaceutical science, Education and legal studies and Allied Science	2,648
17	Mwenge Catholic University	MWECAU	Tanzania Episcopal Conference	postgraduate, undergraduate, diploma and certificate in Arts, Social Science, Education and Science.	4,915
18	Ruaha Catholic University	RUCU	Tanzania Episcopal Conference (TEC).	postgraduate, undergraduate, diploma and certificate in Information Communication Technology, Laws, Arts and Social Sciences, Business and Management Science	1098
19	Sebastian Kolowa Memorial University	SEKOMU	Lutheran Church in Tanzania	undergraduate, diploma and certificate in offering Laws, Science and Education	1225

Some of these institutions have their constituents' colleges and training centers. There are about 19 private higher education universities and 12 constituents' colleges which makes about a total of 32 private higher education institutions and most of these private universities are religion owned and very few of them are owned by individuals as analyzed in table 5. On the other hand, the public higher education universities are 12 in total and 3 constituents' colleges (Table. 3) which makes a total of 15 public higher education institutions.

Private Higher Education Institutions in Tanzania have been making great contribution in the increasing enrolment of students in higher education institutions. They outnumber the public universities and recruit teaching staff and non-teaching staff for better performance as compared to public higher education institutions (Mkulu & Paschal, 2020).

Not only that but the contribution of private higher education institutions is also recognized in the production of human resources needed in critical sectors in the country. The academic performance of PHEIs also indicates higher performance which is the consequence of lecturers in private universities who are highly committed (Mkulu & Paschal, 2020. p. 165)

It is also established that the drop-out rates at PHEIs are low and they exhibit high graduation rates together with increased female enrollment on constant academic almanac. This is because many students are motivated due to the fact that their employment is guaranteed after completion of university studies (Mkulu & Paschal, 2020). Despite the fact that private universities have numerous positive outcomes, challenges like shortage of funds, full time lecturers, research and publication impede the development of private institutions.

According to TCU the total number of the teaching staff as at 2018 survey, there were a total of 8,307 members of academic staff including 660 (7.9%) technical staff in the various public and private university institutions in Tanzania. Technical staff included Laboratory Technicians, Workshop Instructors, Forest and Field Attendants and Laboratory Engineers, among others. Table 6 presents some descriptive statistics of numbers of academic staff (teaching and technical staff) in university institutions (TCU, 2019).

Table 6: Number of Teaching Staff in both Public and PHEIs in Tanzania

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

Table 6 shows that public higher education institutions teaching staff outnumber the teaching staff from private higher education institutions. It is also clear that public higher teaching institutions secured more doctorate teaching staff as compared to PHEIs.

Teaching – learning, research and community services at phes

The teaching and learning at private universities are not far from what public universities are doing. Most of the programs taught in private higher education institutions are all geared towards achieving the needs of the country in development. Although there are a few courses which different from public higher education institutions, the other difference is due the ownership of the institution, where many of these private higher education institutions are owned by religious institutions. Therefore, each one focuses on its denomination.

All the private universities in Tanzania follow the same path of guiding standards of Tanzania Commission for Universities (TCU). It is the commission which guide the assessment mode used in both private and public education institutions in Tanzania. Where, there is Continuous Assessment Tests (CATs) which are given to students during the teaching and learning as mode of evaluation to check their understanding before the university Final Examinations (FE). The CAT carries 40 percent of the total marks while FE carries 60 percent of the total marks, where at the end of the semester a student's

acquiring a total mark of 100 percent in one course program. The CATs include tests, quizzes, long term papers, projects, assignments (Individual and/or group) depending on the teachers' modality. The FE is usually the final paper which covers the semester course module.

However, the distinction between public and private university in the provision of education is very thin. Since private institutions have been shouldering public institutions especially in the provision of education starting from primary towards advanced secondary education to tertiary and colleges (Mgaiwa & Poncian, 2016a). The quality of education of education is looked at different dimension including teaching staff, infrastructure, finance, regulatory bodies and policy implications. One has to analyze these dimensions as quality of education is concerned.

In addition, staff professional qualification in their education are the key determinants of quality of education provided to learners without forgetting their excellence in research and publication. According to different studies and TCU the number and quality of teaching staff was questionable before the 2016 road map set to ensure the quality of higher education institutions (TCU, 2019). For a university to be said of quality, it is required to have a minimum of five academic staff with Ph.D. qualifications, five with Master's degree and 10 with bachelor's degree per each degree programme with a minimum of ten courses (TCU, 2014. p. 6). It was revealed that most private universities and university colleges and centres have very few staff with PhDs. The majority of the academic staff in these universities and university colleges and centre's have masters and bachelor degrees.

Issues of Quality and quality assurance, partnerships and international linkages

The quality assurance of higher learning institutions in Tanzania is undertaken by Tanzania Commission for Universities (TCU). In 2016 the TCU drew a map to ensure quality education in higher learning institutions where some training centers, constituent colleges and universities were closed down for the reasons of offering higher education without meeting the required quality standards (TCU, 2019). The findings revealed that "all public university institutions visited had a designated place or established a unit for quality assurance matters and had a quality assurance policy" (TCU, 2019. P. 13). In contrast to this some percentages of private Full-Fledged Universities had not established yet a quality assurance unit to focus much on the quality issues including the quality assurance accreditation policy.

Also, the state financing scheme concerning students in both public and private universities is determined by priority programmes such as medical profession, engineering, education and agriculture such that many universities are compelled to establish programmes of priority for funding without adequate account of university staffing, ability of students admitted to the programme and infrastructure capacity to accommodate such programmes (TCU, 2014). Given this, it is not surprising that some universities have sprung up only to offer one- or two-degree programmes for which funding is readily available. A good example is the Eckernforde Tanga University (ETU) which only offers two bachelor degree programmes, namely Bachelor of Arts with Education (BAED) and Bachelor of Business Administration (ETU, 2016;TCU, 2016c).This university is now closed down for not meeting the quality assurance requirements. It is obvious that there are some PHEIs whose intention is not to improve access and quality of higher education but to tap public financial resources made available through HESLB. Of recent, the Tanzania Commission for Universities

(TCU) as a regulatory body closed one university for failing to meet the standards in terms of staffing and infrastructure. In addition to that, TCU disqualified fifty-three (53) students for being admitted without adequate qualifications at St. John's University, Arusha campus (TCU, 2015b).

As a result, instead of doing their business in manner that challenges the common practice in public universities, private universities find themselves doing things more or less similar to public universities. The limited size of lecture halls hinders the delivery of lectures as not all the students get what their instructors intend and if so, the learners acquire in aggregate little of what they could get in quality and accommodating class. This has a tremendous effect on students' learning. Studies also show that in many African countries, academic standards have been falling rapidly because some universities lack the basic infrastructure needed to cope with massive growth in the student population especially when admission exceeds infrastructure carrying capacity (Mgaiwa & Poncian, 2016b). While it would be expected that private providers of higher education would do more to put in place adequate infrastructure for teaching and learning because they have more resources than the public sector, private-public partnerships in higher education in Tanzania does not seem to bring anything better in terms of infrastructure.

Moreover, 489 students were expelled from St. Joseph University of Tanzania for lacking requisite admission qualifications as they had failed in their secondary education (Machira 2016). Arguably, this could be associated with universities admitting more students to the extent of even admitting unqualified ones for the sake of getting more funds via government sponsorship. Although there is no data on how many such unqualified students found their way into the universities and have graduated, it is probable that in the past many such students might have been admitted, offered loans and successfully graduated and are now working as teachers in various secondary schools.

It is unfortunate that some public universities have also been found to admit students lacking adequate entry qualifications. At the University of Dodoma, for example, students pursuing a special diploma programme in science were also suspended by ministry responsible for education, science, technology and vocational training for not meeting the admission criteria though they were already at the university and in different years of study and had received loans from Higher Education Students Loans Board HESLB. A review made by the ministry has revealed that a total of 290 students were admitted into the special diploma in science education at the University of Dodoma without meeting the entry qualifications (Ministry of Education, Science and Technology, 2016).

The employability of private higher education graduands is to some extent guaranteed. This is due to quality of preparation they receive and confidence built on them (Rupia, 2017). However, there are also studies that report ill findings about higher education's graduands on both public and private higher education indicating the lack of basic and technical skills needed in the job market and meeting the needs of stakeholders

The TCU in its initial focus was meant to control quality in private higher education institutions, before it was realized that even public higher education institutions is not meeting the quality standards in their programs, and academic teaching staff. At first Higher Education Accreditation Council (HEAC) was used to accredit programs which established and used in 1980s before TCU which established in 1990s.

The TCU role is to ensure quality of education provided in higher education came into play (Ishengoma, 2017). All new universities, and specifically private universities and colleges, have to secure permission to operate from a government quality assurance and control organ, the Tanzania Commission for Universities (TCU), formerly the Higher Education Accreditation Council. The reason new private universities have to secure permission to operate is mainly for quality control and assurance purposes; the assumption being that these institutions, because they are funded from private sources, need to prove that they meet the basic conditions for establishing an institution of higher learning. Old universities (public and private) have to be re-accredited four-yearly, but for public universities re-accreditation is merely a formality. The assumption is that these are academically credible, well-established institutions with Government-guaranteed human and financial resources, highly-qualified academic staff, and quality students and academic programmes.

It is obvious that the private higher education institutions have achieved its quality as discussed in the proceeding pages that outnumbered the public higher education institutions. That the total number of private higher education institutions are 34 as compared to public higher education institutions which are 17 in number if not 15. This suggests that private universities are running because they are accordance with the requirements of qualification standards from TCU. Graduand's employability has been an issue in the whole country for long since 2015, however, from 2022 in April the government announced a lot of post in different fields. Both the public and private candidate is now employed in different sections and some are self-employed.

SECTORAL WEAKNESS AND STRENGTH, GAPS AND CHALLENGES IN PHEIS

The first thing is, in any education system the quality of education provided is that what matters. The quality of education can be measured by through many parameters such as financial of higher education, infrastructure that influence the quality of teaching in universities, quality staffing, qualification frameworks of students and curriculum and sustainable development among others (Mgaiwa, 2018). On the part of financing private higher education; most private universities depend on fee and sponsorship from other affiliated nations and organizations for sustainable development.

Students in higher education in reality, many of them depend on the loans from the Higher Education Students Loans' Board (HESLB) which was established in 2005 during cost sharing in higher education for the students to refund the money after completion of their higher education and being employed. HESLB is mandated to, among others, issue loans and or grants to needy and eligible students. Therefore, the amount of funding directed to an institution is determined by a number of needy and qualified students an institution has admitted. Due to profit motives held by some institutions, some universities have found themselves admitting more students than their admission capacity and beyond the capacity of the existing infrastructure consequently causing adverse negative impact on the quality of teaching and subsequently the quality of education offered in higher education institutions.

The second issue is, the Public-Private Partnerships (PPPs) schemes initiated in Tanzania are assumed to be capable of addressing not only the challenges in the provision of education but also financing, management and quality of education provided. Although PPPs have succeeded in creating additional access to Tanzania higher education, the quality of education provided has been weak (Mgaiwa & Poncian, 2016a). That is why PPPs had no significant impact on

the improvement of quality of education provided in higher learning institutions.

Thirdly, although academic staff workload has been established by the TCU staff in private and public institutions; the academic staff have been engaged in enormous duties to derive to their low performance and unprofessionalism (Mgaiwa & Ishengoma, 2017). It has been evidenced that poor learning achievements among students is often a result of many interrelated factors on the input side that signify a deficiency in educational systems (Rupia, 2017). This means that poor learning achievements or outcomes is most frequently due to a combination of factors that include inadequate learning environments, inappropriate teaching methods and frequently unmotivated lecturers and the situation of the students themselves.

Also, majority of academic staff and student respondents indicated a lack of institutional quality assurance policy in most PHEIs despite evidence of such policies obtained through document reviews and interviews with quality assurance directors and coordinators (Mgaiwa & Ishengoma, 2017). These findings suggest national policies are not made public or widely disseminated to stakeholders, including academic staff, management and students. The consequences of this knowledge gap of the policy presence include a division of power between those who know and do not know, resistance to implementation and a lack of engagement in the implementation of the policies. The ultimate outcome is the risk of negatively impacting on the quality of education provided. There is a need for institutions to ensure the compliance of TCU guidelines, and create an environment where faculty and administration alike are guided by coherent internal quality assurance policies that can be easily interpreted by stakeholders for implementation purposes, and subjected to regular external stakeholder reviews.

Conclusion and way forward the impact of regulatory bodies

For the purpose of maintaining the quality of higher education the TCU has to accredit each university and programs offered. In the past decade of provision of higher education in Tanzania there was only one body coordinating the establishment of higher education institutions as well as the programs offered (Ministry of Science, Technology and Higher Education, 1999b). As a result, the following consequences were realized;

1. Unco-ordinated established higher education institutions which met neither the social demand for higher education nor the labor market expectations for the growing local and global economy.
2. Proliferation of academic awards by post-secondary institutions.
3. Inadequate information to employers and potential students/beneficiaries.
4. Understanding and confusing academic designations of academic and other staff in the institutions and
5. Lack of consumer protection.

Also, not all students in Tanzania are able to accommodate the immediate required cost for higher education. Therefore, the government had to provide the financial support to students under loans basis (Maghembe, 2010). Similarly, Ministry of Science, Technology and Higher Education (1999) shows that "while the government continues to be the main financier of higher education, it shall have more responsibility on the direct costs of higher education than on indirect costs" (Ministry of Science, Technology and Higher Education, 1999. p. 17). Thus, students in the private sector are encouraged by the government to establish and maintain higher education, to borrow funds for their higher education, getting scholarships and get funds for research.

Further, the higher education is required to run their activities at a cost-effective manner with a view to reducing costs. The private higher education is able to get students as they can afford higher education costs on government loan basis. In order for an applicant to be considered for the government loan, the following conditions shall apply as stipulated in Ministry of Science, Technology and Higher Education (1999. p. 20) policy document:

1. 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.
2. An applicant with full financial assistance from other sources shall not be eligible for GSLs.
3. Continuing students must have passed the necessary examination to advance to the following years of study.
4. Students who have to take supplementary examination shall prepare for the examination at their own cost.
5. Repeating students shall not be eligible for a loan.

All these are considered for the purpose of influencing higher education and Tanzania to enable a mass of secondary school leavers for higher education at a low cost. They can apply any higher learning institution of their choice with the central purpose of acquiring higher education for personal and country development at large.

While more than 800,000 Tanzanians enter the labor market every year (World Bank, 2014), only a fraction of them secures employment in the formal sector. Most of them fall into a group of job seekers. These job seekers include school and college graduates and people who have migrated from rural areas to urban areas. Unfortunately, most part of the education was meant to prepare people to become loyal employees and does not even encourage self-employment (Werrema, 2012). This is evidenced by a big number of graduands who are seeking job rather than finding a way to create self employment. In the mid of year 2014 for instance, 10,500 graduands appeared for an interview for only 70 vacancies at the Immigration Department.

Many PHEIs continue to prepare graduates for white color jobs rather than preparing them to use their knowledge and skills to exploit the abundant resources that the country is endowed with. Awiti (2014) argues that both public and private higher education institutions graduands can pass examinations but they cannot think for themselves. Graduands regard self-employment as a second-class type of job. Graduands from Agricultural both private and public higher education institutions for instance, would be expected to create agricultural projects (farming crops, fish and animal husbandry) which will contribute to food security, curb malnutrition, job creation and growth of the economy. As is the case, most graduands from higher education institutions in Tanzania do not want to dirty their hands, so, they do not make good entrepreneurs. This did not come as a surprise as both public and private higher education institutions graduands were trained to be good employees - not employers (Werrema, 2012).

CONCLUSION

This chapter aimed at examining private higher education in Tanzania. The data is gathered from published secondary academic sources as well as from primary documents from TCU and some published documents from private higher learning institutions in the region. The analysis made indicates that private higher learning education contributes vastly in the access and provision of quality education with the purpose of supplementing the few public universities available in the country.

Private higher education has had a positive impact in creating more opportunities for creating access to higher education. It has more significantly helped reduce gender gap in student enrolment as private higher learning institutions enroll a higher proportion of female students than the public institutions. That notwithstanding, increase in access to higher education through an increase in student enrollment hasn't meant that there have been adequate opportunities in private institutions for access to diverse and unique degree programmes and courses. This is because at the moment there are some few universities of higher education that are closed by TCU for failing to meet the standards of quality education pending to be allowed to run the higher education again.

Similarly, although the number of private higher education institutions has tremendously increased, the role in expanding opportunities in higher education needs to be revisited and corrective measures taken. This is because if institutions are established without a clear enrolment threshold, there is a danger of compromising quality of education provided and having institutions that have little contribution to education access. This implies that no matter how good private higher education institutions are, they require proper arrangement that need to be done in line with good watchdogs or organizations that closely assess the ability of institutions providing such education without compromising the quality of output from these universities.

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