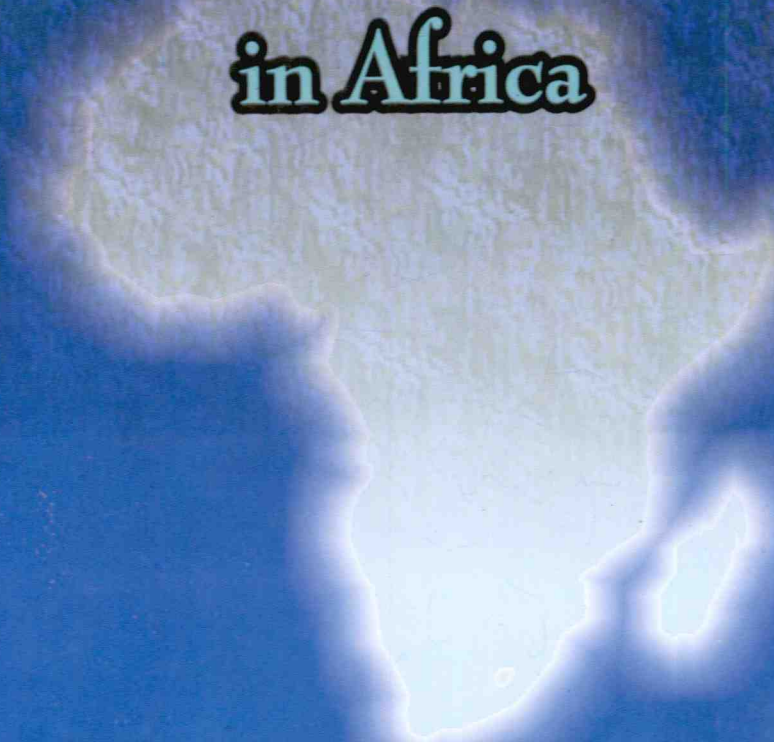


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Association of African Universities
Association des Universités Africaines
اتحاد الجامعات الافريقية

A Study on **PRIVATE** **UNIVERSITIES** in Africa



**A STUDY ON
PRIVATE UNIVERSITIES
IN AFRICA**

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The AAU Logo

Constituent elements

- A traditional lamp
- A flame with a continuous and steady contour
- Africa graphically represented
- A circle symbolising continuity
- Two interlocking rings symbolising inter-university co-operation and the strengthening of African Unity
- The stylised horns emanating from the rings (at their base), signifies the durability of the co-operation and unity
- Association of African Universities written in English, French and Arabic within the circle

Significance

Universities by the "light of knowledge" guide man on the road to progress and human dignity. The shadow of ignorance is removed by this permanent light, sustained by durable co-operation and unity.

Contents

FOREWORD	v
INTRODUCTION.....	vii
1. BACKGROUND TO THE STUDY.....	1
Objectives of the Study.....	1
Significance of the Study	2
Assumptions of the Study	2
Methodology	3
2. ANALYSIS OF DATA	4
Summary of Responses from Resource Persons (Public Universities).....	24
Summary of Responses from Interviewees	33
3. COMMENTS.....	39
4. SUMMARY OF FINDINGS OF THE STUDY	42
Recommendations	45
Conclusion	47
 APPENDICES:	
I List of Private Universities.....	50
II Distribution of Private Universities.....	59
III Contact Persons at Private Universities.....	71
IV Persons Interviewed.....	78
V Resource Persons for the Study.....	84
VI Accreditation Guide.....	92
VII Questionnaires.....	143

Foreword

The subject of Private Universities in Africa is attracting the attention of national governments, the international university community, development partners and all other stakeholders in higher education owing to the role universities play in overall national development and the importance attached to the quality of graduates and programme offerings of the universities. Of particular concern is the issue of the funding of public universities which national governments are increasingly finding difficult to shoulder alone and the inability of the universities to absorb the growing number of potentially qualified students seeking university admission. In fact the study on Private Universities in itself, raises four major issues in higher education namely, the problem of access to higher education, the question of the type of universities best suited for Africans, the issue of who funds higher education in the new millennium and the issue of reform and revitalization in African universities.

There has been a perceived need for reform in many African universities, especially in respect of curriculum offerings and even in the requirements for awarding certificates and degrees. Many of them are still limited in their design of courses, to the physical boundaries of their campuses and are yet to recognize the digital revolution which enables students to take courses of their choice at any time and place, in accordance with their abilities.

As public universities reflect on the question of what type of universities they have and what type of universities they need, and on how access can be expanded without sacrificing educational quality, private universities are being established with new missions and fresh objectives which seem to address some of the concerns of the public. The study identified 80 private higher education institutions in Africa with most of them being established in the 1990s. About 44 percent of these universities are concentrated in East Africa and 28 percent in West Africa. The number is expected to grow rapidly in the next two decades. While the student population in these private institutions is low compared to public institutions, the growing number of the former provides one major option in addressing the issue of access.

How can a healthy relationship between the two variants of universities be attained and what should be the attitude of governments towards private

higher education especially in-relation to who pays for higher education in this century? There are no simple answers to these questions, but the results of this study point to certain directions which universities, governments and all stakeholders in higher education on the continent may want to look, as they face the challenge of higher education development in Africa in the new millennium.

This study is only a beginning in our search to know more about the private provision of higher education in Africa. It provides the basis for further studies particularly in the areas of typology, characteristics of types, similarities and differences and the issue of how they are funded and can be sustained.

We are indeed grateful to the International Development Research Centre for funding the study, and for their interest in higher education in Africa. The AAU will continue to update this report to make it as relevant as possible. We are equally grateful to Prof. Chris Nwamuo, Senior Programme Officer at the AAU, who conducted the research and to all those who in one way or the other contributed to the success of the study.

Prof. François RAJAOSON
Secretary-General

Introduction

The report on the Study of Private Universities in Africa represents the findings of a major study undertaken by the AAU last year, with a grant from the International Development Research Centre (IDRC). One of the major objectives of the study was to ascertain the reasons for the establishment of private universities and for the AAU to acquaint itself with the development of private higher education provisions on the continent. The report has some interesting revelations for all stakeholders in higher education in Africa.

Of recent, there has been growing criticism of public universities in relation to government funding, relevance of curriculum to immediate needs of the society, quality of programmes offered, capacity for sustainable research, poor conditions of service and inadequate infrastructural facilities. They have been accused of being clean and noble, but not alive to the realities of the times. There is equally a growing concern in the higher education world of Africa, over who should fund higher education in the new millennium as the state can no longer be the purveyor of higher education in the face of her other responsibilities. While these questions rage on, the higher education sector is still expected to reform and inspire innovation in the system if it is to make a real impact and contribution, to national development. To this end, universities can launch programmes to stimulate their research capacity and upgrade their community service roles.

Research has consistently shown that there is unequal access to higher education which has always been for the privileged few, as social class, parental income, education and ethnic origin at times help to determine access to university education in Africa. This skewed access to higher education in favour of the rich, re-enforces social inequality which is morally unacceptable. With the springing up of about 80 private universities on the continent within the past decade, one must not underrate the potential of this development, nor underestimate how critical it is that the two types of universities develop a new, healthy but competitive institutional relationship which is necessary for the improvement of standards.

The argument of the new universities is that with the declining standards in public universities, it will be better to establish new universities with fresh

mandate and missions than to “patch a rotten system”. They argue that to transform an old university into new expectations with staff already used to certain ways of executing programmes may require a revolution which many do not want to be part of. It may also be added that most often people promise to change their old behaviour, to embrace new doctrines or even to burn revolutionary documents with their hands, but end up carrying the revolutionary spirit in their hearts. Besides, history has shown that no reform is ever successful if it emanates from the existing structures from which the corruption complained of, originated. It is therefore time to see the other side of higher education in Africa.

Should higher education be a monopoly of the state even when public universities are poorly funded? There is reason to believe that the right to educate and to freely choose an education, requires a passive state that allows and safeguards the existence of private higher education. If private universities are established to provide more access to higher education, then the role of governments should be to support, encourage, stimulate and enhance their work. This can be achieved through the provision of an education grant which allows every university entrant a certain amount of money to cope with his education, as a symbolic start. This is only a random choice from many possibilities on how to assure university students that there is no discrimination against any set of students or any type of university.

Once again we want to register our appreciation to IDRC for making it possible to carry out this study and to all our resource persons and interviewees for their cooperation and contribution towards the success of the study. This report presents the background to the study, the methodology, the analysis of the data collected, some personal comments, the summary of the findings and some recommendations.

Prof. Chris NWAMUO
*Senior Programme Officer &
Researcher for the Study*
July 2000

Background To The Study

Background

During the last decade, church-oriented and private universities have been established in several African countries perhaps as a reaction to the growing number of students seeking admission or for some other reasons. Whatever the reasons, they constitute an important addition to higher education provisions in Africa and by implication to the human resource development as well. Their number has continued to increase over the years. In spite of this development, there has been no study conducted on a large scale, to document their establishment, their code of conduct and their general contribution to higher education in Africa. The AAU as a continental organisation speaks for about 162 member universities in Africa. It interacts with its members and discusses the problems of higher education through the Executive Board meetings, the conference of Vice-Chancellors, Principals and Rectors of Universities, the Senior University Management Workshops and other workshops and activities. The AAU can therefore claim to be conversant with developments in public higher education on the continent. Unfortunately, the AAU knows very little about this phenomenon: private universities. Apart from a study on Private Universities in Kenya: Some Emerging Trends and Issues (1993) and Private Tertiary Education in Ghana (1995), no other comprehensive study has been undertaken on this development. Yet, the AAU is supposed to be a major voice on higher education in Africa. In order to be informed on this development and disseminate useful information on them, a need arose to undertake a study of Private Universities in Africa. The study was carried out with a grant from IDRC.

Objectives of the Study

The major objectives of the study are:

- to identify the private universities in Africa
- to identify the agencies responsible for their establishment
- to document the purpose for setting them up
- to understand their operational codes and regulatory framework

- to understand the administrative structure of such universities
- to establish the role of private universities in national development
- to identify the relationship between private and public universities
- to make recommendations to governments and other stakeholders in higher education on how to promote collaboration and a healthy relationship between the two types of universities.

Significance of the Study

The study of private universities in Africa is considered significant in the sense that:

- it will help provide a database of vital information on private universities in Africa
- it will help identify the role of private universities in national development and by implication determine the need to encourage them
- it will help establish the relationship between private and public universities and suggest ways of ensuring a healthy relationship between them
- results arising from the study will provide the basis for suggesting to African governments to diversify higher education in order to provide more access to higher education.
- it will provide authentic information which will be useful to researchers, educationists, policy-makers and all stakeholders in higher education in Africa
- by sharing information regarding private universities, the study has the potential of helping the AAU to meet one of its major objectives of disseminating information necessary for better cooperation and integration between universities in Africa
- besides, information gathered from the study will be useful to the African and international university community as well as help improve AAU's capacity as a reliable source of information on African higher education.

Assumptions of the Study

Some of the assumptions of the study on private universities are:

- that private universities are established to bridge the gap between the relatively few educated and the million of Africans yearning for higher education;

- that governments alone no longer have the capacity to meet the funding needs of higher education institutions in the face of their other responsibilities;
- that since public university programmes tend to produce graduates who look up to government for employment with little success, there is need to develop new programmes aimed at producing graduates for self employment;
- that the reality of who pays for the cost of higher education in the new millenium needs to be addressed;
- that business management skills are now required even in the provision of educational services to clients;
- that yesterday's successes in school administration techniques are no guarantee for the solution of tomorrow's educational problems.

Methodology

The purpose of this study was to identify private universities in Africa and provide useful information about them. The study was carried out in 3 stages. The first stage: the identification of private universities in Africa was executed through the design and administration of questionnaires meant to elicit the desired information. The administrative (ADQ) questionnaires were mailed to resource persons in National Universities Commissions, Higher education Commissions, the Ministries of Education, Special Commissions on Higher Education or Bureau de l'Enseignement Supérieur. The second stage involved the examination of the operational codes and regulatory frame-work of these universities. Two sets of questionnaires were designed and mailed to the registrars (resource persons) of selected public universities (RPQ) and private/target universities (TUQ), to get a balanced opinion on their operational codes, organisational structure, programme offerings, academic standards and relationship with public-sector higher education institutions. The third stage of the study involved site visits to selected countries, to interact with the administrators of private and public universities and some Higher Education Ministry officials to gather some informed opinion on issues not covered by the questionnaires but regarded vital to the evaluation of different shades of opinion on private and public universities. It involved the use of questionnaires and interviews with administrators of institutions and Higher Education Ministry officials. On the whole a total of about 186 questionnaires were administered for the study but only 104 were retrieved.

Analysis Of Data

All the data generated from the study have been analysed and are presented in the following figures with a summary of the comments from resource persons from the private/public universities.

Qs1: Who gives approval for the establishment of private universities in the country?

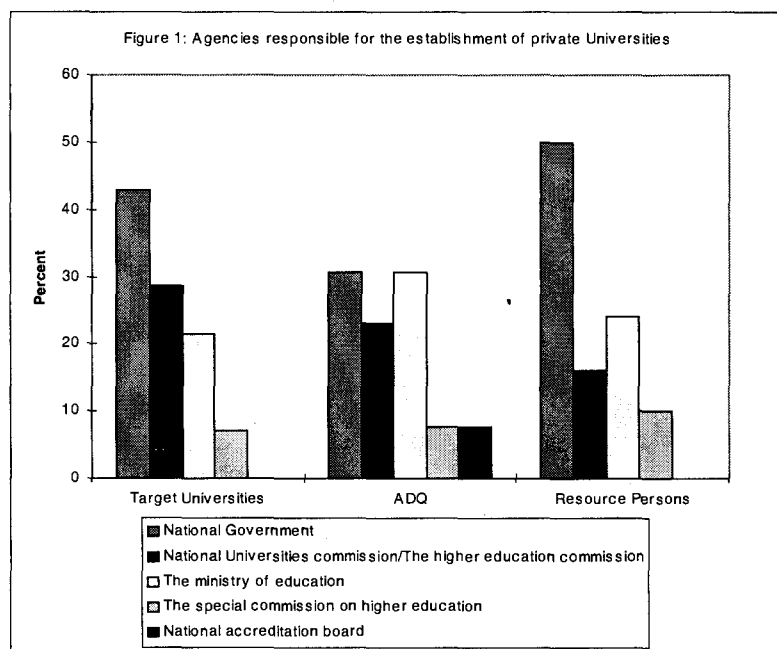


Figure 1 shows the responses from the National Universities Commissions, the registrars of public universities and those of the target (private) universities. The responses indicate that approval for establishing private universities is given by National Government.

Qs2 : Is there any existing regulatory framework on private universities?

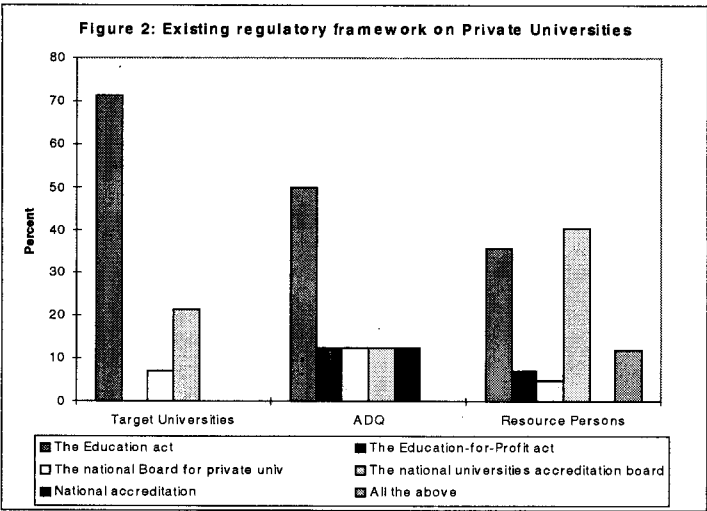


Figure 2 shows that the regulatory framework for private universities are the Education Act and the National Accreditation Board.

Qs3 : What is the major purpose for establishing private universities?

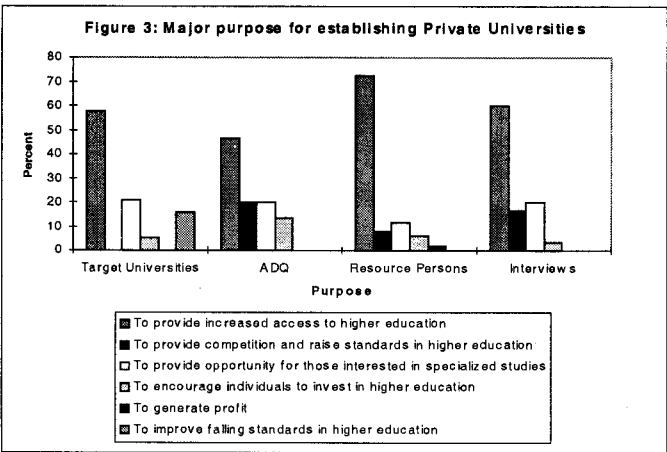
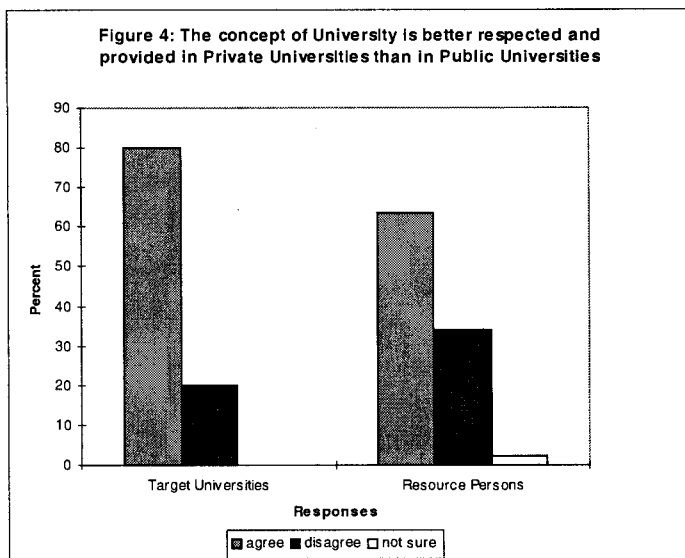


Figure 3 shows the responses from interviewees , the private universities, the Registrars of public universities and the National Universities Commissions. There is a consensus that the major purpose for establishing private universities is to provide increased access to higher education.

Qs4 : The concept of university autonomy, academic freedom, the provision of basic infrastructural facilities and conducive learning environment are better respected and provided for in private universities than in the public universities.

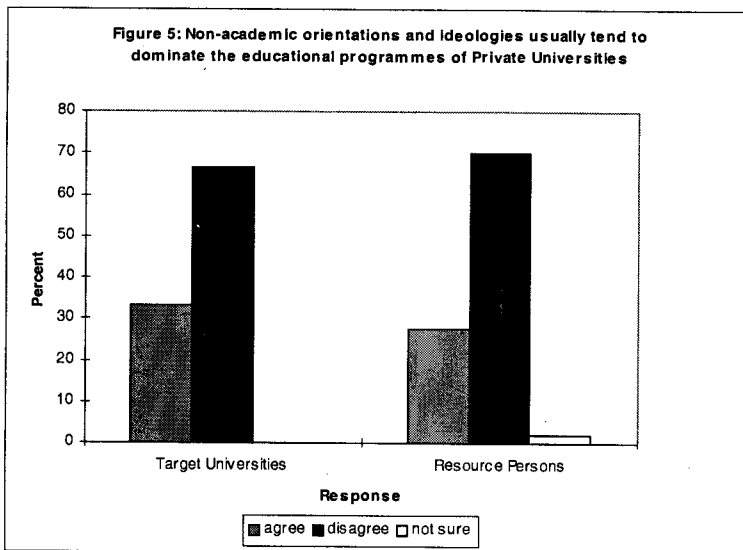


The figure shows the responses from the Registrars of private and public universities. The responses indicate that the concepts (ideals) of university are better respected and provided for in private universities than in public universities.

Comments by respondents:

- Private universities emerged as a reaction to what is lacking in public universities such as basic infrastructure and over interference by Government of the day.
- There are no bureaucratic bottlenecks and no political considerations in appointments.
- They enjoy full autonomy and decide what to teach.
- Public universities are congested and not well-provided for despite governments assurances.
- They are like no man's land and so nobody really cares.

Qs5: Non-academic orientations (religion, political, social) and ideologies usually tend to dominate the educational programmes of private universities.

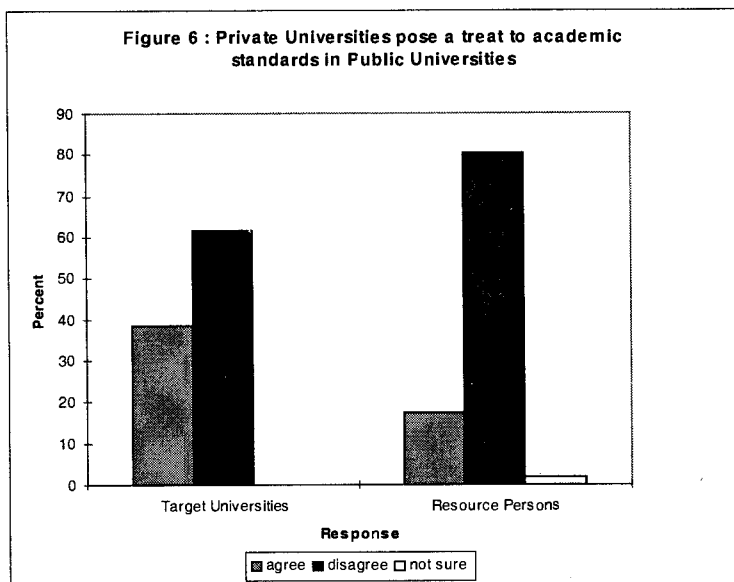


From the figure it is obvious that the resource persons from the two types of universities do not agree that non academic orientations and ideologies tend to dominate the educational programmes of private universities.

Comments:

- Totally wrong concept. The National Universities Commission has established minimum standards which every university in the country must meet.
- This does not give room to domination of non-academic orientations. Private universities have to respond to the needs of their clients.
- Non-academic orientations would definitely repulse the clientele.
- At catholic university, we emphasize both higher academic standards and higher moral values. We don't compromise one for the other. We give equal importance to both.
- Not at all. We are religious based but 25% of our population is of other religions. We recruit teachers on merit and operate under regulations of the Ministry of Education.

Qs6: Private universities pose a threat to academic standards in public universities.

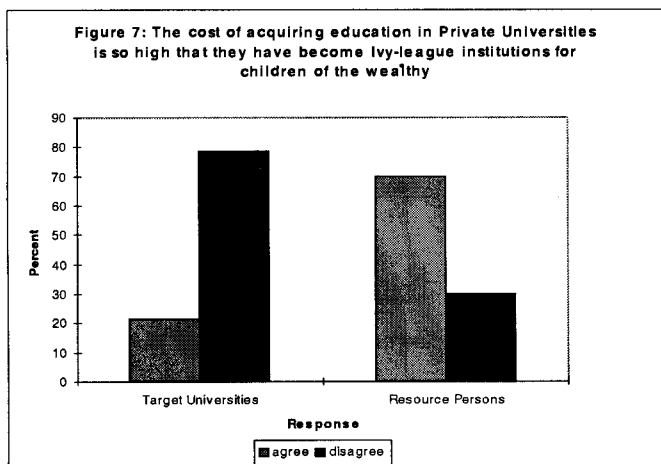


Again the responses from this figure represent the views of resource persons from the 2 types of universities. They disagree with the view that private universities pose a threat to academic standards in public universities.

Comments:

- Potentially yes. But their current stage of development does not provide that sort of threat.
- Too much “red-tape” and bureaucracy kills initiatives and commitment in public universities. Private universities provide initiative and incentives.
- However, there is no competition but complementarity and so no threat.
- Right now I see their existence as co-operation rather than competition or threat.
- There is no threat but the fear of threat and competition will help each institution to set high academic standards in order to survive.

Qs7: The cost of acquiring education in private universities is so high that they have virtually become ivy-league institutions for children of the wealthy.

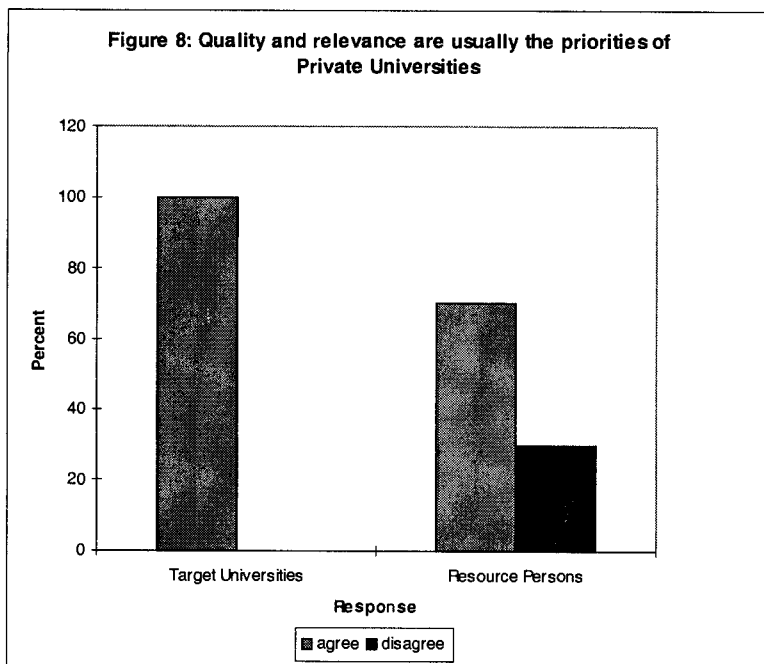


The responses from the above figure show the views of resource persons from the 2 types of universities. The resource persons from private universities do not agree that the cost of education in private universities is so high that only children of the wealthy can afford to go to them. The view is however upheld by resource persons from the public universities.

Comments:

- It may be so in profit-making universities but not in all private universities.
- This is true in advanced countries but not so in developing African countries where majority of the people live below poverty level.
- Private universities will price themselves out of the market if they aim at serving only the wealthy.
- Some private universities are more cost-friendly than public universities, yet services are better in private ones.
- It is true that only those who can afford it go to expensive private universities.
- In our case however, we run a scholarship programme where the “needy students” get the chance to pursue their studies.
- To some extent, but in Uganda today even public universities impose levies almost equal to ours, despite the subvention from public purse.

Qs8: Quality and relevance are usually the priorities in private universities.

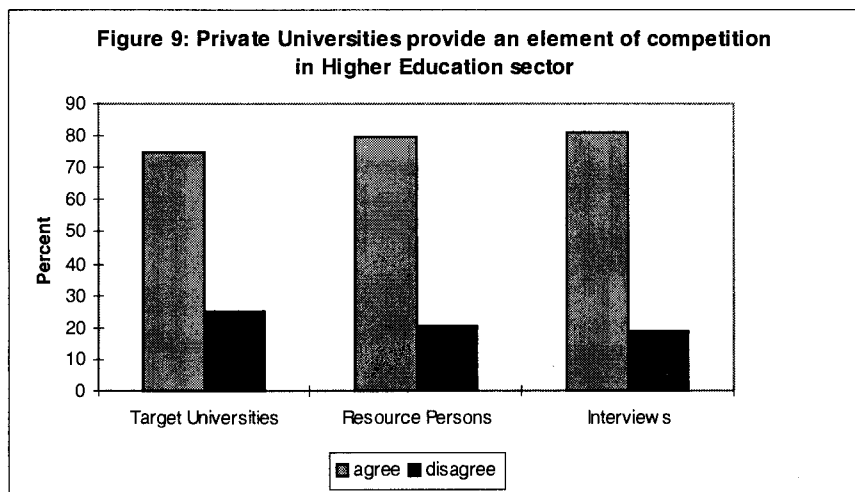


The responses from this figure indicate a common response from the resource persons: that quality and relevance are the priorities of private universities.

Comments:

- Undisrupted academic calendar, good programmes and competent lecturers. These enable the private universities to make a difference.
- It is only these factors (quality and relevance) that make people pay what it costs to go for private university education.
- Yes, because students and parents take into account, the potential job-market when they pay.
- This is why enrolment figures are usually high.
- Private universities try to capitalize on the weak points of public universities.
- Yes, students must have the knowledge, skills and values they need in order to succeed in a highly competitive and rapidly changing world.

Qs9: Private universities provide an element of competition for standards and excellence in the higher education sector.

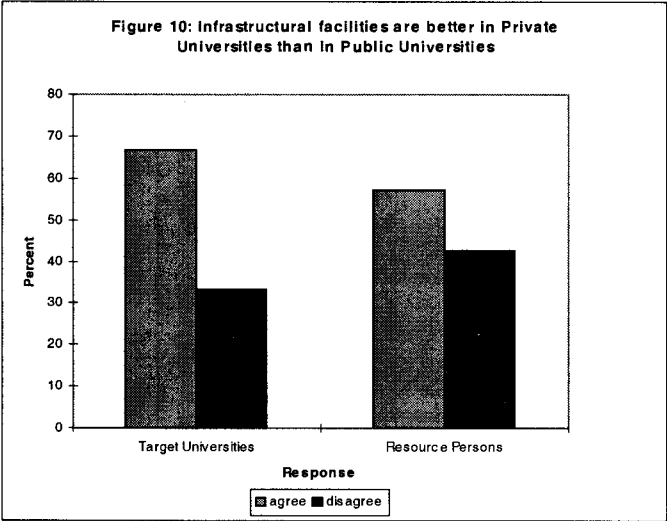


The responses here from the public and private universities and those interviewed, show an agreement of opinion that private universities provide an element of competition in the higher education sector.

Comments:

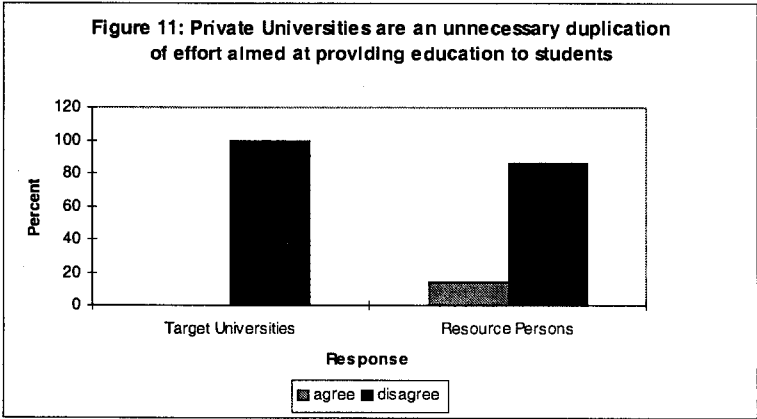
- This is expected.
- Yes, to some extent, commitment and high motivation play a role towards this competition.
- Private universities employees are learned, enjoy attractive facilities and there's therefore individual commitment to those who have paid.
- It is not necessarily a matter of competition, but doing things the right way.
- Candidates are often attracted to universities with excellent programmes. They deserve respect and decent treatment.
- It is envisaged that private universities will set higher standards that would encourage public universities to emulate.

Qs10: Infrastructural facilities are better in private universities than in public universities



The figure illustrates the responses from public and private universities on infrastructural facilities. There is an agreement that infrastructural facilities are better in private universities.

Qs11: Private universities are an unnecessary duplication of effort aimed at providing education to their students.

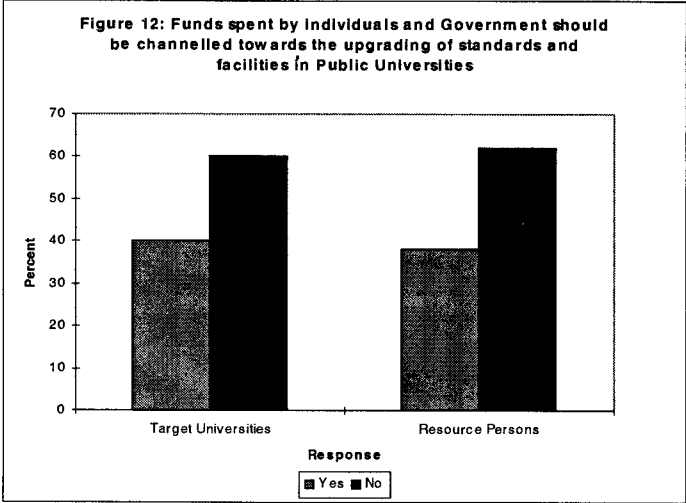


From the figure there is a clear indication from the various resource persons, that private universities are not an unnecessary duplication of effort at providing education to students.

Comments:

- They are up to now, a necessity.
- Because of the general deterioration of standards in public universities, people seek better education.
- In a democratic society, there is need for people to have the opportunity to make choices and for healthy competitions which make a multi-dimensional growth and development of the nation.
- Private universities actually help to bridge the very big gap of excess students who qualify but are not absorbed in public universities.
- Especially in less developed countries, the demand for higher education is very high and the supply of public higher education is low, hence the need for private universities to bridge the gap.
- In the particular case of Uganda, it is not a duplication because existing facilities in public universities do not meet available demand.

Qs12: Should funds spent by individuals and governments in establishing private universities be channelled towards the upgrading of standards and facilities in public universities?

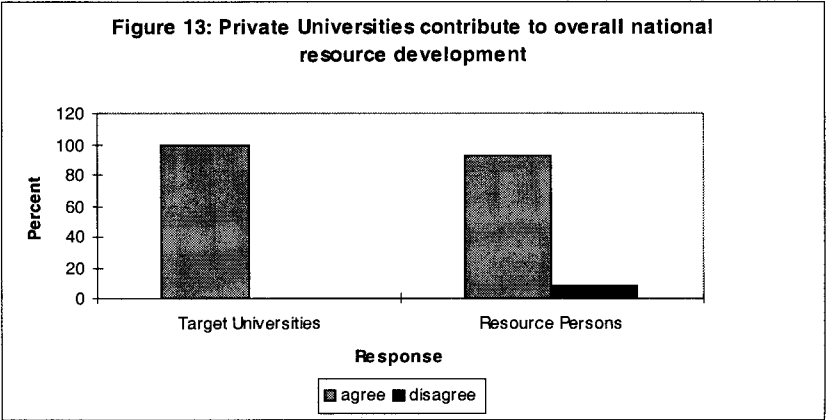


The responses from figure 12 show a disagreement from resource persons that funds spent by individuals and governments should be channelled towards upgrading standards and facilities in public universities.

Comments:

- Such a move may greatly affect the much-desired quality and relevance, thereby minimizing excellence in private universities.
- Government should concentrate only on public universities and upgrade standards and expand facilities in them.
- No, because private individuals or organisations would not be happy as the funds can be misapplied.
- Private universities are not established with funds from governments. They are only established by individuals on their own will, for profit making. They do not want to be part of the mess in public institutions.
- All private universities are financially autonomous and will not like anybody to interfere with their resources.
- In this era of privatization it is better and advantageous to have private universities to encourage competition for excellence.
- Public universities should device their own means of generating funds.

Qs13: Private universities contribute to the overall national resource development.

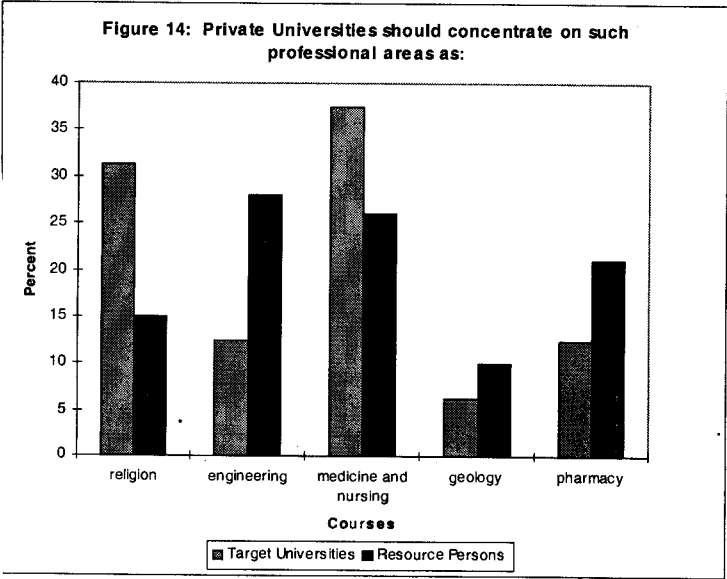


From figure 13, responses indicate a common view that private universities contribute to the overall national resource development.

Comments:

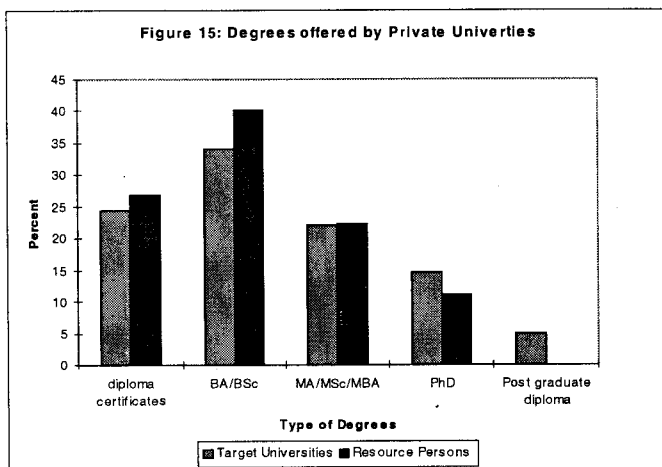
- Certainly. The universities are private, but their students are not private.
- Human resource development is one of the major functions of universities world-wide. Private universities therefore contribute their quota to this.
- There is a growing concern over the large number of students who are qualified to enter universities but cannot be absorbed in publicly supported institutions of higher learning.
- Private universities take them on, thus contributing to human resource development.

Qs14: Private universities should concentrate on such professional areas as:



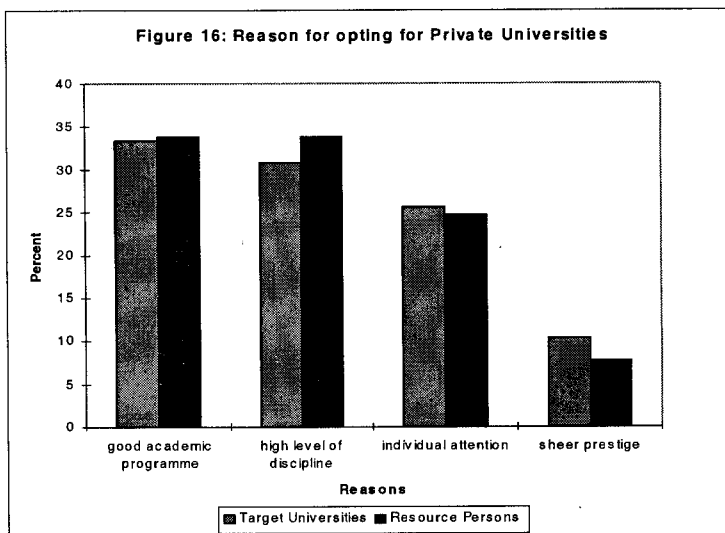
This figure indicates the responses from resource persons from the 2 variants of universities on the type of professions to concentrate on. Responses from the private universities show a preference for religion, medicine/nursing, pharmacy and engineering, while responses from public universities indicate a preference for engineering, medicine/nursing, pharmacy and religion.

Qs15: Degrees offered by private universities



On the type of degrees offered by private universities, responses from the target universities show that they offer more of bachelors degree programmes, diplomas and masters than Phd's and post-graduate diplomas. The responses from public universities indicate similar offerings.

Qs16: Why do students prefer to go to private universities despite the high tuition fees charged?

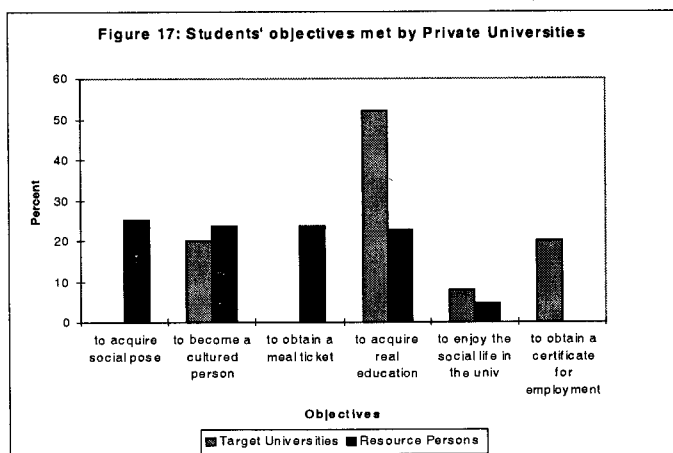


On the reasons why students prefer to attend private universities, the 2 sets of responses agree that this is due to good academic programmes, high level of discipline and individual attention.

Comments:

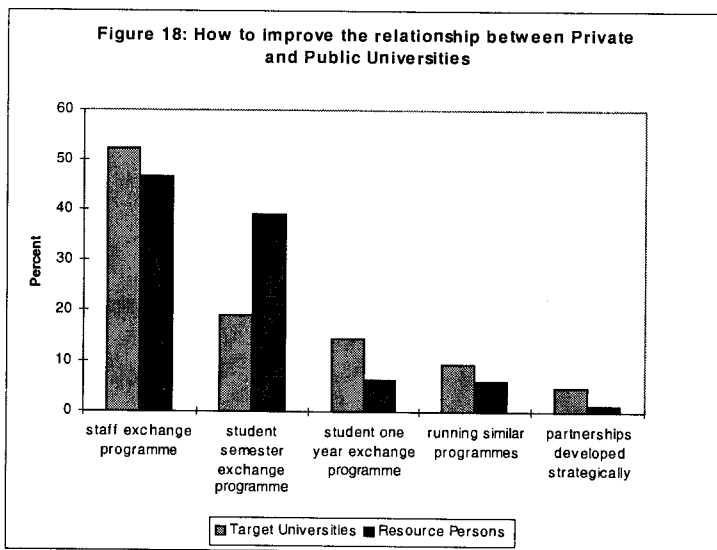
- Ordinarily, humans by nature look for quality, irrespective of quantity and numbers, hence they often strive for admission to private universities at all costs.
- Flexible payment systems, peaceful learning atmosphere, flexible learning hours.
- Most people are concerned with good academic programmes. Once it is there, they can afford the cost.
- The staff-student ratio is low and the number of students per stream is reduced so there is time to look at individual needs.
- Lack of academic disruption arising from student and staff unionism.
- Most private universities have smaller populations and so there is room to instil discipline in the student polity.
- The smaller the enrolment, the better the attention given to student discipline.
- Students find it easier to go through programmes which are completed in good time.

Qs17: Which of the students' objectives for going to the university are met more, by private universities?



In response to the particular students' objectives met by private universities, the private universities' responses indicate that it is to acquire real education. This is followed by obtaining a certificate for employment and to become a cultured person.

Qs18: What in your view can help improve the relationship between private and public universities.



On how to improve the relationship between private and public universities, the 2 sets of responses indicate a preference for staff exchange programme and students' semester exchange programme

Comments:

- Staff exchange programme eliminates or reduces any possible minimization by a sister university.
- Through staff exchange, the mistrust that exists between the two will disappear and will highlight the fact that we are partners in progress for the overall development of the society.
- Mobility of teachers, because in Mozambique we do not have enough staff for university programmes in public and private universities.
- Common forum. The important thing is for government to know that both public and private universities are serving the needs of the country.

- At our initiative, we have a Vice-Chancellors' Forum which meets twice every year to discuss issues with advisors on higher education.
- Inter-university seminars and student exchanges.
- Transfer of credits from one university to the other and general acceptance of qualifications.

Qs19: What do you consider to be the public opinion on private universities?

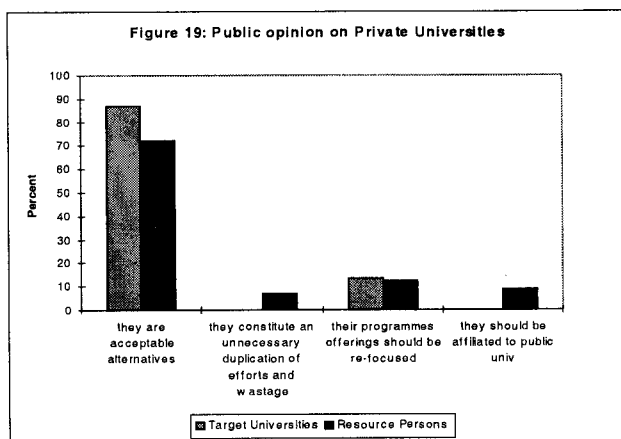
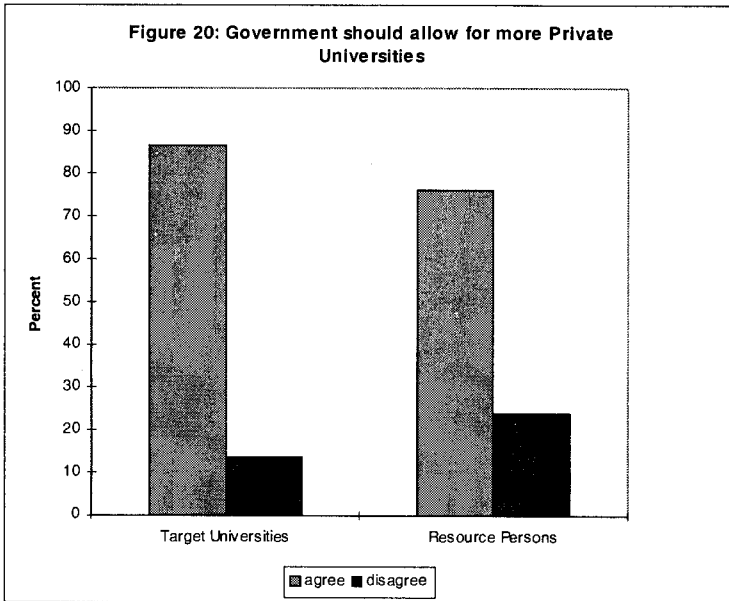


Figure 19 shows the responses from the two types of universities on public perception of private universities. Over 70% of the total responses state that private universities are acceptable alternatives to public universities.

Comments:

- By their establishment, African countries are now paying attention to higher education.
- Where there is room for competition, people tend to bring out the best in them. When private universities compete with public universities, the people get the best there is in each of them and society is better off.
- The public has responded positively through the establishment of private universities. The universities should be supported.
- I think what the public expects of private universities is that they concentrate (focus) on specific programmes.
- The public universities handle so much and achieve little. The public therefore welcomes an alternative. Their establishment coincides with the era of privatization in Uganda.

Qs20: Overall government should allow the establishment of more private universities, to increase access to higher education.

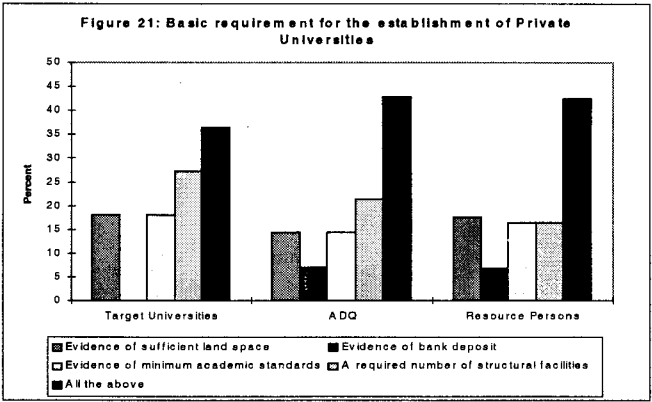


The responses from this figure indicate a collective agreement on the view that governments should allow the establishment of more private universities.

Comments:

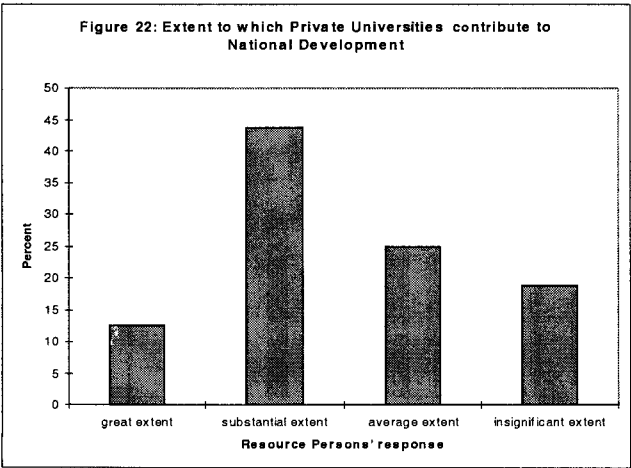
- Provided government does not subsidize the profit motive of such institutions.
- This is true especially in view of the gross lack of institutional space to admit all qualified students.
- Many candidates cannot access public universities due to limited vacancies. Governments should allow the students who go to them with loans and sponsorship.
- The population of the school-goer is enormous, hence the need for more universities. This will prevent parents from spending much money in search of higher education abroad for their wards.
- It will be good advice to establish more private universities as this will give more students opportunity to join higher education.

Qs21: What basic requirements have to be fulfilled before getting approval to operate a university?



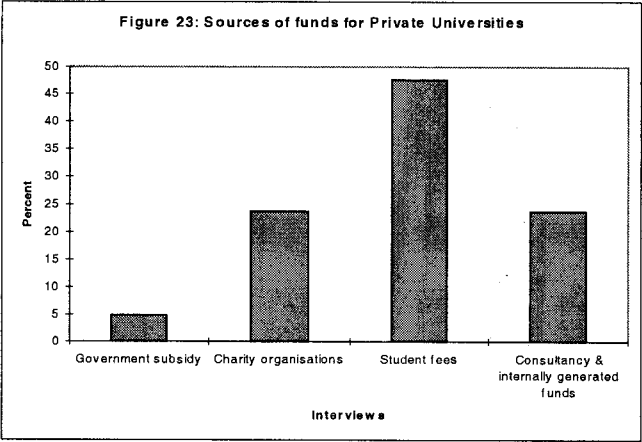
The figure represents the responses from the target universities, the public universities and the National universities commissions to the question on the basic requirements for establishing private universities. The three groups of respondents agree that evidence of sufficient land space, minimum academic standards, specific number of structural facilities, and evidence of required amount deposited in the bank, are all conditions to be met before the application for the establishment of a private university is approved.

Qs22: To what extent do private universities contribute to overall national development?



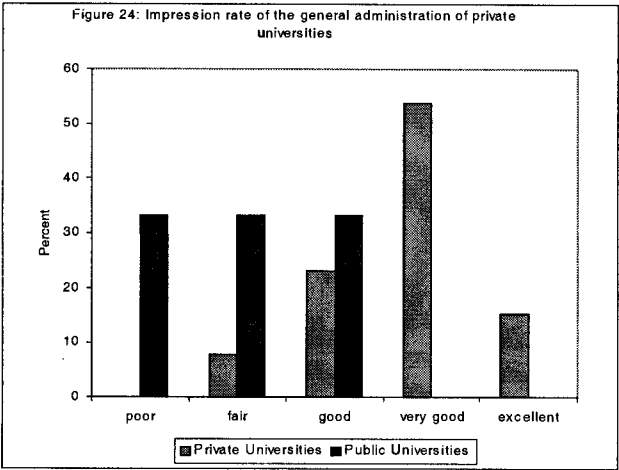
The figure indicates that about 45% of the resource persons' responses suggest that private universities contribute substantially to national development.

Qs23: How are private universities financed?



On the issue of sources of funds for private universities about 48% of those interviewed maintain that private universities are run from fees collected from students while about 25% say they are run from internally generated funds such as consultancy. A further 25% claim that such monies come from charity organisations.

Qs24: Rate your impression of the general administration of private university.



On the general impression on the administration of private universities, the target universities themselves had a 30% rating each, of poor, fair and good, while the public universities showed a 54% rating of very good for the administration of private universities.

Qs25: What major faculties exist in your university?

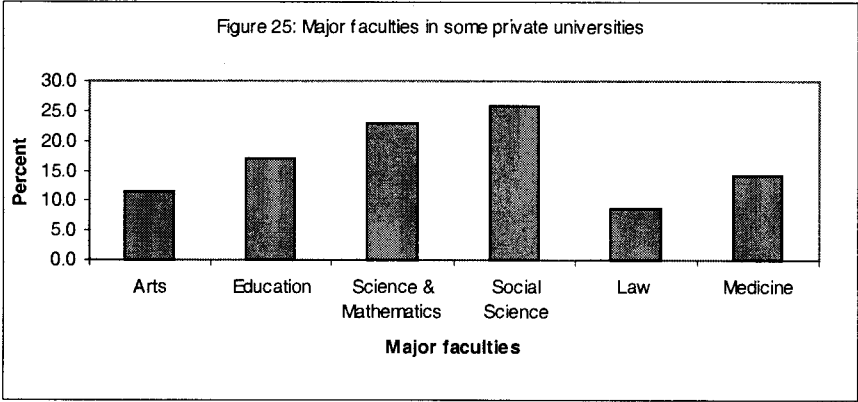


Table 1: Enrolment figures of some Private and Public Universities

	Student enrolment	Annual average graduation figures
Private universities		
The Catholic Univ of Eastern Africa, Kenya	1500 to 2000	100 to 500
Africa Univ-Zimbabwe	500 to 1000	100 to 500
Instituto Superior-Mozambique	500 to 1000	
Universidade Catochicade Mozambique	100 to 500	
Higher Institute of Sc & Tech of Mozambique	500 to 1000	
AHFAD Univ for Women, Sudan	2500 to 5000	100 to 500
Université Ivoirro-Canainne à Abidjan	100 to 500	
Babcock University, Nigeria	500 to 1000	
Public universities		
Univ of Ghana	11000 & above	2000 to 3000
Univ of South Africa	11000 & above	5000 & above
Univ of Zimbabwe	6000 to 10000	2000 to 3000
Univ of Cheikh Anta Diop Dakar	11000 & above	

Summary of Responses from Resource Persons (Public Universities)

Question 1: Does the establishing agency ensure the accreditation of academic programmes in private universities?

Responses:

- Yes, the establishing agency ensures the accreditation of academic programmes in all universities. Yes, there is a clear process of registration and accreditation.
- Yes, they have set conditions (criteria) to be approved by a Technical Evaluation Committee.
- Yes, it does so by assessing existing facilities, course content, quality of academic and non-academic staff, library, infrastructure, admission requirements, fees.
- Yes, they set up various meetings with the university in question to look at physical facilities and curriculum among many other things.
- Yes, the Ministry of Higher Education in Egypt ensures that the programmes of private universities are at par with those in public universities.

Question 2: The concept of university autonomy, academic freedom, provision of basic infrastructural facilities and conducive learning environment are better respected and provided in private universities than in public universities.

Responses:

- I think it is too premature to make sound judgement about all the mentioned ingredients, taking into account that the whole experience is very recent and new.
- Experiences in the US and UK have shown that private universities are devoid of government interference, even though they criticize government.

- Yes, they enjoy academic freedom and autonomy.
- The Federal universities are supposed to be much better in all respects than private universities. Decision-making process in private universities is usually less bureaucratic, as proprietors are always interested in what goes on and would always want their views to prevail to ensure high standards.
- Only to the extent that autonomy does not breed elitism, authoritarianism and indifferent institutional behaviour against a coherent whole in the university system.

Question 3: The curriculum content of private universities cover a wide range of subjects which enable their students to have a broad-based education.

Responses:

- Even public universities provide broad-based education.
- The curricula of private universities are focused on community and existing market needs.
- Since education is preparation for life, private universities, cognizant of this, tailor their curricula to be broad-based.
- Some of them offer very narrow programmes with rapid output so as to maximize profit.
- This advantage of private universities may be due to the specialization factors in the instrument setting them up.
- A university is an international institution and its curriculum should be international for the acceptance of the degree world-wide. The question is how equipped are the universities for this.

Question 4: Non-academic orientations (political, social, religious) and ideologies usually tend to dominate the education programmes of private universities.

Responses:

- In reality this hypothesis is rather unfounded.
- The educational programme of private universities is totally free of those non-academic orientations and biases.
- We do not have this experience but it may be true in the case of private institutions established by church organizations. Harvard University in USA and Buckingham University in UK are private universities but are centres of academic excellence.
- The statement may be true because some religious organizations actually own private universities - e.g. The Baptist University.
- Except for religious universities, the tendency is to balance things up if only to ensure acceptability and breaking even financially.

Question 5: The cost of acquiring education in private universities is so high that they have virtually become ivy-league institutions for children of the wealthy.

Responses:

- This statement is true to a great extent under the present circumstances.
- Our university has many needy students who are helped by the university through work-study programmes where a student puts in 10 hours per week for 16 weeks in the semester and earns two-thirds of the tuition fees.
- The high costs is understandable since the universities are not subsidized by tax-payers' money. There is also the need for returns on investment.
- Children of the poor may also attend in good numbers depending on fee assistance schemes such as scholarships, village scholarships, extended family fee system etc.
- The universities must be able to raise enough funds to take care of

the staff, and scholarships to take care of students, and thus correct the lopsidedness.

- Many private universities are not for profit-making—some candidates are sponsored by organizations other than parents.
- Governments must sponsor students to study in local private universities if they can sponsor candidates for overseas study.
- Poor parents whose wards find it difficult to get admission into public universities find their way to private universities, despite the high fees.

Question 6: Quality and relevance are usually the priorities of private universities.

Responses:

- This is what private universities are trying to propagate in order to sell their programmes, but there are no reliable indications that would assert such claims.
- This may be so because their courses reflect specialized interests, relevance to immediate market demands and quality.
- Not necessarily so because in America and Asia, there are many private universities established for profit motive.
- These are also the priorities of public universities but poor funding does not always allow for this.

Private universities aim at attracting the market/public, for profit making.

- These variables are an integral part of higher education institutions which will face numerous challenges in the new century.

Question 7: Private universities provide an element of competition for standards and excellence in the higher education sector.

Responses:

- By their quality and stability, private universities tend to out-weigh in standards and excellence.
- New pressures on enrolment in public institutions force a decay in standards and excellence.
- As a result of high school fees, private universities are expected to uphold high standards if they can attract students and survive competition with public universities.
- This is to be hoped for and depends on the founding fathers' philosophy, objectives and orientation.
- Yes, this is possible because they have such efficient staff, many kinds of development projects and concentrate on under-graduate programmes which are qualitatively and quantitatively good.

Question 8: Private universities are the equivalent of specialized universities which should not offer programmes in liberal education.

Responses:

- Private universities should be allowed to offer programmes in liberal arts and education if they so wish.
- Not necessarily.
- I do believe that offering programmes in liberal education does not contradict the basic nature of private universities as specialized universities.
- Higher education institutions whether private or public, should be independent of restrictions in their programme offerings since they all contribute towards human resource development.
- Private universities are personal properties, but can be specialized or liberal, depending on the market and the overall mission statement.

- Restricting them would avoid duplication of courses and programmes.

Question 9: Private universities are an unnecessary duplication of efforts (financial, material, study programmes) aimed at providing education to their clients.

Responses:

- Private universities are not an unnecessary duplication of efforts, they add, supplement and complement efforts to provide access to higher education, if they are well-planned and creatively designed. They are not unnecessary.
- They will provide outlets to those who have the means for university education but are not able to get into the public universities.
- Because they are valued avenues for those not admitted to public universities as well as those who can afford it, they have a role to play in complementing public efforts.
- Higher education institutions should admit clients based on merit and individual capacity, hence those with higher standards tend to attract clients who prefer excellence.
- They are not unnecessary because the public higher education system cannot cope with the demand.
- Rather than duplication of efforts, they widen educational opportunities and choices.
- They develop complementary efforts towards education by rich individuals or organizations.

Question 10: Private universities should aim at helping students acquire skills, while public universities should aim at providing basic education to students.

Responses:

- Disagree. Straight jacket should not apply.
- If this happens it will be an excellent division of duties and responsibilities which will ensure the elimination of duplication and save the waste of scarce resources.
- Private universities are better placed to aim at the two.
- Public universities can only provide basic education effectively.
- Private and public universities should each provide both basic education and skills acquisition.
- All higher education institutions should always strive to provide the same education that is good and necessary for all clients regardless of race, creed or nationality.

Question 11: Given the disparity in academic standards between public and private universities, the regulatory agency responsible for the establishment of private universities should ensure that similar programmes are run by the two types of universities

Responses:

- Similarity of programmes wouldn't ensure excellence and competitiveness. To excel you have to be distinguished and innovative.
- Similarity means duplication which by its nature is against creativity.
- There may be a kind of professional and academic cooperation and accordance between both kinds of universities.
- Private universities should be allowed to run their programmes as designed by them. It is the uniqueness in programmes that gives each university its identity and the candidates the option to make a choice.

- The statement, if implemented, will be at variance with the concept of private universities which should have its own thrust.
- This will encourage competition for quality, relevance, high standards and overall excellence.
- Each institution should run programmes which address the needs of the community and contribute to the overall national development.
- Private universities should be allowed to run their programmes unhindered and unfettered as long as standards are accredited.

Question 12: In order to be relevant, private universities should aim at offering specialized courses not offered by public universities

Responses:

- This is one way in which private universities can supplement public universities.
- I would agree with this—to be excellent you have to be creative, insightful and thoughtful, innovative and relevant.
- Yes, particularly courses in science, technology, medicine and computer technology in the third world countries.
- But the environment must be provided, otherwise they will remain at the level of any conventional university.
- There will be specialization and diversification of courses to meet the needs of the various segments of the society.
- Investment in higher education creates competition between the factors and therefore private universities should aim at high quality to attract the market.
- Not all clients are academic oriented, thus some would prefer to benefit from specialized courses not offered by public universities.

Question 13: Private universities contribute to the overall national human resource development

Responses:

- Their output would contribute to the national development efforts like their counterparts in public universities because they are open to all citizens.
- At the end of the day, this should be the case and in order to achieve this, there should be serious monitoring and supervision to guard against localization of focus and interest. They are a complementary entity.
- If private universities are properly managed and available resources fully utilized, then the overall development of national human resource can take place.

Question 14: Overall, government should allow the establishment of more private universities to increase access to higher education.

Responses:

- Such a challenge is very important in the new century as universities will be expected to find solutions to the numerous problems plaguing the universities and how to acquire minimum standards and life-long learning skills. Salient among the challenges are relevance, quality, access and equity.
- Yes, but employment opportunities must also be created through expansion in agriculture and allied industries including aggressive industrialization and investments. This will enable wider members of the community to acquire higher education.
- The demand for higher education is high while public universities are few. This will extend higher education to the less privileged.

Summary of Responses from Interviewees

Question 1: Is the organisational structure in Private Universities the same as in Public Universities?

Responses:

- Everything is basically similar except for the membership of the University Council.
- In the private universities there is a board of trustees which is the most authoritative body.
- But there are usually three boards: The Board of Trustees, the University Councils and the Academic Council (Senate). There is usually a Vice-Chancellor and Deans of Faculties.

Question 2: From your experience in Higher Education administration, should Private Universities be allowed to operate?

Responses:

- Yes, for they will absorb excess qualified students that public universities are unable to absorb.
- Private universities supplement the efforts of government in the provision of Higher Education and increased access to higher education. They may also offer certain unique programmes and courses consistent with their mission.
- This is the only way of increasing access to higher education but appropriate regulation must be strictly enforced.
- There is obviously space for them and the issue of quality and relevance will be achieved quicker with private universities.
- As governments are unable to meet both the demand and costs of higher education, their presence is critically important in national development.

- They provide better resources and incite public universities to more efficient performance.

Question 3: Should the same regulatory framework for public universities be used to monitor standards in private universities?

Responses:

- High academic standard must be maintained in all universities whether public or private.
- But both must be given the opportunity to make an input into the process of monitoring standards so it does not appear to be imposed from outside.
- Yes, to ensure that standards are comparable and to make it possible for future transfer of credits from private institutions to public ones where appropriate.
- For now governments tend to apply strict regulations on private universities and be very relaxed with public universities. This is not fair as there ought to be the same regulatory procedures for ensuring academic excellence in private and public universities.
- To maintain high standards yes, but sometimes we need innovation and this is difficult in public institutions as it requires permission that is not easily given. It is easier to start new programmes than to change existing ones and the people who operate them.

Question 4: With the high fees charged by private universities, they have the capacity to attract the best lecturers and establish higher standards than public universities

Responses:

- This will be true if private universities are non-profit and all revenue is used to meet the needs of the university.
- Yes, private universities can better afford to pay higher salaries so they can attract the best lecturers who are further attracted by better equipped laboratories and lecture facilities.

- Higher salaries are not the only things that academics look for. Job satisfaction and international prestige are also very important. Currently, the private universities lack these. But their existence will force public universities to pay their staff a little better.
- If government is committed to higher education and provides the necessary resources, public universities can also maintain high standards. With proper financial control public universities have a better chance of attracting the best lecturers.
- Some lecturers will prefer working in established public universities for the sake of enhancing their academic and international standing.

Question 5: If Private Universities must be allowed to function, they should operate as special universities running specialised programmes.

Responses:

- The market should determine. Specialisation is being phased out in higher education society today. What is required is an all round graduate.
- A private university would normally be very cost-conscious and would thus attempt to carve a niche for itself so as to attract students. But at this time when access to higher education is limited in many African countries, any private university should open its doors to as many students as can afford to enter.
- They should have enough freedom to run whatever programmes they consider meets the needs of the society and manpower development of the nation.
- There is no general rule. Universities with good resources should be allowed to include as many programmes as they can run, to fill the unmet needs of the community. Education should not be limited in scope and programmes as this will limit autonomy and expansion for the university.
- They should be allowed to operate both general and specialised programmes, taking into account, the needs of the market and the interests of their students.

Question 6: Private Universities provide a type of completion needed in ensuring higher standards in university education.

Responses:

- Yes, yes, yes
- Students and lecturers are likely to be attracted to institutions with better standards and facilities.
- Private education attracts the best staff and offers the students wider options.
- Perhaps it will be a competition in ten years, but now it is cooperation, not competition.
- If private universities are to survive, they should give better quality education than public universities. This will eventually produce competition, which is a healthy thing since students will benefit.

Question 7: Private universities contribute to the overall national human resource development.

Responses:

- Given the government's many other responsibilities and dwindling resources, it is necessary that private universities are encouraged to contribute to human resource development and the overall development of the nation.
- Especially so, since private universities tend to open new grounds and offer courses and options not provided by the public universities.
- It is so obvious it does not require elaboration.
- Since public universities alone cannot absorb all the qualified students who need to be developed, the economy will benefit from the products of public and private universities.

Question 8: What in your view should government and her agencies do to ensure a healthy relationship between private and public universities?

Responses:

- Nothing. They should keep off as scholars can develop their own relationships.
- Allow the market to determine quality and collaboration. But government should support research work in private universities, give grants for capital development, support students, ensure compliance with standards but desist from interference.
- Governments should give same grants to private and public universities but minimise red-tape, bureaucracy and bias against private universities.
- Encourage links with public universities, staff exchange arrangements, sharing of facilities and establishing joint committees with memberships drawn from private and public universities.
- They should encourage interaction between universities through seminars, conferences and committee systems in which membership is drawn from both universities and encourage transfer of students at any level from one university to the other.
- Look at them as complements and not competitors. Finance students to study in private universities also and enforce national policies on standards, close supervision, accreditation and staff exchange.
- Government and her agencies need to give full recognition to the contribution of private universities to higher education by facilitating developments and operations through removing discrimination against students in private universities in their funding arrangements.

Question 9: Overall governments should allow the establishment of more private universities in order to provide more access to higher education.

Responses:

- This is the major purpose for establishing private universities. Owing to the high expense in higher education government alone cannot meet the needs of the people.
- I agree, but uncontrolled establishment will be detrimental to national development.
- I agree, but this development must be strictly monitored to ensure that private universities seeking to exploit students at the expense of standards, do not get the licence to operate.
- On the condition that governments and public institutions remain in the game and not leave the field for private universities alone.

Comments

Some of the issues raised by the respondents have to do with infrastructure, course offerings, relationships with public universities, funding sources and regulatory framework.

Infrastructural facilities

Infrastructural facilities in some of the private universities, such as teaching and research equipment, lecture space and office space are quite commendable. In this regard, the Hubert Kairuki Memorial University in Dar es Saalam, the Ahfad University for Women in the Sudan, the Ivoirro-Canadienne University in Abidjan, the Academy of Medical Sciences & Technology in the Sudan, the Babcock University in Ilesha-Remo, Nigeria and the Catholic University of Central Africa in Cameroon can be said to have standard infrastructure. These range from adequate classroom space for teaching, sufficient furnished offices for academic and administrative staff, laboratory equipment for student practicals, enough computers for students to browse the Internet and access relevant information, provision for catering services for students while on campus and a spacious functional library.

The Ahfad, is a typical example of a vibrant model gender university bustling with activity, and engineering a well-rounded education for her students. The Academy of Medical Sciences has up-to-date sophisticated equipment to run her programmes. She provides free medical treatment to the needy, whether they are Sudanese nationals or internationals. In the Ivoirro-Canadienne University, every student has a computer to access relevant information and to prepare assignments. Computers are equally used to process admissions, results, registration and for other student services. In Babcock University for instance, the students pay \$500.00 for a year and this covers tuition and boarding. The less privileged are allowed to pay their fees instalmentally without being sent away from school for non-payment.

Overall, there is little doubt that students and lecturers are likely to be attracted to institutions with better standards and facilities.

Course offerings

Whereas higher education institutions whether public or private, should be independent of restrictions on programme offerings since they contribute to human resource development, private universities offer courses mainly in business studies, law, education, medicine and nursing, computer technology and other specialised courses which they claim, meet the needs of the market. They believe that to be excellent, there is need to be innovative, thoughtful and relevant, otherwise, they will be at the level of conventional universities. The Ecole Supérieure Internationale de Droit in Côte d'Ivoire, runs special courses in law, different from the regular course offered by law faculties. Generally, the tendency for the private universities is to offer courses in areas where there may be large numbers of students and quick returns. They do not often share the social responsibility of providing education even to a few student, without profit, as is the case with public universities.

Relationship with public universities

The two variants of universities agree they are not in competition but aim at complementing each other's objectives. However, there does not seem to be any official relationship between the two types of universities. Lecturers from public universities moonlight in private universities at their free times, putting in as many hours as are required of them, at times to the detriment of their primary assignments. An official agreement between them would have been able to define the number of hours allowed each lecturer to teach in a private university. The authorities of University Cheikh Anta Diop in Senegal complain that private universities encourage junior lecturers from their university to teach for them without regard to the quality of teaching. There is of course an agreement that money alone is not the only motivating factor for public university lecturers to private universities. Research facilities and conducive atmosphere are the other factors. It must not be forgotten however, that public universities provide opportunities for staff development, pension and gratuity benefits which private universities may not be able to offer now. At the University of Liberia, there is an unwritten understanding that students of the AME University use the University of Liberia facilities on Saturdays. Perhaps, more formalized arrangements can encourage better relationships between public and private universities.

Funding sources

Either for security reasons or for reasons of uncertainty, most of the private university personnel interviewed refused to disclose their actual source of funding. Almost all of them claim they run their institutions from student fees, grants and donations, and that prudent financial management is one of the attributes of privately-owned business ventures. It is of course most likely that they have private partners who provide the grants for running these private universities, some which may not be for profit. Some of their students are sponsored by organisations other than their parents. There are fee assistance schemes such as scholarships, extended family fee systems, village loans and work-study programmes through which students can earn 2/3 of tuition fees, for working 10 hours a week, for 16 weeks. Private university administrations have ways of encouraging students to enrol in their universities and ingenious ways of managing their finances.

Regulatory framework

Even though private universities are providing a need-increasing access to higher education, care must be taken not to sacrifice quality to massification. To ensure that high academic standards are maintained in all universities, the necessary regulatory bodies and accreditation board must be encouraged to do their work. The Higher Education Accreditation Council in Tanzania has indeed developed a system of accreditation and quality control which can assist other countries in regulating the establishment and operation of private and public universities (see appendix V).

Summary of Findings

The purpose of this study was to identify private universities in Africa and to generate some useful information on their operational codes. Based on the data analysed, the following are the highlights of the study:

- that there are about 80 private universities in Africa;
- that private universities are established by National governments and National Universities Commissions;
- that the regulatory framework for private universities are the education Act and National Accreditation Board;
- that about 60% of those surveyed agreed that the major purpose for establishing private universities is to provide increased access to higher education;
- that over 65% of both public and private universities' respondents agree that the concept of university autonomy, academic freedom, provision of basic infrastructural facilities and conducive learning environment are better respected and provided for in private universities than in public universities, due to over-interference by the government of the day;
- that non-academic orientations do not dominate the educational programmes of private universities as they would repulse their clientele;
- that public universities are not a threat to private universities, rather they complement the efforts of public universities;
- that nearly 80% of target universities surveyed disagree that their fees are so high that they are not affordable by children of the poor. About 70% of public university respondents insist the fees are so high, they are for children of the wealthy;
- that nearly 100% of the private universities admit that quality and relevance are their major priorities while 75% of public universities agree that quality and relevance are the major preoccupation of programmes in private universities;
- that over 70% of total responses reveal that private universities

provide an element of competition in the higher education sector as they have better facilities and show better commitment to students;

- that about 60% of the respondents agree that infrastructural facilities are better in private universities;
- that more than 80% of responses from private and public universities do not believe that private universities are an unnecessary duplication of efforts towards providing education to their students;
- that about 60% of respondents disagree that funds spent by individuals and governments should be channeled towards upgrading standards and facilities in public universities, since they are not established with public funds;
- that nearly 100% of total responses agree that private universities contribute to the overall national resource development;
- that most of the private universities prefer to offer programmes in medicine/nursing, religion, pharmacy, engineering and geology while the public universities surveyed suggest the same preferences but with engineering, medicine/nursing, pharmacy and religion before geology;
- that there is a consensus in the feeling that private universities concentrate more on the Bachelors degree programme, followed by diplomas and a small number of doctorates;
- that majority of respondents admit that students prefer to go to private universities (despite the high fees), due to good academic programmes offered, high level of discipline and the individual attention given to the students;
- that about 55% of respondents believe the major student objective met more by private universities is to acquire real education and to become a cultured person;
- that majority of all respondents agree that the way to improve relationship between private and public universities is by encouraging staff exchange and student semester exchange programmes;
- that about 70% of respondents agree that public opinion on private universities is that private universities are acceptable alternatives to public universities;

- that over 70% of resource persons from the two types of universities are of the view that government should allow the establishment of more private universities to increase access to higher education;
- that majority of the respondents agree that sufficient land space, minimum academic standards, specific number of structural facilities and evidence of required amount in the bank are all pre-conditions for the establishment of a private university.
- that about 25% of respondents agree that private universities contribute substantially to the overall national development, while 25% believe their contribution is only average;
- that about 50% of those surveyed maintain that private universities are run mainly from student fees, while 25% say they are run from internally-generated funds;
- that over 50% of private university respondents rate their general administration as very good, good and fair while public university respondents rate their general administration as good, excellent and fair;
- that the major faculties existing in private universities are the Social Sciences, Medicine and Education;
- that the highest student enrolment in the private universities surveyed is 5000 students;
- that the 80 private universities are categorized under gender universities, individual/ group universities, private denominational, private non-denominational and open/virtual universities. Of all these, the Christian group or private-denominational universities (Catholic, Baptist, Protestant, Seventh-Day Adventist), dominate.

Recommendations

Based on the findings of the study, the following recommendations are offered:

- a) Recognizing the fact that governments can no longer cope with the demands of higher education (such as the provision of facilities and rehabilitation of dilapidated structures, increase in enrolment figures, inadequate equipment, poor salaries and quality assurance), they should see the establishment of private universities as a positive development which will help fill the gap between supply and demand in the higher education sector and therefore encourage private sector participation in the establishment of more private universities.
- b) Conscious of the need to maintain standards, higher education must be planned, funded and administered as a single national co-ordinated system in order to overcome the fragmentation, inefficiency and discrimination which have characterized public universities in the past, and successfully address the present and future challenges of higher education in Africa. To this effect, the National Universities Commissions should co-ordinate the financing and administration of all approved universities in each country.
- c) Cognizant of the reasons advanced for the establishment of private universities (providing increased access for higher education, improvement of quality of academic standards and contribution to human resource development), governments should offer grants to private universities to enable them operate. There is, in fact, a great need to embark on the massive infusion of funds into private universities so they can play their role in the society.
- d) Mindful of the need to disburse public funds equitably to all qualified students seeking admission into higher education and to protect such students from exploitation, scholarship schemes available to students in public universities should be extended to private universities' students to enable them enrol in any university of their choice. This will help instil confidence in students generally, and assure them that government is not discriminating against any set of students.

- e) Realizing the compelling need to guard against the purchasing of cheap degrees, governments should ensure the setting up of National Accreditation Boards where they do not exist, to ensure content, quality control in academic programmes, minimum facilities, staff and equipment, and to establish standards in the equivalence of degrees, diplomas and certificates awarded by foreign and local tertiary institutions. This will help maintain standards in the local public and private higher education institutions.
- f) Bearing in mind some of the reasons advanced by staff of public universities for taking up appointment with private universities (poor salaries, inadequate teaching and research facilities, and poor working conditions), governments should be more open to the establishment of partnerships with foreign governments and institutions, and encourage their universities to operate more cost-effectively by modernizing their training and teaching systems and utilizing technology to the maximum.
- g) In appreciation of AAU's responsibility to disseminate knowledge so as to increase understanding and cooperation among African universities, she should help private universities grow and develop, by inviting them to membership and by assisting them in the recruitment of qualified staff and the standardization of curricular programmes.
- h) Given the fact that the AAU has access to a wealth of information and knowledge on higher education in Africa, she should summon a meeting of representatives of public and private sector universities and play an interface role by advising on a progressive relationship between the universities and proposing the way forward. This will check the incursion of businessmen into the higher education sector.
- i) Considering AAU's privileged position to offer advice to governments on what can constitute a robust performance indicators for higher education institutions in Africa, AAU should work towards the establishment of a Pan-African Council on Higher Education to meet every five years to deliberate on higher education issues and suggest an agenda for African universities in the coming years.

Conclusion

If education is a right and not a privilege, higher education is a necessary investment in the human potential, with clear socio-economic advantages, as it creates knowledge, the most powerful tool for development and for subduing the environment and its challenges. The trend all over the world today is divestment in all sectors of the economy to enable market forces to have a free reign. This is therefore the period of economic liberalization, privatization and free market policies. This is a world-wide phenomenon which is gaining momentum in Africa. The philosophy behind privatization is that it encourages competition and the protection of quality goods and services in a better managed and co-ordinated manner, and the belief that whenever there is competition, innovation is placed on the highest pedestal and the satisfaction of the customer is usually the ultimate.

In the higher education sector, private universities ought to be allowed to operate in a competitive market, so as to satisfy consumer demands and maintain some equilibrium in the national education system where government action should be directed towards the protection of the rights of every individual to available and accessible decent higher education based on merit. It has always been argued that the principle of freedom of education implies the co-existence of public and private education, as neither of them can at all times, provide the necessary quality and quantity of education. This simply means that the state should encourage private education, and under certain conditions, fund it on equal footing with public education.

Higher education institutions are currently going through the biggest transformation process in the history of Africa as drastic cuts in the funding of public universities no longer allow them to meet their objectives, a situation which demands their re-designing alternative and more cost-effective programmes and delivery systems. But these equally need some matching funds to accomplish. It is in this regard that private universities should be seen as a welcome change from the decline, neglect and poor quality which characterized public universities over the years. They will lessen the burden on the shoulders of governments, help provide education to the great number of learners in a knowledge-driven and knowledge-dependent world. In a word, they reduce the over-dependence on government for the funding and control of higher education.

Private universities provide competition in higher education, which is critical in stimulating thought and innovation and in checking the tendency to be complacent or lax. They are innovative, as they seek alternative financing strategies, develop effective management structures and introduce demand-driven courses. They provide programme offerings aimed at job creation, provide decent salaries and facilities for conducting independent research and manage their establishments as businesses. They experience no budget short-falls or student unrest caused by inadequate funding from governments. Majority of those who speak against private universities are whistling in the dark as private universities in fact represent an idea whose time has come and so should be allowed to play their role in educational development.

Private universities are an interestingly new development which is obviously serving a need: revitalizing higher education in Africa. Africa is already backward and should see the establishment of private universities as a positive development and as an opportunity to improve her backward situation. It is in fact very likely that the number of private universities will out-number state-owned universities before the next ten years or so, for there is a strong market for private higher education in Africa. There are reasons why the number will continue to grow and why many will continue to patronize them. The fees charged though relatively higher than what is charged in state-owned universities, is nothing compared with the cost of sending wards for overseas education. The fees paid cover operating expenses and at times the cost of a meal a day while students are on campus. Besides, people believe that home-grown education has all the trappings of a well-rounded and relevant education in the African context, because it marries theories and principles with practical experiences from the local environment with some unique African values. Some of them argue that Western education with all its glamour and expense, like an ornament, is capable of outwardly enhancing the wearer without onwardly helping him to be relevant to his environment.

The fear of drugs, prostitution, slave labour and other social-related problems in the West, add to the reasons why many parents prefer that their wards acquire the first degree at home under the pervading influence of the local environment before sending them overseas for graduate studies. The belief is that at the first degree stage, their characters would have been completely formed and they would be in a position to know what values to assimilate

and those to frown upon. Many a parent will therefore have “good” reasons for preferring standard private universities at home, with a “foreign flavour”, to a total overseas expensive education which will estrange the recipient from his society. In fact, there are many individuals in the society, who have money and would want to invest it in private higher education rather than in public education where there is neither profit nor respect for university property. Students in public universities tend to believe that everything on their campuses belong to the government and by implication, to nobody, hence they destroy such property with impunity during campus riots.

Realizing that universities are for the individual and public good, every country is making spirited effort to set up regulatory framework which will set rules and regulations for the establishment of private universities. There is no doubt that many of the new universities and their sponsors/foreign partners or affiliated bodies will meet the accreditation requirements and acquire full charter to operate. If they meet the requirements, they should be allowed to function in order to respond to the needs of millions of Africans yearning for higher education.

Appendix I

Private Universities in Africa

Burkina Faso

1. *Centre Universitaire Catholique de Ouagadougou (C.U.C.O.)*
S/C Association Burkinabé
d'Action Communautaire
01 B.P. 4071
Ouagadougou 01
Burkina Faso

Burundi

2. *University de Ngozi*
Burundi
B.P.
Phone:
Fax:
3. *Le Collège Universitaire de Bujumbura*
B.P.
Phone:
Fax:
4. *L'Institut Supérieur de Contrôle et de Gestion*
B.P.
Phone:
Fax:

Cameroun

5. *Université Catholique d'Afrique Centrale (Yaoundé)*
B.P.11628
Yaoundé
Cameroun
Phone: 237 238950
Fax: 237 237402
Email:
6. *Adventist University*
Cosendai
P.O. Box 401
Yaoundé
Cameroun
Fax: 237 238641
Email:

Côte d'Ivoire

7. *Ecole Supérieure Internationale de Droit (ESID)*
Faculté Privée
B.P. 825
Abidjan Cedex 03
Côte d'Ivoire
Phone: 225 428810
Fax: 225 428810

8. ***Université Ivoir-
Canadienne à Abidjan
(UICA)***

06 BP 2875
Abidjan 06
Côte d'Ivoire
Phone: 225 476316
Fax: 225 477266

9. ***Université de Bouaké***

B.P. 18 Bouaké
Côte d'Ivoire
Phone: 225 634232
Fax: 225 635984

10. ***Université Intercontinentale
"Le Bon Samaritain"***

11 BP 1585
Abidjan 11
Côte d'Ivoire
Phone:
Email:

11. ***Université d'Abobo Adjamé***

02 BP 801 Abidjan 02
Phone: 225 378121
Fax: 225 378118

Egypt

12. ***Misr International University***

20 Tunis Street
Madi
Cairo
Egypt
Fax: 20 25 168300

13. ***October University for
Modern Science & Arts***

14 Amer Street, El-Masaha
Dokki-Giza
Egypt
Phone:
Fax

14. ***Six October University***

Egypt
Phone:
Fax: 20 11 352161

15. ***Misr University for Science
and Technology***

6th of October City
Al Motamayez District
Egypt
Phone: 20 11 354685
Fax: 20 11 354687

16. ***American University in Cairo***

P. O. Box 2511
113 Kasr El-aini
Cairo, Egypt

Ghana

17. ***Valley View University***

P.O. Box 9358
Mile 19
Dodowa Road
Oyibi, Accra
Ghana
Email:

18. ***Central University College***
P.O. Box 2310
Dansoman
Accra
Ghana
Phone: 233 21 300437
Fax: 233 21 227576
Email:
 19. ***Trinity College***
P.O. Box 48
Legon
Accra
Ghana
Phone: 233 21 500541
Fax: 233 21 502123
 20. ***Methodist University***
Methodist Headquarters
Accra
- Kenya**
21. ***Catholic University of Eastern Africa***
P.O. Box 24205
Nairobi
Kenya
Phone: 254 28 91601
Fax: 254 2891261
 22. ***Daystar University***
P.O. Box 44400
Nairobi
Kenya
Phone: 254 2720032
Fax: 254 2728338
Telex: 22615 WORGON
Email:
 23. ***University of Eastern Africa***
Baraton
Kenya
Phone:
Fax: 254 3262263
 24. ***United States International University***
P.O. Box 146341
Nairobi
Kenya
Phone: 254 2803761
Fax: 254 2803764
 25. ***Nairobi Evangelical Graduate School of Theology***
P.O. Box 24086
Nairobi
Kenya
 26. ***Kenya Methodist University***
P.O. Box 267
Meru
Kenya
 27. ***African Nazarene University***
P.O. Box 53067
Nairobi
Kenya
Phone: 0303 24350/1 24190
Fax: 0303 24362
Email:
 28. ***Pan African Christian College***
P.O. Box 56875
Nairobi
Kenya

Liberia

29. **Cuttington University**
P.O. Box 277
Monrovia
Liberia
Phone: 231 224243
30. **A.M.E Zion University
College**
24th Street
Sinkor
Monrovia
Liberia
Phone: 231 224243
31. **A.M.E. University**
P.O. Box 3340, Camp
Johnson Road
100 Monrovia 10
Liberia
Phone: 231 227964
32. **Don Bosco Polytechnic
College**
Capital Hill
Liberia

Madagascar

33. **Institut Catholique de
Madagascar**
B.P. 6059
101 Antananarivo
Madagascar

34. **Université Adventiste**
B.P. 700
101 Antananarivo
Madagascar
35. **Espace Universitaire
Regional de l'Océan Indien
(EUROI)**
Lot JVC 147 F,
Ambatdmitsangana
B.P. 1125
Antananarivo 101
Madagascar

Mozambique

36. **Instituto Superior
Politécnico E Universotario
de Mozambique (IPSU)**
Avenida Albert Lithuli
No 438
Maputo
Mozambique
Phone: 258 1 305295
Fax: 258 1 305298
37. **Instituto Superior de
Ciencias E Tecnologia de
Mozambique (ISCTEM)**
Avenida Martires da
Machana, No1140
Maputo
Mozambique
Fax: 258 1 497648

38. ***Universidade Catolica de Mozambique (UCM)***
Rua Margues de Sevecal, 96
CP 821
Baira Province, Palmeiras
Avenida Eduardo Mondlane
715
Maputo
Mozambique
Phone: 258 312835
Fax: 258 3 311520
Email:

39. ***Universidade Pedagogica Rua Comandante Augusto Cardoso*** No 135 CP 3276
Maputo
Mozambique
Phone: 258 1 420860
Fax: 258 1 422113

Nigeria

40. ***Babcock University***
Ilisan Remo Ogun State
PMB 21244
Ikeja - Lagos
Nigeria
Phone: 037 630148
Fax: 037 630532
Email:

41. ***Madonna University***
Okija, Onitsha
PMB 407
Ihiala Local Govt. Area
Anambra State
Nigeria
Phone: 090 503647

42. ***Igbinedion University***
518/220 Murtala Mohammed
Way
P.O. Box 524
Benin City
Edo State
Nigeria
Phone: 341-052-250221
052-254942

Niger

43. Islamic University of Niger
Niger

Rwanda

44. ***Université Libre de Kigali (ULK)***
BP 2280
Kigali
Rwanda
Phone: 08301043 (Mobile)

45. ***Université Adventiste d'Afrique Centrale à Kigali***
BP 2461
Kigali
Rwanda
Phone: 08502083 (Mobile)
82924

Senegal

46. ***Université du Sahel***
33, Sotrac-Mermoz
BP 5355 Dakar Fann

Dakar
Senegal
Phone: 221 8249975
Email:

47. ***Université Dakar Burguiba***
12 Avenue Burguiba
BP 15744
Dakar
Senegal
Phone: 221 8253611
Fax: 221 8253609
Email:

48. ***Campus Universitaire de Sulfok/Enea/Ouakam***
Km, 6 Avenue Cheick Anta
Diop Enceinte ENEA
BP 15744 Dakar Fann
Dakar
Senegal
Phone: 221 8254605/06

Sudan

49. ***Misr University for Science & Technology***
Omdurman
Sudan
Fax: 249 11 354685
50. ***Omdurman Ahlia University***
P.O. Box 786
Omdurman
Sudan
Phone: 249 51489/53447
Fax: 249 57489

51. ***International University of Africa***
P.O. Box 2469
Khartoum
Sudan
Phone: 249 11 224430/
222469
Fax: 249 11 223841
52. ***The Academy of Medical Sciences & Technology***
P.O. Box 12810
Khartoum
Sudan
Phone: 249 11724762/723385
Fax: 249 11 724799
53. ***Ahfad University for Women***
P.O. Box 167
Omdurman
Sudan
Phone: 249 11 451664/53363
Fax: 249 11 452076
54. ***College of Technological Sciences***
P.O. Box 30
Omdurman
Sudan
Fax: 249 558481
55. ***Sudan University College for Girls***
Khartoum
Sudan
56. ***Africa University College***
Khartoum
Sudan

Tanzania

57. ***The Hubert Kairuki Memorial University***
Plot 322 Regent Estate
Mikocheni Area
P.O. Box 65300
Dar es Salaam
Tanzania
Phone: 255 51 200021/4
Fax: 255 51 75501
Email:
58. ***The St. Augustine University of Tanzania (SAUT)***
Agricultural Training Institute
P.O. Box 307
Mwanza
Tanzania
59. ***The Tumaini University***
P.O. Box 3010
Moshi
Tanzania
60. ***Iringa University College***
Kihesa Area, Dodoma Road
P.O. Box 200
Iringa
Tanzania
61. ***Makumira University College***
Usa River, Arusha
P.O. Box 55
Usa River
Tanzania
62. ***Kilimanjaro Christian Medical College***
P.O. Box 3010
Moshi
Tanzania
63. ***The International Medical & Technological University (IMTU)***
Suruji Residential Complex
Mbezi Beach, New Bagamoyo Road
P.O. Box 77594
Dar es Salaam
Tanzania
64. ***Zanzibar University***
Tunguu Area, Zanzibar
P.O. Box 2440
Zanzibar
Tanzania
65. ***College of Education Zanzibar***
Chukwani Area
P.O. Box 1933
Zanzibar
Tanzania
66. ***Waldorf College***
Mhasibu House
Bibi Titi Mohamed Road
P.O. Box 77588
Dar es Salaam
Tanzania

Tchad

67. *Université Roi Frigal*
N'djamena
Tchad

Uganda

68. *Islamic University in Uganda*
P.O. Box 2555
Mbale
Uganda
Phone: 045 33502
Fax: 045 34452
Email:

69. *Uganda Martyrs University*
P.O. Box 5498
Kampala
Uganda
Phone: 256 481 21804/5
Fax: 256 481 21898
Email:

70. *Nkumba University*
P.O. Box 237
Entebbe Road
Entebbe
Uganda
Phone: 256 41320134
Fax: 256 41321448

71. *Uganda Christian University*
P.O. Box 4
Mokono
Uganda
Phone:
Fax: 256 41290211

72. *Bugema University*
P.O. Box 6529
Kampala
Uganda
Fax: 256 41245597
Email:

73. Ndejje University
Kampala
Uganda

Zambia

74. *The Kings Academy of Pharmacy*
P.O. Box 33590
Lusaka
Zambia
Email:

75. *Evelyn Horn College of Applied Art & Commerce*
P.O. Box 30029
Lusaka, Zambia

76. *Insurance Business College*
P.O. Box 30894
Lusaka
Zambia

Zimbabwe

77. *Africa University*
P.O. Box 1320
Mutare
Zimbabwe
Phone: 263 2060075
Fax: 263 2061785
Email:

78. ***Solusi University***

Fig Tree
PBT 5399
Bulawayo
Zimbabwe
Fax: 263 83229

80. ***Zimbabwe International
University of Medicine and
Dentistry***

P.O. Box 786
Chinhoyi
Zimbabwe

79. ***Catholic University of
Zimbabwe***

P.O. Box CY 3442
Causeway
Harare
Zimbabwe

Appendix II

Distribution of Private Universities in Africa

Region	Country	S/N	University	Foundation	Year Established	Source of Funding
West Africa	Nigeria	1	Igbinedion University 518/220 Murtala Mohamed Way, P.O. Box 524 Benin City Edo State, Nigeria	Private Individual Non-denominational	1999	Tuition Fees Grants/Donations
		2	Babcock University Ilishan - Remo, Ogun State P.O. Box 21244 Ikeja - Lagos, Nigeria	Seventh Day Adventist Mission	1999	Tuition Fees Grants/Donations
		3	Madonna University Okija, Onitsha PMB 407 Ihiala Local Govt. Area Anambra State, Nigeria	Catholic Church	1999	Tuition Fees Grants/Donations
	Ghana	4	Central University College P.O. Box 2310 Dansoman, Accra, Ghana	Pentecostal Oral Roberts University, Oklahoma	1997	Tuition Fees Grants/Donations
		5	Valley View University P.O. Box 9358 Mile 19, Dodowa Road Oyibi, Accra, Ghana	Seventh-Day Adventist Church	1998	Tuition Fees Grants/Donations
		6	Methodist University Methodist Headquarters Accra, Ghana	Methodist	1999	Tuition Fees Grants/Donations

Region	Country	S/N	University	Foundation	Year Established	Source of Funding
	<i>Liberia</i>	7	Trinity College P. O. Box 48 Legon, Accra, Ghana	Presbyterian/ Methodist	—	Tuition Fees Grants/Donations
		8	Cuttington University P. O. Box 277 Monrovia, Liberia	Episcopal Church, USA	1889	Tuition Fees Grants/Donations
		9	A.M.E. University P. O. Box 3340 Camp Johnson Road 100 Monrovia 10, Liberia	Baptist Mission	1996	Tuition Fees Grants/Donations
		10	Don Bosco Polytechnic College, Capital Hill, Liberia	Catholic Mission	1996	Tuition Fees Grants/Donations
		11	A.M.E Zion University College, 24 th Street Sinkor, Monrovia, Liberia	Baptist Mission	1998	Tuition Fees Grants/Donations
	<i>La Côte d'Ivoire</i>	12	Ecole Supérieure Internationale de Droit (ESID) Faculté Privée, B.P. 825, Abidjan Cedex 03, Côte d'Ivoire	Private Individual Non- denominational	1998	Tuition Fees Grants/Donations
		13	Université Ivoir- Canadienne à Abidjan (UICA), 06 BP 2875 Abidjan 06, Côte d'Ivoire	Private Non- denominational	1998	Tuition Fees Grants/Donations

Region	Country	S/N	University	Foundation	Year Established	Source of Funding
		14	Université de Bouaké BP 18 Bouaké Côte d'Ivoire	Private Non-denominational	1994	Tuition Fees Grants/Donations
		15	Université Intercontinentale "Le Bon Samaritain" 11 BP 1585 Abidjan 11, Côte d'Ivoire	Catholic Mission	—	Tuition Fees Grants/Donations
		16	Université d'Abobo Adjamé 02 BP 801 Abidjan 02 Côte d'Ivoire	Private Non-denominational	1995	Tuition Fees Grants/Donations
	<i>Burkina Faso</i>	17	Centre Universitaire Catholique de Ouagagougou (C.U.C.O.) S/C Association Burkinabè d'Action Communautaire 01 B.P. 4071 Ougadougou 01, Burkina Faso	Catholic Mission	—	Tuition Fees Grants/Donations
	<i>Senegal</i>	18	Université du Sahel 33, Sotrac-Memmoz BP 5355 Dakar Fann Dakar, Senegal	Private	1998	Tuition Fees Grants/Donations
		19	Université de Dakar Bourguiba 12 Avenue Bourguiba BP 15744, Dakar, Senegal	Private	1998	Tuition Fees Grants/Donations
		20	Campus Universitaire de Suffolk/Enea/Ouakam Km, 6 Avenue Cheick Anta Diop Enceinte ENEA BP 15744 Dakar Fann Dakar, Senegal	Private	1998	Tuition Fees Grants/Donations

Region	Country	S/N	University	Foundation	Year Established	Source of Funding
	<i>Tchad</i>	21	Université Roi Frigal Ndjamena, Tchad		1997	Tuition Fees Grants/Donations
	<i>Niger</i>	22	Islamic University of Niger Niger	Organization of Islamic Conference	1998	Tuition Fees Grants/Donations
East Africa	Kenya	1	Catholic University of Eastern Africa P.O. Box 24205 Nairobi, Kenya	Catholic Mission	1992	Tuition Fees Grants/Donations
		2	Daystar University P.O. Box 44400 Nairobi, Kenya	Wheaton College, Illinois	1994	Tuition Fees Grants/Donations
		3	Pan African Christian College P.O. Box 56875 Nairobi, Kenya	—	—	Tuition Fees Grants/Donations
		4	University of Eastern Africa, Baraton, Nairobi, Kenya	—	1991	Tuition Fees Grants/Donations
		5	United States International University, P.O. Box 146341 Nairobi, Kenya	Kenyan American Cooperation	1998	Tuition Fees Grants/Donations
		6	Kenya Methodist University Nairobi, Kenya	Methodist Church	—	Tuition Fees Grants/Donations
		7	Nairobi Evangelical Graduate School of Theology, Nairobi, Kenya	—	—	Tuition Fees Grants/Donations

Region	Country	S/N	University	Foundation	Year Established	Source of Funding
		8	African Nazarene University, P.O. Box 53067, Nairobi, Kenya	—	—	Tuition Fees Grants/Donations
	<i>Sudan</i>	9	Misir University for Science & Technology, Omdurman, Sudan	—	—	Tuition Fees Grants/Donations
		10	Omdurman Ahlia University, P.O. Box 786, Omdurman, Sudan	Arab Development Foundation	1986	Tuition Fees Grants/Donations
		11	International University of Africa, P.O. Box 2469 Khartoum, Sudan	Islamic African Centre	1991	Tuition Fees Grants/Donations
		12	The Academy of Medical Sciences & Technology P.O. Box 12810 Khartoum, Sudan	Private Non-Denominational	1995	Tuition Fees Grants/Donations
		13	Sudan University College for Girls, Khartoum, Sudan	—	1990	Tuition Fees Grants/Donations
		14	Ahfad University for Women, P.O. Box 167 Omdurman, Sudan	—	—	Tuition Fees Grants/Donations
		15	College of Technological Sciences, P.O. Box 30 Omdurman, Sudan	—	1995	Tuition Fees Grants/Donations

Region	Country	S/N	University	Foundation	Year Established	Source of Funding
		16	Africa University College, Khartoum, Sudan	—	1986	Tuition Fees Grants/Donations
	Tanzania	17	The Hubert Kairuki Memorial University Plot 322 Regent Estate Mikocheni Area P.O. Box 65300 Dar es Salaam, Tanzania	Mikocheni Mission Tanzania	1998	Tuition Fees Grants/Donations
		18	The St. Augustine University of Tanzania (SAUT) Agricultural Training Institute, P.O. Box 307 Mwanza, Tanzania	Episcopal Conference Tanzania	1998	Tuition Fees Grants/Donations
		19	The Tumaini University P.O. Box 3010 Moshi, Tanzania	Evangelical Lutheran Church	1999	Tuition Fees Grants/Donations
		20	Iringa University College Kihesa Area, Dodoma Road P.O. Box 200 Iringa, Tanzania	Evangelical Lutheran Church	1998	Tuition Fees Grants/Donations
		21	Makumira University College, USA River, Arusha, P.O. Box 55 USA River, Tanzania	Evangelical Lutheran Church	1998	Tuition Fees Grants/Donations
		22	Kilimanjaro Christian Medical College P.O. Box 3010 Moshi, Tanzania	Evangelical Lutheran Church	1998	Tuition Fees Grants/Donations

Region	Country	S/N	University	Foundation	Year Established	Source of Funding
		23	The International Medical & Technological University (IMTU), Suruji Residential Complex Mbezi Beach, New Bagamoyo Road P.O. Box 77594 Dar es Salaam, Tanzania	Vignan Education Foundation of India	1998	Tuition Fees Grants/Donations
		24	College of Education Zanzibar, Chukwani Area P.O. Box 1933 Zanzibar, Tanzania	Africa Muslims Agency, Khartoum	1989	Tuition Fees Grants/Donations
		25	Waldorf College Mhasibu House Bibi Titi Mohamed Road P.O. Box 77588 Dar es Salaam, Tanzania	Forest City Iowa, USA	1998	Tuition Fees Grants/Donations
		26	Zanzibar University Tunguu Area, Zanzibar P.O. Box 2440 Zanzibar, Tanzania	Doral-Iman Charitable Organization in Jedda, Saudi Arabia	1999	Tuition Fees Grants/Donations
	Uganda	27	Islamic University in Uganda, P.O. Box 2555 Mbale, Uganda	Organization of Islamic Conference	1988	Tuition Fees Grants/Donations
		28	Uganda Martyrs University P.O. Box 5498 Kampala, Uganda	Catholic Church	1994	Tuition Fees Grants/Donations

Region	Country	S/N	University	Foundation	Year Established	Source of Funding
	<i>Zambia</i>	29	Nkumba University P.O. Box 237, Entebbe Road, Entebbe, Uganda	Non-Denominational	1994	Tuition Fees Grants/Donations
		30	Uganda Christian University, P.O. Box 4 Mokono, Uganda	Anglican Mission	1997	Tuition Fees Grants/Donations
		31	Bugema University P.O. Box 6529 Kampala, Uganda	Seventh Day Adventist Mission	1997	Tuition Fees Grants/Donations
		32	Ndejje University Kampala, Uganda	Anglican Church	1992	Tuition Fees Grants/Donations
		33	The Kings Academy of Pharmacy P.O. Box 33590 Lusaka, Zambia	—	—	Tuition Fees Grants/Donations
		34	Evelyn Horn College of Applied Arts & Commerce P.O. Box 30029 Lusaka, Zambia			
		35	Insurance Business College P.O. Box 30894 Lusaka, Zambia			
North Africa	<i>Egypt</i>	1	Misr International University 20 Tunis Street Madi, Cairo, Egypt	—	—	Tuition Fees Grants/Donations
		2	October University for Modern Science & Arts 14 Amer Street, El-Masaha Dokki-Giza, Egypt	—	—	Tuition Fees Grants/Donations

Region	Country	S/N	University	Foundation	Year Established	Source of Funding
		3	Six October University Cairo, Egypt	—	—	Tuition Fees Grants/Donations
		4	Misr University for Science and Technology 6 th of October City Al Motamayez District Egypt	—	1996	Tuition Fees Grants/Donations
		5	American University in Cairo, P. O. Box 2511 113 Kasr El-aini Cairo, Egypt	American- Egyptian Cooperation	1962	Tuition Fees Grants/Donations
South- ern Africa	<i>Zimbabwe</i>	1	Africa University P. O. Box 1320 Mutare, Zimbabwe	United Methodist Church	1992	Tuition Fees Grants/Donations
		2	Solusi University Fig Tree, PBT 5399 Bulawayo, Zimbabwe	Methodist Church	1994	Tuition Fees Grants/Donations
		3	Catholic University of Zimbabwe, P. O. Box CY 3442, Causeway Harare, Zimbabwe	Catholic Church	1996	Tuition Fees Grants/Donations
		4	Zimbabwe International University of Medicine and Dentistry P. O. Box 786 Chinhoyi, Zimbabwe	—	1998	Tuition Fees Grants/Donations

Region	Country	S/N	University	Foundation	Year Established	Source of Funding
	<i>Mozambique</i>	5	Instituto Superior Politecnico E Universotario de Mozambique (IPSU) Avenida Albert Lithuli No 438 , Maputo Mozambique	Profit Private Individual	September 1996	Tuition Fees Grants/Donations
		6	Instituto Superior de Ciencias E Tecnologia de Mozambique (ISCTEM) Avenida Martires da Machana, No1140 Maputo, Mozambique	—	—	Tuition Fees Grants/Donations
		7	Universidade Catolica de Mozambique (UCM), Rua Margues de Sevecal, 96 CP 821 Baira Province, Palmeiras, Avenida Eduardo Mondlane 715 Maputo, Mozambique	Catholic Mission	1995	Tuition Fees Grants/Donations
		8	Universidade Pedagogica Rua Comandante Augusto Cardoso No 135 CP 3276 Maputo, Mozambique	—	1988	Tuition Fees Grants/Donations
	<i>Madagascar</i>	9	Institut Catholique de Madagascar BP 6059 101 Antananarivo Madagascar	Catholic Mission	—	Tuition Fees Grants/Donations

Region	Country	S/N	University	Foundation	Year Established	Source of Funding
		10	Université Adventiste BP: 700 101 Antananarivo Madagascar	Seventh Day Adventist	—	Tuition Fees Grants/Donations
		11	Espace Universitaire Regional de l'Océan Indien (EUROI) Lot JVC 147 F, Ambatdmitsangana BP: 1125 Antananarivo 101 Madagascar	—	—	Tuition Fees Grants/Donations
Central Africa	<i>Cameroun</i>	1	Université Catholique d'Afrique Centrale (Yaounde) BP11628 Yaounde, Cameroun	Catholic Mission	1991	Tuition Fees Grants/Donations
	<i>Burundi</i>	2	Adventist University Cosendai P.O. Box 401 Yaounde, Cameroun	Seventh Day Adventist	1998	Tuition Fees Grants/Donations
		3	University de Ngozi Burundi	—	—	Tuition Fees Grants/Donations
		4	Le Collège Universitaire de Bujumbura, Burundi	—	—	Tuition Fees Grants/Donations
		5	L'Institut Supérieur de Controle et de Gestion Burundi	—	—	Tuition Fees Grants/Donations

Region	Country	S/N	University	Foundation	Year Established	Source of Funding
	<i>Rwanda</i>	6	Université Libre de Kigali (ULK) BP 2280 Kigali, Rwanda	—	1999	Tuition Fees Grants/Donations
		7	Université Adventiste d'Afrique Centrale à Kigali, BP 2461 Kigali, Rwanda	Seventh Day Adventist	1984	Tuition Fees Grants/Donations

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Storch Street 13
Windhoek, Namibia

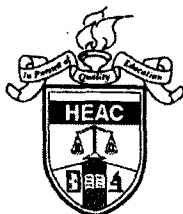
61. The Registrar
Abia State University
P.M.B. 2000
Uturu, Abia State
Nigeria
62. The Registrar
Ahmadu Bello University
Zaria, Nigeria
63. The Registrar
Bayero University
P.M.B. 3011
Kano, Nigeria
64. The Registrar
Federal University of
Technology, Owerri
P.M.B. 1526
Owerri, Nigeria
65. The Registrar
Obafemi Awolowo University
Ile-ife, Nigeria
66. The Registrar
University of Calabar
P.M.B. 1115, Calabar
Cross River State, Nigeria
67. The Registrar
University of Jos
P.M.B. 2084
Jos, Plateau State
Nigeria
68. The Registrar
University of Lagos
Lagos, Nigeria
69. The Registrar
University of Abuja
P.M.B. 117
Federal Capital Territory
Abuja, Nigeria
70. The Registrar
University of Maiduguri
P.M.B. 1069, Maiduguri,
Borno State, Nigeria
71. The Registrar
University of Nigeria
Nsukka, Anambra State
Nigeria
72. The Registrar
University of Sierra Leone
Private Mail Bag
Freetown, Sierra Leone
73. The Registrar
Rhodes University
P.O.Box 94
Grahamstown 6140
Republic of South Africa
74. The Registrar
University of Pretoria
Brooklyn, Pretoria 0002
Republic of South Africa

75. The Registrar
University of Durban-
westville
Private Bag X54001
Durban 4000
Republic of South Africa
76. The Registrar
University of South Africa
P.O. Box 392
0001 Pretoria
Republic of South Africa
77. The Registrar
University of Natal
King George V Ave.
Durban 4001
Republic of South Africa
78. The Registrar
University of Cape Town
Private Bag Rondebosch
7700
Republic of South Africa
79. The Registrar
Rand Afrikaans University
P.O. Box 524
Auckland Park, 2006
Republic of South Africa
80. The Registrar
Vista University
Private Bag X634
Pretoria, 0001, South Africa
81. The Registrar
Ahfad University for Women
P. O. Box 167
Omdurman, Sudan
82. The Registrar
International University of
Africa
P.O. Box 2469
Khartoum, Sudan
83. Prof. Ali A. M. Babiker
President
Omdurman Islamic University
P. O. Box 382
Omdurman, Sudan
84. The Registrar
Omdurman Islamic University
P. O. Box 382
Omdurman, Sudan
85. The Registrar
Omdurman Ahlia University
P. O. Box 786
Omdurman, Sudan
86. The Registrar
University of Kordofan
P.O. Box 517
El Obeid, Sudan
87. The Registrar
University of Khartoum
P. O. Box 321
Khartoum, Sudan

88. The Registrar
Upper Nile University
P.O. Box 1660
Khartoum, Sudan
89. The Registrar
University of Swaziland
Private Bag 4
Kwaluseni, Swaziland
90. The Registrar
The Open University of
Tanzania
P.O. Box 23409
Dar es Salaam, Tanzania
91. The Registrar
Mickocheni International
University
P.O. Box 65300
Dar es Salaam, Tanzania
92. The Registrar
University of Dar Es Salaam
P. O. Box 35091
Dar es Salaam, Tanzania
93. The Registrar
Makerere University
P. O. Box 7062
Kampala, Uganda
94. The Registrar
Copperbelt University
P. O. Box 21692
Kitwe, Zambia
95. The Registrar
University of Zambia
P. O. Box 32379
Lusaka, Zambia
96. The Registrar
University of Zimbabwe
P. O. Box M.p. 167
Mount Pleasant
Harare, Zimbabwe
97. The Registrar
Africa University
P. O. Box 1320
Mutare, Zimbabwe

Accreditation Guide

Appendix V



HEAC. CA No.

The Higher Education Accreditation Council
[Established under the Education (Amendment) Act, 1995]

This is to certify that

.....
.....
authorized by the Higher Education Accreditation Council on

.....
*having satisfied the conditions set by the Council
for recognition as a higher education institution
is hereby awarded this*

CERTIFICATE OF PROVISIONAL REGISTRATION

Given under the seal of the Council this

the day of

in the year

at Dar es Salaam, Tanzania.

CHAIRMAN

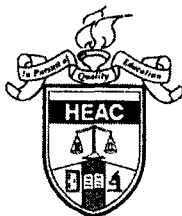
EXECUTIVE SECRETARY

CERTIFICATE OF PROVISIONAL REGISTRATION

- *The Council's Certificate of Provisional Registration is given to proposed institutions which have met the following conditions:—*

1. Have a charter approved by owners/founders and submitted to the HEAC.
2. Those in temporary premises will have commenced the process of setting up permanent premises.
3. Have the institution's development master plan approved and supported by owners/founders and submitted to the HEAC.
4. Have established a time frame for the development of the institution.
5. Have a full time, qualified, competent and experienced Chief Executive in place.
6. Have an adequate number of competent and experienced academic staff for the initial faculties and programmes.
7. Have defined students' admissions requirements, procedures, fee structure and available students' welfare services (Have their prospectus or handbook).
8. Have submitted internally approved curricula, students' assessment procedures and examinations for Council approval.
9. Have transparent procedures for the recruitment, appointment, development and promotion of academic and administrative staff.
10. Have established a sustainable financing and accounting system for the institution.

"After having obtained the Council's Certificate of Provisional Registration, the proposed institution will be able to initiate the establishment of constituent colleges and related institutions, to confirm appointment of senior and other academic and administrative staff, to advertise its programmes and begin admitting students for the initial programmes.



HEAC. CA No.

The Higher Education Accreditation Council
[Established under the Education (Amendment) Act, 1995]

This is to certify that

.....
.....
authorized by the Higher Education Accreditation Council on

.....
*having satisfied the conditions set by the Council
for recognition as a higher education institution
is hereby awarded this*

CERTIFICATE OF REGISTRATION

Given under the seal of the Council this

theday of

in the year

at Dar es Salaam, Tanzania.

CHAIRMAN

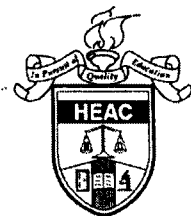
EXECUTIVE SECRETARY

CERTIFICATE OF REGISTRATION

- *The Council's Certificate of Provisional Registration is given to proposed institutions which have met the following conditions:—*

1. Have essential physical structures in place for academic, administrative and technical Support Services including the administration block, lecture halls, seminar rooms, special purpose rooms, library, laboratories/workshops, students' hostels and staff housing etc.
2. Operational procedures, by-laws and regulations approved as in the charter.
3. Have course programmes, curricula, student assessment procedures, examinations regulations and procedures for initial and future programmes approved by the institution's organs and ratified by the HEAC.
4. Have qualified and experienced permanent academic and administrative staff in place.
5. Have appropriate teaching and learning facilities, equipment, materials and support services.
6. Have clear provisions, facilities, equipment and materials for students' practical and research by academic staff.
7. Have students' and staff support organs and welfare services e.g. clinic/ dispensary, students' union, games and sports facilities.

"After having obtained the Council's Certificate of Registration, the owners and management of the institution can proceed to recruit more academic, administrative technical and operational staff, to have courses and other operations in full progress and to award certificates, diplomas, degrees and other awards recognized by the HEAC. The Council will recommend to the Minister responsible for higher education that the institution's charter be signed by the appropriate authority.



HEAC. CA No.

The Higher Education Accreditation Council
[Established under the Education (Amendment) Act, 1995]

This is to certify that

.....
.....
authorized by the Higher Education Accreditation Council on

.....
*having satisfied the conditions set by the Council for accreditation
as higher education institution is hereby awarded this*

CERTIFICATE OF ACCREDITATION

Given under the seal of the Council this

theday of

in the year

at Dar es Salaam, Tanzania.

CHAIRMAN

EXECUTIVE SECRETARY

CERTIFICATE OF ACCREDITATION

The Council's Certificate of Accreditation is given to institutions which have met the following conditions:—

1. The institution will be full in operation as an institution of higher education with all instruments, programmes, regulations, by-laws, security, discipline and other procedures in place.
2. All approved courses in the initial programmes are fully resourced and in full progress.
3. Course designs, content selection and organization fully approved.
4. Students' theoretical and practical training and research by academic staff in full progress.
5. Instructional and learning environment, rooms, equipment, materials and support services adequate and conducive.
6. Have the planned and approved numbers of qualified and experienced academic staff.

The charter of the institution will have been signed by the relevant authority.

*An institution with the Council's Certificate of Accreditation will prepare to make its own internal self evaluation and invite the Council for periodic appraisal and accreditation **after every four years** as required by law.*

THE HIGHER EDUCATION ACCREDITATION COUNCIL

APPLICATION FOR RECOGNITION AS INSTITUTIONS AND PROGRAMMES OF HIGHER EDUCATION IN TANZANIA

(Basic facts and information needed by the Higher Education Accreditation Council for processing the recognition of proposed higher education institution)

Name of the Proposed Institution.....
(caps)

A: Particulars of Founders/Owners:	In Tanzania	Outside Tanzania (where applicable)
1. Founders'/Owners' Official Name
2. Date of Establishment
3. Date of Registration
4. Physical Address (location)
5. Official Title of Chief Executive
6. Name of Current Chief Executive
7. Postal Address
8. Telephone Numbers
9. Previous Experience in Establishing Higher Education Institutions

B: Particulars of the Envisaged Higher Education Institution *(please attach a copy of the proposed Act)*

- 1. Official Name of Planned University
- 2. Physical Address (location)
- 3. Status –public (Govt-owned)
 –private
 –semi-private
- 4. Rationale, Mission and Purpose
 (As in proposed Charter/Constitution).....
.....
.....
.....
.....
- 5. Amount of Land
 (a) Needed *(plus expected Location)*.....
 (b) Acquired *(plus Location)*
- 6. Official Title of the institution's Chief Executive
- 7. Name of Current Chief Executive
- 8. Postal Address of the CEO
- 9. Telephone Numbers:
 Office:
- Residence:
- 10. University Organization and Governance:

Academic
(e.g Structure of Senate for Universities)

Administrative
(Structure of Council/Board)

.....
.....
.....
.....
.....
.....

11. Planning and Evaluation Capacity
(Qualifications and experience of
Planning Officer)

.....
.....

12. Curricula Orientation: (a) Academic ☐
(Tick) (Broad-Based) Narrow Specialization ☐
(b) Training ☐
(c) Research ☐

(d) Public Services (Extension & Consultancy) ☐

13. (a) Programmes and Duration of Planned Courses

(Please send copies of curricula for initial and planned programmes and courses)

Programme	Planned Award	Duration (Years)	Courses

- b) Initial Faculties (Programmes)

.....
.....
.....

14. Quality Control Mechanism
(Course, Exams and Awards-Planning, Moderation and Ratification
Mechanism)

- a) Particulars of Course Planners

.....
.....
.....

b) Particulars of Exams Setters and Validators

c) Approval Mechanism for Awards

15.	Envisaged Establishments under the institution	Currently Under Establishment (Next two years)	Planned for the Future (Year 2000 and beyond)
a)	Faculties		
b)	Departments		
c)	Colleges		
d)	Schools		
e)	Institutes		
f)	Campuses		
g)	Units		

16. Infrastructure: (Physical Facilities)

a) Academic (Amount of space)	Available or Under Establishment (To Year 1999)	Planned for the Future (Year 2000 and beyond)
i) Lecture Theatres/Rooms
.....
ii) Seminar Rooms(Number)
.....
iii) Laboratories
.....
iv) Amount of Lab. Equipment
.....
v) Special Purpose Rooms (Specify)
.....
.....
.....
vi) Library		
• No. of Shelves (MID.4m)
• Types of Journals
• Printing & Binding Facilities.....
• Photocopying Facilities
vii) Computing Centre (Specify Capacity)
.....
.....
.....
viii) Provision for Networking with other Institutions
.....
.....
b) Administrative (Amount of space)		
i) Offices of the CEO
.....
ii) Planning Offices
.....
iii) Registrar's Office
.....

iv)	Admin. Offices	.....	.....
	Admission etc	.....	.....
v)	Security Offices	.....	.....
	
vi)	Accounts Offices	.....	.....
c)	Support Services and Capacity		
i)	Cafeteria:	.....	.....
	• Student:	.....	.....
	• Staff:	.....	.....
	
ii)	Health Centre	.....	.....
	
iii)	Students Accommodation	.....	.....
	
iv)	Staff Housing	.....	.....
	
v)	Transport Facilities	.....	.....
	
vi)	Communication Facilities		
	• Phones	.....	.....
	• Fax	.....	.....
	• E-mail	.....	.....
	• TV Network	.....	.....
	• Internet	.....	.....
vii)	Games and Sports facilities	.....	.....
	
viii)	Students' Welfare Services	.....	.....
	
ix)	Staff Welfare Services	.....	.....
	

x) Estates Dept. and Services			
•	Building Repairs	.....	.....
•	Grounds and Environmental	.....	.....
	Care and Landscaping	.....	.....
•	Vehicle and Plant Maintenance and Repair	.....	.....
•	Machinery	.....	.....
•	Carpentry	.....	.....
•	Household Equipment	.....	.....
•	Environment Care and Cleanliness	.....	.....
17.	Students Selection and Admission Requirements:	Current Plans	Future Plans
a)	Source of students	.....	.....
	
b)	Estimated Annual Growth in student numbers	.....	.....
	
c)	Minimum Academic Entry Requirements	.....	.....
	
d)	Annual fees Details	Currently Planned Rates - to 1999	Future Rates (Year 2000 and beyond)
i) Tuition		.....	.....
	
	
	
ii) Boarding		.....	.....
	
	
	
iii) Health		.....	.....
	
	
	
iv) Other (Specify)		.....	.....
	
	

18. Human Resources	Post	Planned Sources	Min. qualification	Status of residence	Numbers Present	Planned
i) Administrative.....
.....
.....
.....
ii) Academic
.....
.....
.....
iii) Support/Tech. Services						
.....
.....
.....
19. Funding						
a) Current Sources of Funds				b) Future Sustainable Sources of Funds		
(University Setting up)						
.....
.....
.....
.....
.....
20. Auditors of the institution's accounts						
a) Current Auditors						
.....
.....
.....
.....
b) Future Auditors						
.....
.....
.....
.....
21. Indicators/Guarantees of the Institution's Integrity						
.....
.....
.....

.....
.....
.....
.....

22. Mode of Public information (Attach copy of e.g. Prospectus, if ready)

.....
.....
.....
.....
.....
.....
.....

Signed

Name Seal, if available
(Institution's Chief Executive)

Date.....

**THE HIGHER EDUCATION ACCREDITATION
COUNCIL**

**ADMISSIONS COMMITTEE FORM -
ADS No.1/99 EDITION**

Fix your black
and white
passport size
photo taken
within last six
months

Name of Institution Issuing This Form.....

Code No.

**APPLICATION FOR ADMISSION INTO HIGHER EDUCATION
INSTITUTION'S ACADEMIC YEAR.....**

These forms are to be completed by all candidates applying for places in national higher education institutions or for overseas scholarships.

This form must be completed in quadruplicate by each candidate in addition to the form supplied by the specific higher education institution approached/ applied to.

Before filling this form, please read the notes below and follow the instructions given. Please provide true and accurate facts and information only. Any misleading information may lead to the cancellation of your application and possible prosecution.

**PART A
PERSONAL PARTICULARS**

1. Surname: (Block letters).....
2. First name in full: (Block letters).....
3. Middle names in full (Block letters).....
4. (a) 'O' Level Index No Name of Centre.....
(b) 'A' Level Index No.....Name of Centre.....
5. Present Contact Address:.....
.....
Tel.....
6. Permanent Address:
7. Date of birth 8. Male (M) ☐
(Date Month Year) Female (F) ☐
9. Name of Present employer:.....
Address.....
10. Sponsor's Name and Address (if any).....
.....

CHOICE OF HIGHER EDUCATION INSTITUTIONS AND COURSES

Candidates should indicate three institutions only in the order of preference (1,2,3) for which they wish to be considered.

Candidates may indicate less than three choices if they wish to be considered for only one or two institutions.

The list of codes for institutions as well as for fields of studies or courses is given in the appendices 1 and 2 respectively.

Choice of Institution			Choice of Field of Studies			
			Choice (1)		Choice (2)	
Priority	Inst. Code No.	Name of Institution	Code	Field of Studies	Code	Field of Studies
1						
2						
3						

I confirm that I am willing to be considered for admission into any of the three institutions of higher learning which I have indicated above in the order of preference shown.

.....

Full Name of Applicant	Signature	Date
------------------------	-----------	------

Distribution of this application form:

Make sure you send a copy of this application form to the following: -

1. Each one of the institutions
you have chosen.
- 2.The Executive Secretary,
Higher Education Accreditation Council
P. O. Box 6562.
DAR ES SALAAM.

NOTES

1. Write your names in the same way as they appear in your most recent academic certificates.
2. Any change of address must be communicated to the Executive Secretary of the HEAC.
3. Fill the forms sent by one institution only and return the other forms to the institutions concerned.
4. Fix one black and white passport size photograph taken within the last six months on each Form ADS. No. 1/99.
5. Attach a certified true copy of your birth certificate. Affidavits are not required.

Computer codes for institutions and fields of studies.

Appendix 1: Codes for Institutions:

No. Name of Institution	Code No.	
	Public	Private
1. University of Dar es Salaam	PL.01	
2. Muhimbili University College of Health Sciences	PL.0 1.1	
3. University College of Lands and Architectural Science	PL.01.2	
4. Sokoine University of Agriculture	PL.02	
5. Open University of Tanzania	PL.03	
6. Institute of Development Management	PL.04	
7. Institute of Finance Management	PL.05	
8. Dar es salaam Institute of Technology	PL.06	
9. College of Business Education	PL.07	
10. National Institute of Transport	PL.08	
11. Cooperative College Moshi	PL.09	
12. National Social Welfare Training Institute	PL. 10	
13. Tanzania School of Journalism	PL. 11	
14. Tengeru Community Development Training Institution	PL. 12	
15. Institute of Rural Development Planning	PL. 13	
16. Institute of Community Development Tengeru	PL. 14	
17. Dar es Salaam Institute of Accountancy	PL. 15	
18. Institute of Accountancy Arusha	PL. 16	
19. Overseas	PL. 17	
20. Tumaini University		PR.01
21. Iringa University College		PR.01.1
22. Makumira University College		PR.01.2
23. KCMC University College		PR.01.3
24. Hubert Memorial University		PR.02
25. Zanzibar University		PR.03
26. Zanzibar College of Education		PR.04

No. Name of Institution	Code No.	
	Public	Private
27. International Medical and Technological University		PR.05
28. Waldorf College DSM Campus		PR.06
29. St. Augustine University of Tanzania		PR.07

Appendix 2: Codes for Fields of Studies

(a) Degree Level Courses

No. Course Name	Code
1. Bachelor of Arts and Social Sciences	Bs.01
2. Bachelor of Arts with Education	Bs.02
3. Bachelor of Science	Bs.03
4. Bachelor of Science with Education	Bs.04
5. B. Sc, Education	Bs.05
6. B. Sc., Engineering	Bs.06
7. B.Sc, Agricultural Engineering	Bs.07
8. B. Sc Geology	Bs.08
9. B.Sc., Computer Science	Bs.09
10. Bachelor of Laws	Bs.10
11. Bachelor of Commerce & Management	Bs.11
12. Doctor of Medicine	Bs.12
13. Bachelor of Pharmacy	Bs.13
14. Doctor of Dental Surgery	Bs.14
15. B. Sc, Nursing	Bs.15
16. Bachelor of Architecture	Bs.16
17. B. Sc, Building Economics	Bs.17
18. B. Sc, Urban & Rural Planning	Bs.18
19. B. Sc, Environ. Engineering	Bs.19
20. B. Sc, Land Management and Valuation.	Bs.20
21. B.Sc Land Survey	Bs.21
22. B.Sc. Agriculture	Bs.22

No. Course Name	Code
23. B. Sc Forestry	Bs.23
24. B. Sc Food Science and Technology	Bs.24
25. B.Sc, Home Econ. and Human Nutrition	Bs.25
26. Bachelor Veterinary Medicine	Bs.26
27. Bachelor of Mass Comm.	Bs.27
28. Bachelor of Arts (Journalism)	Bs.28
29. Bachelor of Business Administration	Bs.29
30. Bachelor of Horticulture	Bs.30
31. Bachelor of Animal Science	Bs.31
32. Bachelor of Agronomy	Bs.32
33. B. Sc. Agriculture Economic and Agribusiness	Bs. 33
34. B. Sc. Agriculture Education and Extension	Bs.34
35. B..Sc. Wildlife	Bs.35
36. Bachelor of Commerce	Bs.36
37. B. Sc Electronic Science and Communication	Bs.37
38. B. A Physical Education Sports and Culture	Bs.38
39. Bachelor of Divinity	Bs.39

(b) Advanced Diploma Level Courses

No. Course Name	Code
1 Adv. Dip, Materials Management	Ad.01
2. Adv. Dip. Hospital Administration	Ad.02
3. Adv. Dip, Economic Planning	Ad.03
4. Adv. Dip Local Government Administration	Ad.04
5. Adv. Dip. Public Administration	Ad.05
6. Adv. Dip. Business Administration	Ad.06
7. Adv. Dip. Certified Accountancy	Ad.07
8. Adv. Dip. Local Government Accountancy & Finance	Ad.08
9. Adv. Dip. Architecture	Ad.09

No. Course Name	Code
10. Advanced Diploma in Journalism	Ad.10
11 Adv. Dip., Accountancy	Ad. 11
12. Adv. Dip. Banking	Ad. 12
13. Dip, Insurance and Social Security Administration	Ad. 13
14. Adv. Dip. Tax Administration	Ad. 14
15. Adv. Dip- Transport Management	Ad, 15
16 Adv. Dip Social Work	Ad. 16
17. Adv. Dip, Cooperative Management	Ad. 17
18. Adv. Dip Cooperative Account	Ad. 18
19. Adv. Dip, Cooperative Dev.	Ad. 19
20. Adv. Dip. Civil Engineering	Ad. 20
21. Adv. Dip, Mechanical Engineering	Ad.21
22. Adv. Dip, Electrical Engineering	Ad.22
23. Adv. Dip, Telecommunication & Electronics	Ad.23
24. Adv. Dip., Legal & Industrial Metal	Ad.24
25. Adv. Dip, Medical Laboratory Science	Ad.25
26. Adv. Dip. Regional Planning	Ad.26
27. Adv. Dip., Labour Studies	Ad.27
28. Adv. Dip., Community Development	Ad.28

THE HIGHER EDUCATION ACCREDITATION COUNCIL

P.o. Box 6562. Dar es Salaam, Tanzania

APPLICATION FOR DEGREE EVALUATION PROFORMA FORM: TO BE COMPLETED BY THE APPLICANT.

1. NAME
2. ADDRESS.....
.....
.....
3. NAME OF EMPLOYER (For employed Applicants).....
4. LAST SCHOOL ATTENDED
5. DATE OF LEAVING SCHOOL
6. HIGHEST CLASS ATTENDED.....
7. DURATION OF PRIMARY AND SECONDARY EDUCATION.....
9. NATIONAL FORM IV CERTIFICATE OR EQUIVALENT EXAMINATION
 - (a) YEAR OF EXAMINATION
 - (b) RESULTS
9. NATIONAL FORM VI CERTIFICATE OR EQUIVALENT EXAMINATION
 - (a) YEAR OF EXAMINATION.....
 - (b) RESULTS.....
10. (a) YEAR OF ADMISSION TO UNIVERSITY OR COLLEGE.....
 - (b) QUALIFICATIONS CONSIDERED FOR YOUR ADMISSION.....
.....
.....
 - (c) DURATION OF A DEGREE COURSE
 - (d) CERTIFICATE OR DIPLOMA OBTAINED.....

11. DID YOU HAVE TO LEARN A FOREIGN LANGUAGE BEFORE YOU WERE ADMITTED FOR A DEGREE COURSE?..... YES/NO

12. IF SO, HOW LONG DID YOU TAKE TO LEARN THE LANGUAGE?

13. IF YOU WERE NOT ADMITTED TO A UNIVERSITY COLLEGE IMMEDIATELY AFTER COMPLETING SECONDARY EDUCATION STATE COURSES OR EMPLOYMENT YOU HAD PRIOR TO ADMISSION.....
.....
.....

14. SPONSOR OF YOUR SCHOLARSHIP.....

15. DID YOU AT ANY TIME CHANGE YOUR COURSE WITHOUT CONSULTING YOUR SPONSOR? IF SO, STATE THE REASON.
.....
.....
.....

16. ENCLOSURES:

16.1 ENCLOSED HERewith ARE CERTIFIED PHOTOSTAT COPIES OF THE FOLLOWING CERTIFICATES —

- (a) * NATIONAL FORM IV CERTIFICATE (CSEE) OR ITS EQUIVALENT.
- (b) * NATIONAL FORM VI CERTIFICATE (ACSEE) OR ITS EQUIVALENT.
- (c) * PREPARATORY COURSE DOCUMENT OR CERTIFICATE (BOTH IN FOREIGN LANGUAGE AND IN ENGLISH WHERE APPLICABLE)
- (d) DEGREE OR DIPLOMA CERTIFICATE (BOTH IN FOREIGN LANGUAGE AND IN ENGLISH WHERE APPLICABLE).
- (e) OTHER CERTIFICATES (TO BE NAMED HERE)
.....
.....
.....
.....

16.2 I HEREBY SOLEMNLY DECLARE THAT ALL STATEMENTS ABOVE ARE CORRECT AND ALL DOCUMENTS FORWARDED TO THE HIGHER EDUCATION ACCREDITATION COUNCIL TRULY BELONG TO ME.

16.3 I CERTIFY THAT ALL CERTIFICATES FORWARDED FOR EVALUATION ARE TRULY COPIES OF THE ORIGINAL CERTIFICATES.

17. SIGNATURE OF APPLICANT..... DATE.....

18. NAME OF EMPLOYER.....

19. SIGNATURE OF EMPLOYER..... DATE.....
(For employed applicants)

* Delete whichever is inapplicable.

Form HEAC-EV/AW.2

THE HIGHER EDUCATION ACCREDITATION COUNCIL CRITERIA FOR THE EVALUATION OF AWARDS

Guidelines for Evaluators

In evaluating and or equating awards - certificates, diplomas, degrees and other qualifications obtained from institutions of Higher education within or outside Tanzania the evaluator is advised to observe the following provisions:

1. **Name of the award holder**

2. **Official title of the award**

3. **Course /Field of study followed by award holder**

4. **Minimum prescribed entry qualifications for the course (tick as appropriate)**

(a) O-level ☐ (d) Advanced Diploma ☐

(b) A-level First ☐ (e) First Degree ☐

(c) Diploma ☐ (f) Other (Specify).....

5. **Entry qualifications of the award holder as supported by relevant certificates**

(a) O-level ☐ (d) Advanced Diploma ☐

(b) A-level First ☐ (e) First Degree ☐

(c) Diploma ☐ (f) Other (Specify).....

6. **Registration number of the award holder** (as on the Certificate)

.....

7. **Status of award holder during his/her studies:**

(a) Full time ☐ (c) Correspondent ☐

(b) Part time ☐ (d) Other (Specify e.g. . ☐
Multimedia , IT, etc)

8. Duration other course

- a) Weeks
- (b) Years
- (c) Total No. of official contact hours.....

9. Course structure and organization

- (a) Coverage (subjects) and key elements for each
- (i) Indicated (transcript available) ☐
- (ii) Not Indicated (transcript not available) ☐
- (b) Are the elements covered relevant to the specified course: Yes ☐ No ☐
- (c) Is the area of specialization, if any, adequately covered? Yes ☐ No ☐
- (d) What was the proportion of time spent on the following modes of instruction
- | | |
|----------------------|--------------------------|
| (i) Lectures..... | (iv) Practicals |
| (ii) Seminars..... | (v) Field Work..... |
| (iii) Tutorials..... | (vi) Not specified |

10. What were the methods of assessment and examinations?

- | | |
|--|---|
| (a) Written assignments <input type="checkbox"/> | (d) Orals tests <input type="checkbox"/> |
| (b) Written examinations <input type="checkbox"/> | (e) Practical examinations <input type="checkbox"/> |
| (c) Dissertation/ research thesis <input type="checkbox"/> | (f) Internship <input type="checkbox"/> |

11. General Remarks:

.....

.....

.....

12. Certification and Recommendation:

(a) This award has been duly evaluated in accordance with the terms and conditions set above by the Higher Education Accreditation Council.

(b) The award was obtained from ☐

(i) A Commonwealth Higher Education Institution. ☐

(ii) A State Higher Education Institution ☐

(iii) A State Registered/Accredited higher education institution. ☐

(iv) Other (Please Specify)

(c) It is recommended by Tanzanian standards of awards that the above award be recognized as a:

Certificate ☐ *Diploma* ☐ *Advanced Diploma* ☐

1st (Bachelor's) Degree ☐ 2nd (Master's) Degree ☐ Doctorate Degree ☐

.....
(Name of Evaluator)

.....
Highest Academic qualification

.....
Date

**THE HIGHER EDUCATION ACCREDITATION
COUNCIL**

P.O. Box 6562, Dar es Salaam, Tanzania

**APPLICATION FOR COUNCIL RECOGNITION AND ACCREDITATION
OF A PROGRAMME/COURSE OF HIGHER EDUCATION**

Title of Programme

I. THE INSTITUTION OFFERING THE PROGRAMME/COURSE

1. Name.....

2. Mission.. ..

.....

.....

3. Objectives (Quote Objective Relevant to the application)

.....

.....

.....

.....

4. When Established (Year)

5. Current Registration Status-

a) Letter of Interim Authority ☐

b) Provisional Registration ☐

c) Full Registration ☐

d) Accreditation ☐

6. Institution to which affiliated.....

7. Establishment Directly Responsible for the Proposed Programme/
 course
 Faculty
 College.....
 Campus
 School.....
8. Other Current Courses Run by the Establishment

II. INFORMATION ABOUT THE PROGRAMME/COURSE

9. Title

10. Objectives.....

11. Expected outcomes —
- | | | | |
|---------------------|--------------------------|------------------------|--------------------------|
| Certificate | <input type="checkbox"/> | Diploma | <input type="checkbox"/> |
| Advanced Diploma | <input type="checkbox"/> | 1 st Degree | <input type="checkbox"/> |
| Postgraduate Degree | <input type="checkbox"/> | | |

12. Teaching and learning facilities
(Indicate total capacity)

(a) Lecture Halls, Total Capacity

(b) Seminar Rooms Capacity

(c) Laboratories

i. Science: Capacity.....

ii. Language.....

iii. Other (Specify).....

(d) Workshops (total capacity).....

(e) Computer Room (total capacity - No. of PCs).....

(f) Overhead Projectors (No. Available).....

(g) TV (Networks) and Video Cassettes

Available

Yes ☐

No ☐

(h) Prescribed Textbooks

List Available

Yes ☐

No ☐

(i) Library

Number of Volumes of Relevant Books.....

Number of Titles of Relevant Journals.....

Availability of Private Study Rooms or Areas Yes ☐ No ☐

13. Duration of the course (total number of planned contact hours).....

14. a) Targeted Potential Students (school exit points)

Form IV Leavers ☐

Form VI Leavers ☐

Other (Please Specify).....

b) Minimum Entry Requirements.....

15. Course Structure and Organisation

- a) Name of current/planned course leader.....
- b) Academic Title
- c) Whether Course Leader has ever been involved in courses leading
to higher degree (Masters, PhD) awards Yes No
- d) Current Number of publications by the course leader.....
- e) Course coverage (subjects) and Key Elements of each
- f) Ratio of time spent between Theory and Practice (including field work and internship)
- g) Medium of Instruction
- h) Mode of Instruction (tick if applicable)
- i) Resources for self-study (tick if available)
- Library

- Current journals ☐
- Other research facilities ☐
- Private study rooms/areas ☐

j) Methods of Academic Assessment (tick if applicable)

- i. Written Assignments ☐
- ii. Terminal Examination ☐
- iii. Dissertations ☐
- iv. Project work/Term papers ☐
- v. Thesis by Research ☐
- vi. Oral Tests/Interviews ☐
- vii. Practical examination ☐
- viii. Final written examination ☐
- ix. Internship ☐

16. Strength of Academic Staff for the Programme/Course

a) Total number of

- (i) Permanent Academic Staff Present
- (ii) Part-time Academic Staff.....

b) Qualifications of existing and planned Academic Staff — Please indicate Numbers of academic staff with the following as their highest Qualifications:

- | | | | |
|-------------------------------|--------------------------|------------------------|--------------------------|
| Certificate
(Post-O-Level) | <input type="checkbox"/> | 1 st Degree | <input type="checkbox"/> |
| Diploma
(Post-A-Level) | <input type="checkbox"/> | Postgraduate Diploma | <input type="checkbox"/> |
| Advanced Diploma | <input type="checkbox"/> | Masters Degree | <input type="checkbox"/> |
| | | Ph.D plus | <input type="checkbox"/> |

- c) Minimum Teaching Experience of existing/planned Academic Staff: indicate numbers of academic staff with Masters Degrees and above in the following categories of experience:

0 — 5 years ☐

6 — 9 years ☐

10 plus years ☐

- d) Minimum Research Involvement:

i. Personally Designed and conducted research- indicate number of research projects with results published in international or recognized journals ☐

ii. Research Projects Participated in: State number of research projects with results published in international or recognized journals ☐

17. (Planned) Source of External Examiners for the Course: (Name of Institution and faculty)

.....

18. Minimum requirements for Graduation.....

.....

19. Official title of the terminal award(name of certificate, diploma, degree etc)

.....

20. Name of Award conferring Authority

.....

21. Process towards the Award approving and Conferring Authority—
(Indicate stages through which final examination results must be
approved from lowest to highest authority).

.....
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22. I certify that the above information is complete and true to the best of my
knowledge and belief.

Name

Title.....

Official stamp of Institution

Signature.....

Date.....

THE HIGHER EDUCATION ACCREDITATION COUNCIL

P. O. Box 6562, Dar es Salaam, Tanzania

HEAC 6.8/ADM/CIR.1

1st June, 1999

HEAC CIRCULAR No. 1/99

To All Chief Executives,
Higher Education institutions,
TANZANIA

STANDARD PROCEDURE FOR REGISTERING, CHARTERING AND ACCREDITING PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS IN TANZANIA

1.0 Introduction

During its Ninth Meeting held on 28th May, 1999, the Higher Education Accreditation Council (HEAC), in pursuance of Section 65(c) of Education (Amendment) Act No.10 of 1995, reviewed and revised the procedure for the establishment and registration of higher education institutions in Tanzania.

Following the advice by academics, practitioners in the legal profession and analysts of the Tanzania legal system the Council noted that there is no provision in the Constitution of the United Republic of Tanzania or other related laws requiring or empowering the President of the United Republic of Tanzania to sign charters or constitutions of institutions of higher education. The Council, therefore, resolved that the following stages should characterize the process of recognizing, registering and accrediting higher education institutions in the country.

2.0 Application for Council Recognition and Approval

The individual, group of persons or organization intending to establish and manage an institution of higher education in Tanzania will submit the application letter to the Council Secretary, The Higher Education Accreditation Council, P. O. Box 6562, Dar Es Salaam, Tanzania. The

letter will indicate, among other things, whether the institution will be of university or non-university level, will state the mission and purposes the institution intends to serve in society and the world community as a whole and will specify the levels of studies to be offered as well as targeted students. In this way, the founders of the institution will have indicated whether they intend to establish a non-university level higher education institution as provided for and defined in the Tanzania Higher Education Policy.

- (i) Non-university higher education institutions include those whose mission is to produce a particular technical cadre ready to work in industry or particular profession. Students admitted into these institutions include those who will have completed advanced level secondary education and have obtained grades which may be equal to or lower than those typically demanded for university entry (see (ii) below).
- (ii) University level higher education institutions are those which admit students with not less than five credits at O-level secondary education prior to A-level studies plus not less than two good A-Level passes in subjects related to those to be pursued at university.

3.0 Submission of Basic Facts and Information through Form HEAC.1 (a) /99

The Council Secretary will acknowledge receipt of the application and will send the Council Form HEAC.1 (a)/99 to the applicants who will be expected to fill it to provide detailed facts and other relevant information on the planned project. The Project Manager will also be provided with the Council's Guidelines referenced HEAC.1 (b)/99 outlining the standard conditions and criteria guiding the recognition, registration and accreditation of public and private higher education institutions in Tanzania. The details so received will be tabled before the Council. The founders/owners of the proposed higher education institution are also advised to submit a project write-up for the proposed institution. All this information helps the Council in its further processing of the application. The more detailed and encompassing the information provided, the easier it will be for the Council to make its decision about the application.

4.0 Establishment of a Technical Evaluation Committee

The Council will consider the details received from the Project Manager for the planned higher education institution. If some construction has started or if some physical facilities already exist for use as premises for the proposed institution and based on the envisaged initial programme of courses, a technical evaluation committee will be established to examine the proposal and visit, assess and evaluate the proposed site and existing facilities for the planned institution. The technical evaluation committee will consult with the institution's founders, project manager and staff, if any, and will write a report for the Council, on the suitability of the project for consideration as an institution of higher learning.

5.0 Determination of the Institution's Registration and Accreditation Status

The Council will study the institution's project write-up, the facts and information supplied and the report of the technical evaluation committee and will use the findings to determine the registration status of the institution.

6.0 Stages Towards the Accreditation Process of Higher Education Institutions in Tanzania.

6.1 Submission of the Draft Charter and Issuance of Council Letter of Interim Authority

- (1) Persons or organizations which have expressed their intention and are seriously committed and ready to set up a higher education institution in the country will submit their project write-up and other information to the Council. Their commitment and seriousness will be manifest in the adequacy of the institution's write-up, proposed Act of Parliament/Charter/Constitution and amount and scope of information supplied in the institution's development (strategic) plan.
- (2) The information supplied will include the institution's draft charter, land title deed in the name of the institution or arrangements to that effect and master plan showing the direction and speed of

development and specifically the time line for the completion of academic and administrative facilities. The institution's write up will also indicate the proposed initial programmes and courses of studies; administrative structure and system of governance; students' entry requirements and selection procedures; staff appointments, deployment, and promotional criteria and procedures etc.

- (3) The fulfillment of the set conditions and acknowledgement thereof by the Council will qualify the proposed institution for recognition as a higher education institution through the issuance of the Council **"Letter of Interim Authority"** which empowers the institution's founders to proceed to implement their development plans.

6.2 Refusal, Suspension or Revocation of Interim Authority

- (1) The Higher Education Accreditation Council may:
 - (a) refuse to issue a letter of interim authority if it is satisfied that the person, organization or institution that has applied for it is unlikely to procure the academic, physical and other resources necessary for the establishment of a viable university;
 - (b) by notice published in the Government Gazette, suspend or revoke such a letter if:
 - (i) the person, organization or institution named therein has not within two years of issue made substantial progress in respect of the matters set out in the Council checklist HEAC.1 (b)/99 or notifies the Council of his/its intention not to proceed with the establishment of a university, or is, in any event, patently incapable of complying with the standards set out by the Council; or
 - (ii) in the opinion of the Council such fundamental changes have since occurred that had such changes been in

existence at the time of its deliberations the letter would not have been issued, provided that the Council shall, in all cases of suspension, indicate the steps which the holder of that letter must take before interim authority can be restored.

- (2) In all cases where a letter in interim authority is refused or revoked under this regulation, the Council shall not entertain any subsequent application by the same person, organization or institution, or in respect of the same or substantially similar proposal within two years of that refusal or revocation unless good cause is shown, the onus whereof shall lie upon the applicant.
- (3) Subject to Section 6.2 (2) above, it shall be an offence for any person, organization or institution to administer or otherwise perform any function in furtherance of the aims and objects of a higher education institution whose operations have ceased by revocation of the letter of interim authority.

6.3 Certificate to Provisional Registration

- (1) A planned institution of higher education which has qualified for the Council Letter of Interim Authority (LIA), will be expected to submit its refined charter or constitution to the Council for consideration and further advice. The founders of the institution will also proceed to complete their institution's essential facilities for academic and administrative functions and will furnish and equip the different buildings in accordance with the institution's approved master plan. On fulfillment of the further conditions set by the Council, submission of periodic progress reports and verification by the Council Technical Evaluation Committee of the outcomes of actions taken and developments made, the HEAC may decide to register the institution through the issuance of the Council "**Certificate of Provisional Registration**" (CPR)
- (2) On receipt of the Council's Certificate of Provisional Registration, a planned institution will be expected to have a full time Chief

Executive or Principal, a core of administrative, academic and support staff especially those involved with the course offered under the initial or ensuing programmes and can enrol students and conduct courses in accordance with established procedures. The owners and the management of the institution will be required to furnish the Council with quarterly progress reports on the implementation of their master-plan, recommendations of the Council and to observe the provisions of the Council checklist of standard conditions and criteria for recognition, registration and accreditation of higher education institutions referenced HEAC.1 (b)/99.

6.4 Approval of an Institution's Charter/Constitution

- (1) An institution with the Council Certificate of Provisional Registration, (CPR), will be expected to work closely with the Council in ensuring the final improvement and refinement of its Act, charter or constitution. The technical advice of a competent and experienced Tanzanian lawyer may be required for its task. The costs involved will be borne by the owners/founders or Management of the institution.
- (2) Practical experience gained from the time the institution obtained its letter of interim authority to full registration status, may lead to changes in one or a few clauses in the institution's charter in order to reflect the realities of the times. Having satisfied itself that the charter or constitution of the proposed higher education institution is a satisfactory legal instrument to guide the development plans, affairs and operations of the institution, the Council may approve the said charter or constitution and inform the concerned institution accordingly. The institution will then be advised to proceed as follows:

6.5 Registration under a Trustee, as an NGO or as a Company

- (1) An institution with their Charter or constitution approved by the Council will be expected to apply to be registered under the

following categories in order to gain legal personality in Tanzania:

- (i) Under a Trustee, with the Registrar of Trusts;
 - (ii) As a Company, with the Registrar of Companies, OR
 - (iii) As a Non-Governmental Organization, (NGO), with the Registrar of Societies.
- (2) In the event that the Ministry responsible for the registration of trusts, companies or societies needs the views or recommendations for the same from the Ministry responsible for higher education, or indeed the Higher Education Accreditation Council, the latter will make reference to the letter of approval of the charter or constitution of the institution concerned.

6.6 Certificate of Full Registration

- (1) The proposed institution registered under a trust, as a company or as a non-governmental organization may then qualify for Council further consideration and processing of its Full Registration and Accreditation status subject to its founders and management having satisfy the Council conditions set for that level of registration [see Council Checklist, HEAC.1 (b)/99].
- (2) The Council's Certificate of (Full) Registration is issued to an institution which will have had in place all the academic, administrative and technical support facilities, curricula for its different programmes, staff, equipment and materials and operational procedures which typify a creditable higher educational institution. The essential facilities for the full operation of academic and research functions include lecture halls, seminar or tutorial rooms, students' and research laboratories and or workshops, special purpose/specialized teaching rooms, bookshops, audio-visual teaching and learning support facilities and services, computing facilities with established mechanisms for students' access to them, a well-stocked library with adequate reading space

and sufficient supply of current publications, journals and periodicals; students' private study facilities and offices for academic and administrative staff.

- (3) Administrative and technical support and welfare services facilities include the administration block with the university or college Council Chamber or Board Room, Offices of the Vice-Chancellor, or equivalent, Principal, Chief Academic Officer, Chief Administrative Officer, Planning Officer, Dean of Students, Bursar, Security and rooms for all the other operations of the institution. Other related facilities include students' and staff accommodation, cafeteria, health center or clinic and outdoor and indoor recreational facilities. An institution, which has earned the full registration status, will have all its academic, administrative and other services in full operation.

6.7 Certificate of Accreditation

- (1) An institution, which is in full operation with respect to all the planned and Council approved courses under the initial or consequent programmes, will conduct its own self-evaluation with the hope to qualify for accreditation. The institution will be technically evaluated, this time with particular focus on the adequacy and quality of academic courses and research programmes, administrative and technical activities and services.
- (2) The evaluation committee will make a thorough review of the quality of academic, administrative and technical support facilities. It will also revisit the conditions, criteria and procedures used to select students; the adequacy of instructional and learning environments, materials, equipment, methods and related support services. Likewise, the committee will examine the lecturer: students' ratio and qualifications and experience of academic, technical and administrative staff. It will also review the conditions for course completion, students' assessment and grading procedures, examinations regulations, the credibility of external examiners and the conditions for the institution's academic awards and graduation.

- (3) If the Council is satisfied that the evaluated institution is operating in manner typical of a typical and creditable institution of higher education and reflecting internationally acceptable standards in its programmes and operations, it may consider issuing the institution its certificate of accreditation. An institution issued with the Council Certificate of Accreditation will be pronounced officially in the Government Gazette.

7.0 De-accreditation or Demotion of an Institution

An institution with the Council Certificate of Accreditation will be subjected to periodical external academic audit and technical evaluation after every four years. If the Council is satisfied that the institution does not make progress or does not live up to the expected standards it may demote or withdraw the institutional status of accreditation by notice in the Government Gazette.

8.0 Recognition and Registration of Public Higher Education Institutions

- (1) The procedures for the recognition, registration and accreditation of a public higher education institution will be similar to those for private institutions. However, instead of having a charter or constitution, the operations of a public higher education institution will be guided by an Act of Parliament, which will nonetheless have had prior approval by the Council. The condition to register an institution as a Trust, a Company, a Society or a Non-Governmental Organization will not apply to public institutions of higher education.
- (2) The proposed public higher education institution must also fulfil the other conditions and procedures set by the Council, specifically, those to be fulfilled in order to qualify for the approval/recognition, registration and accreditation status. Emphasis will continue to be directed at the existence of and adherence to the institution's master (strategic) plan; completion of physical facilities for academic, administrative and technical services; existence of approved curricula for initial programmes; adequacy of the

numbers of qualified and experienced academic and administrative staff; defined operational procedures and by-laws for the institution as spelt out into proposed Act of Parliament etc.

9.0 Institutional Rights and Obligations

- (1) Every higher education institution to which accreditation is granted under this circular shall have full autonomy in the administration of its academic affairs and shall, so long as the same is not suspended or revoked, be under no obligation to accept instructions from any person or authority unless the same is expressly stipulated in its charter/constitution.
- (2) Every accredited institution shall ensure that:
 - (i) the institutional standards prescribed by the Council are, at all times maintained.
 - (ii) all lawful instructions issued by the Council or any other authority empowered to do so under the Education (Amendment) Act No. 10 of 1995 are complied with; and
 - (iii) that no new programmes of instructions are mounted and regulations in respect thereof effected without the prior consent of the Council.

10.0 Amendment of Charter or Constitution

Any amendment made to the Council approved charter or constitution of any higher education institution should be communicated to the Higher Education Accreditation Council for consideration and approval.

This circular comes into effect on 1st June, 1999.

William Sabaya

Executive Secretary

The Higher Education Accreditation Council

THE HIGHER EDUCATION ACCREDITATION COUNCIL

STANDARD CONDITIONS AND CRITERIA GUIDING THE RECOGNITION, REGISTRATION AND ACCREDITATION OF PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS IN TANZANIA

A. LETTER OF INTERIM AUTHORITY

The Council Letter of Interim Authority is given to proposed institutions which have met the following condition:

1. Made an application for Council recognition and approval of their intention to set up a higher education institution in Tanzania.
2. Submitted to the HEAC, a project proposal or write-up expressing the desire, commitment and intention to set up a higher education institution with defined mission and objectives in line with the context, policies and laws of Tanzania.
3. Have filled Council form HEAC. 1(a) to provide basic facts about the institution, its founders and initial and planned programmes.
4. Have identified permanent or temporary premises and facilities for the institution's initial take off.
5. Those in temporary or rented premises have submitted a copy of the lease agreement to the Council.
6. Have shown evidence of land acquisition (Title Deed) or application thereof in the name of the institution.
7. Have submitted, to the Council, the proposed draft Master Plan for the development of the institution.
8. Have appointed a Project Manager or Planning Officer or Chief Executive of the proposed institution to oversee the development work.

9. Submitted information on Architects and Construction Engineers to be engaged (*registered in Tanzania*), for construction / expansion / rehabilitation of existing structure.
10. Have submitted their draft Act / charter / constitution reflecting the National Higher Education Policy, the laws of Tanzania (in the case of a proposed institution established under affiliation with a foreign university) and the mission and objectives of the proposed institution.

*After having obtained this authority the founders and management of the proposed institution can proceed to solicit capital development funds, to engage construction engineers, to start establishing physical infrastructure, to order and install equipment and to procure books, journals and other teaching and learning materials and to send quarterly reports to the Council Secretary on progress made. An institution with the Letter of Interim Authority is not allowed to enrol students until the preparations completed have been verified by the Council's technical committees. *The interim authority is valid for one year.* If no further development has been made and reported during this period, the authority may be extended for one year withdrawn by the Council.

B. CERTIFICATE OF PROVISIONAL REGISTRATION

**The Council's Certificate of Provisional Registration is given to proposed institutions, which have met the following conditions:*

1. Have a draft Act of Parliament/charter/constitution refined by a lawyer competent with the laws and legal system of Tanzania, approved by owners/founders and submitted to the HEAC.
2. Have had their proposed Act of Parliament or charter/constitution approved by the Higher Education Accreditation Council.
3. Those in temporary premises will have commenced the process of setting up permanent premises.
4. Have had the institution's development master (strategic) plan approved and supported by owners/founders and ratified by the HEAC.

5. Have established a time frame for the development of the institution.
6. Have a full time, qualified, competent and experienced Chief Executive in place.
7. Have an adequate number of competent and experienced academic staff for the initial faculties, programmes and courses at the global lecturer: student ratio of 1:12, notwithstanding the higher ratios for the specialized fields such as medicines, music, law, technologies etc.
8. Have defined and publicized students' admissions requirements, procedures, fee structure and available students' welfare services.
9. Have submitted internally approved draft curricula, students assessment procedures and examinations regulations for Council approval.
10. Have transparent procedures for the recruitment, appointment, development and promotion of academic and administrative staff.
11. Have established a sustainable financing and accounting system for the institution.

After having obtained the Council's Certificate of Provisional Registration the proposed institution will be able to initiate the establishment of constituent colleges and related institutions, to confirm appointment of Senior and other academic and administrative staff, to advertise its programmes and begin to admit students for the initial programmes. The Certificate of Provisional Registration is **valid for one year. If no further development has been made and reported during this period the validity can be extended for another period of one year.*

C. CERTIFICATE OF FULL REGISTRATION

** The Council's Certificate of Full Registration is given to proposed institutions which have met the following conditions:*

1. Have all the essential physical structures in place for academic, administrative and technical support services including the

administration block, lecture halls, seminar rooms, special purpose rooms, library, laboratories/workshops, evidence of arrangements for students and staff accommodation etc.

2. Have operational procedures, by-laws and regulations approved as in the charter/constitution.
3. Have been registered under a Trust, as a Company or Non-Governmental Organization (see Council Circular 1/99) and copy of the relevant registration certificate submitted to HEAC.
4. Have course programmes, curricula, student assessment procedures, examinations regulations and procedures for initial and future programmes approved by the institution's organs and ratified by the HEAC.
5. Have qualified experienced and permanent academic and administrative staff in place.
6. Have appropriate and adequate teaching and learning facilities, equipment, materials and support services.
7. Have clear provisions, facilities, equipments and materials for students' practicals and research by academic staff.
8. Have student and staff support organs and welfare services e.g. clinic/dispensary, students' union, games and sports facilities.

** After having obtained the Council's Certificate of Full Registration, the owners and management of the institution may proceed to recruit more academic, administrative, technical and operational staff, to have courses and other operations in full progress and to award certificates, diplomas, degrees and other awards recognized by the HEAC. The Certificate of Full Registration is **valid for one year**. If no further development has been made and reported during this period the management of the institution will be required to explain the circumstances*

prevailing and the Council may then consider extending the validity of the Certificate of Provisional Registration for another one year.

D. CERTIFICATE OF ACCREDITATION

**The Council's Certificate of Accreditation is given to institutions which have met the following conditions:*

1. The institution will be full in operation as an institution of higher education with all instruments, programmes, regulations, bye-laws, security, discipline and other procedures in place.
2. All approved courses and programmes are fully resourced and in full progress.
3. Course designs, content selection and organization full approved by the Council.
4. Students' theoretical and practical training, research, teaching and publication by academic staff in full progress.
5. Instructional and learning environment, rooms, equipment, materials and support services adequate and conducive to good intellectual work.
6. Have the planned and approved numbers of qualified, and experienced of academic, administrative and technical support staff.

**An institution with the Council's Certificate of Accreditation will prepare to make its own internal self-evaluation and invite the Council for periodic appraisal and accreditation after every four years from the date of previous accreditation as required by law.*

ASSOCIATION OF AFRICAN UNIVERSITIES

A Study on Private Universities

Questionnaire (ADQ)

1. Name: (Optional):
2. Sex: (a) Male (b) Female
3. Position in your Organisation
 - (a) Executive Secretary
 - (b) Director of Education
 - (c) Deputy Director of Education
 - (d) Special Assistant
 - (e) Other (Specify)
4. How many private universities exist in your country?
 - (a) None
 - (b) 1 - 2
 - (c) 3 - 4
 - (d) 5 - 6
 - (e) 7 and above
5. Please provide name and contact address (Use a separate sheet if required)
 - (a)
.....
 - (b)
.....
 - (c)
.....
 - (d)
.....

- (e)
-
- (f)
-
- (g)
-

6. Who gives approval for the establishment of private universities in the country?

- (a) The National Government
- (b) The National Universities Commission/The Higher Education Commission
- (c) The Ministry of Education
- (d) The Special Commission on Higher Education/Bureau de l'Enseignement Supérieur
- (e) Other.....

7. Does the establishing agency ensure the accreditation of academic programmes in private universities?

- (a) Yes (b) No

Explain if you may

.....

.....

8. What basic requirements, must they fulfil before they get approval to operate?

- (a) Evidence of sufficient land space
- (b) Evidence of bank deposit to cover operational cost for the first 4 years
- (c) Evidence of minimum academic standards required of public universities
- (d) A required number of structural facilities
- (e) All of the above

9. Is there any existing regulatory framework on private universities?

- (a) Yes (b) No

10. If your response to question 9 was Yes, please indicate which framework
- (a) Education Act
 - (b) Education for Profit Act
 - (c) National Board for Private Universities
 - (d) National Universities Accreditation Board
 - (e) Other (Specify)
11. Is there a National Association of Private Universities in the country?
- (a) Yes
 - (b) No
12. If your response to question 11 was Yes, please supply contact address.
-
-
13. Should funds spent by individuals and governments in establishing private universities be channeled towards the upgrading of standards and facilities in public universities?
- (a) Yes
 - (b) No
- Comment
-
-
-
14. Do Private Universities provide the necessary competition for standards in higher education?
- (a) Yes
 - (b) No
- Comment
-
-
15. The major purpose for establishing private universities is:
- (a) to provide increased access to higher education
 - (b) to provide competition and raise standards in higher education
 - (c) to encourage individuals to invest in higher education
 - (d) to provide opportunity for those interested in specialized studies

ASSOCIATION OF AFRICAN UNIVERSITIES

A Study on Private Universities

Questionnaire (RPQ)

5. Name: (Optional):
6. Name of University:.....
7. I work at the University as:
 - (a) Vice-Chancellor
 - (b) Deputy Vice-Chancellor
 - (c) Registrar
 - (d) Director, Academic Planning
 - (e) University Librarian
8. For how many years have you been in this post?
 - (a) 1-2 years
 - (b) 3 - 4 years
 - (c) 5 - 6 years
 - (d) 7 - 8 years
 - (e) 9 years and above
9. How many private universities exist in your country?
 - (a) None
 - (b) 1 - 2
 - (c) 3 - 4
 - (d) 5 - 6
 - (e) 7 and above
10. Please provide name and contact address (Use a separate sheet if required)
 - (a)
 -

- (b)
.....
- (c)
.....
- (d)
.....
- (e)
.....

11. Who gives approval for the establishment of private universities in the country?

- (a) The National Government
- (b) The National Universities Commission/The Higher Education Commission
- (c) The Ministry of Education
- (d) The Special Commission on Higher Education/Bureau de l'Enseignement Supérieur

12. Does the establishing agency ensure the accreditation of academic programmes in private universities?

Explain if you may
.....
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13. What basic requirements must they fulfil before they get approval to operate?

- (a) Evidence of sufficient land space
- (b) Evidence of bank deposit to cover operational costs for the first four years
- (c) Evidence of minimum academic standards required of existing public universities

- (d) A required number of structural facilities
- (e) All of the above

14. Is there an existing regulatory framework on private universities?
 (a) Yes (b) No

15. If your response to question 10 was yes, please indicate which frame-
 work.
 (a) The Education Act
 (b) The Education-for-Profit Act
 (c) The National Board for Private Universities
 (d) The National Universities Accreditation Board
 (e) All of the above

16. The major purpose for establishing private universities is:
 (a) to provide increased access to higher education
 (b) to provide gender equity in higher education
 (c) to provide competition and raise standards in higher education
 (d) to provide opportunity for those interested in specialized studies
 (e) to encourage individuals to invest in higher education

13. The concept of university autonomy, academic freedom, the provision
 of basic infrastructural facilities and conducive learning environment, are
 better respected and provided in private universities than in public universities.
 (a) Agree (b) Disagree

Comment

14. The philosophy behind the establishment of private universities is to
 provide access to students who otherwise would not gain admission
 into public universities
 (a) Agree (b) Disagree

15. What professional areas should private universities concentrate on, in order to avoid the duplication of courses, and professions already existing in public universities.

- (a) Religion (Preaching)
- (b) Engineering
- (c) Medicine & Nursing
- (d) Geology
- (e) Pharmacy

16. The curriculum content of private universities cover a wide range of subjects which enable their students have a broad-based education.

- (a) Yes
- (b) No

Comment

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17. What degrees are usually offered by the private universities?

- (a) Diploma Certificates
- (b) B.A.
- (c) M.A.
- (d) Ph.D.
- (e) Other:

(Specify):.....

18. Non-academic orientations (political, social, religious) and ideologies usually tend to dominate the educational programme of private universities

- (a) Agree
- (b) Disagree

Comment

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19. Private universities pose a threat to academic standards in public universities owing to the high calibre of staff attracted to these institutions.

- (a) Agree (b) Disagree

20. Why is enrolment high in private universities despite the high tuition fees charged?

- (a) Good academic programme
(b) High level of discipline
(c) Individual attention
(d) Sheer prestige

Comment
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21. The cost of acquiring education in private universities is so high that they have virtually become ivy-league institutions for children of the wealthy.

- (a) Agree (b) Disagree

Comment
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22. Quality and relevance are usually the priorities of private universities.

- (a) Agree (b) Disagree

Comment
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23. Private universities provide an element of competition for standards and excellence in the higher educational sector.

- (a) Agree (b) Disagree

Comment
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24. Infrastructural facilities are better in private universities than in public universities

- (a) Agree (b) Disagree

25. Private universities are the equivalent of specialized universities which should not offer programmes in liberal education

- (a) Agree (b) Disagree

Comment

26. Private universities are an unnecessary duplication of efforts (financial, material, study programmes) aimed at providing education to their clients

- (a) Agree (b) Disagree

Comment

27. Should funds spent by individuals and governments in establishing private universities be channeled towards the upgrading of standards and facilities in public universities?

- (a) Yes (b) No

Comment

28. Which of the student's objectives for going to the university are met more, by private universities?

- (a) To acquire social poise
- (b) To become a cultured person
- (c) To obtain a meal-ticket
- (d) To acquire real education
- (e) To enjoy the social life in the university

29. Private universities should aim at helping students acquire skills, while public universities should aim at providing basic education to students.
(a) Agree (b) Disagree
Comment
30. Given the disparity in academic standards between public and private universities, the regulatory agency responsible for the establishment of private universities should ensure that similar programmes are run by the two types of universities.
(a) Agree (b) Disagree
Comment
31. In order to be relevant, private universities should aim at offering specialized courses not offered by public universities
(a) Agree (b) Disagree
Comment
32. Private universities contribute to the overall national human resources development
(a) Agree (b) Disagree
Comment
33. To what extent are private universities contributing to overall development of the nation and higher education generally
(a) Great extent (b) Substantial extent
(c) Average extent (d) Insignificant extent

34. What in your view can help improve the relationship between private and public universities?
- (a) staff exchange programmes
 - (b) student semester exchange programmes
 - (c) student one-year exchange programmes
 - (d) running similar academic programmes
 - (e) Other: (Specify).....
35. What do you consider to be the public opinion on private universities?
- (a) They are acceptable alternatives to public universities
 - (b) They constitute an unnecessary duplication of efforts and wastage of resources
 - (c) Their programme offerings should be re-focused
 - (d) They should be affiliated to public universities
36. Overall, government should allow the establishment of more private universities to increase access to higher education.
- (a) Agree (b) Disagree
- Comment
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-

ASSOCIATION OF AFRICAN UNIVERSITIES

A Study on Private Universities

Questionnaire (TUQ)

1. Name: (Optional):
2. Sex: (a) Male..... (b) Female.....
3. Position in the University
 - (a) Vice-Chancellor/President
 - (b) Deputy Vice-Chancellor
 - (c) Registrar
 - (d) Director, Academic Planning
 - (e) Other: (Specify)
4. Do you run a private university?
 - (a) Yes
 - (b) No
5. If your response to question 4 was "Yes," please provide name and contact address.
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6. The university is:
 - (a) Religious based
 - (b) Politically motivated
 - (c) Profit-motivated
 - (d) Other: (Specify)
7. When was the university established?
19

8. What act established the university?
 - (a) The Education Act
 - (b) The Education-for-Profit Act
 - (c) The National Board for Private Universities
 - (d) The National Universities Accreditation Board

9. What motivated the establishment of the university?
 - (a) to provide access to higher education for those who could not be absorbed in public universities
 - (b) to provide gender equity in higher education
 - (c) to provide opportunity for those interested in “specialized” studies
 - (d) to improve the falling standards in higher education
 - (e) to encourage individuals/organisations to invest in higher education

10. How many Faculties/Colleges do you run?
Please supply names
 - (a)
 - (b)
 - (c)
 - (d)
 - (e)
 - (f)
 - (g)
 - (h)
 - (i)

11. What is the administrative structure of the university like?
 - (a) Chancellor
 - (b) Vice-Chancellor
 - (c) Deputy Vice-Chancellor
 - (d) Registrar
 - (e) Bursar
 - (f) Please add more if you may
 -

12. Who approved the establishment of the University?
 - (a) The National Government

- (b) The National Universities Commission for Higher Education
- (c) The Ministry of Education
- (d) The Special Commission on Higher Education/Bureau de l'Enseignement Supérieur

13. Does the establishing agency ensure the accreditation of academic programmes in your universities?

- (a) Yes
- (b) No

14. What basic requirements did you have to fulfil before getting approval to operate as a university?

- (a) Evidence of sufficient land space
- (b) Evidence of bank deposit covering operational cost for the first four years
- (c) Evidence of minimum academic standards required of public universities
- (d) A required number of structural facilities
- (e) All of the above

15. The concept of university autonomy, academic freedom, the provision of basic infrastructural facilities and conducive learning environment are better respected and provided in private universities than the public universities

- (a) Agree
- (b) Disagree

Comment

.....

16. What professional areas do you concentrate on, in order to avoid the duplication of courses and professions already existing in public universities?

- (a) Religion
- (b) Engineering
- (c) Medicine & Nursing
- (d) Pharmacy
- (e) Geology

17. What degrees does your university offer?

(a) Diploma Certificates

(b) B.A.

(c) M.A.

(d) Ph.D.

(e) Other:

(Specify):.....

18. Non-academic orientations (religious, political, social) and ideologies usually tend to dominate the educational programme of private universities

(a) Agree

(b) Disagree

Comment.....

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19. Private universities pose a threat to academic standards in public universities owing to the high calibre of staff attracted to these institutions

(a) Agree

(b) Disagree

20. Why are enrolment figures high in your university, despite the high fees charged?

(a) Good academic programme

(b) High level of discipline

(c) Individual attention

(d) Sheer prestige

Comment

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21. The cost of acquiring education in private universities is so high that they have virtually become ivy-league institutions for children of the wealthy

(a) Agree

(b) Disagree

Comment

22. Quality and relevance are usually the priorities of private universities

- (a) Agree (b) Disagree

Comment

23. Infrastructural facilities are better in private universities

- (a) Agree (b) Disagree

24. Private universities are an unnecessary duplication of efforts (financial, material, study programmes), aimed at providing education to their students

- (a) Agree (b) Disagree

Comment

25. Which of the student's objectives for going to the university is met more, by private universities?

- (a) To acquire social poise
(b) To become a cultured person
(c) To obtain a certificate for employment
(d) To acquire real education
(e) To enjoy the social life in the university

26. Private universities contribute to the overall national human resources development

- (a) Agree (b) Disagree

Comment
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27. What in your view can help improve the relationship between private and public universities?
- (a) staff exchange programmes
 - (b) student one-year exchange programmes
 - (c) student semester exchange programmes
 - (d) running similar academic programmes
 - (e) Other: (Specify).....

Comment
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28. What do you consider to be the public opinion on private universities?
- (a) They are acceptable alternatives to public universities
 - (b) They constitute an unnecessary duplication of efforts and wastage of resources
 - (c) Their programme offerings should be re-focused
 - (d) They should be affiliated to public universities

Comment
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ASSOCIATION OF AFRICAN UNIVERSITIES

A Study on Private Universities

Questionnaire (For Interviewees)

1. Name: (Optional):
2. My University is:
 - (a) a private university
 - (b) a public university
3. What is the student enrollment in your university
 - (a) 100 – 500
 - (b) 500 – 1000
 - (c) 1500 – 2000
 - (d) 2500 – 5000
 - (e) 6000 – 10,000
 - (f) 11,000 and above
4. What are the average graduation figures in your university in a year?
 - (a) 100 – 500
 - (b) 500 – 1000
 - (c) 2000 – 3000
 - (d) 4000 – 5000
 - (e) 5000 and above
5. What major faculties exist in your university
 - (a) Arts
 - (b) Education
 - (c) Science
 - (d) Social Science
 - (e) Law
 - (f) Medicine
6. How are private universities financed?
 - (a) Government subsidy

- (b) Charity organisations
- (c) Student fees
- (d) Consultancy & internally generated funds

7. Is the organisational structure in private universities the same as in public universities?

- (a) Yes
- (b) No

Elaborate.....

8. From your experience in Higher Education Administration in this country should private universities be allowed to operate?

- (a) Yes
- (b) No

Elaborate.....

9. Should the same monitoring /regulatory frame work for public universities, be used to monitor standards in private universities?

- (a) Yes
- (b) No

Elaborate.....

10. With the higher fees charged by private universities they have the capacity to attract the best lecturers and therefore establish higher standards than public universities.

- (a) Agree
- (b) Disagree

Elaborate.....
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11. If private universities must be allowed to function, they should operate as special universities, running specialized programmes
(a) Yes (b) No

Elaborate.....
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12. Private universities provide a type of competition (with public universities) needed in ensuring higher standards in university education
(a) Agree (b) Disagree

Elaborate.....
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13. Private universities contribute to the overall national human resources development
(a) Yes (b) No

Elaborate.....
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14. What in your view should government and her agencies do to ensure a healthy relationship between private and public universities

Elaborate.....
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15. Overall, governments should allow the establishment of more private universities in order to provide more access to higher education.

(a) Agree (b) Disagree

Elaborate.....
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16. On a scale of 1-5 please rate your impression of the general administration/organization of private universities.

- (a) Poor
(b) Fair
(c) Good
(d) Very Good
(e) Excellent

17. The major purpose for establishing private universities is

- (a) to provide increased access to high education
(b) to provide competition and raise standards in higher education
(c) to provide opportunity for those interested in specialized studies
(d) to provide gender equity in higher education
(e) to encourage individuals to invest in higher education.

About the Association of African Universities

The Association of African Universities is an international non-governmental organisation set up in 1967 by the Universities of Africa to promote cooperation among them and encourage increased contacts between its members and the international academic world. The Association's objectives include the following:

- collecting, classifying and disseminating information on higher education and research, particularly in Africa;
- organising, encouraging and supporting seminars and conferences between members of the academic, technical and administrative staff, students and university administrators in African universities;
- promoting cooperation between its members and representatives of governments, the productive, public and social sectors, as well as other stakeholders and constituencies interested in higher education and research.

The Association currently has a membership of 171 institutions in 43 African countries. These institutions include public and private universities, research centers and other higher education institutions. To enhance the relevance and impact of its programmes the AAU continually seeks to strengthen and widen relations with other associations and networks. The AAU benefits from support from funding agencies and governments.

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