

The Socio-economic Background of Students Enrolled in Private Higher Education Institutions in Tanzania: Implications for Equity

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Abstract

In the context of the new liberalised higher education policy, this study examined the socio-economic background of 392 students enrolled at St Augustine University of Tanzania, the largest private university in the country in terms of student enrolment, and 260 third-year students enrolled in the privately-sponsored students' programme at the University of Dar es Salaam's main campus. The research aimed at assessing whether participation in private higher education is equitable, and whether the establishment of private higher education institutions has expanded the access to tertiary studies for different socio-economic groups. The findings reveal that enrolment in private higher education institutions and programmes in Tanzania is associated with students' regional origin, religious affiliation and parents' socio-economic status. The findings generally indicate that the students from high income families with highly educated parents from historically advantaged regions such as Kilimanjaro, Kagera and Dar es Salaam are disproportionately represented in private higher education courses. The results also indicate greater gender equity in enrolment in private higher education institutions compared with public universities.

The study concludes that access to higher education in Tanzania is inequitable, implying that the Tanzania government's aim of expanding access to and improving equity in higher education through the establishment of the private higher education sector and cost-sharing in the public higher education sector has not been achieved. To improve equity, the study recommends: 1) the establishment of a quota system to regulate private participation in higher education; and 2) abolition of public funding through the Higher Education Students' Loans Board (HESLB) for students enrolled in private higher education institutions and those enrolled in privately-sponsored students' programmes in public institutions. The current loans procedures lack transparency, are open to abuse and exacerbate inequities in the financing of higher education in Tanzania.

Introduction

The provision of private higher education in Tanzania—as in most other sub-Saharan African countries that adopted socialism following political independence in the early 1960s—is a relatively new higher education reform. The recent rapid expansion of the private higher education sector indicates that Tanzanians are willing to invest *more* in education, as they recognise the potential of education for alleviating poverty and securing high private returns. As Galabawa (2005) argues, greater investment in education can lead to greater returns, if such investment results in the acquisition of skills which the labour market demands.

In the early 1990s, the Tanzania government liberalised the provision of higher education in Tanzania through a cost-sharing framework. To expand access to and improve the equity of higher education, Education Act No. 25 of 1978 was replaced by Education Act No. 10 of 1995, which provided for the establishment of the private higher education sector (URT, 1998). The 1999 *National Higher Education Policy* also encouraged private organisations, individuals, non-governmental organisations and communities to take an active role in establishing and maintaining private higher education institutions as a long-term strategy for expanding access to higher education by different socio-economic groups in Tanzanian society.

Market-driven private universities and university colleges started to officially operate in 1997, although St Augustine University of Tanzania (SAUT) has existed as a private Catholic tertiary education institution since the 1960s. Taking advantage of the liberalised higher education policy, public higher education institutions (universities and non-university institutions) also began admitting privately-sponsored students to diversify and expand revenue generation through cost sharing.

This liberalisation of higher education led to the mushrooming of private universities and university colleges in Tanzania, which raised important concerns regarding the quality and equity of higher education in Tanzania (Ishengoma, 2007). Significantly, most of these institutions charge high tuition and other fees, implying that they were established to cater for the higher education needs of the affluent segment of Tanzania society. However, the Education Act of 1995 prohibits profit-making by these institutions. Nevertheless, the high fees charged (some institutions also charge tuition fees in US dollar equivalents for all students) and frequent requests by the institutions

to the government to hike tuition fees due to ever-increasing operational costs¹ suggest that institutions may have a disguised profit-making agenda.

In this regard, the current study analyses the demographic and socio-economic characteristics of students enrolled in private universities and in the privately-sponsored students' programme at the University of Dar es Salaam (UDSM) so as to determine whether access to higher education has extended to all socio-economic groups in Tanzania, especially the poor, and hence determine whether private higher education programmes are equitable.

The paper is divided into five sections. Section one provides an overview of the private higher education sector in Tanzania, and presents the rationale underlying the current research, including the study's conceptual framework, objectives, hypotheses and significance. Section two provides a summary of evidence to date on the socio-economic backgrounds of students enrolled in private higher education institutions in Tanzania. Section three presents the study's methodology and Section four analyses and discusses the research findings. Finally, section five offers conclusions and recommendations for improving equity in higher education in Tanzania based on the study's findings.

Background to the Study

Private Universities and Colleges in Tanzania

By April 2008, 21² private universities and university constituent colleges were registered by the Tanzania Commission for Universities (TCU) (see Appendix A). In fact, Table 1 shows the number of full-time enrolments in 17 of these institutions for the 2006/07 academic year.

The longest established institutions are St. Augustine University of Tanzania (1996), which mainly offers courses in journalism, mass communication and business studies, and Tumaini University (1996), which has five university colleges offering courses in medicine, education, law and business studies. Private universities and colleges are unevenly distributed, with the majority located in Dar es Salaam (20%) and Kilimanjaro and Arusha regions, each hosting around 15% of all private universities in Tanzania. Figure 1 shows the regional distribution of Tanzania's private universities and colleges.

¹ In 2010, the Tanzania government ordered private higher education institutions to lower their tuition fees following their request to increase tuition fees due to soaring operational costs (See 'Kikwete calls for body to regulate varsity fees', *The Guardian*, Thursday, August 19th 2010 p.1).

² This figure includes Tumaini University, which is counted as an autonomous independent university, but which, in fact, is an umbrella name for five constituent colleges.

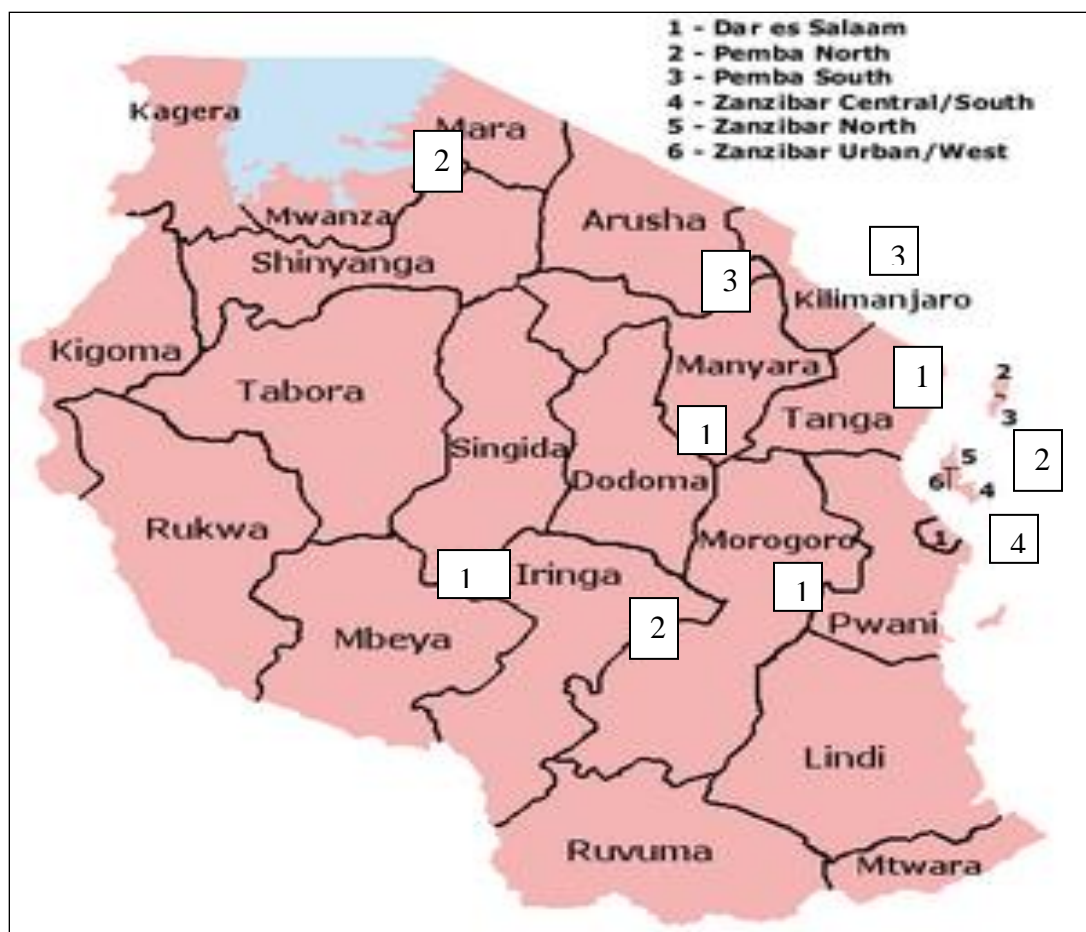


Figure 1: Regional distribution of private universities and colleges in Tanzania (Number of Institutions)

Table 1: Number of Full-Time Enrolments in Private Universities and University Constituent Colleges in Tanzania, by Gender, 2006/07 Academic Year³

University/College	Female	Male	Total Enrolment
1. St Augustine University of Tanzania	952	1713	2665
2. Weil Bugando University College of Health Sciences	75	80	155
3. Mwenge University College of Education	32	93	125
4. Ruaha University College	201	245	446
5. Kilimanjaro Christian Medical College	87	141	228
6. Makumira University College	160	165	325
7. Iringa University College	826	1216	2042

³ Enrolment figures include those of students enrolled in Advanced Diploma programmes and show negligible numbers enrolleds in postgraduate programmes in several institutions.

8. Tumaini University College Dar es Salaam	575	775	1350
9. Hubert Kairuki Memorial University	45	64	109
10. International Medical & Technological University	113	258	371
11. Zanzibar University	403	838	1241
12. University College of Education- Zanzibar	62	93	155
13. Aga Khan University-Tanzania Institute of Higher Education	66	121	187
14. Mount Meru University	87	149	236
15. Muslim University of Morogoro	117	209	326
16. University of Arusha	126	388	514
17. Sebastian Kolowa University College ⁴	0	0	0
18. Teofilo Kisanji University	109	165	274
Total	4036 (37.5%)	6713 (62.5%)	10,749⁵

Source: Adapted TCU, 2008, p. 250.

Privately-sponsored Students in Public Universities in Tanzania⁶: The Case of the University of Dar es Salaam

As a strategy for revenue diversification under the Tanzania government's policy of cost-sharing in higher education, public universities started admitting privately-sponsored students in the early 1990s, thus ushering in a degree of privatisation in public higher education institutions within the overall framework for cost sharing in higher education. The official proposal for admitting privately-sponsored undergraduate students at the UDSM was submitted to, and approved by, the University Council Meeting in March 1996 (UDSM, 1996). But the practice of admitting privately-sponsored students to the UDSM—mostly foreign or institutionally-supported students rather than students who were self-funded or supported by parents—dates back to 1992/93, when cost-sharing in higher education became operational. Anecdotal evidence shows that the University had been admitting a small number of fee-paying students (institutionally-supported) since the early 1980s.⁷

⁴ This university college established in 2005 did not admit students during this academic year.

⁵ Total enrolment in private universities and colleges for the 2006/07 academic year presented here differs from the figure of 12,410 quoted in the July 2006 Budget Speech of the Minister for Higher Education, Science and Technology, due to the use of different data sources.

⁶ The conceptualisation and practice of 'privately-sponsored students' in public universities dramatically changed in 2005, when loans were extended to *all* students in both public and private universities. Under this arrangement, privately-sponsored students in public universities—regardless of their socio-economic background—are also eligible for loans from the HESLB. The implications of this practice on the principle of equity are far-reaching.

⁷ In the author's experience as an undergraduate at the UDSM in the early 1980s, a handful of privately-sponsored students were enrolled in the fields of education, arts and social sciences, mainly supported by the Bukoba Co-operative Union and other co-operative unions.

The University Council's decision to approve the proposal to admit privately-sponsored students was made in order to diversify income generation and to expand access to university-level education by as many Tanzanians as possible, in line with UDSM's Corporate Strategic Plan to increase total enrolment to 8,000 students by the year 2000. The plan identified potential clientele for the privately-sponsored students' programme as: (1) *affluent Tanzanian parents*; (2) local government councils; (3) co-operative unions, (4) non-governmental organisations; (5) private companies; (6) religious organisations; (7) registered local development organisations; and (8) parastatal organisations in Tanzania (UDSM, 1996).

Until now, the University has implemented two types of privately-sponsored students or dual-track tuition programmes: (1) for the clientele mentioned above; and (2) for the children and spouses of UDSM staff and members of the University Council. The implementation of the latter programme started during the 2002/03 academic year. Beneficiaries of this programme are entitled to a 50% exemption on tuition fees per academic year. No data are available to show the number of family members admitted under this programme since its inception. However, students and non-academic staff have voiced complaints that the programme is inequitable and susceptible to corrupt admission practices.⁸

The introduction of private higher education in Tanzania—as part of cost-sharing arrangements in higher education—intended to achieve, among other objectives, expanded access to and greater equity in higher education for different socio-economic groups. Yet research evidence indicates that these objectives have not been met. For example, a study by Ishengoma (2006)⁹ revealed that 89% of the student sample in one of the largest private universities (in terms of student enrolment) came from affluent families, and 69.3% of the same sample had attended elite private high schools in Tanzania and abroad. This study investigates the extent to which the provision of private higher education has achieved these goals of expanding access to and promoting equity in higher education in Tanzania. This study seeks to answer this question: to what extent has the introduction of private higher education in Tanzania expanded access and improved equity?

The primary objective of this study was to document and analyse the demographic and socio-economic characteristics of students enrolled in private universities and the

⁸ Personal interviews with students and non-academic staff at the UDSM, December 2005.

⁹ See Johnson M. Ishengoma (2006), *Students' Backgrounds, Costs and Attitudes towards Cost-sharing in Higher Education in Tanzania: Case Studies of the University of Dar es Salaam and St. Augustine University of Tanzania*, a research report submitted to the International Comparative Higher Education Finance and Accessibility Project, Center for Comparative and Global Studies in Education, State University of New York at Buffalo.

privately-sponsored students' programme at the University of Dar es Salaam, so as to determine whether access to higher education has been extended to all socio-economic groups in Tanzania, including the poor, and whether private higher education programmes are equitable. In particular, the study sought to determine whether private participation in higher education is associated with students' regional origin, socio-economic status and religious affiliation, as is the case with public higher education.

The study was guided by the following two research questions:

1. What are the socio-economic backgrounds of the students enrolled in private universities and colleges in Tanzania and in the privately-sponsored students' programmes at the University of Dar es Salaam, and what are the implications of these data for equitable access to private higher education?
2. To what extent has the establishment of the private higher education sector in Tanzania expanded access to it by children from poor/low income families or historically disadvantaged regions, as well as by other socio-economic groups in Tanzania?

Hypotheses

Students from high socio-economic backgrounds (i.e., children of parents who are highly educated or have higher occupational status and incomes) and from historically advantaged regions, as well as those who are Christians or non-Tanzanians, are more likely to be over-represented in the privately-sponsored students' programme at the UDSM and in private universities and colleges.

Students from low socio-economic backgrounds (i.e., children of parents who have less education or lower occupational status and incomes) and from historically under-served (by education) and poor regions, who are non-Christians, will be under-represented in the privately-sponsored students' programme at the UDSM and in private universities and colleges.

Students enrolled in the privately-sponsored students' programme at the UDSM and in private universities and colleges are more likely to be sponsored by their parents/families or by themselves rather than by institutions or organisations.

Significance of the Study

Data on the socio-economic backgrounds of students enrolled in private universities and colleges, and the privately-sponsored students' programme at Tanzania's flagship university, the UDSM, are lacking. However, these data are critically important for assessing equity in access to private higher education in Tanzania, and for evaluating whether access is associated with students' socio-economic status, regional origin and/or religion, as is the case with public higher education. The findings from the study

will reveal whether the introduction of the private higher education sector in Tanzania has expanded access by all socio-economic groups of Tanzanian society or whether it has exacerbated or entrenched the existing inequities in public higher education.

The study findings were aimed at informing policy formulation to improve access to higher education in Tanzania. As Wolanin and Merisotis (2001) observe, higher education only meant for those who can pay remains a preserve of the social/economic/political elite and consequently undermines equity goals, which finally leads to negative social, economic and political consequences.

The findings have important implications for national poverty reduction strategies. The successful and sustainable alleviation of or reduction in poverty entails the equitable distribution of scarce resources in society, including higher education. Achieving broad-based access to private higher education by different socio-economic groups is likely to have a long-term impact on improving the equity of income distribution in Tanzania, an important measure of poverty reduction and equitable national development.

Scope of the Study

This study presents data on privately-sponsored undergraduate students at the main campus of the UDSM and undergraduates enrolled in St Augustine University of Tanzania (SAUT).

Literature Review

Due to the nascent nature of private higher education in Tanzania, there is a dearth of research literature on the sector. In particular, data on the socio-economic backgrounds of students participating in higher education in both public and private universities and colleges in Tanzania are extremely limited.

This section examines recent literature on students' access to higher education in Tanzania and Uganda in government-sponsored and private institutions, and the implications for equity in both countries. Section 2.1 presents theoretical arguments relating to the returns on investment in education, which are important in explaining the current mushrooming of for-profit private higher education institutions in Tanzania. Sections 2.2 to 2.5 then present the available empirical evidence on the socio-economic characteristics of students participating in both government- and privately-sponsored students' programmes in Tanzania and Uganda.

Return on Investment in Education and Private Higher Education in Tanzania

Other things remaining the same, greater investment in education invariably leads to *higher private and social returns. Education, despite its high private and social costs, is the most rewarding of all investments* (Galabawa, 2005) (added emphasis).

These statements summarise the reason for the increasing numbers having access to both private higher education institutions and privately-sponsored students' programmes in public higher institutions in Tanzania. Galabawa (ibid.) further argues that investing in education and schooling provides future returns to individuals and society, and that people invest in education to alleviate poverty and create wealth. In Tanzania, investing in education at all levels yields higher private returns than social returns. Table 2 shows adjusted annual private and social rates of return on investing in education in Tanzania in 2001/02. The data indicate that investing in higher education yields higher private returns than investing in other levels of education.

Table 2: Annual Rates of Return on Investment in Education in Tanzania Mainland, by Level of Education, 2001/02

Level of Education	Private Rate of Return (PRR) (%)	Social Rates of Return (SRR) (%)
Primary	16	14
Secondary	16	9
Higher education/University	23	8

Source: Adapted from Galabawa, 2005, p. 70

This helps to explain why some Tanzanian parents are willing to pay high tuition fees charged by private universities and university colleges. Thus, private investment in higher education should be viewed like other investments and evaluated for its rate of return. In general, the available literature on the rate of return on public or private investment in higher education suggests that individuals get more from the investment than society, thereby encouraging greater personal contributions.

Students' Socio-economic Background and Access to Government-sponsored Higher Education in Tanzania: Evidence from UDSM

A study by Ishengoma (2004), which investigated the socio-economic background of 2,757 government-sponsored undergraduate students enrolled in seven faculties of UDSM from 1999/2000-2001/02, revealed disparities in terms of regional origin, socio-economic status and religion. The study also examined the correlation between regional

income differentials/poverty levels¹⁰ and the pattern of regional representation in higher education at UDSM. Table 3 shows the data on the students' region of origin compared with regional populations and their percentage of the Mainland population.

Table 3: Regional Origins of Students at UDSM

Region	Number of Students	% of Total Enrolled	Regional Population	% of Mainland Population
Arusha	134	4.9	1,292,973	3.8
Dar es Salaam	213	7.7	2,497,940	7.5
Dodoma	65	2.4	1,698,996	5.0
Iringa	193	7.0	1,495,333	4.4
Kagera	218	7.9	2,033,888	6.0
Kigoma	83	3.0	1,679,109	5.0
Kilimanjaro	556	20.2	1,381,149	4.2
Lindi	30	1.1	791,306	2.4
Mara	201	7.3	1,368,602	4.1
Mbeya	228	8.3	2,070,046	6.2
Morogoro	94	3.4	1,759,809	5.3
Mtwara	37	1.3	1,128,523	3.4
Mwanza	158	5.7	2,942,148	8.8
Pwani	28	1.0	889,154	2.6
Rukwa	43	1.6	1,141,743	3.4
Ruvuma	124	4.5	1,117,166	3.3
Shinyanga	78	2.8	2,805,580	8.3
Singida	91	3.3	1,090,758	3.2
Tabora	81	2.9	1,717,908	5.1
Tanga	102	3.7	1,642,015	4.9
Total	2,757	100.0	33,584,607 ¹¹	97.01*

Sources: Ishengoma (2004); URT (2003), p. 2

Note: *Total percentage calculated do not add up to 100% due to rounding up of regional percentages.

The data show that one-fifth (20.2%) of UDSM students in the sample came from Kilimanjaro region, a percentage of 4.2% that is far higher than the region's proportion of the Mainland population. Other regions with higher representation at UDSM were Mbeya (8.3%), Kagera (7.9%), Dar es Salaam (7.7%), and Iringa (7.0%). In contrast, Mwanza with the highest population percentage of 8.8% followed by Shinyanga (8.3%) accounted for 5.7% and 2.8% respectively of UDSM students. The findings also indicate under-representation in a public higher education institution among the historically "educationally under-served regions"¹² of Lindi (1.1%), Mtwara (1.3%), Pwani (1.0%) and Rukwa (1.6%). Furthermore, the same study also revealed that for the three years

¹⁰ Regional income differentiation/poverty levels were measured by using a proxy indicator of percentage of regional population living below the *basic needs poverty line*.

¹¹ Total population of Tanzania Mainland, excluding Zanzibar and the newly-created Manyara region

¹² A Government of Tanzania report categorises Lindi, Mtwara, Singida, Dodoma and Kigoma regions as *educationally under-served regions*, which should be *assisted* to get a *fair share* of the educational services available in the country (See URT (2002d), p. 40)

surveyed (1999/2000-2001/02), the proportion of Christian students enrolled in the seven UDSM degree programmes surveyed was 87.6% compared with 12.1% of Moslems. These findings are consistent with those of Mkude, Cooksey and Levey, (2003) and Kaijage (2000). The latter study established that 85% of the UDSM students sampled were Christians and 14% were Muslims.

Regional Poverty Levels in Tanzania and Access to Public Higher Education

Available research data suggest a subtle association between regional poverty levels in Tanzania and access to public higher education (Ishengoma, 2004). Table 4 shows data on the proportion of the population in each region of Mainland Tanzania living below the basic needs poverty line, which was used by that study as a proxy measure for regional poverty levels in the absence of data on regional per capita incomes.

With some exceptions, the comparison of data in tables 3 and 4 suggests that: (i) regions with a lower percentage of people living below the basic needs poverty line, which were over-represented in the University of are es Salaam, for example, were Dar es Salaam, Kagera, Iringa, Mbeya and Kilimanjaro; and (ii) regions with a higher percentage of people living below the basic needs poverty line, for example, were Lindi (53%), Pwani (46%) and Shinyanga (42%), which were under-represented among students at UDSM.

Table 4: Percentage of Regional Population Living Below the Basic Needs Poverty Line (Tanzania Mainland) and Representation in Higher Education at UDSM

Region	% Pop. Living Below Basic Needs Poverty Line	% Representation in UDSM Sample
Arusha	39	4.9
Dar es Salaam	18	7.7
Dodoma	34	2.4
Iringa	29	7.0
Kagera	29	7.9
Kigoma	38	3.0
Kilimanjaro	31	20.2
Lindi	53	1.1
Mara	46	7.3
Mbeya	21	8.3
Morogoro	29	3.4
Mtwara	38	1.3
Mwanza	48	5.7
Pwani	46	1.0
Rukwa	31	1.6

Ruvuma	41	4.5
Shinyanga	42	2.8
Singida	55	3.3
Tabora	26	2.9
Tanga	36	3.7

Sources: URT (2002)¹³, p. 73; Ishengoma (2004), p. 177.

A link between regional income levels and access to public higher education was also revealed in a study at Makerere University in Uganda. Mayanja (1998) observed that regions with higher income levels tend to invest more in good private schools, thereby giving those regions an advantage in competing for admission to Makerere University's free (government-sponsored) higher education and privately-sponsored places and programmes.

Socio-economic Status of Students and Participation in Public and Private Higher Education in Tanzania and Uganda

University of Dar es Salaam, Tanzania

Using the proxies of fathers' and mothers' occupations as a measures of students' socio-economic status, Ishengoma (2004) revealed a disproportionate representation of children from upper- and middle-class families in government-sponsored higher education at UDSM, and that socio-economic status influenced enrolment in prestigious degree programmes with high private returns, such as medicine, computer science, engineering and law. Table 5 shows that 39.7% of UDSM students had fathers in the 'professional/technical' and 'administrative/managerial' occupational categories, while 51% of UDSM students had fathers who worked in agriculture. Overall, however, less than 1% of the country's population are professionals, administrators or managers¹⁴, while 80% of the country's population work in the agricultural sector.

Table 5: Occupations of Parents of UDSM Students

Occupation ¹⁵	Father		Mother	
	Frequency	%	Frequency	%
Professional/Technical	982	35.6	632	23
Administrative/Managerial	113	4.1	16	0.6
Clerical & related workers	74	2.7	194	7.0
Sales workers	15	0.5	3	0.1

¹³ The preliminary results of 2007 *Household budget survey* do not show regional poverty levels/lines.

¹⁴ Professionals, administrators and managers as occupational categories, i.e. Tanzanians working in occupations/jobs requiring a university degree or equivalent as a basic entry qualification form 0.4% of the total adult population in Tanzania Mainland. See URT (2002), p. 33.

¹⁵ Classification of occupations is based on the International Labour Organisation Occupational Classification List (See Appendix B)

Service workers	13	0.47	0	0
Agriculture	1,408	51.0	1,865	68.0
Transport equipment operators & labourers	106	3.8	9	0.3
Other*	46	1.7	28	1.0
Total	2,757	100.0	2,757	100.0

Source: Ishengoma (2004), p. 178

Note: *=Parents deceased

Makerere University, Uganda

A study conducted at Makerere University by Mayanja (1998)¹⁶ on students' socio-economic background and cost-sharing in higher education revealed that: i) children of highly educated parents with high incomes dominated both free public higher education programmes and privately-sponsored places and programmes. For example, 0.9% of Uganda's total population were classified as high income but accounted for 42% of the free higher education places; ii) both free and fee-paying higher education places were too costly for students from low-income and poor families; and iii) a good number of students from low-income and poor families who qualified for admission to privately-sponsored places and programmes failed to take them up due to lack of financial sponsorship.

Gender and Access to Private Higher Education in Tanzania

Table 6 indicates that females' access to private higher education in Tanzania is relatively high, having increased from 36.5% in the 2001/02 academic year to 40.5% in 2005/06., while in the same period, their enrolment in public universities increased from 25% to 32%. These findings indicate greater gender equity in relation to private higher education than public higher education in Tanzania. By contrast, the percentage of females receiving private higher education in Kenya ranged from 53.2% in 2000/2001 to 54.2% in 2004/2005 (Otieno, 2007). Data from the two countries support Levy (2007), who observed that, internationally, women tend to be concentrated disproportionately in private higher education.

Table 6: Number of Full-Time Undergraduate Student Enrolments in Tanzanian Private and Public Universities, by Gender, 2001/02-2005/06

Year/Gender	2001/02		2002/03		2003/04		2004/05		2005/06	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Private Universities										
SAUT	200	204	201	204	244	229	356	276	841	503
HKMU	36	28	45	41	74	61	103	87	43	66

¹⁶ Mayanja's study surveyed the socio-economic backgrounds of 2,200 undergraduate students enrolled in both free higher education programme and privately-sponsored places and programmes using self-reporting questionnaires and integrated household surveys.

KCMC	93	60	106	86	155	99	142	99	142	78
MUCO	131	14	125	16	133	21	124	23	170	101
IUCO	153	104	177	157	332	219	449	249	753	555
TUDARCO	-	-	-	-	55	71	149	137	156	108
University of Arusha	118	29	99	35	112	49	146	45	102	52
MMU	-	-	-	-	27	6	67	16	119	164
IMTU	59	34	48	39	-	-	18	7	83	25
RUCO	-	-	-	-	-	-	-	-	134	87
MWUCO	-	-	-	-	-	-	-	-	27	6
MUM	-	-	-	-	-	-	-	-	100	167
TEKU	-	-	-	-	-	-	-	-	36	2
Zanzibar University	203	100	295	144	293	145	314	171	314	171
UCEZ	-	-	-	-	222	69	242	121	93	50
Aga Khan	-	-	-	-	9	79	126	12	77	46
BUCHS	-	-	-	-	6	4	35	23	23	12
SMMU	-	-	-	-	-	-	-	-	-	-
Total	993	573	996	724	1,330	1,052	2,270	1,266	3,213	2,193
	1,566 students (36.5% female)		1,720 students (42% female)		2,382 students (44.1% female)		3,536 students (55.7% female)		5,406 students (40.5% female)	

Public Universities										
UDSM (Main Campus)	4,427	1,690	5,536	3,976	6,248	2,991	6,529	3,740	8,014	4,463
MUCHS	638	260	754	331	1,173	581	1,292	606	1,422	623
UCLAS	705	81	671	86	805	141	842	163	1,901	320
Sokoine	1,473	573	1,596	650	1,630	661	1,641	587	1,455	473
Mzumbe	700	365	678	392	1,116	472	1,888	1,056	1,810	1,002
OUT	3,803	902	3,874	1,007	7,498	2,520	9,464	3,481	5,698	2,629
MUCCOBS	156	78	221	128	389	167	482	246	543	244
DUCE	-	-	-	-	-	-	-	-	-	-
MUCE	-	-	-	-	-	-	-	-	-	-
SUZA	-	-	35	18	88	98	128	79	119	141
IJMC	-	-	-	-	-	-	-	-	-	-
Total	11,902	3,954	13,365	6,588	18,947	7,631	22,266	9,958	20,962	9,895
	15,856 students (25% female)		19,953 students (33% female)		26,578 students (28.7% female)		32,224 students (31.0% female)		30,857 students (32% female)	

Source: Adapted from United Republic of Tanzania (URT), 2006, pp. 35-59.

Method

Study Design

The research employed a case study design to gain comprehensive information on the socio-economic characteristics of the students enrolled at SAUT, one of Tanzania's largest private universities (in terms of enrolment), and in the privately-sponsored students' programme at the UDSM's main campus¹⁷.

¹⁷ The selection of the St. Augustine University of Tanzania and the University of Dar es Salaam as case studies was influenced by two major facts: SAUT is one of the oldest and largest 9 (in terms of total student enrolment and

Data Collection Methods

Two major methods used to collect primary and secondary data were: i) document review and ii) structured, self-reporting questionnaire administered to students at SAUT.

Document Review: The personal files of 571 students were reviewed to extract demographic information and related data on the students' socio-economic backgrounds. By institution, 311 files were reviewed at SAUT and 260 at UDSM. The files reviewed at SAUT covered two academic years, 2002/03 and 2004/05, while the files reviewed at UDSM covered only one academic year (2004/05) because of the unavailability of student files for other years. Data collection took place in 2006 (at SAUT) and 2007/08 at the UDSM.

To protect the confidentiality of students, admission offices at both SAUT and UDSM required that all data collection was strictly conducted within the respective admission offices, and that no personal files of students were moved outside these areas.

The following data were extracted from the application and admission forms and copies of birth certificates in the student files:

- Nationality (assessed by place of birth from the students' birth certificates)
- Manner of entering the university, i.e., direct entry from high school, mature-age entry or through equivalent qualifications
- Type of secondary school attended, both O-level and A-level
- Division or final grade obtained in Form VI (A-level) examinations
- Regional origin
- Religion
- Parents' occupations
- Type of financial sponsorship for studies

Other documents reviewed for the study included Some Basic Statistics on Higher Learning Institutions in Tanzania (various years) and Guide to Higher Education in Tanzania (various years).

Self-Reporting Questionnaire: A structured questionnaire was administered to 81 third-year students enrolled in the Faculties of Business Administration and of Humanities and Communications at SAUT (see Appendix C). The questionnaire solicited

number of campuses) private universities in Tanzania; while the UDSM is Tanzania's premier, oldest and largest university.

information on parents' educational levels, parents' annual incomes, students' annual private spending on university education, car ownership by parents, and students' ownership of cellular phones. All of these variables were considered as important proxy indicators of the socio-economic status of students enrolled in private universities.

The questionnaire was not administered at the UDSM due to the difficulty in identifying genuine privately-sponsored students. As described in the study limitations, the students initially admitted as privately-sponsored students frequently obtained government sponsorship in subsequent years. In addition, some of the students appearing as privately-sponsored students in the University's nominal rolls were actually getting sponsorship from HESLB.

Target Population

The target population was all undergraduate students enrolled in 21 private universities and university colleges in Tanzania, and students enrolled in the now defunct privately-sponsored students' programme at the UDSM main campus¹⁸.

Study Sample and Sampling Techniques

Systematic record-keeping and data on privately-sponsored students at the UDSM and students in private universities and colleges in Tanzania are limited. Therefore, the study initially identified students registered as privately-sponsored from nominal rolls held by faculties and departments at SAUT and UDSM. A list of 1,049 third-year students (399 from SAUT and 650 from UDSM registered as privately-sponsored students) was compiled, and their personal files were tracked in the respective Admissions Offices.

Each personal file retrieved was scrutinised to determine if the student was privately-sponsored—i.e., self-funded or sponsored by parents, guardians or members of the extended family—and not by HESLB. Through this process, 390 UDSM students and 88 SAUT students were found to be sponsored by HESLB and so were removed from the list. After this elimination, the list comprised 260 UDSM students (180 males and 80 females) and 311 students (188 males and 123 females) from SAUT. With the exception

¹⁸ In practical terms, the privately-sponsored students' programme (i.e. students who pay for their higher education costs either from their own or their parents' savings) ended in 2006 when the Government decided to extend loans through HESLB to all students enrolled in private universities and those enrolled under the private-sponsorship scheme in public universities.

of 29 students sponsored by HESLB and non-governmental organisations at SAUT, who were retained in the sample for the purpose of comparison, all students were assessed as genuine privately-sponsored students according to the study criteria.

In addition, a random sample of 81 third-year students at SAUT was generated to complete the numbers filling in the questionnaire. Thus, the total sample comprised 652 respondents, or 6.0% of all students enrolled in private universities and university colleges in 2006/07. Table 7 shows the distribution of the sample by faculty/college at the two institutions surveyed.

Table 7: Distribution of Study Sample by University and Faculty/College

Faculty	Number of Respondents
St Augustine University of Tanzania	
Humanities and Mass Communication	219
Business Administration	173
Total	392
University of Dar es Salaam	
Arts and Social Sciences	180
Commerce and Management	30
Science	10
Law	10
College of Engineering and Technology	30
Total	260
Grand Total	652

Data Analysis

Data from the students' personal files, including information from copies of birth certificates, school certificates, and application and admission (enrolment) forms and questionnaires, were manually tabulated and analysed by university, and then by faculty, course and year of study. To verify the accuracy of the information, data from all the documents were cross-checked, e.g., date of birth or region of origin had to be the same in all documents (application form and admission form) for them to be counted as accurate. The data were analysed with the help of an electronic calculator.

Limitations of the Study

In the course of conducting this study, the following limitations were encountered:

- (1) Unavailability of a comprehensive list of students under the privately-sponsored students' programme in each faculty and department for each academic year at

the UDSM's Admissions Office. The researcher, therefore, had to identify privately-sponsored students from a nominal roll of students, and then locate their personal files to collect the data on their socio-economic backgrounds. The personal files of students at UDSM are not kept in one place (Admissions Office), so they were not easy to locate and retrieve.

- (2) A rigorous concept/definition of "privately-sponsored student" proved difficult to apply, as students admitted to the privately-sponsored students' programme at the UDSM typically transferred to government sponsorship in the subsequent year.¹⁹ As a result, from the 2005/06 academic year onwards, all the students admitted to the UDSM (under both public and privately-sponsored programmes) were now eligible for loans from the HESLB.
- (3) Difficulty in accessing students' personal files in most private universities and colleges due to the concern of university officials for the confidentiality of students' personal information, despite assurances from the researcher that all data extracted and recorded would be anonymous.

Data from SAUT only may not be fully representative of private higher education institutions in Tanzania. However, in 2006/07, the university accounted for almost one-quarter (24.8%) of the total enrolment of 10,749 students. Therefore, in the absence of data from other institutions, the findings for SAUT were taken as indicative of the private higher education sector as a whole.

Findings, Analysis and Discussion

This chapter presents and analyses the study findings on the two universities surveyed: SAUT (Section 4.1) and the UDSM (Section 4.2).

Socio-economic Characteristics of Students Enrolled at St Augustine University of Tanzania

Students' Nationalities

Of the 311 students surveyed at SAUT, the overwhelming majority (304 students or 97.7%) were Tanzanians. Only seven students (2.3%) were non-Tanzanians.

For purposes of comparison, Table 8 shows data on the nationality of undergraduate students in various private universities and university colleges in Tanzania for the 2001/02 academic year. In that year, the percentage of non-Tanzanians ranged from

¹⁹ Anecdotal evidence shows that in the second semester of the 2003/2004 academic year, 111 privately-sponsored students at the UDSM transferred to the government loan system and sponsorship.

0.8% at Makumira University College (MUCO) to 57% at the International Medical and Technological University (IMTU). On average, the proportion of non-Tanzanians in these institutions was 18.5% of all enrolments. However, the data indicate that access by Tanzanians to some private higher education institutions offering specialised courses, such as medicine is limited, largely due to the high tuition fees (at times in US\$) charged by these institutions.

Table 8: Nationality of Undergraduate Students in Private Universities and University Colleges in Tanzania, 2001/2002

University	Tanzanian	Non-Tanzanian	Total	% Non-Tanzanian
KCMC	108	11	119	9.2
MUCO	121	01	122	0.8
IUCO	300	63	363	17.3
Tanzania Adventist College	157	31	188	16.4
HKMU	48	12	60	20.0
IMTU	40	53	93	57.0
Zanzibar University	110	30	140	21.4
Total	884	201	1,085	18.5

Source: Adapted from URT (2002a), pp. 171-176.

Data are currently not available on the nationality of students enrolled in the privately-sponsored programme at the UDSM but, in 2003, the UDSM Council Chairman was reported as saying that Tanzanians were poorly represented in the programme. During a graduation ceremony at the UDSM, the Council Chairman strongly urged all Tanzanians to cultivate the habit of paying fees for their children's higher education in public universities. Otherwise, they should not be surprised to see large numbers of privately-sponsored students coming from outside Tanzania to pursue higher education at UDSM (Kisembo, 2003).

Type of Secondary School Attended and Division Obtained in 'A'-Level Final Examinations

Table 9 summarises data on the type of secondary school attended by students surveyed at SAUT.

Table 9: Type of Secondary School Attended by Students at SAUT

Type of School	O-Level		A-Level	
	Frequency	%	Frequency	%
Public/Government	123	39.7	117	38.4
Private	148	47.7	160	52.4
Religious Seminary	39	12.6	28	9.2

Total	310	100.0	305	100.0
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The findings show that 60.3% of the students surveyed attended O-Level private secondary schools or religious seminaries, compared with 39.7% who attended public/government schools. Some 61.6% of the students also attended A-Level private secondary schools or seminaries, compared with 38.4% who attended public schools. Of the 188 students who attended A-level private secondary schools and religious seminaries, ten students or 5.3% were enrolled in institutions outside the country, principally in Uganda, Kenya and Botswana.

These findings imply that the majority of students enrolled in private higher education institutions come from upper- and middle-class families, especially given the fact that some private secondary schools charge higher school fees than the tuition fees at many public universities in Tanzania. Comprehensive data on school fees charged by private primary/secondary schools and academies are not currently available. However, data from the Haven of Peace Academy, a private school based in Dar es Salaam, clearly show that fees to attend this institution are very high and only affordable by upper-class families (see Table 10). Some private schools also charge tuition fees in US\$.

Table 10: Tuition Fees and Other Related Costs Charged by the Haven of Peace Academy (HOPAC), 2009/2010 Academic Year

Education Level	Item Charged	Costs (TZ / US\$)
Kindergarten	Assessment Fee	TZS 40,000
	Development Fee	US\$ 1,500
	Tuition Fee	US\$ 4,770
Grades 6-8	Assessment Fee	TZS 60,000
	Development Fee	US\$ 1,500
	Tuition Fee	US\$ 5,520
Grade 9-10	Assessment Fee	TZS 60,000
	Development Fee	US\$ 1,500
	Tuition Fee	US\$ 5,980
Grades 11-12	Assessment Fee	TZS 60,000
	Development Fee	US\$ 1,500
	Tuition Fee	US\$ 6,550

Source: <http://www.hopac.net> accessed October 2009

Out of 270 students whose admission records at SAUT included copies of their A-Level examination results, seven students (2.6%) obtained Division I, 102 students (37.8%) gained Division II, 145 students (53.7%) obtained Division III, and 15 students (5.6%) gained Division IV.

Regional Origins

Table 11 shows data on the regional origins of students enrolled in SAUT.

Table 11: Regional Origins of Students at SAUT

Region	Number of Students	% of Total Enrolled
Arusha	9	2.9
Dar es Salaam	28	9.1
Dodoma	12	3.9
Iringa	5	1.6
Kagera	44	14.2
Kigoma	5	1.6
Kilimanjaro	41	13.3
Lindi	2	0.6
Mara	24	7.8
Mbeya	19	6.1
Morogoro	6	1.9
Mtwara	3	1.0
Mwanza	56	18.1
Rukwa	5	1.6
Ruvuma	6	1.9
Shinyanga	22	7.1
Singida	9	2.9
Tabora	1	0.3
Tanga	1	0.3
Zanzibar	4	1.3
Non-Tanzanians	7	2.3
Total	309	100.0

The pattern of data on regional representation of students at SAUT is similar to that of UDSM students presented in Table 3. Almost one-fifth (18.1%) of the students surveyed came from Mwanza region, the region where SAUT is located, followed by Kagera (14.2%), Kilimanjaro (13.3%), Dar es Salaam (9.1%), Mara (7.8%), Shinyanga (7.1%) and Mbeya (6.1%). Student representation among the historically educationally underserved regions²⁰ was as follows: Lindi (0.6%), Mtwara (1.0%), Singida (2.9%), Dodoma (3.9%) and Kigoma (1.9%). Rukwa, Ruvuma and Iringa, while not categorised as educationally underserved regions, were represented by 1.6%, 1.9% and 1.6%, respectively which, in part, may be due to the long distance of these regions from where SAUT is located.

²⁰ There are also regions which are categorised as historically educationally advantaged. These are Kagera, Kilimanjaro, Iringa, Mbeya and, to some extent, Ruvuma. These are the regions which grow cash crops for export introduced by the colonialists and Christian missionaries. The people in these regions generally took advantage of Christian missionary education to advance themselves occupationally and economically during the pre-independence and even later in the post-independence era.

Students' Religious Affiliation

In total, 271 students (87.4%) of those surveyed were Christians compared with 39 students (12.6%) who were Muslims. This pattern of representation by religion is consistent with data from a 2003 study done at UDSM, which found that 87.6% of the students sampled were Christians and 12.1% were Muslims (Ishengoma, 2004). Data on the number of Tanzanians belonging to particular religious denomination has always been a sensitive and controversial topic, almost a taboo to mention in research. According to the *World Factbook*, the distribution of religious denominations on Tanzania Mainland is as follows: Christians (30%), Muslims (35%), and indigenous religious beliefs (35%), while in Zanzibar Muslims represents more than 99% of the total population (CIA, 2009).

Parental Occupations

One of the critical proxy indicators of students' socio-economic background is parents' occupations. Table 12 shows the occupations of parents of students enrolled in SAUT. For purposes of comparison, the table also shows the occupations of parents of students enrolled in the UDSM in 2003.

Table 12: SAUT and UDSM Students' Parents' Occupations²¹

Occupation	St Augustine University				UDSM*			
	Father		Mother		Father		Mother	
	No.	%	No.	%	No.	%	No.	%
Professional/Technical	163	52.8	121	39.2	982	35.6	632	23.0
Administrative/Managerial	1	0.3	1	0.3	113	4.1	16	0.6
Clerical & related workers	4	1.3	13	4.2	74	2.7	194	7.0
Sales workers	1	0.3	1	0.3	15	0.5	3	0.1
Service workers	0	0	0	0	13	0.47	0	0
Agriculture, Animal husbandry, Forestry workers & Fishermen	118	38.2	162	52.4	1,408	51.0	1,865	68.0
Transport equipment operators & labourers	8	2.6	1	0.3	106	3.8	9	0.3
Other	14	4.5	10	3.2	46	1.7	28	1.0
Total	309	100	309	100	2,757	100	2,757	100

Source: Ishengoma, 2004.

²¹ Classification of occupations is based on the International Labour Organisation's classification of occupations (See Appendix B).

The data show that children whose fathers were in the ‘professional/technical’ and ‘administrative/managerial’ occupational categories accounted for 53.1% of students surveyed at SAUT, while children with fathers who were peasants/farmers accounted for 38.2% of the students, a much smaller proportion than the estimated 80% of Tanzania’s total population that derive their livelihoods from agriculture. These findings show that private higher education—as is the case with public higher education—disproportionately serves a well-to-do minority.

Sources of Financial Sponsorship

Private universities and colleges charge higher tuition fees than public universities for similar degree programmes. SAUT currently charges an annual tuition fee of TZS 950,000 for all bachelor degree programmes. The total cost for all bachelor degree programmes payable directly to the University is TZS 1,220,000 per year.

To find out who really pays for private higher education, the study examined the students’ source of financial sponsorship for their studies. Table 13 shows that 69.4% of the 304 students at SAUT surveyed were funded for their studies by their parents, 19.4% by extended family, 6.3% by government loans and 3.3% by non-governmental organisations. Data on the source of financial sponsorship were mainly derived from students’ personal files.

Table 13: Source of Financial Sponsorship for SAUT Students

Type of Sponsorship	Frequency	%
Parents	211	69.4
Extended family	59	19.4
Non-governmental organisation	10	3.3
Government loan	19	6.3
Other sources	5	1.6
Total	304	100.0

Despite the availability of government loans for students enrolled in private higher education institutions, the data show that nine out of every ten students (88.8%) at SAUT were supported by their families. Given the significant annual tuition fees paid by students at SAUT and other private universities (see Table 14), the data in the current survey reinforce the observation that students enrolled in private higher education institutions in Tanzania are likely to come from well-to-do families.

Table 14: Annual Tuition Fees Charged by Private Universities and University Colleges in Tanzania for Tanzanian Students for Undergraduate Degree Programmes, 2000 and 2008

Institution	Tuition Fees	
	2000	2008
Hubert Kairuki Memorial University	TZS 3,650,000	TZS 3,650,000
International Medical & Technological University	US\$ 4,500	US\$ 4,500
Iringa University College	TZS 1,400,000	TZS 1,500,000
Kilimanjaro Christian Medical College	TZS 2,000,000	TZS 2,600,000
Makumira University College	US\$ 900	TZS 1,500,000
St. Augustine University of Tanzania	TZS 800,000	TZS 950,000
College of Education Zanzibar	US\$ 200	TZS 700,000
Zanzibar University	TZS 400,000	US\$ 800
University of Bukoba [Defunct]	TZS 1,200,000	n.a.
Waldorf College Tanzania Campus [Defunct]	US\$ 1,400 for 1 st & 2 nd year and US\$ 17,000 for 3 rd and 4 th years	n.a.
Weill Bugando University of Health Sciences	n.a	TZS 2,500,000
Ruaha University College	n.a	TZS 1,250,000
Mount Meru University	n.a	TZS 1,400,000
Mwenge University College of Education	n.a	TZS 1,180,000
University of Arusha	n.a	TZS 752,640
Teofilo Kisanji University	n.a	TZS 1,170,000
Muslim University of Morogoro	na	TZS 900,000
St. John's University	n.a	TZS 960,000-1,560,000
Tumaini University Dar es Salaam College	na	TZS 1,400,000-1,600,000
Sebastian Kolowa University College	n.a	TZS 800,000
Stefano Moshi Memorial University College	n.a	TZS 1,500,000
Aga Khan University-Tanzania Institute of Higher Education	n.a	n.a

Source: Higher Education Accreditation Council of Tanzania (HEAC) 2005, pp. 29-64; TCU, 2008

Parental Educational Levels

Comprehensive data on the educational levels of parents of students enrolled in private universities are lacking. However, the data collected from third-year students at SAUT provide an initial indication of the parents' educational status (see Table 15). Of note, almost half (49.4%) of the students surveyed had highly educated fathers, i.e., those with some level of tertiary education (diploma, bachelor degree, Masters or PhD).

Table 15: Educational Levels of Parents of Students at SAUT

Level of Education	Father		Mother	
	Frequency	%	Frequency	%
No education	4	4.9	6	7.4
Adult education	7	8.6	16	19.8
Primary education	14	17.3	14	17.3
Secondary education: O-level	12	14.8	11	13.6
Secondary education: A-level	4	4.9	6	7.4
Diploma	14	17.3	16	19.8
Bachelor degree	14	17.3	10	12.3
Masters	11	13.6	2	2.5

PhD	1	1.2	0	0
Total	81	100.0	81	100.0

Parental Annual Incomes

Parents' annual income is another important proxy indicator of students' socio-economic status. Table 16 summarises the findings on the annual income of parents for the 81 third-year students at SAUT who completed the self-reporting questionnaire.

Table 16: Annual Income of Parents of Students at SAUT

Income Range	Frequency	%
Less than 600,000 TZS [Less than US\$ 1,319] ²²	27	33.3
TZS 600,000-1,000,000 [US\$ 1,319-2,198]	15	18.5
TZS 1,000,000-2,000,000 [US\$ 2,198-4,395]	10	12.3
TZS 2,000,000-3,000,000 [US\$ 4,395-6,593]	6	7.4
TZS 3,000,000-4,000,000 [US\$ 6,593-8,790]	6	7.4
TZS 4,000,000-5,000,000 [US\$ 8,790-10,988]	6	7.4
TZS 5,000,000-6,000,000 [US\$ 10,988-13,185]	3	3.7
Over TZS 6,000,000 [Over US\$ 13,185]	8	10.0
Total	81	100.0

The data show that 33.3% of the students surveyed had parents with annual incomes of less than TZS 600,000, followed by students with parents whose annual incomes were between TZS 600,000-1,000,000 (18.5%), then by those with parents who earned between TZS 1,000,000-2,000,000 (12.3%). While these figures do not clearly show the link between parents' high incomes and enrolment in private universities, they indicate that to some extent high income influences access to private higher education. For example, 10% of the students surveyed had parents with an annual income that exceeded TZS 6,000,000 (US\$ 13,185), 3.7% had parents with annual incomes in the TZS 5,000,000-6,000,000 bracket, and 7.4% had parents whose annual incomes ranged between TZS 4,000,000-5,000,000. Given the fact that the current statutory minimum wage is TZS 960,000²³ (US\$ 2,109) per annum, the above incomes are high by Tanzanian standards.

Another link between parents' high income and students receiving private higher education is illustrated by the fact that one of the private universities currently operating in Tanzania, the International Medical and Technological University (IMTU), charges fees in US dollars for all students. In 2001, the total fees for Tanzanian students were US\$ 7,500 per year (US\$ 4,500 for tuition fees and US\$ 3,000 for accommodation and meals), implying that Tanzanian students enrolled in this institution come from

²² Conversion from Tanzanian Shillings to US\$ is made via 2001 Purchasing Power Parity (PPP) computed at US\$1=TZS 455.06

²³ At the time of writing this report (2008) statutory minimum wage for TZS 80,000 per month.

upper-class families. Total fees for non-Tanzanian students were US\$ 10,000 per year (tuition fee, accommodation and meals). This is another manifestation that access to private higher education in Tanzania is inequitable.

Parental Private Property Ownership (Car)

The questionnaire also investigated private car ownership among parents of SAUT students (see Table 17). Given the high cost of purchasing a car in Tanzania, car ownership is an indicator of high socio-economic status and income. Overall, 32.1% of the respondents' parents owned a car or had use of a work vehicle—9.9% owned one car, 13.6% owned more than one car and 8.6% used office cars for their jobs. Sixty-eighty percent use public transport.

Table 17: Private Car Ownership among Parents of Students at SAUT

Type of Ownership	Frequency	%
Own 1 car	8	9.9
Own more than 1 car	11	13.6
Have use of office car for their jobs	7	8.6
Use public transport	55	67.9
Total	81	100.0

Students' Status Symbol (Cellular Phone Ownership)

In the context of Tanzania, ownership of a cellular phone—especially among college students—is a proxy indicator of high or middle socio-economic status due to the high running costs associated with cell phones. For example, a recent study of university students' annual living and educational expenses at SAUT and UDSM revealed that, on average, students spent between TZS 22,500 (US\$ 49) and TZS 576,000 (US\$ 1,266) per academic year on cell phone bills (Ishengoma, 2006). Thus, the self-reporting questionnaire also sought to establish cell phone ownership among SAUT students.

The findings show that 84% of the respondents owned a cellular phone. A cross-tabulation of parents' income and students' cellular phone ownership revealed an association, albeit not very strong, between parents' income and cellular phone ownership (see Table 18).

Table 18: Association between Parents' Income and Cellular Phone Ownership

Parents' Income	Cell Phone Ownership – Frequency and %		Total
	Yes	No	
Less than TZS 600,000	18 (22.2%)	9 (11.1%)	27 (33.3%)
TZS 600,000-1,000,000	14 (17.3%)	1(1.2%)	15 (18.5%)

TZS 1,000,000-2,000,000	10 (12.3%)	0	10 (12.3%)
TZS 2,000,000-3,000,000	4 (4.9%)	2 (2.5%)	6 (7.4%)
TZS 3,000,000-4,000,000	6 (7.4%)	0	6 (7.4%)
TZS 4,000,000-5,000,000	6 (7.4%)	0	6 (7.4%)
TZS 5,000,000-6,000,000	3 (3.7%)	0	3 (3.7%)
Over TZS 6,000,000	7 (8.6%)	1 (1.2%)	8 (9.9%)
Total	68 (84.0%)	13 (16.0%)	81 (100.0%)

Students' Annual Private Spending

The questionnaire also investigated students' annual private spending and its association with parents' income as a proxy indicator of their socio-economic background. Table 19 shows that 52% of the students surveyed spent less than TZS 600,000 annually on items not directly related to higher education, including clothing, entertainment and cell phone, 27.2% spent between TZS 600,000-1,000,000, 11.1% spent between TZS 1,000,000-2,000,000, and 3.7% spent between TZS 2,000,000-3,000,000. Only 2.5% spent between TZS 5,000,000-6,000,000 and over TZS 6,000,000, respectively.

Table 19: Parents' Annual Incomes and Students' Private Spending at SAUT

Parents' Income (TZS)	Students' Annual Private Spending (TZS)							Total
	Less than 600,000	600,000-1,000,000	1,000,000-2,000,000	2,000,000-3,000,000	3,000,000-4,000,000	5,000,000-6,000,000	Over 6,000,000	
Less <600,000	22 27.2%	4 4.9%	4 4.9%	1 1.2%	0 0.0%	0 0.0%	0 0.0%	27 33.3%
600,000-1,000,000	5 6.2%	9 11.1%	0 0.0%	1 1.2%	0 0.0%	0 0.0%	0 0.0%	15 18.5%
1,000,000-2,000,000	3 3.7%	1 1.2%	3 3.7%	2 2.5%	1 1.2%	0 0.0%	0 0.0%	10 12.3%
2,000,000-3,000,000	2 2.5%	3 3.7%	0 0.0%	0 0.0%	0 0.0%	1 1.2%	0 0.0%	6 7.4%
3,000,000-4,000,000	3 3.7%	1 1.2%	2 2.5%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	6 7.4%
4,000,000-5,000,000	3 3.7%	1 1.2%	1 1.2%	0 0.0%	0 0.0%	0 0.0%	1 1.2%	6 7.4%
5,000,000-6,000,000	1 1.2%	0 0.0%	1 1.2%	0 0.0%	0 0.0%	1 1.2%	0 0.0%	3 3.7%
Over 6,000,000	3 3.7%	3 3.7%	1 1.2%	0 0.0%	0 0.0%	0 0.0%	1 1.2%	8 9.9%
Total	42 51.9%	22 27.2%	9 11.1%	3 3.7%	1 1.2%	2 2.5%	2 2.5%	81 100%

Socio-economic Background of Privately-sponsored Students at the University of Dar es Salaam

This section presents research findings on the socio-economic background of privately-sponsored students at the UDSM's main campus. These findings have been based on

the proxy indicators of the students' regional origin, religious affiliation, type of secondary schools attended at O-level and A-level, parents' occupations, and source of financial sponsorship for their studies. As described in the methodology, data was collected from the personal files of 260 third-year UDSM students registered as privately-sponsored students for the 2004/05 academic year in the faculties of Arts and Social Sciences, Commerce and Management, Science, Law, and the College of Engineering and Technology. All the students were either self-funded or sponsored by their parents or members of their extended family. The students registered as privately-sponsored, but who had received loans from the HESLB, were excluded from the sample.

Students' Regional Origins

Table 20 summarises the data on regional origins of the UDSM students surveyed. The findings almost replicate the pattern established for the students at SAUT (see Table 10). Kilimanjaro region had the highest representation (23%) followed by Kagera (16.9%) and Dar es Salaam (16.1%). Lindi and Mtwara regions—two regions identified as educationally under-served—and Rukwa were not represented at all in the student sample. This pattern of representation indicates that access to private higher education like public higher education is inequitably distributed along regional lines. Dodoma, Kigoma, Morogoro, Shinyanga and Tabora regions were also significantly under-represented in comparison with regional population percentages from other areas.

Table 20: UDSM Privately-sponsored Students' Regional Origins

Region	Number of Students	% of Students	Regional Population*	% of Mainland Population
Arusha	15	5.7	1,292,973	3.8
Dar es Salaam	42	16.1	2,497,940	7.5
Dodoma	1	0.4	1,698,996	5.0
Iringa	11	4.2	1,495,333	4.4
Kagera	44	16.9	2,033,888	6.0
Kigoma	3	1.1	1,679,109	5.0
Kilimanjaro	60	23.0	1,381,149	4.2
Lindi	0	0	791,306	2.4
Mara	17	6.5	1,368,602	4.1
Mbeya	16	6.1	2,070,046	6.2
Morogoro	6	2.3	1,759,809	5.3
Mtwara	0	0	1,128,523	3.4
Mwanza	12	4.6	2,942,148	8.8
Manyara	2	0.7	NA	NA
Pwani	4	1.5	889,154	2.6
Rukwa	0	0	1,141,743	3.4
Ruvuma	6	2.3	1,117,166	3.3
Shinyanga	1	0.4	2,805,580	8.3
Singida	6	3.3	1,090,758	3.2
Tabora	2	0.7	1,717,908	5.1
Tanga	8	3.0	1,642,015	4.9

Zanzibar	6	2.3	NA	NA
Total	260	100	33,584,607	100

Source: Regional population figures sourced from URT, 2003, p.2.

Students' Religious Affiliations

Data show that 200 students or 76.9% of the sample were Christians, and only 60 or 23.1% were Muslims. This pattern of religious affiliation among students is similar to that established at SAUT where 87.4% of the students surveyed were Christians compared with 12.6% of Muslims.

Type of Secondary School Attended

As described earlier, the type of secondary school attended by university students is a good proxy indicator of socio-economic background in Tanzania, given that education in some secondary schools (particularly private ones) tends to cost more than university education in Tanzania. In fact, even the examination results in the Tanzanian context are also associated with the type of school attended. Indeed, expensive private schools tend to attract highly qualified and motivated teachers, due to the capacity of these schools to offer attractive remuneration packages that include higher salaries and other incentives compared with government secondary schools. Consequently, private students often receive better tuition, including comprehensive examination preparation and coaching, which in turn allow them to gain a significant edge in university entrance selection. As a matter of fact, this obsession with obtaining good results to improve the standing of a private school has resulted in, as documentary evidence shows, some popular private secondary schools and academies being engaged in examination malpractices, such as bribing invigilators, to enable their students to pass national examinations with good grades.²⁴

The data show that 73% of the privately-sponsored students at UDSM attended private secondary schools in Tanzania and abroad for A-level studies, compared with 27% who attended public secondary schools for A-level. Moreover, 62% of the students surveyed attended private secondary schools at O-level, while 38% attended public secondary schools at O-level. Among the students who attended private A-level secondary schools, 10.5% completed their studies in Botswana and Uganda and about 5% attended expensive and prestigious private secondary schools in Tanzania such as Loyola (Dar es Salaam) and Kifungiro (Tanga), which charge higher tuition fees than what is normally charged in public universities.

²⁴ For example in 2007, final examination results of two popular Dar es Salaam based secondary schools were nullified by the National Examination Council (NECTA) when it was discovered that these schools were engaged in examination malpractices.

That almost three-quarters of the students in the privately-sponsored programme at the UDSM attended private secondary schools for A-level further supports the argument that access to private higher education in Tanzania is inequitable. The results from this study and earlier research indicate that graduates of private secondary schools have a competitive advantage in securing places in both government- and privately-sponsored programmes at the UDSM.

Divisions Obtained in A-Level Examinations

The data reveal that 100 privately-sponsored students or 38.5% obtained Division I in their A-level examinations, 130 students (50%) obtained Division II, and 30 or 11.5% obtained Division III. The findings indicate that most children who attend private secondary schools are able to obtain good examination results and, consequently, can compete strongly for admission to tertiary institutions, including privately-sponsored programmes in public universities.

Parents' Occupation

Parents' occupation has been extensively cited in the literature as an important proxy indicator of university students' socio-economic status. Indeed, the type of occupation is closely associated with income level and, hence, the ability of parents to pay for higher education. Table 21 reflects the disproportional representation of children from upper- and middle-class families in the private sponsorship programme at the UDSM. This is not surprising, given that the UDSM had started implementing a special programme for privately-sponsored students in the 2002/03 academic year for the sons, daughters and spouses of the University's academic staff, non-academic staff and members of the University Council. Under this programme, beneficiaries receive a 50% exemption of tuition fees per academic year.

Of particular interest is the relatively strong representation of children of business people among the privately-sponsored students—29% of the students surveyed had fathers who were businessmen and 25% had mothers who were businesswomen. This finding underscores the argument that access to private higher education is restricted to children of families who can afford to pay for it and who had adopted the norm of paying for their children's education from primary to tertiary education.

Table 21: Occupations²⁵ of Parents of Privately-sponsored Students at UDSM

Occupation	Father		Mother	
	FQ	%	FQ	%
Professional/Technical	86	33.0	75	28.8
Business	75	28.8	65	25.0
Administrative/Managerial	43	16.6	10	3.8
Agriculture, Animal husbandry, Forestry workers & Fishermen	20	7.7	20	7.7
Clerical & related workers	5	1.9	25	9.6
Service workers	5	1.9	55	21.2
Sales workers	0	0.0	0	0.0
Transport equipment operators & labourers	20	7.7	5	1.9
Other ²⁶	6	2.3	5	1.9
Total	260	100.0	260	100.0

Sources of Financial Sponsorship

Table 22 summarises the data on the source of financial sponsorship for the 260 UDSM students surveyed. The vast majority (98.1%) of the students in the sample were either supported by their parents (88.5%) or other relatives (9.6%).

Table 22: Source of Financial Sponsorship for Privately-sponsored Students at UDSM

Type of Sponsorship	Frequency	%
Parents	230	88.5
Extended family/Relatives	25	9.6
Self	5	1.9
Total	260	100.0

Summary, Conclusions and Recommendations

Summary of the Study

This study examined the socio-economic backgrounds of the students enrolled at SAUT, one of the largest private universities in Tanzania, and those enrolled in the privately sponsored students' programme of the UDSM. From the data collected, the research sought to answer the fundamental question: *Is access to private higher education equitably distributed among different socio-economic groups in Tanzania?*

The findings from this study reveal that the students of parents in the 'professional/technical', 'administrative/managerial' and 'business' occupational

²⁵ The International Labour Organisation's classification of occupations used in this table has been modified to include the category of "businessmen/businesswomen" which featured prominently among parents' occupations of UDSM privately-sponsored students.

²⁶ Includes students whose parents had died.

categories, and children from historically-advantaged regions, such as Kilimanjaro and Kagera, were over-represented among students at SAUT and in the privately-sponsored students' programme at the UDSM. These findings, to some extent, confirm the research hypothesis that students from high socio-economic backgrounds²⁷ and from historically-advantaged regions are more likely to be over-represented in private universities and in the privately-sponsored students' programme at the UDSM. The results further reveal that students with parents who earned their living in the agricultural sector, those from historically-disadvantaged and *educationally under-served regions*, such as Lindi, Mtwara, Kigoma and Rukwa, and Muslims were under-represented among the students surveyed, implying that access to private higher education in Tanzania is inequitable.

Conclusions

Socio-economic status, regional origin and religious affiliation appear to influence access to private higher education in Tanzania, resulting in the inequitable distribution of placements in private higher education institutions among different socio-economic groups and geographical regions. The government's rationale for introducing a private higher education sector under a cost-sharing framework—i.e., to expand access to higher education and improve equity—has not yet been realised in Tanzania, despite the mushrooming of private higher education institutions. Most of the new universities and colleges have been established with a profit motive and charge high tuition fees. Some institutions also charge tuition fees in US dollars even for Tanzanian students. These findings are hardly surprising in the Tanzanian context, as privatisation of the secondary education sector—through the introduction of cost sharing and liberalisation—has worked to the advantage of children from upper and middle class families, who can afford the added educational expenses.

Despite the inequitable distribution of private higher education in Tanzania, overall female representation in that sector is more impressive than in public universities. For example, female representation in private universities increased from 36.5% in 2001/02 to 55.7% in 2004/05, compared with an increase of 25% to 31% in public universities over the same period. These data for private higher education run contrary to the popular argument that male children are given priority by their parents when making investment choices on their children's education, given the scarce financial resources available at the household level. On the whole, the establishment of the private higher education sector in Tanzania looks to have expanded women's access to higher education, thereby improving gender equity.

²⁷ Defined as highly educated families, higher occupational status and higher income

Recommendations

Based on the conclusions, the study makes the following major recommendations:

1. Establishment of a quota system to regulate admissions to private higher education institutions.

To achieve greater equity of access to private higher education institutions, there is a need to establish student admission quotas that take into account the socio-economic background of applicants, including their region of origin, religious affiliation, and socio-economic status. Doing so would encourage institutions to accept students from broad socio-economic backgrounds rather than be restricted to individuals from particular social groups. This proposed quota arrangement should also apply to admission to privately-sponsored students' programmes of the country's public universities.

2. Abolition of public funding through HESLB for students enrolled in private higher education institutions and those enrolled in privately-sponsored students' programmes in public higher education institutions.

In the process of identifying privately-sponsored students at the UDSM's main campus, the researchers found that the majority of the students admitted as privately-sponsored students were actually sponsored by the Tanzania government through the HESLB, thereby undermining the concepts of private higher education and privately-sponsored students. Moreover, in our opinion, the practice of the government of also sponsoring privately-sponsored students exacerbates inequities in accessing higher education. As Castrol-Leal *et al* (1999) cited in Omari and Mjema (2007) observed, public social spending on educational programmes in African countries disproportionately favours those who are better off, not the poor.

3. Although some form of limited government support for the private higher education sector may be warranted, the study recommends that privately-sponsored students should not be sponsored by public funds from the HESLB, unless the Board institutes a viable, transparent and rigorous means-testing mechanism for applicants. This mechanism should be developed by experts in financing for higher education. The current means-testing mechanism used by the HESLB has failed to promote equity in the funding of higher education in Tanzania.

This recommendation is based on observations by Omari and Mjema (*op.cit.*) to the effect that that in many countries taxpayers strongly object to giving taxpayers' money to private and religious institutions because of: (a) lack of accountability to the taxpayers; (b) lack of public scrutiny through public audits as is the case with public

education institutions; (c) private higher education institutions charge higher tuition fees and pay higher salaries than public institutions; and (d) exclusiveness of some religious institutions by which only the faithful are admitted.

Moreover, private institutions may be able to secure additional funding from philanthropic organisations more easily than public universities. Furthermore, some private education institutions in Tanzania charge tuition fees in US dollars for both Tanzanians and non-Tanzanians, implying that access to these institutions is restricted to wealthy local and foreign students.

As this study covered only one private university owned by the Roman Catholic Church, it is recommended that another comprehensive study covering all private universities in Tanzania Mainland and the Zanzibar archipelago be conducted to determine the socio-economic backgrounds of students enrolled in other private universities and colleges owned by other religious denominations and institutions.

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Appendix

A: Registered Private Universities and Colleges in Tanzania and Status of Registration, 2008

University			Year Founded	Nature of Affiliation/Ownership	Status of Registration	Year Status Acquired
Hubert	Kairuki	Memorial	1996	Evangelical Lutheran Church of	Certificate of Accreditation	2000

University (HKMU)		Tanzania (ELCT)		
St Augustine University of Tanzania (SAUT)	1998	Tanzania Episcopal Conference (TEC)	Certificate of Accreditation	2002
Weil Bugando University College of Health Sciences (WBUCHS)	2002	TEC	Certificate of Full Registration	2005
Mwenge University College of Education (MWUCE)	2005	TEC	Certificate of Provisional Registration	2005
Ruaha University College (RUCO)	2005	TEC	Certificate of Provisional Registration	2005
Kilimanjaro Christian Medical College (KCMC)	1996	ELCT	Certificate of Full Registration	2000
Iringa University College (IUCO)	1996	ELCT	Certificate of Accreditation	2005
Makumira University College (MUCO)	1996	ELCT	Certificate of Full Registration	2002
Tumaini University Dar es Salaam College (TUDARCO)	1997	ELCT	Certificate of Provisional Registration	2007
Sebastian Kolowa University College (SEKUCO)	2007	ELCT	Certificate of Provisional Registration	2007
Stefano Moshi Memorial University College (SMMUCO)	2006	ELCT	Certificate of Provisional Registration	2007
Mount Meru University (MMU)	2002	Baptist Church of Tanzania	Certificate of Full Registration	2005
Muslim University of Morogoro (MUM)	2005	Muslim Development Foundation	Certificate of Provisional Registration	2005
University College of Education Zanzibar (UCEZ)	1998	International University of Africa- Khartoum	Certificate of Full Registration	2001
Aga Khan University-Tanzania Institute of Higher Education (AKU-TIHE)	2000	Aga Khan Foundation	Certificate of Full Registration	2005
International Medical & Technological University (IMTU)	1996	Vignan Foundation-India	Certificate of Full Registration	2001
Teofilo Kisanji University (TEKU)	2004	Moravian Church	Certificate of Provisional Registration	2007
University of Arusha (UoA)	2003	Seventh Day Adventist	Certificate of Full Registration	2007
St John's University of Tanzania (SJUT)	2007	Anglican Church	Certificate of Provisional Registration	2007
Tumaini University	1996	ELCT	Certificate of Accreditation	2002
Zanzibar University	1998	Darul Iman Charitable Association	Certificate of Full Registration	2000

Source: Adapted from TCU, 2008, pp. 18-20 and HEAC, 2005, pp. 18-20.

Appendix B: Occupational Classification List According to the International Labour Organisation (ILO)

CODE

OCCUPATIONAL AREA

Professional, Technical & Related Workers

A01	Physical scientists and related workers
A02	Architects, engineers and related workers
A03	Aircraft and ship officers
A04	Life scientists and related workers
A05	Medical, dental, veterinary and related workers
A06	Statisticians, mathematicians, system analysts, and related workers
A07	Economists
A08	Accountants
A09	Jurists, lawyers and judges
A10	Teachers
A11	Religious workers
A12	Authors, journalists, and related workers
A13	Sculptors, painters, photographers and creative artists
A14	Composers and performing artists
A15	Athletes, sportsmen and related workers

Administrative & Managerial Workers

- A16 Professional, technical and related workers not elsewhere classified
- A17 Legislative officials and government administrators
- A18 Managers
- A19 Government executive officials

Clerical & Related Workers

- A20 Clerical supervisors
- A21 Stenographers, typists, and card punching machine workers
- A22 Bookkeepers, cashiers, and related workers
- A23 Computing machine operators
- A24 Transport & communication supervisors
- A25 Transport conductors
- A26 Mail distributors
- A27 Telephone & telegraph workers
- A28 Clerical and related workers not elsewhere classified

Sales Workers

- A29 Sales supervisors, technical salesmen, manufacturing agents

Service Workers

- A30 Cooks, domestic servants, waiters, bartenders, cleaners, hairdressers, etc.

Agriculture, animal husbandry, forestry workers and fishermen

- A31 Farm workers, forestry workers, charcoal burners, fishermen, etc.

Transport equipment operators and labourers

- A32 Production supervisors and general foremen, miners, tailors, machine operators, broadcasting station operators, cinema projectionists, plumbers, printers, photographers, painters, bricklayers, carpenters, construction workers, equipment operators, freight handlers, transport equipment operators.
- A33 Undergoing further training