Research

Widening Admittance to Higher Education in Tanzania: Approaches and Impacts

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Abstract: *Widening admittance to higher education is the one among the most important agenda in 21st Century. As admittance in higher education increases rapidly, the quality and relevance of higher education services globally are receiving increased scrutiny and raising concerns. Different countries around the world adopted different techniques to increase students participation in higher education. Tanzania similar to many other countries adopted different approaches to increase students participation in higher education. Howerver, the reforms system has noted with several challenges which affected the quality of education provided. This study based on addressing Tanzania initiatives towards widening admittance to higher education and to challenge on the impacts including the quality of education provided. Finally, this study gives out the reccomendations for the improvements whereby the increasing access initiatives should be equivalent to the quality of education provided.*

Keywords: *Widening Admittance; Quality Education; Higher Education; Approaches and Impacts*

Introduction

Tanzania similar to many other countries widening admittance has been a central agenda within higher education (HE) policy as elsewhere. After independence, Tanzania strived to reform the entire education system thru eradicating colonial elements and replacing education system which will carter the needs of its citizens. Education studies and different policies were given highly priority which aimed in helping people to get quality education. These policies include the Education and Training Policy (ETP) of 1995 revised 2014, the Technical Education and Training Policy of 1996, the National Higher Education Policy of 1997, the Educational Sector

Development Program (ESDP) of 1997, Development Vision 2025 hurled in 2000, Education for All (EFA), The Millennium Development Goals (MDGs) from 2000, The National Strategy for Growth and Reduction of Poverty (NSGRP) of 2005 and the ICT Policy for Basic Education that was launched in 2007. Unquestionably, these policies have been very helpful in providing direction and creating basis of Tanzania education. However, the formal education system in Tanzania is provided by both public sector and private sectors. The current formal education structure reflected a 2–7–4–2–3+ structure. The education ladder consists of two years of pre-primary school, seven years of primary school, four years of lower secondary, two years of senior secondary education and lastly three years and above in university (ETP 2014). As selection for each stage of education is still (as it had been in the colonial era before 1961) extremely restricted, examinations are of great importance (Blakemore & Cooksey 1980:214). These implies that; summative evaluation is the main tool to determine student competences of the content taught.

International Perspectives

As in many other countries in the world, widening admittance in higher education is the central agenda especially in 21st Century. Recently study by UNESCO (2020) have noted that for the past two decades the universal admittance to HE has increased. For the period of 2000 and 2018 the GER increased from 19% to 38% while for the same period male GER increased from 19% to 36% and female 19% to 41%. Although UNESCO noted the incremental of students' admittance in HEIs but the cost of attainment is still dubious. For instance, In the US, which is the one of the most expensive higher education systems in the world, the state contributes 34% to the cost of higher education. State-funding for public universities decreased significantly over the last decade, which resulted in an increased reliance on tuition fees as a source of revenue. This also resulted in student debt in the US exceeding $1 trillion for the first time in 2014, which is bigger than the nation's credit card debt of $0.7 trillion (OECD 2014). Thus, in the early of 2019 Higher Education Funding Council for Wales in US (HEFCW) developed its 'Strategic Approach and Plan for widening admittance to Higher Education' (referred to as the 'Approach' for brevity from here on) in which it set out its priorities for widening admittance to HE in Wales (Evans, Rees, Taylor & Wright 2019). However, they found a conflict between widening admittance agendas, institutional interests and concerns over status within a hierarchically differentiated market-driven HE system

was evident in the emphasis placed on outreach programmes aimed at raising aspirations targeted at young people.

Also, HEIs across the UK have been positioned as key players in the delivery of widening admittance policy and have come under increasing pressure to adopt strategies for improving rates of participation amongst under-represented groups (McCaig and Adnett 2009; Milburn 2012). They introduced tuition fees for the first time in 1998, with an upper cap of £1000. This cap increased to £3000 in 2004 and in 2010 the cap on tuition fees was removed, which enabled universities to charge students up to £9000 annually (OECD 2014). More than half of the UK universities announced their intention to charge students the full £9000 in annual tuition fees whereby the state contributes 30% of the cost of higher education. During the 2015 UK election campaign, the future trajectory of tuition fees was the hotly debated election issue.

According to Burke (2016) Australian author argued that widening admittance policies and strategies should include the identification of specific groups who should be targeted by the policy initiatives and activities. This target groups are always different across different national contexts, are debated and contested, and might change overtime. Also, the targeting strategies and methods used by policy makers and institutions aimed to ensure that the policy resources, opportunities, and funding are distributed specifically to those groups who have experienced social and educational disadvantages. However, the study done in England by Schwartz (2004) asserted fairness during admission as the most important aspect for widening admittance in HEIs. In the selected institutions his study found that there was no evidence of poor admissions practice in universities but that there was a need for greater transparency of entry requirements and selection processes. This perspective tells the HEIs to consider the issue of fairness and transparency during admission process.

Although, due to flared admittance in HEIs unemployment rate and career mismatch is still the critical problem to many countries in the world. Recently studies; Reserve Bank of New York (2019), showed that unemployment rate for the young college graduates exceeds that of the general population whereby 41% of the graduates works in the job that do not require degree in US. While Spanish National Institute for Statistics survey (INE 2020a) found high rates of unemployed or overqualified graduates in a number of degrees graduated from different universities in Spanish. For instance; about 13.3% of graduates found that their degree was not useful in their current job

and 55.5% at least were useful for obtaining job. Additionally, it should be noted that; increase in admittance to higher education does not always guarantee higher employability after graduation but the quality of graduates who possess the required skills to discovery feasible solution of the global challenges in 21st Century.

Many countries in Africa experience the same problem when adopting widening admittance policies in higher education. For instance; in South Africa pressure on the system is created due to the fact that funding for public higher education in South Africa is comparatively lower than countries at a similar stage of economic development (Leibowitz 2014). State contributions to university education declined from 49% at the beginning of the century to 40% by 2012, while the burden on students increased from 24% to 31% during the same period. However, the report from OECD (2014) showed that from 2010 to 2012 tuition fees at the 23 public universities in South Africa increased from R 12.2 billion to R 15.5 billion, while enrolments only increased by 7% during the period. At the same time, student debt raised from R 2.6 billion to R 3.4 billion an increase of 31% over two years. In light of the dependence of universities on tuition fees as a source of revenue, a scrapping or capping of tuition fees leave universities with a major revenue shortfall. This reflect the study of Leibowitz (2014) who found that; on average, 70% of the families of the higher education drop-outs surveyed in South Africa were in the category 'low economic status. This supports the view that class or economic status as well as race, are indicators that need to be taken into account when discussing educational disadvantage in any country.

Based to United National Development Plan (NDP) requires the higher education sector to increase enrolment levels annually from 950,000 in 2010 to 1.6 million by 2030 (UNDP 2010). This cannot be archived unless every country finds ways including supportive widening admittance policies and to reduce the costs of delivering higher education.

Tanzania Perspective

The history of widening admittance in Tanzania HEIs traced back at the early of 1999, whereby the government started the movement by introduced National higher education policy for the aim of increasing access and forecasting on the national goals and priorities (MOVET 1999). These goals include; need for specialized skills like doctors, engineers, loyal, teachers. The secondly, increased social demands for education here includes all aspects of our daily life need education

hence the government see the need of increasing access to higher education. The thirdly, was need for the new emerging areas for the science and technology this including biotechnology, environmental science, genetic engineering, microelectronics and informatics. Fourthly, need for entrepreneurship this including people to be self-employed for to cub-up the problem of unemployment in the country. Fifthly, was need for globalization and international competitiveness, this was caused due to change of science and technology, hence as a country saw the importance of coping up with environment. Lastly, was need for social democracy and good governance, this involve removing the element of colonialism which emphases much on individualism rather than solidarity. Through social democracy and good governance, they saw that the national will archive development.

The above policy was supported by the World Bank document introduced early 2000 "Poverty reduction strategy papers" which outlined the need for Sub-Saharan African countries like Rwanda, Tanzania, Uganda, Malawi, among others to introduce a number of development initiatives and poverty reduction polices (WB 2000). In addition, the document outlined several aspects of development for African countries, one of the important aspects of the initiative was the need to rearrange debt. Such rearrangement of debt was part of the overall plan to regulate the debt of highly impoverished African Countries (WB 1999). In this regard, several of the African countries mentioned above began implementing the substantive policy aspects of this initiative. Incontestably, Tanzanian government after implementing the World Bank initial Poverty Reduction Strategy Paper (hence forth known as PRSP), (WB 1999) decided to establish a national initiative intended to reduce poverty and accelerate economic development. Hence the introduction of National Strategy for Growth and Reduction of Poverty (NSGRP) commonly known by its Swahili acronym MKUKUTA. In Tanzania therefore, the MKUKUTA is an internal governmental process as it originates from the local Tanzanian government as against the PRSP which was an external governmental process originating from the World Bank. In summary, The MKUKUTA policy document highlights the importance of higher education by forecasting on access and quality education as a vehicle for social and economic development, with specific linkages to a country's science and technology systems, which in turn would contribute to poverty reduction (URT/VPO 2005:9).

Therefore, higher education in Tanzania as noted in many other countries in the world act as main agent of development is an existing framework in the developed world. While contributing to, and in some cases, even enabling the progress of students in their professional and personal lives, higher education institutions also play a central role in the local development of the regions in which they are located (UNESCO 2020). Scholastic writings in recent times have estimated that higher education affects economic development both for "private and societal benefits" and probably for the public good (Brock-Utne 2000; Singh, 2001; Tilak 2003 and Mamdani 2008). Scholars like Macerinskiene and Vaisksnoraite (2006:1) viewed the influence of higher education on society from three parameters in terms of the impact within the local economy and externally through the purchase of goods and services. Such impact occurs through the direct expenditure of institutions and its immediate stakeholders namely staff, students and parents. Another aspect is the accruing financial as well as "non-financial benefits" to society and its individuals who pursue higher education and lastly, the fact that higher education is seen as emphasizing "knowledge creation" among others (Macerinskiene & Vaisksnoraite 2006). This implies that higher education is the main producer of "innovative research and development" that benefits society and accelerates economic development. However, the need for expanded access of higher education in Tanzania may be linked to the fact that Tanzania participation rates in higher education have been on the lower side at about 3% when compared to other developing countries" (HEDP/URT 2011:5). The increase in the number of higher education institutions in Tanzania leads to the increase in enrolment, which also revealed in a review of Tanzania's higher education system (HEDP/URT 2011:6).

In this regard, the study focused on approaches adopted by Tanzania in widening admittance to higher education and to challenge on its impacts of these admittance including quality of education provided.

Methodology

Based on the main objective of the study, two main criteria were employed in sorting documents for review; namely the document type i.e., updated peer review journal articles, books, and official reports from the Tanzanian government such as Tanzania Commission for Universities (TCU) and Higher Education Students' Loans Board (HESLB). Also, Universities such as official websites and policies, International organizations such as the OECD and UNESCO. For the purpose of

making sure that selected documents elicit dependable data, the author followed the four conditions for managing documentary review sources in social sciences as developed; authenticity, credibility, representativeness, and meaning. Therefore, this study used secondary data or second-hand data. Largely, the researcher collected several published works, government reports, program reports, educational policies, and training manuals.

Approaches Adopted

The Government of Tanzania used different approaches in 'widening admittance in higher education, some of these approaches are presented below;

Widening admittance through involvement of private sectors; In 1995 the government of Tanzania formulated the Education and Training Policy which redefined the role of the government and provided opportunities for the private sector to participate in education provision at all levels. The private sectors provided opportunities to more than 30% of the total higher learning institutions' student population (TCU 2015b). These strategies were adopted because the government alone was not be able to provide education to the citizens. Quite a number of private universities have contributed much to increase access to universities. Presently, there are more 74 universities in Tanzania including 26 private universities and 48 public universities (TCU 2020). However, in-spite of all these strategies massification in higher education seems to have created the problem of shortage of academic staffs which leads to moonlighting of academic staff from public universities. This has been identified by Thaver (2004); Zeelen (2012); and Ologunde, Akindele, and Akande (2013). Also, in 2016 the government of Tanzania decided to validate its public workers and they found that; some of civil servants own more than one permanent contract of different institutions. Some of them were reported as academic staffs. Also, the mobility of lecturers or academic staff from one university to the other has an adverse effect on students and universities. Such effect has been observed in the outputs produced by these universities and even among international evaluation committees (Zeelen 2012). Based to the study conducted between Ghana and Tanzania the study showed that the same name of academic staff members and their coordinates appear at different universities and campuses and even at newly established private universities (Zeelen 2012:139). There may be a need to also consider the existence of a tension between the increase in access and how it affects the quality of education being offered.

Widening admittance by supporting the students with Disabilities in Tanzania.; In 2010, there were 49 HEIs in Tanzania, of which 32 are universities and university colleges and 17 non-university HEIs (United Republic of Tanzania 2007). Of these, 45 participate in the national Central Admission System for students (Tanzania Commission for Universities 2010, pp. 3-5). In the academic year 2005-2006, the total number of students enrolled in HEIs in the country was 55,314 (17,803 females and 37,331 males). Of these, only 54 were students with disabilities, with the UDSM having the most with 40 students (Ministry of Higher Education 2006, pp. 5-19). The total number of enrolled students in universities and university colleges in the country increased by 190.2% from the 2005-2006 period to reach 118,951 students in the 2009-2010 academic year (Ministry of Higher Education, 2010, p. 96). Based to Matonya, (2016) his study identified the incremental of students to higher education especially students with disabilities which were only 12 students in 1978 and 57 students 2015. The increase in the number of students is attributed to the increased access to HESLB funds and the increase in the number of established HEIs in the country (Ministry of Higher Education 2010). This is supported by the policy statement which states that" *The Government and higher education institutions shall promote 'inclusive higher education' that takes into account the marginalized groups, regions and the urban–rural dichotomy."* Strategies taken are;

i.   HEIs to design and construct physical infrastructure that allows easy accessibility and mobility of disabled students;

ii. HEIs to provide requisite facilities for disabled students and others who have special education needs in order to enhance their participation;

iii. Supporting affirmative initiatives that redress imbalances by increasing to acceptable levels the proportion of students from the marginalized groups into higher education institutions;

iv. Providing scholarships, bursaries/grants, full or partial loans to eligible students from the disabled and marginalized groups. (United Republic of Tanzania 2007, p. 20)

Several measures have been taken to put in place some of the policy-related strategies. For example, the Higher Education Students' Loans Board (HESLB) of Tanzania identifies applicants with disabilities as among those with special consideration for a loan. The Board defines the eligibility criteria of a needy student as one who 'is an orphan, is disabled or has disabled, poor parents, is from a poor single parent family, is from marginalized and disadvantaged groups, or, is

from a low-income threshold family earning national minimum wage or below' (United Republic of Tanzania 2004a).

Widening admittance in Higher Education through enrolment of Inservice employees and private candidates to pursue higher education; Higher learning institutions whether private or public university provide admission to private candidates who are not in main stream of government sponsorship (fresh from school) to join the universities if they can afford to pay. The university have no objection. They have opened up a new window in terms of entry requirements and now it is far easier especially for people who are already in the workforce who want to join universities with equivalent qualifications recognized as certificates and diploma (TCU 2020). However, giving admission to the workforce is important, considering the desire of unskilled and semi-skilled personnel to acquire further education to sharpen their skills. Such need to sharpen the skills of the work force could be an avenue to increase output in the work place and hence contribute to Tanzanians' economic life.

Widening admittance through establishment of student's loans board to support all students in the country; In 2004 the Government enacted a law to establish the Higher Education Students Loan Board (HESLB) (URT Act No.9 2004) to manage a students' loan scheme, primarily to facilitate access to higher education by students whose parents cannot afford to pay for them. Under the scheme all university students, including those from the private universities are eligible for loan. However, given the small size of the fund, loans are provided based on the applicant's academic performance, government priorities, and the based to the students' background (HESLB 2020). This practice is also being debated with most arguing in favor of availing loans to all students who qualify for higher education. The literature highlights that Tanzania is the one among very few countries in Africa that extends students loans and scholarship to students who are enrolled at private universities (Ishengoma 2007:95). This may provide a critical discussion around how universities are underfunded in Tanzania but yet students in private universities are funded.

The following graph show the government initiative of forming Higher students' loans board to support student in higher learning, as a result in 2007 the enrolment rate increased rapidly compared to 2005. Thus, after the introduction HE students' loans board the enrolment increased. See the graph below;

Figure 1: Enrolment Trends in Tanzania HEI's from 2005-2015

ENROLMENT TRENDS
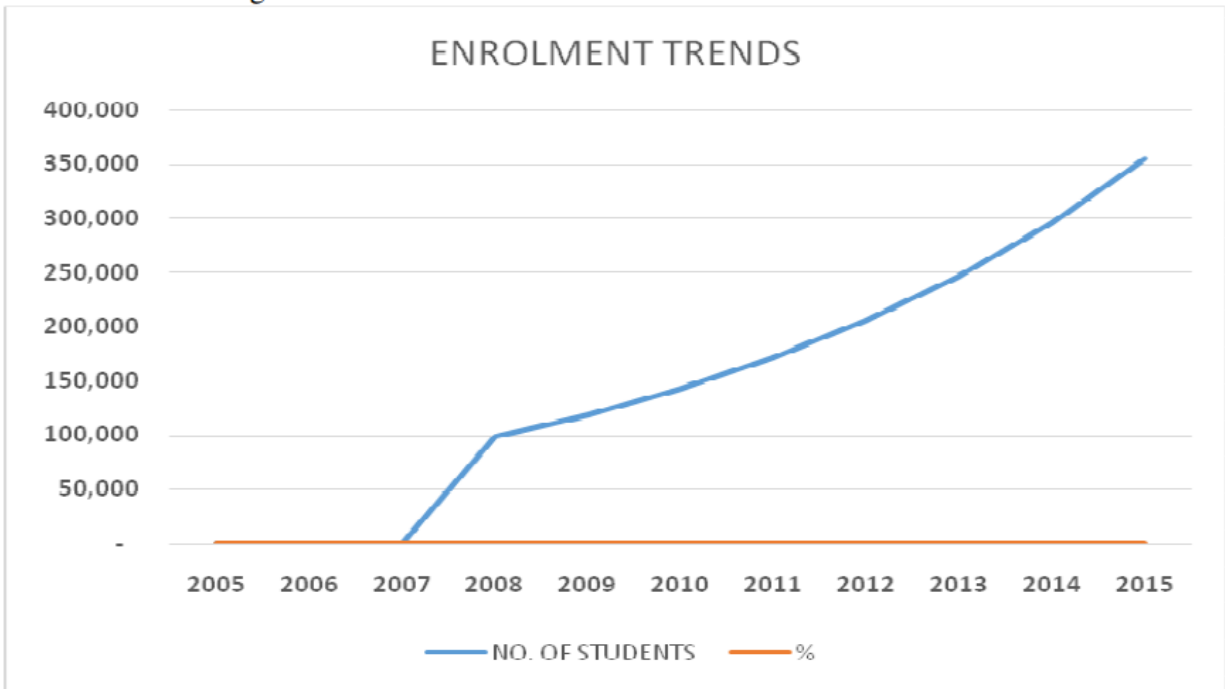
Source: (TCU, 2015; URT, 2015)

In additional, for the year of 2016/17 Tanzania budget allocated to finance Higher Education students admitted Shillings 431.71 billion for providing loans to students admitted to higher learning institutions (URT 2017:32). However, for the year of 2019/20 the budget allocated 450.0 billion shillings for Higher Education Students' Loans; (URT 2019:62). Therefore, students' loans increased from 365 billion shillings in 2014/15 to 450 billion shillings in 2019/20. A total of 2.20 trillion shillings was spent for students' loans from 2015 to 2020 which made it possible for more students from low income families to attain higher education. This effort has reduced the burden of the citizens to pay for education services, increased enrolment and improved students' performance at all levels.

Widening admittance through encouraging girls by giving them first priority during admission at universities; In many countries in Africa, women lack social and economic support from their families, relatives and peers. Therefore, a strong political will, the link between policy and practice, the integration of cultural traditions into the school curriculum and the need for human rights education are urgently needed to increase the access of women and girls to education (Bhalalusesa,

2011). Moreover, understanding the motives of females is important; for example, female students access secondary education because they wish to progress to higher education and formal employment, to develop themselves, to advance their lives, and to help others. The education policy of Tanzania seems to have succeeded at the lower levels of education to reduce the gender gap and change attitudes toward women.

Widening admittance through establishment of the central admission system; The government of Tanzania established Central Admission System (CAS) which helps in integrating the activities of universities as against the manual system that had a lot of flaws. Central Admission System has tried to address various problems, improved access and eliminated problems. Even the poor families, have poor earnings they can be able to use the system with small resources compared to the previous one. Previously students used to apply to Tanzania Commissions for Universities (TCU) manually and individually, but through the support from IT they established a system whereby students just make single application with payment of Tshs. 20,000/= (8 USD) per university instead of the former system which required the manual submission of application to each university. Also, it helped to reduce the problem of double admission (TCU 2020).

Widening admittance through accreditation of training institutions and middle-colleges to HEIs; The researcher highlights the establishment of new universities such as the University of Dodoma, Mbeya University of Science and Technology, Mzumbe University and Arusha Technical College as initiatives of widening admittance in HEs. The University of Dodoma which was oldest tertiary institutions in the country. It was established march 2007 and commenced officially September 2007, while the annual enrolment range: 10,000-14,999 students and the projected capacity is 50,000 students annually.

Mbeya University of Technology was named Mbeya Technical College (MTC) since 1986. It was established for the purpose of training students for the award Full Technician Certificate (FTC) under the Russian Training support. In 2012, MIST was transformed to Mbeya University of Science and Technology (MUST) through Mbeya University of Science and Technology Charter of 2012.

Mzumbe University which was Institute of Development Management (IDM). The institution was used to train Central Government Officials, Rural Development Officers and local Court

Magistrates. In December 2006, the Mzumbe University Act No 21 of 2001 was repealed by the Universities Act of Tanzania No. 7 of 2005 and replaced by the Mzumbe University charter, 2007 which now guide the operations and management of the University.

The Arusha Technical College has been upgraded to a degree awarding higher institution for different professionals as a sign of state responsiveness to the reform initiative. Also, currently it introduced Bachelor's degree programme in Civil and irrigation engineering. However, the college is planning to introduce new programmes namely; Bachelor of Engineering in Electrical Engineering, Bachelor of Laboratory Science and Technology and Bachelor of Engineering in Mechatronics.

Arguments

The widening admittance in higher education has been caused many problems like the issue of quality is still a big problem. Tanzania is the one among the country succeeded to establish special board: Tanzania Commission for Universities (TCU) which established on the 1st July 2005, under the Universities Act 2005. It conducts regular and impromptu periodic evaluation of universities, the systems and programmes so as to regulate the quality assurance systems at new and established universities and in the process. Even though there is special board for quality assurance but the report from OECD (2016) verified that the graduates from Tanzania universities lack required skills needed in the job market, while massive unemployment was identified as a crucial problem. Studies of Matonya (2016) have supported that excessive enrolment affect the quality of education derived.

Many universities in Tanzania experienced annual increase of enrolment every year. Mgaiwa (2018) in his study identified consecutive increase in number of students in the selected institutions. For example, student enrollment for the University of Dar es Salaam increased from 19,883 in the year 2010/2011 to 25,449 in the 2015/2016 academic year, which equals to 21.9% increase. On the contrary, MUCE's student enrollment increased from 2,050 in the 2010/2011 academic year to 3,882 in the 2015/2016 academic year. This accounts for 47.1% increase in student enrollment. Similarly, at ARU, from the 2010/2011 year to the 2015/2016 academic year, the number of students increased from 2,806 to 4,107, constituting a 31.7% increase. His study identified there is very little financial support also the increasing access does not match with

quality and facilities available. It should also be noted that, the provision of quality education depends on the quality of teaching and learning materials. Thus, as the number of students increases every year and the supply of quality equipment is still low, it is very difficult to find graduates who possess the required skills in the 21st century.

Also, the involvement of private sectors in the provisions of higher education without giving them policies directives distort the quality of education; this was powered by the 1995 Education and Training Policy which changed everything. Through its Education Supplementary Act No.10 of 1995, the policy opened the door for private-sector participation in education provision. As we recognize that, prime purpose of private sectors is profit maximization. Learners are considered as clients and the institutions including tutors and administrative staffs as sellers of commodity to the clients. This commodity is called education (David 2012). In this situation it is very difficult to get quality education. That why, in the year of 2018 the TCU conducted a feasibility study in both public and private colleges and universities and noted that some universities and colleges do not have enough qualifications to provide education in the country. Through that feasibility study about 13 universities and colleges were prohibited to enroll students and some were given the period of time to make some adjustments (MOVET 2019). In other words, many students who successfully graduated from the respective universities and colleges that were deregistered, it is very easily to doubt on their education they received through the respective universities and colleges. Thus, the involvement of the private sector in the provision of education is very important because the government alone cannot provide education to the whole community. But private universities and colleges should be guided by policies and given guidelines or directives that they should follow without sacrilegious. In addition, the students enrolment per year should be equivalent to the resources available in the particular institutions.

However, widening admittance by supporting the students with disabilities in Tanzania is increasingly while in the worldwide empowerment of students with disabilities has been a major agenda in the 21st century. Students with disabilities have the same right to education as other non-disabled students (UNICEF 2007). Equal human rights and fundamental freedoms are important in enabling students with disabilities to participate in education. Moreover, full participation depends on access to the physical environment, design and construction and information (HakiElimu 2008). However, many studies have highlighted the various approaches that Tanzania

has adopted to empower students with disabilities. But the increase in these students in universities is not commensurate with the facilities available to meet their needs of disabilities students. The infrastructural inadequacies and sometimes owing to old structures, still remain a challenge in the environments of Higher Education Institutions. The study of Matonya (2016) at the university of Dar es Salaam, identified that even though the number of students with disabilities increased more than 60% compared to 1980's still the facilities and equipment, the lack of a guidance and counseling unit, readers, peers, teachers, the application and admissions procedures and university life are major problem hindering the quality of education to these students with disabilities.

Therefore, in order to ensure the best qualified graduates in the labor market, the improvement of teaching and learning environment for students with disabilities should be given priority because education is the right of all such as students with disabilities and non-disabled students. However, the increase of number of students with disabilities in higher education must be equivalent with the provision of quality teaching and learning materials to support disabilities students.

Also, shortage of qualified academic staffs was among the crucial problem; The mobility of lecturers or academic staff from one institution to the another has an adverse effect on students and universities. From the feasibility study conducted by the Ministry of Education, it showed that some tutors own permanent contracts of more than one institution. This reduce effectiveness of the training institutions. Such effect has been observed in literature and even among international evaluation committees (Zeelen 2012). For example; in the study of Ghana and Tanzania showed that the same name of academic staff members and their coordinates appear at different universities and campuses and even at newly established private universities (Zeelen 2012:139). There may be a need to also consider the existence of a tension between the increase in access and how it affects the quality of education being offered. But it should be noted that; many higher learning institutions they do not have enough number of instructors, and it is very difficult to increase the number of trainers in short-run by employing short-term programs. The preparation of good trainers requires long-term planning through preparing graduates who have acquired the skills and abilities to teach others.

Correspondingly, the policy used by HESLB to finance students through giving them loans is also have many challenges, this includes unclear contract signed by students, unfair method used during repayment and high interest rate. However, the study focused on widening admittance aspects

including the question of enough fund to finance students. Due to shortage of fund HESLB comes with different requirements for students who need government assistance (HESLB 2019). These requirements are as follows;

i. *Be a poor orphan (who has lost both parents – full orphan) or partial orphan (who has lost one parent)*

ii. *Be poor disabled student whose disability shall have to be certified by the District Medical Officer (DMO), Regional Medical Officer (RMO), or any entity authorized to certify such cases (as may be specified).*

iii. *Have poor parents with disability to be certified by the District Medical Officer (DMO), Regional Medical Officer (RMO), or any entity authorized to certify such cases (as may be specified).*

iv. *Be from lower income household and/or marginalized community whose secondary school or diploma education was sponsored by recognized institutions. Applicants will be required to provide written and authenticated evidence of such sponsorships whose ability shall be determined by Means-test result score.*

v. *Be from lower income household and/or marginalized community, who is under Special Economic Support Programs for example TASAF. They should provide the program beneficiary's number as a proof.*

Nevertheless, the HESLB established the following programme clusters will be used to determine the loans to be issued in priority order subject to availability of funds. (HESLB 2019)

Cluster 1. Education and Teaching in Science, Health Sciences, Engineering Programmes, Petroleum Geology, Petroleum Chemistry and Agriculture, Forestry, Animal Sciences and Production Management

Cluster 2. Basic Science Programmes and Land Science Programmes

Cluster 3. Courses under this cluster include Business and Management Studies, Social Sciences, Arts, Humanities, Law and Legal Studies, Languages, Literature, Media and Communications Studies.

This policy does not encourage talents building and capabilities, to many young people who enrolled at universities. Many studies proved that many students always are joining the specific program because they want government finance to pursue their studies. For example; students who have talented maybe in arts, literature, law and its fall in cluster 3, it will be very difficult to be financed by the government loan board even if have all five requirements as stated in the policy.

Conclusion

This study was aimed at identifying the different approaches used by Tanzania government in widening admittance to higher education and to challenge on the impacts of these access to the educational system including quality of education delivered. However, this study found that the approaches used by the government was best to suit the current education status of Tanzania. However, the study found that the increased access leads to increase in pressure in the provision of education in higher learning. The study identified the number of challenges including insufficient and inadequate teaching and learning materials as well as a dire shortage of qualified teaching staffs. This has been completely deterioration the quality of education and limiting the adoption of new teaching and learning style in 21st century which involve the integration of ICT and Information skills to improve production of materials, management and disseminations of knowledges to the modern society.

As similar to many other studies in African context which identified the needs of widening admittance, importance and challenges of widening admittance in higher education (World Bank 2010; OECD 2014) stated; irrelevant of education provided with many institutions were noted as a critical problem, funding system and low enrollment rate in higher learning institutions. This study found that all these has negatively affected the quality of education and students' learning outcomes, also affected their ability to acquire the meaningful competencies, attitude and values, and be responsible productive members in the society.

Recommendations for further action

Funding system; the current policy used for funding students especially in higher education should be amended, these include priorities of the government in loan provision which limit the development of talents among students. Also, the contract signed by the students, loan repayment methods and Interest rate. In additional, the universities should seek the independent source of

income to finance some students in need. This can be archived only if, the university itself establish various projects for investments and productions and to initiate special fund such as university scholarship for students in need.

Much more needs to be done to facilitate the wider participation of students with disabilities in their varied and dispersed contexts from which they enter higher education in Tanzania. This includes not only making specific efforts to sensitizes communities on the rights of people with disabilities to education, and equitable resource allocation to the different education levels to support the learning environment, but also decentralizing the admission process to higher education as a deliberate attempt to ease the burden on students with disabilities in relation to these tasks. Finally, more studies, such as tracer studies, need to be conducted to establish how university education has, indeed, benefited the lives of persons with disabilities, as desired in the policy documents.

As the study noted excessive increase of enrolment in higher learning institutions which affected the quality of education so, universities should seek for qualified tutors through emerging partnerships and collaboration with different universities in the world, without isolating private and public sector, and strengthen ways to tap the skills and expertise of its people abroad through improving working conditions, governance, and compensation.

The government should control excessive or massive establishment of new universities done by private sectors; but the government can direct private sectors to open quality vocational training colleges which have direct impact to the society which produce technicians and majority can participate at large.

The universities curriculum and teaching methods used in 21st century need to be constantly reviewed to ensure quality of education in the higher learning institutions and to make sure it is equivalent to the growing demand of national developmental needs and the challenges of the global economy.

The government and the universities should work together and increase recruitment of qualified teaching staffs and enhancement of training to senior academic staffs. As noted, the number of students increase also the ability to recruit new academic staff and training more academic staffs should be given highly priority.

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