THE OPEN UNIVERSITY OF TANZANIA

FACTS AND FIGURES 2018/2019

Prepared by
The Directorate of Quality Assurance and Control

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June 2019

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LIST OF ABBREVIATIONS

ACDE	African Council for Distance Education
ACDE-TCC	African Council for Distance Education – Technical Collaboration Committee
B. Ed.	Bachelor of Education
B. Ed. (AE)	Bachelor of Education (Adult Education)
B. Ed. (PM)	Bachelor of Education (Policy Management)
B. Ed. (SE)	Bachelor of Education (Special Education)
B. Ed. TEP	Bachelor of Education Teacher Educator Programme
B.A. (Ed.)	Bachelor of Arts (Education)
B.A. (Soc.)	Bachelor of Arts (Sociology)
B.A. (SW)	Bachelor of Arts (Social Work)
B.A.(Mass Com.)	Bachelor of Arts (Mass Communication)
B.A.J	Bachelor of Arts (Journalism)
B.A.T	Bachelor of Arts (Tourism)
B.Com (Ed.)	Bachelor of Commerce (Education)
B.Com.(Gen.)	Bachelor of Commerce (General)
B.Sc. (Ed.)	Bachelor of Science (Education)
B.Sc. (ICT)	Bachelor of Science (Information and Communication Technologies)
B.Sc.(ES)	Bachelor of Science (Environmental Studies)
B.Sc.(Gen.)	Bachelor of Science (General)
BA (Gen.)	Bachelor of Arts (General)
BBA (Ed.)	Bachelor of Business Administration (Education)
BBA (Fin,)	Bachelor of Business Administration (Finance)
BBA (Gen.)	Bachelor of Business Administration (General)
BBA (HRM)	Bachelor of Business Administration (Human Resources Management)
BBA (IB)	Bachelor of Business Administration (International Business)
BBA (Mark)	Bachelor of Business Administration (Marketing)
CCDE	Certificate Course in Distance Education
CECE	Certificate in Early Child Education
CECED	Centre for Economics and Community Economic Development
CPPH	Certificate in Poultry Production and Health
CPTE	Certificate in Primary Teachers Educator
CYP-Dip.	Diploma in Commonwealth Youth Programme
DECE	Diploma in Early Child Education
DPPH	Diploma in Poultry Production and Health
DPTE	Diploma in Primary Teachers Educator Programme
DRPC	Directorate of Research, Publications and Consultancy
FASS	Faculty of Arts and Social Sciences
FBM	Faculty of Business Management
FED	Faculty of Education
FLW	Faculty of Law
FSTES	Faculty of Science, Technology and Environmental Studies
Hon. Degree	Honorary Degree
K/Saudi Arabia	Kingdom of Saudi Arabia
LL.B	Bachelor of Law
LL.M	Master of Law
LL.M ICJ	Master of Law in International Criminal Justice

LL.M IT & T   Master of Law in Information Technology and Telecommunication
LT and RS   Learning Technology and Regional Services

LIST OF ABBREVIATIONS CONTD.

M.CED	Masters in Community Economic Development
M.Dist.Ed	Master in Distance Education
M.Ed	Master of Education
M.ES	Master in Environmental Studies
M.Sc	Master of Science
M.Sc. (CED)	Master of Science in Community Economic Development
M.Sc. Econ.	Master of Science Economics
MA	Master of Arts
MA GL	Master of Arts in Governance and Leadership
MA Tourism	Master of Arts Tourism
MA (SW)	Master of Arts (Social Work)
MBA	Master of Business Administration
MBA T & L Mgt	Master of Business Administration in Transport and Logistics Management
MHRM	Master in Human Resource Management
MPM	Master of Project Management
ODDEOL	Diploma in Distance Education and Open Learning
ODL	Open and Distance Learning
OFC	Certificate in Foundation Course
OUT	Open University of Tanzania
PGDCDD	Postgraduate Diploma in Curriculum Design and Development
PGDBS	Postgraduate Diploma in Business Studies
PGDE	Postgraduate Diploma in Education
PGDL	Postgraduate Diploma in Law
PGDL(IT & T)	Postgraduate Diploma in Law in Information Technology and Telecommunication
PGDBM	Postgraduate Diploma in Business Management
PGDSW	Postgraduate Diploma in Social Work
Ph.D	Doctor of Philosophy
SADC ODL COS (TE)	Southern Africa Development Community – Open and Distance Learning – Centre of Specialisation in Teacher Education

B.A. (ELL)	BA (English Language and Linguistics)
B.A (IR)	BA (International Relations)
B.A. (KCS)	BA (Kiswahili and Creative Studies)
B.A. NRM	BA (Natural Resource Management)
B.A. (PD)	BA (Population and Development.)
B.A. (PA)	BA (Public Administration)
B.A. (Econ)	Bachelor of Arts Economics
BSc. ER	BSC (Energy Resources)
B.A. (MC)	B.A.(Mass Communication)
B. CED	Bachelor of Community Economic Development

FOREWORD

The fifteenth edition of the Facts and Figures Booklet contains the most authoritative and comprehensive statistical information of the Open University of Tanzania. This information is extremely crucial in feeding the OUT management as well as other stakeholders with vital inputs which facilitate strategic planning, coordination, implementation as well as monitoring and evaluation of various activities undertaken. This booklet also provides valuable information to key stakeholders who are engaged in learning, delivery and advancement of higher education in Tanzania and elsewhere in the world.

This booklet publishes enrolment figures for non-degree, undergraduate and postgraduate students disaggregated by programmes and regional centres/countries. It also provides information on the number of graduates by programme, regional centres/countries and year of graduation, staff position, Corporate Social Responsibility (CSR) activities and incomes, University Leadership as well as the sources of revenues (i.e. Government, internal and development partner funds) and expenditures.

Judging from facts and figures enrolments figures, the Open University of Tanzania remains one of the largest Higher Learning Institution in Tanzania. It is particularly gratifying to note that the rapid growth of student enrolment has necessitated increase in both the number and quality of academic, administrative and technical staff as evidenced by the various facts and figures presented herein. The Directorate of Examination Syndicate was introduced in 2008 to improve the quality and security of the examinations at the Open University of Tanzania. Furthermore, in an effort to further strengthen the quality of the programmes, in December 2011, the OUT Council approved a new Corporate Organisational Structure from which, the following directorates have been established: Directorate of Quality Assurance and Control, Directorate of Undergraduate Studies, and the Directorate of Library Services.

Moreover, as part of the new organizational structure, the office of Deputy Vice Chancellor responsible for Regional Services has evolved Learning Technologies and Regional Services to be strategically responsible for streamlining teaching and learning technology in OUT academic programmes. In the near future, the office of the Dean of Students will be elevated into a Directorate of Students Affairs. A detailed report on various positions can be read from the new University Organisational Structure that is in place.

It is my sincere hope that the information contained in this booklet will provide a useful and clear roadmap in guiding staff, students, potential applicants as well as other stakeholders for various purposes. Last but not least, the OUT would like to underscore that every effort has been taken to ensure that the information presented herein at the time when this booklet went to press was accurate and remains so. However, OUT welcomes opinions and suggestions to enrich the contents of this booklet that should be submitted to the Directorate of Quality Assurance and Control in time.

Prof. Elifas Tozo Bisanda   Dar es Salaam
Vice Chancellor   June, 2019

ACKNOWLEDGMENTS

The production of this booklet is a result of combined efforts of many individuals in various capacities; I would like to take this opportunity to recognize all such individuals who committed their time and other resources in efforts to make production of this booklet possible and I record my deepest appreciation for the work done.

My profound gratitude goes to the heads of departments of the Directorate of Quality Assurance and Control for coordinating preparations and production of the booklet; special recognition goes to Mr. Yusufu Libondoka for collection, processing, organizing, analyzing of data presented in the booklet as well as for his close follow-up on the production process. I wish to record a token of appreciation to the Directorate of Communications and Marketing for typesetting the final version of this booklet.

I sincerely appreciate Deans of Faculties, Directors of Institutes, Director of Finance and Accounting, Director of Examination Syndicate, Director of Human Resource Management and more so, the Director of Postgraduate Studies, the Director of Research and Publication as well as the Director of Undergraduate Studies for the continued support and cooperation in providing relevant inputs in a timely fashion. I extend my sincere appreciation to the Dean of Students and OUTSO Leadership. Admittedly, without their support, this booklet would not have been completed.

Lastly I wish to express my wholeheartedly appreciation to the Editor for the good editorial work and ensuring that the booklet is of relatively high professional standard. Last but not least, to all staff who in one way or another have enormously contributed to the production of this booklet; however, due to limitation of space, their Divisions/ Departments/Sections are not mentioned here.

Dr. Daphina Libent - Mabagala   **Dar es Salaam**
Director of Quality Assurance and Control   **June, 2019**

EXECUTIVE SUMMARY

The Open University of Tanzania (OUT) is a government institution which was established by an Act of Parliament No. 17 of 1992. The Act became operational on 1st March, 1993 by publication of Notice No. 55 in the Official Government Gazette. The University started its operation in 1994. The Act No. 17 of 1992 was replaced with a new Universities Act No 7 of 2005. Since then the university has been operating with the OUT Charter and Rules (2007), which are in line with the new Universities Act No. 7 of 2005.

OUT operates through 27 regional centres spread throughout Tanzania Mainland and four coordination centres in Zanzibar, Pemba, Kahama and Tunduru. Each centre serves as a coordination and administrative centre, headed by a director. There are also coordination centres outside the country; these include centres in Kenya, Uganda and Namibia. The Open University of Tanzania has five well-established faculties, two institutes, eight academic directorates and four administrative directorates. Additionally, The University hosts four centres namely the ACDE Technical Committee in Collaboration (ACDE TCC), the Centre for Economics and Community Economic Development (CECED, FASS), the SADC Centre of Specialisation in Teacher Education [SADC COS (TE)] and UTLS.

Over the last twenty five years of its operation (i.e. 1994 to 2018/19), about 40.8% of enrolled students have been pursuing degrees in Education; 18.3% in Law; 12.5% in Business Management; 15.8% in Arts and Social Sciences; and 12.6% in Sciences. Over 74.9% of Undergraduate Degree Students at the OUT are pursuing degrees in three major fields: Education, Law and Arts and Social Sciences. Over the same period, The Open University of Tanzania has cumulatively managed to enrol 147,238 students. Among the 147,238 enrolled students, 67,171, 33,103 and 46,964 students were pursuing Undergraduate, Postgraduate and Non-degree programmes respectively. Currently, the University has an estimated total of 76,621 active students.

More than 59.1% of enrolled students come from the OUT regional centres of Kinondoni, Arusha, Mwanza, Ilala, Mbeya, Kilimanjaro, Morogoro, Dodoma and Iringa. Of these nine regional centres, which had cumulative enrolments of more than 56,046 students from 1994 to 2018/19, Kinondoni had the highest cumulative enrolment (15,925) followed by Arusha (6,708) while Iringa had the lowest cumulative enrolment (4010).. In short, from 1994 to 2018/19, ten regional centres (i.e. the then Dar es Salaam regional centre and the nine regional centres mentioned earlier) have recruited more than 66,947(58.7%) of Undergraduate Degree and Non-Degree students.

In general, the Faculty of Education has the highest number of female Undergraduate Degree and Non-Degree students, followed by the Faculty of Arts and Social Sciences. The Faculty of Law has the lowest average male to female ratio.

Overall, Faculty of Business Management programmes have the largest concentration of postgraduate population. Out of the three Postgraduate programmes in Education (M.Ed APPS, M.ED ODL and PGDE) currently on offer, M. Ed APPS is the most popular one compared to the others. Science programmes have the lowest annual postgraduate student enrolment in the University despite being the Faculty with the highest seniority factor for academic staff.

The Open University of Tanzania by June2019 had a total number of 618 qualified Staff of whom, 323 were academic staff, 212 (65.6%) were males and 111 (34.4%) were females. Equally, up to June 2019, the OUT had 237 Administrative staff, out of whom 98 (41.4%) were males and 139 (58.6%) were females. During the same period, OUT had 58 Technical staff, whereby 49 (84.5%) were males and 9 (15.5%) were females.
The cumulative number of graduates from 1999 to January 2019 was 38,832 whereby 15,751 (40.6%) were females. Among 38,832 graduates, 15,263 students graduated in Non-Degree programmes out of whom 6,709 (44.0%) were females, 17,804 students graduated in Undergraduate degree programmes out of whom 7.069(39.7%) were females and 5,765 were graduates for Postgraduate and Honorary degrees whereby 1973 (34.2%) were females

INTRODUCTION

The Open University of Tanzania (OUT) is a government institution which was established by an Act of Parliament No. 17 of 1992. The Act became operational on 1st March, 1993 by publication of Notice No. 55 in the Official Government Gazette. The University started its operation in 1994. The Act No. 17 of 1992 was replaced with a new Universities Act No 7 of 2005. Since then the university has been operating with the OUT Charter and Rules (2007), which are in line with the new Universities Act No. 7 of 2005.

The University operates through 27 regional centres spread throughout Tanzania Mainland and four coordinating centres in Unguja and Pemba in Zanzibar, Kahama and Tunduru. Each centre serves as a coordination and administrative centre, headed by a director. There are also coordination centres outside the country; these include centres in Kenya, Namibia, Ethiopia and Ghana.

The University has well established faculties, institutes and directorates offering degree and non-degree programmes. At the commencement of the university in 1994, there were only two faculties - Faculty of Education (FED) and Faculty of Arts and Social Sciences (FASS). Two more faculties, Faculty of Law (FLAW) and Faculty of Science, Technology and Environmental Studies (FSTES) were established in 1995. Later the Faculty of Business Management was established in 2002. The university also has institutes such as the Institute of Continuing Education (ICE) and Institute of Educational and Management Technology (IEMT) both of which offer non-degree programmes. However IEMT specifically oversees all matters related to ICT and experimenting new media for teaching learning and research and carrying out contract work and consultancies for other institutions.

The University has seven academic Directorates: Directorate of Examination Syndicate (DES), Directorate of Undergraduate Studies (DUGS), Directorate of Library Services (DLS), Directorate of Open University Consultancy Bureau (DOCB), Directorate of Quality Assurance and Control (DQAC), Directorate of Postgraduate Studies (DPGS), Directorate of Research and Publication (DRP) and Directorate of Links and International Affairs (DLIA). There are also administrative directorates which include the Directorate of Planning and Development (DPD), Directorate of Human Resource Management and Administration (DHRMA), Directorate of Communication and Marketing (DCM), and Directorate of Finance and Accounting (DFA). Each faculty, directorate and institute has established departments which serve as primary functional units of service delivery.

This booklet presents the latest five years (2014/15 - 2018/19) and sum of cumulative data (1994 – 2018/19) on students (enrolment, graduates) figures, staff position, research, publications and consultancy outputs, University leadership, Corporate Social Responsibility (CSR) activities as well as the sources of revenues and expenditures.

Chapter One

UNDERGRADUATE ENROLMENT

1.1   Introduction

The undergraduate programmes are the blood vessels in the heart of the OUT's operations. The OUT attracts students from the highly heterogeneous groups of applicants across the country and beyond. Indeed, the OUT admission policy accords priority on academic merits, and in any case, it does not discriminate students on the basis of gender, colour, race, religion, nationality, partisanship in politics, sexual orientation or physical disabilities.

1.2   Enrolment at Undergraduate level by Gender

It is clear from Figure 1 that female enrolment is constantly below male counterparts. The percentage of male students enrolled has maintained an upward trend from 57.4% in 2014/15 to 63.6% in 2018/2019 while the percentage of female students enrolled has been fluctuating from 42.6% in 2014/15 to 36.4% in 2018/19. OUT needs to enhance further its efforts to attract more female candidates to join its programmes to meet one of the original aspirations of the Government of the United Republic of Tanzania that led to its establishment in 1993.
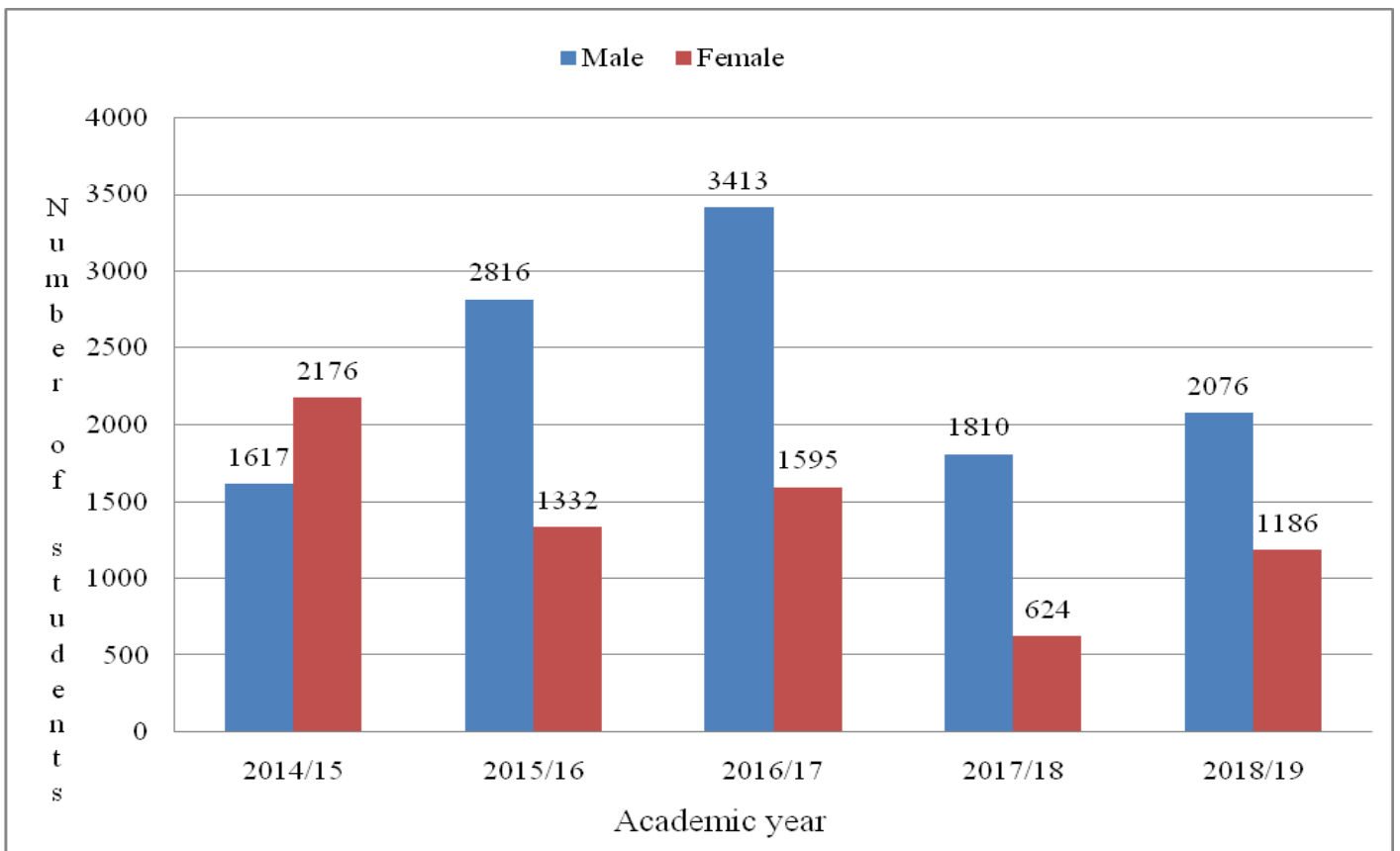
Figure 1: Admission by Gender

It is interesting to note that female enrolment always tends to mimic male enrolment. Statistically speaking, such a co-movement is a replica of the population on which the sample is drawn. In other words, if the population has more male applicants than female; and assuming that each applicant has an equal chance of being selected, then the number of male applicants enrolled should be more than female applicants. In

particular, at the disaggregate level; it seems that the programmes of BA (Ed), LL B and BSc (Ed.) are the most popular to both male and female students from 2014/15 to 2018/19. OUT needs to enhance its efforts to network with a number of organisations that deal with the gender dimension in Tanzania in 2018/19. The office of DVC (Acad.) has to work closely with such key institutions to ensure they have advanced awareness of the role that OUT can play in bridging the access gap between males and females in Tanzania through the several information efforts that are focused on residential education only.

1.3 Enrolment by Degree Programmes

During the last twenty five years, about 40.8% of enrolled students have been studying the degree in education; 18.3% have been enrolled in LLB programme; about 12.5% in Business management; 15.8% in Arts and Social Sciences; and 12.6% in sciences. Strictly speaking, over 74.6% of undergraduate degree students at the OUT are studying for bachelor degrees in three major fields of Education, Law as well as Arts and Social Sciences

From 2014/2015 academic year to 2017/18 the programmes B.Ed and BA appear to have no students at all though in cumulative figures they are still among the five programmes above in having the highest number of students. This is due to introduction of B.Ed and BA (Gen.) with specialized programmes so that students can now study those programmes with specific areas. For instance instead of having BA (Gen.) there are BA English Language and Linguistics, BA Literature, BA History, BA Kiswahili and Creative Studies, BA Sociology, BA Social Work etc. Similarly for B.Ed, instead of having B.Ed as a programme, we now have B.Ed AE, B.Ed TEP, B.ED ODL, BED TE programmes etc (see Table 1 below).

Table 1: Admission into Undergraduate Programmes

Programme	2014/15			2015/16			2016/17		
	M	F	T	M	F	T	M	F	T
B.A.(Gen.)	0	2	2	0	0	0	0	0	0
B.A.(Ed.)	314	365	679	25	306	331	481	322	803
B.Com.(Gen.)	0	0	0	0	0	0	0	0	0
B.Com.(Ed.)	0	0	0	0	0	0	0	0	0
B. Ed.	2	13	15	0	0	0	0	0	0
LL.B	289	176	465	2,701	166	2,867	507	97	604
B.Sc.(Gen.)	16	49	65	0	5	5	30	4	34
B.Sc.(Ed.)	59	309	368	10	17	27	179	34	213
BBA (Gen.)	0	0	0	0	0	0	0	0	0
BBA (Ed.)	26	34	60	0	18	18	51	15	66
B.A.T	15	19	34	1	9	10	18	6	24
B.Sc.(ICT)	45	42	87	1	7	8	70	9	79
B. Ed. (SE)	11	42	53	0	14	14	31	28	59
B.A.(SW)	35	64	99	0	7	7	0	0	0
B.A.(Soc.)	25	15	40	6	34	40	107	56	163
B.A.J	10	11	21	0	3	3	11	7	18
B.A.(Mass Com.)	18	36	54	2	24	26	62	23	85
B.Sc.(ES)	27	31	58	3	5	8	57	15	72
BBA (Acc.)	64	56	120	9	25	34	101	43	144
BBA (Fin.)	26	23	49	2	11	13	42	21	63
BBA (HRM)	10	15	25	1	8	9	36	13	49
BBA (IB)	4	5	9	1	8	9	14	7	21
BBA (Mark.)	9	19	28	4	10	14	47	21	68
B. Ed. TE	46	65	111	2	25	27	87	48	135
B. Ed. (AE)	113	124	237	1	18	19	17	12	29
B. Ed. (PM)	88	159	247	16	316	332	616	422	1,038
BHRM	132	94	226	7	89	96	194	104	298
B (LIM)	22	48	70	2	44	46	30	23	53
BA (English Lang and Ling)	6	5	11	0	1	1	10	5	15
BA (History)	2	1	3	0	0	0	8	4	12
BA (International Relations)	29	29	58	4	14	18	101	42	143
BA (Kisw and Creative Studies)	14	13	27	2	30	32	18	12	30
BA(NRAM)	13	10	23	0	1	1	26	8	34
BA (Population and Develop.)	2	5	7	0	4	4	8	1	9
BA (Public Administration)	63	46	109	7	27	34	211	68	279
BA Economics	22	11	33	1	7	8	36	5	41
BA Literature	1	1	2	0	0	0	1	0	1
Bachelor of CED	19	23	42	2	21	23	31	31	62
BSC (Energy Resources)	9	50	59	0	0	0	11	1	12
BSc (FND)	8	111	119	3	18	21	35	16	51
BSc DM	0	0	0	1	4	5	26	1	27
BSc.ES(M)	0	0	0	1	5	6	28	2	30
BA Social Psychology	0	0	0	0	2	2	3	1	4
BSW	0	0	0	1	29	30	72	68	140
Total	1,617	2,176	3,793	2,816	1,332	4,148	3,413	1,595	5,008

Table 1: Contd.

Programme	2017/2018			2018/2019			1994-2018/2019		
	M	F	T	M	F	T	M	F	T
B.A.(Gen.)	0	0	0	0	0	0	2,459	812	3,271
B.A.(Ed.)	189	89	278	209	130	339	8,475	4,279	12,754
B.Com.(Gen.)	0	0	0	0	0	0	1,216	178	1,394
B.Com.(Ed.)	0	0	0	0	0	0	321	65	386
B. Ed.	0	0	0	0	0	0	5,509	3,188	8,697
LL.B	324	58	382	341	97	438	10,539	1,774	12,313
B.Sc.(Gen.)	32	2	34	44	9	53	1,991	608	2,599
B.Sc.(Ed.)	101	19	120	132	52	184	2,718	928	3,646
BBA (Gen.)	0	0	0	0	0	0	2,427	611	3,038
BBA (Ed.)	19	6	25	9	5	14	747	319	1,066
B.A.T	20	6	26	23	12	35	651	185	836
B.Sc.(ICT)	56	11	67	90	20	110	723	145	868
B. Ed. (SE)	17	16	33	36	44	80	206	219	425
B.A.(SW)	0	0	0	0	0	0	541	537	1,078
B.A.(Soc.)	25	15	40	32	27	59	1,025	897	1,922
B.A.J	15	0	15	15	9	24	156	69	225
B.A.(Mass Com.)	32	12	44	35	30	65	452	326	778
B.Sc.(ES)	31	6	37	29	11	40	536	142	678
BBA (Acc.)	70	21	91	76	42	118	575	279	854
BBA (Fin.)	16	9	25	17	8	25	375	148	523
BBA (HRM)	18	11	29	14	14	28	298	187	485
BBA (IB)	16	6	22	13	6	19	106	59	165
BBA (Mark.)	34	14	48	26	29	55	344	184	528
B. Ed. TE	19	10	29	44	23	67	367	258	625
B. Ed. (AE)	18	15	33	22	13	35	216	214	430
B. Ed. (PM)	237	110	347	287	168	455	1,554	1,496	3,050
BHRM	105	54	159	78	89	167	770	628	1,398
B (LIM)	24	21	45	28	41	69	106	177	283
BA (English Lang and Ling)	6	1	7	5	5	10	27	17	44
BA (History)	2	0	2	3	0	3	15	5	20
BA (International Relations)	43	8	51	41	34	75	218	127	345
BA (Kisw and Creative Studies)	8	4	12	3	4	7	45	63	108
BA(NRAM)	19	7	26	23	8	31	81	34	115
BA (Population and Develop.)	6	0	6	81	57	138	97	67	164
BA (Public Administration)	85	18	103	74	27	101	440	186	626
BA Economics	30	5	35	18	3	21	107	31	138
BA Literature	0	0	0	2	0	2	4	1	5
Bachelor of CED	33	13	46	59	45	104	144	133	277
BSC (Energy Resources)	19	1	20	19	4	23	58	56	114
BSc (FND)	69	22	91	59	63	122	174	230	404
BSc DM	19	2	21	21	9	30	67	16	83
BSc.ES(M)	18	4	22	15	5	20	62	16	78
BA Social Psychology	0	2	2	1	0	1	4	5	9
BSW	35	26	61	52	43	95	160	166	326
Total	**1,810**	**624**	**2,434**	**2,076**	**1,186**	**3,262**	**47,106**	**20,065**	**67,171**

4

1.4   Enrolment into Degree Programmes in Various Faculties at the Undergraduate level

The academic programmes at the undergraduate level at the OUT are managed and coordinated by DVC (Acad.) under five Faculties namely Arts and Social Sciences, Law, Education, Business Management, Science, Technology and Environmental Studies. In addition, some programmes involve inter-disciplinary elements which are run jointly by more than one Faculty but students are registered in only one Faculty.

Table 2 presents the student enrolment at the level of first degree in Faculties paying adequate attention on the gender dimension. Broadly speaking, this exercise in essence complements the analysis at the programme level carried out in the previous sections.

Cumulatively (1994 – 2018/19), and as depicted from Table 2 that the Faculty of Education (FED) has led in enrolling good number of students (27,433) in both males and females as compared to other Faculties followed by the Faculty of Laws (12,313). Faculty of Business Management have enrolled the least number of students (8385).
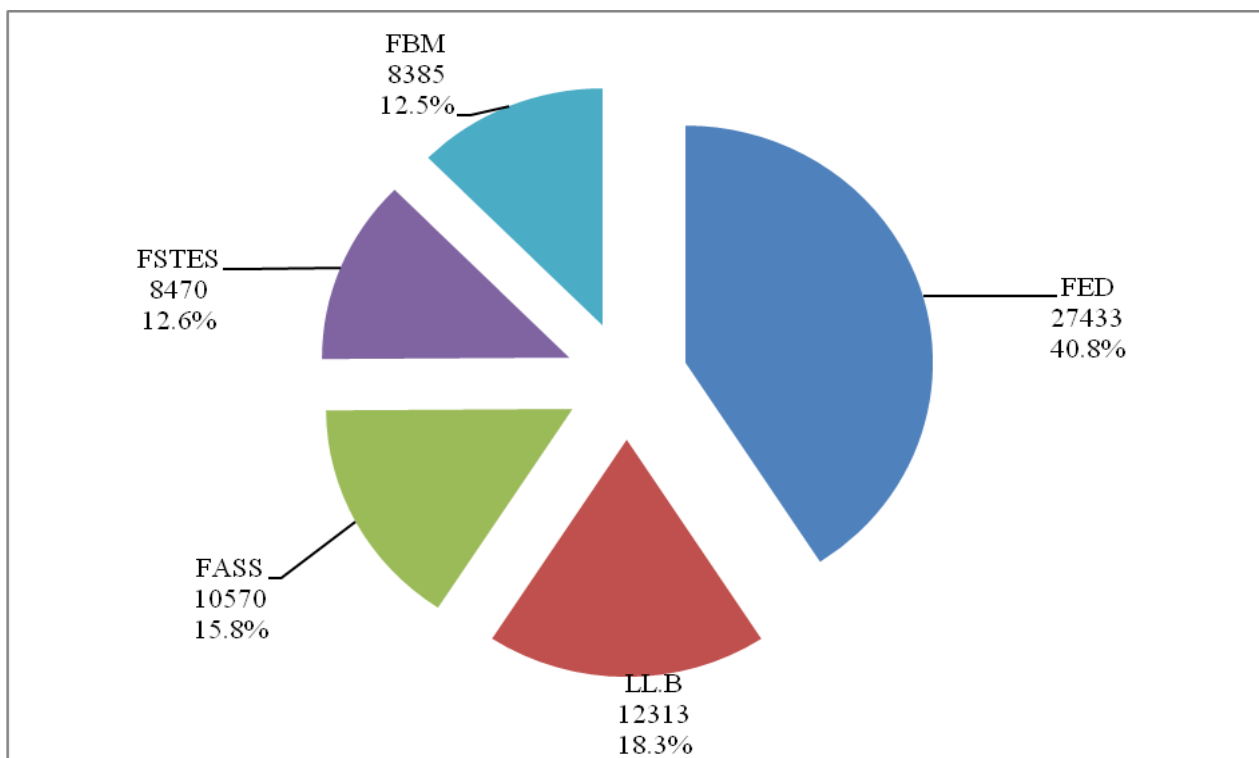
Figure 2: Percentage of Undergraduate Degree Students Admission in the Faculties

Table 2: Undergraduate Students Admission into Various Faculties: 1994 - 2018/19

Programme	2014/15			2015/16			2016/17		
	M	F	T	M	F	T	M	F	T
FASS	633	759	1392	53	563	616	1234	682	1916
FBM	271	246	517	24	169	193	485	224	709
FED	260	403	663	19	373	392	751	510	1261
FLW	289	176	465	2701	166	2867	507	97	604
FSTES	164	592	756	19	61	80	436	82	518
Total	1617	2176	3793	2816	1332	4148	3413	1595	5008

Table 2: Contd

	2017/18			2018/19			1994-2017/2018		
Programme	M	F	T	M	F	T	M	F	T
FASS	572	227	799	495	345	840	14,998	7,987	22,985
FBM	278	121	399	224	188	412	7,170	2,653	9,823
FED	291	151	442	607	383	990	8,070	5,510	13,580
FLW	324	58	382	341	97	438	10,539	1,774	12,313
FSTES	345	67	412	409	173	582	6,329	2,141	8,470
Total	1,810	624	2,434	2,076	1,186	3,262	47,106	20,065	67,171

1.5. Students' Admission by OUT Regional and Coordination Centres: ((Non-Degree and Undergraduate Degrees)

Regional and Coordination Centres are the blood vessels of the heart of the University's success, giving students and academics the benefits of belonging to both a large institution and an interdisciplinary academic community. Table 3 summarizes students' admission by Regional/Country/Coordination centres taking into account the gender element. In general, Dar es Salaam based OUT regional centres (i.e. Kinondoni, Ilala and the then Temeke regional centre) dominated the admission picture over the last twenty five years.

It is also revealed from Table 3 that more than 49.1% of enrolled students come from the OUT regional centres of Kinondoni, Arusha, Mwanza, Ilala, Mbeya, Kilimanjaro, Morogoro, Dodoma and Iringa. Of these nine regional centres, which had cumulative enrolments of more than 56,046 students from 1994 to 2018/19, Kinondoni had the highest cumulative enrolment (15,925) followed by Arusha (6,708) while Iringa had the lowest cumulative enrolment (4010).

In short, from 1994 to 2018/19, ten regional centres (i.e. the then Dar es Salaam regional centre and the nine regional centres mentioned earlier) have recruited more than 66,947(58.7%) of Undergraduate Degree and Non-Degree students.

Table 3: Admission by Regional/Country/Coordination Centre ((Non-Degree and Undergraduate Degrees) Students

Reg.Centre /Countries	2014/15			2015/16			2016/17		
	M	F	T	M	F	T	M	F	T
Arusha	93	316	409	316	217	533	270	135	405
Dar es Salaam	0	0	0	0	0	0	0	0	0
Ilala	595	139	734	141	87	228	152	109	261
Kinondoni	519	520	1039	684	527	1211	550	419	969
Temeke	240	305	545	172	118	290	100	96	196
Dodoma	186	98	284	227	137	364	189	104	293
Geita	135	8	143	395	144	539	167	96	263
Iringa	76	99	175	141	97	238	157	96	253
Kagera	144	99	243	237	83	320	259	79	338
Kahama	-	-	-	-	-	-	-	-	-
Katavi	7	103	110	126	45	171	77	30	107
Kigoma	232	2	234	296	80	376	185	67	252
Kilimanjaro	120	136	256	199	96	295	144	43	187
Lindi	104	4	108	170	56	226	141	45	186
Manyara	51	120	171	142	74	216	133	83	216
Mara	35	189	224	317	69	386	171	66	237
Mbeya	121	89	210	253	111	364	140	78	218
Morogoro	106	206	312	153	96	249	180	101	281
Mtwara	141	37	178	157	54	211	144	44	188
Mwanza	76	189	265	360	130	490	317	98	415
Njombe	12	75	87	125	66	191	110	56	166
Pemba	72	20	92	73	67	140	26	39	65
Pwani	95	38	133	78	51	129	72	37	109
Rukwa	114	0	114	100	29	129	94	22	116
Ruvuma	105	0	105	134	53	187	114	30	144
Shinyanga	99	74	173	243	118	361	280	108	388
Simiyu	7	95	102	97	44	141	65	31	96
Singida	11	66	77	110	42	152	95	42	137
Songwe	-	-	-	-	-	-	17	2	19
Tabora	19	136	155	223	87	310	182	60	242
Tanga	19	96	115	191	71	262	180	109	289
Tunduru	-	-	-	-	-	-	-	-	-
Zanzibar	150	85	235	161	117	278	83	26	109

Table 3: contd.

Reg.Centre /Countries	2017/18			2018/19			1994 - 2018/19		
	M	F	T	M	F	T	M	F	T
Arusha	48	26	74	441	284	725	4350	2358	6708
Dar es Salaam	0	0	0	0	0	0	7255	3646	10901
Ilala	60	19	79	181	123	304	3308	2193	5501
Kinondoni	2195	1041	3236	1176	934	2110	9130	6795	15925
Temeke	16	4	20	41	30	71	1672	1431	3103
Dodoma	31	13	44	221	159	380	2723	1445	4168
Geita	62	18	80	171	63	234	1083	376	1459
Iringa	39	16	55	176	106	282	2773	1237	4010
Kagera	65	15	80	367	178	545	3034	946	3980
Kahama	-	-	-	56	24	80	56	24	80
Katavi	19	1	20	90	35	125	443	262	705
Kigoma	59	19	78	202	97	299	2366	573	2939
Kilimanjaro	41	19	60	148	124	272	2971	1792	4763
Lindi	26	20	46	150	54	204	1379	422	1801
Manyara	17	10	27	171	93	264	1537	807	2344
Mara	57	18	75	203	91	294	2238	789	3027
Mbeya	46	19	65	188	153	341	3503	1367	4870
Morogoro	45	34	79	196	140	336	2699	1642	4341
Mtwara	31	12	43	169	90	259	1850	642	2492
Mwanza	61	15	76	361	215	576	4126	1634	5760
Njombe	14	10	24	58	43	101	602	403	1005
Pemba	2	1	3	51	37	88	713	372	1085
Pwani	17	4	21	98	69	167	1416	811	2227
Rukwa	35	3	38	107	29	136	1529	309	1838
Ruvuma	48	25	73	186	134	320	1870	734	2604
Shinyanga	45	24	69	141	78	219	2606	958	3564
Simiyu	19	11	30	138	57	195	407	261	668
Singida	77	41	118	127	87	214	1423	690	2113
Songwe	5	3	8	67	39	106	89	44	133
Tabora	37	10	47	145	78	223	1985	699	2684
Tanga	37	21	58	152	127	279	2386	1165	3551
Tunduru	-	-	-	1	2	3	1	2	3
Zanzibar	6	1	7	87	83	170	2111	1043	3154

Table 3: contd.

Reg.Centre/	2014/15			2015/16			2016/17		
Countries	M	F	T	M	F	T	M	F	T
Algeria	0	0	0	0	0	0	0	0	0
Angola	0	0	0	0	0	0	0	0	0
Botswana	0	0	0	0	0	0	0	0	0
Burundi	0	0	0	0	0	0	0	0	0
Cameroon	0	0	0	0	0	0	0	0	0
China	0	1	1	0	0	0	0	0	0
Congo	0	0	0	0	0	0	0	0	0
Ethiopia	0	0	0	0	0	0	0	0	0
Ghana	-	-	-	-	-	-	-	-	-
Hong Kong	0	0	0	0	0	0	0	0	0
Hungary	0	0	0	0	0	0	0	0	0
India	0	0	0	0	1	1	0	0	0
Italy	0	1	1	0	0	0	0	0	0
Kenya	2	36	38	7	7	14	8	1	9
Korea	1	0	1	0	0	0	0	0	0
Lesotho	0	0	0	0	0	0	0	0	0
Libya	0	1	1	0	0	0	0	0	0
Malawi	2	0	2	0	0	0	0	0	0
Namibia	0	28	28	7	0	7	4	1	5
Netherlands	0	1	1	0	0	0	0	0	0
Nigeria	0	1	1	0	0	0	0	0	0
Rwanda	14	0	14	0	0	0	1	0	1
Somalia	0	0	0	0	0	0	0	0	0
South Africa	0	0	0	0	0	0	0	0	0
Sudan	0	0	0	0	0	0	0	0	0
Swaziland	0	0	0	0	0	0	0	0	0
Sweden	0	2	2	0	0	0	0	0	0
Taiwan	2	0	2	0	0	0	0	0	0
Thailand	-	-	-	-	-	-	-	-	-
Uganda	4	4	8	0	0	0	5	0	5
UK	0	0	0	0	0	0	0	0	0
USA	0	1	1	0	0	0	0	0	0
Zambia	0	0	0	0	0	0	0	0	0
Zimbabwe	0	0	0	0	0	0	0	0	0
Total	**3,709**	**3,420**	**7,129**	**6,035**	**2,974**	**9,009**	**4,812**	**2,353**	**7,165**

Table 3: contd.

Reg.Centre/ Countries	2017/18			2018/19			1994 - 2018/19		
	M	F	T	M	F	T	M	F	T
Algeria	0	0	0	0	0	0	0	1	1
Angola	0	0	0	0	1	1	1	1	2
Botswana	0	0	0	1	0	1	2	0	2
Burundi	0	0	0	0	0	0	9	0	9
Cameroon	0	0	0	0	0	0	1	0	1
China	0	0	0	0	0	0	0	1	1
Congo	0	0	0	1	0	1	2	0	2
Ethiopia	0	0	0	0	0	0	2	1	3
Ghana	-	-	-	1	0	1	1	0	1
Hong Kong	0	0	0	0	0	0	1	0	1
Hungary	0	0	0	0	0	0	1	1	2
India	0	0	0	0	0	0	1	2	3
Italy	0	0	0	0	0	0	0	1	1
Kenya	0	0	0	1	4	5	157	94	251
Korea	0	0	0	0	0	0	1	0	1
Lesotho	0	0	0	0	0	0	4	1	5
Libya	0	0	0	0	1	1	0	3	3
Malawi	0	0	0	0	0	0	6	1	7
Namibia	0	0	0	2	1	3	77	90	167
Netherlands	0	0	0	0	0	0	0	1	1
Nigeria	0	0	0	0	1	1	1	2	3
Rwanda	0	0	0	0	0	0	24	0	24
Somalia	0	0	0	0	0	0	1	0	1
South Africa	0	0	0	0	0	0	1	0	1
Sudan	0	0	0	0	0	0	1	1	2
Swaziland	0	0	0	0	1	1	1	3	4
Sweden	0	0	0	0	0	0	0	2	2
Taiwan	0	0	0	2	1	3	4	1	5
Thailand	-	-	-	1	0	1	1	0	1
Uganda	0	0	0	0	0	0	74	35	109
UK	0	0	0	0	0	0	1	0	1
USA	0	0	0	0	0	0	2	2	4
Zambia	0	0	0	0	0	0	2	3	5
Zimbabwe	0	0	0	0	0	0	2	1	3
Total	**3,260**	**1,473**	**4,733**	**6,075**	**3,866**	**9,941**	**76,015**	**38,120**	**114,135**

1.6   Postgraduate Enrolment

OUT has since 2001 been running a number of postgraduate courses leading to the award of Postgraduate Diplomas, Masters and Ph.D degrees. Table 4 presents the admission of postgraduate students by programme with special focus on the gender aspects.

The MBA programme is the most popular with a total enrolment of 6,095 students since 2002 followed by M.ED (APPS) with a total enrolment of 5,885 students.

On the contrary, while the LLB programme attracts a huge proportion of students, it is ironic to notice that LLM was one of the least popular programme. It can also be seen from Table 4 that Postgraduate Diploma in Law attracts more students (652) than the LLM programme that enrolled 526.However, the LLM (IT&T) programmes which is an African-wide programme is also very popular. The Faculty of Law needs to increase its effort to promote the LLM (ICT) programme locally as well as in neighbouring countries.

Overall, education programmes have the largest number of postgraduate students. Out of three education postgraduate programmes (M.Ed (APPS), PGDE, and M.E ODL) currently on offer, M.Ed (APPS) is more popular than others with a total enrolment of 5,885 students. It is also clear from Table 4 that Science Postgraduate programmes have the lowest admission levels per annum as well as the cumulative enrolment.

Table 4 shows that more females are admitted in the education postgraduate programmes (M.Ed (APPS), PGDE, and M.ED ODL). The female participation rate in the MA programme is very low compared with male.

Table 4: Admission of Postgraduate Students into Various Programmes

Programme	2014/15			2015/16			2016/17			2017/18			2018/19			2001 - 2018/19		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Ph.D	75	22	97	161	48	209	201	50	251	233	52	285	213	75	288	1258	333	1591
PGDE	284	160	444	229	129	358	260	125	385	415	84	499	218	61	279	2405	974	3379
M.Dist. Ed.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	237	92	329
M.Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	30	7	37
M.Ed APPS	336	228	564	372	199	571	345	166	511	498	220	718	335	167	502	3951	1934	5885
M.Ed APPS Thesis													1	0	1	1	0	1
MA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	250	87	337
MBA	175	56	231	216	65	281	199	63	262	180	36	216	201	83	284	4879	1216	6095
MSc	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20	11	31
PGDL	36	9	45	26	1	27	38	3	41	12	0	12	53	5	58	573	79	652
LLM	56	7	63	65	19	84	59	14	73	65	19	84	0	0	0	420	106	526
LL.M Thesis													4	1	5	4	1	5
LLM C&D													57	14	71	57	14	71
LLM (IT & T)	13	6	19	0	0	0	0	0	0	0	0	0	0	0	0	140	46	186
MSc CED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	385	190	575
M CED	55	33	88	38	30	68	37	17	54	47	24	71	55	44	99	956	632	1588
MA SW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	215	181	396
MA TPM	18	6	24	19	5	24	20	8	28	21	10	31	0	0	0	183	52	235
MTPM													24	3	27	24	3	27
MBA (T & L) Mgt	36	1	37	27	3	30	20	4	24	0	0	0	34	6	40	256	32	288
MHRM	165	98	263	228	114	342	128	70	198	137	54	191	121	91	212	1383	704	2087
MSc Economics	43	6	49	49	8	57	46	5	51	66	9	75	33	3	36	425	56	481
LL.M ICJ	13	1	14	10	1	11	14	2	16	11	2	13	18	4	22	124	17	141
PGDBS	84	23	107	0	0	0	58	17	75	92	28	120	54	27	81	599	234	833
MA Kisw	56	64	120	22	39	61	47	45	92	75	84	159	52	43	95	333	331	664
MA PSPA	1	0	1	0	0	0	1	1	2	0	0	0	0	0	0	6	1	7
MA Economics	28	6	34	0	0	0	0	0	0	1	0	1	0	0	0	40	7	47
MA Linguistics	9	1	10	3	0	3	2	1	3	0	0	0	2	1	3	26	4	30
MA Rel. Studies	0	0	0	0	0	0	2	0	2	1	0	1	0	0	0	5	0	5
MSC Env. Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	113	24	137
MSC Botany	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	3	0	3
MSC Chemistry	1	0	1	0	0	0	1	0	1	0	0	0	1	0	1	6	0	6
MSC Physics	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	3	0	3
MSC Maths													3	1	4	3	1	4
MA Sociology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1	5
MA Sociology Thesis													1	0	1	1	0	1
M.ED ODL	87	46	133	20	8	28	14	5	19	11	0	11	7	5	12	250	106	356
MED Thesis													2	1	3	2	1	3

Table 4: Contd.

Programme	2014/15			2015/16			2016/17			2017/2018			2001 - 2018/19			2018/19		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
MA Literature	0	0	0	2	1	3	0	0	0	3	0	3	0	0	0	5	3	8
MPM	227	63	290	183	67	250	180	34	214	198	41	239	161	58	219	1320	369	1689
MA History	20	3	23	17	1	18	12	0	12	7	2	9	6	1	7	76	8	84
PGDCDD	70	60	130	0	0	0	17	6	23	16	2	18	6	1	7	273	172	445
PGDSW	12	12	24	2	4	6	0	0	0	25	6	31	12	7	19	67	43	110
MSc Biology	1	0	1	2	0	2	3	2	5	0	0	0	1	0	1	9	2	11
M.ES	18	5	23	49	19	68	44	12	56	40	13	53	46	11	57	271	83	354
MES Thesis													1	0	1	1	0	1
MES Health													2	0	2	2	0	2
MA ICD	18	12	30	24	13	37	36	15	51	27	13	40	58	26	84	183	89	272
MANRAM	40	7	47	38	8	46	36	7	43	39	13	52	40	5	45	215	46	261
MA SW Hibrid	75	37	112		0	0	0	0	0	0	0	0	0	0	0	135	80	215
MA GL	20	10	30	21	1	22	40	6	46	27	6	33	78	19	97	191	45	236
MSc (ICT)	2	0	2	2	0	2	2	0	2	3	0	3	9	1	10	21	1	22
PGDBM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	3	17
PGD in Policy Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MLIM	0	0	0	8	12	20	16	8	24	9	2	11	17	19	36	50	43	93
MSc in HAC	8	2	10	7	1	8	18	5	23	0	0	0	0	0	0	34	8	42
MHACD													27	7	34	27	7	34
PGDSW Hybrid							6	6	12	0	0	0	0	0	0	12	12	24
MA in GI	2	3	5	0	0	0	0	0	0	0	0	0	0	1	1	2	4	6
MA Geography	1	0	1	1	0	1	1	0	1	0	0	0	1	0	1	4	0	4
MA M & E	63	21	84	130	30	160	142	60	202	198	47	245	190	75	265	723	233	956
MSW	0	1	1	49	41	90	41	28	69	52	40	92	38	26	64	180	136	316
MA HAC										21	4	25	0	0	0	21	4	25
MSc HN	0	3	3	1	1	2	0	2	2	1	1	2	2	1	3	4	8	12
MSc Zoology				0	1	1	0	0	0	0	0	0	1	1	2	1	2	3
eLLM ICT				17	12	29	21	4	25	20	1	21	15	2	17	73	19	92
MA GS				1	4	5	12	21	33	13	14	27	12	18	30	38	57	95
MA MASS COM				24	12	36	24	8	32	20	19	39	22	26	48	90	65	155
MED CDD				33	15	48	71	37	108	0	0	0	57	24	81	161	76	237
MPH				29	13	42	19	6	25	0	0	0	0	0	0	48	19	67
MED CDD										127	39	166	0	0	0	127	39	166
MSC Applied Biotechnology										1	0	1	0	0	0	1	0	1
Total	2149	1012	3161	2125	925	3050	2235	863	3098	2712	885	3597	2291	964	3255	23950	9153	33103

1.7   Enrolment into Non-Degree Programmes

The University, through the Institute of Continuing Education, has developed a rich diversity of non-degree programmes. Some of these programmes lay the foundation for undergraduate studies; while others have been designed to sharpen and enhance professional competencies. In 2012/13 ICE established the department of Life Long Learning to address the increasing needs for retraining enhanced skills or updated knowledge.

Table 5 gives the admission snapshot into the non-degree programmes. Of these, the Foundation course (OFC) attracted more students than others for obvious reasons. This was a bridging course that prepared students who would otherwise not have qualified for direct entry into the undergraduate programmes. However, since 2016/17 academic year the OFC was not on offer due to government directives. But recently, the TCU has approved Foundation Programme (OFP) with some different features from our old Foundation Course that has started to be offered by the OUT with effective from the academic year 2018/19.

At Diploma level, enrolment into the Commonwealth Youth Programme (CYP) has been fairly stable since it was launched in the year 2000. In the eighteen years of its existence (i.e. from academic year 2000 to academic year 2018/19), the CYP programme has enrolled more than 1,468 students and it has proudly been able to produce more than 422 professionals, who are fully engaged in Community works across the East African Region.

The enrolment in the Ordinary Diploma in Distance Education and Open Learning (ODDEOL) is relatively small, yet large enough to allow close interaction between a lecturer and students. A lot remains to be desired from distance education non-degree programmes as depicted in Table 5.

In particular, it seems there is a missing link between CCDE and ODDEOL. For example, the total number of students enrolled in CCDE since 2006 was 174, while those admitted in ODDEOL over the same period was 250. (i.e. We expected graduates from CCDE to continue studying its Diploma programme which is ODDEOL.

Table 5: Admission into Various Non-Degree Programmes 2014/15 – 2018/19

Programme	2014/15			2015/16			2016/17		
	M	F	T	M	F	T	M	F	T
OFC	1,495	860	2,355	2,225	1,118	3,343	0	0	0
Foundation Progr (NTA 6)									
CYP-Dip	22	6	28	47	7	54	192	66	258
CCDE	3	3	6	6	2	8	4	2	6
ODDEOL	9	1	10	5	1	6	8	7	15
ODPTE	427	331	758	793	448	1,241	1,149	649	1,798
ODPPH	5	0	5	7	0	7	13	0	13
CPPH	2	0	2	4	1	5	2	0	2
CECEC	4	9	13	17	10	27	17	16	33
DECEC	1	11	12	6	9	15	14	18	32
Cert in Youth Programme	0	0	0	0	0	0	0	0	0
OC ICT	58	18	76	41	24	65	0	0	0
OD Computer Science	66	5	71	67	22	89	0	0	0
Cert in Tour Guiding	0	0	0	1	0	1	0	0	0
BCE	0	0	0	0	0	0	0	0	0
BCLIS	0	0	0	0	0	0	0	0	0
DLIS	0	0	0	0	0	0	0	0	0
Test programme	0	0	0	0	0	0	0	0	0
BTC in Bus. Admin	0	0	0	0	0	0	0	0	0
BTC in Proc & Supply	0	0	0	0	0	0	0	0	0
CHBT	0	0	0	0	0	0	0	0	0
DIP in Acc	0	0	0	0	0	0	0	0	0
DIP in Bus. Admin	0	0	0	0	0	0	0	0	0
Dip in Proc & Supply	0	0	0	0	0	0	0	0	0
TC in Bus. Admin	0	0	0	0	0	0	0	0	0
TC in Proc & Supply	0	0	0	0	0	0	0	0	0
TC in Acc	0	0	0	0	0	0	0	0	0
BTC in Acc	0	0	0	0	0	0	0	0	0
Total	**2,092**	**1,244**	**3,336**	**3,219**	**1,642**	**4,861**	**1,399**	**758**	**2,157**

Table 5 contd...

Programme	2017/18			2018/19			1996 - 2018/19		
	M	**F**	**T**	**M**	**F**	**T**	**M**	**F**	**T**
OFC	0	0	0	0	0	0	17,058	10,137	27,195
Foundation Progr (NTA 6)	28	8	36	2,178	1,348	3,526	2,206	1,356	3,562
CYP-Dip	85	25	110	131	50	181	1,089	379	1,468
CCDE	6	5	11	20	10	30	117	57	174
ODDEOL	11	1	12	14	3	17	187	63	250
ODPTE	722	478	1,200	830	795	1,625	6,366	5,061	11,427
ODPPH	7	0	7	8	6	14	83	16	99
CPPH	8	1	9	4	2	6	33	7	40
CECEC	24	25	49	43	68	111	109	140	249
DECEC	304	245	549	25	51	76	355	343	698
Cert in Youth Programme	26	10	36	198	88	286	234	105	339
OC ICT	132	27	159	221	68	289	514	149	663
OD Computer Science	40	5	45	103	29	132	276	61	337
Cert in Tour Guiding	0	0	0	0	0	0	1	0	1
BCE	2	0	2	9	5	14	11	5	16
BCLIS	1	2	3	16	25	41	17	27	44
DLIS	6	2	8	25	18	43	31	20	51
Test programme	48	15	63	0	0	0	48	15	63
BTC in Bus. Admin	0	0	0	18	18	36	18	18	36
BTC in Proc & Supply	0	0	0	69	47	116	69	47	116
CHBT	0	0	0	0	4	4	0	4	4
DIP in Acc	0	0	0	13	6	19	13	6	19
DIP in Bus. Admin	0	0	0	19	17	36	19	17	36
Dip in Proc & Supply	0	0	0	26	7	33	26	7	33
TC in Bus. Admin	0	0	0	3	3	6	3	3	6
TC in Proc & Supply	0	0	0	8	2	10	8	2	10
TC in Acc	0	0	0	2	2	4	2	2	4
BTC in Acc	0	0	0	15	9	24	15	9	24
Total	**1,450**	**849**	**2,299**	**3,998**	**2,681**	**6,679**	**28,908**	**18,056**	**46,964**

Chapter Two

NON-DEGREE AND UNDERGRADUATE PROGRAMMES OFFERED BY OUT

2.1 Degree Programmes

The number of undergraduate programmes offered by OUT has risen from 20 to 37 between the academic years 2011/2012 and 2018/19, respectively. The BA (General), BA (Ed) and B.Com and B.Com (Ed) are the oldest courses. The Bachelor of Science (ICT) programme was introduced in the year 2006. New programmes which were launched in the academic year 2008/09 included Bachelor of Arts in Journalism, Bachelor of Arts in Mass communication and Bachelor of Science in Environmental Studies.

Bachelor Programmes

Faculty of Arts and Social Sciences
1. Bachelor of Arts in Tourism Management (B.A. Tourism)
2. Bachelor of Arts in Sociology (BA SO)
3. Bachelor of Social Work (BSW)
4. Bachelor of Arts in Social Psychology (BA PS)
5. Bachelor of Arts in Journalism (BA Journalism)
6. Bachelor of Arts in Mass Communication (BA MC)
7. Bachelor of Arts in Economics (BA Econ)
8. Bachelor of Arts in English Language & Linguistics (BA ELL)
9. Bachelor of Arts in Literature (BA LIT)
10. Bachelor of Arts in Kiswahili & Creative Studies (BA KCS)
11. Bachelor of Library & Information Management (BLIM)
12. Bachelor of Arts in History and Cultural Heritage (BA Hist)
13. Bachelor of Community Economic Development (BCED)
14. Bachelor of Arts in Natural Resources Management (BA NRM)
15. Bachelor of Arts in Population and Development (BA PD)
16. Bachelor of Arts in Public Administration (BA PA)
17. Bachelor of Arts in International Relations (BA IR)
18. Bachelor of Library Information Management [BLIM]

Faculty of Business Management

1. Bachelor of Business Administration in Accounting (BBA ACC))
2. Bachelor of Business Administration in Finance (BBA FIN)
3. Bachelor of Business Administration in Human resource Management (BBA HRM)
4. Bachelor of Business Administration in International Business (BBA IB)
5. Bachelor of Business Administration in Marketing (BBA MKT)
6. Bachelor of Human Resource Management (BHRM)

Faculty of Education

1. Bachelor of Education Special Education
2. Bachelor of Education (Teacher Education)
3. Bachelor of Education (Adult and Distance Learning)
4. Bachelor of Education (Policy and Management)

5. Bachelor of Arts with Education (B.A. Ed)
6. Bachelor of Business Administration with Education (BBA ED)

Faculty of Science, Technology & Environmental Studies

1. Bachelor of Science general (B.Sc.)
2. (B.Sc.)Bachelor of Science in Data Management (B.Sc. DM)
3. Bachelor of Science (B.Sc.)
4. Bachelor of Science with Education (B.Sc. Ed) Conducted jointly with the Faculty of Education
5. Bachelor of Science in Environmental Studies (BSc ES)
6. Bachelor of Science in Food, Nutrition and Dietetics(BSc FND)
7. Bachelor of Science in Energy Resources (BSc ER)

Faculty of Law

1. Bachelor of Laws (LL.B)

In the Academic Year 2011/12 the Faculty of Business Management introduced BBA with specialized programmes. The BBA (General) was restructured to allow students study BBA with specific specialisations namely BBA (Accounting), BBA (Finance), BBA (Human Resource Management), BBA (International Business) and BBA (Marketing). Similarly, The Faculty of Arts and Social Sciences (FASS) in 2012/13 phased out BA (General) and replaced with different specific programmes. This was in line with the changing of the market preference of products.

Table 6 illustrates the number of undergraduate programmes offered by OUT since 2011/2012. The Faculty of Arts and Social Sciences offers more programmes than other Faculties and the number of programmes is almost three times larger than those found in the Faculty of Education. Although the Faculty of Education enrols majority of students compared with other Faculties, it nonetheless offers a limited menu of undergraduate courses. The expansion in enrolment in the Faculty of Law has not kept abreast with the developments of new academic programmes. Clearly, there is an urgent need to revisit the LLB programme with a view to introducing more specialized programmes that are commensurate with the professional needs.

Table 6: Undergraduate Degree Programmes Offered by OUT (2011/12 – 2018/19)

Year	Faculties					Total
	FED	FASS	FSTES	FLW	FBM	
2011/12	2	7	4	1	6	20
2012/13	5	7	4	1	7	24
2013/14	6	17	6	1	6	36
2014/15	6	31	8	1	8	54
2015/16	6	32	8	1	8	55
2016/17	6	32	8	1	8	55
2017/18	7	18	7	1	6	39
2018/19	7	16	7	1	6	37
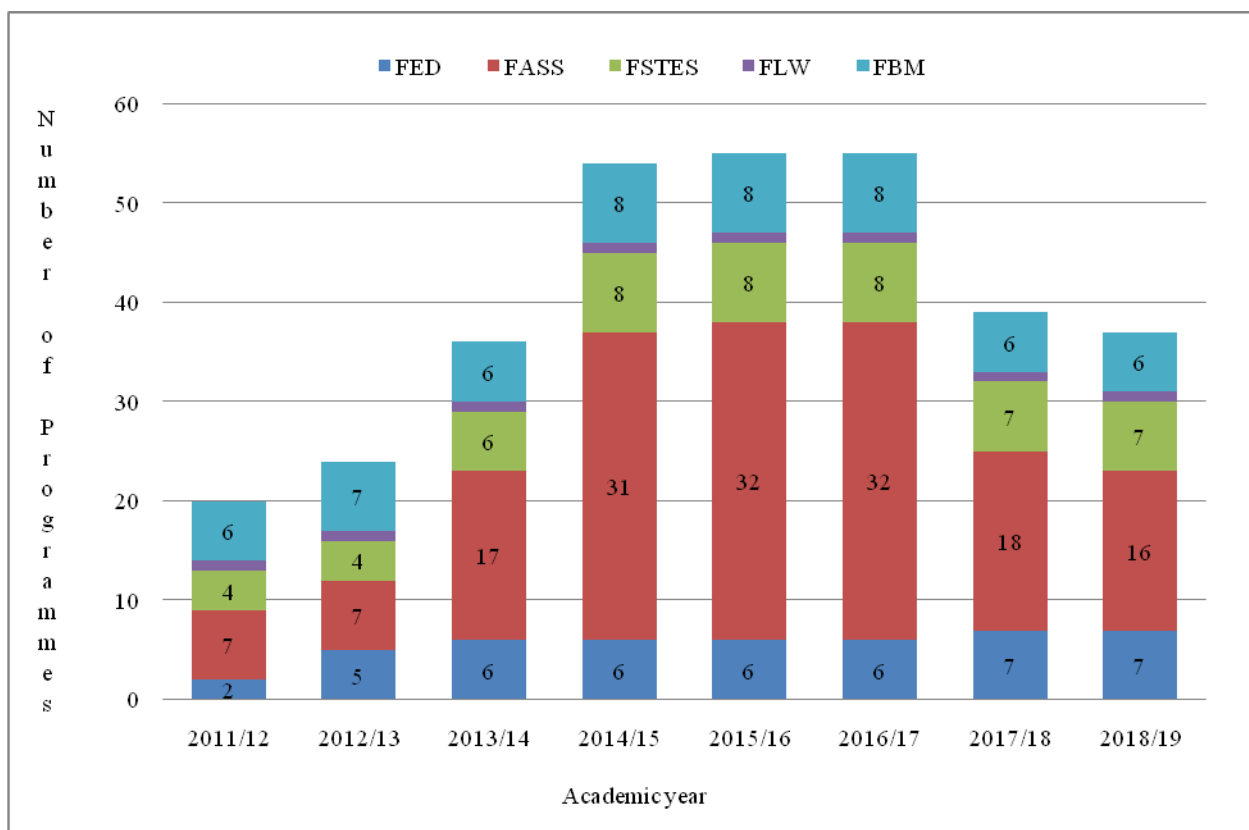
Figure 3: Number of Undergraduate Degree Programmes offered by Faculties and Academic Year

2.2 Non-Degree Programmes offered by OUT

The Institute of Continuing Education (ICE) has a mandate to offer Non-degree educational Diplomas, Certificates and Demand Driven Short Courses. All these courses are currently being offered through a blended mode except the latter which involves mostly face-to-face sessions.

2.2.1 Long Courses

The number of non-degree programmes has risen from 1 to 13 between the academic years 1996 and 2018/19. The Certificate in Foundation Course (OFC) which was not offered in the academic year 2016/2017 as opposed by the TCU is now on offer.The structure of the Foundation Programme (OFP) is a more advanced version of our former OFC and the Recognition to Prior Learning (RPL) which is recognized by TCU as one of the entrance qualifications into degree programmes. CYP-Diploma and CCDE are the oldest courses. The ODDEOL and CPPH respectively commenced in the academic years 2006 and 2007 while ODPTE and ODPPH were launched in the academic year 2008/09 and 2009/10 respectively. Programmes that were launched in the academic year 2012/13 included Certificate in Early Child Education (CECE) and Diploma in Early Child Education (DECE). In the academic year 2013/14 only one programme was launched namely the Certificate in Youth Programme. In the academic year 2016/17 the Institute of Continuing Education (ICE) has managed to launch four new programmes namely, Certificate in Entrepreneurship, Certificate in Hair and Beauty, Certificate in Library and Information Studies and Diploma in Library and Information Studies.

Institute of Educational Management and Technology (IEMT) has since 2013/14 academic year started to run long courses. In the academic year 2013/14 and 2014/15 respectively two programmes were launched namely the Certificate in ICT and Diploma in Computer Science.

Table 7: Non-Degree Programmes offered by OUT Under the Long Courses 2011/12 – 2018/19

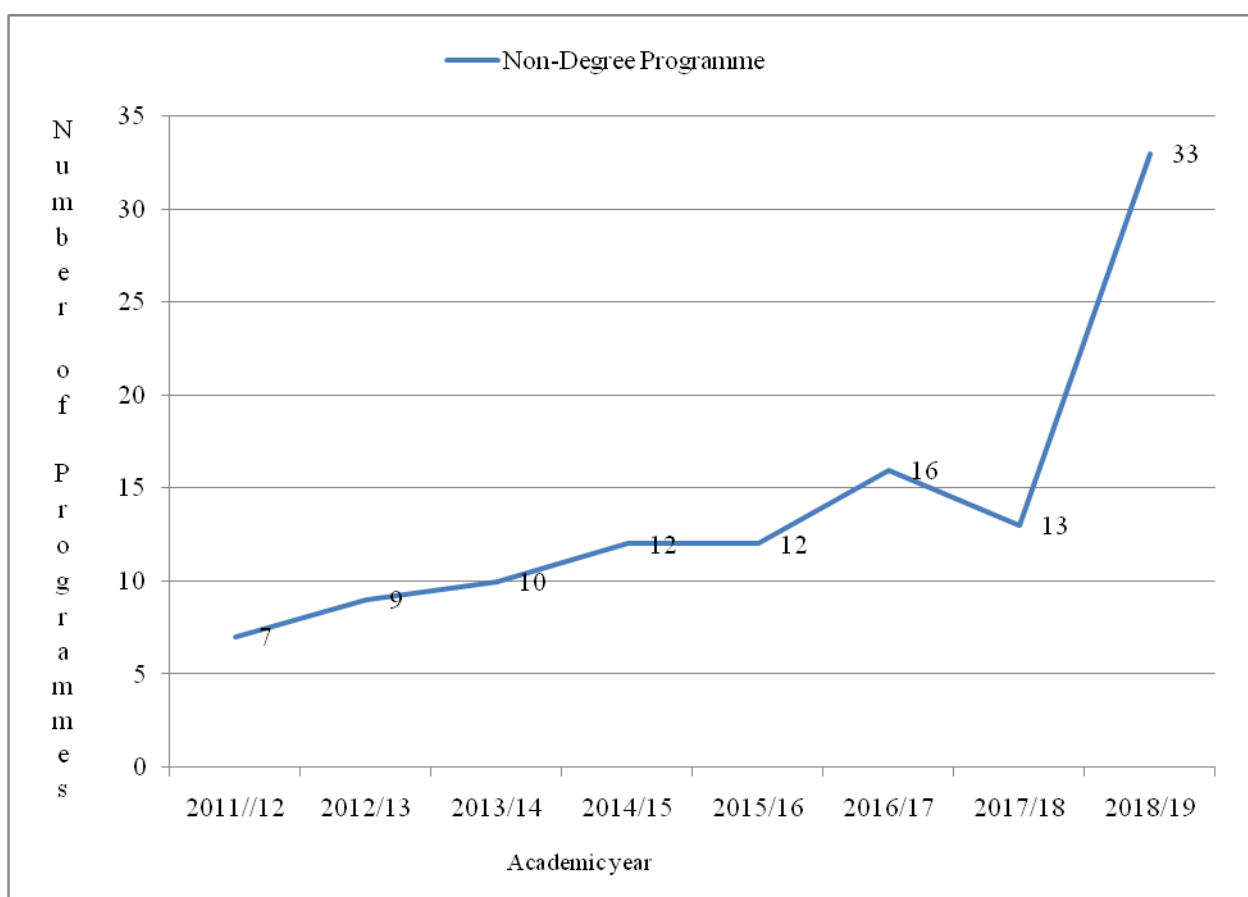| Year	Non-Degree Programme
2011//12	7
2012/13	9
2013/14	10
2014/15	12
2015/16	12
2016/17	16
2017/18	13
2018/19	33

Figure 4: Trend of Non-Degree Programmes on offer in each Academic Year (2011/12– 2018/19)

2.2.2 Short Courses - Demand Driven Short courses

The Institute of Continuing Education, through the Department of Professional and Continuing Studies, has proposed a number of Demand Driven Short Courses that aims at building the capacity of human resource engaged in public and private sectors in Tanzania. These short courses target members of the business community, leaders in public institutions, members of non-governmental organizations and Local Government Officials and the general public. Others are the Professionals, Executives, and Mid-level managers who wish to develop special skills or re-tooling through life-long learning paradigm. These short courses are expected to provide knowledge and skills related to; leadership and governance, project formulation and evaluation and professional skills on data analysis and interpretation. The specific courses are:

➢ Local Government Administration Course
➢ Leadership Ethics and Integrity
➢ Democracy and Good Governance
➢ Project Formulation and Management Skills
➢ SPSS and Logistic Model Analysis for Business and Social Research
➢ Project Monitoring & Evaluation
➢ Effective Leadership & Management Skills
➢ Human Resource Management for Non-HR Managers
➢ Leadership Problem Solving and Decision Making
➢ Customer Care
➢ Gas Policy and Laws

Non Degree Programmes
FED
1. Certificate in Early Childhood Education (CECE)
2. Diploma in Early Childhood Education (DECE)

FSTES
1. Certificate in Poultry Production and Health (CPPH)
2. Diploma in Poultry Production and Health (ODPPH)
3. Basic Certificate in Computing and IT - NTA Level 4
4. Technician Certificate Programme in Computer Science - NTA Level 5
5. Ordinary Diploma in Computer Science - NTA Level 6

ICE
1. Certificate in Distance Education, jointly with South African Extension Unit (CCDE)
2. Diploma in Youth Development Work, jointly with the Commonwealth Secretariat *(CYP)*
3. Certificate in Foundation Programme - *(OFP)*
4. Diploma in Open and Distance Learning (ODDEOL)
5. Diploma in Primary Teacher Education (ODPTE)
6. Demand Driven Short Courses

IEMT
IEMT does not offer academic courses; it only offers ICT related short courses whose duration ranges from five to eight weeks at reasonably priced, namely;
1. Basic Computer Applications
2. Advanced Basic Computer Applications
3. IT Essential I and II Price

4. Computer Maintenance and Repair
5. Data Analysis with SPSS
6. Graphics Design
7. Graphics Design and Website Development
8. Basic Microsoft Project
9. Advanced Basic Microsoft Project
10. Digital Marketing and Social Media Strategy

Chapter Three

POSTGRADUATE PROGRAMMES OFFERED BY OUT

3.1   Introduction

The Open University of Tanzania started to offer the Postgraduate programmes in 2001. The first batch of Postgraduate students was enrolled in Postgraduate Diploma in Education, Postgraduate Diploma in Law, Master in Distance Education, Master of Education, Master of Arts, Master of Science, MSc. CED, Master of Laws, and Ph.D in various fields. Out of the 150 enrolled students 26 were females. The proportion of female was less than 18% of all the enrolled students in that particular year.

Postgraduate Programmes Offered by the OUT

Faculty of Arts and Social Sciences
1. Postgraduate Diploma in Policy Studies (PGDPS)
2. Post Graduate Diploma in Social Work- (PGDSW)
3. Masters of Social work (MSW)
4. Masters of Arts in Gender Studies (MA GS)
5. Masters of Science in Economics (MSc. Economics)
6. Masters in Community Economic Development (MCED)
7. Masters of Arts in Monitoring and Evaluation (MA M&E)
8. Masters in Tourism Planning and Management (MTPM)
9. Masters of Arts in History (MA HIST)
10. Masters of Arts in Natural Resource Assessment and Management (MANRAM)
11. Masters of Arts in International Cooperation and Development (MA ICD)
12. Masters of Arts in Governance and Leadership (MA GL)
13. Master of Humanitarian Action, Cooperation and Development (MHACD)
14. Masters of Arts in Kiswahili (MA Kisw)
15. Masters of Arts in Linguistics (MA Ling)
16. Master of Arts in Geography (M.A. (Geography)
17. Masters of Arts in Mass Communication (MA MC)
18. Masters of Arts in Journalism (MA Journalism)
19. Masters of Library Information Management (MLIM)
20. Doctor of Philosophy (Ph.D.)

Faculty of Business Management
1. Postgraduate Diploma in Business Studies *(PGDBS)*
2. Master of Business Administration *(MBA)*
3. Master of Human Resource Management *(MHRM)*
4. Master of Project Management *(MPM)*
5. Doctor of Philosophy *(Ph.D)*

Faculty of Education
1. Post Graduate Diploma in Education (PGDE)
2. Post Graduate Diploma in Curriculum Design and Development (PGDCDD)
3. Master of Education (M.Ed)

4. Master of Education in Curriculum Design and Development (MEDCDD)
5. Master of Education in Administration, Planning and Policy Studies (M.Ed. APPS)
6. Master of Education in Open and Distance Learning (M.Ed. ODL)
7. Master of Education in Language Teaching (M. Ed. in LT)
8. Doctor of Philosophy (PhD)

Faculty of Science, Tech&Environmental Studies
1. Master of Science in Biology (M.Sc. Bio)
2. Master of Science in Mathematics (M.Sc. MAT)
3. Master of Science in Chemistry (M.Sc. Chem)
4. Master of Science in Physics (M.Sc. Phy)
5. Master of Science in ICT (M.Sc. ICT)
6. Master of Science in Human Nutrition (M.Sc. HN)
7. Master of Science in Food Science (M.Sc. FS)
8. Master of Science in Applied Biotechnology (M.Sc. AB)
9. Master of Science in Environmental Science (M.Sc. ES)
10. Doctor of Philosophy (Ph.D.)

Faculty of Law
1. Postgraduate Diploma in Law *(PGDL)*
2. Master of Laws *(LL.M)*
3. Master of Law –*Information Communication Technology (eLL.M - ICT)*
4. Master of Law in International Criminal Justice *(LLM ICJ)*
5. Master of Laws *(IT & T))*
6. Doctor of Philosophy (Ph.D.)

Table 8 gives the number of postgraduate programmes offered by OUT across various Faculties. The Faculty of Arts and Social Sciences offers more programmes than others. Faculty of business Management, despite having many more students than others, it has fewer postgraduate programmes. Certainly, there is a need to introduce new specialized programmes in Banking and Financial services, Financial Risk management, Investment banking and Finance in order to robustly accelerate the development of the vibrant financial industry in the country. The Faculty of Business Management has the fewest postgraduate programmes on offer by 2017/18 and 2018/19.

Table 8: Postgraduate Degree Programmes offered by OUT (2011/12 – 2018/19)

Year	Faculties					Total
	FED	FASS	FSTES	FLW	FBM	
2011/12	6	14	8	5	5	**38**
2012/13	8	16	10	5	6	**45**
2013/14	6	27	16	6	7	**62**
2014/15	6	32	18	6	7	**69**
2015/16	7	35	18	6	7	**73**
2016/17	7	36	18	6	7	**74**
2017/18	8	20	10	5	5	**48**
2018/19	7	18	10	7	5	**47**
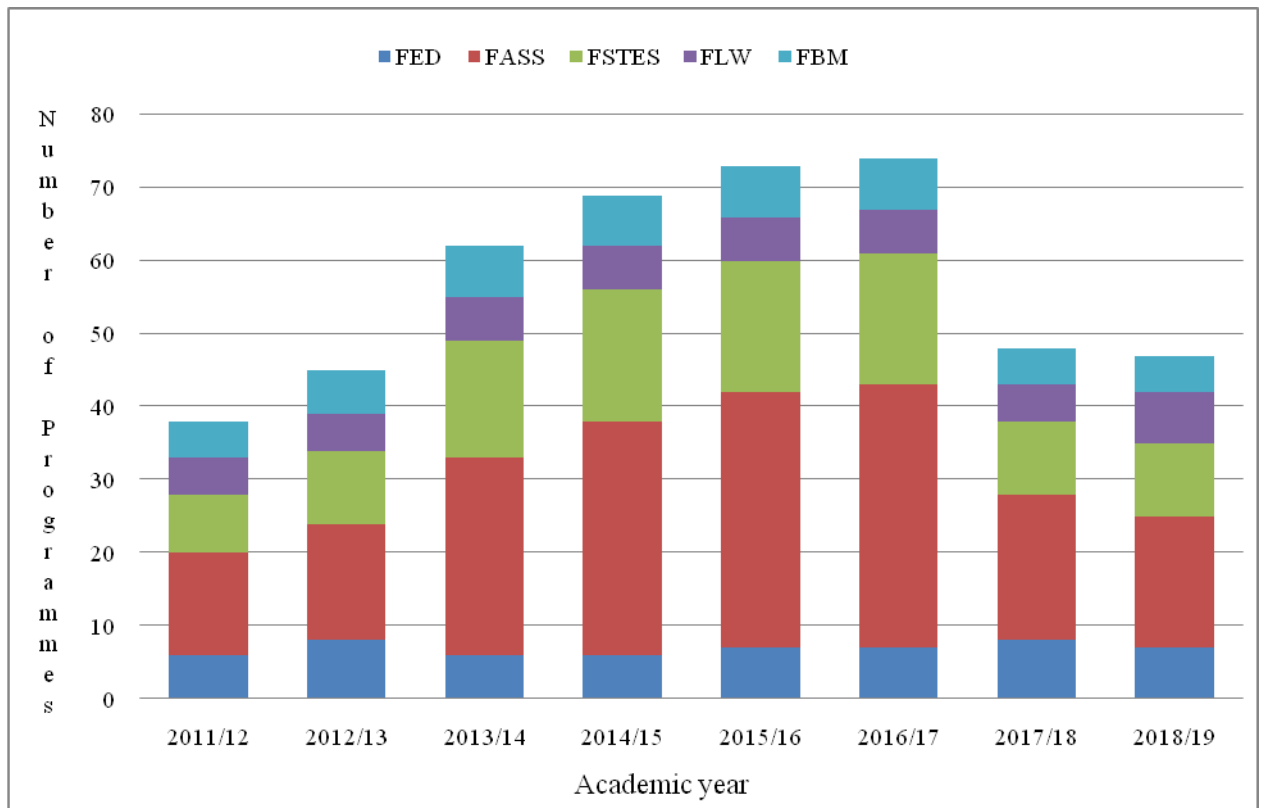
Figure 5: Postgraduate Programmes offerred by Faculties and Academic Year

Chapter Four

GRADUATES FROM OUT (1999 – JANUARY 2019)

4.1   Graduates by Programmes

The first OUT graduation ceremony took place in1999 and involved 159 students.

There were only 16 undergraduate students; the rest being the Foundation Course students. OUT has recorded an annual increase in students awarded undergraduate, Postgraduate and Non degrees. Since then the OUT has been conducting graduations ceremonies and disseminating graduation statistics to support its products and services. Table 9 illustrates the distribution of graduates by programmes from 2015 to January 2019.

In general, at the undergraduate level, BAEd. programme had produced more graduates (3,355) than any other undergraduate programme over the last 20 years. Next to the BAEd is B.ED with 2,677 graduates. At the postgraduate level, MBA has more graduates than any other. This programme has so far been able to produce 1,095 graduates up to the last graduation ceremony done in January 2019 followed by M.ED (APPS) with 778 graduates. At the non-degree level, the Foundation Course (OFC) has produced more than 10,120 graduates followed by Diploma in Primary Teachers Educator (DPTE) with 3,174 graduates up to January 2019. However, from 2016/17 academic year the OFC is not on offer by the OUT. But recently, the TCU approved Foundation Programme with some different features from our old Foundation Course that started to be offered by the OUT with effective from the academic year 2018/19.

The cumulative number of graduates from 1999 to January 2019 was 38,832 whereby 15,751 (40.6%) were females. Among 38,832 graduates, 15,263 students graduated in Non-Degree programmes out of them 6,709 (44.0%) were females, 17,794 students graduated in Undergraduate programmes out of whom 7,066 (39.7%) were females and 5,775 were graduates for Postgraduate and honorary degrees whereby 1,976 (34.2%) were females.

In a broader picture, the proportion of female graduates as a percentage of total graduates in all programmes was 40.6%. At Ph.D level, among 172 students who completed successfully their programmes on the period (1999 – January 2019), 38 (22.1%) were female students. As regards Honorary Degrees, data show that 9 males and 1 female were awarded various honorary degrees over the same period.

Table 96: Distribution of Graduates by Programme (1999 - to January 2019)

Programme	2015			2016			2017			Feb-18			Jan-19			1999-Jan 2019		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
CCDE	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	24	11	35
OC ICT	78	33	111	48	28	76	77	24	101	6	2	8	46	11	57	310	109	419
PTE - Certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	511	236	747
PTE – Diploma	206	312	518	202	215	417	205	189	394	66	49	115	206	227	433	1453	1721	3174
CECE	0	0	0	0	1	1	1	4	5	0	2	2	5	12	17	6	19	25
DECEC	0	2	2	0	1	1	1	12	13	0	0	0	2	5	7	3	20	23
CYP - Diploma	6	10	16	13	1	14	9	5	14	1	1	2	61	22	83	290	132	422
CPPH Mgt	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
PPH – Diploma	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	3	0	3
OFC	682	529	1211	1140	705	1845	345	203	548	0	0	0	0	0	0	5746	4374	10120
OCDEOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Certificate Hair and Beauty							0	25	25	0	0	0	0	0	0	0	25	25
ODDEOL	5	1	6	1	0	1	1	0	1	0	0	0	5	1	6	42	14	56
DCS	16	6	22	58	8	66	30	9	39	24	9	33	25	9	34	153	41	194
CYW													13	5	18	13	5	18
B.A. (Gen.)	37	10	47	14	5	19	11	1	12	1	0	1	1	2	3	434	186	620
BA Economics	9	0	9	7	2	9	8	2	10	1	0	1	4	2	6	29	6	35
B.A. Tourism Mgt	27	8	35	22	5	27	10	5	15	1	0	1	7	3	10	264	69	333
B.A. Tourism							4	1	5	1	1	2	5	0	5	10	2	12
BA Social Work	16	12	28	9	3	12	7	7	14	1	2	3	1	1	2	130	183	313
BSW	18	29	47	20	16	36	20	27	47	6	6	12	31	25	56	95	103	198
BA Sociology	75	60	135	48	40	88	40	16	56	9	7	16	43	28	71	449	444	893
B.CED	0	0	0	1	0	1	3	5	8	0	0	0	6	16	22	10	21	31
BA ELL	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1	2	0	2
BA Journalism	9	3	12	4	0	4	6	2	8	0	0	0	6	1	7	42	11	53
BA KISW	8	19	27	5	2	7	14	32	46	6	7	13	7	8	15	40	68	108
BA Mass Comm.	17	12	29	10	11	21	12	11	23	4	3	7	18	13	31	114	101	215
BA IR	2	0	2	2	0	2	11	5	16	1	0	1	13	6	19	29	11	40
BA PA	1	3	4	10	0	10	27	3	30	8	1	9	36	17	53	82	24	106
B.A.(Ed.)	291	179	470	100	77	177	253	235	488	55	55	110	184	170	354	1996	1359	3355
BLIM	0	0	0	6	7	13	20	13	33	1	4	5	30	32	62	57	56	113
BANRAM	0	0	0	0	0	0	7	2	9	0	0	0	11	3	14	18	5	23
B.Com.(Gen.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	289	120	409
B.Com.(Ed.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	41	15	56
BBA (Gen.)	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	307	184	491
BBA(Accounting)	23	12	35	42	23	65	40	24	64	6	6	12	37	20	57	262	139	401
BBA(Finance)	20	12	32	30	9	39	15	6	21	7	0	7	11	9	20	122	55	177
BA History													3	0	3	3	0	3

Table 9: Contd.

Programme	2015			2016			2017			Feb-18			Jan-19			1999-Jan 2019		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
BBA(HRM)	14	14	28	15	15	30	10	12	22	4	2	6	6	7	13	105	106	211
BBA(Intern. Business)	6	5	11	6	9	15	5	2	7	2	0	2	5	4	9	45	28	73
BBA(Marketing)	32	13	45	15	16	31	12	11	23	5	7	12	13	16	29	232	130	362
BBA(Ed.)	16	14	30	19	9	28	19	11	30	4	6	10	21	9	30	154	94	248
BHRM	19	21	40	38	55	93	34	45	79	16	10	26	86	44	130	195	183	378
B. Ed.	164	157	321	32	30	62	47	44	91	9	3	12	13	12	25	1313	1364	2677
BED ADL	11	8	19	3	5	8	16	9	25	3	1	4	4	9	13	37	32	69
B.ED AEGROTAT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
B.Ed.SE	8	20	28	4	9	13	10	16	26	3	3	6	9	9	18	40	69	109
B.ED TE	9	5	14	8	13	21	18	22	40	6	5	11	21	16	37	72	65	137
BED Policy Mgt	171	226	397	80	144	224	240	259	499	57	87	144	172	217	389	720	937	1657
B. Sc. (Gen.)	12	6	18	13	7	20	18	6	24	5	2	7	11	5	16	335	175	510
B. Sc. (Ed.)	8	5	13	8	2	10	50	24	74	4	4	8	34	12	46	312	164	476
B. Sc. (Env. Stud)	26	5	31	25	3	28	25	4	29	5	0	5	33	8	41	180	36	216
B.Sc (ICT)	18	2	20	4	7	11	24	7	31	3	0	3	23	8	31	187	38	225
BSC Food Nut & Dit							1	1	2	1	0	1	3	1	4	5	2	7
BSc Data Mgt													2	1	3	2	1	3
BSc Energy Res													2	0	2	2	0	2
LL.B	193	46	239	150	31	181	140	30	170	63	11	74	144	35	179	1967	479	2446
MSc. CED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	281	128	409
M.CED	55	28	83	24	19	43	23	29	52	8	3	11	16	13	29	300	198	498
M RS	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
M.Sc.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5
M.Sc.(ICT)	0	0	0	0	0	0	1	0	1	1	0	1	3	0	3	6	0	6
M.Sc. Biology	2	0	2	1	0	1	0	0	0	0	0	0	0	1	1	6	2	8
MSc Human Nutrition	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2	2
MSc (Zoology)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MSC Chemistry	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	2	0	2
MSc Env. Stud.)	33	10	43	3	0	3	16	6	22	7	2	9	12	1	13	74	20	94
M. A.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	2	15
M. A. Economics	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	5	0	5
M. A. Geography	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	2
M. A. Kiswahili	25	17	42	14	10	24	35	35	70	17	15	32	11	24	35	125	106	231
MA (Ling.)	0	0	0	0	0	0	2	0	2	0	0	0	1	0	1	5	0	5
M.A. Political Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
M.A. SW	15	14	29	2	5	7	8	3	11	1	1	2	2	0	2	59	60	119
MGL	1	0	1	0	0	0	2	0	2	2	1	3	0	1	1	5	2	7
MSW	14	11	25	7	4	11	16	17	33	3	4	7	5	14	19	45	50	95
MED CDD													8	3	11	8	3	11
MA (ICD)													1	0	1	1	0	1

Table 9: Contd.

Programme	2015			2016			2017			Feb-18			Jan-19			1999-Jan 2019		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
MA MC	0	0	0	0	0	0	6	5	11	0	0	0	1	1	2	7	6	13
M.Dist.Ed.	3	1	4	0	0	0	0	0	0	0	0	0	0	0	0	16	7	23
M. ED ODL	2	1	3	3	1	4	4	9	13	0	1	1	3	0	3	13	17	30
M.Ed.APPS	121	73	194	32	29	61	109	77	186	29	19	48	71	41	112	464	314	778
PGDL	10	1	11	1	1	2	3	1	4	2	0	2	1	0	1	31	9	40
PGDL in ICJ	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
PGDE	56	40	96	47	43	90	56	46	102	14	5	19	39	23	62	365	247	612
PGDSW	9	10	19	5	7	12	0	1	1	0	0	0	1	0	1	22	21	43
LL.M	10	0	10	0	1	1	3	0	3	6	1	7	6	0	6	41	3	44
LL.M ICJ	2	3	5	0	0	0	1	0	1	1	0	1	0	0	0	5	3	8
LL.M IT & T	2	6	8	5	3	8	5	0	5	5	0	5	3	1	4	82	40	122
MBA	91	35	126	10	1	11	72	14	86	13	6	19	30	9	39	816	279	1095
MBA T & L mgt	4	1	5	0	0	0	11	2	13	4	0	4	2	2	4	21	5	26
MA Tour., Planning and mgt	30	4	34	0	0	0	14	4	18	0	0	0	11	5	16	71	15	86
PGDL(IT & T)	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	6	1	7
PGDCDD	32	33	65	0	0	0	1	1	2	0	0	0	0	0	0	115	93	208
MHRM	72	39	111	7	5	12	61	31	92	14	14	28	31	19	50	249	142	391
PGD HRM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
PGDBS	12	8	20	5	2	7	5	2	7	2	1	3	9	6	15	45	28	73
MA Phil	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
MA Sociology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
MA M&E	0	0	0	9	2	11	29	13	42	10	4	14	26	21	47	74	40	114
MA PA	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
M.Sc Economics	12	1	13	9	1	10	19	4	23	3	0	3	5	1	6	60	9	69
Honorary Degree	0	0	0	2	0	2	1	0	1	0	0	0	0	0	0	9	1	10
Ph.D	19	6	25	9	2	11	16	6	22	6	1	7	27	10	37	134	38	172
M.Ed.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	8
M.SC Physics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MA History	1	0	1	0	0	0	3	0	3	0	0	0	0	0	0	5	0	5
MA in Information Studies	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MANRAM	0	0	0	2	1	3	18	1	19	2	1	3	0	0	0	22	3	25
MPM	43	19	62	10	3	13	61	24	85	8	10	18	19	13	32	146	70	216
MA(NRAM)													9	1	10	9	1	10
M.ED DE	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3
MLIM										0	1	1	0	0	0	0	1	1
BA PD							2	1	3	1	0	1	4	2	6	7	3	10
PGD ODL							0	0	0	0	2	2	0	0	0	0	2	2
PGD APPS							0	0	0	0	1	1	0	0	0	0	1	1
PGDE APPS													3	0	3	3	0	3
Total	**2936**	**2162**	**5098**	**2425**	**1655**	**4080**	**2450**	**1703**	**4153**	**554**	**389**	**943**	**1781**	**1274**	**3055**	**23081**	**15751**	**38832**

4.2   Graduates by Regional Centres or Coordination Centres

Table 10 depicts the distribution of graduates by Regional Centres and Coordination Centres. As mentioned earlier, the first graduation ceremony took place in 1999. Looking closely at Table 10, it is hardly surprising to glimpse that the Dar es Salaam Administrative region (that includes Kinondoni, ilala and the then Temeke Regional Centres has produced many more graduates than other regional centres since it also enrols more students. Cumulatively, 14,011(36.1%) of graduates came from Dar es Salaam administrative region over the last twenty years. It is interesting to note that this figure (i.e., 36.1%) almost corresponds to the combined percentage centre namely Arusha (2,407), Mwanza (1,795), Dodoma (1,578), Kilimanjaro (1,523), Mbeya (1,478), Morogoro (1,423), Kagera (1,206), Iringa (1,146) and Zanzibar (1,155) coordination centre. The eight OUT Regional centres, the Zanzibar Coordination Centre and the Dar es Salaam administrative region have produced 27,722 graduates (71.4%) of total graduates over the last twenty years (1999 – January 2019).
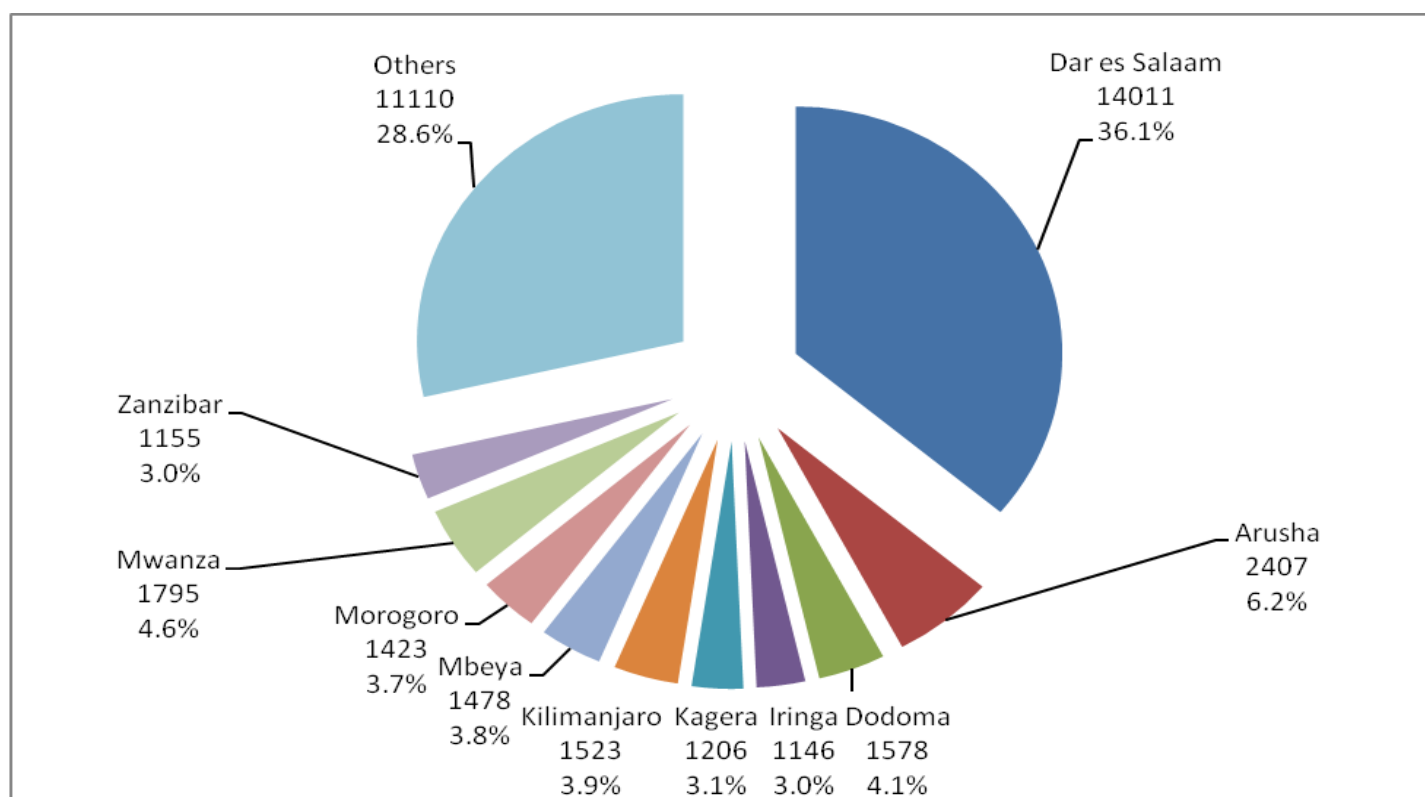

Figure 6: Graduates by Regional and Coordination Centres

It is also important to highlight differences across some of regional centres and coordination centres grouped under the umbrella of "others" in Figure 7. Cumulatively, modest records are observed in the following regions with the number of graduates in the brackets: Shinyanga (972), Tanga (903), Kigoma (875), Mtwara (870), Coast (816), Manyara (807), Mara (777), Tabora (743) and Ruvuma (722). The average percentage in this group of "others" is affected by fewer graduates recorded in the following regions: Singida (561), Lindi (552), Rukwa (478) and Pemba (468). Other centres such as Njombe (294), Simiyu (178), Katavi (177), Geita (366) and Songwe (7) that are relatively new and therefore are left out in this discussion. As time goes on, it will be crucial to analyse them at par with other Regions and/or Coordination Centres.

Table 70: Distribution of graduates at the Level of Regional Centres or Coordination Centres (2015 – January 2019

	2015			2016			2017			Feb-18			Jan-19			1999 – January 2019		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	M
Arusha	194	146	340	162	126	288	178	107	285	27	25	52	96	61	157	1490	917	2407
Dar es Salaam	340	216	556	262	261	523	344	358	702	113	78	191	465	415	880	6211	5511	11722
Dodoma	308	344	652	70	72	142	95	67	162	11	15	26	57	55	112	836	742	1578
Geita	23	12	35	46	23	69	81	30	111	20	12	32	74	35	109	251	115	366
Ilala	93	79	172	65	53	118	44	37	81	4	3	7	0	0	0	206	172	378
Iringa	48	64	112	44	54	98	47	39	86	10	13	23	45	43	88	676	470	1146
Kagera	106	38	144	135	54	189	127	37	164	34	16	50	71	27	98	885	321	1206
Katavi	20	8	28	43	11	54	32	6	38	3	5	8	13	9	22	129	48	177
Kigoma	78	38	116	99	32	131	80	55	135	17	6	23	74	28	102	630	245	875
Kilimanjaro	77	78	155	66	56	122	68	54	122	14	13	27	38	48	86	773	750	1523
Kinondoni	244	248	492	288	269	557	271	169	440	45	21	66	1	3	4	848	710	1558
Lindi	75	19	94	75	24	99	33	15	48	8	5	13	45	29	74	392	160	552
Manyara	112	77	189	90	34	124	75	35	110	26	9	35	41	34	75	534	273	807
Mara	50	34	84	94	21	115	45	21	66	4	5	9	46	24	70	552	225	777
Mbeya	94	58	152	86	54	140	106	63	169	15	9	24	64	36	100	962	516	1478
Morogoro	76	70	146	67	41	108	66	38	104	20	22	42	46	57	103	830	593	1423
Mtwara	54	37	91	65	39	104	45	26	71	13	6	19	44	22	66	570	300	870
Mwanza	154	71	225	113	95	208	110	66	176	33	18	51	91	48	139	1177	618	1795
Njombe	33	17	50	0	1	1	44	47	91	8	2	10	29	25	54	161	133	294
Pemba	47	42	89	22	10	32	50	65	115	17	11	28	22	19	41	272	196	468
Pwani	61	45	106	44	35	79	33	39	72	4	2	6	38	22	60	461	355	816
Rukwa	48	8	56	45	12	57	40	12	52	16	6	22	25	12	37	372	106	478
Ruvuma	46	52	98	41	14	55	46	30	76	6	6	12	29	25	54	441	281	722
Shinyanga	81	49	130	99	36	135	90	48	138	15	14	29	76	40	116	660	312	972
Simiyu	30	11	41	26	18	44	30	11	41	4	2	6	23	6	29	129	49	178
Singida	54	58	112	32	33	65	39	33	72	7	2	9	27	14	41	316	245	561
Songwe	0	0	0	0	0	0	1	0	1	1	2	3	2	1	3	4	3	7
Tabora	94	39	133	51	33	84	59	32	91	14	8	22	38	15	53	533	210	743
Tanga	68	39	107	47	41	88	32	47	79	7	10	17	55	37	92	537	366	903
Temeke	53	64	117	72	53	125	33	27	60	7	4	11	23	17	40	188	165	353
Zanzibar	91	52	143	65	42	107	84	78	162	22	37	59	61	60	121	714	441	1155
Total	2852	2113	4965	2414	1647	4061	2428	1692	4120	545	387	932	1739	1265	3004	22740	15548	38288

OUT is proud of having produced graduates beyond the national borders. This is in compliance with the University's Mission in which it aspires to providing relevantly, quality, flexible, accessible, and affordable open online education, research, and services to the community for the social economic development of Tanzania and the rest of the world.

Table 11 portrays the distribution of international students who have graduated at the OUT in undergraduate degree and Non degree programmes since 1999. Until the last graduation of January 2019, the university conferred degrees, diplomas and certificates to 544 international students. In terms of graduate destination, about 178 (32.8%) of graduates over the last twenty years came from Kenya, 88 (16.2%) from Rwanda, 69 (12.7%) from Uganda, and 29 (5.3%) from Libya, Zambia 20 (3.7%), Namibia 20 (3.7%), Lesotho 15 (2.6%), Burundi 13 (2.4%).Globally, the highest percentage of OUT graduates are in African countries i.e. more than 99.9%. It is vital that the newly formed International Students' Directorate develops a comprehensive publicity programme at global level in order not only to attract more international students but also to promote their pace of study.

Table 11: Distribution of OUT Graduates at Global Level 2015 - January 2019

Countries	2015			2016			2017			Feb-18			Jan-19			1999 - Jan 2019		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Botswana	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Kenya	14	14	28	4	6	10	4	3	7	4	1	5	7	2	9	104	74	178
England	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Ethiopia	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	4	3	7
Japan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Lesotho	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	6	15
Libya	1	0	1	1	0	1	5	2	7	1	0	1	0	0	0	25	4	29
London	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Uganda	6	4	10	1	1	2	0	0	0	0	0	0	2	0	2	43	26	69
United Kingdom	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3
Rwanda	40	9	49	1	0	1	11	5	16	4	1	5	8	2	10	69	19	88
Zambia	3	4	7	1	0	1	0	1	1	0	0	0	0	1	1	11	9	20
Namibia	4	4	8	1	1	2	1	1	2	0	0	0	2	2	4	10	10	20
Angola	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	2	2	4
Swaziland	6	0	6	0	0	0	1	0	1	0	0	0	0	0	0	8	2	10
South Sudan	3	1	4	0	0	0	0	0	0	0	0	0	0	0	0	4	1	5
Nigeria	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3
Hong Kong	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Malawi	0	1	1	0	0	0	0	0	0	0	0	0	1	0	1	3	5	8
Liberia	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Zimbabwe	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Benini	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
Burundi	1	5	6	0	0	0	0	0	0	0	0	0	0	0	0	7	6	13
China	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Dubai	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1

Table 11: Contd...

Countries	2015			2016			2017			Feb-18			Jan-19			1999 - Jan 2019		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Congo Brazaville	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Ghana	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	3	1	4
Cameroon	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
Sweden	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Switzerland	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Guinea Bissau	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Gambia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	4	6
Kingdom of Saudi Arabia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Mali	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Mauritania	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Niger	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3
Seychelles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3
USA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Philippines	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Mozambique	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3
Egypt	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3
France	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Germany	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
DRC Congo	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Finland	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Senegal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4
South Africa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	4
Togo	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Central Africa Republic	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Burkinafaso	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1	4
Total	**84**	**49**	**133**	**11**	**8**	**19**	**22**	**12**	**34**	**9**	**2**	**11**	**22**	**7**	**29**	**341**	**203**	**544**

Chapter Five

OUT STAFF PROFILE

5.1   Staffing

In recent years, OUT has managed to employ academically strong, experienced, young, energetic and dynamic staff to succeed the generation of highly qualified, experienced and reputable senior professionals, who are at the verge of retirement. It is the policy of the University to recruit, incentivise and retain new staff in order to continuously provide quality open and distance education, to conduct research and offer public service for sustainable and equitable socio-economic development of Tanzania in particular and the rest of Africa. The Open University of Tanzania has three types of staff namely Academic staff, Administrative staff and Technical staff. The staff so discussed in this chapter are those who are paid by the United Republic of Tanzania (appear in the Lawson System). The total number of staff by June 2019 was 618. Out of 618 staff, 323 were academic staff, 237 administrative staff and 58 Technical staff.

5.1.1. OUT Academic Staff by Gender and Qualifications by June 2019

Table 12 shows the academic staff by gender and their qualifications. The emerging picture is that there are more academic staff with Master's qualification than those holding Ph.D or Bachelor holders. Looking at gender, in 2018/19, about 39.3% of Ph.D holders were females. About 49.5% female academic staff were Masters holders. At Bachelor's level, males academic staff were three times as many compared to females academic staff. Although a lot needs to be done to improve gender parity, OUT has tried to reduce gender disparity for academic staff with Masters Degree especially in 2014/15. The distribution with respect to Ph.D and Masters holders in Table 13 shows some progress with respect to Ph.D holders while substantial progress has been made for female holding Masters degree (45.7%) by 2014/15. The same progress has also appeared in the academic year 2015/16 and 2017/18 for female Masters Degree respectively who have accounted for 46.4% and 39.9%.

Table 82: OUT Academic Staff by Gender and Qualifications by June 2019

| Year	Ph.D			Masters			Bachelors			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
2010/11	56	13	69	84	59	143	64	32	96	204	104	308
2011/12	59	17	76	105	75	180	52	27	79	216	119	335
2012/13	66	19	85	110	82	192	51	26	77	227	127	354
2013/14	76	25	101	108	83	191	60	22	82	244	130	374
2014/15	73	23	96	95	80	175	55	22	77	223	125	348
2015/16	68	24	92	104	90	194	46	8	54	218	122	340
2016/17	60	22	82	105	89	194	46	8	54	211	119	330
2017/18	64	45	109	89	59	148	35	12	47	188	116	304
2018/19	65	42	107	105	55	160	42	14	56	212	111	323
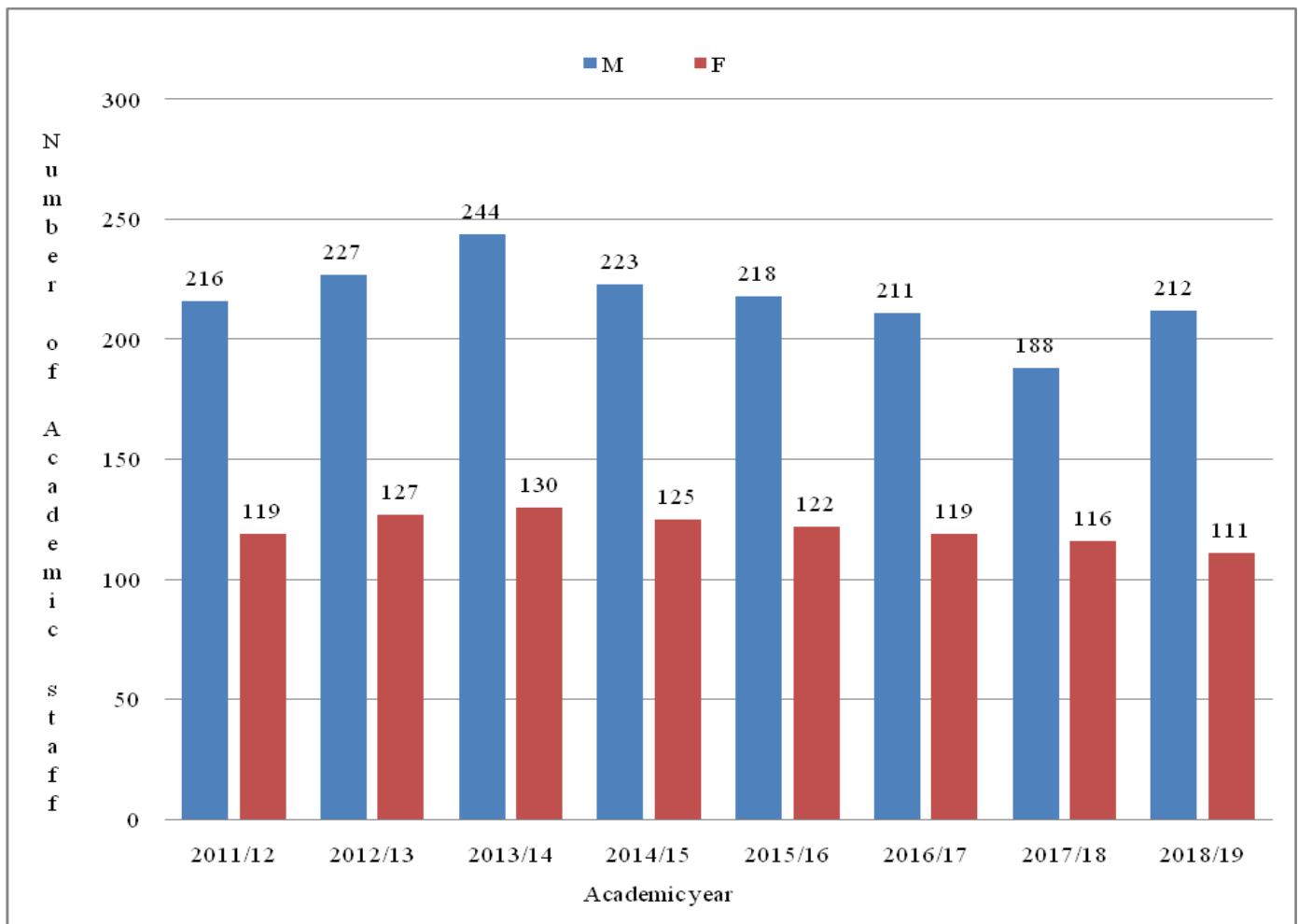
Figure 7: Academic Staff Cumulative Figure Trend by Gender and Academic Year 2011/12 to 2018/19

5.1.2   Academic Staff by Gender and Rank by June 2019

Table.13 shows that the number of Full Professors has fluctuated from 7 in 2011/12 to 3 in 2018/19. This is due to many academic staff from the rank of senior lectures to Professors required to cease work at age not exceeding 65 as an order from the United Republic of Tanzania. With regards to Associate Professors, their number has also fluctuated from 11 in 2011/12 to 8 in 2018/19, of whom 3 were females. For Senior Lecturers and Lecturers, their numbers has generally been increasing. Between 2011/12 and 2018/19, the number of Assistant Lectures has dramatically increased from 162 in 2011/12 to 185 in 2013/2014. In 2018/19 the number of Assistant Lecturers has dropped to 153 from 185 in 2013/14, this was due to the government order of stopping recruitment; and at the same time some academic staff have finished their contract. The number of Tutorial Assistants has also increased from 55 in 2011/12 to 56 in 2018/19.

Table 13 shows the academic staff profile by gender and rank. Up to June 2019, there were only three female Associate Professors. At the level of Senior Lecturers, between 2011/12 and 2018/19, the percentage of female Senior lecturers was less than 22.2%. These gaps, however, become narrower as one goes down the ladder. But even then, male senior lecturers are thrice as many compared with females. A similar picture comes into sight at the level of assistant lecturer. The gap narrows further when we look at the level of Tutorial Assistants.

Table 93: Academic Staff by Gender and Rank by June 2019

Year	Full Prof.			Assoc. Prof.			Sen. Lecturer			Lecturer			Sen. Librarian			Librarian			Research Fellow		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2011/12	7	0	7	10	1	11	7	5	12	50	15	65	0	0	0	1	0	1	1	0	1
2012/13	6	0	6	12	2	14	9	5	14	49	15	64	0	0	0	1	0	1	1	0	1
2013/14	7	0	7	11	2	13	14	6	20	53	21	73	0	0	0	1	0	1	1	0	1
2014/15	6	0	6	11	2	13	13	6	19	48	16	64	0	0	0	1	0	1	1	0	1
2015/16	2	0	2	11	2	13	14	5	19	43	22	65	0	0	0	1	0	1	0	0	0
2016/17	2	0	2	10	4	14	19	3	22	37	23	60	0	0	0	1	0	1	0	0	0
2017/18	3	0	3	8	4	12	19	5	24	33	35	68	0	0	0	1	1	2	0	0	0
2018/19	3	0	3	5	3	8	14	4	18	42	34	76	1	0	1	0	1	1	0	0	0

Table 13: Contd.

Year	Assistant. Lecturer			Assist Librarian			Assist Research Fellow			Tutorial Assistant			Tutorial Librarian			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2011/12	91	71	162	1	2	3	0	1	1	50	26	76	1	1	2	**216**	**119**	**335**
2012/13	100	79	179	2	3	5	0	1	1	49	25	74	2	1	3	**227**	**127**	**354**
2013/14	103	82	185	3	3	6	0	1	1	50	14	64	2	1	3	**244**	**130**	**374**
2014/15	88	81	169	5	3	8	0	1	1	48	15	63	2	1	3	**223**	**125**	**348**
2015/16	96	83	179	5	2	7	0	0	0	45	8	55	1	0	1	**218**	**122**	**340**
2016/17	91	79	170	5	2	7	0	0	0	45	8	53	1	0	1	**211**	**119**	**330**
2017/18	85	57	142	4	2	6	0	0	0	35	12	47	0	0	0	**188**	**116**	**304**
2018/19	101	52	153	4	3	7	0	0	0	42	14	56	0	0	0	**212**	**111**	**323**
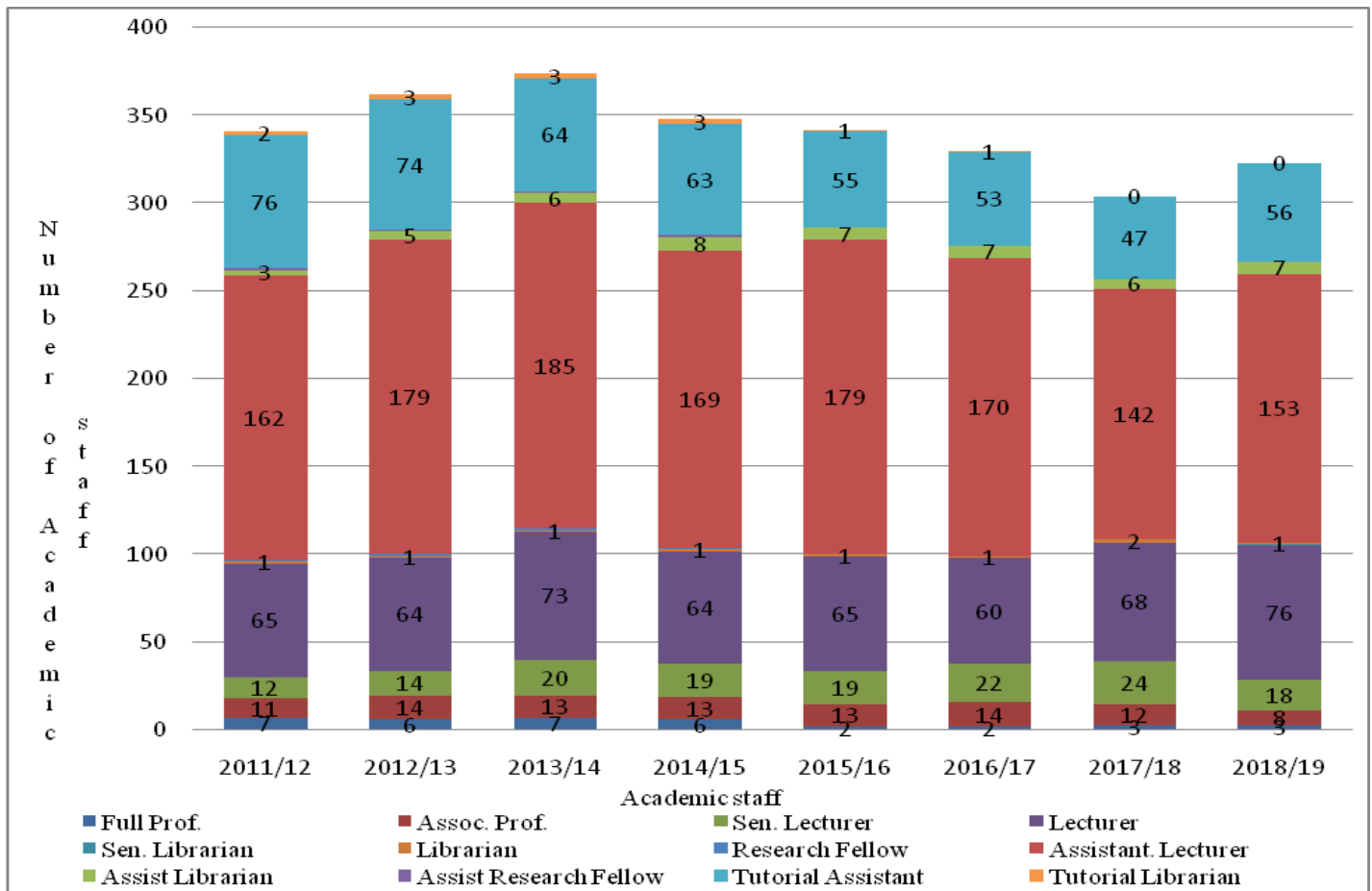
Figure 8: Academic Staff by Rank and Year

5.1.3 Academic staff Age Profile by June 2019

There are more male academic staff aged between 41 – 45 years than in any other age group. This group has also appeared to be the modal age group. There are 11 males and 4 females academic staff aged more than 60 years but no female staff aged more than 65 years. The median age in 2018/19 is 43 years which has fallen under the age group 41 – 45 having the highest number (66) of academic staff (see Table 14).

Table 14: Academic Staff Profile by Gender and Age 2011/12 - 2018/19

Year	≤30			31 – 35			36 – 40			41 – 45			46 – 50			51 – 55		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2011/12	20	18	38	32	25	57	45	33	78	29	17	46	24	7	31	19	6	25
2012/13	23	21	44	33	27	60	51	34	85	29	18	47	24	7	31	18	7	25
2013/14	25	15	40	37	33	70	50	35	85	34	18	52	33	9	42	14	6	20
2014/15	14	7	21	30	28	58	34	28	62	47	27	74	27	12	39	16	6	22
2015/16	15	8	23	38	25	63	35	28	63	42	28	70	20	15	35	25	5	30
2016/17	15	7	22	35	18	53	34	30	64	47	31	78	22	14	36	26	5	31
2017/18	16	7	23	30	21	51	31	29	60	43	27	70	23	17	40	24	5	29
2018/19	13	9	22	41	16	57	37	24	61	41	25	66	32	20	52	26	10	36

Table 14: contd.

Year	56 – 60			61 – 65			66 - 70			≥71			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2011/12	17	10	27	14	3	17	11	0	11	5	0	5	216	119	335
2012/13	18	10	28	14	3	17	12	0	12	5	0	5	227	127	354
2013/14	17	9	26	14	3	17	14	2	16	6	0	6	244	130	374
2014/15	19	9	28	14	6	20	14	2	16	8	0	8	223	125	348
2015/16	17	5	22	14	7	21	8	1	9	4	0	4	218	122	340
2016/17	14	6	20	14	7	21	3	1	4	1	0	1	211	119	330
2017/18	12	4	16	8	6	14	0	0	0	1	0	1	188	116	304
2018/19	11	3	14	10	4	14	1	0	1	0	0	0	212	111	323
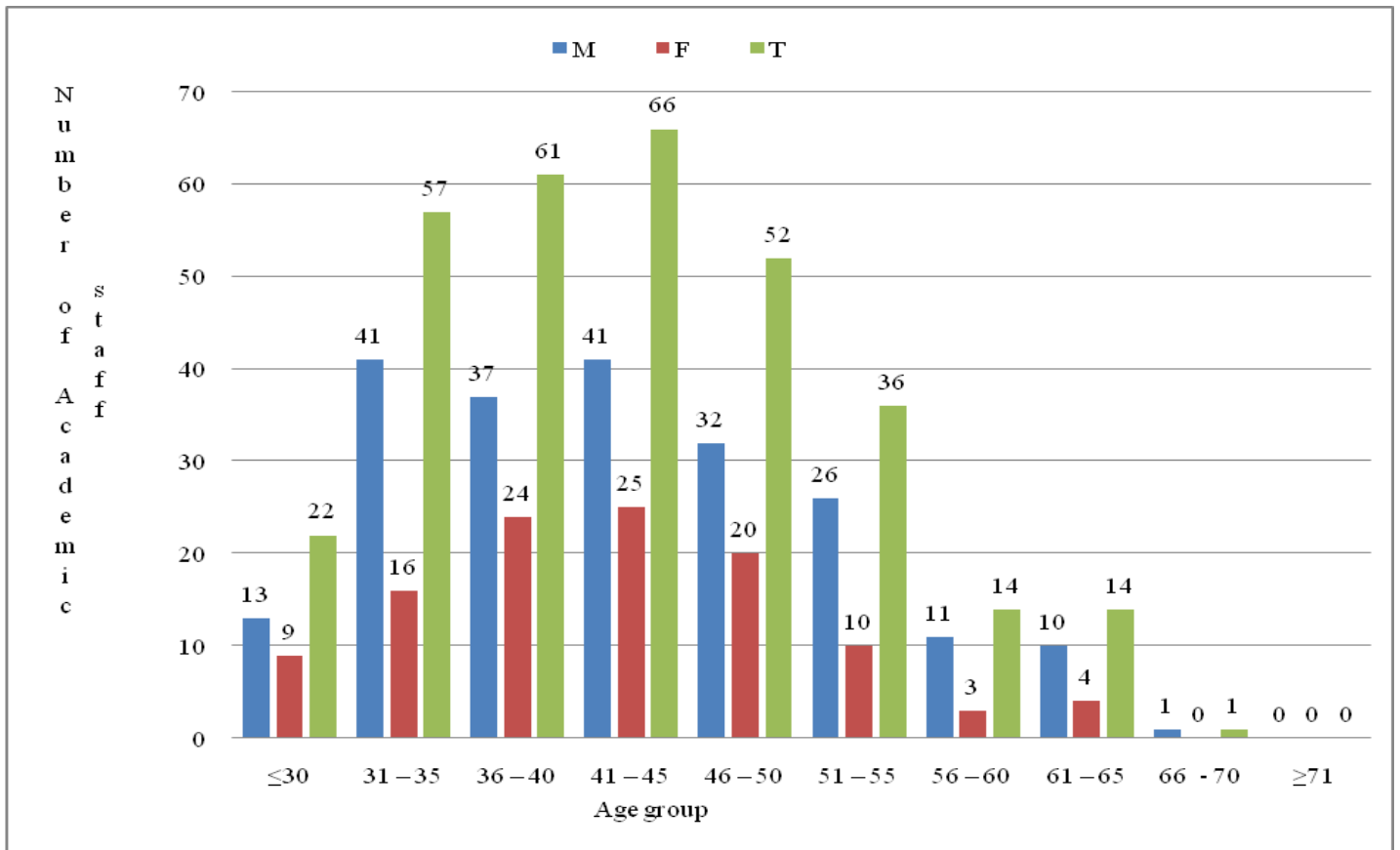
Figure 9: Trend of Academic Staff Profile by Age Groups 2018/19

Table 15: Academic Staff-Student Ratio (head count)

Year	Active Students (estimated as 60% of the total enrolment)	Academic Staff*	Academic Staff Student Ratio
2011/12	26,250	372	1;71
2012/13	28,726	354	1:81
2013/14	31,821	374	1:85
2014/15	35,500	348	1:103
2015/16	38,400	340	1;113
2016/17	39,000	330	1:118
2017/18	11,337	304	1:37
2018/19	76,621	323	1:237

* The data in this column include Part time staff reduced to Full Time Equivalent (FTE) except for data from 2012/13 to 2018/19 academic years which include only full time staff.

Assumptions: Quantity of one FTE Staff is equivalent to 4 Part-time Staff.

Table 15 portrays the academic staff-student ratio based on head counts. Clearly, the emerging picture is that academic staff are overwhelmed by the increased student enrolment. It is worth putting a caution that not all academic staff are fully involved in teaching. Put differently, some academic staff are simultaneously engaged in administrative and teaching duties; hence, they play a limited role in teaching cycles. Justifiably, it suffices to conclude that OUT needs to recruit more academic staff in order to meet the recommended standard: student-staff ratio of 1:35 as prescribed by TCU for a traditional ODL delivery mode.

5.2 Administrative Staff

By June 2019 the OUT had a total number of 237 administrative staff, out of whom 98 (41.4) are males and 139 (58.6) are females.

5.2.1. Administrative Staff by Gender and Qualifications 2011/12 - 2018/19

Table 16 shows the administrative staff by Gender and qualifications in 2011/12- 2018/19. The emerging picture is that there are more administrative staff (71) holding Bachelors than any other qualification. At Master's level, the number of female and male administrative staff is more or less the same. There are two administrative staff holding Ph.D degree. A lot needs to be done so that OUT can improve administrative staff both professionally and academically. The administrative staff holding Ph.D, Masters, Bachelors, Postgraduate Diplomas and Advanced Diplomas in 2018/19 constitute only 124 (52.3%).

Table16: Administrative Staff by Gender and Qualifications 2011/12- 2018/19

Year	PhD			Masters			PGD			Bachelor			ADV. DIP			OD		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2011/12	0	0	0	14	10	24	4	3	7	22	7	29	4	3	7	11	37	48
2012/13	0	0	0	17	13	30	6	4	10	21	9	30	2	5	7	11	40	51
2013/14	1	0	1	22	17	39	5	4	9	22	16	38	1	2	3	11	47	58
2014/15	1	0	1	21	19	40	3	3	6	18	16	34	1	3	4	11	50	61
2015/16	1	0	1	22	19	41	3	2	5	40	28	68	2	4	6	10	52	62
2016/17	1	0	1	21	24	45	4	1	5	36	30	66	3	1	4	14	62	76
2017/18	2	0	2	19	20	39	2	0	2	46	31	77	2	3	5	10	54	64
2018/19	1	0	1	23	22	45	1	1	2	41	30	71	2	3	5	12	57	69

Table 16: contd.

Year	Certificate			Form VI			Form IV			Std VIII			STD VII			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2011/12	31	54	85	8	5	13	18	37	55	0	0	0	4	1	5	116	157	273
2012/13	32	54	86	8	4	12	15	36	51	0	0	0	4	1	5	116	166	282
2013/14	31	45	76	6	0	6	14	29	43	1	0	1	5	2	7	119	162	281
2014/15	32	41	73	4	0	4	14	29	43	1	0	1	5	1	6	111	162	273
2015/16	30	40	70	4	0	4	14	29	43	1	0	1	5	1	6	132	175	307
2016/17	25	19	44	1	0	1	8	24	32	0	0	0	4	0	4	117	161	278
2017/18	13	20	33	1	0	1	11	12	23	0	0	0	2	1	3	108	141	249
2018/19	10	16	26	1	0	1	7	10	17	0	0	0	0	0	0	98	139	237
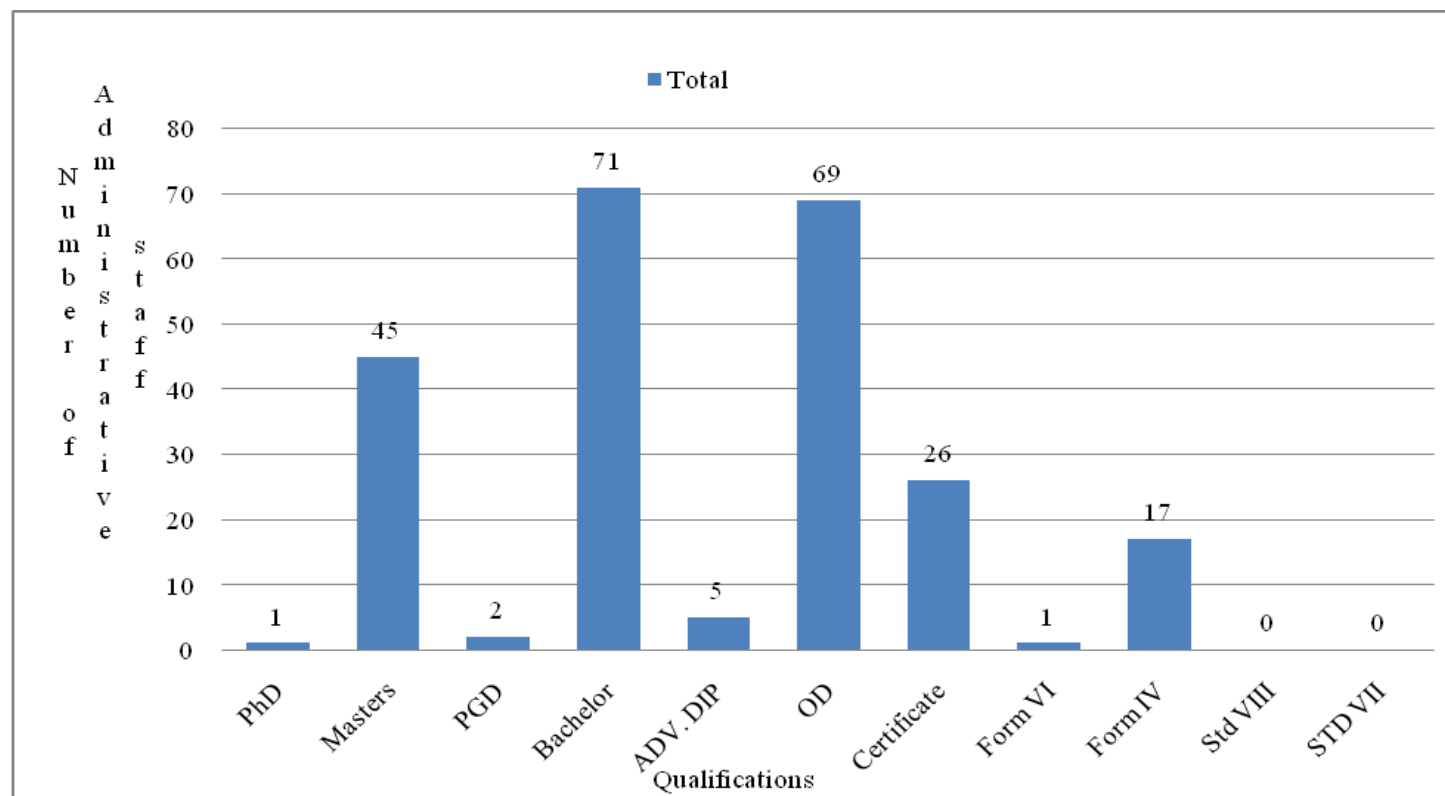
Figure 10: Administrative Staff by Qualifications 2018/19

5.2.2. Administrative Staff Profile by Gender and Age 2018/19

Many OUT administrative staff are still young and energetic. By June 2019 there were 134 administrative staff aged below 41 years (56.5%) of all administrative staff. In this category of 134 administrative staff that were below 41 years, there were 84 female administrative staff (62.7%). Therefore, the OUT is proud of having them because they can be used for a quite long time (more than twenty years).There is no female staff aged more than 60 years.

Table 17: Administrative Staff Profile by Gender and Age 2011/12 - 2018/19

Year	≤30			31 – 35			36 – 40			41 – 45			46 – 50			51 – 55		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2011/12	16	47	63	26	51	77	12	21	33	32	14	46	6	9	15	16	6	22
2012/13	14	53	67	27	54	81	14	22	36	32	13	45	6	10	16	16	6	22
2013/14	17	40	57	24	57	81	20	28	48	26	17	43	11	8	19	12	7	19
2014/15	10	34	44	20	46	66	23	43	66	20	18	38	20	10	30	7	6	13
2015/16	21	34	55	28	46	74	19	50	69	17	19	36	27	14	41	6	6	12
2016/17	12	22	34	25	43	68	22	48	70	12	19	31	28	16	44	5	8	13
2017/18	16	25	41	25	33	58	21	37	58	8	21	29	24	13	37	5	8	13
2018/19	11	13	24	19	30	49	20	41	61	14	29	43	17	15	32	10	9	19

Table 17: Contd.

Year	56 – 60			61 – 65			66 - 70			≥71			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2011/12	2	5	7	6	3	9	0	1	1	0	0	0	116	157	273
2012/13	2	5	7	3	3	6	2	0	2	0	0	0	116	166	282
2013/14	4	4	8	3	1	4	2	0	2	0	0	0	119	162	281
2014/15	10	4	14	1	0	1	0	1	1	0	0	0	111	162	273
2015/16	12	4	16	1	1	2	1	1	2	0	0	0	132	175	307
2016/17	11	5	16	1	0	1	1	0	1	0	0	0	117	161	278
2017/18	9	4	13	0	0	0	0	0	0	0	0	0	108	141	249
2018/19	6	2	8	1	0	1	0	0	0	0	0	0	98	139	237
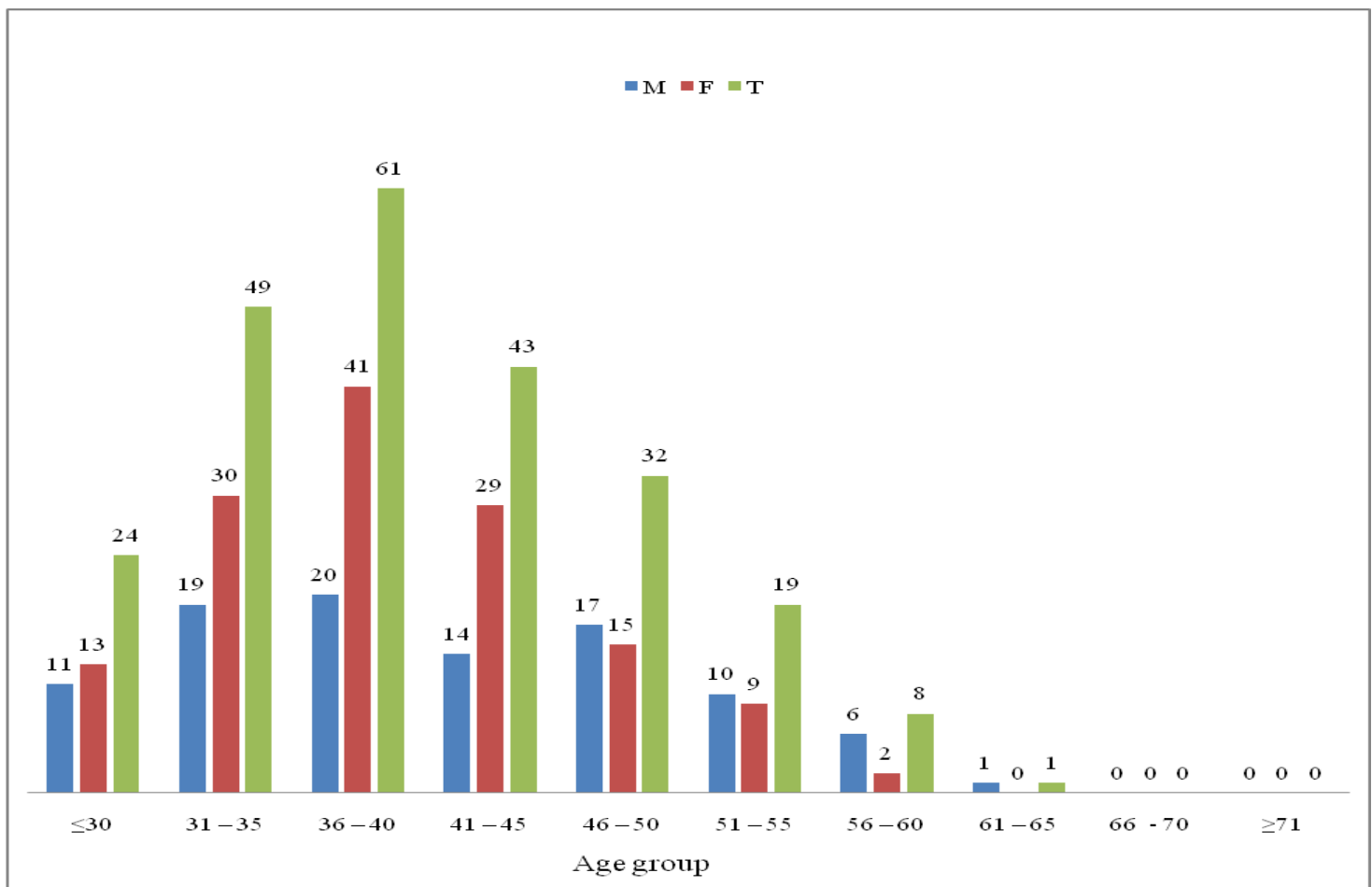
Figure 11: Trend of Administrative Staff Profile by Age for 2018/19

5.2.3 Academic: Administrative Staff ratio by 2018/19

Upon determination of the average academic: administrative staff ratio by June, 2019, the ratio is 323/237 = 1:1. Based on assumptions of operation in a residential University an acceptable academic staff:student ratio is expected to be 2:3. However, for an ODL institution there has not even fully operationalised the current optional establishments of the regional centres a target ration of 1.0 is seen to be acceptable if the right mix of the staff is deployed since currently, some low cadre staff appear to be in excess but all are encouraged to retrain based on self sponsorship to ensure they are effectively deployed.

5.3 Technical Staff by June 2019

The Open University of Tanzania has motivated, over the years, been recruiting technical staff in order to support academic programmes and other services. Some of the technical staff are actively engaged in ensuring that the University embraces and nurtures sustainably the use of ICT in delivery of academic programmes through E-learning and Moodle platforms. Other technical staffs are involved in supporting construction and maintenance of physical infrastructure at the Headquarters and in the coordination or regional centres. OUT technical staff have teamed up the developments of academic staff to undertake a number of tasks of internal applications software as well as participation in a number of consultancy services for other companies or academic institutions in

Tanzania. By June 2019 OUT had a total number of 58 technical staff of whom 49 were males and 19 were females. OUT has to work to reduce the gender disparity for the case of the technical staff as there are many more males (84.5%) than females.

5.3.1 Technical Staff by Gender and Academic Qualifications for 2018/19

Table18 shows technical staff by gender and qualifications for the Academic Year 2018/19. The emerging picture is that there are more technical staff (30) with Bachelor degree qualifications than any other qualifications. There are other six technical staff that are also academic staff whose qualifications range from Tutorial Assistant to Ph.D holders. The latter group has already been re-categorised into academic staff cadres. A lot needs to be done so that OUT can improve further the technical staff skills and qualifications in line with the OUT schemes of service. Furthermore, OUT has to convince the Government to allow it to employ more technicians to ensure each coordination or regional centre has at least one ICT technician following installation of wireless internet in all the regional centres of OUT.

Table 18: Technical Staff by Gender and Highest Academic Qualifications 2011/12 – 2018/19

Year	Ph.D			Masters			PGD			Bachelors			Adv. Dip.			OD		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2011/12	0	0	0	0	1	1	0	0	0	8	1	9	3	0	3	3	3	6
2012/13	0	0	0	0	1	1	0	0	0	11	2	13	4	1	5	5	3	8
2013/14	0	0	0	0	0	0	1	0	1	12	4	16	3	1	4	2	2	4
2014/15	0	0	0	0	0	0	1	0	1	12	3	15	3	1	4	3	2	5
2015/16	0	0	0	1	0	1	0	0	0	14	4	18	2	1	3	14	2	16
2016/17	0	0	0	0	1	1	0	0	0	18	4	22	2	0	2	17	2	19
2017/18	0	0	0	2	1	3	0	0	0	18	5	23	3	0	3	17	3	20
2018/19	0	1	1	3	1	4	0	0	0	25	5	30	4	0	4	12	2	14

Table: 18 Contd.

Year	Certificate			Form VI			Form IV			Std VIII			STD VII			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2011/12	17	5	22	0	0	0	0	0	0	0	0	0	0	0	0	31	10	41
2012/13	14	3	17	0	0	0	0	0	0	0	0	0	0	0	0	34	10	44
2013/14	15	3	18	0	0	0	0	0	0	0	0	0	0	0	0	33	10	43
2014/15	14	3	17	0	0	0	0	0	0	0	0	0	0	0	0	33	9	42
2015/16	13	3	16	0	0	0	0	0	0	0	0	0	0	0	0	44	10	54
2016/17	7	3	10	0	0	0	0	0	0	0	0	0	0	0	0	44	10	54
2017/18	3	1	4	0	0	0	0	0	0	0	0	0	0	0	0	43	10	53
2018/19	5	0	5	0	0	0	0	0	0	0	0	0	0	0	0	49	9	58
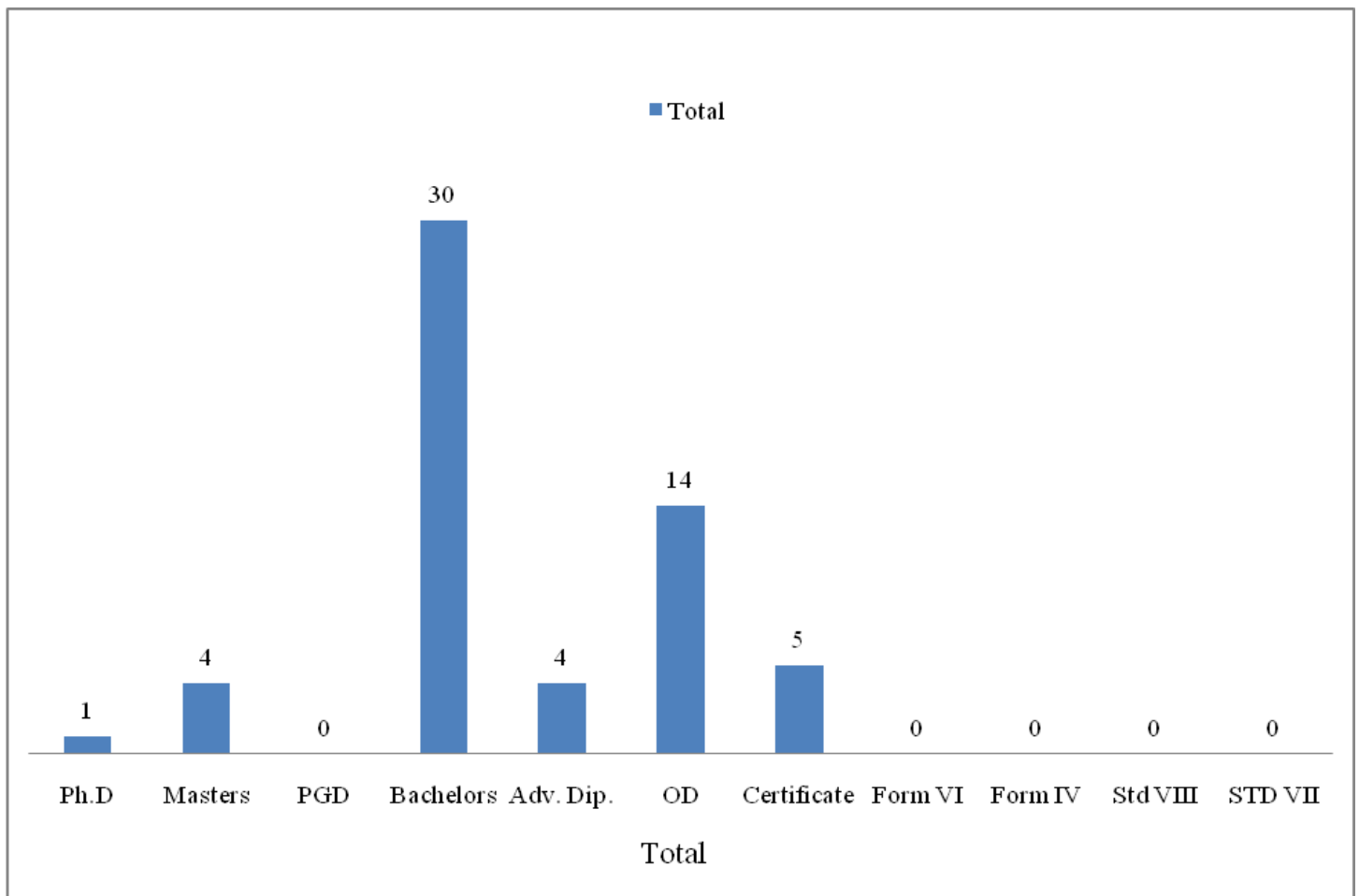
Figure 12: Technical Staff by Gender and Qualifications for 2018/19

5.3.2 Technical Staff Profile by Age and Gender 2018/19

There are more Technical staff (male and female) aged 31 to 35 years than in any other age group. There is neither a male nor female technical staff aged more than 55 years. This means that the team of technical staff is still young, energetic enough to serve the OUT effectively, efficiently and for a quit long time. (See Table 19)

Table 19: Technical Staff Profile by Gender and Age 2011/12 - 2018/19

Year	≤30			31 – 35			36 – 40			41 – 45			46 – 50			51 – 55		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2011/12	10	4	14	8	4	12	7	1	8	4	1	5	0	0	0	0	0	0
2012/13	10	4	14	8	3	11	9	1	10	5	2	7	0	0	0	0	0	0
2013/04	10	4	14	9	2	11	5	2	7	7	2	9	2	0	2	0	0	0
2014/15	6	3	9	10	1	11	7	3	10	7	1	8	2	1	3	0	0	0
2015/16	11	1	12	16	4	20	6	3	9	9	1	10	2	1	3	0	0	0
2016/17	0	0	0	3	1	4	30	7	37	6	1	7	5	1	6	0	0	0
2017/18	8	0	8	14	5	19	9	3	12	7	1	8	5	1	6	0	0	0
2018/19	9	0	9	18	4	22	10	2	12	3	2	5	7	1	8	2	0	2

Table 19: contd.

Year	56 – 60			61 – 65			66 - 70			≥71			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2011/12	1	0	1	1	0	1	0	0	0	0	0	0	31	10	41
2012/13	1	0	1	0	0	0	1	0	1	0	0	0	34	10	44
2013/04	0	0	0	0	0	0	0	0	0	0	0	0	33	10	43
2014/15	1	0	1	0	0	0	0	0	0	0	0	0	33	9	42
2015/16	0	0	0	0	0	0	0	0	0	0	0	0	44	10	54
2016/17	0	0	0	0	0	0	0	0	0	0	0	0	44	10	54
2017/18	0	0	0	0	0	0	0	0	0	0	0	0	43	10	53
2018/19	0	0	0	0	0	0	0	0	0	0	0	0	49	9	58
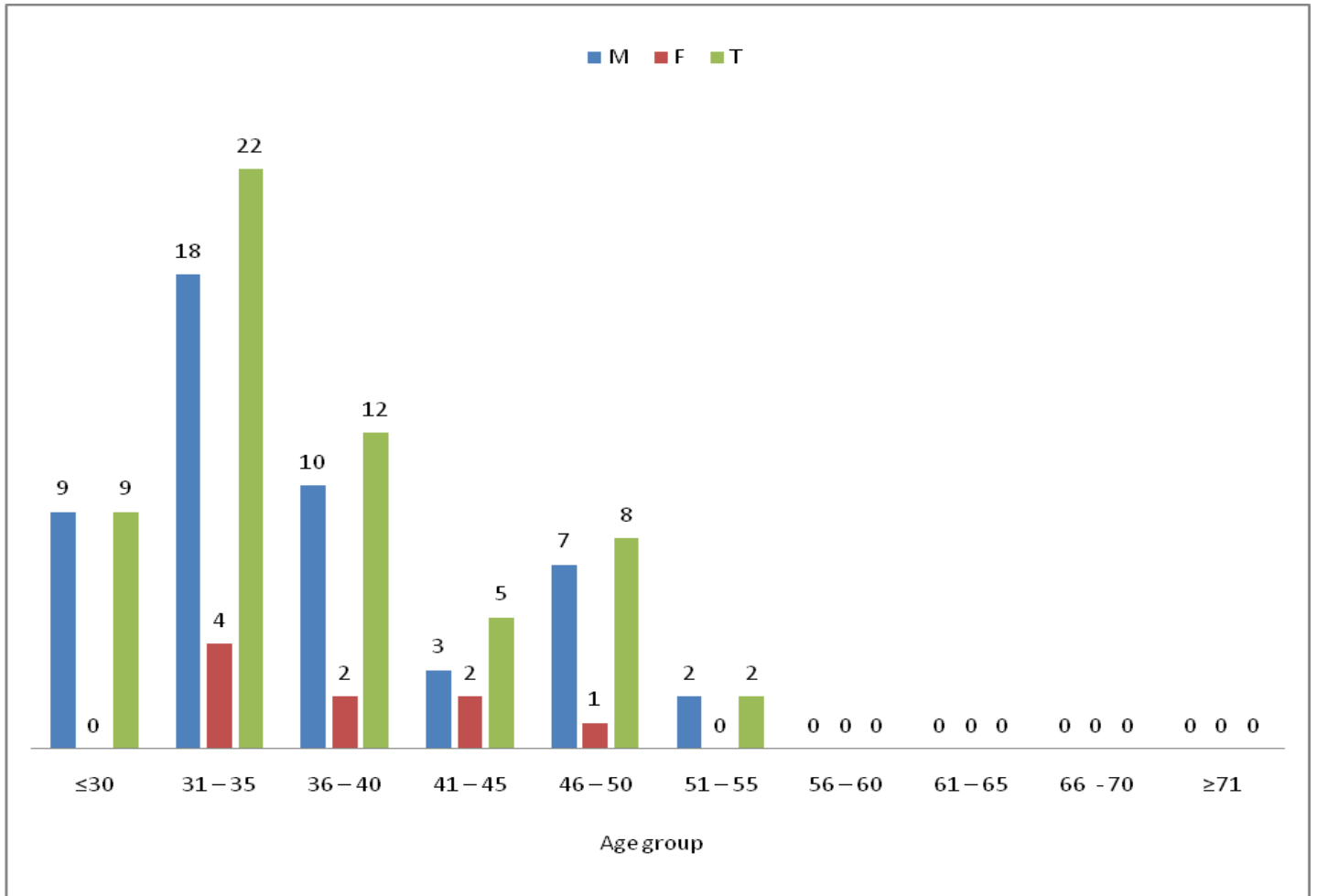
Figure 13: Technical Staff Profile by Gender and Age for 2018/19

SOURCES OF FUNDS

6.1. Introduction

OUT like any other higher learning institution needs financial resources to implement various activities in order to achieve the three core functions which are: teaching and learning, public service as well as research and publications. Although the survival of OUT largely hinges on Government subventions and self generated income, to propel its operations, OUT has also been able to mobilize funding from different development partners both from within and outside the country. In the following sub-sections, the major sources of revenues mobilized with corresponding expenditures on various items are outlined. With effective from financial year 2017/18, we will be using financial data of the last financial year in order to get and use the correct and audited data, since the booklet normally comes out in June every year while the respective financial year data are still not yet audited.

6.2 Government Subvention: Recurrent and Development Subvention

The recurrent budget in nominal terms has been increasing over the years. However, in real terms, it has been falling when the cost of equipment and other essential inputs for running university's academic activities are taken into account as well as inflationary factors. This is confirmed by the decreasing share of the requested budget to the allocated budget. It is important to bear in mind that the estimated requested budget reflects the actual cost of equipment, materials and other academic inputs at the time when the infrastructure of OUT in regional and coordination centres as well as the temporary and permanent headquarters has substantially expanded in order to bring the education services closes to the people. Taking this into account, it is obvious that OUT is not optimally funded by the Government in terms of both recurrent budget and in particular the OC as well as the Development budget from internal sources.

Table20: Government Subvention: Recurrent and Development Subvention 2011/2012 – 2018/19

Fiscal Year	Recurrent (T.Shs '000)			Development (T.Shs '000)		
	Requested	Allocation	%(Alloc/Requested)	Requested	Allocation	%(Alloc/Requested)
2011/2012	24,490,419	11,197,571	45.7	22,237,800	1,041,300	4.7
2012/2013	25,000,000	18,167,853	73	650,000,000	124,000	0.02
2013/2014	25,000,000	13,733,593	54.9	650,000,000	0	0.0
2014/2015	18,147,189	13,624,884	75	750,000	0	0.0
2015/2016	21,159,138	18,181,325	85.93	800,000	0	0.0
2016/2017	30,575,983	17,442,217	57.0	4,450,000	0	0.0
2017/2018	28,641,437	21,379,272.7	74.6	0	0	0.0

Note: Financial data for the Fiscal Years 2016/17 and 2017/2018 are the audited one. No Development Subvention funded by the Government to the OUT since 2013/14 fiscal year.

The development budget has been falling both in nominal and real terms between the financial years 2011/2012 and 2012/2013. The share of estimated development budget to the actual allocation has also been falling. In the academic year 2012/13 only 124,000,000/- TZS was released by the Government from local sources purposely for renovation of one of the Regional centres. Since then no development   subvention funded by the Government to the OUT.

Table 21: Disaggregation of Recurrent Subvention

Academic Year	Other Charges (OC)	Personal Emoluments (PE)	Actual Recurrent Released(ARR)	% share of OC in ARR	% share of PE in ARR
2011/2012	1,141,798,000	10,055,773,727	11,197,571,727.00	10.0	90.0
2012/2013	199,459,000	8,495,053,460	8,694,512,460.00	2.0	98.0
2013/2014	546,969,040	13,186,624,410	13,733,593,450.56	4.0	96.0
2014/2015	358,405,230	13,266,478,576	13,624,883,806.00	2.6	97.4
2015/2016	127,693,441	18,053,631,813	18,181,325,254.00	0.7	99.3
2016/2017*	-	17,442,217,055	17,442,217,055	0.0	100.0
2017/2018	4,748,308,232	16,630,964,456	21,379,272,688	22.2	77.8

* *No other Charges (OC) released for the Fiscal Year 2016/17.*

It is apparent from Table 21 and Figure 15 that the nominal release of OC during the fiscal year 2015/16 127,693,441) was less than almost one ninth of the funds released to the fiscal year 2011/2012(1,141,798,000) while there was no funds (OC) at all released during the fiscal year 2016/2017. Clearly, such release does not give due recognition of the increased number of admitted students during the academic year 2015/16. It goes without saying that such inadequate release provides partial support of the efforts that the OUT undertakes to increase the number of graduates in the country. As a result, many academic and supportive activities remain partly attended or unattended. Such limitations as: inability to clear the part time staff debit on time, inability to settle some of the existing debts, inability to pay the contracted service providers, etc. In the year 2012/13, the OC and Recurrent Subventions dropped drastically but there was some increase in the OC and Recurrent Subventions in 2017/18.
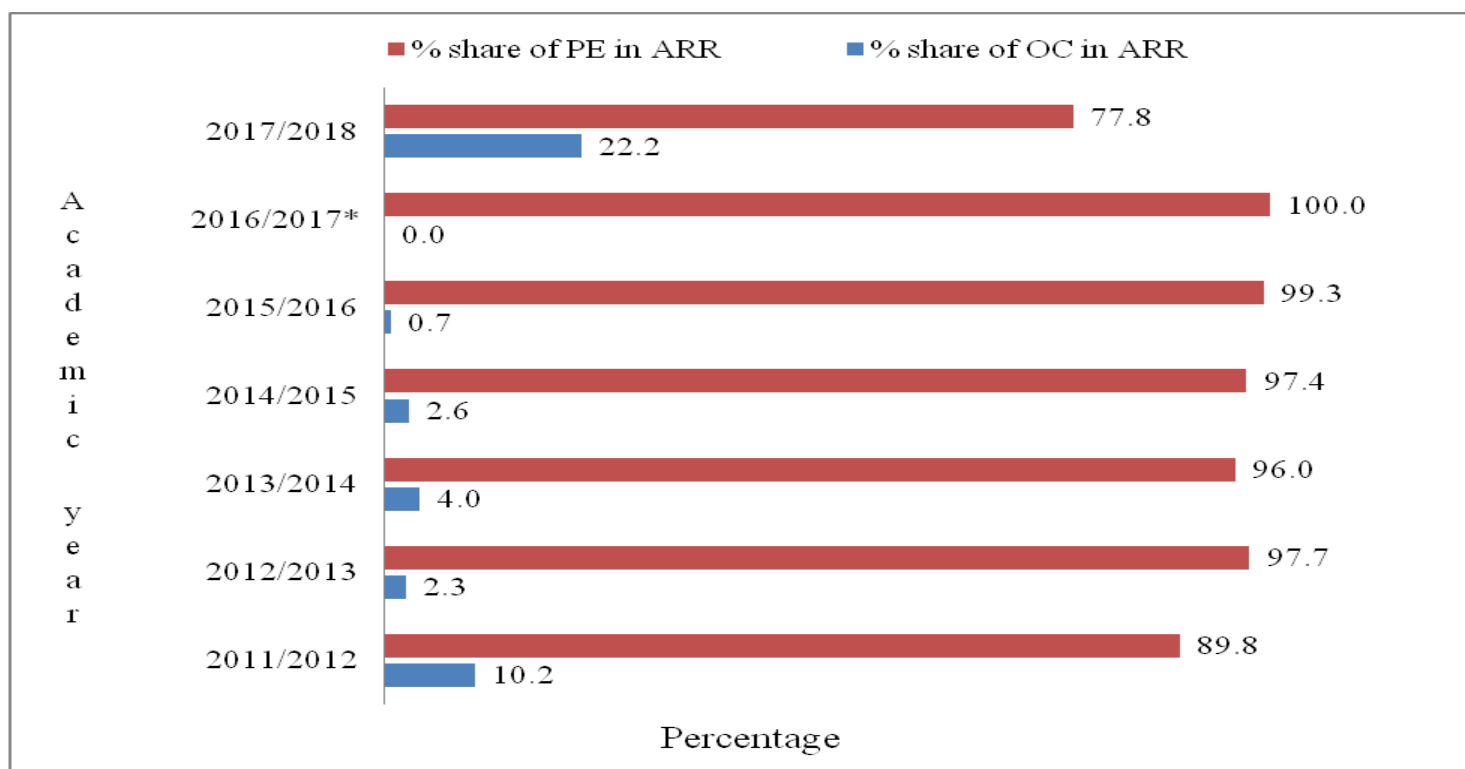
Figure 14: The percentage of PE and OC in comparison to the Actual Recurrent Released.

6.3   Tuition Fees Collected

The cumulative trend in students' fees collection against the number of admitted and active students shows that not all students have been active in honouring their tuition fees obligations. It can be seen that tuition fees collection increased from Tshs. 6,987,197,388/- in 2011/2012 to Tshs. 14,088,060,195/- in 2015/2016 and that decreased from Tshs. 12,892,900,747/- in 2016/2017 to Tshs. 10,331,903,713/- in 2017/2018. Further measures of linking SARIS to fees collection statement and to the Bank Systems in 2012/13 have improved further the tuition fees collection at the Open University of Tanzania and hence such measures are likely to stabilize financial sustainability of the University.

Table 22: Tuition Fees Collected

Academic Year	Active students	Estimated Tuition fees	Collected Tuition fees	%collected fees/ estimated tuition fees
2011/2012	9,311	7,300,000,000	6,987,197,388	95.7
2012/2013	11,622	7,266,784,000	8,953,470,419	123.2
2013/2014	12,334	8,000,000,000	12,623,630,157	157.8
2014/2015	10,290	5,000,000,000	12,787,672,386	255.8
2015/2016	12,059	10,220,960,500	14,088,060,195	137.8
2016/2017	10,263	12,995,400,000	12,892,900,747	80.1
2017/2018	11,337	15,435,090,000	10,331,903,713	66.9

6.4   Development Partner Funds and Research Grants

OUT has immensely benefited from the generous support in terms of Development partner finance and research grants which have played a monumental role in sustaining the core and other strategic functions. OUT is highly grateful for the financial contributions from various partners.

As mentioned earlier, over the last seven years, OUT has mobilized funds from various Development partners in its endeavour to implement various programmes.

Figure 16 plots financial support from various Development partners. The World loan to the Government ranks at the top followed by the Agra Project in the second position. These two development partners (i.e., World Bank and Agra) have offered more than four billion Tanzanian shillings. The World Bank supported the OUT in building capacity in the field of tourism, Science Education, Postgraduate scholarships and Procurement of textbooks. The overall objective of Agra Project was to strengthen the educational delivery capacity and overall management through enhanced organisational development and effective exploitation of ICT resources and services.

Other development partners ranked in the top five positions are: COSTECH, Belgium Katholieke University, ICT Research Mgt Project and VRIJE University

The IUCEA has been pivotal in supporting research for a number of academic staff under the umbrella of the Lake Victoria Research Initiative (VicRes) in 2014/15. In short, VicRes is a regional research initiative that is concerned with issues related to poverty eradication, sustainable livelihood and natural resources management within the Lake Victoria Basin. The project aimed at promoting sustainable livelihood and natural resources

management in the Lake Victoria Basin and to re-invigorate research and stimulate discussions on issues that affect people and environment of the Lake Victoria Basin. The following themes were rigorously researched by OUT staff: Gender Tenure System and People Living in the Wetlands of Lake Victoria Basin; Pastoralist transformation in Kagera sub-basin; Environmental Lead Pollution and Food safety in the Lake Victoria; Assessment of land use/land cover changes in Lake Victoria basin; and Nutrition enhancement project in Lake Victoria basin

The David Anderson Africa Trust (DAAT) is a charity organization based in the United Kingdom. It set up an Audio Recording Studio which is used to record into cassette degree courses and teaching instructions offered to the visually impaired and print disabled students. Also for some years the organization has been supporting financially 10 women students studying at the Open University of Tanzania up to the financial year 2011/2012.

Open University of Tanzania also received the World Bank funds loaned to the Government of United Republic of Tanzania in order to facilitate construction of the ten floor Tourism building between Block D and E (at the OUT temporary headquarters). The loan (contract sum) amounts to TZS 3,592,379,377.30. The construction of the building commenced on the 6th January 2012 and the advance payment was TZS 2,439,860,340.00 paid in the academic year 2011/12. The rest (1,152,519,037.30) paid in the academic year 2012/13. The construction was substantially completed in November 2013.
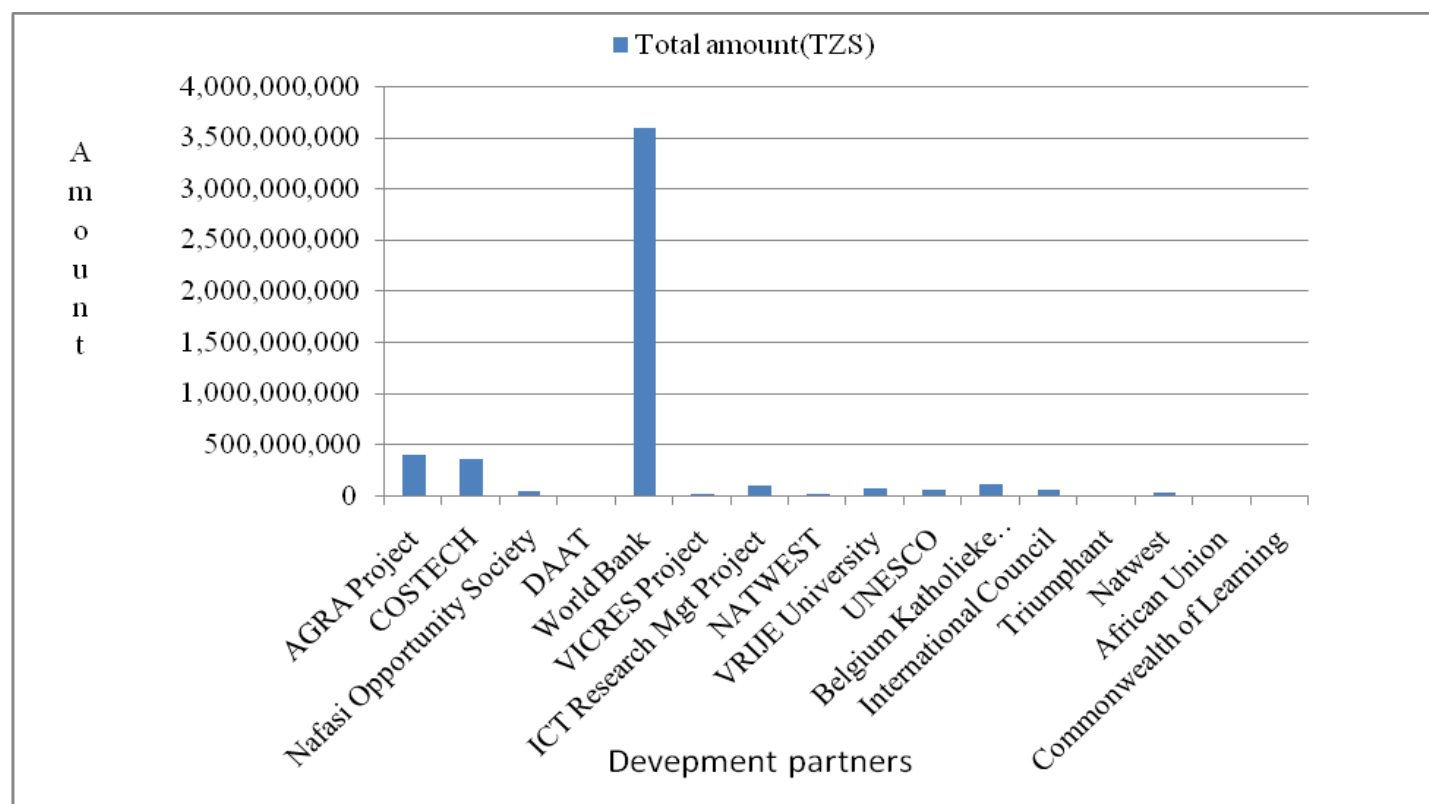
Figure 15: External Financial Support from Various Development Partners 2004/05 – 2017/18

Table 23: Research Grants Received from Various Sources from 2013/2014 to 2017/18

Financial Year	Sources	Amount (Tshs.)

2013/2014	AGRA Project	198,156,887.50
	COSTECH	45,228,750.00
2014/2015	AGRA Project	205,763,580.54
	COSTECH	208,925,250.00
2015/2016	COSTECH	104,141,385.00
2016/2017	-	0
2017/2018	Nafasi Opportunity Society	48,258,792.83
2017/2018	COSTECH	17,468,500.00

Table 24. Grants from International, Development Partners or loans 2011/12 - 2017/18

Year	Source of Grant	Grant (Tshs.)	Total (Tshs.)
2011/12	DAAT	2,045,000	2,441,905,340.00
	World Bank loan to the Government	2,439,860,340.00	
2012/13	World Bank loan to the Government	1,152,519,037.30	1,152,519,037.30
2014/15	VICRES Project	16,046,400.00	16,046,400.00
	ICT Research Management Project	102,480000.00	102,480000.00
2015/16	NATWEST	12,630,109.45	12,630,109.45
	KATHOLIEKE	34,711,970.14	34,711,970.14
	VRIJE University	69,540,306.85	69,540,306.85
2016/17	-	0	0
2017/18	UNESCO	55,052,868.24	55,052,868.24
2017/18	Belgium Katholieke University	72,322,206.36	72,322,206.36
2017/18	International Council	54,830,571.29	54,830,571.29
2017/18	Natwest	33,144,916.76	33,144,916.76
2017/18	Triumphant	4,309,436.26	4,309,436.26
2017/18	African Union	6,497,538.00	6,497,538.00
2017/18	Commonwealth of Learning	3,980,327.10	3,980,327.10

6.5 Other Self Generated Funds

The account for "Other Self Generated Funds" was formally established in the financial year 2005/06. Further to that, the Income Generation steering committee and separate financial accounts were set up in 2008 in order to enhance financial sustainability. Table 25 shows the revenues in Other Self Generated Funds. The items involved in this funds vary from year to year but generally include things like sales of memorabilia, transcript fees, sales/disposal of old equipment, hiring of graduation gowns, sales of tender documents, etc.

Table 25: Other Self Generated Funds

Year	Revenue (T.Shs)
2011/12	1,171,128,181
2012/13	737,860,511
2013/14	1,266,203,412.47
2014/15	1,261,861,612
2015/16	1,135,663,593
2016/17	916,682,522
2017/2018	484,997,508

6.6 Internal and External Finance

Figure 17 depicts the source of finance in cumulative terms from Development partners, the Government of the United Republic of Tanzania and the OUT from 2011/12 up to 2017/18. Figure 17 exploits the data from Tables

20 - 25 to highlight the share of Government budget versus Development partners support and OUT itself in the OUT budget. In brevity, it is clear from Figure 17 that the OUT budget largely depends on Government's financial muscles that mostly pays for PE costs 49.9%, OC 3.7% and Development Fund 0.0%. Support from the Development partners was 2.5% and the rest (97.5%) was from the Government and OUT that together contributed the major component of the budget. Of the 97.5% the OUT was able to generate 44.0% (Self generated income 3.6% and Tuition Fees 40.4%).
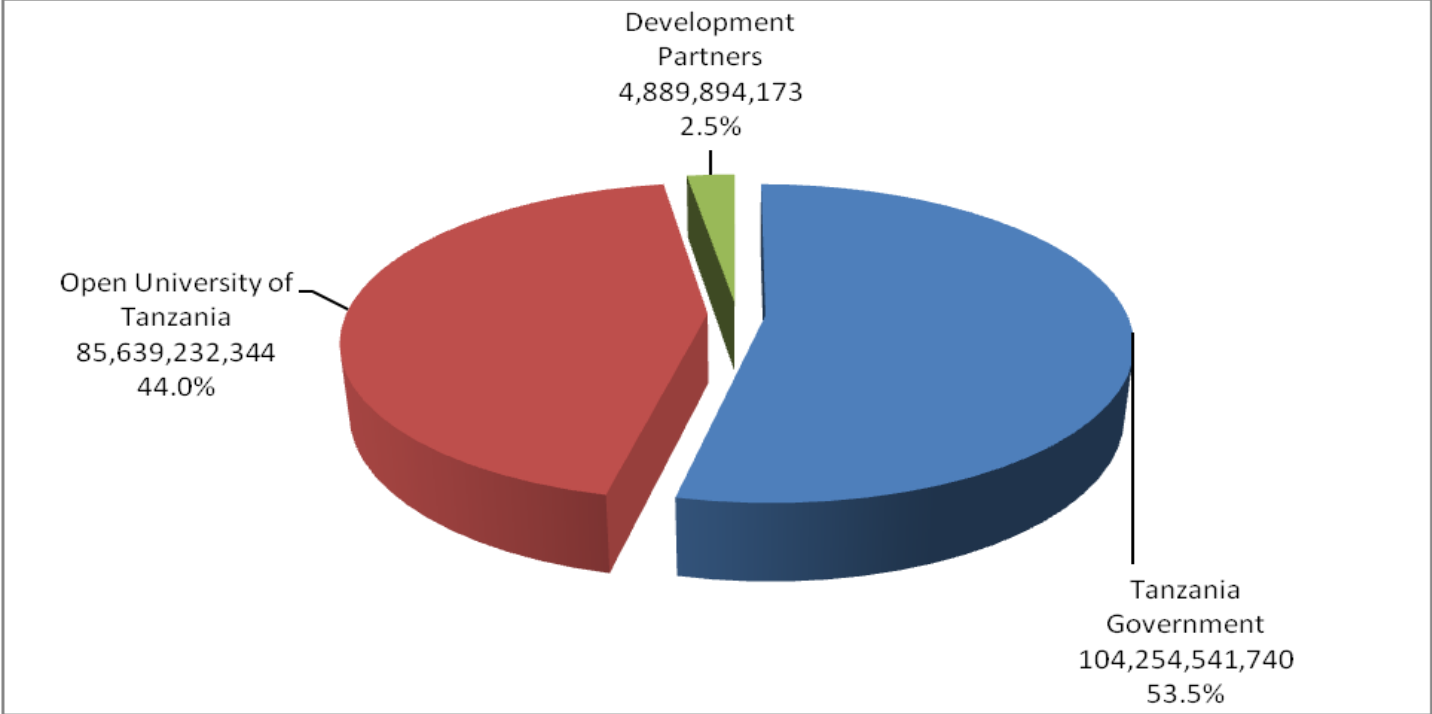
Figure 16: Sources of Finance 2011/12 – 2017/18

Chapter Seven

RESEARCH, PUBLICATIONS AND CONSULTANCY OUTPUTS

Introduction

The Open University of Tanzania produces relevant, quality researches and publications to generate, preserve and disseminate knowledge. Research themes include: Environment, Agriculture, Food Security, Health, ODL Education, Natural Resources, ICT, Business Management, Gender, Tourism, Rural development, Culture, Population, Human Settlement, Legal Issues etc.

7.1 Research Projects and Consultancy conducted by the Open University of Tanzania Staff

The OUT staff have reputable expertise in doing research and consultancy services both in the national and international arena. Most staff possesses a sound track record of provision of research services and consultancy as shown in Table 26. In general, the number of research projects exhibits an increased trend up to 2014/2015. In 2016/17 academic year the number of research project was 6 which is the fewest of all nine years presented in Table 26. There is slight improvement in the academic year 2017/18 and 2018/19. The number of research projects was going down since 2015 because of non availability of small grant research funds.

Table 26: Number of Research Projects Conducted by the Open University of Tanzania Staff

Year	Number of research projects
2011/2012	24
2012/2013	26
2013/2014	30
2014/2015	34
2015/2016	15
2016/2017	6
2017/2018	15
2018/2019	12

7.2 Publications

In general, the pace of producing study materials is rather slow and decreasing. In the academic year 2018/19, only Faculty of Education managed to publish 6 study materials. OUT has shifted to a blended mode of delivery which integrates ICTs. Under the blended mode learners are not only depending on the traditional study materials but rather a combination of different learning materials which are available in a moodle platform.

7.2.1 Faculty-wise Publications

Table 27 shows the production of new study materials published since 2011/12. The Table shows that despite the slow pace of developing study materials, the Faculty of Education appears to have to date authored more study materials (32) than others. In the academic year 2018/2019 only Faculty of Education has produced study materials (6) while other faculties have published none.

Table 27: Production of Study Materials 2011/12 – 2018/19

Year	FASS	FBM	FED	FLW	FSTES	ICE	Total
2011/12	0	0	15	0	0	0	15
2012/13	1	0	5	0	0	0	6
2013/14	3	0	0	0	4	0	7
2014/15	4	0	3	0	4	0	11
2015/16	3	0	2	0	2	0	7
2016/17	0	0	1	0	0	0	1
2017/18	1	0	0	0	0	9	10
2018/19	0	0	6	0	0	0	6
Total	**12**	**0**	**32**	**0**	**10**	**9**	**63**
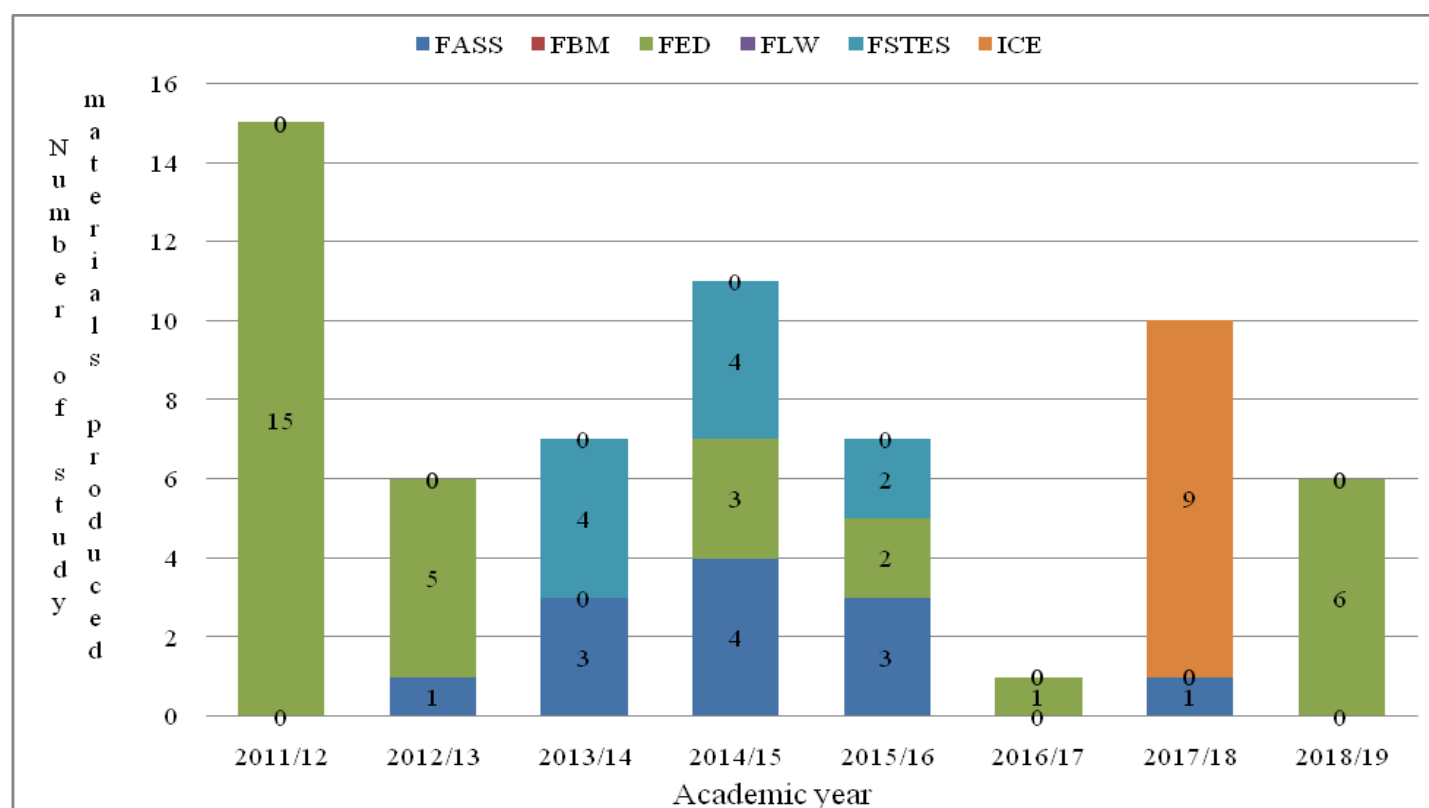
Figure 17: New Study Materials 2011/12 – 2018/19

7.2.2 Journals Produced by OUT

The Open University of Tanzania publishes seven types of Journals namely; Huria, JIPE, Law Journal, African Journal of Economic Review (AJER), African Resources Development Journal (ARDJ), Pan African Journal of Business Management (PAJBM) and the seventh journal is Tanzania Journal of Science and Technology by the Faculty of Science, Technology and Environmental Studies.

7.2.2.1 HURIA

Of the sieven Journals mentioned above, The Huria Journal is the first official refereed publication of the University that expands and updates the research and knowledge base for academic professionals and other outreach researchers to improve their effectiveness. It also serves as a forum for emerging and contemporary issues affecting our societies. Huria Journal publishes articles on a wide range of specialization: education, economics, languages, law, social sciences both basic and applied sciences, letters to the Editor, interpretive articles in forum section, books reviews and related subjects. The editorial board of Huria Journal in September 2018 has published its latest issue "Huria Journal volume 25, issue 2.

7.2.2.2. The Journal of Issues and Practise in Education (JIPE)

The Journal of Issues and Practise in Education is a refereed journal that is produced by the Faculty of Education of the University. The journal is designed to inform both academic and the public on issues and practice related to the field of education. It also informs the public on issues pertinent to their day to day educational experiences. The JIPE has been registered as ISSN 1821-5548.Its latest issue; Vol. 9, Issue 2 was published in December 2017.

7.2.2.3. Law Journal

Open University Law Journal (OULJ) is a bi-annual peer reviewed journal published by the Faculty of Law, the Open University of Tanzania. The journal's key focus is on publication of high quality academic, scholarly and professional articles, comment on topical issues, critical analysis, and book reviews on legal issues covering diverse aspects of law. Its first issue was published in July 2007. Open University Law Journal has published its latest issue; Vol. VII, Issue 2 in September 2016.

7.2.2.4 African Journal of Economic Review

The African Journal of Economic Review (AJER) is a referred, biannual that has been launched by the Centre for Economics and Community Development in 2012/13 Academic Year. The Journal publishes high quality and scholarly articles on economic issues relevant to Africa. The AJER is an applied journal with keen interest in the following areas: Public sector economics, monetary economics, international trade and finance, agricultural economics, industrial economics, development economics, labour economics, health economics, environmental economics and economic reforms. The AJER has been registered as ISSN 1821-8148. Vol. 1, first issue of the Journal was published in January 2013. The latest journal produced was Vol.7 issue 1 that was out in July 2019.

7.2.2.5 The African Resources Development Journal

 The African Resources and Development Journal (ARDJ) is a referred, international, bi-annual Journal published twice a year in May and November, based in the Department of Geography, Faculty of Arts and Social Sciences. The ARDJ is an applied Journal containing peer reviewed high quality and scholarly articles focused on Population Studies related to Resource Management, Poverty and Community Action, Gender and Development, Urban Development and Management, Demography, Spatial planning, Environmental Management and Protection, Livelihood Issues, Property Management, Land Use Planning, Wildlife Management, Climate Change, Human Settlement, Conservation; and Disaster Rescue Management. Besides, The ARDJ also welcomes Research Notes, Conference Reports, Viewpoints, Book Reviews and events. The ARDJ has been registered as ISSN 1821-9373. Its first issue was published in September 2014. The latest journal produced was Vol.3 issue 2 that was out in 2018.

7.2.2.6. The Pan African Journal of Business Management (PAJBM)

The Journal is produced by the Faculty of Business Management. It is an international Journal that publishes original research papers of academic interest. It contains peer reviewed solicited and unsolicited academic articles presenting research done in the business concerning Africa. It also accepts cases, book reviews and summaries of dissertations. Vol.1 issue 2 was out in 2017 included a variety of articles covering free cash flows, agency costs and performance of firms, the influence of economic growth, product diversification, public expenditure and social capital, public expenditure, and social capital for family business sustainability. All areas are of interest to scholars in Africa. The researchers in this issue deal with conditions in both Tanzania and Kenya. The latest journal produced was Vol. 3 issue 1 that was out in 2019.

7.2.2.7. Tanzania Journal of Science and Technology

Is a peer reviewed international journal that is biannually published in June and December by the Faculty of Science, Technology and Environmental Studies, The Open University of Tanzania (OUT). *Tanzania Journal of Science and Technology* will be publishing peer reviewed, high quality and original scholarly research, short communications, research notes and review articles in all areas of, but not limited to, environmental sciences, mathematics, physics, chemistry, biology, computer sciences, agricultural sciences, engineering, biological sciences, natural products, energy resources, food sciences, ethno botany, nutrition, modeling, environmental chemistry, information and communication technologies, information technologies, wildlife and nature conservation, climate change, biosciences, biotechnology, bioinformatics, biogeochemistry and bioengineering. The latest journal produced was Vol.2 issue 1 that was out in 2019.

7.3. Number of Registered Consultancies

The OUT staff members have reputable expertise in doing consultancy services. Most staff members possess a sound track record of provision of consultancy as shown in Table 28

Table 28: Number of Registered Consultancies

Year	Number of Consultancies
2011/12	14
2012/13	13
2013/14	23
2014/15	8
2015/16	6
2016/17	7
2017/18	4
2018/19	8

7.3.1 Establishment of Open University of Tanzania Consultancy Bureau (OCB) Board

OCB is a semi-independent unit of the Open University of Tanzania. OCB is a semi-autonomous body registered under the Companies Act of 2002 as a non-profit making organization with certificate of incorporation No. 71625 of June 2009. The OCB is guided by among other things the Consultancy Services Policy and Procedures (2007). The OCB aims at empowering its employees, students and the surrounding communities with competencies in consultancy services so as to improve the socio-economic development of all Tanzanians.

According to the OUT consultancy service policy and operational procedures (2007), The Organizational Structure of the Open University of Tanzania Consultancy Bureau has a Board and Management. The OCB Board

meets quarterly and undertakes various duties namely; to receive and deliberate on the consultancy assignments undertaken by the OCB, to set guidelines and standards for smooth operation of the OCB, to appoint or endorse any appointment for leaders of the consultancy projects, and to deliberate on any financial matters of the OCB, to advice OUT management on appropriate interventions regarding consultancy activities and services to the community.

The Board is comprised of the following members:

Internal Members:
3 Deputy Vice Chancellors,
Coordinator of Income Generation Unity (IGU)
Consultancy coordinators from two faculties/institutes (by rotation)
Director of Finance and Accounts
Director of quality Assurance and Control
Director of OCB - Secretariat

External members:
1 from Public Service - Chairperson
1 from Business Community

Table 29: The current members of the Open University of Tanzania Consultancy Bureau (OCB) Board

S.N	Name	Status
1.	Noelah Ntukamazima Bonani	Chairperson
2.	Emmanuel Tatuba	External Member
3.	Prof. Deus Ngaruko	Member
4.	Prof. Cornelia Muganda	Member
5.	Prof. Alex B. Makulilo	Member
6.	Dr. Emmanuel Joseph Mallya	OCB Director, Secretariat
7.	Dr. Daphina Mabagala	DQAC
8.	Mr. Azimio J. Taluka	DFA
9.	Dr. Matobola Joel Mihale	Member
10.	Mr. Alexander Ndibalema	Member
11.	Prof. George Slyvanus Oreku	DIEMT

Chapter Eight

THE UNIVERSITY LEADERSHIP DURING THE YEAR 2018/19

8.1   Introduction

This chapter presents what the university leadership does to influence staff towards attainment of the desired objectives. The university leadership has two sources of power; the coercive one which is embedded in the institution and the humane one which is enshrined in the persons occupying the constitutional posts, both of which when exercised influences personnel to achieve the set target. The institutional powers are governed by the University Act No.7 of 2005, Regulations and the Charter and Rules which came to effect in January 2007.

8.2   University Leadership

8.2.1   The Chancellor

Chancellorship is a political post whose appointing authority is the President of the United Republic of Tanzania. The Chancellor who is titular Head of the Open University of Tanzania with responsibilities of conferring degrees, granting diplomas, certificates and other awards of the university with non-executive functions and privileges as provided under the Rules or as may be prescribed by the relevant authority. For the Open University of Tanzania the Chancellor serves for a period of six years after which he/she may be re-appointed as provided for in both The University Act No.7 of 2005 and the OUT Charter and Rules. The term of appointment of the first Chancellor of OUT Honourable Dr. John Malecela ended on 31st December 2012. Hon. Mizengo Kayanza Peter Pinda, who is an immediate former Prime Minister of the United Republic of Tanzania from 2008 to 2015 is a new Chancellor of the Open University of Tanzania (OUT) for a period of five (5) years with effect from 25th May, 2016. Hon. Mizengo Kayanza Peter Pindahas taken over the position from Hon. Ambassador Dr. Asha-Rose Mtengeti Migiro who was appointed by H.E. President John Pombe Magufuli to the post of Tanzania High Commissioner to the United Kingdom. Hon. Ambassador Dr. Asha-Rose Mtengeti Migiro was the second Chancellor of OUT appointed by the then President of the United Republic of Tanzania Dr. Jakaya Mrisho Kikwete in January 2013.

8.2.2   Council Chairperson

The appointing authority of the Chairperson of the OUT Council is the President of the United Republic of Tanzania. The manner of appointment of The Chairman of Council is prescribed in both the University Act No.7 of 2005 as well as in the OUT Charter and Rules (2007). Responsibility of the Council Chairperson is to chair the Council which is the highest policy making organ at OUT. The current Council Chairperson is Professor Rwekaza Mukandala who was appointed on the 29th December 2017.

8.2.3   The Vice Chancellor

The Vice Chancellor is the Chief Executive Officer of the university and an ex-officio Chairperson of Senate. The Vice Chancellor is appointed in the manner as prescribed in the University Act No.7 of 2005 as well as the OUT Charter and Rules (2007). Currently, Professor Elifas Tozo Bisanda is the Vice Chancellor of OUT for a period of five (5) years with effect from 3rd June, 2015. Before his appointment, Prof. Elifas Tozo Bisanda was serving his second term of four years as Deputy Vice Chancellor (Academic) after satisfactorily completing the first term on the 12th April 2013.

8.3 Deputy Vice Chancellors

The Charter provides for one Deputy Vice Chancellor or more than one Deputy Vice Chancellors as the Senate may advise the Council subject to the approval of the Tanzania Commission for Universities. The Deputy Vice Chancellor serves for a period of four years and may be re-appointed for another term of four years upon successful completion of the first. In the Open University of Tanzania there are three deputy Vice Chancellors namely; Deputy Vice Chancellor (Academic), Deputy Vice Chancellor (Resources Management) and Deputy Vice Chancellor (Learning Technologies and Regional Services)

8.3.1 Deputy vice Chancellor (Academic)

The Deputy vice Chancellor (Academic) is responsible for Academic matters. He is responsible to the Vice Chancellor in respect to such matters of the university as shall be assigned and as may be prescribed. Currently, Prof. Deus Dominic Ngaruko is the DVC (Academic) for a period of 4 years with effect from 22nd April 2016following appointment of Prof. Cornelia Muganda who was acting DVC (Academic) to take over the post of Deputy vice Chancellor (Resources Management) of the University.Before his appointment, Prof. Deus Dominic Ngaruko was Dean Faculty of Arts and Social Sciences for 4 years, Director of Examination Syndicate for 4 year and Head of department of Economics for 2 years.

8.3.2 Deputy vice Chancellor (Resources Management)

The Deputy vice Chancellor (Resources Management) is responsible to, the Vice Chancellor in matters of the university in respect to management of Human, Physical and Financial resources of the university and any matters that may be prescribed. Prof. Cornelia K. Muganda is the Deputy Vice Chancellor(Resources Management) of The OUT for a period of four (4) years with effect from 22nd April, 2016. Before her appointment, Prof. Muganda who is an Associate Professor of Education, climbed the academic leadership ladder by taking various positions at The OUT including Acting Deputy Vice Chancellor (Academic) for one year since April 2015; Director of Library Services (2013 - 2016); Director of Institute of Continuing Education (2003 - 2010); Assistant International Link Coordinator between The OUT and United Kingdom Open University (2002 -2007). From 2002 to 2008 Prof. Cornelia K. Muganda was the President of the OUT Convocation. She has taken over her new position from Prof. MartenVictor, who has been DVC (Resources Management) since 25th November, 2011.

8.3.3 Deputy vice Chancellor (Learning Technologies and Regional Services)

The Deputy vice Chancellor (LT & RS) is responsible to the Vice Chancellor in respect to matters pertaining to the provision of all services in the Coordination and Regional Centres including Learning Technologies. With effective from 4th August 2017, Prof. Alex B. Makulilo is the DVC (LT&RS) the position that was left over by Prof. Modest Diamond Varisanga who satisfactorily completed his two terms of four years on 3rd August 2017 as DVC (LT&RS).

8.4   Deans and Directors
8.4.1   Faculty Deans

The OUT Charter and Rules (2007) provides for appointment of Deans for each Faculty or Institute of the University. The Charter and Rules also prescribes that the Dean of each Faculty shall be the Academic Head and Chairperson of the Board of the Faculty. The following are Deans in various Faculties by June 2019.

- Dr. Felician Mutasa
  Dean, Faculty of Arts and Social Sciences
- Dr. Joseph Magali
  Dean, Faculty of Business Management

- Dr. Theresia Julius Shavega
Dean, Faculty of Education

- Dr. Ezekiel Rindstone
  Dean, Faculty of Law

- Dr. Matobola J. Mihale
  Dean, Faculty of Science, Technologies and Environmental Studies

8.4.2   Directors of Institute and Directorates
The charter also provides for Directors of Institute and Directorates. The following are Directors of Institutes and other administrative units by June 2019.

- Dr. Harieth Hellar- Kihampa
  Director of Institute of Continuing Education

- Prof. George Slyvanus Oreku
  Director of Institute of Educational and Management Technologies

- Mr. Azimio Taluka
  Director of Finance and Accounts

- Dr. Mohamed Omary Maguo
  Director of Communications and Marketing

- Ms. Selina Irafay
  Director of Human Resource Management and Administration

- Prof. Hossea Rwegoshora
  Director of Postgraduate Studies

- Prof. Emmanuael Kigadye
  Director of Research and Publications

- Mr. Benjamini Bussu
  Ag. Director of Planning and Development

- Dr. Athuman Samzugi
  Director of University Library Services

- Dr. Said Ally
  Director of Examinations Syndicate

- Dr. Hellen Kiunsi
  Director of Undergraduate Studies

- Dr. Daphina Libent - Mabagala
  Director of Quality Assurance and Control

8.4.3 Coordinators and/or Directors of Regional Centres

The Charter also provides for the establishment of Coordination and/or Regional Centres whose Directors/ **Coordinators** were as follows by June 2019.

Regional Centres	Directors
Arusha	Mr.Marcel Salumu Masalu
Coast	Mr. Macarius Mtega
Dodoma	Dr. Ismail Seleman
Geita	Mr. Ali Abdul
Ilala	Dr. Bahati Dionys Mbilinyi
Iringa	Dr. Bukaza Chachage
Kagera	Mr. Faustine Christopher
Katavi	Dr. Juma Matonya
Kigoma	Mr.Ally A.Mchuchuli
Kilimanjaro	Mr. Erick Gabriel
Kinondoni	Dr.Hyasinta Kessy
Lindi	Ms. Neema Magambo
Manyara	Mr. Kassim Salehe
Mara	Dr.Asha B. Katamba
Mbeya	Mr. Ayuob Maulana
Morogoro	Dr.Wambuka S. Rangi
Mtwara	Dr.Hassan Mateka
Mwanza	Ms. Ancyfrida Prosper
Njombe	Dr. Bilhuda Msangi
Rukwa	Adam Namamba
Ruvuma	Dr. Julius Frank
Shinyanga	Ms. Agatha Mgogo
Simiyu	Mr. Raphael Makoki
Singida	Dr. Cosmas Haule
Songwe	Mr. Lusekelo Mwanongwa
Tabora	Dr. Romwald Kailembo
Tanga	Dr. Felister Mahonge

Coordination Centres	Coordinators
Pemba	Mr. Nassor A. Suleiman
Zanzibar	Dr. Salma O. Hamad
Kahama	Mr. Oscar Damas
Tunduru	Mr. Andrew Komba

8.4.4 Other Open University of Tanzania Centres

OUT also has other internal centres and external Coordination centres. These Internal coordination centres are:

The ACDE Technical Committee in Collaboration (ACDE TCC)
Director - Dr. Magreth Bushesha

The Centre for Economics and Community Economic Development (CECED, FASS)
Coordinator - Dr. Christopher Awinia
UTLS and UNESCO Chair

The SADC Centre of Specialisation in Teacher Education [SADC COS (TE)]

Coordinator - Prof. Elinami V. Swai

- External coordination centres:
  Kenya - Egerton University and College of Human Resources Management
  Namibia - Triumphant College
  Ethiopia and Ghana

CORPORATE SOCIAL RESPONSIBILITY (CSR) ACTIVITIES

9.1 Open University of Tanzania's Understanding of Corporate Social Responsibility

The Open University of Tanzania considers Corporate Social Responsibility (CSR) as an umbrella term used to describe voluntary corporate initiatives directly concerned with social welfare, community development, the environment and facilitation of access to various services and strategic needs. Corporate Social Responsibility seeks to benefit the community in which the Open University of Tanzania operates while simultaneously improving the Open University of Tanzania's public image.

9.2 Activities Undertaken
9.2.1 Donations

In March 2014, The Open University of Tanzania donated 15 desks, one new computer and 5 used Computers to Kumbukumbu Primary School in Dar es Salaam whose value totalling Tsh. 4,916,000.00 shillings including costs of partitioning and painting one classroom.

In April 2015, The Open University of Tanzania donated ten (10) new computer tables totalling T.Sh. 2,000,000/-, ten (10) used computers to Kumbukumbu Primary School in Dar es Salaam.

On the 23rd August 2018, The open University of Tanzania through the Vice Chancellor, Professor Elifas Tozo Bisanda extended our support by donating one new photocopy machine to Kumbukumbu Primary School in Kinondoni, Dar es Salaam (see fig. 19 below)

Figure 19. Vice Chancellor of the Open University of Tanzania, Professor Elifas Tozo Bisanda, handing over a photocopy machine to the Head Teacher of Kumbukumbu Promary School, Mrs Priscilla Moshi on the 23rd August 2018.

On the 25th May 2019, The Open University of Tanzania staff donated blood to the Tumbi Hospital blood bank in Kibaha, Coastal region. On the same day the OUT staff delivered mattress, bed sheets and various items to the maternity ward in the Tumbi Hospital, Kibaha in Coastal region.

On the 26th September 2019, The Open University of Tanzania staff donated blood to the Eastern zone blood bank in Dar es Salaam;

9.2.2 Painting and Building Construction

Between February and March 2014, The Open University of Tanzania painted the entire Kumbukumbu Ward Office and one Classroom following a request by the Ward Executive Officer and other Ward leaders. All this had monetary value of Tsh. 1,286,000/-..

In April 2015 Open University of Tanzania has constructed an eight hole toilet building for Kumbukumbu Primary School whose contract value was Tsh. 12,999,000/-

9.2.3 Financial Support

In January 2014, The Open University of Tanzania provided financial support amounting to Tsh. 200,000.00 shillings to one of the female students through the Coordinator of the OUT Gender committee who had critical health problems who was admitted at Tumaini Hospital in Dar es salaam following her direct plea to the Vice Chancellor.

9.2.4 Support of Environmental Waste Management

Based on the realisation of the need to enhance awareness of environmental conservation around the temporary headquarters, effective the year 2013, the Open University of Tanzania community has persistently participated and facilitated efforts to keep the neighbourhood clean through provision of waste bins in the street and paying for guards to minimise hapharzadous dumping of waste in its neighbourhood. The project is carried out by the Open University of Tanzania, various communities of users and the leadership of Kinondoni ward.

9.2.5 Support of Secondary School Studies of Pupil Samwel Anderson Gwemalika from Temeke

In 2013/14 financial year, OUT has continued to support through the Director of Temeke Regional Centre various school costs of a form IV student (Samwel Anderson Gwemalika) whose father is disabled following receipt of his request in the year 2012. The total support has a value of Tshs. 3,079,000/= that covers books and stationary purchase as well as tea and lunch.

9.2.6 Support to Cancer Patients at Ocean Road Hospital, Dar-es-Salaam

OUT staff under the leadership of the Gender Unit in the financial year 2013/14 visited the cancer patients at the Ocean Road Hospital, Dar-es-Salaam. They delivered various consumables gifts including sugar, soap, toothpastes, tooth brushes, handkerchiefs, Kanga and Vitenge. The total value of the support delivered was Tshs. 2,000,000/-.

9.2.7 Creative Commons Tanzania

The OUT has since 2006 been hosting the Creative Commons Tanzania which is an Affiliate of Creative Commons a community of volunteers devoted to expanding the range of creative works available for others to build upon legally and to share, adopt and adapt. Creative commons licenses provide a flexible range of protections and freedoms for authors, artists, and educators.

The OUT has ever since paid staff who to coordinate Creative Commons Tanzania, offered office space and furniture to the organization. In addition to that OUT has been paying all volunteers and incurring all expenses when organizing Creative Commons Tanzania. In the year 2013/2014 the OUT spent about Tshs 5,000,000/- for all activities related to Creative Commons Tanzania.

In April 17, 2015 Creative Commons (CC) Tanzania through School of Open (SOO) programme trained Fifty (50) pupils from Kumbukumbu primary school on the benefits of Internet, Computer programmes information/knowledge sharing, and Open Education Resources (OERs) & other related programmes. This is one of the planned activities for SOO Tanzania, where, this training was preceded by donation of Computers, chairs & tables to the computer lab as CC Tanzania initiative to enable public schools appreciate the use of ICTs in teaching and learning.

In the year 2016/17 Creative commons Affiliate members have been supported to present papers in different fora. One affiliate member who was supported by the university presented paper to a Workshop that was jointly organized by COSOTA & COSTECH; and another paper was presented by the Public Lead in a jointly workshop organized by TENET, COSTECH & COTUL.

Also in 2016/17, the university has supported Advocacy Training to staff & students of Lugalo Secondary School of Iringa, one of the oldest government schools in the country. This support came on time when CC – Tanzania plans to move upcountry and sensitize citizens on the CC Licenses

The University through Dr. Lechion P. Kimilike (Rev.) (Director of Iringa Regional Centre) assured the Lugalo Secondary School Management that the OUT will continue providing support to the school in terms of teaching practical, provision of school facilities when available and need be, and also marked Lugalo Secondary School under the University's support. The School was earmarked as a focal point for science and teaching practical by OUT's students. Five Creative Students (Artists) were awarded plagues for their creative skills on drawings. The School was also awarded a WALL CLOCK marked with CCTZ as a symbol of representing other schools in Iringa for Creative Commons Tanzania. The School management also promised to establish Creative Commons Club for the school which will be manned by Mr. Mpeli Mwankusye and our marketing officer Mr. Dioscory Majaliwa the OUT staff who are also the members of Creative Commons Affiliate Team.
It is through this support that, the number of Affiliate Team has increased to more than 100 volunteers from both public and private sector. This support has also cultivated a good rapport with institutions that are responsible for copyright & license matters in the country.
Creative Commons (CC) Tanzania through School of Open (SOO) programme has planned for a continuous training to more training to the public schools' pupils and students on the benefits of sharing education resources and use of different customized teaching learning tools with local.

9.2.8 Legal Aid Clinic

The OUT through the Faculty of Law has been running Legal Aid Clinic (OUTLAC) since 2008. The Legal Aid Clinic has been offering pro-bono legal aid services to the needy and poor mainly children, women and people

with disabilities. The OUT has offered office space, paid volunteers, purchased stationeries all the time, offered transport allowances for volunteers travelling to the regions to offer pro-bono legal services. Up to 2014/15 the OUT has spent more than Tshs. 50,000,000/- (fifty million) in legal aid activities since its establishment (2008). In 2017, the OUT through the OUTLAC attended 504 clients with different legal issues in four regions. The four regions with number of clients attended in brackets were as follows: Coast region (215), Ruvuma (102), Kigoma (89), and Mwanza (98). This was done during commemoration of the law day 2017 organized by the Tanganyika Law Society.

In 2018, the OUT through the OUTLAC participated in provision of legal aid services in commemoration of law days in Dar es Salaam from June 27, 2018 to February 1, 2018 organized by the Judiciary in Dar es Salaam.