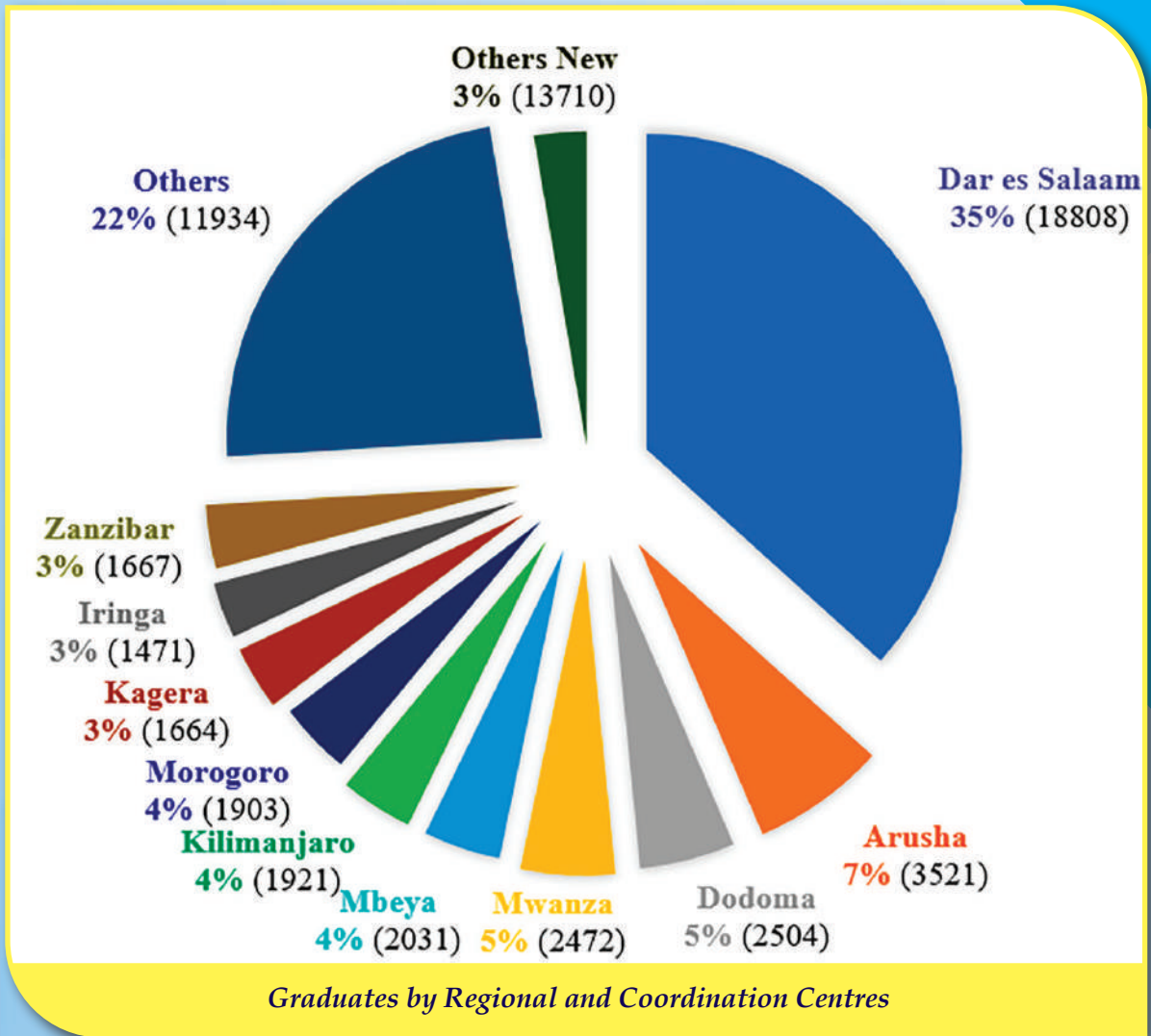




**THE OPEN
UNIVERSITY OF
TANZANIA**

FACTS AND FIGURES 2022/2023



Prepared by
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TABLE OF CONTENTS

| | |
|---|-------------|
| LIST OF TABLES | v |
| LIST OF FIGURES | vii |
| LIST OF ABBREVIATIONS | viii |
| FOREWORD | x |
| ACKNOWLEDGMENTS | xii |
| EXECUTIVE SUMMARY | xiii |
| INTRODUCTION | xv |
| | |
| CHAPTER ONE | 1 |
| UNDERGRADUATE ENROLMENT | 1 |
| 1.1 Introduction..... | 1 |
| 1.2 Enrolment at Undergraduate level by Gender..... | 1 |
| 1.3 Enrolment by Degree Programmes..... | 2 |
| 1.4 Enrolment into Degree Programmes in Various Faculties at the Undergraduate level..... | 5 |
| 1.5 Students' Admission by OUT Regional and Coordination Centres: (Non-Degree and Undergraduate Degrees)..... | 6 |
| 1.6 Postgraduate Enrolment..... | 10 |
| 1.7 Enrolment into Non-Degree Programmes..... | 19 |
| | |
| CHAPTER TWO | 22 |
| NON-DEGREE AND UNDERGRADUATE PROGRAMMES OFFERED BY OUT | 22 |
| 2.1 Degree Programmes..... | 22 |
| 2.2 Non-Degree Programmes offered by OUT..... | 24 |
| 2.2.1 Long Courses..... | 24 |
| 2.2.2 Short Courses - Demand Driven Short courses..... | 25 |
| | |
| CHAPTER THREE | 28 |
| POSTGRADUATE PROGRAMMES OFFERED BY OUT | 28 |
| 3.1 Introduction..... | 28 |
| 3.2 Postgraduate Programmes Offered by the OUT..... | 28 |
| | |
| CHAPTER FOUR | 31 |
| GRADUATES FROM OUT (1999 – NOVEMBER 2022) | 31 |
| 4.1 Graduates by Programmes..... | 31 |
| 4.2 Graduates by Regional Centres or Coordination Centres..... | 37 |
| | |
| CHAPTER FIVE | 42 |
| OUT STAFF PROFILE | 42 |
| 5.1 Staffing..... | 42 |
| 5.1.1 OUT Academic Staff by Gender and Qualifications by June 2023..... | 42 |
| 5.1.2 Academic Staff by Gender and Rank by June 2023..... | 43 |
| 5.1.3 Academic staff Age Profile by June 2023..... | 45 |
| 5.2 Administrative Staff..... | 46 |
| 5.2.1 Administrative Staff by Gender and Qualifications 2017/18 - 2022/23..... | 46 |

| | | |
|---|--|-----------|
| 5.2.2 | Administrative Staff Profile by Gender and Age 2022/23..... | 47 |
| 5.2.3 | Academic: Administrative Staff ratio by 2022/23 | 48 |
| 5.3 | Technical Staff by June 2023 | 49 |
| 5.3.1 | Technical Staff by Gender and Academic Qualifications for 2022/23..... | 49 |
| 5.3.2 | Technical Staff Profile by Age and Gender 2022/23..... | 50 |
| CHAPTER SIX..... | | 52 |
| SOURCES OF FUNDS | | 52 |
| 6.1 | Introduction | 52 |
| 6.2 | Government Subvention: Recurrent and Development Subvention..... | 52 |
| 6.3 | Tuition Fees Collected..... | 54 |
| 6.4 | Development Partner Funds and Research Grants | 54 |
| 6.5 | Other Self-Generated Funds | 56 |
| 6.6 | Internal and External Finance..... | 57 |
| CHAPTER SEVEN | | 58 |
| RESEARCH, PUBLICATIONS AND CONSULTANCY OUTPUTS | | 58 |
| 7.1 | Introduction | 58 |
| 7.2 | Research Projects and Consultancy conducted by the Open University of Tanzania Staff..... | 58 |
| 7.3 | Study Materials Publications | 58 |
| 7.3.1 | Faculty-wise Publications..... | 58 |
| 7.3.2 | Journals Produced by OUT..... | 59 |
| 7.4 | Number of Registered Consultancies | 61 |
| 7.4.1 | Establishment of the Open University of Tanzania Consultancy Bureau (OCB) Board | 62 |
| CHAPTER EIGHT | | 63 |
| THE UNIVERSITY LEADERSHIP DURING THE YEAR 2022/23..... | | 63 |
| 8.1 | Introduction | 63 |
| 8.2 | University Leadership..... | 63 |
| 8.2.1 | The Chancellor | 63 |
| 8.2.2 | Council Chairperson | 63 |
| 8.2.3 | The Vice Chancellor..... | 63 |
| 8.3 | Deputy Vice Chancellors..... | 64 |
| 8.3.1 | Deputy Vice Chancellor (Academic)..... | 64 |
| 8.3.2 | Deputy Vice Chancellor (Resources Management)..... | 64 |
| 8.3.3 | Deputy Vice Chancellor (Learning Technologies and Regional Services) | 64 |
| 8.3 | Deans and Directors..... | 65 |
| 8.4.1 | Faculty Deans | 65 |
| 8.4.2 | Directors of Institute and Directorates..... | 65 |
| 8.4.3 | Coordinators and/or Directors of Regional Centres | 66 |
| 8.4.4 | Other Open University of Tanzania Centres..... | 66 |
| CHAPTER NINE..... | | 68 |
| CORPORATE SOCIAL RESPONSIBILITY (CSR) ACTIVITIES | | 68 |
| 9.1 | Open University of Tanzania’s Understanding of Corporate Social Responsibility | 68 |

| | | |
|-------|--|----|
| 9.2 | Activities Undertaken | 68 |
| 9.2.1 | Donations | 68 |
| 9.2.2 | Painting and Building Construction..... | 70 |
| 9.2.3 | Financial Support..... | 70 |
| 9.2.4 | Support of Environmental Waste Management..... | 70 |
| 9.2.5 | Support of Secondary School Studies of Pupil Samwel Anderson Gwemalika from Temeke..... | 71 |
| 9.2.6 | Support to Cancer Patients at Ocean Road Hospital, Dar-es-Salaam | 71 |
| 9.2.7 | Creative Commons Tanzania..... | 71 |
| 9.2.8 | Legal Aid Clinic | 72 |
| 9.3 | Conclusion | 73 |
| 9.4 | Bibliography | 74 |

LIST OF TABLES

| | |
|--|----|
| Table 1: Admission into Undergraduate Programmes | 3 |
| Table 2: Undergraduate Students Admission (Yearly) and its cumulative data since (1994 – 2022/23) into Various Faculties | 5 |
| Table 3: Students Admission by Regional/Coordination Centre/Country (Non-Degree and Undergraduate Degrees)..... | 7 |
| Table 4: Admission of Postgraduate Students into Various Programmes..... | 12 |
| Table 5: Admission of Postgraduate Students from various Country | 17 |
| Table 6: Admission into Various Non-Degree Programmes 2018/19 – 2022/23..... | 20 |
| Table 7: Undergraduate Degree Programmes Offered by OUT (2018/19 – 2022/23)..... | 23 |
| Table 8: Non-Degree Programmes offered by OUT Under the Long Courses 2017/18 – 2022/23..... | 25 |
| Table 9: Postgraduate Degree Programmes offered by OUT (2018/19 – 2022/23)..... | 29 |
| Table 10: Distribution of Graduates by Programme (1999 – to November 2022)..... | 32 |
| Table 11: Distribution of Graduates at the Level of Regional Centres or Coordination Centres 2018 – November 2022..... | 38 |
| Table 12: Distribution of OUT Graduates at Global Level 2018 – November 2022 | 40 |
| Table 13: OUT Academic Staff by Gender and Qualifications by June 2023 | 42 |
| Table 14: Academic Staff by Gender and Rank by June 2022..... | 44 |
| Table 15: Academic Staff Profile by Gender and Age 2017/18 - 2022/23 | 45 |
| Table 16: Academic Staff-Student Ratio (head count)..... | 46 |
| Table 17: Administrative Staff by Gender and Qualifications 2016/17- 2022/23 | 47 |
| Table 18: Administrative Staff Profile by Gender and Age 2017/18 – 2022/23..... | 48 |
| Table 19: Technical Staff by Gender and Highest Academic Qualifications 2016/17 – 2022/23..... | 49 |
| Table 20: Technical Staff Profile by Gender and Age 2016/2017 - 2022/23..... | 50 |
| Table 21: Government Subvention: Recurrent and Development Subvention 2012/2013 – 2021/2022..... | 52 |
| Table 22: Disaggregation of Recurrent Subvention+ | 53 |
| Table 23: Tuition Fees Collected | 54 |
| Table 24: Research Grants Received from Various Development Partners..... | 56 |
| Table 25: Grants from International, Development Partners or loans 2012/13-2022/23 | 56 |
| Table 26: Other Self-Generated Funds..... | 57 |

Table 27: Number of Research Projects Conducted by the Open University of Tanzania
 Staff58

Table 28: Production of Study Materials 2014/15 – 2022/2359

Table 29: Number of Registered Consultancies.....61

Table 30: The Current Members of The Open University of Tanzania Consultancy
 Bureau (OCB) Board62

LIST OF FIGURES

| | |
|--|----|
| Figure 1: Admission by Gender | 1 |
| Figure 2: Percentage of Undergraduate Degree Students Admission in the Faculties..... | 5 |
| Figure 3: Number of Undergraduate Degree Programmes offered by Faculties and Academic Year | 24 |
| Figure 4: Non-Degree Programmes on offer for Academic Years (2017/18– 2021/22)... | 25 |
| Figure 5: Postgraduate Programmes Offered by Faculties and Academic Year | 30 |
| Figure 6: Graduates by Regional and Coordination Centres..... | 37 |
| Figure 7: Academic Staff Cumulative Figure Trend by Gender and Academic Year 2018/19 to 2022/23 | 43 |
| Figure 8: Academic Staff by Rank in Total and Academic Years | 45 |
| Figure 9: Trend of Academic Staff Profile by Age Groups 2022/23 | 46 |
| Figure 10: Administrative Staff by Qualifications 2022/23..... | 47 |
| Figure 11: Trend of Administrative Staff Profile by Age for 2022/23 | 48 |
| Figure 12: Technical Staff by Gender and Qualifications for 2021/22..... | 50 |
| Figure 13: Technical Staff Profile by Gender and Age for 2022/23 | 51 |
| Figure 14: The percentage of PE and OC in comparison to the Actual Recurrent Released | 54 |
| Figure 15: External Financial Support from Various Development Partners 2012/13 – 2022/23 | 55 |
| Figure 16: Sources of Finance 2012/13 – 2022/23 | 57 |
| Figure 17: New Study Materials 2014/15 – 2022/23 | 59 |
| Figure 18: Vice Chancellor of the Open University of Tanzania, Professor Elifas Tozo Bisanda, handing over a photocopy machine | 68 |
| Figure 19: DVC-Academic Professor Deus Ngaruko – on the right, handing over various gifts to the chairperson of female THTU members of the OUT branch ready to be donated to inmates | 69 |
| Figure 20: Chairperson and secretary of female THTU members at OUT branch Ms Stella Shayo (second on the left) and Ms Sarah Abdi (first on the left) handing over to prison officers part of the gifts | 70 |

LIST OF ABBREVIATIONS

| | |
|------------------|--|
| ACDE | African Council for Distance Education |
| ACDE-TCC | African Council for Distance Education – Technical Collaboration Committee |
| B. CED | Bachelor of Community Economic Development |
| B. Com (Ed.) | Bachelor of Commerce (Education) |
| 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 (IR) | BA (International Relations) |
| B.A. (Econ) | Bachelor of Arts Economics |
| B.A. (Ed.) | Bachelor of Arts (Education) |
| B.A. (ELL) | BA (English Language and Linguistics) |
| B.A. (KCS) | BA (Kiswahili and Creative Studies) |
| B.A. (Mass Com.) | Bachelor of Arts (Mass Communication) |
| B.A. (MC) | B.A. (Mass Communication) |
| B.A. (PA) | BA (Public Administration) |
| B.A. (PD) | BA (Population and Development.) |
| B.A. (Soc.) | Bachelor of Arts (Sociology) |
| B.A. (SW) | Bachelor of Arts (Social Work) |
| B.A. J | Bachelor of Arts (Journalism) |
| B.A. NRM | BA (Natural Resource Management) |
| B.A. T | Bachelor of Arts (Tourism) |
| B.Com.(Gen.) | Bachelor of Commerce (General) |
| B.Sc. (Ed.) | Bachelor of Science (Education) |
| B.Sc. (ES) | Bachelor of Science (Environmental Studies) |
| B.Sc. (Gen.) | Bachelor of Science (General) |
| B.Sc. (ICT) | Bachelor of Science (Information and Communication Technologies) |
| 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) |
| BPSCM | Bachelor of Procurement and Supply Chain Management |
| BSc. ER | BSC (Energy Resources) |
| CCDE | Certificate Course in Distance Education |
| CECE | Certificate in Early Child Education |
| 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 |

| | |
|----------------------|---|
| DRPI | Directorate of Research, Publications and Innovations |
| 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 |
| 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 (SW) | Master of Arts (Social Work) |
| MA GL | Master of Arts in Governance and Leadership |
| MA Tourism | Master of Arts Tourism |
| 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 |
| PGDBM | Postgraduate Diploma in Business Management |
| PGDBS | Postgraduate Diploma in Business Studies |
| PGDCDD | Postgraduate Diploma in Curriculum Design and Development |
| PGDE | Postgraduate Diploma in Education |
| PGDL | Postgraduate Diploma in Law |
| PGDL (IT & T) | Postgraduate Diploma in Law in Information Technology and Telecommunication |
| 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 |

FOREWORD

The eighteenth edition of the Facts and Figures Booklet contains the most authoritative and comprehensive statistical information of the Open University of Tanzania. This information is crucial in feeding the OUT management and other stakeholders' vital inputs that facilitate strategic planning, coordination, implementation, monitoring, and evaluation of various activities undertaken. This booklet also provides valuable information to key stakeholders who are engaged in the 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 enrollment figures, the Open University of Tanzania remains one of the largest Higher Learning Institutions in Tanzania. It is particularly gratifying to note that the rapid growth of student enrolment has necessitated the 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 Organizational 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. In July 2018 the Directorate of Links and International Affairs (DLIA) was established by the University Council to deal with foreign admissions at both levels and coordinate other tasks such as examination, fee collection, recruitment of part-time tutors, supervision of research students and collaboration with various institutions abroad. In February 2022 the OUT Council approved the new organizational structure change of directorate to a unit in the following: Quality Assurance Unit (QAU), Internalization and Convocation Unit (ICU) and Communication and Marketing Unit (CMU).

Moreover, as part of the new organizational structure, the office of the 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.

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, which should be submitted to the Directorate of Quality Assurance and Control in time.

Prof. Elifas Tozo Bisanda
Vice Chancellor

Dar es Salaam
June 2023

ACKNOWLEDGMENTS

The production of this booklet is a result of the 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 the 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 the preparations and production of the booklet. The unit is very sorry for the loss of its statistician, the late Mr Yusufu Fadhili Libondoka. The special recognition goes to new statistician Mr. Zawadi Anyelisywe for the collection, processing, organizing, and 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, Finance and Accounting, Examination Syndicate and directors of Human Resource Management and more so, the Directors of Postgraduate Studies, the Director of Research, Publication and Innovation 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 wholehearted appreciation to the Editor for the good editorial work and for ensuring that the booklet is of a 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 the limitation of space, their Divisions/Departments/Sections are not mentioned here.

**Dr. Daphina Libent – Mabagala
Quality Assurance Unit**

**Dar es Salaam
June 2023**

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. Following the enactment of the Universities Act No.7 of 2005, the Open University was granted a Charter in 2007, which now replaces the Act No.17 of 1992. 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 Headquarter and 26 regional centres spread throughout Mainland Tanzania and 4 coordination centres in Zanzibar, Pemba, Kahama and Tunduru to make a total of 30 operational centres in the United Republic of Tanzania. Each centre serves as a coordination and administrative centre, headed by a director. There are also institutions outside the country which assist in coordinating university activities in those countries; these include centres in Kenya, Uganda, Namibia, Ethiopia and Ghana. The Open University of Tanzania has five well-established faculties, two institutes, eight academic directorates and four administrative directorates. Additionally, The University hosts three centres namely the ACDE Technical Committee in Collaboration (ACDE TCC), UNESCO Chair, and University Teaching and Learning Services Unit (UTLS).

Over the last twenty-nine years of its operation (i.e. 1994 to 2022/23) undergraduate students, about 35.1% of enrolled students have been pursuing degrees in Education; 17.8% in Arts and Social Sciences; 16.9 % in Law; 16.5% in Business Management; and 13.7% in sciences. Over 86.3% 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 204,785 students. Among the 204785 enrolled students, 85,978, 44,711 and 74,046 students were pursuing Undergraduate, Postgraduate and Non-degree programmes respectively. Currently, the University has an estimated total of 99,800 students by June 2023 who are still in the record.

More than 50.8% of enrolled students come from the OUT regional centres of Kinondoni, Arusha, Mwanza, Ilala, Mbeya, Kilimanjaro, Morogoro, Dodoma and Kagera. Of these nine regional centres, which had a cumulative enrollment of more than 81347 students from 1994 to 2022/23, Kinondoni had the highest cumulative enrolment (21,084) followed by Dar es Salaam (Headquarter) (10901) and Arusha (9821) while Songwe had the lowest cumulative enrolment (704) among the regional centre. For the coordination centre Zanzibar had the highest cumulative enrolment (4515) while Tunduru demonstrated the lowest (85) enrolment. In short, from 1994 to 2022/23, ten regional centres (i.e. the then Dar es Salaam regional centre and the nine regional centres mentioned earlier) have recruited more than 92248 (57.6%) Undergraduate Degree and Non-Degree students.

In general, the cumulative students, the Faculty of Education has the highest number of female Undergraduate Degree and Non-Degree students 13,963 (14.9), followed by the Faculty of Arts and Social Sciences 7,261 (7.7%). Faculty of Law 2859 (3%) has the lowest number of female students. Faculty of Science, Technology and Environmental Study 3268 (3.5%) at least above the FLW by 0.5%.

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 June 2023 had a total number of 650 qualified Staff of whom, 348 were academic staff, 223 (64.0%) were males and 125 (36.0%) were females. Equally, up to June 2023, the OUT had 221 Administrative staff, out of whom 84 (38.0%) were males and 137 (62%) were females. During the same period, OUT had 81 Technical staff, whereby 68 (84.0%) were males and 13 (16.0%) were females.

The cumulative number of graduates from 1999 to November 2022 was 53,955 whereby 22,146 (41%) were females. Among 53955 graduates, 22,991 students graduated in non-degree programmes out of whom, 10306 (44.8%) were females, 22,954 students graduated in Undergraduate degree programmes out of whom 9072 (39.5%) were females and 8010 were graduates for Postgraduate and Honorary degrees whereby 2,768 (34.6%) 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 26 regional centres spread throughout Mainland Tanzania 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 - the Faculty of Education (FED) and the Faculty of Arts and Social Sciences (FASS). Two more faculties, the Faculty of Law (FLAW) and the 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 the 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 with 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, Publication and Innovations (DRI) 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 (2018/19 – 2022/23) and sum of cumulative data (1994 – 2022/23) 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 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 against 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 61.9% in 2019/20 to 66.7% in 2021/2022 while the percentage of female students enrolled has been fluctuating from 38.1% in 2019/20 to 33.3% in 2021/22. In 2022/23 percentage of females increased by 0.8% compared to the previous academic year. 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.

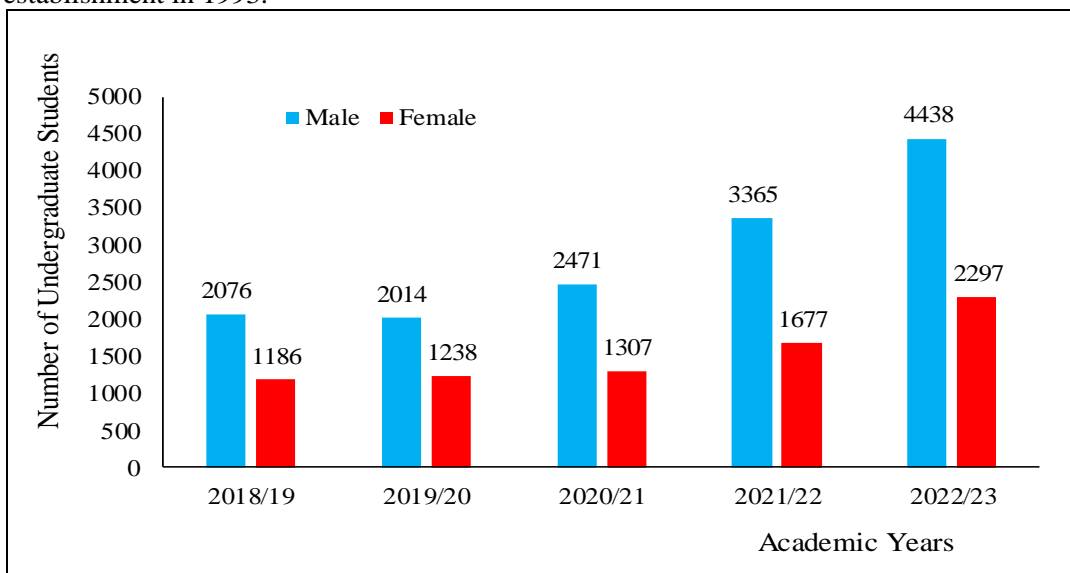


Figure 1: Admission by Gender

It is, peaking, 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 B.Ed (PM.) are the most popular to both male and female students from 2016/17 to 2021/22. OUT needs to enhance its efforts to network with a number of organisations that deal with the gender dimension in Tanzania in 2021/22. The office of DVC (ARC.) 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-nine years, about 43.2% of enrolled students have been studying the undergraduate degree in education; 17.5% have been enrolled in LLB programme; about 13.8% in Business Management; 17.0% in Arts and Social Sciences; and 8.5% in sciences. Strictly speaking, over 77.7% 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 appeared 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), BE.d (TE), B.Ed (ADL) programmes etc (see Table 1 below).

Table 1: Admission into Undergraduate Programmes

| Programme | 2018/19 | | | 2019/2020 | | | 2020/2021 | | |
|--------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | M | F | T | M | F | T | M | F | T |
| B.A.(Gen.) | - | - | - | - | - | - | - | - | - |
| B.A.(Ed.) | 209 | 130 | 339 | 137 | 117 | 254 | 152 | 110 | 262 |
| 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. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LL.B | 341 | 97 | 438 | 311 | 146 | 457 | 383 | 110 | 493 |
| B.Sc.(Gen.) | 44 | 9 | 53 | 52 | 20 | 72 | 44 | 13 | 57 |
| B.Sc.(Ed.) | 132 | 52 | 184 | 101 | 36 | 137 | 84 | 32 | 116 |
| BBA (Gen.) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| BBA (Ed.) | 9 | 5 | 14 | 16 | 12 | 28 | 27 | 7 | 34 |
| B.A.T | 23 | 12 | 35 | 27 | 13 | 40 | 26 | 11 | 37 |
| B.Sc.(ICT) | 90 | 20 | 110 | 87 | 13 | 100 | 136 | 19 | 155 |
| B. Ed. (SE) | 36 | 44 | 80 | 57 | 40 | 97 | 36 | 34 | 70 |
| B.A.(SW) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| B.A.(Soc.) | 32 | 27 | 59 | 32 | 24 | 56 | 50 | 40 | 90 |
| B.A.J | 15 | 9 | 24 | 8 | 2 | 10 | 9 | 6 | 15 |
| B.A.(Mass Com.) | 35 | 30 | 65 | 28 | 14 | 42 | 50 | 28 | 78 |
| B.Sc.(ES) | 29 | 11 | 40 | 44 | 12 | 56 | 49 | 24 | 73 |
| BBA (Acc.) | 76 | 42 | 118 | 59 | 41 | 100 | 126 | 74 | 200 |
| BBA (Fin.) | 17 | 8 | 25 | 23 | 12 | 35 | 58 | 24 | 82 |
| BBA (HRM) | 14 | 14 | 28 | 32 | 15 | 47 | 37 | 28 | 65 |
| BBA (IB) | 13 | 6 | 19 | 20 | 7 | 27 | 31 | 17 | 48 |
| BBA (Mark.) | 26 | 29 | 55 | 40 | 19 | 59 | 64 | 37 | 101 |
| B. Ed. TE | 44 | 23 | 67 | 29 | 21 | 50 | 39 | 11 | 50 |
| B. Ed. (AE) | 22 | 13 | 35 | 17 | 22 | 39 | 22 | 19 | 41 |
| B. Ed. (PM) | 287 | 168 | 455 | 297 | 216 | 513 | 320 | 203 | 523 |
| BHRM | 78 | 89 | 167 | 113 | 120 | 233 | 171 | 130 | 301 |
| B (LIM) | 28 | 41 | 69 | 36 | 40 | 76 | 35 | 52 | 87 |
| BA (English Lang and Ling) | 5 | 5 | 10 | 3 | 1 | 4 | 2 | 0 | 2 |
| BA (History) | 3 | 0 | 3 | 1 | 0 | 1 | 5 | 1 | 6 |
| BA (International Relations) | 41 | 34 | 75 | 54 | 12 | 66 | 93 | 30 | 123 |
| BA (Kisw and Creative Studies) | 3 | 4 | 7 | 2 | 4 | 6 | 8 | 6 | 14 |
| BA(NRAM) | 23 | 8 | 31 | 14 | 3 | 17 | 22 | 5 | 27 |
| BA (Population and Develop.) | 81 | 57 | 138 | 10 | 4 | 14 | 8 | 1 | 9 |
| BA (Public Administration) | 74 | 27 | 101 | 79 | 44 | 123 | 115 | 66 | 181 |
| BA Economics | 18 | 3 | 21 | 20 | 6 | 26 | 18 | 6 | 24 |
| BA Literature | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 2 |
| Bachelor of CED | 59 | 45 | 104 | 55 | 48 | 103 | 50 | 46 | 96 |
| BSC (Energy Resources) | 19 | 4 | 23 | 7 | 3 | 10 | 15 | | 15 |
| BSc (FND) | 59 | 63 | 122 | 109 | 96 | 205 | 66 | 33 | 99 |
| BSc DM | 21 | 9 | 30 | 29 | 8 | 37 | 37 | 12 | 49 |
| BSc.ES(M) | 15 | 5 | 20 | 18 | 7 | 25 | 21 | 5 | 26 |
| BA Social Psychology | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| BSW | 52 | 43 | 95 | 47 | 40 | 87 | 55 | 63 | 118 |
| BPSCM | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 4 | 9 |
| Total | 2076 | 1186 | 3262 | 2014 | 1238 | 3252 | 2471 | 1307 | 3778 |

Table 1: Continued (...)

| Programme | 2021/2022 | | | 2022/23 | | | 1994 - 2022/2023 | | |
|--------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|--------------|--------------|
| | M | F | T | M | F | T | M | F | T |
| B.A.(Gen.) | 0 | 0 | 0 | 0 | 0 | 0 | 2459 | 812 | 3271 |
| B.A.(Ed.) | 152 | 128 | 280 | 188 | 146 | 334 | 9104 | 4780 | 13884 |
| B.Com.(Gen.) | 0 | 0 | 0 | 0 | 0 | 0 | 1216 | 178 | 1394 |
| B.Com.(Ed.) | 0 | 0 | 0 | 0 | 0 | 0 | 321 | 65 | 386 |
| B. Ed. | 0 | 0 | 0 | 0 | 0 | 0 | 5509 | 3188 | 8697 |
| LL.B | 436 | 139 | 575 | 544 | 146 | 690 | 12213 | 2315 | 14528 |
| B.Sc.(Gen.) | 78 | 13 | 91 | 98 | 33 | 131 | 2263 | 687 | 2950 |
| B.Sc.(Ed.) | 135 | 30 | 165 | 194 | 55 | 249 | 3232 | 1081 | 4313 |
| BBA (Gen.) | 0 | 0 | 0 | 0 | 0 | 0 | 2427 | 611 | 3038 |
| BBA (Ed.) | 27 | 13 | 40 | 39 | 7 | 46 | 856 | 358 | 1214 |
| B.A.T | 48 | 21 | 69 | 68 | 32 | 100 | 820 | 262 | 1082 |
| B.Sc.(ICT) | 198 | 15 | 213 | 228 | 32 | 260 | 1372 | 224 | 1596 |
| B. Ed. (SE) | 68 | 55 | 123 | 99 | 111 | 210 | 466 | 459 | 925 |
| B.A.(SW) | 0 | 0 | 0 | 0 | 0 | 0 | 541 | 537 | 1078 |
| B.A.(Soc.) | 112 | 81 | 193 | 134 | 112 | 246 | 1353 | 1154 | 2507 |
| B.A.J | 27 | 5 | 32 | 39 | 12 | 51 | 239 | 94 | 333 |
| B.A.(Mass Com.) | 73 | 34 | 107 | 76 | 38 | 114 | 679 | 440 | 1119 |
| B.Sc.(ES) | 100 | 39 | 139 | 137 | 45 | 182 | 866 | 262 | 1128 |
| BBA (Acc.) | 185 | 98 | 283 | 242 | 147 | 389 | 1187 | 639 | 1826 |
| BBA (Fin.) | 71 | 39 | 110 | 78 | 26 | 104 | 605 | 249 | 854 |
| BBA (HRM) | 52 | 24 | 76 | 44 | 32 | 76 | 463 | 286 | 749 |
| BBA (IB) | 45 | 19 | 64 | 42 | 24 | 66 | 244 | 126 | 370 |
| BBA (Mark.) | 68 | 55 | 123 | 93 | 47 | 140 | 609 | 342 | 951 |
| B. Ed. TE | 46 | 13 | 59 | 73 | 14 | 87 | 554 | 317 | 871 |
| B. Ed. (AE) | 26 | 12 | 38 | 25 | 25 | 50 | 306 | 292 | 598 |
| B. Ed. (PM) | 298 | 189 | 487 | 389 | 242 | 631 | 2858 | 2346 | 5204 |
| BHRM | 261 | 186 | 447 | 351 | 292 | 643 | 1666 | 1356 | 3022 |
| B (LIM) | 35 | 48 | 83 | 49 | 53 | 102 | 261 | 370 | 631 |
| BA (English Lang and Ling) | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 18 | 50 |
| BA (History) | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 6 | 27 |
| BA (International Relations) | 94 | 28 | 122 | 143 | 38 | 181 | 602 | 235 | 837 |
| BA (Kisw and Creative Studies) | 5 | 3 | 8 | 24 | 12 | 36 | 84 | 88 | 172 |
| BA(NRAM) | 40 | 7 | 47 | 58 | 14 | 72 | 215 | 63 | 278 |
| BA (Population and Develop.) | 13 | 1 | 14 | 18 | 10 | 28 | 146 | 83 | 229 |
| BA (Public Administration) | 161 | 91 | 252 | 286 | 104 | 390 | 1081 | 491 | 1572 |
| BA Economics | 26 | 8 | 34 | 38 | 11 | 49 | 209 | 62 | 271 |
| BA Literature | 0 | 1 | 1 | 0 | 0 | 0 | 6 | 2 | 8 |
| Bachelor of CED | 67 | 67 | 134 | 65 | 69 | 134 | 381 | 363 | 744 |
| BSC (Energy Resources) | 15 | 1 | 16 | 32 | 3 | 35 | 127 | 63 | 190 |
| BSc (FND) | 114 | 52 | 166 | 179 | 102 | 281 | 642 | 513 | 1155 |
| BSc DM | 60 | 7 | 67 | 62 | 16 | 78 | 255 | 59 | 314 |
| BSc.ES(M) | 0 | 0 | 0 | 0 | 0 | 0 | 101 | 28 | 129 |
| BA Social Psychology | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 9 |
| BSW | 105 | 104 | 209 | 165 | 166 | 331 | 532 | 539 | 1071 |
| BPSCM | 124 | 51 | 175 | 138 | 81 | 219 | 267 | 136 | 403 |
| Total | 3365 | 1677 | 5042 | 4438 | 2297 | 6735 | 59394 | 26584 | 85978 |

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

The academic programmes at the undergraduate level are managed and coordinated by the office of the DVC- ARC 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. Figure 2 and Table 2 present the student enrolment at the level of first degree in Faculties paying adequate attention to the gender dimension. Broadly speaking, this exercise in essence complements the analysis at the programme level carried out in the previous sections. Cumulatively (1994 – 2022/23), and as depicted from Table 2 that the Faculty of Education (FED) has led in enrolling good number of students (30,179) in both males and females as compared to other Faculties followed by the Faculty of FASS (15,289). Faculty of Science, Technology and Environmental Study has enrolled the least number of students (11,775).

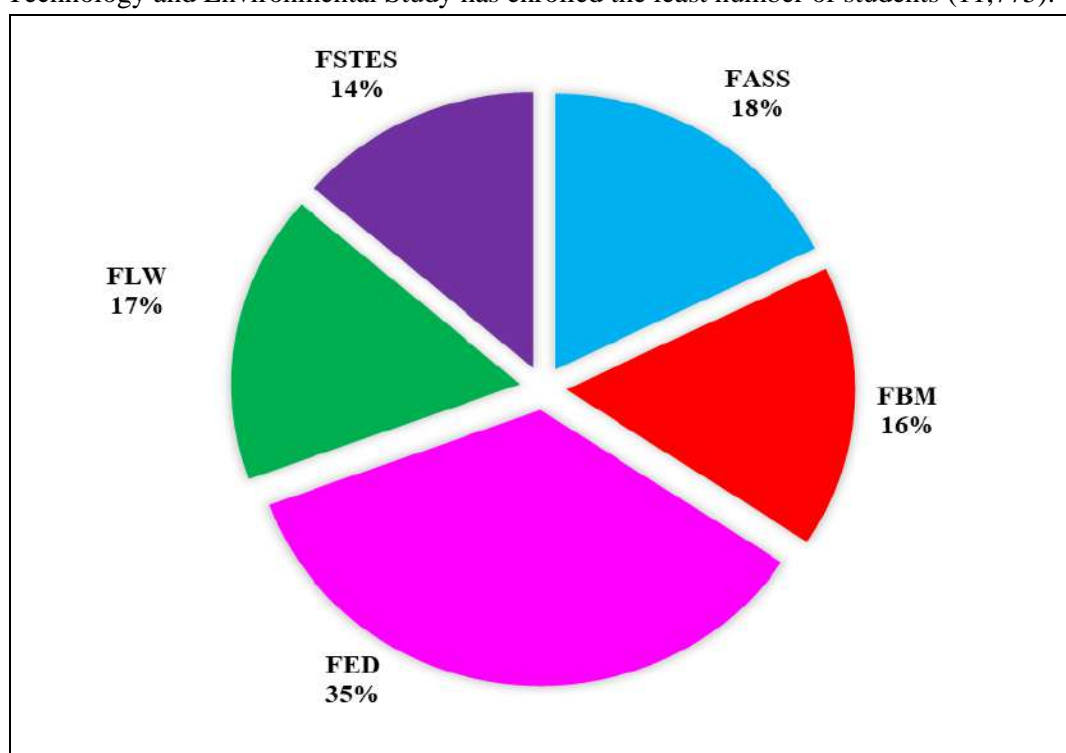


Figure 2: Percentage of Undergraduate Degree Students Admission in the Faculties

Table 2: Undergraduate Students Admission (Yearly) and its cumulative data since (1994 – 2022/23) into Various Faculties

| Programme | 2018/19 | | | 2019/20 | | | 2020/21 | | |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | M | F | T | M | F | T | M | F | T |
| FASS | 495 | 345 | 840 | 416 | 255 | 671 | 548 | 361 | 909 |
| FBM | 224 | 188 | 412 | 287 | 214 | 501 | 492 | 314 | 806 |
| FED | 607 | 383 | 990 | 654 | 464 | 1,118 | 596 | 384 | 980 |
| FLW | 341 | 97 | 438 | 311 | 146 | 457 | 383 | 110 | 493 |
| FSTES | 409 | 173 | 582 | 346 | 159 | 505 | 452 | 138 | 590 |
| Total | 2,076 | 1,186 | 3,262 | 2,014 | 1,238 | 3,252 | 2,471 | 1,307 | 3,778 |

Table 2: Contd...

| Programme | 2021/2022 | | 2022/2023 | | | 1994 – 2022/2023 | | | |
|--------------|-------------|-------------|-------------|-------------|-------------|------------------|--------------|--------------|--------------|
| | M | F | T | M | F | T | M | F | T |
| FASS | 806 | 499 | 1305 | 1163 | 671 | 1834 | 9665 | 5624 | 15289 |
| FBM | 806 | 472 | 1278 | 1027 | 656 | 1683 | 9861 | 4346 | 14207 |
| FED | 617 | 410 | 1027 | 774 | 538 | 1312 | 18797 | 11382 | 30179 |
| FLW | 436 | 139 | 575 | 544 | 146 | 690 | 12213 | 2315 | 14528 |
| FSTES | 700 | 157 | 857 | 930 | 286 | 1216 | 8858 | 2917 | 11775 |
| Total | 3365 | 1677 | 5042 | 4438 | 2297 | 6735 | 59394 | 26584 | 85978 |

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-nine years.

It is also revealed from Table 3 that more than 50.8% of enrolled students come from the OUT regional centres of Kinondoni, Arusha, Mwanza, Ilala, Mbeya, Kilimanjaro, Morogoro, Dodoma and Kagera. of these nine regional centres, which had cumulative enrollment of more than 81347 students from 1994 to 2022/23, Kinondoni had the highest cumulative enrolment (21,084) followed by Dar es Salaam (Headquarter) (10901) and Arusha (9821) while Songwe had the lowest cumulative enrolment (704) among the regional centre. For the coordination centre Zanzibar had highest cumulative enrolment (4515) while Tunduru demonstrate the lowest about (85) enrolment. In short, from 1994 to 2022/23, ten regional centres (i.e. the then Dar es Salaam regional centre and the nine regional centres mentioned earlier) have recruited more than 92248 (57.6%) of Undergraduate Degree and Non-Degree students.

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

| Reg.Centres /Countries | 2018/19 | | | 2019/20 | | | 2020/21 | | |
|---------------------------|---------|-----|-------|---------|-----|-------|---------|-----|-------|
| | M | F | T | M | F | T | M | F | T |
| Arusha | 441 | 284 | 725 | 410 | 287 | 697 | 404 | 264 | 668 |
| Dar es Salaam | - | - | - | - | - | - | - | - | - |
| Ilala | 181 | 123 | 304 | 167 | 120 | 287 | 746 | 403 | 1,149 |
| Kinondoni | 1,176 | 934 | 2,110 | 1,024 | 835 | 1,859 | 787 | 579 | 1,366 |
| Temeke | 41 | 30 | 71 | 57 | 32 | 89 | 48 | 27 | 75 |
| Dodoma | 221 | 159 | 380 | 236 | 187 | 423 | 323 | 223 | 546 |
| Geita | 171 | 63 | 234 | 209 | 76 | 285 | 174 | 79 | 253 |
| Iringa | 176 | 106 | 282 | 140 | 98 | 238 | 119 | 82 | 201 |
| Kagera | 367 | 178 | 545 | 210 | 113 | 323 | 207 | 92 | 299 |
| Kahama | 56 | 24 | 80 | 67 | 53 | 120 | 92 | 40 | 132 |
| Katavi | 90 | 35 | 125 | 84 | 33 | 117 | 81 | 23 | 104 |
| Kigoma | 202 | 97 | 299 | 142 | 61 | 203 | 189 | 37 | 226 |
| Kilimanjaro | 148 | 124 | 272 | 140 | 123 | 263 | 165 | 129 | 294 |
| Lindi | 150 | 54 | 204 | 122 | 46 | 168 | 106 | 44 | 150 |
| Manyara | 171 | 93 | 264 | 125 | 89 | 214 | 111 | 76 | 187 |
| Mara | 203 | 91 | 294 | 221 | 98 | 319 | 219 | 92 | 311 |
| Mbeya | 188 | 153 | 341 | 223 | 153 | 376 | 266 | 163 | 429 |
| Morogoro | 196 | 140 | 336 | 176 | 126 | 302 | 299 | 130 | 429 |
| Mtwara | 169 | 90 | 259 | 116 | 77 | 193 | 153 | 71 | 224 |
| Mwanza | 361 | 215 | 576 | 337 | 215 | 552 | 535 | 675 | 1,210 |
| Njombe | 58 | 43 | 101 | 77 | 59 | 136 | 70 | 30 | 100 |
| Pemba | 51 | 37 | 88 | 34 | 23 | 57 | 51 | 28 | 79 |
| Pwani | 98 | 69 | 167 | 116 | 74 | 190 | 114 | 98 | 212 |
| Rukwa | 107 | 29 | 136 | 85 | 41 | 126 | 75 | 44 | 119 |
| Ruvuma | 186 | 134 | 320 | 167 | 107 | 274 | 138 | 103 | 241 |
| Shinyanga | 141 | 78 | 219 | 69 | 81 | 150 | 83 | 48 | 131 |
| Simiyu | 138 | 57 | 195 | 122 | 45 | 167 | 113 | 60 | 173 |
| Singida | 127 | 87 | 214 | 115 | 61 | 176 | 208 | 135 | 343 |
| Songwe | 67 | 39 | 106 | 80 | 36 | 116 | 63 | 52 | 115 |
| Tabora | 145 | 78 | 223 | 191 | 58 | 249 | 221 | 83 | 304 |
| Tanga | 152 | 127 | 279 | 151 | 121 | 272 | 148 | 94 | 242 |
| Tunduru | 1 | 2 | 3 | 4 | 2 | 6 | 7 | 0 | 7 |
| Zanzibar | 87 | 83 | 170 | 133 | 105 | 238 | 166 | 115 | 281 |

Table 3: Contd...

| Reg.Centres /Countries | 2021/22 | | | 2022/2023 | | | 1994 -2022/2023 | | |
|---------------------------|---------|-----|------|-----------|-----|------|-----------------|-------|-------|
| | M | F | T | M | F | T | M | F | T |
| Arusha | 514 | 299 | 813 | 574 | 361 | 935 | 6252 | 3569 | 9821 |
| Dar es Salaam | 0 | 0 | 0 | 0 | 0 | 0 | 7255 | 3646 | 10901 |
| Ilala | 330 | 211 | 541 | 500 | 345 | 845 | 5051 | 3272 | 8323 |
| Kinondoni | 1078 | 856 | 1934 | 1285 | 953 | 2238 | 13304 | 10018 | 23322 |
| Temeke | 108 | 55 | 163 | 151 | 61 | 212 | 2036 | 1606 | 3642 |
| Dodoma | 452 | 221 | 673 | 568 | 316 | 884 | 4302 | 2392 | 6694 |
| Geita | 180 | 92 | 272 | 231 | 92 | 323 | 1877 | 715 | 2592 |
| Iringa | 159 | 98 | 257 | 208 | 144 | 352 | 3399 | 1659 | 5058 |
| Kagera | 229 | 79 | 308 | 272 | 117 | 389 | 3952 | 1347 | 5299 |
| Kahama | 120 | 48 | 168 | 152 | 59 | 211 | 487 | 224 | 711 |
| Katavi | 123 | 68 | 191 | 130 | 89 | 219 | 861 | 475 | 1336 |
| Kigoma | 312 | 124 | 436 | 219 | 94 | 313 | 3228 | 889 | 4117 |
| Kilimanjaro | 199 | 155 | 354 | 261 | 200 | 461 | 3736 | 2399 | 6135 |
| Lindi | 192 | 68 | 260 | 232 | 121 | 353 | 2031 | 701 | 2732 |
| Manyara | 107 | 77 | 184 | 154 | 92 | 246 | 2034 | 1141 | 3175 |
| Mara | 271 | 96 | 367 | 350 | 127 | 477 | 3299 | 1202 | 4501 |
| Mbeya | 286 | 166 | 452 | 392 | 251 | 643 | 4670 | 2100 | 6770 |
| Morogoro | 366 | 202 | 568 | 376 | 182 | 558 | 3916 | 2282 | 6198 |
| Mtwara | 223 | 102 | 325 | 256 | 123 | 379 | 2598 | 1015 | 3613 |
| Mwanza | 387 | 187 | 574 | 439 | 250 | 689 | 5824 | 2961 | 8785 |
| Njombe | 101 | 55 | 156 | 112 | 72 | 184 | 962 | 619 | 1581 |
| Pemba | 62 | 31 | 93 | 100 | 50 | 150 | 960 | 504 | 1464 |
| Pwani | 193 | 145 | 338 | 255 | 166 | 421 | 2094 | 1294 | 3388 |
| Rukwa | 122 | 37 | 159 | 133 | 70 | 203 | 1944 | 501 | 2445 |
| Ruvuma | 174 | 125 | 299 | 205 | 144 | 349 | 2554 | 1213 | 3767 |
| Shinyanga | 94 | 49 | 143 | 127 | 75 | 202 | 2979 | 1211 | 4190 |
| Simiyu | 157 | 59 | 216 | 214 | 70 | 284 | 1013 | 495 | 1508 |
| Singida | 128 | 68 | 196 | 196 | 119 | 315 | 2070 | 1073 | 3143 |
| Songwe | 93 | 53 | 146 | 134 | 60 | 194 | 459 | 245 | 704 |
| Tabora | 228 | 69 | 297 | 269 | 110 | 379 | 2894 | 1019 | 3913 |
| Tanga | 239 | 159 | 398 | 275 | 181 | 456 | 3199 | 1720 | 4919 |
| Tunduru | 24 | 1 | 25 | 26 | 18 | 44 | 62 | 23 | 85 |
| Zanzibar | 193 | 137 | 330 | 319 | 193 | 512 | 2922 | 1593 | 4515 |

Table 3: Contd...

| Reg.Centres /Countries | 2018/19 | | | 2019/20 | | | 2020/21 | | |
|---------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| | M | F | T | M | F | T | M | F | T |
| Algeria | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Angola | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Botswana | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| Burundi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cameroon | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| China | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Congo | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ethiopia | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Ghana | 1 | 0 | 1 | 0 | 0 | 0 | 16 | 8 | 24 |
| 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 | 0 | 0 | 0 | 0 | 0 |
| Italy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kenya | 1 | 4 | 5 | 0 | 0 | 0 | 5 | 0 | 5 |
| Korea | 0 | 0 | 0 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Namibia | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Netherlands | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Nigeria | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rwanda | 0 | 0 | 0 | 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 |
| Kingdom of eSwatini | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sweden | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Taiwan | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Thailand | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Uganda | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| UK | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| USA | 0 | 0 | 0 | 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 | 6075 | 3866 | 9941 | 5550 | 3635 | 9185 | 6504 | 4129 | 10633 |

Table 3: Contd...

| Reg.Centres /Countries | 2021/22 | | | 2022/2023 | | | 1994 -2022/2023 | | |
|---------------------------|-------------|-------------|--------------|-------------|-------------|--------------|-----------------|--------------|---------------|
| | M | F | T | M | F | T | M | F | T |
| Algeria | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Angola | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| Botswana | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| Burundi | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 9 |
| Cameroon | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| China | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 2 |
| Congo | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| Ethiopia | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 4 |
| Ghana | 3 | 2 | 5 | 0 | 0 | 0 | 20 | 10 | 30 |
| 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 | 3 | 3 | 6 | 1 | 0 | 1 | 167 | 97 | 264 |
| 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 | 0 | 0 | 0 | 3 | 3 |
| Malawi | 1 | 0 | 1 | 0 | 0 | 0 | 7 | 1 | 8 |
| Namibia | 0 | 1 | 1 | 0 | 0 | 0 | 77 | 91 | 168 |
| Netherlands | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Nigeria | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 |
| Rwanda | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 0 | 25 |
| 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 |
| Kingdom of eSwatini | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 4 |
| Sweden | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| Taiwan | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 5 |
| Thailand | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Uganda | 0 | 0 | 0 | 0 | 0 | 0 | 74 | 36 | 110 |
| 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 | 7452 | 4198 | 11650 | 9116 | 5305 | 14421 | 104638 | 55387 | 160025 |

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 M. Ed (APPS) programme is the most popular with a total enrolment of 6,853 students since 2002 followed by MBA with a total enrolment of 6,782 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 programmes. It can also be seen from Table 4 that Postgraduate Diploma in Law attracts more students (760) than the LLM

programme that enrolled 530 only. 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 6,853 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 | 2018/19 | | | 2019/20 | | | 2020/21 | | | 2021/22 | | | 2022/23 | | | 2001 – 2022/23 | | |
|------------------|---------|-----|-----|---------|-----|-----|---------|----|-----|---------|----|-----|---------|-----|-----|----------------|------|------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| Ph.D | 213 | 75 | 288 | 202 | 65 | 267 | 112 | 30 | 142 | 54 | 14 | 68 | 187 | 62 | 249 | 1813 | 504 | 2317 |
| PGDE | 218 | 61 | 279 | 185 | 79 | 264 | 139 | 41 | 180 | 39 | 23 | 62 | 116 | 53 | 169 | 2884 | 1170 | 4054 |
| M.Dist. Ed. | - | - | - | - | - | - | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 237 | 92 | 329 |
| M.Ed | - | - | - | - | - | - | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 7 | 37 |
| M.Ed APPS | 335 | 167 | 502 | 389 | 159 | 548 | 235 | 83 | 318 | 76 | 26 | 102 | 223 | 134 | 357 | 4874 | 2336 | 7210 |
| M.Ed APPS Thesis | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| MA | - | - | - | - | - | - | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 250 | 87 | 337 |
| MBA | 201 | 83 | 284 | 285 | 111 | 396 | 164 | 53 | 217 | 59 | 15 | 74 | 224 | 95 | 319 | 5611 | 1490 | 7101 |
| MBA Thesis | - | - | - | 2 | 2 | 4 | 2 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 1 | 5 | 2 | 7 |
| MBA-Finance | - | - | - | - | - | - | - | - | - | - | - | - | 2 | 0 | 2 | 2 | 0 | 2 |
| MBA-Marketing | - | - | - | - | - | - | - | - | - | - | - | - | 2 | 0 | 2 | 2 | 0 | 2 |
| MSc | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 11 | 31 |
| PGDL | 53 | 5 | 58 | 72 | 7 | 79 | 15 | 8 | 23 | 5 | 1 | 6 | 42 | 29 | 71 | 707 | 124 | 831 |
| LLM | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 424 | 106 | 530 |
| LL.M Thesis | 4 | 1 | 5 | 3 | 1 | 4 | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 3 | 12 |
| LLM C&D | 57 | 14 | 71 | 71 | 19 | 90 | 52 | 10 | 62 | 14 | 7 | 21 | 0 | 0 | 0 | 194 | 50 | 244 |
| LLM (IT & T) | 0 | 0 | 0 | 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 | 44 | 99 | 53 | 31 | 84 | 32 | 18 | 50 | 11 | 7 | 18 | 44 | 36 | 80 | 1096 | 724 | 1820 |
| MA SW | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 44 | 92 | 263 | 225 | 488 |
| MA TPM | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 183 | 52 | 235 |
| MTPM | 24 | 3 | 27 | 36 | 13 | 49 | 26 | 10 | 36 | 9 | 4 | 13 | 17 | 10 | 27 | 112 | 40 | 152 |
| MBA (T & L) Mgt | 34 | 6 | 40 | 34 | 3 | 37 | 37 | 9 | 46 | 15 | 2 | 17 | 40 | 8 | 48 | 382 | 54 | 436 |
| MHRM | 121 | 91 | 212 | 214 | 94 | 308 | 135 | 54 | 189 | 37 | 17 | 54 | 197 | 158 | 355 | 1966 | 1027 | 2993 |
| MSc Economics | 33 | 3 | 36 | 64 | 9 | 73 | 34 | 6 | 40 | 10 | 1 | 11 | 59 | 9 | 68 | 592 | 81 | 673 |
| LL.M ICJ | 18 | 4 | 22 | 27 | 3 | 30 | 21 | 2 | 23 | 2 | 5 | 7 | 36 | 13 | 49 | 210 | 40 | 250 |
| LLM ITI | - | - | - | - | - | - | - | - | - | - | - | - | 27 | 16 | 43 | 27 | 16 | 43 |
| PGDBS | 54 | 27 | 81 | 100 | 39 | 139 | 61 | 17 | 78 | 21 | 5 | 26 | 82 | 40 | 122 | 863 | 335 | 1198 |
| MA Kisw | 52 | 43 | 95 | 50 | 42 | 92 | 25 | 21 | 46 | 6 | 5 | 11 | 17 | 16 | 33 | 431 | 415 | 846 |
| MA Kisw Thesis | - | - | - | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 2 |

Table 4: Contd (...)

| Programme | 2018/19 | | | 2019/20 | | | 2020/21 | | | 2021/22 | | | 2022/23 | | | 2001 –2022/23 | | |
|----------------------------|---------|----|-----|---------|----|-----|---------|----|-----|---------|---|----|---------|----|-----|---------------|-----|------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| MA PSPA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 1 | 7 |
| MA Economics | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 7 | 47 |
| MA Economics Thesis | - | - | - | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| MA Linguistics | 2 | 1 | 3 | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 2 | 4 | 1 | 5 | 33 | 5 | 38 |
| MA Linguistics Thesis | - | - | - | 4 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 4 | 6 | 3 | 9 |
| MA Rel. Studies | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 |
| MSC Env. Studies | 0 | 0 | 0 | 89 | 7 | 96 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 5 | 28 | 225 | 36 | 261 |
| MSC Botany | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 1 | 6 | 0 | 6 |
| MSC Chemistry | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 10 | 0 | 10 |
| MSC Physics | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 6 |
| MSC Maths | 3 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 4 |
| MSC Maths Thesis | - | - | - | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| MA Sociology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 5 |
| MSC Computer Science | | | | 25 | 3 | 28 | 41 | 2 | 43 | 6 | 0 | 6 | 31 | 8 | 39 | 103 | 13 | 116 |
| MA Sociology Thesis | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| M.ED ODL | 7 | 5 | 12 | 6 | 3 | 9 | 5 | 0 | 5 | 6 | 1 | 7 | 13 | 3 | 16 | 280 | 113 | 393 |
| MED Thesis | 2 | 1 | 3 | 2 | 0 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 2 | 3 | 5 | 6 | 5 | 11 |
| MA Literature | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 8 |
| MA Literature Thesis | - | - | - | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| MA Kiswahili (Linguistics) | - | - | - | - | - | - | - | - | - | - | - | - | 1 | 0 | 1 | 1 | 0 | 1 |
| MA Kiswahili (Literature) | - | - | - | - | - | - | - | - | - | - | - | - | 4 | 0 | 4 | 4 | 0 | 4 |
| MPM | 161 | 58 | 219 | 246 | 68 | 314 | 183 | 67 | 250 | 49 | 8 | 57 | 196 | 66 | 262 | 1994 | 578 | 2572 |
| MA History | 6 | 1 | 7 | 6 | 0 | 6 | 2 | 0 | 2 | 0 | 0 | 0 | 4 | 0 | 4 | 88 | 8 | 96 |
| MA History Thesis | - | - | - | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 1 | 3 |
| PGDCDD | 6 | 1 | 7 | 8 | 4 | 12 | 4 | 0 | 4 | 3 | 2 | 5 | 6 | 4 | 10 | 294 | 182 | 476 |
| PGDSW | 12 | 7 | 19 | 39 | 33 | 72 | 18 | 9 | 27 | 27 | 9 | 36 | 81 | 51 | 132 | 232 | 145 | 377 |
| MSc Biology | 1 | 0 | 1 | 0 | 0 | 0 | 6 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 2 | 17 |
| MSC Zoology Thesis | - | - | - | 1 | 0 | 1 | 7 | 0 | 7 | 0 | 0 | 0 | 7 | 0 | 7 | 15 | 0 | 15 |
| M.ES | 46 | 11 | 57 | 0 | 0 | 0 | 39 | 10 | 49 | 17 | 1 | 18 | 41 | 9 | 50 | 368 | 103 | 471 |
| MES Thesis | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 2 |

| Programme | 2018/19 | | | 2019/20 | | | 2020/21 | | | 2021/22 | | | 2022/23 | | | 2001 - 2022/23 | | |
|---------------------------|---------|----|-----|---------|----|-----|---------|----|-----|---------|----|----|---------|----|-----|----------------|-----|------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| MES Health | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| MA ICD | 58 | 26 | 84 | 53 | 30 | 83 | 42 | 13 | 55 | 18 | 8 | 26 | 49 | 10 | 59 | 345 | 150 | 495 |
| MANRAM | 40 | 5 | 45 | 37 | 7 | 44 | 26 | 2 | 28 | 22 | 3 | 25 | 23 | 7 | 30 | 323 | 65 | 388 |
| MA NRM | - | - | - | - | - | - | - | - | - | - | - | - | 27 | 3 | 30 | 27 | 3 | 30 |
| MA SW Hibrid | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 135 | 80 | 215 |
| MA GL | 78 | 19 | 97 | 99 | 18 | 117 | 85 | 14 | 99 | 37 | 7 | 44 | 109 | 45 | 154 | 521 | 129 | 650 |
| MSc (ICT) | 9 | 1 | 10 | 0 | 0 | 0 | 2 | 0 | 2 | 7 | 0 | 7 | 74 | 10 | 84 | 104 | 11 | 115 |
| MSc ICT Thesis | - | - | - | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 4 | 0 | 4 |
| 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 | 17 | 19 | 36 | 16 | 24 | 40 | 13 | 10 | 23 | 7 | 1 | 8 | 11 | 18 | 29 | 97 | 96 | 193 |
| MSc in HAC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 8 | 42 |
| MHA | | | | | | | | | | | | | 7 | 6 | 13 | 7 | 6 | 13 |
| MHACD | 27 | 7 | 34 | 27 | 12 | 39 | 21 | 6 | 27 | 9 | 3 | 12 | 26 | 11 | 37 | 131 | 43 | 174 |
| PGDSW Hybrid | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 12 | 24 |
| MA in GI | 0 | 1 | 1 | 26 | 17 | 43 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 21 | 49 |
| MA DS Thesis | - | - | - | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| MA Geography | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 6 | 0 | 6 |
| MA M & E | 190 | 75 | 265 | 251 | 84 | 335 | 125 | 58 | 183 | 61 | 35 | 96 | 183 | 79 | 262 | 1343 | 489 | 1832 |
| MSW | 38 | 26 | 64 | 43 | 25 | 68 | 17 | 23 | 40 | 16 | 12 | 28 | 0 | 0 | 0 | 256 | 196 | 452 |
| M.Sc. Food Science Thesis | - | - | - | - | - | - | - | - | - | - | - | - | 2 | 0 | 2 | 2 | 0 | 2 |
| MSc HN | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 11 | 15 |
| MSc HN Thesis | - | - | - | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 12 | 19 | 8 | 14 | 22 |
| MSc Zoology | 1 | 1 | 2 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 5 |
| eLLM ICT | 15 | 2 | 17 | 38 | 5 | 43 | 17 | 2 | 19 | 14 | 3 | 17 | 35 | 17 | 52 | 177 | 46 | 223 |
| MA GS | 12 | 18 | 30 | 0 | 0 | 0 | 10 | 14 | 24 | 7 | 7 | 14 | 30 | 48 | 78 | 85 | 126 | 211 |
| MA Mass Com | 22 | 26 | 48 | 40 | 13 | 53 | 29 | 11 | 40 | 3 | 7 | 10 | 40 | 26 | 66 | 202 | 122 | 324 |
| MA Mass Com Thesis | - | - | - | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| MED CDD | 57 | 24 | 81 | 64 | 20 | 84 | 33 | 8 | 41 | 15 | 2 | 17 | 52 | 25 | 77 | 452 | 170 | 622 |
| MPH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 19 | 67 |
| MSC Applied Biotechnol | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 2 |

| Programme | 2018/19 | | | 2019/20 | | | 2020/21 | | | 2021/22 | | | 2022/23 | | | 2001 - 2022/23 | | |
|--------------|---------|-----|-------------|---------|------|-------------|---------|-----|-------------|---------|-----|------------|---------|------|-------------|----------------|-------|--------------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| MSC ITM | - | - | - | 45 | 9 | 54 | 55 | 6 | 61 | 1 | 0 | 1 | 0 | 0 | 0 | 101 | 15 | 116 |
| LLM LAM | - | - | - | 1 | 0 | 1 | 15 | 3 | 18 | 5 | 0 | 5 | 86 | 26 | 112 | 107 | 29 | 136 |
| MED QM | - | - | - | 48 | 9 | 57 | 44 | 18 | 62 | 16 | 4 | 20 | 82 | 37 | 119 | 190 | 68 | 258 |
| PGD TVET | - | - | - | 2 | 0 | 2 | 12 | 1 | 13 | 3 | 0 | 3 | 4 | 0 | 4 | 21 | 1 | 22 |
| PGDE TEVETE | - | - | - | - | - | - | - | - | - | 2 | 0 | 2 | 63 | 9 | 72 | 65 | 9 | 74 |
| Total | 2291 | 964 | 3255 | 3013 | 1073 | 4086 | 1952 | 646 | 2598 | 715 | 245 | 960 | 2697 | 1267 | 3964 | 32327 | 12384 | 44711 |

OUT is proud of having admitted students 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. OUT has admitted not only indigenous students but international students also. Since 2001 academic year, the OUT has been able to admit over 1,371 international students from 53 different countries that are pursuing various postgraduate programmes. Among those 53 countries, seven countries have appeared to admit many international students. Rwanda is leading in having the highest number of international students (474) pursuing postgraduate degree programmes. The other six countries with the number of international students in brackets are; Kenya (197), Ghana (85), Uganda (81), Namibia (81), Ethiopia (74), Zambia (60) and Burundi (33). See table below.

Table 5: Admission of Postgraduate Students from various Country

| Country | 2018/19 | | | 2019/20 | | | 2020/2021 | | | 2021/22 | | | 2022/23 | | | 2001 – 2022/23 | | |
|----------------|---------|---|---|---------|---|----|-----------|----|----|---------|---|---|---------|---|----|----------------|----|-----|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| Angola | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 5 |
| America | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Bangladesh | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Benin | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 4 |
| Botswana | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 5 |
| Brazil | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Burkina Faso | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 1 | 7 |
| Burundi | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 25 | 8 | 33 |
| Canada | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Cameroon | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 1 | 8 |
| Central Africa | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Chad | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| China | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| Comoro | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Congo | 1 | 0 | 1 | 2 | 0 | 2 | 1 | 0 | 1 | 2 | 1 | 3 | 0 | 0 | 0 | 16 | 6 | 22 |
| Czech Republic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 |
| Ethiopia | 0 | 0 | 0 | 7 | 3 | 10 | 28 | 19 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 26 | 74 |
| Finland | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| France | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Gambia | 1 | 0 | 1 | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 8 | 13 |
| German | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 2 |
| Ghana | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 1 | 15 | 6 | 1 | 7 | 1 | 0 | 1 | 47 | 38 | 85 |
| Haiti | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 0 | 30 |
| India | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| International | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 4 | 15 | 11 | 4 | 15 |
| Holland | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Kenya | 2 | 4 | 6 | 2 | 2 | 4 | 1 | 2 | 3 | 0 | 0 | 0 | 1 | 0 | 1 | 117 | 80 | 197 |
| Libya | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 2 | 25 |
| Liberia | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 4 |
| Lesotho | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 12 | 5 | 17 |
| Malawi | 1 | 1 | 2 | 2 | 1 | 3 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 14 | 4 | 18 |

| Country | 2018/19 | | | 2019/20 | | | 2020/2021 | | | 2021/22 | | | 2022/23 | | | 2001 – 2022/23 | | |
|---------------------|-----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|-----------|----------------|------------|-------------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| Misri | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| Namibia | 3 | 1 | 4 | 4 | 1 | 5 | 1 | 0 | 1 | 1 | 1 | 2 | 1 | 3 | 4 | 56 | 25 | 81 |
| Mozambique | 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 | 3 | 1 | 4 |
| Nigeria | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 15 | 3 | 18 |
| Pakistan | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| Rwanda | 5 | 0 | 5 | 3 | 3 | 6 | 1 | 0 | 1 | 3 | 2 | 5 | 10 | 2 | 12 | 382 | 92 | 474 |
| Senegal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 8 |
| Seychelles | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| Somalia | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| South Africa | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| South Sudan | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 13 | 4 | 17 |
| Sudan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Kingdom of eSwatini | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 5 | 13 |
| Syria | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Togo | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 |
| Tunisia | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Uganda | 4 | 2 | 6 | 4 | 1 | 5 | 1 | 0 | 1 | 3 | 0 | 3 | 0 | 0 | 0 | 61 | 20 | 81 |
| UK | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| USA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 2 |
| Zambia | 0 | 0 | 0 | 1 | 3 | 4 | 1 | 0 | 1 | 5 | 1 | 6 | 0 | 0 | 0 | 34 | 26 | 60 |
| Zimbabwe | 3 | 0 | 3 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 6 | 18 |
| Total | 24 | 8 | 32 | 31 | 16 | 47 | 54 | 23 | 77 | 24 | 8 | 32 | 28 | 10 | 38 | 986 | 385 | 1371 |

1.7 Enrolment into Non-Degree Programmes

Table 6 gives the admission snapshot into the non-degree programmes and 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 twenty-four years of its existence (i.e. from academic year 2000 to academic year 2022/23), the CYP–Dip programme has enrolled more than 2,570 students and it has proudly been able to produce more than 623 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 6.

In particular, it seems there is a missing link between CCDE and ODDEOL. For example, the total number of students enrolled in CCDE from 2006 to 2022/23 was 175, 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 6: Admission into Various Non-Degree Programmes 2018/19 – 2022/23

| Programme | 2018/19 | | | 2019/20 | | | 2020/21 | | |
|--------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | M | F | T | M | F | T | M | F | T |
| OFC | - | - | - | - | - | - | - | - | - |
| Foundation Progr (NTA 6) | 2,178 | 1,348 | 3,526 | 1,863 | 1,170 | 3,033 | 1,837 | 1,064 | 2,901 |
| CYP-Dip | 131 | 50 | 181 | 147 | 85 | 232 | 87 | 40 | 127 |
| CCDE | 20 | 10 | 30 | 0 | 0 | 0 | 0 | 0 | 0 |
| ODDEOL | 14 | 3 | 17 | 0 | 0 | 0 | 0 | 0 | 0 |
| ODPTE | 830 | 795 | 1,625 | 631 | 609 | 1,240 | 1,042 | 1,207 | 2,249 |
| ODPPH | 8 | 6 | 14 | 0 | 0 | 0 | 0 | 0 | 0 |
| CPPH | 4 | 2 | 6 | 0 | | 0 | 0 | 0 | 0 |
| CECE | 43 | 68 | 111 | 33 | 41 | 74 | 32 | 28 | 60 |
| DECE | 25 | 51 | 76 | 25 | 50 | 75 | 23 | 58 | 81 |
| Cert in Youth Programme | 198 | 88 | 286 | 236 | 93 | 329 | 158 | 80 | 238 |
| OC ICT | 221 | 68 | 289 | 169 | 73 | 242 | 171 | 30 | 201 |
| OD Computer Science | 103 | 29 | 132 | 75 | 21 | 96 | 129 | 27 | 156 |
| Cert in Tour Guiding | - | - | - | 4 | 4 | 8 | 4 | 2 | 6 |
| BCE | 9 | 5 | 14 | 9 | 3 | 12 | 10 | 5 | 15 |
| BCLIS | 16 | 25 | 41 | 31 | 19 | 50 | 30 | 14 | 44 |
| DLIS | 25 | 18 | 43 | 17 | 15 | 32 | 10 | 9 | 19 |
| Test programme | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| BTC in Bus. Admin | 18 | 18 | 36 | 36 | 28 | 64 | 1 | 0 | 1 |
| BTC in Proc & Supply | 69 | 47 | 116 | 95 | 60 | 155 | 100 | 39 | 139 |
| CHBT | 0 | 4 | 4 | 0 | 31 | 31 | 2 | 4 | 6 |
| DIP in Acc | 13 | 6 | 19 | 23 | 11 | 34 | 35 | 7 | 42 |
| DIP in Bus. Admin | 19 | 17 | 36 | 44 | 21 | 65 | 61 | 26 | 87 |
| Dip in Proc & Supply | 26 | 7 | 33 | 39 | 24 | 63 | 46 | 26 | 72 |
| TC in Bus. Admin | 3 | 3 | 6 | 0 | 0 | 0 | 88 | 32 | 120 |
| TC in Proc & Supply | 8 | 2 | 10 | 2 | 0 | 2 | 1 | 1 | 2 |
| TC in Acc | 2 | 2 | 4 | 1 | 0 | 1 | 0 | 0 | 0 |
| BTC in Acc | 15 | 9 | 24 | 29 | 12 | 41 | 43 | 19 | 62 |
| Basic Cert in SW (NTA Level 4) | - | - | - | 17 | 21 | 38 | 87 | 83 | 170 |
| BTC in SW (NTA Level 5) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Diploma in SW (NTA Level 6) | - | - | - | 10 | 6 | 16 | 35 | 21 | 56 |
| Diploma in Entrepreneurship | - | - | - | 0 | 0 | 0 | 1 | 0 | 1 |
| CM&E | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DM&E | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 3,998 | 2,681 | 6,679 | 3,536 | 2,397 | 5,933 | 4,033 | 2,822 | 6,855 |

Table 6 Contd...

| Programme | 2021/22 | | | 2022/2023 | | | 1996 -2022/2023 | | |
|--------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------------|--------------|--------------|
| | M | F | T | M | F | T | M | F | T |
| OFC | 0 | 0 | 0 | 0 | 0 | 0 | 17058 | 10137 | 27195 |
| Foundation Progr (NTA 6) | 1733 | 1161 | 2894 | 2219 | 1282 | 3501 | 9858 | 6033 | 15891 |
| CYP-Dip | 179 | 76 | 255 | 317 | 171 | 488 | 1819 | 751 | 2570 |
| CCDE | 1 | 0 | 1 | 0 | 0 | 0 | 118 | 57 | 175 |
| ODDEOL | 0 | 0 | 0 | 0 | 0 | 0 | 187 | 63 | 250 |
| ODPTE | 522 | 538 | 1060 | 524 | 548 | 1072 | 9085 | 7963 | 17048 |
| ODPPH | 4 | 0 | 4 | 9 | 1 | 10 | 96 | 17 | 113 |
| CPPH | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 7 | 40 |
| CECE | 40 | 40 | 80 | 65 | 160 | 225 | 279 | 409 | 688 |
| DECE | 39 | 56 | 95 | 45 | 111 | 156 | 487 | 618 | 1105 |
| Cert in Youth Programme | 214 | 108 | 322 | 168 | 101 | 269 | 1010 | 487 | 1497 |
| OC ICT | 181 | 24 | 205 | 230 | 25 | 255 | 1265 | 301 | 1566 |
| OD Computer Science | 146 | 16 | 162 | 108 | 12 | 120 | 734 | 137 | 871 |
| Cert in Tour Guiding | 7 | 4 | 11 | 0 | 0 | 0 | 16 | 10 | 26 |
| BCE | 15 | 5 | 20 | 12 | 13 | 25 | 57 | 31 | 88 |
| BCLIS | 41 | 21 | 62 | 33 | 27 | 60 | 152 | 108 | 260 |
| DLIS | 30 | 13 | 43 | 37 | 41 | 78 | 125 | 98 | 223 |
| Test programme | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 15 | 63 |
| BTC in Bus. Admin | 150 | 60 | 210 | 167 | 100 | 267 | 372 | 206 | 578 |
| BTC in Proc & Supply | 155 | 54 | 209 | 204 | 102 | 306 | 623 | 302 | 925 |
| CHBT | 0 | 2 | 2 | 1 | 5 | 6 | 3 | 46 | 49 |
| DIP in Acc | 75 | 36 | 111 | 48 | 18 | 66 | 194 | 78 | 272 |
| DIP in Bus. Admin | 90 | 43 | 133 | 67 | 32 | 99 | 281 | 139 | 420 |
| Dip in Proc & Supply | 105 | 38 | 143 | 71 | 28 | 99 | 287 | 123 | 410 |
| TC in Bus. Admin | 0 | 0 | 0 | 0 | 0 | 0 | 91 | 35 | 126 |
| TC in Proc & Supply | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 3 | 14 |
| TC in Acc | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 5 |
| BTC in Acc | 72 | 22 | 94 | 77 | 33 | 110 | 236 | 95 | 331 |
| Basic Cert in SW (NTA Level 4) | 178 | 125 | 303 | 169 | 161 | 330 | 451 | 390 | 841 |
| BTC in SW (NTA Level 5) | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 |
| Diploma in SW (NTA Level 6) | 90 | 73 | 163 | 44 | 17 | 61 | 179 | 117 | 296 |
| Diploma in Entrepreneurship | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| CM&E | 16 | 5 | 21 | 43 | 16 | 59 | 59 | 21 | 80 |
| DM&E | 4 | 1 | 5 | 19 | 4 | 23 | 23 | 5 | 28 |
| Total | 4087 | 2521 | 6608 | 4678 | 3008 | 7686 | 45242 | 28804 | 74046 |

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 42 between the academic years 2011/12 and 2021/22, respectively. BA (Ed) was among the first programmes to be offered by the Open University of Tanzania. In the academic year 2021/2022 the Bachelor of Procurement and Supply Chain Management (BPSCM) was launched.

Bachelor Programmes

Faculty of Arts and Social Sciences

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

Faculty of Education

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

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

Faculty of Science, Technology & Environmental Studies

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

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 7 illustrates the number of undergraduate programmes offered by OUT since 2018/19. 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, Faculty of Science Technology and Environmental Studies and Faculty of Business Management. Although the Faculty of Education enrolls 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.

Table 7: Undergraduate Degree Programmes Offered by OUT (2018/19 – 2022/23)

| Academic Year | Faculties | | | | | Total |
|---------------|-----------|------|-------|-----|-----|-------|
| | FED | FASS | FSTES | FLW | FBM | |
| 2017/18 | 7 | 18 | 7 | 1 | 6 | 39 |
| 2018/19 | 7 | 16 | 7 | 1 | 6 | 37 |
| 2019/20 | 7 | 18 | 6 | 1 | 6 | 38 |
| 2020/21 | 6 | 19 | 7 | 1 | 7 | 40 |
| 2021/22 | 6 | 19 | 7 | 1 | 7 | 40 |
| 2022/23 | 7 | 17 | 7 | 1 | 7 | 41 |

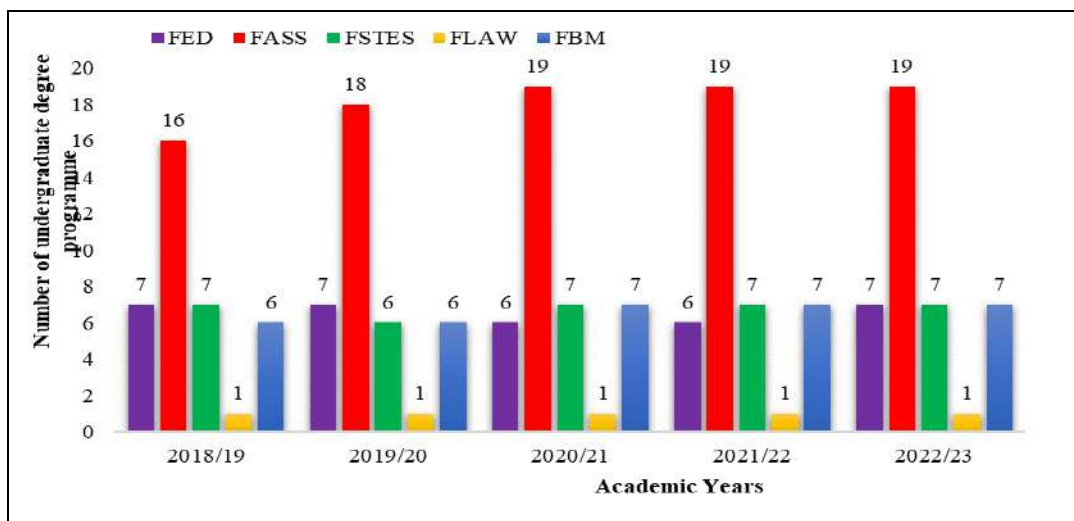


Figure 3: Number of Undergraduate Degree Programmes offered by Faculties and Academic Year

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. In the academic year 2021/2022 Certificate in Monitoring and Evaluation and Diploma in Monitoring and Evaluation were launched.

2.2.1 Long Courses

The number of non-degree programmes has risen from 1 to 42 between the academic years 1996 and 2022/23. 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. In 2020/21 academic year Diploma in Entrepreneurship NTA level 5 and 6 were accredited.

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 8: Non-Degree Programmes offered by OUT Under the Long Courses
2017/18 – 2022/23**

| Year | Non-Degree Programme |
|-----------|----------------------|
| 2017/18 | 13 |
| 2018/19 | 33 |
| 2019/20 | 29 |
| 2020/21 | 40 |
| 2021/2022 | 42 |
| 2022/2023 | 36 |

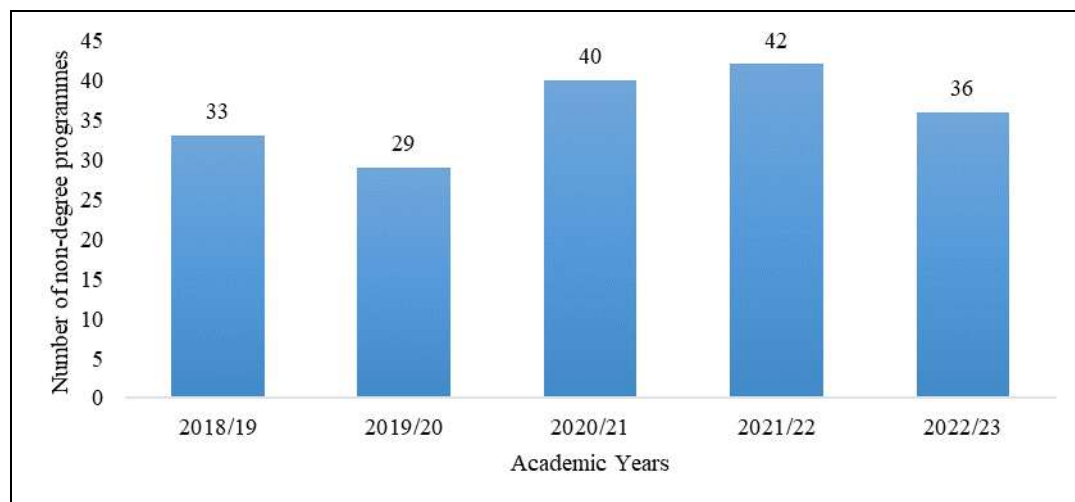


Figure 4: Non-Degree Programmes on offer for Academic Years (2017/18– 2021/22)

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 HR and Non-HR Managers
- Leadership Problem Solving and Decision Making

- Customer Care
- Gas Policy and Laws
- Business Management
- Financial Management

Non-degree Programmes

Faculty of Education (FED)

1. Certificate in Early Childhood Education (CECE)
2. Diploma in Early Childhood Education (DECE)

Faculty of Business Management (FBM)

1. Basic Certificate in Entrepreneurship (BCE)
2. Technician Certificate in Entrepreneurship (TCE)
3. Basic Technical Certificate in Business Administration
4. Technical Certificate in Business Administration (TCBA)
5. Basic Technician Certificate in Accountancy (BTCA)
6. Technician Certificate in Accountancy (TCA)
7. Basic Technician Certificate in Procurement and Supply (BTCPS)
8. Technician Certificate in Procurement and Supply (TCPS)
9. Diploma in Procurement and Supply (DPS)
10. Diploma in Accountancy
11. Diploma in Entrepreneurship (DE-NTA level 5 & 6)
12. Diploma in Business Administration (DBA)

Faculty of Arts and Social Sciences (FASS)

1. Certificate in French (CF)
2. Certificate Programme in Kiswahili for Foreigners (CPKF)
3. English Proficiency Certificate Programme (EPCP)
4. Basic Technician Certificate in Social Work (NTA Level 4)
5. Technician Certificate in Social Work (TCSW-NTA Level 5)
6. Ordinary Diploma in Social Work (ODSW-NTA Level 6)
7. Certificate in Monitoring and Evaluation (CM&E)
8. Diploma in Monitoring and Evaluation (DM&E)

Faculty of Science, Technology and Environmental Studies (FSTES)

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

Institute of Continuing Education (ICE)

1. Certificate in Foundation Programme (OFP)
2. Certificate in Youth work (CYW)
3. Certificate in Hairdressing and Beauty Therapy (CHBT)
4. Certificate in Library and Information Studies (CLIS)
5. Certificate in Distance Education (CDE)

6. Commonwealth Youth Programme Diploma in Youth in Development Work, jointly with the Commonwealth Secretariat (*CYP*)
7. Diploma in Distance Education and Open Learning (*DDEOL*)
8. Diploma in Library and Information Studies (*DLIS*)
9. Diploma in Primary Teacher Education (*DPTE*)

Institute of Educational and Management Technologies (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. Digital Marketing and Social Media Strategy
2. Advanced Computer Applications
3. Basic Computer Applications
4. Computer Maintenance and Repair
5. Data Analysis with SPSS
6. Digital Marketing and Social Media Strategy
7. Graphic Design
8. IT Essential I & II

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.

3.2 Postgraduate Programmes Offered by the OUT

Faculty of Arts and Social Sciences

1. Post Graduate Diploma in Social Work- (PGDSW)
2. Masters of Social work (MSW)
3. Masters of Arts in Gender Studies (MA GS)
4. Masters of Science in Economics (MSc. Economics)
5. Masters in Community Economic Development (MCED)
6. Masters of Arts in Monitoring and Evaluation (MA M&E)
7. Masters in Tourism Planning and Management (MTPM)
8. Masters of Arts in History (MA HIST)
9. Masters of Arts in Natural Resource Assessment and Management (MANRAM)
10. Masters of Arts in International Cooperation and Development (MA ICD)
11. Masters of Arts in Governance and Leadership (MA GL)
12. Master of Humanitarian Action, Cooperation and Development (MHACD)
13. Masters of Arts in Kiswahili (MA Kisw)
14. Masters of Arts in Linguistics (MA Ling)
15. Master of Arts in Geography (MA. (Geography))
16. Masters of Arts in Mass Communication (MA MC)
17. Masters of Library Information Management (MLIM)
18. 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. Postgraduate Diploma in Technical and Vocational Teacher Educator (PGD TVTE)
4. Master of Education (M.Ed)
5. Master of Education in Curriculum Design and Development (MEDCDD)
6. Master of Education in Administration, Planning and Policy Studies (M.Ed. APPS)

7. Master of Education in Open and Distance Learning (M.Ed. ODL)
8. Master of Education in Quality Management (M. Ed. QM)
9. 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. Mathematics)
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. Master of Science in Information Technology Management (M.Sc. ITM)
11. Master of Science in Computer Science (M.Sc. CS)
12. Doctor of Philosophy (Ph.D.)

Faculty of Law

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

Table 9 gives the number of postgraduate programmes offered by OUT across various Faculties. The Faculty of Arts and Social Sciences offers more programmes 19 (37.3%) than others. The faculty of Business Management, despite having many more students than others, it has fewest 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 5 (9.8%) on offer from 2018/19 to 2022/23.

Table 9: Postgraduate Degree Programmes offered by OUT (2018/19 – 2022/23)

| Year | Faculties | | | | | Total |
|---------|-----------|------|-------|-----|-----|-------|
| | FED | FASS | FSTES | FLW | FBM | |
| 2018/19 | 7 | 18 | 10 | 7 | 5 | 47 |
| 2019/20 | 9 | 20 | 15 | 8 | 6 | 58 |
| 2020/21 | 9 | 19 | 12 | 6 | 5 | 51 |
| 2021/22 | 9 | 19 | 12 | 6 | 5 | 51 |
| 2022/23 | 9 | 18 | 12 | 6 | 6 | 51 |

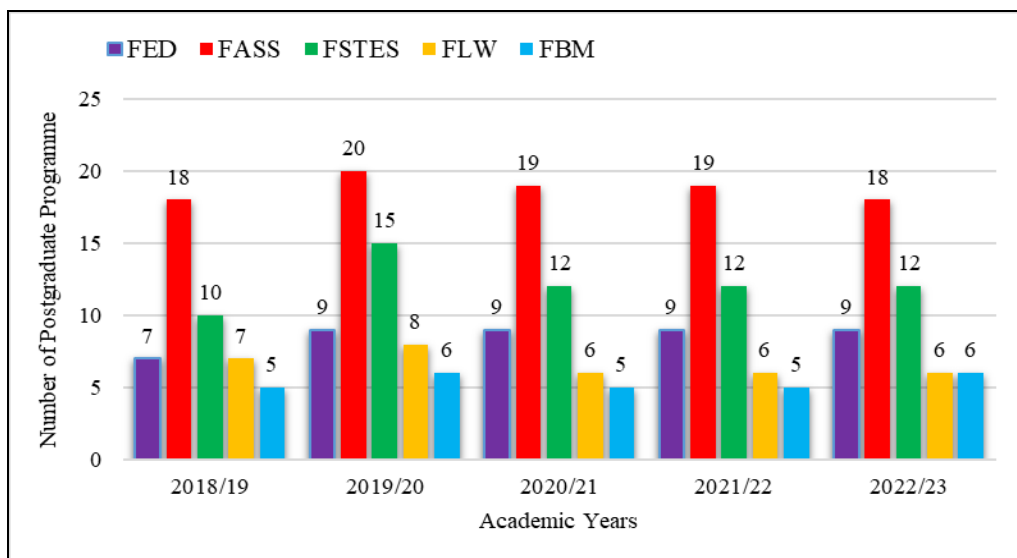


Figure 5: Postgraduate Programmes Offered by Faculties and Academic Year

Chapter Four

GRADUATES FROM OUT (1999 – NOVEMBER 2022)

4.1 Graduates by Programmes

The first OUT graduation ceremony took place in 1999 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 graduation ceremonies and disseminating graduation statistics to support its products and services. Table 10, 11 and 12 respectively illustrate the distribution of graduates by programmes, by regional/coordination centres and at global levels from 2018 to November 2022 and cumulative graduates from 1999 to November 2022.

In general, at the undergraduate level, B.A Ed programme had produced more graduates (4,135) than any other undergraduate programme over the last 24 years. Next to the B.A.Ed is LL.B with 2,978 graduates. At the postgraduate level, MBA has more graduates than any other. This programme has so far been able to produce 1324 graduates (8th position from top) up to the last graduation ceremony done in November 2022 followed by M.ED (APPS) with 1100 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 4,733 graduates up to November 2022. However, from 2016/17 academic year the OFC is not on offer by the OUT. Conversely, in 2018/19 academic year the TCU approved Foundation Programme (OFP) with some different features from our old Foundation Course. From 2018/19 up to November 2022 the programme (OFP) has produced 4,405 graduates fourth position from top.

The cumulative number of graduates from 1999 to November 2022 was 53955 whereby 22146 (41%) were females. Among 53955 graduates, 22991 students graduated in non-Degree programmes out of whom 10306 (44.8%) were females, 22954 students graduated in Undergraduate programmes out of whom 9072 (39.5%) were females and 8010 were graduates for Postgraduate and honorary degrees whereby 2768 (34.6%) were females.

In a broader picture, the proportion of female graduates as a percentage of total graduates in all programmes was 41%. At Ph.D level, among 311 students who completed successfully their programmes on the period (1999 – November 2022), 71 (23.2%) 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 10: Distribution of Graduates by Programme (1999 – to November 2022)

| Programme | 2018 Feb | | | 2019 | | | 2020 | | | 2021 | | | 2022 | | | 1996 TO NOV 2022 | | |
|---------------------------------|----------|----|-----|------|-----|------|------|-----|------|------|-----|------|------|-----|------|------------------|------|-------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| CCDE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 12 | 36 |
| OC ICT | 6 | 2 | 8 | 76 | 31 | 107 | 19 | 4 | 23 | 34 | 3 | 37 | 18 | 4 | 22 | 411 | 140 | 551 |
| PTE - Certificate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 511 | 236 | 747 |
| PTE – Diploma | 66 | 49 | 115 | 363 | 362 | 725 | 173 | 242 | 415 | 141 | 168 | 309 | 208 | 335 | 543 | 2132 | 2601 | 4733 |
| CECE | 0 | 2 | 2 | 7 | 20 | 27 | 1 | 8 | 9 | 4 | 15 | 19 | 3 | 9 | 12 | 16 | 59 | 75 |
| DECE | 0 | 0 | 0 | 8 | 11 | 19 | 191 | 146 | 337 | 16 | 45 | 61 | 7 | 22 | 29 | 223 | 239 | 462 |
| CYP - Diploma | 1 | 1 | 2 | 121 | 34 | 155 | 32 | 19 | 51 | 47 | 31 | 78 | 63 | 35 | 98 | 492 | 229 | 721 |
| CYW | | | | 38 | 28 | 66 | 33 | 15 | 48 | 47 | 29 | 76 | 83 | 46 | 129 | 201 | 118 | 319 |
| CPPH Mgt | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 1 | 3 |
| PPH – Diploma | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| OFC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | 5746 | 4374 | 10120 |
| OFP | | | | 602 | 484 | 1086 | 574 | 501 | 1075 | 575 | 478 | 1053 | 626 | 565 | 1191 | 2377 | 2028 | 4405 |
| OCDEOL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 | 1 | 1 |
| Certificate Hair and Beauty | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 21 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 47 | 47 |
| Basic Cert in Acc NTA L4 | | | | 1 | 0 | 1 | 2 | 1 | 3 | 6 | 3 | 9 | 3 | 1 | 4 | 12 | 5 | 17 |
| Basic Cert Bus Adm NTA L4 | | | | 0 | 2 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 20 | 8 | 28 | 22 | 10 | 32 |
| Basic Cert Proc & Supply NTA L4 | | | | 0 | 1 | 1 | 14 | 13 | 27 | 22 | 13 | 35 | 25 | 14 | 39 | 61 | 41 | 102 |
| Cert. Library & Inform Studies | | | | 0 | 0 | 0 | 6 | 7 | 13 | 9 | 1 | 10 | 14 | 7 | 21 | 29 | 15 | 44 |
| Basc Cert Enterpreneuship | | | | | | | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| BTCSW | | | | | | | | | | | | | 12 | 15 | 27 | 12 | 15 | 27 |
| TCSW | | | | | | | | | | | | | 1 | 0 | 1 | 1 | 0 | 1 |
| BTCBA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 8 | 16 | 0 | 0 | 0 | 8 | 8 | 16 |
| ODDEOL | 0 | 0 | 0 | 6 | 1 | 7 | 0 | 1 | 1 | 2 | 0 | 2 | 0 | 1 | 1 | 45 | 16 | 61 |
| DCS | 24 | 9 | 33 | 93 | 27 | 120 | 10 | 5 | 15 | 42 | 6 | 48 | 30 | 12 | 42 | 303 | 82 | 385 |
| DBA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 4 | 3 | 1 | 4 | 6 | 2 | 8 |
| DLIA | | | | | | | 3 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 6 |
| DIP IN ACC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 1 | 3 | 4 | 1 | 5 |
| DPS | | | | | | | 1 | 0 | 1 | 7 | 1 | 8 | 18 | 10 | 28 | 26 | 11 | 37 |
| DLIS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 2 | 13 | 2 | 10 | 12 | 13 | 12 | 25 |
| DPP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| B.A. (Gen.) | 1 | 0 | 1 | 3 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 436 | 187 | 623 |
| BA Economics | 1 | 0 | 1 | 10 | 3 | 13 | 4 | 0 | 4 | 7 | 3 | 10 | 13 | 4 | 17 | 59 | 14 | 73 |
| B.A. Tourism Mgt | 1 | 0 | 1 | 14 | 6 | 20 | 7 | 1 | 8 | 0 | 0 | 1 | 0 | 1 | 279 | 73 | 352 | |
| B.A. Tourism | 1 | 1 | 2 | 6 | 0 | 6 | 0 | 0 | 0 | 1 | 0 | 1 | 6 | 2 | 8 | 18 | 4 | 22 |
| BA Social Work | 1 | 2 | 3 | 1 | 5 | 6 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 4 | 4 | 130 | 192 | 322 |

| Programme | 2018 Feb | | | 2019 | | | 2020 | | | 2021 | | | 2022 | | | 1996 TO NOV 2022 | | |
|----------------------------|----------|----|-----|------|-----|-----|------|----|-----|------|----|-----|------|-----|------|------------------|------|------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| BSW | 6 | 6 | 12 | 70 | 56 | 126 | 14 | 19 | 33 | 17 | 12 | 29 | 30 | 26 | 56 | 195 | 191 | 386 |
| BA Sociology | 9 | 7 | 16 | 87 | 55 | 142 | 28 | 9 | 37 | 11 | 16 | 27 | 16 | 22 | 38 | 548 | 518 | 1066 |
| B.CED | 0 | 0 | 0 | 18 | 26 | 44 | 4 | 2 | 6 | 12 | 4 | 16 | 21 | 14 | 35 | 59 | 51 | 110 |
| BA ELL | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| BA Journalism | 0 | 0 | 0 | 11 | 1 | 12 | 3 | 1 | 4 | 2 | 1 | 3 | 2 | 2 | 4 | 54 | 15 | 69 |
| BA KISW | 6 | 7 | 13 | 13 | 14 | 27 | 3 | 6 | 9 | 0 | 0 | 0 | 1 | 4 | 5 | 50 | 84 | 134 |
| BAKCS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| BA Mass Comm. | 4 | 3 | 7 | 39 | 32 | 71 | 17 | 8 | 25 | 2 | 6 | 8 | 9 | 15 | 24 | 163 | 149 | 312 |
| BA IR | 1 | 0 | 1 | 45 | 14 | 59 | 22 | 3 | 25 | 18 | 5 | 23 | 30 | 2 | 32 | 131 | 29 | 160 |
| BA PA | 8 | 1 | 9 | 104 | 41 | 145 | 30 | 11 | 41 | 29 | 7 | 36 | 34 | 12 | 46 | 243 | 78 | 321 |
| B.A.(Ed.) | 55 | 55 | 110 | 341 | 344 | 685 | 120 | 79 | 199 | 65 | 51 | 116 | 66 | 68 | 134 | 2404 | 1731 | 4135 |
| BLIM | 1 | 4 | 5 | 46 | 51 | 97 | 15 | 13 | 28 | 16 | 20 | 36 | 21 | 29 | 50 | 125 | 137 | 262 |
| BANRAM | 0 | 0 | 0 | 19 | 6 | 25 | 4 | 0 | 4 | 2 | 0 | 2 | 5 | 0 | 5 | 37 | 8 | 45 |
| BA History | | | | 3 | 0 | 3 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 307 | 184 | 491 |
| BBA(Accounting) | 6 | 6 | 12 | 86 | 47 | 133 | 29 | 18 | 47 | 21 | 9 | 30 | 26 | 13 | 39 | 387 | 206 | 593 |
| BBA(Finance) | 7 | 0 | 7 | 30 | 19 | 49 | 15 | 3 | 18 | 2 | 2 | 4 | 6 | 6 | 12 | 164 | 76 | 240 |
| BBAFinance and Accounts | | | | 2 | 2 | 4 | 6 | 3 | 9 | 2 | 1 | 3 | 3 | 3 | 6 | 13 | 9 | 22 |
| BBA International/ Bus Mgt | | | | 4 | 0 | 4 | 7 | 6 | 13 | 5 | 4 | 9 | 1 | 7 | 8 | 17 | 17 | 34 |
| BBA(HRM) | 4 | 2 | 6 | 18 | 12 | 30 | 15 | 21 | 36 | 3 | 2 | 5 | 4 | 6 | 10 | 139 | 140 | 279 |
| BBA(Intern. Business) | 2 | 0 | 2 | 12 | 11 | 23 | 5 | 4 | 9 | 0 | 4 | 4 | 1 | 0 | 1 | 58 | 43 | 101 |
| BBA in HRM | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 10 | 13 | 9 | 6 | 15 | 12 | 16 | 28 |
| BBA(Marketing) | 5 | 7 | 12 | 29 | 31 | 60 | 15 | 11 | 26 | 5 | 5 | 10 | 18 | 18 | 36 | 286 | 179 | 465 |
| BBA(Ed.) | 4 | 6 | 10 | 36 | 17 | 53 | 9 | 5 | 14 | 8 | 2 | 10 | 5 | 4 | 9 | 191 | 113 | 304 |
| BHRM | 16 | 10 | 26 | 179 | 103 | 282 | 52 | 42 | 94 | 37 | 34 | 71 | 72 | 65 | 137 | 449 | 383 | 832 |
| B. Ed. | 9 | 3 | 12 | 27 | 19 | 46 | 1 | 1 | 2 | 2 | 0 | 2 | 1 | 2 | 3 | 1331 | 1374 | 2705 |
| BED ADL | 3 | 1 | 4 | 5 | 16 | 21 | 4 | 0 | 4 | 5 | 4 | 9 | 2 | 9 | 11 | 49 | 52 | 101 |
| B.ED AEGROTAT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| B.Ed.SE | 3 | 3 | 6 | 20 | 17 | 37 | 17 | 11 | 28 | 3 | 5 | 8 | 6 | 5 | 11 | 77 | 98 | 175 |
| B.ED TE | 6 | 5 | 11 | 38 | 32 | 70 | 9 | 12 | 21 | 11 | 8 | 19 | 13 | 7 | 20 | 122 | 108 | 230 |
| BED Policy Mgt | 57 | 87 | 144 | 374 | 409 | 783 | 39 | 28 | 67 | 0 | 0 | 100 | 83 | 183 | 1061 | 1240 | 2301 | |
| B.Sc. (Gen.) | 5 | 2 | 7 | 17 | 6 | 23 | 18 | 3 | 21 | 7 | 3 | 10 | 7 | 1 | 8 | 373 | 183 | 556 |
| B.Sc. (Ed.) | 4 | 4 | 8 | 57 | 17 | 74 | 21 | 7 | 28 | 16 | 4 | 20 | 23 | 11 | 34 | 395 | 191 | 586 |
| B.Sc. (Env. Stud) | 5 | 0 | 5 | 61 | 15 | 76 | 25 | 4 | 29 | 5 | 3 | 8 | 20 | 6 | 26 | 258 | 56 | 314 |

| Programme | 2018 Feb | | | 2019 | | | 2020 | | | 2021 | | | 2022 | | | 1996 TO NOV 2022 | | |
|-------------------------|----------|----|----|------|----|-----|------|----|-----|------|----|-----|------|----|-----|------------------|-----|------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| B.Sc (ICT) | 3 | 0 | 3 | 41 | 13 | 54 | 19 | 3 | 22 | 10 | 1 | 11 | 18 | 4 | 22 | 252 | 51 | 303 |
| B.Sc Food Nut & Dit | 1 | 0 | 1 | 6 | 3 | 9 | 3 | 0 | 3 | 5 | 3 | 8 | 11 | 8 | 19 | 27 | 15 | 42 |
| BSC H/E and Human Nutri | | | | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 2 |
| B.Sc Data Mgt | | | | 11 | 2 | 13 | 4 | 1 | 5 | 6 | 1 | 7 | 4 | 3 | 7 | 25 | 7 | 32 |
| B.Sc Energy Res | | | | 3 | 0 | 3 | 4 | 1 | 5 | 3 | 0 | 3 | 1 | 0 | 1 | 11 | 1 | 12 |
| LL.B | 63 | 11 | 74 | 275 | 69 | 344 | 118 | 21 | 139 | 84 | 21 | 105 | 99 | 24 | 123 | 2399 | 579 | 2978 |
| BA POPUL. & DEV | 1 | 0 | 1 | 6 | 2 | 8 | 2 | 0 | 2 | 10 | 11 | 21 | 8 | 4 | 12 | 29 | 18 | 47 |
| BA Phil and Rel Studies | | | | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| BA in Social Psych | | | | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| BED APPS | | | | | | | 92 | 71 | 163 | 88 | 61 | 149 | 0 | 0 | 0 | 180 | 132 | 312 |
| M.Sc. Dev. Econ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 5 | 1 | 0 | 1 | 3 | 3 | 6 |
| MSc. CED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | 281 | 128 | 409 |
| M.CED | 8 | 3 | 11 | 21 | 28 | 49 | 7 | 3 | 10 | 8 | 10 | 18 | 14 | 2 | 16 | 334 | 228 | 562 |
| M RS | 0 | 0 | 0 | 0 | 0 | 0 | 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) | 1 | 0 | 1 | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 6 |
| M.Sc. Biology | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 8 |
| MSc Human Nutrition | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 5 |
| MSc (Zoology) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| MSC Chemistry | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| MSc Env. Stud. | 7 | 2 | 9 | 21 | 1 | 22 | 2 | 4 | 6 | 7 | 0 | 7 | 5 | 2 | 7 | 97 | 26 | 123 |
| M. A. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 2 | 15 |
| M. A. Economics | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 |
| M. A. Geography | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 3 | 1 | 4 |
| M. A. Kiswahili | 17 | 15 | 32 | 20 | 42 | 62 | 8 | 8 | 16 | 10 | 21 | 31 | 17 | 14 | 31 | 169 | 167 | 336 |
| MA (Ling.) | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 6 |
| 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 | 1 | 1 | 2 | 3 | 0 | 3 | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 62 | 123 |
| MGL | 2 | 1 | 3 | 4 | 1 | 5 | 5 | 0 | 5 | 1 | 2 | 3 | 3 | 1 | 4 | 18 | 5 | 23 |
| MSW | 3 | 4 | 7 | 8 | 22 | 30 | 15 | 12 | 27 | 14 | 16 | 30 | 10 | 5 | 15 | 87 | 91 | 178 |
| MED CDD | | | | 17 | 9 | 26 | 1 | 0 | 1 | 6 | 1 | 7 | 4 | 2 | 6 | 28 | 12 | 40 |
| MA (ICD) | | | | 5 | 4 | 9 | 6 | 0 | 6 | 10 | 1 | 11 | 7 | 0 | 7 | 28 | 5 | 33 |
| MA MC | 0 | 0 | 0 | 2 | 1 | 3 | 3 | 6 | 9 | 0 | 0 | 0 | 1 | 6 | 7 | 12 | 18 | 30 |
| M.Dist.Ed. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 7 | 23 |
| M. ED ODL | 0 | 1 | 1 | 4 | 1 | 5 | 6 | 1 | 7 | 1 | 0 | 1 | 3 | 1 | 4 | 24 | 20 | 44 |
| M.Ed.APPS | 29 | 19 | 48 | 110 | 73 | 183 | 49 | 21 | 70 | 44 | 36 | 80 | 60 | 41 | 101 | 656 | 444 | 1100 |

| Programme | 2018 Feb | | | 2019 | | | 2020 | | | 2021 | | | 2022 | | | 1996 TO NOV 2022 | | |
|-------------------------------|----------|----|----|------|----|-----|------|----|----|------|----|----|------|----|----|------------------|-----|------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| M.Ed QM | | | | | | | | | | | | | 3 | 0 | 3 | 3 | 0 | 3 |
| PGDL | 2 | 0 | 2 | 1 | 0 | 1 | 6 | 1 | 7 | 4 | 3 | 7 | 7 | 3 | 10 | 48 | 16 | 64 |
| PGDL in ICJ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| PGDE | 14 | 5 | 19 | 66 | 34 | 100 | 43 | 22 | 65 | 24 | 11 | 35 | 44 | 19 | 63 | 503 | 310 | 813 |
| PGDSW | 0 | 0 | 0 | 1 | 1 | 2 | 3 | 1 | 4 | 1 | 2 | 3 | 1 | 4 | 5 | 27 | 29 | 56 |
| LL.M | 6 | 1 | 7 | 11 | 1 | 12 | 10 | 1 | 11 | 0 | 1 | 1 | 1 | 0 | 1 | 57 | 6 | 63 |
| LL.M ICJ | 1 | 0 | 1 | 3 | 1 | 4 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 10 | 4 | 14 |
| MA Journalism | | | | | | | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 2 |
| LL.M IT & T | 5 | 0 | 5 | 6 | 1 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 85 | 40 | 125 |
| MBA | 13 | 6 | 19 | 67 | 25 | 92 | 40 | 23 | 63 | 30 | 10 | 40 | 46 | 27 | 73 | 969 | 355 | 1324 |
| MBA Finance and Acc | | | | 6 | 1 | 7 | 0 | 0 | 0 | 3 | 1 | 4 | 0 | 0 | 0 | 9 | 2 | 11 |
| MBA Proc and Supply Chain Mgt | | | | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 4 | 1 | 5 | 5 | 4 | 9 |
| MBA (HRM) | | | | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 4 | 5 | 2 | 7 | 9 |
| MBA T & L mgt | 4 | 0 | 4 | 4 | 2 | 6 | 2 | 2 | 4 | 3 | 0 | 3 | 5 | 2 | 7 | 33 | 9 | 42 |
| MA Tour., Planning and mgt | 0 | 0 | 0 | 17 | 6 | 23 | 1 | 5 | 6 | 6 | 0 | 6 | 3 | 2 | 5 | 87 | 23 | 110 |
| MBA IN INTERPREN | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| MHACD | | | | 1 | 1 | 2 | 4 | 0 | 4 | 0 | 1 | 1 | 2 | 0 | 2 | 7 | 2 | 9 |
| MA GS | | | | 1 | 0 | 1 | 0 | 2 | 2 | 2 | 2 | 4 | 0 | 3 | 3 | 3 | 7 | 10 |
| MA LIT | | | | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| PGDL (IT & T) | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 8 |
| PGDCDD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 115 | 93 | 208 |
| MHRM | 14 | 14 | 28 | 62 | 38 | 100 | 33 | 22 | 55 | 20 | 16 | 36 | 44 | 34 | 78 | 377 | 233 | 610 |
| PGD HRM | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PGDBS | 2 | 1 | 3 | 12 | 8 | 20 | 6 | 6 | 12 | 3 | 4 | 7 | 5 | 1 | 6 | 62 | 41 | 103 |
| 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 | 10 | 4 | 14 | 69 | 51 | 120 | 41 | 14 | 55 | 28 | 14 | 42 | 50 | 30 | 80 | 236 | 128 | 364 |
| MA PA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| M.Sc Economics | 3 | 0 | 3 | 11 | 2 | 13 | 10 | 1 | 11 | 8 | 2 | 10 | 12 | 2 | 14 | 96 | 15 | 111 |
| Honorary Degree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 1 | 10 |
| Ph.D | 6 | 1 | 7 | 53 | 17 | 70 | 31 | 10 | 41 | 20 | 10 | 30 | 28 | 7 | 35 | 239 | 72 | 311 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 8 |
| MA in Information Studies | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| MA(NRAM) | 2 | 1 | 3 | 17 | 5 | 22 | 11 | 4 | 15 | 14 | 2 | 16 | 6 | 1 | 7 | 70 | 15 | 85 |

| Programme | 2018 Feb | | | 2019 | | | 2020 | | | 2021 | | | 2022 | | | 1996 TO NOV 2022 | | |
|--------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|--------------|--------------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| MPM | 8 | 10 | 18 | 58 | 20 | 78 | 28 | 5 | 33 | 21 | 8 | 29 | 37 | 15 | 52 | 271 | 105 | 376 |
| M.ED DE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 |
| MLIM | 0 | 1 | 1 | 0 | 4 | 4 | 4 | 1 | 5 | 1 | 2 | 3 | 9 | 5 | 14 | 14 | 13 | 27 |
| PGD ODL | | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| PGD APPS | | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| PGDE APPS | | | | 3 | 0 | 3 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 4 |
| PGDTVTE | | | | | | | | | | | | | 3 | 1 | 4 | 3 | 1 | 4 |
| PGDES | | | | | | | | | | | | | 1 | 0 | 1 | 1 | 0 | 1 |
| Total | 554 | 389 | 943 | 4181 | 2929 | 7110 | 2244 | 1597 | 3841 | 1792 | 1310 | 3102 | 2292 | 1833 | 4125 | 31809 | 22146 | 53955 |

4.2 Graduates by Regional Centres or Coordination Centres

Table 11 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 enrolls more students. Cummulatively, 18,808 (35.4%) of graduates came from Dar es Salaam administrative region over the last twenty-four years. It is interesting to note that this figure (i.e., 36%) almost corresponds to the combined percentage (i.e. 36%) of eight regional centres and one coordination centre namely, Arusha (3521), Dodoma (2,504), Mwanza (2,472), Mbeya (2,031), Kilimanjaro (1,921), Morogoro (1,903), Kagera (1,664), Iringa (1,471) and Zanzibar (1,667) coordination centre. The eight OUT Regional centres, the Zanzibar Coordination Centre and the Dar es Salaam administrative region have produced 37,962 graduates (71.4%) of total graduates over the last twenty-four years (1999 – November 2022).

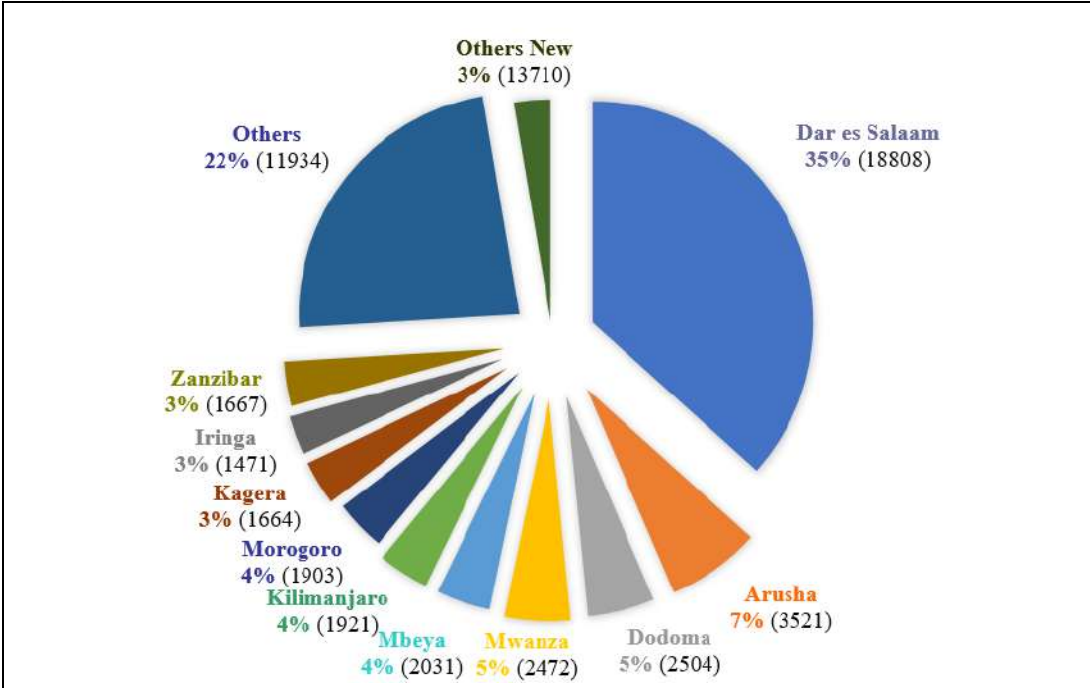


Figure 6: Graduates by Regional and Coordination Centres

It is also important to highlight differences across some of regional centres and coordination centres grouped under the umbrella of “others” in Figure 6. Cumulatively, modest records are observed in the following regions with the number of graduates in the brackets: Shinyanga (1256), Tanga (1263), Kigoma (1220), Mara (1138), Mtwara (1143), Manyara (1094), Pwani (1017), Ruvuma (1047), Tabora (1018), Singida (797) and Lindi (824). The average percentage in this group of “others” is affected by fewer graduates recorded in the following regions: Pemba (666), Rukwa (647) and Geita (715). Other centres such as Njombe (446), Simiyu (412), Katavi (308), and Songwe (123) and Kahama (80) that are relatively new and therefore are identified in the discussion with label “Other New”. As time goes on, it will be crucial to analyse them at part with other Regions and/or Coordination Centres.

Table 11: Distribution of Graduates at the Level of Regional Centres or Coordination Centres 2018 – November 2022

| Regional Centre/Country | 2018 | | | 2019 | | | 2020 | | | 2021 | | | 2022 | | | 1999 – Nov. 2022 | | |
|-------------------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|--------------|--------------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| Arusha | 27 | 25 | 52 | 223 | 178 | 401 | 129 | 84 | 213 | 137 | 124 | 261 | 227 | 169 | 396 | 2110 | 1411 | 3521 |
| Dar es Salaam | 113 | 78 | 191 | 559 | 523 | 1082 | 156 | 74 | 230 | 155 | 99 | 254 | 155 | 86 | 241 | 6771 | 5878 | 12649 |
| Dodoma | 11 | 15 | 26 | 128 | 113 | 241 | 254 | 202 | 456 | 85 | 65 | 150 | 98 | 93 | 191 | 1344 | 1160 | 2504 |
| Geita | 20 | 12 | 32 | 148 | 66 | 214 | 58 | 36 | 94 | 37 | 23 | 60 | 62 | 28 | 90 | 482 | 233 | 715 |
| Ilala | 4 | 3 | 7 | 39 | 30 | 69 | 53 | 44 | 97 | 56 | 54 | 110 | 67 | 56 | 123 | 421 | 356 | 777 |
| Iringa | 10 | 13 | 23 | 110 | 93 | 203 | 43 | 32 | 75 | 39 | 25 | 64 | 38 | 33 | 71 | 861 | 610 | 1471 |
| Kagera | 34 | 16 | 50 | 192 | 82 | 274 | 69 | 35 | 104 | 65 | 25 | 90 | 60 | 28 | 88 | 1200 | 464 | 1664 |
| Kahama | | | | 13 | 4 | 17 | 6 | 5 | 11 | 14 | 6 | 20 | 19 | 13 | 32 | 52 | 28 | 80 |
| Katavi | 3 | 5 | 8 | 31 | 20 | 51 | 26 | 12 | 38 | 18 | 10 | 28 | 24 | 12 | 36 | 215 | 93 | 308 |
| Kigoma | 17 | 6 | 23 | 168 | 56 | 224 | 40 | 22 | 62 | 44 | 15 | 59 | 72 | 30 | 102 | 880 | 340 | 1220 |
| Kilimanjaro | 14 | 13 | 27 | 98 | 101 | 199 | 46 | 41 | 87 | 42 | 42 | 84 | 57 | 57 | 114 | 978 | 943 | 1921 |
| Kinondoni | 45 | 21 | 66 | 420 | 363 | 783 | 538 | 469 | 1007 | 431 | 336 | 767 | 417 | 400 | 817 | 2653 | 2275 | 4928 |
| Lindi | 8 | 5 | 13 | 100 | 53 | 153 | 52 | 19 | 71 | 34 | 18 | 52 | 41 | 29 | 70 | 574 | 250 | 824 |
| Manyara | 26 | 9 | 35 | 95 | 71 | 166 | 34 | 34 | 68 | 39 | 26 | 65 | 31 | 32 | 63 | 692 | 402 | 1094 |
| Mara | 4 | 5 | 9 | 144 | 52 | 196 | 50 | 24 | 74 | 51 | 28 | 79 | 60 | 22 | 82 | 811 | 327 | 1138 |
| Mbeya | 15 | 9 | 24 | 166 | 112 | 278 | 59 | 60 | 119 | 51 | 54 | 105 | 93 | 58 | 151 | 1267 | 764 | 2031 |
| Morogoro | 20 | 22 | 42 | 127 | 132 | 259 | 64 | 44 | 108 | 49 | 26 | 75 | 77 | 64 | 141 | 1101 | 802 | 1903 |
| Mtwara | 13 | 6 | 19 | 90 | 61 | 151 | 33 | 27 | 60 | 22 | 13 | 35 | 53 | 40 | 93 | 724 | 419 | 1143 |
| Mwanza | 33 | 18 | 51 | 203 | 119 | 322 | 68 | 33 | 101 | 66 | 33 | 99 | 116 | 178 | 294 | 1539 | 933 | 2472 |
| Njombe | 8 | 2 | 10 | 55 | 41 | 96 | 26 | 14 | 40 | 11 | 7 | 18 | 35 | 17 | 52 | 259 | 187 | 446 |
| Pemba | 17 | 11 | 28 | 62 | 53 | 115 | 24 | 17 | 41 | 27 | 16 | 43 | 22 | 18 | 40 | 385 | 281 | 666 |
| Pwani | 4 | 2 | 6 | 70 | 50 | 120 | 17 | 29 | 46 | 15 | 25 | 40 | 28 | 27 | 55 | 553 | 464 | 1017 |
| Rukwa | 16 | 6 | 22 | 56 | 26 | 82 | 40 | 6 | 46 | 18 | 9 | 27 | 33 | 18 | 51 | 494 | 153 | 647 |
| Ruvuma | 6 | 6 | 12 | 110 | 60 | 170 | 38 | 20 | 58 | 28 | 34 | 62 | 50 | 39 | 89 | 638 | 409 | 1047 |
| Shinyanga | 15 | 14 | 29 | 180 | 71 | 251 | 29 | 20 | 49 | 21 | 10 | 31 | 50 | 19 | 69 | 864 | 392 | 1256 |
| Simiyu | 4 | 2 | 6 | 58 | 30 | 88 | 35 | 18 | 53 | 31 | 9 | 40 | 53 | 29 | 82 | 283 | 129 | 412 |
| Singida | 7 | 2 | 9 | 77 | 42 | 119 | 31 | 29 | 60 | 31 | 25 | 56 | 29 | 13 | 42 | 457 | 340 | 797 |
| Songwe | 1 | 2 | 3 | 16 | 12 | 28 | 27 | 9 | 36 | 11 | 7 | 18 | 24 | 13 | 37 | 80 | 43 | 123 |
| Tabora | 14 | 8 | 22 | 117 | 45 | 162 | 37 | 22 | 59 | 21 | 21 | 42 | 39 | 26 | 65 | 709 | 309 | 1018 |
| Tanga | 7 | 10 | 17 | 107 | 99 | 206 | 49 | 25 | 74 | 44 | 24 | 68 | 53 | 51 | 104 | 735 | 528 | 1263 |
| Temeke | 7 | 4 | 11 | 41 | 38 | 79 | 11 | 12 | 23 | 14 | 7 | 21 | 10 | 8 | 18 | 241 | 213 | 454 |
| Tunduru | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 2 |
| Zanzibar | 22 | 37 | 59 | 123 | 112 | 235 | 63 | 36 | 99 | 57 | 64 | 121 | 76 | 102 | 178 | 972 | 695 | 1667 |
| Total | 545 | 387 | 932 | 4126 | 2908 | 7034 | 2205 | 1554 | 3759 | 1766 | 1280 | 3046 | 2269 | 1808 | 4077 | 31347 | 21831 | 53178 |

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. Note that the Open University of Tanzania in the 19th August 2019, conducted graduation Ceremony in Ghana whereby 23 students graduated in various undergraduate and postgraduate degree programmes. In the 39th graduation ceremony done in Kibaha, Tanzania on the 17th December 2020, 21 Ghanaian students were conferred various undergraduate and postgraduate degree programmes online while they were in Ghana. In 41st graduation November 2022 conferred various degree programme were 35 students.

Table 12 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 November 2022, the university conferred degrees, diplomas and certificates to 777 international students. In terms of graduate destination, about 192 (24.7%) of graduates over the last twenty-three years came from Kenya, 110 (14.2%) from Rwanda, 160 (20.6%) from Ghana, 76 (9.8 %) from Uganda, 31 (4.0%) from Libya, 35 (4.5%) from Namibia, 20 (2.6%) from Zambia, 15 (1.9%) from Lesotho, 14 (1.8%) from Burundi, 11 (1.4%) from Kingdom of eSwatini, 11 (1.4%) from Malawi 10 (1.3%) from Ethiopia and 6 (0.8%) from Gambia. Globally, the highest percentage of OUT graduates is in African countries i.e., more than 755 (97.2%). 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 12: Distribution of OUT Graduates at Global Level 2018 – November 2022

| Regional Centre/Country | 2018 | | | 2019 | | | 2020 | | | 2021 | | | 2022 | | | 1999 – Nov. 2022 | | |
|-------------------------|------|---|---|------|---|----|------|----|----|------|----|----|------|----|----|------------------|----|-----|
| | 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 | 4 | 1 | 5 | 10 | 3 | 13 | 4 | 1 | 5 | 2 | 2 | 4 | 1 | 0 | 1 | 114 | 78 | 192 |
| England | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Ethiopia | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 7 | 3 | 10 |
| 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 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 27 | 4 | 31 |
| London | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Uganda | 0 | 0 | 0 | 4 | 3 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 47 | 29 | 76 |
| United Kingdom | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 |
| Rwanda | 4 | 1 | 5 | 14 | 3 | 17 | 5 | 4 | 9 | 2 | 0 | 2 | 2 | 2 | 4 | 84 | 26 | 110 |
| Zambia | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 9 | 20 |
| Namibia | 0 | 0 | 0 | 5 | 3 | 8 | 1 | 1 | 2 | 4 | 4 | 8 | 0 | 1 | 1 | 18 | 17 | 35 |
| Angola | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 4 |
| Kingdom of eSwatini | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 2 | 11 |
| South Sudan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 5 |
| Nigeria | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 3 | 2 | 5 |
| Hong Kong | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Malawi | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 4 | 7 | 11 |
| Liberia | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| Zimbabwe | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 5 |
| Benin | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| Burundi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 8 | 6 | 14 |
| China | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Dubai | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Congo Brazzaville | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| Ghana | 0 | 0 | 0 | 16 | 7 | 23 | 26 | 35 | 61 | 16 | 22 | 38 | 14 | 21 | 35 | 73 | 87 | 160 |
| 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 |

| Regional Centre/Country | 2018 | | | 2019 | | | 2020 | | | 2021 | | | 2022 | | | 1999 – Nov. 2022 | | |
|-------------------------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------------|------------|------------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 |
| France | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Germany | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| 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 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 2 |
| Burkina Faso | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 | 0 | 0 | 3 | 1 | 4 |
| Oversee | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 |
| Total | 9 | 2 | 11 | 55 | 21 | 76 | 39 | 43 | 82 | 26 | 30 | 56 | 21 | 27 | 48 | 460 | 317 | 777 |

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 online 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 2022 was 584. Out of 584 staff, 314 were academic staff, 220 administrative staff and 50 Technical staff.

5.1.1 OUT Academic Staff by Gender and Qualifications by June 2023

Table 13 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 2021/2022, about 30.05% of Ph.D holders were females. About 53.8% female academic staff were Masters holders. At Bachelor's level, males' academic staff were almost two 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 Master's Degree especially in 2016/17, 2016/17 and 2017/18 academic years. 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 Master's degree (41.3%) by 2017/18. The same progress has also appeared in the academic year 2015/16, 2017/18 and 2021/2022 for female Master's Degree respectively who have accounted for 46.4%, 39.9% and 34.9.

Table 13: OUT Academic Staff by Gender and Qualifications by June 2023

| Year | Ph.D | | | Masters | | | Bachelors | | | Total | | |
|---------|------|----|-----|---------|----|-----|-----------|----|----|-------|-----|-----|
| | M | F | T | M | F | T | M | F | T | M | F | T |
| 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 |
| 2019/20 | 67 | 40 | 107 | 102 | 55 | 157 | 34 | 19 | 53 | 203 | 114 | 317 |
| 2020/21 | 67 | 42 | 55 | 144 | 87 | 231 | 19 | 10 | 29 | 201 | 114 | 315 |
| 2021/22 | 64 | 41 | 105 | 110 | 59 | 169 | 27 | 13 | 40 | 201 | 113 | 314 |
| 2022/23 | 72 | 54 | 126 | 117 | 55 | 172 | 34 | 16 | 50 | 223 | 125 | 348 |

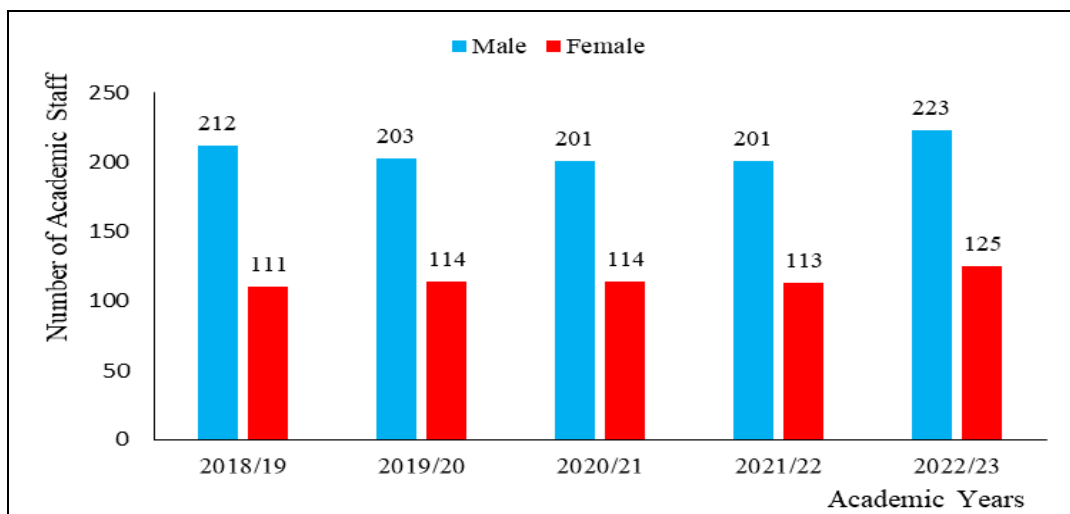


Figure 7: Academic Staff Cumulative Figure Trend by Gender and Academic Year 2018/19 to 2022/23

5.1.2 Academic Staff by Gender and Rank by June 2023

Table.14 shows that the number of Full Professors has fluctuated from 3 in 2018/19 to 1 in 2021/22. 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 12 in 2017/18 to 11 in 2021/22. For Senior Lecturers and Lecturers respectively, their numbers have generally been decreasing and increasing between 2017/18 and 2021/22. In 2021/2022 the number of Assistant Lecturers has dropped to 141 from 153 in 2018/19, this was due to the government order of stopping recruitment; and at the same time some academic staff have finished their contracts. The number of Tutorial Assistants has also decreased from 56 in 2018/19 to 26 in 2021/22.

Table 14 shows the academic staff profile by gender and rank. Up to June 2022, there were two female Associate Professors. At the level of Senior Lecturers, between 2017/18 and 2021/22, the percentage of female Senior lecturers was less than 16.0%. These gaps, however, become narrower as one goes down the ladder. But even then, male senior lecturers are four times 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 14: Academic Staff by Gender and Rank by June 2022

| 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 |
| 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 |
| 2019/20 | 1 | 0 | 1 | 7 | 0 | 7 | 14 | 4 | 18 | 44 | 31 | 75 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 |
| 2020/21 | 1 | 0 | 1 | 8 | 1 | 9 | 21 | 4 | 25 | 40 | 47 | 87 | 2 | 0 | 2 | 1 | 1 | 2 | 0 | 0 | 0 |
| 2021/22 | 1 | 0 | 1 | 9 | 2 | 11 | 21 | 4 | 25 | 47 | 52 | 99 | 1 | 0 | 1 | 1 | 2 | 3 | 0 | 0 | 0 |
| 2022/23 | 2 | 0 | 2 | 6 | 2 | 8 | 19 | 7 | 26 | 45 | 50 | 95 | 2 | 0 | 2 | 1 | 2 | 3 | 0 | 0 | 0 |

Table 14: 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 |
| 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 |
| 2019/20 | 98 | 57 | 155 | 5 | 3 | 8 | 0 | 0 | 0 | 33 | 18 | 51 | 0 | 0 | 0 | 203 | 114 | 317 |
| 2020/21 | 103 | 48 | 151 | 6 | 3 | 9 | 0 | 0 | 0 | 19 | 10 | 29 | 0 | 0 | 0 | 201 | 114 | 315 |
| 2021/22 | 97 | 44 | 141 | 5 | 2 | 7 | 0 | 0 | 0 | 19 | 7 | 26 | 0 | 0 | 0 | 201 | 113 | 314 |
| 2022/23 | 108 | 46 | 154 | 3 | 1 | 4 | 0 | 0 | 0 | 34 | 16 | 50 | 3 | 1 | 4 | 223 | 125 | 348 |

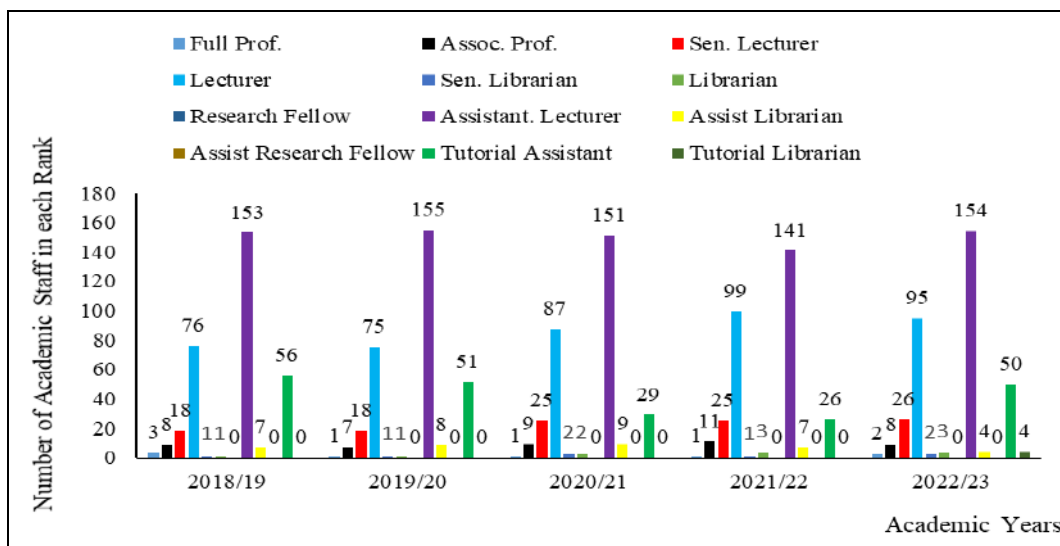


Figure 8: Academic Staff by Rank in Total and Academic Years

5.1.3 Academic staff Age Profile by June 2023

There are more male academic staff aged between 46 – 50 years than in any other age group. This group has also appeared to be the modal age group. There are 8 males and no females academic staff aged more than 60 years. The median age in 2021/22 is 48 years which has fallen under the age group 46 –50 having the highest number (72) of academic staff (see Table 15).

Table 15: Academic Staff Profile by Gender and Age 2017/18 - 2022/23

| 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 |
| 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 |
| 2019/20 | 7 | 6 | 13 | 33 | 14 | 47 | 41 | 29 | 70 | 37 | 23 | 60 | 38 | 26 | 64 | 24 | 11 | 35 |
| 2020/21 | 6 | 4 | 10 | 32 | 16 | 48 | 42 | 29 | 71 | 33 | 24 | 57 | 38 | 27 | 65 | 28 | 11 | 40 |
| 2021/22 | 2 | 4 | 6 | 25 | 11 | 36 | 43 | 24 | 67 | 33 | 27 | 60 | 44 | 28 | 72 | 25 | 15 | 40 |
| 2022/23 | 20 | 8 | 28 | 32 | 17 | 49 | 39 | 18 | 57 | 36 | 28 | 64 | 40 | 32 | 72 | 25 | 16 | 41 |

Table 15: 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 |
| 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 |
| 2019/20 | 15 | 5 | 20 | 7 | 0 | 7 | 1 | 0 | 1 | 0 | 0 | 0 | 203 | 114 | 317 |
| 2020/21 | 15 | 3 | 18 | 7 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 201 | 114 | 315 |
| 2021/22 | 21 | 4 | 25 | 7 | 0 | 7 | 1 | 0 | 1 | 0 | 0 | 0 | 201 | 113 | 314 |
| 2022/23 | 28 | 6 | 34 | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 223 | 125 | 348 |

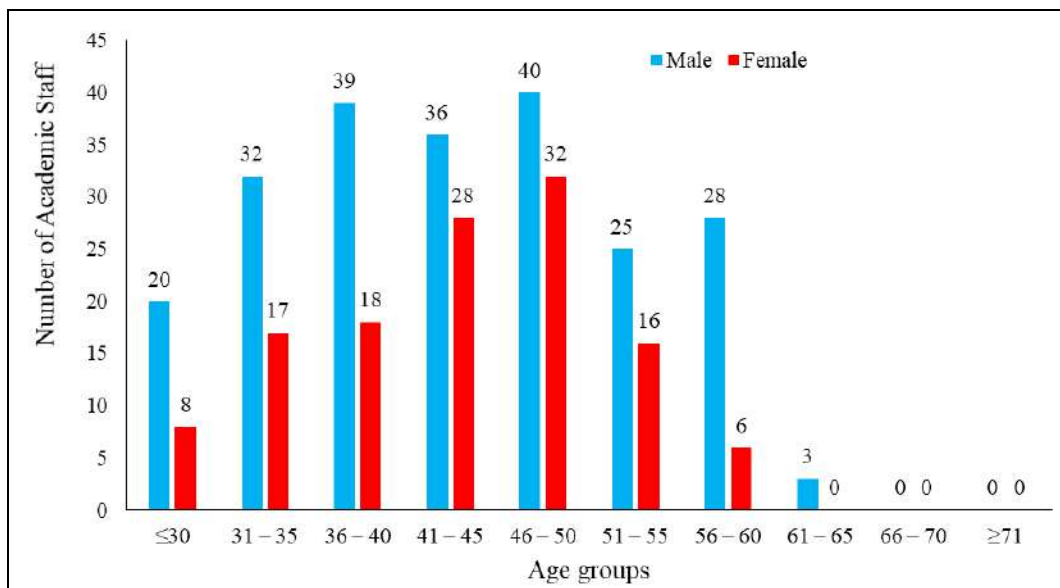


Figure 9: Trend of Academic Staff Profile by Age Groups 2022/23

Table 16: Academic Staff-Student Ratio (head count)

| Year | Students who are still in the records | Academic Staff* | Academic Staff Student Ratio |
|---------|---------------------------------------|-----------------|------------------------------|
| 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 |
| 2019/20 | 65,534 | 317 | 1:207 |
| 2020/21 | 71,445 | 315 | 1:226 |
| 2021/22 | 75,356 | 314 | 1:240 |
| 2022/23 | 99800 | 348 | 1:287 |

Table 16 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 2023 the OUT had a total number of 221 administrative staff, out of whom 84 (38.0) are males and 137 (62.0) are females.

5.2.1 Administrative Staff by Gender and Qualifications 2017/18 - 2022/23

Table 17 shows the administrative staff by Gender and qualifications in 2017/18 - 2022/23. The emerging picture is that there are more administrative staff (86) Bachelor

degree than any other qualification (Figure 10). At Master’s level, the number of female is more than one and a half that of male administrative staff. There is one 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 2022/23 constitute only 121 (54.8%).

Table 17: Administrative Staff by Gender and Qualifications 2016/17- 2022/23

| 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 |
| 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 |
| 2019/20 | 1 | 0 | 1 | 18 | 31 | 49 | 1 | 0 | 1 | 42 | 27 | 69 | 0 | 0 | 0 | 8 | 60 | 68 |
| 2020/21 | 0 | 0 | 0 | 16 | 30 | 46 | 1 | 0 | 1 | 37 | 26 | 63 | 1 | 1 | 2 | 6 | 56 | 62 |
| 2021/22 | 1 | 0 | 1 | 9 | 19 | 28 | 2 | 2 | 4 | 41 | 36 | 77 | 0 | 1 | 1 | 9 | 51 | 60 |
| 2022/23 | 1 | 0 | 1 | 11 | 20 | 31 | 0 | 2 | 2 | 41 | 45 | 86 | 0 | 1 | 1 | 7 | 58 | 65 |

Table 17: 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 |
| 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 |
| 2019/20 | 11 | 2 | 13 | 0 | 0 | 0 | 11 | 16 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 92 | 136 | 228 |
| 2020/21 | 9 | 15 | 24 | 1 | 2 | 3 | 9 | 8 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 138 | 218 |
| 2021/22 | 15 | 15 | 30 | 1 | 2 | 3 | 7 | 9 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 85 | 135 | 220 |
| 2022/23 | 18 | 2 | 20 | 0 | 0 | 0 | 6 | 9 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 84 | 137 | 221 |

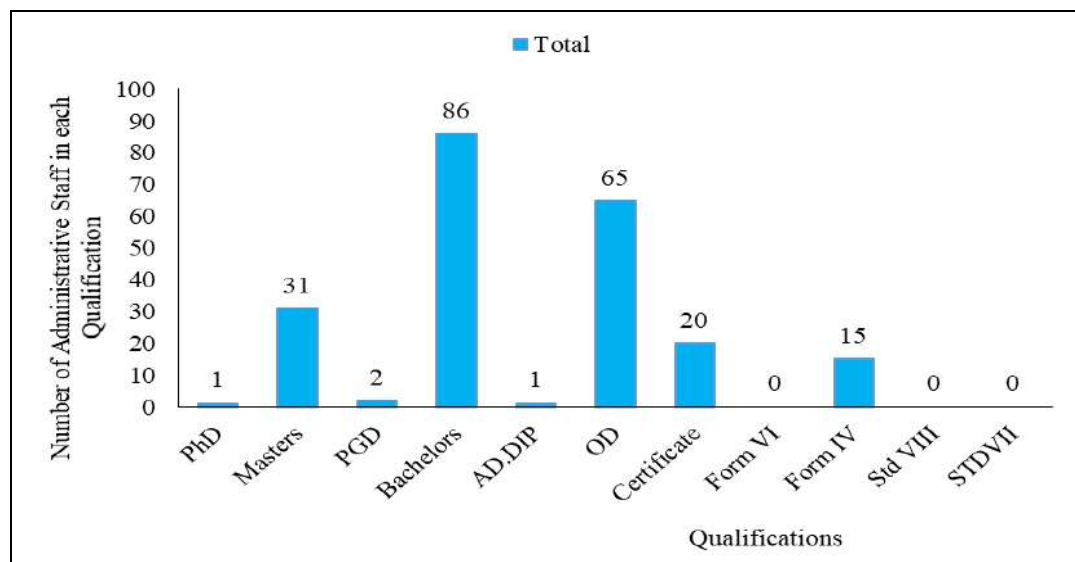


Figure 10: Administrative Staff by Qualifications 2022/23

5.2.2 Administrative Staff Profile by Gender and Age 2022/23

Many OUT administrative staff are still young and energetic. By June 2023 there were 90 administrative staff aged below 41 years (40.7%) of all administrative staff. In this category of 98 administrative staff that were below 41 years, there were 48 female administrative staff (21.7%). Therefore, the OUT is proud of having them because they

can be used for a quite long time (more than twenty years). There is neither male staff nor female staff aged more than 60 years. (See Table 18 below).

Table 18: Administrative Staff Profile by Gender and Age 2017/18 – 2022/23

| 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 |
| 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 |
| 2019/20 | 4 | 10 | 14 | 18 | 23 | 41 | 23 | 41 | 64 | 16 | 34 | 50 | 17 | 16 | 33 | 11 | 7 | 18 |
| 2020/21 | 7 | 10 | 17 | 14 | 24 | 38 | 17 | 43 | 60 | 15 | 34 | 49 | 11 | 14 | 25 | 13 | 9 | 22 |
| 2021/22 | 9 | 2 | 11 | 9 | 19 | 28 | 21 | 38 | 59 | 16 | 40 | 56 | 8 | 19 | 27 | 20 | 11 | 31 |
| 2022/23 | 8 | 5 | 13 | 16 | 15 | 32 | 18 | 28 | 36 | 10 | 45 | 20 | 11 | 22 | 22 | 16 | 16 | 32 |

Table 18: 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 |
| 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 |
| 2019/20 | 3 | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 92 | 136 | 228 |
| 2020/21 | 3 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 87 | 135 | 222 |
| 2021/22 | 2 | 6 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 85 | 135 | 220 |
| 2022/23 | 5 | 6 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 84 | 137 | 221 |

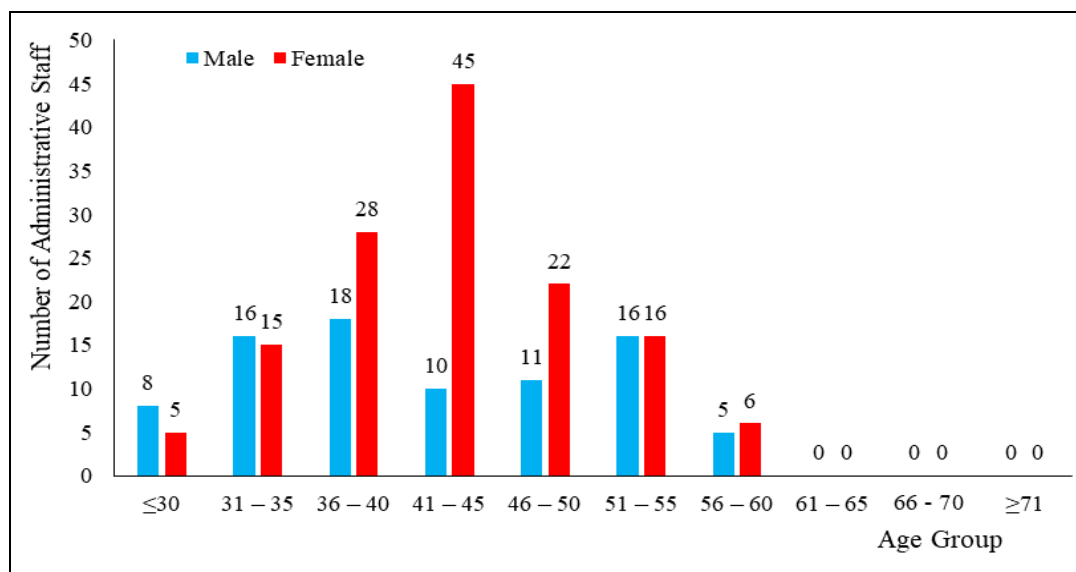


Figure 11: Trend of Administrative Staff Profile by Age for 2022/23

5.2.3 Academic: Administrative Staff ratio by 2022/23

Upon determination of the average academic: administrative staff ratio by June, 2023, the ratio is $348/221 = 1.6:1$. 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 2023

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 staff 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 2023 OUT had a total number of 81 technical staff of whom 68 were males and 13 were females. OUT has to work to reduce the gender disparity for the case of the technical staff as there are many more males (84.0%) than females.

5.3.1 Technical Staff by Gender and Academic Qualifications for 2022/23

Table 8 shows technical staff by gender and qualifications for the Academic Year 2022/23. The emerging picture is that there are more technical staff (58) with Bachelor degree qualifications than any other qualifications. There are other 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 the Open University of Tanzania.

Table 19: Technical Staff by Gender and Highest Academic Qualifications 2016/17 – 2022/23

| 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 |
| 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 |
| 2019/20 | 0 | 0 | 0 | 2 | 1 | 3 | 0 | 0 | 0 | 24 | 6 | 30 | 1 | 0 | 1 | 18 | 3 | 21 |
| 2020/21 | 0 | 0 | 0 | 4 | 2 | 6 | 0 | 0 | 0 | 25 | 2 | 27 | 3 | 0 | 3 | 10 | 3 | 13 |
| 2021/22 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 22 | 3 | 25 | 3 | 0 | 3 | 15 | 3 | 18 |
| 2022/23 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 49 | 9 | 58 | 3 | 0 | 3 | 13 | 3 | 16 |

Table: 19 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 |
| 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 |
| 2019/20 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 47 | 10 | 57 |
| 2020/21 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 7 | 53 |
| 2021/22 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 | 7 | 50 |
| 2022/23 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 68 | 13 | 81 |

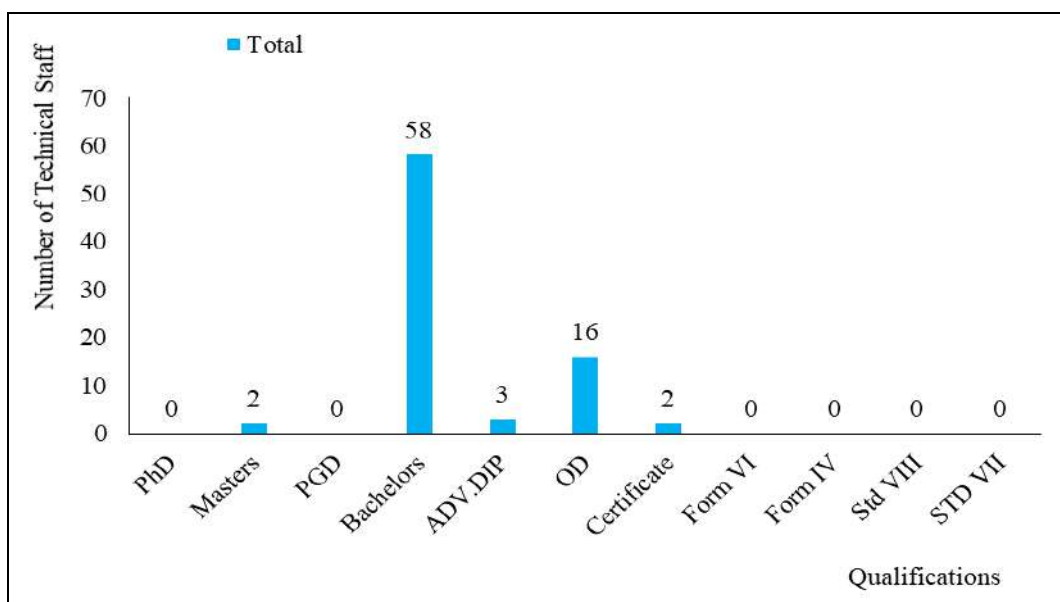


Figure 12: Technical Staff by Gender and Qualifications for 2021/22

5.3.2 Technical Staff Profile by Age and Gender 2022/23

There are more technical staff aged below 30 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 20).

Table 20: Technical Staff Profile by Gender and Age 2016/2017 - 2022/23

| 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 |
| 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 |
| 2019/20 | 5 | 0 | 5 | 18 | 4 | 22 | 12 | 1 | 13 | 4 | 3 | 7 | 7 | 1 | 8 | 1 | 1 | 2 |
| 2020/21 | 5 | 0 | 5 | 14 | 1 | 15 | 15 | 2 | 17 | 2 | 3 | 5 | 7 | 1 | 8 | 3 | 0 | 3 |
| 2021/22 | 3 | 0 | 3 | 12 | 0 | 12 | 12 | 3 | 15 | 6 | 3 | 9 | 5 | 1 | 6 | 5 | 0 | 5 |
| 2022/23 | 24 | 6 | 30 | 12 | 0 | 12 | 17 | 3 | 20 | 5 | 2 | 7 | 3 | 2 | 5 | 7 | 0 | 7 |

Table 20: 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 |
| 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 |
| 2019/20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 47 | 10 | 57 |
| 2020/21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 7 | 53 |
| 2021/22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 | 7 | 20 |
| 2022/23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 68 | 13 | 81 |

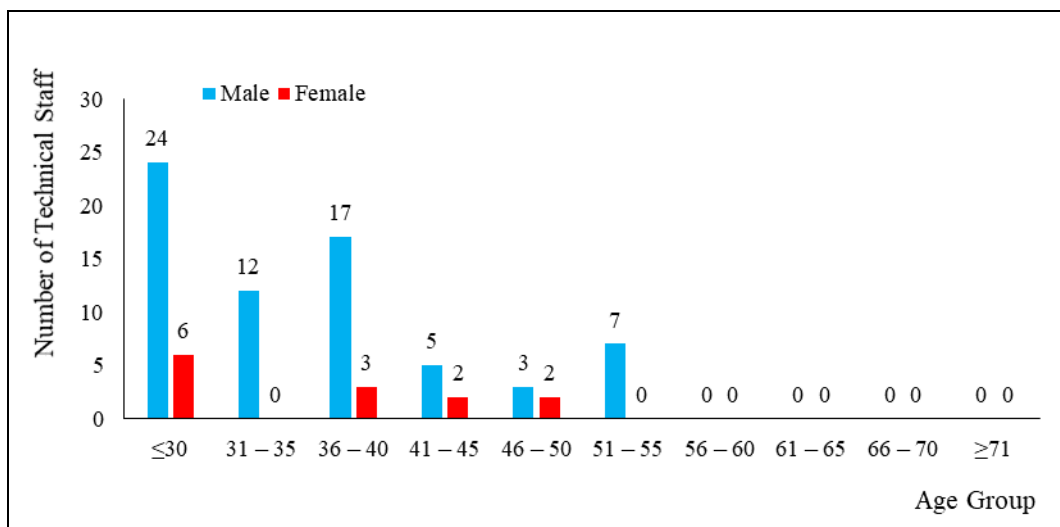


Figure 13: Technical Staff Profile by Gender and Age for 2022/23

Chapter Six

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, OUT has been using financial data of the last financial year in order to get and use the correct and audited data from the report of the controller and Auditor General on the financial statements of the OUT, 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 closer 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.

**Table 21: Government Subvention: Recurrent and Development Subvention
2012/2013 – 2021/2022**

| Fiscal Year | Recurrent (T.Shs '000) | | | Development (T.Shs '000) | | |
|-------------|------------------------|---------------|--------------------|--------------------------|------------|--------------------|
| | Requested | Allocation | %(Alloc/Requested) | Requested | Allocation | %(Alloc/Requested) |
| 2012/13 | 25,000,000 | 18,167,853 | 73 | 650,000,000 | 124,000 | 0.02 |
| 2013/14 | 25,000,000 | 13,733,593 | 54.9 | 650,000,000 | 0 | 0.0 |
| 2014/15 | 18,147,189 | 13,624,884 | 75 | 750,000 | 0 | 0.0 |
| 2015/16 | 21,159,138 | 18,181,325 | 85.93 | 800,000 | 0 | 0.0 |
| 2016/17 | 30,575,983 | 17,442,217 | 57 | 4,450,000 | 0 | 0.0 |
| 2017/18 | 28,641,437 | 21,379,272.70 | 74.6 | 0 | 0 | 0.0 |
| 2018/19 | 28,269,924 | 17,054,336 | 60.3 | 1,500,000 | 0 | 0.0 |
| 2019/20 | 34,808,940 | 23,750,126 | 68.3 | 1,500,000 | 1,802,745 | 120.2 |
| 2020/21 | 33,247,348 | 21,463,019 | 64.6 | 1,500,000 | 0 | 0.0 |
| 2021/22 | 33,247,348 | 17778576 | | 1,500,000 | 0 | 0.0 |

Note: Financial data for the Fiscal Years 2016/17 to 2021/22 are the audited ones.

No Development Subvention funded by the Government to the OUT from 2013/14 to 2018/19, 2020/21 and 2021/22 fiscal years.

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 in 2012/2013. Since then no development subvention funded by the Government to the OUT until 2019/2020 when the Government funded the OUT a sum of T.Sh 1,802,745,287.

Table 22: 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 |
|---------------|--------------------|--------------------------|---------------------------------|----------------------|----------------------|
| 2012/13 | 199,459,000 | 8,495,053,460 | 8,694,512,460 | 2.0 | 98.0 |
| 2013/14 | 546,969,040 | 13,186,624,410 | 13,733,593,451 | 4.0 | 96.0 |
| 2014/15 | 358,405,230 | 13,266,478,576 | 13,624,883,806 | 2.6 | 97.4 |
| 2015/16 | 127,693,441 | 18,053,631,813 | 18,181,325,254 | 0.7 | 99.3 |
| 2016/17* | 0 | 17,442,217,055 | 17,442,217,055 | 0.0 | 100.0 |
| 2017/18 | 4,748,308,232 | 16,630,964,000 | 21,379,272,688 | 22.2 | 77.8 |
| 2018/19 | 0 | 17,054,336,027 | 17,054,336,027 | 0.0 | 100.0 |
| 2019/20 | 5,970,126,089 | 17,779,999,586 | 23,750,125,675 | 25.1 | 74.9 |
| 2020/21 | 0 | 21,463,018,574 | 21,463,018,574 | 0.0 | 100.0 |
| 2021/22 | 49,884,297 | 17,728,692,108 | 17,778,576,405 | 0.3 | 99.7 |

* No other Charges (OC) released for the Fiscal Year 2016/17, 2018/19 and 2020/21

It is apparent from Table 22 and Figure 14 that the nominal release of OC during the fiscal year 2015/16 (127,693,441) was less than almost one forty sixth of the funds released to the fiscal year 2019/20 (5,970,126,089) while there was no funds (OC) at all released during the fiscal years 2016/17, 2018/19 and 2020/21. Clearly, such release does not give due recognition of the increased number of admitted students during the academic years 2015/16 to 2020/21. 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 at all. Such limitations as: 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 2019/20.

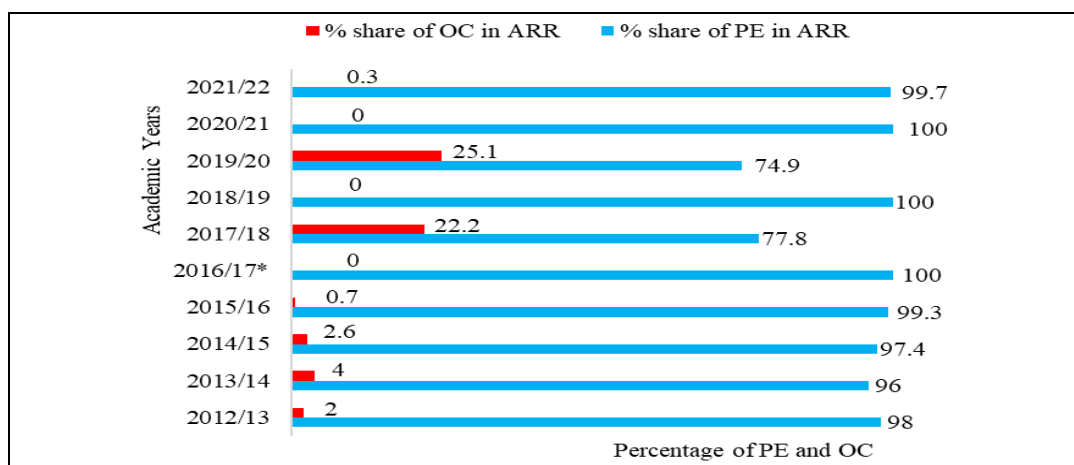


Figure 14: The percentage of PE and OC in comparison to the Actual Recurrent Released

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. 8,953,470,419/- in 2012/2013 to Tshs. 14,088,060,195/- in 2015/2016 and that decreased from Tshs. 12,892,900,747/- in 2016/2017 to Tshs. 9,861,109,969 in 2019/2020. 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. Some of the improvements are indicated from 2019/2020 to 2022/2023.

Table 23: Tuition Fees Collected

| Academic Year | Active students | Estimated Tuition fees | Collected Tuition fees | %collected fees/ estimated tuition fees |
|---------------|-----------------|------------------------|------------------------|---|
| 2012/13 | 11,622 | 7,266,784,000 | 8,953,470,419 | 123.2 |
| 2013/14 | 12,334 | 8,000,000,000 | 12,623,630,157 | 157.8 |
| 2014/15 | 10,290 | 5,000,000,000 | 12,787,672,386 | 255.8 |
| 2015/16 | 12,059 | 10,220,960,500 | 14,088,060,195 | 137.8 |
| 2016/17 | 10,263 | 12,995,400,000 | 12,892,900,747 | 80.1 |
| 2017/18 | 11,337 | 15,435,090,000 | 10,331,903,713 | 66.9 |
| 2018/19 | 10,252 | 14,406,204,400 | 10,217,455,034 | 70.9 |
| 2019/20 | 13,426 | 14,800,892,966 | 9,861,109,969 | 66.6 |
| 2020/21 | 16,416 | 14,198,977,167 | 11,336,765,388 | 79.8 |
| 2021/22 | 14,806 | 16,960,000,000 | 13,543,612,876 | 79.9 |
| 2022/23 | 16,646 | 13,140,000,000 | 14,368,952,962 | 109.4 |

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 ten years, OUT has mobilized funds from various Development partners in its endeavour to implement various programmes. Figure 15 plots financial support from various Development

partners. The World Bank loan to the Government ranks at the top followed by the COSTECH in the second position. These two development partners (i.e., World Bank and COSTECH) have offered more than 1.5 billion Tanzanian shillings from 2012/13 to 2019/20. 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: World Bank, COSTECH, AGRA Project, ENSUZA Project fund, and ICT Research Management Project. The 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. The construction was substantially completed in November 2013.

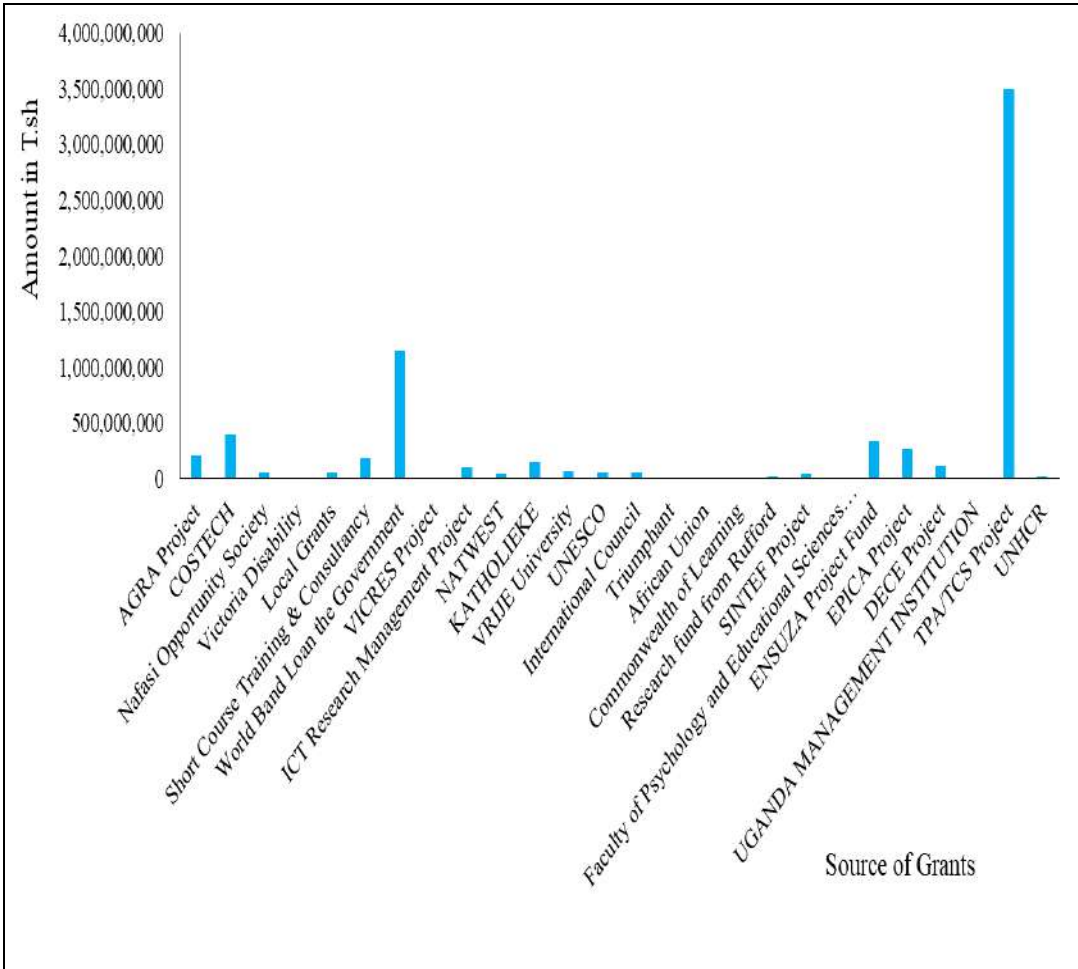


Figure 15: External Financial Support from Various Development Partners 2012/13 – 2022/23

Table 24: Research Grants Received from Various Development Partners

| Financial Year | Source of Grants | Amount (Tshs.) |
|----------------|-------------------------------------|----------------|
| | AGRA Project | 205,763,580.54 |
| 2014/15 | COSTECH | 208,925,250.00 |
| 2015/16 | COSTECH | 104,141,385.00 |
| 2016/17 | - | - |
| 2017/18 | Nafasi Opportunity Society | 48,258,792.83 |
| 2017/18 | COSTECH | 17,468,500.00 |
| 2018/19 | - | - |
| 2019/20 | Victoria Disability | 10,000,000 |
| 2019/20 | Nafasi Opportunity Society | 4,168,700 |
| 2019/20 | COSTECH | 20,000,000 |
| 2020/21 | COSTECH Research Fund | 49,926,949 |
| 2021/22 | Local Grants | 52,326,420 |
| 2022/23 | Short Course Training & Consultancy | 183773000 |

Table 25: Grants from International, Development Partners or loans 2012/13-2022/23

| Financial Year | Source of Grants | Amount (Tshs.) | Total (Tshs.) |
|----------------|---|------------------|------------------|
| 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 | 118,526,400.00 |
| | ICT Research Management Project | 102,480,000.00 | |
| 2015/16 | NATWEST | 12,630,109.45 | |
| | KATHOLIEKE | 34,711,970.14 | 116,882,386.44 |
| | VRIJE University | 69,540,306.85 | |
| 2016/17 | - | 0 | 0 |
| 2017/18 | UNESCO | 55,052,868.24 | |
| | Belgium Katholieke University | 72,322,206.36 | |
| | International Council | 54,830,571.29 | 230,137,864.01 |
| | Natwest | 33,144,916.76 | |
| | Triumphant | 4,309,436.26 | |
| | African Union | 6,497,538.00 | |
| 2018/19 | Commonwealth of Learning | 3,980,327.10 | |
| | Research fund from Rufford | 28,221,209.00 | |
| | SINTEF Project | 7,212,920.00 | |
| | Faculty of Psychology and Educational Sciences (KU) | 8,294,549.12 | 168,308,047.37 |
| | ENSUZA Project Fund | 44,285,190.25 | |
| 2019/20 | EPICA Project | 80,294,179.00 | |
| | ENSUZA Project | 135,195,553.83 | |
| | DECE Project | 27,459,000 | 259,239,223 |
| | EPICA Projects | 96,584,669.59 | |
| 2020/21 | DECCE PROJECT | 83,853,742.57 | |
| | ENSUZA PROJECT | 161,175,099.77 | |
| | EPICA PROJECT | 87,339,514.33 | 421,864,171.00 |
| | KATHOLIEKE PROJECT | 46,076,909.44 | |
| | SINTEF FUND PROJECT | 34,770,106.90 | |
| | UGANDA MANAGEMENT INSTITUTION | 3,608,797.99 | |
| 2021/22 | UNESCO FUND | 5,040,000.00 | |
| 2021/22 | Foreign Grants | - | - |
| 2022/23 | TPA/TCS Project | 3500,000,000 | 3,520,000,000 |
| 2022/23 | UNHCR | 20,000,000 | |

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 26 shows the revenues in Other Self-Generated Funds. The items involved in these funds vary from year to year but generally include things like sales of memorabilia, transcript fees, sales/disposal of old equipment, income from hiring of graduation gowns, income from IGU, sales of tender documents, sales of study materials, registration fees, change of programmes, consultancy fees, IET project, Institutional Cost project etc.

Table 26: Other Self-Generated Funds

| Financial Year | Revenue (T.Shs) |
|----------------|------------------|
| 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 |
| 2017/18 | 484,997,508 |
| 2018/19 | 379,527,630 |
| 2019/20 | 368,777,373 |
| 2020/21 | 281,651,675 |
| 2021/22 | 634,867,088 |
| 2022/23 | 1,204,626,393 |

6.6 Internal and External Finance

Figure 16 depicts the source of finance in cumulative terms from Development partners, the Government of the United Republic of Tanzania and the OUT from 2012/13 up to 2022/23. Figure 16 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 16 that the OUT budget largely depends on Government’s financial muscles that mostly pays for PE costs 53.5%, OC 4.0% and Development Fund 0.5%. Support from the Development partners was only 2.0%. The rest (98.0%) was from the Government and OUT that together contributed the major component of the budget. Therefore, out of the 98.0%, the OUT was able to generate 44.0% (Self-generated income 3.0% and Tuition Fees 41.0%).

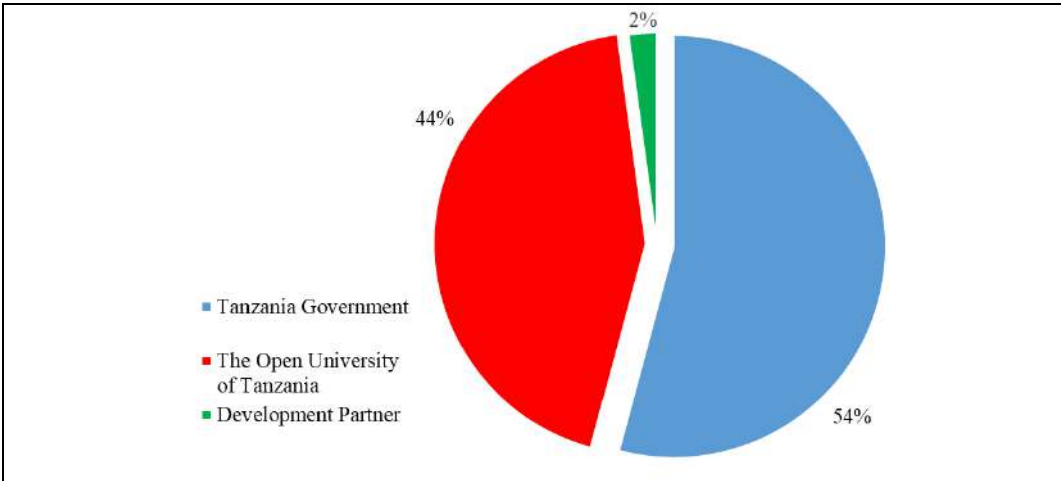


Figure 16: Sources of Finance 2012/13 – 2022/23

Chapter Seven

RESEARCH, PUBLICATIONS AND CONSULTANCY OUTPUTS

7.1 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.

7.2 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 possess a sound track record of provision of research services and consultancy as shown in Table 26. In general, the number of research projects exhibits a decreased trend from 2014/15 up to 2016/17. There is slight improvement in the academic year 2017/18 and 2018/19. The number of research projects was going down since 2015/2016 academic year because of non-availability of small grant research funds. In 2019/2020 academic year the number of research project was 4 which is the fewest of all eight years presented in Table 27

Table 27: Number of Research Projects Conducted by the Open University of Tanzania Staff

| Year | Number of research projects |
|-----------|-----------------------------|
| 2014/2015 | 34 |
| 2015/2016 | 15 |
| 2016/2017 | 6 |
| 2017/2018 | 15 |
| 2018/2019 | 12 |
| 2019/2020 | 4 |
| 2020/2021 | 8 |
| 2021/2022 | 12 |
| 2022/2023 | 4 |

7.3 Study Materials Publications

In general, the pace of producing study materials is rather slow and decreasing. In the academic year 2020/21, only Faculty of Education managed to publish 8 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 our Moodle Platform.

7.3.1 Faculty-wise Publications

Table 28 shows the production of new study materials published since 2014/15. 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 (20) than others. In the academic year 2019/20 only Faculty of Education has produced study materials (8) while other faculties have published none. In the academic year 2020/21 and 2021/2022 and 2022/2023, there is neither faculty nor institute which published the study materials but

our students still can access study materials which are available in our Moodle platform and CDs.

Table 28: Production of Study Materials 2014/15 – 2022/23

| Year | FASS | FBM | FED | FLW | FSTES | ICE | Total |
|--------------|----------|----------|-----------|----------|----------|----------|-----------|
| 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 |
| 2019/20 | 0 | 0 | 8 | 0 | 0 | 0 | 8 |
| 2020/21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2021/22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2022/23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 8 | 0 | 20 | 0 | 6 | 9 | 43 |

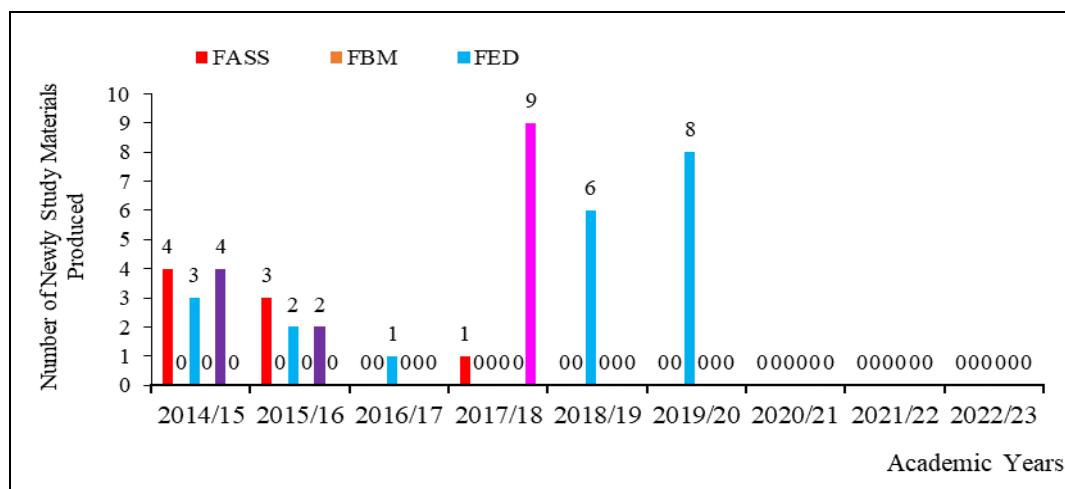


Figure 17: New Study Materials 2014/15 – 2022/23

7.3.2 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.

7.3.2.1 HURIA

Of the seven 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 March, 2022 has published its latest issue “Huria Journal

Volume 29, Issue 1. The issue is available online in the website <https://www.ajol.info/index.php/huria>

7.3.2.2 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. Its latest issue; Vol. 14, Issue 2 was published in December 2023. The issue is available online in the website <https://journals.out.ac.tz/index.php/jipe/issue/view/89/28>.

7.3.2.3 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. 1 Issue 1 in May 31, 2021.

7.3.2.4 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 eISSN: 2455-5966 and print ISSN: 1821-8148. Vol. 1, first issue of the Journal was published in January 2013. The latest journal produced was Vol.6 issue 2 in September 14, 2018. The issues are available online in the website: <https://www.ajol.info/index.php/ajer>.

7.3.2.5 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, Tourism and Hospitality, 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. 4 issue 1 that was out in July 30, 2020. The issue is accessible online at: <https://journals.out.ac.tz/index.php/ardj>.

7.3.2.6 The Pan African Journal of Business Management (PAJBM)

The Journal is produced by the Faculty of Business Management, The Open University of Tanzania. 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 and 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. 4 issue 2 on December 16, 2020. The issue is available online on the website: <file:///C:/Users/User/AppData/Local/Temp/73-12-PB.pdf>.

7.3.2.7 Tanzania Journal of Science and Technology

The journal is a peer-reviewed international journal that is biannually published in June and December by the Faculty of Science, Technology and Environmental Studies of the Open University of Tanzania (OUT). *Tanzania Journal of Science and Technology* is publishing peer-reviewed, of 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, modelling, 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.3 issue 1 which was out on June 17, 2020. The issue is available online on the website: <https://journals.out.ac.tz/index.php/tjst/issue/view/83>.

7.4 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 29.

Table 29: Number of Registered Consultancies

| Year | Number of Consultancies |
|---------|-------------------------|
| 2014/15 | 8 |
| 2015/16 | 6 |
| 2016/17 | 7 |
| 2017/18 | 4 |
| 2018/19 | 8 |
| 2019/20 | 5 |
| 2020/21 | 15 |
| 2021/22 | 23 |
| 2022/23 | 25 |

7.4.1 Establishment of the 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 the 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 OCB management on appropriate interventions regarding consultancy activities and services to the community.

The Board is comprised of the following members:

7.4.1.1 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.

7.4.1.2 External Members

1 from Public Service - Chairperson
1 from Business Community

Table 30: The Current Members of The Open University of Tanzania Consultancy Bureau (OCB) Board

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

Chapter Eight

THE UNIVERSITY LEADERSHIP DURING THE YEAR 2022/23

8.1 Introduction

This chapter presents what the university leadership does to influence staff towards the 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 influence 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 is the 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 five 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 the 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 Pinda has taken over the position from Hon. Ambassador Dr. Asha-Rose Mtengeti Migiro who was appointed by the late 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). The 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 the 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). The Chancellor of the Open University of Tanzania Mizengo Kayanza Peter Pinda, has appointed Prof. Elifas Tozo Bisanda to the position of Vice Chancellor for the second and last term for a period of five years from 2nd June 2020 after satisfactorily completing his

first term of five years, which commenced on the 2nd June 2015. Before his first appointment on the 2nd June 2015 as Vice Chancellor, Prof. Elifas Tozo Bisanda, who is a Full Professor of Mechanical Engineering, was the Deputy Vice Chancellor (Regional Services) for two years (2007 - 2009), then Deputy Vice Chancellor (Academics) for a period of six years (2009 – 2015) at the Open University of Tanzania.

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 with 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) after being re-appointed for the second term of another period of four years starting from 23rd April 2020. Professor Deus Dominic Ngaruko has been re-appointed after satisfactorily completing his first term of four years on 22nd April 2016 as DVC (Academic). Before his first appointment as DVC (Academic), Prof. Deus Dominic Ngaruko was the Dean Faculty of Arts and Social Sciences for 4 years (2012 – 2016), Director of the Examination Syndicate for 4 years (2008 – 2012) 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 with respect to the management of Human, Physical and Financial resources of the university and any matters that may be prescribed. Prof. George Slyvanus Oreku has been the Deputy Vice-Chancellor (Resources Management) of The OUT for four (4) years with effect from 23rd April 2020 the position that was left over by Prof. Cornelia K. Muganda. Currently, Prof. George Slyvanus Oreku is an Affiliated Professor with the University of Eastern Finland and a Research Professor with North West University Vaal Campus South Africa. Before his appointment, Prof. George Slyvanus Oreku was the Director of the Institute of Educational and Management Technologies (IEMT) at the Open University of Tanzania in 2019.

8.3.3 Deputy Vice Chancellor (Learning Technologies and Regional Services)

The Deputy Vice Chancellor (LT & RS) is responsible to the Vice Chancellor with 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).

8.3 Deans and Directors

8.4.1 Faculty Deans

The OUT Charter and Rules (2007) provides for the appointment of Deans for each Faculty or Institute of the University. The Charter and Rules also prescribe 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 2023.

- Dr. Dunlop Ochieng
Dean, Faculty of Arts and Social Sciences
- Prof. Joseph Magali
Dean, Faculty of Business Management
- Dr. Theresia Julius Shavega
Dean, Faculty of Education
- Dr. Ezekiel Rindstone
Dean, Faculty of Law
- Prof. 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 2023.

- Dr. Jacob Leopard
Director of Institute of Continuing Education (DICE)
- Dr. Catherine Mkude
Director of Institute of Educational and Management Technologies (DIEMT)
- Mr. Azimio Taluka
Director of Finance and Accounts (DFA)
- Dr. Mohamed Omary Maguo
Director of Communications and Marketing Unit (DCMU)
- Mr. Francis Badundwa
Director of Human Resource Management and Administration (DHRM)
- Prof. Magreth Bushesha
Director of Postgraduate Studies (DPGS)
- Prof. Emmanuel Kigadye
Director of Research, Publications and Innovation (DRPI)
- Mr. Benjamini Bussu
Director of Planning and Development (DPD)
- Dr. Athuman Samzugui
Director of Library Services (DLS)
- Dr. Paulo Wilfred
Director of Teaching, Learning and Examination Services (DTLES)
- Dr. Hellen Kiunsi
Director of Undergraduate Studies (DUGS)
- Dr. Daphina Libent - Mabagala
Director of Quality Assurance (DQA).

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 2023.

| Regional Centres | Directors |
|------------------|----------------------------|
| Arusha | Dr Nangware Msofe |
| Coast | Dr. Josephat Saria |
| Dodoma | Dr.Mohamed Msoroka |
| Geita | Mr. Ali Abdul |
| Ilala | Dr. Bahati Dionis Mbilinyi |
| Iringa | Dr. Nasra Ally |
| Kagera | Mr. Medard Rembesha |
| Katavi | Dr. Juma Matonya |
| Kigoma | Ms Chitegesse Minanago |
| Kilimanjaro | Mr Dennis Semiono |
| Kinondoni | Dr. Diones Ndolaga |
| Lindi | Ms. Neema Magambo |
| Manyara | Mr. Ahmedi Iddi Mussa |
| Mara | Dr. Asha B. Katamba |
| Mbeya | Mr. Googluck Moshi |
| Morogoro | Dr.Wambuka S. Rangi |
| Mtwara | Dr. Msafiri Njoroge |
| Mwanza | Dr. Ancyfrida Prosper |
| Njombe | Mr. Godwin Kessy |
| Rukwa | Dr. Adam Namamba |
| Ruvuma | Dr. Julius Frank |
| Shinyanga | Ms. Agatha Mgogo |
| Simiyu | Mr. Raphael Makoki |
| Singida | Bernard Komba |
| Songwe | Mr. Lusekelo Mwanongwa |
| Tabora | Ms. Caroline Mugolozzi |
| Tanga | Ms. Hafidha Khatibu |

| Coordination Centres | Coordinators |
|----------------------|---------------------|
| Pemba | Mr. Suleiman Nassor |
| Zanzibar | Dr. Salma O. Hamad |
| Kahama | Mr. Oscar Damas |
| Tunduru | Mr. Katuma Wandwi |

8.4.4 Other Open University of Tanzania Centres

OUT also has other internal centres and external Coordination centres.

8.4.4.1 Internal coordination centres

- ACDE Technical Committee in Collaboration (ACDE TCC)
- University Teaching and Learning Services Unit (UTLS) – *Coordinator: Dr. Yohana Lawi*
- UNESCO Chair – *Coordinators: Dr. Felix Mulengeki and Dr. Edefonce Nfuka*

8.4.4.2 External coordination centres

- Kenya - Egerton University and College of Human Resources Management
- Namibia - Triumphant College

- Ethiopia
- Ghana
- Uganda

Chapter Nine

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 of August 2018, The Open University of Tanzania through the Vice Chancellor, Professor Elifas Tozo Bisanda extended our support by donating one new photocopier machine to the Head Teacher of Kumbukumbu Primary School Dar es Salaam, Mrs Priscilla Moshi on the 23rd August 2018. (see figure 18 below).



Figure 18: Vice Chancellor of the Open University of Tanzania, Professor Elifas Tozo Bisanda, handing over a photocopier machine

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 mattresses, bed sheets and various items to the maternity ward in the Tumbi Hospital, Kibaha in the Coastal region.

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

On the 31st March 2021, OUT female staff who are members of Tanzania Higher Learning Institutions Trade Union (THTU) visited and donated various items to children at Upanga Juvenile Prison; and to female inmates at Segerea Prison (Pictures are presented in Figure 19 and Figure 20).



Figure 19: DVC-Academic Professor Deus Ngaruko – on the right, handing over various gifts to the chairperson of female THTU members of the OUT branch ready to be donated to inmates



Figure 20: Chairperson and secretary of female THTU members at OUT branch Ms Stella Shayo (second on the left) and Ms Sarah Abdi (first on the left) handing over to prison officers' part of the gifts.

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 a monetary value of Tsh. 1,286,000/-.

In April 2015 Open University of Tanzania 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 the Coordinator of the OUT-Gender committee who had critical health problems and 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 the provision of waste bins in the street and paying for guards to minimise haphazardous 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, and 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 the School of Open (SOO) programme trained Fifty (50) pupils from Kumbukumbu primary school on the benefits of the 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 the donation of Computers, chairs & tables to the computer lab as CC Tanzania initiative to enable public schools to 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 and 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 plaques 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. Mpelu 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.

On the April 2, 2022, OUT female staff who are members of Tanzania Higher Learning Institutions Trade Union (THTU) visited and donated various items amounting to TSh. 4,075,000/- to patients admitted in Ocean Road hospital and children's wards of Muhimbili National Hospital (see figure 21 below).



Figure 21: The Chairman of the Tanzania Higher Learning Institutions Trade Union (THTU) OUT branch, Mr Salatiel Chaula, handing over part of various donations to the OUT Women’s Staff led by the Director of Postgraduate Studies, Prof. Magreth Bushesha (right), ready to deliver the items to the Ocean Road Hospital and Muhimbili National Hospital.

9.3 Conclusion

The data on admission indicate an increase in the number of students admitted to both genders in all five years from 2018/19 to 2022/23. The faculty of education shows higher admission rates when compared with other faculties. Since its establishment, the Open University of Tanzania cumulatively managed to enrol 36.2% non-Degree, 42.0% Undergraduate and 21.8% Postgraduate. It is a good observation for a significant contribution to human resources production in various fields and disciplines. The percentage ratio of cumulative enrolled and current students available in the cumulative record: current is 51%:48%. This percentage of students of 48.7% available in the record indicates a good observation of the balance of the currently active number versus cumulative data of enrolled students since the establishment of the institution. The physical meaning of these phenomena is that the institution is at equilibrium on admitting, maintaining, and graduating student data. Since the institution is progressing well on student admission by June 2023, the ratio of the academic staff to students was higher than in previous years. By June 2023, the staff-student ratio of 1:287 is against the one prescribed by TCU of 1:35 for traditional ODL delivery mode. OUT has a good number of academic staff who can work long enough to reach retirement age. By June 2023, it is noted that academic staff aged 56 to 65 and above are 37, which is 10.6% among the 348 total academic staff. So, the remaining 89.4% is a good number who can work long before retirement. Only the OUT it needs is to recruit at least a few academic staff to slightly reduce this 1:287 ratio of staff to student respectively in this 2023/24 academic year.

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