THE OPEN UNIVERSITY OF TANZANIA

FACTS AND FIGURES 2023/2024

Others New 7% (3831)

Others 22% (12723)

Dar es Salaam 35% (20091)

Zanzibar 3% (1797)

Iringa 3% (1533)

Kagera 3% (1831)

Morogoro 3% (2034)

Kilimanjaro 3% (2042)

Mbeya 4% (2171)

Mwanza 5% (2648)

Dodoma 5% (2686)

Arusha 7% (3776)
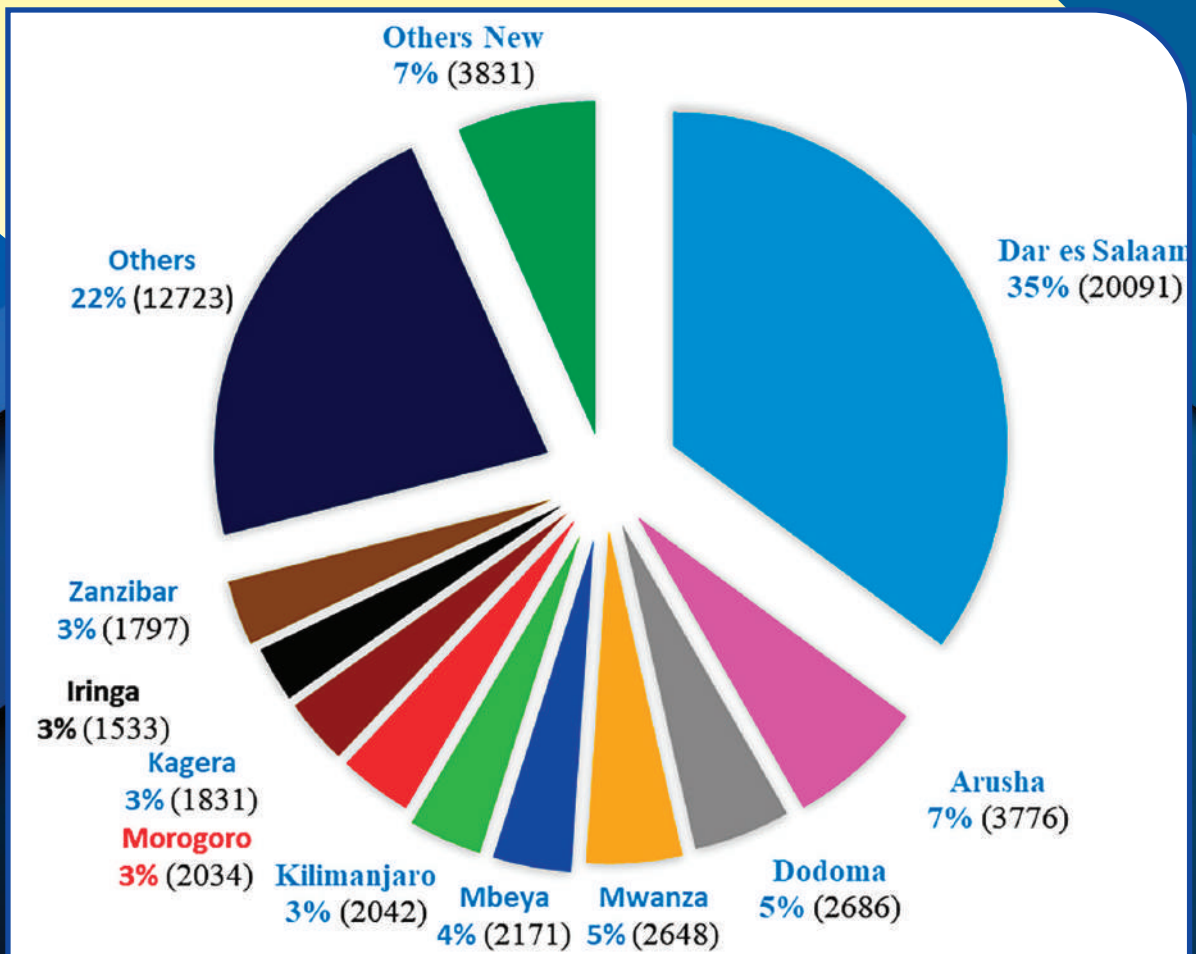
Graduates by Regional and Coordination Centres

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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 extremely crucial in feeding the OUT management as well as other stakeholders with vital inputs which facilitate strategic planning, coordination, implementation as well as monitoring and evaluation of various activities undertaken. This booklet also provides valuable information to key stakeholders who are engaged in the learning, delivery and advancement of higher education in Tanzania and across 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 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   **Dar es Salaam**
Vice Chancellor   **June 2024**

ACKNOWLEDGMENTS

The production of this booklet is a result of the combined efforts of numerous individuals across various capacities. I would like to take this opportunity to acknowledge and recognize those individuals who dedicated their time and resources to make the production of this booklet possible. I record my deepest appreciation for the work done.

I extended my deepest appreciation to Dr Rene Costa, the coordinator for Statistics and Records section of the Quality Assurance Unit, for his exceptional coordination and diligent oversight throughout the production process. Additionally, I acknowledge the role played by Mr Zawadi Anyeliswe, Statistician II, for assisting the collection, processing, organization, and analysis of data presented in this booklet.

A token of appreciation is due to the Communications and Marketing Unit for their meticulous typesetting of the final version of this booklet.

I sincerely appreciate the continued support and cooperation from the Deans of Faculties, Directors of Institutes, Director of Finance and Accounting, Director of Examination Teaching, Learning and Examination Services, Director of Human Resource Management, Director of Postgraduate Studies, the Director of Research, Publication and Innovation, Director of Undergraduate Studies in providing relevant and timely inputs. My gratitude also extends to the Dean of Students and the OUTSO Leadership. Their support was indispensable to the completion of this booklet.

Finally, I express my gratitude to the Editor for the excellent editorial work ensuring the booklet meets high professional standard. I also extend my appreciation to all staff members who contributed significantly to the production of these facts and figures booklet. To those whose specific sections are not mentioned here due to space limitations, please understand that your contributions are no less valued.

Dr. Emmanuel Kazuva   **Dar es Salaam**
Quality Assurance Unit   **June 2024**

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 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 Headquarters and 26 regional centres spread throughout Tanzania Mainland 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 thirty years of its operation (i.e. 1994 to 2023/24) to undergraduate students, about 35.1% of enrolled students have been pursuing degrees in Education; 18.4% in Arts and Social Sciences; 16.3 % in Law; 17.1% in Business Management; and 14.0% in sciences. Over 68.9% of Undergraduate Degree Students at the OUT are pursuing degrees in three major fields: Education, Law and Arts and Social Sciences. Over the same period, The Open University of Tanzania has cumulatively managed to enrol 221,046 students. Among the 221,046 enrolled students, 92035, 48807 and 80204 students were pursuing Undergraduate, Postgraduate and Non-degree programmes respectively. Currently, the University has an estimated total of 80,533 students by June 2024 who are still in the record. Among these student's active students who registered in 2023/2024 are 16,885 leaving 63,648 as the number of unregistered students.

More than 34.4% of cumulative enrolled students from non-degree and undergraduate come from the OUT regional centres of Arusha, Mwanza, Mbeya, Kilimanjaro, Morogoro, Dodoma, Iringa, Tanga, and Kagera. Of these nine regional centres, which had cumulative enrollment of more than 58,949 (34.4%) students from 1994 to 2023/24, Dar es Salaam region include Ilala, Kinondoni and Temeke had 48,897 (28.5%) which is the highest cumulative enrollment. For the coordination centre Zanzibar had 4905 which is the highest cumulative enrolment. The centres with lowest number of admitted students from 1994 to 2023/24 are Kahama 935, Songwe 883 and Tunduru 131. It is important to note that many of these centres have only recently started rendering services. The then Dar es Salaam regional centre and the nine regional centres mentioned earlier have recruited more than 107,846 (62.9%) of Undergraduate Degree and Non-Degree students.

Faculty-wise, it is the Faculty of Education which has the highest number of female Undergraduate Degree 11,881 (41.2%), followed by the Faculty of Arts and Social Sciences 6,313 (21.9%). Faculty of Law 2,443 (8.5%) has the lowest number of female students.

Faculty of Science, Technology and Environmental Study 3,210 (11.1%). Faculty of Business Management 4970 (17.2%).

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 2024 had a total number of 689 qualified Staff of whom, 346 were academic staff, 222 (64.2%) were males and 124 (35.8%) were females. Equally, up to June 2024, the OUT had 244 Administrative staff, out of whom 84 (34.4%) were males and 160 (65.6%) were females. During the same period, OUT had 99 Technical staff, whereby 84 (84.8%) were males and 15 (15.2%) were females.

The cumulative number of graduates from 1999 to December 2023 was 57,957 whereby 23,904 (41.2%) were females. Among 57,957 graduates, 25,029 students graduated in non-degree programmes out of whom 11,286 (45.1%) were females, 24,243 students graduated in Undergraduate degree programmes out of whom 9,610 (39.6%) were females and 8,685 were graduates for Postgraduate and Honorary degrees whereby 3,008 (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 Tanzania Mainland and four coordinating centres in Unguja and Pemba in Zanzibar, Kahama and Tunduru. Each centre serves as a coordination and administrative centre, headed by a director. There are also coordination centres outside the country; these include centres in Kenya, Namibia, Ethiopia and Ghana.

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

The University has seven academic Directorates: Directorate of Examination Syndicate (DES), Directorate of Undergraduate Studies (DUGS), Directorate of Library Services (DLS), Directorate of Open University Consultancy Bureau (DOCB), Directorate of Quality Assurance and Control (DQAC), Directorate of Postgraduate Studies (DPGS), Directorate of Research, Publications and Innovations (DRPI) 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 (2019/20 – 2023/24) and sum of cumulative data (1994 – 2023/24) 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.
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Chapter One
STUDENT ENROLMENT

1.1   Introduction
Student enrolment is viewed into the three categories that is non-degree, undergraduate and postgraduate level programmes. The undergraduate programmes are the blood vessels in the heart of the OUT's operations. The OUT attracts students from the highly heterogeneous groups of applicants across the country and beyond. Indeed, the OUT-admission policy accords priority on academic merits, and in any case, it does not discriminate students on the basis of gender, colour, race, religion, nationality, partisanship in politics, sexual orientation or physical disabilities.

1.2   Enrolment into Non-Degree Programmes
Table 1 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 as indicated in the previous fact and figures booklets. 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 as indicated in the previous fact and figures booklet.

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-five years of its existence (i.e. from academic year 2000 to academic year 2023/24), the CYP–Dip programme has enrolled more than 2,867 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 7.

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 2023/24 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 1: Admission into Various Non-Degree Programmes 2019/20 – 2023/24

Programme	2019/20			2020/21			2021/22		
	M	F	T	M	F	T	M	F	T
OFC	-	-	-	-	-	-	0	0	0
Foundation Progr (NTA 6)	1,863	1,170	3,033	1,837	1,064	2,901	1733	1161	2894
CYP-Dip	147	85	232	87	40	127	179	76	255
CCDE	0	0	0	0	0	0	1	0	1
ODDEOL	0	0	0	0	0	0	0	0	0
ODPTE	631	609	1,240	1,042	1,207	2,249	522	538	1060
ODPPH	0	0	0	0	0	0	4	0	4
CPPH	0		0	0	0	0	0	0	0
CECE	33	41	74	32	28	60	40	40	80
DECE	25	50	75	23	58	81	39	56	95
Cert in Youth Programme	236	93	329	158	80	238	214	108	322
OC ICT	169	73	242	171	30	201	181	24	205
OD Computer Science	75	21	96	129	27	156	146	16	162
Cert in Tour Guiding	4	4	8	4	2	6	7	4	11
BCE	9	3	12	10	5	15	15	5	20
BCLIS	31	19	50	30	14	44	41	21	62
DLIS	17	15	32	10	9	19	30	13	43
Test programme	0	0	0	0	0	0	0	0	0
BTC in Bus. Admin	36	28	64	1	0	1	150	60	210
BTC in Proc & Supply	95	60	155	100	39	139	155	54	209
CHBT	0	31	31	2	4	6	0	2	2
DIP in Acc	23	11	34	35	7	42	75	36	111
DIP in Bus. Admin	44	21	65	61	26	87	90	43	133
Dip in Proc & Supply	39	24	63	46	26	72	105	38	143
TC in Bus. Admin	0	0	0	88	32	120	0	0	0
TC in Proc & Supply	2	0	2	1	1	2	0	0	0
TC in Acc	1	0	1	0	0	0	0	0	0
BTC in Acc	29	12	41	43	19	62	72	22	94
Basic Cert in SW (NTA Level 4)	17	21	38	87	83	170	178	125	303
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	90	73	163
Diploma in Entrepreneurship	0	0	0	1	0	1	0	0	0
CM&E	0	0	0	0	0	0	16	5	21
DM&E	0	0	0	0	0	0	4	1	5
Total	3,536	2,397	**5,933**	4,033	2,822	**6,855**	4087	2521	**6608**

Table 1 Contd...

Programme	2022/23			2023/2024			1996 – 2023/2024		
	M	F	T	M	F	T	M	F	T
OFC	0	0	0	0	0	0	17058	10137	27195
Foundation Progr (NTA 6)	2219	1282	3501	1613	1413	3026	11471	7446	18917
CYP-Dip	317	171	488	182	115	297	2001	866	2867
CCDE	0	0	0	0	0	0	118	57	175
ODDEOL	0	0	0	0	0	0	187	63	250
ODPTE	524	548	1072	505	492	997	9590	8455	18045
ODPPH	9	1	10	5	0	5	101	17	118
CPPH	0	0	0	0	0	0	33	7	40
CECE	65	160	225	69	122	191	348	531	879
DECE	45	111	156	51	112	163	538	730	1268
Cert in Youth Programme	168	101	269	124	77	201	1134	564	1698
OC ICT	230	25	255	68	6	74	1333	307	1640
OD Computer Science	108	12	120	42	9	51	776	146	922
Cert in Tour Guiding	0	0	0	0	0	0	16	10	26
BCE	12	13	25	14	12	26	71	43	114
BCLIS	33	27	60	29	28	57	181	136	317
DLIS	37	41	78	28	31	59	153	129	282
Test programme	0	0	0	0	0	0	48	15	63
BTC in Bus. Admin	167	100	267	130	105	235	502	311	813
BTC in Proc & Supply	204	102	306	129	75	204	752	377	1129
CHBT	1	5	6	1	4	5	4	50	54
DIP in Acc	48	18	66	15	7	22	209	85	294
DIP in Bus. Admin	67	32	99	35	17	52	316	156	472
Dip in Proc & Supply	71	28	99	34	6	40	321	129	450
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	77	33	110	43	21	64	279	116	395
Basic Cert in SW (NTA Level 4)	169	161	330	140	110	250	591	500	1091
BTC in SW (NTA Level 5)	1	0	1	0	0	0	1	0	1
Diploma in SW (NTA Level 6)	44	17	61	35	35	70	214	152	366
Diploma in Entrepreneurship	0	0	0	0	0	0	1	0	1
CM&E	43	16	59	49	14	63	108	35	143
DM&E	19	4	23	6	0	6	29	5	34
Total	4678	3008	**7686**	3347	2811	**6158**	48589	31615	**80204**

1.3 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 65.9% in 2022/2023. The slightly downward trend noticed to male students to 63.1% in 2023/24. The percentage of female students enrolled has been fluctuating from 38.1% in 2019/20 to 34.1% in 2022/23. In 2023/24 percentage of female noticed to be 36.9% 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.
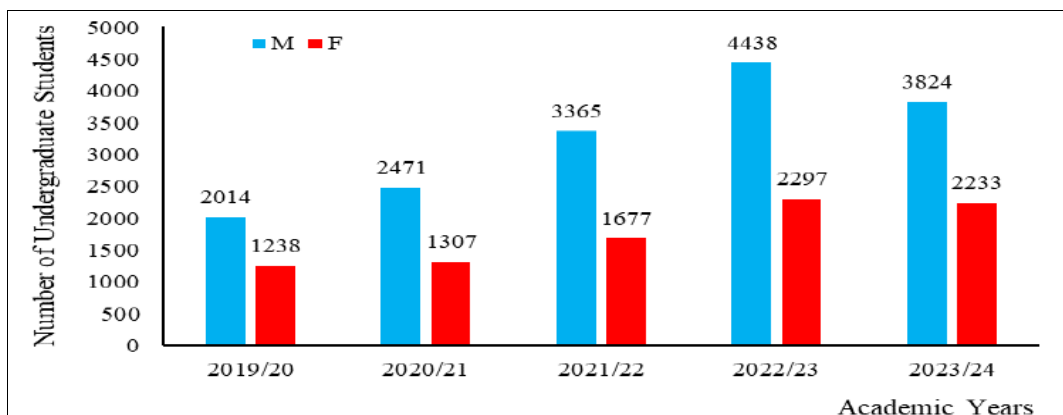
Figure 1: Admission by Gender

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 BHRM, BED (PM), LL.B, BSW, BBA (Acc.), B.Sc. (ICT) and B.A. Ed are the most popular to both male and female students to 2023/24 academic year. OUT needs to enhance its efforts to network with a number of organisations that deal with the gender dimension in Tanzania in coming academic years. 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.

1.4   Enrolment at Undergraduate Level by Degree Programmes

During the last thirty years, about 34.2% of enrolled students have been studying the undergraduate degree in education; 16.3% have been enrolled in LLB programme; about 17.1% in Business Management; 18.4% in Arts and Social Sciences; and 14.0% in sciences. Strictly speaking, over 68.9% 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. The rest are taking business programmes and sciences about 17.1% and 14.0% respectively.

It is noted that from 2014/2015 academic year to 2017/18 and now the following years, the programmes of B.Ed, and BA appeared to have no students. This situation leads to the lower number of its cumulative figures. This can be identified in the previous fact and figures for references in connection to the current trends of the programme in Table 1. This lacks of students 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 2 below). Similarly, the case is observed to the business programmes, where introduction of specialized business administration the B.Com. (Gen) and B.Com. (Ed) are not on offer.

Table 2: Admission into Undergraduate Programmes from 2019/2020 to 2023/2024

Programme	2019/20			2020/2021			2021/2022		
	M	F	T	M	F	T	M	F	T
B.A.(Gen.)	-	-	-	-	-	-	0	0	0
B.A.(Ed.)	137	117	254	152	110	262	152	128	280
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	311	146	457	383	110	493	436	139	575
B.Sc.(Gen.)	52	20	72	44	13	57	78	13	91
B.Sc.(Ed.)	101	36	137	84	32	116	135	30	165
BBA (Gen.)	0	0	0	0	0	0	0	0	0
BBA (Ed.)	16	12	28	27	7	34	27	13	40
B.A.T	27	13	40	26	11	37	48	21	69
B.Sc.(ICT)	87	13	100	136	19	155	198	15	213
B. Ed. (SE)	57	40	97	36	34	70	68	55	123
B.A.(SW)	0	0	0	0	0	0	0	0	0
B.A.(Soc.)	32	24	56	50	40	90	112	81	193
B.A.J	8	2	10	9	6	15	27	5	32
B.A.(Mass Com.)	28	14	42	50	28	78	73	34	107
B.Sc.(ES)	44	12	56	49	24	73	100	39	139
BBA (Acc.)	59	41	100	126	74	200	185	98	283
BBA (Fin.)	23	12	35	58	24	82	71	39	110
BBA (HRM)	32	15	47	37	28	65	52	24	76
BBA (IB)	20	7	27	31	17	48	45	19	64
BBA (Mark.)	40	19	59	64	37	101	68	55	123
B. Ed. TE	29	21	50	39	11	50	46	13	59
B. Ed. (AE)	17	22	39	22	19	41	26	12	38
B. Ed. (PM)	297	216	513	320	203	523	298	189	487
BHRM	113	120	233	171	130	301	261	186	447
B (LIM)	36	40	76	35	52	87	35	48	83
BA (English Lang and Ling)	3	1	4	2	0	2	0	0	0
BA (History)	1	0	1	5	1	6	0	0	0
BA (International Relations)	54	12	66	93	30	123	94	28	122
BA (Kisw and Creative Studies)	2	4	6	8	6	14	5	3	8
BA(NRAM)	14	3	17	22	5	27	40	7	47
BA (Population and Develop.)	10	4	14	8	1	9	13	1	14
BA (Public Administration)	79	44	123	115	66	181	161	91	252
BA Economics	20	6	26	18	6	24	26	8	34
BA Literature	0	0	0	2	0	2	0	1	1
Bachelor of CED	55	48	103	50	46	96	67	67	134
BSC (Energy Resources)	7	3	10	15		15	15	1	16
BSc (FND)	109	96	205	66	33	99	114	52	166
BSc DM	29	8	37	37	12	49	60	7	67
BSc.ES(M)	18	7	25	21	5	26	0	0	0
BA Social Psychology	0	0	0	0	0	0	0	0	0
BSW	47	40	87	55	63	118	105	104	209
BPSCM	0	0	0	5	4	9	124	51	175
Total	2014	1238	**3252**	2471	1307	**3778**	3365	1677	**5042**

Table 2: Continued (…)

Programme	2022/2023			2023/2024			1994 – 2023/2024		
	M	F	T	M	F	T	M	F	T
B.A.(Gen.)	0	0	0	0	0	0	2459	812	3271
B.A.(Ed.)	188	146	334	173	101	274	9277	4881	14158
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	544	146	690	388	128	516	12601	2443	15044
B.Sc.(Gen.)	98	33	131	68	28	96	2331	715	3046
B.Sc.(Ed.)	194	55	249	162	64	226	3394	1145	4539
BBA (Gen.)	0	0	0	0	0	0	2427	611	3038
BBA (Ed.)	39	7	46	42	18	60	898	376	1274
B.A.T	68	32	100	54	34	88	874	296	1170
B.Sc.(ICT)	228	32	260	245	35	280	1617	259	1876
B. Ed. (SE)	99	111	210	127	134	261	593	593	1186
B.A.(SW)	0	0	0	0	0	0	541	537	1078
B.A.(Soc.)	134	112	246	110	101	211	1463	1255	2718
B.A.J	39	12	51	24	17	41	263	111	374
B.A.(Mass Com.)	76	38	114	86	40	126	765	480	1245
B.Sc.(ES)	137	45	182	130	49	179	996	311	1307
BBA (Acc.)	242	147	389	190	124	314	1377	763	2140
BBA (Fin.)	78	26	104	76	41	117	681	290	971
BBA (HRM)	44	32	76	42	37	79	505	323	828
BBA (IB)	42	24	66	34	18	52	278	144	422
BBA (Mark.)	93	47	140	93	47	140	702	389	1091
B. Ed. TE	73	14	87	51	16	67	605	333	938
B. Ed. (AE)	25	25	50	25	22	47	331	314	645
B. Ed. (PM)	389	242	631	339	208	547	3197	2554	5751
BHRM	351	292	643	296	275	571	1962	1631	3593
B (LIM)	49	53	102	50	39	89	311	409	720
BA (English Lang and Ling)	0	0	0	4	1	5	36	19	55
BA (History)	0	0	0	0	0	0	21	6	27
BA (International Relations)	143	38	181	102	49	151	704	284	988
BA (Kisw and Creative Studies)	24	12	36	7	7	14	91	95	186
BA(NRAM)	58	14	72	61	18	79	276	81	357
BA (Population and Develop.)	18	10	28	9	3	12	155	86	241
BA (Public Administration)	286	104	390	189	94	283	1270	585	1855
BA Economics	38	11	49	36	14	50	245	76	321
BA Literature	0	0	0	0	0	0	6	2	8
Bachelor of CED	65	69	134	55	80	135	436	443	879
BSC (Energy Resources)	32	3	35	27	5	32	154	68	222
BSc (FND)	179	102	281	131	96	227	773	609	1382
BSc DM	62	16	78	68	16	84	323	75	398
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	165	166	331	170	192	362	702	731	1433
BPSCM	138	81	219	160	82	242	427	218	645
Total	4438	2297	**6735**	3824	2233	**6057**	63218	28817	**92035**

1.5 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 presents the student enrolment at the level of first degree in Faculties paying adequate attention on the gender dimension. Broadly speaking, this exercise in essence complements the analysis at the programme level carried out in the previous sections. Cumulatively (1994 – 2023/24), and as depicted from Table 3 that the Faculty of Education (FED) has led in enrolling good number of students 31,435 (34.2%) in both males and females as compared to other Faculties followed by the Faculty of FASS 16,935 (18.4%). Faculty of Science, Technology and Environmental Study has enrolled the least number of students about 12,899 (14.0%), Faculty of Law 15,044 (16.3%) and its faculty of business management 15,722 (17.1%). The information of number of students admitted for 2023/24 academic year is specifically depicted in Figure 2 as number of students for each faculty are identified as FSTES 1124 (19%), FLW 516 (8%), FAS 1646 (27%), FMB (25%) and FED 1256 (21%).
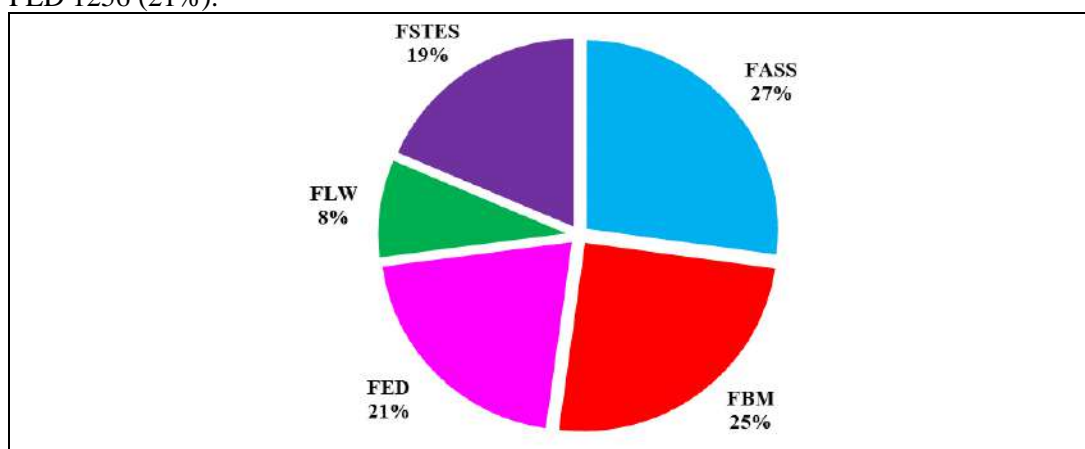
Figure 2: Percentage of Undergraduate Degree Students Admission in the Faculties in 2023/24

Table 3: Undergraduate Students Admission (Yearly) and its cumulative data since (1994 – 2023/24) into Various Faculties

Programme	2019/20			2020/21			2021/22		
	M	F	T	M	F	T	M	F	T
FASS	416	255	671	548	361	909	806	499	1305
FBM	287	214	501	492	314	806	806	472	1278
FED	654	464	1,118	596	384	980	617	410	1027
FLW	311	146	457	383	110	493	436	139	575
FSTES	346	159	505	452	138	590	700	157	857
Total	2,014	1,238	**3,252**	2,471	1,307	**3,778**	3365	1677	**5042**

Table 3: Contd…

Programme	2022/2023			2023/2024			1994 – 2023/2024		
	M	F	**T**	M	F	**T**	M	F	**T**
FASS	1163	671	1834	957	689	1646	10622	6313	16935
FBM	1027	656	1683	891	624	1515	10752	4970	15722
FED	774	538	1312	757	499	1256	19554	11881	31435
FLW	544	146	690	388	128	516	12601	2443	15044
FSTES	930	286	1216	831	293	1124	9689	3210	12899
Total	4438	2297	**6735**	3824	2233	**6057**	63218	28817	**92035**

1.6 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 4 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 4 that more than 34.4% of enrolled students come from the OUT regional centres of Arusha, Mwanza, Mbeya, Kilimanjaro, Morogoro, Dodoma, Iringa, Tanga, and Kagera. Of these nine regional centres, which had cumulative enrollment of more than 58,949 (34.4%) students from 1994 to 2023/24, Dar es Salaam as administrative centre include Ilala, Kinondoni and Temeke had the highest cumulative enrolment 48,897 (28.5%). The centres with lowest number of admitted students are Kahama 935, Songwe 883 and Tunduru 131. For the coordination centre Zanzibar had highest cumulative enrolment (4905). In short, from 1994 to 2023/24, ten regional centres (i.e. they then Dar es Salaam regional centre and the nine regional centres mentioned earlier) have recruited more than 107,846 (62.9%) of Undergraduate Degree and Non-Degree students.

Table 4: Students Admission by Regional/Coordination Centre/Country (Non-Degree and Undergraduate Degrees)

10 /Countries	2019/20			2020/21			2021/22		
	M	F	T	M	F	T	M	F	T
Arusha	410	287	697	404	264	668	514	299	813
Dar es Salaam	-	-	-	-	-	-	0	0	0
Ilala	167	120	287	746	403	1,149	330	211	541
Kinondoni	1,024	835	1,859	787	579	1,366	1078	856	1934
Temeke	57	32	89	48	27	75	108	55	163
Dodoma	236	187	423	323	223	546	452	221	673
Geita	209	76	285	174	79	253	180	92	272
Iringa	140	98	238	119	82	201	159	98	257
Kagera	210	113	323	207	92	299	229	79	308
Kahama	67	53	120	92	40	132	120	48	168
Katavi	84	33	117	81	23	104	123	68	191
Kigoma	142	61	203	189	37	226	312	124	436
Kilimanjaro	140	123	263	165	129	294	199	155	354
Lindi	122	46	168	106	44	150	192	68	260
Manyara	125	89	214	111	76	187	107	77	184
Mara	221	98	319	219	92	311	271	96	367

10 /Countries	2019/20			2020/21			2021/22		
	M	F	T	M	F	T	M	F	T
Mbeya	223	153	376	266	163	429	286	166	452
Morogoro	176	126	302	299	130	429	366	202	568
Mtwara	116	77	193	153	71	224	223	102	325
Mwanza	337	215	552	535	675	1,210	387	187	574
Njombe	77	59	136	70	30	100	101	55	156
Pemba	34	23	57	51	28	79	62	31	93
Pwani	116	74	190	114	98	212	193	145	338
Rukwa	85	41	126	75	44	119	122	37	159
Ruvuma	167	107	274	138	103	241	174	125	299
Shinyanga	69	81	150	83	48	131	94	49	143
Simiyu	122	45	167	113	60	173	157	59	216
Singida	115	61	176	208	135	343	128	68	196
Songwe	80	36	116	63	52	115	93	53	146
Tabora	191	58	249	221	83	304	228	69	297
Tanga	151	121	272	148	94	242	239	159	398
Tunduru	4	2	6	7	0	7	24	1	25
Zanzibar	133	105	238	166	115	281	193	137	330

Table 4: Contd…

Reg.Centres /Countries	2022/23			2023/2024			1994 -2023/2024		
	M	F	T	M	F	T	M	F	T
Arusha	574	361	935	429	359	788	6681	3928	10609
Dar es Salaam	0	0	0	0	0	0	7255	3646	10901
Ilala	500	345	845	369	304	673	5420	3576	8996
Kinondoni	1285	953	2238	960	879	1839	14264	10897	25161
Temeke	151	61	212	125	72	197	2161	1678	3839
Dodoma	568	316	884	430	338	768	4732	2730	7462
Geita	231	92	323	223	108	331	2100	823	2923
Iringa	208	144	352	165	123	288	3564	1782	5346
Kagera	272	117	389	227	137	364	4179	1484	5663
Kahama	152	59	211	147	77	224	634	301	935
Katavi	130	89	219	117	39	156	978	514	1492
Kigoma	219	94	313	245	99	344	3473	988	4461
Kilimanjaro	261	200	461	199	203	402	3935	2602	6537
Lindi	232	121	353	122	71	193	2153	772	2925
Manyara	154	92	246	131	76	207	2165	1217	3382
Mara	350	127	477	257	130	387	3556	1332	4888
Mbeya	392	251	643	268	219	487	4938	2319	7257
Morogoro	376	182	558	296	159	455	4212	2441	6653
Mtwara	256	123	379	179	88	267	2777	1103	3880
Mwanza	439	250	689	340	229	569	6164	3190	9354
Njombe	112	72	184	91	71	162	1053	690	1743
Pemba	100	50	150	37	38	75	997	542	1539
Pwani	255	166	421	203	166	369	2297	1460	3757
Rukwa	133	70	203	134	81	215	2078	582	2660
Ruvuma	205	144	349	169	94	263	2723	1307	4030
Shinyanga	127	75	202	156	94	250	3135	1305	4440
Simiyu	214	70	284	178	113	291	1191	608	1799
Singida	196	119	315	139	105	244	2209	1178	3387
Songwe	134	60	194	114	65	179	573	310	883
Tabora	269	110	379	214	93	307	3108	1112	4220

Reg.Centres /Countries	2022/23			2023/2024			1994 -2023/2024		
	M	F	T	M	F	T	M	F	T
Tanga	275	181	456	258	225	483	3457	1945	5402
Tunduru	26	18	44	27	19	46	89	42	131
Zanzibar	319	193	512	220	170	390	3142	1763	4905

Table 4: Contd…

Reg.Centres /Countries	2019/20			2020/21			2021/22		
	M	F	T	M	F	T	M	F	T
Algeria	0	0	0	0	0	0	0	0	0
Angola	0	0	0	0	0	0	0	0	0
Botswana	0	0	0	1	0	1	0	0	0
Burundi	0	0	0	0	0	0	0	0	0
Cameroon	0	0	0	0	0	0	0	0	0
China	0	0	0	0	0	0	1	0	1
Congo	0	0	0	0	0	0	0	0	0
Ethiopia	0	0	0	0	1	1	0	0	0
Ghana	0	0	0	16	8	24	3	2	5
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	0	0	0	5	0	5	3	3	6
Korea	0	0	0	0	0	0	0	0	0
Lesotho	0	0	0	0	0	0	0	0	0
Libya	0	0	0	0	0	0	0	0	0
Malawi	0	0	0	0	0	0	1	0	1
Namibia	0	0	0	0	0	0	0	1	1
Netherlands	0	0	0	0	0	0	0	0	0
Nigeria	0	0	0	0	0	0	0	0	0
Rwanda	0	0	0	1	0	1	0	0	0
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	0	0	0	0	0	0	0	0
Sweden	0	0	0	0	0	0	0	0	0
Taiwan	0	0	0	0	0	0	0	0	0
Thailand	0	0	0	0	0	0	0	0	0
Uganda	0	0	0	0	1	1	0	0	0
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	5550	3635	**9185**	6504	4129	**10633**	7452	4198	**11650**

Table 4: Contd…

Reg.Centres /Countries	2022/23			2023/2024			1994 -2023/2024		
	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

Reg.Centres	2022/23			2023/2024			1994 -2023/2024		
/Countries	M	F	T	M	F	T	M	F	T
Cameroon	0	0	0	0	0	0	1	0	1
China	0	0	0	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	0	0	0	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	1	0	1	1	0	1	168	97	265
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	0	0	0	0	0	0	7	1	8
Namibia	0	0	0	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	1	0	1	26	0	26
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	9116	5305	14421	7171	5044	12215	111809	60431	172240

1.7 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 6 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 7605 students since 2002 followed by MBA with a total enrolment of 7497 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 6 that Postgraduate Diploma in Law attracts more students (907) than the LLM programme that enrolled 530 only. However, the LLM (IT&T) programmes which is an African-wide programme is also very popular have 186 students. 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 7605 students. It is also clear from Table 6 that Science Postgraduate programmes have the lowest admission levels per annum as well as the cumulative enrolment. Table 5 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 5: **Students Admission by Regional/Coordination Centre/Country (Postgraduate Degrees) 2023/2024**

Reg.Centres /Countries	2023/24		
	M	F	T
Arusha	114	54	168
Dar es Salaam	0	0	0
Ilala	40	33	73
Kinondoni	425	275	700
Temeke	8	2	10
Dodoma	261	127	388
Geita	88	17	105
Iringa	62	18	80
Kagera	73	27	100
Kahama	50	16	66
Katavi	50	10	60
Kigoma	116	37	153
Kilimanjaro	77	46	123
Lindi	59	18	77
Manyara	50	13	63
Mara	81	28	109
Mbeya	114	40	154
Morogoro	139	43	182
Mtwara	74	25	99
Mwanza	150	77	227
Njombe	41	11	52
Pemba	27	7	34
Pwani	60	22	82
Rukwa	46	17	63
Ruvuma	66	26	92
Shinyanga	62	15	77
Simiyu	58	14	72
Singida	68	20	88
Songwe	36	12	48
Tabora	74	25	99
Tanga	83	34	117
Tunduru	5	1	6
Zanzibar	159	81	240
TOTAL	2858	1214	**4072**

Table 6: Admission of Postgraduate Students into Various Programmes

Programme	2019/20			2020/21			2021/22			2022/23			2023/24			2001 – 2023/24		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Ph.D	202	65	267	112	30	142	54	14	68	187	62	249	205	70	275	2018	574	2592
PGDE	185	79	264	139	41	180	39	23	62	116	53	169	126	53	179	3010	1223	4233
M.Dist. Ed.	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0	237	92	329
M.Ed	-	-	-	-	-	-	0	0	0	0	0	0	2	0	2	32	7	39
M.Ed APPS	389	159	548	235	83	318	76	26	102	223	134	357	281	114	395	5155	2450	7605
M.Ed APPS Thesis	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MA	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0	250	87	337
MBA	285	111	396	164	53	217	59	15	74	224	95	319	318	78	396	5929	1568	7497
MBA Thesis	2	2	4	2	0	2	0	0	0	1	0	1	0	1	1	5	3	8
MBA-Finance	-	-	-	-	-	-	-	-	-	2	0	2	0	0	0	2	0	2
MBA-Marketing	-	-	-	-	-	-	-	-	-	2	0	2	0	0	0	2	0	2
MSc	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20	11	31
PGDL	72	7	79	15	8	23	5	1	6	42	29	71	48	28	76	755	152	907
LLM	0	0	0	0	0	0	4	0	4	0	0	0	0	0	0	424	106	530
LL.M Thesis	3	1	4	2	1	3	0	0	0	0	0	0	1	1	2	10	4	14
LLM C&D	71	19	90	52	10	62	14	7	21	0	0	0	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	53	31	84	32	18	50	11	7	18	44	36	80	47	63	110	1143	787	1930
MA SW	0	0	0	0	0	0	0	0	0	48	44	92	0	0	0	263	225	488
MA TPM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	183	52	235
MTPM	36	13	49	26	10	36	9	4	13	17	10	27	26	17	43	138	57	195
MBA (T & L) Mgt	34	3	37	37	9	46	15	2	17	40	8	48	0	0	0	382	54	436
MHRM	214	94	308	135	54	189	37	17	54	197	158	355	213	88	301	2179	1115	3294
MSc Economics	64	9	73	34	6	40	10	1	11	59	9	68	61	11	72	653	92	745
LL.M ICJ	27	3	30	21	2	23	2	5	7	36	13	49	38	16	54	248	56	304
LLM ITI	-	-	-	-	-	-	-	-	-	27	16	43	59	22	81	86	38	124
PGDBS	100	39	139	61	17	78	21	5	26	82	40	122	89	29	118	952	364	1316
MA Kisw	50	42	92	25	21	46	6	5	11	17	16	33	20	13	33	451	428	879
MA Kisw Thesis	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	2	3

Table 6: Contd (…)

Programme	2019/20			2020/21			2021/22			2022/23			2023/24			2001 – 2023/24		
	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	0	0	0	1	0	1
MA Linguistics	0	0	0	1	0	1	2	0	2	4	1	5	3	1	4	36	6	42
MA Linguistics Thesis	4	1	5	0	0	0	0	0	0	2	2	4	1	0	1	7	3	10
MA Rel. Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5
MSC Env. Studies	89	7	96	0	0	0	0	0	0	23	5	28	0	0	0	225	36	261
MSC Botany	0	0	0	2	0	2	0	0	0	1	0	1	2	0	2	8	0	8
MSC Chemistry	0	0	0	2	0	2	0	0	0	2	0	2	2	0	2	12	0	12
MSC Physics	0	0	0	2	1	3	0	0	0	0	0	0	0	1	1	5	2	7
MSC Maths	0	0	0	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	2	0	2	2	1	3
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	24	2	26	127	15	142
MA Sociology Thesis	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
M.ED ODL	6	3	9	5	0	5	6	1	7	13	3	16	7	2	9	287	115	402
MED Thesis	2	0	2	0	1	1	0	0	0	2	3	5	1	1	2	7	6	13
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	0	0	0	3	0	3
MA Kiswahili (Linguistics)	-	-	-	-	-	-	-	-	-	1	0	1	8	1	9	9	1	10
MA Kiswahili (Literature)	-	-	-	-	-	-	-	-	-	4	0	4	0	0	0	4	0	4
MPM	246	68	314	183	67	250	49	8	57	196	66	262	197	38	235	2191	616	2807
MA History	6	0	6	2	0	2	0	0	0	4	0	4	0	0	0	88	8	96
MA History Thesis	0	1	1	0	0	0	0	0	0	2	0	2	0	0	0	2	1	3
PGDCDD	8	4	12	4	0	4	3	2	5	6	4	10	8	3	11	302	185	487
PGDSW	39	33	72	18	9	27	27	9	36	81	51	132	62	30	92	294	175	469
MSc Biology	0	0	0	6	0	6	0	0	0	0	0	0	2	0	2	17	2	19
MSC Zoology Thesis	1	0	1	7	0	7	0	0	0	7	0	7	2	0	2	17	0	17
M.ES	0	0	0	39	10	49	17	1	18	41	9	50	79	27	106	447	130	577
MES Thesis	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	2	1	3
MES Health	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
MA ICD	53	30	83	42	13	55	18	8	26	49	10	59	42	22	64	387	172	559

Programme	2019/20			2020/21			2021/22			2022/23			2023/234			2001 - 2023/24		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
MANRAM	37	7	44	26	2	28	22	3	25	23	7	30	65	11	76	388	76	464
MA NRM	-	-	-	-	-	-	-	-	-	27	3	30	0	0	0	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	99	18	117	85	14	99	37	7	44	109	45	154	116	38	154	637	167	804
MSc (ICT)	0	0	0	2	0	2	7	0	7	74	10	84	0	0	0	104	11	115
MSc ICT Thesis	2	0	2	0	0	0	0	0	0	2	0	2	0	0	0	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	16	24	40	13	10	23	7	1	8	11	18	29	29	24	53	126	120	246
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	0	0	0	7	6	13
MHACD	27	12	39	21	6	27	9	3	12	26	11	37	28	10	38	159	53	212
PGDSW Hybrid	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	12	24
MA in GI	26	17	43	0	0	0	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	0	0	0	1	0	1
MA Geography	0	0	0	1	0	1	0	0	0	1	0	1	2	0	2	8	0	8
MA M & E	251	84	335	125	58	183	61	35	96	183	79	262	173	96	269	1516	585	2101
MSW	43	25	68	17	23	40	16	12	28	0	0	0	81	65	146	337	261	598
M.Sc. Food Science Thesis	-	-	-	-	-	-	-	-	-	2	0	2	0	0	0	2	0	2
MSc HN	0	0	0	0	3	3	0	0	0	0	0	0	4	9	13	8	20	28
MSc HN Thesis	1	2	3	0	0	0	0	0	0	7	12	19	0	0	0	8	14	22
MSc Zoology	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0	2	3	5
eLLM ICT	38	5	43	17	2	19	14	3	17	35	17	52	46	24	70	223	70	293
MA GS	0	0	0	10	14	24	7	7	14	30	48	78	35	45	80	120	171	291
MA Mass Com	40	13	53	29	11	40	3	7	10	40	26	66	57	43	100	259	165	424
MA Mass Com Thesis	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MED CDD	64	20	84	33	8	41	15	2	17	52	25	77	41	22	63	493	192	685
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	1	1	0	0	0	1	1	2
MSC ITM	45	9	54	55	6	61	1	0	1	0	0	0	51	13	64	152	28	180
LLM LAM	1	0	1	15	3	18	5	0	5	86	26	112	66	33	99	173	62	235
MED QM	48	9	57	44	18	62	16	4	20	82	37	119	80	46	126	270	114	384
PGD TVET	2	0	2	12	1	13	3	0	3	4	0	4	28	5	33	49	6	55
PGDE TEVETE	-	-	-	-	-	-	2	0	2	63	9	72	0	0	0	65	9	74
Total	3013	1073	**4086**	1952	646	**2598**	715	245	**960**	2697	1267	**3964**	2879	1217	**4096**	35206	13601	**48807**

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 1,395 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 (484) pursuing postgraduate degree programmes. The other six countries with the number of international students in brackets are; Kenya (199), Ghana (85), Uganda (83), Namibia (82), Ethiopia (74), Zambia (60) and Burundi (33). See table below.

Table 7: Admission of Postgraduate Students from various Country 2019/20 – 2023/24

Country	2019/20			2020/21			2021/2022			2022/23			2023/24			2001 – 2023/24		
	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	1	0	1	0	0	0	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	1	0	1	0	0	0	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	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	25	8	33
Canada	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Cameroon	1	0	1	1	0	1	0	0	0	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	2	0	2	1	0	1	2	1	3	0	0	0	0	0	0	16	6	22
Czech Republic	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1
Ethiopia	7	3	10	28	19	47	0	0	0	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	2	3	0	0	0	0	0	0	0	0	0	0	0	0	5	8	13
German	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	2	0	2
Ghana	0	0	0	14	1	15	6	1	7	1	0	1	0	0	0	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	11	4	15	4	1	5	15	5	20
Holland	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Kenya	2	2	4	1	2	3	0	0	0	1	0	1	1	1	2	118	81	199
Libya	1	0	1	0	0	0	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	1	0	1	1	0	1	0	0	0	0	0	0	12	5	17
Malawi	2	1	3	0	0	0	1	0	1	0	0	0	3	0	3	17	4	21
Misri	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1
Namibia	4	1	5	1	0	1	1	1	2	1	3	4	1	0	1	57	25	82
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	1	0	1	1	0	1	0	0	0	0	0	0	15	3	18
Pakistan	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	2
Rwanda	3	3	6	1	0	1	3	2	5	10	2	12	10	0	10	392	92	484
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	1	0	1	2	0	2
South Sudan	2	0	2	0	0	0	0	0	0	2	0	2	0	0	0	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	1	5	1	0	1	3	0	3	0	0	0	1	1	2	62	21	83
UK	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1
USA	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	2	2
Zambia	1	3	4	1	0	1	5	1	6	0	0	0	0	0	0	34	26	60
Zimbabwe	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0	12	6	18
Total	31	16	**47**	54	23	**77**	24	8	**32**	28	10	**38**	21	3	**24**	1007	388	**1395**

Chapter Two
PROGRAMMES OFFERED BY OUT

2.1   Non-Degree Programmes
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.

2.1.1 Long Courses
The number of non-degree programmes has risen from 1 to 42 between the academic years 1996 and 2021/22. Currently the institution offers 36 non-degree programme which are reduced from the 2021/22 to 2023/24 academic year. 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 2019/20 – 2023/24

Year	Non-Degree Programme
2019/20	29
2020/21	40
2021/22	42
2022/23	36
2023/24	36
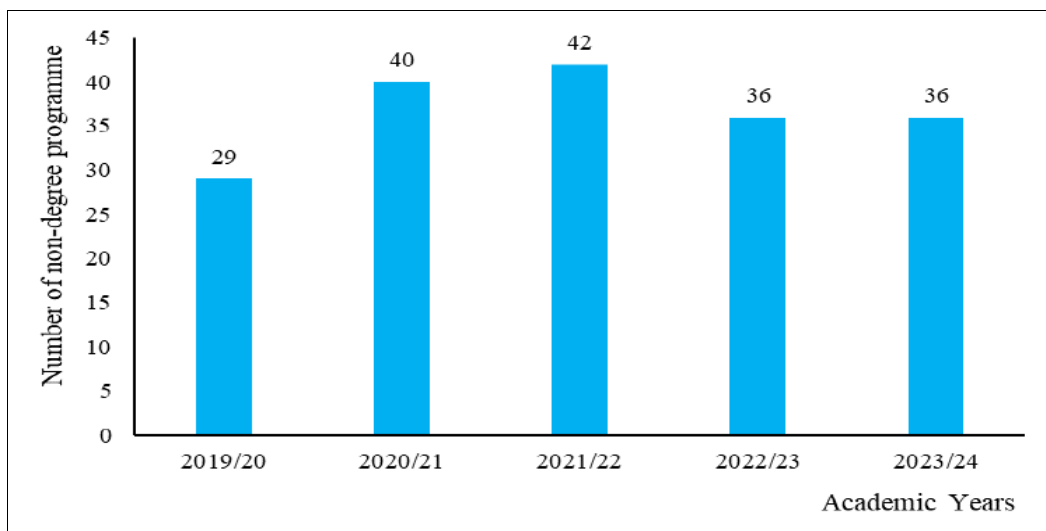
Figure 3: Non-Degree Programmes on Offer for Academic Years (2019/20– 2023/24

2.1.2 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

2.1.3 Non-degree Programmes offered by OUT

The non-degree programmes are offered through various four (04) faculties and two (02) institutes. The institution has five faculties of which one faculty of Law does not have current non-degree programme but are still under development.

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

2.2   Undergraduate 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.

2.2.1 Bachelor Degree Programmes offered by OUT
The institution has undergraduate bachelor degree from its five faculties. The two institutes are currently offering only non-degree programmes. The ICE offer the certificates and diploma programmes and IEMT offer either long or short courses programmes under category on non-degree courses.

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 9 illustrates the number of undergraduate programmes offered by OUT since 2019/20. 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 enrols majority of students compared with other Faculties, it nonetheless offers a limited menu of undergraduate courses. The expansion in enrolment in the Faculty of Law has not kept abreast with the developments of new academic programmes.

Table 9: Undergraduate Degree Programmes Offered by OUT (2019/20 – 2023/24)

Academic Year	Faculties					Total
	FED	FASS	FSTES	FLW	FBM	
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
2023/24	7	17	7	1	7	41
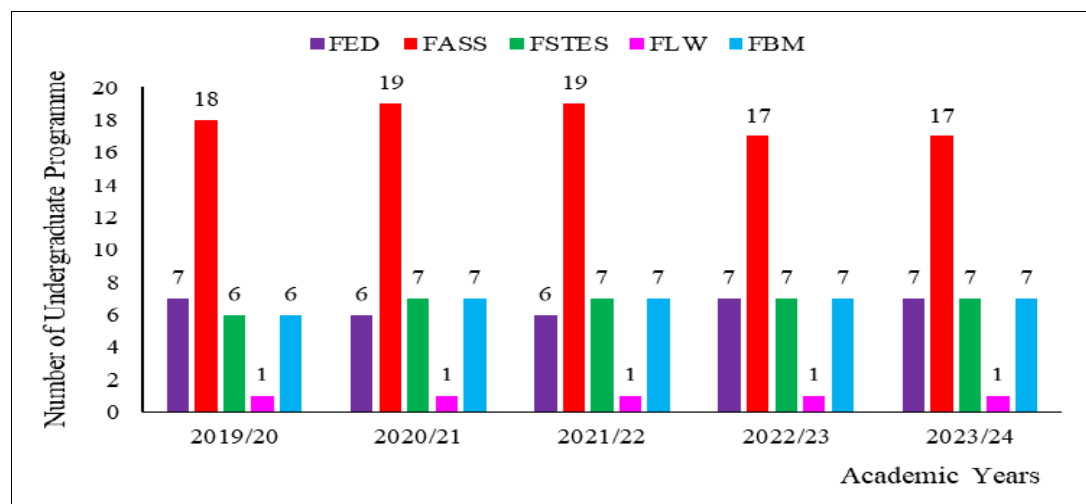
Figure 4: Number of Undergraduate Degree Programmes offered by Faculties and Academic Year from 2019/20 to 2023/24

2.3 Postgraduate programmes

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.

2.3.1 Postgraduate Programmes Offered by the OUT

It is similarly to the section 2.2.1 to the postgraduate programme offered by OUT to the faculties and institutes.

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)

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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 10 gives the number of postgraduate programmes offered by OUT across various Faculties. The Faculty of Arts and Social Sciences offers more programmes 18 (35.3%) than others. 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 2020/21 to 2021/22 and slightly increased to 6 (11.8%) from 2022/23 to 2023/24.

Table 10: Postgraduate Degree Programmes offered by OUT (2019/20 – 2023/24)

Year	Faculties					Total
	FED	FASS	FSTES	FLW	FBM	
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**
2023/24	9	18	12	6	6	**51**
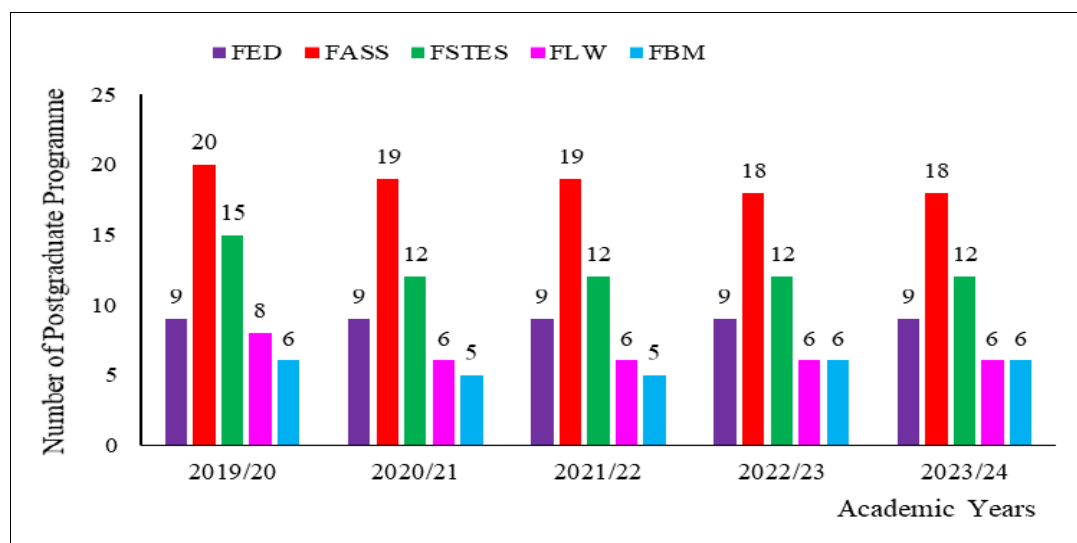
Figure 5: Postgraduate Programmes Offered by Faculties and Academic Year from 2019/20 to 2023/24

Chapter Three
GRADUATES

3.1   Graduates by Programmes

The inaugural OUT graduation ceremony occurred in 1999, encompassing a total of 159 students. There were a mere 16 undergraduate students, while the remaining students were enrolled in the Foundation Course. OUT has experienced an annual increase in the number of students awarded undergraduate, postgraduate, and non-degree qualifications.

Subsequently, the OUT has been organising graduation ceremonies and distributing graduation statistics to promote its offerings and operations. Table 11, 12, and 13 display the breakdown of graduates based on their programs, regional/coordination centres, and worldwide levels. The data covers the period from 2019 to December 2023, as well as the cumulative number of graduates from 1999 to December 2023. The most recent graduation ceremony took place in the Ruvuma region in December 2023.

Overall, the B.A Ed degree has generated a higher number of graduates (4,273) than any other undergraduate programme in the past 25 years. Allied to the B.A.Ed is the LL.B degree, which has a total of 3100 graduates. At the postgraduate level, the number of graduates with an MBA degree surpasses that of any other degree. Up until the most recent graduation ceremony in December 2023, this program has successfully produced 1377 graduates, ranking it in the 8th position among all programs. Following closely behind is the M.ED (APPS) program, which has produced 1179 graduates. The Foundation Course (OFC) at the non-degree level has yielded a total of 10,120 graduates, while the Diploma in Primary Teachers Educator (DPTE) has generated 5,277 graduates as of December 2023. Starting from the 2016/17 academic year, the OUT no longer offers the OFC. In contrast, during the 2018/19 academic year, the TCU sanctioned the Foundation Programme (OFP) which exhibited distinct characteristics compared to our previous Foundation Course. From 2018/19, the OFP program has graduated a total of 5355 students, ranking fourth among all programs.

The total number of graduates from 1999 to December 2023 was 57,957, with 23,904 (41.2%) being female. Out of a total of 57,957 graduates, 25,029 students graduated in non-Degree programmes, with 11,286 (45.1%) being females. Additionally, 24,243 students graduated in Undergraduate programmes, with 9,610 (39.6%) being females. Lastly, there were 8,685 graduates for Postgraduate and honorary degrees, with 3,008 (34.6%) being females.

The percentage of female graduates in all programs was 41.2%. Out of the 365 students that successfully completed their Ph.D programs between 1999 and December 2023, 80 of them, or 21.9%, were female. Regarding Honorary Degrees, the data indicates that a total of 10 students were awarded various honorary degrees within the same period, with 9 being male and 1 being female.

Table 11: Distribution of Graduates by Programme (1999 – to December 2023)

Faculty	Programme	Non-Degree Graduates																	
		2019			2020			2021			2022			2023			1999 TO DEC 2023		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
FED	CCDE	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	24	12	36
FSTES	OC ICT	76	31	107	19	4	23	34	3	37	18	4	22	26	3	29	437	143	580
ICE	PTE - Certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	511	236	747
ICE	PTE – Diploma	363	362	725	173	242	415	141	168	309	208	335	543	208	336	544	2340	2937	5277
FED	CECE	7	20	27	1	8	9	4	15	19	3	9	12	5	12	17	21	71	92
FED	DECE	8	11	19	191	146	337	16	45	61	7	22	29	11	26	37	234	265	499
ICE	CYP - Diploma	121	34	155	32	19	51	47	31	78	63	35	98	78	45	123	570	274	844
ICE	CYW	38	28	66	33	15	48	47	29	76	83	46	129	40	20	60	241	138	379
FSTES	CPPH Mgt	0	0	0	0	0	0	0	0	0	2	0	2	35	31	66	37	32	69
FSTES	PPH – Diploma	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	5	0	5
ICE	OFC	0	0	0	0	0	0	0	0	0				0	0	0	5746	4374	10120
ICE	OFP	602	484	1086	574	501	1075	575	478	1053	626	565	1191	510	440	950	2887	2468	5355
FED	OCDEOL	0	0	0	0	0	0	0	0	0				0	0	0	0	1	1
ICE	Certificate Hair and Beauty	0	0	0	0	21	21	0	0	0	0	1	1	0	0	0	0	47	47
FBM	Basic Cert in Acc NTA L4	1	0	1	2	1	3	6	3	9	3	1	4	12	6	18	24	11	35
FBM	Basic Cert Bus Adm NTA L4	0	2	2	2	0	2	0	0	0	20	8	28	8	6	14	30	16	46
FBM	Basic Cert Proc & Supply NTA L4	0	1	1	14	13	27	22	13	35	25	14	39	28	11	39	89	52	141
ICE	Cert. Library & Inform Studies	0	0	0	6	7	13	9	1	10	14	7	21	11	1	12	40	16	56
FBM	Basc Cert Enterpreneueship				1	0	1	0	0	0	0	0	0	1	0	1	2	0	2
FASS	BTCSW										12	15	27				12	15	27
FASS	TCSW										1	0	1	0	1	1	1	1	2
FBM	BTCBA	0	0	0	0	0	0	8	8	16	0	0	0				8	8	16
FED	ODDEOL	6	1	7	0	1	1	2	0	2	0	1	1	0	0	0	45	16	61
FSTES	DCS	93	27	120	10	5	15	42	6	48	30	12	42	25	2	27	328	84	412
FBM	DBA	0	0	0	0	0	0	3	1	4	3	1	4	11	6	17	17	8	25
ICE	DLIA				3	3	6	0	0	0	0	0	0	0	0	0	3	3	6
FBM	DIP IN ACC	0	0	0	0	0	0	2	0	2	2	1	3	8	3	11	12	4	16
FBM	DPS				1	0	1	7	1	8	18	10	28	26	15	41	52	26	78
ICE	DLIS	0	0	0	0	0	0	11	2	13	2	10	12	5	8	13	18	20	38
FSTES	DPP	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1
FASS	DSW													8	8	16	8	8	16
ND	Sub-Total (Non-Degree)	1315	1001	**2316**	1062	987	**2049**	977	804	**1781**	1140	1097	**2237**	1058	980	**2038**	13743	11286	**25029**

Table 11 Contd (…)

Faculty	Programme	Undergraduate Degree Graduates																	
		2019			2020			2021			2022			2023			1999 TO DEC 2023		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
FASS	B.A. (Gen.)	3	3	6	0	0	0	0	0	0	0	0	0	1	0	1	437	187	624
FASS	BA Economics	10	3	13	4	0	4	7	3	10	13	4	17	7	1	8	66	15	81
FASS	B.A. Tourism Mgt	14	6	20	7	1	8	0	0	0	1	0	1	1	2	3	280	75	355
FASS	B.A. Tourism	6	0	6	0	0	0	1	0	1	6	2	8	4	1	5	22	5	27
FASS	BA Social Work	1	5	6	0	1	1	0	0	0	0	4	4	3	1	4	133	193	326
FASS	BSW	70	56	126	14	19	33	17	12	29	30	26	56	31	40	71	226	231	457
FASS	BA Sociology	87	55	142	28	9	37	11	16	27	16	22	38	25	21	46	573	539	1112
FASS	B.CED	18	26	44	4	2	6	12	4	16	21	14	35	17	11	28	76	62	138
FASS	BA ELL	2	0	2	0	0	0	0	0	0	0	0	0	3	0	3	6	0	6
FASS	BA Journalism	11	1	12	3	1	4	2	1	3	2	2	4	8	3	11	62	18	80
FASS	BA KISW	13	14	27	3	6	9	0	0	0	1	4	5	0	0	0	50	84	134
FASS	BAKCS	0	0	0	0	0	0	0	1	1	0	0	0	2	5	7	2	6	8
FASS	BA Mass Comm.	39	32	71	17	8	25	2	6	8	9	15	24	18	10	28	181	159	340
FASS	BA IR	45	14	59	22	3	25	18	5	23	30	2	32	19	6	25	150	35	185
FASS	BA PA	104	41	145	30	11	41	29	7	36	34	12	46	34	13	47	277	91	368
FED	B.A.(Ed.)	341	344	685	120	79	199	65	51	116	66	68	134	59	79	138	2463	1810	4273
FASS	BLIM	46	51	97	15	13	28	16	20	36	21	29	50	16	29	45	141	166	307
FASS	BANRAM	19	6	25	4	0	4	2	0	2	5	0	5	5	2	7	42	10	52
FASS	BA History	3	0	3	1	0	1	0	0	0	0	0	0	1	0	1	5	0	5
FBM	B.Com.(Gen.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	289	120	409
FBM	B.Com.(Ed.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	41	15	56
FBM	BBA (Gen.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	307	184	491
FBM	BBA(Accounting)	86	47	133	29	18	47	21	9	30	26	13	39	44	17	61	431	223	654
FBM	BBA(Finance)	30	19	49	15	3	18	2	2	4	6	6	12	12	4	16	176	80	256
FBM	BBAFinance and Accounts	2	2	4	6	3	9	2	1	3	3	3	6	0	0	0	13	9	22
FBM	BBA Internationa/ Bus Mgt	4	0	4	7	6	13	5	4	9	1	7	8	0	0	0	17	17	34
FBM	BBA(HRM)	18	12	30	15	21	36	3	2	5	4	6	10				139	140	279
FBM	BBA (Intern. Business)	12	11	23	5	4	9	0	4	4	1	0	1	3	6	9	61	49	110
FBM	BBA in HRM	0	0	0	0	0	0	3	10	13	9	6	15	5	5	10	17	21	38
FBM	BBA(Marketing)	29	31	60	15	11	26	5	5	10	18	18	36	11	20	31	297	199	496
FBM	BBA(Ed.)	36	17	53	9	5	14	8	2	10	5	4	9	4	3	7	195	116	311
FBM	BHRM	179	103	282	52	42	94	37	34	71	72	65	137	87	70	157	536	453	989
FBM	B. PSCM													4	2	6	4	2	6
FED	B. Ed.	27	19	46	1	1	2	2	0	2	1	2	3	0	1	1	1331	1375	2706

Faculty	Programme	Undergraduate Degree Graduates																
		2019			2020			2021			2022			2023			1999 TO DEC 2023		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
FED	BED ADL	5	16	21	4	0	4	5	4	9	2	9	11	4	7	11	53	59	112
FED	B.ED AEGROTAT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
FED	B.Ed.SE	20	17	37	17	11	28	3	5	8	6	5	11	13	9	22	90	107	197
FED	B.ED TE	38	32	70	9	12	21	11	8	19	13	7	20	9	6	15	131	114	245
FED	BED Policy Mgt	374	409	783	39	28	67	0	0	0	100	83	183	104	105	209	1165	1345	2510
FSTES	B.Sc. (Gen.)	17	6	23	18	3	21	7	3	10	7	1	8	2	3	5	375	186	561
FSTES	B.Sc. (Ed.)	57	17	74	21	7	28	16	4	20	23	11	34	22	14	36	417	205	622
FSTES	B.Sc. (Env. Stud)	61	15	76	25	4	29	5	3	8	20	6	26	16	6	22	274	62	336
FSTES	B.Sc ICT	41	13	54	19	3	22	10	1	11	18	4	22	28	1	29	280	52	332
FSTES	B.Sc Food Nut & Dit	6	3	9	3	0	3	5	3	8	11	8	19	12	12	24	39	27	66
FSTES	BSC H/E and Human Nutri	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0	0	2	2
FSTES	B.Sc Data Mgt	11	2	13	4	1	5	6	1	7	4	3	7	4	1	5	29	8	37
FSTES	B.Sc Energy Res	3	0	3	4	1	5	3	0	3	1	0	1	3	1	4	14	2	16
FLW	LL.B	275	69	344	118	21	139	84	21	105	99	24	123	104	18	122	2503	597	3100
FASS	BA POPUL. & DEV	6	2	8	2	0	2	10	11	21	8	4	12	6	3	9	35	21	56
FASS	BA Phil and Rel Studies	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
FASS	BA in Social Psych	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
FED	BED APPS				92	71	163	88	61	149	0	0	0	0	0	0	180	132	312
UG	Sub-Total (Undergraduate)	2171	1521	3692	801	429	1230	523	324	847	713	500	1213	751	538	1289	14633	9610	24243

Table 11: Contd (…)

Faculty	Programme	Postgraduate Degree Graduates																
		2019			2020			2021			2022			2023			1996 TO DEC 2023		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
FASS	M.Sc. Dev. Econ	0	0	0	0	0	0	2	3	5	1	0	1	0	0	0	3	3	6
FASS	MSc. CED	0	0	0	0	0	0	0	0	0	0			0	0	0	281	128	409
FASS	M.CED	21	28	49	7	3	10	8	10	18	14	2	16	14	14	28	348	242	590
FASS	M RS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
FSTES	M.Sc.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5
FSTES	M.Sc. (ICT)	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	6	0	6
FSTES	M.Sc. Computer Sc.													1	0	1	1	0	1
FSTES	M.Sc. Biology	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	6	2	8
FSTES	MSc Human Nutrition	0	1	1	1	2	3	0	0	0	0	0	0	0	0	0	1	4	5
FSTES	MSc (Zoology)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
FSTES	MSC Chemistry	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3

Faculty	Programme	Postgraduate Degree Graduates																
		2019			2020			2021			2022			2023			1996 TO DEC 2023		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
FSTES	MSc Env. Stud.	21	1	22	2	4	6	7	0	7	5	2	7	6	2	8	103	28	131
FASS	M. A.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	2	15
FASS	M. A. Economics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5
FASS	M. A. Geography	2	0	2	0	0	0	0	0	0	1	0	1	0	0	0	3	1	4
FASS	M. A. Kiswahili	20	42	62	8	8	16	10	21	31	17	14	31	8	9	17	177	176	353
FASS	MA (Ling.)	2	0	2	0	0	0	0	0	0	0	0	0	1	0	1	7	0	7
FASS	M.A. Political Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
FASS	M.A. SW	3	0	3	1	2	3	0	0	0	0	0	0	0	0	0	61	62	123
FASS	MGL	4	1	5	5	0	5	1	2	3	3	1	4	13	6	19	31	11	42
FASS	MSW	8	22	30	15	12	27	14	16	30	10	5	15	3	12	15	90	103	193
FED	MED CDD	17	9	26	1	0	1	6	1	7	4	2	6	2	5	7	30	17	47
FASS	MA (ICD)	5	4	9	6	0	6	10	1	11	7	0	7	15	3	18	43	8	51
FASS	MA MC	2	1	3	3	6	9	0	0	0	1	6	7	5	6	11	17	24	41
FED	M.Dist.Ed.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16	7	23
FED	M. ED ODL	4	1	5	6	1	7	1	0	1	3	1	4	0	2	2	24	22	46
FED	M.Ed.APPS	110	73	183	49	21	70	44	36	80	60	41	101	46	33	79	702	477	1179
FED	M.Ed QM										3	0	3	1	0	1	4	0	4
FLW	PGDL	1	0	1	6	1	7	4	3	7	7	3	10	8	1	9	56	17	73
FLW	PGDL in ICJ	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
FED	PGDE	66	34	100	43	22	65	24	11	35	44	19	63	35	15	50	538	325	863
FASS	PGDSW	1	1	2	3	1	4	1	2	3	1	4	5	2	2	4	29	31	60
FLW	LL.M	11	1	12	10	1	11	0	1	1	1	0	1	9	2	11	66	8	74
FLW	LL.M ICJ	3	1	4	1	0	1	0	0	0	1	0	1	0	0	0	10	4	14
FASS	MA Journalism				0	1	1	0	0	0	0	1	1	0	0	0	0	2	2
FLW	LL.M IT & T	6	1	7	0	0	0	0	0	0	0	0	0	0	0	0	85	40	125
FBM	MBA	67	25	92	40	23	63	30	10	40	46	27	73	39	14	53	1008	369	1377
FBM	MBA Finance and Acc	6	1	7	0	0	0	3	1	4	0	0	0	0	0	0	9	2	11
FBM	MBA Proc and Supply Chain Mgt	1	1	2	0	0	0	0	2	2	4	1	5	0	0	0	5	4	9
FBM	MBA (HRM)	1	2	3	0	0	0	0	1	1	1	4	5	0	0	0	2	7	9
FBM	MBA T & L mgt	4	2	6	2	2	4	3	0	3	5	2	7	3	1	4	36	10	46
FASS	MA Tour., Planning and mgt	17	6	23	1	5	6	6	0	6	3	2	5	2	3	5	89	26	115
FBM	MBA IN INTERPREN	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1
FASS	MHACD	1	1	2	4	0	4	0	1	1	2	0	2	5	2	7	12	4	16
FASS	MA GS	1	0	1	0	2	2	2	2	4	0	3	3	1	3	4	4	10	14
FASS	MA LIT	1	1	2	0	0	0	0	0	0	0	0	0	1	0	1	2	1	3

Faculty	Programme	Postgraduate Degree Graduates																	
		2019			2020			2021			2022			2023			1996 TO DEC 2023		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
FLW	PGDL (IT & T)	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	6	2	8
FED	PGDCDD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	115	93	208
FBM	MHRM	62	38	100	33	22	55	20	16	36	44	34	78	30	28	58	407	261	668
FBM	PGD HRM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
FBM	PGDBS	12	8	20	6	6	12	3	4	7	5	1	6	21	10	31	83	51	134
FASS	MA Phil	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
FASS	MA Sociology	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	2
FASS	MA M&E	69	51	120	41	14	55	28	14	42	50	30	80	49	22	71	285	150	435
FASS	MA PA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
FASS	M.Sc Economics	11	2	13	10	1	11	8	2	10	12	2	14	13	5	18	109	20	129
NA	Honorary Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	1	10
NA	Ph.D	53	17	70	31	10	41	20	10	30	28	7	35	46	8	54	285	80	365
FED	M.Ed.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	8
FSTES	M.SC Physics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
FASS	MA History	0	0	0	3	0	3	0	0	0	0	0	0	0	0	0	8	0	8
FASS	MA in Information Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
FASS	MA(NRAM)	17	5	22	11	4	15	14	2	16	6	1	7	3	2	5	73	17	90
FBM	MPM	58	20	78	28	5	33	21	8	29	37	15	52	43	19	62	314	124	438
FED	M.ED DE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3
FASS	MLIM	0	4	4	4	1	5	1	2	3	9	5	14	7	11	18	21	24	45
FED	PGD ODL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
FED	PGD APPS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
FED	PGDE APPS	3	0	3	0	1	1	0	0	0	0	0	0	0	0	0	3	1	4
FED	PGDTVTE										3	1	4	2	0	2	5	1	6
FSTES	PGDES										1	0	1	0	0	0	1	0	1
	Sub-Total (Postgraduate)	695	407	**1102**	381	181	**562**	292	182	**474**	439	236	**675**	435	240	**675**	5677	3008	**8685**
	Grand-Total (ND+UG+PG)	4181	2929	**7110**	2244	1597	**3841**	1792	1310	**3102**	2292	1833	**4125**	2244	1758	**4002**	34053	23904	**57957**

NOTE: Honorary Degree and PhD cut across all the faculties.

Table 12: Distribution of Non-Degree Graduates by Faculty (1999 – to December 2023)

Programme	Non-Degree Graduates																	
	2019			2020			2021			2022			2023			1999 TO DEC 2023		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
FASS	0	0	0	0	0	0	0	0	0	13	15	28	8	9	17	21	24	45
FBM	1	3	4	20	14	34	48	26	74	71	35	106	94	47	141	234	125	359
FED	21	32	53	192	156	348	22	60	82	10	32	42	16	38	54	324	365	689
FLW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FSTES	169	58	227	29	9	38	77	9	86	50	16	66	88	36	124	808	259	1067
ICE	1124	908	2032	821	808	1629	830	709	1539	996	999	1995	852	850	1702	12356	10513	22869
Sub-Total (Non-Degree)	1315	1001	**2316**	1062	987	**2049**	977	804	**1781**	1140	1097	**2237**	1058	980	**2038**	13743	11286	**25029**

Table 13: Distribution of Undergraduate Graduates by Faculty (1999 – to December 2023)

Programme	Undergraduate Degree Graduates																	
	2019			2020			2021			2022			2023			1999 TO DEC 2023		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
FASS	499	316	815	154	74	228	127	86	213	197	140	337	201	148	349	2766	1898	4664
FBM	360	225	585	144	108	252	78	71	149	140	124	264	166	124	290	2328	1512	3840
FED	841	854	1695	291	207	498	182	131	313	193	178	371	193	210	403	5608	5059	10667
FLW	275	69	344	118	21	139	84	21	105	99	24	123	104	18	122	2503	597	3100
FSTES	196	57	253	94	19	113	52	15	67	84	34	118	87	38	125	1428	544	1972
Sub-Total (Undergraduate)	2171	1521	**3692**	801	429	**1230**	523	324	**847**	713	500	**1213**	751	538	**1289**	14633	9610	**24243**

Table 14: Distribution of Postgraduate Graduates by Faculty (1999 – to December 2023)

Programme	Postgraduate Degree Graduates																	
	2019			2020			2021			2022			2023			1999 TO DEC 2023		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
FASS	185	169	354	122	60	182	105	78	183	137	76	213	143	100	243	1719	1046	2765
FBM	211	97	308	109	58	167	81	42	123	142	84	226	136	72	208	1866	828	2694
FED	200	117	317	99	45	144	75	48	123	117	64	181	86	55	141	1447	947	2394
FLW	21	4	25	17	2	19	4	4	8	9	3	12	17	3	20	223	72	295
FSTES	25	3	28	3	6	9	7	0	7	6	2	8	7	2	9	128	34	162
Philosophy of Doctorate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	1	10
Honorary Degree	53	17	70	31	10	41	20	10	30	28	7	35	46	8	54	285	80	365
Sub-Total (Postgraduate	695	407	**1102**	381	181	**562**	292	182	**474**	439	236	**675**	435	240	**675**	5677	3008	**8685**

3.2 Graduates by Regional Centres or Coordination Centres

Table 15 depicts the distribution of graduates by Regional and Coordination Centres. As mentioned earlier, the first graduation ceremony took place in 1999. Looking closely at Table 15, it is hardly surprising to glimpse that the Dar es Salaam Administrative region (that includes Kinondoni, Ilala and the then Temeke Regional Centres has produced many more graduates than other regional centres since it also enrols more students. Cumulatively, 20091 (35.1%) of graduates came from Dar es Salaam administrative region over the last twenty-five years. It is interesting to note that 20,518 this corresponds to the combined percentage (35.9%) of eight regional centres and one coordination centre namely, Arusha (3,776), Dodoma (2,686), Mwanza (2,648), Mbeya (2,171), Kilimanjaro (2,042), Morogoro (2,034), Kagera (1,831), Iringa (1,533) and Zanzibar (1,797) coordination centre. The eight OUT Regional centres, the Zanzibar Coordination Centre and the Dar es Salaam administrative region have produced 40,609 graduates (71.0%) of total graduates over the last twenty-five years (1999 – December 2023).
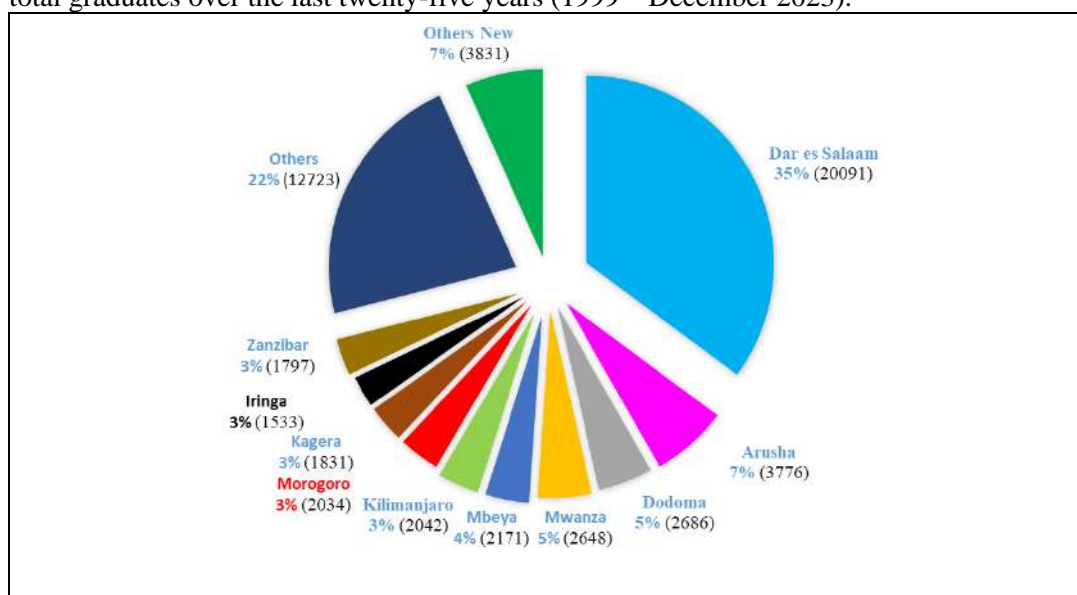
Figure 6: Graduates by Regional and Coordination Centres

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 (1317), Tanga (1371), Kigoma (1293), Mara (1244), Mtwara (1225), Manyara (1166), Pwani (1101), Ruvuma (1133), Tabora (1098), Singida (867) and Lindi (908). The average percentage in this group of "others" is affected by fewer graduates recorded in the following regions: Pemba (701), Rukwa (714) and Geita (803). Other centres such as Njombe (505), Simiyu (476), Katavi (346), and Songwe (173) and Kahama (113) 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 15: Distribution of Graduates at the Level of Regional Centres or Coordination Centres 2019 – December 2023

Regional Centre/Country	2019			2020			2021			2022			2023			1999 – Nov. 2023		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	223	178	401	129	84	213	137	124	261	227	169	396	143	112	255	2253	1523	3776
Dar es Salaam	559	523	1082	156	74	230	155	99	254	155	86	241	15	6	21	6786	5884	12670
Dodoma	128	113	241	254	202	456	85	65	150	98	93	191	117	65	182	1461	1225	2686
Geita	148	66	214	58	36	94	37	23	60	62	28	90	54	34	88	536	267	803
Ilala	39	30	69	53	44	97	56	54	110	67	56	123	54	60	114	475	416	891
Iringa	110	93	203	43	32	75	39	25	64	38	33	71	34	28	62	895	638	1533
Kagera	192	82	274	69	35	104	65	25	90	60	28	88	97	70	167	1297	534	1831
Kahama	13	4	17	6	5	11	14	6	20	19	13	32	20	13	33	72	41	113
Katavi	31	20	51	26	12	38	18	10	28	24	12	36	21	17	38	236	110	346
Kigoma	168	56	224	40	22	62	44	15	59	72	30	102	50	23	73	930	363	1293
Kilimanjaro	98	101	199	46	41	87	42	42	84	57	57	114	51	70	121	1029	1013	2042
Kinondoni	420	363	783	538	469	1007	431	336	767	417	400	817	594	527	1121	3247	2802	6049
Lindi	100	53	153	52	19	71	34	18	52	41	29	70	48	36	84	622	286	908
Manyara	95	71	166	34	34	68	39	26	65	31	32	63	38	34	72	730	436	1166
Mara	144	52	196	50	24	74	51	28	79	60	22	82	68	38	106	879	365	1244
Mbeya	166	112	278	59	60	119	51	54	105	93	58	151	81	59	140	1348	823	2171
Morogoro	127	132	259	64	44	108	49	26	75	77	64	141	74	57	131	1175	859	2034
Mtwara	90	61	151	33	27	60	22	13	35	53	40	93	45	37	82	769	456	1225
Mwanza	203	119	322	68	33	101	66	33	99	116	178	294	91	85	176	1630	1018	2648
Njombe	55	41	96	26	14	40	11	7	18	35	17	52	30	29	59	289	216	505
Pemba	62	53	115	24	17	41	27	16	43	22	18	40	18	17	35	403	298	701
Pwani	70	50	120	17	29	46	15	25	40	28	27	55	47	37	84	600	501	1101
Rukwa	56	26	82	40	6	46	18	9	27	33	18	51	46	21	67	540	174	714
Ruvuma	110	60	170	38	20	58	28	34	62	50	39	89	46	40	86	684	449	1133
Shinyanga	180	71	251	29	20	49	21	10	31	50	19	69	37	24	61	901	416	1317
Simiyu	58	30	88	35	18	53	31	9	40	53	29	82	46	18	64	329	147	476
Singida	77	42	119	31	29	60	31	25	56	29	13	42	41	29	70	498	369	867
Songwe	16	12	28	27	9	36	11	7	18	24	13	37	29	21	50	109	64	173
Tabora	117	45	162	37	22	59	21	21	42	39	26	65	60	20	80	769	329	1098
Tanga	107	99	206	49	25	74	44	24	68	53	51	104	56	52	108	791	580	1371
Temeke	41	38	79	11	12	23	14	7	21	10	8	18	15	12	27	256	225	481
Tunduru	0	0	0	0	0	0	2	0	2	0	0	0	1	0	1	3	0	3
Zanzibar	123	112	235	63	36	99	57	64	121	76	102	178	67	63	130	1039	758	1797
Total	4126	2908	**7034**	2205	1554	**3759**	1766	1280	**3046**	2269	1808	**4077**	2234	1754	**3988**	33581	23585	**57166**

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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. In 42nd graduation December 2023 there are 14 students conferred various degree programme. From 2020 the number of international students who are graduating decreasing from 82 (2020), 56 (2021), 48 (2022) and 14 (2023).

Table 16 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 December 2023, the university conferred degrees, diplomas and certificates to 791 international students. In terms of graduate destination, about 195 (24.7%) of graduates over the last twenty-five years came from Kenya, 110 (13.9%) from Rwanda, 161 (20.6%) from Ghana, 76 (9.6 %) from Uganda, 31 (3.9%) from Libya, 40 (5.1%) from Namibia, 20 (2.5%) from Zambia, 15 (1.9%) from Lesotho, 14 (1.8%) from Burundi, 11 (1.4%) from Kingdom of eSwatini, 11 (1.4%) from Malawi, 13 (1.7%) from Ethiopia and 6 (0.8%) from Gambia. Globally, the highest percentage of OUT graduates is in African countries i.e., more than 768 (97.1%). The other students outside Africa are about 23 (2.9%). The institution needs to increase its international students within and outside African countries. Clear strategies need to be identified and implemented to make the international students realize OUT as a better place for their career developments. 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 16: Distribution of OUT Graduates at Global Level 2019 – December 2023

Regional Centre/Country	2019			2020			2021			2022			2023			1999 – Dec. 2023		
	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	10	3	13	4	1	5	2	2	4	1	0	1	3	0	3	117	78	195
England	0	0	0	0	0	0	0	0	0	0	0	0				0	1	1
Ethiopia	1	0	1	0	0	0	0	0	0	2	0	2	1	2	3	8	5	13
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	0	0	0	1	0	1	1	0	1	0	0	0	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	4	3	7	0	0	0	0	0	0	2	0	2	0	0	0	47	29	76
United Kingdom	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3
Rwanda	14	3	17	5	4	9	2	0	2	2	2	4	0	0	0	84	26	110
Zambia	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	11	9	20
Namibia	5	3	8	1	1	2	4	4	8	0	1	1	3	2	5	21	19	40
Angola	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	4
Kingdom of eSwatini	1	0	1	0	0	0	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	1	0	1	0	0	0	0	1	1	0	0	0	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	2	0	2	0	0	0	0	1	1	0	1	1	0	0	0	4	7	11
Liberia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Zimbabwe	0	1	1	2	1	3	0	0	0	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	1	0	1	0	0	0	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	16	7	23	26	35	61	16	22	38	14	21	35	1	0	1	74	87	161
Cameroon	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
Sweden	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Switzerland	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Guinea Bissau	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2

Regional Centre/Country	2019			2020			2021			2022			2023			1999 – Dec. 2023		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
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	1	0	1	1	3	4
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	1	0	1	3	1	4
France	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Germany	0	0	0	0	1	1	0	0	0	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	1	0	1	0	0	0	1	0	1	0	0	0	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	1	0	1	0	0	0	0	1	1
Total	55	21	**76**	39	43	**82**	26	30	**56**	21	27	**48**	10	4	**14**	470	321	**791**

Chapter Four
OUT STAFF PROFILE

4.1 Staffing

In recent years, OUT has successfully recruited a young, energetic, and dynamic staff that is academically strong and experienced, in order to succeed the generation of highly qualified, experienced, and reputable senior professionals who are on the brink of retirement. The University's policy is to recruit, incentivise, and retain new staff in order to consistently deliver high-quality online and distance education, conduct research, and provide public service for the sustainable and equitable socio-economic development of Tanzania and the rest of Africa. Academic staff, administrative personnel, and technical staff comprise the Open University of Tanzania's workforce. The personnel that is the subject of this chapter are those who are compensated by the United Republic of Tanzania and are represented in the Lawson System. As of June 30, 2024, there were 689 employees. Academic staff comprised 346 of the 689 employees, while administrative staff comprised 244 and technical staff comprised 99.

4.1.1 OUT Academic Staff by Gender and Qualifications by June 2024

Table 17 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 30.1% 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. The gaps are higher in bachelor and masters but is reduced is slightly reduced to Ph.D. The distribution with respect to Ph.D and Masters holders in Table 13 shows some progress with respect to Ph.D holders while substantial decrease has been noted for female holding Master's degree (35.0%) by 2019/20, 37.7% in 2020/21, 34.9% in 2021/22 and 32.3% in 2023/24.

Table 17: OUT Academic Staff by Gender and Qualifications by June 2024

Year	Ph.D			Masters			Bachelors			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
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**
2023/24	87	60	147	105	50	155	30	14	44	222	124	**346**
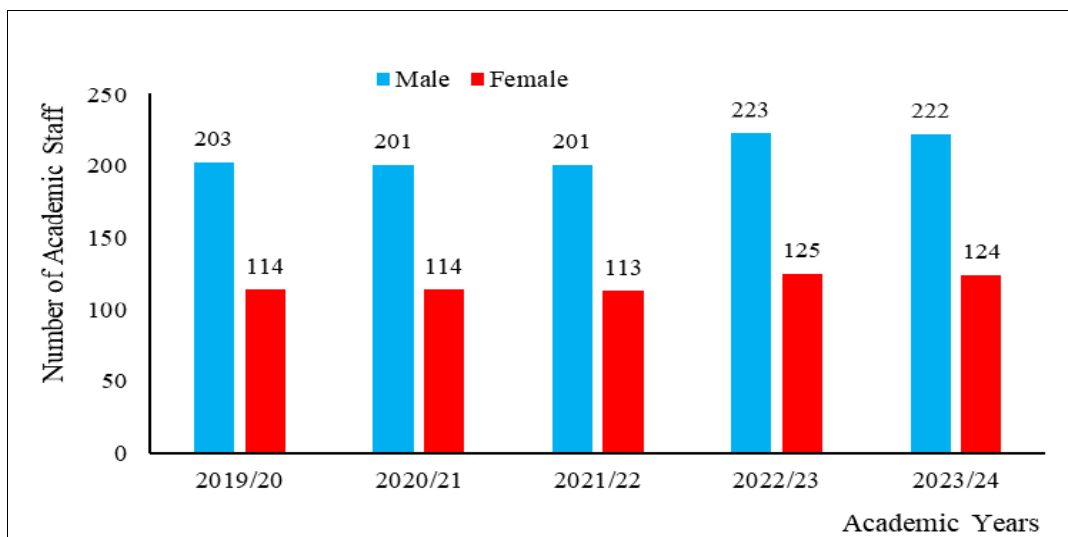
Figure 7: Academic Staff Cumulative Figure Trend by Gender and Academic Year 2019/20 to 2023/24

4.1.2 Academic Staff by Gender and Rank by June 2024

Table 18 shows that the number of Professors is 1 in 2019/20 to 2021/21 and increase to 2 in 2022/23. This 2023/24 the Professors are 4 with only one kind of gender to be male from 20219/20 to 2023/24. The academic staff from the rank of senior lectures to Professors required to cease work at age not exceeding 65 as an order from the United Republic of Tanzania. With regards to Associate Professors, their number has also fluctuated from 11 in 2021/22 to 9 in 2023/24. For Senior Lecturer and Lecturers have slightly increased from 2022/23 to 2023/24. In 2022/23 the number of Assistant Lecturer has dropped from 154 to 142 in 2023/24. This is due to the government recruit more tutorial assistant and at the same time some academic staff have finished their contracts. The number of tutorial assistant increased by half from 26 in 2021/22 to 50 in 2022/23 and decreased to 42 in 2023/24. This slightly decrease of number of students is due to some of the staff ended their contract and being promoted to the next level of assistant lecturer.

Table 18 shows the academic staff profile by gender and rank. Up to June 2024, there were two female Associate Professors. The percentage of Lecturer (30.3%), Senior Lecturer (9.0%), Associate Professor (2.6%) and Professor (1.2%). These gaps, however, become narrower as one goes down the ladder. But even then, male senior lecturers are two times as many compared with females. A similar picture comes into sight at the level of assistant lecturer and Tutorial Assistants.

Table 18: Academic Staff by Gender and Rank by June 2024

Year	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
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
2023/24	4	0	4	7	2	9	19	11	31	55	50	105	2	0	2	1	2	3	0	0	0

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
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**
2023/24	99	43	142	5	2	7	0	0	0	28	14	42	2	0	2	222	124	**346**
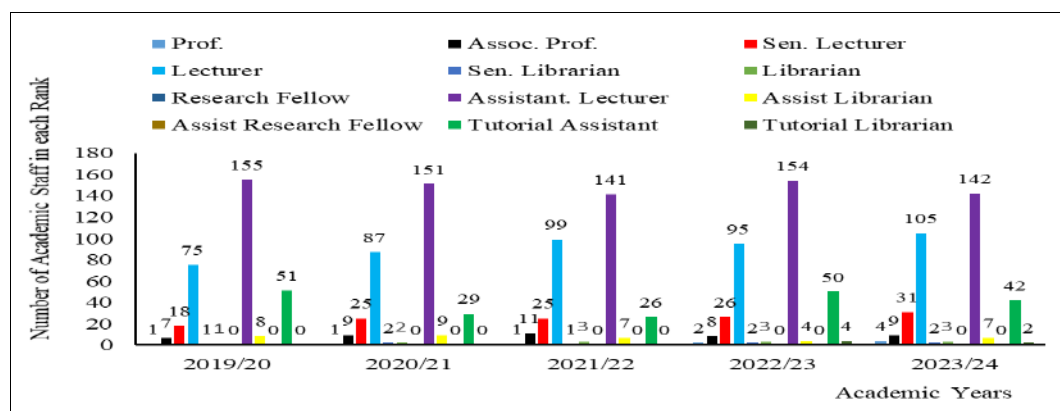
Figure 8: Academic Staff by Rank in Total and Academic Years

4.1.3 Academic staff Age Profile by June 2024

In 2023/24, the age group with the highest number of male academic staff is between 36 and 40 years, followed by the age group between 46 and 50 years (Table 19). This group has also been observed to represent the most common age group. There are two male academic staff members who are over the age of 60. The age range of staff members is from 61 to 65, with one male staff member, and from 66 to 70, with one staff member. During the academic year of 2023/24, the age range of 46 – 50 has the highest number of academic staff, with 68 individuals. This is followed by the age range of 36 – 40 which has 65 staff, and the age range of 41 – 45, which has 62 staff. This suggests that the institution is presently in a stable condition and is likely to have a competent workforce in the future, as long as it maintains the existing number of workers within the appropriate age range.

Table 19: Academic Staff Profile by Gender and Age 2019/20 - 2023/24

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
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
2023/24	18	7	25	29	16	45	44	21	65	36	26	62	39	29	68	28	18	46

Table 19: contd.

Year	56 – 60			61 – 65			66 - 70			≥71			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
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
2023/24	26	7	33	1	0	1	1	0	1	0	0	0	222	124	346
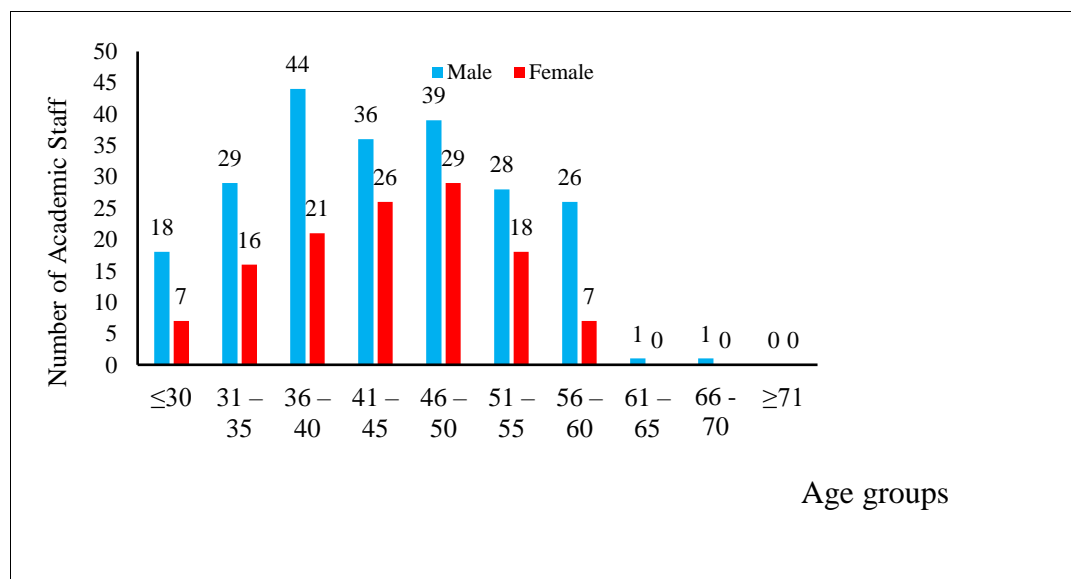
Figure 9: Trend of Academic Staff Profile by Age Groups 2023/24

Table 20: Academic Staff-Student Ratio (head count) from 2019/20 to 2023/24

Year	Students who are still in the records	Academic Staff*	Academic Staff Student Ratio
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
2023/24	80,533	346	1:233

Table 20 presents the academic staff-student ratio using head counts. Evidently, academic professionals are experiencing a state of being overburdened due to the rise in student enrolment. It is important to note that not all academic professionals are completely engaged in teaching. In other words, certain members of the academic staff are involved in both administrative and instructional responsibilities, resulting in a reduced contribution to the teaching process. It is reasonable to conclude that OUT should hire additional academic staff to satisfy the recommended standard of a staff-student ratio of 1:35, as mandated by TCU for a traditional ODL delivery mode.

4.2 Administrative Staff

As of June 2024, the OUT had a total of 244 administrative staff, with 84 (34.4%) being male and 160 (65.6%) being female.

4.2.1 Administrative Staff by Gender and Qualifications 2019/20 – 2023/24

Table 21 displays the composition of the administrative staff in terms of gender and qualifications for the period from 2019/20 to 2023/24. According to Figure 10, it is evident that there are 86 administrative staff members with a Bachelor's degree, which is the highest number compared to other qualifications. At the Master's level, there are seven more female staff members than male staff members. There are two administrative staff members who hold a Ph.D degree. Significant efforts are required to enhance the professional and academic capabilities of OUT's administrative staff. In the academic year 2023/24, only 156 staff, which accounts for 63.9% of the administrative staff, possess degrees such as Ph.D, Masters, Bachelors, Postgraduate Diplomas, Bachelor and Advanced Diplomas.

Table 21: Administrative Staff by Gender and Qualifications 2019/20 – 2023/24

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
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
2023/24	2	0	2	22	29	51	0	0	0	46	57	103	0	0	0	5	57	62

Table 21: 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
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
2023/24	4	10	14	0	0	0	5	7	12	0	0	0	0	0	0	84	160	244
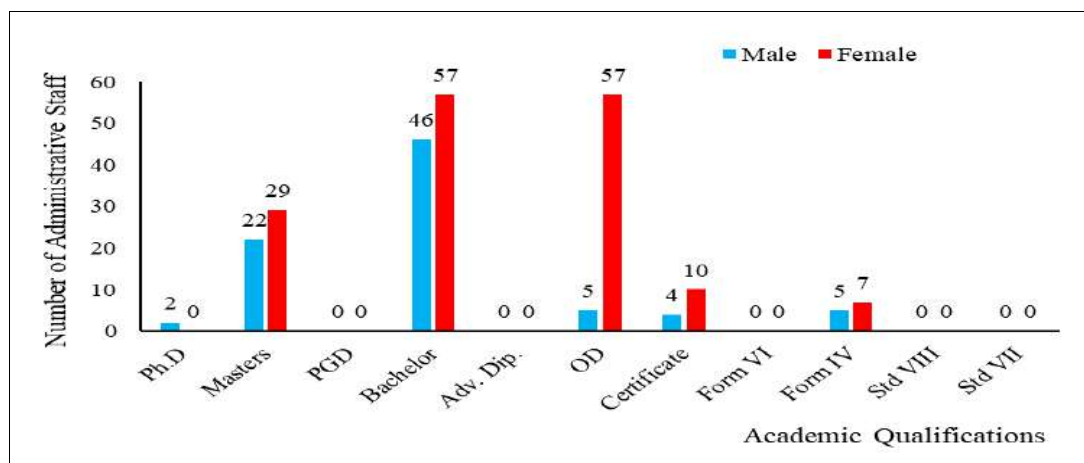
Figure 10: Administrative Staff by Qualifications 2023/24

4.2.2 Administrative Staff Profile by Gender and Age 2023/24

A significant number of administrative staff members are currently in their youth and possess a high level of energy. As of June 30, 2024, there were a total of 114 administrative staff members who were below the age of 41, accounting for 46.7% of the entire administrative workforce. Out of the 114 administrative staff members in this category who were younger than 41 years old, 48 of them were female, accounting for 29.5% of the total. Consequently, the OUT takes pride in possessing them due to their extended lifespan, exceeding twenty years. There is neither staff member who male nor female over the age of 60. (Refer to Table 22 below).

Table 22: Administrative Staff Profile by Gender and Age 2019/20 – 2023/24

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
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
2023/24	12	16	28	11	24	35	19	32	51	12	44	56	11	22	33	14	15	29

Table 22: 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
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
2023/24	5	7	12	0	0	0	0	0	0	0	0	0	84	160	244
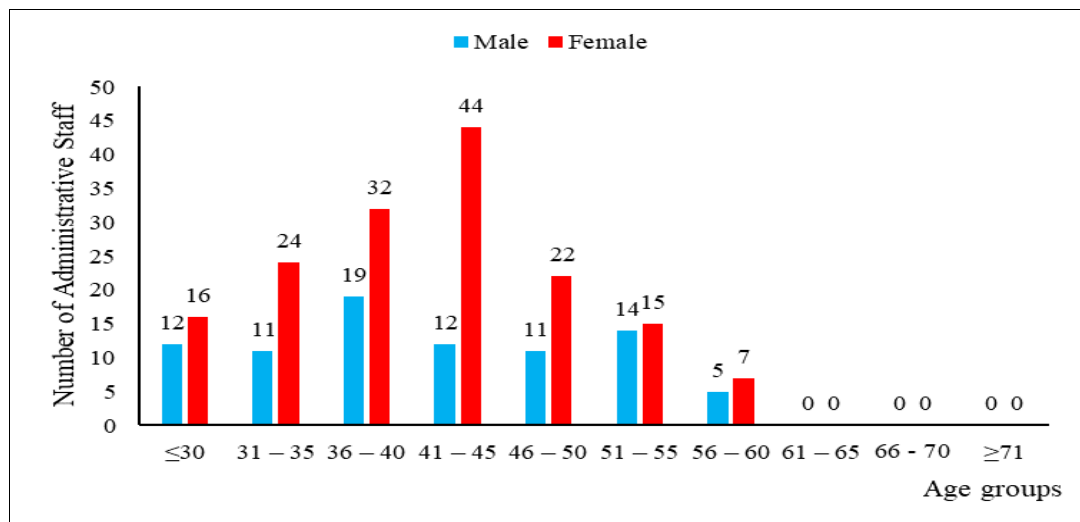
Figure 11: Trend of Administrative Staff Profile by Age for 2023/24

4.2.3 Academic: Administrative Staff ratio by 2023/24

The average academic to administrative staff ratio was calculated to be 1.4:1 by June 30, 2024, based on a ratio of 346 academic personnel to 244 administrative staff. Considering the conditions of a residential university, it is deemed

appropriate to maintain an academic staff to student ratio of 2:3. However, the current optional establishments of the regional centres have not been fully operationalised for an ODL institution. A target ratio of 1.0 is considered acceptable if the appropriate staff mix is deployed. Currently, there seems to be an excess of low cadre staff, but they are all encouraged to undergo retraining through self-sponsorship to ensure effective deployment.

4.3 Technical Staff by June 2024

Over the years, the Open University of Tanzania has actively hired technical experts to provide support for academic programs and other services. Certain members of the technical staff are actively involved in promoting and supporting the University's adoption of ICT in the delivery of academic programs through E-learning and Moodle platforms. Additional technical personnel are responsible for providing support in the building and upkeep of physical infrastructure at the Headquarters, as well as coordinating activities at regional centres. Our technical staff has collaborated with academic personnel to carry out various activities related to internal application software. Additionally, they have also provided consultancy services to other companies and academic institutions in Tanzania. As of June 30, 2024, OUT had a total of 99 technical staff, consisting of 84 males and 15 females. OUT must make efforts to decrease the gender discrepancy among technical staff, as there is a significant imbalance with a higher percentage of males (84.9%) compared to females.

4.3.1 Technical Staff by Gender and Academic Qualifications for 2023/234

Table 23 displays the analysis of technical staff by gender and qualifications for the Academic Year 2023/24. It appears that there are a greater number of technical staff (57) who possess Bachelor's degrees compared to other qualifications. There are other technical staff members who also hold academic positions, with qualifications ranging from Tutorial Assistant to Ph.D holders. The second batch has already been re-categorised into academic staff cadres. There is a significant need to enhance the technical staff's abilities and qualifications at OUT in accordance with the OUT schemes of service. Moreover, OUT must persuade the Government to grant permission for hiring additional technicians in order to ensure that each coordination or regional centre of the Open University of Tanzania has at least one ICT technician after the installation of wireless internet in all regional centres.

Table 23: Technical Staff by Gender and Highest Academic Qualifications 2019/120 – 2023/24

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
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
2023/24	0	0	0	3	0	3	0	0	0	46	11	57	3	0	3	9	2	11

Table: 23 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
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
2023/24	19	0	19	0	0	0	0	0	0	0	0	0	0	0	0	84	15	99
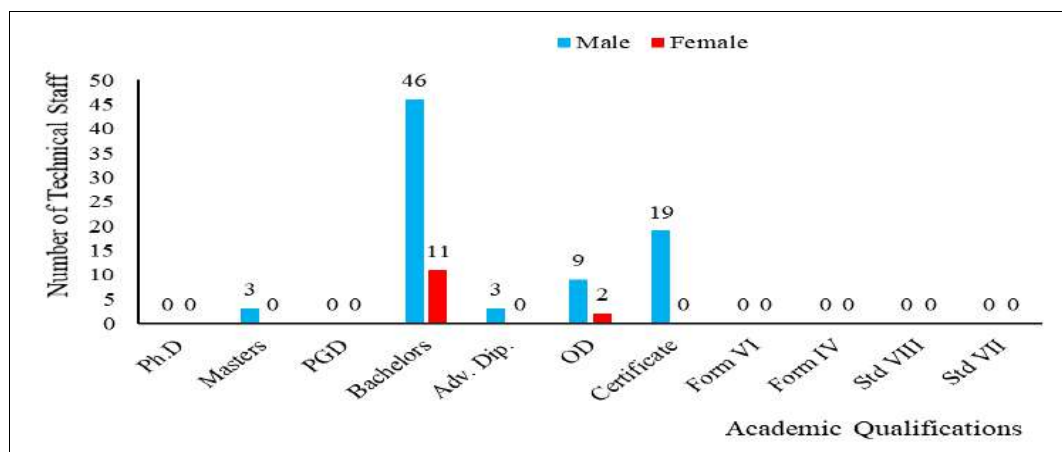
Figure 12: Technical Staff by Gender and Qualifications for 2023/24

4.3.2 Technical Staff Profile by Age and Gender 2023/24

There are more technical staff aged below 30 years than in any other age group are about 34 staff in total. There is neither a male nor female technical staff aged more than 60 years. The technical staff who are above 55 years are only two males. The moderate number of staff are within the age of 36 to 40 years with 22 technical staff. This 56 staff 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 24).

Table 24: Technical Staff Profile by Gender and Age 2019/2020 – 2023/24

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
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
2023/24	26	8	34	19	0	19	19	3	22	6	2	8	3	2	5	9	0	9

Table 24: 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
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
2023/24	2	0	2	0	0	0	0	0	0	0	0	0	84	15	99
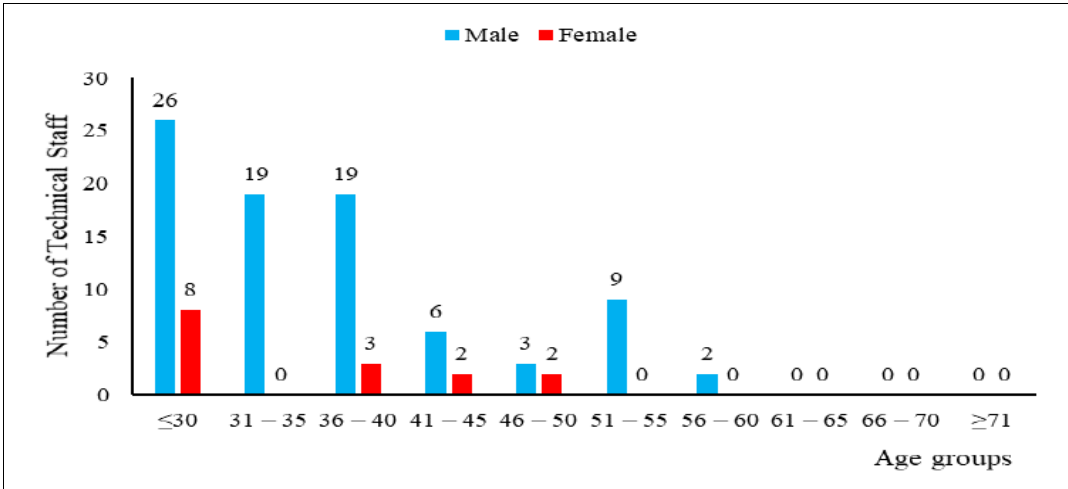
Figure 13: Technical Staff Profile by Gender and Age for 2023/24

Chapter Five
FUNDS AND FUNDING SOURCES

5.1   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. The booklet presents the financial data for a period of 2018/19 to 2022/23 which are audited.

5.2   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 considered 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 25: Government Subvention: Recurrent and Development Subvention 2018/2019 – 2022/2023

Fiscal Year	Recurrent (T.Shs '000)			Development (T.Shs '000)		
	Requested	Allocation	%(Alloc/Requested)	Requested	Allocation	%(Alloc/Requested)
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	36,165,642	17,778,576	49.2	7,377,643	0	0.0
2022/23	32,602,078	20,251,834	62.1	1,250,000	1,874,000	150

Note: Financial data for the Fiscal Years 2018/19 to 2022/23 are the audited ones.
No Development Subvention funded by the Government to the OUT in 2018/19, 2020/21 and 2021/21 fiscal years.

It is observed that the recurrent subvention the allocations are always less than the requested to the period of 2018/19 to 2022/23. To the side of development subvention from the Government there are no allocation in 2018/19, 2020/21 and 2021/22. Since there are no development subventions funded by the Government to the OUT

consecutively from 2021/21 and 2021/22 until 2022/23 when the Government funded the OUT. Sum of Tshs. around 1.874 billion which was more than requested one allocated to the development subvention from the Government in 2022/23 academic year.

Table 26: 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
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
2022/23	0	18,377,834,019	18,377,834,019	0.0	100.0

* No other Charges (OC) released for the Fiscal Year 2018/19, 2020/21 and 2022/23

It is apparent from Table 26 and Figure 14 that the nominal release of OC during the fiscal year 2021/22 (49,884,297) 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 2018/19, 2021/22 and 2022/23. 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 period of 2018/19 to 2022/23 the OC is fluctuating with consistency of its availability which may results to the limitation to the institution to implement its activities.
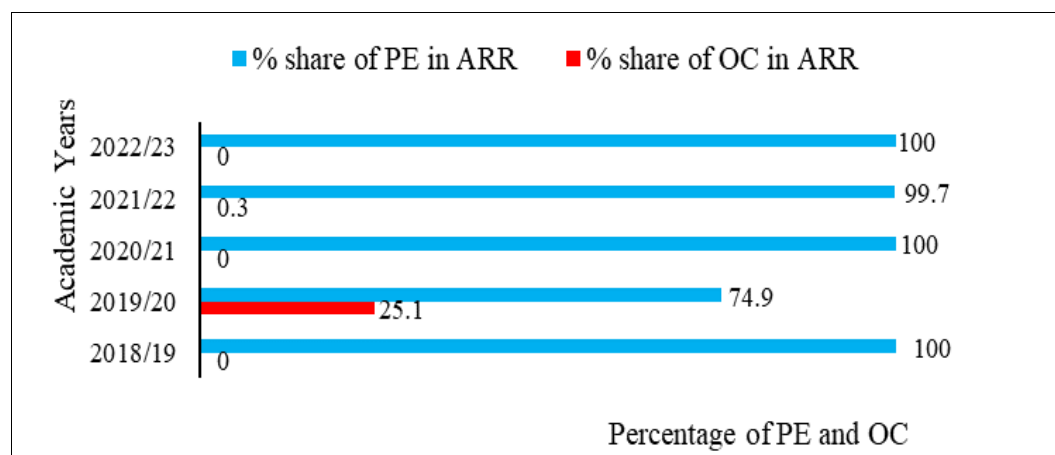
Figure 14: The percentage of PE and OC in comparison to the Actual Recurrent Released

5.3 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 decreased from Tshs. 10,217,455,034/- in 2018/2019 to Tshs. 9,861,109,969/- in 2019/20. The increase of the amount of collected fees from 11,336,765,388/- in 2020/21 to Tshs. 14,368,952,962/- in 2022/23. 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 27: Tuition Fees Collected

Academic Year	Active students	Estimated Tuition fees	Collected Tuition fees	%collected fees/ estimated tuition fees
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

5.4 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 through HEET project to the Government ranks at the top followed by TPA/TCS Project in the second position. These two development partners (i.e., HEET and TPA/TCS Project) have offered more than 7.1 billion Tanzanian shillings from 2018/19 to 2022/2023. The HEET supported the OUT in building capacity in the field of tourism, Science Education, Postgraduate scholarships and Procurement of textbooks. Other development partners ranked in the top five positions are: short course & consultancy, ENSUZA Project fund, EPICA Project and DECCE Project. The Open University of Tanzania benefited to the HEET funds loaned to the Government of United Republic of Tanzania in order to facilitate construction of the seven (07) zonal science laboratory and scholarships to its staff development. The loan (contract sum) amounts to TZS 3,648,140,539.
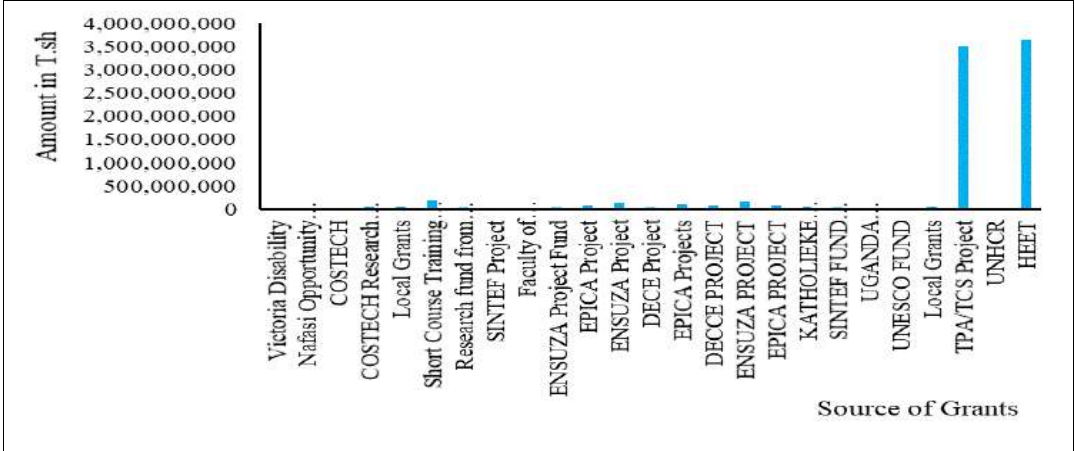
Figure 15: External Financial Support from Various Development Partners 2018/19 to 2022/23

Table 28: Research Grants Received from Various Development Partners from 2018/19 to 2022/23

Financial Year	Source of Grants	Amount (Tshs.)	Total (Tshs.)
2018/19	-	-	-
2019/20	Victoria Disability	10,000,000	10,000,000
2019/20	Nafasi Opportunity Society	4,168,700	4,168,700
2019/20	COSTECH	20,000,000	20,000,000
2020/21	COSTECH Research Fund	49,926,949	49,926,949
2021/22	Local Grants	52,326,420	52,326,420
2022/23	Short Course Training & Consultancy	183,773,000	183,773,000
	Consultancy	143,297,409.28	3,783105,609.7
2023/24	Short course/Training	3,639,808,200.42	

Table 29: Grants from International, Development Partners or loans 2018/19 to 2022/23

Financial Year	Source of Grants	Amount (Tshs.)	Total (Tshs.)
2018/19	Research fund from Rufford	28,221,209.00	168,308,047.37
	SINTEF Project	7,212,920.00	
	Faculty of Psychology and Educational Sciences (KU)	8,294,549.12	
	ENSUZA Project Fund	44,285,190.25	
	EPICA Project	80,294,179.00	
2019/20	ENSUZA Project	135,195,553.83	259,239,223
	DECE Project	27,459,000	
	EPICA Projects	96,584,669.59	
2020/21	DECCE PROJECT	83,853,742.57	421,864,171.00
	ENSUZA PROJECT	161,175,099.77	
	EPICA PROJECT	87,339,514.33	
	KATHOLIEKE PROJECT	46,076,909.44	
	SINTEF FUND PROJECT	34,770,106.90	
	UGANDA MANAGEMENT INSTITUTION	3,608,797.99	
	UNESCO FUND	5,040,000.00	
2021/22	Local Grants	52,326,420	52,326,420
2022/23	TPA/TCS Project	3,500,000,000	7,168,140,539
	UNHCR	20,000,000	
	Government Grant Development Foreign (HEET)	3,648,140,539	

5.5 Other Self-Generated Funds

The account for "Other Self-Generated Funds" was formally established in the financial year 2005/06 as stated and depicted in previous fact and figures booklets. Further to that, the Income Generation steering committee and separate financial accounts were set up in 2008 in order to enhance financial sustainability. Table 30 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. The current booklets wish to provide the self-generated funds from the OUT institution to the period of 2018/19 to 2022/23.

Table 30: Other Self-Generated Funds

Financial Year	Revenue (T.Shs)
2018/19	379,527,630
2019/20	368,777,373
2020/21	281,651,675
2021/22	634,867,088
2022/23	732,242,798

5.6   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 2018/19 up to 2022/23. Figure 16 exploits the data from Tables 25 – 30 to highlight the share of Government budget versus Development partners support and OUT itself in the OUT budget. Table 28 combine the contribution of the funds from TG, OUT and DP. The Government support for about 58%, the OUT institution from its collection contributes about 37% and development partner with only 5% to this 2018/19 to 2022/23. The Government support through recurrent allocation, development allocation, other charges and personal emoluments with 0.1%, 0.004%, 6.1% and 93.8% respectively (Table 31). Despite government provide much support than OUT and DP the component of development allocation is very small noted to be 0.004%. The institution is much depending its development from the development partner which mark 5% as depicted in Figure 16. However, the amount of this development partner as supported inform of grants through either research grant or grants/loans. Therefore, to the grants provided by the development partner the amount given to the research is only 3.8% to rest of 96.2% goes to other development plans. The OUT was able to generate 37% of the total internal and external finance. This amount contributed by self-generated income 1.4% and collected tuition fee 35.2%.

Table 31: Internal and external finance data from 2018/19 to 2022/2023

Category	Tanzania Government (TG)	The Open University of Tanzania (OUT)	Development Partner (DP)
Recurrent allocation (TG)	100,297,891 (0.1%)		
Development allocation (TG)	3,676,745 (0.004%)		
Other charges (TG)	6,020,010,386 (6.1%)		
Personal Emoluments (TG)	92,403,880,314 (93.8%)		
Collected Tuition Fee		59,327,896,229 (96.1%)	
Self-generated funds		2,397,066,564 (3.9%)	
Research grants (DP)			320,195,069 (3.8%)
Grants/Loan (DP)			8,069,878,400.37 (96.2%)
Total	**98,527,865,336** (58%)	**61,724,962,793** (37%)	**8,390,073,469** (5%)
Grand Total			**168,642,901,598**

Note[1]: Tanzania Government data are collected from Table 25 and Table26.
Note[2]: The Open University of Tanzania data are collected from Table 27 and Table 30
Note[3]: The development partner data are collected from Table 28 and Table 29
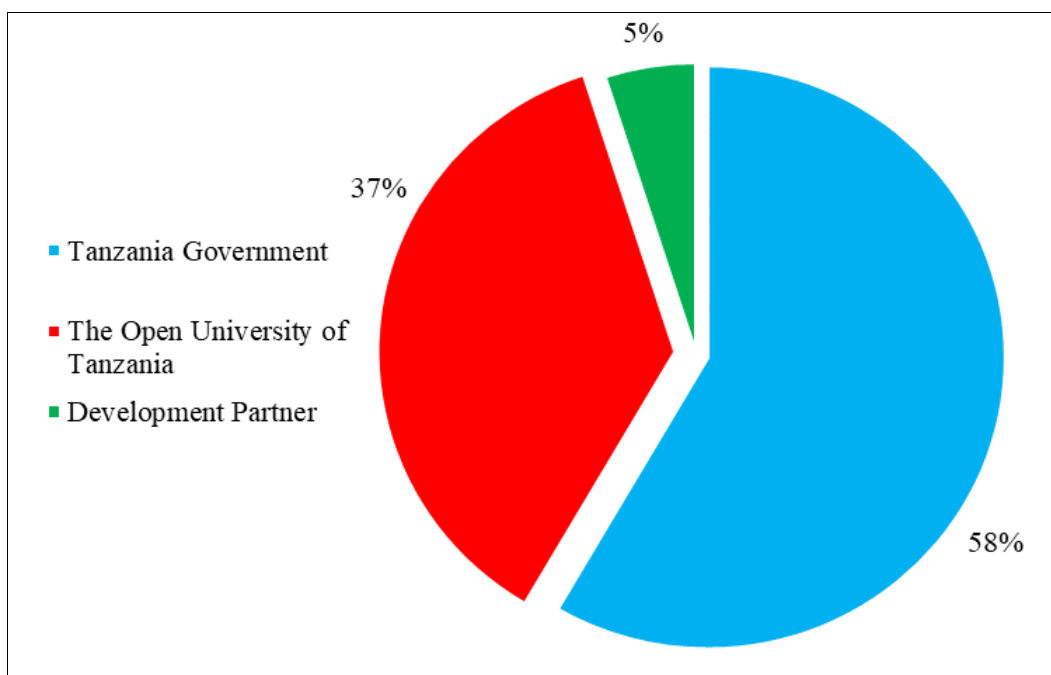
Figure 16: Sources of Finance 2018/19 – 2022/23

Chapter Six
RESEARCH, PUBLICATIONS AND CONSULTANCY OUTPUTS

6.1 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.

6.2 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 32. 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 32.

Table 32: 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
2023/2024	10

6.3 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.

6.3.1 Faculty-wise Publications
Table 30 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,

2022/2023 and 2023/2024, 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 33: Production of Study Materials 2014/15 – 2023/24

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
2023/24	0	0	0	0	0	0	0
Total	8	0	20	0	6	9	43
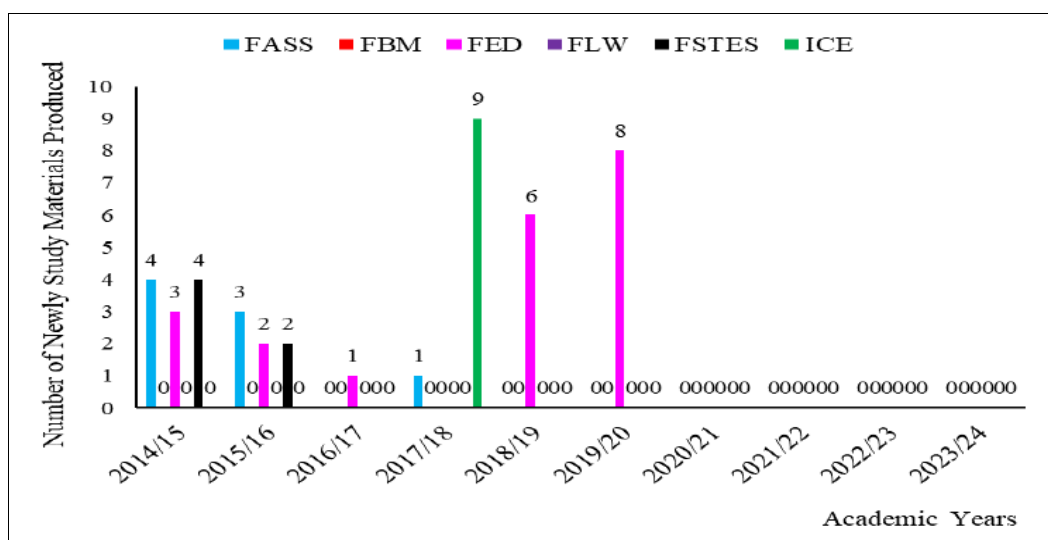
Figure 17: New Study Materials 2014/15 – 2023/24

6.3.2 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.

6.3.2.1 HURIA

Of the sieven Journals mentioned above, The Huria Journal is the first official refereed publication of the University that expands and updates the research and knowledge base for academic professionals and other outreach researchers to improve their effectiveness. It also serves as a forum for emerging and contemporary issues affecting our societies. Huria Journal publishes articles on a wide range of specialization: education, economics, languages, law, social sciences both basic and applied sciences, letters to the Editor,

interpretive articles in forum section, books reviews and related subjects. The editorial board of Huria Journal in March, 2023 has published its latest issue "Huria Journal Volume 30, Issue 1. The issue is available online in the website https://www.ajol.info/index.php/huria

6.3.2.2 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

6.3.2.3 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.

6.3.2.4 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

6.3.2.5 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. 7 issue 1 that was out in

September 28, 2024. The issue is accessible online at: https://journals.out.ac.tz/index.php/ardj.

6.3.2.6 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 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 in December 16, 2020. The issue is available online in the website: file:///C:/Users/User/AppData/Local/Temp/73-12-PB.pdf.

6.3.2.7 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 a 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, modeling, environmental chemistry, information and communication technologies, information technologies, wildlife and nature conservation, climate change, biosciences, biotechnology, bioinformatics, biogeochemistry and bioengineering. The latest journal produced was Vol.3 issue 1 that was out in June 17, 2020. The issue is available online in the website: https://journals.out.ac.tz/index.php/tjst/issue/view/83.

6.4 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 34: 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
2023/24	6

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

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

According to the OUT-consultancy service policy and operational procedures (2007), The Organizational Structure of the Open University of Tanzania Consultancy Bureau has a Board and Management. The OCB Board meets quarterly and undertakes various duties namely; to receive and deliberate on the consultancy assignments undertaken by the OCB, to set guidelines and standards for smooth operation of the OCB, to appoint or endorse any appointment for leaders of the consultancy projects, and to deliberate on any financial matters of the OCB, to advice OUT management on appropriate interventions regarding consultancy activities and services to the community
.
The Board is comprised of the following members:

6.4.1.1 Internal Members
1. Deputy Vice Chancellors,
2. Coordinator of Income Generation Unity (IGU)
3. Consultancy coordinators from two faculties/institutes (by rotation)
4. Director of Finance and Accounts
5. Director of Quality Assurance and Control
6. Director of OCB – Secretariat

6.4.1.2 External Members
1. 1 from Public Service - Chairperson
2. 1 from Business Community

Table 35: 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 Seven
THE UNIVERSITY LEADERSHIP DURING THE YEAR 2023/24

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

7.2   University Leadership
7.2.1 The Chancellor
Chancellorship is a political post whose appointing authority is the President of the United Republic of Tanzania. The Chancellor who is titular Head of the Open University of Tanzania with responsibilities of conferring degrees, granting diplomas, certificates and other awards of the university with non-executive functions and privileges as provided under the Rules or as may be prescribed by the relevant authority. For the Open University of Tanzania, the Chancellor serves for a period of 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.

7.2.2 Council Chairperson
The appointing authority of the Chairperson of the OUT Council is the President of the United Republic of Tanzania. The manner of appointment of The Chairman of Council is prescribed in both the University Act No.7 of 2005 as well as in the OUT Charter and Rules (2007). Responsibility of the Council Chairperson is to chair the Council which is the highest policy making organ at OUT. The current Council Chairperson is Professor Joseph Kuzilwa who was appointed on the 09th May 2022.

7.2.3 The Vice Chancellor
The Vice Chancellor is the Chief Executive Officer of the university and an ex-officio Chairperson of Senate. The Vice Chancellor is appointed in the manner as prescribed in the University Act No.7 of 2005 as well as the OUT Charter and Rules (2007). 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 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 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.

7.3   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).

7.3.1 Deputy vice Chancellor (Academic, Research and Consultancy)
The Deputy Vice Chancellor Academic, Research and Consultancy (DVC-AC) is responsible for Academic matters. A person in this position is responsible to the Vice Chancellor in respect to such matters of the university as shall be assigned and as may be prescribed. Currently, Prof. Alex Boniface Makulilo is the DVC-ARC after being appointed for the first term of four years starting from 23rd April 2024. Prior to this position Makulilo served as Deputy Vice Chancellor, learning technologies and regional services (DVC-LT&RS) at the Open University of Tanzania (2017 – 2024).

7.3.2 Deputy Vice Chancellor (Planning, Finance and Administration)
The Deputy Vice Chancellor Planning, Finance and Administration (DVC-PFA) is responsible to, the Vice Chancellor in matters related to management of Human, Physical and Financial resources of the university and any matters that may be prescribed. Currently Prof Josiah Zephaniah Katani is the DVC-PFA for a period of four (04) years with effect from May 2024 the position that was left over by Prof George Slyvanus Oreku after the end of his tenure. Prior to this position Katani was a principal of Mizengo Pinda Campus of Sokoine University of Agriculture in Katavi region. The position which was held since 2021 until the new appointment as DVC-PFA at the OUT.

7.3.3 Deputy Vice Chancellor (Learning Technologies and Regional Services)
The Deputy Vice Chancellor Learning Technologies and Regional Services (LT & RS) is responsible to the Vice Chancellor in respect to matters pertaining to the provision of all services in the Coordination and Regional Centres including Learning Technologies. After the appointment of Prof. Alex B. Makulilo to the position of the DVC-ARC this position Prof Leonard Fweja is the acting DVC (LT&RS).

7.4   Deans and Directors
7.4.1 Faculty Deans
The OUT Charter and Rules (2007) provides for appointment of Deans for each Faculty or Institute of the University. The Charter and Rules also prescribes that the Dean of each Faculty shall be the Academic Head and Chairperson of the Board of the Faculty. The following are Deans in various Faculties by June 2024.

- 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

7.4.2 Directors of Institute, Directorates and Units

The charter also provides for Directors of Institute and Directorates. The following are Directors of Institutes and other administrative units by June 2024.

- 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. Adam Namamba
  Director of Communications and Marketing Unit (DCMU)
- Mr. Francis Badundwa
  Director of Human Resource Management and Administration (DHRM)
- Prof. Gwahula Raphael
  Director of Postgraduate Studies (DPGS)
- Dr. Harrieth Mtae
  Director of Research, Publications and Innovation (DRPI)
- Mr. Benjamini Bussu
  Director of Planning and Development (DPD)
- Dr. Lilian Isowe
  Director of Library Services (DLS)
- Dr. Paul Ikwaba
  Director of Teaching, Learning and Examination Services (DTLES)
- Dr. Hariet Hellar-Kihampa
  Director of Undergraduate Studies (DUGS)
- Dr. Emmanuel Kazuva
  Director of Quality Assurance (DQA)

7.4.3 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 2024.

Regional Centres	Directors
Arusha	Dr. Nangware Msofe
Coast	Dr. Josephat Saria
Dodoma	Dr.Mohamed Msoroka
Geita	Mr. Ali Abdul Ally
Ilala	Dr. Sophia Mbura
Iringa	Dr. Nasra Ally
Kagera	Mr. Medard Rembesha
Katavi	Dr. Juma Matonya
Kigoma	Ms Chitegese Minanago
Kilimanjaro	Mr Dennis Semiono
Kinondoni	Dr. Dionis Ndolage
Lindi	Dr Fidelis L. Kisusi
Manyara	Mr. Ahmed Idd Mussa
Mara	Dr. Asha B. Katamba
Mbeya	Dr. Goodluck J. Moshi
Morogoro	Dr. Christopher Charles Getera
Mtwara	Dr. Msafiri Njoroge
Mwanza	Dr. Faustine K. Christopher
Njombe	Mr. Godwin Kessy
Rukwa	Dr. Joseph Kabage
Ruvuma	Dr. Lazaro S. Charles
Shinyanga	Dr. Agatha Mgogo
Simiyu	Dr Edgar F. Nderego
Singida	Mr Bernard Komba
Songwe	Mr. Lusekelo Mwanongwa
Tabora	Ms. Caroline Mugolozi
Tanga	Ms. Hafidha Khatibu

Coordination Centres	Coordinators
Pemba	Mr. Suleiman Nassor
Zanzibar	Dr. Salma O. Hamad
Kahama	Dr. Kassim S. Kimweri
Tunduru	Mr. Katuma Wandwi

7.4.4 Other Open University of Tanzania Centres

OUT also has other internal centres and external Coordination centres.

7.4.4.1 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. Janeth Kigobe*

7.4.4.2 External coordination centres

- Kenya - Egerton University and College of Human Resources Management
- Namibia - Triumphant College
- Ethiopia (St Mary's University)

- Ghana (Laweh Open University)
- Uganda (Uganda Institute of Management)
- Zambia (Zambia College of Open Learning)
- Malawi (Malawi College of Open and Distance Education)
- Rwanda (Rwanda Tourism University).

7.4.4.3 University operational examination centres

The university operates examination centres in 39 districts namely Mpwapwa, Korogwe, Mwanga, Karatu, Mbulu, Masasi, Tukuyu, Chato, Ngara, Kasulu, Kibondo, Makete, Mafinga, Mbinga, Lushoto, Karagwe, Ukerewe, Nzega, Kyela, Ifakara, Urambo, Nkasi, Hanang, Kondoa, Longido, Tunduru, Kahama, Kiteto, Inyonga, Kilwa, Ludewa, Serengeti, Ikwiriri, Loliondo, Mafia, Nyang'ware, Maswa, Tarime and Magu districts.

Chapter Eight
CORPORATE SOCIAL RESPONSIBILITY ACTIVITIES

8.1 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.

8.2 Activities Undertaken
8.2.1 Donations

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

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

On the 23rd August 2018, The open University of Tanzania through the Vice Chancellor, Professor Elifas Tozo Bisanda extended our support by donating one new photocopy machine to 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 photocopy 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 mattress, bed sheets and various items to the maternity ward in the Tumbi Hospital, Kibaha in Coastal region.

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

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 females' 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 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**

Figure 21: Caregiver of LAVOS club at Butimba primary school where the OUT staff delivered to girls with special needs

Figure 22: In celebration of public service week, OUT staff led by Vice Chancellor visited students with special needs (deaf and visually impaired) secondary school Mkolani, Mwanza

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

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

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

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

8.2.5 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.

8.2.6 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/-.

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

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

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

In the year 2016/17 Creative commons Affiliate members have been supported to present papers in different fora. One affiliate member who was supported by the university presented paper to a Workshop that was jointly organized by COSOTA 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 plagues for their creative skills on drawings. The school was also awarded a Wall Clock

marked with CCTZ as a symbol of representing other schools in Iringa for Creative Commons Tanzania. The school management also promised to establish Creative Commons Club for the school which will be manned by Mr. Mpeli Mwankusye and our marketing officer Mr. Dioscory Majaliwa the OUT staff who are also the members of Creative Commons Affiliate Team.

It is through this support that, the number of Affiliate Team has increased to more than 100 volunteers from both public and private sector. This support has also cultivated a good rapport with institutions that are responsible for copyright & license matters in the country.

Creative Commons (CC) Tanzania through School of Open (SOO) programme has planned for a continuous training to more training to the public schools' pupils and students on the benefits of sharing education resources and use of different customized teaching learning tools with local.

8.2.8 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 Partients admitted in Ocean Road hospital and children's wards of Muhimbili National Hospital (see figure 21 below).

Figure 23: **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.**

8.3   Conclusion

The data on admission indicate an increase in the number of students admitted to both genders in all five years from 2019/20 to 2023/24. 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 36.5% Non-Degree, 41.8% Undergraduate and 21.7% Postgraduate. The institution is progressing well on student admission by June 2024, the ratio of the academic staff to students was slightly lower than in previous years. By June 2024, the staff-student ratio of 1:233 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 2024, it is noted that academic staff aged 56 to 65 and above are 34, which is 9.8% among the 346 total academic staff. So, the remaining 90.2% 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 1:233 ratio of staff to student respectively in this 2023/24 academic year.

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