



THE OPEN UNIVERSITY OF TANZANIA



2024/2025

ANNUAL ACTIVITIES REPORT

THE OPEN UNIVERSITY OF TANZANIA

OFFICE OF THE VICE CHANCELLOR



ANNUAL ACTIVITIES REPORT

2024/25

April 2026



THE OPEN UNIVERSITY OF TANZANIA

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2023/24
ANNUAL
ACTIVITIES
REPORT



FOREWORD AND EXECUTIVE SUMMARY

The 2024/25 Financial Year marked a period of strategic consolidation and institutional advancement for the Open University of Tanzania (OUT) as it continued to pursue its vision of becoming a leading open and online university in knowledge creation and application. The University sustained its commitment to providing relevant, quality, flexible, accessible, and affordable education, research, and community services in support of Tanzania's socio-economic development.

A major highlight of the year was the end of tenure of the 3rd Vice Chancellor of the Open University of Tanzania, Prof. Elifas T. Bisanda, in May 2025 but the coming in of the new Vice Chancellor, Prof. Dr. Alex Boniface Makulilo. The coming in of the new Vice Chancellor ushered in hopes of further development and soaring of the Open University of Tanzania to greater levels in the delivery of affordable quality higher education.

The University continued to implement the Higher Education for Economic Transformation (HEET) Project as its progress continued at a reasonable pace in the key components of the Project, including:

- Construction of science laboratories in seven zones (Coast, Central, South, North, Lake, South-West Highlands, and West);
- Capacity building of staff, including postgraduate scholarships for 24 academic staff;
- Procurement of vehicles, furniture, and laboratory equipment; and
- Training of at least 1,000 girls from disadvantaged backgrounds through the OUT Foundation Programme to enhance access to science degrees.

In academic performance, the University admitted 6266 students across undergraduate, non-degree, and postgraduate programmes during the year. At the 43rd Graduation Ceremony held in Songea on December 5, 2024, a total of 4,307 graduates were awarded qualifications ranging from certificates to doctoral degrees. Institutional governance continued to be strengthened through the OUT's Rolling Strategic Plan (2023/24–2025/26), which prioritizes governance reform, human resource development, consolidation of blended learning, increased enrolment, strengthened research and consultancy services, enhanced financial management, institutional rebranding, and integration of cross-cutting issues such as gender equity, health, environmental sustainability, and inclusivity, entered its second year.

Financially, the University recorded a total revenue of 32,118,746,051.00 shillings, compared to the previous year's 30,531,411,234.00 shillings. Although the number of students benefiting from Higher Education Students Loans Board (HESLB) support increased from 287 to 317, overall loan coverage remains low relative to need.

Academic staff capacity improved during the year, with increases in the number of Professors and Associate Professors, alongside several promotions to senior academic ranks. Continued investment in postgraduate training, research opportunities, and sabbatical support strengthened the University's academic profile.

Overall, the 2024/25 year was characterized by institutional growth, infrastructure development, strategic realignment, and strengthened academic capacity. While challenges remain—particularly in expanding enrolment and financial support—the University is well positioned to consolidate gains and accelerate progress in the forthcoming strategic cycle





ABBREVIATIONS

CSR	Corporate Social Responsibility
DCM	Director of Communications and Marketing
DFA	Director of Finance and Accounting
DHRMA	Director of Human Resources Management and Administration
DICE	Director of Institute of Continuing Education
DICU	Director of Internationalization and Convocation Unit
DIEMT	Director of Institute of Educational and Management Technologies
DLS	Director of Library Services
DPD	Director of Planning and Development
DPGS	Director of Postgraduates Studies
DQA	Director of Quality Assurance
DRC	Director of Regional Centre
DRPI	Director of Research, Publications and Innovation
DSS	Director of Students Affairs
DTLES	Directorate of Teaching and Examination Services
DUGS	Director of Undergraduate Studies
DVC ARC	Deputy Vice Chancellor Academic, Research and Consultancy
DVC PFA	Deputy Vice Chancellor Planning, Finance and Administration
DVC RS-LT	Deputy Vice Chancellor Learning Technologies and Regional Services
EAC	East African Community
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
HEET	Higher Education for Economic Transformation
HESLB	Higher Education Students Loans Board
HPMU	Head of Procurement Management Unit
IAE	Institute of Adult Education
ICT	Information and Communication Technology
MoEST	Ministry of Education, Science and Technology
MoU	Memorandum of Understanding
MVO	Manager Vice Chancellor Office
NACTVET	National Accreditation Council for Technical and Vocational Education of Tanzania
NBC	National Bank of Commerce
NECTA	National Examination Council of Tanzania
ODEX	On-Demand Examination
OUT	Open University of Tanzania
SADC	Southern Africa Development Community
TCU	Tanzania Commission for Universities
TEA	Tanzania Education Authority
THTU	Tanzania Higher Learning Institutions Trade Union
TIRDO	Tanzania Industrial and Research Development Organization
TO	Transport Officer
UNESCO	United Nation Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania

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MESSAGE FROM THE CHIEF EXECUTIVE OFFICER

The 2024/2025 reporting period marks a significant milestone in the development of The Open University of Tanzania (OUT). It is a year characterized by transition, consolidation, and renewed strategic ambition. I am honored to present this Annual Report as Vice Chancellor at a time when our University is ready to move into a new phase of growth and transformation.



Prof. Alex B. Makulilo
The Vice Chancellor

Tribute to Prof. Elifas T. Bisanda

This year also signifies the conclusion of the distinguished term of my predecessor, Elifas T. Bisanda, whose tenure ended in May 2025. On behalf of the University Council, Senate, management, staff, students, alumni, and stakeholders, I extend my sincere appreciation for his exemplary leadership and dedicated service.

During his tenure, Prof. Bisanda provided strategic guidance that strengthened institutional governance, improved academic quality assurance mechanisms, expanded program offerings, and reinforced OUT's national and international partnerships. His leadership was marked by stability, collaborative decision-making, and a strong commitment to expanding access to higher education through Open and Distance Learning (ODL). The groundwork laid under his leadership has positioned the University for its next strategic leap.

We are grateful for his invaluable contributions to the university's growth and wish him continued success in his future academic and professional pursuits.

A New Strategic Direction: Smart, Bigger, and More Efficient

As I take on this role, I do so with a clear purpose and a forward-thinking vision: to transform OUT into a Smart, Bigger, and More Efficient University—a leading institution in digital learning, research excellence, and consultancy services.

This vision is built on three interconnected pillars:

1. A Smart University

We will accelerate digital transformation across all areas—academic delivery, student support services, research management, finance, and administration. This includes: - Integration of advanced Learning Management Systems (LMS)

- Data-driven decision-making through institutional analytics
- Increased use of artificial intelligence-supported learning tools
- Strengthened cybersecurity and digital governance frameworks

Our goal is to become a regional benchmark in technology-enabled Open and Distance e-Learning (ODEL).

2. A Bigger University

Growth must be both quantitative and qualitative. We aim to:

- Increase student enrollment through diverse and market-responsive programs
- Strengthen postgraduate and doctoral training capacity
- Expand regional and international academic collaborations
- Increase research output and funded research projects
- Scale up consultancy services aligned with national development goals

Expansion will be guided by sustainability, quality assurance, and strategic resource mobilization.

3. An Efficient University

Efficiency is vital for institutional competitiveness. We will:

- Simplify administrative processes through digital automation
- Improve performance management systems
- Enhance financial sustainability and cost-effectiveness
- Increase accountability and standardize service delivery

Operational excellence will support our academic ambitions.

Leadership in Digital Learning, Research, and Consulting

The Open University of Tanzania was founded to democratize access to higher education. Today, this mission requires leadership in digital teaching, virtual research collaborations, and technology-enabled consulting services. We are committed to positioning OUT as:

A national leader in flexible and inclusive digital learning

- A reputable research institution addressing societal and development challenges
- A trusted consulting partner for government, industry, and communities.

Appreciation to Stakeholders

I sincerely thank the University Council, Senate, staff, students, alumni, development partners, and the Government of the United Republic of Tanzania for their ongoing support. The achievements highlighted in this report are the result of collective effort, resilience, and shared dedication.

As we enter this new strategic era, I encourage all members of the OUT community to embrace innovation, uphold academic excellence, and work together to achieve our vision.

Together, we will build a Smart, Bigger, and More Efficient Open University of Tanzania—one that leads in digital learning, research, and consulting, and continues to transform lives through accessible, innovative education.

Prof. Dr. Alex B. Makulilo
The Open University of Tanzania

Vice Chancellor
2026





INSTITUTIONAL PROFILE, ESTABLISHMENT, AND LEGAL MANDATE

INSTITUTIONAL PROFILE, ESTABLISHMENT, AND LEGAL MANDATE

Introduction

The Open University of Tanzania (OUT) is a fully-fledged, accredited public university mandated to conduct various academic programs leading to certificates, diplomas, undergraduate and postgraduate qualifications through blended learning modes (distance, online, and face-to-face). It is the largest higher learning institution in Tanzania in terms of coverage.

Establishment of The Open University of Tanzania

The OUT became a body corporate by an Act of Parliament No. 17 of 14th December 1992. It became operational on 18th March 1993 upon publication in the Government Notice No. 55 of 19th February 1993. The commencement of the activities of the OUT was marked by the unveiling of a plaque by His Excellency Frederico Mayor, the Director General of UNESCO, on 26th July 1993. The founder Chancellor, Honourable Dr. John S. Malecela, was officially installed as the first Chancellor of the OUT on the 19th of January 1994 and held the position until December 2012, when Hon. Dr. Asha-Rose Migiro was appointed to succeed him till May 2016. On May 25th, 2016, the retired Prime Minister of the 4th phase Government of Tanzania, Hon. Mizengo Kayanza Peter Pinda, was appointed the third Chancellor of the OUT.

The University started its operations from temporary premises at the National Correspondence Institute (NCI) [presently Headquarters of the Institute of Adult Education (IAE)] along Bibi Titi Street in Dar es Salaam. On 18th May 1994, the University moved to rented premises in the Tanzania Industrial and Research Development Organization (TIRDO) located in Msasani, Dar es Salaam. In the same year, the University enrolled its maiden cohort of 766 students in the Faculties of Arts and Social Sciences (FASS) and Education (FED). Apart from FASS and FED, subsequent cohorts were also enrolled in new Faculties, Institutes, and Directorates namely Faculty of Science, Technology and Environmental Studies (FSTES) in 1995, Faculty of Law (FLW) in 1996, Faculty of Business Management (FBM) in 2002, Institute of Continuing Education (ICE) in 1996, Institute of Educational Technology (IET) presently the Institute of Educational and Management Technologies (IEMT) in 1998 and the Directorate of Research and Postgraduate Studies (DRPS) in 2001.

The University has ten directorates, namely Undergraduate Studies (DUGS), Research, Publications and Innovation (DRPI), Postgraduate Studies (DPGS), Directorate of Teaching and Examination Services (DTLES), Quality Assurance (DQA), Library Services (DLS), Planning and Development (DPD), Finance and Accounting (DFA), Human Resources Management and Administration (DHRMA), and Directorate of Students Services (DSS), four units including Internationalization and Convocation Unit (ICU), Communications and Marketing Unit (CMU), Quality Assurance Unit (QAU) and Procurement Management Unit (PMU). The University also has two institutes, including the Institute of Continuing Education (ICE) and the Institute of Educational Management Unit (IEMT).

After almost seven years of operating from the rented premises, the University moved to its own buildings along Kawawa Road in Kinondoni, Dar es Salaam. The five three-story buildings were formerly owned by the National Bank of Commerce (NBC) and they were purchased by the Government in 2001. In 2005, the Parliament passed the Universities Act No. 7, which required all universities in Tanzania to prepare institutional Charters and Rules for government approval.





The OUT Charter and Rules were approved by the Council on 28th July 2006 at its 52nd Meeting. Subsequently, the OUT Charter and Rules were signed by the President of the United Republic of Tanzania (URT), His Excellency Dr. Jakaya Mrisho Kikwete, on 28th March 2007, who, thereafter, presented the Charter and Rules to the OUT Chancellor on 5th March 2008.

Unique Positioning of The Open University of Tanzania

The OUT is uniquely positioned as Tanzania's only public university operating outside the national borders having attracted students from the East African Community (EAC) and Southern Africa Development Community (SADC) Regions as well as beyond. It has coordination centres in Kenya (2), Namibia (1), Uganda (1), Ghana (1), Zambia (1), Ethiopia and Malawi (1). The OUT has enrolled students from more than 40 countries worldwide. Most of its local and international students are now accessing their learning materials from the university's online e-learning management information system.

The university has 31 regional centres in Tanzania. The University also has collaborative centres outside the country in Kenya, Namibia, Rwanda, Uganda, Zambia, Ethiopia, and Ghana. On top of that, the university operates examination centres in 42 districts namely, Mpwapa, 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, Ikwiriri, Mafia, Loliondo, Serengeti, Malinyi, Mbambabay, Handeni, Magu, Misungwi, Maswa, and Nyang'wale districts.

The OUT was established specifically to reduce the social demand for higher education and training, increase substantially human resources output from training institutions, make education available to more people than before, and fill the gaps left by the conventional universities in Tanzania (Kuhanga, 1990). The University, therefore, is not meant for any special group; rather it is meant for all. The OUT intends to reach those who cannot access higher education through the conventional system. It is the only university in Tanzania that is mandated to tap students from various backgrounds and operate an open admission policy.

The OUT needs to work closely with other stakeholders, including the National Accreditation Council for Technical and Vocational Education of Tanzania (NACTVET), the National Examination Council of Tanzania (NECTA), the Tanzania Education Authority (TEA), and the Institute of Adult Education (IAE), to create the best pathways for the majority of Tanzanians to access higher education.

The establishment of the Open University of Tanzania was not merely an administrative development but a deliberate legislative and policy response to structural limitations within the higher education system. Anchored in Act No. 17 of 1992 and reinforced by the Universities Act No. 7 of 2005 and its Charter, OUT's legal mandate positions it as Tanzania's premier open and digital learning institution, charged with expanding access, enhancing quality, and contributing to national socio-economic development.

vision

To be a leading open and online university in knowledge creation and application.

Mission

To persistently provide relevant, quality, flexible, accessible, and affordable open online education, research, and services to the community for socio-economic development of Tanzania and the rest of the world.

Guiding Plan Theme

Affordable quality education for all with a commitment to a flexible and affordable education, quality outputs, integrity, and pursuit of enhanced national and international contribution and recognition.

Core Norms and Values

In fulfilling its mission and pursuing its vision, the OUT shall be guided by the following core norms and values:

- Transparency
- Confidentiality
- Trustworthiness
- Integrity
- Academic excellence
- Academic freedom
- Research relevance
- Efficiency
- Professionalism
- Accountability
- Gender equality
- Teamwork and collegiality
- Financial sustainability

Core Functions

Teaching and Learning

The OUT offers affordable, innovative, relevant, and quality degrees and non-degree programs. In addition, the university provides an enabling environment for integrated continuous learning and entrepreneurship for its students and members of staff.

Research and Innovation

The university is committed to the creation of new knowledge and skills through its research and innovation activities.

Consultancy and Community Services

Consultancy and community services are integrated within the OUT core functions. In addition, the university participates in various community programs, activities, and services as part of its Corporate Social Responsibility (CSR)

Governance and Management Structure

Table 1: Summary of University and Governance Structure

Level	Organ	Primary Role
Top	Chancellor	Ceremonial Head
Policy & Oversight	University Council	Governing authority and strategic direction
Executive Management	Vice-Chancellor and DVCs	Operational leadership and implementation
Academic Authority	Senate	Academic governance and standards
Operational Units	Faculties/Directorates/Institutes/Regional Centres	Programme delivery and learner services



UNIVERSITY COUNCIL, COUNCIL COMMITTEES, MANAGEMENT, AND ORGANIZATIONAL STRUCTURE

THE UNIVERSITY COUNCIL 2024/25



Prof Joseph Kuzilwa
Chairman



Prof Sylvia Temu
Vice Chairperson



Prof. Elifas T. Bisanda
Vice Chancellor



Prof. Josiah Z. Katani
DVC PFA



Prof. Alex B. Makulilo
DVC ARC



Prof. Leonard Fweja
Ag. DVC-LT&RS



CPA Mercy Silla
Member



Mr Said Khamis Faki
Member



Prof. Cuthbert Kimambo
Member



Prof. Modest D.
Varisanga Member



Prof. Eliab Opiyo
Member



Dr Othman Mohamed
Ahmed - Member



Ms Nelly G. Moshi
Secretary



CPA. Rose Kalobelo
Member



Dr. Catherine Mkude
Member



Mr. Salatiel Chaula
Member



Ms. Rehema Sanga
Member



Mr Felix Lugeiyamu
Member





THE UNIVERSITY MANAGEMENT 2024/25



Prof. Elifas Bisanda
Vice Chancellor



Prof. Josiah Katan
DVC-PFA



Prof. Alex Makulilo
DVC-ARC



Prof. Leonard Fweja
Ag. DVC-LT&RS



Dr. Dunlop Ochieng
Dean-FASS



Dr. Saganga Kapaya
Dean-FBM



Dr. Theresia Shavega
Dean-FED



Dr. Rindstone Ezekiel
Dean-FLW



Dr. Matobola Mihale
Dean-FSTES



Ms. Nelly Moshi
STC/HLU



Prof. Gwahula Raphael
DPS



Prof. Paul Ikwaba
DTLES



Dr. Harieth Hellar
DUGS



Dr. Jacob Mwalongo
DICE



Mr. Benjamin Bussu
DPD



Dr. Edefonce Nfuka
DCS



Dr. Emmanuel Kazuva
DQA



Dr. Catherine Mkude
DIEMT



Dr. Zakaria Rwejuna
DSS



Dr. Albert Memba
MVO



Dr. Lilian Isone
DLS



Mr. Francis Badundwa
DHRM



Dr. Adam Namamba
HCMU



Mr. Daudi Sospeter
HPMU



Mr. Azimio Taluka
DFA



Dr. Antipas Massawe
CIA



Mr. Richard Laizer
CIGU



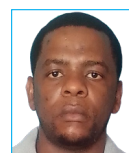
Dr. Harriet Mtae
DRPI



Dr. Betty Mntambo
Coordinator-Gender



Dr. Flora Kiwonde
DLIA

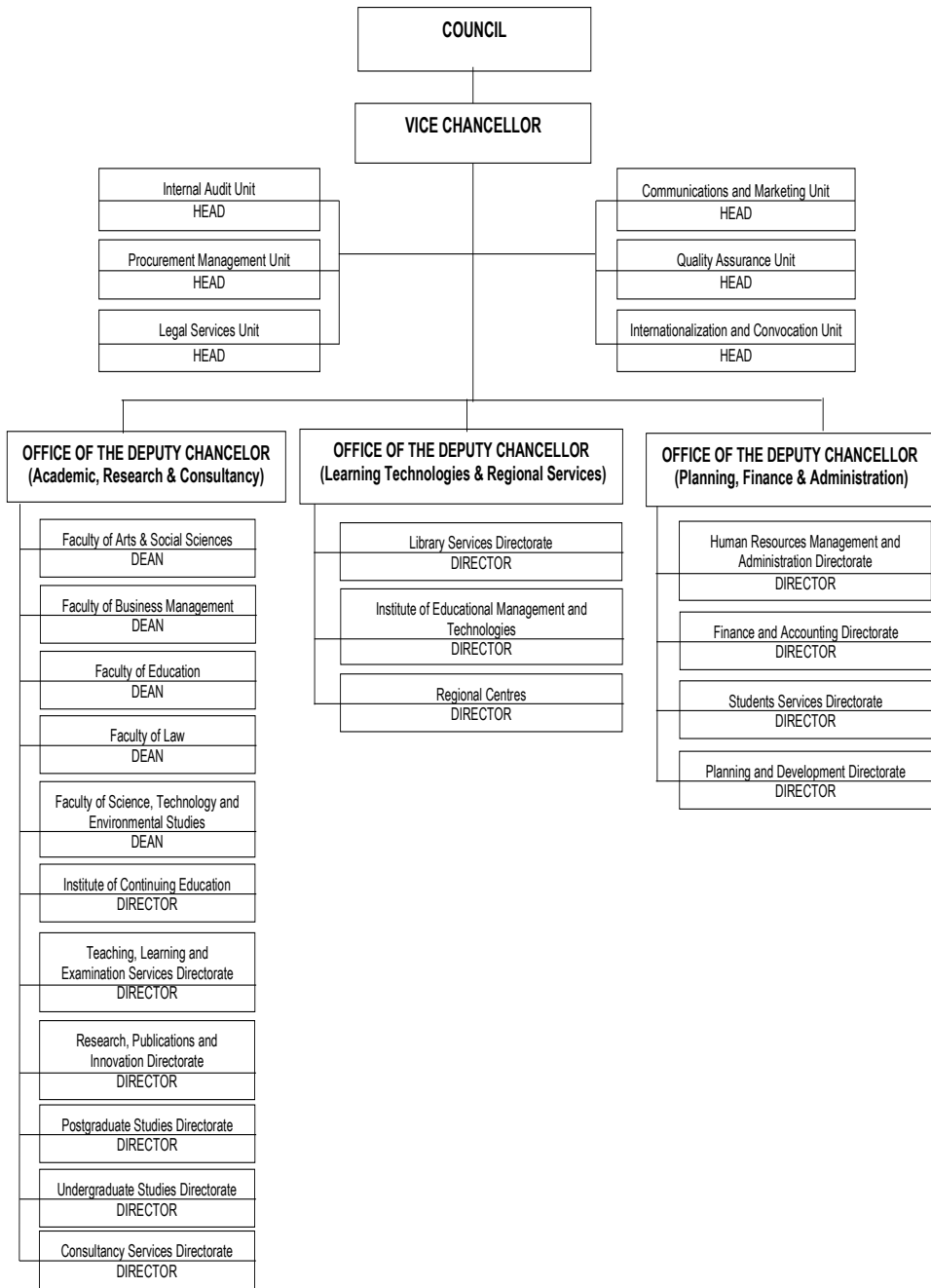


Mr. Jaffar Mdogwa
TO



Dr. Wambuka Rangi
Coordinator-HIV/AIDS

THE UNIVERSITY ORGANIZATIONAL STRUCTURE





PERFORMANCE AND OPERATIONAL REVIEW: KEY EVENTS 2024/2025

KEY EVENTS 2024-2025

Prof. Katani Tours OUT Regional Centers to Strengthen Academic and Administrative Oversight

Prof. Josiah Katani, the Deputy Vice Chancellor for Planning, Finance and Administration at the Open University of Tanzania, conducted his first nationwide tour of the university's regional centers from July 18 to August 27, 2024, concluding in Zanzibar.

The visit aimed to introduce himself to staff, assess working conditions, evaluate regional progress, and understand operational challenges. During the tour, he engaged directly with employees, gathered feedback, and discussed ways to improve service delivery and increase university revenue.

Prof. Katani emphasized professionalism, institutional loyalty, adherence to public service regulations, and commitment to serving students and national interests. He also encouraged staff to pursue research and consultancy opportunities to enhance the university's reputation and generate additional income.



The Vice-Chancellor of the Open University of Tanzania, Prof. Elifas Bisanda, accompanied by Deputy Vice-Chancellor-Academic, Research and Consultancy, Prof. Alex Makulilo and Acting Deputy Vice-Chancellor-Learning Technologies and Regional Services, Prof. Leonard Fweja, to cut a cake to signify the official launch of the 30th OUT- anniversary on July 18, 2024 at the OUT HQ in Kinondoni, Dar es Salaam. The event was also attended by Prof. Modest Varisanga, President of the OUT Convocation and Mr. Salatiel Chaula, Chairman of THTU, OUT Branch.

OUT Celebrates 30 Years of Excellence in Service

The Open University of Tanzania (OUT) celebrated its 30th anniversary in 2024 with nationwide events highlighting three decades of leadership in open and distance learning. Established in 1992 and operational since 1994, OUT is Tanzania's third registered university and the first in East, Central, and Southern Africa to offer distance education.

The celebrations, launched on July 18, 2024, included public lectures, academic conferences, exhibitions, media outreach, and community service initiatives across regional centers. Key activities focused on education, economics, governance, and charitable programs like free legal aid in Morogoro. OUT also participated in national and regional exhibitions, earning recognition as the Best Institution in Education and Research at the Mwanakatavi Week Fair.

The 30th-anniversary events concluded on December 5, 2024, with the 43rd graduation ceremony in Kigoma, showcasing the university's lasting impact and commitment to expanding access to quality education.



Mwl. Mwanongwa: Studying at OUT Fits Seamlessly into Daily Life

OUT continues its outreach efforts to expand access to higher education through distance and online learning. As part of this mission, the Director of the Songwe Regional Center, Mwl. Lusekelo Mwanongwa, conducted a media tour in Songwe to promote OUT's flexible learning model. During a radio appearance on Ileje FM on June 25, 2024, he explained that OUT allows students to pursue higher education without interrupting their daily work and family responsibilities.

Mwl. Mwanongwa highlighted OUT's wide network of regional and coordination centers across Tanzania, its international reach, and its role in mentoring other institutions. He emphasized the university's affordable tuition, flexible payment options, multiple annual examination sessions, and learner-centered approach that enables students to study at their own pace. He concluded by encouraging Tanzanians to enroll at OUT to gain skills and knowledge that support national development.



Former Kigoma Regional Commissioner, Hon. Thobias Andengenyne, in a group photo with the Permanent Secretary of the Ministry of Education, Science and Technology, Prof. Carolyne Nombo, alongside members of the University Council and Management of the Open University of Tanzania (OUT), during the 34th Annual General Meeting of the Convocation, held at the OUT Kigoma Regional Centre on 5 December 2024.

Kigoma Regional Commissioner Praises OUT for Transformative National Impact

The Kigoma Regional Commissioner, Hon. Thobias Andengenyne, praised the OUT for its transformative contribution to national development over the past 30 years during the 34th OUT Scholars Conference held in Kigoma on December 4, 2024. He highlighted the university's role in training teachers and Ward Executive Officers, strengthening grassroots public service delivery, and supporting economic growth.

The Permanent Secretary in the Ministry of Education, Science and Technology, Prof. Carolyne Nombo, commended OUT for expanding access to higher education through flexible learning and urged the university to continue producing globally competitive graduates. She reaffirmed the Ministry's support, particularly through initiatives such as the Higher Education for Economic Transformation (HEET) Project, which has improved infrastructure and academic programs and supported over 1,000 disadvantaged female students.

The OUT Council Chairperson, Prof. Joseph Kuzilwa, thanked the Ministry for its continued partnership, noting its importance in advancing the university's growth and quality education delivery.

Prime Minister Impressed by OUT Graduate's Research on Disaster Management

The Prime Minister of the United Republic of Tanzania, Hon. Kassim Majaliwa commended the OUT during its 43rd Graduation Ceremony held on December 5, 2024, in Kigoma, and directed national disaster management authorities to adopt recommendations from the doctoral research of the late OUT PhD graduate, Dr. Billy Mwakatage. The research, received on his behalf by his widow, was praised for offering practical solutions to improve fire disaster prevention and management in Tanzania.

The Prime Minister also applauded OUT for its role in higher education development through projects such as the Higher Education for Economic Transformation (HEET) Project, under which the university received USD 9 million to strengthen professional training in key economic sectors. University leaders highlighted curriculum reforms aligned with national education policy, continued government support for infrastructure expansion, and strong collaboration with the Ministry of Education. The ceremony saw 4,307 graduates awarded degrees, with women comprising 48.1 percent of the graduating class, reflecting progress in gender inclusion.



Hon. Mizengo Pinda, Chancellor of the Open University of Tanzania, posthumously awarded a PhD to Billy Mwakatage during the university's 43rd graduation ceremony in Kigoma-Ujiji on December 5, 2024. His widow, Ningile Kapange, received the degree on his behalf while Vice Chancellor Prof. Elifas Bisanda looked on.

OUT Draws Strong Public Interest at Pemba Higher Education Exhibition

The Open University of Tanzania (OUT) attracted strong public interest during the Higher Education Week Exhibition held from July 24–28, 2024, at Gombani Grounds in Chake Chake, Pemba. The Minister of Education and Vocational Training Zanzibar, Hon. Lela Mohammed Mussa, visited the OUT booth and praised the exhibition for bringing higher education services closer to local residents.

OUT's Director of Communications and Marketing, Dr. Adam Namamba, noted that the event enabled direct engagement with the public, many of whom sought information on academic programmes and opportunities. The exhibition highlighted significant interest in scholarships for girls' education and ICT training for persons with special needs, underscoring the importance of expanding outreach in the region.



OUT Participates in HESLB 20th Anniversary Exhibition

The Open University of Tanzania (OUT) joined the 20th-anniversary exhibition of the Higher Education Students' Loans Board (HESLB) at Biafra Grounds from February 10–16, 2025. OUT used the platform to promote its distance and online learning programs, provide admission guidance, and inform students about scholarships and financial aid options, including the Samia Scholarship, STEM scholarships for female students, the Open Foundation Program, and the Teacher Scholarship Program.

The exhibition aimed to raise awareness about OUT's academic opportunities and reaffirm its commitment to accessible, high-quality education for all Tanzanian students.

OUT Receives Assistive Teaching and Learning Equipment from MOEST

The Open University of Tanzania (OUT) received assistive teaching and learning equipment worth over TZS 80 million from the Ministry of Education, Science, and Technology on February 26, 2025. The resources, including Braille machines, computers, projectors, and network tools, will support students and teachers with special needs, enhancing inclusive education.

Prof. Leonard Fweja and other university officials highlighted that the equipment will improve accessibility, allow each student to have their own device, and boost enrollment among students with disabilities, ensuring that they are not left behind in the learning process



Prof. Leonard Fweja, Deputy Vice-Chancellor for Regional Services and Assistive Technology, presented assistive teaching and learning equipment to Mr. Issa Mtiga, an ICT instructor for the Deaf class. The handover was witnessed by Dr. Catherine Mkude, Director of the Institute of Educational Management and Technologies, and Dr. Lilian Mutalemwa, Coordinator of the Assistive Technology Unit on February 26, 2025, at the OUT Headquarters in Kinondoni, Dar es Salaam.

OUT Arusha Congratulates 43rd Graduation Ceremony Graduates

The Open University of Tanzania (OUT) Arusha Regional Center congratulated its graduates of the 43rd graduation ceremony held on February 1, 2025, in Kigoma. Guest of Honor, Hon. Salim Kali, urged graduates to apply their knowledge ethically for personal, family, and national development.

Dr. Nangware Msofe, Director of OUT Arusha, encouraged graduates to be ambassadors of the university while highlighting ongoing efforts to enhance learning and teaching. The ceremony also honored the retiring librarian, Ms. Shufaa Mushi, who served the center for 24 years.

OUT-Zanzibar Celebrates 30 Years of Service

The Open University of Tanzania, Zanzibar Coordination Center (OUT-Zanzibar), marked its 30th anniversary since its establishment on January 14, 1995. Celebrations include tree planting, visits to natural reserves, and a special ceremony honoring 192 graduates from OUT's 43rd graduation.

The anniversary will culminate on February 2, 2025, with an academic symposium on "The Role of the Open University of Tanzania in Developing and Strengthening Human Capital in Zanzibar," featuring the Permanent Secretary of the Ministry of Education and Vocational Training as keynote speaker. The celebrations highlight OUT-Zanzibar's three decades of commitment to higher education, environmental awareness, and community engagement.

OUT and Norway Strengthen Collaboration for Children with Special Needs

The Open University of Tanzania (OUT) has reinforced its partnership with Norwegian universities to support children with special needs. During a reception for Norwegian lecturers and students at OUT's Kinondoni headquarters, Dr. Dunlop Ochieng and Dr. Mariana Makuu highlighted the second phase of the Norwic Project (2025–2027), expanding from one to two schools in Tanzania.

Ten Norwegian participants will engage in three months of practical training alongside local teachers, promoting inclusive education and children's welfare. The project aligns with international conventions on children's and disability rights, building on the successful first phase (2022–2024) and emphasizing cross-cultural knowledge exchange and improved educational outcomes for children with disabilities.



A cross-section of a delegation of students and teachers from Norway visited Tanzania under the Norwic Project during a special reception hosted by the Open University of Tanzania (OUT) on January 20, 2025, at the university's headquarters in Kinondoni, Dar es Salaam.



OUT Commemorates International Women's Day 2025

On March 8, 2025, the Open University of Tanzania (OUT) joined national celebrations of International Women's Day under the theme: "Girls and Women 2025: Strengthening Equality, Rights, and Empowerment." OUT highlighted its commitment to promoting gender equality, academic and economic opportunities, and the empowerment of women and girls. Dr. Betty Mntambo, Gender Coordinator, emphasized celebrating women's resilience, achievements, and the ongoing work to build a society free from discrimination.



Female staff from the Headquarters of the Open University of Tanzania pose for a group photo before departing to participate in the International Women's Day commemorations held on March 8, 2025, in D'Salaam.

OUT and ZOU Strengthen Collaboration Through Benchmarking Visit

On February 26, 2025, the Open University of Tanzania (OUT) hosted a delegation from the Zimbabwe Open University (ZOU) to explore partnerships and share best practices in higher education. Discussions focused on micro-credentials, joint programs, and innovative approaches like OUT's examination-on-demand system and trimester management.

Both institutions emphasized Education 5.0, integrating innovation and industrialization into academia. The visit concluded with a commitment to ongoing knowledge exchange and strengthened collaboration, reinforcing regional leadership in advancing African higher education.

11th General Workers' Council Meeting Held in Dodoma

The Open University of Tanzania (OUT) held its 11th General Workers' Council Meeting on March 21, 2025, in Dodoma to discuss strategies for increasing student enrollment, revenue, service delivery, research impact, and community engagement. Dodoma Regional Commissioner Hon. Rose Senyamule urged staff to enhance ICT use, expand examination centers, and strengthen professional capacity.



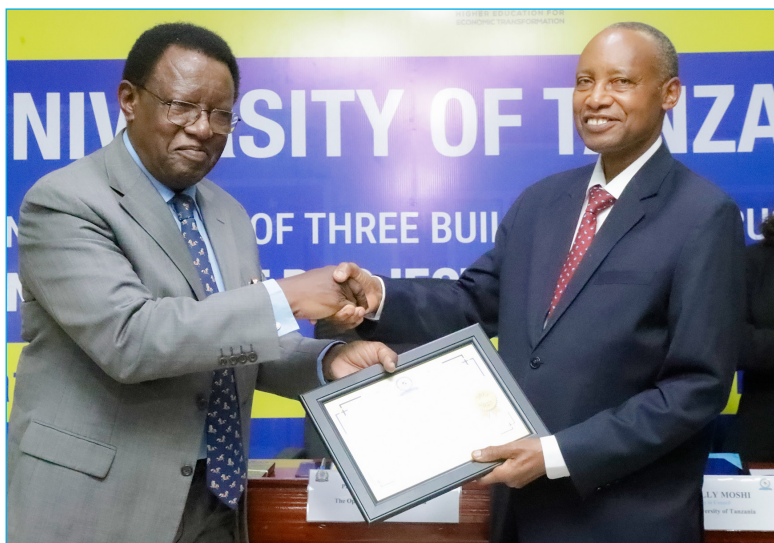
Dodoma Regional Commissioner, Hon. Rose Senyamule, joined the OUT Management at the opening of the 11th General Workers' Council Meeting held on March 21, 2025, in Dodoma City.

Vice Chancellor Prof. Elifas Bisanda highlighted agreements allowing council meetings to be held online twice a year, while Prof. Alex Makulilo encouraged staff development and cost-effective operations. The meeting also elected new council leaders: Dr. Daphina Mabagala as Council Secretary and Mr. Abdillah Mkonyi as Assistant Secretary.

OUT Council Bids Farewell to Vice Chancellor Prof. Elifas Bisanda

At its 123rd meeting on March 28, 2025, the Open University of Tanzania (OUT) Council bid farewell to Vice Chancellor Prof. Elifas Bisanda as he steps down after years of dedicated service. Council Chair Prof. Joseph Kuzilwa praised his exemplary leadership, while Prof. Bisanda reflected on his tenure, highlighting collaboration, institutional growth, and strengthened local and international partnerships. Under his leadership, the university's revenue nearly doubled from TZS 10 billion in 2017/18 to TZS 19 billion. OUT honored his contributions and expressed gratitude for his lasting impact on the institution.

The Regional Commissioner of Dodoma, Hon. Rose Senyamule, joins the Management of the Open University of Tanzania during the official opening of the 11th General Workers' Council Meeting, held on March 21, 2025, in Dodoma City.



OUT Reinforces Confidentiality and Professionalism for Student Counsellors

The Open University of Tanzania conducted a three-day training for Student Counsellors and Gender Desk representatives from March 24–26, 2025, at its Dodoma Regional Centre.

During the opening, Vice Chancellor Prof. Elifas Bisanda emphasized the importance of confidentiality and professionalism in counselling services to build trust among students, particularly when addressing sensitive challenges such as loneliness, financial difficulties, and gender-based violence.

The training, organized by the Gender Unit, HIV/AIDS and Non-Communicable Diseases Unit, and the Directorate of Student Services, focused on strengthening counselling skills, improving reporting systems, and enhancing support mechanisms. The initiative aimed to ensure that counsellors provide ethical, effective, and transformative guidance that contributes to a supportive learning environment for students.

In a related effort, OUT also organized a gender training workshop on March 13, 2025, for office assistants and security staff to promote respect, inclusiveness, and gender equality on campus. The workshop emphasized gender sensitivity in daily operations, particularly in security procedures, and encouraged staff to prevent, observe, and report incidents of gender-based violence, reinforcing the university's commitment to a safe and positive institutional culture.



OUT Launches Sign Language Training to Promote Inclusive Education

The Open University of Tanzania (OUT) has introduced a sign language training program for staff to improve communication with students, especially those with hearing impairments. Held at OUT's Dar es Salaam headquarters, the initiative equips staff with skills to provide equitable academic support and fosters a more inclusive, student-centered learning environment.

University leaders emphasized that the training enhances dignity, inclusion, and professional excellence, addressing barriers that previously discouraged students with disabilities from enrolling. The program reflects OUT's commitment to equity, social inclusion, and its vision of accessible higher education for all.

OUT Trains Public Officials on AI for Project Monitoring and Evaluation

From June 18–22, 2025, the Open University of Tanzania (OUT) conducted a five-day blended training on using Artificial Intelligence (AI) in Monitoring and Evaluation (M&E) of public projects. Participants included officials from the Ministry of Education, Science and Technology and a secondary school from Tabora Region.

The training equipped attendees with practical skills in AI-driven data collection, analysis, reporting, and ethical considerations. Prof. Saganga Kapaya emphasized AI's role in enhancing efficiency, accountability, and resource management, while Dr. Edephonc Nfuka highlighted the hands-on, participatory approach. Participants expressed appreciation for the training's relevance and applicability, leaving empowered to implement AI-driven improvements in their institutions.

Prof. Makulilo Assumes Office as OUT Vice Chancellor, Pledges Transformative Leadership

The Open University of Tanzania (OUT) officially welcomed Prof. Alex B. Makulilo as its new Vice Chancellor on June 11, 2025, following the completion of Prof. Elifas Bisanda's tenure. In his inaugural address, Prof. Makulilo outlined four guiding pillars for his administration—quality, accountability, inclusivity, and impact—and emphasized a results-driven, innovative, and globally competitive vision for OUT.



Prof. Joseph Kuzilwa, Chairperson of the University Council, officiated the investiture of Prof. Alex B. Makulilo as Vice Chancellor during a ceremony held on June 11, 2025, at the OUT Headquarters. The event also honored the outgoing Vice Chancellor, Prof. Elifas T. Bisanda, marking the beginning of a new leadership era at the Open University of Tanzania.

He identified seven strategic priorities: improving teaching and learning infrastructure, ensuring curriculum relevance, enhancing research and innovation, securing national and international projects, investing in staff development, diversifying revenue sources and promoting good governance.

OUT's Chancellor, former Prime Minister Hon. Mizengo Pinda and Council Chair Prof. Joseph Kuzilwa expressed full confidence in his leadership, while Prof. Bisanda praised his successor and pledged support. Prof. Makulilo, a seasoned homegrown scholar with extensive experience in law, governance, and university administration, is expected to propel OUT to greater national and global prominence in open and distance learning.

Top of Form

Bottom of Form

OUT Upgrades Digital Systems to Improve Admissions and Learning

The Open University of Tanzania (OUT) is enhancing its digital systems for applications, teaching, and learning to provide more accessible and efficient higher education. Improvements to the application system make it faster, user-friendly, and more transparent, allowing applicants to track progress in real time.

University officials emphasized the importance of following submission guidelines carefully, uploading original scanned documents, and completing all steps to avoid disqualification. While ICT literacy challenges remain for some applicants, the upgraded system streamlines processes, increases transparency, and supports OUT's mission to deliver high-quality blended learning.

OUT & UNESCO Host Public Lecture on AI in Education

On May 5, 2025, the Open University of Tanzania (OUT), in collaboration with UNESCO, hosted a transformative public lecture on integrating Artificial Intelligence (AI) in education. The event brought together academics, policymakers, and tech experts to discuss AI's opportunities, challenges, and future in higher learning.

Speakers highlighted AI as a tool to enhance teaching, learning, research, and administration, stressing ethical implementation, collaboration, and strategic readiness. Prof. Alex Makulilo noted the lecture marked a milestone in OUT's role as a leader in educational innovation, while Dr. Bakary Diallo emphasized AI's necessity in modern education. Prof. Leonard Fweja stressed that AI empowers educators rather than replaces them, and Dr. Janeth highlighted the alignment of AI innovation with national education guidelines.

The lecture provided a platform for dialogue on preparing learners and institutions for a digital future, positioning AI as a strategic driver for quality and inclusive education.

OUT Appoints Acting DVC and Acting Dean for Faculty of Business Management

On June 5, 2025, the Open University of Tanzania (OUT) announced key management appointments to ensure continuity in leadership. Prof. Saganga M. Kapaya was appointed Acting Deputy Vice Chancellor for Academic, Research, and Consultancy, bringing extensive academic and leadership experience. Dr. Mato Magobe was named Acting Dean of the Faculty of Business Management, recognized for his dedication to academic excellence. Both appointments are effective immediately to support smooth leadership transition and continued university operations.



Prof. Saganga M. Kapaya



Dr. Mato Magobe

OUT Boosts Staff Consultancy Skills Through Virtual Forum

On April 24, 2025, the Open University of Tanzania (OUT) held a virtual Consultancy Experience Sharing Forum via Zoom, attracting over 50 academic and non-academic staff. Organized by the Directorate of Consultancy Services (DCS), the forum aimed to equip staff with practical insights to enhance consultancy engagement, in line with OUT's Strategic Plan.

Dr. Edephonc Nfuka highlighted consultancy's role in expanding the university's impact and urged staff to submit profiles and past contract records to boost institutional bidding capacity through platforms like NeST. Key presentations included Prof. Deus Ngaruko on professionalism, ethics, and the "3 Cs" of consultancy (Confidence, Competence, Credibility), and Dr. Janeth Kigobe on collaboration, cross-sector partnerships, and financial transparency.

Interactive discussions led by Prof. Katani and Mr. Denis Semiono focused on identifying consultancy opportunities, leveraging networks, and exploring regional potential. Dr. Nasra Kara closed the session by encouraging active staff engagement to foster personal growth and enhance OUT's national visibility.

Health is Wealth: Early Screening is Key to Prevention - Prof. Bisanda

The Vice Chancellor of the Open University of Tanzania, Prof. Elifas T. Bisanda, urged staff and students to prioritize regular health checkups for early detection and management of chronic non-communicable diseases (NCDs) such as diabetes, hypertension, and cardiovascular conditions. His call came during a two-day NCD screening camp held at OUT headquarters in Kinondoni, Dar es Salaam, on April 22–23, 2025, aimed at promoting health awareness within the university community.

Prof. Bisanda highlighted that prevention and early detection are key to maintaining health, while other university leaders and medical professionals emphasized personal responsibility, healthy lifestyles, and balanced diets. The initiative, organized by OUT's HIV/AIDS and NCD Unit in collaboration with local medical experts, marks the start of a broader campaign to

extend health services to all OUT regional centres, reinforcing the university's commitment to workforce and student wellbeing as a foundation for productivity and academic success.

OUT Participates in National May Day Celebrations in Singida

The Open University of Tanzania (OUT) participated in the 2025 International Workers' Day celebrations in Singida, attended by President Samia Suluhu Hassan. Represented by staff from the Singida Regional Centre and members of the Tanzania Higher Learning Institutions Trade Union (THTU), OUT showcased its contributions to the local community and strengthened its national visibility.

The event, themed "General Elections 2025 – Let Us Elect Leaders Who Uphold Workers' Rights and Welfare," provided an opportunity for staff to engage with national leaders, raise concerns, and boost morale. OUT highlighted the importance of workers in advancing both institutional and national development.

OUT and ADEM Partner to Strengthen Educational Leadership and Management

The Open University of Tanzania (OUT) and the Agency for the Development of Educational Management (ADEM) have signed a Memorandum of Understanding to jointly strengthen educational leadership and management in Tanzania through distance learning. The agreement focuses on offering undergraduate and postgraduate diploma programs in educational leadership, management, and administration, as well as short-term training for primary education leaders nationwide.

Signed on April 8, 2025, at OUT headquarters in Dar es Salaam, the partnership aims to build professional capacity among education practitioners, policymakers, and leaders while also strengthening ADEM's use of distance learning systems. The collaboration will extend to joint research, consultancy services, and shared academic resources, addressing key sector challenges such as curriculum implementation, teacher development, and resource shortages.

The MoU is expected to enhance institutional performance and support national education reforms, contributing to the overall advancement of Tanzania's education sector.

Top of FormBottom of Form

OUT Strengthens Management Capacity through NEST Training, Consultancy Forum

The Open University of Tanzania held a two-day workshop from April 29–30, 2025, at the Mwalimu Julius Nyerere Leadership School in Kibaha to strengthen management capacity in consultancy and public procurement. Organized by the Directorate of Consultancy Services and the Open University Consultancy Bureau, the workshop trained management staff on the National e-Procurement System of Tanzania (NeST) and consultancy best practices, supporting OUT's strategy to position consultancy alongside teaching and research.

University leadership emphasized the importance of consultancy for institutional growth, academic relevance, and financial sustainability, while practical sessions focused on NeST operations, compliance with the Public Procurement Act 2023, and effective consultancy skills. Participants also explored leadership, teamwork, emotional intelligence, and access to national and international funding opportunities.

The workshop concluded with recommendations to strengthen consultancy structures,





mentorship, digital coordination, and continuous capacity building, marking a significant step in enhancing OUT's consultancy capacity and reflecting Prof. Bisanda's leadership legacy.

Prof. Bisanda Urges Professors to Harness Technology for Enhanced Community Service

The Vice Chancellor of the Open University of Tanzania, Prof. Elifas T. Bisanda, called on professors to embrace technological advancements, including digital tools and artificial intelligence, to enhance teaching, research, and community service. He made the remarks while officiating the fifth session of the Professors' Forum held from April 10–12, 2025, in Dar es Salaam.

Prof. Bisanda emphasized the need for senior academics to adapt to the evolving global education landscape and responsibly harness technology to address societal challenges. University leaders noted that the Professors' Forum is being strengthened as a key academic platform for collaborative research, grant writing, scholarly publications, and community-based initiatives aligned with national development.

The forum, which brings together professors from across the country and meets quarterly, was highlighted as an important driver of academic excellence, innovation, and OUT's global competitiveness.

Ten Years of Transformative Leadership: Prof. Bisanda Bids Farewell to OUT

The Open University of Tanzania Students Organisation (OUTSO), through the Student Representative Council, held a special farewell session at the OUT Dodoma Regional Centre to honour Vice Chancellor Prof. Elifas Bisanda at the end of his 10-year tenure on May 30, 2025. The event celebrated his transformative leadership and lasting impact on the university.

Prof. Bisanda praised OUT students for their exceptional spirit of volunteerism and commitment to supporting fellow students and university development. University leaders credited him with guiding OUT through major reforms, including digital transformation, improved service delivery, strengthened academic standards, and the elimination of systemic challenges such as over-assessment and examination leakages.

Student leaders expressed deep appreciation for his integrity, openness, and student-centred leadership, noting significant improvements in learning flexibility and academic progress. The gathering concluded with recognition of Prof. Bisanda's decade of visionary leadership that repositioned OUT as a model institution in open and distance learning.

OUT Expands Access to Education by Launching Coordination Centre in Handeni

The Open University of Tanzania officially launched a new coordination centre in Handeni District, Tanga Region, on May 1, 2025, to expand access to education and support workers' professional development without disrupting their employment. The launch, led by Tanga Regional Commissioner Amb. Dr. Batilda Burian, highlighted the centre's role in reducing the need for residents to travel to Tanga town for educational services.

The initiative was made possible through strong collaboration with the Handeni District government, which provided facilities and land, and committed additional resources to support the centre's operations. OUT leadership emphasized the university's mission of reaching students where they are, noting that Handeni is one of three district-level examination coordination centres and will operate year-round.

Community members welcomed the centre as a major step in decentralizing education services, particularly for rural areas, reinforcing OUT's commitment to bringing flexible and accessible higher education closer to working citizens.



The Executive Management of the Open University of Tanzania (OUT) pose for a group photograph with OUT Regional Centre's Directors during the Leadership and Managerial Training held at Glonency Martha Hotel in Dodoma from May 13, 2025 to May 15, 2025, where the directors were equipped with leadership and managerial skills..

OUT Regional Centre Directors Equipped with Leadership Skills

Directors of the Open University of Tanzania's regional centres participated in a three-day leadership training in Dodoma (May 13–15, 2025) aimed at strengthening leadership capacity for new directors and refreshing key responsibilities for continuing ones. University leaders emphasized the critical role of regional centres in serving the majority of OUT students across the regions.

Senior management highlighted priorities such as student support services, effective resource management, promotion of the university, good governance, and public service ethics. The Vice Chancellor stressed strategic leadership, attentive listening, and continuous monitoring and evaluation.

The training covered leadership, strategic planning, operational management, academic affairs, human and financial resource management, and the role of the Tanzania Higher Education Workers' Union. It also provided an opportunity for networking and closer engagement between directors and university management, reinforcing collaboration and shared understanding.



PERFORMANCES OF CORE FUNCTIONAL AREAS FOR THE YEAR 2024/25

PERFORMANCES OF CORE FUNCTIONAL AREAS

DIRECTORATE OF UNDERGRADUATE STUDIES

Introduction

The Directorate of Undergraduate Studies (DUGS) under the office of the Deputy Vice Chancellor (Academic, Research, and Consultancy) has a core mandate of centrally coordinating undergraduate students' enrollment. It acts as a central hub for all undergraduate admission-related activities, assuring smooth and efficient processing of applications, including overseeing application reviews, and liaising with various departments and committees involved in the admission process. The Directorate helps ensure that admissions decisions are made fairly and consistently across all departments and programs. This involves compliance with the national laws and regulations pertaining to higher education admission in the country, as guided by the national regulators.

Activities and Events

Admissions

In the 2024/25 financial year, the University maintained a robust academic portfolio consisting of fifty-four (54) undergraduate programmes across its five (5) Faculties and the Institute of Continuing Education (ICE). The distribution of these programmes is as follows: 34 bachelor's degrees; 10 diplomas; and 10 certificates, including the OUT Foundation Programme (OFP). The University experienced a steady upward trajectory in enrollment, admitting a total of 13,186 students. This represents a 7.9% increase over the previous year's intake of 12,215 students. The gender distribution remains a key focus of the University's inclusivity mandate. In the current year, 5,613 (42.6%) of the admitted students were females, and 7,573 (57.4%) were males. The composition of the 2024/25 cohort reflects a strong demand for degree-level studies (48.7%), and a significant enrollment in the Foundation Programme (23.2%). The diploma and certificate programmes composed of 17.3% and 10.8%, respectively.

Conversion from Admission to Registration

Of the 13,186 students admitted in the 2024/25 academic year, 7,384 (56%) successfully completed the formal registration process. This conversion rate remains consistent with historical institutional benchmarks, which typically fluctuate between 50% and 61%. The variance between admission and actual registration is attributed to several external and internal factors, including the fact that a portion of admitted candidates may face delays in securing tuition fees for registration within the stipulated timelines.

The 2024/25 nominal roll of the University indicates that cumulatively, the database contains 29,758 continuing undergraduate students.

Major Achievements

Scholarship Schemes

During the 2024/25 financial year, the University, through DUGS, successfully administered the Teachers' Scholarship Programme (TSP). This initiative highlights the University's commitment to supporting the Government's agenda of expanding access to affordable, high-quality higher education for the national teaching workforce. The scheme provided a 50% tuition fee waiver specifically targeted at in-service public school teachers enrolled in undergraduate education programmes. A total of six hundred and six (606) student-teachers were successfully vetted and awarded the scholarships under this cycle. The University's direct investment in this social corporate responsibility and human capital development initiative amounted to TZS 237,285,000/-.





Challenges and Mitigation

A significant challenge facing the University is a high attrition rate, where a substantial number of admitted students do not register for studies. Additionally, another significant percentage of those who register do not complete their studies by exceeding their registration periods, which lead to de-registrations. This has detrimental impacts on overall programme outcomes, students' success, and institutional goals.

To address the challenge of the gap between admission and registration, the University has established a dedicated communication team, using the Students Information Centre, to contact admitted students within the first few days of receiving their admission letters. This personalized outreach is strategically established to resolve immediate technical or procedural queries, and making the student feel valued. Since financial constraints may be a primary barrier, the University allows students to pay a smaller commitment fee to give them access to the students information system, followed by the remaining tuition fee in installments.

DIRECTORATE OF POSTGRADUATE STUDIES (DPGS)

Introduction

The Directorate of Postgraduate Studies (DPGS) at the Open University of Tanzania (OUT) was established in 2017 following a strategic split from the Directorate of Research and Publications. Operating under the Office of the Deputy Vice-Chancellor (Academic, Research, and Consultancy), the DPGS is mandated to oversee the institutional coordination of all postgraduate matters. This includes the management of admissions, registrations, supervision frameworks, examination processes, and the overall quality control of postgraduate academic outputs as directed by the University Senate.

Structurally, the Directorate is led by a Director and supported by three specialized units: Admission and Registration; Supervision and Records; and Examination and Quality Control. With a dedicated team of twelve staff members, the DPGS ensures that postgraduate programs are executed smoothly across all regional centers. The primary focus for the 2024/2025 academic year has been the optimization of digital platforms and the strengthening of governance frameworks to accommodate a growing student population while maintaining high academic standards.

Events and Activities

The year 2024/25 was marked by significant academic and administrative events designed to integrate students into the university system and monitor research progress. A major recurring activity was the conduct of comprehensive student orientation sessions held in two cycles: August 2024 and March 2025. These sessions spanned multiple regional centers, including Arusha, Dar es Salaam, Dodoma, and Zanzibar, providing 1,085 newly admitted students with essential information regarding the university's unique Open and Distance Learning (ODL) systems.

In addition to orientation, the Directorate was heavily involved in the coordination of research milestones. Key activities included the facilitation of 999 research presentations, which comprised 741 Master's proposal defenses and 224 PhD and Master's by Thesis proposal presentations. The Directorate also managed the administrative workflow for 849 research

clearance letters, a mandatory activity that enables students to proceed to the fieldwork and data collection stage of their studies.



Table 1: Newly admitted students' attendance into orientation session of August 2024

S/N	Facilitation centre	Number of participants		
		Male	Female	Total
	Arusha	15	11	26
	Dar es salaam	60	36	96
	Dodoma	23	15	38
	Kagera	15	09	24
	Kigoma	27	10	37
	Morogoro	14	03	17
	Mtwara	10	05	15
	Mwanza	36	13	49
	Tanga	17	12	29
	Zanzibar	20	06	26
	Total	237	120	357

Table 2: Newly admitted students' attendance into orientation session of March 2025

S/N	Facilitation centre	Number of participants		
		Male	Female	Total
1	Dar es Salaam	117	86	203
2	Arusha	30	18	48
3	Mwanza	48	20	68
4	Mbeya	27	14	41
5	Dodoma	46	31	77
6	Kagera	27	08	35
7	Kigoma	17	06	23
8	Morogoro	17	19	36
9	Mtwara	24	10	34
10	Tanga	26	08	34
11	Zanzibar	18	11	29
	Total	397	231	628

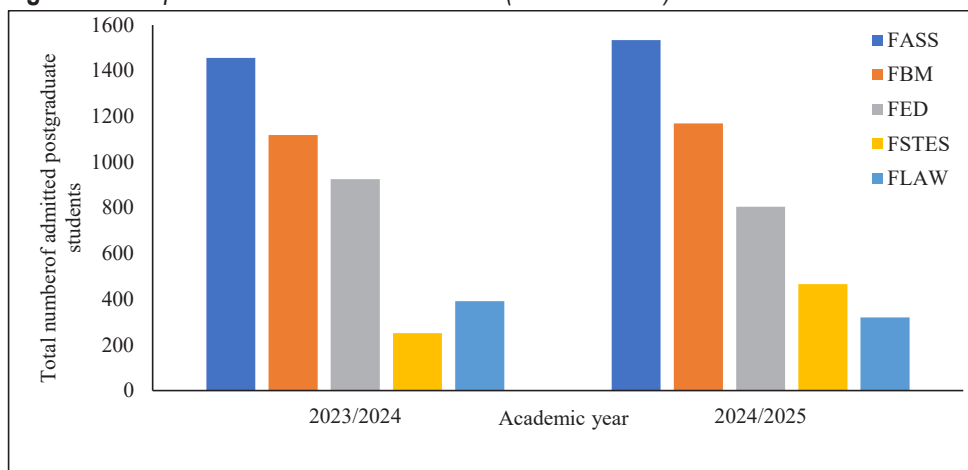
Achievements

The Directorate recorded substantial growth in student enrollment and administrative efficiency. A total of 4,294 students were admitted during the 2024/2025 academic year, representing a 3.5% increase from the previous year. This growth was most notable in the Master's programs, which saw 3,539 new admissions. Furthermore, the number of PhD graduates increased from 53 in 2023 to 55 in 2024, signaling a steady improvement in high-level academic completion rates.

On the operational front, the DPGS achieved a drastic reduction in the turnaround time for essential services. The processing time for research clearance letters was reduced from seven working days to just two. Additionally, the Senate approved the new "Postgraduate Guidelines and Operational Procedures" in May 2025. These guidelines introduced cost-saving measures, such as reducing the number of required physical thesis copies and transitioning to electronic submissions via email and Turnitin, which has significantly enhanced the efficiency of the examination process.



Figure 1: Comparison of Graduation Statistics (2024 vs. 2025)



Challenges and Mitigation

As the postgraduate portfolio continues to expand in scope and complexity, the Directorate remains committed to continuous system improvement and administrative strengthening in order to support sustainable growth. In this regard, particular emphasis has been placed on enhancing digital infrastructure and strengthening financial coordination mechanisms.

One strategic initiative currently under development is the full integration of the Postgraduate Information Management System (PGMIS), which is primarily designed to strengthen supervision management and facilitate integrated monitoring of research milestones and supervision workloads. Foundational preparatory work and system alignment have already been undertaken, and full operationalisation is being advanced through a structured institutional action plan. This action plan focuses on phased implementation, technical harmonisation with existing University systems, and capacity development. Once fully deployed, PGMIS is expected to enhance real-time monitoring, improve reporting accuracy, and further modernise postgraduate governance processes.

In the area of financial administration, the University has made significant progress in improving the processing of supervision and examination claims. Through the introduction and implementation of a structured institutional action plan, a quarterly payment framework has been institutionalised. This reform has improved predictability, strengthened financial accountability, and ensured the timely remuneration of external examiners and supervisors. The stabilisation of this process has contributed positively to the efficiency and smooth functioning of the examination cycle.

To further safeguard academic standards and uphold institutional credibility, the Directorate has reinforced research integrity measures through the mandatory application of a 30 percent Turnitin similarity threshold for all final thesis and dissertation submissions. This requirement ensures that postgraduate research outputs meet internationally recognised standards of originality and scholarly rigour before they are processed for graduation.

Overall, these initiatives demonstrate proactive institutional strengthening rather than reactive problem-solving. Through strategic digital enhancement, structured financial reforms, and reinforced quality assurance mechanisms, the Directorate continues to promote efficiency, transparency, and academic excellence in postgraduate administration.

TEACHING AND LEARNING

DIRECTORATE OF TEACHING, LEARNING AND EXAMINATION SERVICES

Introduction

The Directorate of Teaching, Learning and Examination Services (DTLES) at The Open University of Tanzania (OUT) is a central administrative organ responsible for the institutional framework governing teaching, learning, and the security management of university examinations. Its mandate encompasses a broad spectrum of academic support services, including the compilation of examination papers, printing, distribution, invigilation, and the final issuance of official transcripts and certificates. The directorate operates through four specialized departments: the Teaching and Learning Unit, the Examinations Databank Management Unit, and the Records, Qualifications, and Certifications (RQC) Unit.

The overarching goal of the DTLES is to foster a learner-centered environment that reflects the university's vision and mission within the Open and Distance Learning (ODL) context. This involves developing high-quality pedagogical approaches, innovative e-learning strategies, and robust assessment models. By managing the entire lifecycle of academic records and examination logistics, the directorate plays a pivotal role in protecting the integrity and authenticity of the university's academic credentials.

Events and Activities

Throughout the 2024/2025 academic year, the directorate executed a heavy schedule of examination sessions across local and international centers. Key sessions included the September 2024 ODEX (8,524 registered students), the January/February 2025 Main Session (7,398 students), and the May/June 2025 Main Session, which saw the highest participation with 11,901 registered students. Specialized examination events were also conducted for international students, military programs (MED APPS), and specific regional programs such as the Foundation Course and the Female Programme in Singida.

Beyond examinations, the Teaching and Learning Unit coordinated university-wide training for academic staff on ODeL philosophies and facilitated real-time online lectures via Zoom. The Records, Qualifications, and Certifications (RQC) Unit was active in the critical "Panel Marking" exercise, which ensures quality assurance for marked scripts before results are officially recorded. Additionally, the unit managed the secure procurement of essential examination materials, including certificate templates, exam booklets, and envelopes.

Achievements

A landmark achievement for the year was the successful upgrade and deployment of the new Examination Databank Management System (EDBMS). This system revolutionized the production process by enabling the bulk generation of university examinations and introducing a bulk upload feature for ODEX questions, significantly reducing manual workloads. Furthermore, the RQC Unit successfully processed and printed 3,883 certificates and 3,721 academic transcripts, ensuring that all approved documents were prepared on time to support graduate employment and further studies.

The directorate also achieved a high level of administrative responsiveness in document verification services. All certification and verification requests were processed within a target of three working days. Additionally, the transition from the legacy SARIS system to the modern Academic Register Management Information System (ARMIS) progressed, allowing for decentralized data entry by instructors which promotes greater efficiency and ownership of results data.





Challenges and Mitigation

The directorate identified several systemic challenges, primarily centered on outdated technology and resource gaps. The legacy SARIS system was noted as a high risk due to its aging architecture, lack of proper data safeguards, and susceptibility to human error in the absence of a modern user interface. Furthermore, an “Inadequate ODEX Questions Bank” remains a serious hurdle, forcing staff to rely on time-consuming manual processes that can raise concerns regarding examination standardization. Academic dishonesty is also on the rise, necessitating an increase in invigilators and adding to the cost of examination administration.

To mitigate these risks, the directorate is prioritizing a full migration to the ARMIS platform to eliminate vulnerabilities associated with SARIS. To address the shortage of ODEX questions, Deans have been requested to take a more active supervisory role in ensuring academic staff consistently update their question banks. For logistical challenges, the unit proposed introducing electronic security features like QR codes for easier document verification and integrating electronic signature pads in ARMIS to streamline the certificate collection process.

FACULTY OF LAW

Introduction

Established in 1995, the Faculty of Law (FLAW) at The Open University of Tanzania continues to fulfill its core mandate of providing comprehensive legal education at both undergraduate and postgraduate levels. The Faculty has played a pivotal role in national capacity-building, producing legal professionals who serve in the judiciary, government, academia, and private practice. Its operations are centered on teaching, research, consultancy, and community outreach.

During the 2024/2025 academic year, the Faculty offered a range of programs, including the Bachelor of Laws (LLB) and specialized Master of Laws (LLM) programs. The faculty remains committed to the Open and Online learning System, ensuring that legal education is accessible to a wide demographic across Tanzania and beyond while maintaining the rigorous standards required for professional legal practice.

Events and Activities

Key activities for the faculty involved the delivery of legal coursework through a blended learning approach, utilizing the Moodle platform for asynchronous learning and zoom for synchronous discussions. A significant portion of the Faculty’s effort was dedicated to postgraduate supervision, including the conduct of seminars and the processing of PhD and Master’s thesis presentations. The faculty also engaged in “Panel Marking” and result moderation to ensure quality control for undergraduate examinations.

Additionally, the Faculty participated in community outreach and consultancy projects, leveraging its legal expertise to support various national initiatives. Faculty members were also involved in research activities aimed at revitalizing the Faculty of Law Journal, an essential platform for scholarly dissemination and attracting prospective postgraduate students and research collaborators.

Achievements

The Faculty recorded a successful academic cycle with a steady stream of graduates entering the legal workforce. A major achievement was the continued production of graduates who

serve in high-ranking positions within the legal sector. The Faculty also maintained a strong focus on postgraduate progression, successfully navigating candidates through their defense phases.

Furthermore, the Faculty made strides in digital transition, completing core course lectures on the Moodle Learning Management System. Efforts to strengthen partnerships with professional bodies and international legal institutions were also noted, paving the way for future collaborative research and student placement opportunities in emerging legal fields.

Challenges and Mitigation

The Faculty faced several systemic challenges, including low publication output which falls below strategic aspirations. This affects the Faculty's research profile and its competitiveness for grants. Additionally, the Faculty of Law Journal faced delays in publication, limiting opportunities for knowledge dissemination. There was also a noted challenge in enrollment conversion and student progression across various programs.

To mitigate these challenges, the Faculty has planned to revitalize its journal and implement a robust mentorship program for early-career academics to boost research productivity. To improve enrollment, the Faculty is enhancing its recruitment and registration strategies for the 2025/2026 cycle. Furthermore, the Faculty is encouraging co-authorship among staff to foster intellectual rigor and ensure that publication targets are met despite limited institutional resources.

FACULTY OF ARTS AND SOCIAL SCIENCES

Introduction

The Faculty of Arts and Social Sciences (FASS) is one of the largest academic units at the university, focusing on a broad spectrum of disciplines that address societal development. Guided by the Rolling Strategic Plan 2024/2025, the Faculty focuses on three main objectives: enhanced teaching and learning, improved research and consultancy, and efficient financial resource management.

FASS employs a blended, open, and distance learning approach to serve its diverse student body. Throughout the reporting period, the faculty remained a leader in the adoption of educational technology, ensuring that its curriculum is delivered effectively via digital platforms to students across all 31 regional and coordination centers.

Events and Activities

FASS delivered its teaching and assessment predominantly through the OUT e-Learning Management System (OUTeLMS), supplemented by synchronous Zoom sessions between December 2024 and April 2025. The Faculty successfully completed all six core lectures for each course. A major activity was the coordination of PhD and Master's seminars, which required significant administrative effort to ensure both supervisors and students could interact effectively in a virtual environment.

Other activities included "Panel Marking" for examinations and the moderation of scores to resolve student queries regarding missing marks in the SARIS system. The faculty also focused on capacity-building events, encouraging staff to participate in seminars as discussants and supervisors to improve the quality of postgraduate outputs.



Achievements

FASS achieved significant milestones in its digital teaching delivery, reaching its target of providing full course content on the OUTeLMS for all core courses. The Faculty also saw a high level of engagement in postgraduate seminars, which has directly contributed to timely completion rate for the PhD and Master's candidates.

Additionally, the Faculty successfully implemented measures to enhance intellectual rigor by encouraging co-authorship among academic staff. The successful resolution of the majority of student exam queries through collaboration with the central examination services (DTLES) was also a key achievement, ensuring student satisfaction and record accuracy.

Challenges and Mitigation

A primary challenge for FASS was the low internet bandwidth affecting both staff and students during synchronous Zoom sessions, leading to disruptions in presentations. There were also delays in statutory remuneration for staff, which impacted morale. Furthermore, student preparedness for virtual defenses remains a concern, as technical failures often delay scheduled seminars.

To mitigate connectivity issues, the Faculty now emphasizes that students must secure reliable internet before scheduled presentations and encourages supervisors to conduct “pre-presentation rehearsals” to build student confidence and check technical setups. To address staff morale, the Faculty continues to advocate for the timely settlement of house and responsibility allowances. Heads of Departments have also been tasked with confirming student readiness before final schedules are published to minimize last-minute cancellations.

FACULTY OF SCIENCE, TECHNOLOGY AND ENVIRONMENTAL STUDIES

Introduction

The Faculty of Science, Technology and Environmental Studies (FSTES) is a core academic unit at The Open University of Tanzania, dedicated to providing high-quality science education through an Open and Distance Learning (ODL) framework. The Faculty is organized into three primary departments: Mathematics and ICT (MICT), Biological and Food Sciences (BFS), and Physical and Environmental Sciences (PES). Its mission is to align academic outputs with national industrial needs while maintaining international standards in teaching and research.

During the 2024/2025 academic year, FSTES prioritized an “ODL-First” strategy, focusing on curriculum revitalization and the integration of advanced digital tools. The Faculty operates through a structured governance system, including regular Faculty Board meetings that oversee academic quality, student progression, and departmental performance. This period has been transformative, positioning the faculty as a regional leader in flexible science education by reducing time-to-graduation and improving learner accessibility.

Throughout the year, the Faculty prioritized the “ODL-First” strategy, ensuring that all three core departments—Mathematics and ICT (MICT), Biological and Food Sciences (BFS), and Physical and Environmental Sciences (PES)—achieved significant milestones in curriculum revitalization. By integrating advanced digital tools such as virtual practicals and the On-Demand Examination (ODEX) system, FSTES has improved student accessibility and reduced the time-to-graduation for many learners. These initiatives have not only enhanced the pedagogical framework but also positioned the faculty as a leader in flexible science education within the region.



Furthermore, the Faculty has seen a robust increase in research activity and external collaborations. The revitalization of the Tanzania Journal of Science and Technology (TJST) and the pursuit of international indexing in databases like EBSCO and AJOL underscore our commitment to global scholarly visibility. Despite challenges such as the logistical costs of field attachments and the technical demands of total digital migration, the Faculty remains resilient. This report details these activities, highlighting the achievements of our staff and students while outlining the strategic roadmap for the coming academic year.

Events and Activities

Curriculum Development and Review

The Faculty undertook a comprehensive review of its academic portfolio to ensure market relevance and compliance with the Tanzania Commission for Universities (TCU) standards. A primary focus was the review of programmes and development of new programmes to be in line with the Education and Training Policy. This process involved multiple stakeholders' validation meetings to ensure that the skills being taught align with the current labor market, particularly in the rapidly evolving tech sector.

Digital Transformation

Digital transformation remained the cornerstone of Faculty operations this year. The migration of learning materials to the MOODLE platform reached a critical phase, with a focus on "Interactive Content." Rather than simply uploading PDFs, departments were tasked with creating interactive H5P modules and virtual laboratory simulations. This allows students in remote regions to engage with scientific experiments that were previously only possible in physical laboratories.

The implementation of the On-Demand Examination (ODEX) system was another significant activity. Faculty members were required to develop extensive question banks for various courses to support this flexible testing model. This shift requires a high level of technical proficiency, leading to a series of internal training sessions organized by the Directorate of Learning Technologies and Environmental Studies (DTLES) for FSTES staff.

Furthermore, the Faculty Webmaster worked on improving the digital visibility of Faculty activities. This included updating staff profiles, highlighting recent publications, and providing clear links for student communication channels. The digital transformation also extended to administrative processes, such as the digital processing of special project results and field attachment records to minimize manual errors.

Research, Publication, and Consultancy

The Faculty maintained a high level of research output, centered primarily around the Tanzania Journal of Science and Technology (TJST). To improve the quality and frequency of publications, the Faculty Board directed the Journal Coordinator to conduct a Review Workshop. This workshop aimed to address the backlog of submitted papers and to mentor junior faculty members in the art of peer-review and scholarly writing.

Research activities were bolstered by regular graduate seminars. These seminars served as a platform for Master's and PhD students to present their proposals and findings, receiving feedback from a panel of experienced academics. In the 2024-25 cycle, departments held multiple internal seminars, ensuring that postgraduate students met the necessary milestones for graduation.



In terms of consultancy, the Faculty focused on proposal development for external funding. A notable effort was the collaboration with the Embassy of Finland for research in earmarked areas of collaboration. Additionally, the Faculty Coordinator for Consultancy encouraged departments to develop professional short courses. These courses are designed to provide quick, specialized skills to the industry while generating internal revenue for the Faculty.

Achievements

Student Progress and Graduation

One of the most significant achievements of the 2024-2025 academic year was the successful processing of 26 prospective graduands for the 43rd Graduation Ceremony. This group represents a diverse cross-section of the Faculty's offerings, ranging from certificates to undergraduate degrees. The ability to move these students through the pipeline despite the challenges of the ODL system is a testament to the improved academic records management

Program Name	Prospective Graduands
Bachelor of Science with Education	4
BSc Environmental Studies	2
BSc Food and Nutrition	5
BSc in ICT	4
BSc in Data Management	3
Diploma in Computer Science	2
Certificate in Computing and ICT	6
Total	26

Staff Development and Academic Advancement

The Faculty has seen a positive trend in staff academic progression. Several Tutorial Assistants successfully completed their Master's degrees and were promoted to Assistant Lecturers. This internal capacity building is vital for maintaining the quality of teaching and for the eventual sustainability of the Faculty's PhD programs.

Furthermore, the Faculty Board has been proactive in monitoring staff on study leave. For instance, close follow-ups were made with staff members pursuing advanced degrees at other institutions to ensure they remain on track. This mentorship ensures that the Faculty will have a robust cohort of senior lecturers and professors in the coming years to lead research initiatives.

Staff members also participated in various international and national workshops. These included training on the "CL4STEM" program and various pedagogical workshops focused on online teaching. These achievements in professional development directly translate to a better learning experience for the students and higher research output for the University.

Challenges and Mitigation

Logistical and Financial Constraints in Field Attachments

A recurring challenge for the faculty was the management of student field attachments. Many external organizations have introduced placement fees, which range from 70,000 to 300,000 TZS per student. For many of our students, these costs are prohibitive and create a barrier to completing their practical requirements.

Challenge Category	Description of Impact
Placement Fees	Costs of 70k - 300k TZS per student lead to financial hardship.
Public Holidays	Frequent holidays (e.g., 5 in a single month) reduce effective training time.
Supervisor Access	Difficulties in coordinating physical visits to remote field sites.

The academic calendar also faces disruptions from public holidays. In certain months, up to five public holidays have significantly reduced the number of actual training days, making it difficult for students to meet the required 28-day attachment threshold. The faculty is currently exploring ways to extend the attachment period or provide virtual alternatives where appropriate.

Technical Hurdles in Digital Migration

While the shift to MOODLE and ODEX is a priority, it is not without technical hurdles. There is a “digital divide” in the speed at which different departments are able to upgrade their content. Some courses require complex mathematical formulas or high-resolution biological diagrams that are difficult to render effectively on standard mobile ODL platforms.

The transition to ODEX also requires a massive cultural shift for both staff and students. Creating a robust question bank that prevents cheating while maintaining a high level of difficulty is a time-consuming task for tutors. Additionally, students often require more technical support than is currently available to navigate the new examination formats without anxiety.

Infrastructure limitations, such as inconsistent internet connectivity for students in rural areas, remain a systemic challenge. While the University provides some offline resources, the live components of the digital curriculum are sometimes inaccessible to those who need them most.

FACULTY OF EDUCATION

Introduction

The Faculty of Education (FED) implemented its mandate of teaching, research, consultancy, and community engagement during the 2024/25 academic year within the Open and Distance Learning (ODL) framework of the Open University of Tanzania. The Faculty operates through four academic departments: Curriculum and Instruction; Educational Foundations, Adult and Distance Education; Educational Policy, Planning and Administration; and Psychology and Special Education.

During the 2024/25 academic year, the Faculty maintained strong enrolment in key programmes including Master of Education in Administration, Planning and Policy Studies (1,627 students), Bachelor of Educational Policy and Management (527 students), Master of Curriculum Design and Development (300 students), and Master of Education in Quality Management (265 students). These enrolment levels demonstrate strong demand for education leadership and curriculum-oriented programmes, while also indicating the need for strategic staff expansion.

Table 1: Selected Programme Enrolment Statistics (2024/25 Academic Year)

Programme	Number of Students
M.Ed. Administration, Planning & Policy Studies	1,627
Bachelor of Educational Policy & Management	527
Master of Curriculum Design & Development	300
Master of Education in Quality Management	265
Bachelor of Business Administration with Education	125
Bachelor of Science with Education	85
Diploma in Early Childhood Education	68
Bachelor of Special Education	148

Events and Activities

During the 2024/25 academic year, the Faculty adopted blended learning approaches combining face-to-face postgraduate sessions, real-time online teaching via Zoom, and Moodle-based instructional management. Teaching practice supervision remained central to professional preparation, ensuring competency-based pedagogical training. Postgraduate supervision continued across departments, reinforcing research progression and academic quality assurance.

The Faculty also participated actively in the 30 Years Commemoration of the Open University of Tanzania, leading thematic discussions on promoting basic education for sustainable development. These activities strengthened institutional visibility and enhanced engagement with stakeholders at national and regional levels.

Achievements

A major institutional achievement during the 2024/25 academic year was the successful organisation of two international conferences held at Mwalimu Julius Nyerere Leadership School (Kibaha). These conferences attracted policymakers, scholars, development partners, and education stakeholders, enhancing the academic reputation of the University and strengthening research networks.



The Vice Chancellor of OUT (key note speaker) during the 1st conference on Making Sense of Educational Systems for Sustainable Development held at Mwalimu Julius Nyerere Leadership School (MJNLS) – Kibaha]

In addition, the Faculty recorded over 50 peer-reviewed publications during the academic year. Seven new programmes were developed at various stages of accreditation, and staff professional development increased significantly through PhD and Master's enrolments. These achievements demonstrate strengthened academic leadership, research productivity, and programme innovation.



The Vice Chancellor of the Open University of Tanzania, Prof. Elifas Bisanda with the Guest of Honour, Deputy Permanent Secretary, Ministry of Education, Science and Technology during the 2nd International Conference on Promoting Basic Education for Sustainable Development held at Mwalimu Julius Nyerere Leadership School at Kibaha.

Challenges and Mitigation

During the 2024/25 academic year, the Faculty operated within a dynamic and expanding academic environment characterised by growing enrolment demand, programme diversification, and increased research activity. This expansion has required continuous strengthening of administrative coordination structures and academic capacity to sustain quality delivery. The ongoing processes of programme accreditation and staff expansion reflect a period of strategic growth and institutional consolidation rather than structural weakness. The faculty has therefore prioritised system alignment, workload optimisation, and resource planning to ensure that expansion is matched with sustainable capacity development.

To support this strategic expansion, the Faculty implemented forward-looking measures including strengthening high-enrolment income-generating programmes, enhancing collaboration with development partners such as UNESCO, intensifying staff development through PhD and Master's training, and promoting internal capacity-building initiatives. Departments have also been encouraged to develop short courses and innovative delivery models to diversify revenue streams and improve responsiveness to market needs. Collectively, these initiatives demonstrate proactive institutional management, financial prudence, and a strong commitment to academic excellence, ensuring that growth remains aligned with quality assurance standards and long-term sustainability.



FACULTY OF BUSINESS MANAGEMENT

Introduction and Overview

The Faculty of Business Management (FBM) has recorded notable progress in academic performance, research, and consultancy during the 2024/2025 academic year. The faculty is powered by a dedicated team of 53 academic staff members, comprising 39 males and 14 females, with qualifications ranging from Bachelor's degrees to PhDs. The staffing profile spans various academic ranks, maintaining a strong base of Lecturers supported by a cohort of senior academics, including 3 Professors and 6 Senior Lecturers.

Organizational efforts this year focused on aligning faculty outputs with the University's strategic objectives, particularly in enhancing research visibility and professional capacity. The faculty continues to serve as a cornerstone of the university's academic portfolio, fostering a culture of continuous learning and professional growth among both its staff and a large, diverse student body.

Events and Activities

Key activities during the 2024/2025 period were centered on practical training oversight and professional development workshops. A major operational activity was the field supervision conducted for undergraduate and diploma students from January to April 2025. This exercise was designed to monitor students' progress at host organizations and ensure the achievement of intended practical learning outcomes. In total, 545 students were scheduled for supervision nationwide, with the teams successfully reaching and assessing 523 students (96%).

The faculty also coordinated several high-impact educational initiatives, including a hands-on SPSS software course for data analysis and a Research Article Publication Techniques workshop. Community engagement was further demonstrated through a free Business Management training program for loan beneficiaries in the Kinondoni Municipal Council. This activity emphasized financial management and business administration skills to promote the effective utilization of government-issued loans.

Achievements

During the 2024/2025 academic year, FBM programmes enrolled a total of 3,327 students, comprising 91 PhD candidates, 960 Master's students, 1,410 undergraduate students and 866 non-degree students. Programmes with the highest enrolment were Bachelor of Human Resource Management (617 students), Master of Human Resource Management (363 students) and Certificate in Business Administration (299 students). During the same period, the Faculty graduated 164 non-degree, 386 undergraduate, 195 postgraduate and 20 PhD candidates. Notably, the 20 PhD graduates represent the Faculty's highest output at that level and accounted for 36.4 percent of the University's total PhD graduates. The data show notable gaps between admission and graduation rates, indicating a need for targeted strategic interventions to strengthen completion rates and improve overall student success.

The Pan African Journal of Business Management (PAJBM), a key outlet for the faculty's research, published 16 papers in Volume 8, Issue 2 (December 2024) and 11 papers in Volume 9, Issue 1 (June 2025), underscoring its strong commitment to advancing business management scholarship across Africa. The articles tackled timely themes including financial development, corporate governance, and business innovation, reflecting the faculty's active contribution to producing and disseminating high-impact research.

The Faculty of Business and Management conducted field supervision for undergraduate and diploma students during their practical training period from January to April 2025. The supervision aimed to monitor students' progress, assess engagement and support at host organizations, and to ensure students were achieving the intended practical learning outcomes. In total, 545 students were scheduled to be supervised across the country. Supervision teams successfully reached and assessed 523 students (96%), while 22 students (4%) were not reached due to logistical barriers in remote areas and funding constraints.

In 2024/2025, FBM reinforced its practical relevance through consultancy work across sectors, including climate change and value-chain analysis. Key assignments included a business plan for the Samia Housing Project and a value-chain study of women fish traders in Muleba and Musoma. The Faculty also supported major initiatives with Geita Gold Mine and the Ministry of Water, alongside delivering research methodology training for the Prevention and Combating of Corruption Bureau (PCCB).

Challenges and Mitigation

Despite robust research and teaching performance, the Faculty continues to face systemic challenges. Data indicates a notable gap between admission and graduation rates, signaling a need for targeted strategic interventions to strengthen completion rates. Consultancy performance among faculty staff remains low compared to research output. Additionally, limited research funding, insufficient international exposure for staff, and connectivity hurdles continue to affect the efficiency of online learning and outreach.

To mitigate these challenges, FBM is encouraging staff to proactively pursue independent external funding and engage in joint research collaborations to share limited resources. To improve consultancy engagement, staff have been urged to be more proactive in identifying and responding to market opportunities. Connectivity issues are addressed through supportive measures such as flexible assignment deadlines. Furthermore, the Faculty is developing a marketing and mentorship plan to address the logistical barriers that prevented supervision teams from reaching 4% of students in remote areas.

INSTITUTE OF CONTINUING EDUCATION

Introduction

The Institute of Continuing Education (ICE) focuses on foundational education and professional development. It is comprised of two departments: The Department of Foundation Studies, and the Department of Professional Studies and Continuing Education. ICE manages eight programs, including the critical Foundation Programme, which provides an alternative entry path for students who missed few points to meet the standard university entrance requirements. ICE plays a vital role in the university's inclusivity mission, offering diplomas and certificates in fields such as library studies, youth work, and teacher education. The Institute liaison with the faculties to deliver its curriculum, ensuring that the bridging education meets the high standards required for progression into degree-level studies.

Events and Activities

During the 2024/2025 financial year, the Institute of Continuing Education (ICE) focused on the rigorous delivery of teaching, learning, and assessment across six core academic programs: Diploma in Commonwealth Youth Programme (CYP), Diploma in Library Information Studies (DLIS), Diploma in Primary Teacher Education (DPTE), Certificate in Youth Work (CYW), Certificate in Library and Information Studies (CLIS), and the Foundation



Programme (OFP). The Institute employed a blended learning approach, integrating online instruction via OUTeLMS and Zoom with traditional face-to-face sessions. Additionally, the institute conducted field attachments for its students. To maintain high academic standards, ICE also completed a comprehensive review and moderation of the Foundation Programme's central examination question bank.

Achievements

The 2024/2025 academic year saw a robust intake across the Institute's diverse programmes, reflecting ICE's pivotal role in expanding educational access. Leading the enrollment was the Foundation Programme (OFP) with a significant cohort of 1,208 students, underscoring its status as a vital bridge to higher education. The 2024/2025 academic year marked a significant milestone in the University's commitment to gender inclusivity and the empowerment of female learners through the Special Female Student program. During this period, the program recorded a substantial 27.5% increase in admissions, rising from 204 students in 2023/2024 to 260 students in the current cycle. This growth in enrollment was matched by robust academic performance, as 218 students (83.8%) successfully passed their examinations, compared to 188 students (92.2%) in the previous year. Most notably, the program maintained its exceptional transition rate to higher education; while the 2023/2024 cohort achieved a 100% transition rate to various institutions, the 2024/2025 cycle saw a successful continued pipeline of female scholars, with a significant number of qualifiers securing admissions into the University and various university colleges. These results underscore the effectiveness of the University's targeted support mechanisms in bridging the gender gap in higher education. This was complemented by strong numbers in the Diploma in Primary Teacher Education (DPTE), which welcomed 335 students, further solidifying the University's commitment to national teacher development. Specialized programs also maintained steady engagement, with 160 students enrolling in the CYP and 39 in the DLIS.

DIRECTORATE OF RESEARCH, PUBLICATION AND INNOVATION

Introduction

The Directorate of Research, Publication and Innovation (DRPI) is a cornerstone of The Open University of Tanzania's (OUT) mission to generate and disseminate knowledge that addresses societal needs. Following the institutional restructuring in 2017, the DRPI emerged as a dedicated entity focused on fostering a vibrant research culture, managing scholarly publications, and driving the university's innovation agenda. Operating under the Office of the Deputy Vice-Chancellor (Academic, Research, and Consultancy), the Directorate serves as the primary interface between academic inquiry and practical, market-ready solutions.

The 2024-2025 academic year marked a strategic evolution for the DRPI as it transitioned toward a "Dynamic Innovation Hub" model. This shift emphasizes moving beyond traditional academic documentation to embrace the Fourth Industrial Revolution (4IR). By integrating design thinking and lean startup methodologies into the research process, the Directorate aims to transform theoretical findings into tangible innovations. The current organizational structure is designed to support three core pillars: high-impact research, global visibility through digital indexing, and the commercialization of intellectual property.

Events and Activities

A primary focus of the reporting year was the "Innovation Awareness Circuit," a series of strategic seminars conducted across various regional centers, including Mbeya, Iringa, and

Zanzibar. These events were designed to sensitize both staff and students to the importance of intellectual property and the practical steps required to move from an idea to a registered innovation. These seminars utilized tools such as the “Lean Canvas” to help participants evaluate the commercial viability of their research concepts.

In the realm of publications, the Directorate was intensely active in the digital migration of the University’s scholarly output. Key activities included the coordination of the editorial boards for the University’s six academic journals to ensure regular publication cycles and the rigorous peer-review of submitted manuscripts. Furthermore, the DRPI facilitated workshops on “Grant Writing and Consultancy,” aimed at increasing the University’s share of external research funding and enhancing the professional capacity of academic staff to engage in high-level consultancy projects.

3. Achievements

The Directorate achieved a major milestone in global scholarly visibility by successfully indexing all six of the University’s academic journals with Crossref. This achievement included the assignment of Digital Object Identifiers (DOIs) to all published articles, ensuring that research from OUT is permanently discoverable and citable in international databases. This digital transformation has significantly elevated the University’s ranking and the impact factor of its internal publications.

In the field of innovation, the DRPI successfully registered a diverse portfolio of 15 new innovation ideas. These range from high-impact agricultural solutions, such as “Azolla-based organic supplements,” to sophisticated technology projects like “AI-powered weather prediction systems.” Additionally, the Directorate secured a strategic partnership with SAHARA Ventures, providing students and staff with access to a broader ecosystem of mentors, investors, and startup incubators. This partnership represents a successful bridge between academic research and the Tanzanian private sector.

Challenges and Mitigation

One of the most persistent challenges faced by the DRPI is the “Research-to-Market Gap,” where high-quality academic findings struggle to find the necessary capital for prototyping and commercialization. Financial constraints often limit the ability of student innovators to move beyond the theoretical phase. Additionally, the Directorate noted a “Digital and Technical Hurdle,” specifically the lack of a robust, real-time Research Management Information System (RMIS) to track grants, consultancies, and publication metrics efficiently.

To mitigate these financial barriers, the DRPI has actively promoted a “Consultancy Share Model,” encouraging staff to engage in commercial projects where a portion of the revenue is reinvested into the University’s Innovation Fund. To address the technical challenges, the Directorate is advocating for the development of a “Virtual Hub” a digital platform designed to provide continuous mentorship and resource access to innovators in remote regional centers. Furthermore, the finalization of comprehensive “Intellectual Property (IP) and Publication Policies” is currently underway to provide clear legal frameworks for authorship and the commercialization of staff and student innovations.

DIRECTORATE OF CONSULTANCY SERVICES (DCS)

Introduction

The Directorate of Consultancy Services (DCS) at The Open University of Tanzania (OUT) is dedicated to advancing the institution’s mission by offering innovative and impactful



consultancy and outreach services to the public. Established in 2022, the directorate streamlines, oversees, and efficiently coordinates these services in collaboration with the Open University Consultancy Bureau (OCB), a university company dedicated to consultancy matters. Operating with a team of eight staff, the DCS focuses on capacity-building for OUT staff and the public, as well as managing consultancy bids and outreach activities.

The DCS functions under strategic guidance from the OUT Rolling Strategic Plan 2023/24 - 2025/26, with key objectives centered on establishing applied short courses, increasing consultancy assignments by 20% annually, and growing consultancy income's contribution to the university budget by at least 25%. The directorate maintains oversight through its Technical and Steering Committees, which convene quarterly to ensure quality, compliance, and alignment with the university's overarching mission and vision.

Events and Activities

Throughout the 2024/2025 financial year, the DCS spearheaded numerous internal capacity-building initiatives designed to strengthen staff competencies in bid development and short course delivery. Key activities included a 4-day retreat at the Manyara Regional Centre for the Consultancy Services Technical Committee (CSTC) and a two-day training session for the OUT Management team at the Mwalimu Nyerere Leadership School. These events focused on the effective use of the National e-Procurement System of Tanzania (NeST) and provided a platform for sharing consultancy experiences.

External engagement activities included specialized training programs for diverse sectors, such as the Bulyanhulu Gold Mine, where the directorate coordinated sessions on ethics, effective communication, and change management. The DCS also held a five-day blended training on using Artificial Intelligence (AI) in the Monitoring and Evaluation of public projects for participants from the Ministry of Education and Tabora schools. Additionally, the directorate facilitated a discussion forum involving Regional Centre Directors and Public Relations Officers to explore regional consultancy opportunities.

Achievements

The directorate realized significant achievements in its core mandate areas, successfully preparing and submitting 25 bidding proposals to various high-profile entities, including the Tanzania Investment Centre (TIC), NSSF, and the Ministry of Constitutional and Legal Affairs. A total of 91 consultancies were secured and undertaken, consisting of 86 short courses and 5 advisory services. This includes a six-month branding assignment and a one-year entrepreneurship curriculum review for Don Bosco Tanzania.

Furthermore, the DCS successfully expanded the university's educational offerings by developing an improved training calendar featuring 82 short courses across diverse fields. Strategic collaborations were also strengthened through advanced-stage Memorandums of Understanding (MoUs) with organizations such as the Zanzibar Investment Promotion Authority (ZIPA), UNISA, and the Ministry of Information, Culture, Arts, and Sports. These partnerships are expected to modernize investment facilitation and enhance community engagement initiatives.

Challenges and Mitigation

The Directorate of Consultancy Services faces several ongoing challenges that impact its operational reach and efficiency. A primary concern is the "Research-to-Market Gap," where

converting academic research into actionable consultancy projects remains a complex process. Additionally, the directorate must continuously adapt to emerging technological trends, such as the integration of AI in training and assessment, which requires constant staff upskilling. Administrative hurdles, such as delays in payments for essential resources like certificate templates, also threaten future procurement stability.

To mitigate these challenges, the DCS has implemented proactive strategies, including a dedicated focus on converting staff and student research into consultancy opportunities through established guidelines. To address technological shifts, the directorate has incorporated AI-driven approaches into its Training of Trainers (ToT) programs to ensure course relevance and competitiveness. Regarding financial and administrative risks, the DCS has suggested settling pending payments to ensure resource continuity and is developing a robust marketing plan to enhance the visibility of its consultancy success stories.

DIRECTORATE OF INTERNATIONALIZATION AND CONVOCATION UNIT (DICU)

Introduction

The Directorate of Internationalization and Convocation Unit (DICU) at The Open University of Tanzania (OUT) is the primary gateway for the university's global engagement and alumni relations. The directorate is structured into two specialized offices: the Links, Alumni, and Convocation Office, and the International Students Office (ISO). Its core mandate is to promote the university's visibility on an international scale, manage partnerships with foreign institutions, and maintain a robust connection with the university's growing alumni base both locally and abroad.

During the 2024/2025 financial year, DICU focused on expanding OUT's footprint across borders and ensuring that international students receive the necessary support to navigate their academic journeys. By fostering links with diplomatic missions and sister institutions, the directorate works to align the university with global academic standards while creating a sense of community among its graduates through convocation activities.

Events and Activities

A major highlight of the year was the aggressive marketing campaign targeting diplomatic missions and international partners. The directorate conducted courtesy visits to the embassies of Libya, Germany, Ethiopia, the USA, Namibia, and Poland in Dar es Salaam to market OUT programs and establish links with prospective international students. Additionally, DICU hosted high-profile visitors, including representatives from the Ludwick Maximillian University (Germany) and various educational delegations from China and Kenya, to discuss collaborative research and student exchange programs.

On the student and alumni front, the directorate successfully organized the 2024 Convocation ceremony and several alumni networking events. A critical administrative activity involved the creation of a comprehensive alumni database, designed to facilitate long-term engagement and institutional support. The International Students Office also remained active in managing the specific needs of foreign learners, providing guidance on registration, fee payments, and residency requirements through targeted communication channels.

Achievements

The directorate recorded significant success in strengthening its international partnerships, maintaining active Memorandums of Understanding (MoUs) with prestigious institutions such as Egerton University (Kenya), UMI (Uganda), and Triumphant College (Namibia).



These partnerships have not only increased student diversity but have also positioned OUT as a preferred partner for distance learning in Africa. Another notable achievement was the successful registration and management of international students from various regions, ensuring they have access to the university's digital learning ecosystem.

In terms of alumni relations, the successful development of the new alumni database stands as a landmark achievement, providing the university with a structured way to track and engage its graduates. Furthermore, DICU successfully modified university announcements to be more "international-student-friendly," simplifying instructions for fee payments and course registrations. This administrative refinement has directly contributed to a better user experience for learners outside of Tanzania, fostering a more inclusive academic environment.

Challenges and Mitigation

Despite its successes, DICU faces challenges related to the underutilization of existing MoUs, where many signed agreements have not yet translated into active projects. There are also persistent issues with student records management, particularly regarding missing examination results for international students, which can delay their progress. Furthermore, the directorate identified a need for more aggressive social media marketing to remain competitive in the global academic market and highlighted a shortage of office space to support its expanding operations.

To mitigate these challenges, DICU has prepared a comprehensive list of active MoUs to trigger follow-up actions and explore untapped opportunities within these partnerships. To address student record issues, the directorate is working closely with the examination unit to streamline the verification of results for foreign learners. Furthermore, DICU is collaborating with the Communications and Marketing office to revamp its digital presence and is engaging government officials in Tanzanian embassies abroad to act as ambassadors for OUT programs, thereby reaching a wider international audience.

DIRECTORATE OF HUMAN RESOURCE MANAGEMENT AND ADMINISTRATION

Introduction

The Directorate of Human Resource Management and Administration (DHRMA) continued to play a strategic and operational role in ensuring that the Open University of Tanzania (OUT) maintains a competent, motivated, and accountable workforce aligned with the University's mandate of teaching, research, and consultancy. The 2025 reporting year was characterized by strengthened compliance with Government human resource systems, continued implementation of Human Resource Planning (2022–2027), operationalization of the Succession Plan (2022–2027), and consolidation of performance management through the Government's PEPMIS platform. The Directorate remained committed to ensuring that institutional success is achieved through people by promoting professionalism, efficiency, and strategic workforce deployment.

This report provides a detailed statistical and analytical account of events and activities, achievements realized, and challenges encountered during the 2025 financial year. Emphasis is placed on quantitative indicators including staff distribution, performance evaluation scores, financial settlements, staff development metrics, and compliance trends. The statistics presented herein demonstrate measurable institutional growth, enhanced performance accountability, and improved governance mechanisms. The Directorate recognizes that annual reporting is fundamentally evidence-based; therefore, tables and statistical explanations form the core of this Senate submission.

Events and Activities

During 2025, the Directorate implemented a wide range of operational and strategic human resource activities aimed at strengthening institutional capacity and compliance. Key activities included continued implementation of the Human Resource Plan (2022–2027), integration of departmental structures into e-Watumishi and PEPMIS systems, processing of staff promotions and recategorizations, execution of recruitment permits, coordination of disciplinary procedures, and structured performance evaluation oversight. Additionally, the Directorate ensured that salary processing was conducted in a timely manner, reinforcing staff morale and financial stability.

Statistically, the University workforce reached a total of 722 employees in 2025, representing an increase of 41 employees compared to 2024. Academic staff accounted for 353 employees (49%), administrative staff 268 (37%), technical staff 83 (11%), while contract and temporary staff represented 18 employees collectively (3%). Gender distribution stood at 421 male staff (58%) and 301 female staff (42%), reflecting gradual institutional progress toward gender balance. This growth in staffing demonstrates stabilization of recruitment processes and alignment with the University's academic expansion objectives.

Table 1: Staff Distribution by Category and Gender (2025)

Category	Male	Female	Total
Academic	230	123	353
Administrative	105	163	268
Technical	70	13	83
Contract	2	1	3
Temporary	14	1	15
Total	421	301	722

Achievements

The Directorate recorded substantial performance improvement in 2024/2025 as reflected in PEPMIS data. Out of 681 evaluated staff, 384 (56%) scored between 95–100, compared to 280 (41%) in the previous year. Staff scoring between 75–94 accounted for 242 employees (36%), bringing the total percentage of staff scoring above 75% to 93%. This represents a significant increase from 84% recorded in 2023/24. The reduction in staff scoring below 60% from 3% to 2% further confirms that targeted capacity-building and monitoring interventions have yielded measurable results.

Financial governance achievements were equally significant. During the year, the Government paid TSh 5,430,613,831 in staff entitlement claims. A further TSh 3,328,691,615 was verified by Government auditors and is pending payment, while TSh 1,423,944,018 was submitted and is awaiting audit clearance. In addition, the University successfully cleared its historic PSSSF debt, originally amounting to TSh 3.38 billion and later reduced by 83.7% through remission. The final settlement completed in February 2026 significantly strengthened the institution's financial credibility and compliance standing.



Table 2: PEPMIS Performance Scores Distribution (2024/2025)

Score Range	Number of Staff	Percentage
95–100	384	56%
75–94	242	36%
60–74	42	6%
50–59	4	1%
0–50	9	1%

Table 3: Staff Entitlement Financial Status (TZS)

Category	Amount (TZS)
Paid by Government	5,430,613,831
Verified Pending Payment	3,328,691,615
Awaiting Audit Verification	1,423,944,018

Challenges And Mitigation

Despite commendable progress, several operational challenges were encountered during the reporting period. These included delayed task assignments within PEPMIS, incomplete specification of performance indicators and weights by supervisors, system slowdowns during peak usage periods, and intermittent power and network interruptions. Additionally, an increase in disciplinary cases required closer monitoring and procedural interventions to ensure adherence to Public Service regulations.

To address these challenges, the Directorate implemented mitigation strategies including structured Zoom-based PEPMIS training sessions scheduled throughout the 2025/26 financial year, specialized capacity-building programs for supervisors on performance indicator setting and weighting, reinforcement of internal audit controls, and improved monitoring frameworks. The Directorate also proposed strengthening department-level accountability mechanisms to ensure early identification of compliance gaps. These interventions are expected to sustain performance gains and further enhance operational efficiency.

QUALITY ASSURANCE UNIT (QAU)

Introduction

The Quality Assurance Unit (QAU), formerly known as the Directorate of Quality Assurance (DQAC), was established in 2012 at The Open University of Tanzania (OUT). Its primary mandate is to ensure that all university operations ranging from academic delivery to administrative support are conducted in an ideal manner that meets both internal and national regulatory standards. The Unit operates under the guidance of the Quality Assurance Policy and the Risk Management Framework, functioning through three specialized sections: Monitoring and Evaluation, Statistics and Records, and Risk Management and Certification.

During the 2024/2025 academic year, the QAU played a central role in safeguarding the university's reputation by overseeing the integrity of core institutional activities. The unit provides an objective lens through which the university evaluates its performance in teaching, learning, and service delivery. By coordinating the development of institutional risk registers and generating key facts and figures, the QAU supports evidence-based decision-making and fosters a culture of continuous improvement across all regional centers and departments.



Events and Activities

The QAU was involved in a series of high stakes monitoring activities throughout the reporting period. Major events included the evaluation of the 2024 graduation ceremony, the university's main examination sessions, and the face-to-face orientation exercises for new students. These activities were designed to verify compliance with established protocols and to identify areas where the student experience could be enhanced. Additionally, the unit conducted a critical five day training workshop from September 29 to October 3, 2025, for Risk Owners and Risk Champions at the OUT Headquarters.

Another core activity was the institutional coordination of risk assessment. The unit led the review and development of the Institutional Risk Register and the associated Action Plan, which involved identifying potential threats to the university's operations and proposing strategic mitigation measures. Furthermore, the QAU was active in data collection and analysis, compiling the "University Facts and Figures" report, which serves as the official statistical record of the university's progress and enrollment trends for the academic year.

Achievements

A primary achievement for the QAU this year was the successful execution of Monitoring and Evaluation (M&E) for the university's core academic cycles, ensuring that exams and teaching sessions were conducted with high levels of integrity. The unit also achieved a major milestone in risk governance by successfully reviewing and updating the Institutional Risk Register. This document is vital for institutional resilience, as it provides a structured roadmap for managing academic, financial, and operational risks across the university's vast network of regional centers.

The unit also made significant progress in institutional reporting by finalizing the preparation of university statistics, which are essential for external regulatory reporting and internal planning. The training of "Risk Champions" stands out as a capacity-building achievement, creating a decentralized network of staff members who are now equipped to identify and manage risks within their respective departments. These efforts have collectively strengthened the university's quality culture and ensured that OUT remains compliant with the standards set by the Tanzania Commission for Universities (TCU).

Challenges and Mitigation

The Quality Assurance Unit faced significant operational constraints that limited its ability to monitor all planned activities. The most pressing challenge was the shortage of financial resources to support field-based M&E functions, which prevented the unit from conducting on-site visits to some remote regional centers. Additionally, an inadequate number of staff within the unit has made it difficult to keep pace with the university's expanding portfolio of programs and activities, leading to a heavy workload for the existing team.

To mitigate these challenges, the QAU has focused on a "Risk-Based Monitoring" approach, prioritizing high-impact activities such as examinations and graduation ceremonies when resources are limited. The unit has also requested enhanced facilitation and budget allocation from the University Management for the upcoming 2025/2026 academic year to allow for more comprehensive institutional oversight. To address the staffing shortage, the unit continues to utilize the "Risk Champions" model to leverage staff from other departments, thereby extending its quality assurance reach without increasing its core headcount.



PERFORMANCE OF REGIONAL AND COORDINATION CENTRES

Introduction

The Office of the Deputy Vice Chancellor – Learning, Technology and Regional Services (DVC-LT&RS) serves as the strategic backbone for the decentralized delivery model of The Open University of Tanzania (OUT). Its primary mandate is to ensure the effective delivery of academic programs, the provision of robust learner support services, and the integration of ICT-enabled learning across the university's vast network. During the 2024/2025 academic year, the Office oversaw thirty-one (31) operational centers, including twenty-seven (27) Regional Centres and four (4) Coordination Centres across Mainland Tanzania and Zanzibar. The DVC-LT&RS office is unique in its responsibility to manage the university's "interface" with the community, handling everything from student recruitment and local advocacy to the maintenance of regional physical and digital infrastructure. By coordinating these decentralized operations, the office ensures that the university remains accessible to learners in diverse geographical locations, fulfilling OUT's mission of providing inclusive, flexible, and quality higher education through an Open and Distance Learning (ODL) framework.

This Annual Report presents the performance, achievements, challenges, and strategic direction of the regional centres under the Office of the Deputy Vice Chancellor – Learning, Technology and Regional Services (DVC-LT&RS) for the academic year 2024/2025. The report has been prepared in line with University Management reporting guidelines. The Office of the DVC-LT&RS is a core pillar in the delivery of the mandate of The Open University of Tanzania (OUT). It is responsible for coordinating learning support systems, overseeing ICT-enabled teaching and learning, and managing Regional and Coordination Centres that operationalize the University's open and distance learning model across Tanzania Mainland and Zanzibar. During the 2024/2025 academic year, the Office continued to supervise thirty-one (32) Regional and Coordination Centres, comprising twenty-seven (27) Regional Centres, two (2) Coordination Centres in Mainland Tanzania, and three (3) Coordination Centres in Zanzibar. These centres collectively served as academic, administrative, technological, and community engagement hubs for learners in urban, rural, remote, and cross-border locations. In executing these functions, the Office works closely with Faculties, Institutes, Directorates, Regional Advisory Committees (RACs), Regional Authorities, and other national stakeholders.

Events and Activities

A major highlight of the year was the intensified regional mobilization and recruitment drive. Regional Centers actively participated in high-profile national events such as the Nanenane Agricultural Exhibitions, the Sabasaba International Trade Fair, and the National Higher Education Exhibitions (TCU). These events served as critical platforms for student recruitment and public awareness, allowing the university to engage directly with prospective learners and stakeholders across various zones.

In addition to outreach, the office coordinated several internal operational activities focused on regional sustainability. This included conducting specialized training for Regional Center Directors on income generation and the effective utilization of the National e-Procurement System (NeST). The office also oversaw the distribution of learning materials and the coordination of local face-to-face sessions, ensuring that students in remote areas received the necessary academic support and guidance to navigate their distance learning journey.

Achievements

The 2024/2025 academic year was characterized by successful regional expansion and improved service delivery. One of the most significant achievements was the formalization

of the Kigamboni and Kibaha Coordination Centres, which has significantly increased the university's footprint in the Coast and Dar es Salaam regions. Furthermore, the office recorded a successful enrollment trend across several centers, notably in Mwanza, Arusha, and Dodoma, which continue to serve as major hubs for the university's student population.

On the infrastructure front, the office successfully facilitated the renovation of several regional facilities and the installation of backup power systems and upgraded internet connectivity in key locations. Another landmark achievement was the enhanced collaboration with Local Government Authorities (LGAs), which resulted in the acquisition of land for permanent center construction in regions like Geita and Katavi. These efforts have laid a strong foundation for the long-term institutional presence of the university across the country.

Strengthening of Regional Infrastructure

During the reporting period, the University sustained its operations across all thirty-one centres while progressively advancing the strategy of owning permanent premises. Although rental costs amounted to Tshs. 55,237,760 per annum, deliberate efforts continued toward land acquisition, building construction, and rehabilitation of existing facilities.

Notable infrastructure developments and improvements were recorded in several centres, including Dodoma, Geita, Manyara, Morogoro, Mwanza, and Simiyu. These developments involved construction and renovation of examination halls, computer laboratories, staff offices, libraries, water systems, and sanitation facilities. Land title deed processing also progressed in multiple regions, strengthening long-term planning for institutional expansion.

Events and Activities

A major highlight of the academic year was the intensified regional mobilization and recruitment drive. Regional Centers served as the university's primary interface with the public, actively participating in high-profile national events such as the Nanenane Agricultural Exhibitions, the Sabasaba International Trade Fair, and the National Higher Education Exhibitions organized by the Tanzania Commission for Universities (TCU). These events served as critical platforms for student recruitment and public awareness, allowing the university to engage directly with prospective learners and stakeholders across various geographical zones to showcase the unique advantages of the Open and Distance Learning (ODL) model.

In addition to external outreach, the office coordinated several internal operational activities focused on regional sustainability and administrative excellence. This included conducting specialized training sessions for Regional Center Directors on income generation and the effective utilization of the National e-Procurement System (NeST) to ensure compliance with government financial regulations. The office also oversaw the seamless distribution of learning materials and the coordination of local face-to-face sessions, ensuring that students in remote or rural areas received the necessary academic support and personal guidance required to successfully navigate their distance learning journey.

Achievements

The 2024/2025 academic year was characterized by successful regional expansion and improved service delivery. One of the most significant milestones was the formalization of the Kigamboni and Kibaha Coordination Centres, which has significantly increased the university's footprint in the Coast and Dar es Salaam regions. Furthermore, the office recorded a successful enrollment trend across several centers, notably in Mwanza, Arusha, and Dodoma, which continue to serve as major academic and administrative hubs for the university's growing student population. On the infrastructure front, the office successfully



facilitated the renovation of several regional facilities and the installation of backup power systems and upgraded internet connectivity in key locations to support digital learning.

Another landmark achievement was the enhanced collaboration with Local Government Authorities (LGAs), which resulted in the acquisition of land for permanent center construction in regions like Geita, Simiyu, and Katavi. These efforts have laid a strong foundation for the long-term institutional presence of the university across the country, moving away from a reliance on rented spaces. During the reporting period, the University sustained its operations across all thirty-one centres while progressively advancing the strategy of owning permanent premises. Although annual rental costs amounted to Tshs. 55,237,760, deliberate efforts in land title deed processing and the construction of examination halls, computer laboratories, staff offices, and libraries in centers like Dodoma and Manyara have significantly strengthened institutional expansion.

Challenges and Mitigation

Despite the recorded progress, the Office of the DVC-LT&RS faced several systemic challenges, primarily involving infrastructure limitations and resource gaps. Some centers continue to operate in ageing or rented buildings with limited office space, leaking roofs, and inadequate sanitation facilities. Shortages of dedicated libraries and computer laboratories affected service delivery in certain locations, while the high annual rental cost of over Tshs. 55 million remained a financial burden. Furthermore, a significant shortage of academic staff in key faculties and limited technical personnel, such as ICT technicians and librarians, constrained efficiency in centers experiencing rapid enrollment growth.

To mitigate these challenges, the office has prioritized “ICT Modernization” through the progressive replacement of obsolete equipment and the expansion of solar power backups to counter unreliable electricity. To address the staffing and space gaps, the university is implementing a strategic recruitment plan and encouraging the multi-tasking of existing staff through capacity-building workshops. Infrastructure development remains a priority, with a focus on completing unfinished facilities and strengthening collaboration with Regional Authorities and Regional Advisory Committees (RACs) to secure more land. Regarding financial sustainability, Regional Centres are now mandated to strengthen internal income-generating activities (IGA), such as renting out facilities and offering short courses, to supplement the central university budget and ensure long-term operational resilience.

Table 2: Strategic Challenges and Mitigation Framework

Identified Challenge	Mitigation Strategy
Infrastructure Decay	Prioritizing repairs and land acquisition for new builds
Human Resource Gaps	Strategic recruitment and staff capacity-building
ICT Constraints	Phased hardware replacement and solar power backups
Financial Limits	Strengthening local income-generating activities (IGA)
Geographical Barriers	Enhanced planning for outreach and exam coordination

The 2024/2025 academic year was characterized by consolidation, resilience, and gradual expansion in the operations of the Office of the Deputy Vice Chancellor – Learning, Technology and Regional Services. Despite infrastructural, financial, and human resource challenges, the Office successfully strengthened decentralized service delivery, expanded access to higher education, and enhanced the University’s regional presence. With sustained investment, strategic staffing, and continued collaboration with stakeholders, Regional and Coordination Centres will remain a cornerstone of the Open University of Tanzania’s mission to provide inclusive, flexible, and quality higher education.

INSTITUTE OF EDUCATIONAL AND MANAGEMENT TECHNOLOGIES

Introduction

The Institute of Educational and Management Technologies (IEMT) serves as the technological core of the university, responsible for ICT infrastructure, digital training, and management of the university's information systems. IEMT's mandate is to support the university's transition to a fully digital open and online environment by providing high-quality ICT services and professional training programs to staff, students, and the wider community.

Operating within the framework of the 2024/2025 financial year, IEMT focused on maintaining institutional systems like the Single Sign-On (SSO) and the ICT helpdesk. The Institute also offers specialized ICT courses designed to generate internal revenue and build technical capacity within the national workforce.

Events and Activities

The Institute's activities revolved around system maintenance and technical support. A major ongoing activity was the management of the university's ICT helpdesk, which handles queries via email, phone, and the SSO system. IEMT also coordinated the placement and training of practical students, interns, and volunteers within the ICT department to support daily operations.

Marketing and promotion of ICT professional courses were also key activities, involving the development of digital advertisements and engagement with potential clients. The Institute also participated in university-wide technical upgrades, ensuring that regional centers remained connected to the central management systems despite logistical hurdles.

Achievements

IEMT successfully streamlined the university's technical support by introducing an electronic query system, allowing staff to report issues directly to ict.helpdesk@out.ac.tz. This led to faster response times and improved client satisfaction. All reported issues were handled on time, and where inter-departmental cooperation was needed, the Institute acted as an effective coordinator.

Another achievement was the successful management of the university's digital infrastructure, maintaining uptime for critical systems like the student portal and staff email. The Institute also continued to provide essential ICT training, contributing to the professional development of various cohorts through its short course offerings.

Challenges and Mitigation

Major challenges included financial constraints that hindered the production of promotional materials and online advertisements, leading to a decline in revenue from ICT courses. The "Aged ICT Infrastructure" and a shortage of computer devices at both headquarters and regional centers remained significant bottlenecks. Furthermore, IEMT faced stiff competition from other institutions offering similar ICT certifications.

To mitigate these challenges, IEMT is prioritizing the phased replacement of obsolete hardware and exploring donor funding for ICT tools. To address the revenue decline, the Institute plans to revamp its marketing strategy and modernize its course curriculum to remain competitive. The Institute also recommended a dedicated budget for purchasing modern ICT tools to ensure technical staff can maintain systems effectively, given current resource limitations.





IMPLEMENTATION OF COUNCIL DIRECTIVES AND RESOLUTIONS FOR THE YEAR 2024/2025

IMPLEMENTATION OF COUNCIL DIRECTIVES AND RESOLUTIONS FOR THE YEAR 2024/2025



A. The 121 Council Meeting of 27th September 2024

1. Council approved changes in graduation date from 28th November, 2024 to 5th December, 2024 to pave way for Local Government elections set on the 27 & 28th November 2024.
2. Unanimously elected Prof. Eliab Opiyo as Senate representative to the OUT Council.
3. Approved appointment of Prof. Saganga Kapaya as the Dean, Faculty of Business Management.
4. Approved promotions of four (4) academicians;
 - i) Dr. Betty Mntambo from Lecturer to Senior Lecturer
 - ii) Dr. Flora Kiwonde from Lecturer to Senior Lecturer
 - iii) Dr. Cosmas Mnyanyi from Senior Lecturer to Associate Professor
 - iv) Dr. Saganga Kapaya from Senior Lecturer to Associate Professor
5. Approved recommendations from the Search Committee for appointment of the Deputy Vice Chancellor (Learning Technologies and Regional Services) position for submission to the appointing authority.

B. The 122 Council Meeting of 25th November 2024

1. Approved disposal of obsolete assets and textbooks that have been in the OUT inventory for a long time.
2. Approved promotions of three (3) academicians;
 - i) Dr. Mariana Josephat Mkuu from Lecturer to Senior Lecturer
 - ii) Dr. Johnas Amon Buhori from Lecturer to Senior Lecturer
 - iii) Dr. Msafiri Njoroge Ngajeni from Lecturer to Senior Lecturer

C. The 123 Council Meeting of 28th March 2025

1. Approved the ICT Steering Committee Charter.
2. Approved the Institutional Repository Policy.
3. Approved the OUT-Research Policy.
4. Approved the OUT-Research Agenda.
5. Approved the increase in fees to the tune of TZS 50,000 in respect of Diploma in Primary Teacher Education.
6. Approved the improved OUT Annual Procurement Plan for the year 2024/2025.
7. Approved promotions of two (2) Academicians;
 - i) Dr. Mary Wilfred Ogondiek from Lecturer to Senior Lecturer
 - ii) Dr. Karoli John Mrema from Lecturer to Senior Lecturer
8. Approved appointment of the following staff for leadership positions at the OUT;
 - i) Dr. Janeth Kigobe as Dean, the Faculty of Education.
 - ii) Prof. Deus Ngaruko as Director of African Council Distance Education Technical Committee for Collaboration (ACDE TCC)



iii) Dr. Edephonc Nfuka as Director Consultancy Services for the second term.

9. Approved appointment of the following staff as Directors of Regional Centres;
- i) Dr. Martha Kabate as Director of Katavi Regional Centre for the first term.
 - ii) Dr. Josephine Minde as Director of Kilimanjaro Regional Centre for first term.
 - iii) Dr. Anna Kyamba as Director of Mara Regional Centre for the first term.
 - iv) Dr. Goodluck Mushi as Director of Mbeya Regional Centre for the second term.
 - v) Dr. Revocatus Kabobe as Director of Shinyanga Regional Centre for the first term.
 - vi) Dr. Hamida Hamadi as Director of Zanzibar Coordination Centre for the first term.
 - vii) Dr. Nangware Msofe as Director of Arusha Regional Centre for the first term.

D. The 124 Council Meeting of 27th June 2025

1. Approved the OUT-Disaster Recovery Plan.
2. Approved Procurement Budget for the year 2025/2026 totaling TZS 7,793,562,211.19.
3. Approved promotions of two (2) Academicians;
 - i) Dr. Seleman Ismail Seleman from Lecturer to Senior Lecturer
 - ii) Dr. Said Ally from Senior Lecturer to Associate Professor
4. Approved appointment of the following staff for leadership positions at the OUT;
 - i) Dr. Hellen Kiunsi as Dean, Faculty of Law.
 - ii) Dr. Catherine Mkude as Dean, Faculty of Science, Technology and Environmental Studies.
 - iii) Dr. Dunlop Ochieng as Dean, Faculty of Arts and Social Sciences for the second term.
 - iv) Dr. Lilian Isowe as Director of Library Services for the second term.
5. Noted the evaluation report of the University Council for the financial year 2023/2024 and the Treasury Registrar feedback on the presentations of the Chairman, Secretary and Members. The Council has performed well with a high score of 94%. The Registrar's office clearly stated that the Council of the Open University of Tanzania has demonstrated good performance and commitment to furthering the mission of the University.
6. On 26/06/2025, the Council conducted an evaluation of the Council's performance for the year 2025.
7. Approved the appointment of a Search Committee for the Deputy Vice-Chancellor (Academic, Research and Consultancy). The proposed were Prof. David Urassa as Chairperson, Prof. Zakayo Lukumay as Member and Dr. Eugenia Kafanabo as Member.



MAJOR PROJECTS AND CAPITAL INVESTMENTS



MAJOR PROJECTS AND CAPITAL INVESTMENTS

HIGHER EDUCATION FOR ECONOMIC TRANSFORMATION PROJECT

Introduction

The Higher Education for Economic Transformation (HEET) project is the flagship initiative of The Open University of Tanzania (OUT), supported by a USD 9 million investment. Launched to catalyze institutional reform, the project focuses on bridging the gap between distance learning and industrial demand. By early 2025, the implementation has reached a high-water mark, specifically targeting the modernization of teaching environments and the alignment of academic outputs with the national economic transformation agenda.

The HEET project operates as a multi-dimensional intervention, touching upon physical infrastructure, pedagogical frameworks, and digital systems. Its primary objective is to make distance learning more “hands-on” and industry-aligned, ensuring that the Open and Online Learning remains competitive and capable of producing a skilled workforce for the Tanzanian labor market.

Events and Activities

Throughout the 2024/2025 period, the HEET project coordination team was involved in a series of high-stakes infrastructure and academic milestones. A major focus was the simultaneous oversight of construction sites for seven regional science laboratories. These activities included site inspections, engagement with contractors, and the coordination of local authorities in Mtwara, Njombe, Kigoma, Mwanza, Arusha, Morogoro, and Coast regions.

In parallel, the project facilitated extensive curriculum review workshops. These sessions brought together academic staff, industry experts, and pedagogical specialists to transition traditional curricula into Competency-Based Education and Training (CBET) models. Additionally, the project team conducted sensitization seminars for staff on the usage of new “smart” features within the upgraded Learning Management System (LMS), ensuring that instructors are equipped to utilize multimedia instructional tools effectively.

Achievements

Once the construction of seven regional science laboratories across Mtwara, Njombe, Kigoma, Mwanza, Arusha, Morogoro, and Coast is completed, will be a transformative achievement. This infrastructure is a game-changer for the University, providing decentralized local centres where science and education students can complete physical practical requirements without the logistical and financial burden of traveling to Dar es Salaam.

The University successfully reviewed and revised over 40 academic programs into Competency-Based Education and Training (CBET) models. This curricular transformation ensures that graduates from distance programs possess the specific technical skills and practical competencies demanded by the current Tanzanian labor market, directly bridging the gap between academia and industry.

The migration to an enhanced Moodle-based Learning Management System (LMS) has significantly upgraded the institution's digital infrastructure. The new system supports “smart” features, including offline content access and integrated multimedia instructional tools, which are essential for ensuring that students in remote areas can access high-quality educational resources without constant internet connectivity.



A dedicated Special Needs Unit Help Desk was established to promote institutional inclusivity. This was supported by the procurement of advanced assistive technologies, such as Braille embossers and screen readers, ensuring that visually and hearing-impaired learners across all regional centers have the necessary tools to succeed in their academic pursuits.

The Special Female Student program recorded a substantial 27.5% increase in admissions, rising from 204 students in the previous year to 260 in the 2024/2025 cycle. Academic success remained high, with 218 students (83.8%) passing their examinations and successfully transitioning to various university colleges, demonstrating the effectiveness of the University's targeted gender inclusion strategies.

Challenges and Mitigation

Despite the project's success, several challenges were encountered during the implementation phase. The simultaneous management of construction projects in seven geographically dispersed regions created logistical hurdles, particularly in monitoring quality and timelines. Additionally, the transition to CBET models required a significant shift in faculty mindset and instructional design, which initially met with varying levels of technical readiness among staff.

To mitigate these challenges, the HEET coordination unit implemented a decentralized monitoring framework, utilizing Regional Center Directors as on-site project supervisors to ensure daily progress. To support the curriculum shift, the university launched a series of continuous professional development (CPD) workshops focused on CBET pedagogy and the use of the new multimedia LMS tools. Furthermore, to ensure the sustainability of the regional labs, the university has begun developing maintenance protocols and local income-generating models for the facilities.



CROSS-CUTTING AND STATUTORY ISSUES

CROSS-CUTTING AND STATUTORY ISSUES

Introduction

Cross-cutting and statutory issues are central to the Open University of Tanzania (OUT) because they shape the safety, fairness, credibility, and sustainability of service delivery across Headquarters and Regional Centres. During 2024/25, OUT implemented and strengthened institution-wide systems that promote Gender Equality and Social Inclusion (GESI), improve health and wellbeing in the workplace and student community (including HIV/AIDS, mental health, and non-communicable diseases), uphold ethics, integrity and good governance, and ensure environmental management and sustainability. In parallel, the University reinforced risk management and internal controls, and strengthened compliance with laws, regulations, and government directives, supported by monitoring and evidence generation functions led by QAU and other relevant units.

CROSS-CUTTING POLICY ISSUES

Gender Equality and Social Inclusion (GESI)

OUT's GESI work in 2024/25 focused on strengthening prevention and response systems for gender-based violence (GBV), improving awareness and utilisation of Gender Desk services, and advancing institutional learning for gender-responsive planning. The Gender Unit's work is implemented through Gender Desks at headquarters and regional centres, reflecting OUT's ODL operational reality and the need for decentralised, accessible support services for students and staff.

A major emphasis during the year was capacity strengthening to ensure GBV prevention and response are handled ethically, consistently, and practically across the institution. In March 2025, OUT conducted a university-wide virtual GBV training during International Women's Day commemoration, reaching 94 staff across HQ and Regional Centres. The training explicitly addressed the operation and roles of Gender Desks, health consequences of GBV, ethical and survivor-centred response, and emerging risks such as GBV in digital environments; the Vice Chancellor formally opened the session, reinforcing institutional accountability and commitment to a violence-free learning and working environment.

Recognising that first responders and daily service providers (security personnel, cleaners, and related staff) play an important role in prevention and early response, the Gender Unit institutionalised GBV training for service providers in March 2025, with participation exceeding 70 individuals, including those joining online from regional centres. This initiative emphasised the role of service providers in identifying risks, safe handling of information and confidentiality, reporting channels within OUT, and external referral systems, strengthening day-to-day protective practices in the University environment.

In addition to centrally coordinated interventions, decentralised centre-level capacity building was used to strengthen local ownership and routine integration of cross-cutting welfare issues. For example, centre-led sessions integrated GBV awareness with counselling and health topics (HIV/AIDS and NCDs), reinforcing cross-unit collaboration and providing staff with practical skills for handling sensitive disclosures and supporting students appropriately in their local contexts.

Student outreach remained a major entry point for prevention, early reporting, and service access. In April 2025, the Gender Unit, through Gender Desk Officers, participated in orientation sessions across 21 regional centres, reaching 2,483 students. Orientation covered forms/causes/consequences of GBV, institutional reporting pathways, confidentiality principles, counselling and referral services, and the importance of ethical conduct and





respectful relationships. Students were encouraged to report incidents promptly and were informed about survivor-centred support mechanisms, with improved visibility of the Gender Desk reported as a key achievement of this effort.

OUT also strengthened targeted prevention and empowerment for young women through GBV orientations for girls in the Foundation Programme in March and December 2025 (HEET-supported), including online GBV risks and clear guidance on reporting and support services to foster confidence to speak out and seek help early.

Importantly, OUT strengthened gender-responsive planning and accountability by producing an evidence base for decision-making. The Gender Unit completed the OUT Gender Status Report, analysing gender trends across enrolment, graduation, staffing and leadership representation, and highlighting persistent gaps such as underrepresentation of women in STEM fields, PhD programmes, and senior decision-making positions. The report also notes women constitute about 36% of academic staff, concentrated more in mid-level and non-decision-making roles, and recommends structured mentorship, women-in-STEM initiatives, affirmative action, and accountability mechanisms to translate commitments into measurable change.

Beyond internal programming, OUT extended gender and safeguarding awareness into community engagement and partnerships, including youth outreach reaching approximately 500 youth in Tanga, a GBV awareness session in Mwanza reaching 70 participants, and collaboration with Police Gender and Children Desks (e.g., Tunduru) to strengthen referral pathways and shared prevention initiatives, demonstrating OUT's role in supporting broader social development and protection systems.

Overall performance

GESI performance in 2024/25 reflects a shift from ad hoc awareness toward system strengthening: training staff and frontline service providers, expanding student orientations at scale (21 centres; 2,483 students), and strengthening evidence-based planning through completion of the Gender Status Report. Leadership engagement, decentralised delivery, and strengthened referral linkages collectively improved the operational readiness of Gender Desks and enhanced confidence in prevention and response mechanisms across OUT's distributed environment.

Challenges and way forward

The Gender Unit reported constraints affecting sustainability, including late disbursement of funds (Quarter 1 and 2), limited dedicated budget allocation, limited permanent staffing and lack of designated office space, constraints that also affect confidentiality and follow-up in sensitive cases, plus uneven utilisation of Gender Desk services due to stigma or uncertainty about procedures in some centres. In the future, priorities include ensuring timely fund flow, strengthening the dedicated gender budget line, allocating appropriate confidential office space and staffing support, and sustaining continuous sensitisation and mentoring at centres to improve service uptake and consistent implementation across the OUT system.

HIV/AIDS WORKPLACE INTERVENTIONS (INCLUDING MENTAL HEALTH AND NCDs)

OUT implemented HIV/AIDS interventions using a broader institutional wellbeing approach that includes mental health promotion, counselling, prevention programming, NCD screening, and healthy lifestyle promotion. This reflects the growing recognition that staff and student wellbeing is a cross-cutting determinant of learning outcomes, productivity, retention, and safe learning/work environments.

During the year, the HIV/AIDS & NCDs Unit prepared and implemented its annual action plan and strengthened coordination by establishing a technical committee of nineteen members drawn from different units, including student leaders. The Unit also conducted two mental health awareness training sessions for staff and students, contributing to institutional awareness and prevention of mental health challenges that affect workplace functioning and learner success.

A key service-strengthening milestone was the initiation of telecounselling as a mechanism to expand counselling access across OUT's distributed learning and working environment. On 28 March 2025, technical committee members received orientation (via Zoom) on telecounselling practices from a pioneer organisation (Melian Foundation), and the Unit began exploring the most appropriate model for implementation at OUT, representing a strategic move toward digitally enabled psychosocial support aligned with ODL realities.

OUT also strengthened NCD prevention through evidence-based screening and health education. A Medical Check-up Camp Phase One was conducted at HQ on 22–23 April 2025, officiated by the Vice Chancellor, with about 158 staff and students screened and sensitised on NCDs and healthy eating. The report presents risk profiles (general results n=140) indicating notable levels of overweight and obesity (e.g., female obesity 19.6%; male obesity 12.6%) and elevated blood pressure proportions (e.g., female high BP 16.8%; male high BP 11.2%). The Unit interpreted findings as indicating that a majority of participants were overweight, raising NCD risk. It recommended weight-reduction measures, healthy eating, exercise and frequent medical check-ups, alongside expanded awareness creation on NCDs to support prevention at scale.

Complementing these interventions, the Unit trained peer educators from regional centres and conducted a situational analysis on HIV/AIDS and NCDs at OUT, supporting targeted intervention design and institutional learning on emerging patterns of need across staff and students.

Overall performance

In 2024/25, OUT strengthened workplace and student wellbeing interventions by combining prevention, counselling service expansion planning (telecounselling), mental health awareness, and NCD screening with concrete risk profiling and recommendations for lifestyle modification. These interventions demonstrate an integrated wellbeing approach that supports productivity, student success, and duty of care across HQ and Regional Centres.

Challenges and way forward

The Unit reported limited awareness of its operations among staff and students, reducing service uptake, and financial constraints, noting that only a few activities were implemented within the limited allocated budget. Priority actions include strengthening visibility and communication so that staff/students know where and how to access services, operationalising telecounselling into a functional service model, and expanding periodic screening and targeted health promotion based on risk profiles identified through the medical camp results.

ETHICS, INTEGRITY, AND GOOD GOVERNANCE

Ethics and good governance in 2024/25 were strengthened through practical institutional measures that promote confidentiality, responsible conduct, accountability, integrity partnerships, and data governance, especially in sensitive areas such as GBV case management, counselling, admissions/records systems, and ICT services.



A core dimension of ethics strengthening was the reinforcement of confidentiality and survivor-centred practice through GBV trainings for staff and service providers. Training content emphasised ethical handling of survivor information, safe reporting, and referral pathways, while also highlighting the need for survivor-friendly and confidential spaces and procedural clarity. In addition, external capacity building supported leadership awareness on Gender Desk establishment and monitoring, including documentation of cases and strengthening confidential reporting spaces within higher learning institutions.

OUT reinforced its integrity and compliance culture through strategic partnerships, including an active MoU with the Prevention and Combating of Corruption Bureau (PCCB) that supports training, joint consultancy and research, short-term courses on investigation and ethics, and the propagation of ethics and integrity through OUT Regional Centres, supporting decentralised integrity promotion and capacity strengthening beyond HQ.

In the area of responsible information governance, OUT strengthened data protection compliance through an MoU with the Personal Data Protection Commission, signed on 14 November 2025, focusing on data protection collaboration, training and awareness programmes, and compliance with relevant laws and regulations.

ICT governance and cybersecurity improvements also contributed to ethics and good governance by strengthening protection of institutional information systems, reducing cyber risks, and improving system reliability. IEMT procured and installed 900 antivirus licenses (700 EScan and 200 Kaspersky), trained ICT security staff through e-GA programmes (threat detection, vulnerability assessment and penetration testing), deployed monitoring tools, and conducted regular external security audits/assessments with TCRA and e-GA. The report notes that vulnerabilities were successfully handled and a security strategy was developed to strengthen ICT governance, resilience, and cybersecurity culture across the academic community.

Overall performance

Ethics and good governance performance in 2024/25 reflects a multi-layered approach: strengthening ethical conduct through confidentiality-focused trainings, enhancing integrity through PCCB collaboration, improving legal compliance in data governance through the Personal Data Protection Commission MoU, and strengthening ICT security governance through audits, training and cybersecurity strategy development. These measures contribute to institutional trust, accountability, and service reliability across OUT's national footprint.

Challenges and way forward

Key challenges emerging from the reports include the operational constraints that affect confidentiality and ethical case-handling (e.g., limited office space and staffing for Gender Desk functions) and ICT risks that require continuous investment and vigilance. Moving forward, OUT should institutionalise regular refresher training for ethics and confidentiality, strengthen safe and confidential reporting environments at centres, and continue strengthening data governance and cybersecurity controls, aligned with the Personal Data Protection Commission collaboration and the ongoing external security audits and internal strategy implementation.

ENVIRONMENTAL MANAGEMENT AND SUSTAINABILITY

Environmental management and sustainability in 2024/25 were pursued through compliance-focused safeguards monitoring (especially under HEET infrastructure development), improvements to physical learning and working environments, and resilience measures that reduce service disruptions and protect institutional assets.

Under HEET-related works, OUT strengthened monitoring for environmental and social safeguards compliance. In July 2025, the Gender Focal Person participated in a site meeting at Mwanza Regional Centre with OUT Environmental and Social Focal Persons and MoEST representatives to assess construction compliance, focusing on environmental and social safeguards, gender compliance, occupational safety, worker welfare, GBV risk mitigation, and the Grievance Redress Mechanism; a similar engagement took place for Arusha Regional Centre in November 2025. These engagements strengthened monitoring and alignment with World Bank requirements and national standards, demonstrating integrated sustainability and safeguarding oversight during implementation.

On institutional infrastructure and environment quality, DPD reported rehabilitation of two administration blocks (Blocks A and B) at the temporary headquarters and rehabilitation of three centres (Kigoma RC, Tunduru Coordination Centre, and Mafia RC), improving working conditions, supporting operational efficiency, and providing safer and more conducive learning environments. DPD also reported the purchase and installation of six air conditioners to improve staff productivity and student comfort and concentration, supporting a conducive environment for academic and administrative activities.

Sustainability was further strengthened through resilience in ICT infrastructure. IEMT implemented comprehensive LAN upgrades alongside deployment of UPS units across key HQ buildings and all regional centres, improving network reliability, minimising downtime, safeguarding equipment, and strengthening stable connectivity for teaching, learning and administrative services across all campuses and centres.

OUT also maintained sustainability pathways through partnerships, including an MoU with Hyundai Solar Tec Co. Ltd. (Korea) to promote the advancement and use of solar energy technologies through joint research and education, positioning the University to integrate renewable energy innovation into practice and learning over time.

Overall performance

Environmental management and sustainability performance in 2024/25 is evidenced by strengthened safeguards monitoring under HEET, rehabilitation and improvements to facilities that enhance safety and learning conditions, and resilience interventions (UPS/LAN upgrades) that reduce disruptions and protect equipment. The inclusion of solar-energy collaboration indicates strategic positioning for longer-term sustainability innovation and education linkages.

Challenges and way forward

Sustainability implementation requires sustained coordination and resources, particularly to maintain compliance monitoring during infrastructure projects and to ensure facility improvements are maintained across the decentralised OUT network. In the future, OUT should sustain safeguards compliance monitoring, strengthen routine occupational safety and welfare checks, integrate environmental sustainability into planning and budgeting cycles, and progressively explore renewable energy and energy-efficiency options through the existing solar MoU and other partnerships, while maintaining resilience investments that protect ICT and learning systems from operational disruptions.

RISK MANAGEMENT AND INTERNAL CONTROL SYSTEMS

Risk management and internal controls were strengthened through coordinated institutional processes led by QAU and supported by planning and asset-protection measures. QAU's mandate includes Risk Management and Certification, guided by the Risk



Management Framework and Quality Assurance Policy, and its work in 2024/25 included both oversight of core academic processes and structured risk documentation for institutional use.

In 2024/25, QAU collaborated with risk owners and risk champions to review the 2023/2024 Risk Register, identify institutional risks, and develop the Risk Action Plan for 2024/2025. The Unit reported being in the final stage of compiling these documents for institutional use as part of its mandate to ensure quality of service and delivery, an important step toward institutionalising risk identification, mitigation planning, and accountability across units and centres.

Internal controls were also strengthened through QAU monitoring of high-risk processes such as examinations and digital teaching systems. QAU monitoring of June/July 2025 examinations noted improvements in invigilation and marking processes but also highlighted integrity risks (e.g., inconsistent instructions, errors in papers, transparency issues in printing) and system challenges (ARMIS-related incomplete results for some students). In Zoom-based teaching monitoring, QAU identified service continuity risks (e.g., non-attendance without notice, late release of links, single-host dependency), and recommended procedural controls such as earlier communication, co-hosting rights, and improved monitoring and resource support for video-based lesson delivery.

Risk mitigation also included asset safeguarding and strengthened planning controls. DPD reported the acquisition of 31 title deeds covering 30 regional and coordination centres to secure land ownership and safeguard institutional assets, alongside training 70 staff on annual plans and budget preparation to strengthen resource allocation controls and financial management systems.

Overall performance

Risk management and internal control performance in 2024/25 demonstrates institutional strengthening through formal risk documentation (Risk Register review and Risk Action Plan development), systematic monitoring of high-risk academic processes (examinations, online teaching and admissions systems), and strengthened asset and planning controls through title deed acquisition and staff training. These collectively support more reliable service delivery and improved institutional accountability across OUT's decentralised network.

Challenges and way forward

The monitoring findings highlight persistent operational risks that require continuous control improvement, particularly digital system reliability (ARMIS/PGOA), examination process integrity controls, and continuity controls for online teaching. In the future, OUT should (i) finalise and roll out the Risk Register and Risk Action Plan institution-wide, (ii) assign clear implementation accountability to risk owners/champions and track mitigation measures routinely, and (iii) strengthen process controls for examinations and digital delivery systems by implementing QAU recommendations, improving transparency in sensitive processes, and addressing recurrent system gaps through coordinated ICT and process reforms.

COMPLIANCE WITH LAWS, REGULATIONS, AND GOVERNMENT DIRECTIVES

Compliance in 2024/25 was pursued through strengthened governance of digital systems, quality assurance oversight of core academic processes, implementation of public-sector planning and financial management requirements, and operational support for international and cross-border academic services.

QAU monitoring and evaluation provided a compliance assurance function across several domains, including examinations, teaching and learning delivery, and admissions/records systems. In admissions and records governance, QAU's monitoring of PGOA and ARMIS (Nov 2024-Jan 2025) highlighted significant operational compliance risks, such as a lack of a pilot study and systemic failures affecting foreign applicants who cannot apply using a Tanzanian Form Four index number, incomplete identification details in admission letters, and fee-payment control number and tuition calculation errors that risk financial loss. QAU recommended piloting before updates, enhancements to foreign student applications, verification mechanisms, correction of fee calculation errors, and continuous monitoring to stabilise system performance and user experience.

ICT compliance and governance were strengthened through enhanced cybersecurity and reliability controls. IEMT reported installation of 900 antivirus licenses, security staff training through e-GA, deployment of monitoring tools, and external security audits/assessments with TCRA and e-GA, with vulnerabilities successfully handled and a security strategy developed to strengthen ICT governance and cybersecurity initiatives. In addition, IEMT implemented LAN upgrades and UPS installation across HQ and regional centres, improving service continuity and reliability for institutional systems and learning platforms.

Compliance in data protection was strengthened through the MoU with the Personal Data Protection Commission (signed 14 November 2025), focusing on data protection collaboration, training and awareness programmes, and compliance with data protection laws and regulations—supporting legal compliance in handling staff and student information across digital systems and services.

Compliance also extended to cross-border service delivery and assessment integrity for international learners. DICU coordinated written examinations abroad between January and December 2025 in multiple countries (including Seychelles, Italy, Switzerland, Ghana, Netherlands, Canada, Uganda, Gambia and USA) and coordinated PhD viva voce sessions through Zoom for candidates across several countries, supporting compliance in assessment administration for distributed and international students.

In public-sector planning and financial reporting compliance, DPD reported training of staff in annual planning and budgeting (Plan preparation) and IPSAS 41 accounting software capacity building for planning officers, strengthening transparency, accountability and compliance in public fund management and final accounts preparation. DPD also reported the approved University budget for 2024/25 and linked its planning role to national development priorities, reinforcing statutory and policy alignment in resource planning and execution.

As part of social compliance and inclusion in access, DSS continued implementation of the Student Assistance Fund (SAF) to support financially vulnerable students, including orphans and students with disabilities, and encouraged Regional Centre Directors to disseminate information to maximise access. The Fund supported 167 students since its revival, and 119 students between 2020/2021 and 2024/2025 (66 male; 53 female), while the report also noted a decline in 2024/2025 that requires investigation of barriers to access.

Overall performance

Compliance performance in 2024/25 was strengthened through improved monitoring and evaluation of academic and digital systems (QAU), strengthened cybersecurity and system continuity controls (IEMT), formal data protection collaboration (Personal Data Protection



Commission), strengthened public-sector planning and financial reporting capacity (DPD), and robust cross-border examination coordination for international students (DICU). These interventions collectively improved governance, reliability and legal/regulatory alignment across OUT operations.

Challenges and way forward

The reports highlight compliance-related risks that require continued strengthening: digital system design constraints affecting foreign applicants, fee-payment and tuition calculation errors, and ICT security threats that demand continuous improvement and monitoring. Going forward, priorities include implementing QAU recommendations for PGOA/ARMIS (including piloting, foreign applicant functionality, and verification controls), strengthening transparency and integrity controls in examinations and results processes, sustaining cybersecurity audits and staff capacity building, and institutionalising data protection awareness and compliance through the Personal Data Protection Commission partnership. On inclusion and access compliance, OUT should strengthen SAF outreach and investigate the decline in beneficiaries in 2024/25 to remove access barriers for eligible vulnerable groups.

CONCLUSION: CONTRIBUTION OF CROSS-CUTTING AND STATUTORY ISSUES TO OUT STRATEGIC GOALS

Across 2024/25, OUT's cross-cutting and statutory interventions directly supported the University's strategic ambitions of delivering reliable, high-quality, inclusive and digitally enabled education and services across a national footprint. GESI interventions strengthened safety, fairness and inclusion through decentralised Gender Desk systems, large-scale orientation and evidence generation for gender-responsive planning. Wellbeing interventions (HIV/AIDS, mental health and NCDs) reinforced staff and student readiness to learn and work productively, and introduced digitally responsive service pathways such as telecounselling. Ethics, integrity and governance were strengthened through confidentiality-focused capacity building, anti-corruption collaboration (PCCB), data protection partnership and stronger ICT security governance. Environmental and sustainability work improved safeguards compliance and safe infrastructure delivery, while resilience measures reduced operational disruption. Finally, QAU-led monitoring, risk register review and action planning, and strengthened planning and asset protection measures contributed to internal controls, compliance, and improved institutional accountability, supporting OUT's broader mandate and alignment with national development priorities through strengthened planning and service delivery systems.



FINANCIAL REPORT FOR THE YEAR ENDING 30th JUNE, 2025

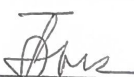


FINANCIAL REPORT FOR THE YEAR ENDING 30th JUNE, 2025

5.0 FINANCIAL STATEMENTS

5.1 CONSOLIDATED STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2025

	Note	CONSOLIDATED 2024/25 TZS	CONSOLIDATED 2023/24 TZS	UNIVERSITY 2024/25 TZS	UNIVERSITY 2023/24 TZS
ASSETS					
Current Assets					
Cash and Cash Equivalents	2	10,511,573,911	5,972,683,896	10,491,030,577	5,894,880,101
Receivables	3	11,849,783,978	9,550,515,287	11,587,762,661	9,303,452,801
Inventories	4	76,476,168	93,029,886	76,476,168	93,029,886
Total Current Assets		22,437,834,057	15,616,229,069	22,155,269,406	15,291,362,792
Non-Current Assets					
Property, Plant and Equipment	6(a)	28,135,458,467	28,859,305,350	28,132,714,754	28,855,281,221
Work in Progress	6(b)	1,607,296,130	352,382,170	1,607,296,130	352,382,170
Intangible Assets	6(c)	142,341,647	177,006,678	142,341,647	177,006,678
Total Non-Current Assets		29,885,096,244	29,388,694,198	29,882,352,531	29,384,670,071
TOTAL ASSETS		52,322,930,301	45,004,923,267	52,037,621,937	44,676,032,863
EQUITY AND LIABILITIES					
Current Liabilities					
Payables and Accruals	5	7,334,056,620	6,793,151,692	7,346,078,762	6,745,577,685
Total Current Liability		7,334,056,620	6,793,151,692	7,346,078,762	6,745,577,685
Non-Current Liability					
Capital Grant	7B	2,565,027,144	2,655,015,732	2,565,027,144	2,655,015,732
HEET Differed Income	24	10,305,100,486	5,025,344,609	10,305,100,486	5,025,344,609
Total Non-Current Liabilities		12,870,127,630	7,680,360,341	12,870,127,630	7,680,360,341
Total Liabilities		20,204,184,250	14,473,512,033	20,216,206,392	14,425,938,026
Net Assets		32,118,746,051	30,531,411,234	31,821,415,545	30,250,094,837
NET ASSETS/EQUITY					
Capital Contributed by:					
Taxpayers/Share Capital	7A	870,000,000	870,000,000	870,000,000	870,000,000
Accumulated Surplus		31,248,746,051	29,661,411,234	30,951,415,545	29,380,094,837
TOTAL NET ASSETS/EQUITY		32,118,746,051	30,531,411,234	31,821,415,545	30,250,094,837


 Prof. Joseph Andrew Kuzilwa
 Council Chairman

Date 19/03/2026


 Prof. Dr. Alex B. Makulilo
 Vice Chancellor

Controller and Auditor General

AR/PA/OUT/2024/25

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1.0 INDEPENDENT REPORT OF THE CONTROLLER AND AUDITOR GENERAL

Chairperson of the Council,
The Open University of Tanzania,
P.O. Box 23409,
DAR ES SALAAM



1.1 REPORT ON THE AUDIT OF FINANCIAL STATEMENTS

Unqualified Opinion

I have audited the consolidated financial statements of The Open University of Tanzania, which comprise the statement of financial position as at 30 June 2025, the statement of financial performance, statement of changes in net assets, cash flow statement and the statement of comparison of budget and actual amounts for the year then ended, as well as the notes to the financial statements, including a summary of significant accounting policies.

In my opinion, the accompanying consolidated financial statements present fairly the financial position of The Open University of Tanzania as at 30 June 2025, and its financial performance and its cash flows for the year then ended in accordance with International Public Sector Accounting Standards (IPSAS) Accrual basis of accounting and in the manner required by the Public Finance Act, Cap. 348.

Basis for Opinion

I conducted my audit in accordance with the International Standards of Supreme Audit Institutions (ISSAIs). My responsibilities under those standards are further described in the section below entitled "Responsibilities of the Controller and Auditor General for the Audit of the Financial Statements". I am independent of The Open University of Tanzania in accordance with the International Ethics Standards Board for Accountants' Code of Ethics for Professional Accountants (IESBA Code) together with the National Board of Accountants and Auditors (NBAA) Code of Ethics, and I have fulfilled my other ethical responsibilities in accordance with these requirements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Key Audit Matters

Key audit matters are those matters that, in my professional judgment, were of most significance in my audit of the consolidated financial statements of the current period. I have determined that there are no key audit matters to communicate in my report.

Other Information

Management is responsible for the other information. The other information comprises the Report of Those Charged with Governance, Statement of Management Responsibility and



Declaration by the Head of Finance but does not include the financial statements and my audit report thereon which I obtained prior to the date of this auditor's report.

My opinion on the financial statements does not cover the other information, and I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial statements, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work I have performed on the other information that I obtained prior to the date of this audit report, I conclude that there is a material misstatement of this other information, I am required to report that fact. I have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the consolidated financial statements in accordance with IPSAS and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the entity or to cease operations or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the entity's financial reporting process.

Responsibilities of the Controller and Auditor General for the Audit of the Financial Statements

My objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error and to issue an audit report that includes my opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISSAIs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISSAIs, I exercise professional judgment and maintain professional skepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control;
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control;
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management;
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my audit report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my audit report. However, future events or conditions may cause the entity to cease to continue as a going concern; and
- Evaluate the overall presentation, structure, and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

I also provide those charged with governance with a statement that I have complied with relevant ethical requirements regarding independence and to communicate with them all relationships and other matters that may reasonably be thought to bear on my independence, and where applicable, related safeguards.

From the matters communicated with those charged with governance, I determine those matters that were of most significance in the audit of the financial statements of the current period and are, therefore, the key audit matters. I describe these matters in my audit report unless law or regulation precludes public disclosure about the matter or when, in extremely rare circumstances, I determine that a matter should not be communicated in my report because the adverse consequences of doing so would reasonably be expected to outweigh the public interest of such communication.

In addition, Section 10 (2) of the Public Audit Act, Cap. 418 requires me to satisfy myself that the accounts have been prepared in accordance with the appropriate accounting standards.



1.2.1 Compliance with the Public Procurement laws

Subject matter: Compliance audit on procurement of works, goods, and services

I conducted a compliance audit of the procurement of works, goods and services at The Open University of Tanzania for the year ended 30 June 2025 as per the Public Procurement Act, 2023; the Public Procurement Regulations, 2024 and related directives. I examined each phase of the procurement life cycle, including advertising of tenders, evaluation of bids, award of contracts and contract management, to confirm that the entity issued competitive solicitations, applied approved evaluation criteria, secured authorizations before award and maintained complete transaction records.

Conclusion

Based on the audit procedures performed, I conclude that, except for the matter described below, the Open University of Tanzania generally complies, in all material respects, with the requirements of the Public Procurement laws in Tanzania.

i. Procurement amounting to TZS 60,026,883.20 was processed without using the NeST

Section 73(1) of the Public Procurement Act, 2023 requires all procurement entities to ensure that procurement, supply and disposal of assets functions are implemented and reported through the Electronic Public Procurement system.

However, I noted three tenders worth TZS 60,026,883.20 were not processed through the National Electronic Procurement System of Tanzania (NeST).

ii) Non-submission of Tender notification awards to Authority

Regulation 239(1) of the Public Procurement Regulations, 2024 requires the Accounting Officer to ensure that copies of award notification are submitted to the Public Procurement Regulatory Authority, the Attorney General, the Government Asset Management Division and the Tanzania Revenue Authority.

On the contrary, I noted that five tenders were awarded without sending notification to the respectively Authorities.

1.2.2 Compliance with the Budget Act and other Budget Guidelines

Subject matter: Budget formulation and execution

I conducted a compliance audit of budget formulation and execution at The Open University of Tanzania for the year ended 30 June 2025 as per the Public Finance Act (Budget Act), Cap. 439 and the Budget Guidelines issued by the Ministry of Finance. I reviewed budget submissions, approval memoranda, commitment registers, ledger entries and variance analyses to confirm

that the entity prepared estimates in the prescribed format, obtained timely authorizations before incurring obligations, recorded transactions accurately and reported variances as required.

Conclusion

Based on the audit procedures performed, I conclude that The Open University of Tanzania complies, in all material respects, with the requirements of the Budget Act and related Budget Guidelines.



Charles E. Kichere
Controller and Auditor General,
Dodoma, United Republic of Tanzania.
March 2026





5.0 FINANCIAL STATEMENTS

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TOTAL ASSETS		52,322,930,301	45,004,923,267	52,037,621,937	44,676,032,865
EQUITY AND LIABILITIES					
Current Liabilities					
Payables and Accruals	5	7,334,056,620	6,793,151,692	7,346,078,762	6,745,577,681
Total Current Liability		7,334,056,620	6,793,151,692	7,346,078,762	6,745,577,681
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Total Liabilities		20,204,184,250	14,473,512,033	20,216,206,392	14,425,938,022
Net Assets		32,118,746,051	30,531,411,234	31,821,415,545	30,250,094,843
NET ASSETS/EQUITY					
Capital Contributed by:					
Taxpayers/Share Capital	7A	870,000,000	870,000,000	870,000,000	870,000,000
Accumulated Surplus		31,248,746,051	29,661,411,234	30,951,415,545	29,380,094,843
TOTAL NET ASSETS/EQUITY		32,118,746,051	30,531,411,234	31,821,415,545	30,250,094,843

Prof. Joseph Andrew Kuzilwa
Council Chairman

Date 19/03/2026

Prof. Dr. Alex B. Makulilo
Vice Chancellor

