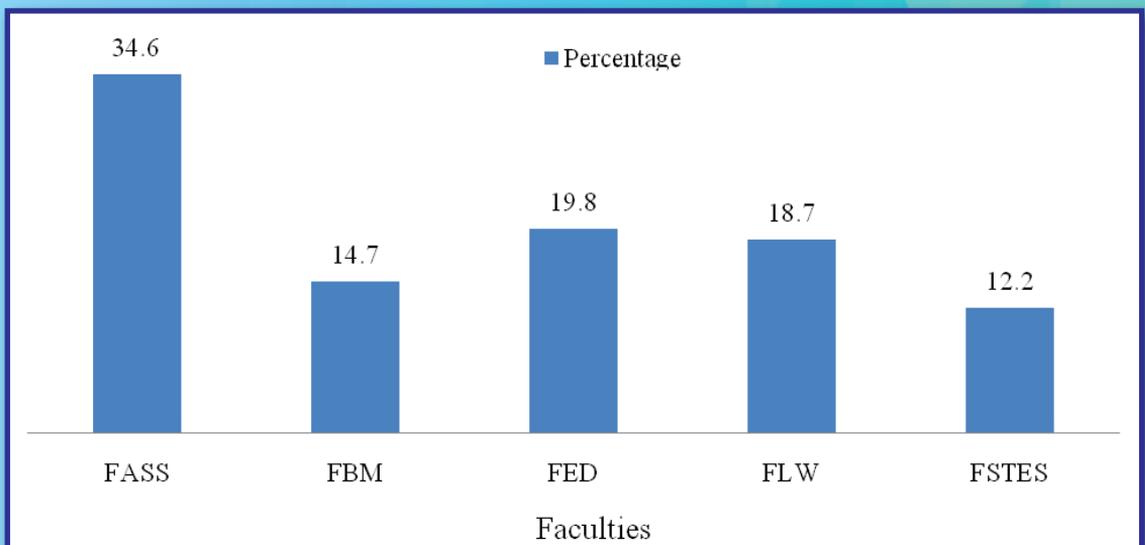


THE OPEN UNIVERSITY OF TANZANIA



FACTS AND FIGURES 2016/2017



Percentage of Undergraduate Degree Students Admission in the Faculties

Prepared by
The Directorate of Quality Assurance and Control

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June, 2017

THE OPEN UNIVERSITY OF TANZANIA



FACTS AND FIGURES 2016/2017

**Prepared by
The Directorate of Quality Assurance and Control**

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June 2017

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LIST OF ABBREVIATIONS

ACDE	African Council for Distance Education
ACDE-TCC	African Council for Distance Education – Technical Collaboration Committee
B. CED	Bachelor of Community Economic Development
B. Ed.	Bachelor of Education
B. Ed. (AE)	Bachelor of Education (Adult Education)
B. Ed. (PM)	Bachelor of Education (Policy Management)
B. Ed. (SE)	Bachelor of Education (Special Education)
B. Ed. TEP	Bachelor of Education Teacher Educator Programme
B.A (IR)	BA (International Relations)
B.A. (Econ)	Bachelor of Arts Economics
B.A. (Ed.)	Bachelor of Arts (Education)
B.A. (ELL)	BA (English Language and Linguistics)
B.A. (KCS)	BA (Kiswahili and Creative Studies)
B.A. (MC)	B.A.(Mass Communication)
B.A. (PA)	BA (Public Administration)
B.A. (PD)	BA (Population and Development.)
B.A. (Soc.)	Bachelor of Arts (Sociology)
B.A. (SW)	Bachelor of Arts (Social Work)
B.A. NRM	BA (Natural Resource Management)
B.A.(Mass Com.)	Bachelor of Arts (Mass Communication)
B.A.J	Bachelor of Arts (Journalism)
B.A.T	Bachelor of Arts (Tourism)
B.Com (Ed.)	Bachelor of Commerce (Education)
B.Com.(Gen.)	Bachelor of Commerce (General)
B.Sc. (Ed.)	Bachelor of Science (Education)
B.Sc. (ICT)	Bachelor of Science (Information and Communication Technologies)
B.Sc.(ES)	Bachelor of Science (Environmental Studies)
B.Sc.(Gen.)	Bachelor of Science (General)
BA (Gen.)	Bachelor of Arts (General)
BBA (Ed.)	Bachelor of Business Administration (Education)
BBA (Fin.)	Bachelor of Business Administration (Finance)
BBA (Gen.)	Bachelor of Business Administration (General)
BBA (HRM)	Bachelor of Business Administration (Human Resources Management)
BBA (IB)	Bachelor of Business Administration (International Business)
BBA (Mark)	Bachelor of Business Administration (Marketing)
BSc. ER	BSC (Energy Resources)

CCDE	Certificate Course in Distance Education
CECE	Certificate in Early Child Education
CECED	Centre for Economics and Community Economic Development
CPPH	Certificate in Poultry Production and Health
CPTE	Certificate in Primary Teachers Educator
CYP-Dip.	Diploma in Commonwealth Youth Programme
DECE	Diploma in Early Child Education
DPPH	Diploma in Poultry Production and Health
DPTE	Diploma in Primary Teachers Educator Programme
DRPC	Directorate of Research, Publications and Consultancy
DVC	Deputy Vice Chancellor
FASS	Faculty of Arts and Social Sciences
FBM	Faculty of Business Management
FED	Faculty of Education
FLW	Faculty of Law
FSTES	Faculty of Science, Technology and Environmental Studies
Hon. Degree	Honorary Degree
K/Saudi Arabia	Kingdom of Saudi Arabia
LL.B	Bachelor of Law
LL.M	Master of Law
LL.M ICJ	Master of Law in International Criminal Justice
LL.M IT & T	Master of Law in Information Technology and Telecommunication
LT and RS	Learning Technology and Regional Services
M	Male
M.CED	Masters in Community Economic Development
M.Dist.Ed	Master in Distance Education
M.Ed	Master of Education
M.ES	Master in Environmental Studies
M.Sc	Master of Science
M.Sc. (CED)	Master of Science in Community Economic Development
M.Sc. Econ.	Master of Science Economics
MA	Master of Arts
MA (SW)	Master of Arts (Social Work)
MA GL	Master of Arts in Governance and Leadership
MA Tourism	Master of Arts Tourism
MBA	Master of Business Administration
MBA T & L Mgt	Master of Business Administration in Transport and Logistics Management
MHRM	Master in Human Resource Management

MPM	Master of Project Management
ODDEOL	Diploma in Distance Education and Open Learning
ODL	Open and Distance Learning
OFC	Certificate in Foundation Course
OUT	Open University of Tanzania
PGDBM	Postgraduate Diploma in Business Management
PGDBS	Postgraduate Diploma in Business Studies
PGDCDD	Postgraduate Diploma in Curriculum Design and Development
PGDE	Postgraduate Diploma in Education
PGDL	Postgraduate Diploma in Law
PGDL(IT & T)	Postgraduate Diploma in Law in Information Technology and Telecommunication
PGDSW	Postgraduate Diploma in Social Work
Ph.D	Doctor of Philosophy
SADC ODL COS (TE)	Southern Africa Development Community – Open and Distance Learning – Centre of Specialisation in Teacher Education
T	Total
U.S.A	United States of America
VC	Vice Chancellor

FOREWORD

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



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

Judging from facts and figures enrolments figures, the Open University of Tanzania remains one of the largest Higher Learning Institution in Tanzania.

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

Moreover, as part of the new organizational structure, the office of Deputy Vice Chancellor responsible for Regional Services has evolved Learning Technologies and Regional Services to be strategically responsible for streamlining teaching and learning technology in OUT academic programmes.

In the near future, the office of the Dean of Students will be elevated into a Directorate of Students Affairs. A detailed report on various positions can be read from the new University Organisational Structure that is in place.

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

Prof. Elifas Tozo Bisanda
Vice Chancellor

Dar es Salaam
June, 2017

ACKNOWLEDGMENTS

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



My profound gratitude goes to the Head, Department of Statistics and Records in the Directorate of Quality Assurance and Control, Dr. Daphina LibentMabagala, for coordinating preparations and production of the booklet; special recognition goes to Mr. Yusufu Libondoka for collection and compilation of data presented in the booklet as well as for his close follow-up on the production process. I wish to record a token of appreciation to the Directorate of Communications and Marketing for typesetting the final version of this booklet.

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

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

Dr. Magreth Bushesha
Director of Quality Assurance and Control

Dar es Salaam
June, 2017

EXECUTIVE SUMMARY

OUT operates through 30 regional centres spread throughout Tanzania Mainland and two coordination centres in Zanzibar and Pemba. Each centre serves as a coordination and administrative centre, headed by a director. There are also coordination centres outside the country; these include centres in Kenya, Uganda, Rwanda, and Namibia. The University hosts four centres these include the Centre for Economics and Community Economic Development (CECED), Mwalimu J. K. Nyerere Centre for Good Governance and Media Studies (JKGGMS), SADC - Centre of Specialisation in ODL (Teacher Education) [SADC-CoS (TE)], and African Council for Distance Education (Technical Committee on Collaboration) (ACDE-TCC).

Over the last twenty four years of its operation (i.e. 1994 to 2016/17, about 19.8% of enrolled students have been pursuing degrees in Education; 18.7% in Law; 14.7% in Business Management; 34.6% in Arts and Social Sciences; and 12.2% in Sciences. Over 73.1% of Undergraduate Degree Students at the OUT are pursuing degrees in three major fields: Education, Law and Arts and Social Sciences. Over the same period, the Open University of Tanzania has cumulatively managed to enrol 125,710 students. Among the 125,710 enrolled students, 61,475, 26,249 and 37,986 students were pursuing Undergraduate, Postgraduate and Non-degree programmes, respectively. Currently, the University has an estimated total of 39,000 active students.

More than 50.9 % of enrolled students come from the OUT regional centres of Kinondoni, Arusha, Ilala, Mwanza, Mbeya, Kilimanjaro, Morogoro, Dodoma, and Iringa. Of these nine regional centres, which had cumulative enrolments of more than 46,952 students from 1994 to 2016/17, Kinondoni had the highest cumulative enrolment (10,579) followed by Arusha (5,909). In short, ten regional centres (i.e. the then Dar es Salaam regional centre and the nine regional centres mentioned earlier) have recruited more than 57,853 (61.9%) of Undergraduate Degree and Non-Degree Students

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

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

University despite being the Faculty with the highest seniority factor for academic staff.

The Open University of Tanzania by June 2017 had a total number of 662 qualified Staff of whom, 330 were academic staff, 211 (63.9%) were males and 119 (36.1%) were females. Equally, up to June 2017, the OUT had 278 Administrative staff, out of whom 117 (42.1%) were males and 161 (57.9%) were females. During the same period, OUT had 54 Technical staff, whereby 44 (71.5%) were males and 10 (18.5%) were females.

The cumulative number of graduates from 1999 to February 2017 was 32,650 whereby 13,208 (40.5%) were females. Among 32,650 graduates, 13,948 students graduated in Non-Degree programmes out of whom 6,134 (44.0%) were females, 14,243 students graduated in Undergraduate degree programmes out of whom 5,572 (39.1%) were females and 4459 were graduates for Postgraduate and Honorary degrees whereby 1502 (33.7%) were females.

Chapter One

UNDERGRADUATE ENROLMENT

1.1 Introduction

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

1.2 Enrolment at Undergraduate level by Gender

It is clear from Figure 1 that female enrolment is constantly below male counterparts. The percentage of female students enrolled has maintained an upward trend from 8.7% in 1994 to 31.8% in 2016/2017. The percentage of female students enrolled has been fluctuating from 30.9% in 2007 to 31.8% in 2016/17. OUT needs to enhance further its efforts to attract more female candidates to join its programmes to meet one of the original aspirations of the Government of the United Republic of Tanzania that led to its establishment in 1993.

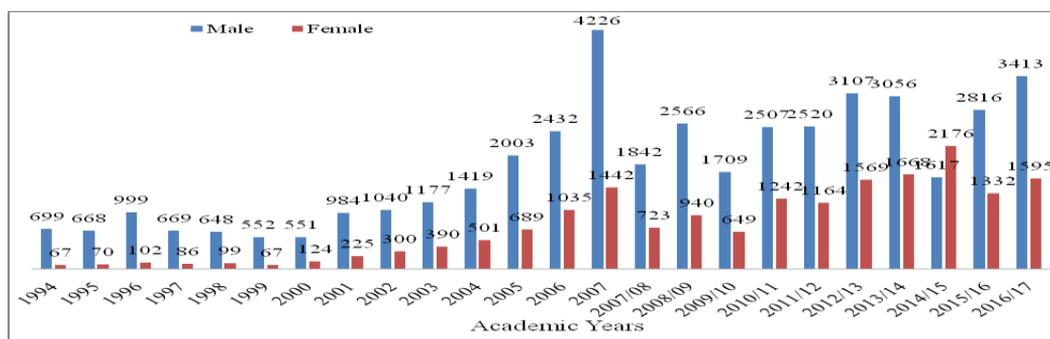


Figure 1: Admission by Gender

It is interesting to note that female enrolment always tends to mimic male enrolment. Statistically speaking, such a co-movement is a replica of the population on which the sample is drawn. In other words, if the population has more male applicants than female; and assuming that each applicant has an equal chance of being selected, then the plot presented in Figure 1 is inevitable. Figure 1, nonetheless, conceals remarkable differences which are overtly pronounced at programme levels. In particular, at the disaggregate level; it seems that the programmes of BA (Ed), B.Ed, LLB and BA (General) are the most popular to both male and female students from 1994 to 2013/14. OUT needs to enhance its

efforts to network with a number of organisations that deal with the gender dimension in Tanzania in 2016/17. The office of DVC (Acad.) has to work closely with such key institutions to ensure they have advanced awareness of the role that OUT can play in bridging the access gap between males and females in Tanzania through the several information efforts that are focused on residential education only. But from 2014/2015 academic year to 2016/17 the programmes B.Ed and BA (Gen.) have lost their popularity.

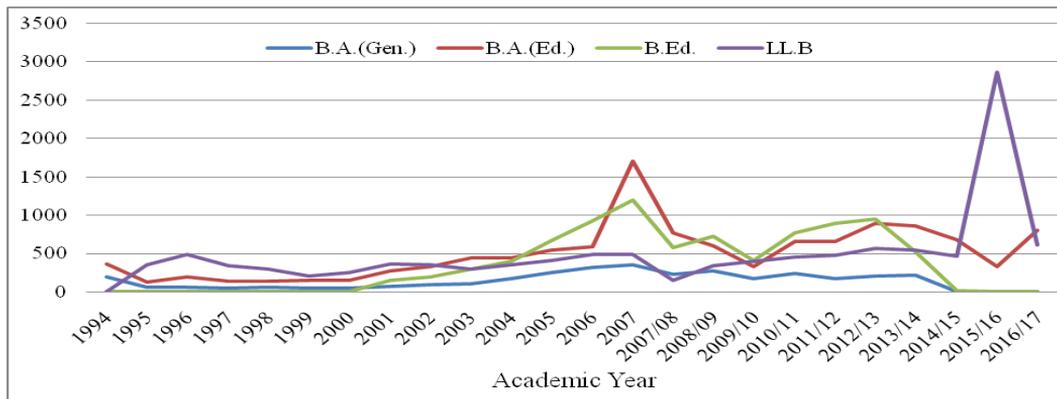


Figure 2: Students Admission into the selected Undergraduate Programmes

1.3 Enrolment by Degree Programmes

During the last twenty four years, about 19.8% of enrolled students have been studying the degree in education; 18.7% have been enrolled in LLB programme; about 14.7% in Business management; 34.6% in Arts and Social Sciences; and 12.2% in sciences. Strictly speaking, over 73.1% of undergraduate students at the OUT are studying for degrees in three major fields of Education, Law as well as Arts and Social Sciences

From 2014/2015 academic year to 2016/17 the programmes B.Ed and BA appear to have no students at all though in cumulative figures they still among the four programmes above in having the highest number of students. This is due to introduction of B.Ed and BA (Gen.) with specialized programmes so that students can now study those programmes with specific areas. For instance instead of having BA (Gen.) there are BA English Language and Linguistics, BA Literature, BA History, BA Kiswahili and Creative Studies etc. Similarly for B.Ed, instead of having B.Ed as a programme, we now have B.Ed Adult Education, B.Ed TEP, B.ED ODL programmes etc (see Table 1 below).

Table 1: Admission into Undergraduate Programmes

Programme	1994 - 2003			2004 - 2012/13			2013/14		
	M	F	T	M	F	T	M	F	T
B.A.(Gen.)	624	110	734	1677	642	2319	158	58	216
B.A.(Ed.)	1783	512	2295	4958	2219	7177	516	336	852
B.Com.(Gen.)	934	106	1040	282	72	354	0	0	0
B.Com.(Ed.)	164	29	193	157	36	193	0	0	0
B. Ed.	440	188	628	4759	2773	7532	308	214	522
LL.B	2613	310	2923	3328	761	4089	436	109	545
B.Sc.(Gen.)	662	123	785	1119	399	1518	88	17	105
B.Sc.(Ed.)	574	110	684	1547	354	1901	116	33	149
BBA (Gen.)	160	38	198	2267	573	2840	0	0	0
BBA (Ed.)	33	4	37	541	205	746	68	32	100
B.A.T	0	0	0	528	121	649	46	12	58
B.Sc.(ICT)	0	0	0	383	45	428	78	11	89
B. Ed. (SE)	0	0	0	77	57	134	34	18	52
B.A.(SW)	0	0	0	433	391	824	73	75	148
B.A.(Soc.)	0	0	0	689	606	1295	118	89	207
B.A.J	0	0	0	89	31	120	16	8	24
B.A.(Mass Com.)	0	0	0	252	162	414	51	39	90
B.Sc.(ES)	0	0	0	315	59	374	74	15	89
BBA (Acc.)	0	0	0	155	55	210	100	37	137
BBA (Fin.)	0	0	0	212	53	265	60	23	83
BBA (HRM)	0	0	0	160	91	251	59	35	94
BBA (IB)	0	0	0	36	18	54	22	9	31
BBA (Mark.)	0	0	0	146	63	209	78	28	106
B. Ed. TE	0	0	0	107	43	150	62	44	106
B. Ed. (AE)	0	0	0	14	8	22	31	24	55
B. Ed. (PM)	0	0	0	67	87	154	243	234	477
BHRM	0	0	0	33	30	63	221	168	389
B (LIM)	0	0	0	0	0	0	0	0	0
BA (English Lang and Ling)	0	0	0	0	0	0	0	0	0
BA (History)	0	0	0	0	0	0	0	0	0
BA (International Relations)	0	0	0	0	0	0	0	0	0
BA (Kisw and Creative Studies)	0	0	0	0	0	0	0	0	0
BA(NRAM)	0	0	0	0	0	0	0	0	0
BA (Population and Develop.)	0	0	0	0	0	0	0	0	0
BA (Public Administration)	0	0	0	0	0	0	0	0	0
BA Economics	0	0	0	0	0	0	0	0	0
BA Literature	0	0	0	0	0	0	0	0	0
Bachelor of CED	0	0	0	0	0	0	0	0	0
BSc (Energy Resources)	0	0	0	0	0	0	0	0	0
BSc (FND)	0	0	0	0	0	0	0	0	0
BSc DM	0	0	0	0	0	0	0	0	0
BSc.ES(M)	0	0	0	0	0	0	0	0	0
BA Social Psychology	0	0	0	0	0	0	0	0	0
BSW	0	0	0	0	0	0	0	0	0
Total	7987	1530	9517	24331	9954	34285	3056	1668	4724

Table 1: Contd.

Programme	2014/15			2015/16			2016/17			1994 - 2016/17		
	M	F	T	M	F	T	M	F	T	M	F	T
B.A.(Gen.)	0	2	2	0	0	0	0	0	0	2459	812	3271
B.A.(Ed.)	314	365	679	25	306	331	481	322	803	8077	4060	12137
B.Com.(Gen.)	0	0	0	0	0	0	0	0	0	1216	178	1394
B.Com.(Ed.)	0	0	0	0	0	0	0	0	0	321	65	386
B. Ed.	2	13	15	0	0	0	0	0	0	5509	3188	8697
LL.B	289	176	465	2701	166	2867	507	97	604	9874	1619	11493
B.Sc.(Gen.)	16	49	65	0	5	5	30	4	34	1915	597	2512
B.Sc.(Ed.)	59	309	368	10	17	27	179	34	213	2485	857	3342
BBA (Gen.)	0	0	0	0	0	0	0	0	0	2427	611	3038
BBA (Ed.)	26	34	60	0	18	18	51	15	66	719	308	1027
B.A.T	15	19	34	1	9	10	18	6	24	608	167	775
B.Sc.(ICT)	45	42	87	1	7	8	70	9	79	577	114	691
B. Ed. (SE)	11	42	53	0	14	14	31	28	59	153	159	312
B.A.(SW)	35	64	99	0	7	7	0	0	0	541	537	1078
B.A.(Soc.)	48	70	118	6	34	40	107	56	163	968	855	1823
B.A.J	10	11	21	0	3	3	11	7	18	126	60	186
B.A.(Mass Com.)	18	36	54	2	24	26	62	23	85	385	284	669
B.Sc.(ES)	27	31	58	3	5	8	57	15	72	476	125	601
BBA (Acc.)	64	56	120	9	25	34	101	43	144	429	216	645
BBA (Fin.)	26	23	49	2	11	13	42	21	63	342	131	473
BBA (HRM)	10	15	25	1	8	9	36	13	49	266	162	428
BBA (IB)	4	5	9	1	8	9	14	7	21	77	47	124
BBA (Mark.)	9	19	28	4	10	14	47	21	68	284	141	425
B. Ed. TE	46	65	111	2	25	27	87	48	135	304	225	529
B. Ed. (AE)	113	124	237	1	18	19	17	12	29	176	186	362
B. Ed. (PM)	88	159	247	16	316	332	616	422	1038	1030	1218	2248
BHRM	132	94	226	7	89	96	194	104	298	587	485	1072
B (LIM)	22	48	70	2	44	46	30	23	53	54	115	169
BA (ELL)	6	5	11	0	1	1	10	5	15	16	11	27
BA (History)	2	1	3	0	0	0	8	4	12	10	5	15
BA (IR)	29	29	58	4	14	18	101	42	143	134	85	219
BA (KCS)	14	13	27	2	30	32	18	12	30	34	55	89
BA(NRAM)	13	10	23	0	1	1	26	8	34	39	19	58
BA (PD)	2	5	7	0	4	4	8	1	9	10	10	20
BA (PA)	63	46	109	7	27	34	211	68	279	281	141	422
BA Economics	22	11	33	1	7	8	36	5	41	59	23	82
BA Literature	1	1	2	0	0	0	1	0	1	2	1	3
Bachelor of CED	19	23	42	2	21	23	31	31	62	52	75	127
BSC (Energy Resources)	9	50	59	0	0	0	11	1	12	20	51	71
BSc (FND)	8	111	119	3	18	21	35	16	51	46	145	191
BSc DM	0	0	0	1	4	5	26	1	27	27	5	32
BSc.ES(M)	0	0	0	1	5	6	28	2	30	29	7	36
BA Social Psychology	0	0	0	0	2	2	3	1	4	3	3	6
BSW	0	0	0	1	29	30	72	68	140	73	97	170
Total	1617	2176	3793	2816	1332	4148	3413	1595	5008	43,220	18,255	61,475

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

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

Table 2 presents the student enrolment at the level of first degree in Faculties paying adequate attention on the gender dimension. Broadly speaking, this exercise in essence complements the analysis at the programme level carried out in the previous sections. It is apparent from Table 2 that the Faculty of Arts and Social Sciences (FASS) has led in enrolling good number of students(21,798) in both males and females as compared to other Faculties in the second decade (2004-2012/2013) followed by the Faculty of Education (7,992). Generally speaking, the number of students that were enrolled in the second decade were more than those enrolled in the first decade. This has confirmed us that the OUT has now been known to the public.

Cumulatively (1994 – 2016/17), more students are enrolled in FASS programmes (21,346) than any other faculty followed by FED programmes having (12,148) students. FSTES programmes have enrolled the least number of students (7,476).

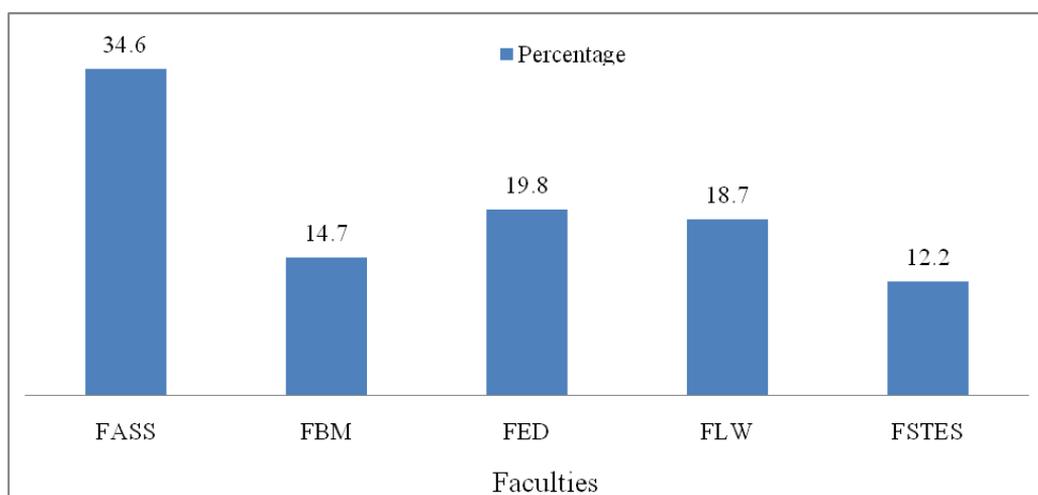


Figure 3: Percentage of Undergraduate Degree Students Admission in the Faculties

Table 2: Undergraduate Students Admission into Various Faculties: 1994 - 2016/17

Programme	1994 - 2003			2004 - 2012/13			2013/14			2014/15		
	M	F	T	M	F	T	M	F	T	M	F	T
FASS	2407	622	3029	8626	4172	12798	978	617	1595	633	759	1392
FBM	1291	177	1468	3989	1196	5185	608	332	940	271	246	517
FED	440	188	628	5024	2968	7992	678	534	1212	260	403	663
FLW	2613	310	2923	3328	761	4089	436	109	545	289	176	465
FSTES	1236	233	1469	3364	857	4221	356	76	432	164	592	756
Total	7987	1530	9517	24331	9954	34285	3056	1668	4724	1617	2176	3793

Table 2: Contd.

Programme	2015/16			2016/17			1994 - 2016/17		
	M	F	T	M	F	T	M	F	T
FASS	53	563	616	1234	682	1916	13931	7415	21346
FBM	24	169	193	485	224	709	6668	2344	9012
FED	19	373	392	751	510	1261	7172	4976	12148
FLW	2701	166	2867	507	97	604	9874	1619	11493
FSTES	19	61	80	436	82	518	5575	1901	7476
Total	2816	1332	4148	3413	1595	5008	43220	18255	61475

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

Regional and Coordination Centres are the blood vessels of the heart of the University's success, giving students and academics the benefits of belonging to both a large institution and an interdisciplinary academic community. Table 5 summarizes students' admission by Regional/Country/Coordination centres taking into account the gender element. In general, Dar es Salaam based OUT regional centres (i.e. Kinondoni, Ilala and Temeke) dominated the admission picture over the last two decades or so.

It is also revealed from Table 5 that more than 50.6% of enrolled students come from the OUT regional centres of Kinondoni, Arusha, Ilala, Mwanza, Mbeya, Kilimanjaro, Morogoro, Dodoma, Iringa and Kagera. Of these ten regional centres, which had cumulative enrolments of more than 50,307 students from 1994 to 2016/17, Kinondoni had the highest cumulative enrolment (10,579) followed by Arusha (5,909).

In short, from 1994 to 2016/17, eleven regional centres (i.e. the then Dar es Salaam regional centre and the ten regional centres mentioned earlier) have recruited more than 61,208 (61.5%) of Undergraduate Degree and Non-Degree students.

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

Reg.Centre /Countries	1994 - 2003			2004 - 2012/13			2013/14			2014/15		
	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	618	116	734	2263	1084	3347	301	180	481	93	316	409
Dar es Salaam	3191	1017	4208	4064	2629	6693	0	0	0	0	0	0
Ilala	0	0	0	1931	1509	3440	248	207	455	595	139	734
Kinondoni	0	0	0	3127	2580	5707	879	774	1653	519	520	1039
Temeke	0	0	0	881	672	1553	222	206	428	240	305	545
Dodoma	329	71	400	1242	635	1877	298	228	526	186	98	284
Geita	0	0	0	54	21	75	99	26	125	135	8	143
Iringa	555	123	678	1478	585	2063	151	115	266	76	99	175
Kagera	272	37	309	1420	346	1766	270	109	379	144	99	243
Katavi	0	0	0	55	24	79	69	24	93	7	103	110
Kigoma	255	24	279	935	225	1160	202	59	261	232	2	234
Kilimanjaro	458	110	568	1657	1115	2772	204	149	353	120	136	256
Lindi	143	18	161	540	192	732	105	33	138	104	4	108
Manyara	19	5	24	868	359	1227	136	63	199	51	120	171
Mara	348	47	395	958	248	1206	149	61	210	35	189	224
Mbeya	666	95	761	1884	713	2597	205	109	314	121	89	210
Morogoro	409	95	504	1452	818	2270	158	152	310	106	206	312
Mtwara	197	43	240	899	306	1205	112	56	168	141	37	178
Mwanza	645	100	745	2004	737	2741	302	150	452	76	189	265
Njombe	0	0	0	177	96	273	106	57	163	12	75	87
Pemba	0	0	0	366	137	503	123	71	194	72	20	92
Pwani	197	44	241	752	483	1235	107	85	192	95	38	133
Rukwa	152	14	166	829	178	1007	98	34	132	114	0	114
Ruvuma	254	45	299	896	392	1288	133	55	188	105	0	105
Shinyanga	389	55	444	1245	430	1675	164	71	235	99	74	173
Simiyu	0	0	0	0	0	0	81	23	104	7	95	102
Singida	186	42	228	727	313	1040	90	57	147	11	66	77
Songwe												
Tabora	365	48	413	873	226	1099	141	54	195	19	136	155
Tanga	392	112	504	1275	547	1822	140	82	222	19	96	115
Zanzibar	344	69	413	1081	529	1610	199	133	332	150	85	235

Table 3: contd.

Reg.Centre/ Countries	1994 - 2003			2004 - 2012/13			2013/14			2014/15		
	M	F	T	M	F	T	M	F	T	M	F	T
Algeria	0	0	0	0	0	0	0	1	1	0	0	0
Angola	0	0	0	1	0	1	0	0	0	0	0	0
Botswana	0	0	0	1	0	1	0	0	0	0	0	0
Burundi	7	0	7	2	0	2	0	0	0	0	0	0
Cameroon	0	0	0	1	0	1	0	0	0	0	0	0
China	0	0	0	0	0	0	0	0	0	0	1	1
Congo	0	0	0	0	0	0	1	0	1	0	0	0
Ethiopia	2	1	3	0	0	0	0	0	0	0	0	0
Hong Kong	1	0	1	0	0	0	0	0	0	0	0	0
Hungary	1	1	2	0	0	0	0	0	0	0	0	0
India	0	1	1	0	0	0	1	0	1	0	0	0
Italy	0	0	0	0	0	0	0	0	0	0	1	1
Kenya	67	19	86	68	26	94	4	1	5	2	36	38
Korea	0	0	0	0	0	0	0	0	0	1	0	1
Lesotho	3	1	4	1	0	1	0	0	0	0	0	0
Libya	0	0	0	0	0	0	0	1	1	0	1	1
Malawi	1	0	1	3	1	4	0	0	0	2	0	2
Namibia	0	0	0	35	16	51	29	44	73	0	28	28
Netherlands	0	0	0	0	0	0	0	0	0	0	1	1
Nigeria	0	0	0	1	0	1	0	0	0	0	1	1
Rwanda	1	0	1	0	0	0	8	0	8	14	0	14
Somalia	0	0	0	0	0	0	1	0	1	0	0	0
South Africa	0	0	0	1	0	1	0	0	0	0	0	0
Sudan	1	0	1	0	1	1	0	0	0	0	0	0
Swaziland	0	0	0	1	1	2	0	1	1	0	0	0
Sweden	0	0	0	0	0	0	0	0	0	0	2	2
Taiwan	0	0	0	0	0	0	0	0	0	2	0	2
Uganda	49	17	66	16	13	29	0	1	1	4	4	8
UK	1	0	1	0	0	0	0	0	0	0	0	0
USA	2	0	2	0	1	1	0	0	0	0	1	1
Zambia	1	3	4	1	0	1	0	0	0	0	0	0
Zimbabwe	0	0	0	2	0	2	0	1	1	0	0	0
Total	10,521	2,373	12,894	36,067	18,188	54,255	5,536	3,473	9,009	3,709	3,420	7,129

Table 3: contd.

Reg.Centre/ Countries	2015/16			2016/17			1994 - 2016/17		
	M	F	T	M	F	T	M	F	T
Arusha	316	217	533	270	135	405	3861	2048	5909
Dar es Salaam	0	0	0	0	0	0	7255	3646	10901
Ilala	141	87	228	152	109	261	3067	2051	5118
Kinondoni	684	527	1211	550	419	969	5759	4820	10579
Temeke	172	118	290	100	96	196	1615	1397	3012
Dodoma	227	137	364	189	104	293	2471	1273	3744
Geita	395	144	539	167	96	263	850	295	1145
Iringa	141	97	238	157	96	253	2558	1115	3673
Kagera	237	83	320	259	79	338	2602	753	3355
Katavi	126	45	171	77	30	107	334	226	560
Kigoma	296	80	376	185	67	252	2105	457	2562
Kilimanjaro	199	96	295	144	43	187	2782	1649	4431
Lindi	170	56	226	141	45	186	1203	348	1551
Manyara	142	74	216	133	83	216	1349	704	2053
Mara	317	69	386	171	66	237	1978	680	2658
Mbeya	253	111	364	140	78	218	3269	1195	4464
Morogoro	153	96	249	180	101	281	2458	1468	3926
Mtwara	157	54	211	144	44	188	1650	540	2190
Mwanza	360	130	490	317	98	415	3704	1404	5108
Njombe	125	66	191	110	56	166	530	350	880
Pemba	73	67	140	26	39	65	660	334	994
Pwani	78	51	129	72	37	109	1301	738	2039
Rukwa	100	29	129	94	22	116	1387	277	1664
Ruvuma	134	53	187	114	30	144	1636	575	2211
Shinyanga	243	118	361	280	108	388	2420	856	3276
Simiyu	97	44	141	65	31	96	250	193	443
Singida	110	42	152	95	42	137	1219	562	1781
Songwe				17	2	19	17	2	19
Tabora	223	87	310	182	60	242	1803	611	2414
Tanga	191	71	262	180	109	289	2197	1017	3214
Zanzibar	161	117	278	83	26	109	2018	959	2977

Table 3: contd.

Reg.Centre/ Countries	2015/16			2016/17			1994 - 2016/17		
	M	F	T	M	F	T	M	F	T
Algeria	0	0	0	0	0	0	0	1	1
Angola	0	0	0	0	0	0	1	0	1
Botswana	0	0	0	0	0	0	1	0	1
Burundi	0	0	0	0	0	0	9	0	9
Cameroon	0	0	0	0	0	0	1	0	1
China	0	0	0	0	0	0	0	1	1
Congo	0	0	0	0	0	0	1	0	1
Ethiopia	0	0	0	0	0	0	2	1	3
Hong Kong	0	0	0	0	0	0	1	0	1
Hungary	0	0	0	0	0	0	1	1	2
India	0	1	1	0	0	0	1	2	3
Italy	0	0	0	0	0	0	0	1	1
Kenya	7	7	14	8	1	9	156	90	246
Korea	0	0	0	0	0	0	1	0	1
Lesotho	0	0	0	0	0	0	4	1	5
Libya	0	0	0	0	0	0	0	2	2
Malawi	0	0	0	0	0	0	6	1	7
Namibia	7	0	7	4	1	5	75	89	164
Netherlands	0	0	0	0	0	0	0	1	1
Nigeria	0	0	0	0	0	0	1	1	2
Rwanda	0	0	0	1	0	1	24	0	24
Somalia	0	0	0	0	0	0	1	0	1
South Africa	0	0	0	0	0	0	1	0	1
Sudan	0	0	0	0	0	0	1	1	2
Swaziland	0	0	0	0	0	0	1	2	3
Sweden	0	0	0	0	0	0	0	2	2
Taiwan	0	0	0	0	0	0	2	0	2
Uganda	0	0	0	5	0	5	74	35	109
United Kingdom	0	0	0	0	0	0	1	0	1
USA	0	0	0	0	0	0	2	2	4
Zambia	0	0	0	0	0	0	2	3	5
Zimbabwe	0	0	0	0	0	0	2	1	3
Total	6,035	2,974	9,009	4,812	2,353	7,165	66,680	32,781	99,461

1.6 Postgraduate Enrolment

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

The MBA programme is the most popular with a total enrolment of 5,595 students since 2002 followed by M.ED (APPS) with a total enrolment of 4,665 students.

On the contrary, while the LLB programme attracts a huge proportion of students, it is ironic to notice that LLM was one of the least popular programme. It can also be seen from Table 4 that Postgraduate Diploma in Law attracts more students (582) than the LLM programme that enrolled 442. However, the LLM (IT&T) programmes which is an African-wide programme is also very popular. The Faculty of Law needs to increase its effort to promote the LLM (ICT) programme locally as well as in neighbouring countries.

Overall, education programmes have the largest number of postgraduate students. Out of three education postgraduate programmes (M.Ed (APPS), PGDE, and M.E ODL) currently on offer, M.Ed (APPS) is more popular than others with a total enrolment of 4,665 students. It is also clear from Table 4 that Science Postgraduate programmes have the lowest admission levels per annum as well as the cumulative enrolment.

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

Table 4: Admission of Postgraduate Students into Various Programmes

Programme	2001 - 2009/10			2010/11			2011/12			2012/13		
	M	F	T	M	F	T	M	F	T	M	F	T
Ph.D	122	22	144	35	9	44	38	13	51	74	13	87
PGDE	425	144	569	134	57	191	88	67	155	169	70	239
M.Dist. Ed.	205	84	289	15	5	20	17	3	20	0	0	0
M.Ed	30	7	37	0	0	0	0	0	0	0	0	0
M.Ed APPS	401	200	601	380	161	541	384	155	539	489	222	711
MA	239	86	325	2	1	3	9	0	9	0	0	0
MBA	2624	570	3194	475	110	585	248	73	321	291	78	369
MSc	11	9	20	0	0	0	9	2	11	0	0	0
PGDL	243	32	275	30	7	37	33	9	42	51	8	59
LLM	22	6	28	4	0	4	4	7	11	80	15	95
LLM (IT & T)	60	19	79	7	2	9	18	5	23	20	7	27
MSc CED	385	190	575	0	0	0	0	0	0	0	0	0
M CED	226	159	385	165	100	265	116	73	189	130	101	231
MA SW				84	70	154	47	57	104	75	49	124
MA TPM				10	2	12	13	0	13	31	6	37
MBA (T & L) Mgt				30	4	34	20	5	25	26	5	31
MHRM				82	43	125	126	57	183	200	94	294
MSc Economics				49	6	55	29	5	34	50	11	61
LL.M ICJ							33	2	35	6	2	8
PGDBS							96	38	134	124	53	177
MA KISW										18	7	25
MA PSPA										2	0	2
MA Economics										1	0	1
MA Linguistics										4	0	4
MA Rel. Studies										2	0	2
MSC Env. Studies										113	24	137
MSC Botany										1	0	1
MSC Chemistry										1	0	1
MSC Physics										1	0	1
MA Sociology										2	1	3
M.ED ODL										56	18	74
MA Literature										0	2	2
MPM										110	27	137
MA History										1	0	1
PGDCDD							36	13	49	26	24	50
PGDSW										2	0	2
Total	4993	1528	6521	1502	577	2079	1364	584	1948	2156	837	2993

Table 4: Contd.

Programme	2013/14			2014/15			2015/16			2016/17			2001 - 2016/17		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Ph.D	106	29	135	75	22	97	161	48	209	201	50	251	812	206	1018
PGDE	183	77	260	284	160	444	229	129	358	260	125	385	1772	829	2601
M.Dist. Ed.	0	0	0	0	0	0	0	0	0	0	0	0	237	92	329
M.Ed	0	0	0	0	0	0	0	0	0	0	0	0	30	7	37
M.Ed APPS	411	216	627	336	228	564	372	199	571	345	166	511	3118	1547	4665
MA	0	0	0	0	0	0	0	0	0	0	0	0	250	87	337
MBA	270	82	352	175	56	231	216	65	281	199	63	262	4498	1097	5595
MSc	0	0	0	0	0	0	0	0	0	0	0	0	20	11	31
PGDL	51	5	56	36	9	45	26	1	27	38	3	41	508	74	582
LLM	65	19	84	56	7	63	65	19	84	59	14	73	355	87	442
LLM (IT & T)	22	7	29	13	6	19	0	0	0	0	0	0	140	46	186
MSc CED	0	0	0	0	0	0	0	0	0	0	0	0	385	190	575
M CED	87	51	138	55	33	88	38	30	68	37	17	54	854	564	1418
MA SW	9	5	14	0	0	0	0	0	0	0	0	0	215	181	396
MA TPM	51	15	66	18	6	24	19	5	24	20	8	28	162	42	204
MBA (T & L) Mgt	63	4	67	36	1	37	27	3	30	20	4	24	222	26	248
MHRM	196	83	279	165	98	263	228	114	342	128	70	198	1125	559	1684
MSc Economics	60	3	63	43	6	49	49	8	57	46	5	51	326	44	370
LL.M ICJ	19	3	22	13	1	14	10	1	11	14	2	16	95	11	106
PGDBS	91	48	139	84	23	107	0	0	0	58	17	75	453	179	632
MA KISW	63	49	112	56	64	120	22	39	61	47	45	92	206	204	410
MA PSPA	2	0	2	1	0	1	0	0	0	1	1	2	6	1	7
MA Economics	8	1	9	0	0	0	0	0	0	0	0	0	9	1	10
MA Linguistics	6	1	7	9	1	10	3	0	3	2	1	3	24	3	27
MA Phil and Rel. Studies	0	0	0	0	0	0	0	0	0	2	0	2	4	0	4
MA Economics	0	0	0	28	6	34	0	0	0	0	0	0	141	30	171
MSC Botany	1	0	1	0	0	0	0	0	0	1	0	1	3	0	3
MSC Chemistry	2	0	2	1	0	1	0	0	0	1	0	1	5	0	5
MSC Physics	0	0	0	1	0	1	0	0	0	1	0	1	3	0	3
MA Sociology	2	0	2	0	0	0	0	0	0	0	0	0	4	1	5

Table 4: Contd.

Programme	2013/14			2014/15			2015/16			2016/17			2001 - 2016/17		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
M.ED ODL	55	24	79	87	46	133	20	8	28	14	5	19	232	101	333
MA Literature	0	0	0	0	0	0	2	1	3	0	0	0	2	3	5
MPM	261	79	340	227	63	290	183	67	250	180	34	214	961	270	1231
MA History	13	1	14	20	3	23	17	1	18	12	0	12	63	5	68
PGDCDD	102	66	168	70	60	130	0	0	0	17	6	23	251	169	420
MSc Biology	2	0	2	1	0	1	2	0	2	3	2	5	8	2	10
M.ES	74	23	97	18	5	23	49	19	68	44	12	56	185	59	244
MA ICD	20	10	30	18	12	30	24	13	37	36	15	51	98	50	148
MANRAM	22	6	28	40	7	47	38	8	46	36	7	43	136	28	164
MA SW Hibrid	60	43	103	75	37	112	0	0	0	0	0	0	135	80	215
MA GL	5	3	8	20	10	30	21	1	22	40	6	46	86	20	106
MSc (ICT)	3	0	3	2	0	2	2	0	2	2	0	2	9	0	9
PGDBM	14	3	17	0	0	0	0	0	0	0	0	0	14	3	17
PGDSW	14	14	28	12	12	24	2	4	6	0	0	0	30	30	60
PGD in Policy Studies	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
MLIM	0	2	2	0	0	0	8	12	20	16	8	24	24	22	46
MA in GI				2	3	5	0	0	0	0	0	0	2	3	5
MA Geography				1	0	1	1	0	1	1	0	1	3	0	3
MA M & E				63	21	84	130	30	160	142	60	202	335	111	446
MSW				0	1	1	49	41	90	41	28	69	90	70	160
MSc in HAC	1	0	1	8	2	10	7	1	8	18	5	23	34	8	42
MSc HN				0	3	3	1	1	2	0	2	2	1	6	7
MSc Zoology							0	1	1	0	0	0	0	1	1
eLLM ICT							17	12	29	21	4	25	38	16	54
MA GS							1	4	5	12	21	33	13	25	38
MA MASS COM							24	12	36	24	8	32	48	20	68
MED CDD							33	15	48	71	37	108	104	52	156
PGDSW Hybrid	6	6	12	0	0	0	0	0	0	6	6	12	12	12	24
MPH							29	13	42	19	6	25	48	19	67
Total	2421	978	3399	2149	1012	3161	2125	925	3050	2235	863	3098	18945	7304	26249

1.7 Enrolment into Non-Degree Programmes

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

Table 5 gives the admission snapshot into the non-degree programmes. Of these, the Foundation course attracted more students than others for obvious reasons. This was a bridging course that prepared students who would otherwise not have qualified for direct entry into the undergraduate programmes. However, in 2016/17 academic year the OFC was not on offer due to government directives.

At Diploma level, enrolment into the Commonwealth Youth Programme (CYP) has been fairly stable since it was launched in the year 2000. In the seventeen years of its existence (i.e. from academic year 2000 to academic year 2016/17), the CYP programme has enrolled more than 1177 students and it has proudly been able to produce more than 329 professionals, who are fully engaged in Community works across the East African Region.

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

In particular, it seems there is a missing link between CCDE and ODDEOL. For example, the total number of students enrolled in CCDE since 2006 was 133, while those admitted in ODDEOL over the same period was 221. (i.e. We expected graduates from CCDE to continue studying its Diploma programme which is ODDEOL.

Table 5: Admission into Various Non-Degree Programmes

Programme	1996 - 2005			2006 - 2014/15			2015/16			2016/17			1996 - 2016/17		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
OFC	3429	1346	4775	11404	7673	19077	2225	1118	3343	0	0	0	17058	10137	27195
CYP-Dip	400	136	536	234	95	329	47	7	54	192	66	258	873	304	1177
CCDE	70	21	91	11	17	28	6	2	8	4	2	6	91	42	133
ODDEOL	0	0	0	149	51	200	5	1	6	8	7	15	162	59	221
DPTE	0	0	0	2872	2691	5563	793	448	1241	1149	649	1798	4814	3788	8602
ODPPH	0	0	0	48	10	58	7	0	7	13	0	13	68	10	78
CPPH	0	0	0	15	3	18	4	1	5	2	0	2	21	4	25
CECE	0	0	0	8	21	29	17	10	27	17	16	33	42	47	89
DECE	0	0	0	6	20	26	6	9	15	14	18	32	26	47	73
Cert in Youth Progr	0	0	0	10	7	17	0	0	0	0	0	0	10	7	17
OC ICT	0	0	0	120	30	150	41	24	65	0	0	0	161	54	215
Diploma in Computer Science	0	0	0	66	5	71	67	22	89	0	0	0	133	27	160
Cert in Tour Guiding	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1
Total	3899	1503	5402	14943	10623	25566	3219	1642	4861	1,399	758	2,157	23460	14526	37986

Chapter Two

NON-DEGREE AND UNDERGRADUATE PROGRAMMES OFFERED BY OUT

2.1 Degree Programmes

The number of undergraduate programmes offered by OUT has risen from 4 to 55 between the academic years 1994 and 2016/17, respectively. The BA (General), BA (Ed) and B.Com and B.Com (Ed) are the oldest courses. The Bachelor of Science (ICT) programme was introduced in the year 2006. New programmes which were launched in the academic year 2008/09 included Bachelor of Arts in Journalism, Bachelor of Arts in Mass communication and Bachelor of Science in Environmental Studies.

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

Table 6 illustrates the number of undergraduate programmes offered by OUT since 1994. The Faculty of Arts and Social Sciences offers more programmes than other Faculties and the number of programmes is nearly three times larger than that those found in the Faculty of Education. Although the Faculty of Education enrolls majority of students compared with other Faculties, it nonetheless offers a limited menu of undergraduate courses. The expansion in enrolment in the Faculty of Law has not kept abreast with the developments of new academic programmes. Clearly, there is an urgent need to revisit the LLB programme with a view to introducing more specialized programmes that are commensurate with the professional needs.

Table 6: Undergraduate Degree Programmes Offered by OUT (1994 – 2016/17)

Year	Faculties					Total
	FED	FASS	FSTES	FLW	FBM	
1994	0	2	0	0	2	4
1995	0	2	2	1	2	7
1996	0	2	2	1	2	7
1997	0	2	2	1	2	7
1998	0	2	2	1	2	7
1999	0	2	2	1	2	7
2000	0	2	2	1	2	7
2001	1	2	2	1	2	8
2002	1	2	2	1	2	8
2003	1	2	2	1	4	10
2004	1	2	2	1	4	10
2005	2	3	2	1	4	12
2006	2	3	2	1	4	12
2007	2	3	3	1	4	13
2007/08	2	5	3	1	4	15
2008/09	2	7	4	1	4	18
2009/10	2	7	4	1	4	18
2010/11	2	7	4	1	4	18
2011/12	2	7	4	1	6	20
2012/13	5	7	4	1	7	24
2013/14	6	17	6	1	6	36
2014/15	6	31	8	1	8	54
2015/16	6	32	8	1	8	55
2016/17	6	32	8	1	8	55

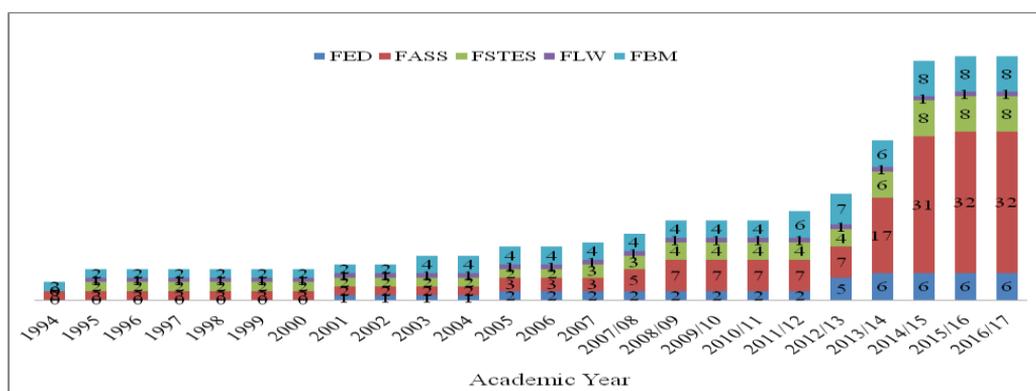


Figure 4: Number of Undergraduate Degree Programmes offered by Faculties and Academic Year

2.2 Non-Degree Programmes offered by OUT

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

2.2.1 Long Courses

The number of non-degree programmes has risen from 1 to 16 between the academic years 1996 and 2016/17. The Certificate in Foundation Course (OFC) which is no longer on offer with effective this academic year (2016/2017), CYP-Diploma and CCDE are the oldest courses. The ODDEOL and CPPH respectively commenced in the academic years 2006 and 2007 while ODPTE and ODPPH were launched in the academic year 2008/09 and 2009/10 respectively. Programmes that were launched in the academic year 2012/13 included Certificate in Early Child Education (CECE) and Diploma in Early Child Education (DECE). In the academic year 2013/14 only one programme was launched namely the Certificate in Youth Programme. In the academic year 2016/17 the Institute of Continuing Education (ICE) has managed to launch four new programmes namely, Certificate in Entrepreneurship, Certificate in Hair and Beauty, Certificate in Library and Information Studies and Diploma in Library and Information Studies. The programmes have been approved by the OUT Senate and will be on offer from the academic year 2017/18.

Institute of Educational Management and Technology (IEMT) has since 2013/14 academic year started to run long courses. In the academic year 2013/14 and 2014/15 respectively two programmes were launched namely the Certificate in ICT and Diploma in Computer Science. In the academic year 2015/16 and 2016/17 there was not any more programme launched.

Table 7: Non-Degree Programmes offered by OUT Under the Long Courses 1996 – 2016/17

Year	Non-Degree Programme	Year	Non-Degree Programme
1996	1	2007	5
1997	1	2007/08	5
1998	1	2008/09	6
1999	1	2009/10	7
2000	3	2010/11	7
2001	3	2011//12	7
2002	3	2012/13	9
2003	3	2013/14	10
2004	3	2014/15	12
2005	3	2015/16	12
2006	4	2016/17	16

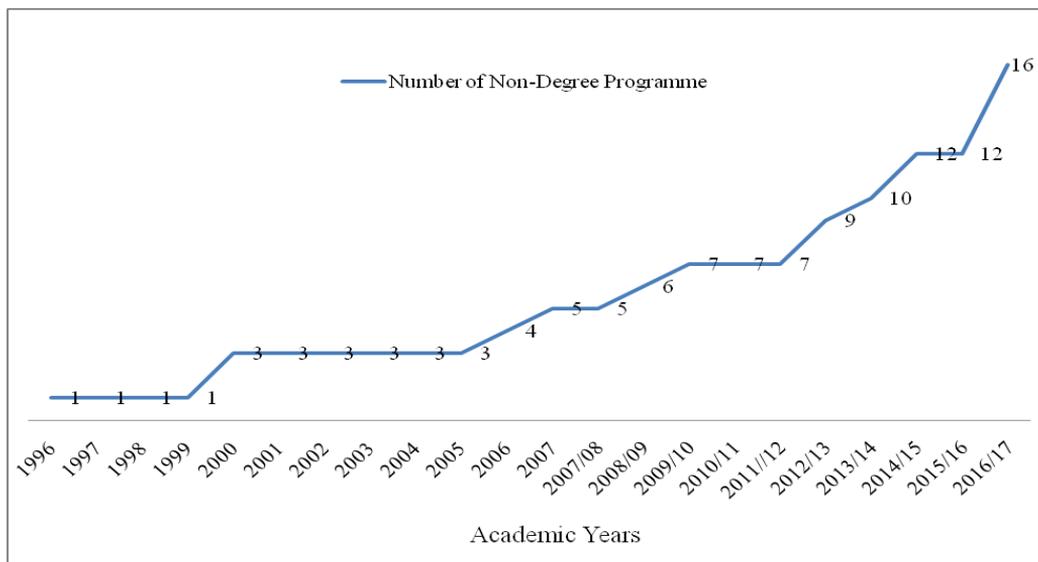


Figure 5: Trend of Non-Degree Programmes on offer in each Academic Year (1996 – 2016/17)

2.2.2 Short Courses - Demand Driven Short courses

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

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

Chapter Three

POSTGRADUATE PROGRAMMES OFFERED BY OUT

3.1 Introduction

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

3.2 New Postgraduate Programmes Offered by OUT

Postgraduate Diploma in Curriculum Design and Development

The Postgraduate Diploma in Curriculum Design and Development (PGDCDD) is an International Programme developed through a collaborative initiative of OUT, the Tanzania Institute of Education (TIE) and UNESCO. The PGDCDD is methodological tool for strengthening and developing capacities for curricular analysis, design, development, implementation, review and evaluation at the macro, meso and micro levels of the education system. The programme emphasizes school level leadership and support system, and it targets cross-cutting stakeholders who include among others, education policy makers, planners, curriculum developers, teacher trainers, quality assurance officers, researchers, international staff and other education practitioners at the local, regional and global levels.

In Tanzania the programme commenced in October 2011 following approval by TCU and is provided through collaboration between The Open University of Tanzania (OUT), Tanzania Institute of Education and UNESCO. Participants for the first batch came from Tanzania, Uganda, Ghana, Ethiopia, Lesotho, Seychelles, Ivory Coast, France, USA, Zambia, Liberia, Switzerland, Cameroon, Guinea, Mauritania, Benin, Angola and Mali. The second cohort included students from which now constitute Angola, Botswana, Egypt, Ghana, Guinea, Gambia, Kenya, Lesotho, Libya, Mozambique, Namibia, Nigeria, Philippines, South Sudan, Swaziland, Tanzania, Uganda, United Kingdom, USA and Zambia. The third cohort included students from America, Botswana, Bukinafaso, Burundi, Cameroon, DRC Congo, Ethiopia, Finland, France, Gambia, Ghana, Kenya, Lesotho, Libya, Niger, Nigeria, Rwanda, Senegal, South Sudan, Swaziland, Tanzania, Togo, Tunisia, Uganda, USA, Seychelles, South Africa, and Zambia.

Master in Social Work

Master in social Work (MSW) is a programme that was re-launched by Faculty of Arts and Social Sciences in 2012/13 Academic Year, offered in hybrid mode. It involves running online programmes via the Moodle. The hybrid mode also involves some few face to face sessions. Duration for the MSW is twelve months (six months for coursework and other six months for research paper and field work).

Other programmes that were also introduced in the academic year 2012/13 included Master in Project Management, M.Ed ODL and PGD in Social Work. Furthermore, in the academic year 2013/14, the following programmes were also introduced; MA International Cooperation and Development, MSc in Humanitarian Action cooperation, MA Natural Resources assessment, MA Governance and Leadership, PGD in Social Work Hybrid and PGD in Policy Studies. The first two programmes were introduced in collaboration with the University of Fernando Pessoa of Portugal, a private University located in Porto.

Table 8 gives the number of postgraduate programmes offered by OUT across various Faculties. The Faculty of Arts and Social Sciences offers more programmes than others. Faculty of business Management, despite having many more students than others, it has fewer postgraduate programmes. Certainly, there is a need to introduce new specialized programmes in Banking and Financial services, Financial Risk management, Investment banking and Finance in order to robustly accelerate the development of the vibrant financial industry in the country. The Faculty of law has the fewest postgraduate programmes on offer by 2016/17.

Table 8: Postgraduate Degree Programmes offered by OUT (2001-2016/17)

Year	Faculties					Total
	FED	FASS	FSTES	FLW	FBM	
2001	4	3	2	3	0	12
2002	4	3	2	3	1	13
2003	4	3	2	3	1	13
2004	4	3	2	3	1	13
2005	4	3	2	3	2	14
2006	6	9	7	3	2	27
2007/08	6	9	7	3	2	27
2008/09	6	9	7	3	2	27
2009/10	6	9	7	4	2	28
2010/11	6	14	8	4	4	36
2011/12	6	14	8	5	5	38
2012/13	8	16	10	5	6	45
2013/14	6	27	16	6	7	62
2014/15	6	32	18	6	7	69
2015/16	7	35	18	6	7	73
2016/17	7	36	18	6	7	74

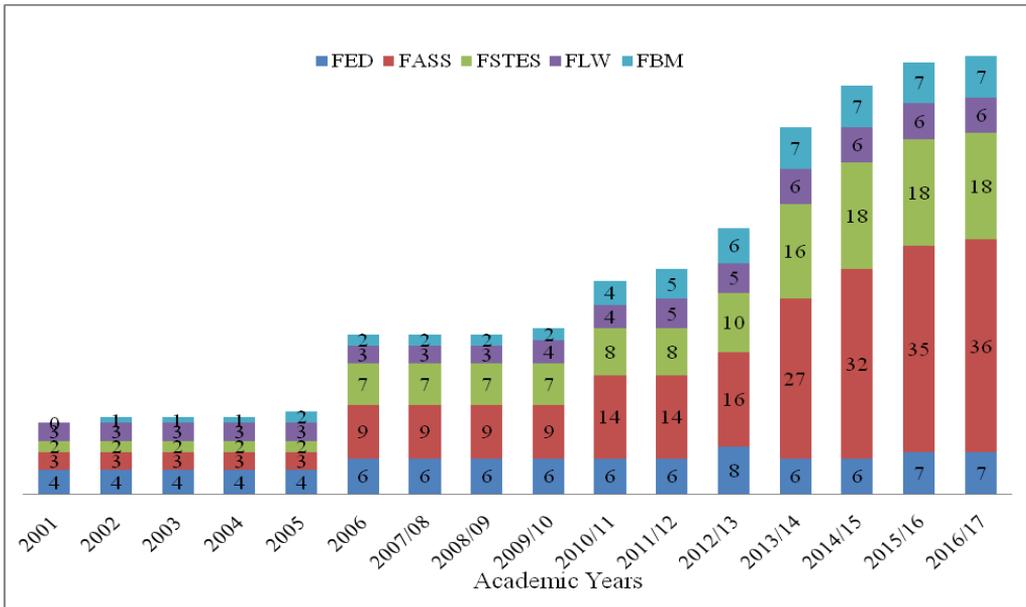


Figure 6: Postgraduate Programmes offered by Faculties and Academic Year

Chapter Four

GRADUATES FROM OUT (1999 – FEBRUARY 2017)

4.1 Graduates by Programmes

The first OUT graduation ceremony took place in 1999 and involved 159 students.

There were only 16 undergraduate students; the rest being the Foundation Course students. OUT has recorded an annual increase in students awarded undergraduate, Postgraduate and Non degrees.

Since then the OUT has been conducting graduations ceremonies and disseminating graduation statistics to support its products and services. Table 9 illustrates the distribution of graduates by programmes from 1999 to February 2017.

In general, at the undergraduate level, BAEd. programme had produced more graduates (2,677) than any other undergraduate programme over the last 18 years. Next to the BAEd is B.ED with 2,612 graduates. At the postgraduate level, MBA has more graduates than any other. This programme has so far been able to produce 994 graduates up to the last graduation ceremony done in February 2017 followed by M.ED with 524 graduates. At the non-degree level, the Foundation Course (OFC) has produced more than 10,120 graduates followed by Diploma in Primary Teachers Educator (DPTE) with 2,285 graduates up to February 2017. However, from 2016/17 academic year the OFC is not on offer by the OUT.

The cumulative number of graduates from 1999 to February 2017 was 32,650 whereby 13,208 (40.5%) were females. Among 32,650 graduates, 13,948 students graduated in Non-Degree programmes out of them 6,134 (44.0%) were females, 14,243 students graduated in Undergraduate programmes out of whom 5,572 (39.1%) were females and 4,459 were graduates for Postgraduate and honorary degrees whereby 1,502 (33.7%) were females.

In a broader picture, the proportion of female graduates as a percentage of total graduates in all programmes was 40.5%. At Ph.D level, among 115 students who completed successfully their programmes on the period (1999 – February 2017), 23 (20.0%) were female students. As regards Honorary Degrees, data show that 8 males and 1 female were awarded various honorary degrees over the same period.

Table 9: Distribution of Graduates by Programme (1999 - 2008 to February 2017)

Programme	1999 - 2008			2009			2010			2011		
	M	F	T	M	F	T	M	F	T	M	F	T
CCDE	22	11	33	0	0	0	0	0	0	1	0	1
OC ICT	0	0	0	0	0	0	0	0	0	0	0	0
PTE - Certificate	223	104	327	0	0	0	288	132	420	0	0	0
PTE – Diploma	0	0	0	0	0	0	48	38	86	73	70	143
CECE	0	0	0	0	0	0	0	0	0	0	0	0
DECEC	0	0	0	0	0	0	0	0	0	0	0	0
CYP - Diploma	131	62	193	13	9	22	11	2	13	9	3	12
CERTIFICATE COURSE IN POULTRY PRODUCTION AND HEALTH MANAGEMENT	0	0	0	0	0	0	0	0	0	0	0	0
PPH – Diploma	0	0	0	0	0	0	0	0	0	0	0	0
OFC	1269	1015	2284	37	18	55	421	320	741	271	249	520
OCDEOL	0	0	0	0	0	0	0	0	0	0	0	0
ODDEOL	2	1	3	1	3	4	5	0	5	3	0	3
DCS	0	0	0	0	0	0	0	0	0	0	0	0
B.A. (Gen.)	116	32	148	53	39	92	17	14	31	49	24	73
BA Economics	0	0	0	0	0	0	0	0	0	0	0	0
B.A. Tourism Mgt	27	8	35	23	9	32	5	1	6	22	1	23
BA Social Work	0	0	0	0	0	0	4	23	27	17	28	45
BSW	0	0	0	0	0	0	0	0	0	0	0	0
BA Sociology	0	0	0	0	0	0	15	35	50	52	59	111
B.CED	0	0	0	0	0	0	0	0	0	0	0	0
BACHELOR OF ARTS IN ENGLISH LANGUAGE AND LINGUISTICS (BA ELL)	0	0	0	0	0	0	0	0	0	0	0	0
BA Journalism	0	0	0	0	0	0	0	0	0	2	1	3
BA KISW	0	0	0	0	0	0	0	0	0	0	0	0
BA Mass Comm.	0	0	0	0	0	0	0	0	0	2	1	3
BA IR	0	0	0	0	0	0	0	0	0	0	0	0
BA PA	0	0	0	0	0	0	0	0	0	0	0	0
B.A.(Ed.)	281	153	434	103	77	180	93	62	155	190	109	299
BLIM	0	0	0	0	0	0	0	0	0	0	0	0
BANRAM	0	0	0	0	0	0	0	0	0	0	0	0
B.Com.(Gen.)	164	37	201	54	41	95	35	34	69	24	5	29
B.Com.(Ed.)	22	6	28	0	0	0	9	3	12	5	4	9
BBA (Gen.)	93	60	153	120	57	177	46	36	82	29	19	48
BBA(Accounting)	0	0	0	0	0	0	0	0	0	12	5	17
BBA(Finance)	0	0	0	0	0	0	0	0	0	4	0	4

Table 9: Contd.

Programme	1999 - 2008			2009			2010			2011		
	M	F	T	M	F	T	M	F	T	M	F	T
BBA(HRM)	0	0	0	0	0	0	0	0	0	4	1	5
BBA(Intern. Business)	0	0	0	0	0	0	0	0	0	3	0	3
BBA(Marketing)	0	0	0	0	0	0	0	0	0	9	5	14
BBA(Ed.)	1	0	1	3	3	6	6	3	9	6	5	11
BHRM	0	0	0	0	0	0	0	0	0	0	0	0
B. Ed.	88	97	185	109	154	263	110	132	242	178	179	357
BED ADL	0	0	0	0	0	0	0	0	0	0	0	0
B.ED AEGROTAT	0	0	0	0	0	0	0	0	0	0	0	0
B.Ed.SE	0	0	0	0	0	0	2	3	5	0	0	0
B.ED TE	0	0	0	0	0	0	0	0	0	3	0	3
BED Policy Mgt	0	0	0	0	0	0	0	0	0	0	0	0
B. Sc. (Gen.)	99	44	143	33	16	49	26	20	46	42	28	70
B. Sc. (Ed.)	45	24	69	12	8	20	31	16	47	58	35	93
B. Sc. (Env. Stud)	0	0	0	0	0	0	0	0	0	13	2	15
B.Sc (ICT)	9	1	10	6	0	6	14	2	16	20	3	23
LL.B	468	64	532	43	16	59	105	39	144	154	50	204
MSc. CED	154	86	240	127	42	169	0	0	0	0	0	0
M.CED	0	0	0	0	0	0	0	0	0	76	49	125
M RS	0	0	0	0	0	0	0	0	0	0	0	0
M.Sc.	3	0	3	0	0	0	2	0	2	0	0	0
M.Sc.(ICT)	0	0	0	0	0	0	0	0	0	1	0	1
M.Sc. Biology	0	0	0	0	0	0	0	0	0	1	1	2
MSc Human Nutrition	0	0	0	0	0	0	0	0	0	0	0	0
MSc (Zoology)	0	0	0	0	0	0	0	0	0	0	0	0
MSC Chemistry	0	0	0	0	0	0	0	0	0	0	0	0
MSc Env. Stud.)	0	0	0	0	0	0	0	0	0	0	0	0
M. A.	10	2	12	0	0	0	3	0	3	0	0	0
M. A. Economics	0	0	0	0	0	0	0	0	0	2	0	2
M. A. Geography	0	0	0	0	0	0	0	0	0	0	1	1
M. A. Kiswahili	0	0	0	0	0	0	0	0	0	2	0	2
MA (Ling.)	0	0	0	0	0	0	0	0	0	0	0	0
M.A. Political Science	0	0	0	0	0	0	0	0	0	1	0	1
M.A. SW	0	0	0	0	0	0	0	0	0	2	2	4

Table 9: Contd.

Programme	1999 - 2008			2009			2010			2011		
	M	F	T	M	F	T	M	F	T	M	F	T
MGL	0	0	0	0	0	0	0	0	0	0	0	0
MSW	0	0	0	0	0	0	0	0	0	0	0	0
MA MC	0	0	0	0	0	0	0	0	0	0	0	0
M.Dist.Ed.	0	0	0	2	1	3	5	3	8	4	1	5
M. ED ODL	0	0	0	0	0	0	0	0	0	0	0	0
M.Ed.APPS	0	0	0	0	0	0	2	2	4	5	4	9
PGDL	7	2	9	2	1	3	1	1	2	2	1	3
PGDL in ICJ	0	0	0	0	0	0	0	0	0	0	0	0
PGDE	14	6	20	5	1	6	6	1	7	5	2	7
PGDSW	0	0	0	0	0	0	0	0	0	0	0	0
LL.M	5	0	5	1	0	1	2	1	3	4	0	4
LL.M ICJ	0	0	0	0	0	0	0	0	0	0	0	0
LL.M IT & T	0	0	0	0	0	0	4	5	9	12	7	19
MBA	24	7	31	71	26	97	98	24	122	136	56	192
MBA T & L mgt	0	0	0	0	0	0	0	0	0	0	0	0
MA Tour., Planning and mgt	0	0	0	0	0	0	0	0	0	0	0	0
PGDL(IT & T)	0	0	0	0	0	0	0	0	0	0	0	0
PGDCDD	0	0	0	0	0	0	0	0	0	0	0	0
MHRM	0	0	0	0	0	0	0	0	0	0	0	0
PGD HRM	0	0	0	0	0	0	0	0	0	0	0	0
PGDBS	0	0	0	0	0	0	0	0	0	0	0	0
MA Phil	0	0	0	0	0	0	0	0	0	0	0	0
MA Sociology	0	0	0	0	0	0	0	0	0	0	0	0
MA M&E	0	0	0	0	0	0	0	0	0	0	0	0
MA PA	0	0	0	0	0	0	0	0	0	0	0	0
M.Sc Economics	0	0	0	0	0	0	0	0	0	0	0	0
Honorary Degree	4	1	5	0	0	0	0	0	0	1	0	1
Ph.D	7	0	7	1	0	1	3	4	7	5	2	7
M.Ed.	6	0	6	0	0	0	0	0	0	0	0	0
M.SC Physics	0	0	0	0	0	0	0	0	0	0	0	0
MA History	0	0	0	0	0	0	0	0	0	0	0	0
MA in Information Studies	0	0	0	0	0	0	0	0	0	0	0	0
MANRAM	0	0	0	0	0	0	0	0	0	0	0	0
MPM	0	0	0	0	0	0	0	0	0	0	0	0
M.ED DE	0	0	0	0	0	0	0	0	0	0	0	0
Total	3294	1823	5117	819	521	1340	1417	956	2373	1514	1012	2526

Table 9: Contd.

Programme	2012			2013			2014			2015		
	M	F	T	M	F	T	M	F	T	M	F	T
CCDE	0	0	0	0	0	0	0	1	1	0	0	0
OC ICT	0	0	0	0	0	0	55	11	66	78	33	111
PTE - Certificate	0	0	0	0	0	0	0	0	0	0	0	0
PTE – Diploma	124	193	317	176	263	439	147	165	312	206	312	518
CECE	0	0	0	0	0	0	0	0	0	0	0	0
DECEC	0	0	0	0	0	0	0	0		0	2	2
CYP - Diploma	12	3	15	20	8	28	4	6	10	6	10	16
CERTIFICATE COURSE IN POULTRY PRODUCTION AND HEALTH MANAGEMENT	0	0	0	0	0	0	0	0	0	0	0	0
PPH – Diploma	0	0	0	2	0	2	0	0	0	0	0	0
OFC	464	411	875	658	590	1248	459	334	793	682	529	1211
OCDEOL	0	0	0	0	0	0	0	0	0	0	0	0
ODDEOL	2	1	3	8	2	10	9	5	14	5	1	6
DCS	0	0	0	0	0	0	0	0	0	16	6	22
B.A. (Gen.)	52	17	69	41	19	60	42	23	65	37	10	47
BA Economics	0	0	0	0	0	0	0	0	0	9	0	9
B.A. Tourism Mgt	36	3	39	53	14	67	31	12	43	27	8	35
BA Social Work	21	26	47	30	37	67	24	44	68	16	12	28
BSW	0	0	0	0	0	0	0	0	0	18	29	47
BA Sociology	37	56	93	69	77	146	61	66	127	75	60	135
B.CED	0	0	0	0	0	0	0	0	0	0	0	0
BACHELOR OF ARTS IN ENGLISH LANGUAGE AND LINGUISTICS (BA ELL)	0	0	0	0	0	0				0	0	0
BA Journalism	6	2	8	5	1	6	4	1	5	9	3	12
BA KISW	0	0	0	0	0	0	0	0	0	8	19	27
BA Mass Comm.	4	5	9	18	19	37	29	26	55	17	12	29
BA IR	0	0	0	0	0	0	0	0	0	2	0	2
BA PA	0	0	0	0	0	0	0	0	0	1	3	4
B.A.(Ed.)	124	68	192	169	75	244	153	99	252	291	179	470
BLIM	0	0	0	0	0	0	0	0	0	0	0	0
BANRAM	0	0	0	0	0	0	0	0	0	0	0	0
B.Com.(Gen.)	8	3	11	3	0	3	1	0	1	0	0	0
B.Com.(Ed.)	4	1	5	1	1	2	0	0	0	0	0	0
BBA (Gen.)	14	8	22	4	2	6	1	1	2	0	1	1
BBA(Accounting)	35	12	47	29	16	45	38	21	59	23	12	35
BBA(Finance)	12	6	18	14	7	21	9	6	15	20	12	32

Table 9: Contd.

Programme	2012			2013			2014			2015		
	M	F	T	M	F	T	M	F	T	M	F	T
BBA(HRM)	15	15	30	15	14	29	22	26	48	14	14	28
BBA(Intern. Business)	5	3	8	8	4	12	5	1	6	6	5	11
BBA(Marketing)	44	17	61	38	21	59	64	24	88	32	13	45
BBA(Ed.)	13	12	25	19	13	32	27	9	36	16	14	30
BHRM	0	0	0	2	8	10	0	0	0	19	21	40
B. Ed.	149	127	276	192	174	366	222	255	477	164	157	321
BED ADL	0	0	0	0	0	0	0	0	0	11	8	19
B.ED AEGROTAT	0	0	0	0	0	0	0	1	1	0	0	0
B.Ed.SE	2	2	4	1	2	3	1	5	6	8	20	28
B.ED TE	3	3	6	0	0	0	4	1	5	9	5	14
BED Policy Mgt	0	0	0	0	0	0	0	4	4	171	226	397
B. Sc. (Gen.)	32	21	53	31	11	42	13	9	22	12	6	18
B. Sc. (Ed.)	32	18	50	15	9	24	15	7	22	8	5	13
B. Sc. (Env. Stud)	16	3	19	14	5	19	23	6	29	26	5	31
B.Sc (ICT)	24	1	25	22	3	25	20	4	24	18	2	20
LL.B	159	58	217	176	45	221	172	54	226	193	46	239
MSc. CED	0	0	0	0	0	0	0	0	0	0	0	0
M.CED	36	25	61	38	15	53	24	17	41	55	28	83
M RS	0	0	0	0	0	0	0	0	0	0	0	0
M.Sc.	0	0	0	0	0	0	0	0	0	0	0	0
M.Sc.(ICT)	0	0	0	0	0	0	0	0	0	0	0	0
M.Sc. Biology	2	0	2	0	0	0	0	0	0	2	0	2
MSc Human Nutrition	0	0	0	0	1	1	0	0	0	0	0	0
MSc (Zoology)	0	0	0	1	0	1	0	0	0	0	0	0
MSC Chemistry	0	0	0	0	0	0	0	0	0	1	0	1
MSc Env. Stud.)	0	0	0	1	1	2	2	0	2	33	10	43
M. A.	0	0	0	0	0	0	0	0	0	0	0	0
M. A. Economics	0	0	0	1	0	1	0	0	0	1	0	1
M. A. Geography	0	0	0	0	0	0	0	0	0	0	0	0
M. A. Kiswahili	3	1	4	12	3	15	6	1	7	25	17	42
MA (Ling.)	0	0	0	2	0	2	0	0	0	0	0	0
M.A. Political Science	0	0	0	0	0	0	0	0	0	0	0	0
M.A. SW	9	10	19	12	14	26	8	11	19	15	14	29

Table 9: Contd.

Programme	2012			2013			2014			2015		
	M	F	T	M	F	T	M	F	T	M	F	T
MGL	0	0	0	0	0	0	0	0	0	1	0	1
MSW	0	0	0	0	0	0	0	0	0	14	11	25
MA MC	0	0	0	0	0	0	0	0	0	0	0	0
M.Dist.Ed.	0	0	0	2	1	3	0	0	0	3	1	4
M. ED ODL	0	0	0	1	0	1	0	5	5	2	1	3
M.Ed.APPS	11	9	20	29	19	48	55	41	96	121	73	194
PGDL	0	0	0	2	1	3	0	0	0	10	1	11
PGDL in ICJ	0	0	0	0	0	0	0	0	0	0	1	1
PGDE	17	19	36	45	31	76	61	30	91	56	40	96
PGDSW	0	0	0	7	3	10	0	0	0	9	10	19
LL.M	0	0	0	2	0	2	2	0	2	10	0	10
LL.M ICJ	0	0	0	1	0	1	0	0	0	2	3	5
LL.M IT & T	15	6	21	12	8	20	19	4	23	2	6	8
MBA	91	41	132	103	40	143	77	20	97	91	35	126
MBA T & L mgt	0	0	0	0	0	0	0	0	0	4	1	5
MA Tour., Planning and mgt	0	1	1	14	1	15	2	0	2	30	4	34
PGDL(IT & T)	3	1	4	0	0	0	0	0	0	3	0	3
PGDCDD	29	11	40	21	23	44	32	25	57	32	33	65
MHRM	12	8	20	19	11	30	33	15	48	72	39	111
PGD HRM	0	0	0	0	0	0	1	0	1	0	0	0
PGDBS	4	4	8	3	2	5	5	3	8	12	8	20
MA Phil	2	0	2	1	0	1	0	0	0	0	0	0
MA Sociology	0	1	1	0	0	0	0	0	0	0	0	0
MA M&E	0	0	0	0	0	0	0	0	0	0	0	0
MA PA	0	0	0	0	0	0	0	0	0	0	0	0
M.Sc Economics	0	0	0	10	2	12	2	0	2	12	1	13
Honorary Degree	1	0	1	0	0	0	0	0	0	0	0	0
Ph.D	12	2	14	18	5	23	11	0	11	19	6	25
M.Ed.	2	0	2	0	0	0	0	0	0	0	0	0
M.SC Physics	0	0	0	0	0	0	1	0	1	0	0	0
MA History	0	0	0	0	0	0	1	0	1	1	0	1
MA in Information Studies	0	0	0	0	0	0	0	0	0	1	0	1
MANRAM	0	0	0	0	0	0	0	0	0	0	0	0
MPM	0	0	0	0	0	0	5	1	6	43	19	62
M.ED DE	0	0	0	0	0	0	1	1	2	1	0	1
Total	1698	1234	2932	2190	1621	3811	2003	1401	3404	2936	2162	5098

Table 9: Contd.

Programme	2016			February 2017			1999 - February 2017		
				M	F	T	M	F	T
CCDE	1	0	1	0	0	0	24	11	35
OC ICT	48	28	76	10	3	13	191	75	266
PTE - Certificate	0	0	0	0	0	0	511	236	747
PTE – Diploma	202	215	417	21	32	53	997	1288	2285
CECE	0	1	1	0	2	2	0	3	3
DECEC	0	1	1	0	10	10	0	13	13
CYP - Diploma	13	1	14	5	1	6	224	105	329
CPPH Mgt	0	1	1	0	0	0	0	1	1
PPH – Diploma	0	0	0	0	0	0	2	0	2
OFC	1140	705	1845	345	203	548	5746	4374	10120
OCDEOL	0	0	0	0	0	0	0	1	1
ODDEOL	1	0	1	1	0	1	37	13	50
DCS	58	8	66	8	0	8	82	14	96
B.A. (Gen.)	14	5	19	5	1	6	426	184	610
BA Economics	7	2	9	2	1	3	18	3	21
B.A. Tourism Mgt	22	5	27	6	0	6	252	61	313
BA Social Work	9	3	12	3	5	8	124	178	302
BSW	20	16	36	2	5	7	40	50	90
BA Sociology	48	40	88	5	3	8	361	397	758
B.CED	1	0	1	0	0	0	1	0	1
BA ELL	1	0	1	0	0	0	1	0	1
BA Journalism	4	0	4	0	0	0	30	8	38
BA KISW	5	2	7	6	5	11	19	26	45
BA Mass Comm.	10	11	21	0	0	0	78	76	154
BA IR	2	0	2	6	0	6	10	0	10
BA PA	10	0	10	0	1	1	11	4	15
B.A.(Ed.)	100	77	177	146	128	274	1650	1027	2677
BLIM	6	7	13	1	0	1	7	7	14
BANRAM	0	0	0	2	1	3	2	1	3
B.Com.(Gen.)	0	0	0	0	0	0	289	120	409
B.Com.(Ed.)	0	0	0	0	0	0	41	15	56
BBA (Gen.)	0	0	0	0	0	0	313	184	497
BBA(Accounting)	42	23	65	16	8	24	189	97	286
BBA(Finance)	30	9	39	4	2	6	93	42	135

Table 9: Contd.

Programme	2016			February 2017			1999 - February 2017		
	M	F	T	M	F	T	M	F	T
BBA(HRM)	15	15	30	3	4	7	88	89	177
BBA(Intern. Business)	6	9	15	2	1	3	35	23	58
BBA(Marketing)	15	16	31	2	7	9	204	103	307
BBA(Ed.)	19	9	28	6	3	9	116	71	187
BHRM	38	55	93	3	15	18	62	99	161
B. Ed.	32	30	62	31	32	63	1276	1336	2612
BED ADL	3	5	8	13	5	18	27	18	45
B.ED AEGROTAT	0	0	0	0	0	0	0	1	1
B.Ed.SE	4	9	13	4	9	13	22	50	72
B.ED TE	8	13	21	5	8	13	32	30	62
BED Policy Mgt	80	144	224	124	130	254	378	501	879
B. Sc. (Gen.)	13	7	20	6	3	9	307	165	472
B. Sc. (Ed.)	8	2	10	16	15	31	240	139	379
B. Sc. (Env. Stud)	25	3	28	5	2	7	122	26	148
B.Sc (ICT)	4	7	11	9	2	11	146	25	171
LL.B	150	31	181	41	13	54	1661	416	2077
MSc. CED	0	0	0	0	0	0	281	128	409
M.CED	24	19	43	10	14	24	263	167	430
M RS	1	0	1	0	0	0	1	0	1
M.Sc.	0	0	0	0	0	0	5	0	5
M.Sc.(ICT)	0	0	0	0	0	0	1	0	1
M.Sc. Biology	1	0	1	0	0	0	6	1	7
MSc Human Nutrition	0	0	0	0	0	0	0	1	1
MSc (Zoology)	0	0	0	0	0	0	1	0	1
MSC Chemistry	1	0	1	0	0	0	2	0	2
MSc Env. Stud.)	3	0	3	10	5	15	49	16	65
M. A.	0	0	0	0	0	0	13	2	15
M. A. Economics	1	0	1	0	0	0	5	0	5
M. A. Geography	0	0	0	0	0	0	0	1	1
M. A. Kiswahili	14	10	24	24	24	48	86	56	142
MA (Ling.)	0	0	0	2	0	2	4	0	4
M.A. Political Science	0	0	0	0	0	0	1	0	1
M.A. SW	2	5	7	3	3	6	51	59	110

Table 9: Contd.

Programme	2016			February 2017			1999 - February 2017		
	M	F	T	M	F	T	M	F	T
MGL	0	0	0	0	0	0	1	0	1
MSW	7	4	11	9	10	19	30	25	55
MA MC	0	0	0	4	5	9	4	5	9
M.Dist.Ed.	0	0	0	0	0	0	16	7	23
M. ED ODL	3	1	4	3	6	9	11	14	25
M.Ed.APPS	32	29	61	53	42	95	308	219	527
PGDL	1	1	2	1	0	1	26	8	34
PGDL in ICJ	0	0	0	0	0	0	0	1	1
PGDE	47	43	90	20	17	37	276	190	466
PGDSW	5	7	12	0	0	0	21	20	41
LL.M	0	1	1	2	0	2	28	2	30
LL.M ICJ	0	0	0	0	0	0	3	3	6
LL.M IT & T	5	3	8	2	0	2	71	39	110
MBA	10	1	11	36	7	43	737	257	994
MBA T & L mgt	0	0	0	8	1	9	12	2	14
MA Tour., Planning and mgt	0	0	0	0	0	0	46	6	52
PGDL(IT & T)	0	0	0	0	0	0	6	1	7
PGDCDD	0	0	0	0	0	0	114	92	206
MHRM	7	5	12	35	12	47	178	90	268
PGD HRM	0	0	0	0	0	0	1	0	1
PGDBS	5	2	7	2	0	2	31	19	50
MA Phil	0	0	0	0	0	0	3	0	3
MA Sociology	0	0	0	0	0	0	0	1	1
MA M&E	9	2	11	9	4	13	18	6	24
MA PA	1	0	1	0	0	0	1	0	1
M.Sc Economics	9	1	10	6	1	7	39	5	44
Honorary Degree	2	0	2	0	0	0	8	1	9
Ph.D	9	2	11	7	2	9	92	23	115
M.Ed.	0	0	0	0	0	0	8	0	8
M.SC Physics	0	0	0	0	0	0	1	0	1
MA History	0	0	0	1	0	1	3	0	3
MA in Information Studies	0	0	0	0	0	0	1	0	1
MANRAM	2	1	3	0	0	0	2	1	3
MPM	10	3	13	34	11	45	92	34	126
M.ED DE	0	0	0	0	0	0	0	0	0
Total	2425	1655	4080	1145	824	1969	19442	13208	32650

4.2 Graduates by Regional Centres or Coordination Centres

Table 10 depicts the distribution of graduates by Regional Centres and Coordination Centres. As mentioned earlier, the first graduation ceremony took place in 1999. Looking closely at Table 10, it is hardly surprising to glimpse that the Dar es Salaam Administrative region (that includes Kinondoni, ilala and Temeke Regional Centres) has produced many more graduates than other regional centres since it also enrolls more students. Cumulatively, 12,084 (37.0%) of graduates came from Dar es Salaam administrative region over the last eighteen years. It is interesting to note that this figure (i.e., 37.0%) almost corresponds to the combined percentage 38.0% (12,389) graduates of nine regional centres and one Coordination centre namely Arusha, Mwanza, Kilimanjaro, Dodoma, Mbeya, Morogoro, Iringa, Kagera, Tanga, and Zanzibar. The nine OUT Regional centres, the Zanzibar Coordination Centre and the Dar es Salaam administrative region have produced 24,473 graduates (75.0%) of total graduates over the last eighteen years (1999 – February 2017).

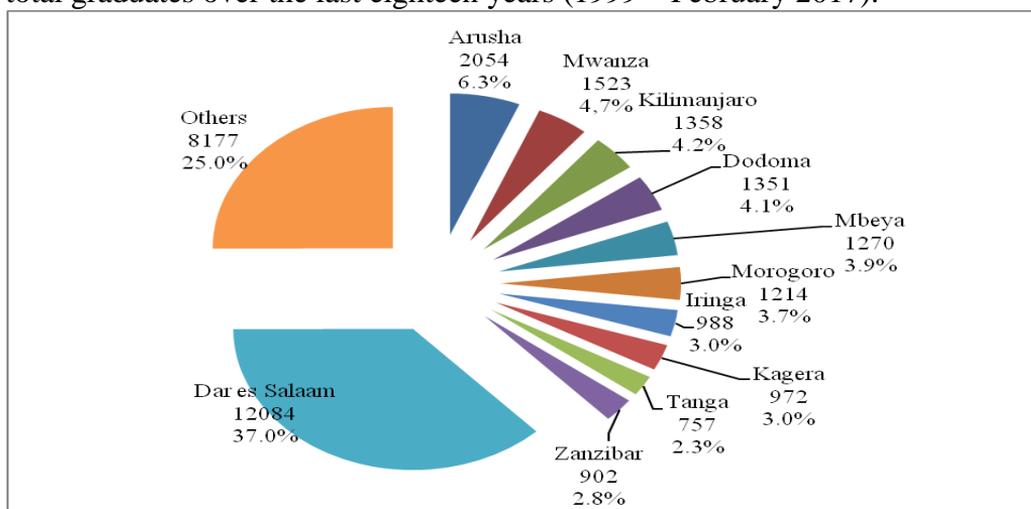


Figure 7: Graduates by Regional and Coordination Centres

It is also important to highlight differences across some of regional centres and coordination centres grouped under the umbrella of “others” in Figure 7. Cumulatively, modest records are observed in the following regions with the number of graduates in the brackets: Shinyanga (745) Mtwara (741), Coast (713), Mara (682), Kigoma (665), Manyara (657). Ruvuma (624), Tabora (614), and The average percentage in this group of “others” is affected by fewer graduates recorded in the following regions: Singida (478), Lindi (444), Rukwa (397) and Pemba (343). Other centres such as Njombe, Simiyu, Katavi, Geita and Songwe that are relatively new and therefore are left out in this discussion. As time goes on, it will be crucial to analyse them at par with other Regions and/or Coordination Centres.

Table 10: Distribution of graduates at the Level of Regional Centres or Coordination Centres (1999 – February 2017)

Regional Centres	1999 - 2008			2009			2010			2011			2012			2013		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	197	102	299	64	19	83	65	46	111	110	63	173	112	63	175	145	84	229
Dar es Salaam	1092	905	1997	354	302	656	541	458	999	561	547	1108	607	579	1186	790	748	1538
Dodoma	106	39	145	21	9	30	20	21	41	23	22	45	49	33	82	75	65	140
Geita																1	0	1
Ilala																		
Iringa	165	64	229	27	13	40	70	34	104	52	23	75	50	39	89	73	42	115
Kagera	57	22	79	19	8	27	25	4	29	43	13	56	74	31	105	88	34	122
Katavi										1	0	1	3	1	4	9	6	15
Kigoma	60	7	67	6	2	8	11	6	17	29	15	44	47	17	64	55	23	78
Kilimanjaro	135	121	256	36	31	67	44	53	97	77	73	150	82	79	161	76	74	150
Kinondoni																		
Lindi	42	17	59	6	4	10	11	1	12	14	3	17	24	6	30	28	18	46
Manyara	39	10	49	9	4	13	36	12	48	31	13	44	34	18	52	40	27	67
Mara	114	49	163	10	2	12	19	10	29	40	18	58	33	13	46	49	18	67
Mbeya	171	62	233	52	28	80	55	36	91	89	43	132	59	41	100	88	44	132
Morogoro	174	75	249	29	6	35	83	52	135	62	46	108	59	64	123	78	57	135
Mtwara	80	37	117	17	9	26	100	49	149	35	7	42	22	5	27	35	34	69
Mwanza	139	48	187	55	16	71	130	71	201	86	26	112	68	41	109	87	59	146
Njombe										1	0	1	2	0	2	22	19	41
Pemba	15	3	18	1	0	1	10	4	14	5	3	8	13	6	19	31	13	44
Pwani	71	41	112	12	12	24	29	24	53	36	21	57	39	31	70	55	30	85
Rukwa	37	4	41	9	5	14	16	4	20	21	5	26	31	11	42	35	14	49
Ruvuma	71	31	102	16	13	29	17	7	24	40	12	52	48	30	78	39	29	68
Shinyanga	56	13	69	14	5	19	27	14	41	33	13	46	46	24	70	59	21	80
Simiyu													1	0	1	0	0	0
Singida	76	25	101	9	11	20	5	13	18	20	15	35	19	21	40	27	20	47
Songwe																		
Tabora	107	26	133	15	2	17	55	12	67	20	6	26	41	13	54	39	24	63
Tanga	103	45	148	17	8	25	19	15	34	42	17	59	51	28	79	50	40	90
Temeke																		
Zanzibar	109	32	141	20	8	28	27	10	37	38	5	43	58	30	88	80	49	129
Total	3216	1778	4994	818	517	1335	1415	956	2371	1509	1009	2518	1672	1224	2896	2154	1592	3746

Table 10: Contd.

	2014			2015			2016			2017 Feb			1999 - 2017 Feb		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	140	75	215	194	146	340	162	126	288	90	51	141	1279	775	2054
Dar es Salaam	742	644	1386	340	216	556	262	261	523	155	183	338	5444	4843	10287
Dodoma	1	0	1	308	344	652	70	72	142	41	32	73	714	637	1351
Geita	6	3	9	23	12	35	46	23	69	21	9	30	97	47	144
Ilala				93	79	172	65	53	118	23	17	40	181	149	330
Iringa	45	42	87	48	64	112	44	54	98	20	19	39	594	394	988
Kagera	106	37	143	106	38	144	135	54	189	59	19	78	712	260	972
Katavi	5	2	7	20	8	28	43	11	54	24	4	28	105	32	137
Kigoma	74	16	90	78	38	116	99	32	131	36	14	50	495	170	665
Kilimanjaro	60	70	130	77	78	155	66	56	122	35	35	70	688	670	1358
Kinondoni				244	248	492	288	269	557	77	63	140	609	580	1189
Lindi	31	19	50	75	19	94	75	24	99	17	10	27	323	121	444
Manyara	1	0	1	112	77	189	90	34	124	49	21	70	441	216	657
Mara	48	10	58	50	34	84	94	21	115	43	7	50	500	182	682
Mbeya	83	42	125	94	58	152	86	54	140	44	41	85	821	449	1270
Morogoro	70	65	135	76	70	146	67	41	108	26	14	40	724	490	1214
Mtwara	60	29	89	54	37	91	65	39	104	16	11	27	484	257	741
Mwanza	111	59	170	154	71	225	113	95	208	58	36	94	1001	522	1523
Njombe	22	22	44	33	17	50	0	1	1	19	19	38	99	78	177
Pemba	39	20	59	47	42	89	22	10	32	27	32	59	210	133	343
Pwani	39	53	92	61	45	106	44	35	79	17	18	35	403	310	713
Rukwa	49	13	62	48	8	56	45	12	57	23	7	30	314	83	397
Ruvuma	42	32	74	46	52	98	41	14	55	27	17	44	387	237	624
Shinyanga	64	35	99	81	49	130	99	36	135	37	19	56	516	229	745
Simiyu	15	1	16	30	11	41	26	18	44	18	7	25	90	37	127
Singida	1	0	1	54	58	112	32	33	65	22	17	39	265	213	478
Songwe	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Tabora	0	0	0	94	39	133	51	33	84	24	13	37	446	168	614
Tanga	46	39	85	68	39	107	47	41	88	17	25	42	460	297	757
Temeke				53	64	117	72	53	125	22	14	36	147	131	278
Zanzibar	59	38	97	91	52	143	65	42	107	47	42	89	594	308	902
Total	1959	1366	3325	2852	2113	4965	2414	1647	4061	1135	816	1951	19144	13018	32162

OUT is proud of having produced graduates beyond the national borders. This is in compliance with the university's vision in which it aspires to become one of the leading world-class universities in the delivery of affordable and quality education for all through open and distance learning. Table 11 portrays the distribution of international students who have graduated at the OUT since 1999. Until the last graduation of February 2017, the university conferred degrees, diplomas and certificates to 488 international students. In terms of graduate destination, about 163 (33.4%) of graduates over the last eighteen years came from Kenya, 68 (13.9%) from Rwanda, 67 (13.7%) from Uganda, and 21 (4.3%) from Libya Globally, the highest percentage of OUT graduates are in African countries i.e. more than 96.0%. It is vital that the newly formed International Students' Office (ISO) develops a comprehensive publicity programme at global level in order not only to attract more international students but also to promote their pace of study.

Table 11: Distribution of OUT Graduates at Global Level 1999 - February 2017

Countries	1999 - 2008			2009			2010			2011			2012			2013		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Botswana	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Kenya	41	24	65	1	3	4	0	0	0	5	0	5	3	3	6	12	10	22
England	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ethiopia	0	2	2	0	0	0	0	0	0	0	0	0	3	1	4	0	0	0
Japan	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lesotho	3	0	3	0	0	0	0	0	0	0	0	0	3	0	3	1	1	2
Libya	8	0	8	0	0	0	0	0	0	0	2	2	1	0	1	8	0	8
London	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Uganda	23	15	38	0	1	1	0	0	0	0	0	0	3	1	4	5	3	8
United Kingdom	0	1	1	0	0	0	0	0	0	0	0	0	1	0	1	0	1	1
Rwanda	1	0	1	0	0	0	2	0	2	0	0	0	1	0	1	0	0	0
Zambia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Namibia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	4
Angola	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Swaziland	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
South Sudan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Nigeria	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	1
Hong Kong	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Malawi	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
Liberia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Zimbabwe	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BENINI	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	0	0	0
Burundi	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
China	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dubai	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Congo Brazzaville	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ghana	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	2
Cameroon	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
Sweden	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
Switzerland	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
Guinea Bissau	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1
Gambia	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	0	1	1
Saudi Arabia	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
Mali	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
Mauritania	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
Niger	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
Seychelles	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	0	0	0
USA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Philippines	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Mozambique	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Egypt	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
France	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Germany	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DRC Congo	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Finland	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Senegal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
South Africa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Togo	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Burkinafaso	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	78	45	123	1	4	5	2	0	2	5	3	8	26	10	36	36	29	65

Table 11: Contd...

Countries	2014			2015			2016			February 2017			1999 - February 2017		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Botswana	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Kenya	9	8	17	14	14	28	4	6	10	4	2	6	93	70	163
England	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Ethiopia	0	0	0	1	0	1	0	0	0	0	0	0	4	3	7
Japan	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Lesotho	2	5	7	0	0	0	0	0	0	0	0	0	9	6	15
Libya	0	0	0	1	0	1	1	0	1	0	0	0	19	2	21
London	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Uganda	3	1	4	6	4	10	1	1	2	0	0	0	41	26	67
United Kingdom	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3
Rwanda	1	2	3	40	9	49	1	0	1	6	5	11	52	16	68
Zambia	6	2	8	3	4	7	1	0	1	0	0	0	11	7	18
Namibia	0	0	0	4	4	8	1	1	2	0	1	1	7	8	15
Angola	0	0	0	0	1	1	1	0	1	0	0	0	2	2	4
Swaziland	0	1	1	6	0	6	0	0	0	0	0	0	7	2	9
South Sudan	0	0	0	3	1	4	0	0	0	0	0	0	4	1	5
Nigeria	0	0	0	1	0	1	0	0	0	0	0	0	2	1	3
Hong Kong	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1
Malawi	2	3	5	0	1	1	0	0	0	0	0	0	2	5	7
Liberia	0	0	0	1	1	2	0	0	0	0	0	0	1	1	2
Zimbabwe	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1
Benini	0	0	0	1	0	1	0	0	0	0	0	0	3	0	3
Burundi	6	1	7	1	5	6	0	0	0	0	0	0	7	6	13
China	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1
Dubai	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1
Congo Brazzaville	0	0	0	0	2	2	0	0	0	0	0	0	0	2	2
Ghana	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3
Cameroon	2	0	2	0	0	0	0	0	0	0	0	0	3	0	3
Sweden	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Switzerland	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Guinea Bissau	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Gambia	0	3	3	0	0	0	0	0	0	0	0	0	2	4	6
Kingdom of Saudi Arabia	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Mali	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Mauritania	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Niger	1	1	2	0	0	0	0	0	0	0	0	0	2	1	3
Seychelles	0	1	1	0	0	0	0	0	0	0	0	0	1	2	3
USA	0	1	1	0	0	0	0	0	0	0	0	0	0	3	3
Philippines	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Mozambique	2	0	2	0	0	0	0	0	0	0	0	0	2	1	3
Egypt	0	0	0	0	1	1	0	0	0	0	0	0	2	1	3
France	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1
Germany	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
DRC Congo	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
Finland	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
Senegal	4	0	4	0	0	0	0	0	0	0	0	0	4	0	4
South Africa	2	2	4	0	0	0	0	0	0	0	0	0	2	2	4
Togo	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Burkinafaso	3	1	4	0	0	0	0	0	0	0	0	0	3	1	4
Total	45	34	79	84	49	133	11	8	19	10	8	18	298	190	488

Chapter Five

OUT STAFF PROFILE

5.1 Academic Staff

In recent years, OUT has managed to employ academically strong, experienced, young, energetic and dynamic staff to succeed the generation of highly qualified, experienced and reputable senior professionals, who are at the verge of retirement. It is the policy of the University to recruit, incentivise and retain new staff in order to continuously provide quality open and distance education, to conduct research and offer public service for sustainable and equitable socio-economic development of Tanzania in particular and the rest of Africa. The percentage of female academic staff has increased from 18.4% in 2001 to 36.1% in 2016/17. The total number of staff by June 2017 was 662. Out of 662 staff, 330 were academic staff, 278 administrative staff and 54 Technical staff.

5.1.1 OUT Academic Staff by Qualifications and Gender by June 2017

Table 12 shows the academic staff by their qualifications and gender. The emerging picture is that there are more academic staff with Master's qualification than those holding Ph.D or First degrees. Looking at gender, in 2016/2017, about 26.8% of Ph.D holders were females. About 45.9% female academic staff were Masters holders. At Bachelor's level, males academic staff were six times as many compared to females academic staff. From 2001/02 to 2006/07 there was no female academic staff member holding Bachelor's degree. This picture has, however been radically altered beginning the year 2007/08 whereby 11 females were employed. Although a lot needs to be done to improve gender parity, OUT has tried to reduce gender disparity for academic staff with Masters Degree especially in 2014/15. The distribution with respect to Ph.D and Masters holders in Table 12 shows some progress with respect to Ph.D holders while substantial progress has been made for female holding Masters degree (45.7%) by 2014/15. The same progress has also appeared in the academic year 2015/16 and 2016/17 for female Masters Degree respectively who have accounted for 46.4% and 45.9.

Table 12: OUT Academic Staff by Qualifications by June 2017

Year	Ph.D			Masters			First Degree			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
2001/02	17	1	18	44	13	57	1	0	1	62	14	76
2002/03	20	1	21	41	14	55	0	0	0	61	15	76
2003/04	26	2	28	37	11	48	0	0	0	63	13	76
2004/05	28	5	33	42	10	52	0	0	0	70	15	85
2005/06	30	7	37	58	13	71	1	0	1	89	20	109
2006/07	30	7	37	64	18	82	2	0	2	96	25	121
2007/08	41	9	50	72	22	94	17	11	28	130	42	172
2008/09	44	9	53	67	30	97	37	20	57	148	59	207
2009/10	46	9	55	89	48	137	48	26	74	183	83	266
2010/11	56	13	69	84	59	143	64	32	96	204	104	308
2011/12	59	17	76	105	75	180	52	27	79	216	119	335
2012/13	66	19	85	110	82	192	51	26	77	227	127	354
2013/14	76	25	101	108	83	191	60	22	82	244	130	374
2014/15	73	23	96	95	80	175	55	22	77	223	125	348
2015/16	68	24	92	104	90	194	46	8	54	218	122	340
2016/17	60	22	82	105	89	194	46	8	54	211	119	330

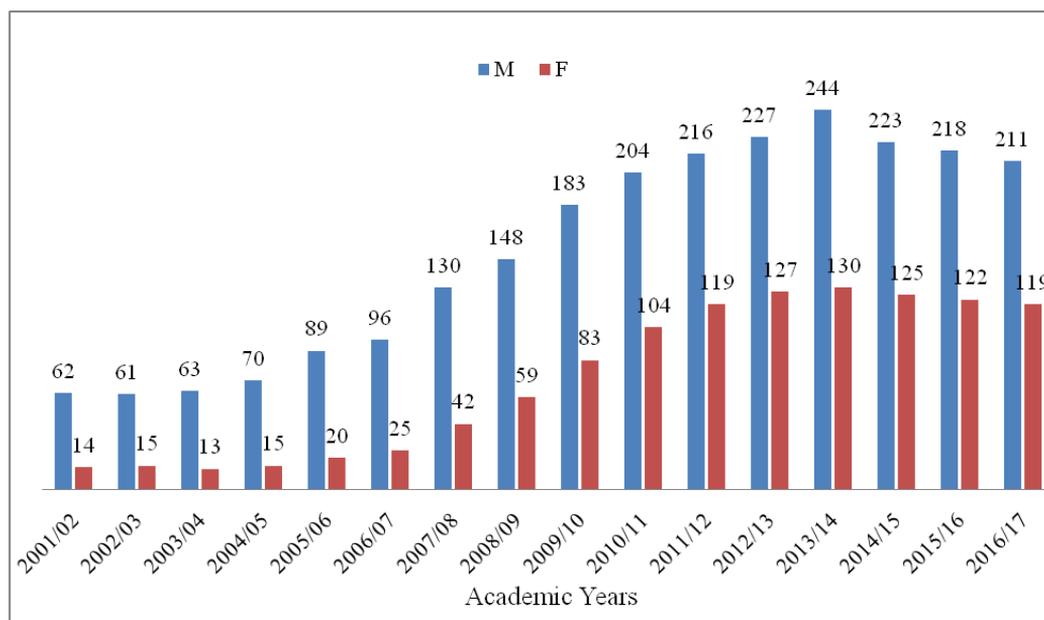


Figure 8: Academic Staff Cumulative Figure Trend by Gender and Academic Year 2001/02 to 2016/17

5.1.2 Academic Staff by Rank and Gender by June 2017

Table.13 shows that the number of Full Professors has fluctuated from 6 in 2001/02 to a peak of 9 in 2005/06. However, in 2016/2017, OUT has only 2 Full Professors. With regards to Associate Professors, their number has increased from 2 in 2002/03 to 14 in 2016/2017, of whom 4 were females. For Senior Lectures and Lectures, their numbers has generally been increasing. Between 2002/03 and 2015/16, the number of Assistant Lectures has

dramatically increased from 52 in 2002/03 to 179 in 2015/2016. In 2016/17 the number of Assistant Lecturers has dropped to 170 from 179 this was due to the government order of stopping recruitment; and at the same time some academic staff have finished their contract. The number of Tutorial Assistants has also increased from 1 in 2002/03 to 55 in 2015/16. But for the case of 2016/17, the number of Tutorial Assistant decreased from 55 in 2015/16 to 53 in 2016/17 due to the same reason as above.

Table 13 shows the academic staff profile by rank and gender. Up to June 2017, there were only four female Associate Professors. At the level of Senior Lecturers, between 2006/07 and 2008/09, the percentage of female Senior lecturers was less than 30%. These gaps, however, become narrower as one goes down the ladder. But even then, male lecturers are two times as many compared with females. A similar picture comes into sight at the level of assistant lecturer. The gap narrows further when we look at the level of Tutorial Assistants.

Table 13: Academic Staff by Rank and Gender by June 2017

Year	Full Prof.			Assoc. Prof.			Sen. Lecturer			Lecturer			Librarian			Research Fellow		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2001/02	6	0	6	2	0	2	4	0	4	9	2	11	0	0	0	0	0	0
2002/03	6	0	6	2	0	2	4	0	4	9	2	11	0	0	0	0	0	0
2003/04	6	0	6	4	0	4	1	1	2	14	0	14	1	0	1	0	0	0
2004/05	8	0	8	5	0	5	2	1	3	11	2	13	1	0	1	0	0	0
2005/06	9	0	9	5	0	5	7	2	9	25	8	33	1	0	1	0	0	0
2006/07	6	0	6	6	0	6	6	2	8	31	11	42	1	0	1	0	0	0
2007/08	5	0	5	11	0	11	7	2	9	38	9	47	1	0	1	0	0	0
2008/09	8	0	8	9	0	9	7	2	9	36	14	50	1	0	1	0	0	0
2009/10	7	0	7	10	0	10	7	2	9	34	13	47	1	0	1	0	0	0
2010/11	8	0	8	10	0	10	8	3	11	41	15	56	1	0	1	0	0	0
2011/12	7	0	7	10	1	11	7	5	12	50	15	65	1	0	1	1	0	1
2012/13	6	0	6	12	2	14	9	5	14	49	15	64	1	0	1	1	0	1
2013/14	7	0	7	11	2	13	14	6	20	53	21	73	1	0	1	1	0	1
2014/15	6	0	6	11	2	13	13	6	19	48	16	64	1	0	1	1	0	1
2015/16	2	0	2	11	2	13	14	5	19	43	22	65	1	0	1	0	0	0
2016/17	2	0	2	10	4	14	19	3	22	37	23	60	1	0	1	0	0	0

Table 13: Contd.

Year	Assistant. Lecturer			Assist Librarian			Assist Research Fellow			Tutorial Assistant			Tutorial Librarian			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2001/02	38	14	52	1	0	1	0	0	0	1	0	1	0	0	0	60	16	76
2002/03	38	14	52	1	0	1	0	0	0	1	0	1	0	0	0	60	16	76
2003/04	37	11	48	0	0	0	0	0	0	2	0	2	0	0	0	64	12	76
2004/05	35	12	47	0	0	0	0	0	0	0	0	0	0	0	0	61	15	76
2005/06	44	9	53	0	0	0	0	0	0	0	0	0	0	0	0	90	19	109
2006/07	45	12	57	0	0	0	1	0	1	2	0	2	0	0	0	96	25	121
2007/08	54	19	73	0	0	0	1	0	1	16	11	27	0	0	0	131	41	172
2008/09	51	23	74	0	0	0	1	0	1	37	20	57	0	0	0	148	59	207
2009/10	72	41	113	0	1	1	1	1	2	52	27	79	1	0	1	183	83	266
2010/11	73	54	127	1	2	3	1	1	2	63	31	94	1	1	2	204	104	308
2011/12	91	71	162	1	2	3	0	1	1	50	26	76	1	1	2	216	119	335
2012/13	100	79	179	2	3	5	0	1	1	49	25	74	2	1	3	227	127	354
2013/14	103	82	185	3	3	6	0	1	1	50	14	64	2	1	3	244	130	374
2014/15	88	81	169	5	3	8	0	1	1	48	15	63	2	1	3	223	125	348
2015/16	96	83	179	5	2	7	0	0	0	45	8	55	1	0	1	218	122	340
2016/17	91	79	170	5	2	7	0	0	0	45	8	53	1	0	1	211	119	330

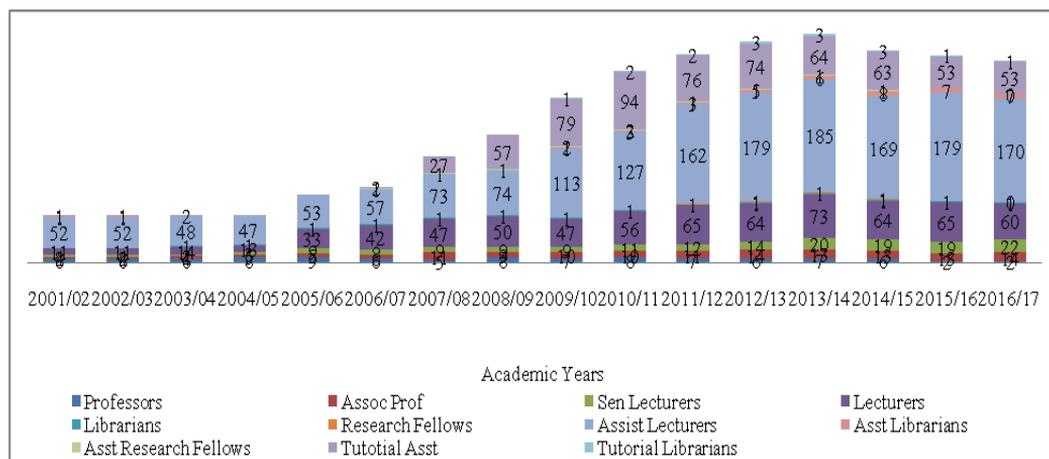


Figure 9: Academic Staff by Rank and Year

5.1.3 Academic staff Age Profile by June 2017

There are more male academic staff aged between 41 – 45 years than in any other age group. This group has also appeared to be the modal age group. There are 18 males and 8 females academic staff aged more than 60 years but no female staff aged more than 71 years. The median age in 2016/17 is 43 years which has fallen under the age group 41 – 45 having the highest number (78) of academic staff (see Table 14).

Table 14: Academic Staff Profile by Age and Gender 2007/08 - 2016/17

Year	≤30			31 – 35			36 – 40			41 – 45			46 – 50			51 – 55		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2007/08	9	5	14	31	13	44	14	11	25	12	3	15	16	3	19	17	9	26
2008/09	13	9	22	29	17	46	22	11	33	17	4	21	19	4	23	15	9	24
2009/10	19	18	37	43	20	63	32	19	51	18	9	27	18	2	20	17	10	27
2010/11	25	23	48	32	24	56	40	25	65	25	13	38	20	4	24	19	8	27
2011/12	20	18	38	32	25	57	45	33	78	29	17	46	24	7	31	19	6	25
2012/13	23	21	44	33	27	60	51	34	85	29	18	47	24	7	31	18	7	25
2013/14	25	15	40	37	33	70	50	35	85	34	18	52	33	9	42	14	6	20
2014/15	14	7	21	30	28	58	34	28	62	47	27	74	27	12	39	16	6	22
2015/16	15	8	23	38	25	63	35	28	63	42	28	70	20	15	35	25	5	30
2016/17	15	7	22	35	18	53	34	30	64	47	31	78	22	14	36	26	5	31

Table 14: contd.

Year	56 – 60			61 – 65			66 - 70			≥71			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2007/08	12	2	14	8	1	9	5	0	5	1	0	1	125	47	172
2008/09	13	4	17	12	1	13	5	0	5	3	0	3	148	59	207
2009/10	12	4	16	16	1	17	6	0	6	2	0	2	183	83	266
2010/11	13	5	18	17	2	19	10	0	10	3	0	3	204	104	308
2011/12	17	10	27	14	3	17	11	0	11	5	0	5	216	119	335
2012/13	18	10	28	14	3	17	12	0	12	5	0	5	227	127	354
2013/14	17	9	26	14	3	17	14	2	16	6	0	6	244	130	374
2014/15	19	9	28	14	6	20	14	2	16	8	0	8	223	125	348
2015/16	17	5	22	14	7	21	8	1	9	4	0	4	218	122	340
2016/17	14	6	20	14	7	21	3	1	4	1	0	1	211	119	330

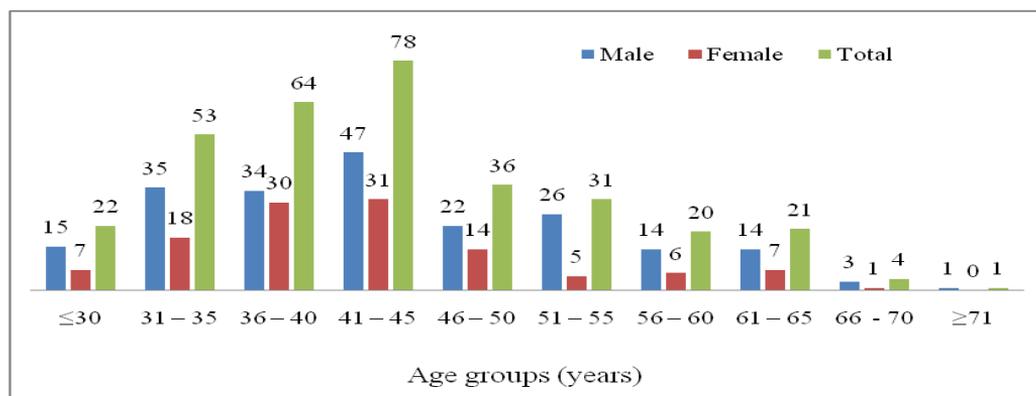


Figure 10: Trend of Academic Staff Profile by Age Groups 2016/17

Table 15 portrays the academic staff-student ratio based on head counts. Clearly, the emerging picture is that academic staff are overwhelmed by the increased student enrolment. It is worth putting a caution that not all academic staff are fully involved in teaching. Put differently, some academic staff are

simultaneously engaged in administrative and teaching duties; hence, they play a limited role in teaching cycles. Justifiably, it suffices to conclude that OUT needs to recruit more academic staff in order to meet the recommended standard: student-staff ratio of 1:35 as prescribed by TCU for a traditional ODL delivery mode.

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

Year	Active Students (estimated as 60% of the total enrolment)	Academic Staff*	Academic Staff Student Ratio
1994	460	5	1:92
1995	902	17	1:53
1996	1700	25	1:68
1997	2287	59	1:39
1998	2885	69	1:42
1999	3413	66	1:52
2000	4043	52	1:78
2001	5187	65	1:80
2002	6426	113	1:57
2003	7888	116	1:68
2004	8,454	128	1:66
2005	10,584	174	1:61
2006	13,142	205	1:64
2007	13,800	161	1:86
2007/08	15,200	200	1:76
2008/09	18,900	246	1:77
2009/10	21,600	305	1:71
2010/11	24,200	351	1:69
2011/12	26,250	372	1:71
2012/13	28,726	354	1:81
2013/14	31,821	374	1:85
2014/15	35,500	348	1:103
2015/16	38,400	340	1:113
2016/17	39,000	330	1:118

* The data in this column include Part time staff reduced to Full Time Equivalent (FTE) for the academic years 1994 - 2011/12. The rest academic years include only full time staff.

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

5.2 Administrative Staff

By June 2017 the OUT had a total number of 278 administrative staff, out of whom 117 are males and 161 are females.

5.2.1. Administrative Staff by Qualifications and Gender 2007/08 - 2016/17

Table 16 shows the administrative staff by qualifications and Gender in 2007/08- 2016/17. The emerging picture is that there are more (i.e. 76) administrative staff holding Diplomas than any other qualification. At Master's level, the number of female and male administrative staff is more less the same. There is one administrative staff holding a Ph.D degree. A lot needs to be done so that OUT can improve administrative staff both professionally and academically. The administrative staff holding Ph.D, Masters, Bachelors, Postgraduate Diplomas and Advanced Diplomas in 2015/16 constitute only 121 (43.5%).

Table 16: Administrative Staff by Qualifications and Gender 2007/08-2016/17

Year	PhD			Masters			PGD			1st Degree			ADV. DIP			OD		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2007/08	0	0	0	6	3	9	0	0	0	18	10	28	0	0	0	9	13	22
2008/09	0	0	0	9	4	13	4	1	5	23	11	34	7	1	8	8	20	28
2009/10	0	0	0	11	6	17	3	2	5	20	11	31	7	3	10	12	35	47
2010/11	0	1	1	12	9	21	8	2	10	23	7	30	4	6	10	12	39	51
2011/12	0	0	0	14	10	24	4	3	7	22	7	29	4	3	7	11	37	48
2012/13	0	0	0	17	13	30	6	4	10	21	9	30	2	5	7	11	40	51
2013/14	1	0	1	22	17	39	5	4	9	22	16	38	1	2	3	11	47	58
2014/15	1	0	1	21	19	40	3	3	6	18	16	34	1	3	4	11	50	61
2015/16	1	0	1	22	19	41	3	2	5	40	28	68	2	4	6	10	52	62
2016/17	1	0	1	21	24	45	4	1	5	36	30	66	3	1	4	14	62	76

Table 16: contd.

Year	Certificate			Form VI			Form IV			Std VIII			STD VII			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2007/08	17	40	57	0	0	0	1	5	6	3	0	3	0	0	0	54	71	125
2008/09	21	50	71	9	2	11	2	7	9	1	0	1	8	1	9	92	97	189
2009/10	38	64	102	8	5	13	20	38	58	1	0	1	4	1	5	124	165	289
2010/11	35	57	92	11	7	18	19	39	58	0	0	0	4	1	5	128	168	296
2011/12	31	54	85	8	5	13	18	37	55	0	0	0	4	1	5	116	157	273
2012/13	32	54	86	8	4	12	15	36	51	0	0	0	4	1	5	116	166	282
2013/14	31	45	76	6	0	6	14	29	43	1	0	1	5	2	7	119	162	281
2014/15	32	41	73	4	0	4	14	29	43	1	0	1	5	1	6	111	162	273
2015/16	30	40	70	4	0	4	14	29	43	1	0	1	5	1	6	132	175	307
2016/17	25	19	44	1	0	1	8	24	32	0	0	0	4	0	4	117	161	278

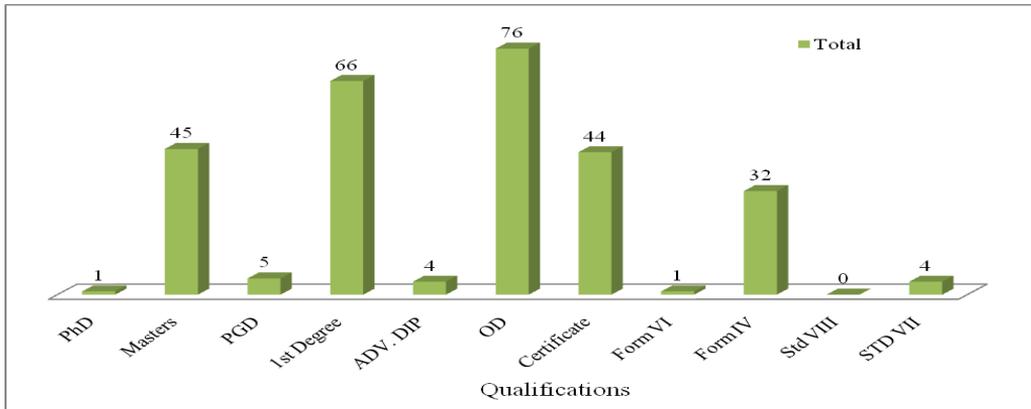


Figure 11: Administrative Staff by Qualifications 2016/17

5.2.2. Administrative Staff Profile by Age and Gender 2016/17

Administrative staff aged between 36 and 40 years inclusive, forms the majority than in any other age group. There is neither a male nor female staff aged more than 70 years.

Table 17: Administrative Staff Profile by Age and Gender 2007/08 - 2016/17

Year	≤30			31 – 35			36 – 40			41 – 45			46 – 50			51 – 55		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2007/08	2	23	25	7	12	19	19	14	33	4	7	11	13	4	17	3	8	11
2008/09	17	36	53	13	20	33	25	18	43	9	5	14	13	6	19	5	8	13
2009/10	36	79	115	22	38	60	20	19	39	19	10	29	10	6	16	8	7	15
2010/11	30	72	102	28	43	71	18	20	38	23	11	34	8	6	14	13	8	21
2011/12	16	47	63	26	51	77	12	21	33	32	14	46	6	9	15	16	6	22
2012/13	14	53	67	27	54	81	14	22	36	32	13	45	6	10	16	16	6	22
2013/14	17	40	57	24	57	81	20	28	48	26	17	43	11	8	19	12	7	19
2014/15	10	34	44	20	46	66	23	43	66	20	18	38	20	10	30	7	6	13
2015/16	21	34	55	28	46	74	19	50	69	17	19	36	27	14	41	6	6	12
2016/17	12	22	34	25	43	68	22	48	70	12	19	31	28	16	44	5	8	13

Table 17: Contd.

Year	56 – 60			61 – 65			66 - 70			≥71			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2007/08	3	2	5	4	0	4	0	0	0	0	0	0	55	70	125
2008/09	5	3	8	5	1	6	0	0	0	0	0	0	92	97	189
2009/10	3	4	7	6	2	8	0	0	0	0	0	0	124	165	289
2010/11	3	4	7	5	4	9	0	0	0	0	0	0	128	168	296
2011/12	2	5	7	6	3	9	0	1	1	0	0	0	116	157	273
2012/13	2	5	7	3	3	6	2	0	2	0	0	0	116	166	282
2013/14	4	4	8	3	1	4	2	0	2	0	0	0	119	162	281
2014/15	10	4	14	1	0	1	0	1	1	0	0	0	111	162	273
2015/16	12	4	16	1	1	2	1	1	2	0	0	0	132	175	307
2016/17	11	5	16	1	0	1	1	0	1	0	0	0	117	161	278

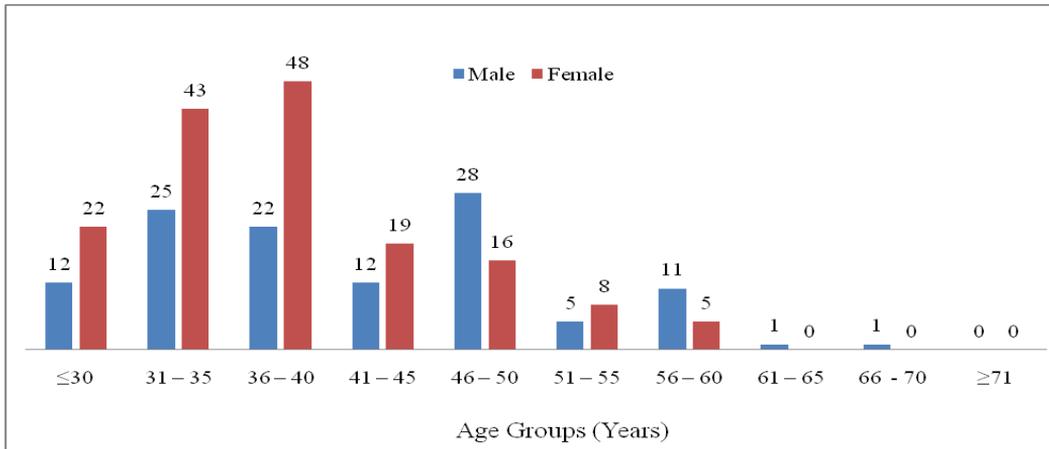


Figure 12: Trend of Administrative Staff Profile by Age for 2016/17

5.2.3 Academic: Administrative Staff ratio by 2016/17

Upon determination of the average academic: administrative staff ratio by June, 2017, the ratio is $330/278 = 1:1$. Based on assumptions of operation in a residential University an acceptable academic staff: student ratio is expected to be 2:3. However, for an ODL institution there has not even fully operationalised the current optional establishments of the regional centres a target ration of 1.0 is seen to be acceptable if the right mix of the staff is deployed since currently, some low cadre staff appear to be in excess but all are encouraged to retrain based on self-sponsorship to ensure they are effectively deployed.

5.3 Technical Staff by June 2017

The Open University of Tanzania has motivated, over the years, been recruiting technical staff in order to support academic programmes and other services. Some of the technical staff are actively engaged in ensuring that the University embraces and nurtures sustainably the use of ICT in delivery of academic programmes through E-learning and Moodle platforms. Other technical staffs are involved in supporting construction and maintenance of physical infrastructure at the Headquarters and in the coordination or regional centres. OUT technical staff have teamed up the developments of academic staff to undertake a number of tasks of internal applications softwares as well as participation in a number of consultancy services for other companies or academic institutions in Tanzania. By June 2017 OUT had a total number of 54 technical staff of whom 44 were males and 10 were females. OUT has to work to reduce the gender disparity for the case of the technical staff as there are many more males (81.5%) than females.

5.3.1 Technical Staff by the Academic Qualification and Gender for 2016/17

Table 18 shows technical staff by qualifications and gender for the Academic Year 2016/17. The emerging picture is that there are more technical staff (18) with Bachelor degree qualifications than any other qualifications. There are other six technical staff that are also academic staff whose qualifications range from Tutorial Assistant to Ph.D holders. The latter group has already been re-categorised into academic staff cadres. A lot needs to be done so that OUT can improve further the technical staff skills and qualifications in line with the OUT schemes of service. Furthermore, OUT has to convince the Government to allow it to employ more technicians to ensure each coordination or regional centre has at least one ICT technician following installation of wireless internet in all the regional centres of OUT.

Table 18: Technical Staff by the Highest Academic Qualification and Gender 2009/10 – 2016/17

Year	Ph.D			Masters			PGD			1st Degree			Adv. Dip.			OD		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2009/10	0	0	0	0	0	0	1	0	1	9	2	11	3	0	3	3	2	5
2010/11	0	0	0	0	0	0	0	0	0	6	2	8	3	0	3	2	3	5
2011/12	0	0	0	0	1	1	0	0	0	8	1	9	3	0	3	3	3	6
2012/13	0	0	0	0	1	1	0	0	0	11	2	13	4	1	5	5	3	8
2013/14	0	0	0	0	0	0	1	0	1	12	4	16	3	1	4	2	2	4
2014/15	0	0	0	0	0	0	1	0	1	12	3	15	3	1	4	3	2	5
2015/16	0	0	0	1	0	1	0	0	0	14	4	18	2	1	3	14	2	16
2016/17	0	0	0	0	1	1	0	0	0	18	4	22	2	0	2	17	2	19

Table: 18 Contd.

Year	Certificate			Form VI			Form IV			Std VIII			STD VII			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2009/10	18	6	24	0	0	0	0	0	0	0	0	0	0	0	0	34	10	44
2010/11	18	5	23	0	0	0	0	0	0	0	0	0	0	0	0	29	10	39
2011/12	17	5	22	0	0	0	0	0	0	0	0	0	0	0	0	31	10	41
2012/13	14	3	17	0	0	0	0	0	0	0	0	0	0	0	0	34	10	44
2013/14	15	3	18	0	0	0	0	0	0	0	0	0	0	0	0	33	10	43
2014/15	14	3	17	0	0	0	0	0	0	0	0	0	0	0	0	33	9	42
2015/16	13	3	16	0	0	0	0	0	0	0	0	0	0	0	0	44	10	54
2016/17	7	3	10	0	0	0	0	0	0	0	0	0	0	0	0	44	10	54

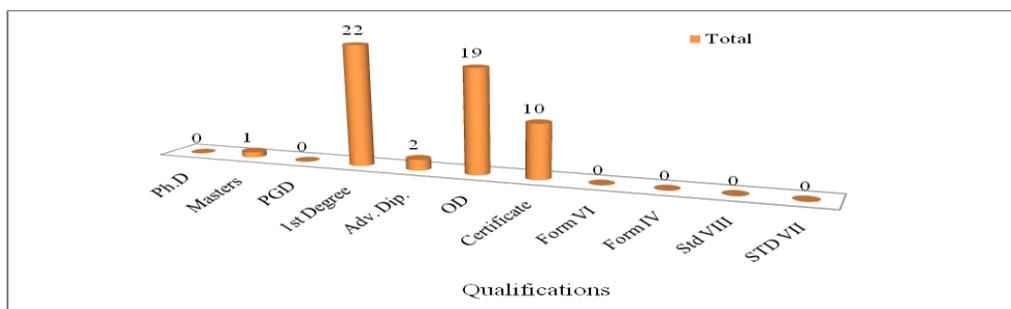


Figure 13: Technical Staff by Qualifications and Gender for 2016/17

5.3.2 Technical Staff Profile by Age and Gender 2016/17

There are more Technical staff (male and female) aged 36 to 40 years than in any other age group. There is neither a male nor female technical staff aged more than 50 years. This means that the team of technical staff is still young, energetic enough to serve the OUT effectively, efficiently and for a quit long time (at least 20 years). (See Table 19)

Table 19: Technical Staff Profile by Age and Gender 2007/08 - 2016/17

Year	≤30			31 – 35			36 – 40			41 – 45			46 – 50			51 – 55		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2009/10	20	5	25	6	4	10	7	0	7	1	1	2	0	0	0	0	0	0
2010/11	16	4	20	6	4	10	7	1	8	0	1	1	0	0	0	0	0	0
2011/12	10	4	14	8	4	12	7	1	8	4	1	5	0	0	0	0	0	0
2012/13	10	4	14	8	3	11	9	1	10	5	2	7	0	0	0	0	0	0
2013/04	10	4	14	9	2	11	5	2	7	7	2	9	2	0	2	0	0	0
2014/15	6	3	9	10	1	11	7	3	10	7	1	8	2	1	3	0	0	0
2015/16	11	1	12	16	4	20	6	3	9	9	1	10	2	1	3	0	0	0
2016/17	0	0	0	3	1	4	30	7	37	6	1	7	5	1	6	0	0	0

Table 19: contd.

Year	56 – 60			61 – 65			66 - 70			≥71			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2009/10	0	0	0	0	0	0	0	0	0	0	0	0	34	10	44
2010/11	0	0	0	0	0	0	0	0	0	0	0	0	29	10	39
2011/12	1	0	1	1	0	1	0	0	0	0	0	0	31	10	41
2012/13	1	0	1	0	0	0	1	0	1	0	0	0	34	10	44
2013/04	0	0	0	0	0	0	0	0	0	0	0	0	33	10	43
2014/15	1	0	1	0	0	0	0	0	0	0	0	0	33	9	42
2015/16	0	0	0	0	0	0	0	0	0	0	0	0	44	10	54
2016/17	0	0	0	0	0	0	0	0	0	0	0	0	44	10	54

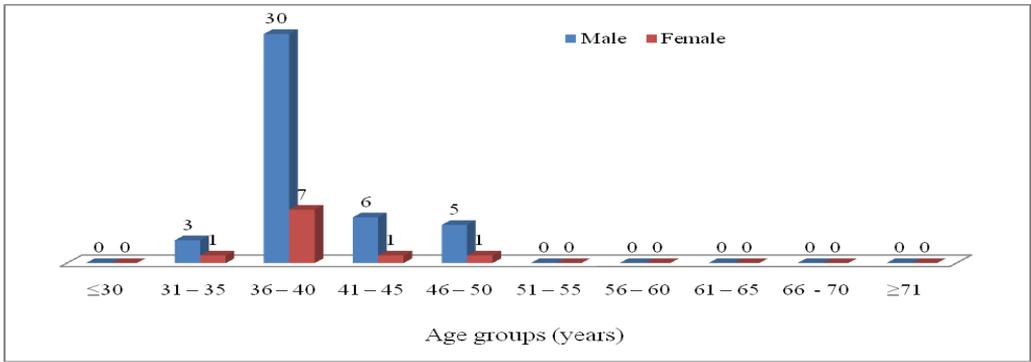


Figure 14: Technical Staff Profile by Age and Gender for 2016/17

Chapter Six

SOURCES OF FUNDS

6.1. Introduction

OUT like any other higher learning institution needs financial resources to implement various activities in order to achieve the three core functions which are: teaching and learning, public service as well as research and publications. Although the survival of OUT largely hinges on Government subventions and self-generated income, to propel its operations, OUT has also been able to mobilize funding from different development partners both from within and outside the country. In the following sub-sections, the major sources of revenues mobilized with corresponding expenditures on various items are outlined.

6.2 Government Subvention: Recurrent and Development Subvention

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

Table 20: Government Subvention: Recurrent and Development Subvention 2001 – 2016/17

Fiscal Year	Recurrent (T.Shs '000)			Development (T.Shs '000)		
	Requested	Allocation	%(Alloc/Requested)	Requested	Allocation	%(Alloc/Requested)
1994/1995	530,000	190,000	35.8	600,000	92,000	15.3
1995/1996	1,508,607	538,805	35.7	680,337	100,000	14.7
1996/1997	2,493,056	650,000	26.1	208,000	90,000	43.3
1997/1998	2,997,016	660,348	22.0	443,400	50,500	11.4
1998/1999	2,248,546	1,140,000	50.7	425,000	30,000	7.1
1999/2000	2,361,437	1,640,335	69.5	321,000	150,000	46.7
2000/2001	3,354,888	2,268,907	67.6	598,570	75,000	12.5
2001/2002	3,918,442	2,479,622	63.3	430,865	200,000	46.4
2002/2003	3,259,146	2,579,438	79.1	456,944	80,000	17.5
2003/2004	2,765,549	2,459,451	88.9	627,608	50,000	8.0
2004/2005	3,849,679	2,181,296	56.7	575,409	50,000	8.7
2005/2006	4,262,314	2,931,783	68.8	723,720	100,000	13.8
2006/2007	6,872,210	5,303,122	77.2	1,386,443	692,000	49.9
2007/2008	7,606,520	5,776,920	75.9	2,650,000	500,000	18.9
2008/2009	11,959,263	5,752,209	48.1	2,135,814	1,041,300	48.8
2009/2010	11,909,209	9,648,887	81.0	2,894,000	2,241,300	77.4
2010/2011	12,400,000	11,578,697	93.4	6,776,000	1,741,300	25.7
2011/2012	24,490,419	11,197,571	45.7	22,237,800	1,041,300	4.7
2012/2013	25,000,000	18,167,853	73	650,000,000	124,000	0.02
2013/2014	25,000,000	13,733,593	54.9	650,000,000	0	0.0
2014/2015	18,147,189	13,624,884	75	750,000	0	0.0
2015/2016	21,159,138	18,181,325	85.93	800,000	0	0.0
2016/2017	30,575,983	17,431,482	57.0	4,450,000	0	0.0

Recurrent Subvention for the Fiscal Year 2016/2017. No Development Subvention funded by the Government to the OUT since 2013/14 Fiscal Year.

The development budget has been falling both in nominal and real terms between the financial years 1995/96 and 2005/2006. The share of estimated development budget to the actual allocation has also been falling; although for some years (i.e. 2006/07, 2008/09 and 2009/10 only) this ratio increased, but such an increase was largely influenced by the low level of estimated budget. The approved development tranches that have been allocated to the OUT were quite arbitrary and were not based on existing development plans. From 2006/07 fiscal year, the share of development fund increased compared to the previous year. However, in 2010/11 and 2011/12 no development funds have been released to OUT with exception of the funds for construction of the ten (10) floor Tourism building using World Bank funds loaned to the Government totalling TZS 3,592,379,377.30. In the academic year 2012/13 only

124,000,000/- TZS was released by the Government from local sources purposely for renovation of one of the Regional centres. Since then no Development Subvention funded by the Government to the OUT

Table 21: Disaggregation of Recurrent Subvention

Academic Year	Other Charges (OC)	Personal Emoluments (PE)	Actual Recurrent Released (ARR)	% share of OC in ARR	% share of PE in ARR
2001/2002	1,104,000,000	604,930,563	1,708,930,563.00	65.0	35.0
2002/2003	938,000,700	912,775,800	1,850,776,500.00	51.0	49.0
2003/2004	1,163,106,105	1,296,345,300	2,459,451,405.00	47.0	53.0
2004/2005	1,090,993,907	1,090,302,193	2,181,296,100.00	50.0	50.0
2005/2006	1,490,993,900	1,540,789,700	3,031,783,600.00	49.0	51.0
2006/2007	1,303,977,580	3,999,145,324	5,303,122,904.00	25.0	75.0
2007/2008	1,017,000,000	4,759,920,000	5,776,920,000.00	18.0	82.0
2008/2009	1,017,000,000	4,735,209,000	5,752,209,000.00	18.0	82.0
2009/2010	1,017,000,000	6,390,587,500	7,407,587,500.00	14.0	86.0
2010/2011	919,000,000	8,900,397,000	9,819,397,000.00	10.0	91.0
2011/2012	1,141,798,000	10,055,773,727	11,197,571,727.00	10.0	90.0
2012/2013	199,459,000	8,495,053,460	8,694,512,460.00	2.0	98.0
2013/2014	546,969,040,56	13,186,624,410	13,733,593,450.56	4.0	96.0
2014/2015	358,405,230	13,266,478,576	13,624,883,806.00	2.6	97.4
2015/2016	127,693,441	18,053,631,813	18,181,325,254.00	0.7	99.3
2016/2017*	-	17,431,482,482	17,431,482,482	0.0	100.0

* No other Charges (OC) released for the Fiscal Year 2016/2017.

It is apparent from Table 21 and Figure 15 that the nominal release of OC during the fiscal year 2008/09 was less than half of the funds released to the fiscal year 2001/02. Clearly, such release does not give due recognition of the increased number of admitted students during the academic year 2008/09. It goes without saying that such inadequate release provides partial support of the efforts that the OUT undertakes to increase the number of graduates in the country. As a result, many academic and supportive activities remain partly attended or unattended. Such limitations as: inability to clear the part time staff debit on time, inability to settle some of the existing debts, inability to pay the contracted service providers, etc. In the year 2010/11, the OC and Recurrent Subventions dropped drastically but there was some increase in the OC and Recurrent Subventions in 2011/12 following submission of complaints to the Government on the potential impact of sudden withdrawal funding to universities.

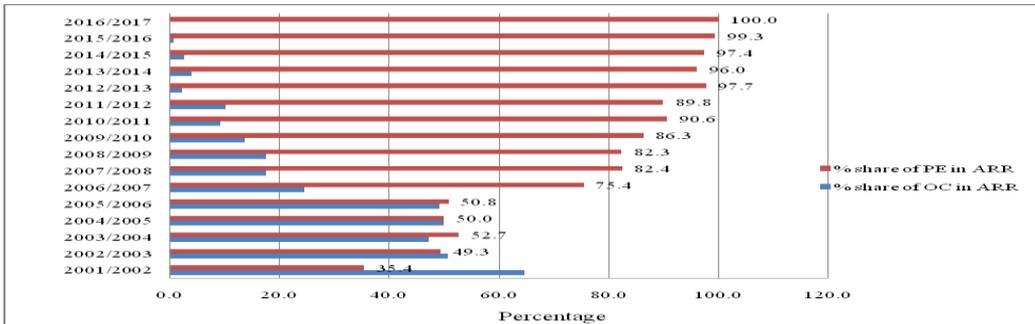


Figure 15: The percentage of PE and OC in comparison to the Actual Recurrent Released.

6.3 Tuition Fees Collected

The cumulative trend in students’ fees collection against the number of admitted and active students shows that not all students have been active in honouring their tuition fees obligations. Moreover, it appears that prior to the year 2004 a number of students were able to study without paying tuition fees. Hence, the amount of funds collected had been fairly erratic up to 2005. Since 2005, however, efforts to enhance the collection has been put in place by a decision of the University’s Council that in effect compelled students to pay half of annual fees in lump sum upon registration.

Table 22: Tuition Fees Collected

Academic Year	Admitted students	Estimated Tuition fees	Collected Tuition fees	%collected fees/ estimated tuition fees
1994/1995	766	60,514,000	21,680,221	35.8
1995/1996	778	118,816,000	34,555,338	29.1
1996/1997	1,101	223,807,000	296,883,500	132.7
1997/1998	755	301,069,000	304,088,800	101.0
1998/1999	747	601,125,000	493,882,800	82.2
1999/2000	619	682,680,000	626,728,800	91.8
2000/2001	733	808,560,000	681,569,201	84.3
2001/2002	1,209	1,056,600,000	791,223,331	74.9
2002/2003	1,340	1,307,640,000	305,763,048	23.4
2003/2004	1,806	1,610,840,000	595,399,063	37.0
2004/2005	3,194	2,528,980,000	1,090,754,500	43.1
2005/2006	4,189	2,411,760,000	2,274,370,948	94.3
2006/2007	5,176	3,576,773,846	3,999,145,324	111.8
2007/2008	8,262	4,208,870,000	3,420,544,954	81.3
2008/2009	6,085	4,208,870,000	4,063,980,330	96.5
2009/2010	6,011	4,500,000,000	4,958,274,565	110.2
2010/2011	8,973	4,893,870,000	5,142,200,430	105.1
2011/2012	9,311	7,300,000,000	6,987,197,388	95.7
2012/2013	11,622	7,266,784,000	8,953,470,419	123.2
2013/2014	12,334	8,000,000,000	12,623,630,157	157.8
2014/2015	10,290	5,000,000,000	12,787,672,386	255.8
2015/2016	12,059	10,220,960,500	14,088,060,195	137.8
2016/2017	10,263	12,995,400,000.	10,414,319,620	80.1

As shown in the Table 22, it is quite clear that there is a four-fold increase in the amounts of tuition fees collected following the resolution reached unanimously by the OUT Council in the year 2005 and also after introduction of a new procedure for fees payment with effect from 2012/13. It can be seen that tuition fees collection increased from Tshs. 1,090,754,000/= (2004/05) to Tshs. 4,958,274,565/= in 2009/10 and that increased further to Tshs. 6,987,197,388/= in 2011/12. Further measures of linking SARIS to fees collection statement and to the Bank Systems in 2012/13 have improved further the tuition fees collection at the Open University of Tanzania and hence such measures are likely to stabilize financial sustainability of the University.

6.4 Development Partner Funds and Research Grants

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

As mentioned earlier, over the last ten years, OUT has mobilized funds from various Development partners in its endeavour to implement various programmes. Although the accumulated fund in the year 2005 was less than a half of that mobilized in the year 2004, the overall trend indicates an upward path even when the rate of inflation is taken into account. When the year 2005 is taken as the baseline, it is clear from Table 23 that during the year 2006, contributions from Development partners' funds almost quadrupled, it increased more than twenty times in 2007, and more than seventy times in 2009.

Figure 16 plots financial support from various Development partners. The Swedish International Development Agency ranks at the top followed by the World Bank loan to the Government in the second position. These two development partners (i.e., SIDA and World Bank) have offered more than seven billion Tanzanian shillings. The World Bank supports the OUT in building capacity in the field of tourism, Science Education, Postgraduate scholarships and Procurement of textbooks. The overall objective of SIDA financial support was to strengthen the educational delivery capacity and overall management through enhanced organisational development and effective exploitation of ICT resources and services. The SIDA support ran from 2007 to June 2011.

Other development partners ranked in the top five positions are: The Open University of UK, Association of Commonwealth Universities (ACU), the Rockefeller Foundation of US and UNESCO. The Open University of UK generously supported the integration of TESSA (Teachers Education in Sub-

Saharan Africa) materials into English and Swahili. TESSA is a consortium of 18 teaching institutions in Africa, in which the OUT is a member. TESSA offers a range of materials (Open Educational Resources) to support school based teacher education and training. Through this venture, the OUT is now fully engaged in providing training all over the country that leads to the award of a Diploma for Primary Teachers Education (DPTE).

The Rockefeller foundation's grant in the year 2004 had two major goals. The first goal involved a survey on the needs assessment that ultimately enabled the OUT to cascade the Community Economic Development (CED) programme to the ward executive levels. USAID also provided a one time grant of US \$ 99,925 to SNHU to support establishment of the CED programme at the OUT. Part of the grant was also allocated to carry out a survey on needs assessment in order to set out clear guides in supporting local government reform programmes in terms of providing short training to local government officials as part of capacity building. The M.CED programme has now been localised by OUT since the academic year 2010/11.

OUT also received grants from Commonwealth (CYP) London, to facilitate training programme in Youth Development and Work. The disbursed tranches have been used to regularly review and update teaching and learning materials, staff emoluments, workshops and seminars. The IUCEA has been pivotal in supporting research for a number of academic staff under the umbrella of the Lake Victoria Research Initiative (VicRes). In short, VicRes is a regional research initiative that is concerned with issues related to poverty eradication, sustainable livelihood and natural resources management within the Lake Victoria Basin. The project aims to promote sustainable livelihood and natural resources management in the Lake Victoria Basin and to re-invigorate research and stimulate discussions on issues that affect people and environment of the Lake Victoria Basin. The following themes are rigorously researched by OUT staff: Gender Tenure System and People Living in the Wetlands of Lake Victoria Basin; Pastoralist transformation in Kagera sub-basin; Environmental Lead Pollution and Food safety in the Lake Victoria; Assessment of land use/land cover changes in Lake Victoria basin; and Nutrition enhancement project in Lake Victoria basin .

In 2005, the Australian government gave the OUT a grant to develop learning materials for Certificate and Diploma course in Poultry production. In September 2005, DANIDA also joined the Australian government to support project on poultry production.

The David Anderson Africa Trust (DAAT) is a charity organization based in the United Kingdom. It set up an Audio Recording Studio which is used to

record into cassette degree courses and teaching instructions offered to the visually impaired and print disabled students. Also for some years the organization has been supporting financially 10 women students studying at the Open University of Tanzania up to the financial year 2009/2010.

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

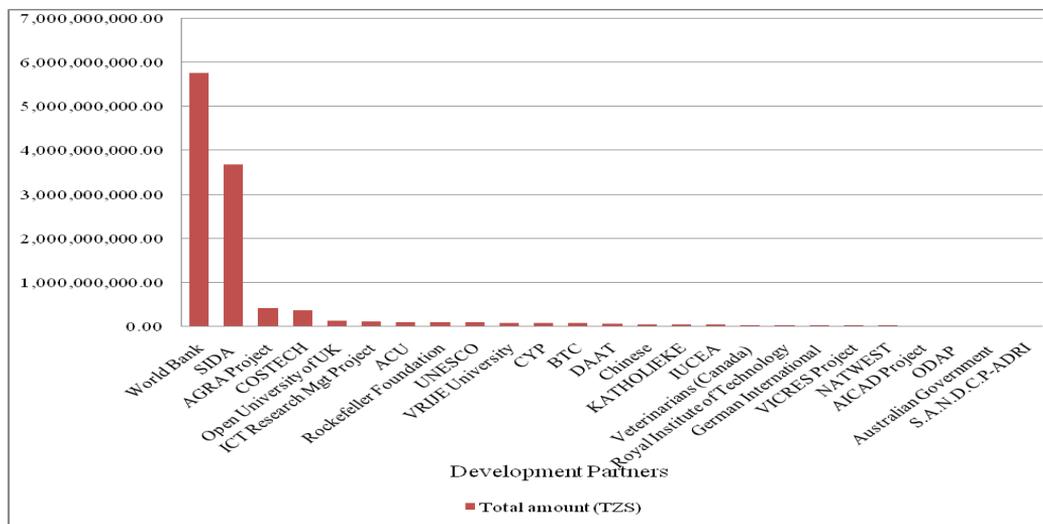


Figure 16: External Financial Support from Various Development Partners 2004/05 – 2016/17

Table 23: Research Grants Received from Various Sources from 2013/2014 to 2016/2017

Financial Year	Sources	Amount (Tshs.)
2013/2014	AGRA Project	198,156,887.50
	COSTECH	45,228,750.00
2014/2015	AGRA Project	205,763,580.54
	COSTECH	208,925,250.00
2015/2016	COSTECH	104,141,385.00
2016/2017	-	0

Table 24: Grants from International, Development Partners or loans

Year	Source of Grant	Grant (Tshs.)	Total (Tshs.)
2004/05	Rockefeller Foundation	94,500,000.00	106,355,000.00
	Association of Commonwealth Universities(ACU)	11,855,000	
2005/06	Australian Government	4,609,500.00	46,935,899.00
	German International	21,504,000.00	
	Open University of UK	5,397,399.00	
	S.A.N.D.C.P-ADRI	3,570,000.00	
	Association of Commonwealth Universities(ACU)	11,855,000	
2006/07	Open University of UK	89,496,298.20	167,190,186.72
	Common wealth Youth Programme	19,264,312.00	
	Inter Universities Council for East Africa-IUCEA	10,926,386.52	
	AICAD Project	11,938,190.00	
	Association of Commonwealth Universities(ACU)	35,565,000	
2007/08	Royal Institute of Technology	22,604,627.72	1,060,997,889.58
	Common wealth Youth Programme	25,485,749.60	
	Inter Universities Council for East Africa-IUCEA	6,466,000.00	
	SIDA	890,607,349.26	
	ODAP	9,917,943.00	
	Open University of UK	5,830,000.00	
	UNESCO	88,231,220.00	
Association of Commonwealth Universities(ACU)	11,855,000		
2008/09	Common wealth Youth Programme	19,922,615.20	865,319,939.40
	Veterinarians (Canada)	15,640,512.00	
	Inter University Council for East Africa-IUCEA	14,894,060.00	
	UNESCO	3,845,330.20	
	David Anderson Trust Fund-DAAT	6,481,105.00	
	SIDA	757,862,000.00	
	Open University of UK	22,964,317.00	
Association of Commonwealth Universities(ACU)	23,710,000		
2009/10	Veterinarians (Canada)	11,799,368.80	2,635,280,951.30
	World Bank loan to the Government	2,157,172,582.50	
	SIDA	322,000,000.00	
	DANIDA	44,710,800.00	
	Chinese	35,565,000	
	BTC	64,033,200	
2010/11	SIDA	1,706,954,055.27	1,708,934,055.27
	DAAT	1,980,000	
2011/12	DAAT	2,045,000	2,441,905,340.00
	World Bank loan to the Government	2,439,860,340.00	
2012/13	World Bank loan to the Government	1,152,519,037.30	1,152,519,037.30
2014/15	VICRES Project	16,046,400.00	16,046,400.00
	ICT Research Management Project	102,480000.00	102,480000.00
2015/16	NATWEST	12,630,109.45	12,630,109.45
	KATHOLIEKE	34,711,970.14	34,711,970.14
	VRIJE University	69,540,306.85	69,540,306.85
2016/17	-	0	0

6.5 Other Self-Generated Funds

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

Table 25: Other Self-Generated Funds

Year	Revenue (T.Shs)
1993/94	1,472,901
1994/95	4,310,726
1995/96	15,563,981
1996/97	8,646,311
1997/98	7,801,169
1998/99	32,788,927
1999/00	38,852,466
2000/01	56,258,004
2001/02	29,998,777
2002/03	36,620,275
2003/04	10,921,275
2004/05	17,290,365
2005/06	2,600,000
2006/07	2,800,000
2007/08	9,576,160
2008/09	296,834,014
2009/10	544,522,094
2010/11	1,083,714,864
2011/12	1,171,128,181
2012/13	737,860,511
2013/14	1,266,203,412.47
2014/15	1,261,861,612
2015/16	1,135,663,593
2016/17	1,951,050,275

6.6 Internal and External Finance

Figure 17 depicts the source of finance in cumulative terms from Development partners, the Government of the United Republic of Tanzania and the OUT from 2004/05 up to 2016/17. Figure 17 exploits the data from Tables 20 - 25 to highlight the share of Government budget versus Development partners support and OUT itself in the OUT budget. In brevity, it is clear from Figure 17 that the

OUT budget largely depends on Government's financial muscles that mostly pays for PE costs 49.2%, OC 3.9% and Development Fund 3.9%. Support from the Development partners was 4.9% and the rest (95.1%) was from the Government and OUT that together contributed the major component of the budget. Of the 95.1% the OUT was able to generate 38.1% (Self-generated income 3.9% and Tuition Fees 34.2%).

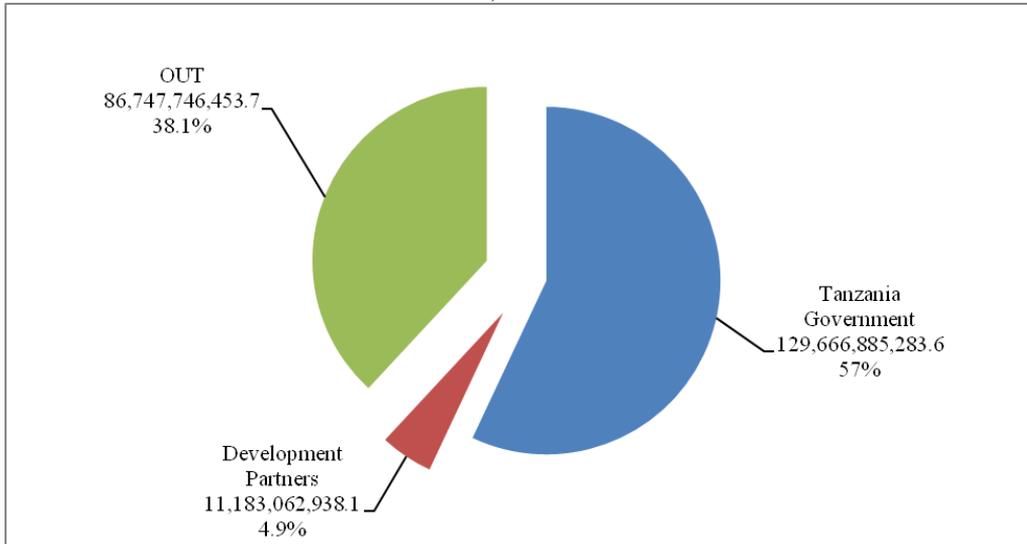


Figure 17: Sources of Finance 2004/05 – 2016/17

Chapter Seven

RESEARCH, PUBLICATIONS AND CONSULTANCY OUTPUTS

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

The OUT staff have reputable expertise in doing research and consultancy services both in the national and international arena. Most staff possesses a sound track record of provision of research services and consultancy as shown in Table 26. In general, the number of research projects exhibits an increased trend over the last six years. In 2016/17 academic year the number of research project is 6 which is the fewest of all eight years presented in Table 26.

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

Year	Number of research projects
2009/2010	18
2010/2011	23
2011/2012	24
2012/2013	26
2013/2014	30
2014/2015	34
2015/2016	15
2016/2017	6

7.2 Publications

In general, the pace of producing study materials is rather slow and decreasing. In the academic year 2016/17, only Faculty of Education managed to publish 1 study material. OUT is now shifting to a blended mode of delivery which integrates ICTs. Under the blended mode learners are not only depending on the traditional study materials but rather a combination of different learning materials which are available in a moodle platform.

7.2.1 Faculty-wise Publications

Table 27 shows the production of new study materials published since 1994/95. The Table shows that despite the slow pace of developing study materials, the Faculty of Science, Technology and Environmental Studies appears to have to date authored more study materials than others.

Table 27: Production of Study Materials

Year	FASS	FBM	FED	FLW	FSTES	ICE	Total
1994/95	2	0	0	0	0	0	2
1995/96	4	0	0	4	9	0	17
1996/97	3	0	0	8	5	4	20
1997/98	8	2	2	0	9	1	22
1998/99	6	1	2	3	3	4	19
1999/00	7	0	2	0	3	1	13
2000/01	0	0	0	0	6	0	6
2001/02	1	0	0	0	5	0	6
2002/03	5	0	5	0	5	0	15
2003/04	1	0	0	0	1	0	2
2004/05	3	0	1	2	0	1	7
2005/06	0	0	0	0	0	0	0
2006/07	5	0	3	1	8	0	17
2007/08	2	1	2	1	8	2	16
2008/09	13	0	0	0	11	6	30
2009/10	1	0	0	0	16	0	17
2010/11	0	0	0	0	12	2	14
2011/12	0	0	15	0	0	0	15
2012/13	1	0	5	0	0	0	6
2013/14	3	0	0	0	4	0	7
2014/15	4	0	3	0	4	0	11
2015/16	3	0	2	0	2	0	7
2016/17	0	0	1	0	0	0	1
Total	72	4	43	19	111	21	270

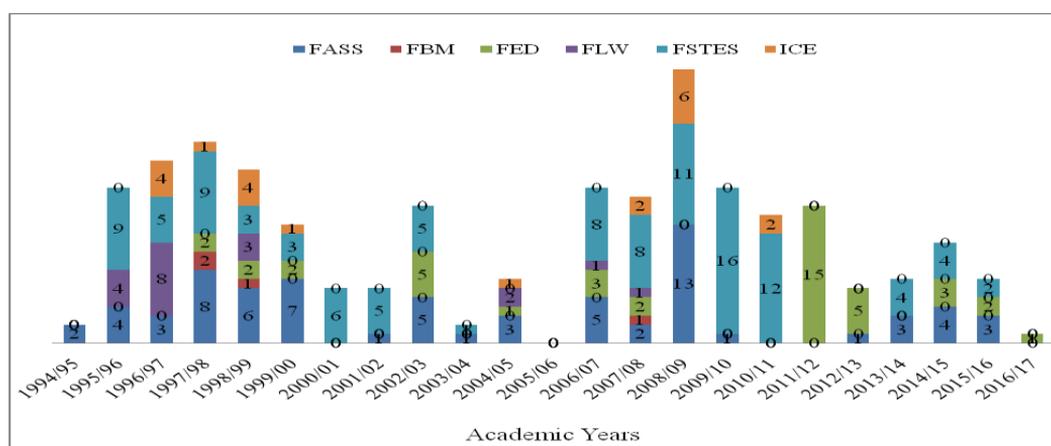


Figure 18: New Study Materials 1994/95 – 2016/17

7.2.2 Journals Produced by OUT

The Open University of Tanzania publishes six types of Journals namely; Huria, JIPE, Law Journal, African Journal of Economic Review (AJER),

African Resources Development Journal (ARDJ) and the sixth Journal is **Pan African** Journal of Business Management (PAJBM) which is in advanced stages of production.

7.2.2.1 HURIA

Of the six Journals mentioned above, The Huria Journal is the first official refereed publication of the University that expands and updates the research and knowledge base for academic professionals and other outreach researchers to improve their effectiveness. It also serves as a forum for emerging and contemporary issues affecting our societies. Huria Journal publishes articles on a wide range of specialization: education, economics, languages, law, social sciences both basic and applied sciences, letters to the Editor, interpretive articles in forum section, books reviews and related subjects. The editorial board of Huria Journal in April 2016 has published its latest issue “Huria Journal volume 21 Number ISSN 0856 6739”. The issue can be downloaded from the OUT web site at the link <http://www.out.ac.tz/page.php?m=179>.

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

The Journal of Issues and Practise in Education is a refereed journal that is produced by the Faculty of Education of the University. The journal is designed to inform both academic and the public on issues and practice related to the field of education. It also informs the public on issues pertinent to their day to day educational experiences. The JIPE has been registered as ISSN 1821-5548 Its latest issue; Vol. 8, Issue 1 was published in June 2016. The issue can be downloaded from the OUT web site at the link <http://www.out.ac.tz/page.php?m=178>.

7.2.2.3. Law Journal

Open University Law Journal (OULJ) is a bi-annual peer reviewed journal published by the Faculty of Law, the Open University of Tanzania. The journal’s key focus is on publication of high quality academic, scholarly and professional articles, comment on topical issues, critical analysis, and book reviews on legal issues covering diverse aspects of law. Its first issue was published in July 2007. Open University Law Journal has just published its latest issue; Vol. V, Issue 1 in March 2014 in electronic form. The issues can be downloaded from the OUT website at <http://www.oulj.net/index.php/ouljpath>.

7.2.2.4 African Journal of Economic Review

The African Journal of Economic Review (AJER) is a referred, biannual that has been launched by the Centre for Economics and Community Development in 2012/13 Academic Year. The Journal publishes high quality and scholarly articles on economic issues relevant to Africa. The AJER is an applied journal with keen interest in the following areas: Public sector economics, monetary

economics, international trade and finance, agricultural economics, industrial economics, development economics, labour economics, health economics, environmental economics and economic reforms. The AJER has been registered as ISSN 1821-8148. Vol. 1, first issue of the Journal was published in January 2013. The latest journal produced was Vol.4 issue 2 that was out in electronic form in July 2016. The issues can also be downloaded from the OUT web site at the link <http://www.out.ac.tz/page.php?m=213>.

7.2.2.5 The African Resources Development Journal

The African Resources and Development Journal (ARDJ) is a referred, international, bi-annual Journal published twice a year in May and November, based in the Department of Geography, Faculty of Arts and Social Sciences. The ARDJ is an applied Journal containing peer reviewed high quality and scholarly articles focused on Population Studies related to Resource Management, Poverty and Community Action, Gender and Development, Urban Development and Management, Demography, Spatial planning, Environmental Management and Protection, Livelihood Issues, Property Management, Land Use Planning, Wildlife Management, Climate Change, Human Settlement, Conservation; and Disaster Rescue Management. Besides, The ARDJ also welcomes Research Notes, Conference Reports, Viewpoints, Book Reviews and events. The ARDJ has been registered as ISSN 1821-9373. Its first issue was published in September 2014. The latest journal produced was Vol.2 issue 2 that was out in December 2016. The issues can also be downloaded from the OUT web site at the link <http://www.out.ac.tz/page.php?m=467>.

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

The Journal is produced by the Faculty of Business Management. It is an international Journal that publishes original research papers of academic interest. It contains peer reviewed solicited and unsolicited academic articles presenting research done in the business concerning Africa. It also accepts cases, book reviews and summaries of dissertations.

7.3. Number of Registered Consultancies

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

Table 28: Number of Registered Consultancies

Year	Number of Consultancies
2006/07	8
2007/08	9
2008/09	5
2009/10	4
2010/11	13
2011/12	14
2012/13	13
2013/14	23
2014/15	8
2015/16	6
2016/17	7

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

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

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

The Board is comprised of the following members:

Internal Members:

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

External members:

1 from Public Service - Chairperson

1 from Business Community

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

S.N	Name	Status
1.	Prof. Ninatubu M. Lema	Chairperson
2.	Mr. Dustan G. Mrutu	External Member
3.	Prof. Elifas Bisanda	Member
4.	Prof. Cornelia Muganda	Member
5.	Prof. Modest D. Varisanga	Member
6.	Dr. Michael W. Ng'umbi	Member
7.	Dr. Emmanuel Joseph Mallya	OCB Director
8.	Mr. Godwin Kessy	Coordinator IGU
9.	Dr. Edephonce Nfuka	Member
10.	Dr. Magreth Bushesha	DQAC
11.	Mr. Azimio J. Taluka	DFA
12.	Dr. Matobola Joel Mihale	Member
13.	Mr. Alexander Ndibalema	Member
14.	Dr. Damas Ndumbaro	Member

Chapter Eight

THE UNIVERSITY LEADERSHIP DURING THE YEAR 2015/16

8.1 Introduction

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

8.2 University Leadership

8.2.1 The Chancellor

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

8.2.2 Council Chairperson

The appointing authority of the Chairperson of the OUT Council is the President of the United Republic of Tanzania. The manner of appointment of The Chairman of Council is prescribed in both the University Act No.7 of 2005 as well as in the OUT Charter and Rules (2007). Responsibility of the Council Chairperson is to chair the Council which is the highest policy making organ at

OUT. The current Council Chairperson is Professor Samwel Wangwe who was appointed for the second term with effective from 16th July 2013.

8.2.3 The Vice Chancellor

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

8.3 Deputy Vice Chancellors

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

8.3.1 Deputy vice Chancellor (Academic)

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

8.3.2 Deputy vice Chancellor (Resources Management)

The Deputy vice Chancellor (Resources Management) is responsible to, the Vice Chancellor in matters of the university in respect to management of Human, Physical and Financial resources of the university and any matters that may be prescribed. Prof. Cornelia K. Muganda is the Deputy Vice Chancellor (Resources Management) of The OUT for a period of four (4) years with effect from 22nd April, 2016. Before her appointment, Prof. Muganda who is an Associate Professor of Education, climbed the academic leadership ladder by

taking various positions at The OUT including Acting Deputy Vice Chancellor (Academic) for one year since April 2015; Director of Library Services (2013 - 2016); Director of Institute of Continuing Education (2003 - 2010); Assistant International Link Coordinator between The OUT and United Kingdom Open University (2002 - 2007). From 2002 to 2008 Prof. Cornelia K. Muganda was the President of the OUT Convocation. She has taken over her new position from Prof. Matern Victor who has been DVC (Resources Management) since 25th November, 2011.

8.3.3 Deputy vice Chancellor (Learning Technologies and Regional Services)

The Deputy vice Chancellor (LT & RS) is responsible to the Vice Chancellor in respect to matters pertaining to the provision of all services in the Coordination and Regional Centres including Learning Technologies. Effective 1st July, 2012, The current DVC (LT&RS) is Prof. Modest Diamond Varisanga who is serving his second term of four years after satisfactorily completing the first term on the 31st July 2013. His second term will come to an end on the 3rd August 2017.

8.4 Deans and Directors

8.4.1 Faculty Deans

The OUT Charter and Rules (2007) provides for appointment of Deans for each Faculty or Institute of the University. The Charter and Rules also prescribes that the Dean of each Faculty shall be the Academic Head and Chairperson of the Board of the Faculty. The following are Deans in various Faculties by June 2017.

- Dr. Felician Mutasa
Dean, Faculty of Arts and Social Sciences

- Dr. Proches Ngatuni
Dean, Faculty of Business Management

- Dr. Michael Ng'umbi
Dean, Faculty of Education

- Dr. Damas Ndumbaro
Dean, Faculty of Law

- Dr. Leonard Fweja
Dean, Faculty of Science, Technologies and Environmental Studies

8.4.2 Directors of Institute and Directorates

The charter also provides for Directors of Institute and Directorates. The following are Directors of Institutes and other administrative units by June 2017.

- Dr. Harieth Hellar
Director of Institute of Continuing Education
- Dr. Edephonc Nfuka
Director of Institute of Educational and Management Technologies
- Mr. Azimio Taluka
Director of Finance and Accounts
- Dr. Mohamed Omary Maguo
Acting Director of Communications and Marketing
- Ms. Selina Irafay
Director of Human Resource Management and Administration
- Prof. Hossea Rwegoshora
Director of Research and Postgraduate Studies
- Dr. Paul D. Ikwaba
Director of Planning and Development
- Dr. Athuman Samzugi
Director of University Library Services
- Dr. Lawi Yohana
Director of Examinations Syndicate
- Dr. Jumanne Kalwani
Director of Undergraduate Studies
- Dr. Magreth Bushesha
Director of Quality Assurance and Control

8.4.3 Coordinators and/or Directors of Regional Centres

The Charter also provides for the establishment of Coordination and/or Regional Centres whose Directors/ **Coordinators** were as follows by June 2017.

Regional Centres

Arusha
Coast
Dodoma
Geita
Ilala
Iringa
Kagera
Katavi
Kigoma
Kilimanjaro
Kinondoni
Lindi
Manyara
Mara
Mbeya
Morogoro
Mtwara
Mwanza
Njombe
Rukwa
Ruvuma
Shinyanga
Simiyu
Singida
Songwe
Tabora
Tanga
Temeke

Directors

Mr. Marcel Salumu Masalu
Mr. Abdullah Ally
Dr. Anna I. Wawa
Dr. Nestory Ligembe
Dr. Hellen Kiunsi
Dr. Bukaza Chachage
Mr. Faustine Christopher
Dr. Newton M. Kyando
Mr. Andrew Kundi
Mr. Erick Gabriel
Dr. Stanley Noah
Ms. Neema Magambo
Dr. Joseph John Magali
Ms. Flora M. Kiwonde
Dr. Emmanuel Tonya
Mrs. Wambuka S. Rangi
Mr. Michael Peter
Miss. Ancyfrida Prosper
Dr. Rev. Lechion P. Kimilike
Miss. Upendo Nombo
Dr. Frank Julius
Mrs. Martha J. Kabate
Mr. Rafael Makoki
Mr. Joseph Madasi
Mr. Lusekelo Mwanongwa
Mr. Noel Nkombe
Ms. Rahma Mohamed
Dr. Hassan Mateka

Coordination Centres

Pemba
Zanzibar

Coordinators

Mr. Nassor A. Suleiman
Dr. Grace Kissassi

8.4.4 Other Open University of Tanzania Centres

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

The ACDE Technical Committee in Collaboration (ACDE TCC)
Director - Dr. Neville Reuben

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

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

Coordinator - Prof. Elinami V. Swai

- External coordination centres:
 - Kenya - Egerton University and College of Human Resources Management
 - Namibia - Triumphant College
 - Rwanda - Kibungo Dr. Asanteli Makundi is the Coordinator
 - Uganda - Uganda Management Institute (UMI)

Chapter Nine

CORPORATE SOCIAL RESPONSIBILITY (CSR) ACTIVITIES

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

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

9.2 Activities Undertaken

9.2.1 Donations

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

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

9.2.2 Painting and Building Construction

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

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

9.2.3 Financial Support

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

9.2.4 Support of Environmental Waste Management

Based on the realisation of the need to enhance awareness of environmental conservation around the temporary headquarters, effective the year 2013, the

Open University of Tanzania community has persistently participated and facilitated efforts to keep the neighbourhood clean through provision of waste bins in the street and paying for guards to minimise haphazardous dumping of waste in its neighbourhood. The project is carried out by the Open University of Tanzania, various communities of users and the leadership of Kinondoni ward.

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

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

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

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

9.2.7 Creative Commons Tanzania

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

The OUT has ever since paid staff who to coordinate Creative Commons Tanzania, offered office space and furniture to the organization. In addition to that OUT has been paying all volunteers and incurring all expenses when organizing Creative Commons Tanzania.

In the year 2013/2014 the OUT spent about Tshs 5,000,000/- for all activities related to Creative Commons Tanzania.

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

Tanzania initiative to enable public schools appreciate the use of ICTs in teaching and learning.

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

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

The University through Dr. Lechion P. Kimilike (Rev.) (Director of Iringa Regional Centre) assured the Lugalo Secondary School Management that the OUT will continue providing support to the school in terms of teaching practical, provision of school facilities when available and need be, and also marked Lugalo Secondary School under the University's support. The School was earmarked as a focal point for science and teaching practical by OUT's students. Five Creative Students (Artists) were awarded plaques for their creative skills on drawings. The School was also awarded a WALL CLOCK marked with CCTZ as a symbol of representing other schools in Iringa for Creative Commons Tanzania. The School management also promised to establish Creative Commons Club for the school which will be manned by Mr. Mpeli Mwankusye and our marketing officer Mr. Dioscory Majaliwa the OUT staff who are also the members of Creative Commons Affiliate Team.

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

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

9.2.8 Legal Aid Clinic

The OUT through the Faculty of Law has been running Legal Aid Clinic since 2008. The Legal Aid Clinic has been offering pro-bono legal aid services to the needy and poor mainly children, women and people with disabilities. The OUT has offered office space, paid volunteers, purchased stationeries all the time,

offered transport allowances for volunteers travelling to the regions to offer pro-bono legal services. Up to 2014/15 the OUT has spent more than Tshs. 50,000,000/- (fifty million) in legal aid activities since its establishment (2008).

9.2.9 Future Outlook of Corporate Social Responsibility

The Open University of Tanzania realizes the need to enhance further its role in strategic Corporate Social Responsibility wherever it has its presence within and outside Tanzania and will in future, report efforts undertaken by the OUT community in all its Coordination and Regional centres including its support for the refugees of Rwanda offered through its coordination office at Kibungo in 2013 and 2014 that has not been reported in this report. The management of the Open University of Tanzania is aware of the need to expand its corporate social responsibility efforts. In this case, collaboration and partnership with other stakeholders will be considered in order to systematically guide the social responsibility activities. Further, a comprehensive Corporate Social Responsibility Policy and Operational Procedures will be prepared to guide future CSR engagements at the Open University of Tanzania.

Chapter Ten

FUTURE OUTLOOK AND VISION OF THE OPEN UNIVERSITY OF TANZANIA

10.1 Introduction

OUT operates through a network of twenty nine Regional Centres, eight Coordination Centres and sixty nine Study Centres spread throughout the United Republic of Tanzania and beyond. Among the eight Coordination Centres, two centres are located in Kenya: Egerton University Liaison office in Nairobi, and College of Human Resources Management in Nairobi. One centre is located at Kibungo for students based in Rwanda. The Centre was officially inaugurated in October 2012. One centre is located in Namibia and it is being coordinated by Triumphant College and one centre is located in Uganda: Uganda Management Institute (UMI) for students based in Uganda that was opened in 2014 alongside a Centre in Malawi whose coordination is carried out through the Malawi College in Distance Education (MCDE). Other centres include Pemba and Zanzibar. The University hosts (last) three centres that include: The Centre for Economics and Community Economic Development (CECED), The (African Centre for Distance Education) ACDE Technical Committee in Collaboration (ACDE TCC) and The SADC ODL Centre of Specialisation for Teacher Education.

The Open University of Tanzania has recently prepared and submitted to the Government an evolution path for the coming twenty years. The proposed strategic evolution path aims at empowering and engaging Regional and District authorities in the co-ordination of the Open University of Tanzania activities in their regions. This strategic drive is an element of government efforts in strengthening initiatives of bringing even closer than before the higher education through open and distance learning at the regional authorities.

10.2 Coordination Centres

10.3 Colleges of OUT

This time, however, the regional authorities are envisaged to play a more proactive role in seeing to it that these OUT Colleges are availed with requisite resources that will enable them to function smoothly and enable regional economies to augment the pool of skilled labour force required to trigger scientific, technological, social and economic development. The need to embed Open University of Tanzania activities into regional authorities is justified by increased demand for higher education in the regions while the availability of resources to accommodate such demand is increasingly inhibited by the declining financial resources (in real terms) that Open University of Tanzania has been receiving from the Central Government.

Open University of Tanzania sees that there is a need to support regional development initiatives through supply of highly skilled human resource as well as carrying out relevant research and consultancy services. For this to be realized, Regional Authorities in conjunction with the Open University of Tanzania will have a crucial key role to play in establishing, maintaining and sustaining sound infrastructure for the mutual benefit of all stakeholders who are engaged in higher education and the general public at large.

The ultimate goal is for each Regional Centre to acquire the status of a campus College or Constituent College, which is the highest status of a College before attainment of University status. However, transformation of a Regional Centres into Colleges will not be automatic. A Regional Centre will have to meet the set criteria for transformation into the status of a specific type of College. Regional Centres will have to demonstrate readiness for transforming into the specific type of a College after fulfilling the criteria and submitting evidence for the same to be considered by relevant University and Government organs as stipulated in the University Charter. It is only after verification of compliance to the set criteria that consideration for awarding the status will be made. Such a Regional Centre will have to be supported by its respective region, which also has to confirm its readiness to provide funds for its physical infrastructure as well as facilities based on minimum master plan of the College that will also be embedded in the master Plan of the regions.

10.4 District Centres

One of the key objectives for establishment of the Open University of Tanzania was to offer opportunities for higher education and training to a large segment of Tanzania's population and to endeavour to attain the education wellbeing of the society as a whole. Since establishment, the main hub of delivery of Open University of Tanzania academic programmes has been the Regional Centre. However, progressively we have been witnessing that a significant proportion of students that receive services at the Regional Centres originate from Districts. In some Districts, the student population has grown to numbers that have necessitated the University to establish examination centres. All these demonstrate that the objective of the Open University of Tanzania of reaching more people especially in remote areas has not yet been fully realized.

Together with the increasing numbers of students in districts various stakeholders, including Members of Parliament, Regional and District Commissioners and District Executive Directors have requested that Open University of Tanzania extends its services to the district level. Some district authorities such as Mbozi, Kasulu and Kibondo have already provided building to host the Open University of Tanzania activities at District level.

In view of the increasing demand for the Open University of Tanzania services at the District level, it is proposed that more decentralization of the Open University of Tanzania services to the district level should be considered. However, because of limitation of resources (financial, human and physical), it is proposed that the provision of such resources should be to a large extent shouldered by the District themselves.

The Open University of Tanzania will confine itself to provision of core services, that is, those related to delivery of academic programmes, research and consultancy. Apart from academic related duties, it is anticipated that running of offices at district level will be undertaken by selected officers of the district. However, the quality of academic services delivered will be enforced in accordance with the Open University of Tanzania standards. In this proposed initiative, Open University of Tanzania headquarters shall retain and discharge duties related to the formulation and coordination of University policies and operational procedures and academic guidance. Academic related matters shall remain within the jurisdiction of Open University of Tanzania Senate. Such activities shall include, but not be limited to curriculum design, review and development; examinations, awards and issuance of certificates; quality assurance and controls; University-wide strategic planning which shall inform and also be informed of the regional strategic planning.

10.5 Change of Name

Following presentation of OUT evolution path way to the Government and to the Tanzania Commission for Universities (TCU) which among others, included the propositions to transfer Regional Centres into Regional Colleges and establishment of District Centres as well as the request for the change of name from Open University of Tanzania (OUT) to the National Open University of Tanzania (NOUT), it is hereby noted that besides preliminary approval of both the Government and TCU to change the name of the Open University of Tanzania to the National Open University of Tanzania (NOUT) parallel with the transformation of Regional Centres to Regional Colleges as well as establishment of District centres subject to meeting specific criteria set in place; on its 86th meeting the OUT Council dissolved the approval and recommended the sustenance of the former university name herein referred to the Open University of Tanzania (OUT) due to possible confusion of name of similar universities and cost implications for operationization of the approved name i.e the National Open University of Tanzania (NOUT).



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