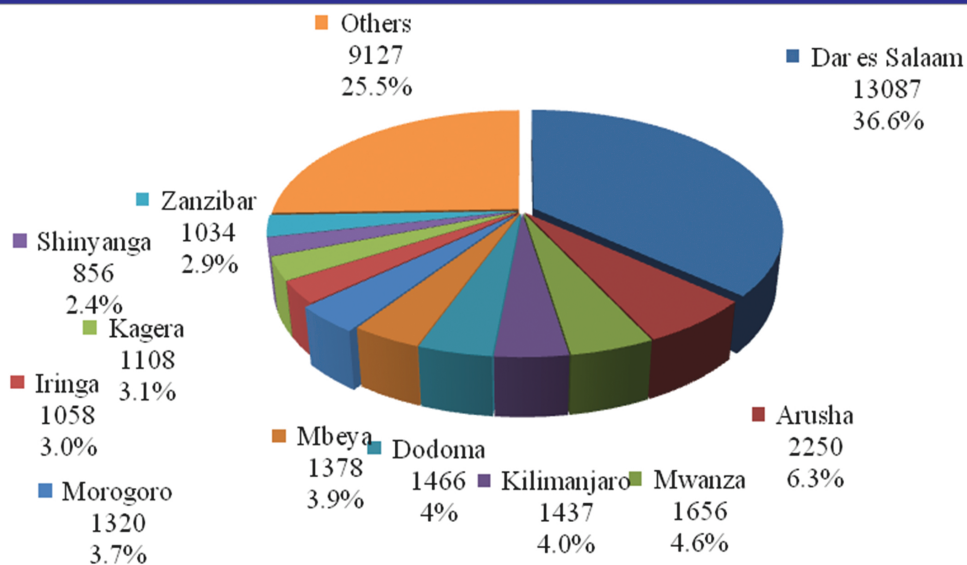


# THE OPEN UNIVERSITY OF TANZANIA



## FACTS AND FIGURES 2017/2018



*Graduates by Regional and Coordination Centres*

Prepared by  
The Directorate of Quality Assurance and Control  
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June, 2018

# THE OPEN UNIVERSITY OF TANZANIA



## FACTS AND FIGURES 2017/2018

Prepared by  
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June 2018

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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 fourteen 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, 2018**

## ACKNOWLEDGMENTS

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



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

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

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

**Dr. Daphina Libent – Mabagala**  
**Director of Quality Assurance and Control**

**Dar es Salaam**  
**June, 2018**

## EXECUTIVE SUMMARY

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

OUT operates through 27 regional centres spread throughout Tanzania Mainland and four coordination centres in Zanzibar, Pemba, Kahama and Tunduru. Each centre serves as a coordination and administrative centre, headed by a director. There are also coordination centres outside the country; these include centres in Kenya, Uganda and Namibia. The Open University of Tanzania has five well-established faculties, two institutes, six academic directorates and five administrative directorates. Additionally, The University hosts four centres.

Over the last twenty five years of its operation (i.e. 1994 to 2017/18), about 19.7% of enrolled students have been pursuing degrees in Education; 18.6% in Law; 14.7% in Business Management; 34.7% in Arts and Social Sciences; and 12.3% in Sciences. Over 73.0% 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 134,042 students. Among the 134,042 enrolled students, 63,909, 29,848 and 40,285 students were pursuing Undergraduate, Postgraduate and Non-degree programmes, respectively. Currently, the University has an estimated total of 11,337 active students.

More than 59.1% of enrolled students come from the OUT regional centres of Kinondoni, Arusha, Ilala, Mwanza, Mbeya, Kilimanjaro, Morogoro, Dodoma, Kagera and Iringa. Of these ten regional centres, which had cumulative enrolments of more than 54,155 students from 1994 to 2017/18, Kinondoni had the highest cumulative enrolment (13,815) followed by Arusha (5,983). In short, ten regional centres (i.e. the then Dar es Salaam regional centre and the ten regional centres mentioned earlier) have recruited more than 65,056 (62.5%) 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 2018 had a total number of 606 qualified Staff of whom, 304 were academic staff, 188 (61.8%) were males and 116 (38.2%) were females. Equally, up to June 2018, the OUT had 249 Administrative staff, out of whom 108 (43.4%) were males and 141 (56.6%) were females. During the same period, OUT had 53 Technical staff, whereby 43 (81.1%) were males and 10 (18.9%) were females.

The cumulative number of graduates from 1999 to February 2018 was 35,777 whereby 14,477 (41.3%) were females. Among 35,777 graduates, 14,608 students graduated in Non-Degree programmes out of whom 6,417 (43.9%) were females, 15,971 students graduated in Undergraduate degree programmes out of whom 6,298 (39.4%) were females and 5,198 were graduates for Postgraduate and Honorary degrees whereby 1,762 (33.9%) were females

## INTRODUCTION

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

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

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

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

This booklet presents the latest five years (2013/14 - 2017/18) and sum of cumulative data (1994 – 2017/18) on students (enrolment, graduates) figures, staff position, research, publications and consultancy outputs, University leadership, Corporate Social Responsibility (CSR) activities as well as the sources of revenues and expenditures.

# Chapter One

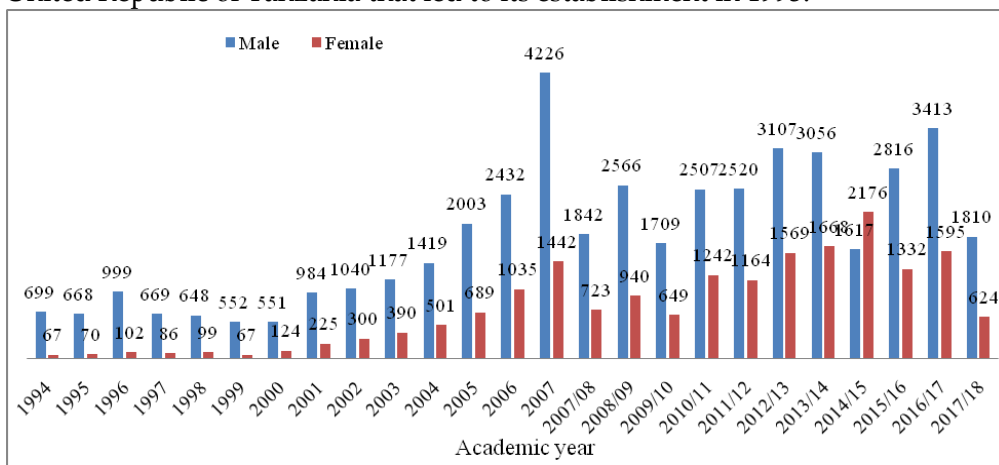
## UNDERGRADUATE ENROLMENT

### 1.1 Introduction

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

### 1.2 Enrolment at Undergraduate level by Gender

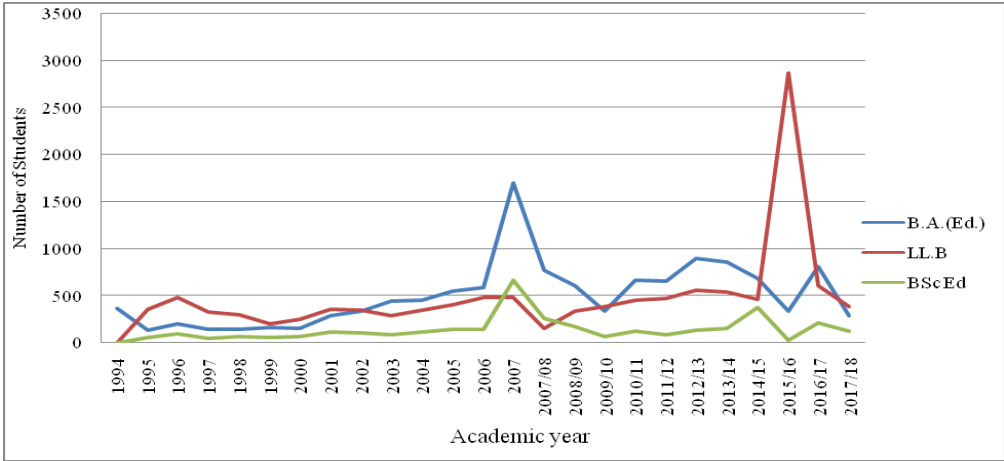
It is clear from Figure 1 that female enrolment is constantly below male counterparts. The percentage of female students enrolled has maintained an upward trend from 8.7% in 1994 to 25.6% in 2017/2018. The percentage of female students enrolled has been fluctuating from 30.9% in 2007 to 25.6% in 2017/18. 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 and LL Bare the most popular to both male and female students from 1994 to 2017/18. OUT needs to enhance its efforts to network with a number of organisations that deal with the gender dimension in Tanzania in 2017/18. 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.



**Figure 2: Students Admission into the selected Undergraduate Programmes**

### 1.3 Enrolment by Degree Programmes

During the last twenty five years, about 19.7% of enrolled students have been studying the degree in education; 18.6% have been enrolled in LLB programme; about 14.7% in Business management; 34.7% in Arts and Social Sciences; and 12.3% in sciences. Strictly speaking, over 73.0% of undergraduate degree 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 2017/18 the programmes B.Ed and BA appear to have no students at all though in cumulative figures they still among the five programmes above in having the highest number of students. This is due to introduction of B.Ed and BA (Gen.) with specialized programmes so that students can now study those programmes with specific areas. For instance instead of having BA (Gen.) there are BA English Language and Linguistics, BA Literature, BA History, BA Kiswahili and Creative Studies, BA Sociology, BA Social Work etc. Similarly for B.Ed, instead of having B.Ed as a programme, we now have B.Ed Adult Education, B.Ed TEP, B.ED ODL programmes etc (see Table 1 below).

**Table 1: Admission into Undergraduate Programmes**

rogramme	2013/14			2014/15			2015/16		
	M	F	T	M	F	T	M	F	T
B.A.(Gen.)	158	58	216	0	2	2	0	0	0
B.A.(Ed.)	516	336	852	314	365	679	25	306	331
B.Com.(Gen.)	0	0	0	0	0	0	0	0	0
B.Com.(Ed.)	0	0	0	0	0	0	0	0	0
B. Ed.	308	214	522	2	13	15	0	0	0
LL.B	436	109	545	289	176	465	2701	166	2867
B.Sc.(Gen.)	88	17	105	16	49	65	0	5	5
B.Sc.(Ed.)	116	33	149	59	309	368	10	17	27
BBA (Gen.)	0	0	0	0	0	0	0	0	0
BBA (Ed.)	68	32	100	26	34	60	0	18	18
B.A.T	46	12	58	15	19	34	1	9	10
B.Sc.(ICT)	78	11	89	45	42	87	1	7	8
B. Ed. (SE)	34	18	52	11	42	53	0	14	14
B.A.(SW)	73	75	148	35	64	99	0	7	7
B.A.(Soc.)	118	89	207	25	15	40	6	34	40
B.A.J	16	8	24	10	11	21	0	3	3
B.A.(Mass Com.)	51	39	90	18	36	54	2	24	26
B.Sc.(ES)	74	15	89	27	31	58	3	5	8
BBA (Acc.)	100	37	137	64	56	120	9	25	34
BBA (Fin.)	60	23	83	26	23	49	2	11	13
BBA (HRM)	59	35	94	10	15	25	1	8	9
BBA (IB)	22	9	31	4	5	9	1	8	9
BBA (Mark.)	78	28	106	9	19	28	4	10	14
B. Ed. TE	62	44	106	46	65	111	2	25	27
B. Ed. (AE)	31	24	55	113	124	237	1	18	19
B. Ed. (PM)	243	234	477	88	159	247	16	316	332
BHRM	221	168	389	132	94	226	7	89	96
B (LIM)	0	0	0	22	48	70	2	44	46
BA (English Lang and Ling)	0	0	0	6	5	11	0	1	1
BA (History)	0	0	0	2	1	3	0	0	0
BA (International Relations)	0	0	0	29	29	58	4	14	18
BA (Kisw and Creative Studies)	0	0	0	14	13	27	2	30	32
BA(NRAM)	0	0	0	13	10	23	0	1	1
BA (Population and Develop.)	0	0	0	2	5	7	0	4	4
BA (Public Administration)	0	0	0	63	46	109	7	27	34
BA Economics	0	0	0	22	11	33	1	7	8
BA Literature	0	0	0	1	1	2	0	0	0
Bachelor of CED	0	0	0	19	23	42	2	21	23
BSC (Energy Resources)	0	0	0	9	50	59	0	0	0
BSc (FND)	0	0	0	8	111	119	3	18	21
BSc DM	0	0	0	0	0	0	1	4	5
BSc.ES(M)	0	0	0	0	0	0	1	5	6
BA Social Psychology	0	0	0	0	0	0	0	2	2
BSW	0	0	0	0	0	0	1	29	30
<b>Total</b>	<b>3056</b>	<b>1668</b>	<b>4724</b>	<b>1617</b>	<b>2176</b>	<b>3793</b>	<b>2816</b>	<b>1332</b>	<b>4148</b>

**Table 1: Contd.**

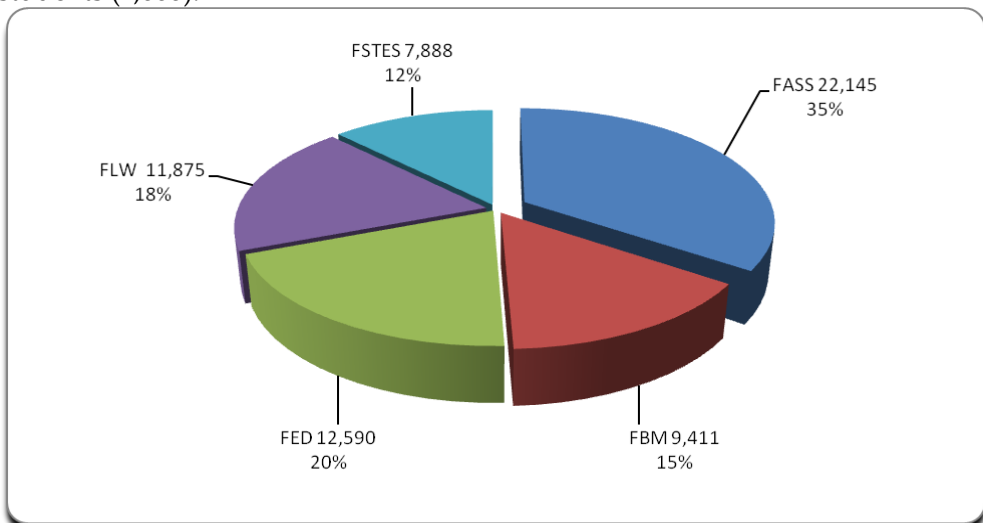
Programme	2016/17			2017/2018			1994 - 2017/2018		
	M	F	T	M	F	T	M	F	T
B.A.(Gen.)	0	0	0	0	0	0	2459	812	3271
B.A.(Ed.)	481	322	803	189	89	278	8266	4149	12415
B.Com.(Gen.)	0	0	0	0	0	0	1216	178	1394
B.Com.(Ed.)	0	0	0	0	0	0	321	65	386
B. Ed.	0	0	0	0	0	0	5509	3188	8697
LL.B	507	97	604	324	58	382	10198	1677	11875
B.Sc.(Gen.)	30	4	34	32	2	34	1947	599	2546
B.Sc.(Ed.)	179	34	213	101	19	120	2586	876	3462
BBA (Gen.)	0	0	0	0	0	0	2427	611	3038
BBA (Ed.)	51	15	66	19	6	25	738	314	1052
B.A.T	18	6	24	20	6	26	628	173	801
B.Sc.(ICT)	70	9	79	56	11	67	633	125	758
B. Ed. (SE)	31	28	59	17	16	33	170	175	345
B.A.(SW)	0	0	0	0	0	0	541	537	1078
B.A.(Soc.)	107	56	163	25	15	40	993	870	1863
B.A.J	11	7	18	15	0	15	141	60	201
B.A.(Mass Com.)	62	23	85	32	12	44	417	296	713
B.Sc.(ES)	57	15	72	31	6	37	507	131	638
BBA (Acc.)	101	43	144	70	21	91	499	237	736
BBA (Fin.)	42	21	63	16	9	25	358	140	498
BBA (HRM)	36	13	49	18	11	29	284	173	457
BBA (IB)	14	7	21	16	6	22	93	53	146
BBA (Mark.)	47	21	68	34	14	48	318	155	473
B. Ed. TE	87	48	135	19	10	29	323	235	558
B. Ed. (AE)	17	12	29	18	15	33	194	201	395
B. Ed. (PM)	616	422	1038	237	110	347	1267	1328	2595
BHRM	194	104	298	105	54	159	692	539	1231
B (LIM)	30	23	53	24	21	45	78	136	214
BA (English Lang and Ling)	10	5	15	6	1	7	22	12	34
BA (History)	8	4	12	2	0	2	12	5	17
BA (International Relations)	101	42	143	43	8	51	177	93	270
BA (Kisw and Creative Studies)	18	12	30	8	4	12	42	59	101
BA(NRAM)	26	8	34	19	7	26	58	26	84
BA (Population and Develop.)	8	1	9	6	0	6	16	10	26
BA (Public Administration)	211	68	279	85	18	103	366	159	525
BA Economics	36	5	41	30	5	35	89	28	117
BA Literature	1	0	1	0	0	0	2	1	3
Bachelor of CED	31	31	62	33	13	46	85	88	173
BSC (Energy Resources)	11	1	12	19	1	20	39	52	91
BSc (FND)	35	16	51	69	22	91	115	167	282
BSc DM	26	1	27	19	2	21	46	7	53
BSc.ES(M)	28	2	30	18	4	22	47	11	58
BA Social Psychology	3	1	4	0	2	2	3	5	8
BSW	72	68	140	35	26	61	108	123	231
<b>Total</b>	<b>3413</b>	<b>1595</b>	<b>5008</b>	<b>1810</b>	<b>624</b>	<b>2434</b>	<b>45030</b>	<b>18879</b>	<b>63909</b>

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

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

Table 2 presents the student enrolment at the level of first degree in Faculties paying adequate attention on the gender dimension. Broadly speaking, this exercise in essence complements the analysis at the programme level carried out in the previous sections. It is apparent from Table 2 that the Faculty of Arts and Social Sciences (FASS) has led in enrolling good number of students(12,798) 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 – 2017/18), more students are enrolled in FASS programmes (22,145) than any other faculty followed by FED programmes having (12,590) students. FSTES programmes have enrolled the least number of students (7,888).



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

**Table 2: Undergraduate Students Admission into Various Faculties: 1994 - 2017/18**

Programme	2013/14			2014/15			2015/16		
	M	F	T	M	F	T	M	F	T
FASS	978	617	1595	633	759	1392	53	563	616
FBM	608	332	940	271	246	517	24	169	193
FED	678	534	1212	260	403	663	19	373	392
FLW	436	109	545	289	176	465	2701	166	2867
FSTES	356	76	432	164	592	756	19	61	80
<b>Total</b>	<b>3056</b>	<b>1668</b>	<b>4724</b>	<b>1617</b>	<b>2176</b>	<b>3793</b>	<b>2816</b>	<b>1332</b>	<b>4148</b>

**Table 2: Contd**

Programme	2016/17			2017/18			1994-2017/2018		
	M	F	T	M	F	T	M	F	T
FASS	1234	682	1916	572	227	799	14503	7642	22145
FBM	485	224	709	278	121	399	6946	2465	9411
FED	751	510	1261	291	151	442	7463	5127	12590
FLW	507	97	604	324	58	382	10198	1677	11875
FSTES	436	82	518	345	67	412	5920	1968	7888
<b>Total</b>	<b>3413</b>	<b>1595</b>	<b>5008</b>	<b>1810</b>	<b>624</b>	<b>2434</b>	<b>45030</b>	<b>18879</b>	<b>63909</b>

### 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 3 summarizes students' admission by Regional/Country/Coordination centres taking into account the gender element. In general, Dar es Salaam based OUT regional centres (i.e. Kinondoni, Ilala and the then Temeke regional centre) dominated the admission picture over the last two decades or so).

It is also revealed from Table 3 that more than 59.1% 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 54,155 students from 1994 to 2017/18, Kinondoni had the highest cumulative enrolment (13,815) followed by Arusha (5,983).

In short, from 1994 to 2017/18, eleven regional centres (i.e. the then Dar es Salaam regional centre and the ten regional centres mentioned earlier) have recruited more than 65,056 (62.5%) of Undergraduate Degree and Non-Degree students.

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

Reg.Centre	2013/14			2014/15			2015/16		
/Countries	M	F	T	M	F	T	M	F	T
Arusha	301	180	481	93	316	409	316	217	533
Dar es Salaam	0	0	0	0	0	0	0	0	0
Ilala	248	207	455	595	139	734	141	87	228
Kinondoni	879	774	1653	519	520	1039	684	527	1211
Temeke	222	206	428	240	305	545	172	118	290
Dodoma	298	228	526	186	98	284	227	137	364
Geita	99	26	125	135	8	143	395	144	539
Iringa	151	115	266	76	99	175	141	97	238
Kagera	270	109	379	144	99	243	237	83	320
Katavi	69	24	93	7	103	110	126	45	171
Kigoma	202	59	261	232	2	234	296	80	376
Kilimanjaro	204	149	353	120	136	256	199	96	295
Lindi	105	33	138	104	4	108	170	56	226
Manyara	136	63	199	51	120	171	142	74	216
Mara	149	61	210	35	189	224	317	69	386
Mbeya	205	109	314	121	89	210	253	111	364
Morogoro	158	152	310	106	206	312	153	96	249
Mtwara	112	56	168	141	37	178	157	54	211
Mwanza	302	150	452	76	189	265	360	130	490
Njombe	106	57	163	12	75	87	125	66	191
Pemba	123	71	194	72	20	92	73	67	140
Pwani	107	85	192	95	38	133	78	51	129
Rukwa	98	34	132	114	0	114	100	29	129
Ruvuma	133	55	188	105	0	105	134	53	187
Shinyanga	164	71	235	99	74	173	243	118	361
Simiyu	81	23	104	7	95	102	97	44	141
Singida	90	57	147	11	66	77	110	42	152
Songwe									
Tabora	141	54	195	19	136	155	223	87	310
Tanga	140	82	222	19	96	115	191	71	262
Zanzibar	199	133	332	150	85	235	161	117	278

**Table 3: contd.**

<b>Reg.Centre</b>	<b>2016/17</b>			<b>2017/18</b>			<b>1994 - 2017/18</b>		
<b>/Countries</b>	<b>M</b>	<b>F</b>	<b>T</b>	<b>M</b>	<b>F</b>	<b>T</b>	<b>M</b>	<b>F</b>	<b>T</b>
Arusha	270	135	405	48	26	74	3909	2074	5983
Dar es Salaam	0	0	0	0	0	0	7255	3646	10901
Ilala	152	109	261	60	19	79	3127	2070	5197
Kinondoni	550	419	969	2195	1041	3236	7954	5861	13815
Temeke	100	96	196	16	4	20	1631	1401	3032
Dodoma	189	104	293	31	13	44	2502	1286	3788
Geita	167	96	263	62	18	80	912	313	1225
Iringa	157	96	253	39	16	55	2597	1131	3728
Kagera	259	79	338	65	15	80	2667	768	3435
Katavi	77	30	107	19	1	20	353	227	580
Kigoma	185	67	252	59	19	78	2164	476	2640
Kilimanjaro	144	43	187	41	19	60	2823	1668	4491
Lindi	141	45	186	26	20	46	1229	368	1597
Manyara	133	83	216	17	10	27	1366	714	2080
Mara	171	66	237	57	18	75	2035	698	2733
Mbeya	140	78	218	46	19	65	3315	1214	4529
Morogoro	180	101	281	45	34	79	2503	1502	4005
Mtwara	144	44	188	31	12	43	1681	552	2233
Mwanza	317	98	415	61	15	76	3765	1419	5184
Njombe	110	56	166	14	10	24	544	360	904
Pemba	26	39	65	2	1	3	662	335	997
Pwani	72	37	109	17	4	21	1318	742	2060
Rukwa	94	22	116	35	3	38	1422	280	1702
Ruvuma	114	30	144	48	25	73	1684	600	2284
Shinyanga	280	108	388	45	24	69	2465	880	3345
Simiyu	65	31	96	19	11	30	269	204	473
Singida	95	42	137	77	41	118	1296	603	1899
Songwe	17	2	19	5	3	8	22	5	27
Tabora	182	60	242	37	10	47	1840	621	2461
Tanga	180	109	289	37	21	58	2234	1038	3272
Zanzibar	83	26	109	6	1	7	2024	960	2984

**Table 3: contd.**

<b>Reg.Centre/</b>	<b>2013/14</b>			<b>2014/15</b>			<b>2015/16</b>		
<b>Countries</b>	<b>M</b>	<b>F</b>	<b>T</b>	<b>M</b>	<b>F</b>	<b>T</b>	<b>M</b>	<b>F</b>	<b>T</b>
Algeria	0	1	1	0	0	0	0	0	0
Angola	0	0	0	0	0	0	0	0	0
Botswana	0	0	0	0	0	0	0	0	0
Burundi	0	0	0	0	0	0	0	0	0
Cameroon	0	0	0	0	0	0	0	0	0
China	0	0	0	0	1	1	0	0	0
Congo	1	0	1	0	0	0	0	0	0
Ethiopia	0	0	0	0	0	0	0	0	0
Hong Kong	0	0	0	0	0	0	0	0	0
Hungary	0	0	0	0	0	0	0	0	0
India	1	0	1	0	0	0	0	1	1
Italy	0	0	0	0	1	1	0	0	0
Kenya	4	1	5	2	36	38	7	7	14
Korea	0	0	0	1	0	1	0	0	0
Lesotho	0	0	0	0	0	0	0	0	0
Libya	0	1	1	0	1	1	0	0	0
Malawi	0	0	0	2	0	2	0	0	0
Namibia	29	44	73	0	28	28	7	0	7
Netherlands	0	0	0	0	1	1	0	0	0
Nigeria	0	0	0	0	1	1	0	0	0
Rwanda	8	0	8	14	0	14	0	0	0
Somalia	1	0	1	0	0	0	0	0	0
South Africa	0	0	0	0	0	0	0	0	0
Sudan	0	0	0	0	0	0	0	0	0
Swaziland	0	1	1	0	0	0	0	0	0
Sweden	0	0	0	0	2	2	0	0	0
Taiwan	0	0	0	2	0	2	0	0	0
Uganda	0	1	1	4	4	8	0	0	0
UK	0	0	0	0	0	0	0	0	0
USA	0	0	0	0	1	1	0	0	0
Zambia	0	0	0	0	0	0	0	0	0
Zimbabwe	0	1	1	0	0	0	0	0	0
<b>Total</b>	<b>5,536</b>	<b>3,473</b>	<b>9,009</b>	<b>3,709</b>	<b>3,420</b>	<b>7,129</b>	<b>6,035</b>	<b>2,974</b>	<b>9,009</b>

**Table 3: contd.**

Reg.Centre/	2016/17			2017/18			1994 - 2017/18		
Countries	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	0	0	0	0	0	1	2	3
Italy	0	0	0	0	0	0	0	1	1
Kenya	8	1	9	0	0	0	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	4	1	5	0	0	0	75	89	164
Netherlands	0	0	0	0	0	0	0	1	1
Nigeria	0	0	0	0	0	0	1	1	2
Rwanda	1	0	1	0	0	0	24	0	24
Somalia	0	0	0	0	0	0	1	0	1
South Africa	0	0	0	0	0	0	1	0	1
Sudan	0	0	0	0	0	0	1	1	2
Swaziland	0	0	0	0	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	5	0	5	0	0	0	74	35	109
UK	0	0	0	0	0	0	1	0	1
USA	0	0	0	0	0	0	2	2	4
Zambia	0	0	0	0	0	0	2	3	5
Zimbabwe	0	0	0	0	0	0	2	1	3
<b>Total</b>	<b>4,812</b>	<b>2,353</b>	<b>7,165</b>	<b>3,260</b>	<b>1,473</b>	<b>4,733</b>	<b>69,940</b>	<b>34,254</b>	<b>104,194</b>

### 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 5,811 students since 2002 followed by M.ED (APPS) with a total enrolment of 5,383 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 (594) than the LLM programme that enrolled 526. However, the LLM (IT&T) programmes which is an African-wide programme is also very popular. The Faculty of Law needs to increase its effort to promote the LLM (ICT) programme locally as well as in neighbouring countries.

Overall, education programmes have the largest number of postgraduate students. Out of three education postgraduate programmes (M.Ed (APPS), PGDE, and M.E ODL) currently on offer, M.Ed (APPS) is more popular than others with a total enrolment of 5,383 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	2013/14			2014/15			2015/16			2016/17			2017/2018			2001 - 2017/18		
	M	F	T	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	233	52	285	1045	258	1303
PGDE	183	77	260	284	160	444	229	129	358	260	125	385	415	84	499	2187	913	3100
M.Dist. Ed.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	237	92	329
M.Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	30	7	37
M.Ed APPS	411	216	627	336	228	564	372	199	571	345	166	511	498	220	718	3616	1767	5383
MA	0	0	0	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	180	36	216	4678	1133	5811
MSc	0	0	0	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	12	0	12	520	74	594
LLM	65	19	84	56	7	63	65	19	84	59	14	73	65	19	84	420	106	526
LLM (IT & T)	22	7	29	13	6	19	0	0	0	0	0	0	0	0	0	140	46	186
MSc CED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	385	190	575
M CED	87	51	138	55	33	88	38	30	68	37	17	54	47	24	71	901	588	1489
MA SW	9	5	14	0	0	0	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	21	10	31	183	52	235
MBA (T & L) Mgt	63	4	67	36	1	37	27	3	30	20	4	24	0	0	0	222	26	248
MHRM	196	83	279	165	98	263	228	114	342	128	70	198	137	54	191	1262	613	1875
MSc Economics	60	3	63	43	6	49	49	8	57	46	5	51	66	9	75	392	53	445
LL.M ICJ	19	3	22	13	1	14	10	1	11	14	2	16	11	2	13	106	13	119
PGDBS	91	48	139	84	23	107	0	0	0	58	17	75	92	28	120	545	207	752
MA KISW	63	49	112	56	64	120	22	39	61	47	45	92	75	84	159	281	288	569
MA PSPA	2	0	2	1	0	1	0	0	0	1	1	2	0	0	0	6	1	7
MA Economics	8	1	9	28	6	34	0	0	0	0	0	0	1	0	1	40	7	47
MA Linguistics	6	1	7	9	1	10	3	0	3	2	1	3	0	0	0	24	3	27
MA Rel. Studies	0	0	0	0	0	0	0	0	0	2	0	2	1	0	1	5	0	5
MSC Env. Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	113	24	137
MSC Botany	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	3	0	3
MSC Chemistry	2	0	2	1	0	1	0	0	0	1	0	1	0	0	0	5	0	5
MSC Physics	0	0	0	1	0	1	0	0	0	1	0	1	0	0	0	3	0	3
MA Sociology	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	4	1	5
M.ED ODL	55	24	79	87	46	133	20	8	28	14	5	19	11	0	11	243	101	344

**Table 4: Contd.**

Programme	2013/14			2014/15			2015/16			2016/17			2017/2018			2001 - 2017/18		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
MA Literature	0	0	0	0	0	0	2	1	3	0	0	0	3	0	3	5	3	8
MPM	261	79	340	227	63	290	183	67	250	180	34	214	198	41	239	1159	311	1470
MA History	13	1	14	20	3	23	17	1	18	12	0	12	7	2	9	70	7	77
PGDCDD	102	66	168	70	60	130	0	0	0	17	6	23	16	2	18	267	171	438
PGDSW	14	14	28	12	12	24	2	4	6	0	0	0	25	6	31	55	36	91
MSc Biology	2	0	2	1	0	1	2	0	2	3	2	5	0	0	0	8	2	10
M.ES	74	23	97	18	5	23	49	19	68	44	12	56	40	13	53	225	72	297
MA ICD	20	10	30	18	12	30	24	13	37	36	15	51	27	13	40	125	63	188
MANRAM	22	6	28	40	7	47	38	8	46	36	7	43	39	13	52	175	41	216
MA SW Hibrid	60	43	103	75	37	112		0	0	0	0	0	0	0	0	135	80	215
MA GL	5	3	8	20	10	30	21	1	22	40	6	46	27	6	33	113	26	139
MSc (ICT)	3	0	3	2	0	2	2	0	2	2	0	2	3	0	3	12	0	12
PGDBM	14	3	17	0	0	0	0	0	0	0	0	0	0	0	0	14	3	17
PGD in Policy Studies	1	0	1	0	0	0	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	9	2	11	33	24	57
MSc in HAC	1	0	1	8	2	10	7	1	8	18	5	23	0	0	0	34	8	42
PGDSW Hybrid	6	6	12							6	6	12	0	0	0	12	12	24
MA in GI				2	3	5	0	0	0	0	0	0	0	0	0	2	3	5
MA Geography				1	0	1	1	0	1	1	0	1	0	0	0	3	0	3
MA M & E				63	21	84	130	30	160	142	60	202	198	47	245	533	158	691
MSW				0	1	1	49	41	90	41	28	69	52	40	92	142	110	252
MA HAC													21	4	25	21	4	25
MSc HN				0	3	3	1	1	2	0	2	2	1	1	2	2	7	9
MSc Zoology							0	1	1	0	0	0	0	0	0	0	1	1
eLLM ICT							17	12	29	21	4	25	20	1	21	58	17	75
MA GS							1	4	5	12	21	33	13	14	27	26	39	65
MA MASS COM							24	12	36	24	8	32	20	19	39	68	39	107
MED CDD							33	15	48	71	37	108	0	0	0	104	52	156
MPH							29	13	42	19	6	25	0	0	0	48	19	67
MED CDD													127	39	166	127	39	166
MSC Applied Biotech													1	0	1	1	0	1
<b>Total</b>	<b>2421</b>	<b>978</b>	<b>3399</b>	<b>2149</b>	<b>1012</b>	<b>3161</b>	<b>2125</b>	<b>925</b>	<b>3050</b>	<b>2235</b>	<b>863</b>	<b>3098</b>	<b>2712</b>	<b>885</b>	<b>3597</b>	<b>21659</b>	<b>8189</b>	<b>29848</b>

### **1.7 Enrolment into Non-Degree Programmes**

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

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

At Diploma level, enrolment into the Commonwealth Youth Programme (CYP) has been fairly stable since it was launched in the year 2000. In the seventeen years of its existence (i.e. from academic year 2000 to academic year 2017/18), the CYP programme has enrolled more than 1,287 students and it has proudly been able to produce more than 339 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 144, while those admitted in ODDEOL over the same period was 233. (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	2013/14			2014/15			2015/16		
	M	F	T	M	F	T	M	F	T
OFC	1870	1221	3091	1495	860	2355	2225	1118	3343
Foundation Progr (NTA 6)									
CYP-Dip	11	12	23	22	6	28	47	7	54
CCDE	1	1	2	3	3	6	6	2	8
ODDEOL	11	4	15	9	1	10	5	1	6
ODPTE	493	531	1024	427	331	758	793	448	1241
ODPPH	12	1	13	5	0	5	7	0	7
CPPH	2	1	3	2	0	2	4	1	5
CECEC	3	7	10	4	9	13	17	10	27
DECEC	5	8	13	1	11	12	6	9	15
Cert in Youth Programme	10	7	17	0	0	0	0	0	0
OC ICT	62	12	74	58	18	76	41	24	65
OD Computer Science	0	0	0	66	5	71	67	22	89
Cert in Tour Guiding	0	0	0	0	0	0	1	0	1
BCE									
BCLIS									
DLIS									
Test programme									
<b>Total</b>	<b>2480</b>	<b>1805</b>	<b>4285</b>	<b>2092</b>	<b>1244</b>	<b>3336</b>	<b>3219</b>	<b>1642</b>	<b>4861</b>

**Table 5 contd...**

Programme	2016/17			2017/18			1996 - 2017/2018		
	M	F	T	M	F	T	M	F	T
OFC	0	0	0	0	0	0	17,058	10,137	27,195
Foundation Progr (NTA 6)				28	8	36	28	8	36
CYP-Dip	192	66	258	85	25	110	958	329	1,287
CCDE	4	2	6	6	5	11	97	47	144
ODDEOL	8	7	15	11	1	12	173	60	233
ODPTE	1149	649	1798	722	478	1,200	5,536	4,266	9,802
ODPPH	13	0	13	7	0	7	75	10	85
CPPH	2	0	2	8	1	9	29	5	34
CECEC	17	16	33	24	25	49	66	72	138
DECEC	14	18	32	304	245	549	330	292	622
Cert in Youth Programme	0	0	0	26	10	36	36	17	53
OC ICT	0	0	0	132	27	159	293	81	374
OD Computer Science	0	0	0	40	5	45	173	32	205
Cert in Tour Guiding	0	0	0	0	0	0	1	0	1
BCE				2	0	2	2	0	2
BCLIS				1	2	3	1	2	3
DLIS				6	2	8	6	2	8
Test programme				48	15	63	48	15	63
<b>Total</b>	<b>1,399</b>	<b>758</b>	<b>2,157</b>	<b>1,450</b>	<b>849</b>	<b>2,299</b>	<b>24,910</b>	<b>15,375</b>	<b>40,285</b>

# 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 39 between the academic years 1994 and 2017/18, respectively. The BA (General), BA (Ed) and B.Com and B.Com (Ed) are the oldest courses. The Bachelor of Science (ICT) programme was introduced in the year 2006. New programmes which were launched in the academic year 2008/09 included Bachelor of Arts in Journalism, Bachelor of Arts in Mass communication and Bachelor of Science in Environmental Studies.

### Bachelor Programmes

#### *Faculty of Arts and Social Sciences*

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

#### *Faculty of Business Management*

1. Bachelor of Business Administration in Accounting (BBA ACC)
2. Bachelor of Business Administration in Finance (BBA FIN)
3. Bachelor of Business Administration in Human resource Management (BBA HRM)
4. Bachelor of Business Administration in International Business (BBA IB)

5. Bachelor of Business Administration in Marketing (BBA MKT)
6. Bachelor of Human Resource Management (BHRM)

### ***Faculty of Education***

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

### ***Faculty of Science, Tech&Envi'tal Studies***

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

### ***Faculty of Law***

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

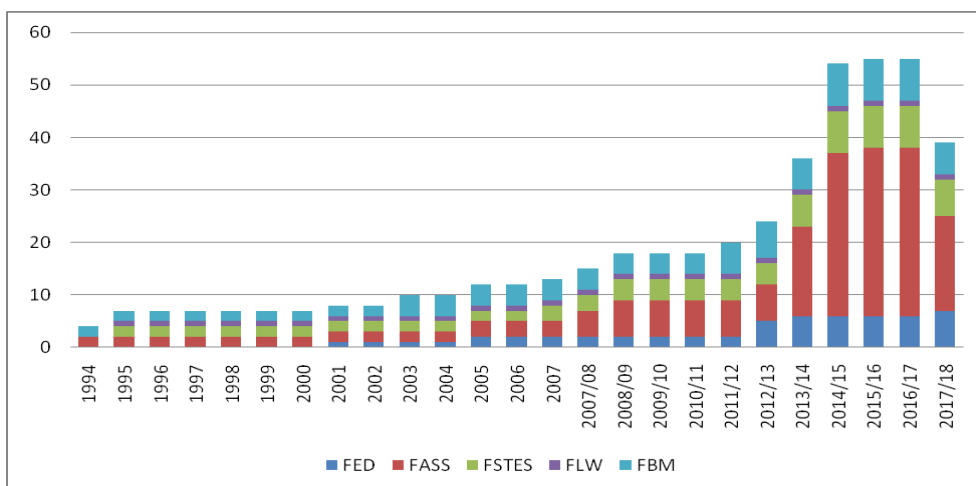
In the Academic Year 2011/12 the Faculty of Business Management introduced BBA with specialized programmes. The BBA (General) was restructured to allow students study BBA with specific specialisations namely BBA (Accounting), BBA (Finance), BBA (Human Resource Management), BBA (International Business) 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 almost three times larger than 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 – 2017/18)**

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
2017/18	7	18	7	1	6	39



**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.

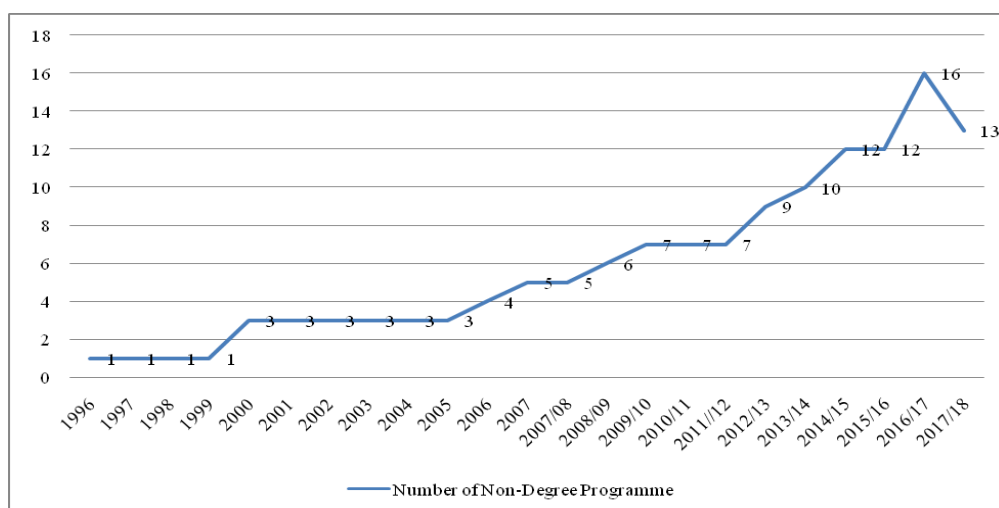
### 2.2.1 Long Courses

The number of non-degree programmes has risen from 1 to 13 between the academic years 1996 and 2017/18. The Certificate in Foundation Course (OFC) which was not offered in the academic year 2016/2017 as opposed by the TCU is now on offer. The structure of the proposed Foundation Programme is a more advanced version of our former OFC and the Recognition to Prior Learning (RPL) which is recognized by TCU as one of the entrance qualifications into degree programmes. CYP-Diploma and CCDE are the oldest courses. The ODDEOL and CPPH respectively commenced in the academic years 2006 and 2007 while ODPTE and ODPPH were launched in the academic year 2008/09 and 2009/10 respectively. Programmes that were launched in the academic year 2012/13 included Certificate in Early Child Education (CECE) and Diploma in Early Child Education (DECE). In the academic year 2013/14 only one programme was launched namely the Certificate in Youth Programme. In the academic year 2016/17 the Institute of Continuing Education (ICE) has managed to launch four new programmes namely, Certificate in Entrepreneurship, Certificate in Hair and Beauty, Certificate in Library and Information Studies and Diploma in Library and Information Studies. 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.

**Table 7: Non-Degree Programmes offered by OUT Under the Long Courses 1996 – 2017/18**

Year	Non-Degree Programme	Year	Non-Degree Programme
1996	1	2007/08	5
1997	1	2008/09	6
1998	1	2009/10	7
1999	1	2010/11	7
2000	3	2011/12	7
2001	3	2012/13	9
2002	3	2013/14	10
2003	3	2014/15	12
2004	3	2015/16	12
2005	3	2016/17	16
2006	4	2017/18	13
2007	5		



**Figure 5: Trend of Non-Degree Programmes on offer in each Academic Year (1996 – 2017/18)**

### 2.2.2 Short Courses - Demand Driven Short courses

The Institute of Continuing Education, through the Department of Professional and Continuing Studies, has proposed a number of Demand Driven Short Courses that aims at building the capacity of human resource engaged in public and private sectors in Tanzania. These short courses target members of the business community, leaders in public institutions, members of non-governmental organizations and Local Government Officials and the general

public. Others are the Professionals, Executives, and Mid-level managers who wish to develop special skills or re-tooling through life-long learning paradigm. These short courses are expected to provide knowledge and skills related to; leadership and governance, project formulation and evaluation and professional skills on data analysis and interpretation. The specific courses are:

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

### **Non Degree Programmes**

#### **FED**

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

#### **FSTES**

1. Certificate in Poultry Production and Health (CPPH)
2. Diploma in Poultry Production and Health (ODPPH)

#### **IEMT**

1. Basic Certificate in Computing and IT - NTA Level 4
2. Technician Certificate Programme in Computing and IT-NTA Level 5
3. Ordinary Diploma in Computer Science - NTA Level 6

#### **ICE**

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

# Chapter Three

## POSTGRADUATE PROGRAMMES OFFERED BY OUT

### 3.1 Introduction

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

### 3.2 Postgraduate Programmes Offered by OUT

#### *Faculty of Arts and Social Sciences*

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

#### *Faculty of Business Management*

1. Postgraduate Diploma in Business Studies (PGDBS)

2. Master of Business Administration (*MBA*)
3. Master of Human Resource Management (*MHRM*)
4. Master of Project Management (*MPM*)
5. Doctor of Philosophy (*Ph.D*)

#### ***Faculty of Education***

1. Post Graduate Diploma in Education (*PGDE*)
2. Post Graduate Diploma in Curriculum Design and Development (*PGDCDD*)
3. Master of Education (*M.Ed*)
4. Master of Education in Curriculum Design and Development (*MEDCDD*)
5. Master of Education in Administration, Planning and Policy Studies (*M.Ed. APPS*)
6. Master of Education in Open and Distance Learning (*M.Ed. ODL*)
7. Master of Education in Language Teaching (*M. Ed. in LT*)
8. Doctor of Philosophy (*PhD*)

#### ***Faculty of Science, Tech&Environmental Studies***

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

#### ***Faculty of Law***

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

### **3.3 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, Burkina Faso, 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**

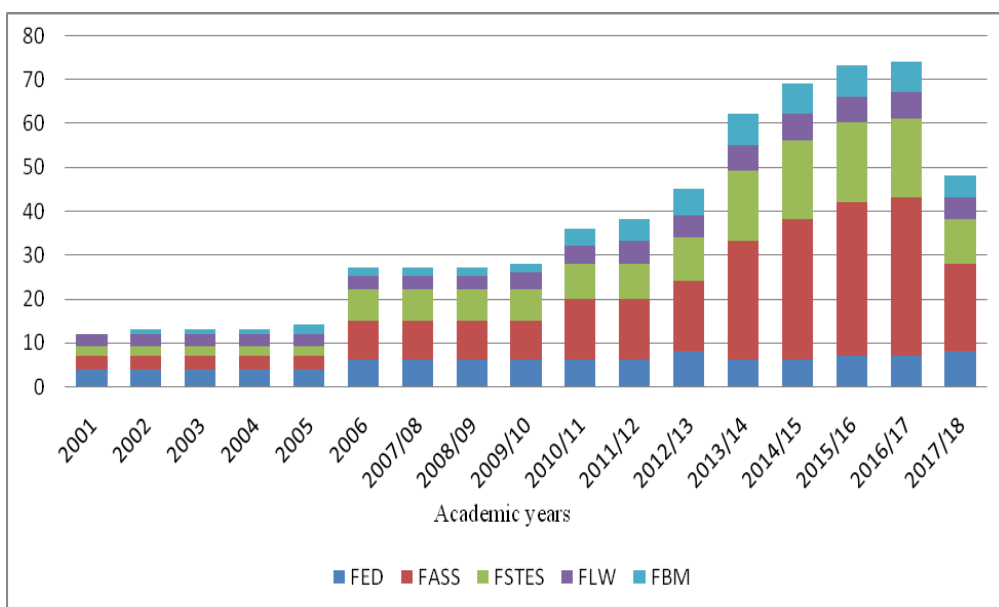
Master in social Work (MSW) is a programme that was re-launched by Faculty of Arts and Social Sciences in 2012/13 Academic Year, offered in hybrid mode. It involves running online programmes via the Moodle. The hybrid mode also involves some few face-to-face sessions. Duration for the MSW is twelve months (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 and 2017/18.

**Table 8: Postgraduate Degree Programmes offered by OUT (2013/14 – 2017/18)**

Year	Faculties					Total
	FED	FASS	FSTES	FLW	FBM	
2013/14	6	27	16	6	7	62
2014/15	6	32	18	6	7	69
2015/16	7	35	18	6	7	73
2016/17	7	36	18	6	7	74
2017/18	8	20	10	5	5	48



**Figure 6: Postgraduate Programmes offered by Faculties and Academic Year**

# Chapter Four

## GRADUATES FROM OUT (1999 –FEBRUARY2018)

### 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 2018.

In general, at the undergraduate level, BAEd. programme had produced more graduates (3,001) than any other undergraduate programme over the last 19 years. Next to the BAEd is B.ED with 2,652 graduates. At the postgraduate level, MBA has more graduates than any other. This programme has so far been able to produce 1056 graduates up to the last graduation ceremony done in February 2018 followed by M.ED (APPS) with 666 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 2,741 graduates up to February 2018. However, from 2016/17 academic year the OFC is not on offer by the OUT. But recently, the TCU has approved Foundation Programme with some different features from our old Foundation Course that will be offered by the OUT with effective from the academic year 2018/19.

The cumulative number of graduates from 1999 to February 2018 was 35,777 whereby 14,477 (40.5%) were females. Among 35,777 graduates, 14,608 students graduated in Non-Degree programmes out of them 6,417 (44.0%) were females, 15,972 students graduated in Undergraduate programmes out of whom 6,298 (39.4%) were females and 5,197 were graduates for Postgraduate and honorary degrees whereby 1,762 (33.9%) 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 2018), 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 - to February 2018)**

Programme	2014			2015			2016			2017			Feb-18			1999-FEB 2018		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
CCDE	0	1	1	0	0	0	1	0	1	0	0	0	0	0	0	24	11	35
OC ICT	55	11	66	78	33	111	48	28	76	77	24	101	6	2	8	264	98	362
PTE - Certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	511	236	747
PTE – Diploma	147	165	312	206	312	518	202	215	417	205	189	394	66	49	115	1247	1494	2741
CECE	0	0	0	0	0	0	0	1	1	1	4	5	0	2	2	1	7	8
DECEC	0	0		0	2	2	0	1	1	1	12	13	0	0	0	1	15	16
CYP - Diploma	4	6	10	6	10	16	13	1	14	9	5	14	1	1	2	229	110	339
CPPH Mgt	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1
PPH – Diploma	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	3	0	3
OFC	459	334	793	682	529	1211	1140	705	1845	345	203	548	0	0	0	5746	4374	10120
OCDEOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Certificate Hair and Beauty										0	25	25	0	0	0	0	25	25
ODDEOL	9	5	14	5	1	6	1	0	1	1	0	1	0	0	0	37	13	50
DCS	0	0	0	16	6	22	58	8	66	30	9	39	24	9	33	128	32	160
B.A. (Gen.)	42	23	65	37	10	47	14	5	19	11	1	12	1	0	1	433	184	617
BA Economics	0	0	0	9	0	9	7	2	9	8	2	10	1	0	1	25	4	29
B.A. Tourism Mgt	31	12	43	27	8	35	22	5	27	10	5	15	1	0	1	257	66	323
B.A. Tourism										4	1	5	1	1	2	5	2	7
BA Social Work	24	44	68	16	12	28	9	3	12	7	7	14	1	2	3	129	182	311
BSW	0	0	0	18	29	47	20	16	36	20	27	47	6	6	12	64	78	142
BA Sociology	61	66	127	75	60	135	48	40	88	40	16	56	9	7	16	406	416	822
B.CED	0	0	0	0	0	0	1	0	1	3	5	8	0	0	0	4	5	9
BA ELL				0	0	0	1	0	1	0	0	0	0	0	0	1	0	1
BA Journalism	4	1	5	9	3	12	4	0	4	6	2	8	0	0	0	36	10	46
BA KISW	0	0	0	8	19	27	5	2	7	14	32	46	6	7	13	33	60	93
BA Mass Comm.	29	26	55	17	12	29	10	11	21	12	11	23	4	3	7	96	88	184
BA IR	0	0	0	2	0	2	2	0	2	11	5	16	1	0	1	16	5	21
BA PA	0	0	0	1	3	4	10	0	10	27	3	30	8	1	9	46	7	53
B.A.(Ed.)	153	99	252	291	179	470	100	77	177	253	235	488	55	55	110	1812	1189	3001
BLIM	0	0	0	0	0	0	6	7	13	20	13	33	1	4	5	27	24	51
BANRAM	0	0	0	0	0	0	0	0	0	7	2	9	0	0	0	7	2	9
B.Com.(Gen.)	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	289	120	409
B.Com.(Ed.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	41	15	56
BBA (Gen.)	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	307	184	491
BBA(Accounting)	38	21	59	23	12	35	42	23	65	40	24	64	6	6	12	225	119	344
BBA(Finance)	9	6	15	20	12	32	30	9	39	15	6	21	7	0	7	111	46	157

**Table 9: Contd.**

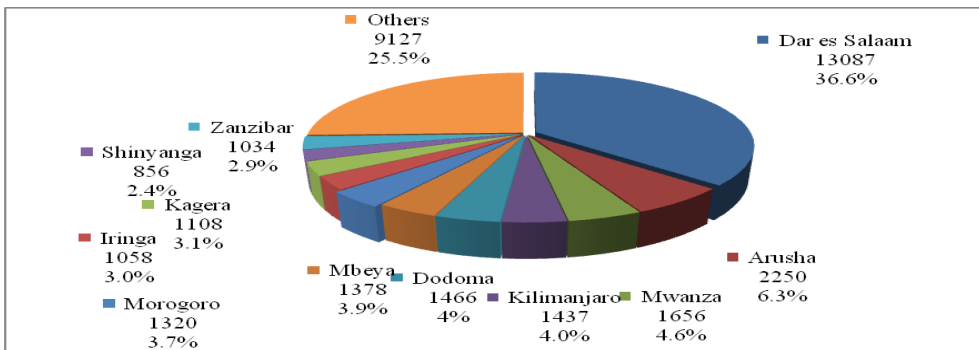
Programme	2014			2015			2016			2017			February 2018			1999-Feb 2018		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
BBA(HRM)	22	26	48	14	14	28	15	15	30	10	12	22	4	2	6	99	99	198
BBA(Intern. Business)	5	1	6	6	5	11	6	9	15	5	2	7	2	0	2	40	24	64
BBA(Marketing)	64	24	88	32	13	45	15	16	31	12	11	23	5	7	12	219	114	333
BBA(Ed.)	27	9	36	16	14	30	19	9	28	19	11	30	4	6	10	133	85	218
BHRM	0	0	0	19	21	40	38	55	93	34	45	79	16	10	26	109	139	248
B. Ed.	222	255	477	164	157	321	32	30	62	47	44	91	9	3	12	1300	1352	2652
BED ADL	0	0	0	11	8	19	3	5	8	16	9	25	3	1	4	33	23	56
B.ED AEGROTAT	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
B.Ed.SE	1	5	6	8	20	28	4	9	13	10	16	26	3	3	6	31	60	91
B.ED TE	4	1	5	9	5	14	8	13	21	18	22	40	6	5	11	51	49	100
BED Policy Mgt	0	4	4	171	226	397	80	144	224	240	259	499	57	87	144	548	720	1268
B. Sc. (Gen.)	13	9	22	12	6	18	13	7	20	18	6	24	5	2	7	324	170	494
B. Sc. (Ed.)	15	7	22	8	5	13	8	2	10	50	24	74	4	4	8	278	152	430
B. Sc. (Env. Stud)	23	6	29	26	5	31	25	3	28	25	4	29	5	0	5	147	28	175
B.Sc (ICT)	20	4	24	18	2	20	4	7	11	24	7	31	3	0	3	164	30	194
BSC Food Nut & Dit										1	1	2	1	0	1	2	1	3
LL.B	172	54	226	193	46	239	150	31	181	140	30	170	63	11	74	1823	444	2267
MSc. CED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	281	128	409
M.CED	24	17	41	55	28	83	24	19	43	23	29	52	8	3	11	284	185	469
M RS	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1
M.Sc.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5
M.Sc.(ICT)	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	3	0	3
M.Sc. Biology	0	0	0	2	0	2	1	0	1	0	0	0	0	0	0	6	1	7
MSc Human Nutrition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
MSc (Zoology)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MSC Chemistry	0	0	0	1	0	1	1	0	1	0	0	0	0	0	0	2	0	2
MSc Env. Stud.)	2	0	2	33	10	43	3	0	3	16	6	22	7	2	9	62	19	81
M. A.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	2	15
M. A. Economics	0	0	0	1	0	1	1	0	1	0	0	0	0	0	0	5	0	5
M. A. Geography	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
M. A. Kiswahili	6	1	7	25	17	42	14	10	24	35	35	70	17	15	32	114	82	196
MA (Ling.)	0	0	0	0	0	0	0	0	0	2	0	2	0	0	0	4	0	4
M.A. Political Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
M.A. SW	8	11	19	15	14	29	2	5	7	8	3	11	1	1	2	57	60	117
MGL	0	0	0	1	0	1	0	0	0	2	0	2	2	1	3	5	1	6
MSW	0	0	0	14	11	25	7	4	11	16	17	33	3	4	7	40	36	76

**Table 9: Contd.**

Programme	2014			2015			2016			2017			Feb 2018			1999-Feb 2018		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
MA MC	0	0	0	0	0	0	0	0	0	6	5	11	0	0	0	6	5	11
M.Dist.Ed.	0	0	0	3	1	4	0	0	0	0	0	0	0	0	0	16	7	23
M. ED ODL	0	5	5	2	1	3	3	1	4	4	9	13	0	1	1	10	17	27
M.Ed.APPS	55	41	96	121	73	194	32	29	61	109	77	186	29	19	48	393	273	666
PGDL	0	0	0	10	1	11	1	1	2	3	1	4	2	0	2	30	9	39
PGDL in ICJ	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
PGDE	61	30	91	56	40	96	47	43	90	56	46	102	14	5	19	326	224	550
PGDSW	0	0	0	9	10	19	5	7	12	0	1	1	0	0	0	21	21	42
LL.M	2	0	2	10	0	10	0	1	1	3	0	3	6	1	7	35	3	38
LL.M ICJ	0	0	0	2	3	5	0	0	0	1	0	1	1	0	1	5	3	8
LL.M IT & T	19	4	23	2	6	8	5	3	8	5	0	5	5	0	5	79	39	118
MBA	77	20	97	91	35	126	10	1	11	72	14	86	13	6	19	786	270	1056
MBA T & L mgt	0	0	0	4	1	5	0	0	0	11	2	13	4	0	4	19	3	22
MA Tour., Planning and mgt	2	0	2	30	4	34	0	0	0	14	4	18	0	0	0	60	10	70
PGDL(IT & T)	0	0	0	3	0	3	0	0	0	0	0	0	0	0	0	6	1	7
PGDCDD	32	25	57	32	33	65	0	0	0	1	1	2	0	0	0	115	93	208
MHRM	33	15	48	72	39	111	7	5	12	61	31	92	14	14	28	218	123	341
PGD HRM	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
PGDBS	5	3	8	12	8	20	5	2	7	5	2	7	2	1	3	36	22	58
MA Phil	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
MA Sociology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
MA M&E	0	0	0	0	0	0	9	2	11	29	13	42	10	4	14	48	19	67
MA PA	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1
M.Sc Economics	2	0	2	12	1	13	9	1	10	19	4	23	3	0	3	55	8	63
Honorary Degree	0	0	0	0	0	0	2	0	2	1	0	1	0	0	0	9	1	10
Ph.D	11	0	11	19	6	25	9	2	11	16	6	22	6	1	7	107	28	135
M.Ed.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	8
M.SC Physics	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MA History	1	0	1	1	0	1	0	0	0	3	0	3	0	0	0	5	0	5
MA in Information Studies	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
MANRAM	0	0	0	0	0	0	2	1	3	18	1	19	2	1	3	22	3	25
MPM	5	1	6	43	19	62	10	3	13	61	24	85	8	10	18	127	57	184
M.ED DE	1	1	2	1	0	1	0	0	0	0	0	0	0	0	0	2	1	3
MLIM													0	1	1	0	1	1
BA PD										2	1	3	1	0	1	3	1	4
PGD ODL										0	0	0	0	2	2	0	2	2
PGD APPS										0	0	0	0	1	1	0	1	1
<b>Total</b>	<b>2003</b>	<b>1401</b>	<b>3404</b>	<b>2936</b>	<b>2162</b>	<b>5098</b>	<b>6457</b>	<b>1655</b>	<b>4080</b>	<b>2450</b>	<b>1703</b>	<b>4153</b>	<b>554</b>	<b>389</b>	<b>943</b>	<b>21300</b>	<b>14477</b>	<b>35777</b>

#### 4.2 Graduates by Regional Centres or Coordination Centres

Table 10 depicts the distribution of graduates by Regional Centres and Coordination Centres. As mentioned earlier, the first graduation ceremony took place in 1999. Looking closely at Table 10, it is hardly surprising to glimpse that the Dar es Salaam Administrative region (that includes Kinondoni, ilala and the then Temeke Regional Centres has produced many more graduates than other regional centres since it also enrolls more students. Cumulatively, 13,087(36.6%) of graduates came from Dar es Salaam administrative region over the last nineteen years. It is interesting to note that this figure (i.e., 36.6%) almost corresponds to the combined percentage 37.9% (13,563) graduates of nine regional centres and one Coordination centre namely Arusha, Mwanza, Kilimanjaro, Dodoma, Mbeya, Morogoro, Iringa, Kagera, Shinyanga, and Zanzibar coordination centre. The nine OUT Regional centres, the Zanzibar Coordination Centre and the Dar es Salaam administrative region have produced 26,650 graduates (74.5%) of total graduates over the last nineteen years (1999 – February 2018).



**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: Tanga (811) Mtwara (804), Kigoma (773), Coast (756), Manyara (732), Mara (707), Tabora (690) and Ruvuma (668). The average percentage in this group of “others” is affected by fewer graduates recorded in the following regions: Singida (520), Lindi (478), Rukwa (441) and Pemba (427). 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 2018)**

	2014			2015			2016			2017			February 2018			1999 – February 2018		
	M	F	T	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	178	107	285	27	25	52	1394	856	2250
Dar es Salaam	742	644	1386	340	216	556	262	261	523	344	358	702	113	78	191	5746	5096	10842
Dodoma	1	0	1	308	344	652	70	72	142	95	67	162	11	15	26	779	687	1466
Geita	6	3	9	23	12	35	46	23	69	81	30	111	20	12	32	177	80	257
Ilala				93	79	172	65	53	118	44	37	81	4	3	7	206	172	378
Iringa	45	42	87	48	64	112	44	54	98	47	39	86	10	13	23	631	427	1058
Kagera	106	37	143	106	38	144	135	54	189	127	37	164	34	16	50	814	294	1108
Katavi	5	2	7	20	8	28	43	11	54	32	6	38	3	5	8	116	39	155
Kigoma	74	16	90	78	38	116	99	32	131	80	55	135	17	6	23	556	217	773
Kilimanjaro	60	70	130	77	78	155	66	56	122	68	54	122	14	13	27	735	702	1437
Kinondoni				244	248	492	288	269	557	271	169	440	45	21	66	847	707	1554
Lindi	31	19	50	75	19	94	75	24	99	33	15	48	8	5	13	347	131	478
Manyara	1	0	1	112	77	189	90	34	124	75	35	110	26	9	35	493	239	732
Mara	48	10	58	50	34	84	94	21	115	45	21	66	4	5	9	506	201	707
Mbeya	83	42	125	94	58	152	86	54	140	106	63	169	15	9	24	898	480	1378
Morogoro	70	65	135	76	70	146	67	41	108	66	38	104	20	22	42	784	536	1320
Mtwara	60	29	89	54	37	91	65	39	104	45	26	71	13	6	19	526	278	804
Mwanza	111	59	170	154	71	225	113	95	208	110	66	176	33	18	51	1086	570	1656
Njombe	22	22	44	33	17	50	0	1	1	44	47	91	8	2	10	132	108	240
Pemba	39	20	59	47	42	89	22	10	32	50	65	115	17	11	28	250	177	427
Pwani	39	53	92	61	45	106	44	35	79	33	39	72	4	2	6	423	333	756
Rukwa	49	13	62	48	8	56	45	12	57	40	12	52	16	6	22	347	94	441
Ruvuma	42	32	74	46	52	98	41	14	55	46	30	76	6	6	12	412	256	668
Shinyanga	64	35	99	81	49	130	99	36	135	90	48	138	15	14	29	584	272	856
Simiyu	15	1	16	30	11	41	26	18	44	30	11	41	4	2	6	106	43	149
Singida	1	0	1	54	58	112	32	33	65	39	33	72	7	2	9	289	231	520
Songwe	0	0	0	0	0	0	0	0	0	1	0	1	1	2	3	2	2	4
Tabora	0	0	0	94	39	133	51	33	84	59	32	91	14	8	22	495	195	690
Tanga	46	39	85	68	39	107	47	41	88	32	47	79	7	10	17	482	329	811
Temeke				53	64	117	72	53	125	33	27	60	7	4	11	165	148	313
Zanzibar	59	38	97	91	52	143	65	42	107	84	78	162	22	37	59	653	381	1034
<b>Total</b>	<b>1959</b>	<b>1366</b>	<b>3325</b>	<b>2852</b>	<b>2113</b>	<b>4965</b>	<b>2414</b>	<b>1647</b>	<b>4061</b>	<b>2428</b>	<b>1692</b>	<b>4120</b>	<b>545</b>	<b>387</b>	<b>932</b>	<b>20981</b>	<b>14281</b>	<b>35262</b>

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

Table 11 portrays the distribution of international students who have graduated at the OUT in undergraduate degree and Non degree programmes since 1999. Until the last graduation of February 2018, the university conferred degrees, diplomas and certificates to 515 international students. In terms of graduate destination, about 169 (32.8%) of graduates over the last nineteen years came from Kenya, 78 (15.1%) from Rwanda, 67 (13.0%) from Uganda, and 29(5.6%) from Libya, Zambia 19 (3.7%), Namibia 16 (3.1%), Lesotho 15 (2.9%), Burundi 13 (2.5%). Globally, the highest percentage of OUT graduates are in African countries i.e. more than 95.9%. It is vital that the newly formed International Students' Directorate develops a comprehensive publicity programme at global level in order not only to attract more international students but also to promote their pace of study.

**Table 11: Distribution of OUT Graduates at Global Level 1999 - February 2018**

Countries	2014			2015			2016			2017			February 2018			1999- February 2018		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Botswana	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Kenya	9	8	17	14	14	28	4	6	10	4	3	7	4	1	5	97	72	169
England	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Ethiopia	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	4	3	7
Japan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Lesotho	2	5	7	0	0	0	0	0	0	0	0	0	0	0	0	9	6	15
Libya	0	0	0	1	0	1	1	0	1	5	2	7	1	0	1	25	4	29
London	0	0	0	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	0	0	0	41	26	67
United Kingdom	0	0	0	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	11	5	16	4	1	5	61	17	78
Zambia	6	2	8	3	4	7	1	0	1	0	1	1	0	0	0	11	8	19
Namibia	0	0	0	4	4	8	1	1	2	1	1	2	0	0	0	8	8	16
Angola	0	0	0	0	1	1	1	0	1	0	0	0	0	0	0	2	2	4
Swaziland	0	1	1	6	0	6	0	0	0	1	0	1	0	0	0	8	2	10
South Sudan	0	0	0	3	1	4	0	0	0	0	0	0	0	0	0	4	1	5
Nigeria	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	2	1	3
Hong Kong	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Malawi	2	3	5	0	1	1	0	0	0	0	0	0	0	0	0	2	5	7
Liberia	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0	1	1	2
Zimbabwe	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
Benini	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	3	0	3
Burundi	6	1	7	1	5	6	0	0	0	0	0	0	0	0	0	7	6	13
China	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1
Dubai	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1

**Table 11: Contd...**

Countries	2014			2015			2016			2017			February 2018			1999- February 2018		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
CONGO BRAZZAVILLE	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	2	2
Ghana	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3
Cameroon	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
Sweden	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Switzerland	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Guinea Bissau	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Gambia	0	3	3	0	0	0	0	0	0	0	0	0	0	0	0	2	4	6
Kingdom of Saudi Arabia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Mali	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Mauritania	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Niger	1	1	2	0	0	0	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	0	0	0	1	2	3
USA	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Philippines	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Mozambique	2	0	2	0	0	0	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	0	0	0	2	1	3
France	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
Germany	1	0	1	0	0	0	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	0	0	0	1	1
Finland	0	1	1	0	0	0	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	0	0	0	4	0	4
South Africa	2	2	4	0	0	0	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	0	0	0	1	0	1
Burkinafaso	3	1	4	0	0	0	0	0	0	0	0	0	0	0	0	3	1	4
<b>Total</b>	<b>45</b>	<b>34</b>	<b>79</b>	<b>84</b>	<b>49</b>	<b>133</b>	<b>11</b>	<b>8</b>	<b>19</b>	<b>22</b>	<b>12</b>	<b>34</b>	<b>9</b>	<b>2</b>	<b>11</b>	<b>319</b>	<b>196</b>	<b>515</b>

# Chapter Five

## OUT STAFF PROFILE

### 5.1 Academic Staff

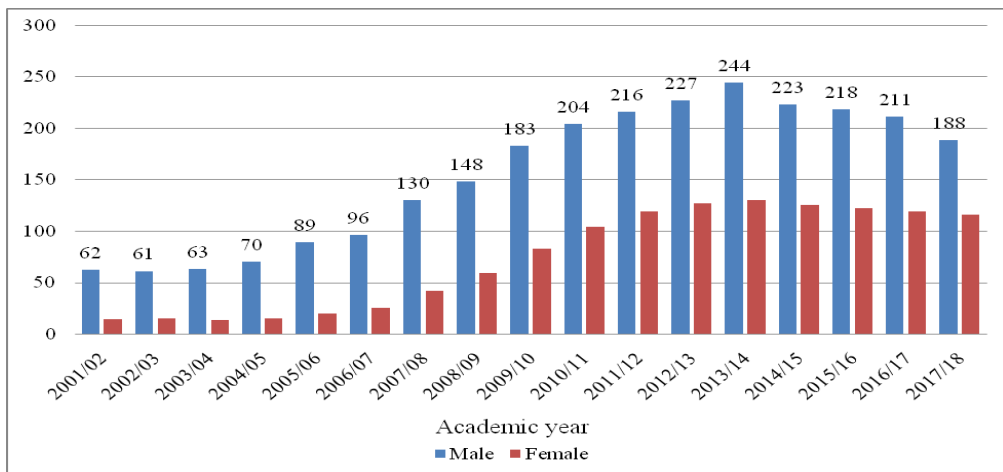
In recent years, OUT has managed to employ academically strong, experienced, young, energetic and dynamic staff to succeed the generation of highly qualified, experienced and reputable senior professionals, who are at the verge of retirement. It is the policy of the University to recruit, incentivise 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 41.1% in 2017/18. The total number of staff by June 2018 was 606. Out of 606 staff, 304 were academic staff, 249 administrative staff and 53 Technical staff.

#### 5.1.1 OUT Academic Staff by Qualifications and Gender by June 2018

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 Bachelor holders. Looking at gender, in 2017/18, about 41.3% of Ph.D holders were females. About 19.4% female academic staff were Masters holders. At Bachelor's level, males academic staff were three 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 2017/18 for female Masters Degree respectively who have accounted for 46.4% and 39.9.

**Table 12: OUT Academic Staff by Qualifications by June 2018**

Year	Ph.D			Masters			Bachelors			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
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
2017/18	64	45	109	89	59	148	35	12	47	188	116	304



**Figure 8: Academic Staff Cumulative Figure Trend by Gender and Academic Year 2001/02 to 2017/18**

### 5.1.2 Academic Staff by Rank and Gender by June 2018

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 2017/18, OUT has only 2 Full Professors. With regards to Associate Professors, their number has increased from 2 in 2002/03 to 12 in 2017/18, of whom 4 were females. For Senior Lectures and Lectures, their numbers have 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 2017/18 the number of Assistant Lecturers has dropped to 142 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 2017/18, the number of Tutorial Assistant decreased from 55 in 2015/16 to 47 in 2017/18 due to the same reason as above.

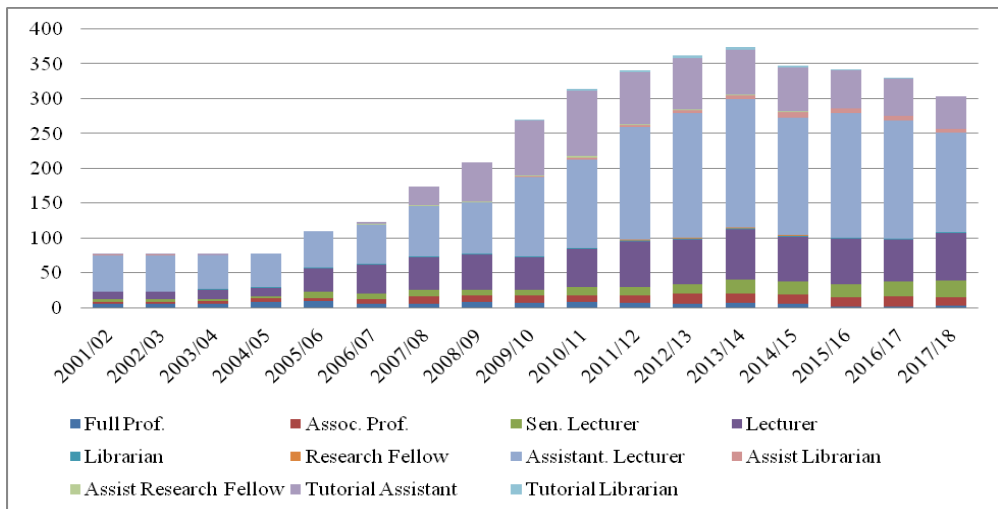
Table 13 shows the academic staff profile by rank and gender. Up to June 2018, there were only four female Associate Professors. At the level of Senior Lecturers, between 2006/07 and 2008/09, the percentage of female Senior lecturers was less than 30%. These gaps, however, become narrower as one goes down the ladder. But even then, male senior lecturers are four times as many compared with females. A similar picture comes into sight at the level of assistant lecturer. The gap narrows further when we look at the level of Tutorial Assistants.

**Table 13: Academic Staff by Rank and Gender by June 2018**

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
2017/18	3	0	3	8	4	12	19	5	24	33	35	68	1	1	2	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
2017/18	85	57	142	4	2	6	0	0	0	35	12	47	0	0	0	188	116	304



**Figure 9: Academic Staff by Rank and Year**

### 5.1.3 Academic staff Age Profile by June 2018

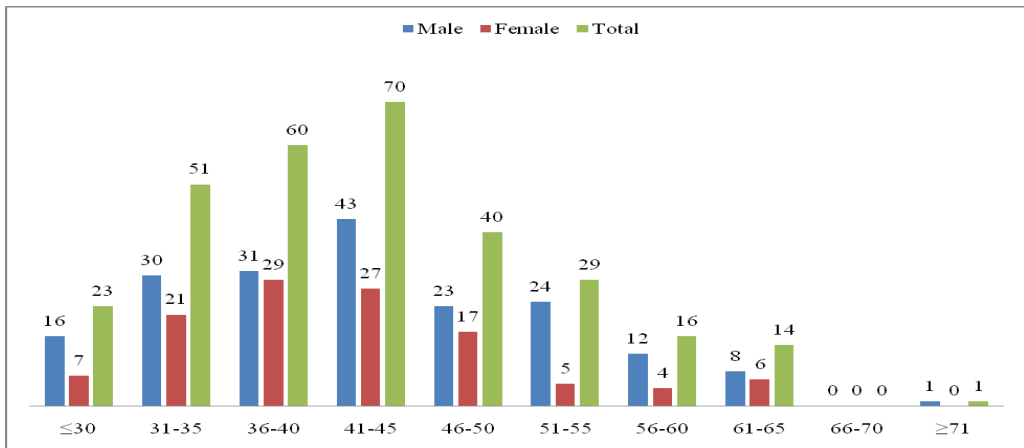
There are more male academic staff aged between 41 – 45 years than in any other age group. This group has also appeared to be the modal age group. There are 9 males and 6 females academic staff aged more than 60 years but no female staff aged more than 71 years. The median age in 2017/18 is 43 years which has fallen under the age group 41 – 45 having the highest number (70) of academic staff (see Table 14).

**Table 14: Academic Staff Profile by Age and Gender 2007/08 - 2017/18**

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
2017/18	16	7	23	30	21	51	31	29	60	43	27	70	23	17	40	24	5	29

**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
2017/18	12	4	16	8	6	14	0	0	0	1	0	1	188	116	304



**Figure 10: Trend of Academic Staff Profile by Age Groups 2017/1**

**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
2017/18	11,337	304	1:37

\* The data in this column include Part time staff reduced to Full Time Equivalent (FTE) except for 2012/13, 2013/14, 2014/15 and 2015/16, 2016/17 and 2017/18 academic years which include only full time staff.

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

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

## 5.2 Administrative Staff

By June 2018 the OUT had a total number of 249 administrative staff, out of whom 108 are males and 141 are females.

### 5.2.1. Administrative Staff by Qualifications and Gender 2007/08 - 2017/18

Table 16 shows the administrative staff by qualifications and Gender in 2007/08- 2017/18. The emerging picture is that there are more (i.e. 77)

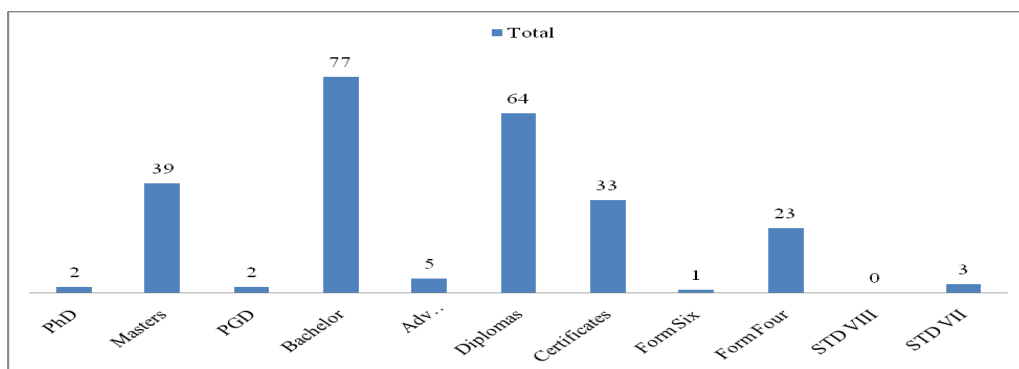
administrative staff holding Bachelors than any other qualification. At Master's level, the number of female and male administrative staff is more less the same. There are two administrative staff holding Ph.D. degree. A lot needs to be done so that OUT can improve administrative staff both professionally and academically. The administrative staff holding Ph.D., Masters, Bachelors, Postgraduate Diplomas and Advanced Diplomas in 2017/18 constitute only 125 (50.2%).

**Table 16: Administrative Staff by Qualifications and Gender 2007/08- 2017/18**

Year	PhD			Masters			PGD			Bachelor			ADV. DIP			OD		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
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
2017/18	2	0	2	19	20	39	2	0	2	46	31	77	2	3	5	10	54	64

**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
2017/18	13	20	33	1	0	1	11	12	23	0	0	0	2	1	3	108	141	249



**Figure 11: Administrative Staff by Qualifications 2017/18**

### 5.2.2. Administrative Staff Profile by Age and Gender 2017/18

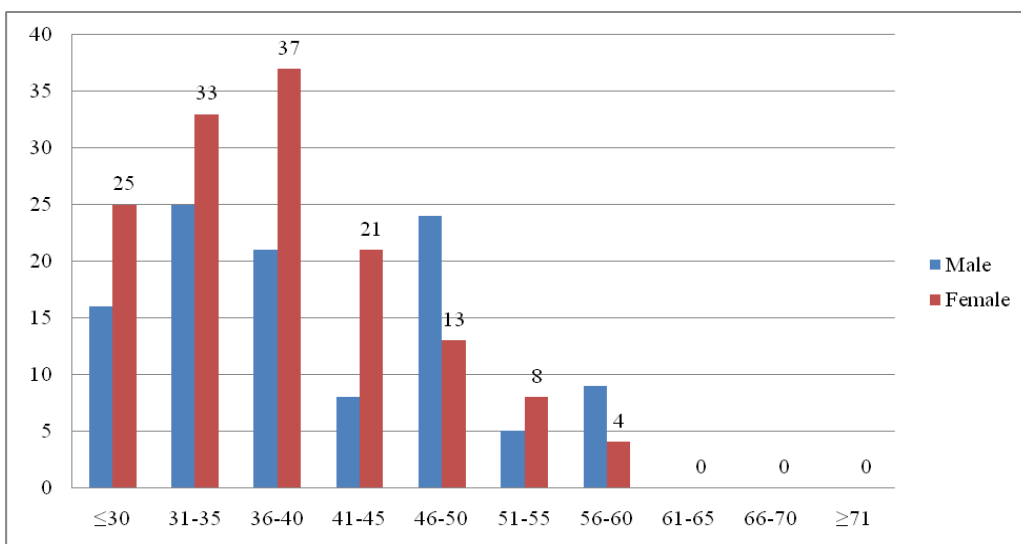
Many OUT administrative staff are still young and energetic. By June 2018 there were 157 administrative staff aged below 41 years (63.1%) of all administrative staff. In this category of 157 administrative staff that were below 41 years, there were 95 female administrative staff (60.5%). Therefore, the OUT is proud of having them because they can be used for a quite long time (more than twenty years). There is neither a male nor female staff aged more than 60 years.

**Table 17: Administrative Staff by Qualifications and Gender 2007/08- 2017/18**

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
2017/18	16	25	41	25	33	58	21	37	58	8	21	29	24	13	37	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
2017/18	9	4	13	0	0	0	0	0	0	0	0	0	108	141	249



**Figure 12: Trend of Administrative Staff Profile by Age for 2017/18**

### 5.2.3 Academic: Administrative Staff ratio by 2017/18

Upon determination of the average academic: administrative staff ratio by June, 2018, the ratio is  $304/249 = 1:1$ . 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 2018

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 2018 OUT had a total number of 53 technical staff of whom 43 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 (81.1%) than females.

### 5.3.1 Technical Staff by the Academic Qualification and Gender for 2017/18

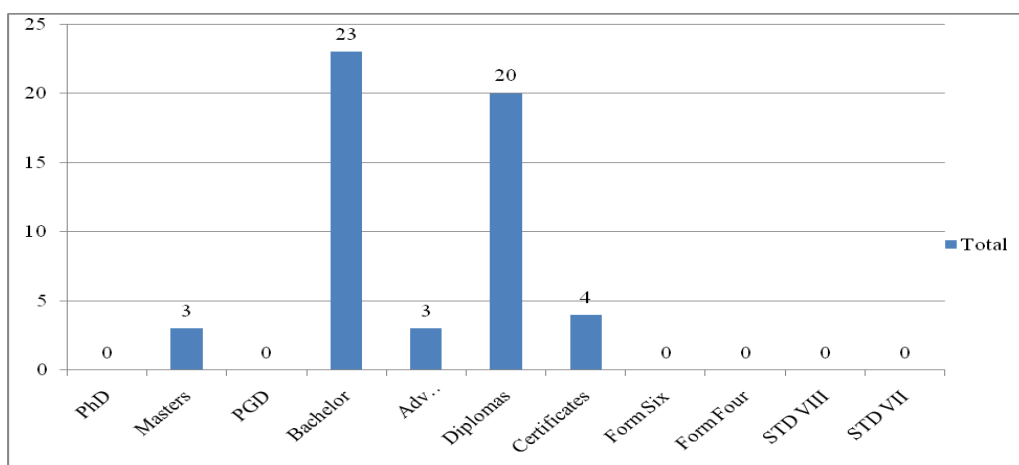
Table 18 shows technical staff by qualifications and gender for the Academic Year 2017/18. The emerging picture is that there are more technical staff (23) with Bachelor degree qualifications than any other qualifications. There are other six technical staff that are also academic staff whose qualifications 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 – 2017/18**

Year	Ph.D			Masters			PGD			Bachelors			Adv. Dip.			OD		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
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
2017/18	0	0	0	2	1	3	0	0	0	18	5	23	3	0	3	17	3	20

**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
2017/18	3	1	4	0	0	0	0	0	0	0	0	0	0	0	0	43	10	53



**Figure 13: Technical Staff by Qualifications and Gender for 2017/18**

### 5.3.2 Technical Staff Profile by Age and Gender 2017/18

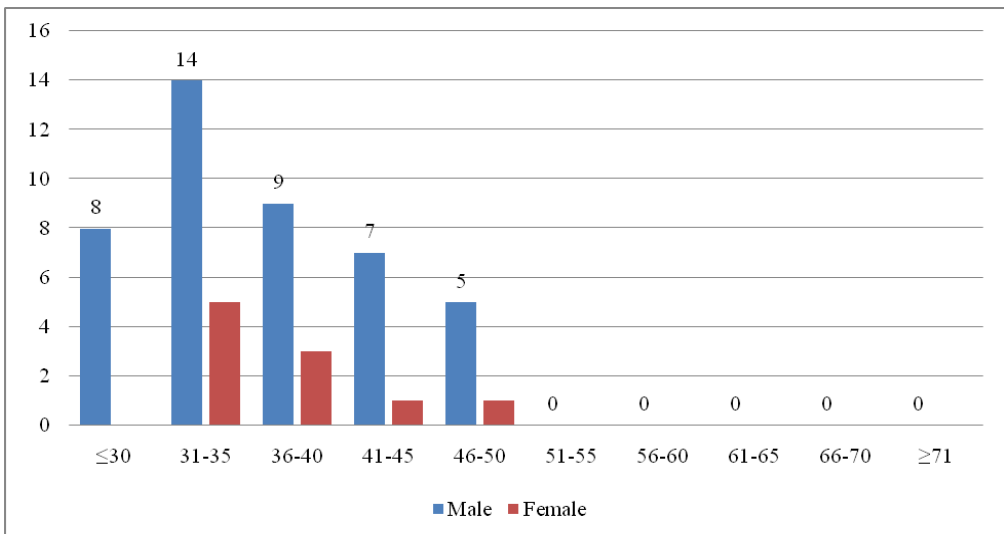
There are more Technical staff (male and female) aged 31 to 35 years than in any other age group. There is neither a male nor female technical staff aged more than 50 years. This means that the team of technical staff is still young, energetic enough to serve the OUT effectively, efficiently and for a quit long time (at least 10 years). (See Table 19)

**Table 19: Technical Staff Profile by Age and Gender 2007/08 - 2017/18**

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
2017/18	8	0	8	14	5	19	9	3	12	7	1	8	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
2017/18	0	0	0	0	0	0	0	0	0	0	0	0	43	10	53



**Figure 14: Technical Staff Profile by Age and Gender for 2017/18**

# Chapter Six

## SOURCES OF FUNDS

### 6.1. Introduction

OUT like any other higher learning institution needs financial resources to implement various activities in order to achieve the three core functions which are: teaching and learning, public service as well as research and publications. Although the survival of OUT largely hinges on Government subventions and self generated income, to propel its operations, OUT has also been able to mobilize funding from different development partners both from within and outside the country. In the following sub-sections, the major sources of revenues mobilized with corresponding expenditures on various items are outlined. With effective from this financial year (2017/18), We will be using financial data of the last financial year in order to get the audited data. (i.e the data for the last financial year 2016/17), because the booklet normally comes out in June every year while the respective financial data are audited in September/October every year.

### 6.2 Government Subvention: Recurrent and Development Subvention

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

**Table 20: Government Subvention: Recurrent and Development Subvention 2001 – 2017/18**

Fiscal Year	Recurrent (TShs '000)			Development (TShs '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	17,442,217	57.0	4,450,000	0	0.0

Note: Financial data for the Fiscal Year 2016/17 are the audited one. No Development Subvention funded by the Government to the OUT since 2013/14 Fiscal Year.

The development budget has been falling both in nominal and real terms between the financial years 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

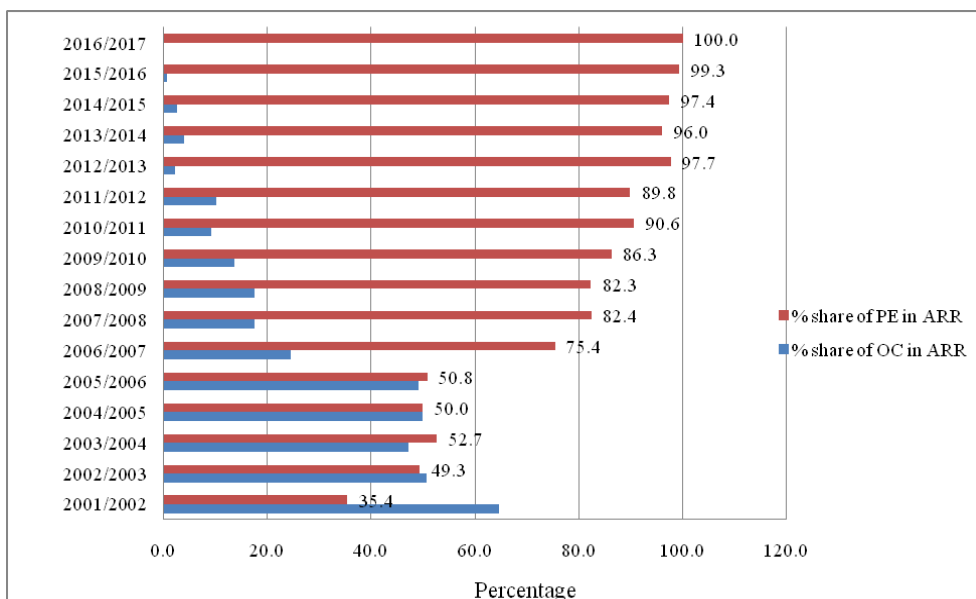
(10) floor Tourism building using World Bank funds loaned to the Government totalling TZS 3,592,379,377.30. In the academic year 2012/13 only 124,000,000/- TZS was released by the Government from local sources purposely for renovation of one of the Regional centres. Since then no Development Subvention 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*	-	17,442,217,055	17,442,217,055	0.0	100.0

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

It is apparent from Table 21 and Figure 15 that the nominal release of OC during the fiscal year 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. 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/= in (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.

**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.	12,892,900,747	80.1

#### 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.

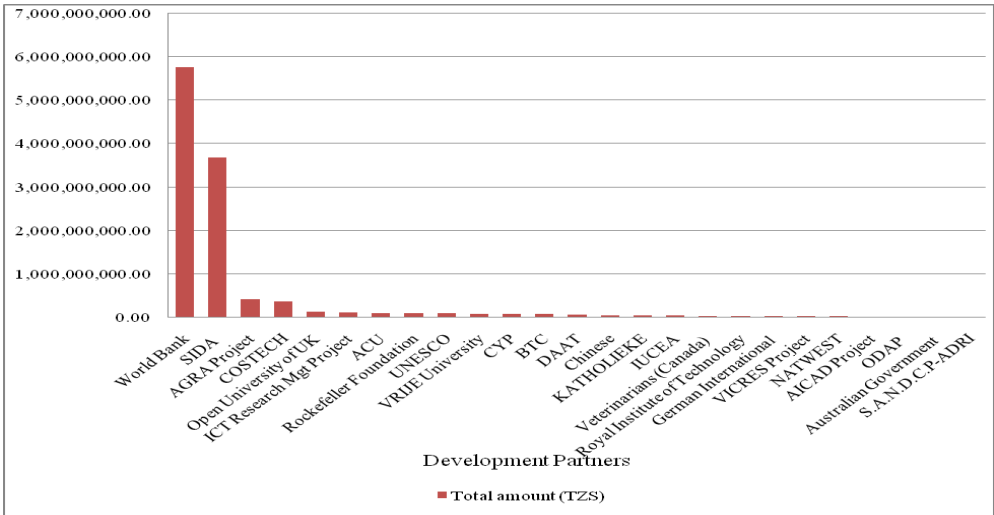
OUT also received grants from Commonwealth (CYP) London, to facilitate training programme in Youth Development and Work. The disbursed tranches have been used to regularly review and update teaching and learning materials, staff emoluments, workshops and seminars. The IUCEA has been pivotal in supporting 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 6<sup>th</sup> 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 – 2017/18**

**Table 23: Research Grants Received from Various Sources from 2013/14 to 2017/18**

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

**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	
	Open University of UK	89,496,298.20	
2006/07	Common wealth Youth Programme	19,264,312.00	167,190,186.72
	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	
	Royal Institute of Technology	22,604,627.72	
2007/08	Common wealth Youth Programme	25,485,749.60	1,060,997,889.58
	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	
	Common wealth Youth Programme	19,922,615.20	
2008/09	Veterinarians (Canada)	15,640,512.00	865,319,939.40
	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	
	Veterinarians (Canada)	11,799,368.80	
2009/10	World Bank loan to the Government	2,157,172,582.50	2,635,280,951.30
	SIDA	322,000,000.00	
	DANIDA	44,710,800.00	
	Chinese	35,565,000	
	BTC	64,033,200	
	SIDA	1,706,954,055.27	
2010/11	DAAT	1,980,000	2,441,905,340.00
	DAAT	2,045,000	
2011/12	World Bank loan to the Government	2,439,860,340.00	1,152,519,037.30
2012/13	World Bank loan to the Government	1,152,519,037.30	
2014/15	VICRES Project	16,046,400.00	16,046,400.00
	ICT Research Management Project	102,480,000.00	102,480,000.00
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

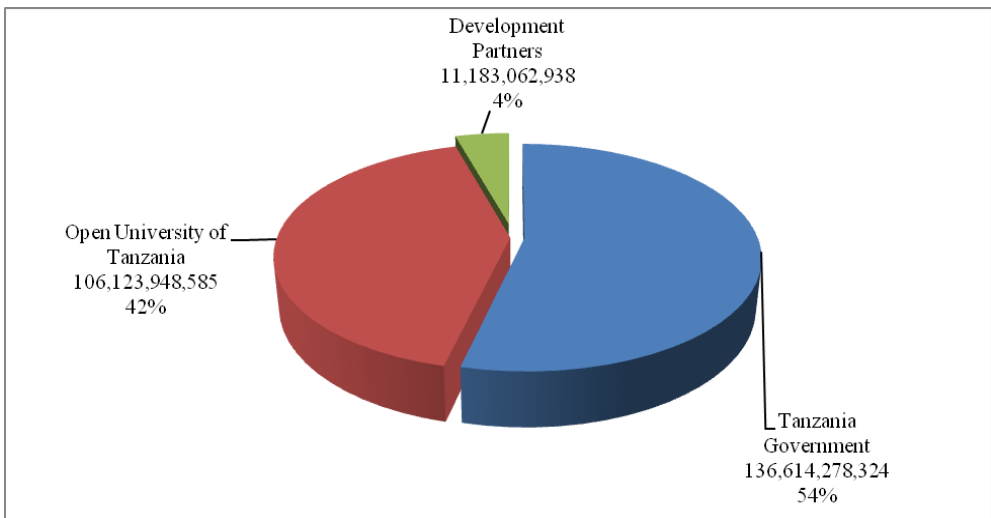
The account for “Other Self-Generated Funds” was formally established in the financial year 2005/06. Further to that, the Income Generation steering committee and separate financial accounts were set up in 2008 in order to enhance financial sustainability. Table 25 shows the revenues in Other Self-Generated 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	916,682,522

## 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 2017/18. Figure 17 exploits the data from Tables 20 - 25 to highlight the share of Government budget versus Development partners support and OUT itself in the OUT budget. In brevity, it is clear from Figure 17 that the OUT budget largely depends on Government’s financial muscles that mostly pays for PE costs 45.2%, OC 5.3% and Development Fund 3.3%. Support from the Development partners was 4.4% and the rest (95.6%) was from the Government and OUT that together contributed the major component of the budget. Of the 95.6% the OUT was able to generate 41.8% (Self-generated income 3.4% and Tuition Fees 38.4%).



**Figure 17: Sources of Finance 2004/05 – 2017/18**

# Chapter Seven

## RESEARCH, PUBLICATIONS AND CONSULTANCY OUTPUTS

### Introduction

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

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

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

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

Year	Number of research projects
2009/2010	18
2010/2011	23
2011/2012	24
2012/2013	26
2013/2014	30
2014/2015	34
2015/2016	15
2016/2017	6
2017/2018	15

### 7.2 Publications

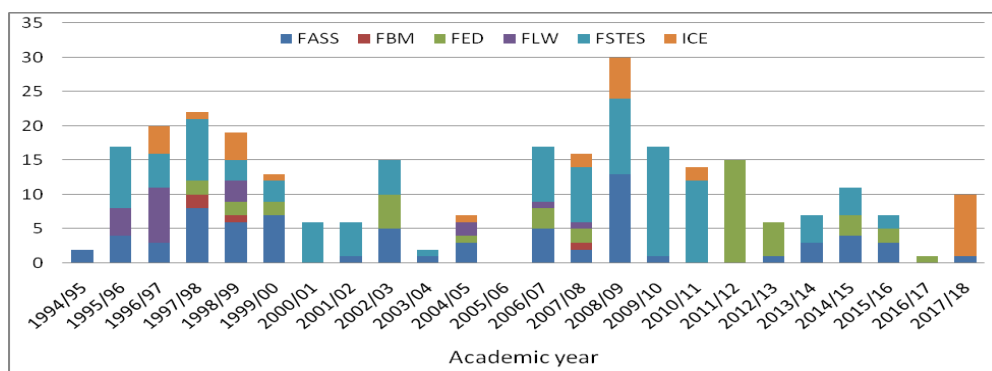
In general, the pace of producing study materials is rather slow and decreasing. In the academic year 2017/18, only Faculty of Arts and Social Science managed to publish 1 study material and Institute of Continuing Education that managed to publish 9 study materials. OUT is has shifted to a blended mode of delivery which integrates ICTs. Under the blended mode learners are not only depending on the traditional study materials but rather a combination of different learning materials which are available in a moodle platform.

### 7.2.1 Faculty-wise Publications

Table 27 shows the production of new study materials published since 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. Faculty Business Management (FBM) has published the fewest study materials within the same period.

**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
2017/18	1	0	0	0	0	9	10
<b>Total</b>	<b>73</b>	<b>4</b>	<b>43</b>	<b>19</b>	<b>111</b>	<b>30</b>	<b>280</b>



**Figure 18: New Study Materials 1994/95 – 2017/18**

### **7.2.2 Journals Produced by OUT**

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

#### **7.2.2.1 HURIA**

Of the 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 March 2018 has published its latest issue "Huria Journal volume 25, issue 1.

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

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

#### **7.2.2.3. Law Journal**

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

#### **7.2.2.4 African Journal of Economic Review**

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

with keen interest in the following areas: Public sector economics, monetary economics, international trade and finance, agricultural economics, industrial economics, development economics, labour economics, health economics, environmental economics and economic reforms. The AJER has been registered as ISSN 1821-8148. Vol. 1, first issue of the Journal was published in January 2013. The latest journal produced was Vol.4 issue 2 that was out in July 2016.

#### **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. The latest journal produced was Vol.1 issue 2 that was out in 2017. This second issue includes a variety of articles covering free cash flows, agency costs and performance of firms, the influence of economic growth, product diversification, public expenditure and social capital, public expenditure, and social capital for family business sustainability. All areas are of interest to scholars in Africa. The researchers in this issue deal with conditions in both Tanzania and Kenya.

#### **7.2.2.7. Tanzania Journal of Science and Technology**

Is a peer reviewed international journal that is biannually published in June and December by the Faculty of Science, Technology and Environmental Studies, The Open University of Tanzania (OUT). *Tanzania Journal of Science and Technology* will be publishing peer reviewed, high quality and original scholarly

research, short communications, research notes and review articles in all areas of, but not limited to, environmental sciences, mathematics, physics, chemistry, biology, computer sciences, agricultural sciences, engineering, biological sciences, natural products, energy resources, food sciences, ethnobotany, nutrition, modeling, environmental chemistry, information and communication technologies, information technologies, wildlife and nature conservation, climate change, biosciences, biotechnology, bioinformatics, biogeochemistry and bioengineering. The latest journal produced was Vol.1 issue 1 that was out in 2018.

### 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
2017/18	4

#### 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 asemi-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. Alex B. Makulilo	Member
6.	Dr. Michael W. Ng'umbi	Member
7.	Dr. Emmanuel Joseph Mallya	OCB Director, Secretariat
8.	Mr. Godwin Kessy	Coordinator IGU
9.	Dr. Edephonc Nfuka	Member
10.	Dr. Daphina Mabagala	DQAC
11.	Mr. Azimio J. Taluka	DFA
12.	Dr. Matobola Joel Mihale	Member
13.	Mr. Alexander Ndibalema	Member
14.	Dr. Gift Kweka	Member

# Chapter Eight

## THE UNIVERSITY LEADERSHIP DURING THE YEAR 2017/18

### 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 31<sup>st</sup> 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 25<sup>th</sup> May, 2016. Hon. Mizengo Kayanza Peter Pindahas taken over the position from Hon. Ambassador Dr. Asha-Rose Mtengeti Migiro who was appointed by H.E. President John Pombe Magufuli to the post of Tanzania High Commissioner to the United Kingdom. Hon. Ambassador Dr. Asha-Rose Mtengeti Migiro was the second Chancellor of OUT appointed by the then President of the United Republic of Tanzania Dr. Jakaya Mrisho Kikwete in January 2013.

#### 8.2.2 Council Chairperson

The appointing authority of the Chairperson of the OUT Council is the President of the United Republic of Tanzania. The manner of appointment of The Chairman of Council is prescribed in both the University Act No.7 of 2005

as well as in the OUT Charter and Rules (2007). Responsibility of the Council Chairperson is to chair the Council which is the highest policy making organ at OUT. The current Council Chairperson is Professor Rwekaza Mukandala who was appointed on the 29<sup>th</sup> December 2017.

### **8.2.3 The Vice Chancellor**

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

### **8.3 Deputy Vice Chancellors**

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

#### **8.3.1 Deputy vice Chancellor (Academic)**

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

### **8.3.3 Deputy vice Chancellor (Learning Technologies and Regional Services)**

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

## **8.4 Deans and Directors**

### **8.4.1 Faculty Deans**

The OUT Charter and Rules (2007) provides for appointment of Deans for each Faculty or Institute of the University. The Charter and Rules also prescribes that the Dean of each Faculty shall be the Academic Head and Chairperson of the Board of the Faculty. The following are Deans in various Faculties by June 2018.

- Dr. Felician Mutasa  
Dean, Faculty of Arts and Social Sciences
- Dr. Joseph Magali  
Dean, Faculty of Business Management
- Dr. Michael Ng'umbi  
Dean, Faculty of Education
- Dr. Gift Kweka  
Ag. 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 2018.

- Dr. Harieth Hellar- Kihampa  
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  
Director of Communications and Marketing
- Ms. Selina Irafay  
Director of Human Resource Management and Administration
- Prof. Hossea Rwegoshora  
Director of Postgraduate Studies
- Prof. Emmanuel Kigadye  
Director of Research and publications
- Mr. Benjamini Bussu  
Ag. Director of Planning and Development
- Dr. Athuman Samzugui  
Director of University Library Services
- Dr. Lawi Yohana  
Director of Examinations Syndicate
- Dr. Hellen Kiunsi  
Director of Undergraduate Studies
- Dr. Daphina Libent - Mabagala  
Director of Quality Assurance and Control

### 8.4.3 Coordinators and/or Directors of Regional Centres

The Charter also provides for the establishment of Coordination and/or Regional Centres whose Directors/ **Coordinators** were as follows by June 2018.

<b>Regional Centres</b>	<b>Directors</b>
Arusha	Mr.Marcel Salumu Masalu
Coast	Mr. Macarius Mtega
Dodoma	Dr.Anna I. Wawa
Geita	Mr. Ali Abdul
Ilala	Dr. Bahati Dionys Mbilinyi
Iringa	Dr. Bukaza Chachage
Kagera	Mr. Faustine Christopher
Katavi	Dr. Newton M. Kyando
Kigoma	Mr. Ally Abdallah
Kilimanjaro	Mr. Erick Gabriel
Kinondoni	Dr. Stanley Noah
Lindi	Ms. Neema Magambo
Manyara	Mr. Kassim Salehe
Mara	Ms. Flora M. Kiwonde
Mbeya	Dr. Emmanuel Tonya
Morogoro	Dr.Wambuka S. Rangi
Mtwara	Mr. Michael Peter
Mwanza	Ms. Ancyfrida Prosper
Njombe	Dr. Bilhuda Msangi
Rukwa	Adam Namamba
Ruvuma	Dr. Julius Frank
Shinyanga	Ms. Martha J. Kabate
Simiyu	Mr. Raphael Makoki
Singida	Mr. Joseph Madasi
Songwe	Mr. Lusekelo Mwanongwa
Tabora	Mr. Noel Nkombe
Tanga	Ms. Rahma Mohamed

<b>Coordination Centres</b>	<b>Coordinators</b>
Pemba	Mr. Nassor A. Suleiman
Zanzibar	Mr. Yusuph Mhangwa
Kahama	Mr. Oscar Damas
Tunduru	Mr. Andrew Komba

#### **8.4.4 Other Open University of Tanzania Centres**

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

The ACDE Technical Committee in Collaboration (ACDE TCC)

Director -Dr. Neville Reuben

The Centre for Economics and Community Economic Development (CECED, FASS)

Acting 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
  - Uganda - Uganda Management Institute(UMI)

# Chapter Nine

## CORPORATE SOCIAL RESPONSIBILITY (CSR) ACTIVITIES

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

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

### 9.2 Activities Undertaken

#### 9.2.1 Donations

In March 2014, 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 (OUTLAC) since 2008. The Legal Aid Clinic has been offering pro-bono legal

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

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



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