THE OPEN UNIVERSITY OF TANZANIA

FACTS AND FIGURES 2019/2020

Prepared by
The Directorate of Quality Assurance and Control

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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
FASS	Faculty of Arts and Social Sciences
FBM	Faculty of Business Management
FED	Faculty of Education
FLW	Faculty of Law
FSTES	Faculty of Science, Technology and Environmental Studies
Hon. Degree	Honorary Degree
K/Saudi Arabia	Kingdom of Saudi Arabia
LL. B	Bachelor of Law
LL.M	Master of Law
LL.M ICJ	Master of Law in International Criminal Justice
LL.M IT & T	Master of Law in Information Technology and Telecommunication
LT and RS	Learning Technology and Regional Services
M.CED	Masters in Community Economic Development
M.Dist.Ed	Master in Distance Education
M.Ed	Master of Education
M.ES	Master in Environmental Studies
M.Sc	Master of Science
M.Sc. (CED)	Master of Science in Community Economic Development
M.Sc. Econ.	Master of Science Economics
MA	Master of Arts
MA (SW)	Master of Arts (Social Work)
MA GL	Master of Arts in Governance and Leadership
MA Tourism	Master of Arts Tourism
MBA	Master of Business Administration
MBA T & L Mgt	Master of Business Administration in Transport and Logistics Management
MHRM	Master in Human Resource Management
MPM	Master of Project Management
ODDEOL	Diploma in Distance Education and Open Learning
ODL	Open and Distance Learning
OFC	Certificate in Foundation Course
OUT	Open University of Tanzania
PGDBM	Postgraduate Diploma in Business Management
PGDBS	Postgraduate Diploma in Business Studies
PGDCDD	Postgraduate Diploma in Curriculum Design and Development
PGDE	Postgraduate Diploma in Education
PGDL	Postgraduate Diploma in Law
PGDL (IT & T)	Postgraduate Diploma in Law in Information Technology and Telecommunication
PGDSW	Postgraduate Diploma in Social Work
Ph.D	Doctor of Philosophy
SADC ODL COS (TE)	Southern Africa Development Community – Open and Distance Learning – Centre of Specialisation in Teacher Education

FOREWORD

The sixteenth 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.

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   **Dar es Salaam**
Vice Chancellor   **June, 2020**

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 departments 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, Publication and Innovation as well as the Director of Undergraduate Studies for the continued support and cooperation in providing relevant inputs in a timely fashion. I extend my sincere appreciation to the Dean of Students and OUTSO Leadership. Admittedly, without their support, this booklet would not have been completed.

Lastly, I wish to express my 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   **Dar es Salaam**
Director of Quality Assurance and Control   **June, 2020**

EXECUTIVE SUMMARY

The Open University of Tanzania (OUT) is a government institution which was established by an Act of Parliament No. 17 of 1992. The Act became operational on 1st March, 1993 by publication of Notice No. 55 in the Official Government Gazette. The University started its operation in 1994. 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, Namibia, Ethiopia and Ghana. The Open University of Tanzania has five well-established faculties, two institutes, eight academic directorates and four administrative directorates. Additionally, The University hosts four centres namely the ACDE Technical Committee in Collaboration (ACDE TCC), the Centre for Economics and Community Economic Development (CECED, FASS), the SADC Centre of Specialisation in Teacher Education [SADC COS (TE)] and UTLS.

Over the last twenty-five years of its operation (i.e. 1994 to 2019/20), about 45.7% of enrolled students have been pursuing degrees in Education; 18.1% in Law; 12.1% in Business Management; 16.0% in Arts and Social Sciences; and 7.6% in Sciences. Over 79.8% 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 160,509 students. Among the 160,509 enrolled students, 70,423, 37,189 and 52,897 students were pursuing Undergraduate, Postgraduate and Non-degree programmes respectively. Currently, the University has an estimated total of 65,534 students who are still in the record.

More than 50.0% of enrolled students come from the OUT regional centres of Kinondoni, Arusha, Mwanza, Ilala, Mbeya, Kilimanjaro, Morogoro, Dodoma and Kagera. Of these top nine regional centres, which had cumulative enrolments of more than 61,098 students from 1994 to 2019/20 Kinondoni had the highest cumulative enrolment (17,784) followed by Arusha (7,405) while Kagera had the lowest cumulative enrolment (4,303). In short, from 1994 to 2019/20, ten regional centres (i.e. the then Dar es Salaam regional centre and the nine regional centres mentioned earlier) have recruited more than 71,999(58.4%) of Undergraduate Degree and Non-Degree students.

In general, the Faculty of Education has the highest number of female Undergraduate Degree and Non-Degree students, followed by the Faculty of Arts and Social Sciences. 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 2020 had a total number of 602 qualified Staff of whom, 317 were academic staff, 203 (64.0%) were males and 114 (36.0%) were females. Equally, up to June 2020, the OUT had 228 Administrative staff, out of whom 92 (40.4%) were males and 136 (59.6%) were females. During the same period, OUT had 57 Technical staff, whereby 47 (82.5%) were males and 10 (17.5%) were females.

The cumulative number of graduates from 1999 to March 2020 was 43,579 whereby 17,654 (40.5%) were females. Among 43,579 graduates, 17,090 students graduated in Non-Degree programmes out of whom 7,498 (43.9%) were females, 19,856 students graduated in Undergraduate degree programmes out of whom 7,853 (39.5%) were females and 6,633 were graduates for Postgraduate and Honorary degrees whereby 2,303 (34.7%) were females

INTRODUCTION

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

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

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

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

This booklet presents the latest five years (2014/15 - 2019/20) and sum of cumulative data (1994 – 2019/20) on students (enrolment, graduates) figures, staff position, research, publications and consultancy outputs, University leadership, Corporate Social Responsibility (CSR) activities as well as the sources of revenues and expenditures.
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Chapter One
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 male students enrolled has maintained an upward trend from 57.4% in 2014/15 to 6976% in 2019/2020 while the percentage of female students enrolled has been fluctuating from 42.6% in 2014/15 to 30.3% in 2019/20. 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.
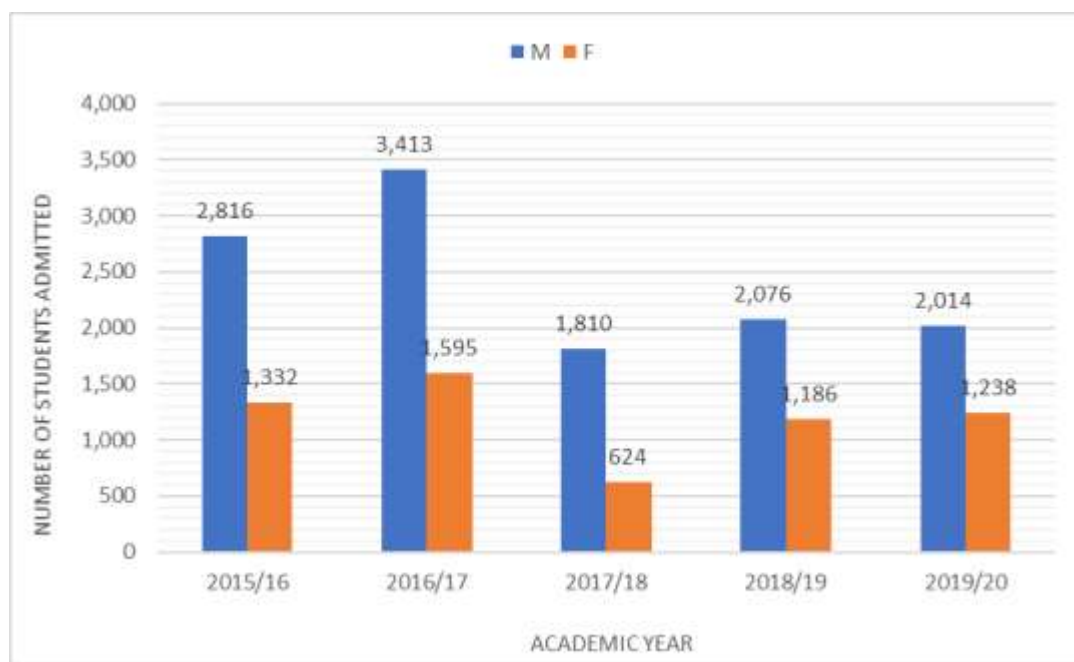
Figure 1: Admission by Gender

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 number of male applicants enrolled should be more than female applicants. In particular, at the disaggregate level; it seems that the programmes of BA (Ed), LL B and BSc (Ed.) are the

most popular to both male and female students from 2014/15 to 2019/20. OUT needs to enhance its efforts to network with a number of organisations that deal with the gender dimension in Tanzania in 2019/20. 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.

1.3 Enrolment by Degree Programmes

During the last twenty-six years, about 45.7% of enrolled students have been studying the degree in education; 18.1% have been enrolled in LLB programme; about 12.6% in Business management; 16.0% in Arts and Social Sciences; and 7.6% in sciences. Strictly speaking, over 79.8% of undergraduate degree students at the OUT are studying for bachelor degrees in three major fields of Education, Law as well as Arts and Social Sciences

From 2014/2015 academic year to 2017/18 the programmes B.Ed and BA appear to have no students at all though in cumulative figures they are still among the five programmes above in having the highest number of students. This is due to introduction of B.Ed and BA (Gen.) with specialized programmes so that students can now study those programmes with specific areas. For instance, instead of having BA (Gen.) there are BA English Language and Linguistics, BA Literature, BA History, BA Kiswahili and Creative Studies, BA Sociology, BA Social Work etc. Similarly for B.Ed, instead of having B.Ed as a programme, we now have B.Ed (AE), B.Ed (TEP), B.ED (ODL), BED (TE) programmes etc (see Table 1 below).

Table 1: Admission into Undergraduate Programmes

Programme	2015/2016			2016/2017			2017/2018		
	M	F	T	M	F	T	M	F	T
B.A.(Gen.)	0	0	0	0	0	0	0	0	0
B.A.(Ed.)	25	306	331	481	322	803	189	89	278
B.Com.(Gen.)	0	0	0	0	0	0	0	0	0
B.Com.(Ed.)	0	0	0	0	0	0	0	0	0
B. Ed.	0	0	0	0	0	0	0	0	0
LL.B	2,701	166	2,867	507	97	604	324	58	382
B.Sc.(Gen.)	0	5	5	30	4	34	32	2	34
B.Sc.(Ed.)	10	17	27	179	34	213	101	19	120
BBA (Gen.)	0	0	0	0	0	0	0	0	0
BBA (Ed.)	0	18	18	51	15	66	19	6	25
B.A.T	1	9	10	18	6	24	20	6	26
B.Sc.(ICT)	1	7	8	70	9	79	56	11	67
B. Ed. (SE)	0	14	14	31	28	59	17	16	33
B.A.(SW)	0	7	7	0	0	0	0	0	0
B.A.(Soc.)	6	34	40	107	56	163	25	15	40
B.A.J	0	3	3	11	7	18	15	0	15
B.A.(Mass Com.)	2	24	26	62	23	85	32	12	44
B.Sc.(ES)	3	5	8	57	15	72	31	6	37
BBA (Acc.)	9	25	34	101	43	144	70	21	91
BBA (Fin.)	2	11	13	42	21	63	16	9	25
BBA (HRM)	1	8	9	36	13	49	18	11	29
BBA (IB)	1	8	9	14	7	21	16	6	22
BBA (Mark.)	4	10	14	47	21	68	34	14	48
B. Ed. TE	2	25	27	87	48	135	19	10	29
B. Ed. (AE)	1	18	19	17	12	29	18	15	33
B. Ed. (PM)	16	316	332	616	422	1,038	237	110	347
BHRM	7	89	96	194	104	298	105	54	159
B (LIM)	2	44	46	30	23	53	24	21	45
BA (English Lang and Ling)	0	1	1	10	5	15	6	1	7
BA (History)	0	0	0	8	4	12	2	0	2
BA (International Relations)	4	14	18	101	42	143	43	8	51
BA (Kisw and Creative Studies)	2	30	32	18	12	30	8	4	12
BA(NRAM)	0	1	1	26	8	34	19	7	26
BA (Population and Develop.)	0	4	4	8	1	9	6	0	6
BA (Public Administration)	7	27	34	211	68	279	85	18	103
BA Economics	1	7	8	36	5	41	30	5	35
BA Literature	0	0	0	1	0	1	0	0	0
Bachelor of CED	2	21	23	31	31	62	33	13	46
BSC (Energy Resources)	0	0	0	11	1	12	19	1	20
BSc (FND)	3	18	21	35	16	51	69	22	91
BSc DM	1	4	5	26	1	27	19	2	21
BSc.ES(M)	1	5	6	28	2	30	18	4	22
BA Social Psychology	0	2	2	3	1	4	0	2	2
BSW	1	29	30	72	68	140	35	26	61
Total	**2,816**	**1,332**	**4,148**	**3,413**	**1,595**	**5,008**	**1,810**	**624**	**2,434**

Table 1: Contd.

Programme	2018/2019			2019/2020			1994 - 2019/2020		
	M	F	T	M	F	T	M	F	T
B.A.(Gen.)	0	0	0	0	0	0	2,459	812	3,271
B.A.(Ed.)	209	130	339	137	117	254	8,612	4,396	13,008
B.Com.(Gen.)	0	0	0	0	0	0	1,216	178	1,394
B.Com.(Ed.)	0	0	0	0	0	0	321	65	386
B. Ed.	0	0	0	0	0	0	5,509	3,188	8,697
LL. B	341	97	438	311	146	457	10,850	1,920	12,770
B.Sc. (Gen.)	44	9	53	52	20	72	2,043	628	2,671
B.Sc. (Ed.)	132	52	184	101	36	137	2,819	964	3,783
BBA (Gen.)	0	0	0	0	0	0	2,427	611	3,038
BBA (Ed.)	9	5	14	16	12	28	763	331	1,094
B.A. T	23	12	35	27	13	40	678	198	876
B.Sc. (ICT)	90	20	110	87	13	100	810	158	968
B. Ed. (SE)	36	44	80	57	40	97	263	259	522
B.A.(SW)	0	0	0	0	0	0	541	537	1,078
B.A.(Soc.)	32	27	59	32	24	56	1,057	921	1,978
B.A. J	15	9	24	8	2	10	164	71	235
B.A. (Mass Com.)	35	30	65	28	14	42	480	340	820
B.Sc. (ES)	29	11	40	44	12	56	580	154	734
BBA (Acc.)	76	42	118	59	41	100	634	320	954
BBA (Fin.)	17	8	25	23	12	35	398	160	558
BBA (HRM)	14	14	28	32	15	47	330	202	532
BBA (IB)	13	6	19	20	7	27	126	66	192
BBA (Mark.)	26	29	55	40	19	59	384	203	587
B. Ed. TE	44	23	67	29	21	50	396	279	675
B. Ed. (AE)	22	13	35	17	22	39	233	236	469
B. Ed. (PM)	287	168	455	297	216	513	1,851	1,712	3,563
BHRM	78	89	167	113	120	233	883	748	1,631
B (LIM)	28	41	69	36	40	76	142	217	359
BA (Eng Lang and Ling)	5	5	10	3	1	4	30	18	48
BA (History)	3	0	3	1	0	1	16	5	21
BA (International Relat)	41	34	75	54	12	66	272	139	411
BA (Kisw and Creat. St)	3	4	7	2	4	6	47	67	114
BA(NRAM)	23	8	31	14	3	17	95	37	132
BA (Population and Develop.)	81	57	138	10	4	14	107	71	178
BA (Public Admin.)	74	27	101	79	44	123	519	230	749
BA Economics	18	3	21	20	6	26	127	37	164
BA Literature	2	0	2	0	0	0	4	1	5
Bachelor of CED	59	45	104	55	48	103	199	181	380
BSC (Energy Resources)	19	4	23	7	3	10	65	59	124
BSc (FND)	59	63	122	109	96	205	283	326	609
BSc DM	21	9	30	29	8	37	96	24	120
BSc.ES(M)	15	5	20	18	7	25	80	23	103
BA Social Psychology	1	0	1	0	0	0	4	5	9
BSW	52	43	95	47	40	87	207	206	413
Total	**2,076**	**1,186**	**3,262**	**2,014**	**1,238**	**3,252**	**49,120**	**21,303**	**70,423**

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.

Cumulatively (1994 – 2019/20), and as depicted from Table 2 that the Faculty of Education (FED) has led in enrolling good number of students (32,197) in both males and females as compared to other Faculties followed by the Faculty of Laws (12,770). Faculty of Business Management have enrolled the least number of students (5,329).
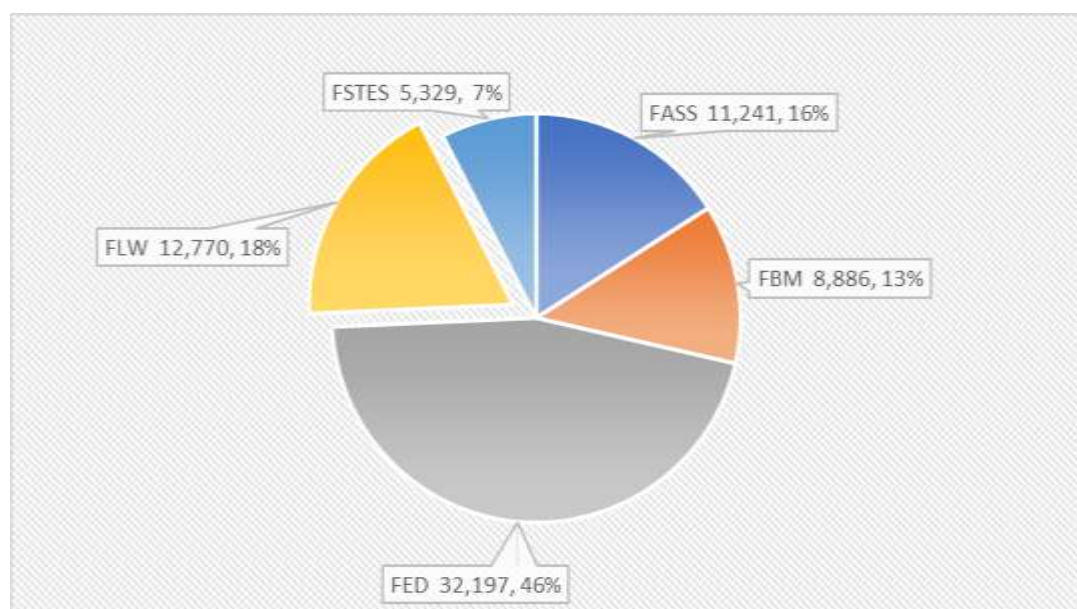
Figure 2: Percentage of Undergraduate Degree Students Admission in the Faculties

Table 2: Undergraduate Students Admission into Various Faculties: 1994 - 2019/20

Programme	2015/16			2016/17			2017/18		
	M	F	T	M	F	T	M	F	T
FASS	53	563	616	1,234	682	1,916	572	227	799
FBM	24	169	193	485	224	709	278	121	399
FED	19	373	392	751	510	1,261	291	151	442
FLW	2,701	166	2,867	507	97	604	324	58	382
FSTES	19	61	80	436	82	518	345	67	412
Total	**2,816**	**1,332**	**4,148**	**3,413**	**1,595**	**5,008**	**1,810**	**624**	**2,434**

Table 2: Contd…

Programme	2018/19			2019/20			1994 - 2019/20		
	M	F	T	M	F	T	M	F	T
FASS	495	345	840	416	255	671	7,148	4,093	11,241
FBM	224	188	412	287	214	501	6,398	2,488	8,886
FED	607	383	990	654	464	1,118	20,767	11,430	32,197
FLW	341	97	438	311	146	457	10,850	1,920	12,770
FSTES	409	173	582	346	159	505	3,957	1,372	5,329
Total	2,076	1,186	3,262	2,014	1,238	3,252	49,120	21,303	70,423

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

Regional and Coordination Centres are the blood vessels of the heart of the University's success, giving students and academics the benefits of belonging to both a large institution and an interdisciplinary academic community. Table 3 summarizes students' admission by Regional/Country/Coordination centres taking into account the gender element. In general, Dar es Salaam based OUT regional centres (i.e. Kinondoni, Ilala and the then Temeke regional centre) dominated the admission picture over the last twenty-six years.

It is also revealed from Table 3 that more than 50.0% of enrolled students come from the OUT regional centres of Kinondoni, Arusha, Mwanza, Ilala, Mbeya, Kilimanjaro, Morogoro, Dodoma and Kagera. Of these nine regional centres, which had cumulative enrolments of more than 61,098 students from 1994 to 2019/20, Kinondoni had the highest cumulative enrolment (17,784) followed by Arusha (7,405) while Kagera had the lowest cumulative enrolment (4,303).

In short, from 1994 to 2019/20, ten regional centres (i.e. the then Dar es Salaam regional centre and the nine regional centres mentioned earlier) have recruited more than 71,999(58.4%) of Undergraduate Degree and Non-Degree students.

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

Reg.Centre /Countries	2015/16			2016/17			2017/18		
	M	F	T	M	F	T	M	F	T
Arusha	316	217	533	270	135	405	48	26	74
Dar es Salaam	0	0	0	0	0	0	0	0	0
Ilala	141	87	228	152	109	261	60	19	79
Kinondoni	684	527	1211	550	419	969	2195	1041	3236
Temeke	172	118	290	100	96	196	16	4	20
Dodoma	227	137	364	189	104	293	31	13	44
Geita	395	144	539	167	96	263	62	18	80
Iringa	141	97	238	157	96	253	39	16	55
Kagera	237	83	320	259	79	338	65	15	80
Kahama	0	0	0	0	0	0	0	0	0
Katavi	126	45	171	77	30	107	19	1	20
Kigoma	296	80	376	185	67	252	59	19	78
Kilimanjaro	199	96	295	144	43	187	41	19	60
Lindi	170	56	226	141	45	186	26	20	46
Manyara	142	74	216	133	83	216	17	10	27
Mara	317	69	386	171	66	237	57	18	75
Mbeya	253	111	364	140	78	218	46	19	65
Morogoro	153	96	249	180	101	281	45	34	79
Mtwara	157	54	211	144	44	188	31	12	43
Mwanza	360	130	490	317	98	415	61	15	76
Njombe	125	66	191	110	56	166	14	10	24
Pemba	73	67	140	26	39	65	2	1	3
Pwani	78	51	129	72	37	109	17	4	21
Rukwa	100	29	129	94	22	116	35	3	38
Ruvuma	134	53	187	114	30	144	48	25	73
Shinyanga	243	118	361	280	108	388	45	24	69
Simiyu	97	44	141	65	31	96	19	11	30
Singida	110	42	152	95	42	137	77	41	118
Songwe	0	0	0	17	2	19	5	3	8
Tabora	223	87	310	182	60	242	37	10	47
Tanga	191	71	262	180	109	289	37	21	58
Tunduru	0	0	0	0	0	0	0	0	0
Zanzibar	161	117	278	83	26	109	6	1	7

Table 3: Contd…

Reg.Centre /Countries	2018/19			2019/20			1994 - 2019/20		
	M	F	T	M	F	T	M	F	T
Arusha	441	284	725	410	287	697	4760	2645	7405
Dar es Salaam	0	0	0	0	0	0	7255	3646	10901
Ilala	181	123	304	167	120	287	3475	2313	5788
Kinondoni	1176	934	2110	1024	835	1859	10154	7630	17784
Temeke	41	30	71	57	32	89	1729	1463	3192
Dodoma	221	159	380	236	187	423	2959	1632	4591
Geita	171	63	234	209	76	285	1292	452	1744
Iringa	176	106	282	140	98	238	2913	1335	4248
Kagera	367	178	545	210	113	323	3244	1059	4303
Kahama	56	24	80	67	53	120	123	77	200
Katavi	90	35	125	84	33	117	527	295	822
Kigoma	202	97	299	142	61	203	2508	634	3142
Kilimanjaro	148	124	272	140	123	263	3111	1915	5026
Lindi	150	54	204	122	46	168	1501	468	1969
Manyara	171	93	264	125	89	214	1662	896	2558
Mara	203	91	294	221	98	319	2459	887	3346
Mbeya	188	153	341	223	153	376	3726	1520	5246
Morogoro	196	140	336	176	126	302	2875	1768	4643
Mtwara	169	90	259	116	77	193	1966	719	2685
Mwanza	361	215	576	337	215	552	4463	1849	6312
Njombe	58	43	101	77	59	136	679	462	1141
Pemba	51	37	88	34	23	57	747	395	1142
Pwani	98	69	167	116	74	190	1532	885	2417
Rukwa	107	29	136	85	41	126	1614	350	1964
Ruvuma	186	134	320	167	107	274	2037	841	2878
Shinyanga	141	78	219	69	81	150	2675	1039	3714
Simiyu	138	57	195	122	45	167	529	306	835
Singida	127	87	214	115	61	176	1538	751	2289
Songwe	67	39	106	80	36	116	169	80	249
Tabora	145	78	223	191	58	249	2176	757	2933
Tanga	152	127	279	151	121	272	2537	1286	3823
Tunduru	1	2	3	4	2	6	5	4	9
Zanzibar	87	83	170	133	105	238	2244	1148	3392

Table 3: Contd…

Reg.Centre /Countries	2015/16			2016/17			2017/18		
	M	F	T	M	F	T	M	F	T
Algeria	0	0	0	0	0	0	0	0	0
Angola	0	0	0	0	0	0	0	0	0
Botswana	0	0	0	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	0	0	0	0	0
Congo	0	0	0	0	0	0	0	0	0
Ethiopia	0	0	0	0	0	0	0	0	0
Ghana	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	0	1	1	0	0	0	0	0	0
Italy	0	0	0	0	0	0	0	0	0
Kenya	7	7	14	8	1	9	0	0	0
Korea	0	0	0	0	0	0	0	0	0
Lesotho	0	0	0	0	0	0	0	0	0
Libya	0	0	0	0	0	0	0	0	0
Malawi	0	0	0	0	0	0	0	0	0
Namibia	7	0	7	4	1	5	0	0	0
Netherlands	0	0	0	0	0	0	0	0	0
Nigeria	0	0	0	0	0	0	0	0	0
Rwanda	0	0	0	1	0	1	0	0	0
Somalia	0	0	0	0	0	0	0	0	0
South Africa	0	0	0	0	0	0	0	0	0
Sudan	0	0	0	0	0	0	0	0	0
Swaziland	0	0	0	0	0	0	0	0	0
Sweden	0	0	0	0	0	0	0	0	0
Taiwan	0	0	0	0	0	0	0	0	0
Thailand									
Uganda	0	0	0	5	0	5	0	0	0
UK	0	0	0	0	0	0	0	0	0
USA	0	0	0	0	0	0	0	0	0
Zambia	0	0	0	0	0	0	0	0	0
Zimbabwe	0	0	0	0	0	0	0	0	0
Total	**6035**	**2974**	**9009**	**4812**	**2353**	**7165**	**3260**	**1473**	**4733**

Table 3: Contd…

Reg.Centre	2018/19			2019/20			1994 - 2019/20		
/Countries	M	F	T	M	F	T	M	F	T
Algeria	0	0	0	0	0	0	0	1	1
Angola	0	1	1	0	0	0	1	1	2
Botswana	1	0	1	0	0	0	2	0	2
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	1	0	1	0	0	0	2	0	2
Ethiopia	0	0	0	0	0	0	2	1	3
Ghana	1	0	1	0	0	0	1	0	1
Hong Kong	0	0	0	0	0	0	1	0	1
Hungary	0	0	0	0	0	0	1	1	2
India	0	0	0	0	0	0	1	2	3
Italy	0	0	0	0	0	0	0	1	1
Kenya	1	4	5	0	0	0	157	94	251
Korea	0	0	0	0	0	0	1	0	1
Lesotho	0	0	0	0	0	0	4	1	5
Libya	0	1	1	0	0	0	0	3	3
Malawi	0	0	0	0	0	0	6	1	7
Namibia	2	1	3	0	0	0	77	90	167
Netherlands	0	0	0	0	0	0	0	1	1
Nigeria	0	1	1	0	0	0	1	2	3
Rwanda	0	0	0	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	1	1	0	0	0	1	3	4
Sweden	0	0	0	0	0	0	0	2	2
Taiwan	2	1	3	0	0	0	4	1	5
Thailand	1	0	1	0	0	0	1	0	1
Uganda	0	0	0	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
Total	**6075**	**3866**	**9941**	**5550**	**3635**	**9185**	**81565**	**41755**	**123320**

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 6,491 students since 2002 followed by M. ED (APPS) with a total enrolment of 6,433 students.

On the contrary, while the LLB programme attracts a huge proportion of students, it is ironic to notice that LLM was one of the least popular programmes. It can also be seen from Table 4 that Postgraduate Diploma in Law attracts more students (731) 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 6,433 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	2015/16			2016/17			2017/18			2018/19			2019/20			2001 - 2019/2020		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Ph.D	161	48	209	201	50	251	233	52	285	213	75	288	202	65	267	**1460**	**398**	**1858**
PGDE	229	129	358	260	125	385	415	84	499	218	61	279	185	79	264	**2590**	**1053**	**3643**
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	372	199	571	345	166	511	498	220	718	335	167	502	389	159	548	**4340**	**2093**	**6433**
M.Ed APPS Thesis										1	0	1	0	0	0	**1**	**0**	**1**
MA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**250**	**87**	**337**
MBA	216	65	281	199	63	262	180	36	216	201	83	284	285	111	396	**5164**	**1327**	**6491**
MBA Thesis													2	2	4	**2**	**2**	**4**
MSc	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**20**	**11**	**31**
PGDL	26	1	27	38	3	41	12	0	12	53	5	58	72	7	79	**645**	**86**	**731**
LLM	65	19	84	59	14	73	65	19	84	0	0	0	0	0	0	**420**	**106**	**526**
LL.M Thesis										4	1	5	3	1	4	**7**	**2**	**9**
LLM C&D										57	14	71	71	19	90	**128**	**33**	**161**
LLM (IT & T)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**140**	**46**	**186**
MSc CED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**385**	**190**	**575**
M CED	38	30	68	37	17	54	47	24	71	55	44	99	53	31	84	**1009**	**663**	**1672**
MA SW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**215**	**181**	**396**
MA TPM	19	5	24	20	8	28	21	10	31	0	0	0	0	0	0	**183**	**52**	**235**
MTPM										24	3	27	36	13	49	**60**	**16**	**76**
MBA (T & L) Mgt	27	3	30	20	4	24	0	0	0	34	6	40	34	3	37	**290**	**35**	**325**
MHRM	228	114	342	128	70	198	137	54	191	121	91	212	214	94	308	**1597**	**798**	**2395**
MSc Economics	49	8	57	46	5	51	66	9	75	33	3	36	64	9	73	**489**	**65**	**554**
MSC Economics Thesis													0	0	0	**0**	**0**	**0**
LL.M ICJ	10	1	11	14	2	16	11	2	13	18	4	22	27	3	30	**151**	**20**	**171**
PGDBS	0	0	0	58	17	75	92	28	120	54	27	81	100	39	139	**699**	**273**	**972**
MA Kisw	22	39	61	47	45	92	75	84	159	52	43	95	50	42	92	**383**	**373**	**756**
MA Kisw Thesis													1	0	1	**1**	**0**	**1**

Programme	2015/16			2016/17			2017/18			2018/19			2019/20			2001 - 2019/2020		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
MA PSPA	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0	6	1	7
MA Economics	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	40	7	47
MA Economics Thesis													1	0	1	1	0	1
MA Linguistics	3	0	3	2	1	3	0	0	0	2	1	3	0	0	0	26	4	30
MA Linguistics Thesis													4	1	5	4	1	5
MA Rel. Studies	0	0	0	2	0	2	1	0	1	0	0	0	0	0	0	5	0	5
MSC Env. Studies	0	0	0	0	0	0	0	0	0	0	0	0	89	7	96	202	31	233
MSC Botany	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	3	0	3
MSC Chemistry	0	0	0	1	0	1	0	0	0	1	0	1	0	0	0	6	0	6
MSC Physics	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	3	0	3
MSC Maths										3	1	4	0	0	0	3	1	4
MSC Maths Thesis													0	1	1	0	1	1
MA Sociology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1	5
MSC Computer ScienceS													25	3	28	25	3	28
MA Sociology Thesis										1	0	1	0	0	0	1	0	1
M.ED ODL	20	8	28	14	5	19	11	0	11	7	5	12	6	3	9	256	109	365
MED Thesis										2	1	3	2	0	2	4	1	5
MA Literature	2	1	3	0	0	0	3	0	3	0	0	0	0	0	0	5	3	8
MA Literature Thesis													3	0	3	3	0	3
MPM	183	67	250	180	34	214	198	41	239	161	58	219	246	68	314	1566	437	2003
MA History	17	1	18	12	0	12	7	2	9	6	1	7	6	0	6	82	8	90
MA History Thesis													0	1	1	0	1	1
PGDCDD	0	0	0	17	6	23	16	2	18	6	1	7	8	4	12	281	176	457
PGDSW	2	4	6	0	0	0	25	6	31	12	7	19	39	33	72	106	76	182
MSc Biology	2	0	2	3	2	5	0	0	0	1	0	1	0	0	0	9	2	11
MSC Zoology Thesi													1	0	1	1	0	1
M.ES	49	19	68	44	12	56	40	13	53	46	11	57	0	0	0	271	83	354
MES Thesis										1	0	1	0	0	0	1	0	1
MES Health										2	0	2	0	0	0	2	0	2
MA ICD	24	13	37	36	15	51	27	13	40	58	26	84	53	30	83	236	119	355

Programme	2015/16			2016/17			2017/18			2018/19			2019/20			2001 - 2019/2020		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
MANRAM	38	8	46	36	7	43	39	13	52	40	5	45	37	7	44	252	53	305
MA SW Hibrid		0	0	0	0	0	0	0	0	0	0	0	0	0	0	135	80	215
MA GL	21	1	22	40	6	46	27	6	33	78	19	97	99	18	117	290	63	353
MSc (ICT)	2	0	2	2	0	2	3	0	3	9	1	10	0	0	0	21	1	22
MSc ICT Thesis													2	0	2	2	0	2
PGDBM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	3	17
PGD in Policy Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MLIM	8	12	20	16	8	24	9	2	11	17	19	36	16	24	40	66	67	133
MSc in HAC	7	1	8	18	5	23	0	0	0	0	0	0	0	0	0	34	8	42
MHACD							21	4	25	27	7	34	27	12	39	75	23	98
PGDSW Hybrid				6	6	12	0	0	0	0	0	0	0	0	0	12	12	24
MA in GI	0	0	0	0	0	0	0	0	0	0	1	1	26	17	43	28	21	49
MA DS Thesis													1	0	1	1	0	1
MA Geography	1	0	1	1	0	1	0	0	0	1	0	1	0	0	0	4	0	4
MA M & E	130	30	160	142	60	202	198	47	245	190	75	265	251	84	335	974	317	1291
MSW	49	41	90	41	28	69	52	40	92	38	26	64	43	25	68	223	161	384
MSc HN	1	1	2	0	2	2	1	1	2	2	1	3	0	0	0	4	8	12
MSc HN Thesis													1	2	3	1	2	3
MSc Zoology	0	1	1	0	0	0	0	0	0	1	1	2	0	0	0	1	2	3
eLLM ICT	17	12	29	21	4	25	20	1	21	15	2	17	38	5	43	111	24	135
MA GS	1	4	5	12	21	33	13	14	27	12	18	30	0	0	0	38	57	95
MA Mass Com	24	12	36	24	8	32	20	19	39	22	26	48	40	13	53	130	78	208
MA Mass Com Thesis													1	0	1	1	0	1
MED CDD	33	15	48	71	37	108	127	39	166	57	24	81	64	20	84	352	135	487
MPH	29	13	42	19	6	25	0	0	0	0	0	0	0	0	0	48	19	67
MSC Applied Biotechnol							1	0	1	0	0	0	0	0	0	1	0	1
MSC ITM													45	9	54	45	9	54
LLM LAM													1	0	1	1	0	1
MED QM													48	9	57	48	9	57
PGD TVET													2	0	2	2	0	2
Total	2125	925	3050	2235	863	3098	2712	885	3597	2291	964	3255	3013	1073	4086	26963	10226	37189

1.7 Enrolment into Non-Degree Programmes

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, since 2016/17 academic year the OFC was not on offer due to government directives. But recently, the TCU has approved Foundation Programme (OFP) with some different features from our old Foundation Course that has started to be offered by the OUT with effective from the academic year 2018/19.

At Diploma level, enrolment into the Commonwealth Youth Programme (CYP) has been fairly stable since it was launched in the year 2000. In the eighteen years of its existence (i.e. from academic year 2000 to academic year 2019/20), the CYP programme has enrolled more than 1,700 students and it has proudly been able to produce more than 497 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 from 2006 to 2019/20 was 174, while those admitted in ODDEOL over the same period was 250. (i.e. We expected graduates from CCDE to continue studying its Diploma programme which is ODDEOL.

Table 5: Admission into Various Non-Degree Programmes 2015/16 – 2019/20

Programme	2015/16			2016/17			2017/18		
	M	F	T	M	F	T	M	F	T
OFC	2,225	1,118	3,343	0	0	0	0	0	0
Foundation Progr (NTA 6)							28	8	36
CYP-Dip	47	7	54	192	66	258	85	25	110
CCDE	6	2	8	4	2	6	6	5	11
ODDEOL	5	1	6	8	7	15	11	1	12
ODPTE	793	448	1,241	1,149	649	1,798	722	478	1,200
ODPPH	7	0	7	13	0	13	7	0	7
CPPH	4	1	5	2	0	2	8	1	9
CECE	17	10	27	17	16	33	24	25	49
DECE	6	9	15	14	18	32	304	245	549
Cert in Youth Programme	0	0	0	0	0	0	26	10	36
OC ICT	41	24	65	0	0	0	132	27	159
OD Computer Science	67	22	89	0	0	0	40	5	45
Cert in Tour Guiding	1	0	1	0	0	0	0	0	0
BCE	0	0	0	0	0	0	2	0	2
BCLIS	0	0	0	0	0	0	1	2	3
DLIS	0	0	0	0	0	0	6	2	8
Test programme	0	0	0	0	0	0	48	15	63
BTC in Bus. Admin	0	0	0	0	0	0	0	0	0
BTC in Proc & Supply	0	0	0	0	0	0	0	0	0
CHBT	0	0	0	0	0	0	0	0	0
DIP in Acc	0	0	0	0	0	0	0	0	0
DIP in Bus. Admin	0	0	0	0	0	0	0	0	0
Dip in Proc & Supply	0	0	0	0	0	0	0	0	0
TC in Bus. Admin	0	0	0	0	0	0	0	0	0
TC in Proc & Supply	0	0	0	0	0	0	0	0	0
TC in Acc	0	0	0	0	0	0	0	0	0
BTC in Acc	0	0	0	0	0	0	0	0	0
Basic Cert in SW (NTA Level 4)	0	0	0	0	0	0	0	0	0
Diploma in SW (NTA Level 6)	0	0	0	0	0	0	0	0	0
Total	**3,219**	**1,642**	**4,861**	**1,399**	**758**	**2,157**	**1,450**	**849**	**2,299**

Table 5 Contd...

Programme	2018/19			2019/20			1996 - 2019/20		
	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)	2,178	1,348	3,526	1,863	1,170	3,033	4,069	2,526	6,595
CYP-Dip	131	50	181	147	85	232	1,236	464	1,700
CCDE	20	10	30	0	0	0	117	57	174
ODDEOL	14	3	17	0	0	0	187	63	250
ODPTE	830	795	1,625	631	609	1,240	6,997	5,670	12,667
ODPPH	8	6	14	0	0	0	83	16	99
CPPH	4	2	6	0		0	33	7	40
CECE	43	68	111	33	41	74	142	181	323
DECE	25	51	76	25	50	75	380	393	773
Cert in Youth Programme	198	88	286	236	93	329	470	198	668
OC ICT	221	68	289	169	73	242	683	222	905
OD Computer Science	103	29	132	75	21	96	351	82	433
Cert in Tour Guiding	0	0	0	4	4	8	5	4	9
BCE	9	5	14	9	3	12	20	8	28
BCLIS	16	25	41	31	19	50	48	46	94
DLIS	25	18	43	17	15	32	48	35	83
Test programme	0	0	0	0	0	0	48	15	63
BTC in Bus. Admin	18	18	36	36	28	64	54	46	100
BTC in Proc & Supply	69	47	116	95	60	155	164	107	271
CHBT	0	4	4	0	31	31	0	35	35
DIP in Acc	13	6	19	23	11	34	36	17	53
DIP in Bus. Admin	19	17	36	44	21	65	63	38	101
Dip in Proc & Supply	26	7	33	39	24	63	65	31	96
TC in Bus. Admin	3	3	6	0	0	0	3	3	6
TC in Proc & Supply	8	2	10	2	0	2	10	2	12
TC in Acc	2	2	4	1	0	1	3	2	5
BTC in Acc	15	9	24	29	12	41	44	21	65
Basic Cert in SW(NTA Lev 4)	0	0	0	17	21	38	17	21	38
Diploma in SW (NTA Lev 6)	0	0	0	10	6	16	10	6	16
Total	3,998	2,681	6,679	3,536	2,397	5,933	32,444	20,453	52,897

Chapter Two
NON-DEGREE AND UNDERGRADUATE PROGRAMMES OFFERED BY OUT

2.1 Degree Programmes

The number of undergraduate programmes offered by OUT has risen from 20 to 37 between the academic years 2011/2012 and 2018/19, 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 with Education
2. Bachelor of Arts in Journalism (BA Journalism)
3. Bachelor of Arts in Mass Communication (BA MC)
4. Bachelor of Arts in Sociology (BA SO)
5. Bachelor of Arts in Social Work (BASW)
6. Bachelor of Arts in Tourism Management (B.A. Tourism)
7. Bachelor of Arts in Social Psychology (BA PS)
8. Bachelor of Arts in Economics (BA Econ)
9. Bachelor of Arts in English Language & Linguistics (BA ELL)
10. Bachelor of Arts in Kiswahili & Creative Studies (BA KCS)
11. Bachelor of Library & Information Management (BLIM)
12. Bachelor of Arts in History (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. Bachelor of Education (Special Education)
2. Bachelor of Education (Teacher Education)
3. Bachelor of Education (Adult and Distance Learning)

4. Bachelor of Education (Policy and Management)
5. Bachelor of Arts with Education (B.A. Ed)
6. Bachelor of Business Administration with Education (BBA ED)

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

Faculty of Law
1. Bachelor of Laws (LL.B)

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

Table 6 illustrates the number of undergraduate programmes offered by OUT since 2011/2012. 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 enrols majority of students compared with other Faculties, it nonetheless offers a limited menu of undergraduate courses. The expansion in enrolment in the Faculty of Law has not kept abreast with the developments of new academic programmes. 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 (2012/13 – 2019/20)

Year	Faculties					Total
	FED	**FASS**	**FSTES**	**FLW**	**FBM**	
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
2018/19	7	16	7	1	6	37
2019/20	7	18	6	1	6	38

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

2.2 Non-Degree Programmes offered by OUT

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

2.2.1 Long Courses

The number of non-degree programmes has risen from 1 to 13 between the academic years 1996 and 2018/19. The Certificate in Foundation Course (OFC) which was not offered in the academic year 2016/2017 as opposed by the TCU is now on offer.The structure of the Foundation Programme (OFP) is a more advanced version of our former OFC and the Recognition to Prior Learning (RPL) which is recognized by TCU as one of the entrance qualifications into degree programmes. CYP-Diploma and CCDE are the oldest courses. The ODDEOL and CPPH respectively commenced in the academic years 2006 and 2007 while ODPTE and ODPPH were launched in the academic year 2008/09 and 2009/10 respectively. Programmes that were launched in the academic year 2012/13 included Certificate in Early Child Education (CECE) and Diploma in Early Child Education (DECE). In the academic year 2013/14 only one programme was launched namely the Certificate in Youth Programme. In the academic year 2016/17 the Institute of Continuing Education (ICE) has managed to launch four new programmes namely, Certificate in Entrepreneurship, Certificate in Hair and Beauty, Certificate in Library and Information Studies and Diploma in Library and Information Studies.

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 2012/13 – 2019/20

Year	Non-Degree Programme
2012/13	9
2013/14	10
2014/15	12
2015/16	12
2016/17	16
2017/18	13
2018/19	33
2019/20	29
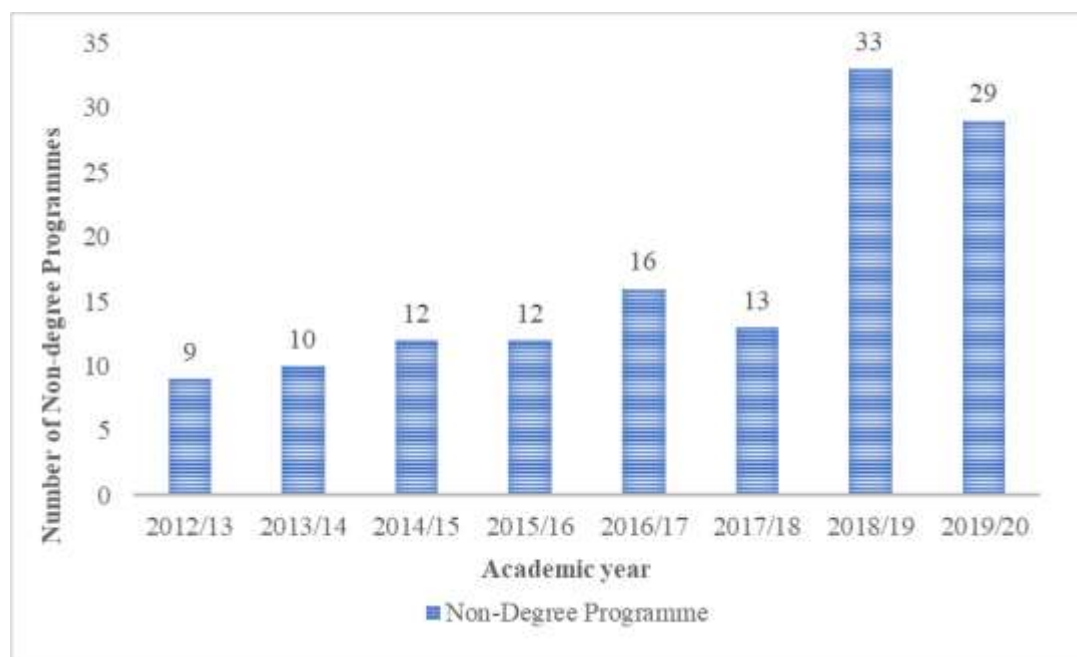
Figure 4: Non-Degree Programmes on offer in each Academic Year (2012/13– 2019/20)

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

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

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

Non-degree Programmes

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

FBM
1. Basic Certificate in Entrepreneurship
2. Basic Technical Certificate in Business Administration
3. Technical Certificate in Business Administration
4. Basic Technician Certificate in Accountancy
5. Technician Certificate in Accountancy
6. Basic Technician Certificate in Procurement and Supply
7. Technician Certificate in Procurement and Supply
8. Diploma in Procurement and Supply
9. Diploma in Accountancy
10. Diploma in Entrepreneurship NTA level 5 & 6

FASS
1. Certificate in Youth Work (CYW)
2. Basic Certificate in Social Work (NTA Level 4)
3. Ordinary Diploma in Social Work (NTA Level 6)
4. Basic Technician Certificate in Social Work (NTA Level 5)
5. Basic Certificate in Library and Information Studies
6. Diploma in Library and Information Studies

FSTES
1. Certificate in Poultry Production and Health (CPPH)

2. Diploma in Poultry Production and Health (ODPPH)
3. Basic Certificate in Computing and IT - NTA Level 4
4. Technician Certificate Programme in Computer Science - NTA Level 5
5. Ordinary Diploma in Computer Science - NTA Level 6

ICE
1. Certificate in Distance Education, jointly with South African Extension Unit (CCDE)
2. Diploma in Youth Development Work, jointly with the Commonwealth Secretariat
1. (*CYP-Diploma)*
2. Certificate in Foundation Programme - *(OFP)*
3. Diploma in Distance Education and Open Learning (ODDEOL)
4. Diploma in Primary Teacher Education (ODPTE)
5. Certificate in Tour Guiding
6. Certificate in Hairdressing and Beauty Therapy

IEMT
IEMT does not offer academic courses; it only offers ICT related short courses whose duration ranges from five to eight weeks at reasonably priced, namely;
1. Basic Computer Applications
2. Advanced Basic Computer Applications
3. IT Essential I and II Price
4. Computer Maintenance and Repair
5. Data Analysis with SPSS
6. Graphics Design
7. Graphics Design and Website Development
8. Basic Microsoft Project
9. Advanced Basic Microsoft Project
10. Digital Marketing and Social Media Strategy

Chapter Three
POSTGRADUATE PROGRAMMES OFFERED BY OUT

3.1 Introduction

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

3.2 Postgraduate Programmes Offered by the OUT

Faculty of Arts and Social Sciences
1. 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 Library Information Management (MLIM)
19. Master of Arts in Literature (MA Literature)
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 Business Administration-Transport and Logistics Management (MBA-T&L M)
4. Master of Human Resource Management *(MHRM)*
5. Master of Project Management *(MPM)*
6. Doctor of Philosophy *(Ph.D)*

Faculty of Education
1. Post Graduate Diploma in Education (PGDE)
2. Post Graduate Diploma in Curriculum Design and Development (PGDCDD)

3. Postgraduate Diploma in Technical and Vocational Teacher Educator (PGD TVTE)
4. Master of Education (M.Ed Thesis)
5. Master of Education in Curriculum Design and Development (MEDCDD)
6. Master of Education in Administration, Planning and Policy Studies (M.Ed. APPS)
7. Master of Education in Open and Distance Learning (M.Ed. ODL)
8. Master of Education in Quality Management (M. Ed. QM)
9. Doctor of Philosophy (PhD)

Faculty of Science, Tech & Environmental Studies
1. Master of Science in Biology (M.Sc. Bio) by Thesis
2. Master of Science in Botany (M.Sc. Botany) by Thesis
3. Master of Science in Mathematics (M.Sc. Mathematics)
4. Master of Science in Chemistry (M.Sc. Chem) by Thesis
5. Master of Science in Physics (M.Sc. Phy) by Thesis
6. Master of Science in Zoology (M.Sc Zoology) by Thesis
7. Master of Science in ICT (M.Sc. ICT)
8. Master of Science in Human Nutrition (M.Sc. HN) by Thesis
9. Master of Science in Food Science (M.Sc. FS)
10. Master of Science in Applied Biotechnology (M.Sc. AB)
11. Master in Public Health (MPH) (Apply through MUHAS)
12. Master of Science in Environmental Science (M.Sc. ES)
13. Master of Science in Information Technology Management (M.Sc. ITM)
14. Master of Science in Computer Science (M.Sc. CS)
15. Doctor of Philosophy (Ph.D.)

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

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 fewest postgraduate programmes. Certainly, there is a need to introduce new specialized programmes in Banking and Financial services, Financial Risk management, Investment banking and Finance in order to robustly accelerate the development of the vibrant financial industry in the country. The Faculty of Business Management has the fewest postgraduate programmes on offer from 2017/18 to 2019/20.

Table 8: Postgraduate Degree Programmes offered by OUT (2012/13 – 2019/20)

Year	Faculties					Total
	FED	FASS	FSTES	FLW	FBM	
2012/13	8	16	10	5	6	**45**
2013/14	6	27	16	6	7	**62**
2014/15	6	32	18	6	7	**69**
2015/16	7	35	18	6	7	**73**
2016/17	7	36	18	6	7	**74**
2017/18	8	20	10	5	5	**48**
2018/19	7	18	10	7	5	**47**
2019/20	9	20	15	8	6	**58**
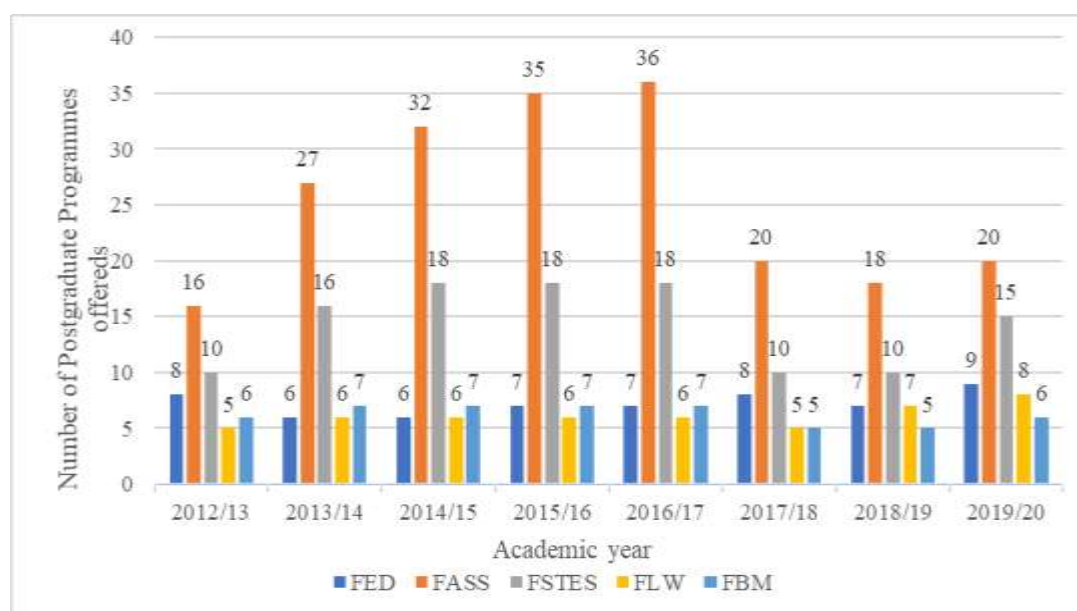
Figure 5: Postgraduate Programmes Offered by Faculties and Academic Year

Chapter Four
GRADUATES FROM OUT (1999 – MARCH 2020)

4.1 Graduates by Programmes
The first OUT graduation ceremony took place in1999 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 2016 to March 2020.

In general, at the undergraduate level, B.A.Ed. programme had produced more graduates (3,755) than any other undergraduate programme over the last 21 years. Next to the BAEd is B. ED with 2,698 graduates. At the postgraduate level, MBA has more graduates than any other. This programme has so far been able to produce 1,168 graduates up to the last graduation ceremony done in March 2020 followed by M. ED (APPS) with 864 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 3,560 graduates up to March 2020. However, from 2016/17 academic year the OFC is not on offer by the OUT. But recently, the TCU approved Foundation Programme with some different features from our old Foundation Course that started to be offered by the OUT with effective from the academic year 2018/19.

The cumulative number of graduates from 1999 to March 2020 was 43,579 whereby 17,654 (40.5%) were females. Among 43,579 graduates, 17,090 students graduated in Non-Degree programmes out of them 7,498 (43.9%) were females, 19,856 students graduated in Undergraduate programmes out of whom 7,853 (39.5%) were females and 6,633 were graduates for Postgraduate and honorary degrees whereby 2,303 (34.7%) were females.

In a broader picture, the proportion of female graduates as a percentage of total graduates in all programmes was 40.5%. At Ph.D level, among 225 students who completed successfully their programmes on the period (1999 – March 2020), 50 (22.2%) were female students. As regards Honorary Degrees, data show that 9 males and 1 female were awarded various honorary degrees over the same period.

Table 9: Distribution of Graduates by Programme (1999 - to March 2020)

Programme	2016			2017			2018			2019			2020 March			1999 - March 2020		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
CCDE	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	24	11	35
OC ICT	48	28	76	77	24	101	6	2	8	76	31	107	0	0	0	340	129	469
PTE - Certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	511	236	747
PTE – Diploma	202	215	417	205	189	394	66	49	115	363	362	725	45	49	94	1655	1905	3560
CECE	0	1	1	1	4	5	0	2	2	7	20	27	1	3	4	9	30	39
DECE	0	1	1	1	12	13	0	0	0	8	11	19	2	3	5	11	29	40
CYP - Diploma	13	1	14	9	5	14	1	1	2	121	34	155	3	0	3	353	144	497
CYW										38	28	66	8	0	8	46	28	74
CPPH Mgt	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
PPH – Diploma	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	3	0	3
OFC	1140	705	1845	345	203	548	0	0	0	0	0	0	0	0	0	5746	4374	10120
OFP										602	484	1086	24	21	45	626	505	1131
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	0	0	0	0	0	0	25	25
ODDEOL	1	0	1	1	0	1	0	0	0	6	1	7	0	0	0	43	14	57
DCS	58	8	66	30	9	39	24	9	33	93	27	120	0	0	0	221	59	280
Basic Cert in Acc NTA Level 4										1	0	1	0	0	0	1	0	1
Basic Cert in Buss Admin NTA Level 4										0	2	2	0	0	0	0	2	2
Basic Cert in Procum and Supply NTA Level 4										0	1	1	2	3	5	2	4	6
CERT.LIBRARY & INFOR, STUDIES										0	0	0	1	1	2	1	1	2
B.A. (Gen.)	14	5	19	11	1	12	1	0	1	3	3	6	0	0	0	436	187	623
BA Economics	7	2	9	8	2	10	1	0	1	10	3	13	0	0	0	35	7	42
B.A. Tourism Mgt	22	5	27	10	5	15	1	0	1	14	6	20	1	0	1	272	72	344
B.A. Tourism				4	1	5	1	1	2	6	0	6	0	0	0	11	2	13
BA Social Work	9	3	12	7	7	14	1	2	3	1	5	6	0	0	0	130	187	317
BSW	20	16	36	20	27	47	6	6	12	70	56	126	4	2	6	138	136	274
BA Sociology	48	40	88	40	16	56	9	7	16	87	55	142	7	3	10	500	474	974
B.CED	1	0	1	3	5	8	0	0	0	18	26	44	0	0	0	22	31	53
BA ELL	1	0	1	0	0	0	0	0	0	2	0	2	0	0	0	3	0	3
BA Journalism	4	0	4	6	2	8	0	0	0	11	1	12	0	0	0	47	11	58
BA KISW	5	2	7	14	32	46	6	7	13	13	14	27	1	2	3	47	76	123
BA Mass Comm.	10	11	21	12	11	23	4	3	7	39	32	71	2	1	3	137	121	258
BA IR	2	0	2	11	5	16	1	0	1	45	14	59	6	1	7	67	20	87

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Programme	2016			2017			2018			2019			2020 March			1999 - March 2020		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
BA PA	10	0	10	27	3	30	8	1	9	104	41	145	6	2	8	156	50	206
B.A.(Ed.)	100	77	177	253	235	488	55	55	110	341	344	685	42	27	69	2195	1560	3755
BLIM	6	7	13	20	13	33	1	4	5	46	51	97	1	1	2	74	76	150
BANRAM	0	0	0	7	2	9	0	0	0	19	6	25	1	0	1	27	8	35
BA History										3	0	3	0	0	0	3	0	3
B.Com.(Gen.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	289	120	409
B.Com.(Ed.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	41	15	56
BBA (Gen.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	307	184	491
BBA(Accounting)	42	23	65	40	24	64	6	6	12	86	47	133	6	3	9	317	169	486
BBA(Finance)	30	9	39	15	6	21	7	0	7	30	19	49	7	1	8	148	66	214
BBAFinance and Accounts										2	2	4	0	0	0	2	2	4
BBA Internationa/ Bus Mgt										4	0	4	0	0	0	4	0	4
BBA(HRM)	15	15	30	10	12	22	4	2	6	18	12	30	5	0	5	122	111	233
BBA(Intern. Business)	6	9	15	5	2	7	2	0	2	12	11	23	1	1	2	53	36	89
BBA(Marketing)	15	16	31	12	11	23	5	7	12	29	31	60	6	5	11	254	150	404
BBA(Ed.)	19	9	28	19	11	30	4	6	10	36	17	53	3	4	7	172	106	278
BHRM	38	55	93	34	45	79	16	10	26	179	103	282	20	11	31	308	253	561
B. Ed.	32	30	62	47	44	91	9	3	12	27	19	46	0	0	0	1327	1371	2698
BED ADL	3	5	8	16	9	25	3	1	4	5	16	21	2	0	2	40	39	79
B.ED AEGROTAT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
B.Ed.SE	4	9	13	10	16	26	3	3	6	20	17	37	3	2	5	54	79	133
B.ED TE	8	13	21	18	22	40	6	5	11	38	32	70	3	3	6	92	84	176
BED Policy Mgt	80	144	224	240	259	499	57	87	144	374	409	783	39	28	67	961	1157	2118
B.Sc. (Gen.)	13	7	20	18	6	24	5	2	7	17	6	23	10	1	11	351	177	528
B.Sc. (Ed.)	8	2	10	50	24	74	4	4	8	57	17	74	9	4	13	344	173	517
B.Sc. (Env. Stud)	25	3	28	25	4	29	5	0	5	61	15	76	6	0	6	214	43	257
B.Sc (ICT)	4	7	11	24	7	31	3	0	3	41	13	54	8	1	9	213	44	257
B.Sc Food Nut & Dit				1	1	2	1	0	1	6	3	9	0	0	0	8	4	12
BSC Home Econ and Human Nutrition										0	1	1	0	0	0	0	1	1
B.Sc Data Mgt										11	2	13	1	0	1	12	2	14
B.Sc Energy Res										3	0	3	2	1	3	5	1	6
LL.B	150	31	181	140	30	170	63	11	74	275	69	344	29	6	35	2127	519	2646
BA POPUL. & DEV				2	1	3	1	0	1	6	2	8	1	0	1	10	3	13

Programme	2016			2017			2018			2019			2020 March			1999 - March 2020		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
BA Phil and Rel Studies										1	0	1	0	0	0	**1**	**0**	**1**
BA in Social Psych										1	1	2	0	0	0	**1**	**1**	**2**
MSc. CED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**281**	**128**	**409**
M.CED	24	19	43	23	29	52	8	3	11	21	28	49	2	1	3	**307**	**214**	**521**
M RS	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	**1**	**0**	**1**
M.Sc.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**5**	**0**	**5**
M.Sc.(ICT)	0	0	0	1	0	1	1	0	1	3	0	3	0	0	0	**6**	**0**	**6**
M.Sc. Biology	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	**6**	**2**	**8**
MSc Human Nutrition	0	0	0	0	0	0	0	0	0	0	1	1	1	1	2	**1**	**3**	**4**
MSc (Zoology)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**1**	**0**	**1**
MSC Chemistry	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	**3**	**0**	**3**
MSc Env. Stud.)	3	0	3	16	6	22	7	2	9	21	1	22	0	0	0	**83**	**20**	**103**
M. A.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**13**	**2**	**15**
M. A. Economics	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	**5**	**0**	**5**
M. A. Geography	0	0	0	0	0	0	0	0	0	2	0	2	0	0	0	**2**	**1**	**3**
M. A. Kiswahili	14	10	24	35	35	70	17	15	32	20	42	62	7	8	15	**141**	**132**	**273**
MA (Ling.)	0	0	0	2	0	2	0	0	0	2	0	2	0	0	0	**6**	**0**	**6**
M.A. Political Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**1**	**0**	**1**
M.A. SW	2	5	7	8	3	11	1	1	2	3	0	3	0	0	0	**60**	**60**	**120**
MGL	0	0	0	2	0	2	2	1	3	4	1	5	0	0	0	**9**	**2**	**11**
MSW	7	4	11	16	17	33	3	4	7	8	22	30	6	3	9	**54**	**61**	**115**
MED CDD										17	9	26	0	0	0	**17**	**9**	**26**
MA (ICD)										5	4	9	0	0	0	**5**	**4**	**9**
MA MC	0	0	0	6	5	11	0	0	0	2	1	3	0	0	0	**8**	**6**	**14**
M.Dist.Ed.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**16**	**7**	**23**
M. ED ODL	3	1	4	4	9	13	0	1	1	4	1	5	1	0	1	**15**	**18**	**33**
M.Ed.APPS	32	29	61	109	77	186	29	19	48	110	73	183	11	4	15	**514**	**350**	**864**
PGDL	1	1	2	3	1	4	2	0	2	1	0	1	2	0	2	**33**	**9**	**42**
PGDL in ICJ	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**1**	**1**
PGDE	47	43	90	56	46	102	14	5	19	66	34	100	10	3	13	**402**	**261**	**663**
PGDSW	5	7	12	0	1	1	0	0	0	1	1	2	2	1	3	**24**	**23**	**47**
LL.M	0	1	1	3	0	3	6	1	7	11	1	12	7	1	8	**53**	**5**	**58**
LL.M ICJ	0	0	0	1	0	1	1	0	1	3	1	4	1	0	1	**9**	**4**	**13**

Programme	2016			2017			2018			2019			2020 March			1999 - March 2020		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
LL.M IT & T	5	3	8	5	0	5	5	0	5	6	1	7				85	40	125
MBA	10	1	11	72	14	86	13	6	19	67	25	92	12	8	20	865	303	1168
MBA Finance and Acc										6	1	7	0	0	0	6	1	7
MBA Proc and Supply Chain Mgt										1	1	2	0	0	0	1	1	2
MBA (HRM)										1	2	3	0	0	0	1	2	3
MBA T & L mgt	0	0	0	11	2	13	4	0	4	4	2	6	2	1	3	25	6	31
MA Tour., Planning and mgt	0	0	0	14	4	18	0	0	0	17	6	23	1	5	6	78	21	99
MAHACD										1	1	2	0	0	0	1	1	2
MA GI										1	0	1	0	0	0	1	0	1
MA LIT										1	1	2	0	0	0	1	1	2
PGDL (IT & T)	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	6	2	8
PGDCDD	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0	115	93	208
MHRM	7	5	12	61	31	92	14	14	28	62	38	100	12	6	18	292	167	459
PGD HRM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
PGDBS	5	2	7	5	2	7	2	1	3	12	8	20	3	1	4	51	31	82
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	9	2	11	29	13	42	10	4	14	69	51	120	9	5	14	126	75	201
MA PA	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
M.Sc Economics	9	1	10	19	4	23	3	0	3	11	2	13	3	1	4	69	11	80
Honorary Degree	2	0	2	1	0	1	0	0	0	0	0	0	0	0	0	9	1	10
Ph.D	9	2	11	16	6	22	6	1	7	53	17	70	15	5	20	175	50	225
M.Ed.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	8
M.SC Physics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MA History	0	0	0	3	0	3	0	0	0	0	0	0	0	0	0	5	0	5
MA in Information Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MA(NRAM)	2	1	3	18	1	19	2	1	3	17	5	22	7	2	9	46	10	56
MPM	10	3	13	61	24	85	8	10	18	58	20	78	10	1	11	195	78	273
M.ED DE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3
MLIM							0	1	1	0	4	4	2	0	2	2	5	7
PGD ODL				0	0	0	0	2	2	0	0	0	0	0	0	0	2	2
PGD APPS				0	0	0	0	1	1	0	0	0	0	0	0	0	1	1
PGDE APPS										3	0	3	0	1	1	3	1	4
Total	4441	1655	4080	4467	1703	4153	2572	389	943	6200	2929	7110	444	248	692	25925	17654	43579

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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 enrols more students. Cumulatively, 15,312(35.1%) of graduates came from Dar es Salaam administrative region over the last twenty-one years. It is interesting to note that this figure (i.e., 35.1%) almost corresponds to the combined percentage centre namely Arusha (2,697), Mwanza (2,002), Dodoma (1,725), Mbeya (1,674), Kilimanjaro (1,657), Morogoro (1,597), Kagera (1,400), Iringa (1,286) and Zanzibar (1,303) coordination centre. The eight OUT Regional centres, the Zanzibar Coordination Centre and the Dar es Salaam administrative region have produced 30,653 graduates (70.3%) of total graduates over the last twenty-one years (1999 – March 2020).
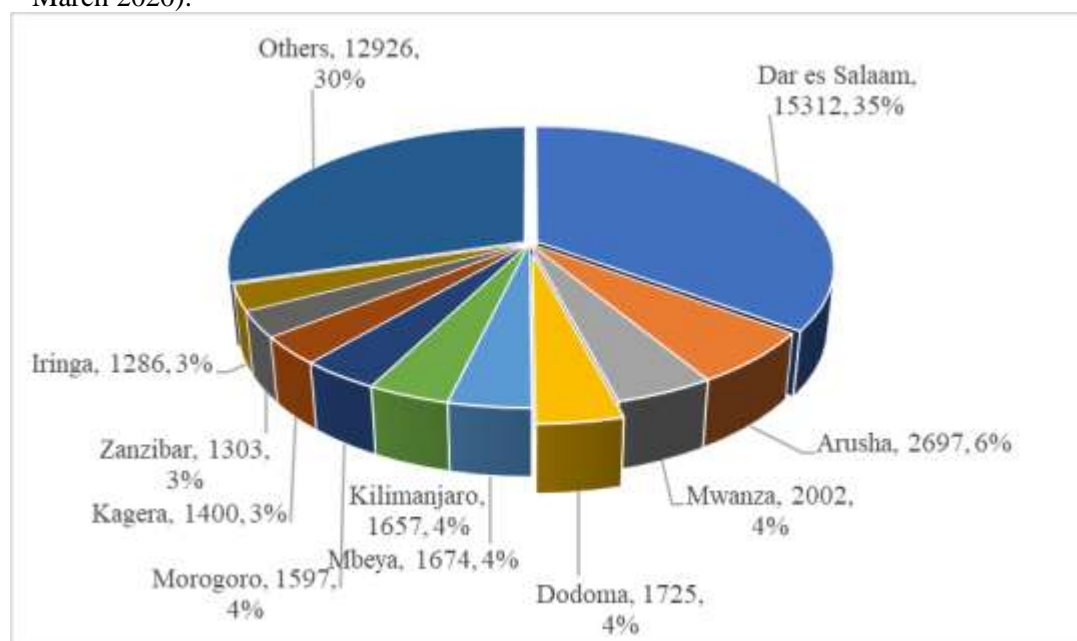
Figure 6: Graduates by Regional and Coordination Centres

It is also important to highlight differences across some of regional centres and coordination centres grouped under the umbrella of "others" in Figure 6. Cumulatively, modest records are observed in the following regions with the number of graduates in the brackets: Shinyanga (1120), Tanga (1036), Kigoma (1014), Mtwara (973), Mara (916), Manyara (915), Coast (886), Tabora (862) and Ruvuma (847). The average percentage in this group of "others" is affected by fewer graduates recorded in the following regions: Singida (660), Lindi (650), Pemba (552) and Rukwa (540). Other centres such as Geita (491), Njombe (348), Simiyu (246), Katavi (215), and Songwe (39) and Kahama (20) 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 2016 – March 2020

Regional Centre/Country	2016			2017			2018			2019			2020 March			1999 - March 2020		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	162	126	288	178	107	285	27	25	52	223	178	401	27	19	46	**1644**	**1053**	**2697**
Dar es Salaam	262	261	523	344	358	702	113	78	191	559	523	1082	27	13	40	**6332**	**5632**	**11964**
Dodoma	70	72	142	95	67	162	11	15	26	128	113	241	10	8	18	**917**	**808**	**1725**
Geita	46	23	69	81	30	111	20	12	32	148	66	214	13	7	20	**338**	**153**	**491**
Ilala	65	53	118	44	37	81	4	3	7	39	30	69	9	4	13	**254**	**206**	**460**
Iringa	44	54	98	47	39	86	10	13	23	110	93	203	13	12	25	**754**	**532**	**1286**
Kagera	135	54	189	127	37	164	34	16	50	192	82	274	16	2	18	**1022**	**378**	**1400**
Kahama										13	4	17	1	2	3	**14**	**6**	**20**
Katavi	43	11	54	32	6	38	3	5	8	31	20	51	5	4	9	**152**	**63**	**215**
Kigoma	99	32	131	80	55	135	17	6	23	168	56	224	11	6	17	**735**	**279**	**1014**
Kilimanjaro	66	56	122	68	54	122	14	13	27	98	101	199	13	8	21	**846**	**811**	**1657**
Kinondoni	288	269	557	271	169	440	45	21	66	420	363	783	88	62	150	**1355**	**1132**	**2487**
Lindi	75	24	99	33	15	48	8	5	13	100	53	153	15	4	19	**462**	**188**	**650**
Manyara	90	34	124	75	35	110	26	9	35	95	71	166	9	8	17	**597**	**318**	**915**
Mara	94	21	115	45	21	66	4	5	9	144	52	196	9	4	13	**659**	**257**	**916**
Mbeya	86	54	140	106	63	169	15	9	24	166	112	278	9	9	18	**1073**	**601**	**1674**
Morogoro	67	41	108	66	38	104	20	22	42	127	132	259	14	4	18	**925**	**672**	**1597**
Mtwara	65	39	104	45	26	71	13	6	19	90	61	151	12	6	18	**628**	**345**	**973**
Mwanza	113	95	208	110	66	176	33	18	51	203	119	322	17	7	24	**1306**	**696**	**2002**
Njombe	0	1	1	44	47	91	8	2	10	55	41	96	8	4	12	**195**	**153**	**348**
Pemba	22	10	32	50	65	115	17	11	28	62	53	115	6	4	10	**318**	**234**	**552**
Pwani	44	35	79	33	39	72	4	2	6	70	50	120	4	6	10	**497**	**389**	**886**
Rukwa	45	12	57	40	12	52	16	6	22	56	26	82	14	3	17	**417**	**123**	**540**
Ruvuma	41	14	55	46	30	76	6	6	12	110	60	170	8	1	9	**530**	**317**	**847**
Shinyanga	99	36	135	90	48	138	15	14	29	180	71	251	9	4	13	**773**	**347**	**1120**
Simiyu	26	18	44	30	11	41	4	2	6	58	30	88	5	4	9	**169**	**77**	**246**
Singida	32	33	65	39	33	72	7	2	9	77	42	119	11	10	21	**377**	**283**	**660**
Songwe	0	0	0	1	0	1	1	2	3	16	12	28	7	0	7	**25**	**14**	**39**
Tabora	51	33	84	59	32	91	14	8	22	117	45	162	8	2	10	**620**	**242**	**862**
Tanga	47	41	88	32	47	79	7	10	17	107	99	206	13	6	19	**602**	**434**	**1036**
Temeke	72	53	125	33	27	60	7	4	11	41	38	79	6	3	9	**212**	**189**	**401**
Zanzibar	65	42	107	84	78	162	22	37	59	123	112	235	22	12	34	**798**	**505**	**1303**
Total	**2414**	**1647**	**4061**	**2428**	**1692**	**4120**	**545**	**387**	**932**	**4126**	**2908**	**7034**	**439**	**248**	**687**	**25546**	**17437**	**42983**

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OUT is proud of having produced graduates beyond the national borders. This is in compliance with the University's Mission in which it aspires to providing relevantly, quality, flexible, accessible, and affordable open online education, research, and services to the community for the social economic development of Tanzania and the rest of the world. Note that Open University of Tanzania in the 19th August 2019, conducted graduation Ceremony in Ghana whereby 23 students graduated in various undergraduate and postgraduate degree programmes.

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 March 2020, the university conferred degrees, diplomas and certificates to 596 international students. In terms of graduate destination, about 183 (30.7%) of graduates over the last twenty one year's came from Kenya, 98 (16.4%) from Rwanda, 74 (12.4%) from Uganda, 29 (4.9%) from Libya, 26 (4.4%) from Ghana, Namibia 25 (4.2%), Zambia 20 (3.4%), Lesotho 15 (2.5%), Burundi 13 (2.2%), Swaziland 11 (1.8%), Malawi 9 (1.5%), Ethiopia 8 (1.3%) and Gambia 6 (1.0%). Globally, the highest percentage of OUT graduates are in African countries i.e. more than 96.6%. 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 2016 - March 2020

Regional Centre/Country	2016			2017			2018			2019			2020 March			1999 - March 2020		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Botswana	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Kenya	4	6	10	4	3	7	4	1	5	10	3	13	1	0	1	108	75	183
England	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Ethiopia	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	5	3	8
Japan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Lesotho	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	6	15
Libya	1	0	1	5	2	7	1	0	1	0	0	0	0	0	0	25	4	29
London	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Uganda	1	1	2	0	0	0	0	0	0	4	3	7	0	0	0	45	29	74
United Kingdom	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3
Rwanda	1	0	1	11	5	16	4	1	5	14	3	17	3	0	3	78	20	98
Zambia	1	0	1	0	1	1	0	0	0	0	1	1	0	0	0	11	9	20
Namibia	1	1	2	1	1	2	0	0	0	5	3	8	1	0	1	14	11	25
Angola	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	2	4
Swaziland	0	0	0	1	0	1	0	0	0	1	0	1	0	0	0	9	2	11
South Sudan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1	5
Nigeria	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	3	1	4
Hong Kong	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Malawi	0	0	0	0	0	0	0	0	0	2	0	2	0	0	0	4	5	9
Liberia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Zimbabwe	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	2	2
Benini	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
Burundi	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	6	13
China	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Dubai	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1

Regional Centre/Country	2016			2017			2018			2019			2020 March			1999 - March 2020		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Congo Brazaville	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Ghana	0	0	0	0	0	0	0	0	0	16	7	23	0	0	0	18	8	26
Cameroon	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
Sweden	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Switzerland	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Guinea Bissau	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Gambia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	4	6
Kingdom of Saudi Arabia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Mali	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Mauritania	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Niger	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3
Seychelles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3
USA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Philippines	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Mozambique	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3
Egypt	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3
France	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Germany	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
DRC Congo	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Finland	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Senegal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4
South Africa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	4
Togo	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Central Africa Republic	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1
Burkinafaso	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1	4
Total	**11**	**8**	**19**	**22**	**12**	**34**	**9**	**2**	**11**	**55**	**21**	**76**	**5**	**0**	**5**	**379**	**217**	**596**

Chapter Five
OUT STAFF PROFILE

5.1 Staffing
In recent years, OUT has managed to employ academically strong, experienced, young, energetic and dynamic staff to succeed the generation of highly qualified, experienced and reputable senior professionals, who are at the verge of retirement. It is the policy of the University to recruit, incentivise and retain new staff in order to continuously provide quality 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 Open University of Tanzania has three types of staff namely Academic staff, Administrative staff and Technical staff. The staff so discussed in this chapter are those who are paid by the United Republic of Tanzania (appear in the Lawson System). The total number of staff by June 2020 was 602. Out of 602 staff, 317 were academic staff, 228 administrative staff and 57 Technical staff.

5.1.1 OUT Academic Staff by Gender and Qualifications by June 2020
Table 12 shows the academic staff by gender and their qualifications. The emerging picture is that there are more academic staff with Master's qualification than those holding Ph.D or Bachelor holders. Looking at gender, in 2019/2020, about 37.4% of Ph.D holders were females. About 48.2% female academic staff were Masters holders. At Bachelor's level, males academic staff were two times as many compared to females academic staff. Although a lot needs to be done to improve gender parity, OUT has tried to reduce gender disparity for academic staff with Masters Degree especially in 2014/15, 2015/16, 2016/17 and 2017/18 academic years. The distribution with respect to Ph.D and Masters holders in Table 13 shows some progress with respect to Ph.D holders while substantial progress has been made for female holding Master's degree (45.7%) by 2014/15. The same progress has also appeared in the academic year 2015/16 and 2017/18 for female Master's Degree respectively who have accounted for 46.4% and 39.9%.

Table 12: OUT Academic Staff by Gender and Qualifications by June 2020

Year	Ph.D			Masters			Bachelors			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
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
2018/19	65	42	107	105	55	160	42	14	56	212	111	323
2019/20	67	40	107	102	55	157	34	19	53	203	114	317
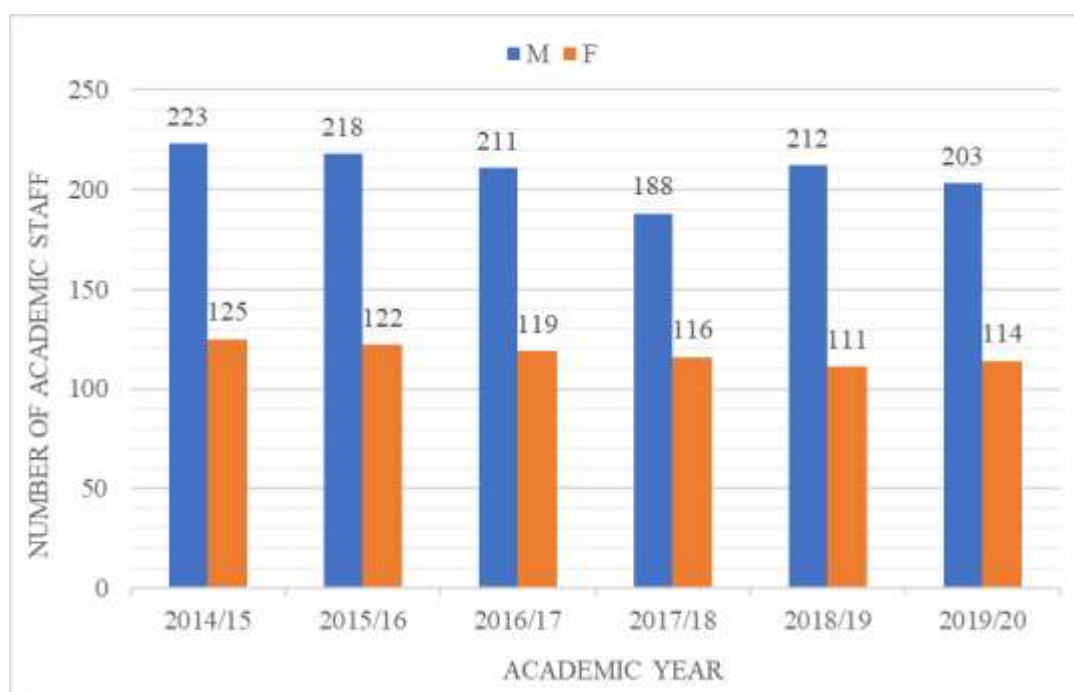
Figure 7: **Academic Staff Cumulative Figure Trend by Gender and Academic Year 2014/15 to 2019/20**

5.1.2 Academic Staff by Gender and Rank by June 2020

Table.13 shows that the number of Full Professors has fluctuated from 6 in 2014/15 to 1 in 2019/20. This is due to many academic staff from the rank of senior lectures to Professors required to cease work at age not exceeding 65 as an order from the United Republic of Tanzania. With regards to Associate Professors, their number has also fluctuated from 13 in 2014/15 to 7 in 2019/20, of whom 3 were females. For Senior Lecturers and Lecturers respectively, their numbers have generally been decreasing and increasing. Between 2014/15 and 2019/20. In 2019/20 the number of Assistant Lecturers has dropped to 155 from 179 in 2015/16, 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 decreased from 63 in 2014/15 to 51 in 2019/20.

Table 13 shows the academic staff profile by gender and rank. Up to June 2020, there was no female Associate Professors. At the level of Senior Lecturers, between 2014/15 and 2019/20, the percentage of female Senior lecturers was less than 22.2%. These gaps, however, become narrower as one goes down the ladder. But even then, male senior lecturers are thrice 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 Gender and Rank by June 2020

Year	Full Prof.			Assoc. Prof.			Sen. Lecturer			Lecturer			Sen. Librarian			Librarian			Research Fellow		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2014/15	6	0	6	11	2	13	13	6	19	48	16	64	0	0	0	1	0	1	1	0	1
2015/16	2	0	2	11	2	13	14	5	19	43	22	65	0	0	0	1	0	1	0	0	0
2016/17	2	0	2	10	4	14	19	3	22	37	23	60	0	0	0	1	0	1	0	0	0
2017/18	3	0	3	8	4	12	19	5	24	33	35	68	0	0	0	1	1	2	0	0	0
2018/19	3	0	3	5	3	8	14	4	18	42	34	76	1	0	1	0	1	1	0	0	0
2019/20	1	0	1	7	0	7	14	4	18	44	31	75	1	0	1	0	1	1	0	0	0

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
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**
2018/19	101	52	153	4	3	7	0	0	0	42	14	56	0	0	0	**212**	**111**	**323**
2019/20	98	57	155	5	3	8	0	0	0	33	18	51	0	0	0	**203**	**114**	**317**
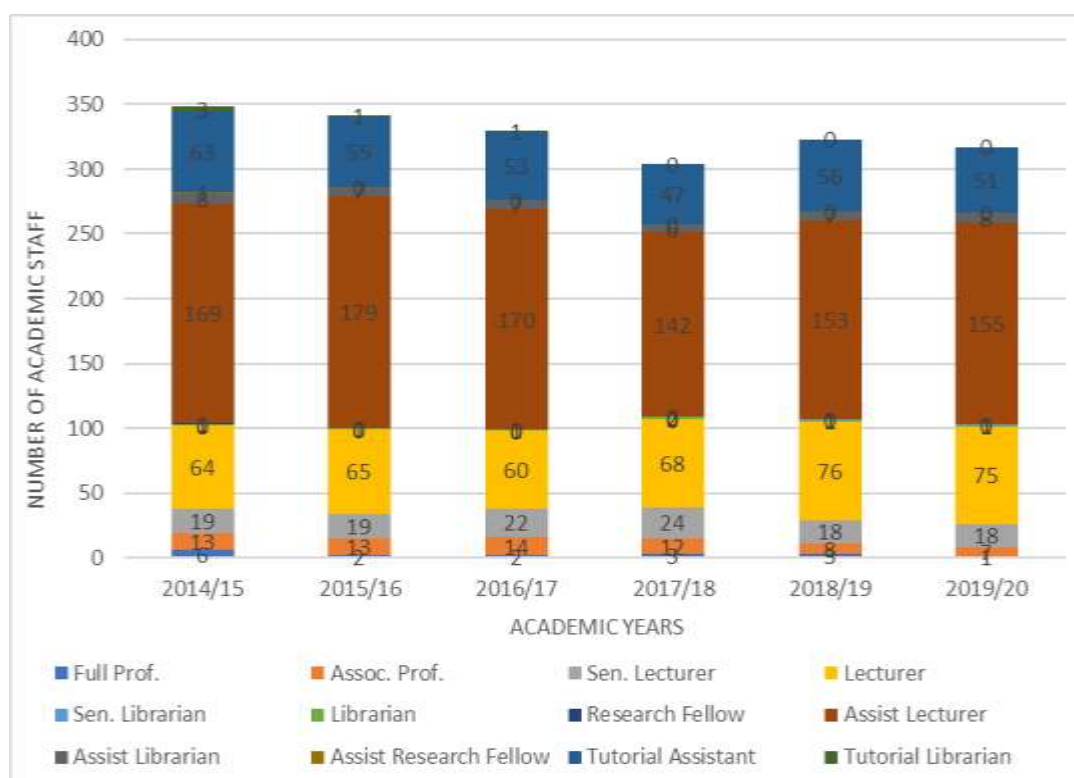
Figure 8: Academic Staff by Rank and Year

5.1.3 Academic staff Age Profile by June 2020

There are more male academic staff aged between 36 – 40 years than in any other age group. This group has also appeared to be the modal age group. There are 8 males and no females academic staff aged more than 60 years. Among those 8 males who are above 60 years, one male was above 65 year of age. The median age in 2019/20 is 38 years which has fallen under the age group 36 – 40 having the highest number (70) of academic staff (see Table 14).

Table 14: Academic Staff Profile by Gender and Age 2014/15 - 2019/20

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
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
2018/19	13	9	22	41	16	57	37	24	61	41	25	66	32	20	52	26	10	36
2019/20	7	6	13	33	14	47	41	29	70	37	23	60	38	26	64	24	11	35

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
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
2018/19	11	3	14	10	4	14	1	0	1	0	0	0	212	111	323
2019/20	15	5	20	7	0	7	1	0	1	0	0	0	203	114	317
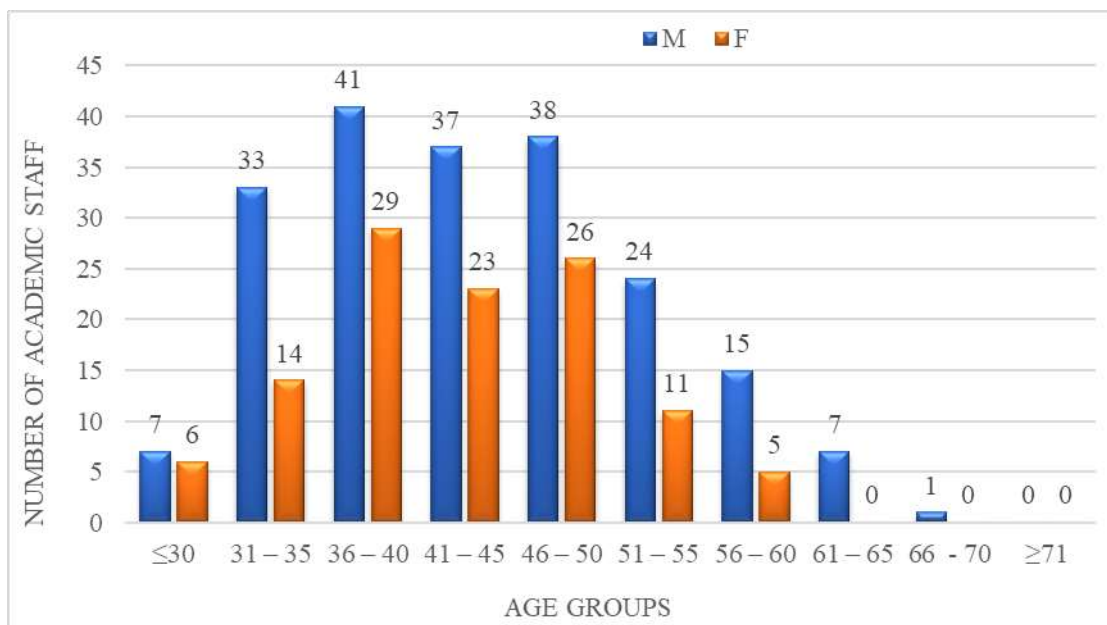
**Figure 9: Trend of Academic Staff Profile by Age Groups 2019/20**

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

Year	Students who are still in the records	Academic Staff*	Academic Staff Student Ratio
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
2018/19	76,621	323	1:237
2019/20	65,534	317	1:206

* The data in this column include Part time staff reduced to Full Time Equivalent (FTE) except for data from 2014/15 to 2019/20 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 2020 the OUT had a total number of 228 administrative staff, out of whom 92 (40.4) are males and 136 (59.6) are females.

5.2.1 Administrative Staff by Gender and Qualifications 2012/13 - 2019/20
Table 16 shows the administrative staff by Gender and qualifications in 2012/13- 2019/20. The emerging picture is that there are more administrative staff (69) holding Bachelors than any other qualification. At Master's level, the number of females twice that of male administrative staff. There is one administrative staff holding Ph.D degree. A lot needs to be done so that OUT can improve administrative staff both professionally and academically. The administrative staff holding Ph.D, Masters, Bachelors, Postgraduate Diplomas and Advanced Diplomas in 2019/20 constitute only 120 (52.6%).

Table 16: Administrative Staff by Gender and Qualifications 2012/13- 2019/20

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
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
2018/19	1	0	1	23	22	45	1	1	2	41	30	71	2	3	5	12	57	69
2019/20	1	0	1	18	31	49	1	0	1	42	27	69	0	0	0	8	60	68

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
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
2018/19	10	16	26	1	0	1	7	10	17	0	0	0	0	0	0	98	139	237
2019/20	11	2	13	0	0	0	11	16	27	0	0	0	0	0	0	92	136	228
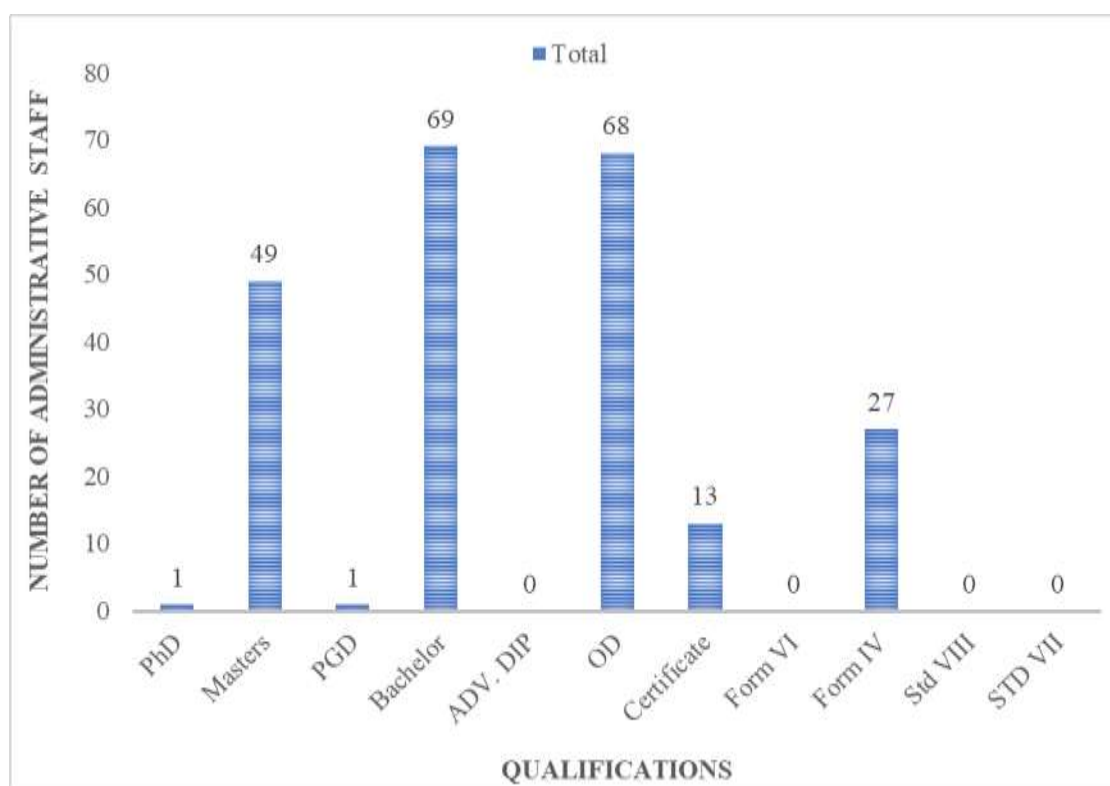
Figure 10: Administrative Staff by Qualifications 2019/20

5.2.2 Administrative Staff Profile by Gender and Age 2019/20

Many OUT administrative staff are still young and energetic. By June 2020 there were 119 administrative staff aged below 41 years (52.2%) of all administrative staff. In this category of 119 administrative staff that were below 41 years, there were 74 female administrative staff (62.2%). Therefore, the OUT is proud of having them because they can be used for a quite long time (more than twenty years). There is neither male staff nor female staff aged more than 60 years. (See Figure 17 below).

Table 17: Administrative Staff Profile by Gender and Age 2012/13 - 2019/20

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
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
2018/19	11	13	24	19	30	49	20	41	61	14	29	43	17	15	32	10	9	19
2019/20	4	10	14	18	23	41	23	41	64	16	34	50	17	16	33	11	7	18

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
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
2018/19	6	2	8	1	0	1	0	0	0	0	0	0	98	139	237
2019/20	3	5	8	0	0	0	0	0	0	0	0	0	92	136	228
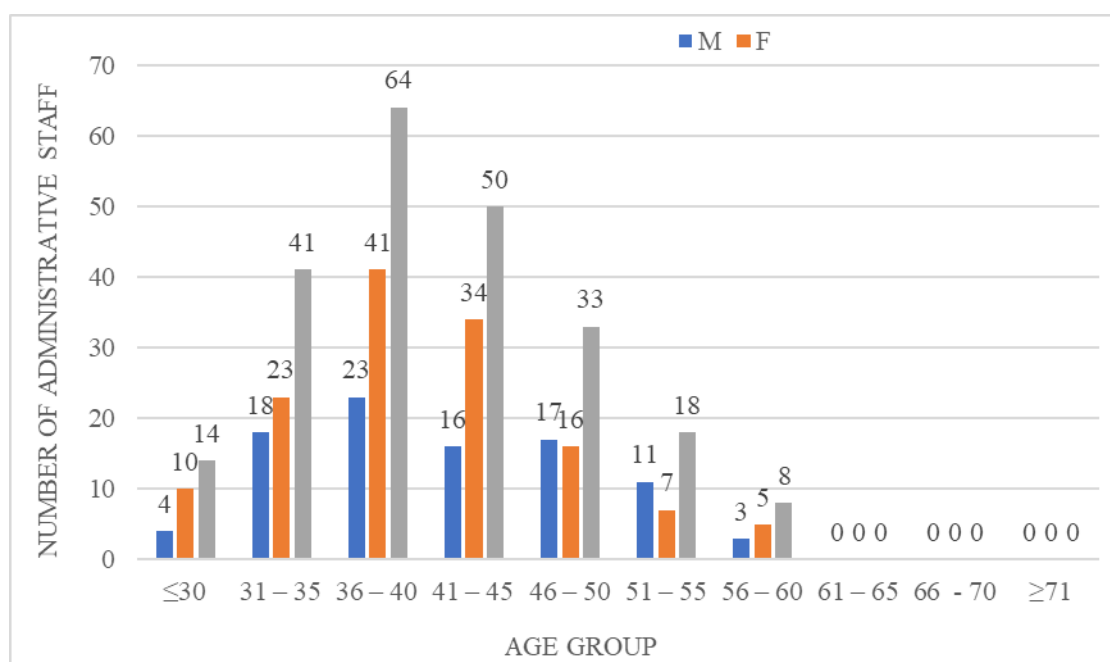
Figure 11: Trend of Administrative Staff Profile by Age for 2019/20

5.2.3 Academic: Administrative Staff ratio by 2019/20

Upon determination of the average academic: administrative staff ratio by June, 2020, the ratio is 317/288 = 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 2020

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 software as well as participation in a number of consultancy services for other companies or academic institutions in Tanzania. By June 2020 OUT had a total number of 57 technical staff of whom 47 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 (82.5%) than females.

5.3.1 Technical Staff by Gender and Academic Qualifications for 2019/20

Table 8 shows technical staff by gender and qualifications for the Academic Year 2019/20. The emerging picture is that there are more technical staff (30) with Bachelor degree qualifications than any other qualifications. There are other technical staff that are also academic staff whose qualifications range from Tutorial Assistant to Ph.D holders. The latter group has already been re-categorised into academic staff cadres. A lot needs to be done so that OUT can improve further the technical staff skills and qualifications in line with the OUT schemes of service. Furthermore, OUT has to convince the Government to allow it to employ more technicians to ensure each coordination or regional centre has at least one ICT technician following installation of wireless internet in all the regional centres of OUT.

Table 18: Technical Staff by Gender and Highest Academic Qualifications 2012/13 –

2019/20

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
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
2018/19	0	1	1	3	1	4	0	0	0	25	5	30	4	0	4	12	2	14
2019/20	0	0	0	2	1	3	0	0	0	24	6	30	1	0	1	18	3	21

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
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
2018/19	5	0	5	0	0	0	0	0	0	0	0	0	0	0	0	49	9	58
2019/20	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	47	10	57

Figure 12: Technical Staff by Gender and Qualifications for 2019/20

5.3.2 Technical Staff Profile by Age and Gender 2019/20

There are more Technical staff (male and female) aged between 31 and 35 years than in any other age group. There is neither a male nor female technical staff aged more than 55 years. This means that the team of technical staff is still young, energetic enough to serve the OUT effectively, efficiently and for a quit long time. (See Table 19 below).

Table 19: Technical Staff Profile by Gender and Age 2012/2013 - 2019/20

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
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
2018/19	9	0	9	18	4	22	10	2	12	3	2	5	7	1	8	2	0	2
2019/20	5	0	5	18	4	22	12	1	13	4	3	7	7	1	8	1	1	2

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
2012/13	1	0	1	0	0	0	1	0	1	0	0	0	34	10	44
2013/14	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
2018/19	0	0	0	0	0	0	0	0	0	0	0	0	49	9	58
2019/20	0	0	0	0	0	0	0	0	0	0	0	0	47	10	57

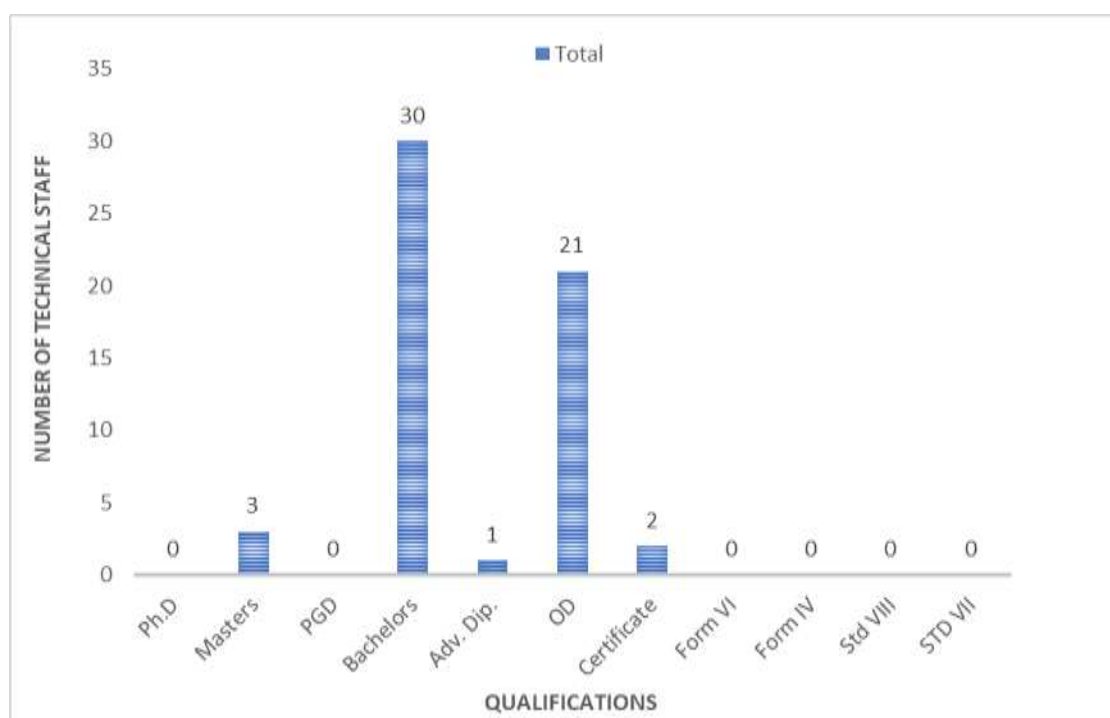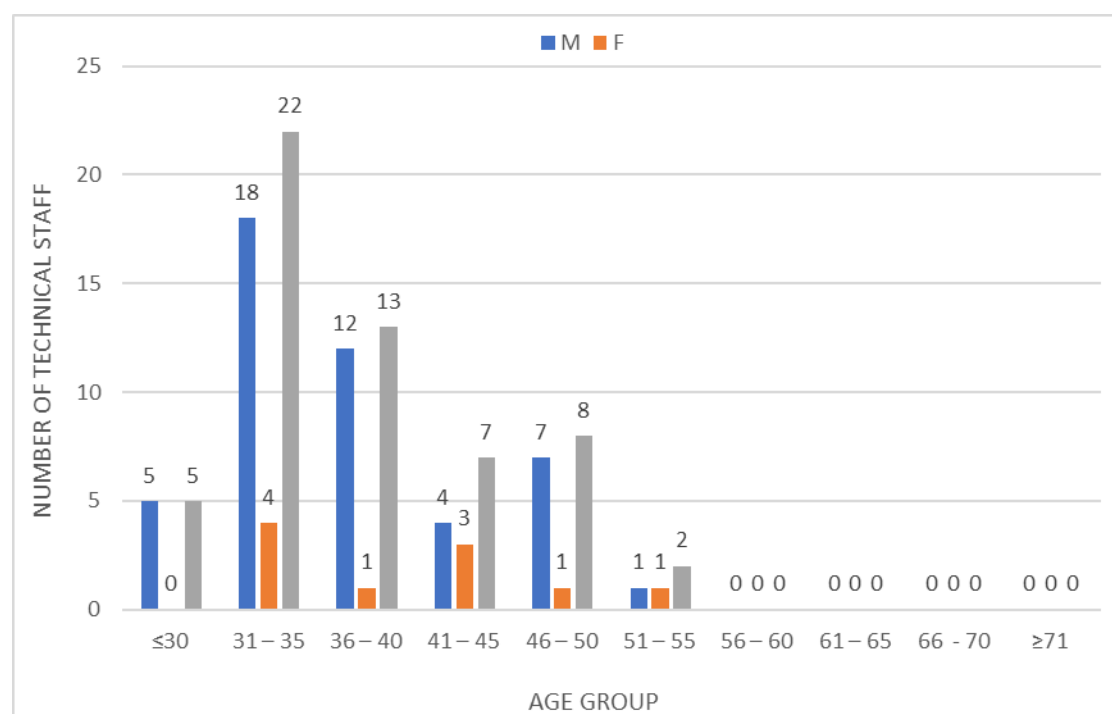**Figure 13: Technical Staff Profile by Gender and Age for 2019/20**

The development budget has been falling both in nominal and real terms between the financial years 2011/2012 and 2012/2013. The share of estimated development budget to the actual allocation has also been falling. In the academic year 2012/13 only 124,000,000/- TZS was released by the Government from local sources purposely for renovation of one of the Regional centres

Chapter Six
SOURCES OF FUNDS

6.1 Introduction
OUT like any other higher learning institution needs financial resources to implement various activities in order to achieve the three core functions which are: teaching and learning, public service as well as research and publications. Although the survival of OUT largely hinges on Government subventions and self-generated income, to propel its operations, OUT has also been able to mobilize funding from different development partners both from within and outside the country. In the following sub-sections, the major sources of revenues mobilized with corresponding expenditures on various items are outlined. With effective from financial year 2017/18, we have been using financial data of the last financial year in order to get and use the correct and audited data, since the booklet normally comes out in June every year while the respective financial year data are still not yet audited.

6.2 Government Subvention: Recurrent and Development Subvention
The recurrent budget in nominal terms has been increasing over the years. However, in real terms, it has been falling when the cost of equipment and other essential inputs for running university's academic activities are taken into account as well as inflationary factors. This is confirmed by the decreasing share of the requested budget to the allocated budget. It is important to bear in mind that the estimated requested budget reflects the actual cost of equipment, materials and other academic inputs at the time when the infrastructure of OUT in regional and coordination centres as well as the temporary and permanent headquarters has substantially expanded in order to bring the education services 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 2012/2013 – 2019/2020

Fiscal Year	Recurrent (T.Shs '000)			Development (T.Shs '000)		
	Requested	Allocation	%(Alloc/Requested)	Requested	Allocation	%(Alloc/Requested)
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
2017/2018	28,641,437	21,379,272.7	74.6	0	0	0.0
2018/2019	28,269,924	17,054,336	60.3	1,500,000	-	0.0

Note: Financial data for the Fiscal Years 2016/17, 2017/2018 and 2018/2019 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 2011/2012 and 2012/2013. The share of estimated development budget to the actual allocation has also been falling. In the academic year 2012/13 only 124,000,000/- TZS was released by the Government from local sources purposely for renovation of one of the

Regional centres. 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
2012/2013	199,459,000	8,495,053,460	8,694,512,460.00	2.0	98.0
2013/2014	546,969,040	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
2017/2018	4,748,308,232	16,630,964,000	21,379,272,688	22.2	77.8
2018/2019	-	17,054,336,027	17,054,336,027	0.0	100.0

*   *No other Charges (OC) released for the Fiscal Year 2016/17 and* 2018/2019

It is apparent from Table 21 and Figure 15 that the nominal release of OC during the fiscal year 2015/16 127,693,441) was less than almost one ninth of the funds released to the fiscal year 2011/2012(1,141,798,000) while there was no funds (OC) at all released during the fiscal year 2016/2017. Clearly, such release does not give due recognition of the increased number of admitted students during the academic year 2015/16. 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 2012/13, the OC and Recurrent Subventions dropped drastically but there was some increase in the OC and Recurrent Subventions in 2018/19.
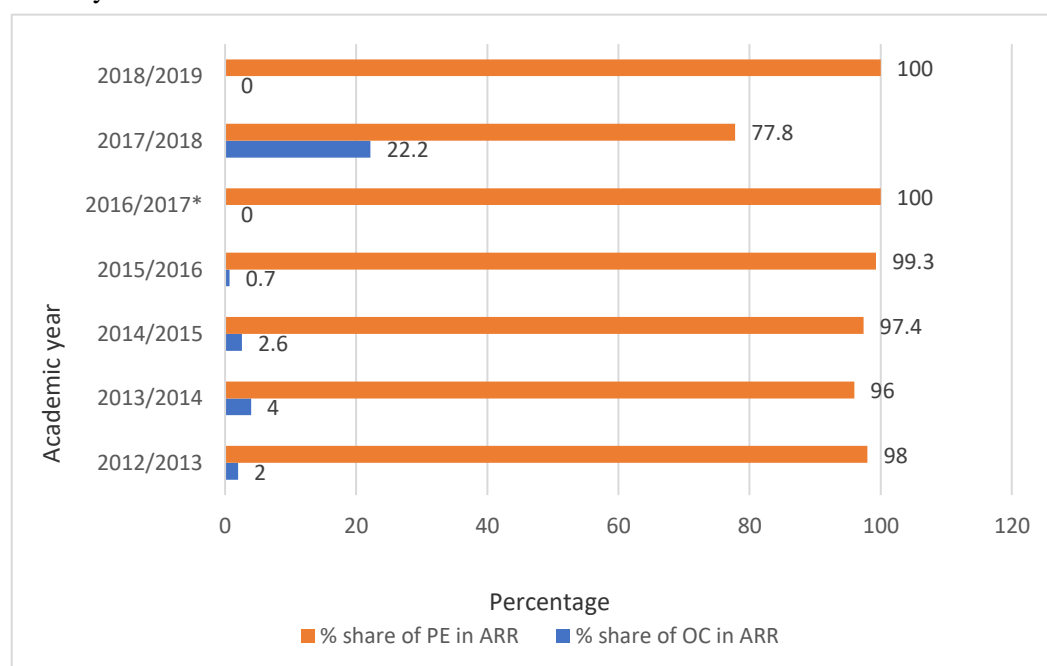

Figure 14: The percentage of PE and OC in comparison to the Actual Recurrent Released.

6.3 Tuition Fees Collected

The cumulative trend in students' fees collection against the number of admitted and active students shows that not all students have been active in honouring their tuition fees obligations. It can be seen that tuition fees collection increased from Tshs. 8,953,470,419/- in 2012/2013 to Tshs. 14,088,060,195/- in 2015/2016 and that decreased from Tshs. 12,892,900,747/- in 2016/2017 to Tshs. 10,217,455,034/- in 2018/2019. 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	Active students	Estimated Tuition fees	Collected Tuition fees	%collected fees/ estimated tuition fees
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
2017/2018	11,337	15,435,090,000	10,331,903,713	66.9
2018/2019	10,252	14,406,204,400	10,217,455,034	70.9

6.4 6.4Development 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 eight years, OUT has mobilized funds from various Development partners in its endeavour to implement various programmes.

Figure 15 plots financial support from various Development partners. The World Bank loan to the Government ranks at the top followed by the COSTECH in the second position. These two development partners (i.e., World Bank and COSTECH) have offered more than fourteen billion Tanzanian shillings. The World Bank supported the OUT in building capacity in the field of tourism, Science Education, Postgraduate scholarships and Procurement of textbooks. The overall objective of Agra Project was to strengthen the educational delivery capacity and overall management through enhanced organisational development and effective exploitation of ICT resources and services.

Other development partners ranked in the top five positions are: AGRA Project, Belgium Katholieke University, ICT Research Management Project

Open University of Tanzania also received the World Bank funds loaned to the Government of United Republic of Tanzania in order to facilitate construction of the ten floor Tourism building between Block D and E (at the OUT temporary headquarters). The loan (contract sum) amounts to TZS 3,592,379,377.30. The construction of the building commenced on the 6th January 2012. The construction was substantially completed in November 2013.
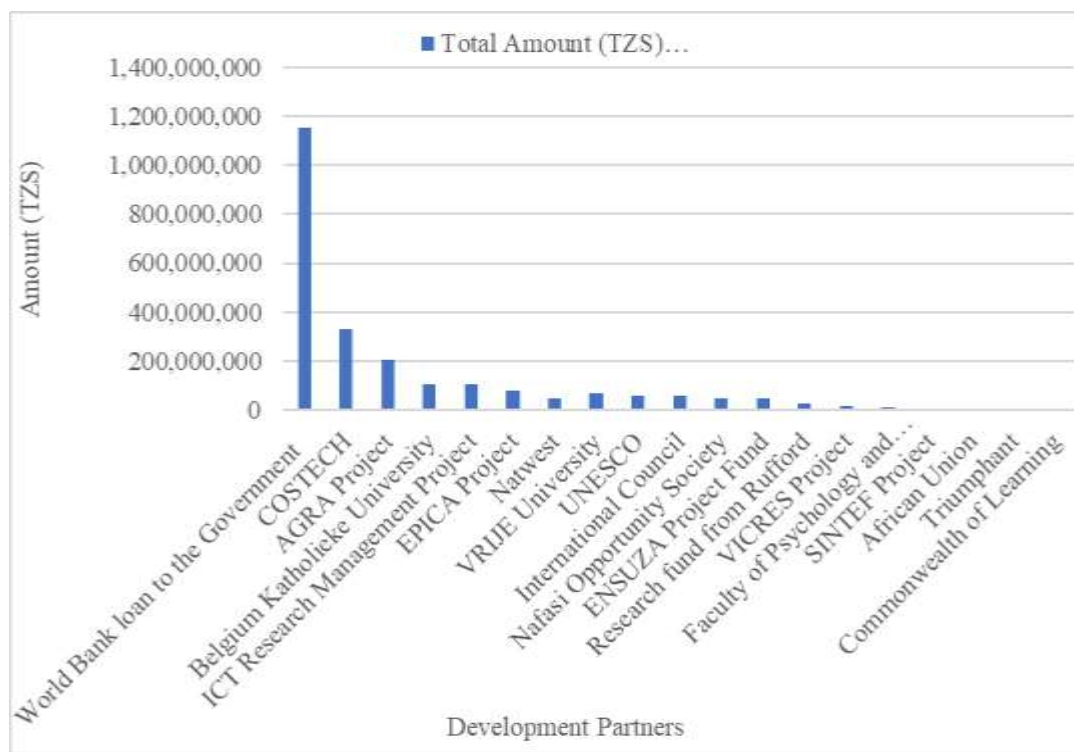
Figure 15: External Financial Support from Various Development Partners 2012/13 – 2019/20

Table 23: Research Grants Received from Various Development Partners

Financial Year	Sources	Amount (Tshs.)
2014/2015	AGRA Project	205,763,580.54
	COSTECH	208,925,250.00
2015/2016	COSTECH	104,141,385.00
2016/2017	-	-
2017/2018	Nafasi Opportunity Society	48,258,792.83
2017/2018	COSTECH	17,468,500.00
2018/2019	-	-

Table 24: Grants from International, Development Partners or loans 2012/13-2018/19

Year	Source of Grant	Grant (Tshs.)	Total (Tshs.)
2012/13	World Bank loan to the Government	1,152,519,037.30	1,152,519,037.30
2014/15	VICRES Project	16,046,400.00	118,526,400.00
	ICT Research Management Project	102,480,000.00	
2015/16	NATWEST	12,630,109.45	116,882,386.44
	KATHOLIEKE	34,711,970.14	
	VRIJE University	69,540,306.85	
2016/17	-	0	0
2017/18	UNESCO	55,052,868.24	230,137,864.01
	Belgium Katholieke University	72,322,206.36	
	International Council	54,830,571.29	
	Natwest	33,144,916.76	
	Triumphant	4,309,436.26	
	African Union	6,497,538.00	
	Commonwealth of Learning	3,980,327.10	
2018/19	Research fund from Rufford	28,221,209.00	168,308,047.37
	SINTEF Project	7,212,920.00	
	Faculty of Psychology and Educational Sciences (KU)	8,294,549.12	
	ENSUZA Project Fund	44,285,190.25	
	EPICA Project	80,294,179.00	

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 these 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)
2012/13	737,860,511
2013/14	1,266,203,412.47
2014/15	1,261,861,612
2015/16	1,135,663,593
2016/17	916,682,522
2017/2018	484,997,508
2018/2019	379,527,630

6.6 Internal and External Finance

Figure 16 depicts the source of finance in cumulative terms from Development partners, the Government of the United Republic of Tanzania and the OUT from 2012/13 up to 2018/19. Figure 16 exploits the data from Tables 20 - 25 to highlight the share of Government budget versus Development partners support and OUT itself in the OUT budget. In brevity, it is clear from Figure 16 that the OUT budget largely depends on Government's financial muscles that mostly pays for PE costs 51.9%, OC 3.0% and Development Fund 0.0%. Support from the Development partners was only 1.2% and the rest (98.8%) was from the Government and OUT that together contributed the major component of the budget. Of the 98.8% the OUT was able to generate 43.9% (Self-generated income 3.1% and Tuition Fees 40.8%).
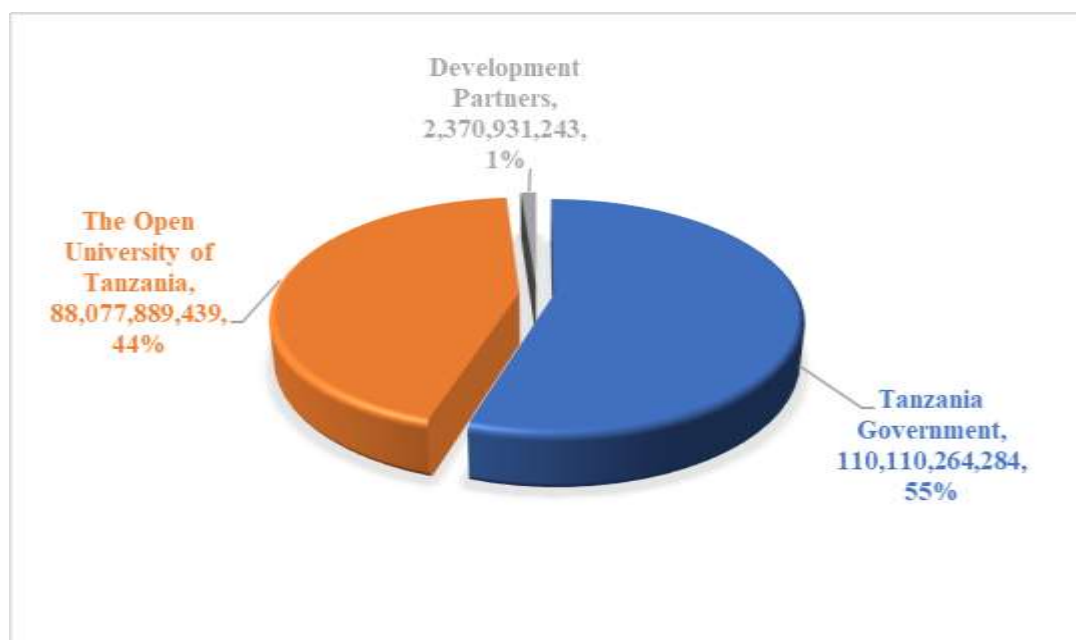
Figure 16: Sources of Finance 2012/13 – 2018/19

Chapter Seven
RESEARCH, PUBLICATIONS AND CONSULTANCY OUTPUTS

7.1 Introduction

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

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

The OUT staff have reputable expertise in doing research and consultancy services both in the national and international arena. Most staff possess a sound track record of provision of research services and consultancy as shown in Table 26. In general, the number of research projects exhibits an increased trend up to 2014/2015. In 2019/2020 academic year the number of research project was 4 which is the fewest of all eight years presented in Table 26. There is slight improvement in the academic year 2017/18 and 2018/19. The number of research projects was going down since 2015/2016 academic year because of non-availability of small grant research funds.

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

Year	Number of research projects
2014/2015	34
2015/2016	15
2016/2017	6
2017/2018	15
2018/2019	12
2019/2020	4

7.3 Publications

In general, the pace of producing study materials is rather slow and decreasing. In the academic year 2019/20, only Faculty of Education managed to publish 8 study materials. OUT has shifted to a blended mode of delivery which integrates ICTs. Under the blended mode learners are not only depending on the traditional study materials but rather a combination of different learning materials which are available in a moodle platform.

7.3.1 Faculty-wise Publications

Table 27 shows the production of new study materials published since 2014/15. The Table shows that despite the slow pace of developing study materials, the Faculty of Education appears to have to date authored more study materials (20) than others. In the academic year 2019/2020 only Faculty of Education has produced study materials (8) while other faculties have published none.

Table 27: Production of Study Materials 2014/15 – 2019/20

Year	FASS	FBM	FED	FLW	FSTES	ICE	Total
2014/15	4	0	3	0	4	0	11
2015/16	3	0	2	0	2	0	7
2016/17	0	0	1	0	0	0	1
2017/18	1	0	0	0	0	9	10
2018/19	0	0	6	0	0	0	6
2019/20	0	0	8	0	0	0	8
Total	**8**	**0**	**20**	**0**	**6**	**9**	**43**
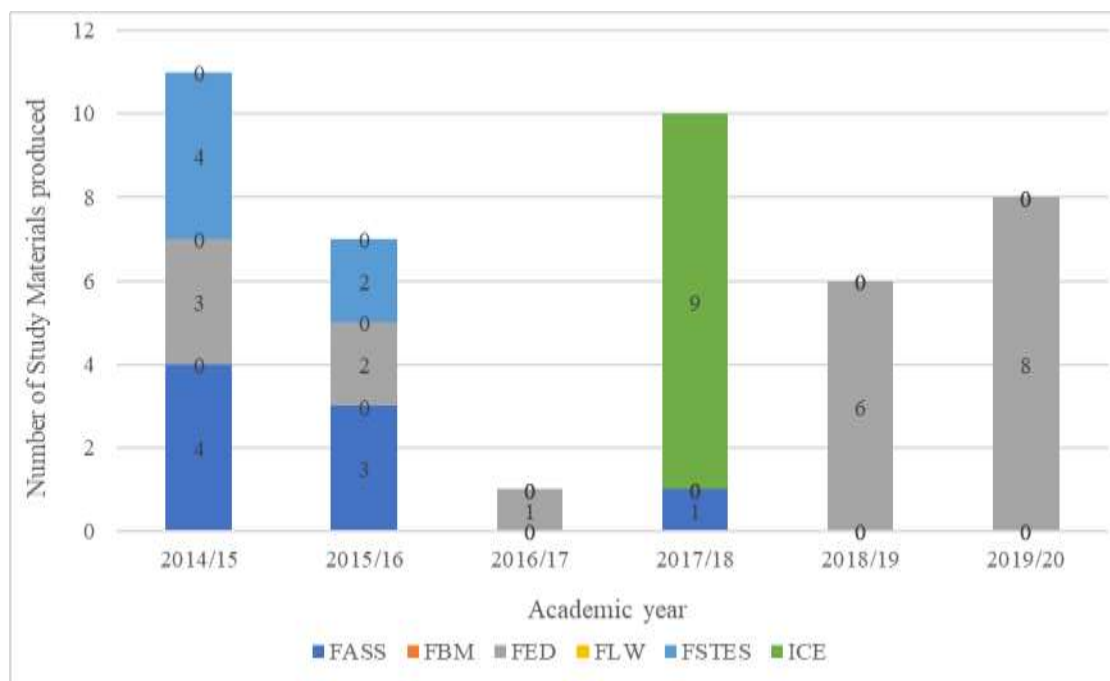
Figure 17: New Study Materials 2014/15 – 2019/20

7.3.2 Journals Produced by OUT

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

7.3.2.1 HURIA

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

February 2020 has published its latest issue "Huria Journal volume 26, issue 1. The issue composes fourteen articles and it is available online at www.out.ac.tz. Fourteen articles have been accepted for Volume 26, issue 2 that will be available online by 30th May 2020 at www.ac.tz. Huria is reviewing 15 articles for DEASA/DEATA Special Issue which is due for July 2020.

7.3.2.2 The Journal of Issues and Practise in Education (JIPE)
The Journal of Issues and Practise in Education is a refereed journal that is produced by the Faculty of Education of the University. The journal is designed to inform both academic and the public on issues and practice related to the field of education. It also informs the public on issues pertinent to their day to day educational experiences. The JIPE has been registered as ISSN 1821-5548.Its latest issue; Vol. 10, Issue 1 was published in June 2018 and volume 10 issue 2 is still being edited.

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

7.3.2.4 African Journal of Economic Review
The African Journal of Economic Review (AJER) is a referred; biannual that has been launched by the Centre for Economics and Community Development in 2012/13 Academic Year. The Journal publishes high quality and scholarly articles on economic issues relevant to Africa. The AJER is an applied journal with keen interest in the following areas: Public sector economics, monetary economics, international trade and finance, agricultural economics, industrial economics, development economics, labour economics, health economics, environmental economics and economic reforms. The AJER has been registered as ISSN 1821-8148. Vol. 1, first issue of the Journal was published in January 2013. The latest journal produced was Vol.8 issue 1 (2020). The issue is available online in the website: https://www.ajol.info/index.php/ajer and https://ideas.repec.org/s/ags/afjecr.html.

7.3.2.5 The African Resources Development Journal
 The African Resources and Development Journal (ARDJ) is a referred, international, bi-annual Journal published twice a year in May and November, based in the Department of Geography, 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.3 issue 2 that was out in 2018. The issue is accessible online at https://journals.out.ac.tz/.

7.3.2.6 The Pan African Journal of Business Management (PAJBM)

The Journal is produced by the Faculty of Business Management, The Open University of Tanzania. It is an international Journal that publishes original research papers of academic interest. It contains peer reviewed solicited and unsolicited academic articles presenting research done in the business concerning Africa. It also accepts cases, book reviews and summaries of dissertations. Vol.1 issue 2 was out in 2017 included a variety of articles covering free cash flows, agency costs and performance of firms, the influence of economic growth, product diversification, public expenditure and social capital, public expenditure, and social capital for family business sustainability. All areas are of interest to scholars in Africa. The researchers in this issue deal with conditions in both Tanzania and Kenya. The latest journal produced was Vol. 3 issue 2 that was out in December 2019.

7.3.2.7 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 of the Open University of Tanzania (OUT). *Tanzania Journal of Science and Technology* is a publishing peer reviewed, of high quality and original scholarly research, short communications, research notes and review articles in all areas of, but not limited to, environmental sciences, mathematics, physics, chemistry, biology, computer sciences, agricultural sciences, engineering, biological sciences, natural products, energy resources, food sciences, ethno botany, nutrition, modeling, environmental chemistry, information and communication technologies, information technologies, wildlife and nature conservation, climate change, biosciences, biotechnology, bioinformatics, biogeochemistry and bioengineering. The latest journal produced was Vol.2 issue 1 that was out in 2019.

7.4 Number of Registered Consultancies

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

Table 28: Number of Registered Consultancies

Year	Number of Consultancies
2014/15	8
2015/16	6
2016/17	7
2017/18	4
2018/19	8
2019/20	5

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

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

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

The Board is comprised of the following members:

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

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

Chapter Eight
THE UNIVERSITY LEADERSHIP DURING THE YEAR 2019/20

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 five years after which he/she may be re-appointed as provided for in both The University Act No.7 of 2005 and the OUT Charter and Rules. The term of appointment of the first Chancellor of OUT Honourable Dr. John Malecela ended on 31st December 2012. Hon. Mizengo Kayanza Peter Pinda, who is an immediate former Prime Minister of the United Republic of Tanzania from 2008 to 2015 is the Chancellor of the Open University of Tanzania (OUT) for a period of five (5) years with effect from 25th May, 2016. Hon. Mizengo Kayanza Peter Pinda has taken over the position from Hon. Ambassador Dr. Asha-Rose Mtengeti Migiro who was appointed by 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 29th December 2017.

8.2.3 The Vice Chancellor

The Vice Chancellor is the Chief Executive Officer of the university and an ex-officio Chairperson of Senate. The Vice Chancellor is appointed in the manner as prescribed in the University Act No.7 of 2005 as well as the OUT Charter and Rules (2007). The Chancellor of the Open University of Tanzania Mizengo Kayanza Peter Pinda, has appointed Prof. Elifas Tozo Bisanda to the position of Vice Chancellor for the second and last term for period of five years from 2nd June 2020 after satisfactorily completing his first term of five years, which commenced on the 2nd June 2015. Before his first appointment on the 2nd June, 2015 as Vice Chancellor, Prof. Elifas Tozo Bisanda, who is a Full Professor of Mechanical Engineering, was the Deputy Vice chancellor (Regional Services) for two years (2007 - 2009), then Deputy Vice Chancellor (Academics) for a period of six years (2009 – 2015) at the Open University of Tanzania.

8.3 Deputy Vice Chancellors

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

8.3.1 Deputy vice Chancellor (Academic)

The Deputy vice Chancellor (Academic) is responsible for Academic matters. He is responsible to the Vice Chancellor in respect to such matters of the university as shall be assigned and as may be prescribed. Currently, Prof. Deus Dominic Ngaruko is the DVC (Academic) after being re-appointed for the second term of another period of four years starting from 23rd April 2020. Professor Deus Dominic Ngaruko has been re-appointed after satisfactorily completing his first terms of four years on 22nd April 2016 as DVC (Academic). Before his first appointment as DVC (Academic), Prof. Deus Dominic Ngaruko was Dean Faculty of Arts and Social Sciences for 4 years (2012 – 2016), Director of Examination Syndicate for 4 years (2008 – 2012) and Head of department of Economics for 2 years.

8.3.2 Deputy vice Chancellor (Resources Management)

The Deputy vice Chancellor (Resources Management) is responsible to, the Vice Chancellor in matters of the university in respect to management of Human, Physical and Financial resources of the university and any matters that may be prescribed. Prof. George Slyvanus Oreku is the Deputy Vice Chancellor (Resources Management) of The OUT for a period of four (4) years with effect from 23rd April, 2020 the position that was left over by Prof. Cornelia K. Muganda. Currently, Prof. George Slyvanus

Oreku is an Affiliated Professor with University of Eastern Finland, Research Professor with North West University Vaal Campus South Africa. Before his appointment, Prof. George Slyvanus Oreku was Director of Institute of Educational and Management Technologies (IEMT) at the Open University of Tanzania in 2019

8.3.3 Deputy vice Chancellor (Learning Technologies and Regional Services)

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

8.4 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 2020.

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

- Dr. Joseph Magali
  Dean, Faculty of Business Management

- Dr. Theresia Julius Shavega
  Dean, Faculty of Education

- Dr. Ezekiel Rindstone
  Dean, Faculty of Law

- Dr. Matobola J. Mihale
  Dean, Faculty of Science, Technologies and Environmental Studies

8.4.2 Directors of Institute and Directorates

The charter also provides for Directors of Institute and Directorates. The following are Directors of Institutes and other administrative units by June 2020.

- Dr. Harieth Hellar- Kihampa
  Director of Institute of Continuing Education

- Dr. Catherine Mkude
  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

- Mr. Francis Badundwa
  Acting Director of Human Resource Management and Administration

- Prof. Hossea Rwegoshora
  Director of Postgraduate Studies

- Prof. Emmanuael Kigadye
  Director of Research and Publications

- Mr. Benjamini Bussu
  Director of Planning and Development

- Dr. Athuman Samzugi
  Director of University Library Services

- Dr. Said Ally
  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 2019.

Regional Centres	Directors
Arusha	Mr. Marcel Salumu Masalu
Coast	Dr. Josephat Saria
Dodoma	Dr. Ismail Seleman
Geita	Mr. Ali Abdul
Ilala	Dr. Bahati Dionys Mbilinyi
Iringa	Ms. Nasra Ally
Kagera	Mr. Medard Lembesha
Katavi	Dr. Juma Matonya

Kigoma	Mr. Ally A.Mchuchuli
Kilimanjaro	Dr. Paulo Wilred
Kinondoni	Dr. Hyasinta Kessy
Lindi	Ms. Neema Magambo
Manyara	Mr. Ahmedi Iddi Mussa
Mara	Dr. Asha B. Katamba
Mbeya	Mr. Ayuob Maulana
Morogoro	Dr.Wambuka S. Rangi
Mtwara	Dr. Msafiri Njoroge
Mwanza	Ms. Ancyfrida Prosper
Njombe	Dr. Bilhuda Msangi
Rukwa	Dr. Adam Namamba
Ruvuma	Dr. Julius Frank
Shinyanga	Ms. Agatha Mgogo
Simiyu	Mr. Raphael Makoki
Singida	Dr. Cosmas Haule
Songwe	Mr. Lusekelo Mwanongwa
Tabora	Dr. Romwald Kailembo
Tanga	Ms. Hafidha Khatibu

Coordination Centres	Coordinators
Pemba	Mr. Nassor A. Suleiman
Zanzibar	Dr. Salma O. Hamad
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. Magreth Bushesha
- The Centre for Economics and Community Economic Development (CECED, FASS) - Coordinator: Dr. Christopher Awinia
- University Teaching and Learning Services Unit (UTLS) – Coordinator: Dr. Yohana Lawi
- UNESCO Chair – Coordinator: Dr. Felix Mulengeki

External coordination centres are:
- Kenya - Egerton University and College of Human Resources Management
- Namibia - Triumphant College
- Ethiopia
- Ghana

Chapter Nine
CORPORATE SOCIAL RESPONSIBILITY (CSR) ACTIVITIES

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

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

9.2 Activities Undertaken
9.2.1 Donations

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

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

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

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

On the 25th May 2019, The Open University of Tanzania staff donated blood to the Tumbi Hospital blood bank in Kibaha, Coastal region. On the same day the OUT staff delivered mattress, bed sheets and various items to the maternity ward in the Tumbi Hospital, Kibaha in Coastal region.

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

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 hapharzadous dumping of waste in its neighbourhood. The project is carried out by the Open University of Tanzania, various communities of users and the leadership of Kinondoni ward.

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

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

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

9.2.8 Legal Aid Clinic

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

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