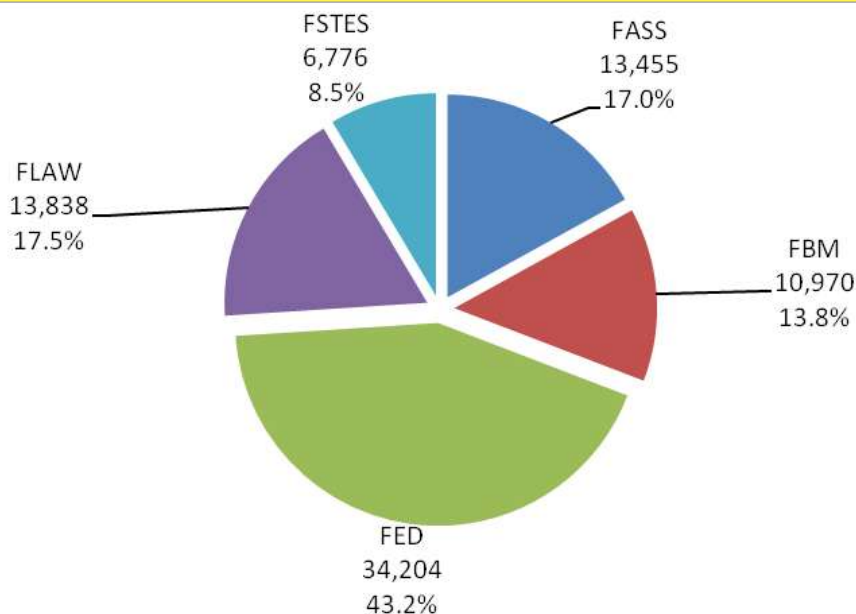


THE OPEN UNIVERSITY OF TANZANIA



FACTS AND FIGURES 2021/2022



Percentage of Undergraduate Degree Students Admission in the Faculties

Prepared by
The Directorate of Quality Assurance and Control
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June 2022

THE OPEN UNIVERSITY OF TANZANIA



FACTS AND FIGURES 2021/2022

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

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June 2022

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LIST OF ABBREVIATIONS

ACDE	African Council for Distance Education
ACDE-TCC	African Council for Distance Education – Technical Collaboration Committee
B. CED	Bachelor of Community Economic Development
B. Com (Ed.)	Bachelor of Commerce (Education)
B. Ed.	Bachelor of Education
B. Ed. (AE)	Bachelor of Education (Adult Education)
B. Ed. (PM)	Bachelor of Education (Policy Management)
B. Ed. (SE)	Bachelor of Education (Special Education)
B. Ed. TEP	Bachelor of Education Teacher Educator Programme
B.A (IR)	BA (International Relations)
B.A. (Econ)	Bachelor of Arts Economics
B.A. (Ed.)	Bachelor of Arts (Education)
B.A. (ELL)	BA (English Language and Linguistics)
B.A. (KCS)	BA (Kiswahili and Creative Studies)
B.A. (Mass Com.)	Bachelor of Arts (Mass Communication)
B.A. (MC)	B.A. (Mass Communication)
B.A. (PA)	BA (Public Administration)
B.A. (PD)	BA (Population and Development.)
B.A. (Soc.)	Bachelor of Arts (Sociology)
B.A. (SW)	Bachelor of Arts (Social Work)
B.A. J	Bachelor of Arts (Journalism)
B.A. NRM	BA (Natural Resource Management)
B.A. T	Bachelor of Arts (Tourism)
B.Com.(Gen.)	Bachelor of Commerce (General)
B.Sc. (Ed.)	Bachelor of Science (Education)
B.Sc. (ES)	Bachelor of Science (Environmental Studies)
B.Sc. (Gen.)	Bachelor of Science (General)
B.Sc. (ICT)	Bachelor of Science (Information and Communication Technologies)
BA (Gen.)	Bachelor of Arts (General)
BBA (Ed.)	Bachelor of Business Administration (Education)
BBA (Fin.)	Bachelor of Business Administration (Finance)
BBA (Gen.)	Bachelor of Business Administration (General)
BBA (HRM)	Bachelor of Business Administration (Human Resources Management)
BBA (IB)	Bachelor of Business Administration (International Business)
BBA (Mark)	Bachelor of Business Administration (Marketing)
BPSCM	Bachelor of Procurement and Supply Chain Management
BSc. ER	BSC (Energy Resources)
CCDE	Certificate Course in Distance Education
CECE	Certificate in Early Child Education
CPPH	Certificate in Poultry Production and Health
CPTE	Certificate in Primary Teachers Educator
CYP-Dip.	Diploma in Commonwealth Youth Programme
DECE	Diploma in Early Child Education
DPPH	Diploma in Poultry Production and Health
DPTE	Diploma in Primary Teachers Educator Programme
DRPI	Directorate of Research, Publications and Innovations
FASS	Faculty of Arts and Social Sciences
FBM	Faculty of Business Management

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

FOREWORD

The eighteenth edition of the Facts and Figures Booklet contains the most authoritative and comprehensive statistical information of the Open University of Tanzania. This information is crucial in feeding the OUT management and other stakeholders with vital inputs that facilitate strategic planning, coordination, implementation, 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 Teaching, Learning and Examination Services was introduced in February 2022 from new OUT structure to improve the quality and teaching and learning 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. In July 2018 the Directorate of Links and International Affairs (DLIA) now Directorate of Internationalization and Convocation Unit (DICU), after approval of new organizational structure of the OUT by the President on the 15th January 2022 was established by the University Council in order to deal with foreign admissions at both levels and coordinating other tasks such as examination, fee collection, recruitment of part time tutors, supervision of research students and collaboration with various institutions abroad.

Moreover, as part of the new organizational structure, the office of Deputy Vice Chancellor (LT &RS) responsible for Regional Services has evolved Learning Technologies and Regional Services to be strategically responsible for streamlining teaching and learning technology in OUT academic programmes. It is my sincere hope that the information contained in this booklet will provide a useful and clear roadmap in guiding staff, students, potential applicants as well as other stakeholders for various purposes. Last but not least, the OUT would like to underscore that every effort has been taken to ensure that the information presented herein at the time when this booklet went to press was accurate and remains so. However, OUT welcomes opinions and suggestions to enrich the contents of this booklet, which should be submitted to the Quality Assurance and Control Unit in time.

Prof. Elifas Tozo Bisanda
Vice Chancellor

Dar es Salaam
June, 2022

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 Fadhili 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 Head of Communications and Marketing Unit for typesetting the final version of this booklet.

I sincerely appreciate Deans of Faculties, Directors of Institutes, Director of Finance and Accounting, Director of Teaching, Learning and Examination Services , 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
Director, Quality Assurance

Dar es Salaam
June, 2022

EXECUTIVE SUMMARY

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

OUT operates through 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 three centres namely the ACDE Technical Committee in Collaboration (ACDE TCC), UNESCO Chair, and University Teaching and Learning Services Unit (UTLS).

Over the last twenty-nine years of its operation (i.e. 1994 to 2021/22), about 43.2% of enrolled students have been pursuing degrees in Education; 17.5% in Law; 13.8 % in Business Management; 17.0% in Arts and Social Sciences; and 8.5% in Sciences. Over 77.7% 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 186,350 students. Among the 186,350 enrolled students, 79,243, 40,747 and 66,360 students were pursuing Undergraduate, Postgraduate and Non-degree programmes respectively. Currently, the University has an estimated total of 75,356 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 73,705 students from 1994 to 2021/22 Kinondoni had the highest cumulative enrolment (21,084) followed by Arusha (8,886) while Kagera had the lowest cumulative enrolment (4,910). In short, from 1994 to 2021/22, ten regional centres (i.e. the then Dar es Salaam regional centre and the nine regional centres mentioned earlier) have recruited more than 84,606(58.1%) 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 34,204 (43.2%), followed by the Faculty of Laws 13,838 (17.5%) . Faculty of Science, Technology and Environmental Study 6776 (8.5%) 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 2022 had a total number of 584 qualified Staff of whom, 314 were academic staff, 201 (64.0%) were males and 113 (36.0%) were females.

Equally, up to June 2022, the OUT had 220 Administrative staff, out of whom 85 (38.6%) were males and 135 (61.4%) were females. During the same period, OUT had 55 Technical staff, whereby 43 (86.0%) were males and 7 (14.0%) were females.

The cumulative number of graduates from 1999 to November 2021 was 49,830 whereby 20,313 (40.8%) were females. Among 49,830 graduates, 20,754 students graduated in non-degree programmes out of whom, 9209 (44.4%) were females, 21,741 students graduated in Undergraduate degree programmes out of whom 8,572 (39.4%) were females and 7,335 were graduates for Postgraduate and Honorary degrees whereby 2,532 (34.5%) 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 30 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 Teaching Learning and Examination Services (DTLES), Directorate of Undergraduate Studies (DUGS), Directorate of Library Services (DLS), Directorate of Consultancy Services (DSC), Directorate of Postgraduate Studies (DPGS), Directorate of Research, Publication and Innovations (DRI) and Directorate of Internationalization and Convocation Unit (DICU). There are also administrative directorates which include the Directorate of Planning and Development (DPD), Directorate of Human Resource Management and Administration (DHRMA), 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 (2017/18 - 2021/22) and sum of cumulative data (1994 – 2021/22) on students (enrolment, graduates) figures, staff position, research, publications and consultancy outputs, University leadership, Corporate Social Responsibility (CSR) activities as well as the sources of revenues and expenditures.

Chapter One

UNDERGRADUATE ENROLMENT

1.1 Introduction

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

1.2 Enrolment at Undergraduate level by Gender

It is clear from Figure 1 that female enrolment is constantly below male counterparts. The percentage of male students enrolled has maintained an upward trend from 61.9% in 2019/20 to 66.7% in 2021/2022 while the percentage of female students enrolled has been fluctuating from 38.1% in 2019/20 to 33.3% in 2021/22. OUT needs to enhance further its efforts to attract more female candidates to join its programmes to meet one of the original aspirations of the Government of the United Republic of Tanzania that led to its establishment in 1993.

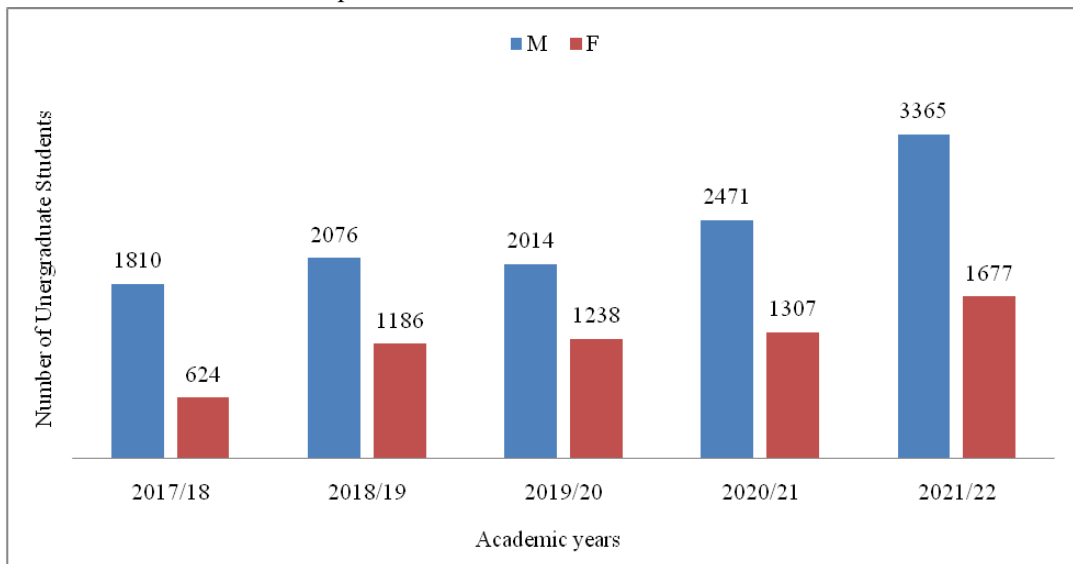


Figure 1: Admission by Gender

It is peaking, such a co-movement is a replica of the population on which the sample is drawn. OUT needs to enhance its efforts to network with a number of organisations that deal with the gender dimension in Tanzania in 2021/22. 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 B.Ed (PM.) are the most popular to both male and female students from 2016/17 to 2021/22. The office of DVC (Academic, Research and Consultancy) 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-nine years, about 43.2% of enrolled students have been studying the undergraduate degree in education; 17.5% have been enrolled in LLB programme; about 13.8% in Business Management; 17.0% in Arts and Social Sciences; and 8.5% in sciences. Strictly speaking, over 77.7% 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 appeared 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), B.Ed (TE), B.Ed (ADL) programmes etc (see Table 1 below).

Table 1: Admission into Undergraduate Programmes

Programme	2017/2018			2018/2019			2019/2020		
	M	F	T	M	F	T	M	F	T
B.A.(Gen.)	-	-	-	-	-	-	-	-	-
B.A.(Ed.)	189	89	278	209	130	339	137	117	254
B.Com.(Gen.)	-	-	-	-	-	-	-	-	-
B.Com.(Ed.)	-	-	-	-	-	-	-	-	-
B. Ed.	-	-	-	-	-	-	-	-	-
LL.B	324	58	382	341	97	438	311	146	457
B.Sc.(Gen.)	32	2	34	44	9	53	52	20	72
B.Sc.(Ed.)	101	19	120	132	52	184	101	36	137
BBA (Gen.)	-	-	-	-	-	-	-	-	-
BBA (Ed.)	19	6	25	9	5	14	16	12	28
B.A.T	20	6	26	23	12	35	27	13	40
B.Sc.(ICT)	56	11	67	90	20	110	87	13	100
B. Ed. (SE)	17	16	33	36	44	80	57	40	97
B.A.(SW)	-	-	-	-	-	-	-	-	-
B.A.(Soc.)	25	15	40	32	27	59	32	24	56
B.A.J	15	0	15	15	9	24	8	2	10
B.A.(Mass Com.)	32	12	44	35	30	65	28	14	42
B.Sc.(ES)	31	6	37	29	11	40	44	12	56
BBA (Acc.)	70	21	91	76	42	118	59	41	100
BBA (Fin.)	16	9	25	17	8	25	23	12	35
BBA (HRM)	18	11	29	14	14	28	32	15	47
BBA (IB)	16	6	22	13	6	19	20	7	27
BBA (Mark.)	34	14	48	26	29	55	40	19	59
B. Ed. TE	19	10	29	44	23	67	29	21	50
B. Ed. (AE)	18	15	33	22	13	35	17	22	39
B. Ed. (PM)	237	110	347	287	168	455	297	216	513
BHRM	105	54	159	78	89	167	113	120	233
B (LIM)	24	21	45	28	41	69	36	40	76
BA (English Lang and Ling)	6	1	7	5	5	10	3	1	4
BA (History)	2	0	2	3	0	3	1	0	1
BA (International Relations)	43	8	51	41	34	75	54	12	66
BA (Kisw and Creative Studies)	8	4	12	3	4	7	2	4	6
BA(NRAM)	19	7	26	23	8	31	14	3	17
BA (Population and Develop.)	6	0	6	81	57	138	10	4	14
BA (Public Administration)	85	18	103	74	27	101	79	44	123
BA Economics	30	5	35	18	3	21	20	6	26
BA Literature	0	0	0	2	0	2	0	0	0
Bachelor of CED	33	13	46	59	45	104	55	48	103
BSC (Energy Resources)	19	1	20	19	4	23	7	3	10
BSc (FND)	69	22	91	59	63	122	109	96	205
BSc DM	19	2	21	21	9	30	29	8	37
BSc.ES(M)	18	4	22	15	5	20	18	7	25
BA Social Psychology	0	2	2	1	0	1	0	0	0
BSW	35	26	61	52	43	95	47	40	87
BPSCM	-	-	-	-	-	-	-	-	-
Total	1810	624	2434	2076	1186	3262	2014	1238	3252

Programme	2020/2021			2021/2022			1994 - 2021/2022		
	M	F	T	M	F	T	M	F	T
B.A.(Gen.)	-	-	-	-	-	-	2459	812	3271
B.A.(Ed.)	152	110	262	152	128	280	8916	4634	13550
B.Com.(Gen.)	-	-	-	-	-	-	1216	178	1394
B.Com.(Ed.)	-	-	-	-	-	-	321	65	386
B. Ed.	-	-	-	-	-	-	5509	3188	8697
LL.B	383	110	493	436	139	575	11669	2169	13838
B.Sc.(Gen.)	44	13	57	78	13	91	2165	654	2819
B.Sc.(Ed.)	84	32	116	135	30	165	3038	1026	4064
BBA (Gen.)	-	-	-	0	0	0	2427	611	3038
BBA (Ed.)	27	7	34	27	13	40	817	351	1168
B.A.T	26	11	37	48	21	69	752	230	982
B.Sc.(ICT)	136	19	155	198	15	213	1144	192	1336
B. Ed. (SE)	36	34	70	68	55	123	367	348	715
B.A.(SW)	-	-	-	0	0	0	541	537	1078
B.A.(Soc.)	50	40	90	112	81	193	1219	1042	2261
B.A.J	9	6	15	27	5	32	200	82	282
B.A.(Mass Com.)	50	28	78	73	34	107	603	402	1005
B.Sc.(ES)	49	24	73	100	39	139	729	217	946
BBA (Acc.)	126	74	200	185	98	283	945	492	1437
BBA (Fin.)	58	24	82	71	39	110	527	223	750
BBA (HRM)	37	28	65	52	24	76	419	254	673
BBA (IB)	31	17	48	45	19	64	202	102	304
BBA (Mark.)	64	37	101	68	55	123	516	295	811
B. Ed. TE	39	11	50	46	13	59	481	303	784
B. Ed. (AE)	22	19	41	26	12	38	281	267	548
B. Ed. (PM)	320	203	523	298	189	487	2469	2104	4573
BHRM	171	130	301	261	186	447	1315	1064	2379
B (LIM)	35	52	87	35	48	83	212	317	529
BA (English Lang and Ling)	2	0	2	0	0	0	32	18	50
BA (History)	5	1	6	0	0	0	21	6	27
BA (International Relations)	93	30	123	94	28	122	459	197	656
BA (Kisw and Creative Studies)	8	6	14	5	3	8	60	76	136
BA(NRAM)	22	5	27	40	7	47	157	49	206
BA (Population and Develop.)	8	1	9	13	1	14	128	73	201
BA (Public Administration)	115	66	181	161	91	252	795	387	1182
BA Economics	18	6	24	26	8	34	171	51	222
BA Literature	2	0	2	0	1	1	6	2	8
Bachelor of CED	50	46	96	67	67	134	316	294	610
BSC (Energy Resources)	15		15	15	1	16	95	60	155
BSc (FND)	66	33	99	114	52	166	463	411	874
BSc DM	37	12	49	60	7	67	193	43	236
BSc.ES(M)	21	5	26	0	0	0	101	28	129
BA Social Psychology	0	0	0	0	0	0	4	5	9
BSW	55	63	118	105	104	209	367	373	740
BPSCM	5	4	9	124	51	175	129	55	184
Total	2471	1307	3778	3365	1677	5042	54956	24287	79243

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 - (Academic, Research and Consultancy) 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 – 2021/22), and as depicted from Table 2 that the Faculty of Education (FED) has led in enrolling good number of students (34,204) in both males and females as compared to other Faculties followed by the Faculty of Laws (13,838). Faculty of Science, Technology and Environmental Study has enrolled the least number of students (6,776).

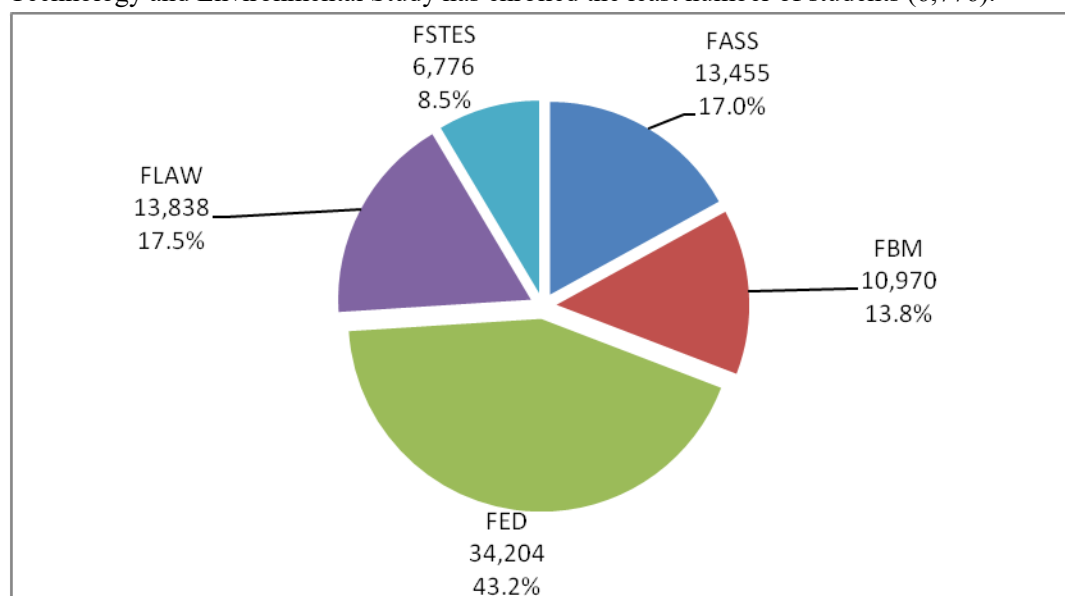


Figure 2: Percentage of Undergraduate Degree Students Admission in the Faculties

Table 2: Undergraduate Students Admission into Various Faculties: 1994 - 2021/22

Programme	2017/18			2018/19			2019/20		
	M	F	T	M	F	T	M	F	T
FASS	572	227	799	495	345	840	416	255	671
FBM	278	121	399	224	188	412	287	214	501
FED	291	151	442	607	383	990	654	464	1,118
FLW	324	58	382	341	97	438	311	146	457
FSTES	345	67	412	409	173	582	346	159	505
Total	1,810	624	2,434	2,076	1,186	3,262	2,014	1,238	3,252

Table 2: Contd...

Programme	2020/21			2021/2022			1994 - 2021/2022		
	M	F	T	M	F	T	M	F	T
FASS	548	361	909	806	499	1305	8502	4953	13455
FBM	492	314	806	806	472	1278	7696	3274	10970
FED	596	384	980	617	410	1027	21980	12224	34204
FLW	383	110	493	436	139	575	11669	2169	13838
FSTES	452	138	590	700	157	857	5109	1667	6776
Total	2,471	1,307	3,778	3365	1677	5042	54956	24287	79243

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-nine 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 73705, students from 1994 to 2021/22, Kinondoni had the highest cumulative enrolment (21,084) followed by Arusha (8,886) while Kagera had the lowest cumulative enrolment (4,910).

In short, from 1994 to 2021/22, ten regional centres (i.e. the then Dar es Salaam regional centre and the nine regional centres mentioned earlier) have recruited more than 84,606 (58.1%) of Undergraduate Degree and Non-Degree students.

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

Reg.Centres /Countries	2017/18			2018/19			2019/20		
	M	F	T	M	F	T	M	F	T
Arusha	48	26	74	441	284	725	410	287	697
Dar es Salaam	-	-	-	-	-	-	-	-	-
Ilala	60	19	79	181	123	304	167	120	287
Kinondoni	2,195	1,041	3,236	1,176	934	2,110	1,024	835	1,859
Temeke	16	4	20	41	30	71	57	32	89
Dodoma	31	13	44	221	159	380	236	187	423
Geita	62	18	80	171	63	234	209	76	285
Iringa	39	16	55	176	106	282	140	98	238
Kagera	65	15	80	367	178	545	210	113	323
Kahama	-	-	-	56	24	80	67	53	120
Katavi	19	1	20	90	35	125	84	33	117
Kigoma	59	19	78	202	97	299	142	61	203
Kilimanjaro	41	19	60	148	124	272	140	123	263
Lindi	26	20	46	150	54	204	122	46	168
Manyara	17	10	27	171	93	264	125	89	214
Mara	57	18	75	203	91	294	221	98	319
Mbeya	46	19	65	188	153	341	223	153	376
Morogoro	45	34	79	196	140	336	176	126	302
Mtwara	31	12	43	169	90	259	116	77	193
Mwanza	61	15	76	361	215	576	337	215	552
Njombe	14	10	24	58	43	101	77	59	136
Pemba	2	1	3	51	37	88	34	23	57
Pwani	17	4	21	98	69	167	116	74	190
Rukwa	35	3	38	107	29	136	85	41	126
Ruvuma	48	25	73	186	134	320	167	107	274
Shinyanga	45	24	69	141	78	219	69	81	150
Simiyu	19	11	30	138	57	195	122	45	167
Singida	77	41	118	127	87	214	115	61	176
Songwe	5	3	8	67	39	106	80	36	116
Tabora	37	10	47	145	78	223	191	58	249
Tanga	37	21	58	152	127	279	151	121	272
Tunduru	-	-	-	1	2	3	4	2	6
Zanzibar	6	1	7	87	83	170	133	105	238

Table 3: Contd...

Reg.Centres /Countries	2020/21			2021/2022			1994 -2021/2022		
	M	F	T	M	F	T	M	F	T
Arusha	404	264	668	514	299	813	5678	3208	8886
Dar es Salaam	-	-	-	0	0	0	7255	3646	10901
Ilala	746	403	1,149	330	211	541	4551	2927	7478
Kinondoni	787	579	1,366	1078	856	1934	12019	9065	21084
Temeke	48	27	75	108	55	163	1885	1545	3430
Dodoma	323	223	546	452	221	673	3734	2076	5810
Geita	174	79	253	180	92	272	1646	623	2269
Iringa	119	82	201	159	98	257	3191	1515	4706
Kagera	207	92	299	229	79	308	3680	1230	4910
Kahama	92	40	132	120	48	168	335	165	500
Katavi	81	23	104	123	68	191	731	386	1117
Kigoma	189	37	226	312	124	436	3009	795	3804
Kilimanjaro	165	129	294	199	155	354	3475	2199	5674
Lindi	106	44	150	192	68	260	1799	580	2379
Manyara	111	76	187	107	77	184	1880	1049	2929
Mara	219	92	311	271	96	367	2949	1075	4024
Mbeya	266	163	429	286	166	452	4278	1849	6127
Morogoro	299	130	429	366	202	568	3540	2100	5640
Mtwara	153	71	224	223	102	325	2342	892	3234
Mwanza	535	675	1,210	387	187	574	5385	2711	8096
Njombe	70	30	100	101	55	156	850	547	1397
Pemba	51	28	79	62	31	93	860	454	1314
Pwani	114	98	212	193	145	338	1839	1128	2967
Rukwa	75	44	119	122	37	159	1811	431	2242
Ruvuma	138	103	241	174	125	299	2349	1069	3418
Shinyanga	83	48	131	94	49	143	2852	1136	3988
Simiyu	113	60	173	157	59	216	799	425	1224
Singida	208	135	343	128	68	196	1874	954	2828
Songwe	63	52	115	93	53	146	325	185	510
Tabora	221	83	304	228	69	297	2625	909	3534
Tanga	148	94	242	239	159	398	2924	1539	4463
Tunduru	7	0	7	24	1	25	36	5	41
Zanzibar	166	115	281	193	137	330	2603	1400	4003

Table 3: Contd...

Reg.Centres /Countries	2017/18			2018/19			2019/20		
	M	F	T	M	F	T	M	F	T
Algeria	0	0	0	0	0	0	0	0	0
Angola	0	0	0	0	1	1	0	0	0
Botswana	0	0	0	1	0	1	0	0	0
Burundi	0	0	0	0	0	0	0	0	0
Cameroon	0	0	0	0	0	0	0	0	0
China	0	0	0	0	0	0	0	0	0
Congo	0	0	0	1	0	1	0	0	0
Ethiopia	0	0	0	0	0	0	0	0	0
Ghana	0	0	0	1	0	1	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	0	0	0	0	0	0	0	0
Italy	0	0	0	0	0	0	0	0	0
Kenya	0	0	0	1	4	5	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	1	1	0	0	0
Malawi	0	0	0	0	0	0	0	0	0
Namibia	0	0	0	2	1	3	0	0	0
Netherlands	0	0	0	0	0	0	0	0	0
Nigeria	0	0	0	0	1	1	0	0	0
Rwanda	0	0	0	0	0	0	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
Eswatini	0	0	0	0	1	1	0	0	0
Sweden	0	0	0	0	0	0	0	0	0
Taiwan	0	0	0	2	1	3	0	0	0
Thailand	-	-	-	1	0	1	0	0	0
Uganda	0	0	0	0	0	0	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	3260	1473	4733	6075	3866	9941	5550	3635	9185

Table 3: Contd...

Reg.Centres	2020/21			2021/2022			1994 -2021/2022		
/Countries	M	F	T	M	F	T	M	F	T
Algeria	0	0	0	0	0	0	0	1	1
Angola	0	0	0	0	0	0	1	1	2
Botswana	1	0	1	0	0	0	3	0	3
Burundi	0	0	0	0	0	0	9	0	9
Cameroon	0	0	0	0	0	0	1	0	1
China	0	0	0	1	0	1	1	1	2
Congo	0	0	0	0	0	0	2	0	2
Ethiopia	0	1	1	0	0	0	2	2	4
Ghana	16	8	24	3	2	5	20	10	30
Hong Kong	0	0	0	0	0	0	1	0	1
Hungary	0	0	0	0	0	0	1	1	2
India	0	0	0	0	0	0	1	2	3
Italy	0	0	0	0	0	0	0	1	1
Kenya	5	0	5	3	3	6	165	97	262
Korea	0	0	0	0	0	0	1	0	1
Lesotho	0	0	0	0	0	0	4	1	5
Libya	0	0	0	0	0	0	0	3	3
Malawi	0	0	0	1	0	1	7	1	8
Namibia	0	0	0	0	1	1	77	91	168
Netherlands	0	0	0	0	0	0	0	1	1
Nigeria	0	0	0	0	0	0	1	2	3
Rwanda	1	0	1	0	0	0	25	0	25
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
Eswatini	0	0	0	0	0	0	1	3	4
Sweden	0	0	0	0	0	0	0	2	2
Taiwan	0	0	0	0	0	0	4	1	5
Thailand	0	0	0	0	0	0	1	0	1
Uganda	0	1	1	0	0	0	74	36	110
UK	0	0	0	0	0	0	1	0	1
USA	0	0	0	0	0	0	2	2	4
Zambia	0	0	0	0	0	0	2	3	5
Zimbabwe	0	0	0	0	0	0	2	1	3
Total	6504	4129	10633	7452	4198	11650	95521	50082	145603

1.6 Postgraduate Enrolment

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

The M. Ed (APPS) programme is the most popular with a total enrolment of 7,163 students since 2002 followed by MBA with a total enrolment of 7,113 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 (723) than the LLM programme that enrolled 530 only. 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 7,163 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	2017/18			2018/19			2019/20			2020/21			2021/22			2001 - 2021/22		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Ph.D	233	52	285	213	75	288	202	65	267	112	30	142	180	45	225	1752	473	2225
PGDE	415	84	499	218	61	279	185	79	264	139	41	180	134	73	207	2863	1167	4030
M.Dist. Ed.	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	237	92	329
M.Ed	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	30	7	37
M.Ed APPS	498	220	718	335	167	502	389	159	548	235	83	318	284	128	412	4859	2304	7163
M.Ed APPS Thesis	-	-	-	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
MA	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	250	87	337
MBA	180	36	216	201	83	284	285	111	396	164	53	217	311	94	405	5639	1474	7113
MBA Thesis	-	-	-	-	-	-	2	2	4	2	0	2	0	0	0	4	2	6
MSc	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20	11	31
PGDL	12	0	12	53	5	58	72	7	79	15	8	23	52	17	69	712	111	823
LLM	65	19	84	0	0	0	0	0	0	0	0	0	4	0	4	424	106	530
LL.M Thesis	-	-	-	4	1	5	3	1	4	2	1	3	0	0	0	9	3	12
LLM C&D	-	-	-	57	14	71	71	19	90	52	10	62	41	17	58	221	60	281
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	47	24	71	55	44	99	53	31	84	32	18	50	51	42	93	1092	723	1815
MA SW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	215	181	396
MA TPM	21	10	31	0	0	0	0	0	0	0	0	0	0	0	0	183	52	235
MTPM	-	-	-	24	3	27	36	13	49	26	10	36	17	10	27	103	36	139
MBA (T & L) Mgt	0	0	0	34	6	40	34	3	37	37	9	46	50	13	63	377	57	434
MHRM	137	54	191	121	91	212	214	94	308	135	54	189	224	111	335	1956	963	2919
MSc Economics	66	9	75	33	3	36	64	9	73	34	6	40	40	14	54	563	85	648
LL.M ICJ	11	2	13	18	4	22	27	3	30	21	2	23	19	1	20	191	23	214
PGDBS	92	28	120	54	27	81	100	39	139	61	17	78	87	28	115	847	318	1165
MA Kisw	75	84	159	52	43	95	50	42	92	25	21	46	28	21	49	436	415	851
MA Kisw Thesis	-	-	-	-	-	-	1	0	1	0	0	0	2	0	2	3	0	3
MA Economics	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	40	7	47
MA Economics Thesis	-	-	-	-	-	-	1	0	1	0	0	0	0	0	0	1	0	1
MA Linguistics	0	0	0	2	1	3	0	0	0	1	0	1	3	0	3	30	4	34
MA Linguistics Thesis	-	-	-	-	-	-	4	1	5	0	0	0	0	0	0	4	1	5
MA Rel. Studies	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5
MSC Env. Studies	0	0	0	0	0	0	89	7	96	0	0	0	0	0	0	202	31	233

Programme	2017/18			2018/19			2019/20			2020/21			2021/22			2001 - 2021/22		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
MSC Env. Sciences Thesis													1	0	1	1	0	1
MSC Botany	0	0	0	0	0	0	0	0	0	2	0	2	0	0	0	5	0	5
MSC Botany Thesis													2	0	2	2	0	2
MSC Chemistry	0	0	0	1	0	1	0	0	0	2	0	2	0	0	0	8	0	8
MSC Physics	0	0	0	0	0	0	0	0	0	2	1	3	0	0	0	5	1	6
MSC Maths				3	1	4	0	0	0	0	0	0	0	0	0	3	1	4
MSC Maths Thesis	-	-	-	-	-	-	0	1	1	0	0	0	0	0	0	0	1	1
MA Sociology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1	5
MSC Computer Science							25	3	28	41	2	43	35	1	36	101	6	107
MA Sociology Thesis				1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
M.ED ODL	11	0	11	7	5	12	6	3	9	5	0	5	8	1	9	269	110	379
MED Thesis	-	-	-	2	1	3	2	0	2	0	1	1	2	2	4	6	4	10
MA Literature	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	5	3	8
MA Literature Thesis	-	-	-	-	-	-	3	0	3	0	0	0	0	0	0	3	0	3
MPM	198	41	239	161	58	219	246	68	314	183	67	250	252	51	303	2001	555	2556
MA History	7	2	9	6	1	7	6	0	6	2	0	2	1	0	1	85	8	93
MA History Thesis	-	-	-	-	-	-	0	1	1	0	0	0	0	0	0	0	1	1
PGDCDD	16	2	18	6	1	7	8	4	12	4	0	4	3	2	5	288	178	466
PGDSW	25	6	31	12	7	19	39	33	72	18	9	27	79	31	110	203	116	319
MSc Biology	0	0	0	1	0	1	0	0	0	6	0	6	0	0	0	15	2	17
MSC Zoology Thesis	-	-	-	-	-	-	1	0	1	7	0	7	0	0	0	8	0	8
M.ES	40	13	53	46	11	57	0	0	0	39	10	49	68	3	71	378	96	474
MES Thesis	-	-	-	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
MA PSPA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	1	7
MES Health	-	-	-	2	0	2	0	0	0	0	0	0	0	0	0	2	0	2
MA ICD	27	13	40	58	26	84	53	30	83	42	13	55	51	18	69	329	150	479
MANRAM	39	13	52	40	5	45	37	7	44	26	2	28	55	9	64	333	64	397
MA SW Hybrid	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	135	80	215
MA GL	27	6	33	78	19	97	99	18	117	85	14	99	127	30	157	502	107	609
MSc (ICT)	3	0	3	9	1	10	0	0	0	2	0	2	0	0	0	23	1	24
MSc ICT Thesis	-	-	-	-	-	-	2	0	2	0	0	0	0	0	0	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	9	2	11	17	19	36	16	24	40	13	10	23	19	16	35	98	93	191
MSc in HAC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	34	8	42

Programme	2017/18			2018/19			2019/20			2020/21			2021/22			2001 - 2021/22		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
MHACD	21	4	25	27	7	34	27	12	39	21	6	27	45	16	61	141	45	186
PGDSW Hybrid	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	12	24
MA in GI	0	0	0	0	1	1	26	17	43	0	0	0	0	0	0	28	21	49
MA DS Thesis	-	-	-	-	-	-	1	0	1	0	0	0	0	0	0	1	0	1
MA Geography	0	0	0	1	0	1	0	0	0	1	0	1	0	0	0	5	0	5
MA M & E	198	47	245	190	75	265	251	84	335	125	58	183	177	98	275	1276	473	1749
MSW	52	40	92	38	26	64	43	25	68	17	23	40	69	58	127	309	242	551
MSc HN	1	1	2	2	1	3	0	0	0	0	3	3	1	0	1	5	11	16
MSc HN Thesis	-	-	-	-	-	-	1	2	3	0	0	0	2	0	2	3	2	5
MSc Zoology	0	0	0	1	1	2	0	0	0	1	1	2	0	0	0	2	3	5
eLLM ICT	20	1	21	15	2	17	38	5	43	17	2	19	31	10	41	159	36	195
MA GS	13	14	27	12	18	30	0	0	0	10	14	24	26	29	55	74	100	174
MA Mass Com	20	19	39	22	26	48	40	13	53	29	11	40	43	14	57	202	103	305
MA Mass Com Thesis	-	-	-	-	-	-	1	0	1	0	0	0	0	0	0	1	0	1
MED CDD	127	39	166	57	24	81	64	20	84	33	8	41	37	9	46	422	152	574
MPH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	48	19	67
MSC Applied Biotechnol	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MSC ITM	-	-	-	-	-	-	45	9	54	55	6	61	31	6	37	131	21	152
LLM LAM	-	-	-	-	-	-	1	0	1	15	3	18	75	22	97	91	25	116
MED QM	-	-	-	-	-	-	48	9	57	44	18	62	89	31	120	181	58	239
PGD TVET	-	-	-	-	-	-	2	0	2	12	1	13	8	0	8	22	1	23
PGDE TEVET	-	-	-	-	-	-	-	-	-	-	-	-	6	0	6	6	0	6
MEDLAM													3	0	3	3	0	3
MISTM													27	6	33	27	6	33
Total	2712	885	3597	2291	964	3255	3013	1073	4086	1952	646	2598	2900	1077	3977	31,815	11,949	43,764

OUT is proud of having admitted students beyond the national borders. This complies with the University's Mission, which aspires to provide relevantly, quality, flexible, accessible, and affordable open online education, research, and services to the community for the social, economic development of Tanzania and the rest of the world. OUT has admitted not only indigenous students but also international students. Since the 2001 academic year, the OUT has admitted over 1,336 international students from 52 countries pursuing various postgraduate programmes. Among those 52 countries, seven appear to admit many international students. Rwanda has the highest number of international students (462) pursuing postgraduate degree programmes. The other six countries with the number of international students in brackets are; Kenya (197), Ghana (84), Uganda (81), Namibia (77), Ethiopia (74), and Zambia (60). See the table below.

Table 5: Admission of Postgraduate Students from various Country

Country	2017/18			2018/19			2019/20			2020/2021			2021/22			2001 - 2021/22		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Angola	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1	5
America	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Bangladesh	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1
Benin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1	4
Botswana	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	2	3	5
Brazil	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Burkina Faso	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	1	7
Burundi	3	2	5	4	0	4	0	0	0	0	0	0	0	0	0	24	8	32
Canada	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Cameroon	1	0	1	0	0	0	1	0	1	1	0	1	0	0	0	7	1	8
Central Africa	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Chad	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
China	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Comoro	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Congo	5	3	8	1	0	1	2	0	2	1	0	1	2	1	3	16	6	22
Ethiopia	2	0	2	0	0	0	7	3	10	28	19	47	0	0	0	48	26	74
Finland	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
France	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Gambia	1	3	4	1	0	1	1	2	3	0	0	0	0	0	0	5	8	13
German	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Ghana	2	0	2	0	0	0	0	0	0	14	1	15	6	1	7	46	38	84
Haiti	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	30	0	30
India	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
Holland	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Kenya	6	2	8	2	4	6	2	2	4	1	2	3	1	0	1	117	80	197
Libya	5	0	5	0	0	0	1	0	1	0	0	0	0	0	0	23	2	25
Liberia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1	4
Lesotho	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	12	5	17
Malawi	0	0	0	1	1	2	2	1	3	0	0	0	2	0	2	15	4	19
Misri	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1

Country	2017/18			2018/19			2019/20			2020/2021			2021/22			2001 - 2021/22		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Namibia	2	1	3	3	1	4	4	1	5	1	0	1	1	1	2	55	22	77
Mozambique	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Niger	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3	1	4
Nigeria	1	0	1	0	0	0	0	0	0	1	0	1	1	0	1	15	3	18
Pakistan	0	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	2
Rwanda	18	6	24	5	0	5	3	3	6	1	0	1	3	2	5	372	90	462
Senegal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	8
Seychelles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Somalia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
South Africa	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
South Sudan	1	0	1	0	0	0	2	0	2	0	0	0	1	0	1	12	4	16
Sudan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Eswatini	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	5	13
Syria	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Togo	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3
Tunisia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Uganda	6	1	7	4	2	6	4	1	5	1	0	1	3	0	3	61	20	81
UK	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
USA	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2	2
Zambia	3	1	4	0	0	0	1	3	4	1	0	1	5	1	6	34	26	60
Zimbabwe	0	0	0	3	0	3	0	0	0	1	1	2	0	0	0	12	6	18
Total	60	20	80	24	8	32	31	16	47	54	23	77	27	8	35	961	375	1,336

1.7 Enrolment in Non-Degree Programmes

Table 6 gives the admission snapshot into the non-degree programmes. Of these, the Foundation course (OFC) attracted more students than others for obvious reasons. It was a bridging course that prepared students who would otherwise not have qualified for direct entry into the undergraduate programmes. However, due to government directives, the OFC was not on offer since the 2016/17 academic year. 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, effective from the academic year 2018/19.

At the Diploma level, enrolment in the Commonwealth Youth Programme (CYP) has been fairly stable since its launch in 2000. In the twenty-three years of its existence (i.e., from the academic year 2000 to the academic year 2021/22), the CYP programme has enrolled more than 2,082 students. Also, it has proudly produced more than 623 professionals fully engaged in Community work across the East African Region.

The Ordinary Diploma in Distance Education and Open Learning (ODDEOL) enrolment 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 6.

In particular, there is a missing link between CCDE and ODDEOL. For example, the total number of students enrolled in CCDE from 2006 to 2021/22 was 175, while those admitted to

ODDEOL over the same period were 250. (i.e., We expected graduates from CCDE to continue studying its Diploma programme, ODDEOL).

Table 6: Admission into Various Non-Degree Programmes 2017/18 – 2021/22

Programme	2017/18			2018/19			2019/20		
	M	F	T	M	F	T	M	F	T
OFC	-	-	-	-	-	-	-	-	-
Foundation Programme (NTA 6)	28	8	36	2,178	1,348	3,526	1,863	1,170	3,033
CYP-Dip	85	25	110	131	50	181	147	85	232
CCDE	6	5	11	20	10	30	0	0	0
ODDEOL	11	1	12	14	3	17	0	0	0
ODPTE	722	478	1,200	830	795	1,625	631	609	1,240
ODPPH	7	0	7	8	6	14	0	0	0
CPPH	8	1	9	4	2	6	0		0
CECE	24	25	49	43	68	111	33	41	74
DECE	304	245	549	25	51	76	25	50	75
Cert in Youth Programme	26	10	36	198	88	286	236	93	329
OC ICT	132	27	159	221	68	289	169	73	242
OD Computer Science	40	5	45	103	29	132	75	21	96
Cert in Tour Guiding	-	-	-	-	-	-	4	4	8
BCE	2	0	2	9	5	14	9	3	12
BCLIS	1	2	3	16	25	41	31	19	50
DLIS	6	2	8	25	18	43	17	15	32
Test programme	48	15	63	0	0	0	0	0	0
BTC in Bus. Admin	0	0	0	18	18	36	36	28	64
BTC in Proc & Supply	0	0	0	69	47	116	95	60	155
CHBT	0	0	0	0	4	4	0	31	31
DIP in Acc	-	-	-	13	6	19	23	11	34
DIP in Bus. Admin	-	-	-	19	17	36	44	21	65
Dip in Proc & Supply	-	-	-	26	7	33	39	24	63
TC in Bus. Admin	-	-	-	3	3	6	0	0	0
TC in Proc & Supply	-	-	-	8	2	10	2	0	2
TC in Acc	-	-	-	2	2	4	1	0	1
BTC in Acc	-	-	-	15	9	24	29	12	41
Basic Cert in SW (NTA Level 4)	-	-	-	-	-	-	17	21	38
Diploma in SW (NTA Level 6)	-	-	-	-	-	-	10	6	16
Diploma in Entrepreneurship	-	-	-	-	-	-	0	0	0
CM&E	0	0	0	0	0	0	0	0	0
DM&E	0	0	0	0	0	0	0	0	0
Total	1,450	849	2,299	3,998	2,681	6,679	3,536	2,397	5,933

Table 6 Contd...

Programme	2020/21			2021/2022			1996 -2021/2022		
	M	F	T	M	F	T	M	F	T
OFC	-	-	-	0	0	0	17058	10137	27195
Foundation Programme (NTA 6)	1,837	1,064	2,901	1733	1161	2894	7639	4751	12390
CYP-Dip	87	40	127	179	76	255	1502	580	2082
CCDE	0	0	0	1	0	1	118	57	175
ODDEOL	0	0	0	0	0	0	187	63	250
ODPTE	1,042	1,207	2,249	522	538	1060	8561	7415	15976
ODPPH	0	0	0	4	0	4	87	16	103
CPPH	0	0	0	0	0	0	33	7	40
CECE	32	28	60	40	40	80	214	249	463
DECE	23	58	81	39	56	95	442	507	949
Cert in Youth Programme	158	80	238	214	108	322	842	386	1228
OC ICT	171	30	201	181	24	205	1035	276	1311
OD Computer Science	129	27	156	146	16	162	626	125	751
Cert in Tour Guiding	4	2	6	7	4	11	16	10	26
BCE	10	5	15	15	5	20	45	18	63
BCLIS	30	14	44	41	21	62	119	81	200
DLIS	10	9	19	30	13	43	88	57	145
Test programme	0	0	0	0	0	0	48	15	63
BTC in Bus. Admin	1	0	1	150	60	210	205	106	311
BTC in Proc & Supply	100	39	139	155	54	209	419	200	619
CHBT	2	4	6	0	2	2	2	41	43
DIP in Acc	35	7	42	75	36	111	146	60	206
DIP in Bus. Admin	61	26	87	90	43	133	214	107	321
Dip in Proc & Supply	46	26	72	105	38	143	216	95	311
TC in Bus. Admin	88	32	120	0	0	0	91	35	126
TC in Proc & Supply	1	1	2	0	0	0	11	3	14
TC in Acc	0	0	0	0	0	0	3	2	5
BTC in Acc	43	19	62	72	22	94	159	62	221
Basic Cert in SW (NTA Level 4)	87	83	170	178	125	303	282	229	511
Diploma in SW (NTA Level 6)	35	21	56	90	73	163	135	100	235
Diploma in Entrepreneurship	1	0	1	0	0	0	1	0	1
CM&E	0	0	0	16	5	21	16	5	21
DM&E	0	0	0	4	1	5	4	1	5
Total	4,033	2,822	6,855	4087	2521	6608	40564	25796	66360

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 42 between 2011/12 and 2021/22, respectively. In the academic year 2021/2022, OUT launched the Bachelor of Procurement and Supply Chain Management (BPSCM). BA (Ed) was among the first programmes offered by the Open University of Tanzania.

Bachelor Programmes

Faculty of Arts and Social Sciences

1. Bachelor of Arts with Education (BA. Ed)
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 Social Work (BSW)
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 Literature (B.A. LIT)
11. Bachelor of Arts in Kiswahili & Creative Studies (BA KCS)
12. Bachelor of Library & Information Management (BLIM)
13. Bachelor of Arts in History (BA Hist)
14. Bachelor of Community Economic Development (BCED)
15. Bachelor of Arts in Natural Resources Management (BA NRM)
16. Bachelor of Arts in Population and Development (BA PD)
17. Bachelor of Arts in Public Administration (BA PA)
18. Bachelor of Arts in International Relations (BA IR)
19. Bachelor of Library Information Management [BLIM]

Faculty of Business Management

1. Bachelor of Business Administration in Accounting (BBA ACC)
2. Bachelor of Business Administration in Finance (BBA FIN)
3. Bachelor of Business Administration in Human resource Management (BBA HRM)
4. Bachelor of Business Administration in International Business (BBA IB)
5. Bachelor of Business Administration in Marketing (BBA MKT)
6. Bachelor of Human Resource Management (BHRM)
7. Bachelor of Procurement and Supply Chain Management (BPSCM)

Faculty of Education

1. Bachelor of Education (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 to study BBA with specific specializations, 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 it with specific programmes. It was in line with the changing market preference for products.

Table 7 illustrates the number of undergraduate programmes offered by OUT since 2017/18. The Faculty of Arts and Social Sciences offers more programmes than other Faculties. The number of programmes is almost three times larger than those found in the Faculty of Education, Faculty of Science Technology and Environmental Studies, and Faculty of Business Management. Although the Faculty of Education enrolls most students compared with other Faculties, it offers a limited menu of undergraduate courses. The expansion in enrolment in the Faculty of Law has not kept abreast with the developments of new academic programmes

Table 7: Undergraduate Degree Programmes Offered by OUT (2017/18 – 2021/22)

Year	Faculties					Total
	FED	FASS	FSTES	FLW	FBM	
2017/18	7	18	7	1	6	39
2018/19	7	16	7	1	6	37
2019/20	7	18	6	1	6	38
2020/21	6	19	7	1	7	40
2021/22	6	19	7	1	7	40

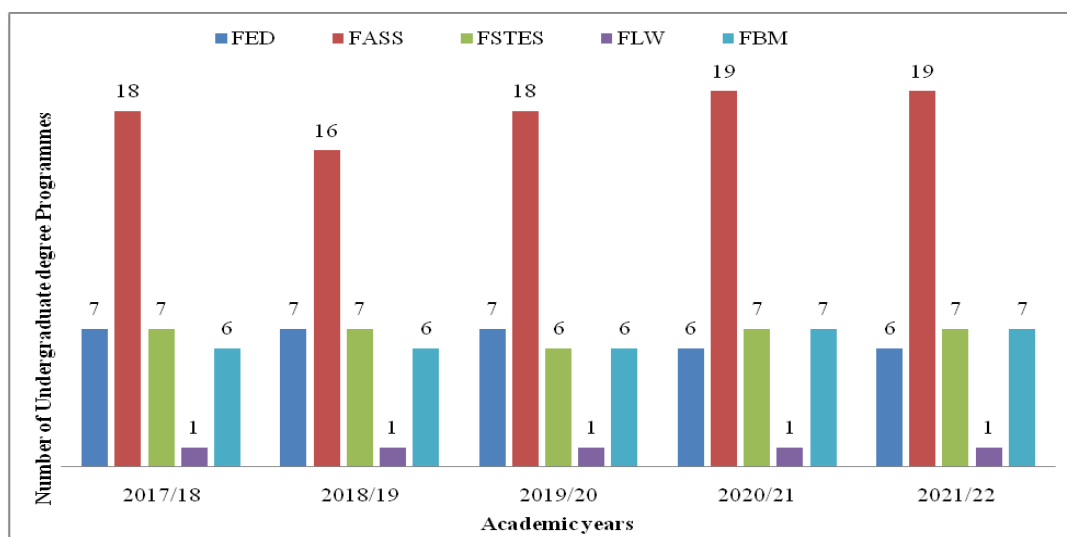


Figure 3: Number of Undergraduate Degree Programmes offered by Faculties and Academic Year

2.2 Non-Degree Programmes offered by OUT

The Institute of Continuing Education (ICE) is mandated 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 primarily face-to-face sessions. In the academic year 2021/2,022, a Certificate in Monitoring and Evaluation and a Diploma in Monitoring and Evaluation was launched.

2.2.1 Long Courses

The number of non-degree programmes has risen from 1 to 40 between 1996 and 2020/21. 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 Foundation Programme (OFP) structure is a more advanced version of our former OFC and the Recognition to Prior Learning (RPL), which TCU recognizes as one of the entrance qualifications into degree programmes. CYP-Diploma and CCDE are the oldest courses. The ODDEOL and CPPH commenced in 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) launched four new programmes: Certificate in Entrepreneurship, a Certificate in Hair and Beauty, a Certificate in Library and Information Studies and Diploma in Library and Information Studies. In 2020/21 academic year Diploma in Entrepreneurship NTA level 5 and 6 were accredited.

Institute of Educational Management and Technology (IEMT) has started to run long courses since the 2013/14 academic year. In the academic year 2013/14 and 2014/15, respectively two programmes were launched: the Certificate in ICT and the Diploma in Computer Science.

**Table 8: Non-Degree Programmes offered by OUT Under the Long Courses
2017/18 – 2021/22**

Year	Non-Degree Programme
2017/18	13
2018/19	33
2019/20	29
2020/21	40
2021/2022	40

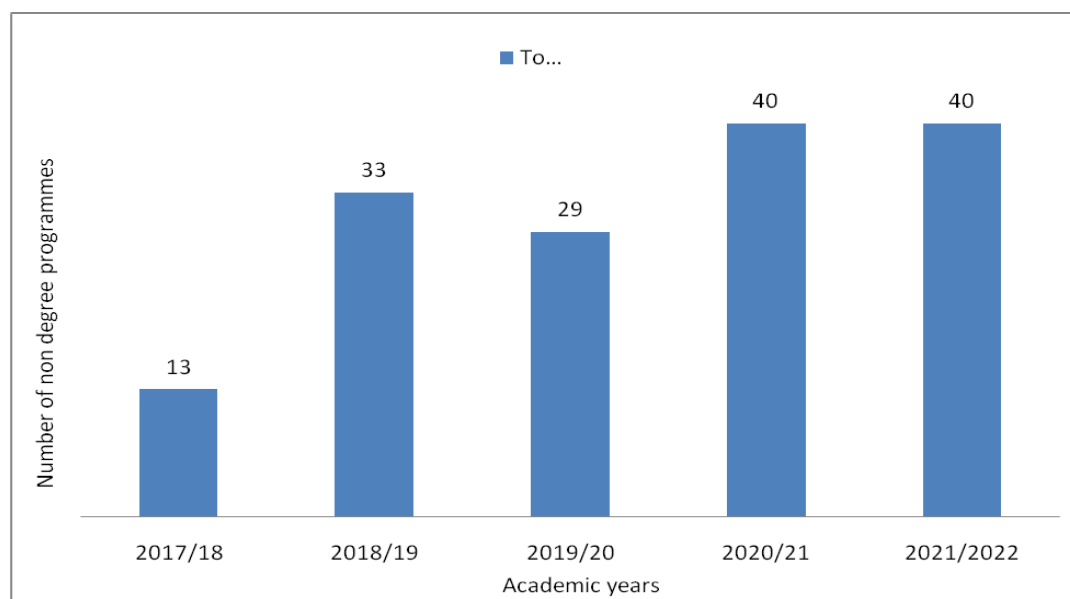


Figure 4: Non-Degree Programmes on offer for Academic Years (2017/18– 2021/22)

2.2.2 Short Courses - Demand-Driven Short courses

The Institute of Continuing Education, through the Department of Professional and Continuing Studies, has proposed some 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 business community members, public institutions leaders, non-governmental organizations, Local Government Officials, and the general public. Others are the Professionals, Executives, and Mid-level managers who wish to develop particular skills or re-tooling through a lifelong learning paradigm. These short courses are expected to provide knowledge and skills related to; leadership and governance, project formulation and evaluation, and professional skills in 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

Faculty of Education (FED)

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

Faculty of Business Management (FBM)

1. Basic Certificate in Entrepreneurship
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

Faculty of Arts and Social Sciences (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
7. Certificate in Monitoring and Evaluation
8. Diploma in Monitoring and Evaluation

Faculty of Science, Technology and Environmental Studies (FSTES)

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

Institute of Continuing Education (ICE)

1. Certificate in Foundation Programme (OFP)
2. Certificate in Youth work (CYW)
3. Certificate in Hairdressing and Beauty Therapy (CHBT)
4. Certificate in Library and Information Studies (CLIS)
5. Commonwealth Youth Programme Diploma in Youth in Development Work, jointly with the Commonwealth Secretariat (CYP)
6. Diploma in Library and Information Studies (DLIS)
7. Diploma in Primary Teacher Education (DPTE)

Institute of Educational and Management Technologies (IEMT)

IEMT does not offer academic courses; it only offers ICT related short courses whose duration ranges from five to eight weeks at reasonably priced, namely;

1. Digital Marketing and Social Media Strategy
2. Advanced Computer Applications
3. Basic Computer Applications
4. Computer Maintenance and Repair
5. Data Analysis with SPSS
6. Digital Marketing and Social Media Strategy
7. Graphic Design
8. IT Essential I & II

Chapter Three

POSTGRADUATE PROGRAMMES OFFERED BY OUT

3.1 Introduction

The Open University of Tanzania started to offer 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, and MSc. CED, Master of Laws, and Ph.D in various fields. Out of the 150 enrolled students, 26 were females. The proportion of females 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. Doctor of Philosophy (Ph.D.)

Faculty of Business Management

1. Postgraduate Diploma in Business Studies (PGDBS)
2. Master of Business Administration (MBA)
3. Master of Human Resource Management (MHRM)
4. Master of Project Management (MPM)
5. Doctor of Philosophy (Ph.D)

Faculty of Education

1. Post Graduate Diploma in Education (PGDE)
2. Post Graduate Diploma in Curriculum Design and Development (PGDCDD)
3. Postgraduate Diploma in Technical and Vocational Teacher Educator (PGD TVTE)
4. Master of Education (M.Ed)
5. Master of Education in Curriculum Design and Development (MEDCDD)
6. Master of Education in Administration, Planning and Policy Studies (M.Ed. APPS)
7. Master of Education in Open and Distance Learning (M.Ed. ODL)
8. Master of Education in Quality Management (M. Ed. QM)

9. Doctor of Philosophy (PhD)

Faculty of Science, Tech & Environmental Studies

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

Faculty of Law

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

Table 9 gives the number of postgraduate programmes offered by OUT across various Faculties. The Faculty of Arts and Social Sciences offers more programmes 19 (37.3%) than others. Despite having more students than others, the faculty of business Management has the fewest postgraduate programmes. Indeed, there is a need to introduce new specialized programmes in Banking and Financial services, Financial Risk management, Investment banking, and Finance to robustly accelerate the development of the vibrant financial industry in the country. The Faculty of Business Management has the fewest postgraduate programmes, 5 (9.8%), on offer from 2017/18 to 2021/22.

Table 9: Postgraduate Degree Programmes offered by OUT (2016/17 – 2020/21)

Year	Faculties					Total
	FED	FASS	FSTES	FLW	FBM	
2017/18	8	20	10	5	5	48
2018/19	7	18	10	7	5	47
2019/20	9	20	15	8	6	58
2020/21	9	19	12	6	5	51
2021/22	9	19	12	6	5	51

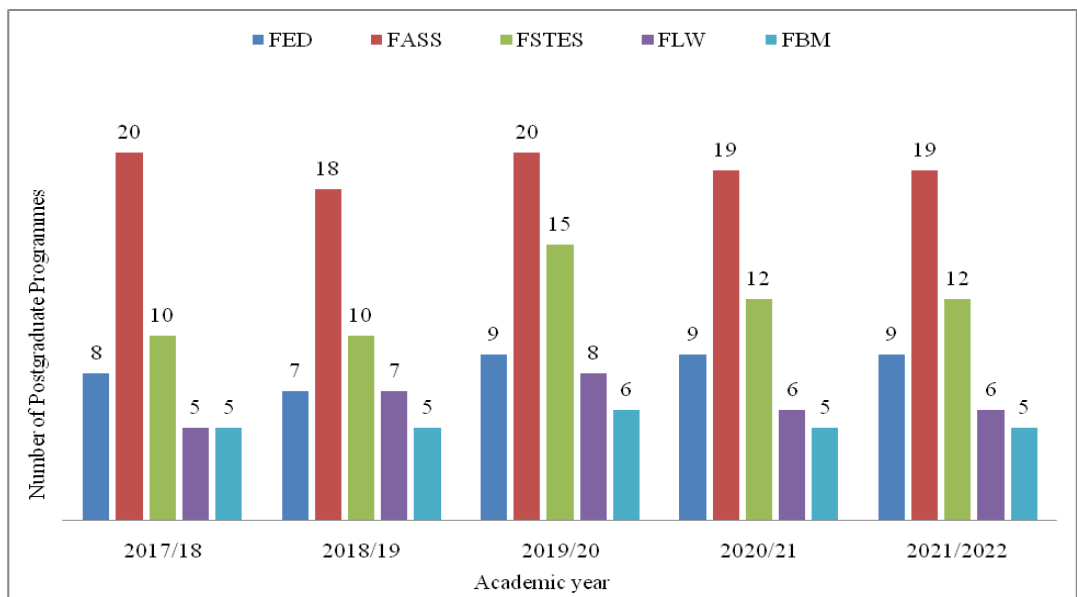


Figure 5: Postgraduate Programmes Offered by Faculties and Academic Year

Chapter Four

GRADUATES FROM OUT (1999 – NOVEMBER 2021)

4.1 Graduates by Programmes

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

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

Since then the OUT has been conducting graduation ceremonies and disseminating graduation statistics to support its products and services. Tables 10, 11 and 12, respectively illustrate the distribution of graduates by programmes, by regional/coordination centres and at global levels from 2017 to November 2021 and cumulative graduates from 1999 to November 2021.

In general, at the undergraduate level, BA.Ed. programme had produced more graduates (4,001) than any other undergraduate programme over the last 23 years, next to the BA.Ed is LL.B with 2,855 graduates. At the postgraduate level, MBA has more graduates than any other. This programme has so far been able to produce 1,251 graduates (8th position from the top) up to the last graduation ceremony done in November 2021, followed by M. ED (APPS) with 999 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 4,190 graduates up to November 2021. However, from the 2016/17 academic year, the OFC is not offered by the OUT. Conversely, in the 2018/19 academic year, the TCU approved Foundation Programme (OFP) with different features from our old Foundation Course. From 2018/19 to November 2021, the programme (OFP) produced 3,214 graduates in the fourth position from the top).

The cumulative number of graduates from 1999 to November 2021 was 49,830, whereby 20,313 (40.8%) were females. Among 49,830 graduates, 20,750 students graduated in non-Degree programmes, out of whom 9,209 (44.4%) were females, 21,741 students graduated in Undergraduate programmes, out of whom 8,572 (39.4%) were females and 7,335 were graduates for Postgraduate and honorary degrees whereby 2,532 (34.5%) were females.

In a broader picture, the proportion of female graduates as a percentage of total graduates in all programmes was 40.8%. At the Ph.D level, among 276 students who successfully completed their programmes (1999 – November 2021), 65 (24.0%) were female students. As regards Honorary Degrees, data show that 9 males and one female were awarded various honorary degrees over the same period.

Table 10: Distribution of Graduates by Programme (1999 - to November 2021)

Programme	2017			2018 Feb			2019			2020			2021			1999 - Dec 2021		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
CCDE	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	24	12	36
OC ICT	77	24	101	6	2	8	76	31	107	19	4	23	34	3	37	393	136	529
PTE - Certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	511	236	747
PTE – Diploma	205	189	394	66	49	115	363	362	725	173	242	415	141	168	309	1924	2266	4190
CECE	1	4	5	0	2	2	7	20	27	1	8	9	4	15	19	13	50	63
DECE	1	12	13	0	0	0	8	11	19	191	146	337	16	45	61	216	217	433
CYP - Diploma	9	5	14	1	1	2	121	34	155	32	19	51	47	31	78	429	194	623
CYW							38	28	66	33	15	48	47	29	76	118	72	190
CPPH Mgt	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
PPH – Diploma	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
OFC	345	203	548	0	0	0	0	0	0	0	0	0	0	0	0	5746	4374	10120
OFP							602	484	1086	574	501	1075	575	478	1053	1751	1463	3214
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	21	21	0	0	0	0	46	46
Basic Cert in Acc NTA L4							1	0	1	2	1	3	6	3	9	9	4	13
Basic Cert Bus Adm NTA L4							0	2	2	2	0	2	0	0	0	2	2	4
Basic Cert Proc & Supply NTA L4							0	1	1	14	13	27	22	13	35	36	27	63
Cert. Library & Inform Studies							0	0	0	6	7	13	9	1	10	15	8	23
Basic Cert Entrepreneurship										1	0	1	0	0	0	1	0	1
BTCBA	0	0	0	0	0	0	0	0	0	0	0	0	8	8	16	8	8	16
ODDEOL	1	0	1	0	0	0	6	1	7	0	1	1	2	0	2	45	15	60
DCS	30	9	39	24	9	33	93	27	120	10	5	15	42	6	48	273	70	343
DBA	0	0	0	0	0	0	0	0	0	0	0	0	3	1	4	3	1	4
DLIA										3	3	6	0	0	0	3	3	6
DIP IN ACC	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	2	0	2
DPS										1	0	1	7	1	8	8	1	9
DLIS	0	0	0	0	0	0	0	0	0	0	0	0	11	2	13	11	2	13
DPP	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
B.A. (Gen.)	11	1	12	1	0	1	3	3	6	0	0	0	0	0	0	436	187	623
BA Economics	8	2	10	1	0	1	10	3	13	4	0	4	7	3	10	46	10	56
B.A. Tourism Mgt	10	5	15	1	0	1	14	6	20	7	1	8	0	0	0	278	73	351

Programme	2017			2018 Feb			2019			2020			2021			1999 - Dec 2021		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
B.A. Tourism	4	1	5	1	1	2	6	0	6	0	0	0	1	0	1	12	2	14
BA Social Work	7	7	14	1	2	3	1	5	6	0	1	1	0	0	0	130	188	318
BSW	20	27	47	6	6	12	70	56	126	14	19	33	17	12	29	165	165	330
BA Sociology	40	16	56	9	7	16	87	55	142	28	9	37	11	16	27	532	496	1028
B.CED	3	5	8	0	0	0	18	26	44	4	2	6	12	4	16	38	37	75
BA ELL	0	0	0	0	0	0	2	0	2	0	0	0	0	0	0	3	0	3
BA Journalism	6	2	8	0	0	0	11	1	12	3	1	4	2	1	3	52	13	65
BA KISW	14	32	46	6	7	13	13	14	27	3	6	9	0	0	0	49	80	129
BAKCS	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
BA Mass Comm.	12	11	23	4	3	7	39	32	71	17	8	25	2	6	8	154	134	288
BA IR	11	5	16	1	0	1	45	14	59	22	3	25	18	5	23	101	27	128
BA PA	27	3	30	8	1	9	104	41	145	30	11	41	29	7	36	209	66	275
B.A.(Ed.)	253	235	488	55	55	110	341	344	685	120	79	199	65	51	116	2338	1663	4001
BLIM	20	13	33	1	4	5	46	51	97	15	13	28	16	20	36	104	108	212
BANRAM	7	2	9	0	0	0	19	6	25	4	0	4	2	0	2	32	8	40
BA History							3	0	3	1	0	1	0	0	0	4	0	4
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)	40	24	64	6	6	12	86	47	133	29	18	47	21	9	30	361	193	554
BBA(Finance)	15	6	21	7	0	7	30	19	49	15	3	18	2	2	4	158	70	228
BBA Finance and Accounts							2	2	4	6	3	9	2	1	3	10	6	16
BBA International/ Bus Mgt							4	0	4	7	6	13	5	4	9	16	10	26
BBA(HRM)	10	12	22	4	2	6	18	12	30	15	21	36	3	2	5	135	134	269
BBA(Intern. Business)	5	2	7	2	0	2	12	11	23	5	4	9	0	4	4	57	43	100
BBA in HRM	0	0	0	0	0	0	0	0	0	0	0	0	3	10	13	3	10	13
BBA(Marketing)	12	11	23	5	7	12	29	31	60	15	11	26	5	5	10	268	161	429
BBA(Ed.)	19	11	30	4	6	10	36	17	53	9	5	14	8	2	10	186	109	295
BHRM	34	45	79	16	10	26	179	103	282	52	42	94	37	34	71	377	318	695
B. Ed.	47	44	91	9	3	12	27	19	46	1	1	2	2	0	2	1330	1372	2702
BED ADL	16	9	25	3	1	4	5	16	21	4	0	4	5	4	9	47	43	90
B.ED AEGROTAT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
B.Ed.SE	10	16	26	3	3	6	20	17	37	17	11	28	3	5	8	71	93	164

Programme	2017			2018 Feb			2019			2020			2021			1999 - Dec 2021		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
B.ED TE	18	22	40	6	5	11	38	32	70	9	12	21	11	8	19	109	101	210
BED Policy Mgt	240	259	499	57	87	144	374	409	783	39	28	67	0	0	0	961	1157	2118
B.Sc. (Gen.)	18	6	24	5	2	7	17	6	23	18	3	21	7	3	10	366	182	548
B.Sc. (Ed.)	50	24	74	4	4	8	57	17	74	21	7	28	16	4	20	372	180	552
B.Sc. (Env. Stud)	25	4	29	5	0	5	61	15	76	25	4	29	5	3	8	238	50	288
B.Sc (ICT)	24	7	31	3	0	3	41	13	54	19	3	22	10	1	11	234	47	281
B.Sc Food Nut & Dit	1	1	2	1	0	1	6	3	9	3	0	3	5	3	8	16	7	23
BSC H/E and Human Nutri							0	1	1	0	0	0	0	0	0	0	1	1
B.Sc Data Mgt							11	2	13	4	1	5	6	1	7	21	4	25
B.Sc Energy Res							3	0	3	4	1	5	3	0	3	10	1	11
LL.B	140	30	170	63	11	74	275	69	344	118	21	139	84	21	105	2300	555	2855
BA POPUL. & DEV	2	1	3	1	0	1	6	2	8	2	0	2	10	11	21	21	14	35
BA Phil and Rel Studies							1	0	1	0	0	0	0	0	0	1	0	1
BA in Social Psych							1	1	2	0	0	0	0	0	0	1	1	2
BED APPS										92	71	163	88	61	149	180	132	312
MSCDEVELECON	0	0	0	0	0	0	0	0	0	0	0	0	2	3	5	2	3	5
MSc. CED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	281	128	409
M.CED	23	29	52	8	3	11	21	28	49	7	3	10	8	10	18	320	226	546
M RS	0	0	0	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)	1	0	1	1	0	1	3	0	3	0	0	0	0	0	0	6	0	6
M.Sc. Biology	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	6	2	8
MSc Human Nutrition	0	0	0	0	0	0	0	1	1	1	2	3	0	0	0	1	4	5
MSc (Zoology)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MSC Chemistry	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	3	0	3
MSc Env. Stud.)	16	6	22	7	2	9	21	1	22	2	4	6	7	0	7	92	24	116
M. A.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	2	15
M. A. Economics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5
M. A. Geography	0	0	0	0	0	0	2	0	2	0	0	0	0	0	0	2	1	3
M. A. Kiswahili	35	35	70	17	15	32	20	42	62	8	8	16	10	21	31	152	153	305
MA (Ling.)	2	0	2	0	0	0	2	0	2	0	0	0	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	8	3	11	1	1	2	3	0	3	1	2	3	0	0	0	61	62	123

Programme	2017			2018 Feb			2019			2020			2021			1999 - Dec 2021		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
MGL	2	0	2	2	1	3	4	1	5	5	0	5	1	2	3	15	4	19
MSW	16	17	33	3	4	7	8	22	30	15	12	27	14	16	30	77	86	163
MED CDD							17	9	26	1	0	1	6	1	7	24	10	34
MA (ICD)							5	4	9	6	0	6	10	1	11	21	5	26
MA MC	6	5	11	0	0	0	2	1	3	3	6	9	0	0	0	11	12	23
M.Dist.Ed.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16	7	23
M. ED ODL	4	9	13	0	1	1	4	1	5	6	1	7	1	0	1	21	19	40
M.Ed.APPS	109	77	186	29	19	48	110	73	183	49	21	70	44	36	80	596	403	999
PGDL	3	1	4	2	0	2	1	0	1	6	1	7	4	3	7	41	13	54
PGDL in ICJ	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
PGDE	56	46	102	14	5	19	66	34	100	43	22	65	24	11	35	459	291	750
PGDSW	0	1	1	0	0	0	1	1	2	3	1	4	1	2	3	26	25	51
LL.M	3	0	3	6	1	7	11	1	12	10	1	11	0	1	1	56	6	62
LL.M ICJ	1	0	1	1	0	1	3	1	4	1	0	1	0	0	0	9	4	13
MA Journalism										0	1	1	0	0	0	0	1	1
LL.M IT & T	5	0	5	5	0	5	6	1	7	0	0	0	0	0	0	85	40	125
MBA	72	14	86	13	6	19	67	25	92	40	23	63	30	10	40	923	328	1251
MBA Finance and Acc							6	1	7	0	0	0	3	1	4	9	2	11
MBA Proc and Supply Chain Mgt							1	1	2	0	0	0	0	2	2	1	3	4
MBA (HRM)							1	2	3	0	0	0	0	0	0	1	2	3
MBA IN HRM	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
MBA T & L mgt	11	2	13	4	0	4	4	2	6	2	2	4	3	0	3	28	7	35
MA Tour., Planning and mgt	14	4	18	0	0	0	17	6	23	1	5	6	6	0	6	84	21	105
MBA IN INTERPREN	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
MHACD							1	1	2	4	0	4	0	1	1	5	2	7
MA GS							1	0	1	0	2	2	2	2	4	3	4	7
MA LIT							1	1	2	0	0	0	0	0	0	1	1	2
PGDL (IT & T)	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	6	2	8
PGDCDD	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	115	93	208
MHRM	61	31	92	14	14	28	62	38	100	33	22	55	20	16	36	333	199	532
PGD HRM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
PGDBS	5	2	7	2	1	3	12	8	20	6	6	12	3	4	7	57	40	97
MA Phil	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3

Programme	2017			2018 Feb			2019			2020			2021			1999 - Dec 2021		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
MA Sociology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
MA M&E	29	13	42	10	4	14	69	51	120	41	14	55	28	14	42	186	98	284
MA PA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
M.Sc Economics	19	4	23	3	0	3	11	2	13	10	1	11	8	2	10	84	13	97
Honorary Degree	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	9	1	10
Ph.D	16	6	22	6	1	7	53	17	70	31	10	41	20	10	30	211	65	276
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	3	0	3	0	0	0	0	0	0	3	0	3	0	0	0	8	0	8
MA in Information Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MA(NRAM)	18	1	19	2	1	3	17	5	22	11	4	15	14	2	16	64	14	78
MPM	61	24	85	8	10	18	58	20	78	28	5	33	21	8	29	234	90	324
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	4	1	5	1	2	3	5	8	13
PGD ODL					2	2	0	0	0	0	0	0	0	0	0	0	2	2
PGD APPS					1	1	0	0	0	0	0	0	0	0	0	0	1	1
PGDE APPS							3	0	3	0	1	1	0	0	0	3	1	4
Total	2450	1703	4153	554	389	943	4181	2929	7110	2244	1597	3841	1792	1310	3102	29517	20313	49830

4.2 Graduates by Regional Centres or Coordination Centres

Table 11 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 surprising 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. Cumulatively, 17,609 (38.2%) of graduates came from Dar es Salaam administrative region over the last twenty-three years. It is interesting to note that this figure (i.e., 38.2%) almost corresponds to the combined percentage (i.e. 38.0%) of eight regional centres and one coordination centre, namely, Arusha (3,125), Dodoma (2,313), Mwanza (2,178), , Mbeya (1,880), Kilimanjaro (1,807), Morogoro (1,762), Kagera (1,576), Iringa (1,400) and Zanzibar (1,489) coordination centre. The eight OUT Regional centres, the Zanzibar Coordination Centre and the Dar es Salaam administrative region have produced 35,139 graduates (76.2%) of the total graduates discussed in this section (4.2) over the last twenty-three years (1999 – November 2021).

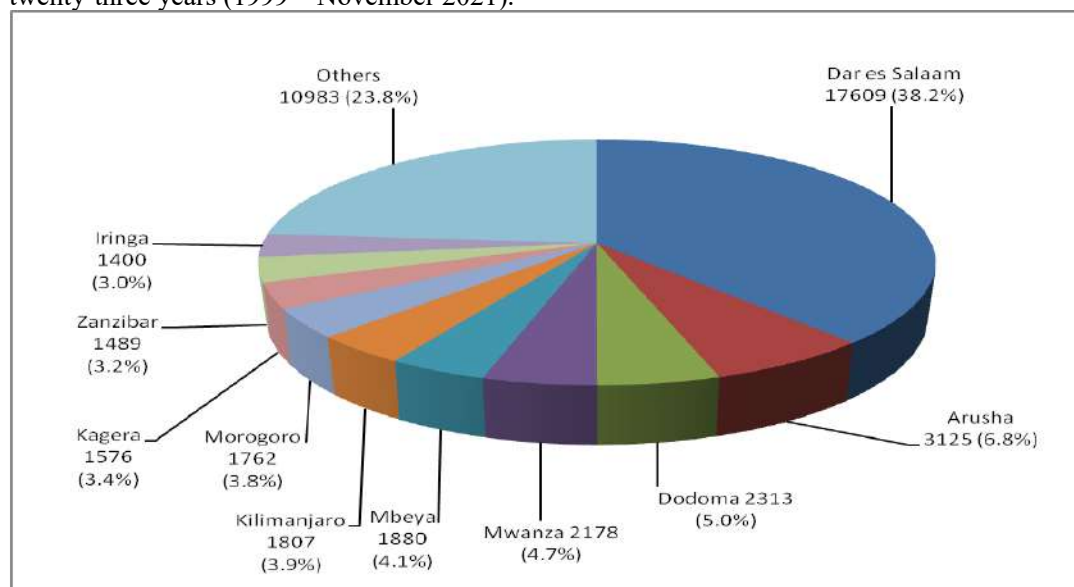


Figure 6: Graduates by Regional and Coordination Centres

It is also important to highlight differences across some 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 (1187), Tanga (1159), Kigoma (1118), Mara (1056), Mtwara (1050), Manyara (1031), Coast (962), Ruvuma (958), Tabora (953), Singida (755)) and Lindi (754). The average percentage in this group of “others” is affected by fewer graduates recorded in the following regions: Pemba (626), Rukwa (596) and Geita (625). Other centres such as Njombe (394), Simiyu (330), Katavi (272), Songwe (86) and Kahama (48) are relatively new and therefore are left out of this discussion. As time goes on, it will be crucial to analyze them at par with other Regions and Coordination Centres.

Table 11: Distribution of Graduates at the Level of Regional Centres or Coordination Centres 2017 – November 2021

Regional Centre/ Country	2017			2018			2019			2020			2021			1999 - Nov. 2021		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	178	107	285	27	25	52	223	178	401	129	84	213	137	124	261	1883	1242	3125
Dar es Salaam	344	358	702	113	78	191	559	523	1082	156	74	230	155	99	254	6616	5792	12408
Dodoma	95	67	162	11	15	26	128	113	241	254	202	456	85	65	150	1246	1067	2313
Geita	81	30	111	20	12	32	148	66	214	58	36	94	37	23	60	420	205	625
Ilala	44	37	81	4	3	7	39	30	69	53	44	97	56	54	110	354	300	654
Iringa	47	39	86	10	13	23	110	93	203	43	32	75	39	25	64	823	577	1400
Kagera	127	37	164	34	16	50	192	82	274	69	35	104	65	25	90	1140	436	1576
Kahama							13	4	17	6	5	11	14	6	20	33	15	48
Katavi	32	6	38	3	5	8	31	20	51	26	12	38	18	10	28	191	81	272
Kigoma	80	55	135	17	6	23	168	56	224	40	22	62	44	15	59	808	310	1118
Kilimanjaro	68	54	122	14	13	27	98	101	199	46	41	87	42	42	84	921	886	1807
Kinondoni	271	169	440	45	21	66	420	363	783	538	469	1007	431	336	767	2236	1875	4111
Lindi	33	15	48	8	5	13	100	53	153	52	19	71	34	18	52	533	221	754
Manyara	75	35	110	26	9	35	95	71	166	34	34	68	39	26	65	661	370	1031
Mara	45	21	66	4	5	9	144	52	196	50	24	74	51	28	79	751	305	1056
Mbeya	106	63	169	15	9	24	166	112	278	59	60	119	51	54	105	1174	706	1880
Morogoro	66	38	104	20	22	42	127	132	259	64	44	108	49	26	75	1024	738	1762
Mtwara	45	26	71	13	6	19	90	61	151	33	27	60	22	13	35	671	379	1050
Mwanza	110	66	176	33	18	51	203	119	322	68	33	101	66	33	99	1423	755	2178
Njombe	44	47	91	8	2	10	55	41	96	26	14	40	11	7	18	224	170	394
Pemba	50	65	115	17	11	28	62	53	115	24	17	41	27	16	43	363	263	626
Pwani	33	39	72	4	2	6	70	50	120	17	29	46	15	25	40	525	437	962
Rukwa	40	12	52	16	6	22	56	26	82	40	6	46	18	9	27	461	135	596
Ruvuma	46	30	76	6	6	12	110	60	170	38	20	58	28	34	62	588	370	958
Shinyanga	90	48	138	15	14	29	180	71	251	29	20	49	21	10	31	814	373	1187
Simiyu	30	11	41	4	2	6	58	30	88	35	18	53	31	9	40	230	100	330
Singida	39	33	72	7	2	9	77	42	119	31	29	60	31	25	56	428	327	755
Songwe	1	0	1	1	2	3	16	12	28	27	9	36	11	7	18	56	30	86
Tabora	59	32	91	14	8	22	117	45	162	37	22	59	21	21	42	670	283	953
Tanga	32	47	79	7	10	17	107	99	206	49	25	74	44	24	68	682	477	1159
Temeke	33	27	60	7	4	11	41	38	79	11	12	23	14	7	21	231	205	436

Regional Centre/ Country	2017			2018			2019			2020			2021			1999 - Nov. 2021		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Tunduru	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	2	0	2
Zanzibar	84	78	162	22	37	59	123	112	235	63	36	99	57	64	121	896	593	1489
Total	2428	1692	4120	545	387	932	4126	2908	7034	2205	1554	3759	1766	1280	3046	29078	20023	49101

OUT is proud of having produced graduates beyond the national borders. This complies with the University's Mission, which aspires **to provide** 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. On the 19th of August 2019, the Open University of Tanzania conducted a graduation Ceremony in Ghana whereby 23 students graduated in various undergraduate and postgraduate degree programmes. In the 39th graduation ceremony in Kibaha, Tanzania on the 17th December 2020, 21 Ghanaian students were conferred various undergraduate and postgraduate degree programmes online while in Ghana.

Until the last graduation of November 2021, the university conferred degrees, diplomas and certificates to 729 international students. Table 12 portrays the distribution of international students who have graduated at the OUT in undergraduate degree and Non-degree programmes since 1999. In terms of graduate destination, about 191 (26.2%) of graduates over the last twenty-three years came from Kenya, 106 (14.5%) from Rwanda, 125 (17.1%) from Ghana, 74 (10.2 %) from Uganda, 31 (4.3%) from Libya, 34 (4.7%) from Namibia, 20 (2.7%) from Zambia. Also, 15 (2.1%) were from Lesotho, 13 (1.8%) were from Burundi, 11 (1.5%) were from Eswatini, 10 (1.4%) were from Malawi, 8 (1.1%) from Ethiopia and 6 (0.8%) from the Gambia. Globally, the highest percentage of OUT graduates is in African countries, i.e., more than 708 (97.1%). The newly formed International Students' Directorate must develop a comprehensive publicity programme at the global level in order not only to attract more international students but also to promote their pace of study.

Table 12: Distribution of OUT Graduates at Global Level 2017 - November 2021

Regional Centre/Country	2017			2018			2019			2020			2021			1999 - Nov. 2021		
	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	3	7	4	1	5	10	3	13	4	1	5	2	2	4	113	78	191
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	1	0	1	0	0	0	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	5	2	7	1	0	1	0	0	0	1	0	1	1	0	1	27	4	31
London	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Uganda	0	0	0	0	0	0	4	3	7	0	0	0	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	11	5	16	4	1	5	14	3	17	5	4	9	2	0	2	82	24	106
Zambia	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	11	9	20
Namibia	1	1	2	0	0	0	5	3	8	1	1	2	4	4	8	18	16	34
Angola	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	4
Eswatini	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	9	2	11
South Sudan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1	5
Nigeria	0	0	0	0	0	0	1	0	1	0	0	0	0	1	1	3	2	5
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	2	0	2	0	0	0	0	1	1	4	6	10
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	1	1	2	1	3	0	0	0	2	3	5
Benin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
Burundi	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	6	13
China	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1

Regional Centre/Country	2017			2018			2019			2020			2021			1999 - Nov.2 021		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Dubai	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Congo Brazzaville	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Ghana	0	0	0	0	0	0	16	7	23	26	35	61	16	22	38	60	65	125
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	1	1	0	0	0	1	1	2
DRC Congo	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Finland	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Senegal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4
South Africa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	4
Togo	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Central Africa Republic	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	2	0	2
Burkina Faso	0	0	0	0	0	0	0	0	0	0	0	0				3	1	4
Total	22	12	34	9	2	11	55	21	76	39	43	82	26	30	56	439	290	729

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 on the verge of retirement. It is the policy of the University to recruit, incentivize and retain new staff to continuously provide quality open and distance education, 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: academic staff, administrative staff and technical staff. The United Republic of Tanzania pays the staff discussed in this chapter (appears in the Lawson System). The total number of staff by June 2022 was 584. Out of 584 staff, 314 were academic staff, 220 were administrative staff and 50 were Technical staff.

5.1.1 OUT Academic Staff by Gender and Qualifications by June 2022

Table 13 shows the academic staff by gender and their qualifications. The emerging picture is that there is more academic staff with Master's qualifications than those holding Ph.D or Bachelor holders. Regarding gender, in 2021/2022, about 39.04% of Ph.D holders were females. Approximately 18.80% of female academic staff were Masters' holders. At Bachelor's level, males' academic staff were almost two times as many compared to females' academic staff. Although much needs to be done to improve gender parity, OUT has tried to reduce gender disparity for academic staff with Master's Degree, especially in 2016/17, 2016/17 and 2017/18 academic years. The distribution for Ph.D and Masters holders in Table 13 shows some progress for Ph.D holders while substantial progress has been made for females holding Master's degrees (39.90%) by 2017/18. The same progress has also appeared in the academic year 2020/2021 and 2021/2022 for female Master's Degree respectively, accounting for 34.9% and 34.9%.

Table 13: OUT Academic Staff by Gender and Qualifications by June 2022

Year	Ph.D			Masters			Bachelors			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
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
2020/21	67	42	109	108	58	166	30	17	47	205	117	322
2021/22	64	41	105	110	59	169	27	13	40	201	113	314

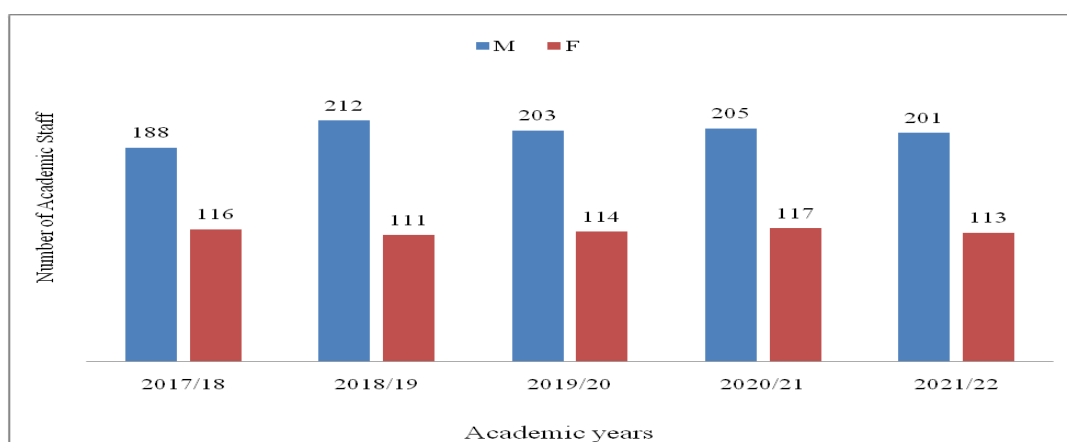


Figure 7: Academic Staff Cumulative Figure Trend by Gender and Academic Year 2016/17 to 2021/22

5.1.2 Academic Staff by Gender and Rank by June 2022

Table.14 shows that the number of Full Professors has fluctuated from 3 in 2018/19 to 1 in 2021/22. This is due to most academic staff, from the rank of senior lectures to Professors required to cease work at an age not exceeding 65 as an order from the United Republic of Tanzania. Regarding Associate Professors, their number has also fluctuated from 12 in 2017/18 to 11 in 2021/22. Senior Lecturers and Lecturers, respectively, have generally been decreasing and increasing between 2017/18 and 2021/2022. In 2021/2022 the number of Assistant Lecturers has dropped to 141 from 153 in 2018/19. This was due to the government's order to stop recruitment; at the same time, some academic staff has finished their contracts. Tutorial Assistants decreased from 56 in 2018/19 to 26 in 2021/22.

Table 14 shows the academic staff profile by gender and rank. Up to June 2022, there were two female Associate Professors. At the level of Senior Lecturers, between 2017/18 and 2021/22, the percentage of Senior female lecturers was less than 16.0%. These gaps, however, become narrower as one goes down the ladder. But even then, male senior lecturers are four times as many as 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 14: Academic Staff by Gender and Rank by June 2022

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
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
2020/21	1	0	1	8	0	8	16	4	19	41	42	83	1	0	1	1	1	2	1	0	1
2021/22	1	0	1	9	2	11	21	4	25	47	52	99	1	0	1	1	2	3	0	0	0

Table 14: 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
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
2020/21	100	52	152	4	3	7	0	0	0	32	15	47	0	0	0	205	117	322
2021/22	97	44	141	5	2	7	0	0	0	19	7	26	0	0	0	201	113	314

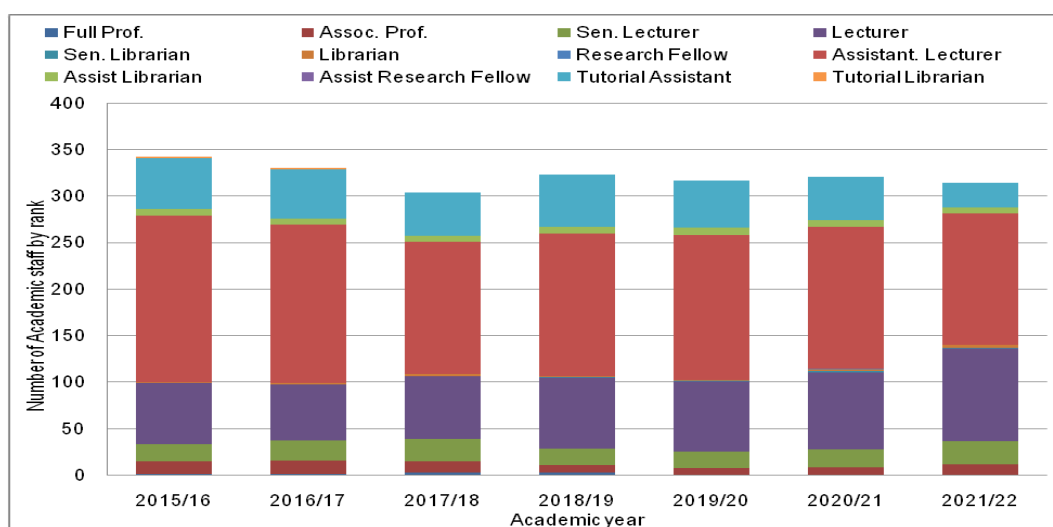


Figure 8: Academic Staff by Rank and Year

5.1.3 Academic staff Age Profile by June 2022

There are more male academic staff aged between 46 and 50 years than in any other age group, which also appeared to be the modal age group. There are 8 male and no female academic staff aged more than 60 years. The median age in 2021/22 is 48 years which has fallen under the age group 46 –50, having the highest number (72) of academic staff (see Table 15).

Table 15: Academic Staff Profile by Gender and Age 2017/18 - 2021/22

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
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
2020/21	9	6	15	33	16	49	41	29	70	38	23	61	35	26	61	26	12	38
2021/22	2	4	6	25	11	36	43	24	67	33	27	60	44	28	72	25	15	40

Table 15: 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
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
2020/21	14	5	19	9	0	9	0	0	0	0	0	0	205	117	322
2021/22	21	4	25	7	0	7	1	0	1	0	0	0	201	113	314

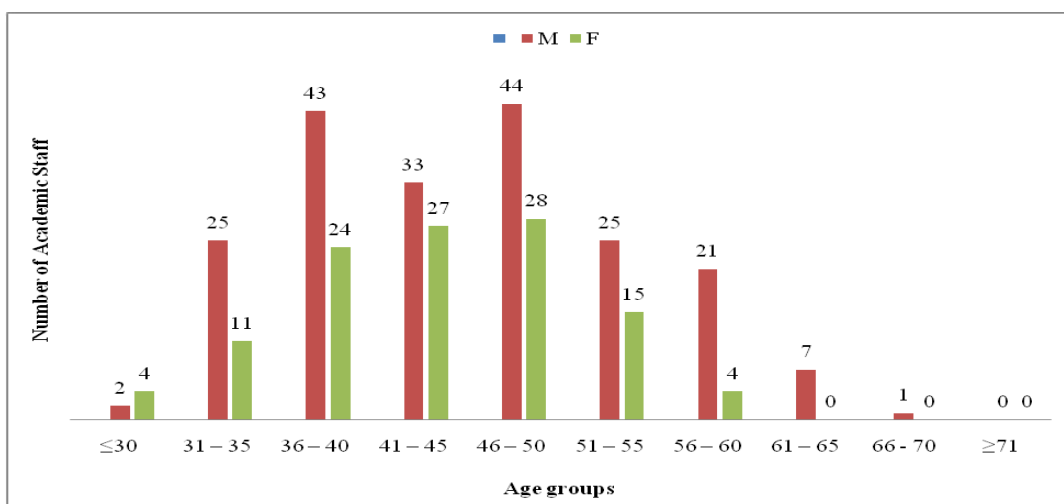


Figure 9: Trend of Academic Staff Profile by Age Groups 2021/22

Table 16: Academic Staff-Student Ratio (head count)

Year	Students who are still in the records	Academic Staff*	Academic Staff Student Ratio
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	1:207
2020/21	71,445	322	1:222
2021/22	75,356	314	1:240

Table 16 portrays the academic staff-student ratio based on head counts. The emerging picture is that academic staff are overwhelmed by the increased student enrolment. It is worth putting caution that not all academic staff are fully involved in teaching. Put differently, and 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 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 2022, the OUT had a total number of 220 administrative staff, out of whom 85 (38.6) are males and 135 (61.4) are females.

5.2.1 Administrative Staff by Gender and Qualifications 2016/17 - 2021/22

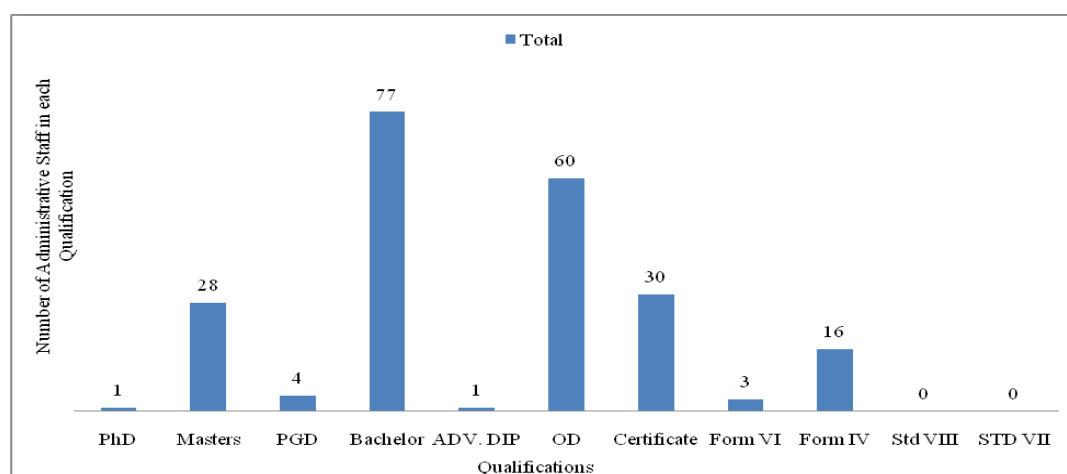
Table 17 shows the administrative staff by Gender and qualifications in 2016/17 - 2021/22. The emerging picture is that there is more administrative staff (77) with Bachelor degrees than any other qualification. At the Master's level, the number of males is more than one and a half that of female administrative 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, Bachelor, Postgraduate Diplomas, and Advanced Diplomas in 2021/22 constitute only 111 (50.5%).

Table 17: Administrative Staff by Gender and Qualifications 2016/17- 2021/22

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
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
2020/21	0	0	0	10	17	27	3	3	6	29	23	52	1	1	2	2	13	15
2021/22	1	0	1	9	19	28	2	2	4	41	36	77	0	1	1	9	51	60

Table 17: 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
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
2020/21	32	67	99	1	3	4	9	8	17	0	0	0	0	0	0	87	135	222
2021/22	15	15	30	1	2	3	7	9	16	0	0	0	0	0	0	85	135	220

**Figure 10: Administrative Staff by Qualifications 2021/22**

5.2.2 Administrative Staff Profile by Gender and Age 2021/22

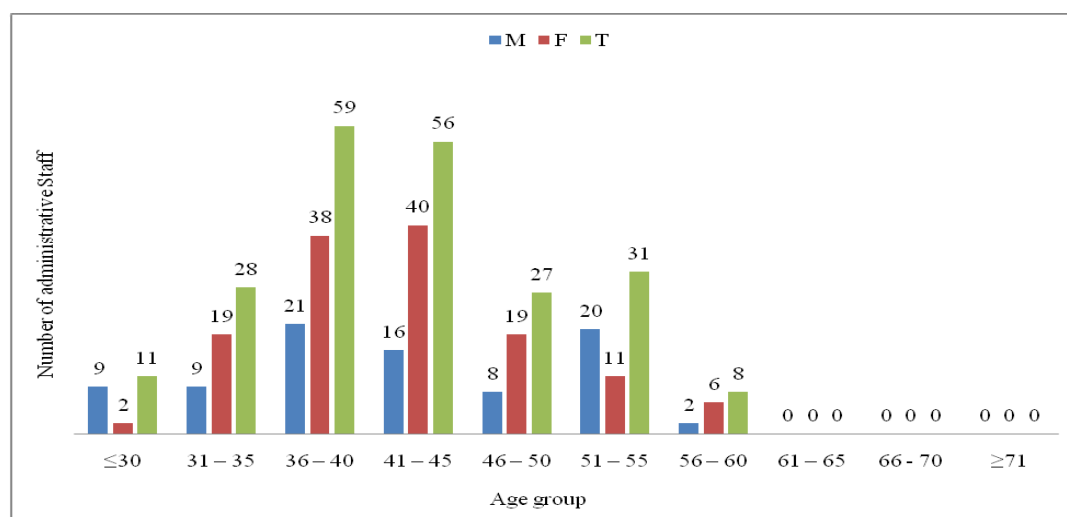
Many OUT administrative staff are still young and energetic. By June 2022, there were 98 administrative staff aged below 41 years (44.5%) of all administrative staff. In this category of 98 administrative staff that were below 41 years, there was 59 female administrative staff (26.8%). Therefore, the OUT is proud of having them because they can be used for a pretty long time (more than twenty years). There is neither male staff nor female staff aged more than 60 years. (See Table 18 below).

Table 18: Administrative Staff Profile by Gender and Age 2017/18 – 2021/22

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
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
2020/21	7	10	17	14	24	38	17	43	60	15	34	49	11	14	25	13	9	22
2021/22	9	2	11	9	19	28	21	38	59	16	40	56	8	19	27	20	11	31

Table 18: 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
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
2020/21	3	4	7	0	0	0	0	0	0	0	0	0	87	135	222
2021/22	2	6	8	0	0	0	0	0	0	0	0	0	85	135	220

**Figure 11: Trend of Administrative Staff Profile by Age for 2021/22**

5.2.3 Academic: Administrative Staff ratio by 2021/22

Upon determination of the average academic: administrative staff ratio by June, 2022, the ratio is $315/218 = 1:1$. 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 2022

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 staff 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 2022 OUT had a total number of 50 technical staff of whom 43 were males and 7 were females. OUT has to work to reduce the gender disparity for the case of the technical staff as there are many more males (86.0%) than females.

5.3.1 Technical Staff by Gender and Academic Qualifications for 2021/22

Table 8 shows technical staff by gender and qualifications for the Academic Year 2021/22. The emerging picture is that there are more technical staff (25) 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 the Open University of Tanzania.

Table 19: Technical Staff by Gender and Highest Academic Qualifications 2016/17 – 2021/22

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
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
2020/21	0	0	0	1	1	2	0	0	0	20	3	23	3	0	3	5	0	5
2021/22	0	0	0	1	1	2	0	0	0	22	3	25	3	0	3	15	3	18

Table: 19 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
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
2020/21	17	5	22	0	0	0	0	0	0	0	0	0	0	0	0	46	9	55
2021/22	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	43	7	50

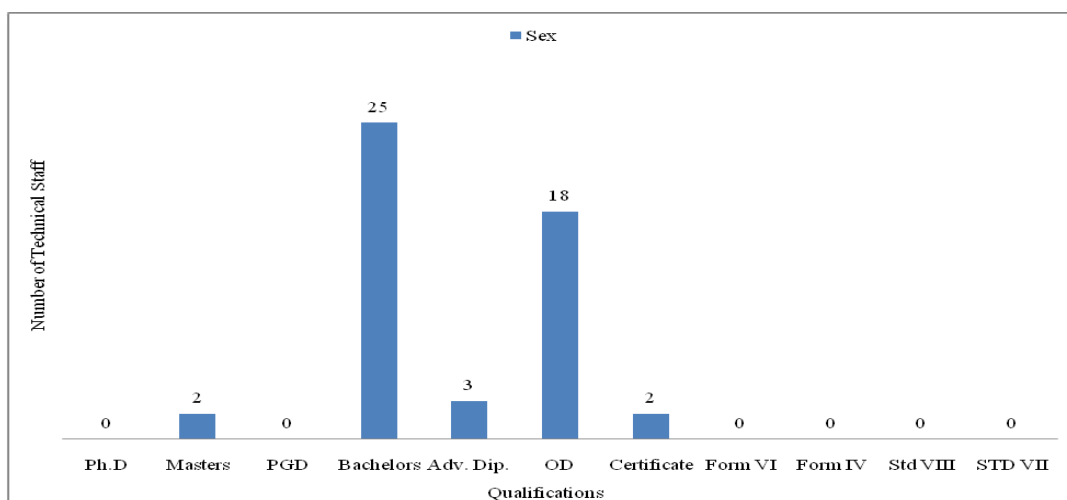


Figure 12: Technical Staff by Gender and Qualifications for 2021/22

5.3.2 Technical Staff Profile by Age and Gender 2021/22

There are more technical staff (male and female) aged between 36 and 40 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 20).

Table 20: Technical Staff Profile by Gender and Age 2016/2017 - 2021/22

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
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
2020/21	5	0	5	17	3	20	12	1	13	3	3	6	7	1	6	2	1	3
2021/22	3	0	3	12	0	12	12	3	15	6	3	9	5	1	6	5	0	5

Table 20: 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
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
2020/21	0	0	0	0	0	0	0	0	0	0	0	0	46	9	55
2021/22	0	0	0	0	0	0	0	0	0	0	0	0	43	7	50

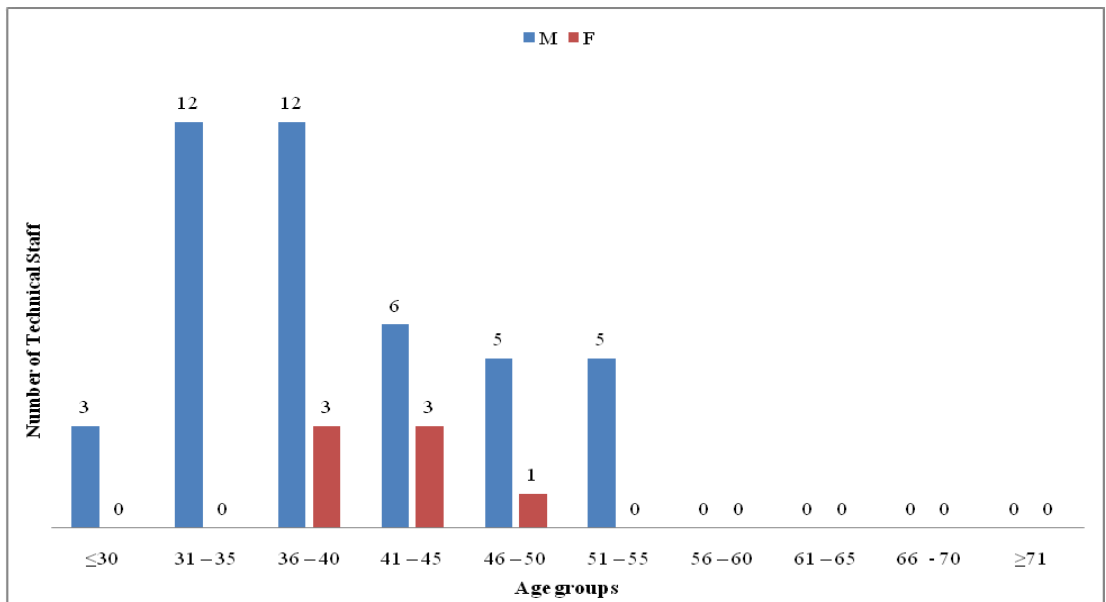


Figure 13: Technical Staff Profile by Gender and Age for 2021/22

Chapter Six

SOURCES OF FUNDS

6.1 Introduction

Like any other higher learning institution, OUT needs financial resources to implement various activities to achieve the three core functions, i.e., 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. With effective from financial year 2017/18, OUT has been using financial data of the last financial year in order to get and use the correct and audited data from the report of the controller and Auditor General on the financial statements of the OUT, since the booklet normally comes out in June every year while the respective financial year data are still not yet audited. OUT has also been able to mobilize funding from different development partners within and outside the country. The following sub-sections outline the significant sources of revenues rallied with corresponding expenditures on various items.

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 the university's academic activities and inflationary factors are considered. This is confirmed by the decreasing share of the requested budget to the allocated budget. It is essential to bear in mind that the estimated ordered budget reflects the actual cost of equipment, materials and other academic inputs at the time when the infrastructure of OUT in regional and coordination centres, as well as the temporary and permanent headquarters, has substantially expanded in order to bring the education services closer to the people. Taking this into account, it is evident that the Government does not optimally fund OUT in terms of both the recurrent budget, the OC, and the Development budget from internal sources.

**Table 21: Government Subvention: Recurrent and Development Subvention
2012/2013 – 2020/2021**

Fiscal Year	Recurrent (T.Shs '000)			Development (T.Shs '000)		
	Requested	Allocation	%(Alloc/Requested)	Requested	Allocation	%(Alloc/Requested)
2012/13	25,000,000	18,167,853	73	650,000,000	124,000	0.02
2013/14	25,000,000	13,733,593	54.9	650,000,000	0	0.0
2014/15	18,147,189	13,624,884	75	750,000	0	0.0
2015/16	21,159,138	18,181,325	85.93	800,000	0	0.0
2016/17	30,575,983	17,442,217	57	4,450,000	0	0.0
2017/18	28,641,437	21,379,272.70	74.6	0	0	0.0
2018/19	28,269,924	17,054,336	60.3	1,500,000	0	0.0
2019/20	34,808,940	23,750,126	68.3	1,500,000	1,802,745	120.2
2020/21	33,247,348	21,463,019	64.6	1,500,000	0	0.0

Note: Financial data for the Fiscal Years 2016/17 to 2020/21 are audited.

No Development Subvention was funded by the Government to the OUT from 2013/14 to 2018/19 and 2020/21 fiscal years.

The development budget has been falling both in nominal and real terms between the financial years 2011/2012 and 2012/2013. The share of the 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 to renovate one of the regional centres in 2012/2013. Since then, no development subvention was funded by the Government

to the OUT until 2019/2020, when the Government financed the OUT a sum of T.Sh 1,802,745,287.

Table 22: 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
2012/13	199,459,000	8,495,053,460	8,694,512,460	2.0	98.0
2013/14	546,969,040	13,186,624,410	13,733,593,451	4.0	96.0
2014/15	358,405,230	13,266,478,576	13,624,883,806	2.6	97.4
2015/16	127,693,441	18,053,631,813	18,181,325,254	0.7	99.3
2016/17*	0	17,442,217,055	17,442,217,055	0.0	100.0
2017/18	4,748,308,232	16,630,964,000	21,379,272,688	22.2	77.8
2018/19	0	17,054,336,027	17,054,336,027	0.0	100.0
2019/20	5,970,126,089	17,779,999,586	23,750,125,675	25.1	74.9
2020/21	0	21,463,018,574	21,463,018,574	0.0	100.0

* No other Charges (OC) released for the Fiscal Year 2016/17, 2018/19 and 2020/21

In 2012/13, the OC and Recurrent Subventions dropped drastically but there were some increase in the OC and Recurrent Subventions in 2019/20. It is apparent from Table 22 and Figure 14 that the minor release of OC during the fiscal year 2015/16 (127,693,441) was less than almost one forty-sixth of the funds released to the fiscal year 2019/20 (5,970,126,089), while there were no funds (OC) at all released during the fiscal years 2016/17, 2018/19 and 2020/21. Such a release does not recognize the increased number of admitted students during the academic years 2015/16 to 2020/21. Such inadequate release partially supports 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 include the inability to settle some of the existing debts, pay the contracted service providers, etc.

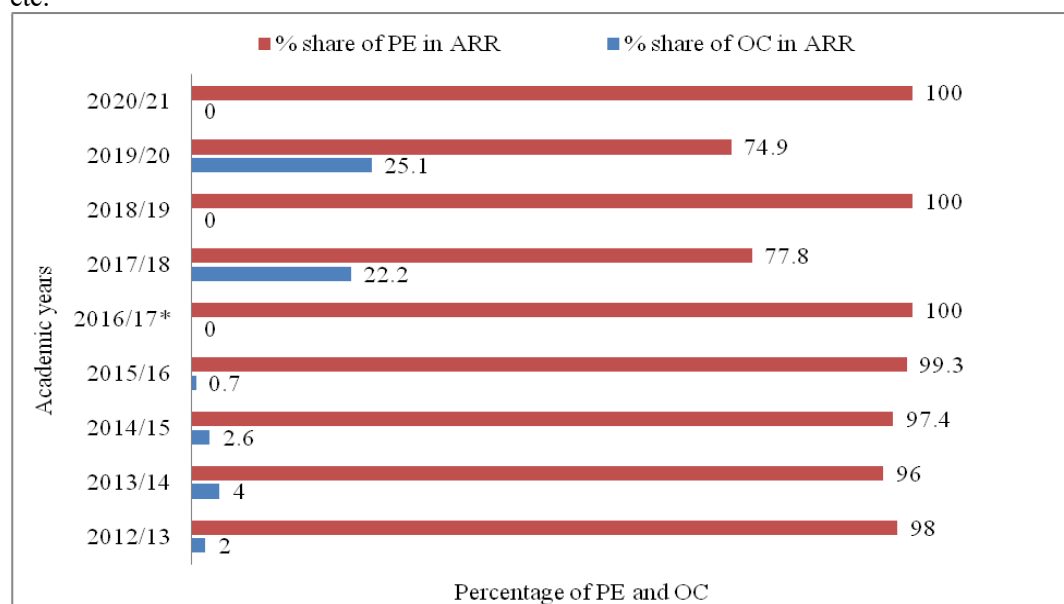


Figure 14: The percentage of PE and OC in comparison to the Actual Recurrent Released

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 involved in honoring their tuition fees

obligations. It can be seen that tuition fee 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. 9,861,109,969 in 2019/2020. Further measures linking SARIS to fee collection statements and to the Bank Systems in 2012/13 have improved tuition fee collection at the Open University of Tanzania. Hence, such measures are likely to stabilize the university's financial sustainability.

Table 23: Tuition Fees Collected

Academic Year	Active students	Estimated Tuition fees	Collected Tuition fees	%collected fees/ estimated tuition fees
2012/13	11,622	7,266,784,000	8,953,470,419	123.2
2013/14	12,334	8,000,000,000	12,623,630,157	157.8
2014/15	10,290	5,000,000,000	12,787,672,386	255.8
2015/16	12,059	10,220,960,500	14,088,060,195	137.8
2016/17	10,263	12,995,400,000	12,892,900,747	80.1
2017/18	11,337	15,435,090,000	10,331,903,713	66.9
2018/19	10,252	14,406,204,400	10,217,455,034	70.9
2019/20	13,426	14,800,892,966	9,861,109,969	66.6
2020/21	16416	14,198,977,167	11,336,765,388	79.8

6.4 Development Partner Funds and Research Grants

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

Over the last ten years, OUT has mobilized funds from various Development partners to implement multiple 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 1.5 billion Tanzanian shillings from 2012/13 to 2019/20. The World Bank supported the OUT in building capacity in tourism, Science Education, Postgraduate scholarships and Procurement of textbooks. The overall objective of Agra Project was to strengthen the educational delivery capacity and general management through enhanced organizational development and effective exploitation of ICT resources and services.

Other development partners ranked in the top five positions are: World Bank, COSTECH, AGRA Project, ENSUZA Project fund, and ICT Research Management Project

The Open University of Tanzania also received the World Bank funds loaned to the Government of the United Republic of Tanzania to facilitate the 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.

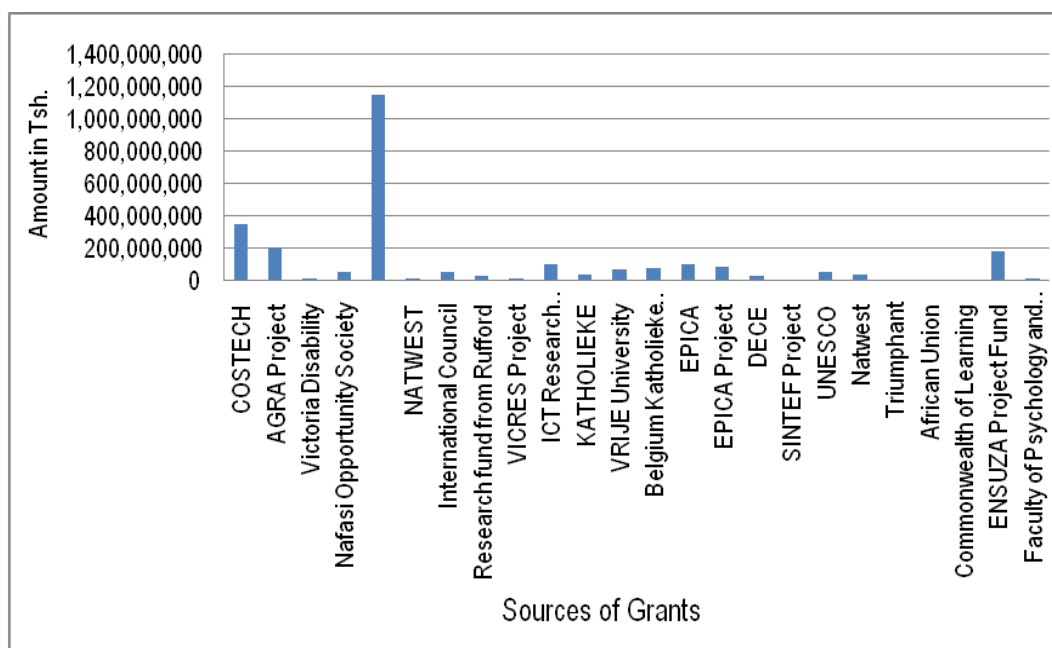


Figure 15: External Financial Support from Various Development Partners 2012/13 – 2019/20

Table 24: Research Grants Received from Various Development Partners

Financial Year	Source of Grants	Amount (Tshs.)
2014/15	AGRA Project	205,763,580.54
	COSTECH	208,925,250.00
2015/16	COSTECH	104,141,385.00
2016/17	-	-
2017/18	Nafasi Opportunity Society	48,258,792.83
2017/18	COSTECH	17,468,500.00
2018/19	-	-
2019/20	Victoria Disability	10,000,000
2019/20	Nafasi Opportunity Society	4,168,700
2019/20	COSTECH	20,000,000
2020/21	COSTECH Research Fund	49,926,949

Table 25: Grants from International Development Partners or loans 2012/13- 2019/20

Financial Year	Source of Grants	Amount (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	
2019/20	ENSUZA Project	135,195,553.83	259,239,223
	DECCE Project	27,459,000	
	EPICA Projects	96,584,669.59	
2020/2021	DECCE PROJECT	83,853,742.57	421,864,171.00
	ENSUZA PROJECT	161,175,099.77	
	EPICA PROJECT	87,339,514.33	
	KATHOLIEKE PROJECT	46,076,909.44	
	SINTEF FUND PROJECT	34,770,106.90	
	UGANDA MANAGEMENT INSTITUTION	3,608,797.99	
	UNESCO FUND	5,040,000.00	

6.5 Other Self-Generated Funds

The “Other Self-Generated Funds” account was formally established in 2005/06. Further, the Income Generation steering committee and separate financial accounts were set up in 2008 to enhance economic sustainability. The items involved in these funds vary from year to year but generally include things like sales of memorabilia, transcript fees, sales/disposal of old equipment, income from hiring of graduation gowns, income from IGU, sales of tender documents, sales of study materials, registration fees, change of programmes, consultancy fees, IET project, Institutional Cost project, etc. Table 26 shows the revenues from Other Self-Generated Funds.

Table 26: Other Self-Generated Funds

Financial 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
2017/18	484,997,508
2018/19	379,527,630
2019/20	368,777,373
2020/21	281,651,675

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 2020/21. Figure 16 exploits the data from Tables 20 - 25 to highlight the share of the 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 53.5%, OC 4.0% and Development Fund 0.5%. Support from the Development partners was only 1.0% and the rest (99.0%) was from the Government and OUT, contributing the significant component of the budget together. Of the 99.0%, the OUT generated 41.0% (Self-generated income 3.5% and Tuition Fees 37.5%).

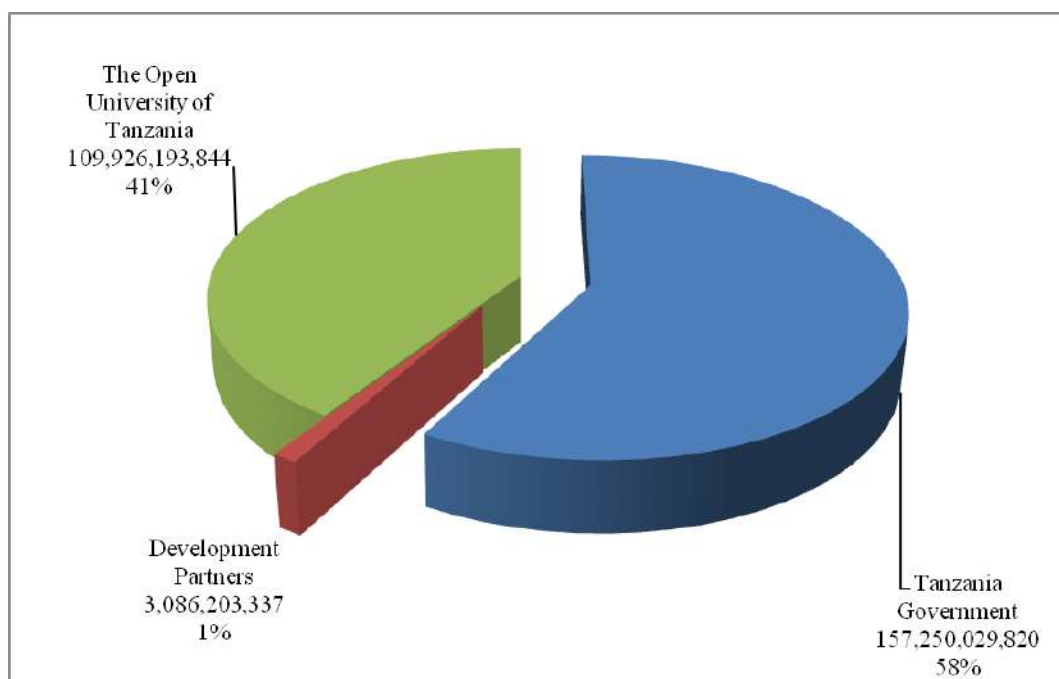


Figure 16: Sources of Finance 2012/13 – 2020/21

Chapter Seven

RESEARCH, PUBLICATIONS, AND CONSULTANCY OUTPUTS

7.1 Introduction

The Open University of Tanzania produces relevant, quality research 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 shows a decreased trend from 2014/15 to 2016/17. There is a slight improvement in the academic year 2017/18 and 2018/19. The number of research projects has been going down since 2015/2016 academic year because of the non-availability of small grant research funds. In 2019/2020 academic year, the number of the research project was 4, which is the fewest of all eight years presented in Table 27.

Table 27: Number of Research Projects Conducted by the Open University of Tanzania Staff

Year	Number of research projects
2014/2015	34
2015/2016	15
2016/2017	6
2017/2018	15
2018/2019	12
2019/2020	4
2020/2021	8
2021/2022	12

7.3 Publications

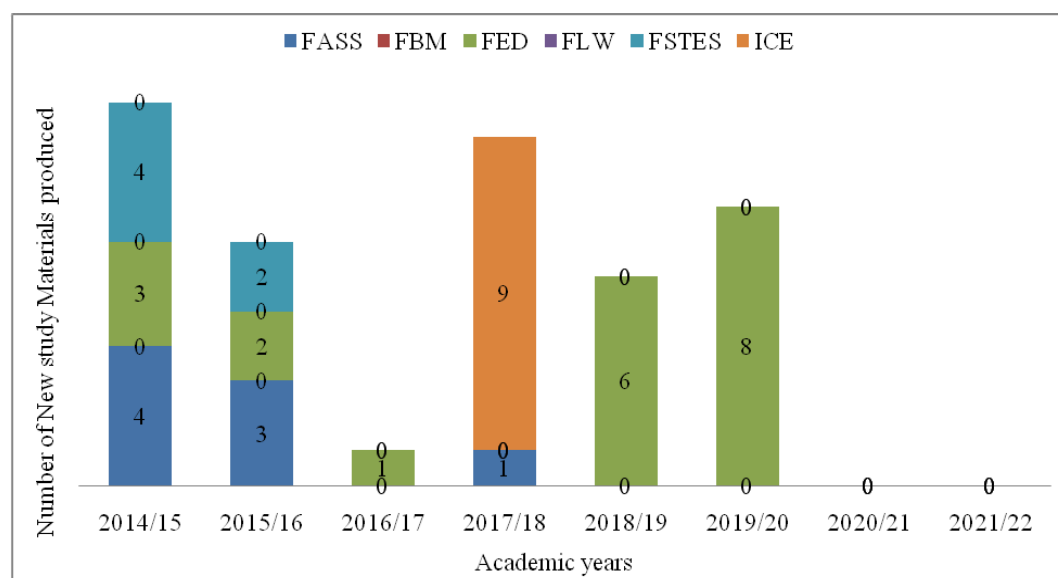
The pace of producing study materials is generally slow and decreasing. In the academic year 2020/21, only the Faculty of Education managed to publish 8 study materials. OUT has shifted to a blended mode of delivery that integrates ICTs. Under the blended mode, learners depend not only on traditional study materials but also on a combination of different learning materials available in our Moodle Platform.

7.3.1 Faculty-wise Publications

Table 28 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 authored more study materials (20) than others. In the academic year 2019/20, only Faculty of Education has produced study materials (8), while other faculties have published none. Neither faculty nor institute published the study materials in the academic years 2020/21 and 2021/2022. However, our students can still access study materials available in our Moodle platform and CDs.

Table 28: Production of Study Materials 2014/15 – 2021/22

Year	FASS	FBM	FED	FLW	FSTES	ICE	Total
2014/15	4	0	3	0	4	0	11
2015/16	3	0	2	0	2	0	7
2016/17	0	0	1	0	0	0	1
2017/18	1	0	0	0	0	9	10
2018/19	0	0	6	0	0	0	6
2019/20	0	0	8	0	0	0	8
2020/21	0	0	0	0	0	0	0
2021/22	0	0	0	0	0	0	0
Total	8	0	20	0	6	9	43

**Figure 17: New Study Materials 2014/15 – 2021/22**

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), and Pan African Journal of Business Management (PAJBM). Also, seventh journal is the Tanzania Journal of Science and Technology by the Faculty of Science, Technology and Environmental Studies.

7.3.2.1 HURIA

Of the seven 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 specializations: education, economics, languages, law, social sciences, both basic and applied sciences, letters to the Editor, interpretive articles in the forum section, book reviews and related subjects. The editorial board of Huria Journal, on May 4, 2022, has published its latest issue, “Huria Journal volume 28, issue 1. The issue is available online on the website: <http://ajol.info/index.php/huria>

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 the Faculty of Education of the University produces. The journal is designed to inform academics and the public on issues and practice related to education. It also tells 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. 12, Issue 2, was published on May 12, 2022. The issue is available online on the website: <https://journals.out.ac.tz/index.php/jipe>

7.3.2.3 Law Journal

Open University Law Journal (OULJ) is a bi-annual peer-reviewed journal published by the Faculty of Law at the Open University of Tanzania. The journal's key focus is on publishing high-quality academic, scholarly and professional articles, comments on topical issues, critical analysis, and book reviews on legal matters covering diverse aspects of the law. Its first issue was published in July 2007. Open University Law Journal published its latest issue, Vol. 1 Issue 1, on May 31, 2021.

7.3.2.4 African Journal of Economic Review

The African Journal of Economic Review (AJER) is a referred; biannual that the Centre launched 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 a keen interest in the following areas: Public sector economics, monetary economics, international trade and finance, agricultural economics, industrial economics, development economics, labor 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.6, issue 2 in September 14, 2018. The issue is available online on 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 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 Vol. 4 issue 1, which was out on July 30, 2020. The issue is accessible online at: <https://journals.out.ac.tz/index.php/ardj>.

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 scholarly 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 various articles covering free cash flows, agency costs and performance of firms, the influence of economic growth,

product diversification, public expenditure and social capital, and social prosperity for family business sustainability. All areas are of interest to scholars in Africa. The researchers in this issue deal with conditions in both Tanzania and Kenya. The latest journal produced was Vol. 4 issue 2 in December 16, 2020. The issue is available online in the website: <file:///C:/Users/User/AppData/Local/Temp/73-12-PB.pdf>

7.3.2.7 Tanzania Journal of Science and Technology

It 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. Also, information and communication technologies, information technologies, wildlife and nature conservation, climate change, biosciences, biotechnology, bioinformatics, biogeochemistry and bioengineering. The latest journal produced was Vol.3, issue 1 which was out in June 17, 2020. The issue is available online in the website: <file:///C:/Users/User/AppData/Local/Temp/704-Article%20Text-1361-1-10-20200617.pdf>

7.4 The Directorate of Consultancy Services (DCS)

7.4.1 Introduction

The Directorate of Consultancy Services (DCS) has been set-up as a result of new University structure 2022 with the specific purpose of guiding, managing and supporting consultancy services undertaken within and in the name of the Open University of Tanzania. It serves as a catalyst to promote consultancy and outreach engagement for the benefit of individual staff, the University and the society in general. Among others it constitutes a steering committee.

7.4.2 Consultancy Services Committee (CSC)

7.4.2.1 Purpose

The Consultancy Services Committee (CSC) is a sub-committee of Senate that oversees the provision of guidance, recommendations, long-term vision, policy, project prioritization and review of the Directorate of Consultancy Services.

7.4.2.2 Composition of Members

The Consultancy Services Committee (CSC) consists of 15 members comprising of the following:

- (i) Chairperson - DVC ARC
- (ii) Secretary - Director DCS
- (iii) DVC PFA
- (iv) DVC LT/RS
- (v) Deans of Faculties (5)
- (vi) Directors of institutes (2)
- (vii) DRPI
- (viii) RCs Liaison officer
- (ix) CEO OCB
- (x) IGU Coordinator
- (xi) Co-opted members if need arises.

7.4.2.3 Roles and Responsibilities

- (i) Advise and recommend to senate matters relating to consultancy and outreach services in the University on provision of consultancy and outreach services, collaboration and partnership and Professional Management.
- (ii) Advise and recommend to senate all financial matters arising from consultancy and outreach services.
- (iii) Reporting to senate matters related to progress of consultancy and outreach services.
- (iv) Advice senate on any other matters on consultancy and outreach services as may arise.

7.4.2.4 Meetings

There will be several meetings in a year for reporting, monitoring, evaluating and directing matters related to consultancy service and outreach. The meeting will be done quarterly.

Chapter Eight

THE UNIVERSITY LEADERSHIP DURING THE YEAR 2021/22

8.1 Introduction

This chapter presents what the university leadership does to influence staff toward attaining the desired objectives. The university leadership has two sources of power; the coercive one embedded in the institution and the humane one enshrined in the persons occupying the constitutional posts, both of which influence personnel to achieve the set target when exercised. 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

A chancellorship is a political post whose appointing authority is the United Republic of Tanzania President. The Chancellor is the 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 prescribed by the relevant authority. For the Open University of Tanzania, the Chancellor serves for five years, after which they may be re-appointed as provided in 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, an immediate former Prime Minister of the United Republic of Tanzania from 2008 to 2015 is the Open University of Tanzania (OUT) Chancellor for 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 was appointed by the late H.E. President John Pombe Magufuli to the post of Tanzania High Commissioner to the United Kingdom. Hon. Ambassador Dr. Asha-Rose Mtengeti Migiro was the second Chancellor of OUT appointed by the then President of the United Republic of Tanzania, Dr. Jakaya Mrisho Kikwete in January 2013.

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 also in the OUT Charter and Rules (2007). The 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, appointed on the 29th of December 2017.

8.2.3 The Vice Chancellor

The Vice Chancellor is the university's Chief Executive Officer 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 a 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 four years and may be re-appointed for another term of four years upon completing the first. In the Open University of Tanzania, there are three deputy Vice Chancellors, namely, Deputy Vice Chancellor (Academic, Research, and Consultancy), Deputy Vice Chancellor - (Planning, Finance and Administration), and Deputy Vice Chancellor (Learning Technologies and Regional Services)

8.3.1 Deputy vice Chancellor - (Academic, Research, and Consultancy)

The Deputy Vice Chancellor (Academic, Research and Consultancy) is responsible for Academic matters, Researchers and Consultancies. He is accountable to the Vice Chancellor concerning such issues of the university as shall be assigned and as may be prescribed. Professor Deus Dominic Ngaruko has been re-appointed after completing his first four-year term on 22nd April 2016 as DVC (Academic, Research and Consultancy). Currently, Prof. Deus Dominic Ngaruko is the DVC (Academic, Research and Consultancy) after being re-appointed for the second term of another period of four years starting from 23rd April 2020. Before his first appointment as DVC (Academic, Research and Consultancy), 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 the department of Economics for 2 years.

8.3.2 Deputy vice Chancellor (Planning, Finance and Administration)

The Deputy Vice Chancellor (Planning, Finance and Administration) is responsible to, the Vice Chancellor in matters of the university for the Planning of Human, Physical and Financial resources and Administration of the university and any issues that may be prescribed. Prof. George Slyvanus Oreku has been the Deputy Vice Chancellor (Planning, Finance and Administration) of The OUT for four (4) years with effect from 23rd April 2020 the position that Prof. Cornelia K. Muganda left over. Prof. George Slyvanus Oreku is an Affiliated Professor with the University of Eastern Finland Research Professor at Northwest University Vaal Campus South Africa. Before his appointment, Prof. George Slyvanus Oreku was the Director of the 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 concerning the provision of all services in the Coordination and Regional Centres, including Learning Technologies. 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 the 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 2021.

- 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 Institutes and Directorates

The charter also provides for Directors of the Institute and Directorates. The following are Directors of Institutes and other administrative units by June 2021.

- Dr. Jacob Leopard
Director of the 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
Director of Human Resource Management and Administration
- Prof. Magreth Bushesha
Director of Postgraduate Studies
- Prof. Emmanuel Kigadye
Director of Research and Publications
- Mr. Benjamini Bussu
Director of Planning and Development
- Dr. Athuman Samzugü
Director of University Library Services
- Dr. Said Ally
Director of Teaching, Learning Examinations Services
- Dr. Hellen Kiunsi
Director of Undergraduate Studies
- Dr. Daphina Libent - Mabagala
Director of Quality Assurance and Control

8.4.3 Coordinators and Directors of Regional Centres

The Charter also provides for establishing Coordination and Regional Centres whose Directors/ **Coordinators** were as follows by June 2021.

Regional Centres	Directors
Arusha	Dr. Nangware Msofe
Coast	Dr. Josephat Saria
Dodoma	Dr. Mohamed Msoroka
Geita	Mr. Ali Abdul
Ilala	Dr. Bahati Dionis Mbilinyi
Iringa	Dr. Nasra Ally
Kagera	Mr. Medard Rembesha
Katavi	Dr. Juma Matonya
Kigoma	Ms Chitegesse Minanago
Kilimanjaro	Dr. Dennis Semiono
Kinondoni	Dr. Diones Ndolage
Lindi	Ms. Neema Magambo
Manyara	Mr. Ahmedi Iddi Mussa
Mara	Dr. Asha B. Katamba
Mbeya	Dr. Goodluck Mushi
Morogoro	Dr. Wambuka S. Rangi
Mtwara	Dr. Msafiri Njoroge
Mwanza	Dr. Ancyfrida Prosper
Njombe	Mr. Godwin Kessy
Rukwa	Dr. Adam Namamba
Ruvuma	Dr. Julius Frank
Shinyanga	Ms. Agatha Mgogo
Simiyu	Mr. Raphael Mokoki
Singida	Mr. Bernard Komba
Songwe	Mr. Lusekelo Mwanongwa
Tabora	Dr. Johnas Buhori
Tanga	Ms. Hafidha Khatibu

Coordination Centres	Coordinators
Pemba	Mr. Suleiman Nassor
Zanzibar	Dr. Salma O. Hamad
Kahama	Mr. Oscar Damas
Tunduru	Mr. Katuma Wandwi

8.4.4 Other Open University of Tanzania Centres

OUT also has other internal centres and external Coordination centres.

These Internal coordination centres are:

ACDE Technical Committee in Collaboration (ACDE TCC) – Prof. Leonard Fweja

- University Teaching and Learning Services Unit (UTLS) – *Coordinator: Dr. Yohana Lawi*
- UNESCO Chair – *Coordinators: Dr. Felix Mulengeki and Dr. Edefonce Nfuka*

External coordination centres are:

- Kenya - Egerton University and College of Human Resources Management

- Namibia - Triumphant College
- Ethiopia
- Ghana
- Uganda

Chapter Nine

CORPORATE SOCIAL RESPONSIBILITY (CSR) ACTIVITIES

9.1 Open University of Tanzania's Understanding of Corporate Social Responsibility (CSR)

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 totaling Tsh. 4,916,000.00 shillings, including the 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 of August 2018, The Open University of Tanzania, through the Vice Chancellor, Professor Elifas Tozo Bisanda, extended our support by donating one new photocopier 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 photocopier 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 the mattress, bed sheets and various items to the maternity ward in the Tumbi Hospital, Kibaha in the Coastal region.

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

On the 31st March 2021, OUT female staff members of Tanzania Higher Learning Institutions Trade Union (THTU) visited and donated various items to children at Upanga juvenile prison; and female inmates at Segerea prison (Pictures are presented in Figure 19 and Figure 20).



Figure 19: DVC – (Academic, Research and Consultancy) Professor Deus Ngaruko – on the right, handing over various gifts to the chairperson of female THTU members of the OUT branch ready to be donated to inmates



Figure 20: Chairperson and secretary of female THTU members at OUT branch Ms. Stella Shayo (second on the left) and Ms. Sarah Abdi (first on the left) handing over to prison officers' part of the gifts

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 a monetary value of Tsh. 1,286,000/-.

In April 2015 the Open University of Tanzania 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, the Coordinator of the OUT-Gender committee, who had critical health problems and 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 realization 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 neighborhood clean through the provision of waste bins in the street and paying for guards to minimize haphazardous dumping of waste in its vicinity. The project is carried out by the Open University of Tanzania, various users' communities and the Kinondoni ward's leadership.

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, toothpaste, toothbrushes, 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, an Affiliate of Creative Commons 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 various protections and freedoms for authors, artists, and educators.

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

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

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

Also, in 2016/17, the university supported Advocacy Training for 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 would continue providing support to the school in terms of teaching practice, 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 practicals by

OUT's students. Five Creative Students (Artists) were awarded plaques for their creative skills in drawing. 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 a Creative Commons Club for the school, which Mr. Mpeti Mwankusye will man and our marketing officer Mr. Dioscory Majaliwa the OUT staff members of the Creative Commons Affiliate Team.

Through this support, the Affiliate Team has increased to more than 100 volunteers from both the public and private sectors. 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 the School of Open (SOO) programme has planned continuous training for the public schools' pupils and students on the benefits of sharing education resources and using different customized teaching-learning tools with locals.

9.2.8 Legal Aid Clinic

The OUT through the Faculty of Law, has been running the 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 provided office space, paid volunteers, purchased stationeries, and offered transport allowances for volunteers traveling to the regions to provide 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 several clients attended in brackets were as follows: Coast region (215), Ruvuma (102), Kigoma (89), and Mwanza (98). This was done during the commemoration of the Law Day 2017 organized by the Tanganyika Law Society.

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

On April 2, 2022, OUT female staff members of the Tanzania Higher Learning Institutions Trade Union (THTU) visited and donated various items amounting to TSh. 4,075,000/- to Patients admitted to Ocean road hospital and children's wards of Muhimbili National Hospital (see figure 21 below).



Figure 21: The Chairman of the Tanzania Higher Learning Institutions Trade Union (THTU) OUT branch, Mr. Salatiel Chaula, handing over part of various donations to the OUT Women's Staff led by the Director of Postgraduate Studies, Prof. Magreth Bushesha (right), ready to deliver the items to the Ocean Road Hospital and Muhimbili National Hospital.



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