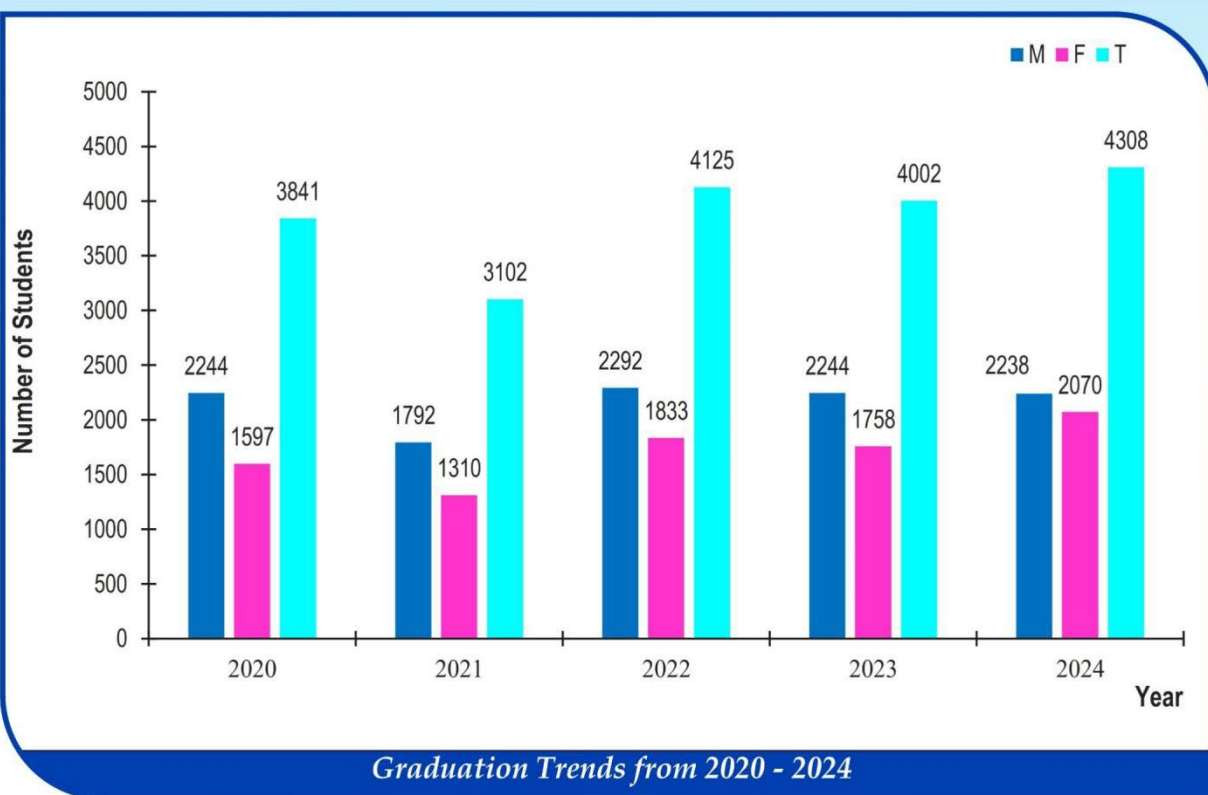


THE OPEN UNIVERSITY OF TANZANIA



FACTS AND FIGURES 2024/2025



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LIST OF ABBREVIATIONS

Abbreviation	Title
ACDE	African Council for Distance Education
ACDE	African Council for Distance Education
ACDE-TCC	African Council for Distance Education – Technical Collaboration Committee
ACDE-TCC	African Council for Distance Education – Technical Collaboration Committee
ARR	Actual Recurrent Released
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

Abbreviation	Title
CECE	Certificate in Early Child Education
CMU	Communication and Marketing Unit
CPPH	Certificate in Poultry Production and Health
CPTE	Certificate in Primary Teachers Educator
CSR	Corporate Social Responsibility
CYP-Dip.	Diploma in Commonwealth Youth Programme
DCM	Directorate of Communication and Marketing
DECE	Diploma in Early Child Education
DES	Directorate of Examination Syndicate
DFA	Directorate of Finance and Accounting
DHRMA	Directorate of Human Resource Management and Administration
DLIA	Directorate of Links and International Affairs
DLS	Directorate of Library Services
DOCB	Directorate of Open University Consultancy Bureau
DPD	Directorate of Planning and Development
DPGS	Directorate of Postgraduate Studies
DPPH	Diploma in Poultry Production and Health
DPTE	Diploma in Primary Teachers Educator Programme
DQAC	Directorate of Quality Assurance and Control (later became Quality Assurance Unit, QAU)
DRPI	Directorate of Research, Publications and Innovations
DRPI	Directorate of Research, Publications and Innovations
DUGS	Directorate of Undergraduate Studies
DVC	Deputy Vice Chancellor
FASS	Faculty of Arts and Social Sciences
FBM	Faculty of Business Management
FED	Faculty of Education
FLW	Faculty of Law
FSTES	Faculty of Science, Technology and Environmental Studies
Hon. Degree	Honorary Degree
ICE	Institute of Continuing Education
ICU	Internalization and Convocation Unit
IEMT	Institute of Educational and Management Technologies
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
LT and RS	Learning Technology and Regional Services
M.CED	Masters in Community Economic Development
M.Distance.Ed	Master in Distance Education
M.Ed	Master of Education
M.ES	Master in Environmental Studies
M.Sc	Master of Science

Abbreviation	Title
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
OC	Other Charges
OCB	Open University of Tanzania Consultancy Bureau
ODDEOL	Diploma in Distance Education and Open Learning
ODL	Open and Distance Learning
OFC	Certificate in Foundation Course
OUT	Open University of Tanzania
OUT	Open University of Tanzania
PE	Personal Emoluments
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
QAU	Quality Assurance Unit
SADC ODL COS (TE)	Southern Africa Development Community – Open and Distance Learning – Centre of Specialisation in Teacher Education
TCU	Tanzania Commission for Universities
THTU	Tanzania Higher Learning Institutions Trade Union
UTLS	University Teaching and Learning Services Unit

FOREWORD

The eighteenth edition of the *Facts and Figures* Booklet reflects the Open University of Tanzania's (OUT) continued commitment to transparency, accountability, and excellence in higher education. This publication provides a reliable and comprehensive overview of key statistical data that reflect the university's performance, growth trends, and strategic priorities. It serves as a vital reference for management, policymakers, partners, and other stakeholders in planning, decision-making, and monitoring the delivery of higher education.



The booklet captures essential information on student enrolment and graduation trends across non-degree, undergraduate, and postgraduate programmes, as well as regional and international distribution. It also highlights data on staffing, governance, financial resources, corporate social responsibility (CSR) initiatives, and other critical operational areas. These insights demonstrate OUT's continued contribution to widening access to quality higher education in Tanzania and beyond.

OUT has experienced steady growth over the years, supported by investments in academic quality, innovation, and institutional reforms. The evolution of its organisational structure reflects a deliberate effort to enhance operational efficiency, strengthen quality assurance, and embrace emerging technologies for teaching, learning, and service delivery.

As the leading Open and Distance (ODL) university in the country, OUT remains committed to fostering inclusivity, flexibility, and lifelong learning opportunities. This publication not only records the university's achievements but also provides a foundation for evaluating progress and guiding future strategies in line with our vision and national development priorities.

I extend my appreciation to all staff, partners, and stakeholders whose contributions made this booklet possible. While every effort has been made to ensure the accuracy of the data presented, we welcome feedback and suggestions to improve future editions. Submissions should be directed to the Quality Assurance Unit.

Prof. Alex B. Makulilo
Vice Chancellor

The Open University of Tanzania
June 2025

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Dr Emmanuel N. Kazuva
Director, Quality Assurance Unit

The Open University of Tanzania
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EXECUTIVE SUMMARY

The Open University of Tanzania (OUT), established by Act No. 17 of 1992, commenced operations in 1994 and now operates under its 2007 Charter. The University's unique delivery model is supported by its headquarters, a network of 26 regional centres and five coordination centres in Zanzibar, Pemba, Kahama, Tunduru, and Handeni, ensuring a comprehensive presence across the United Republic of Tanzania.

Internationally, OUT coordinates its activities through partner institutions in Kenya, Uganda, Namibia, Ethiopia, and Ghana. The University's academic structure comprises five faculties, two institutes, and numerous academic and administrative directorates. Furthermore, OUT serves as a hub for several key initiatives, including the ACDE Technical Committee in Collaboration (ACDE TCC), a UNESCO Chair, and the University Teaching and Learning Services Unit (UTLS).

Student Profile and Admissions (2025): In the 2024/2025 academic year, OUT enrolled a total of 17,786 students, demonstrating sustained and robust demand for its programmes. This figure includes 7,223 non-degree, 6,266 undergraduate, and 4,297 postgraduate students. While male students consistently outnumber female students across most levels, non-degree programmes show encouraging progress towards gender balance.

Key Admission Highlights for 2025: Programme Popularity: The Foundation Program (NTA 6) is the leading non-degree programme, enrolling 3,067 students, which accounts for 42% of the non-degree intake. At the undergraduate level, the Bachelor of Education in Project Management (716 students) and the Bachelor of Human Resource Management (617 students) are the most sought-after degrees. Among postgraduates, the Master of Business Administration (MBA), with 393 students, the Master of Education (M.Ed APPS), with 377 students, and the Master of Human Resource Management, with 363 students, are the most popular choices.

Faculty Distribution: The Faculty of Arts and Social Sciences (FASS) has the highest enrolment, accounting for 39% of all students, followed by the Faculty of Business Management (FBM) with 25%. Together, these two faculties represent nearly two-thirds of the total student population. The Faculty of Law (FLW) has the lowest proportion of students at 7%.

Regional Enrolment: There are significant regional disparities in student admissions. The Kinondoni centre recorded the highest number of admissions for both undergraduate/non-degree (1,687) and postgraduate (688) programmes. Urban centres, such as Dodoma and Arusha, also exhibit high enrolment, whereas peripheral regions, like Tunduru, report the lowest numbers, highlighting challenges in achieving equitable access.

Official Registration: For the 2025 academic year, a total of 12,647 students were officially registered across all programmes, with 7,510 males and 5,137 females.

Staff Profile (June 2025): As of June 2025, OUT employs a total of 706 staff, comprising 354 academic, 271 administrative, and 81 technical personnel. The University's human resource policy is focused on recruiting and retaining a dynamic and qualified workforce to deliver high-quality distance education.

Staffing Details: Academic Staff - The academic workforce comprises 226 males and 128 females. A key strategic achievement is the significant growth in PhD holders, who now number 157, a substantial increase from 55 in 2021. The academic staff are primarily in the 36-50 age bracket, with a growing cohort of early-career academics (≤ 30 years). Despite these strengths, the academic staff-student ratio remains a challenge, far exceeding the 1:35 standard recommended by the TCU, indicating that staff are overburdened and that further recruitment is necessary. **Administrative Staff:** The administrative team consists of 271 staff, with females (162) outnumbering males (109). This workforce is increasingly professionalised, with Bachelor's degree holders (112) forming the largest group. The majority of the administrative staff are middle-aged. **Technical Staff:** The technical team is a heavily male-dominated unit of 81 staff (66 males and 15 females). The workforce is relatively young, with the highest concentration in the ≤ 30 age group, and most hold Bachelor's degrees.

Graduation Trends (2024): In 2024, OUT celebrated its highest number of graduates in the last five years, with 4,308 students graduating (2,238 males and 2,070 females).

Graduate Distribution for 2024: **By Faculty:** The Faculty of Arts and Social Sciences (32.4%) and the Faculty of Business and Management (32.0%) produced the largest shares of graduates. **By Programme Type:** The Institute of Continuing Education (ICE) graduated 1,901 students, with a female majority (1,053). The PhD programme awarded 55 doctorates, who were predominantly male (35). **By Region:** The regional distribution of graduates mirrors admission trends, with the Kinondoni Centre having the highest number of graduates (1,108) by a significant margin.

Chapter One

INTRODUCTION AND BACKGROUND

1.1 Introduction

The *Facts and Figures* book is an official annual publication of the Open University of Tanzania (OUT). It provides a comprehensive, reliable, and up-to-date statistical and descriptive account of the University's operations, performance, and strategic direction. This publication serves as a central reference point for policymakers, faculty, staff, students, researchers, development partners, and other stakeholders who require accurate information about the University's achievements and trajectory.

As the leading open and distance learning (ODL) institution in Tanzania, OUT plays a pivotal role in expanding access to higher education, aligning with national, regional, and global aspirations for inclusive and equitable education. This book reflects OUT's commitment to transparency, accountability, and continuous improvement by documenting progress in academic programmes, student enrollment, graduation trends, research outputs, quality assurance, and institutional governance.

The 2024/2025 edition captures essential data and narratives from the reporting year, building upon previous editions to track growth, identify gaps, and inform strategic planning. It is designed not only as a reporting tool but also as a resource for evidence-based decision-making and policy development within the University and beyond.

1.2 Background

The Open University of Tanzania (OUT) was established by Act No. 17 of Parliament (1992) as a response to the growing demand for higher education and lifelong learning opportunities. The Act became operational on March 1, 1993, and the University officially commenced operations in 1994 with the first cohort of students.

As the first fully fledged public university in Tanzania dedicated to ODL, OUT pioneered learner-centred, flexible delivery through self-instructional materials, technology-driven platforms, and a decentralised network of regional centres, enabling working professionals, rural populations, and marginalised groups to access higher education without the constraints of time and place.

1.3 Vision, Mission, Core Values, Strategic Plan

1.3.1 Vision Statement

"A leading open and online university in knowledge creation and application."

1.3.2 Mission Statement

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

1.3.3 Strategic Plan

The University's core values, which underpin OUT's operations, include integrity, inclusivity, innovation, and excellence. Guided by these values, OUT's strategic plan focuses on four overarching goals:

- i) Enhancing access to higher education through innovative and flexible learning modes.
- ii) Improving the quality and relevance of academic programmes to align with labour market demands.
- iii) Strengthening research, innovation, and partnerships to foster sustainable development.
- iv) Ensuring institutional sustainability through effective governance, resource mobilisation, and robust accountability mechanisms.

1.4 Mandate and Philosophy

1.4.1 Mandate

OUT's founding mandate is to increase access to quality higher education by offering flexible, affordable, and learner-centred programmes, captured in the philosophy of *"Education for All."* Education is positioned as a catalyst for sustainable development, poverty reduction, and social transformation.

1.4.2 Philosophy

Key elements of the philosophy:

- i) Inclusivity and Equity: Expanding opportunities for underserved populations, including women, rural communities, and individuals with disabilities.
- ii) Flexibility: Allowing students to learn at their own pace and location through distance and blended methods.
- iii) Quality and Relevance: Aligning programmes with national and international standards to ensure employability and societal impact.
- iv) Innovation: Leveraging digital technologies to enhance teaching, learning, and research outcomes.

1.5 Historical Development and Milestones

1.5.1 Evolution and Growth

From modest beginnings in 1994, OUT has evolved into a comprehensive, multidisciplinary institution offering undergraduate, postgraduate, and non-degree programmes. By 2024/2025, the University comprises five (5) faculties and a growing network of regional and coordinating centres across Tanzania and beyond, serving thousands of students locally and internationally.

Recent growth highlights:

- i) 2015–2020: Digital transformation with online and blended delivery.
- ii) 2023 onward: Strengthened partnerships for research, quality assurance, and institutional capacity building.

1.5.2 Key Milestones

Following the enactment of the Universities Act No. 7 of 2005, the Open University of Tanzania (OUT) was granted a Charter in 2007, replacing the original establishing Act and aligning the University's governance with the new national higher education framework. Selected milestones include:

- 1994: Commencement of operations with two faculties: Faculty of Education (FED) and Faculty of Arts and Social Sciences (FASS).
- 1995: Establishment of the Faculty of Law (FLAW) and Faculty of Science, Technology and Environmental Studies (FSTES).
- 1996–2022: Non-degree programmes increased from 1 to 36.
- 1999: Inaugural graduation ceremony with 159 graduates
- 2001: Introduction of postgraduate programmes (Postgraduate Diplomas, Master's, and PhD degrees).
- 2002: Establishment of the Faculty of Business Management (FBM)
- 2008: Creation of the Directorate of Examination Syndicate (assessment quality/security) and launch of OUT Legal Aid Clinic (OUTLAC) (pro bono services)
- 2011 (Dec): Council approved a new corporate structure establishing the Directorate of Quality Assurance and Control, the Directorate of Undergraduate Studies, and the Directorate of Library Services
- 2011/12–2024/25: Undergraduate programmes expanded from 20 to 36.
- 2018 (Jul): Establishment of the Directorate of Links and International Affairs (DLIA) to manage international admissions, examinations, fee collection, tutor recruitment, research supervision, and collaborations, links and alumni services
- 2022 (Feb): Organisational changes transforming select directorates into units under the Vice Chancellor's office- Quality Assurance Unit (QAU), Internationalisation and Convocation Unit (ICU), Communication and Marketing Unit (CMU), and evolving the DVC for Regional Services into Learning Technologies and Regional Services to streamline teaching and learning technologies.
- 2024: Celebration of 30 years of service.

In summary, the Open University of Tanzania has evolved from its modest beginnings into a leading institution of open and distance learning, guided by its vision, mission, and core values. Its strong foundation, strategic direction, and remarkable milestones position OUT to continue driving innovation, inclusivity, and excellence in higher education, both nationally and globally.

Chapter Two

GOVERNANCE AND LEADERSHIP

2.1 Introduction

This chapter presents the governance and leadership structure of the Open University of Tanzania, outlining the composition of its governing bodies and key leadership positions. It also provides a clear overview of how responsibilities and authority are distributed across different levels of management, illustrating the hierarchy, reporting lines, and roles that ensure effective oversight and coordination within the institution.

2.2 Governance Structure

The Open University of Tanzania has a well-established governance system with a unique organisational structure that meets the relevant requirements of good governance. The structure outlines the flow of authority and reporting relationships across different units of the university in decision-making, as indicated in Figure 1.

As indicated in Figure 2, the Council is the highest policy-making organ at OUT, responsible for making decisions on major issues and overseeing the institution's overall direction. The Council of the OUT is led by a chairperson, who is appointed by the President of the United Republic of Tanzania, as prescribed in both the University Act No. 7 of 2005 and the OUT Charter and Rules (2007). The current Council Chairperson is Professor Joseph Kuzilwa, who was appointed on 09th May 2022.

Additionally, the governance structure of OUT facilitates two-way communication through Senate committees. Key governance committees of OUT include:

- i) Human Resources Management Committee (HRMC)
- ii) Finance, Planning and Development Committee
- iii) Integrity Committee

See Figure 1 and Figure 2

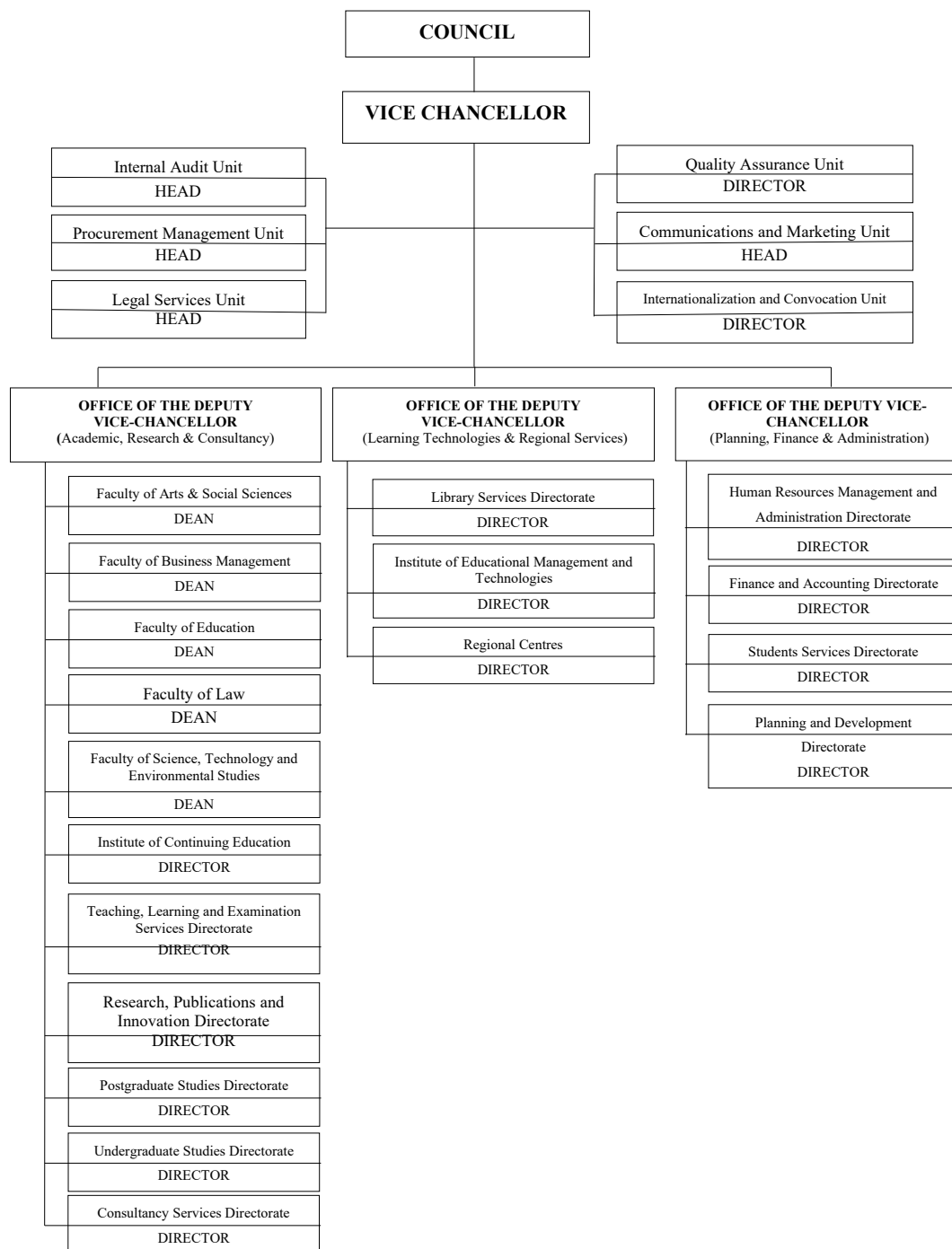


Figure 1: Organisational Structure OUT

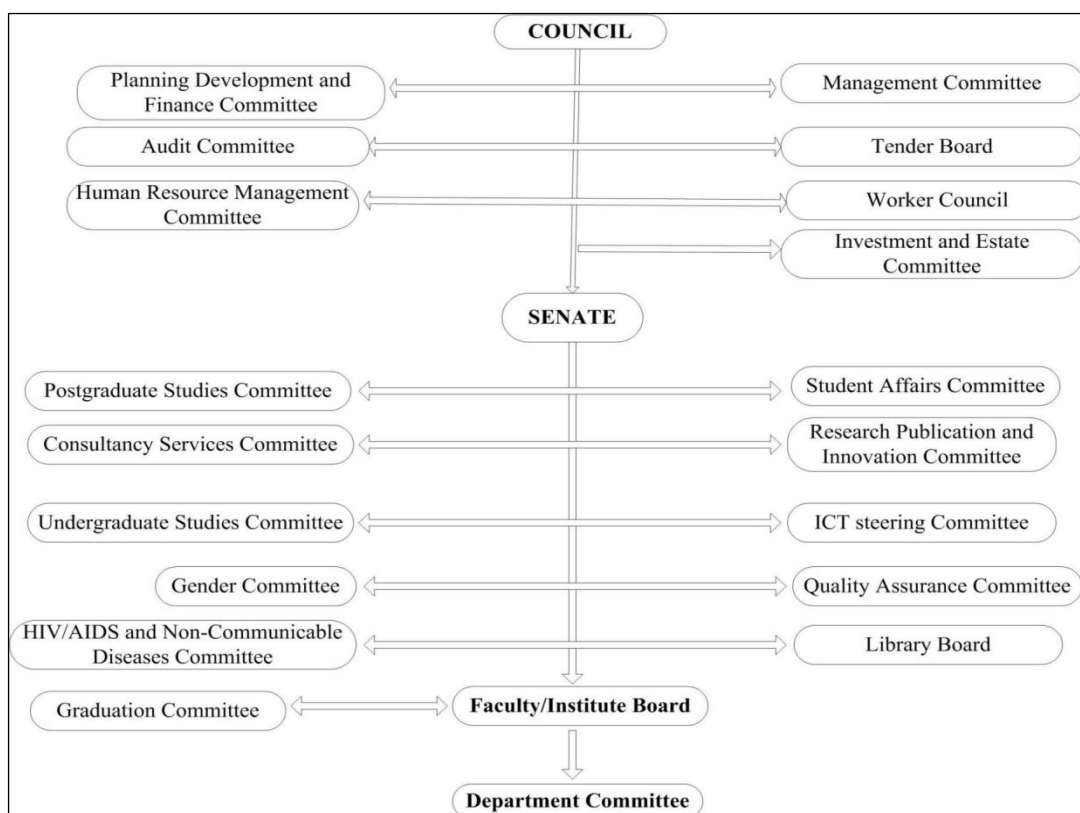


Figure 2: Governance Structure of the OUT

2.3 University Leadership

This subsection outlines the key leadership positions within the Open University of Tanzania, along with their respective responsibilities. It highlights the roles of the Chancellor, Vice Chancellor, Deputy Vice Chancellors, and other senior officers who provide governance, policy direction, and academic oversight. The focus is on *who leads the university* and *what they do*, as governed by the University Act No. 7 of 2005.

2.3.1 The Chancellor

The Chancellor serves as the titular head of the university, with responsibilities that include conferring degrees, diplomas, certificates, and other awards, while performing non-executive functions as outlined in the university's Rules and relevant regulations. The Chancellorship of the Open University of Tanzania (OUT) is a presidential appointment, serving a five-year term that may be renewed in accordance with the University Act No. 7 of 2005 and the OUT Charter and Rules. Chancellors of OUT are as follows:

- i) *Hon. Dr John Malecela* – First Chancellor (2005–2012).
- ii) *Hon. Ambassador Dr Asha-Rose Mtengeti Migiro* – Chancellor (2013–2015).
- iii) *Hon. Mizengo Kayanza Peter Pinda* – Current Chancellor (2016–present); former Prime Minister of Tanzania (2008–2015).

2.3.2 The Vice Chancellor

- i) The Vice Chancellor serves as the Chief Executive Officer of the University and is the ex officio Chairperson of the Senate.

- ii) Appointed in line with the University Act No. 7 of 2005 and the OUT Charter and Rules (2007).
- iii) Current Vice Chancellor: *Prof. Alex Boniface Makulilo*, appointed by Chancellor Hon. Mizengo Kayanza Peter Pinda for a five-year term starting June 2025.

2.3.3 Deputy Vice Chancellors

- i) The Charter allows for one or more Deputy Vice Chancellors as advised by the Senate and approved by the Council and the Tanzania Commission for Universities.
- ii) Serve for four years, renewable for another four upon successful completion.
- iii) OUT currently has three Deputy Vice Chancellors:

2.3.3.1 Deputy Vice Chancellor (Academic, Research and Consultancy)

- i) Oversees academic matters, research, and consultancy.
- ii) Reports to the Vice Chancellor.
- iii) Current DVC-ARC: *Prof. Saganga Kapaya* (Acting). Former Dean of the Faculty of Business Management.

2.3.3.2 Deputy Vice Chancellor (Planning, Finance and Administration)

- i) Oversees human, physical, and financial resource management.
- ii) Reports to the Vice Chancellor.
- iii) Current DVC-PFA: *Prof. Josiah Zephaniah Katani* (appointed May 2024 for four years).

2.3.3.3 Deputy Vice Chancellor (Learning Technologies and Regional Services)

- i) Oversees services in coordination and regional centres, including learning technologies.
- ii) Reports to the Vice Chancellor.
- iii) Current DVC-LT&RS: *Prof. Leonard Fweja*.

2.3.4 Deans and Directors

2.3.4.1 Faculty Deans

The OUT Charter and Rules (2007) provide for the appointment of Deans for each Faculty or Institute of the University. As prescribed in the OUT Charter and Rules (2007), the Dean of each Faculty shall be the Academic Head and Chairperson of the faculty's board. The following are Deans in various Faculties.

- i) Dr Dunlop Ochieng – *Dean, Faculty of Arts and Social Sciences (FASS)*
- ii) Dr. Mato Magobe – *Ag. Dean, Faculty of Business Management (FBM)*
- iii) Dr Janeth Kigobe – *Dean, Faculty of Education (FED)*
- iv) Dr Hellen Kiunsi – *Dean, Faculty of Law (FLW)*
- v) Dr Catherine Mkude – *Dean, Faculty of Science, Technologies and Environmental Studies (FSTES)*

2.3.4.2 Directors of Institute, Directorates and Units

The following are the Directors of Institutes and other administrative units.

- i) Dr Jacob Leopard – *Director of the Institute of Continuing Education (DICE)*

- ii) Dr Hamis Kalegele – *Director of the Institute of Educational and Management Technologies (DIEMT)*
- iii) Mr Azimio Taluka-*Director of Finance and Accounts (DFA)*
- iv) Dr Adam Namamba – *Director of Communications and Marketing Unit (DCMU)*
- v) Mr Francis Badundwa - *Director of Human Resource Management and Administration (DHRM)*
- vi) Prof Gwahula Raphael-*Director of Postgraduate Studies (DPGS)*
- vii) Dr Harrieth Mtae-*Director of Research, Publications and Innovation (DRPI)*
- viii) Mr Benjamini Bussu – *Director of Planning and Development (DPD)*
- ix) Dr Lilian Isowe-*Director of Library Services (DLS)*
- x) Dr Paul Ikwaba-*Director of Teaching, Learning and Examination Services (DTLES)*
- xi) Dr Harriet Hellar-Kihampa, *Director of Undergraduate Studies (DUGS)*
- xii) Dr Emmanuel Kazuva – *Director of Quality Assurance Unit (DQA)*
- xiii) Dr Edefonce Nfuka-*Director of Consultancy Services (DCS)*
- xiv) Dr Flora Kiwonde-*Director of Internalization and Convocation Unit (DICU)*
- xv) Dr Zakaria Rwejuna-*Director of Student Services (DSS)*
- xvi) Prof Deus Ngaruko-*Chairman of African Council for Distance Education (ACDE)*
- xvii) Dr Antipas Massawe-*Chief Internal Auditor (CIA)*
- xviii) Mr Azimio Taluka-*Director of Finance and Accounts (DFA)*
- xix) Dr Wambuka Rangi - *Coordinator of HIV and Non-Communicable Diseases (HIV&NCD)*
- xx) Mr Daudi Sospeter – *Director of Procurement Management Unit (PMU)*
- xxi) Dr Betty Mntambo – *Coordinator of Gender Unit (Gender)*

2.3.4.3 Coordinators and/or Directors of Regional Centres

The Charter also provides for the establishment of Coordination and/or Regional Centres, whose Directors/Coordinators are as indicated in Table 1.

Table 1: *Directors of the Regional and Coordination Centres of the Open University of Tanzania (OUT)*

Regional Centres	Directors
Arusha	Dr Nangware Msofe
Coast	Dr Josephat Saria
Dodoma	Dr Mohamed Msoroka
Geita	Dr Denis Mteremko
Ilala	Dr Sophia Mbura
Iringa	Dr Nasra Ally
Kagera	Mr Medard Rembesha
Katavi	Dr Martha Kabate
Kigoma	Ms Chitegesse Minanago
Kilimanjaro	Dr Josephine Minde
Kinondoni	Dr Dionis Ndolage
Lindi	Dr Fidelis L. Kisusi
Manyara	Mr Ahmed Idd Mussa
Mara	Dr Anna Kyamba
Mbeya	Dr Goodluck J. Moshi
Morogoro	Dr Christopher C. Getera

Regional Centres	Directors
Mtwara	Dr Msafiri Njoroge
Mwanza	Dr Faustine K. Christopher
Njombe	Mr. Godwin Kessy
Rukwa	Dr Joseph Kabage
Ruvuma	Dr Julius Frank - Acting
Shinyanga	Dr Revocatus B. Kabobe
Simiyu	Dr Edgar F. Nderego
Singida	Mr Bernard Komba
Songwe	Mr Lusekelo Mwanongwa
Tabora	Ms Caroline Mugolozzi
Tanga	Ms Hafidha Khatibu
Pemba	Dr Salum Mohamed
Zanzibar	Dr Hamida O. Hamad
Kahama	Dr Kassim S. Kimweri
Tunduru	Dr Katuma Wandwi
Handeni	Mr Marcel Masalu

Chapter Three

ACADEMIC STRUCTURE AND PROGRAMMES

3.1 Faculties and Institutes

All academic activities are carried out under the respective faculties and Institutes. In this case, the Open University of Tanzania has five well-established faculties. The Faculty of Education (FED), Faculty of Business Management (FBM), Faculty of Science, Technology and Environmental Studies (FSTES), Faculty of Law (FLAW) and the Faculty of Arts and Social Sciences (FASS), and two institutes, The Institute of Continuing Education (ICE) where all foundation programmes are coordinated and the Institute of Educational and Management Technologies (IEMT).

3.2 Academic Programmes Offered by OUT

As mentioned earlier, all academic matters, including the programmes offered, are coordinated within the faculties and institutes. The programmes range from non-degree to degree courses under respective faculty/institute as indicated in Table 3:

3.2.1 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 (BCE)
2. Technician Certificate in Entrepreneurship (TCE)
3. Basic Technical Certificate in Business Administration
4. Technical Certificate in Business Administration (TCBA)
5. Basic Technician Certificate in Accountancy (BTCA)
6. Technician Certificate in Accountancy (TCA)
7. Basic Technician Certificate in Procurement and Supply (BTCPS)
8. Technician Certificate in Procurement and Supply (TCPS)
9. Diploma in Procurement and Supply (DPS)
10. Diploma in Accountancy
11. Diploma in Entrepreneurship (DE-NTA level 5 & 6)
12. Diploma in Business Administration (DBA)

Faculty of Arts and Social Sciences (FASS)

1. Certificate in French (CF)
2. Certificate Programme in Kiswahili for Foreigners (CPKF)
3. English Proficiency Certificate Programme (EPCP)
4. Basic Technician Certificate in Social Work (NTA Level 4)
5. Technician Certificate in Social Work (TCSW-NTA Level 5)
6. Ordinary Diploma in Social Work (ODSW-NTA Level 6)
7. Certificate in Monitoring and Evaluation (CM&E)
8. Diploma in Monitoring and Evaluation (DM&E)

Faculty of Science, Technology and Environmental Studies (FSTES)

1. Certificate in Poultry Production and Health (CPPH)
2. Basic Certificate in Computing and IT (BCC&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 (ODCS-NTA Level 6)

Under FSTES the Institute of Educational and Management Technologies (IEMT) offers ICT-related short courses with durations ranging from five to eight weeks at a reasonable price. The courses are:

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. Graphic Design
7. IT Essential I & II

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. Certificate in Distance Education (CDE)
6. Commonwealth Youth Programme Diploma in Youth in Development Work, jointly with the Commonwealth Secretariat (CYP)
7. Diploma in Distance Education and Open Learning (DDEOL)
8. Diploma in Library and Information Studies (DLIS)
9. Diploma in Primary Teacher Education (DPTE)

Institute of Educational and Management Technologies (IEMT)

IEMT offers ICT-related short courses with durations ranging from five to eight weeks at a reasonable price. The courses are:

8. Digital Marketing and Social Media Strategy
9. Advanced Computer Applications
10. Basic Computer Applications
11. Computer Maintenance and Repair
12. Data Analysis with SPSS
13. Graphic Design
14. IT Essential I & II

Table 2: Non-Degree Programmes offered by OUT from 2019/20 – 2024/25 as per TCU/NACTE

Academic Year	Faculties/Institute						Total
	FED	FASS	FSTES	FLW	FBM	ICE	
2019/20	2	6	6	0	10	6	30
2020/21	2	6	5	0	10	9	32
2021/22	2	6	5	0	10	9	32
2022/23	2	8	5	0	12	9	36
2023/24	2	8	5	0	12	9	36
2024/25	2	8	5	0	12	9	36

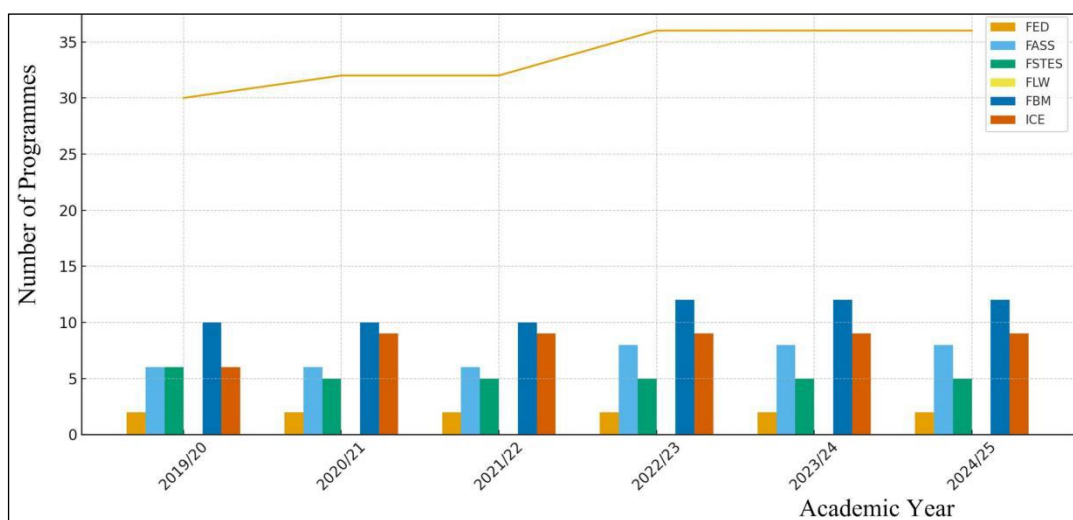


Figure 3: Non-Degree Programmes offered by OUT per Faculty/Institute Distribution from 2019/20 – 2024/25

3.2.2 Undergraduate Programmes

Faculty of Arts and Social Sciences (FASS)

1. Bachelor of Arts in English Language and Linguistics (BA ELL)
2. Bachelor of Arts in Kiswahili and Creative Studies (BAKCS)
3. Bachelor of Arts in Economics (BAEcon)
4. Bachelor of Community Economic Development (BCED)
5. Bachelor of Arts in Mass Communication (BAMC)
6. Bachelor of Arts in Journalism (BAJ)
7. Bachelor of Tourism Management (BTM)
8. Bachelor of Natural Resources Assessment and Management (BNRAM)
9. Bachelor of Arts in Population and Development (BAPD)
10. Bachelor of Arts in Sociology (BASO)
11. Bachelor of Social Work (BSW)
12. Bachelor of Library and Information Management (BLIM)
13. Bachelor of Arts in Public Administration (B.A. PA)
14. Bachelor of Arts in International Relations (B.A. IR)

Faculty of Business Management (FBM)

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

Faculty of Education (FED)

1. Bachelor of Science with Education (BSC ED)
2. Bachelor of Arts with Education (BA ED)
3. Bachelor of Special and Inclusive Education (BSIE)
4. Bachelor of Education in Policy and Management (BED-PM)
5. Bachelor of Business Administration with Education
6. Bachelor of Education Teacher Educator
7. Bachelor of Education in Adult and Distance Learning

Faculty of Law (FLAW)

1. Bachelor of Laws (LL.B)

Faculty of Science, Technology and Environmental Studies (FSTES)

1. Bachelor of Science in Information and Communication Technology (B.Sc ICT)
2. Bachelor of Science in Energy resources utilization and Management
3. Bachelor of Science in Data Management (B.Sc DM)
4. Bachelor of Science in Food, Nutrition and Dietetics (B.Sc. FND)
5. Bachelor of Science in Environmental Studies (B.Sc ES)
6. Bachelor of Science in Data Management

Table 3: *Undergraduate Degree Programmes Offered by OUT from 2019/20 – 2024/25 as per TCU*

Academic Year	Faculties					Total
	FED	FASS	FSTES	FLW	FBM	
2019/20	7	14	6	1	9	37
2020/21	7	15	6	1	7	36
2021/22	7	13	6	1	7	34
2022/23	7	13	6	1	7	34
2023/24	7	14	6	1	7	35
2024/25	7	14	6	1	7	35

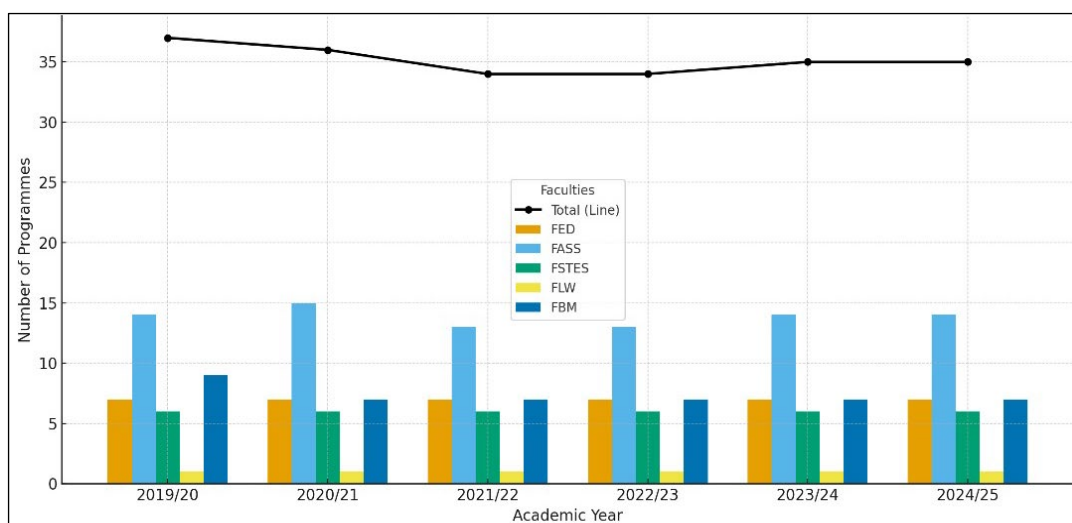


Figure 4: *Undergraduate Degree Programmes Offered by OUT per Faculty Distribution from 2019/20 – 2024/25*

As illustrated in the diagrams (Figure 4), the Faculty of Arts and Social Sciences offers more programmes than other Faculties, followed by FBM and FED.

3.2.3 Postgraduate Programmes

The Open University of Tanzania began offering postgraduate programmes in 2001. The first batch of Postgraduate students was enrolled in the following programs: Postgraduate Diploma in Education, Postgraduate Diploma in Law, Master of Distance Education, Master of Education, Master of Arts, Master of Science, and MSc. CED, Master of Laws, and PhD in various fields. Currently, the Open University of Tanzania offers 54 Postgraduate programmes as indicated hereunder:

Faculty of Arts and Social Sciences (FASS)

1. Master of Arts in Mass Communication
2. Master of Arts in Natural Resources Assessment and Management
3. Master of Tourism Planning and Management
4. Master of Arts in Kiswahili
5. Master of Social Work
6. Master of Arts in Gender Studies
7. Master of Arts in Monitoring and Evaluation
8. Master of Science in Economics
9. Master of Community Economic Development
10. Master of Arts in International Cooperation and Development
11. Master of Arts in Governance and Leadership
12. Master of Humanitarian Action, Cooperation and Development
13. Master of Library and Information Management
14. Master of Arts in History (M.A. Hist)
15. Master of Arts in Linguistics (M.A. Ling.)
16. Master of Arts in Geography (M.A. Geog.)
17. Master of Arts in Sociology

18. Postgraduate Diploma in Social Work
19. Doctor of Philosophy (PhD)

Faculty of Business Management (FBM)

1. Master of Human Resource Management (MHRM)
2. Master's in Project Management (MPM)
3. Master of Business Administration (MBA)
4. Master of Business Administration by Thesis (MBA by Thesis)
5. Postgraduate Diploma in Business Studies (PGDBS)
6. Doctor of Philosophy (PhD)

Faculty of Education (FED)

1. Master of Open and Distance Education
2. Master of Educational Administration, Planning and Policy Studies (MEDAPPS)
3. Master of Quality Management in Education (MEDQM)
4. Master of Education in Curriculum Design and Development (MED CDD)
5. Master of Education (M. Ed) by Thesis
6. Postgraduate Diploma in Education (PGDE)
7. Postgraduate Diploma in Technical and Vocational Education and Training (PGD-TVET)
8. Post Graduate Diploma in Curriculum Design and Development (PGDCDD)
9. Doctor of Philosophy (PhD)

Faculty of Law (FLAW)

1. Master of Laws in Land Administration and Management (LL.M LAM)
2. Master of Laws in International Criminal Justice (LL.M. ICJ)
3. Master of Laws in Information and Communication Technology Law (LL.M ICT)
4. Master of Laws in International Trade and Investment Law (LL.M. ITIL)
5. Master of Laws by Thesis (LL.M. Thesis)
6. Postgraduate Diploma in Law (PGDL)
7. Doctor of Philosophy (PhD)

Faculty of Science, Technology and Environmental Studies (FSTES)

1. Master of Environmental Studies (MES)
2. Master of Science in Computer Science (MSc CS)
3. Master of Science in Information Technology Management (MSc ITM)
4. Master of Applied Biotechnology by Thesis
5. Master of Science in Biology by Thesis
6. Master of Science in Botany by Thesis
7. Master of Science in Chemistry by Thesis
8. Master of Science in Physics by Thesis
9. Master of Science in Human Nutrition by Thesis
10. Master of Science in Mathematics by Thesis
11. Master of Science in Information Technology Management by Thesis
12. Master of Science in Zoology by Thesis
13. Doctor of Philosophy (PhD)

Table 4: Postgraduate Degree Programmes Offered by OUT from 2019/20 – 2024/25 as per TCU

Academic Year	Faculties					Total
	FED	FASS	FSTES	FLW	FBM	
2019/20	9	20	15	8	6	58
2020/21	9	19	12	6	5	51
2021/22	9	19	12	6	5	51
2022/23	9	18	12	6	5	50
2023/24	9	18	12	6	5	50
2024/25	9	19	13	7	6	54

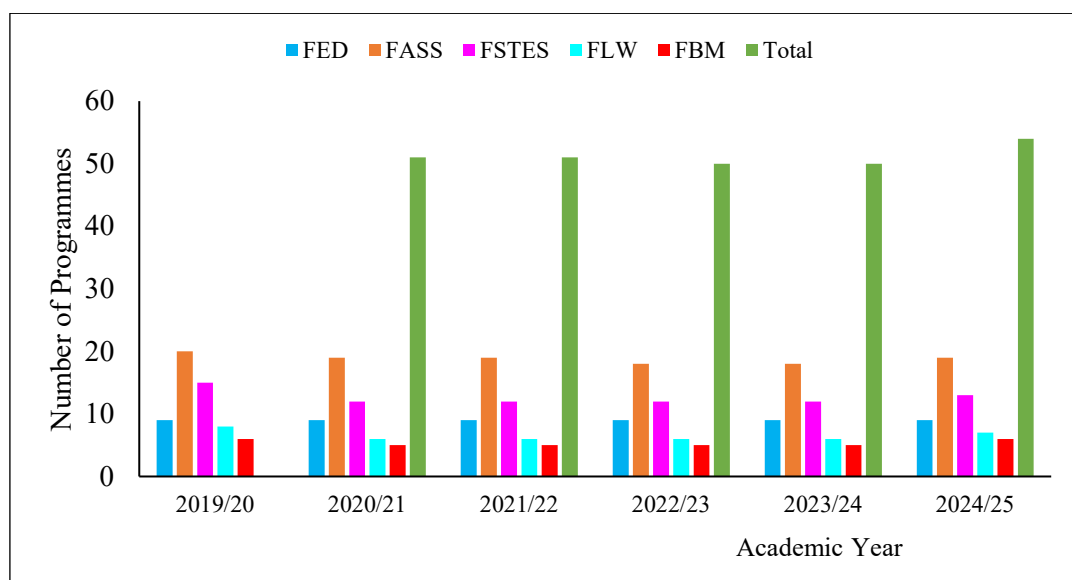


Figure 5: Postgraduate Degree Programmes Offered by OUT per Faculty Distribution from 2019/20 – 2024/25.

3.3 Accreditation and Affiliations

The Open University of Tanzania (OUT) is a fully accredited and chartered public university established by Act No. 17 of 1992. It operates under the regulatory oversight of the Tanzania Commission for Universities (TCU), which ensures that its academic programmes meet national quality standards.

3.3.1 National Accreditation

OUT is accredited and chartered by TCU, the statutory body responsible for overseeing university education in Tanzania.

3.3.2 International Affiliations

OUT is affiliated with several international academic organisations, enhancing its global academic network and collaboration opportunities. These include:

- Association of African Universities (AAU): A continental organisation that promotes cooperation among universities in Africa.
- Association of Commonwealth Universities (ACU): A network of universities from Commonwealth countries, fostering collaboration and academic exchange.

- iii) International Association of Universities (IAU): A global organisation that connects universities worldwide to promote higher education.

Additionally, OUT has established partnerships with various institutions for academic collaboration and exchange programs. Notable partnerships are seen in Chapter 6.4. These affiliations and partnerships enable OUT to offer a diverse range of academic programs and foster a global perspective in its educational offerings.

Chapter Four

STUDENTS PROFILE

4.1 Students Admission Statistics

Student enrolment is categorised into three types: non-degree, undergraduate, and postgraduate level programmes. The undergraduate programmes are the backbone 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 prioritises academic merits. In any case, it does not discriminate against students based on gender, colour, race, religion, nationality, partisan politics, sexual orientation, or physical disabilities.

4.1.1 Admission to Non-Degree Programmes

Admissions into OUT's non-degree programmes showed fluctuations over the years, with a peak in 2022/23. Male students consistently outnumbered females; however, recent data (2024/25) indicate encouraging progress toward gender balance. The overall stability in admissions demonstrates sustained demand; however, targeted policies could further enhance female participation and stabilise year-to-year variability. (See Figure 6).

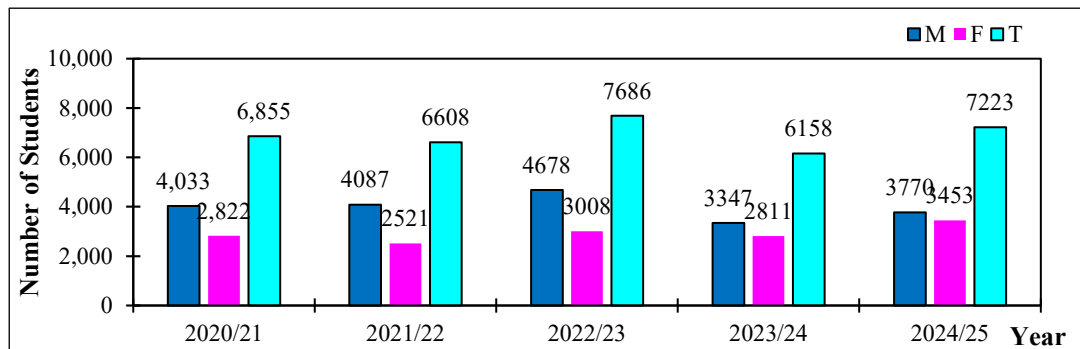


Figure 6: Admission into Various Non-Degree Programmes from 2020/21 – 2024/25

4.1.2 Admission into Various Non-Degree Programmes in 2024/2025

Data shows OUT's program enrollment for 2024/2025, with a total of 7,223 students (3,770 males and 3,453 females) distributed across various academic programs. The Foundation Program (NTA 6) under the Office of Foundation and Continuing Education (OFC) is by far the largest, enrolling 3,067 students, which represents approximately 42% of the university's total enrollment. The Open and Distance Learning programs (ODDEOL/ODPTE/ODPPH/CPPH) collectively form the second-largest category, with 1,546 students. Meanwhile, business and technical certificate programs exhibit strong enrollment numbers, particularly the BTC in Social Work, with 497 students enrolled. The enrollment shows a relatively balanced gender distribution overall, although individual programs exhibit significant variations. Some programs, such as computer science, exhibit strong male enrollment, while others, like social work and education, display more balanced or female-leaning enrollment patterns. (See Appendix 1).

4.1.3 Admission of Undergraduate Programmes from 2020/21 – 2024/25

Figure 7 shows that undergraduate admissions at OUT increased steadily from 3,778 in 2020/21 to 6,266 in 2024/25, with a peak of 6,735 students in 2022/23. Male students consistently outnumbered females, with the widest gap observed in the 2022/23 academic year. Although female enrollment grew gradually over the years, their numbers remained significantly lower compared to those of males. Overall, the trend reflects strong growth in undergraduate admissions, but also highlights the need for continued efforts to promote gender balance in higher education access.

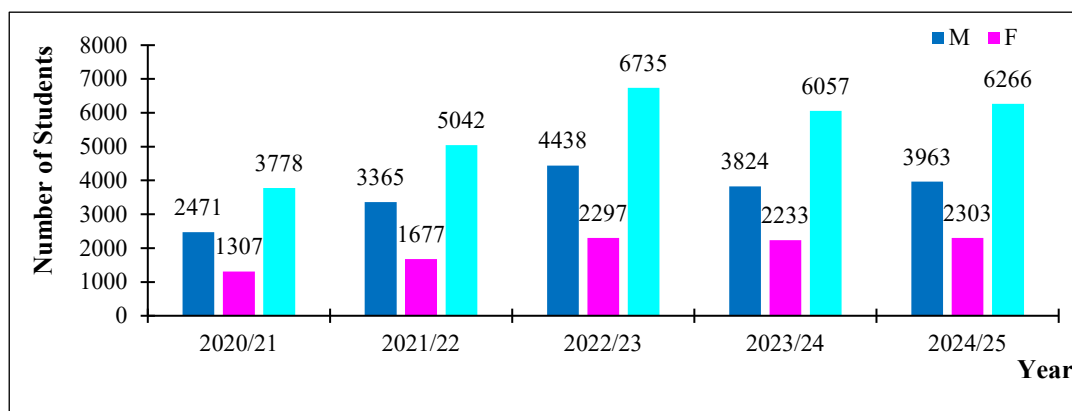


Figure 7: Admission of Undergraduate Students by Gender from 202/21 – 2024/25

4.1.4 Admission of Undergraduate Students by Degree Programmes

Appendix 2 shows OUT's undergraduate program enrollment for the 2024/2025 academic year, with a total of 6,266 students (3,963 males and 2,303 females) across various Bachelor's degree programs. The Bachelor of Education in Project Management (B.Ed. PM) is the largest program, with 716 students, followed by the Bachelor of Human Resource Management (BHRM), which has 617 students. This demonstrates strong demand for education and management-related programs. Other high-enrollment programs include the Law degree (LL.B) with 536 students and the Bachelor of Social Work (BSW) with 368 students, indicating significant interest in professional and social service fields. The overall enrollment shows a male majority (63% male vs. 37% female). However, this varies by program, with some fields, such as education and social work, exhibiting more balanced gender representation, while technical programs, like ICT, remain heavily male-dominated.

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

Figure 8 presents student admissions by OUT Regional and Coordination Centres for both non-degree and undergraduate degrees. Kinondoni recorded the highest number of admissions (1,687), followed by Dodoma (872) and Arusha (843), while Tunduru (71) and Temeke (148) had the lowest numbers. Overall, most centres admitted fewer than 500 students, reflecting considerable regional disparities in access and enrollment. The concentration of admissions in major urban centres highlights stronger demand and accessibility compared to peripheral regions. The information is also demonstrated in *Appendix 3*.

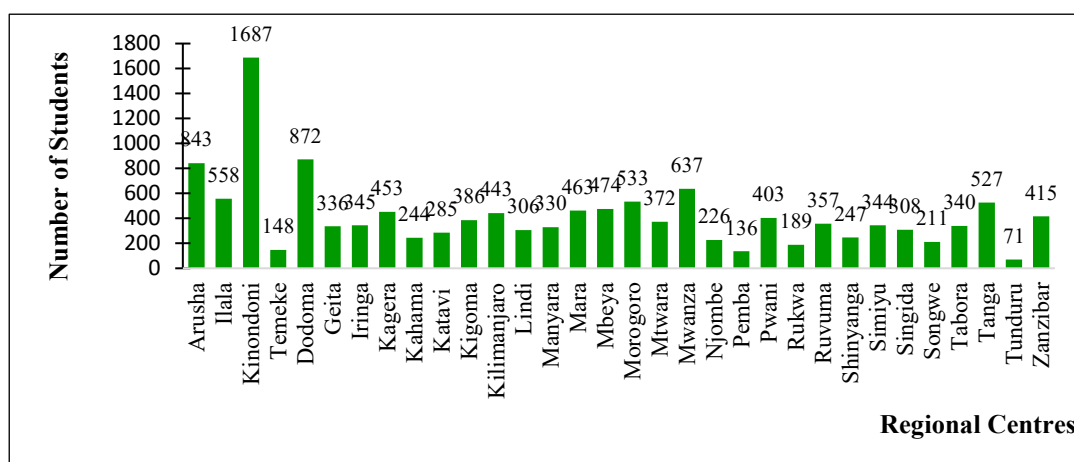


Figure 8: *Students' Admission by OUT Regional and Coordination Centres (Non-Degree and Undergraduate Degrees) in 2024/25 Academic Year*

4.1.6 Admission of Postgraduate Students by Gender from 2020/21 – 2024/25

Figure 9 illustrates the admission trends of postgraduate students at the Open University of Tanzania (OUT) by gender from the 2020/21 academic year to the 2024/25 academic year. Overall, total admissions (T) have increased steadily over the five years, rising from 2,598 in 2020/21 to 4,297 in 2024/25. Male admissions (M) consistently outnumber female admissions (F) throughout the period, though both show a general upward trend. Notably, female admissions have shown significant growth, more than doubling from 646 in 2020/21 to 1,393 in 2024/25 (see Appendix 4). This suggests a positive move towards gender inclusivity in postgraduate education at OUT, though gender disparity still exists.

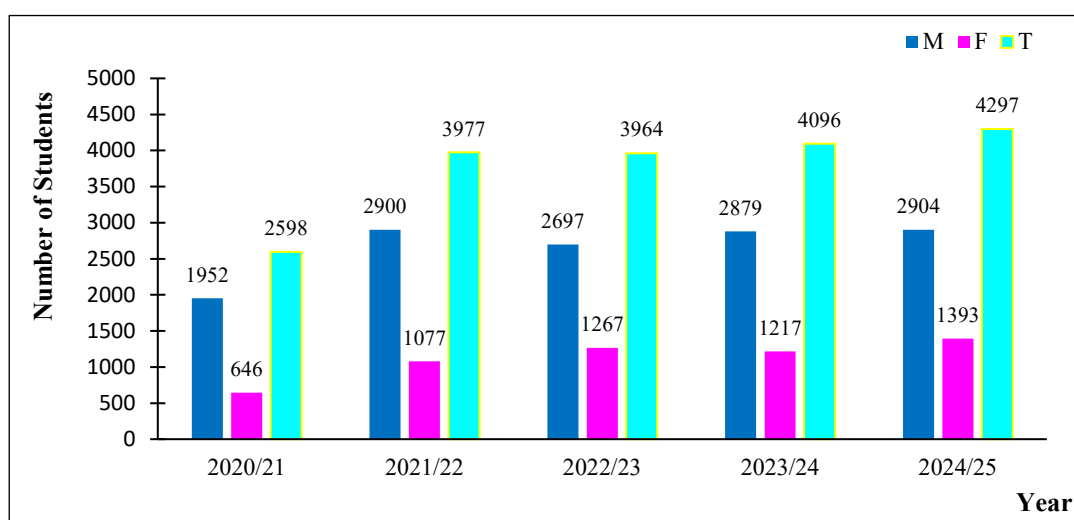


Figure 9: *Postgraduate Students' Admission by Gender from 2020/21 – 2024/25*

4.1.7 Admission of Postgraduate Students into Various Programmes

Appendix 4 presents the OUT's postgraduate program enrollment for 2024/25, comprising a total of 4,297 students (2,904 males and 1,393 females) across diverse graduate-level programs. The Master of Business Administration (MBA) is the largest program with 393

students, followed closely by the Master of Education in Applied Psychology and Guidance and Counselling (M.Ed APPS) with 377 students, and the Master of Human Resource Management (MHRM) with 363 students, indicating strong business demand and education-related advanced degrees. Other significant programs include the Master of Monitoring and Evaluation (MA in M&E), with 292 students, and the PhD program, with 265 students, demonstrating substantial interest in both professional development and doctoral studies. The enrollment demonstrates a pronounced male majority (68% male vs. 32% female), with this gender gap being particularly evident in programs related to business, technology, and science. In contrast, education and social work programs show relatively more balanced gender representation.

4.1.8 Postgraduate Degree Admission by the Regional/Coordination Centre in 2024/25

The distribution of postgraduate admissions across regional centres in 2024/25, as shown in Appendix 5, reveals notable variations. Kinondoni recorded the highest number of admitted students (688), followed by Dodoma (446) and Zanzibar (192). Other centres with relatively high admissions include Arusha (212), Mbeya (200), Mwanza (208), and Tanga (186). In contrast, Temeke, Handeni, and Tunduru reported the lowest admissions, with 0 and 7 students, respectively. Meanwhile, several regions, such as Pemba (47) and Songwe (52), also experienced low enrollments. Overall, the data indicate that enrollment is concentrated in a few urban and highly populated centres, while many peripheral regions have had minimal postgraduate admissions. (See Figure 10).

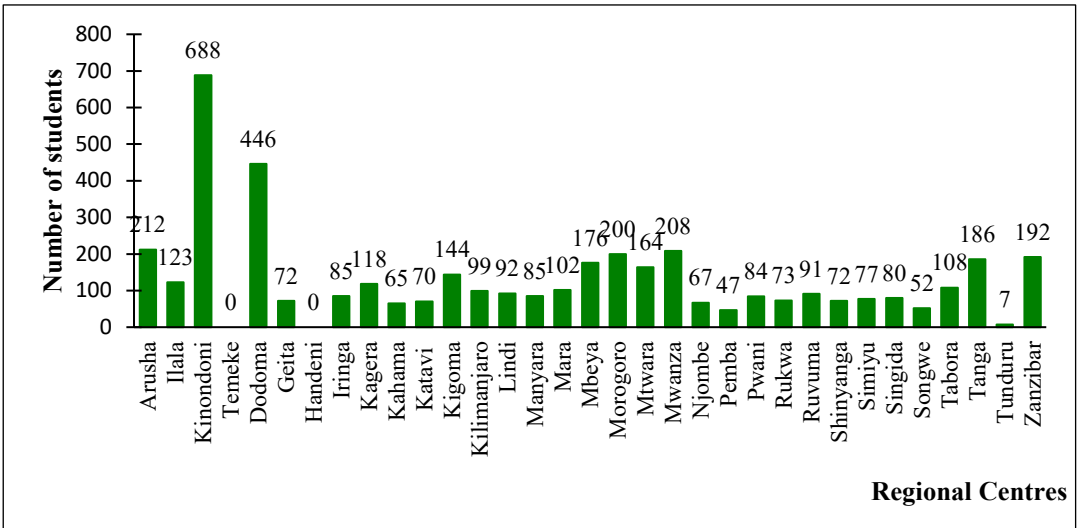


Figure 10: *Postgraduate Degrees Admission by the Regional/Coordination Centre in 2024/25 Academic Year*

4.1.9 Postgraduate Degrees Admission by Country in 2024/25

Table 5 shows that in 2024/25, a total of 12 postgraduate students were admitted to OUT, with three males and nine females. Rwanda recorded the highest number of admissions, with three students, followed by EAC/SADC countries with five, and non-SADC/EAC countries with two, as also demonstrated in **Appendix 6**. Overall, female admissions dominated across all categories, making up 75% of the total intake.

Table 5: Postgraduate Degrees Admission by Country in 2024/25 Academic Year

Country	M	F	T
Ghana	0	1	1
Kenya	1	0	1
Rwanda	1	2	3
EAC/SADC	1	4	5
NON-SADC/EAC	0	2	2
Total	3	9	12

4.1.10 Admission of Postgraduate, Undergraduate, and Non-Degree Students by Gender and Faculty in 2024/25

The distribution of students across faculties in 2024/25 indicates that the Faculty of Arts and Social Sciences (FASS) had the highest share, accounting for 39% of all students. This was followed by the Faculty of Business Management (FBM) with 25%, and the Faculty of Education (FED) with 17%. The Faculty of Science, Technology and Environmental Studies (FSTES) represented 12%, while the Faculty of Law (FLW) recorded the lowest proportion at 7%. Overall, the majority of students were concentrated in FASS and FBM, together representing nearly two-thirds of total enrolments. (See Figure 11 and Appendix 8).

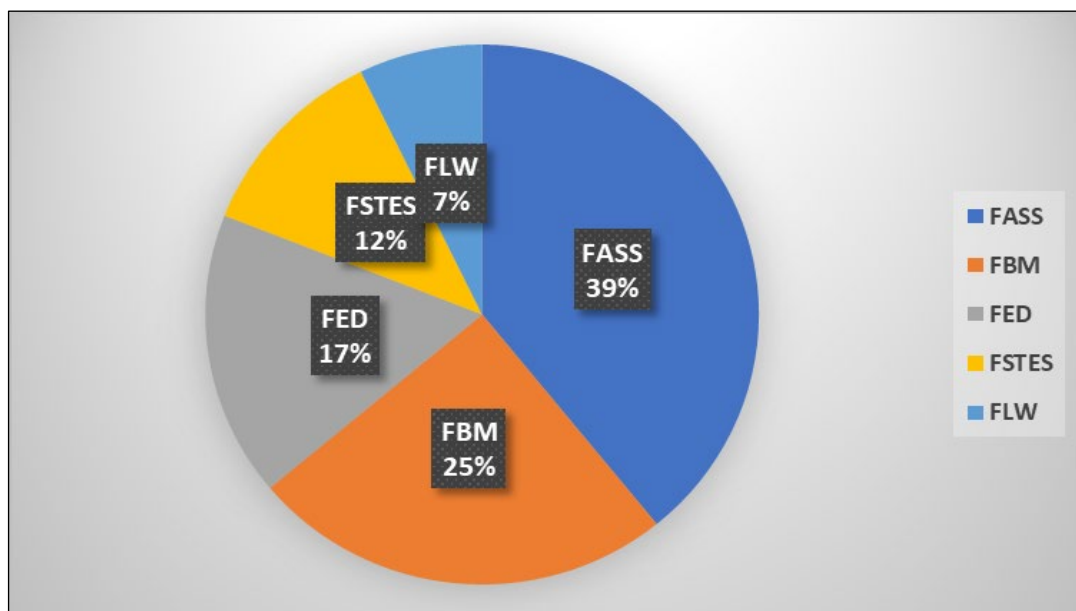
**Figure 11: Percentage of Students Admitted by Faculty in 2024/25 Academic Year**

Table 6 presents the admission of postgraduate, undergraduate, and non-degree students by gender across five faculties for the 2024/25 academic year. Overall, FASS admitted the highest number of students (5,387), while FLW had the lowest (994). Undergraduate programmes recorded the largest enrolment in most faculties, especially in FASS and FBM, while non-degree enrolment was particularly high in FASS. Postgraduate admissions were also significant, with notable numbers in FASS (1,423) and FBM (1,066). Across all faculties, male enrollment was slightly higher than female enrollment, although the gap varied by program and faculty.

Table 6: *Admission of Postgraduate, Undergraduate, and Non-degree Students by Gender and Faculty in 2024/25*

Category	FASS			FBM			FED			FSTES			FLW		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
ND	1039	1229	2268	540	339	879	46	85	131	167	20	187	0	0	0
UG	1023	673	1696	864	598	1462	802	628	1430	850	292	1142	424	112	536
PG	882	541	1423	753	313	1066	536	253	789	222	74	296	311	147	458
Total	2944	2443	5387	2157	1250	3407	1384	966	2350	1239	386	1625	735	259	994

Notes: ND is Non-Degree; UG is Undergraduate and PG is Postgraduate Programmes

Table 7 presents the admission of students in the ICE and PhD programmes for the year 2024/25. ICE recorded a much higher enrolment with a total of 3,758 students, nearly evenly distributed between males (1,978) and females (1,780). In contrast, the PhD programme had a significantly smaller intake of 265 students, with males (200) outnumbering females (65). Overall, the data indicate that while ICE attracted large and balanced participation by gender, PhD enrolment remained limited and male-dominated.

Table 7: *Admission of ICE and PhD Students in 2024/25 Academic Year*

ICE			Ph.D		
M	F	T	M	F	T
1978	1780	3758	200	65	265

4.2 Student Registration Statistics in 2024/25 Academic Year

Appendix 7 shows the distribution of registered students at OUT across different programmes in 2024/25. A total of 12,647 students were registered, with males (7,510) outnumbering females (5,137). Undergraduate programmes attracted the largest share, particularly in the Bachelor of Education in Policy and Management (569), Bachelor of Human Resource Management (447), and Bachelor of Laws (342). Certificates and diplomas also enrolled significant numbers, such as the Certificate in Foundation Programme (1,990) and Diploma in Primary Teacher Education (848). Postgraduate enrolment was strong in the Master of Business Administration (382), Master of Education in Administration, Planning, and Policy Studies (374), and Master of Human Resource Management (329), while PhD registrations were relatively low, with the highest number being in PhD in Business Management (109). Overall, the university exhibits broad programme diversity, with a male-dominated enrolment and notable concentrations in the fields of education, business, and law.

4.3 Graduation Trends from 2020 – 2024

illustrates the graduation trend from 2020 to 2024, broken down by gender. Overall, the total number of graduates increased from 3,841 in 2020 to 4,308 in 2024, with fluctuations in between as shown in Appendix 9. Male graduates consistently outnumbered females each year, although both groups followed a similar rising pattern after the dip in 2021. The lowest graduation numbers were recorded in 2021, while 2024 marked the highest. This reflects a steady improvement in graduation rates over the five years, with males maintaining a lead.

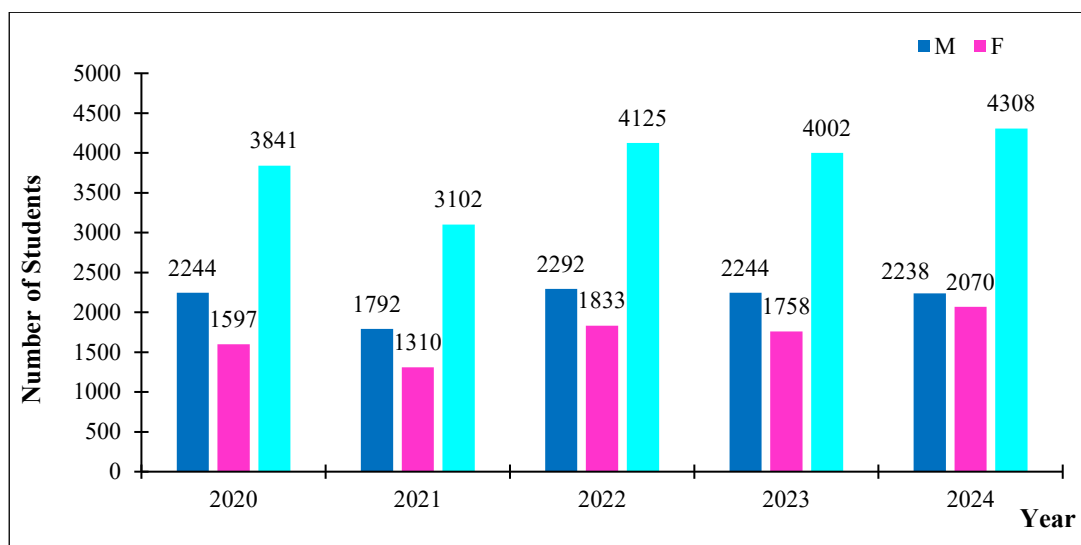


Figure 12: Graduation Trends from 2020 – 2024

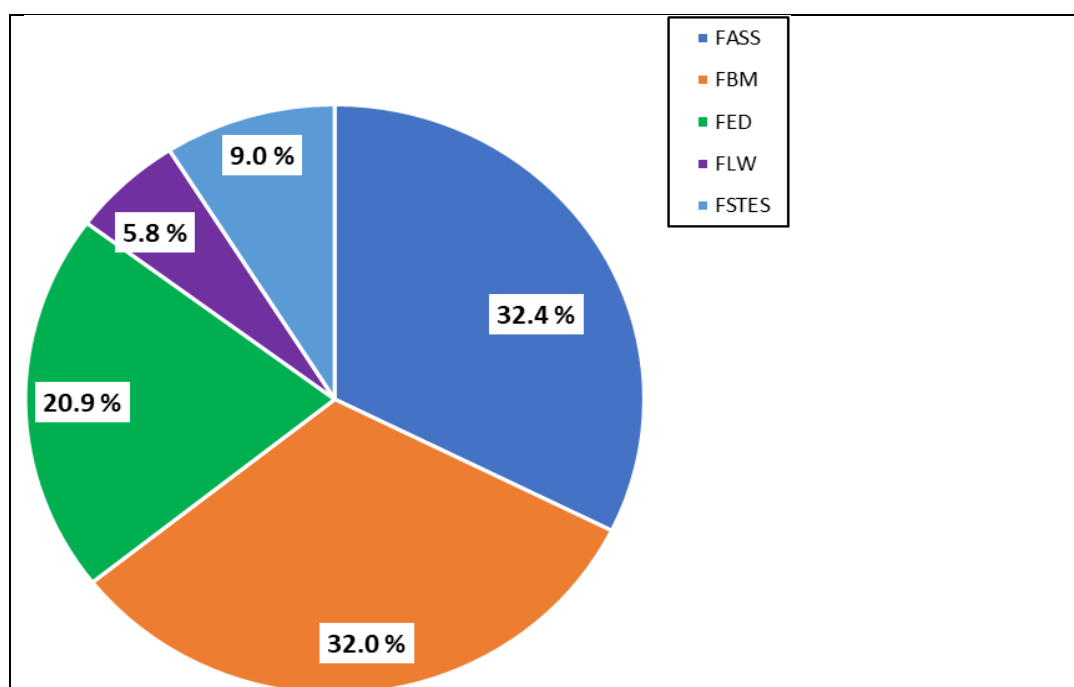


Figure 13: shows the distribution of graduates by faculty in 2024. The Faculty of Arts and Social Sciences (FASS) accounted for the largest share at 32.4%, closely followed by the Faculty of Business and Management (FBM) with 32.0%. The Faculty of Education (FED) contributed 20.9% of the graduates, while the Faculty of Science, Technology and Environmental Studies (FSTES) accounted for 9.0%. The Faculty of Law (FLW) had the smallest share, representing only 5.8% of the total graduates (*Appendix 10*)

(*Appendix 11*)

(*Appendix 12*).

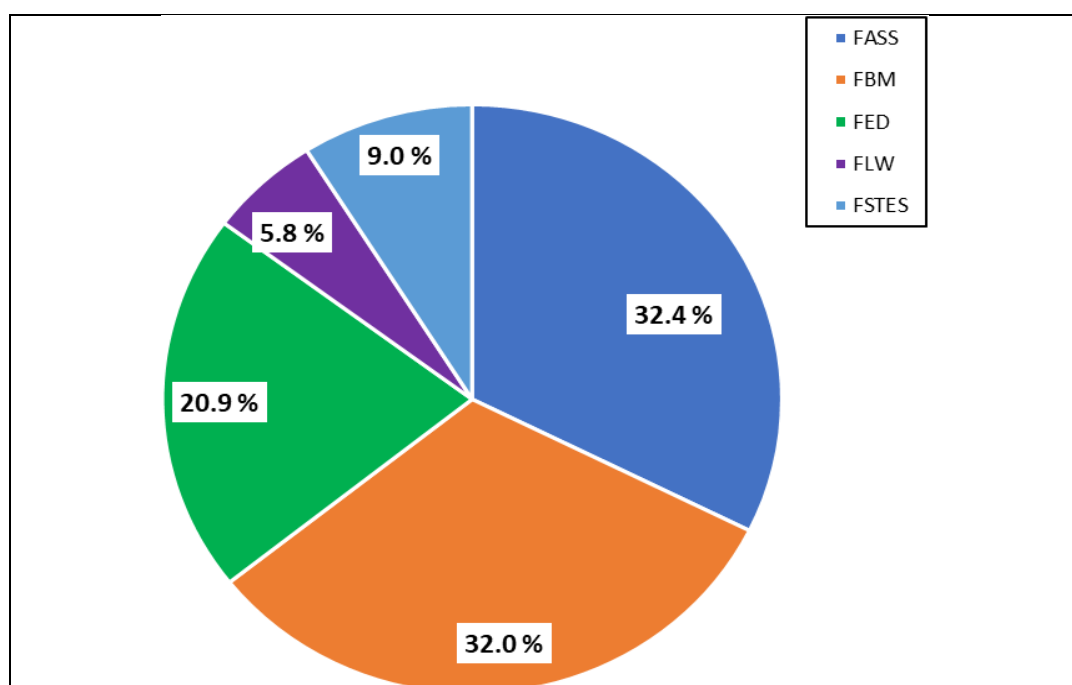


Figure 13: *Distribution of Graduates by Faculty in 2024*

Table 8: *Graduates by Faculty and Gender in 2024*

Category	FASS			FBM			FED			FLW			FSTES		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
ND	64	82	146	98	66	164	14	47	61	-	-	-	48	1	49
UG	225	222	447	207	186	393	155	143	298	84	24	108	115	36	151
PG	100	68	168	134	61	195	80	52	132	22	7	29	9	2	11
Total	389	372	761	439	313	752	249	242	491	106	31	137	172	39	211

Notes: ND is Non-Degree; UG is Undergraduate and PG is Postgraduate Programmes

The Institute of Continuing Education (ICE) produced a total of 1,901 graduates, with more females (1,053) than males (848). At the PhD level, there were 55 graduates, comprising 35 males and 20 females. Overall, ICE had a higher proportion of female representation, while PhD graduates were predominantly male. (See Table 9).

Table 9: *Distribution of ICE and PhD Graduates in 2024*

ICE			Ph.D		
M	F	T	M	F	T
848	1053	1901	35	20	55

4.3.1 Graduates by the Regional/Coordination Centres in 2024

Figure 14 shows the distribution of graduates by regional centres. Kinondoni recorded the highest number of graduates (1,108), far ahead of other centres such as Arusha (257) and Dodoma (246). In contrast, Tunduru (5), Tememe (10), and Dar es Saam (18) had the lowest graduate numbers, highlighting a wide variation in graduate distribution across regions (*Appendix 13*).

Figure 14: Graduates by the Regional/Coordination Centres in 2024

Table 10 shows that in 2024, a total of five graduates were recorded across four countries, all of whom were male. Rwanda had the highest number with two graduates, while Kenya, Ethiopia, and Libya each had one graduate. Notably, no female graduates were reported. However, there is a decrease in the international students who graduated, as shown in (Appendix 14), in comparison with other academic years.

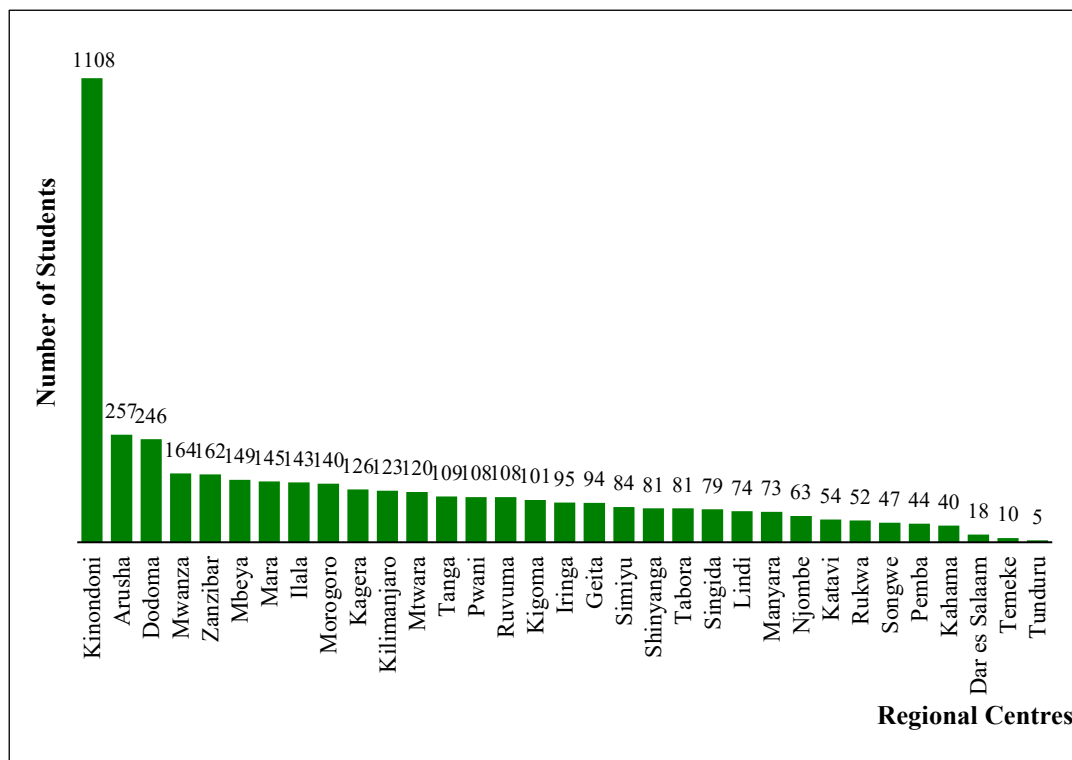


Table 10: Distribution of Graduates by Country in 2024

Country	M	F	T
Kenya	1	0	1
Ethiopia	1	0	1
Libya	1	0	1
Rwanda	2	0	2
Total	5	0	5

Chapter Five

STAFF PROFILE

5.1 Staffing

In recent years, OUT has successfully recruited a young, energetic, and dynamic staff that is academically strong and experienced, in order to succeed the generation of highly qualified, experienced, and reputable senior professionals who are nearing retirement. The University's policy is to recruit, incentivise, and retain new Staff in order to deliver high-quality online and distance education, conduct research, and provide public service for the sustainable and equitable socio-economic development of Tanzania and the rest of Africa. The document outlines the staffing profile of the OUT, focusing on academic, administrative, and technical personnel. It details the demographics of the workforce as of June 2025, including total employee numbers, age profile, gender distribution, and academic qualifications across different staff categories. The data highlights the institution's success in recruiting a workforce needed for optimal operation. The personnel that is the subject of this chapter are those who are compensated by the United Republic of Tanzania and are represented in the Lawson System. As of June 30, 2025, OUT had a total of 706 employees. This comprised 354 Academic staff, 271 administrative staff, and 81 technical staff.

5.1.1 Trend of Academic Staff by Qualification

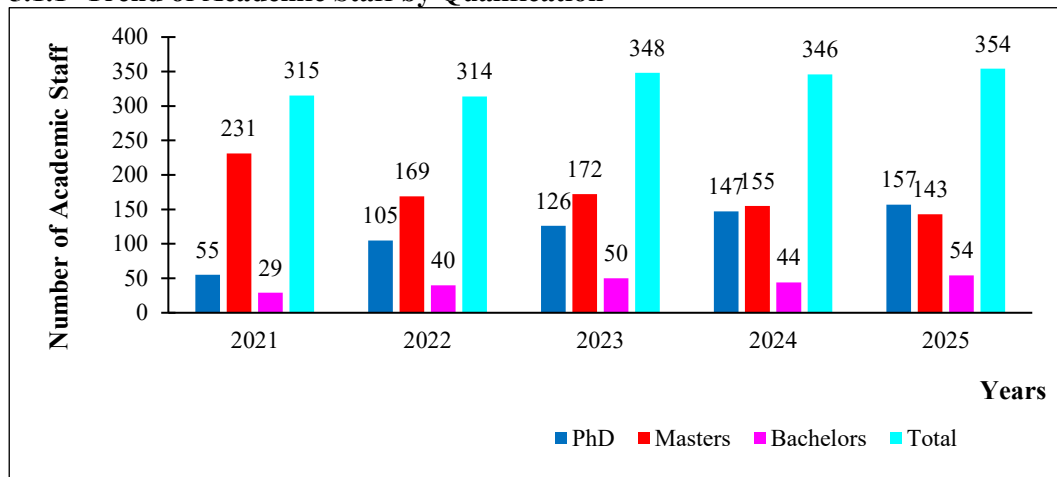


Figure 15 shows the trend of academic staff qualifications at OUT between 2021 and 2025. Overall, the total number of Staff has steadily increased, from 315 in 2021 to 354 in 2025. PhD holders rose consistently from 55 in 2021 to 157 in 2025, indicating growth in highly qualified Staff. In contrast, the number of Staff with Master's degrees decreased from 231 in 2021 to 143 in 2025, while the number of Bachelor's degree holders fluctuated slightly but remained comparatively low. This reflects a gradual shift towards higher qualifications among academic Staff.

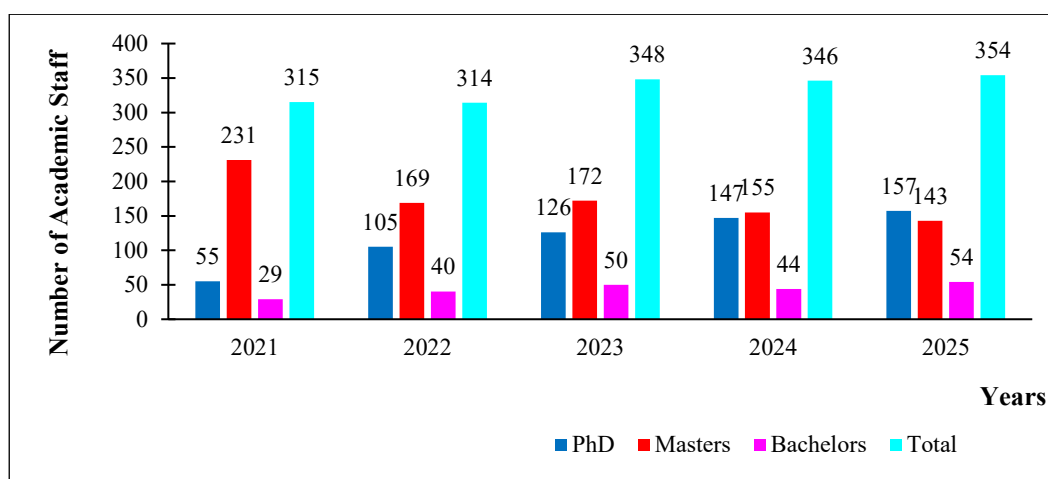


Figure 15: Trends in the Number of Academic Staff by Qualification from June 2021 to June 2025

5.1.2 OUT Academic Staff by Gender and Qualifications by 2020/2021 – 2024/2025

Data show that the number of OUT academic staff increased from 315 in 2020/21 to 354 in 2024/25, with notable growth in qualifications. PhD holders rose sharply from 55 to 157, while those with master's degrees declined from 231 in 2020/21 to 143 in 2024/25. Staff with bachelor's degrees remained relatively stable, increasing slightly from 29 to 54 over the same period. In terms of gender, men consistently outnumbered women across all qualifications; however, women showed steady progress, particularly among PhD holders, where their number increased from 17 to 68. (See Table 11).

Table 11: OUT Academic Staff by Gender and Qualifications by June 2025

Year	PhD			Masters			Bachelors			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
2020/21	38	17	55	144	87	231	19	10	29	201	114	315
2021/22	64	41	105	110	59	169	27	13	40	201	113	314
2022/23	72	54	126	117	55	172	34	16	50	223	125	348
2023/24	87	60	147	105	50	155	30	14	44	222	124	346
2024/25	89	68	157	100	43	143	37	17	54	226	128	354

5.1.3 Trend of Academic Staff by Rank from 2020/21 – 2024/25

Figure 16 depicts the distribution of OUT academic staff by position from 2020/21 to 2024/25. Assistant Lecturers consistently formed the largest group, though their numbers declined from 151 in 2020/21 to 133 in 2024/25. Lecturers were the second-largest category, comprising 87 to 105 staff members, and showed relatively stable numbers over the years. Tutorial Assistants also represented a significant share, increasing from 29 in 2020/21 to 54 in 2024/25. Senior Lecturers gradually grew, reaching 41 in 2024/25, while Professors and Associate Professors remained the smallest groups, with less than 10 staff members each year. Overall, the structure indicates a strong base of early-career academic staff, with slower growth in senior positions.

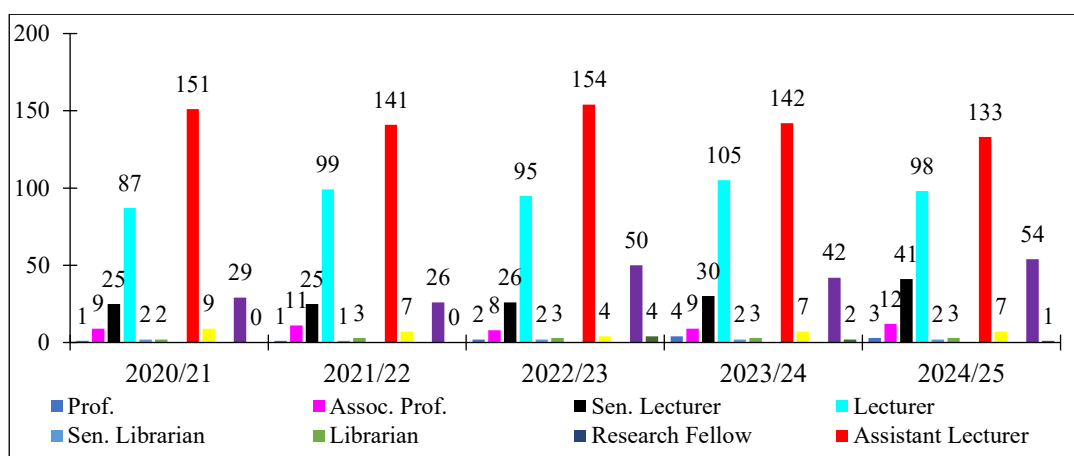


Figure 16: *Trend of Academic Staff by Rank from 2020/21 – 2024/25*

5.1.4 Academic Staff by Gender and Rank from 2020/2021 – 2024/2025

Table 12 presents the OUT academic staff profile by gender and rank as of June 2025. The number of professors increased from one in 2020/21 to seven by 2023/24, although all remain male. The number of Associate Professors rose slightly from nine to twelve, with only one female represented. The number of Senior Lecturers increased from 25 in 2020/21 to 41 in 2024/25, while Lecturers peaked at 105 in 2023/24 before declining to 98 in 2024/25. Assistant Lecturers, the largest group, declined from 142 to 133 as more Tutorial Assistants were recruited, increasing their number from 42 to 54. Despite improvements in some categories, men consistently outnumbered women across ranks, with gender gaps particularly pronounced at senior levels. In percentage terms, Lecturers constituted 30.3%, Senior Lecturers 9.0%, Associate Professors 2.6%, and Professors 1.2% of the total academic staff by 2025.

Table 12: *Academic Staff by Gender and Rank by June 2025*

Year	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
2020/21	1	0	1	8	1	9	21	4	25	40	47	87	2	0	2	1	1	2	0	0	0
2021/22	1	0	1	9	2	11	21	4	25	47	52	99	1	0	1	1	2	3	0	0	0
2022/23	2	0	2	6	2	8	19	7	26	45	50	95	2	0	2	1	2	3	0	0	0
2023/24	4	0	4	7	2	9	19	11	30	55	50	105	2	0	2	1	2	3	0	0	0
2024/25	3	0	3	11	1	12	22	19	41	51	47	98	2	0	2	1	2	3	0	0	0

Table 12: 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
2020/21	103	48	151	6	3	9	0	0	0	19	10	29	0	0	0	201	114	315
2021/22	97	44	141	5	2	7	0	0	0	19	7	26	0	0	0	201	113	314
2022/23	108	46	154	3	1	4	0	0	0	34	16	50	3	1	4	223	125	348
2023/24	99	43	142	5	2	7	0	0	0	28	14	42	2	0	2	222	124	346
2024/25	93	40	133	5	2	7	0	0	0	37	17	54	1	0	1	128	226	354

5.1.5 Academic Staff by Age Profile by June 2025

Figure 17 details the demographic profile of academic Staff by Age and gender in 2025. The data show that the academic workforce is concentrated in the middle-aged range, with the largest number of Staff between 36 and 40 years old. The chart clearly illustrates a significant gender imbalance, as the number of male Staff (M) consistently exceeds that of female Staff (F) across almost every age category. The figure also highlights a notable drop-off in staff numbers for both genders as they approach retirement age, with a particularly sharp decline after the Age of 60.

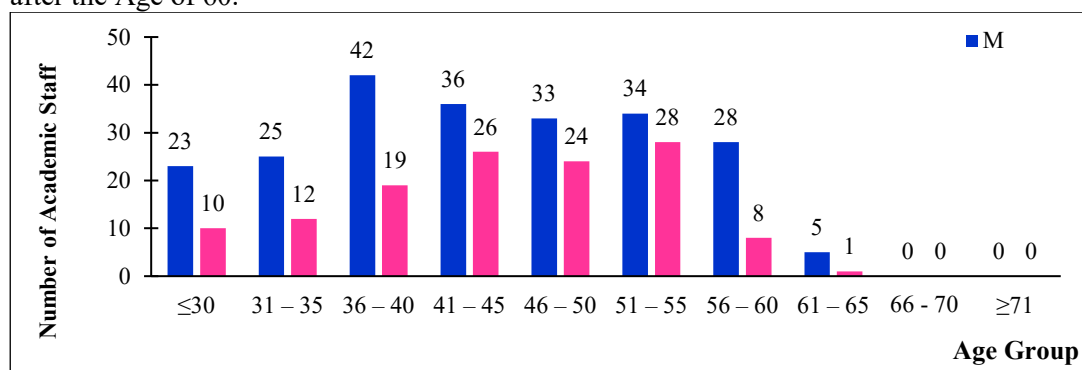


Figure 17: Trend of Academic Staff Profile by Age and Gender by June 2025

5.1.6 Academic Staff Profile by Gender and Age from 2020/21 – 2024/25

Table 13 shows the distribution of OUT academic staff by gender and age from 2020/21 to 2024/25. The total staff increased from 315 in 2020/21 to 354 in 2024/25, with men consistently outnumbering women. Most staff members fell within the 36–50 age range, which remained the dominant age bracket throughout the period. The proportion of younger staff (≤30 years) grew steadily from 10 in 2020/21 to 33 in 2024/25, reflecting recruitment of early-career academics. Staff aged 56–65 also increased from 25 in 2020/21 to 42 in 2024/25, showing the presence of experienced members nearing retirement. Notably, there were no staff members above 70 years of age, and female representation remained lower than that of males across all age categories.

Table 13: Academic Staff Profile by Gender and Age from 2020/21 – 2024/25

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
2020/21	6	4	10	32	16	48	42	29	71	33	24	57	38	27	65	28	11	40
2021/22	2	4	6	25	11	36	43	24	67	33	27	60	44	28	72	25	15	40
2022/23	20	8	28	32	17	49	39	18	57	36	28	64	40	32	72	25	16	41
2023/24	18	7	25	29	16	45	44	21	65	36	26	62	39	29	68	28	18	46
2024/25	23	10	33	25	12	37	42	19	61	36	26	62	33	24	57	34	28	62

Table 13: 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
2020/21	15	3	18	7	0	7	0	0	0	0	0	0	201	114	315
2021/22	21	4	25	7	0	7	1	0	1	0	0	0	201	113	314
2022/23	28	6	34	3	0	3	0	0	0	0	0	0	223	125	348
2023/24	26	7	33	1	0	1	1	0	1	0	0	0	222	124	346
2024/25	28	8	36	5	1	6	0	0	0	0	0	0	128	226	354

Table 14: *Academic Staff-Student Ratio (head count) from 2019/20 – 2024/25*

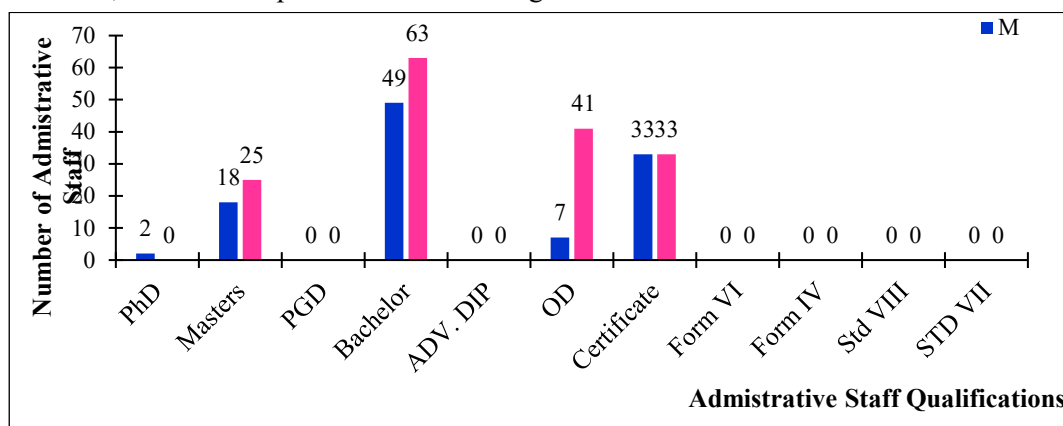
Year	Students who are still in the records	Academic Staff*	Academic Staff Student Ratio
2019/20	65,534	317	1:207
2020/21	71,445	315	1:226
2021/22	75,356	314	1:240
2022/23	99800	348	1:287
2023/24	80,533	346	1:233
2024/25	106,520	354	1:301

Notes: Number of Students who are still in the record taken as per the 51 QACC Meeting for 2024/25

Table 14 presents the academic staff-student ratio using headcounts. Evidently, academic professionals are experiencing a state of being overburdened due to the rise in student enrolment. It is essential to note that not all academic professionals are fully committed to teaching. In other words, certain members of the academic Staff are involved in both administrative and instructional responsibilities, resulting in a reduced contribution to the teaching process. It is reasonable to conclude that OUT should hire additional academic Staff to satisfy the recommended standard of a staff-student ratio of 1:35, as mandated by TCU for a traditional ODL delivery mode.

5.2 Administrative Staff

Figure 18 illustrates the distribution of administrative Staff at the Open University of Tanzania (OUT) by gender and qualification level by June 2025. The data highlights notable gender disparities across various qualification categories. At the Bachelor's degree level, there are 49 male staff members compared to 63 female staff members, making it the largest group overall. For Master's degrees, there are 18 male and 25 female staff members, while the Certificate level has an equal number of staff members, with 33 staff members of each gender. The PhD and OD (Ordinary Diploma) categories show smaller figures, with the PhD category having only 2 male staff and no females, and the OD category with 7 males and 41 females. Several qualification categories, PGD, ADV DIP, Form VI, Form IV, Std VIII, and STD VII, show zero representation for both genders.

**Figure 18:** *Administrative Staff by Gender and Qualifications by June 2025*

5.2.1 Administrative Staff by Gender and Qualifications from 2020/21 – 2024/25

Between 2019/20 and 2024/25, the Open University of Tanzania (OUT) administrative staff composition shows a steady increase in staff with higher qualifications, particularly at the bachelor's and master's levels, while lower-level qualifications, such as Form IV and below,

gradually declined and nearly disappeared by 2024/25. The number of staff with PhDs remained very low (1–2), reflecting limited growth at the highest academic level. The bachelor's degree holders consistently formed the largest proportion, rising from 69 in 2019/20 to 112 in 2024/25. Similarly, master's holders remained significant, although fluctuating, peaking at 51 in 2023/24 before dropping slightly in 2024/25.

Gender-wise, women were more represented at the bachelor's and master's levels, while men were dominant in certificate and lower-level qualifications. Notably, the share of certificate holders increased significantly in 2024/25 (66 staff compared to 14 in 2023/24), replacing the declining numbers of Form IV and other lower-level staff. Overall, the total staff strength increased from 228 in 2019/20 to 271 in 2024/25, with a noticeable shift towards higher academic qualifications, reflecting OUT's gradual professionalisation of its administrative workforce. (See Table 15).

Table 15: Administrative Staff by Gender and Qualifications from 2020/21 – 2024/25

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
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	16	30	46	1	0	1	37	26	63	1	1	2	6	56	62
2021/22	1	0	1	9	19	28	2	2	4	41	36	77	0	1	1	9	51	60
2022/23	1	0	1	11	20	31	0	2	2	41	45	86	0	1	1	7	58	65
2023/24	2	0	2	22	29	51	0	0	0	46	57	103	0	0	0	5	57	62
2024/25	2	0	2	18	25	43	0	0	0	49	63	112	0	0	0	7	41	48

Table 15: 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
2019/20	11	2	13	0	0	0	11	16	27	0	0	0	0	0	0	92	136	228
2020/21	9	15	24	1	2	3	9	8	17	0	0	0	0	0	0	80	138	218
2021/22	15	15	30	1	2	3	7	9	16	0	0	0	0	0	0	85	135	220
2022/23	18	2	20	0	0	0	6	9	15	0	0	0	0	0	0	84	137	221
2023/24	4	10	14	0	0	0	5	7	12	0	0	0	0	0	0	84	160	244
2024/25	33	33	66	0	0	0	0	0	0	0	0	0	0	0	0	162	109	271

5.2.2 Administrative Staff Profile by Gender and Age by June 2025

Figure 19 displays the Age and gender distribution of administrative Staff at OUT (Open University of Tanzania) for 2025. The data show that the majority of administrative Staff are concentrated in the middle-aged range, with the 36–40 age group having the highest representation (18 males and 39 females). Female Staff significantly outnumber male Staff in most age categories, particularly in the 36–40, 46–50, and 51–55 age groups, where women represent 39, 36, and 29 staff members, respectively. The youngest group (≤ 30 years old) shows a more balanced gender distribution, with 22 males and 23 females. Staff numbers decline notably in older age brackets, with the 56–60 group having only 9 males and 4 females, and no staff representation in the 61–65, 66–70, and ≥ 71 age categories. Overall, the data indicate that OUT's administrative workforce is predominantly middle-aged, with a higher proportion of female employees across most age ranges.

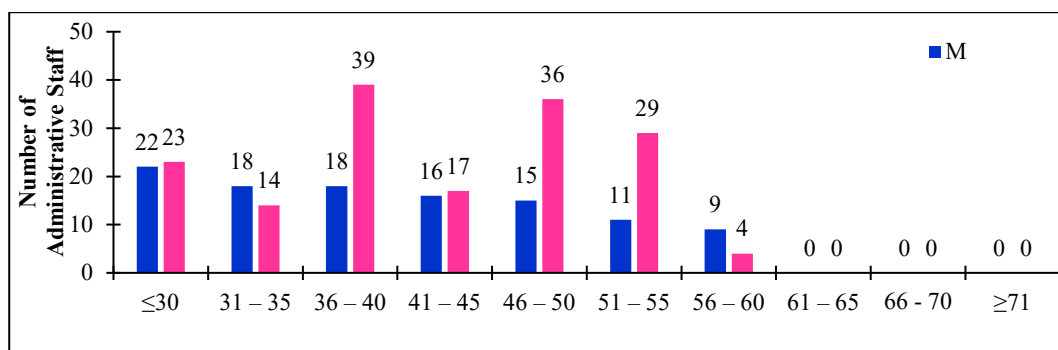


Figure 19: Administrative Staff Profile by Age and Gender by June 2025

5.2.3 Administrative Staff Profile by Gender and Age from 2020/21 – 2024/25

Table 16 shows the five-year trend of administrative staff at OUT from 2020/21 to 2024/25, broken down by gender and age groups. The total administrative staff has grown steadily from 222 in 2020/21 to 271 in 2024/25, representing a 22% increase over the period. Female staff consistently outnumber male staff across all years, with the gender gap widening from 48 more females in 2020/21 to 53 more females in 2024/25. The workforce is predominantly concentrated in the 31–55 age range, with very few staff in the older age categories (61 and above showing zero representation throughout all years), indicating a relatively young to middle-aged administrative workforce.

Table 16: Administrative Staff Profile by Gender and Age from 2020/21 – 2024/25

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
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
2022/23	8	5	13	16	15	32	18	28	36	10	45	20	11	22	22	16	16	32
2023/24	12	16	28	11	24	35	19	32	51	12	44	56	11	22	33	14	15	29
2024/25	18	14	32	22	23	45	18	39	57	15	36	51	11	29	40	16	17	33

Table 16: 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
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
2022/23	5	6	11	0	0	0	0	0	0	0	0	0	84	137	221
2023/24	5	7	12	0	0	0	0	0	0	0	0	0	84	160	244
2024/25	9	4	13	0	0	0	0	0	0	0	0	0	109	162	271

5.3 Technical Staff by June 2025

Figure 20 illustrates the qualification distribution of technical staff at the Open University of Tanzania (OUT) by June 2025, revealing a heavily male-dominated workforce. The Bachelor's degree level represents the largest group with 47 males and only 11 female technical staff members, highlighting a significant gender disparity in this qualification category. The OD (Ordinary Diploma) level is the second largest group, comprising 14 male and 2 female staff, while other qualification levels show much smaller numbers. Notably, several categories, including PhD, PGD (Postgraduate Diploma), and Advanced Diploma,

show zero or minimal representation, with the overall technical staff being overwhelmingly male across all qualification levels.

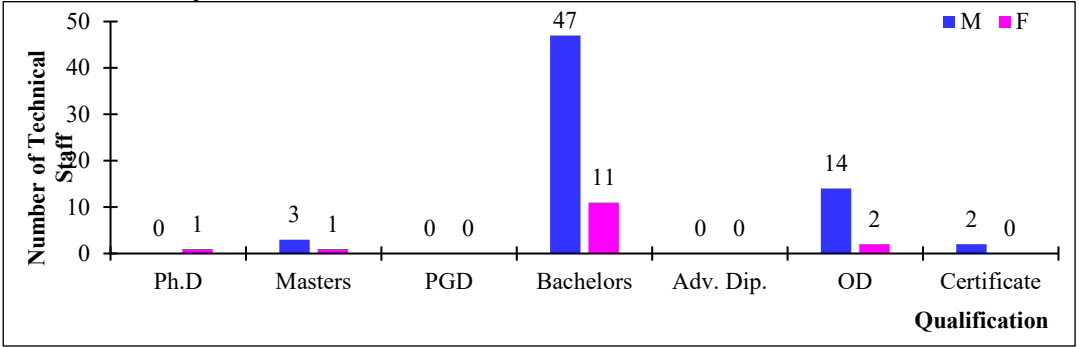


Figure 20: *Distribution of Technical Staff by Qualification by June 2025*

5.3.1 Technical Staff by Gender and Highest Academic Qualifications from 2020/21 – 2024/25

Table 17 presents the five-year trend of technical staff at OUT from 2020/21 to 2024/25, categorised by gender and highest academic qualification. The technical staff workforce has grown significantly from 53 in 2020/21 to 81 in 2024/25, with a notable peak of 99 staff in 2023/24. The workforce is heavily male-dominated, with men consistently representing about 80% of technical staff across all years, and the gender gap has widened over time (from 39 more males in 2020/21 to 51 more males in 2024/25). Bachelor's degree holders form the largest qualification group, increasing from 27 staff in 2020/21 to 58 in 2024/25. Meanwhile, higher qualifications, such as PhD and PGDs, remain virtually absent, and lower qualifications show minimal representation across the period.

Table 17: *Technical Staff by Gender and Highest Academic Qualifications from 2020/21 – 2024/25*

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
2020/21	0	0	0	4	2	6	0	0	0	25	2	27	3	0	3	10	3	13
2021/22	0	0	0	1	1	2	0	0	0	22	3	25	3	0	3	15	3	18
2022/23	0	0	0	1	1	2	0	0	0	49	9	58	3	0	3	13	3	16
2023/24	0	0	0	3	0	3	0	0	0	46	11	57	3	0	3	9	2	11
2024/25	0	1	1	3	1	4	0	0	0	47	11	58	0	0	0	14	2	16

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
2020/21	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	46	7	53
2021/22	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	43	7	50
2022/23	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	68	13	81
2023/24	19	0	19	0	0	0	0	0	0	0	0	0	0	0	0	84	15	99
2024/25	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	66	15	81

5.3.2 Technical Staff Profile by Age and Gender by June 2025

Figure 21 illustrates the age and gender distribution of technical staff at OUT for the 2024/25 period, revealing a predominantly male and young workforce. The technical staff is heavily concentrated in younger age groups, with the highest numbers in the ≤30 age category (19

males, 6 females). The representation declines steadily with age, showing no representation beyond the 56-60 age group. Male staff significantly outnumber female staff across all age categories, with the gender disparity being most pronounced in the younger age ranges, indicating both a male-dominated field and a relatively young technical workforce at the University.

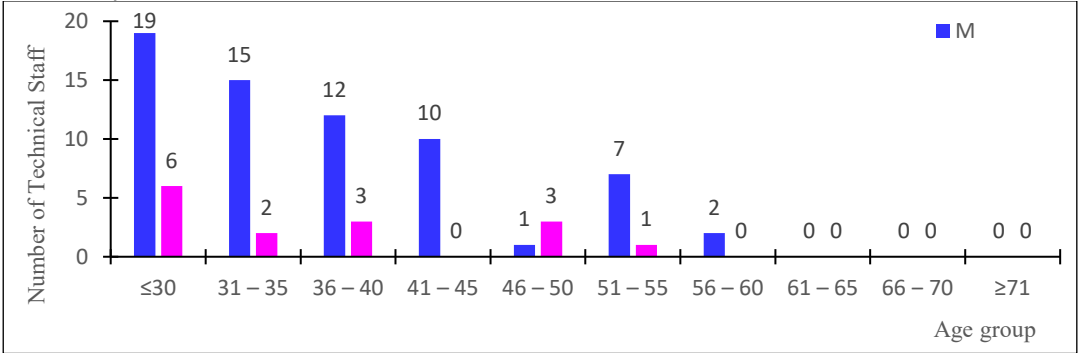


Figure 21: *Technical Staff Profile by Gender and Age by June 2025*

5.3.3 Technical Staff Profile by Gender and Age from 2020/21 – 2024/25

Table 18 shows the five-year trend of technical staff at OUT from 2020/21 to 2024/25, broken down by gender and age groups. The technical workforce experienced significant growth, increasing from 53 staff in 2020/21 to a peak of 99 in 2023/24, before declining to 81 in 2024/25. Throughout this period, male staff consistently represented approximately 80% of the workforce. The staff distribution shows a strong concentration in younger age groups, particularly the ≤30 and 31–35 categories, with very few staff members beyond age 55 and no representation in the older age brackets (61 and above). The workforce remains heavily male-dominated across all age groups and years, with female representation showing only modest increases from 7 staff in 2020/21 to 15 staff in recent years.

Table 18: *Technical Staff Profile by Gender and Age from 2020/21 – 2024/25*

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
2020/21	5	0	5	14	1	15	15	2	17	2	3	5	7	1	8	3	0	3
2021/22	3	0	3	12	0	12	12	3	15	6	3	9	5	1	6	5	0	5
2022/23	24	6	30	12	0	12	17	3	20	5	2	7	3	2	5	7	0	7
2023/24	26	8	34	19	0	19	19	3	22	6	2	8	3	2	5	9	0	9
2024/25	19	6	25	15	2	17	12	3	15	10	0	10	1	3	4	7	1	8

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
2020/21	0	0	0	0	0	0	0	0	0	0	0	0	46	7	53
2021/22	0	0	0	0	0	0	0	0	0	0	0	0	43	7	20
2022/23	0	0	0	0	0	0	0	0	0	0	0	0	68	13	81
2023/24	2	0	2	0	0	0	0	0	0	0	0	0	84	15	99
2024/25	2	0	2	0	0	0	0	0	0	0	0	0	66	15	81

Chapter Six

RESEARCH, INNOVATION, CONSULTANCY AND PARTNERSHIPS

6.1 Introduction

The Open University of Tanzania produces relevant, high-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.

6.2 Research Projects and Consultancies

6.2.1 Research Projects

The OUT staff possess reputable expertise in conducting research and providing consultancy services in both national and international arenas. Most staff members possess a sound track record of providing research services and consultancy, as shown in the Table. In general, the number of research projects exhibits a decreasing trend from 2014/15 up to 2016/17. There was a slight improvement in the academic years 2017/18 and 2018/19. The number of research projects has been decreasing since the 2015/16 academic year due to the non-availability of small grant research funds. In the 2019/20 academic year, the number of research projects was 4, which is the fewest of all eight years presented in Table 19.

Table 19: *Number of Research Projects Conducted by the Open University of Tanzania Staff from 2014/15 – 2024/25*

Year	Number of Research Projects
2014/15	34
2015/16	15
2016/17	6
2017/18	15
2018/19	12
2019/20	4
2020/21	8
2021/22	12
2022/23	4
2023/24	10
2024/25	12

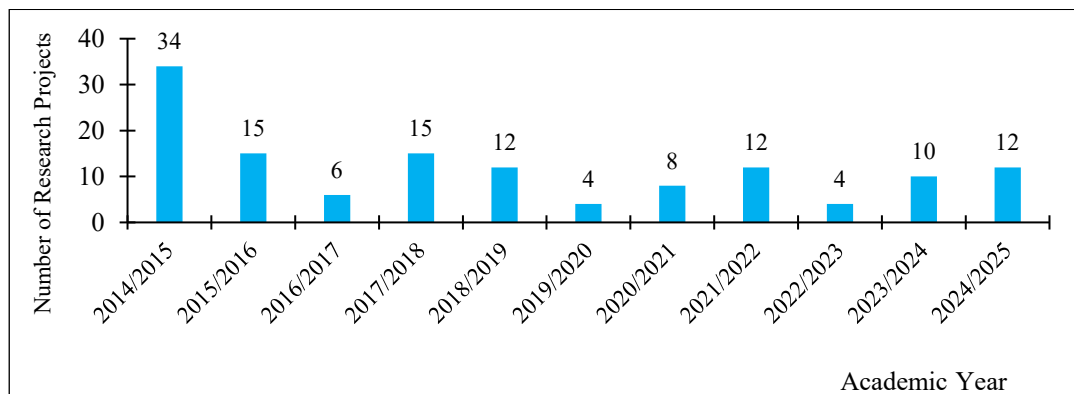


Figure 22: *Trends in the Number of Research Projects*

6.2.2 Registered Consultancies

The OUT-staff members have reputable expertise in providing consultancy services. Most staff members possess a sound track record of providing consultancy, as shown in Table 20.

Table 20: *Number of Registered Consultancies from 2014/15 – 2024/25*

Year	Number of Consultancies
2014/15	8
2015/16	6
2016/17	7
2017/18	4
2018/19	8
2019/20	5
2020/21	15
2021/22	23
2022/23	25
2023/24	6
2024/25	4

6.2.3 Establishment of the Open University of Tanzania Consultancy Bureau (OCB) Board

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

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

The Board is comprised of the following members (Table 21):

6.2.3.1 Internal Members

1. Deputy Vice Chancellors,
2. Coordinator of Income Generation Unity (IGU)
3. Consultancy coordinators from two faculties/institutes (by rotation)
4. Director of Finance and Accounts
5. Director of Quality Assurance and Control
6. Director of OCB – Secretariat

6.2.3.2 External Members

1. 1 from Public Service – Chairperson
2. 1 from Business Community

Table 21: Internal and External Board Members of OCB of the Open University of Tanzania

S/ N	Name	Position Held	Affiliation	Area of Expert	Contact	Position
1	Amina Ramadhan Haighai	Head of Finance & Accounting	Personal Data Protection Commission (PDPC)	Accounting & Finance	Mobile: 0692 968 866 Email: rama.amina84@yahoo.com amina.haighai@pdpc.go.tz	Chairperson
2	Salmin Yusuph Malole	Director of Corporate Services	Public Procurement Regulatory Authority	Business Management in Finance	Mobile: 715 997070 & +255 786 455000 Email: salmin.malole@ppra.go.tz	Vice Chairperson
3	Henrico D. Ndagula	Principal Economist	Ministry of Finance	Economist	Mobile: 0748183873 Email: henrico.ndagula2@hazina.go.tz	Member
4	Richard Malulu Mayongela	Assistant Director - Minority Interest Section	Office of the Treasury Registrar	Business Administration	Mobile 0784 777 720 Email: mayongela81@yahoo.com	member
5	Isdor Paul Nkindi	Director of Registration of Companies & Business Names	BRELA	Law	Mobile + 255 782 843 974 Email: ispank77@yahoo.co.uk isdor.nkindi2@brela.go.tz	Member
6	Francis Bwana Kibhisa	Director	Rex Investment Company Limited	Electrical Engineer	Mobile: 0754495735 Email: f.kibhisa@rexsolarenergy.com	Member
7	Ester Benard Msimbazi	Director For Legal Aid Services	Ministry of Constitution and Legal Affairs	Law	Mobile: 0785281146 Email: Ester.msambazi@sheria.go.tz	Member
8	Theresia Mayanie	Head of SME -	Bank of Africa Tanzania	Human resources	Mobile: 0767293529 Email: thedylloyce@gmail.com	Member
9	Ms. Mary Richard	Head of Programs- Tanzania Women Lawyers Association	Tanzania Women Lawyers Association	Law	Mobile: 0753987182 Email: mary.richard@tawla.or.tz	Member
10	Dr. Janet Kigobe	Dean Fed	OUT	Education	Mobile: 0762449908 Email: janet.kigobe@out.ac.tz	Member
11	Dr. Edephonc Nfuka	Director of DCS	OUT	ICT	Mobile: 0754280802 Email: edphonc.Nfuka@out.ac.tz	Member
12	Theresia June Bagenda	HR	OUT	BA with Education & Human Resources	Phone: 0767551166 Email: theresia.bagenda@out.ac.tz	Member

6.3 Publications and Innovations

Generally, the pace of producing study materials is slow and decreasing. In the academic year 2020/21, only the Faculty of Education managed to publish 8 study materials. OUT has transitioned to a blended mode of delivery, integrating ICTs. Under the blended mode, learners are not only dependent on traditional study materials but rather a combination of different learning materials available on our Moodle Platform.

6.3.1 Study Materials Publications

Table 22 presents the production of new study materials published since the 2014/15 academic year. The Table shows that, despite the slow pace of developing study materials, the Faculty of Education appears to have, to date, authored more study materials (20) than others. In the academic year 2019/20, only the Faculty of Education produced study materials (8), while the other faculties published none. In the academic years 2020/21, 2021/22, 2022/23, and 2023/24, neither a faculty nor an institute published study materials; however, our students can still access study materials available on our Moodle platform and CDs.

Table 22: *Production of Study Materials from 2014/15 – 2024/25*

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
2022/23	0	0	0	0	0	0	0
2023/24	0	0	0	0	0	0	0
2024/25	0	0	0	0	0	0	0
Total	8	0	20	0	6	9	43

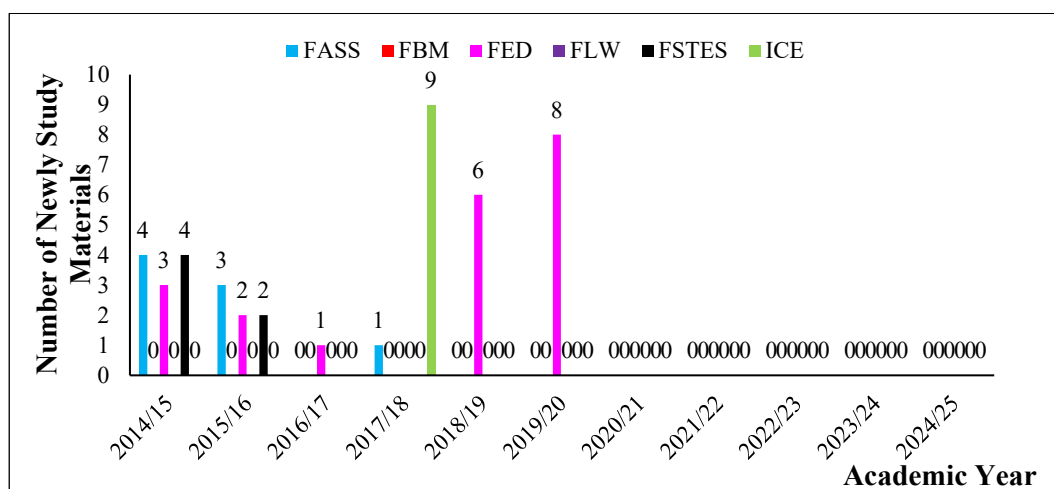


Figure 23: *New Study Materials from 2014/15 – 2024/25*

6.3.2 Journal Produced by OUT

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

6.3.2.1 HURIA

Of the seven journals mentioned above, The Huria Journal is the first official, refereed publication of the University, expanding and updating 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 specialisations: 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 in August 2025 has published its latest issue, "Huria Journal Volume 32, Issue 1. The issue is available online on the website

<https://www.ajol.info/index.php/huria>

6.3.2.2 The Journal of Issues and Practice in Education

The Journal of Issues and Practice in Education is a refereed journal produced by the Faculty of Education at the University. The journal is designed to inform both academics and the public about issues and practices related to the field of education. It also informs the public on issues pertinent to their day-to-day educational experiences. Its latest issue, Vol. 17, Issue 1, was published in August 2025. The issue is available online on the website

<https://journals.out.ac.tz/index.php/jipe/issue/view/89/28>

6.3.2.3 African Journal of Law and Practice

The African Journal of Law and Practice (AJLP) is a newly established publication, replacing the former Open University Law Journal. AJLP is a peer-reviewed academic journal committed to becoming one of the most reputable legal journals in its field. It is published quarterly and addresses a wide range of legal issues related to African Law, legal practice, and law and development in Africa. AJLP specialises exclusively in legal issues and welcomes both doctrinal and empirical submissions that offer thought-provoking analysis of legal matters affecting communities, with a focus on legal reforms across the African continent. Additionally, it publishes manuscripts that apply a comparative approach and have broader implications for knowledge sharing and contribution. Its first issue was published in July 2007. Open University Law Journal has published its latest issue, Vol. 1 Issue 1, on December 31, 2024. The issue is available online on the website

<https://journals.out.ac.tz/index.php/law>

6.3.2.4 African Journal of Economic Review

The African Journal of Economic Review (AJER) is a refereed biannual journal that was launched by the Centre for Economics and Community Development in the 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, labour economics,

health economics, environmental economics, and economic reforms. The AJER has been registered as eISSN: 2455-5966 and print ISSN: 1821-8148. Vol. 1, first issue of the Journal was published in January 2013. The latest journal issue produced was Vol. 6, Issue 2, dated September 14, 2018. The issues are available online on the website: <https://www.ajol.info/index.php/ajer>

6.3.2.5 The African Resources Development Journal

The African Resources and Development Journal (ARDJ) is a refereed, international, biannual journal published twice a year in May and November, based in the Department of Geography, Tourism, and Hospitality, Faculty of Arts and Social Sciences. The ARDJ is an applied Journal containing peer reviewed high quality and scholarly articles focused on Population Studies related to Resource Management, Poverty and Community Action, Gender and Development, Urban Development and Management, Demography, Spatial planning, Environmental Management and Protection, Livelihood Issues, Property Management, Land Use Planning, Wildlife Management, Climate Change, Human Settlement, Conservation; and Disaster Rescue Management. Besides, the ARDJ also welcomes Research Notes, Conference Reports, Viewpoints, Book Reviews and events. The ARDJ has been registered as ISSN 1821-9373. Its first issue was published in September 2014. The latest journal issue, Vol. 7, Issue 1, was released on September 28, 2024. The issue is accessible online at: <https://journals.out.ac.tz/index.php/ardj>.

6.3.2.6 The Pan African Journal of Business Management (PAJBM)

The Journal is produced by the Faculty of Business Management, The Open University of Tanzania. It is an international Journal that publishes original research papers of academic interest. It contains peer-reviewed solicited and unsolicited academic articles presenting research conducted in the business concerning Africa. It also accepts case studies, book reviews, and summaries of dissertations. Volume 1, Issue 2, published in 2017, featured a range of articles examining free cash flows, agency costs, and firm performance, as well as the impact of economic growth, product diversification, public expenditure, and social capital on 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 issue, Vol. 9, Issue 1, was published on June 23, 2025. The issue is available online on the website: <https://journals.out.ac.tz/index.php/pajbm>

6.3.2.7 Tanzania Journal of Science and Technology (TJST)

The journal is a peer-reviewed international journal that is biannually published in June and December by the Faculty of Science, Technology, and Environmental Studies of the Open University of Tanzania (OUT). Tanzania Journal of Science and Technology is a publishing peer reviewed, of high quality and original scholarly research, short communications, research notes and review articles in all areas of, but not limited to, environmental sciences, mathematics, physics, chemistry, biology, computer sciences, agricultural sciences, engineering, biological sciences, natural products, energy resources, food sciences, ethno botany, nutrition, modeling, environmental chemistry, information and communication technologies, information technologies, wildlife and nature conservation, climate change, biosciences, biotechnology, bioinformatics, biogeochemistry and bioengineering. The latest journal issue, Vol. 6, Issue 1, was released on December 31, 2024. The issue is available online on the website: <https://journals.out.ac.tz/index.php/tjst>

6.4 National and International Collaborations

Table 23: *National and International Collaboration of Various Institutions with OUT*

S/N	Institution / Organisation	Start Date	Duration (Years)	Status	Type	Country
1	Ludwig-Maximilians-Universität München (LMU), Germany	13/12/2024	5 Years	Active (Valid until Dec 2029)	University	Germany
2	DC Brilliant Teachers' College	16/02/2024	5 Years	Active (Valid until Feb 2029)	College	Tanzania
3	Zanzibar University (Z.U)	09/11/2021	3 Years	Expired (Expired Nov 2024)	University	Zanzibar
4	Swiss Distance University of Applied Sciences (FFHS)	24/04/2024	5 Years	Active (Valid until Apr 2029)	University	Switzerland
5	University of Bremen (UB)	2019	5 Years	Expired (Expired in 2024)	University	Germany
6	Laweh University College, Ghana (Now Accra Metropolitan University)	19/07/2023	5 Years	Active (Valid until July 2028)	University College	Ghana
7	Western Norway University of Applied Sciences (HVL)	04/04/2024	5 Years	Active (Valid until Apr 2029)	University	Norway
8	Distant Production House University (DPHU)	10/10/2022	5 Years	Active (Valid until Oct 2027)	University	Finland
9	University of Cheikh Anta De, Dakar, Senegal	03/2020	5 Years	Expired (Expired March 2025)	University	Senegal
10	Mbeya University of Science and Technology (MUST)	21/04/2021	5 Years	Active (Valid until Apr 2026)	University	Tanzania
11	Florida Agricultural and Mechanical University (FAMU)	11/07/2017	10 Years	Active (Valid until July 2027)	University	United States of America
12	Ngorongoro Conservation Area Authority (NCAA)	2023	5 Years	Active (Valid until 2028)	Government Authority	Tanzania
13	Shimulimuli Company Limited	11/07/2023	3 Years	Active (Valid until July 2026)	Private Company	Tanzania
14	Commonwealth Scholarships	15/10/2021	3 Years	Expired (Expired Oct 2024)	Scholarship Programme	United Kingdom
15	The Prevention and Combating of Corruption Bureau (PCCB)	19/12/2023	5 Years	Active (Valid until Dec 2028)	Government Bureau	Tanzania
16	Hyundai Solar Tec Co., LTD – Korea	04/04/2024	3 Years	Active (Valid until Apr 2027)	Private Company	South Korea
17	United Nations High Commissioner for Refugees (UNHCR)	06/05/2024	5 Years	Active (Valid until May 2029)	International Organization	Switzerland

S/N	Institution / Organisation	Start Date	Duration (Years)	Status	Type	Country
18	Advanced International Education Support Services Limited (AIESS)	02/04/2024	6 Years	Active (Valid until Apr 2030)	Education Services Company	India
19	Social Education Center	05/06/2024	3 Years	Active (Valid until June 2027)	Education Center	
20	Moyo Islamic Academy (MIA)	13/06/2024	5 Years	Active (Valid until June 2029)	Academy	Tanzania
21	University of South Africa (UNISA)	21/03/2025	5 Years	Active (Valid until March 2030)	University	South Africa

6.5 Community Engagement and Outreach

The Open University of Tanzania considers Corporate Social Responsibility (CSR) as an umbrella term that encompasses voluntary corporate initiatives directly concerned with social welfare, community development, the environment, and facilitating access to various services, as well as addressing strategic needs. Corporate Social Responsibility aims to benefit the community in which the Open University of Tanzania operates, while also enhancing the university's public image.

6.5.1 Corporate Social Responsibility Activities

6.5.1.1 Donations

On October 26, 2024, graduates, students, and staff from the Open University of Tanzania (OUT) Arusha Regional Centre visited Arusha Main Prison (Kisongo) (Figure 24). Donating items worth Tshs. 1.5 million to inmates and remandees, many of whom lack family support, as highlighted by OUT-Arusha Director Dr Nangware Msofe, who emphasised the importance of ongoing community engagement with stakeholders and alumni. Dr Flora Kiwonde, Director of International Relations and Academic Conferences, noted the event was part of OUT's 30th Anniversary celebrations and underscored the university's commitment to providing free education to qualifying inmates. Inspector Ramadhani Misanga, Director of Prisons, expressed gratitude for the donations and OUT's educational initiatives for prisoners. The visit concluded with OUT representatives, including graduates and student leaders, sharing a meal at the New AICC Club in Arusha.



Figure 24: OUT-Arusha Regional Centre visits prisoners and remandees at Arusha Main Prison on 26th October 2024.

On September 21, 2024, teachers, graduates, and students from the Open University of Tanzania (OUT), Morogoro Regional Centre, joined by the Directorate of International Cooperation and Academic Conferences (DICU) and OUTSO-Morogoro, visited the Special Needs Unit at Noto Secondary School and the Fungafunga Elderly Care Centre to commemorate OUT's 30th Anniversary since its inception in 1994 (Figure 25). The delegation donated various gifts to support these

community groups, concluding the outreach with a luncheon and closing remarks at the Police Mess Hall in Morogoro. Dr Flora Kiwonde, Director of DICU, praised the alumni, centre leadership, and participants for their dedication. At the same time, Dr Christopher Charles, Director of the Morogoro Regional Centre, encouraged alumni to strengthen their ties to build a robust OUT Alumni Association. Similar events are planned in other regional centres leading up to the university's 30th Anniversary celebrations.



Figure 25: *OUT Morogoro Alumni Gather and Visit People with Special Needs on 21st September 2024*

On October 25, 2024, the Open University of Tanzania (OUT) Coast Branch delegation visited Mandera Secondary School in Chalinze District Council to donate essential items, including school shirts, bed sheets, shoes, and socks, to Form Four students who lost their belongings in a dormitory fire (**Error! Reference source not found.**). Ms Hawa Waziri, Acting Vice President of OUTSO and President of the OUTSO Coast Region, officially handed over the aid, urging the students to remain focused and resilient despite the incident. The Headmistress, Ms Regina Ngereza, and a student representative expressed heartfelt gratitude for OUT's compassionate and prompt support, assuring that the donations would be used effectively.



Figure 26: *The OUT Coast Region Branch Provides Humanitarian Support to Students at Mandera Secondary School*

Chapter Seven

RESOURCES AND FACILITIES

7.1 Learning Infrastructure and Technologies: Regional Educational Facility Capacities

The Open University of Tanzania (OUT) operates a comprehensive network of educational facilities distributed across its Headquarters (HQs) and various regional centres. This infrastructure supports a range of administrative, teaching, examination, and technology-enabled learning activities.

Overall Facility Capacity Summary: As of the latest available data, OUT's infrastructure includes:

- i) 349 Staff Offices with a total capacity for 696 individuals.
- ii) 32 Examination Halls with a combined capacity for 5,220 students.
- iii) 49 Lecture Rooms capable of accommodating 7,402 students.
- iv) 39 Computer Labs with a total capacity for 1,079 users.
- v) 22 Libraries (Main/Min) with a total capacity for 731 users.
- vi) Science Laboratories with a total capacity for 68 users.
- vii) 2,340 Graduation Gowns are also maintained at the HQs.

Detailed Breakdown by Facility Type and Regional Distribution:

7.2 Scholarships

Scholarships form a part of OUT's financial support mechanisms. Notably, the HEET project, which receives funding through a World Bank loan to the Government, has provided support to OUT Staff for building capacity in areas such as tourism and science education, including Postgraduate scholarships. These HEET funds have also been directed towards staff development scholarships.

7.3 Financial Aids

Loan allocation from 2020/21 to 2024/25 (Table 24)

Table 24: *OUT Students who benefit from HESLB and ZHESLB from 2020/21 – 2024/25*

Tanzania Higher Education Students' Loans Board (HESLB)			
UNDERGRADUATE STUDENTS			
Academic Year	Male	Female	Total
2020/21	61	27	88
2021/22	74	43	117
2022/23	124	73	197
2023/24	185	98	283
2024/25	198	139	337
TOTAL	642	380	1022
POSTGRADUATE STUDENTS			
Academic Year	Male	Female	Total
2024/25	5	3	8
TOTAL	5	3	8

Tanzania Higher Education Students' Loans Board (HESLB)			
Zanzibar Higher Education Students Loans Board (ZHESLB)			
Undergraduate Students			
2020/21	13	4	17
2021/22	13	5	18
2022/23	21	5	26
2023/24	37	9	46
2024/25	23	14	37
TOTAL	107	37	144

There has been a consistent upward trend in the total number of undergraduate students receiving HESLB loans, increasing by approximately 283% from 88 in 2020/21 to 337 in 2024/25. The number of female beneficiaries has also steadily increased from 27 (30.7% of the total) to 139 (41.2% of the total) over this period, indicating a rising proportion of female students receiving this financial aid. For postgraduate students, data is only provided for 2024/25, showing a small allocation of 8 loans, with 5 (62.5%) allocated to male students and 3 (37.5%) to female students.

ZHESLB undergraduate loans show an increase from 17 in 2020/21 to a peak of 46 in 2023/24, representing an increase of over 170%. However, there was a subsequent decrease to 37 in 2024/25. Female participation in ZHESLB loans also increased notably from 4 (23.5% of total) in 2020/21 to 14 (37.8% of total) in 2024/25, though the total number of beneficiaries is significantly lower compared to HESLB

7.4 Financial Resources

OUT's financial resources are primarily derived from government subsidies, self-generated income, and funds mobilised from various development partners. The Open University of Tanzania (OUT) requires robust financial resources to support its three core functions: teaching and learning, public service, and research and publications. The institution's operations are largely sustained by Government subventions and self-generated income, supplemented by funds from various development partners. Audited financial data for the fiscal years 2019/20 to 2023/24 are used for reporting.

7.4.1 Funds and Funding Sources (Internal and External)

Between the fiscal years 2019/20 and 2023/24, the Open University of Tanzania's total internal and external finance amounted to Tshs. 168,642,901,598. During this period, Government support contributed approximately 58%, OUT's own collections accounted for about 37%, and development partners provided around 5% of the total funding.

7.4.2 Internal Sources

Internal funding for OUT is generated directly by the university.

7.4.2.1 Tuition Fees

- i) Tuition fees are a significant source of OUT's internal revenue.
- ii) Historical trends indicate that not all students consistently meet their tuition fee obligations.

Table 25: Tuition Fees Collected (T.Shs) from 2019/20 – 2023/24

Academic Year	Active students	Estimated Fees	Tuition Collected fees	Tuition fees/ %collected estimated fees
2019/20	13,426	14,800,892,966	9,861,109,969	66.6
2020/21	16,416	14,198,977,167	11,336,765,388	79.8
2021/22	14,806	16,960,000,000	13,543,612,876	79.9
2022/23	16,646	13,140,000,000	14,368,952,962	109.4
2023/24	16885	17,980,000,000	18,013,346,682	100.2
TOTAL	61,294	77,079,870,133	67,123,787,877	436

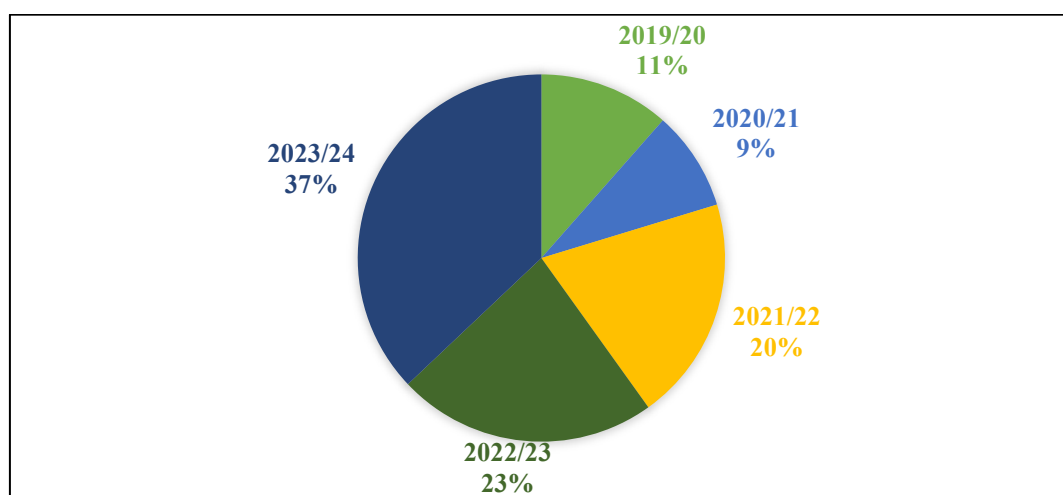
The percentage of collected tuition fees relative to estimated fees demonstrated significant improvement, rising from 66.6% in 2019/20 to exceed 100% in 2022/23 (109.4%) and 2023/24 (100.2%). This indicates highly effective collection strategies in the later years, where actual collections surpassed initial estimates. The number of active students also fluctuated, with an overall increase from 13,426 in 2019/20 to 16,885 in 2023/24 (**Table 25**).

7.4.2.2 Other Incomes

The "Other Income" account was officially established in 2005/06, with a dedicated steering committee and financial accounts set up in 2008 to bolster financial sustainability.

Table 26: OUT Revenue from Other Incomes

Financial year	Revenue (T.Shs)
2019/20	368,777,373
2020/21	281,651,675
2021/22	634,867,088
2022/23	732,242,798
2023/24	1,187,535,061
TOTAL	3,205,073,995

**Figure 27: Other Income Distribution for the Corresponding Year**

The "Other Incomes" showed a general upward trend in revenue, increasing from Tshs. 368,777,373 in 2019/20 to Tshs. 1,187,535,061 in 2023/24, and the total revenue from "Other Incomes" from 2019/20 to 2023/24 was Tshs. 3,205,073,995 as shown in

Table 26. The chart (Figure 27) visually represents this growth, indicating an increasing contribution from these diverse revenue streams to OUT's financial sustainability. These funds encompass various revenue streams, including sales of memorabilia, transcript fees, disposal of old equipment, income from graduation gown rentals, IGU income, tender document sales, study material sales, registration fees, program change fees, consultancy fees, IET project, and Institutional Cost project revenues.

7.4.3 Government Subvention

Government subventions are a primary financial resource for the Open University of Tanzania (OUT), supporting its core functions of teaching and learning, public service, and research and publications. Audited financial data for the fiscal years 2019/20 to 2023/24 are used for reporting on these subventions. Government support contributed approximately 58% to OUT's total internal and external finance, making it the largest contributor (Table 27).

Table 27: Government Subvention: Recurrent and Development Subvention from 2019/20 – 2023/24

Fiscal Year	Recurrent (T.Shs '000)			Development (T.Shs '000)		
	Requested	Allocation	%(Alloc/Requested)	Requested	Allocation	%(Alloc/Requested)
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
2021/22	36,165,642	17,778,576	49.2	7,377,643	0	0
2022/23	32,602,078	20,251,834	62.1	1,250,000	1,874,000	150
2023/24	20,272,534	19,884,297	98.1	0	0	0
TOTAL	157,096,542	103,127,852	342	11,627,643	3,676,745	270

7.4.4 External Sources

7.4.4.1 Local Research Grant (Development Partners)

OUT actively seeks and receives research grants from various development partners. Notable Research Grants (2019/20 – 2023/24). In 2019/20: Received Tshs 34,168,700 from Victoria Disability, Nafasi Opportunity Society, and COSTECH. 2020/21 received Tshs 49,926,949 from COSTECH Research Fund. 2021/22: Received Tshs 52,326,420 from Local Grants. In 2022/23: Received Tshs 183,773,000 for Short Course Training & Consultancy. In 2023/24: Received a substantial Tshs 3,783,105,609.70 from Consultancy (Tshs 143,297,409.28) and short course/Training (Tshs 3,639,808,200.42). Based on the provided breakdown of research grants starting from 2019/20, research grants contributed a total of Tshs 320,195,069 through 2022/23. The source states this specific amount represented 3.8% of the total development partner funding from 2019/20 to 2022/23 (Table 28).

Table 28: Research Grants Received from Various Development Partners from 2019/20 – 2023/24

Financial Year	Source of Grants	Amount (Tshs.)	Total (Tshs.)
2019/20	Victoria Disability	10,000,000	10,000,000
	Nafasi Opportunity Society	4,168,700	4,168,700
	COSTECH	20,000,000	20,000,000
2020/21	COSTECH Research Fund	49,926,949	49,926,949
2021/22	Local Grants	52,326,420	52,326,420
2022/23	Short Course Training & Consultancy	183,773,000	183,773,000
2023/24	Consultancy	143,297,409.28	3,783,105,609.70
	Short course/Training	3,639,808,200.42	
TOTAL		4,103,300,679	4,103,300,679



Figure 28: Bar Chart Representing Local Grants (Tshs) from 2019/20 – 2023/24

This chart visually represents the annual amounts of local grants received. It indicates significant increases in local grant funding in 2022/23 and 2023/24, with amounts reaching several billion Tshs in those years. This surge in 2022/23 was driven by major projects, including TPA/TCS and HEET, and in 2023/24 by projects such as CL4STEM, Children with Disabilities, and UN Rights Conventions-NOREC (Figure 28).

7.4.4.2 Foreign Grants and Loans (Development Partners)

Development partners provide crucial grants and loans that support OUT's strategic functions. The World Bank loan through the HEET project stands as the largest contributor, followed by the TPA/TCS Project. Specifically in 2022/23, the TPA/TCS Project and the HEET project combined to provide Tshs. 7,148,140,539 HEET funds were specifically utilised for capacity building in tourism, science education, postgraduate scholarships, and the procurement of textbooks. A contract sum of Tshs 3,648,140,539 was allocated for the construction of seven zonal science laboratories and for staff development scholarships. Other significant development partners include the ENSUZA Project Fund, EPICA Project, and DECCE Project. The total amount of grants and loans from development partners between 2019/20 and 2022/23 was Tshs. 7,901,570,353.4. The source also notes that grants and loans from development partners contributed Tshs. 8,069,878,400.37 (96.2%) to the total development partner funding from 2019/20 to 2023/24 (Table 29).

Table 29: Foreign Grants from International Development Partners or Loans from 2019/20 – 2023/24

Financial Year	Source of Grants	Amount (Tshs.)	Total (Tshs.)	Contribution to the University (if any)
2019/20	ENSUZA Project	135,195,553.83	591,607,580.09	
	DECE Project	27,459,000		
	EPICA Projects	96,584,669.59		
	DECCE PROJECT	83,853,742.57		
	ENSUZA PROJECT	161,175,099.77		
	EPICA PROJECT	87,339,514.33		
2020/21	KATHOLIEKE PROJECT	46,076,909.44	89,495,814.33	
	SINTEF FUND PROJECT	34,770,106.90		
	UGANDA MANAGEMENT INSTITUTION	3,608,797.99		
	UNESCO FUND	5,040,000.00		
2021/22	Local Grants	52,326,420	52,326,420.00	
2022/23	TPA/TCS Project	3,500,000,000	7,168,140,539.00	
	UNHCR	20,000,000		
	Government Grant Development Foreign (HEET)	3,648,140,539		
2023/24	Connected learning for teachers' capacity building in STEM (CL4STEM) -Founder/Donor IDRC	188,652,404	415,391,545.00	48,600,888/= (5% of the project value/amount) Exchange Program for Staff and Students
	Children with disabilities and UN rights Conventions- NOREC	173,143,799		
	Empowering teachers and health workers in providing sexual and reproductive health education- BELGIUM (KATHOLIEKE PROJECT)	53,595,342		
OVERALL TOTAL		8,316,961,898.42		

7.4.5 Overall funds and funding

Table 30: Special Funding Sources

FUNDING SOURCE	AMOUNT
Tuition fees	67,123,787,877.00
Other Incomes	3,205,073,995.00
Recurrent allocation	103,127,852.00
Development allocation	3,676,745.00
Other Charges	6,020,010,386.00
Personal emoluments.	95,233,841,787.00
Local Research Grants	4,103,300,679.00
Foreign Grants /loans	8,316,961,898.42
TOTAL	184,109,781,219.42

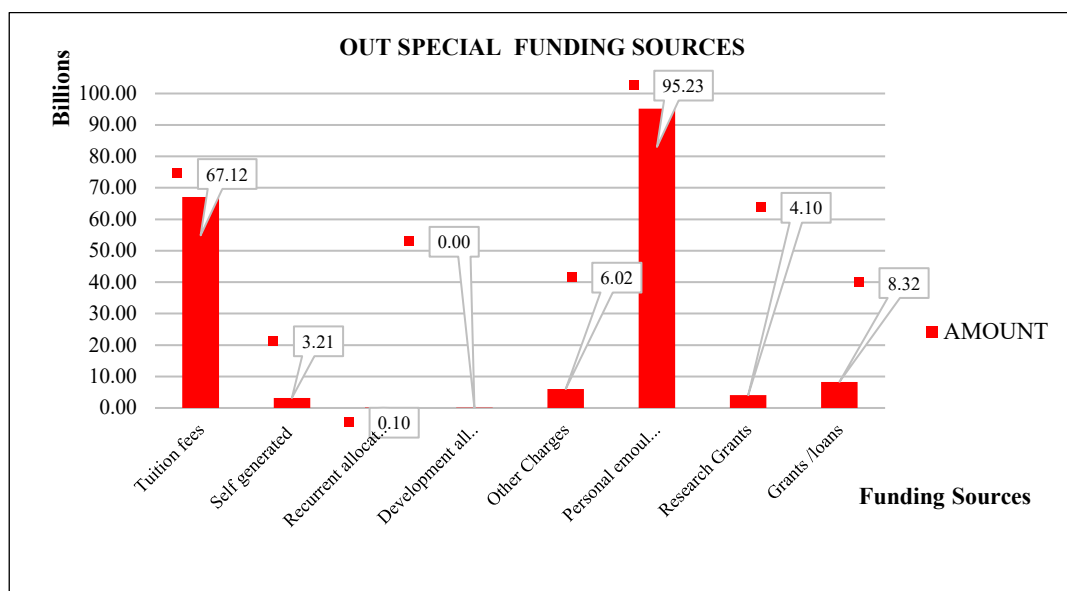


Figure 29: Bar Chart Representing Special Funding Sources

This summary highlights personal emoluments as the largest financial category, indicating significant expenditure on staffing. Tuition fees are a significant source of internal revenue, reflecting the reliance on student contributions. External funding, including grants and loans, also constitutes a substantial portion of OUT's financial resources (Figure 29).

7.5 Overall Funds and Funding Sources (Internal and External)

Between the fiscal years 2019/20 and 2023/24, the Open University of Tanzania's total internal and external finance amounted to Tshs. 168,642,901,598

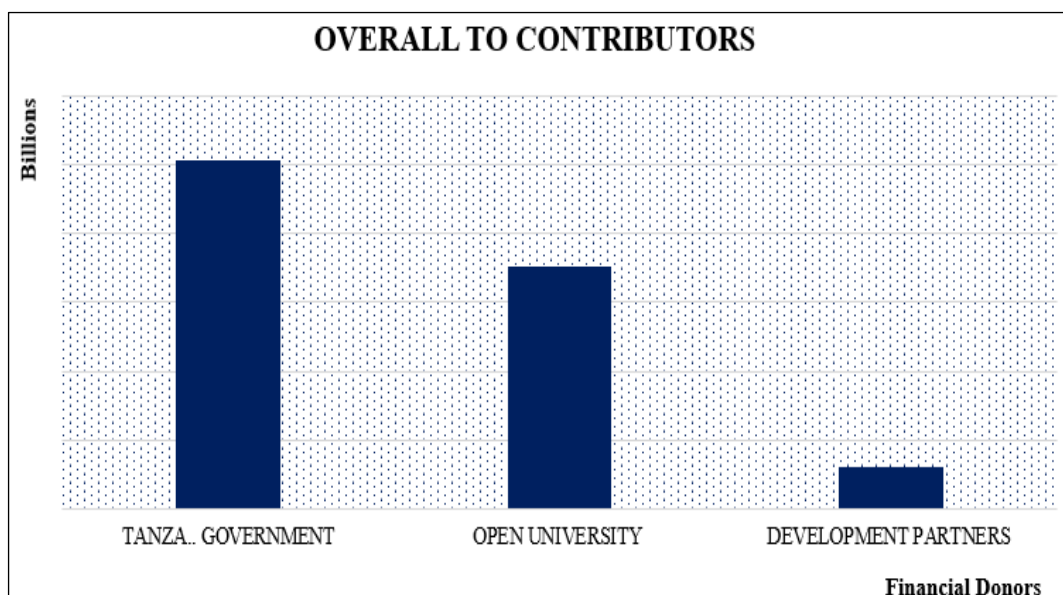


Figure 30: Bar Chart representing the overall contribution of donors to the out welfare

Bar Chart representing the overall contribution of donors to the out welfare: This chart visually represents the aggregate contributions of the Tanzania Government, Open University (self-generated/internal), and Development Partners to OUT's total funding.

Consistent with the textual data, the chart implies that the Tanzania Government is the largest contributor, with an estimated Tshs 101.36 billion (approximately 58%) this is followed by the Open University's own collections (self-generated/internal funds), contributing an estimated Tshs 70.33 billion (about 37%), and Development Partners 12.42 billion (around 5%) of the total finance between 2019/20 and 2023/24.

Chapter Eight

CONCLUSIONS AND RECOMMENDATIONS

8.1 Overview

This chapter synthesises the major insights derived from the data and analyses covered in earlier chapters of the booklet. It reflects on the progress made by the Open University of Tanzania (OUT) in the 2024/25 academic year, identifies gaps, and provides actionable recommendations to guide the University toward its mission of delivering accessible, flexible, affordable, and high-quality open and distance learning (ODL).

The 2024/25 reporting year has been a milestone period for OUT, marked by remarkable achievements as well as persistent challenges. The analysis in this report has demonstrated OUT's ability to expand access to higher education, leverage emerging technologies, strengthen research outputs, and implement strategies to meet national, regional, and international quality standards. However, the findings also highlight pressing issues in areas such as equitable access, financial sustainability, and infrastructure development, which require strategic interventions.

8.2 Conclusions

Based on the findings from the various chapters of this booklet, the following conclusions have been drawn:

8.2.1 Growth and Access to Higher Education

OUT continues to play a central role in democratising higher education through its ODL model. Student enrolment across non-degree, undergraduate, and postgraduate programmes grew significantly in 2024/25, reaching a total of 17,786 students. This reflects the growing demand for flexible learning options that cater to diverse learners, including working professionals, rural populations, and marginalised groups.

- i) The Foundation Programme remains the largest entry point, accounting for 42% of non-degree admissions.
- ii) Undergraduate programmes recorded strong growth, with the Bachelor of Education in Project Management and Bachelor of Human Resource Management leading in enrolments.
- iii) Postgraduate education is steadily expanding, with the MBA and M.Ed. APPS among the most sought-after programmes.

However, regional disparities persist. Urban centres such as Kinondoni, Dodoma, and Arusha dominate admissions, while peripheral and rural regions, such as Tunduru and Songwe, remain underrepresented. This may highlight some concerns about equitable access to higher education services across Tanzania.

8.2.2 Gender Participation

There has been progressive improvement in gender representation, particularly in non-degree programmes, where female participation approaches parity. However, disparities are evident at higher levels:

- i) Undergraduate programmes remain male-dominated (63% male vs 37% female).
- ii) Postgraduate enrolment shows an even wider gap (68% male vs. 32% female).

8.2.3 Graduation Trends and Labour Market Relevance

OUT graduated a total of 4,308 students in 2024, the highest number in the past five years. The majority of graduates came from FASS (32.4%) and FBM (32.0%), underscoring the popularity of social sciences and business programmes. Growth in professional fields such as law, ICT, and environmental studies remains slower. The increasing number of PhD graduates (55 in 2024) demonstrates OUT's growing contribution to knowledge creation and advanced scholarship.

8.2.4 Staff Capacity and Human Resources

The academic workforce has grown to 354 academic staff, with a notable rise in PhD holders from 55 in 2021 to 157 in 2025. Despite this progress, the staff-student ratio remains significantly above TCU's recommended 1:35, indicating that academic staff are overburdened, particularly in areas such as supervision and assessment. Technical staff remain limited in number and skills, which affects the integration of emerging technologies for ODL delivery.

8.2.5 Financial Sustainability

OUT's operations are heavily reliant on government subventions and tuition fees, which together form the bulk of its revenue streams. Although there have been modest gains in mobilising funds from grants, research projects, and partnerships, these external sources remain underutilised. Fluctuations in government support pose a risk to the university's sustainability, especially for capital-intensive projects such as digital infrastructure upgrades.

8.2.6 Research, Innovation and Partnerships

Research output is improving, with an increasing number of projects and publications being produced. OUT's journals, including HURIA, continue to provide platforms for scholarly dissemination. However, limited funding and heavy teaching workloads constrain staff participation in research and innovation activities.

8.2.7 Technological Infrastructure

Significant progress has been made in adopting digital technologies for teaching and learning, including Moodle-based learning management systems and online examinations. However, unreliable internet connectivity, limited access to devices, and low digital literacy among some students and staff hinder the full potential of ODL.

8.3 Recommendations

To consolidate gains and address identified challenges, the following strategic recommendations are proposed:

8.3.1 Expanding Equitable Access

- i) Establish mobile outreach units to reach underrepresented rural and marginalised populations.
- ii) Develop scholarship and bursary programmes, particularly targeting female students and those from disadvantaged backgrounds.
- iii) Partner with local governments and NGOs to provide learning hubs with reliable internet access in underserved regions.

8.3.2 Enhancing Academic Capacity

- i) Recruit additional academic staff to meet the growing enrolment and reduce the staff-student ratio.
- ii) Invest in continuous professional development, with a focus on digital pedagogy, supervision, and quality assurance.
- iii) Create incentives for staff retention, such as clear promotion pathways and research grants, to support a culture of excellence.

8.3.3 Improving Quality and Relevance of Programmes

- i) Establish regular curriculum review cycles aligned with labour market demands.
- ii) Strengthen industry linkages through internships and joint projects to ensure graduates are well-prepared for the job market.
- iii) Integrate competency-based education (CBE) approaches to foster practical skills.

8.3.4 Strengthening Financial Sustainability

- i) Diversify revenue streams through consultancy services, alumni giving, mobilisation and commercialisation of research outputs.
- ii) Develop partnerships with the private sector and international agencies for co-funded projects.
- iii) Establish a financial risk management framework to monitor and mitigate revenue fluctuations.

8.4 Way Forward

The Open University of Tanzania is at a strategic inflexion point. By implementing these recommendations, OUT can strengthen its role as a regional leader in ODL, expand its global footprint, and make a meaningful contribution to Tanzania's socio-economic transformation. The University's vision of being a 'leading open and online university in knowledge creation and application' will be realised through sustained commitment to innovation, inclusivity, and excellence.

APPENDICES

Appendix 1: Admission into Various Non-Degree Programmes from 2020/21 – 2024/25

Programme	2020/21			2021/22			2022/23		
	M	F	T	M	F	T	M	F	T
OFC	-	-	-	-	-	-	0	0	0
Foundation Progr (NTA 6)	1,837	1,064	2,901	1733	1161	2894	2219	1282	3501
CYP-Dip	87	40	127	179	76	255	317	171	488
CCDE	0	0	0	1	0	1	0	0	0
ODDEOL	0	0	0	0	0	0	0	0	0
ODPTE	1,042	1,207	2,249	522	538	1060	524	548	1072
ODPPH	0	0	0	4	0	4	9	1	10
CPPH	0	0	0	0	0	0	0	0	0
CECE	32	28	60	40	40	80	65	160	225
DECE	23	58	81	39	56	95	45	111	156
Cert in Youth Programme	158	80	238	214	108	322	168	101	269
OC ICT	171	30	201	181	24	205	230	25	255
OD Computer Science	129	27	156	146	16	162	108	12	120
Cert in Tour Guiding	4	2	6	7	4	11	0	0	0
BCE	10	5	15	15	5	20	12	13	25
BCLIS	30	14	44	41	21	62	33	27	60
DLIS	10	9	19	30	13	43	37	41	78
Test programme	0	0	0	0	0	0	0	0	0
BTC in Bus. Admin	1	0	1	150	60	210	167	100	267
BTC in Proc & Supply	100	39	139	155	54	209	204	102	306
CHBT	2	4	6	0	2	2	1	5	6
DIP in Acc	35	7	42	75	36	111	48	18	66
DIP in Bus. Admin	61	26	87	90	43	133	67	32	99
Dip in Proc & Supply	46	26	72	105	38	143	71	28	99
TC in Bus. Admin	88	32	120	0	0	0	0	0	0
TC in Proc & Supply	1	1	2	0	0	0	0	0	0
TC in Acc	0	0	0	0	0	0	0	0	0
BTC in Acc	43	19	62	72	22	94	77	33	110
Basic Cert in SW (NTA Level 4)	87	83	170	178	125	303	169	161	330

Programme	2020/21			2021/22			2022/23		
	M	F	T	M	F	T	M	F	T
BTC in SW (NTA Level 5)	0	0	0	0	0	0	1	0	1
Diploma in SW (NTA Level 6)	35	21	56	90	73	163	44	17	61
Diploma in Entrepreneurship	1	0	1	0	0	0	0	0	0
CM&E	0	0	0	16	5	21	43	16	59
DM&E	0	0	0	4	1	5	19	4	23
Total	4,033	2,822	6,855	4087	2521	6608	4678	3008	7686

Appendix 1 Contd...

Programme	2023/24			2024/2025			1996 – 2024/2025		
	M	F	T	M	F	T	M	F	T
OFC	0	0	0	0	0	0	17058	10137	27195
Foundation Progr (NTA 6)	1613	1413	3026	1561	1506	3067	13032	8952	24984
CYP-Dip	182	115	297	249	157	406	2250	1023	3273
CCDE	0	0	0				118	57	175
ODDEOL	0	0	0				187	63	250
ODPTE	505	492	997	666	880	1546	10256	9335	19591
ODPPH	5	0	5				101	17	118
CPPH	0	0	0				33	7	40
CECE	69	122	191	46	85	131	394	616	1010
DECE	51	112	163				538	730	1268
Cert in Youth Programme	124	77	201	106	57	163	1240	621	1861
OC ICT	68	6	74				1333	307	1640
BCCIT				82	11	93	82	11	93
OD Computer Science	42	9	51				776	146	922
Cert in Tour Guiding	0	0	0				16	10	26
BCE	14	12	26	7	6	13	78	49	127
BCLIS	29	28	57				181	136	317
CLIS				37	21	58	37	21	58
DLIS	28	31	59	25	39	64	178	168	346
Test programme	0	0	0				48	15	63
BTC in Bus. Admin	130	105	235	169	130	299	671	441	1112
BTC in Proc & Supply	129	75	204	149	91	240	901	468	1369

Programme	2023/24			2024/2025			1996 – 2024/2025		
	M	F	T	M	F	T	M	F	T
TCCIT				85	9	94	85	9	94
CHBT	1	4	5				4	50	54
DIP in Acc	15	7	22				209	85	294
DIP in Bus. Admin	35	17	52	58	30	88	374	186	560
Dip in Proc & Supply	34	6	40	82	42	124	403	171	574
TC in Bus. Admin	0	0	0				91	35	126
TC in Proc & Supply	0	0	0				11	3	14
TC in Acc	0	0	0	31	20	51	34	22	56
BTC in Acc	43	21	64	44	20	64	323	136	459
Basic Cert in SW (NTA Level 4)	140	110	250				591	500	1091
BTC in SW (NTA Level 5)	0	0	0	246	251	497	247	251	498
Diploma in SW (NTA Level 6)	35	35	70	63	68	131	277	220	497
Diploma in Entrepreneurship	0	0	0				1	0	1
CM&E	49	14	63	42	22	64	150	57	207
DM&E	6	0	6	22	8	30	51	13	64
Total	3347	2811	6158	3770	3453	7223	52359	35068	87427

Appendix 2: Admission into Undergraduate Programmes from 2020/21 – 2024/25

Programme	2020/21			2021/2022			2022/2023		
	M	F	T	M	F	T	M	F	T
B.A.(Gen.)	-	-	-	0	0	0	0	0	0
B.A.(Ed.)	152	110	262	152	128	280	188	146	334
B.Com.(Gen.)	0	0	0	0	0	0	0	0	0
B.Com.(Ed.)	0	0	0	0	0	0	0	0	0
B. Ed.	0	0	0	0	0	0	0	0	0
LL.B	383	110	493	436	139	575	544	146	690
B.Sc.(Gen.)	44	13	57	78	13	91	98	33	131
B.Sc.(Ed.)	84	32	116	135	30	165	194	55	249
BBA (Gen.)	0	0	0	0	0	0	0	0	0
BBA (Ed.)	27	7	34	27	13	40	39	7	46
B.A.T	26	11	37	48	21	69	68	32	100
B.Sc.(ICT)	136	19	155	198	15	213	228	32	260
B. Ed. (SE)	36	34	70	68	55	123	99	111	210
B.A.(SW)	0	0	0	0	0	0	0	0	0
B.A.(Soc.)	50	40	90	112	81	193	134	112	246
B.A.J	9	6	15	27	5	32	39	12	51
B.A.(Mass Com.)	50	28	78	73	34	107	76	38	114
B.Sc.(ES)	49	24	73	100	39	139	137	45	182
BBA (Acc.)	126	74	200	185	98	283	242	147	389
BBA (Fin.)	58	24	82	71	39	110	78	26	104
BBA (HRM)	37	28	65	52	24	76	44	32	76
BBA (IB)	31	17	48	45	19	64	42	24	66
BBA (Mark.)	64	37	101	68	55	123	93	47	140
B. Ed. TE	39	11	50	46	13	59	73	14	87
B. Ed. (AE)	22	19	41	26	12	38	25	25	50
B. Ed. (PM)	320	203	523	298	189	487	389	242	631
BHRM	171	130	301	261	186	447	351	292	643
B (LIM)	35	52	87	35	48	83	49	53	102
BA (English Lang and Ling)	2	0	2	0	0	0	0	0	0
BA (History)	5	1	6	0	0	0	0	0	0
BA (International Relations)	93	30	123	94	28	122	143	38	181

Programme	2020/21			2021/2022			2022/2023		
	M	F	T	M	F	T	M	F	T
BA (Kisw and Creative Studies)	8	6	14	5	3	8	24	12	36
BA(NRAM)	22	5	27	40	7	47	58	14	72
BA (Population and Develop.)	8	1	9	13	1	14	18	10	28
BA (Public Administration)	115	66	181	161	91	252	286	104	390
BA Economics	18	6	24	26	8	34	38	11	49
BA Literature	2	0	2	0	1	1	0	0	0
Bachelor of CED	50	46	96	67	67	134	65	69	134
BSC (Energy Resources)	15		15	15	1	16	32	3	35
BSc (FND)	66	33	99	114	52	166	179	102	281
BSc DM	37	12	49	60	7	67	62	16	78
BSc.ES(M)	21	5	26	0	0	0	0	0	0
BA Social Psychology	0	0	0	0	0	0	0	0	0
BSW	55	63	118	105	104	209	165	166	331
BPSCM	5	4	9	124	51	175	138	81	219
Total	2471	1307	3778	3365	1677	5042	4438	2297	6735

Appendix 2: Contd (...)

Programme	2023/2024			2024/2025			1994 – 2024/2025		
	M	F	T	M	F	T	M	F	T
B.A.(Gen.)	0	0	0				2459	812	3271
B.A.(Ed.)	173	101	274	192	140	332	9469	5021	14490
B.Com.(Gen.)	0	0	0			0	1216	178	1394
B.Com.(Ed.)	0	0	0			0	321	65	386
B. Ed.	0	0	0			0	5509	3188	8697
LL.B	388	128	516	424	112	536	13025	2555	15580
B.Sc.(Gen.)	68	28	96	70	27	97	2401	742	3143
B.Sc.(Ed.)	162	64	226	165	66	231	3559	1211	4770
BBA (Gen.)	0	0	0			0	2427	611	3038
BBA (Ed.)	42	18	60	40	12	52	938	388	1326
B.A.T	54	34	88	64	26	90	938	322	1260
B.Sc.(ICT)	245	35	280	273	30	303	1890	289	2179
B. Ed. (SE)	127	134	261	119	127	246	712	720	1432

Programme	2023/2024			2024/2025			1994 – 2024/2025		
	M	F	T	M	F	T	M	F	T
B.A.(SW)	0	0	0			0	541	537	1078
B.A.(Soc.)	110	101	211	109	96	205	1572	1351	2923
B.A.J	24	17	41	24	9	33	287	120	407
B.A.(Mass Com.)	86	40	126	74	45	119	839	525	1364
B.Sc.(ES)	130	49	179	76	33	109	1072	344	1416
BBA (Acc.)	190	124	314	164	111	275	1541	874	2415
BBA (Fin.)	76	41	117	56	23	79	737	313	1050
BBA (HRM)	42	37	79	35	25	60	540	348	888
BBA (IB)	34	18	52	31	11	42	309	155	464
BBA (Mark.)	93	47	140	73	33	106	775	422	1197
B. Ed. TE	51	16	67	58	33	91	663	366	1029
B. Ed. (AE)	25	22	47	26	19	45	357	333	690
B. Ed. (PM)	339	208	547	407	309	716	3604	2863	6467
BHRM	296	275	571	312	305	617	2274	1936	4210
B (LIM)	50	39	89	52	52	104	363	461	824
BA (English Lang and Ling)	4	1	5	4	0	4	40	19	59
BA (History)	0	0	0			0	21	6	27
BA (International Relations)	102	49	151	121	65	186	825	349	1174
BA (Kisw and Creative Studies)	7	7	14	11	8	19	102	103	205
BA(NRAM)	61	18	79	60	13	73	336	94	430
BA (Population and Develop.)	9	3	12	18	7	25	173	93	266
BA (Public Administration)	189	94	283	182	93	275	1452	678	2130
BA Economics	36	14	50	39	10	49	284	86	370
BA Literature	0	0	0			0	6	2	8
Bachelor of CED	55	80	135	65	81	146	501	524	1025
BSC (Energy Resources)	27	5	32	10	3	13	164	71	235
BSc (FND)	131	96	227	144	104	248	917	713	1630
BSc DM	68	16	84	73	15	88	396	90	486
BSc.ES(M)	0	0	0	39	14	53	140	42	182
BA Social Psychology	0	0	0			0	4	5	9
BSW	170	192	362	200	168	368	902	899	1801
BPSCM	160	82	242	153	78	231	580	296	876
Total	3824	2233	6057	3963	2303	6266	67181	31120	98301

Appendix 3: Students Admission by Regional/Coordination Centre/Country (Non-Degree and Undergraduate Degrees) from 2020/21 – 2024/25

Reg.Centres /Countries	2020/21			2021/22			2022/23		
	M	F	T	M	F	T	M	F	T
Arusha	404	264	668	514	299	813	574	361	935
Dar es Salaam	-	-	-	0	0	0	0	0	0
Ilala	746	403	1,149	330	211	541	500	345	845
Kinondoni	787	579	1,366	1078	856	1934	1285	953	2238
Temeke	48	27	75	108	55	163	151	61	212
Dodoma	323	223	546	452	221	673	568	316	884
Geita	174	79	253	180	92	272	231	92	323
Iringa	119	82	201	159	98	257	208	144	352
Kagera	207	92	299	229	79	308	272	117	389
Kahama	92	40	132	120	48	168	152	59	211
Katavi	81	23	104	123	68	191	130	89	219
Kigoma	189	37	226	312	124	436	219	94	313
Kilimanjaro	165	129	294	199	155	354	261	200	461
Lindi	106	44	150	192	68	260	232	121	353
Manyara	111	76	187	107	77	184	154	92	246
Mara	219	92	311	271	96	367	350	127	477
Mbeya	266	163	429	286	166	452	392	251	643
Morogoro	299	130	429	366	202	568	376	182	558
Mtwara	153	71	224	223	102	325	256	123	379
Mwanza	535	675	1,210	387	187	574	439	250	689
Njombe	70	30	100	101	55	156	112	72	184
Pemba	51	28	79	62	31	93	100	50	150
Pwani	114	98	212	193	145	338	255	166	421
Rukwa	75	44	119	122	37	159	133	70	203
Ruvuma	138	103	241	174	125	299	205	144	349
Shinyanga	83	48	131	94	49	143	127	75	202
Simiyu	113	60	173	157	59	216	214	70	284
Singida	208	135	343	128	68	196	196	119	315
Songwe	63	52	115	93	53	146	134	60	194
Tabora	221	83	304	228	69	297	269	110	379
Tanga	148	94	242	239	159	398	275	181	456

Reg.Centres /Countries	2020/21			2021/22			2022/23		
	M	F	T	M	F	T	M	F	T
Tunduru	7	0	7	24	1	25	26	18	44
Zanzibar	166	115	281	193	137	330	319	193	512

Appendix 3: Contd...

Reg.Centres /Countries	2023/24			2024/25			1994 – 2024/25		
	M	F	T	M	F	T	M	F	T
Arusha	429	359	788	445	398	843	7126	4326	11452
Dar es Salaam	0	0	0	0	0	0	7255	3646	10901
Ilala	369	304	673	319	239	558	5739	3815	9554
Kinondoni	960	879	1839	854	833	1687	15118	11730	26848
Temeke	125	72	197	88	60	148	2249	1738	3987
Dodoma	430	338	768	475	397	872	5207	3127	8334
Geita	223	108	331	213	123	336	2313	946	3259
Iringa	165	123	288	187	158	345	3751	1940	5691
Kagera	227	137	364	293	160	453	4472	1644	6116
Kahama	147	77	224	136	108	244	770	409	1179
Katavi	117	39	156	170	115	285	1148	629	1777
Kigoma	245	99	344	262	124	386	3735	1112	4847
Kilimanjaro	199	203	402	208	235	443	4143	2837	6980
Lindi	122	71	193	202	104	306	2355	876	3231
Manyara	131	76	207	188	142	330	2353	1359	3712
Mara	257	130	387	322	141	463	3878	1473	5351
Mbeya	268	219	487	251	223	474	5189	2542	7731
Morogoro	296	159	455	318	215	533	4530	2656	7186
Mtwara	179	88	267	241	131	372	3018	1234	4252
Mwanza	340	229	569	383	254	637	6547	3444	9991
Njombe	91	71	162	123	103	226	1176	793	1969
Pemba	37	38	75	79	57	136	1076	599	1675
Pwani	203	166	369	178	225	403	2475	1685	4160
Rukwa	134	81	215	119	70	189	2197	652	2849
Ruvuma	169	94	263	209	148	357	2932	1455	4387
Shinyanga	156	94	250	150	97	247	3285	1402	4687

Reg.Centres /Countries	2023/24			2024/25			1994 – 2024/25		
	M	F	T	M	F	T	M	F	T
Simiyu	178	113	291	227	117	344	1418	725	2143
Singida	139	105	244	188	120	308	2397	1298	3695
Songwe	114	65	179	116	95	211	689	405	1094
Tabora	214	93	307	221	119	340	3329	1231	4560
Tanga	258	225	483	295	232	527	3752	2177	5929
Tunduru	27	19	46	47	24	71	136	66	202
Zanzibar	220	170	390	226	189	415	3368	1952	5320

Appendix 3: Contd...

Reg.Centres /Countries	2020/21			2021/22			2022/23		
	M	F	T	M	F	T	M	F	T
Algeria	0	0	0	0	0	0	0	0	0
Angola	0	0	0	0	0	0	0	0	0
Botswana	1	0	1	0	0	0	0	0	0
Burundi	0	0	0	0	0	0	0	0	0
Cameroon	0	0	0	0	0	0	0	0	0
China	0	0	0	1	0	1	0	0	0
Congo	0	0	0	0	0	0	0	0	0
Ethiopia	0	1	1	0	0	0	0	0	0
Ghana	16	8	24	3	2	5	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	5	0	5	3	3	6	1	0	1
Korea	0	0	0	0	0	0	0	0	0
Lesotho	0	0	0	0	0	0	0	0	0
Libya	0	0	0	0	0	0	0	0	0
Malawi	0	0	0	1	0	1	0	0	0
Namibia	0	0	0	0	1	1	0	0	0
Netherlands	0	0	0	0	0	0	0	0	0
Nigeria	0	0	0	0	0	0	0	0	0

Rwanda	1	0	1	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
Kingdom of eSwatini	0	0	0	0	0	0	0	0	0
Sweden	0	0	0	0	0	0	0	0	0
Taiwan	0	0	0	0	0	0	0	0	0
Thailand	0	0	0	0	0	0	0	0	0
Uganda	0	1	1	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	6504	4129	10633	7452	4198	11650	9116	5305	14421

Appendix 3: Contd...

Reg.Centres /Countries	2023/24			2024/25			1994 – 2024/25		
	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	0	0	0	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	0	0	0	1	1	2
Congo	0	0	0	0	0	0	2	0	2
Ethiopia	0	0	0	0	0	0	2	2	4
Ghana	0	0	0	0	0	0	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	1	0	1	0	0	0	168	97	265
Korea	0	0	0	0	0	0	1	0	1
Lesotho	0	0	0	0	0	0	4	1	5

Reg.Centres /Countries	2023/24			2024/25			1994 – 2024/25		
	M	F	T	M	F	T	M	F	T
Libya	0	0	0	0	0	0	0	3	3
Malawi	0	0	0	0	0	0	7	1	8
Namibia	0	0	0	0	0	0	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	26	0	26
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
Kingdom of 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	0	0	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	7171	5044	12215	7733	5756	13489	119542	66187	185729

Appendix 4: Admission of Postgraduate Students into Various Programmes from 2020/21 – 2024/25

Programme	2020/21			2021/22			2022/23			2023/24			2024/25			2001 – 2024/25		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Ph.D	112	30	142	180	45	225	187	62	249	205	70	275	200	65	265	2344	670	3014
PGDE	139	41	180	134	73	207	116	53	169	126	53	179	120	42	162	3225	1315	4540
M.Dist. Ed.	-	-	-	0	0	0	0	0	0	0	0	0	0	0	0	237	92	329
M.Ed	-	-	-	0	0	0	0	0	0	2	0	2	1	0	1	33	7	40
M.Ed APPS	235	83	318	284	128	412	223	134	357	281	114	395	243	134	377	5606	2686	8292
M.Ed APPS Thesis	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MA	-	-	-	0	0	0	0	0	0	0	0	0	0	0	0	250	87	337
MBA	164	53	217	311	94	405	224	95	319	318	78	396	290	103	287	6471	1750	8221
MBA Thesis	2	0	2	0	0	0	1	0	1	0	1	1	0	0	0	5	3	8
MBA-Finance	-	-	-				2	0	2	0	0	0	0	0	0	2	0	2
MBA-Marketing	-	-	-				2	0	2	0	0	0	0	0	0	2	0	2
MSc	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20	11	31
PGDL	15	8	23	52	17	69	42	29	71	48	28	76	88	25	113	890	193	1083
LLM	0	0	0	4	0	4	0	0	0	0	0	0	0	0	0	424	106	530
LL.M Thesis	2	1	3	0	0	0	0	0	0	1	1	2	0	0	0	10	4	14
LLM C&D	52	10	62	41	17	58	0	0	0	0	0	0	0	0	0	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	32	18	50	51	42	93	44	36	80	47	63	110	40	43	83	1223	865	2088
MA SW	0	0	0	0	0	0	48	44	92	0	0	0	0	0	0	263	225	488
MA TPM	0	0	0	0	0	0	0	0	0	0	0	0	16	11	27	199	63	262
MTPM	26	10	36	17	10	27	17	10	27	26	17	43	16	14	30	162	77	239
MBA (T & L) Mgt	37	9	46	50	13	63	40	8	48	0	0	0	0	0	0	417	65	482
MHRM	135	54	189	224	111	335	197	158	355	213	88	301	221	142	363	2587	1351	3938
MSc Economics	34	6	40	40	14	54	59	9	68	61	11	72	67	19	86	750	124	874
LL.M ICJ	21	2	23	19	1	20	36	13	49	38	16	54	31	22	53	296	74	370
LLM ITI	-	-	-				27	16	43	59	22	81	51	24	75	137	62	199
PGDBS	61	17	78	87	28	115	82	40	122	89	29	118	59	18	77	1077	405	1482
MA Kisw	25	21	46	28	21	49	17	16	33	20	13	33	30	13	43	503	457	960
MA Kisw Thesis	0	0	0	2	0	2	0	1	1	0	1	1	2	0	2	5	2	7

Appendix 4: Contd (...)

Programme	2020/21			2021/22			2022/23			2023/24			2024/25			2001 – 2024/25		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
MA PSPA	0	0	0				0	0	0	0	0	0	0	0	0	6	1	7
MA Economics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40	7	47
MA Economics Thesis	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MA Linguistics	1	0	1	3	0	3	4	1	5	3	1	4	1	0	1	38	6	44
MA Linguistics Thesis	0	0	0	0	0	0	2	2	4	1	0	1	1	2	3	8	5	13
MA Rel. Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5
MSC Env. Studies	0	0	0	0	0	0	23	5	28	0	0	0	0	0	0	225	36	261
MSC Env Sciences Thesis				1	0	1							0	0	0	1	0	1
MSC Botany	2	0	2	2	0	2	1	0	1	2	0	2	1	1	2	11	1	12
MSC Chemistry	2	0	2	0	0	0	2	0	2	2	0	2	2	0	2	14	0	14
MSC Physics	2	1	3	0	0	0	0	0	0	0	1	1	0	0	0	5	2	7
MSC Maths	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1	4
MSC Maths Thesis	0	0	0	0	0	0	0	0	0	2	0	2	2	0	2	4	1	5
MA Sociology	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3	6	2	8
MSC Computer Science	41	2	43	35	1	36	31	8	39	24	2	26	34	3	37	190	19	209
MA Sociology Thesis	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
M.ED ODL	5	0	5	8	1	9	13	3	16	7	2	9	17	2	19	306	117	423
MED Thesis	0	1	1	2	2	4	2	3	5	1	1	2	2	0	2	11	8	19
MA Literature	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	5	4	9
MA Literature Thesis	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	4	0	4
MA Kiswahili (Linguistics)	-	-	-				1	0	1	8	1	9	0	0	0	9	1	10
MA Kiswahili (Literature)	-	-	-				4	0	4	0	0	0	0	0	0	4	0	4
MPM	183	67	250	252	51	303	196	66	262	197	38	235	183	50	233	2577	709	3286
MA History	2	0	2	1	0	1	4	0	4	0	0	0	1	0	1	90	8	98
MA History Thesis	0	0	0	0	0	0	2	0	2	0	0	0	1	0	1	3	1	4
PGDCDD	4	0	4	3	2	5	6	4	10	8	3	11	10	6	16	312	191	503
PGDSW	18	9	27	79	31	110	81	51	132	62	30	92	57	49	106	403	246	649
MSc Biology	6	0	6	0	0	0	0	0	0	2	0	2	0	0	0	17	2	19
MSC Zoology Thesis	7	0	7	0	0	0	7	0	7	2	0	2	2	0	2	19	0	19
M.ES	39	10	49	68	3	71	41	9	50	79	27	106	0	1	1	498	133	631
MES Thesis	0	0	0	0	0	0	0	1	1	1	0	1	1	0	1	3	1	4
MES Health	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
MA ICD	42	13	55	51	18	69	49	10	59	42	22	64	51	26	77	471	208	679

Programme	2020/21			2021/22			2022/23			2023/24			2024/25			2001 – 2024/25		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
MANRAM	26	2	28	55	9	64	23	7	30	65	11	76	13	0	13	434	82	516
MA NRM	-	-	-	0	0	0	27	3	30	0	0	0	62	15	77	89	18	107
MA SW Hibrid	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	135	80	215
MA GL	85	14	99	127	30	157	109	45	154	116	38	154	121	39	160	848	229	1077
MSc (ICT)	2	0	2	0	0	0	74	10	84	0	0	0	0	0	0	97	11	108
MSc ICT Thesis	0	0	0	0	0	0	2	0	2	0	0	0	2	0	2	6	0	6
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	13	10	23	19	16	35	11	18	29	29	24	53	20	39	59	158	174	332
MSc in HAC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	34	8	42
MHA							7	6	13	0	0	0	0	0	0	7	6	13
MHACD	21	6	27	45	16	61	26	11	37	28	10	38	21	12	33	216	78	294
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	0	0	0	0	0	0	0	0	0	0	0	28	21	49
MA DS Thesis	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MA Geography	1	0	1	0	0	0	1	0	1	2	0	2	1	1	2	9	1	10
MA M & E	125	58	183	177	98	275	183	79	262	173	96	269	190	102	292	1822	750	2572
MSW	17	23	40	69	58	127	0	0	0	81	65	146	56	66	122	446	373	819
M.Sc. Food Sc. Thesis	-	-	-				2	0	2	0	0	0	0	0	0	2	0	2
MSc HN	0	3	3	1	0	1	0	0	0	4	9	13	4	5	9	13	25	38
MSc HN Thesis	0	0	0	2	0	2	7	12	19	0	0	0	4	2	6	14	16	30
MSc Zoology	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	2	3	5
eLLM ICT	17	2	19	31	10	41	35	17	52	46	24	70	23	16	39	263	93	356
MA GS	10	14	24	26	29	55	30	48	78	35	45	80	21	33	54	160	226	386
MA Mass Com	29	11	40	43	14	57	40	26	66	57	43	100	56	31	87	355	203	558
MA Mass Com Thesis	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MED CDD	33	8	41	37	9	46	52	25	77	41	22	63	41	26	67	556	225	781
MPH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	48	19	67
MSC Applied Biotechnol	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	2	1	3
MSC ITM	55	6	61	31	6	37	0	0	0	51	13	64	67	14	81	249	48	297
LLM LAM	15	3	18	75	22	97	86	26	112	66	33	99	85	41	126	328	125	453
MED QM	44	18	62	89	31	120	82	37	119	80	46	126	89	39	128	432	180	612
MEDLAM				3	0	3							0	0	0	3	0	3
MISTM				27	6	33							0	0	0	27	6	33
PGD TVET	12	1	13	8	0	8	4	0	4	28	5	33	7	2	9	61	8	69
PGDE TEVETE	-	-	-	6	0	6	63	9	72	0	0	0	0	0	0	69	9	78

Programme	2020/21			2021/22			2022/23			2023/24			2024/25			2001 – 2024/25		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
PGD TVTE	0	0	0	0	0	0	0	0	0	0	0	0	6	2	8	6	2	8
LL.M ICTL	0	0	0	0	0	0	0	0	0	0	0	0	33	19	52	33	19	52
M.Sc. Food Sc.	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
MA CED	0	0	0	0	0	0	0	0	0	0	0	0	35	24	59	35	24	59
MES	0	0	0	0	0	0	0	0	0	0	0	0	91	45	136	91	45	136
MSc Biology Thesis	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
MSC Botany Thesis	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3	1	2	3
MSC Chemistry Thesis	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3	3	0	3
MSC Computer Sc. Thesis	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
MSC Applied Biotechnol Thesis	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3	3	0	3
MSC Physics Thesis	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	2	0	2
Total	1952	646	2598	2900	1077	3977	2697	1267	3964	2879	1217	4096	2904	1393	4297	40295	15826	56121

**Appendix 5: Students Admission by Regional/Coordination Centre/Country
(Postgraduate Degrees) from 2023/24 – 2024/25**

Reg.Centres /Countries	2023/24			2024/25		
	M	F	T	M	F	T
Arusha	114	54	168	108	104	212
Dar es Salaam	0	0	0	0	0	0
Ilala	40	33	73	66	57	123
Kinondoni	425	275	700	371	317	688
Temeke	8	2	10	0	0	0
Dodoma	261	127	388	252	194	446
Geita	88	17	105	40	32	72
Iringa	62	18	80	51	34	85
Kagera	73	27	100	76	42	118
Kahama	50	16	66	43	22	65
Katavi	50	10	60	43	27	70
Kigoma	116	37	153	89	55	144
Kilimanjaro	77	46	123	49	50	99
Lindi	59	18	77	57	35	92
Manyara	50	13	63	56	29	85
Mara	81	28	109	59	43	102
Mbeya	114	40	154	95	81	176
Morogoro	139	43	182	110	90	200
Mtwara	74	25	99	99	65	164
Mwanza	150	77	227	134	74	208
Njombe	41	11	52	45	22	67
Pemba	27	7	34	30	17	47
Pwani	60	22	82	54	30	84
Rukwa	46	17	63	42	31	73
Ruvuma	66	26	92	60	31	91
Shinyanga	62	15	77	41	31	72
Simiyu	58	14	72	44	33	77
Singida	68	20	88	47	33	80
Songwe	36	12	48	26	26	52
Tabora	74	25	99	69	39	108
Tanga	83	34	117	104	82	186
Tunduru	5	1	6	6	1	7
Zanzibar	159	81	240	110	82	192
TOTAL	2858	1214	4072	2476	1809	4285

Appendix 6: Admission of Postgraduate Students from various Country 2020/21 – 2024/25

Country	2020/21			2021/2022			2022/23			2023/24			2024/25			2001 – 2024/25		
	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	0	0	0	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	1	0	1	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	25	8	33
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	0	0	0	0	0	0	0	0	0	7	1	8
Central Africa	0	0	0	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	1	0	1	2	1	3	0	0	0	0	0	0	0	0	0	16	6	22
Czech Republic	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1
Ethiopia	28	19	47	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	8	13
German	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	2	0	2
Ghana	14	1	15	6	1	7	1	0	1	0	0	0	0	1	1	47	39	86
Haiti	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	30	0	30
India	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
International	0	0	0	0	0	0	11	4	15	4	1	5	0	0	0	15	5	20
Holland	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Kenya	1	2	3	0	0	0	1	0	1	1	1	2	1	0	1	120	81	201
Libya	0	0	0	0	0	0	0	0	0	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	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	12	5	17
Malawi	0	0	0	1	0	1	0	0	0	3	0	3	0	0	0	18	4	22

Country	2020/21			2021/2022			2022/23			2023/24			2024/25			2001 – 2024/25		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Misri	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Namibia	1	0	1	1	1	2	1	3	4	1	0	1	0	0	0	57	25	82
Mozambique	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	3	1	4
Nigeria	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	15	3	18
Pakistan	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Rwanda	1	0	1	3	2	5	10	2	12	10	0	10	1	2	3	393	94	487
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	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	2	0	2
South Sudan	0	0	0	0	0	0	2	0	2	0	0	0	0	0	0	14	4	18
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	1	0	1	3	0	3	0	0	0	1	1	2	0	0	0	62	21	83
UK	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
USA	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	2	2
Zambia	1	0	1	5	1	6	0	0	0	0	0	0	0	0	0	34	26	60
Zimbabwe	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	12	6	18
Eac/Sadc	0	0	0	0	0	0	0	0	0	0	0	0	1	4	5	1	4	5
Non Sadc/Eac	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	2	2
Total	54	23	77	24	8	32	28	10	38	21	3	24	3	9	12	1013	397	1410

Appendix 7: OUT Registered students 2024/25

Registered Programme	F	M	Total
Bachelor of Education Policy and Management	256	313	569
Bachelor of Arts in Economics	8	21	29
Bachelor of Arts in English and Linguistics		4	4
Bachelor of Arts in International Relations	43	92	135
Bachelor of Arts in Journalism	1	13	14
Bachelor of Arts in Kiswahili and Creative Studies	6	3	9
Bachelor of Arts in Mass Communication	30	46	76
Bachelor of Arts in Natural Resources Management	7	35	42
Bachelor of Arts in Population and Development	5	9	14
Bachelor of Arts in Public Administration	65	121	186
Bachelor of Arts in Sociology	75	64	139
Bachelor of Arts with Education	90	120	210
Bachelor of Business Administration in Accounting	81	111	192
Bachelor of Business Administration in Finance	17	41	58
Bachelor of Business Administration in Human Resource Management	13	23	36
Bachelor of Business Administration in International Business	6	20	26
Bachelor of Business Administration in Marketing	22	53	75
Bachelor of Business Administration with Education	6	27	33
Bachelor of Community Economic Development	62	39	101
Bachelor of Education in Special Education	86	76	162
Bachelor of Education Teacher Educator	27	37	64
Bachelor of Education-Adult and Distance Learning	17	14	31
Bachelor of Human Resource Management	235	212	447
Bachelor of Laws	87	255	342
Bachelor of Library and Information Management	38	41	79
Bachelor of Procurement and Supply Chain Management	61	104	165
Bachelor of Science General	10	25	35
Bachelor of Science in Data Management	9	31	40
Bachelor of Science in Energy Resources		3	3
Bachelor of Science in Environmental Studies	34	77	111
Bachelor of Science in Food, Nutrition and Dietetics	65	79	144
Bachelor of Science in Information and Communication Technologies	17	170	187
Bachelor of Science with Education	50	95	145
Bachelor of Social Work	124	138	262
Bachelor of Tourism Management	14	38	52
Bachelor of Science majoring in Chemistry and Biology	1	0	1
Basic Certificate in Computing and IT	7	38	45
Basic Technician Certificate in Accountancy	12	25	37
Basic Technician Certificate in Business Administration	72	70	142
Basic Technician Certificate in Entrepreneurship	1		1
Basic Technician Certificate in Procurement and Supply	43	54	97
Basic Technician Certificate in Social Work	125	117	242
Certificate in Early Childhood Care and Education	25	10	35
Certificate in Foundation Programme	1037	953	1990
Certificate in Library and Information Studies	10	18	28
Certificate in Monitoring and Evaluation	2	12	14
Certificate in Youth Work	35	55	90

Registered Programme	F	M	Total
Diploma in Commonwealth Youth Programme in Youth in Development Work	115	176	291
Diploma in Computer Science	1	17	18
Diploma in Early Childhood Care and Education	28	20	48
Diploma in Library and Information Studies	28	14	42
Diploma in Monitoring and Evaluation	1		1
Diploma in Primary Teacher Education	503	345	848
Master in Tourism Planning and Management	8	26	34
Master of Arts in Gender Studies	40	31	71
Master of Arts in Geography by Thesis	1	1	2
Master of Arts in Governance and Leadership	37	118	155
Master of Arts in History by Thesis		1	1
Master of Arts in International Cooperation and Development	27	52	79
Master of Arts in Kiswahili by Thesis		3	3
Master of Arts in Linguistics by Thesis	1	3	4
Master of Arts in Literature by Thesis	1	1	2
Master of Arts in Natural Resources Assessment and Management	20	77	97
Master of Arts in Sociology by Thesis	2	3	5
Master of Business Administration	103	279	382
Master of Community Economic Development	67	73	140
Master of Education by Thesis		4	4
Master of Education in Administration, Planning and Policy Studies	133	241	374
Master of Education in Curriculum Design and Development	29	43	72
Master of Education in Open and Distance Learning	1	18	19
Master of Education in Quality Management	43	90	133
Master of Human Resource Management	126	203	329
Master of Humanitarian Action, Cooperation and Development	14	21	35
Master of Laws in Information and Communication Technology Law	35	55	90
Master of Laws in International Criminal Justice	21	30	51
Master of Laws in International Trade and Investment Law	24	52	76
Master of Laws in Land Administration and Management	43	84	127
Master of Project Management	49	159	208
Master of Science in Applied Biotechnology by Thesis		5	5
Master of Science in Biology by Thesis	1		1
Master of Science in Botany by Thesis	4	2	6
Master of Science in Chemistry by Thesis		5	5
Master of Science in Environmental Studies by Thesis		2	2
Master of Science in Food Science by Thesis		1	1
Master of Science in Human Nutrition by Thesis	8	8	16
Master of Science in Information Communication Technology by Thesis		4	4
Master of Science in Mathematics by Thesis		2	2
Master of Science in Physics by Thesis		4	4
Master of Science in Zoology by Thesis		4	4
Master of Social Work	69	57	126
Masters of Arts in Kiswahili	12	30	42
Masters of Arts in Mass Communication	28	59	87
Masters of Arts in Monitoring and Evaluation	97	182	279
Masters of Library and Information Management	37	21	58
Masters of Science in Computer Science	4	34	38

Registered Programme	F	M	Total
Masters of Science in Economics	20	68	88
Masters of Science in Environmental Studies	43	88	131
Masters of Science in Environmental Studies (Health)	1		1
Masters of Science in Information Technology Management	13	69	82
PhD in Business Management	22	87	109
PhD in Education	21	32	53
PhD in Geography		3	3
PhD in Kiswahili	1	5	6
PhD in Linguistics		3	3
PhD in Tourism Planning and Management	1	2	3
Postgraduate Diploma in Business Studies	15	58	73
Postgraduate Diploma in Curriculum Design and Development	5	9	14
Postgraduate Diploma in Education	43	116	159
Postgraduate Diploma in Education (Stream C)	2	4	6
Postgraduate Diploma in Law	27	85	112
Postgraduate Diploma in Social Work	32	74	106
Postgraduate Diploma in Technical and Vocational Teacher Education	4	12	16
Technician Certificate in Accountancy	1	10	11
Technician Certificate in Business Administration	9	17	26
Technician Certificate in Computing and Information Technology	6	36	42
Technician Certificate in Procurement and Supply	17	35	52
Technician Certificate in Social Work	29	22	51
Doctor of Philosophy in Biology		7	7
Doctor of Philosophy in Botany		3	3
Doctor of Philosophy in Chemistry		2	2
Doctor of Philosophy in Development Studies	1	6	7
Doctor of Philosophy in Economics	2	13	15
Doctor of Philosophy in Environmental Studies	1	4	5
Doctor of Philosophy in Food Science	2	2	4
Doctor of Philosophy in History		1	1
Doctor of Philosophy in Human Nutrition	2	2	4
Doctor of Philosophy in Information Communication Technology		6	6
Doctor of Philosophy in Journalism and Mass Communication	2		2
Doctor of Philosophy in Law	4	9	13
Doctor of Philosophy in Library and Information Management		1	1
Doctor of Philosophy in Mass Communication		1	1
Doctor of Philosophy in Mathematics	2	1	3
Doctor of Philosophy in Monitoring and Evaluation	2	13	15
Doctor of Philosophy in Physics		2	2
Doctor of Philosophy in Social Work	5	6	11
Doctor of Philosophy in Sociology		5	5
Doctor of Philosophy in Zoology		1	1
Doctor of Philosophy in Political Science	2	10	12
Doctor of Philosophy in International Relations		8	8
Doctor of Philosophy in Public Administration	2	10	12
Grand Total	5137	7510	12647

Appendix 8: Undergraduate Students Admission (Yearly) and its Cumulative Data Since (2020/21 – 2024/25) into Various Faculties

Programme	2020/21			2021/22			2022/23		
	M	F	T	M	F	T	M	F	T
FASS	548	361	909	806	499	1305	1163	671	1834
FBM	492	314	806	806	472	1278	1027	656	1683
FED	596	384	980	617	410	1027	774	538	1312
FLW	383	110	493	436	139	575	544	146	690
FSTES	452	138	590	700	157	857	930	286	1216
Total	2,471	1,307	3,778	3365	1677	5042	4438	2297	6735

Appendix 8: Contd...

Programme	2023/2024			2024/2025			1994 – 2024/2025		
	M	F	T	M	F	T	M	F	T
FASS	957	689	1646	389	372	761	11011	6685	17696
FBM	891	624	1515	439	313	752	11191	5283	16474
FED	757	499	1256	249	242	491	19803	12123	31926
FLW	388	128	516	106	31	137	12707	2474	15181
FSTES	831	293	1124	172	39	211	9861	3249	13110
Total	3824	2233	6057	1355	997	2352	64573	29814	94387

Appendix 9: Distribution of Graduates by Programme from 2020 – 2024

Faculty	Programme	Non-Degree Graduates																	
		2020			2021			2022			2023			2024			1999 TO DEC 2024		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
FED	CCDE	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	24	12	36
FSTES	OC ICT	19	4	23	34	3	37	18	4	22	26	3	29	0	0	0	437	143	580
ICE	PTE - Certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	511	236	747
ICE	PTE – Diploma	173	242	415	141	168	309	208	335	543	208	336	544	143	194	337	2483	3131	5614
FED	CECE	1	8	9	4	15	19	3	9	12	5	12	17	7	21	28	28	92	120
FED	DECE	191	146	337	16	45	61	7	22	29	11	26	37	7	26	33	241	291	532
ICE	CYP - Diploma	32	19	51	47	31	78	63	35	98	78	45	123	119	82	201	689	356	1045
ICE	CYW	33	15	48	47	29	76	83	46	129	40	20	60	32	35	67	273	173	446
FSTES	CPPH Mgt	0	0	0	0	0	0	2	0	2	35	31	66	0	0	0	37	32	69
FSTES	PPH – Diploma	0	0	0	0	0	0	0	0	0	2	0	2	0	0	0	5	0	5
ICE	OFC	0	0	0	0	0	0				0	0	0	0	0	0	5746	4374	10120
ICE	OFP	574	501	1075	575	478	1053	626	565	1191	510	440	950	536	726	1262	3423	3194	6617
FED	OCDEOL	0	0	0	0	0	0				0	0	0	0	0	0	0	1	1
ICE	Certificate Hair and Beauty	0	21	21	0	0	0	0	1	1	0	0	0	0	0	0	0	47	47
FBM	Basic Cert in Acc NTA L4	2	1	3	6	3	9	3	1	4	12	6	18	10	2	12	34	13	47
FBM	Basic Cert Bus Adm NTA L4	2	0	2	0	0	0	20	8	28	8	6	14	0	0	0	30	16	46
FBM	BCPS NTA L4	14	13	27	22	13	35	25	14	39	28	11	39	28	21	49	117	73	190
ICE	CLIS	6	7	13	9	1	10	14	7	21	11	1	12	6	5	11	46	21	67
FBM	Basic Cert Entrepreneurship	1	0	1	0	0	0	0	0	0	1	0	1	2	1	3	4	1	5
FASS	BTCWS							12	15	27				50	63	113	62	78	140
FASS	TCSW							1	0	1	0	1	1	0	1	1	1	2	3
FBM	BTCBA	0	0	0	8	8	16	0	0	0				23	19	42	31	27	58
FSTES	TCIT													2	0	2	2	0	2
FSTES	CCIT													26	0	26	26	0	26
FASS	CM&E													1	2	3	1	2	3
FED	ODDEOL	0	1	1	2	0	2	0	1	1	0	0	0	0	0	0	45	16	61
FSTES	DCS	10	5	15	42	6	48	30	12	42	25	2	27	20	1	21	348	85	433
FBM	DBA	0	0	0	3	1	4	3	1	4	11	6	17	12	5	17	29	13	42
ICE	DLIA	3	3	6	0	0	0	0	0	0	0	0	0	0	0	0	3	3	6
FBM	DIP IN ACC	0	0	0	2	0	2	2	1	3	8	3	11	10	7	17	22	11	33
FBM	DPS	1	0	1	7	1	8	18	10	28	26	15	41	13	11	24	65	37	102
ICE	DLIS	0	0	0	11	2	13	2	10	12	5	8	13	12	11	23	30	31	61
FSTES	DPP	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
FASS	DSW										8	8	16	13	16	29	21	24	45
ND	Sub-Total (Non-Degree)	1062	987	2049	977	804	1781	1140	1097	2237	1058	980	2038	1072	1249	2321	14815	12535	27350

Appendix 9 Contd (...)

Faculty	Programme	Undergraduate Degree Graduates																	
		2020			2021			2022			2023			2024			1999 TO DEC 2024		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
FASS	B.A. (Gen.)	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	437	187	624
FASS	BA Economics	4	0	4	7	3	10	13	4	17	7	1	8	5	3	8	71	18	89
FASS	B.A. Tourism Mgt	7	1	8	0	0	0	1	0	1	1	2	3	1	2	3	281	77	358
FASS	B.A. Tourism	0	0	0	1	0	1	6	2	8	4	1	5	0	1	1	22	6	28
FASS	BA Social Work	0	1	1	0	0	0	0	4	4	3	1	4	36	56	92	169	249	418
FASS	BSW	14	19	33	17	12	29	30	26	56	31	40	71	0	0	0	226	231	457
FASS	BA Sociology	28	9	37	11	16	27	16	22	38	25	21	46	31	41	72	604	580	1184
FASS	B.CED	4	2	6	12	4	16	21	14	35	17	11	28	27	20	47	103	82	185
FASS	BA ELL	0	0	0	0	0	0	0	0	0	3	0	3	1	0	1	7	0	7
FASS	BA Journalism	3	1	4	2	1	3	2	2	4	8	3	11	5	0	5	67	18	85
FASS	BA KISW	3	6	9	0	0	0	1	4	5	0	0	0	0	0	0	50	84	134
FASS	BAKCS	0	0	0	0	1	1	0	0	0	2	5	7	1	0	1	3	6	9
FASS	BA Mass Comm.	17	8	25	2	6	8	9	15	24	18	10	28	18	12	30	199	171	370
FASS	BA IR	22	3	25	18	5	23	30	2	32	19	6	25	29	10	39	179	45	224
FASS	BA PA	30	11	41	29	7	36	34	12	46	34	13	47	44	27	71	321	118	439
FED	B.A.(Ed.)	120	79	199	65	51	116	66	68	134	59	79	138	47	41	88	2510	1851	4361
FASS	BLIM	15	13	28	16	20	36	21	29	50	16	29	45	20	43	63	161	209	370
FASS	BANRAM	4	0	4	2	0	2	5	0	5	5	2	7	7	3	10	49	13	62
FASS	BA History	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	5	0	5
FBM	B.Com.(Gen.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	289	120	409
FBM	B.Com.(Ed.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	41	15	56
FBM	BBA (Gen.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	307	184	491
FBM	BBA(Accounting)	29	18	47	21	9	30	26	13	39	44	17	61	31	29	60	462	252	714
FBM	BBA(Finance)	15	3	18	2	2	4	6	6	12	12	4	16	9	6	15	185	86	271
FBM	BBAFinance and Accounts	6	3	9	2	1	3	3	3	6	0	0	0	0	0	0	13	9	22
FBM	BBA International/ Bus Mgt	7	6	13	5	4	9	1	7	8	0	0	0	0	0	0	17	17	34
FBM	BBA(HRM)	15	21	36	3	2	5	4	6	10				4	5	9	143	145	288
FBM	BBA (Intern. Business)	5	4	9	0	4	4	1	0	1	3	6	9	5	3	8	66	52	118
FBM	BBA in HRM	0	0	0	3	10	13	9	6	15	5	5	10	0	0	0	17	21	38
FBM	BBA(Marketing)	15	11	26	5	5	10	18	18	36	11	20	31	14	16	30	311	215	526
FBM	BBA(Ed.)	9	5	14	8	2	10	5	4	9	4	3	7	4	3	7	199	119	318
FBM	BHRM	52	42	94	37	34	71	72	65	137	87	70	157	122	113	235	658	566	1224
FBM	B. PSCM										4	2	6	18	11	29	22	13	35
FED	B. Ed.	1	1	2	2	0	2	1	2	3	0	1	1	0	0	0	1331	1375	2706
FED	BED ADL	4	0	4	5	4	9	2	9	11	4	7	11	5	5	10	58	64	122
FED	B.ED AEGROTAT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
FED	B.Ed.SE	17	11	28	3	5	8	6	5	11	13	9	22	11	13	24	101	120	221
FED	B.ED TE	9	12	21	11	8	19	13	7	20	9	6	15	10	1	11	141	115	256
FED	BED Policy Mgt	39	28	67	0	0	0	100	83	183	104	105	209	82	83	165	1247	1428	2675

Faculty	Programme	Undergraduate Degree Graduates																	
		2020			2021			2022			2023			2024			1999 TO DEC 2024		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
FSTES	B.Sc. (Gen.)	18	3	21	7	3	10	7	1	8	2	3	5	8	1	9	383	187	570
FSTES	B.Sc. (Ed.)	21	7	28	16	4	20	23	11	34	22	14	36	21	3	24	438	208	646
FSTES	B.Sc. (Env. Stud)	25	4	29	5	3	8	20	6	26	16	6	22	26	11	37	300	73	373
FSTES	B.Sc (ICT)	19	3	22	10	1	11	18	4	22	28	1	29	33	6	39	313	58	371
FSTES	B.Sc Food Nut & Dit	3	0	3	5	3	8	11	8	19	12	12	24	18	12	30	57	39	96
FSTES	BSC H/E and Human Nutri	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	2	2
FSTES	B.Sc Data Mgt	4	1	5	6	1	7	4	3	7	4	1	5	9	3	12	38	11	49
FSTES	B.Sc Energy Res	4	1	5	3	0	3	1	0	1	3	1	4	0	0	0	14	2	16
FLW	LL.B	118	21	139	84	21	105	99	24	123	104	18	122	84	24	108	2587	621	3208
FASS	BA POPUL. & DEV	2	0	2	10	11	21	8	4	12	6	3	9	0	4	4	35	25	60
FASS	BA Phil and Rel Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
FASS	BA in Social Psych	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
FED	BED APPS	92	71	163	88	61	149	0	0	0	0	0	0	0	0	0	180	132	312
UG	Sub-Total (Undergraduate)	801	429	1230	523	324	847	713	500	1213	751	538	1289	786	611	1397	15419	10221	25640

Appendix 9: Contd (...)

Faculty	Programme	Postgraduate Degree Graduates																	
		2020			2021			2022			2023			2024			1999 TO DEC 2024		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
FASS	M.Sc. Dev. Econ	0	0	0	2	3	5	1	0	1	0	0	0	0	0	0	3	3	6
FASS	M. Dev. Studies													1	0	1	1	0	1
FASS	MSc. CED	0	0	0	0	0	0				0	0	0	0	0	0	281	128	409
FASS	M.CED	7	3	10	8	10	18	14	2	16	14	14	28	4	2	6	352	244	596
FASS	M.RS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
FSTES	M.Sc.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5
FSTES	M.Sc.(ICT)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	6
FSTES	M.Sc. Computer Sc.										1	0	1	1	1	2	2	1	3
FSTES	M.Sc. Biology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	2	8
FSTES	MSc Human Nutrition	1	2	3	0	0	0	0	0	0	0	0	0	0	0	0	1	4	5
FSTES	MSc (Zoology)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
FSTES	MSC Chemistry	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
FSTES	MSc Env. Stud.	2	4	6	7	0	7	5	2	7	6	2	8	7	1	8	110	29	139
FSTES	M.Sc. Env Sc.													1	0	1	1	0	1
FASS	M. A.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	2	15
FASS	M. A. Economics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5
FASS	M. A. Geography	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	3	1	4
FASS	M. A. Kiswahili	8	8	16	10	21	31	17	14	31	8	9	17	2	4	6	179	180	359
FASS	MA (Ling.)	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	7	0	7

Faculty		Postgraduate Degree Graduates																	
		2020			2021			2022			2023			2024			1999 TO DEC 2024		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
FASS	M.A. Political Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
FASS	M.A. SW	1	2	3	0	0	0	0	0	0	0	0	0	0	0	0	61	62	123
FASS	MGL	5	0	5	1	2	3	3	1	4	13	6	19	14	3	17	45	14	59
FASS	MSW	15	12	27	14	16	30	10	5	15	3	12	15	7	9	16	97	112	209
FED	MED CDD	1	0	1	6	1	7	4	2	6	2	5	7	1	2	3	31	19	50
FASS	MA (ICD)	6	0	6	10	1	11	7	0	7	15	3	18	6	3	9	49	11	60
FASS	MA MC	3	6	9	0	0	0	1	6	7	5	6	11	7	3	10	24	27	51
FED	M.Dist.Ed.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16	7	23
FED	M. ED ODL	6	1	7	1	0	1	3	1	4	0	2	2	2	1	3	26	23	49
FED	M.Ed.APPS	49	21	70	44	36	80	60	41	101	46	33	79	26	32	58	728	509	1237
FED	M.Ed QM							3	0	3	1	0	1	3	1	4	7	1	8
FLW	PGDL	6	1	7	4	3	7	7	3	10	8	1	9	12	3	15	68	20	88
FLW	PGDL in ICJ	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
FED	PGDE	43	22	65	24	11	35	44	19	63	35	15	50	31	12	43	569	337	906
FASS	PGDSW	3	1	4	1	2	3	1	4	5	2	2	4	6	11	17	35	42	77
FLW	LL.M	10	1	11	0	1	1	1	0	1	9	2	11	5	2	7	71	10	81
FLW	LL.M ICJ	1	0	1	0	0	0	1	0	1	0	0	0	1	1	2	11	5	16
FASS	MA Journalism	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	2	2
FLW	LL.M IT & T	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3	87	41	128
FLW	LL. M LAM													2	0	2	2	0	2
FBM	MBA	40	23	63	30	10	40	46	27	73	39	14	53	39	21	60	1047	390	1437
FBM	MBA Finance and Acc	0	0	0	3	1	4	0	0	0	0	0	0	0	0	0	9	2	11
FBM	MBA Proc and Supply Chain Mgt	0	0	0	0	2	2	4	1	5	0	0	0	0	0	0	5	4	9
FBM	MBA (HRM)	0	0	0	0	1	1	1	4	5	0	0	0	0	0	0	2	7	9
FBM	MBA T & L mgt	2	2	4	3	0	3	5	2	7	3	1	4	7	0	7	43	10	53
FASS	MA Tour., Planning and mgt	1	5	6	6	0	6	3	2	5	2	3	5	5	3	8	94	29	123
FBM	MBA IN INTERPREN	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
FASS	MHACD	4	0	4	0	1	1	2	0	2	5	2	7	1	1	2	13	5	18
FASS	MA GS	0	2	2	2	2	4	0	3	3	1	3	4	6	7	13	10	17	27
FASS	MA LIT	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	3	1	4
FLW	PGDL (IT & T)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	2	8
FED	PGDCDD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	115	93	208
FBM	MHRM	33	22	55	20	16	36	44	34	78	30	28	58	52	26	78	459	287	746
FBM	PGD HRM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
FBM	PGDBS	6	6	12	3	4	7	5	1	6	21	10	31	5	4	9	88	55	143
FASS	MA Phil	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3

Faculty		Postgraduate Degree Graduates																	
		2020			2021			2022			2023			2024			1999 TO DEC 2024		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
FASS	MA Sociology	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	2
FASS	MA M&E	41	14	55	28	14	42	50	30	80	49	22	71	24	13	37	309	163	472
FASS	MA PA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
FASS	M.Sc Economics	10	1	11	8	2	10	12	2	14	13	5	18	5	2	7	114	22	136
NA	Honorary Degree	0	0	0	0	0	0	0	0	0	0	0	0				9	1	10
NA	Ph.D	31	10	41	20	10	30	28	7	35	46	8	54	35	20	55	320	100	420
FED	M.Ed.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	8
FSTES	M.SC Physics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
FASS	MA History	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	8	0	8
FASS	MA in Information Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
FASS	MA(NRAM)	11	4	15	14	2	16	6	1	7	3	2	5	5	1	6	78	18	96
FBM	MPM	28	5	33	21	8	29	37	15	52	43	19	62	31	10	41	345	134	479
FED	M.ED DE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3
FASS	MLIM	4	1	5	1	2	3	9	5	14	7	11	18	6	6	12	27	30	57
FED	PGD ODL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
FED	PGD APPS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
FED	PGDE APPS	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	3	1	4
FED	PGDTVTE							3	1	4	2	0	2	17	4	21	22	5	27
FSTES	PGDES							1	0	1	0	0	0	0	0	0	1	0	1
Sub-Total (Postgraduate)		381	181	562	292	182	474	439	236	675	435	240	675	380	210	590	6057	3218	9275
Grand-Total (ND+UG+PG)		2244	1597	3841	1792	1310	3102	2292	1833	4125	2244	1758	4002	2238	2070	4308	36291	25974	62265

NOTE: Honorary Degree and PhD cut across all the faculties.

Appendix 10: Distribution of Non-Degree Graduates by Faculty from 2020 – 2024

Programme	Non-Degree Graduates																	
	2020			2021			2022			2023			2024			1999 TO DEC 2024		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
FASS	0	0	0	0	0	0	13	15	28	8	9	17	64	82	146	85	106	191
FBM	20	14	34	48	26	74	71	35	106	94	47	141	98	66	164	332	191	523
FED	192	156	348	22	60	82	10	32	42	16	38	54	14	47	61	338	412	750
FLW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FSTES	29	9	38	77	9	86	50	16	66	88	36	124	48	1	49	856	260	1116
ICE	821	808	1629	830	709	1539	996	999	1995	852	850	1702	848	1053	1901	13204	11566	24770
Sub-Total (Non-Degree)	1062	987	2049	977	804	1781	1140	1097	2237	1058	980	2038	1072	1249	2321	14815	12535	27350

Appendix 11: Distribution of Undergraduate Graduates by Faculty from 2020 – 2024

Programme	Undergraduate Degree Graduates																	
	2020			2021			2022			2023			2024			1999 TO DEC 2024		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
FASS	154	74	228	127	86	213	197	140	337	201	148	349	225	222	447	2991	2120	5111
FBM	144	108	252	78	71	149	140	124	264	166	124	290	207	186	393	2730	1814	4544
FED	291	207	498	182	131	313	193	178	371	193	210	403	155	143	298	5568	5086	10654
FLW	118	21	139	84	21	105	99	24	123	104	18	122	84	24	108	2587	621	3208
FSTES	94	19	113	52	15	67	84	34	118	87	38	125	115	36	151	1543	580	2123
Sub-Total (Undergraduate)	801	429	1230	523	324	847	713	500	1213	751	538	1289	786	611	1397	15419	10221	25640

Appendix 12: Distribution of Postgraduate Graduates by Faculty from 2020 – 2024

Programme	Postgraduate Degree Graduates																	
	2020			2021			2022			2023			2024			1999 TO DEC 2023		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
FASS	122	60	182	105	78	183	137	76	213	143	100	243	100	68	168	1819	1114	2933
FBM	109	58	167	81	42	123	142	84	226	136	72	208	134	61	195	2000	889	2889
FED	99	45	144	75	48	123	117	64	181	86	55	141	80	52	132	1527	999	2526
FLW	17	2	19	4	4	8	9	3	12	17	3	20	22	7	29	245	79	324
FSTES	3	6	9	7	0	7	6	2	8	7	2	9	9	2	11	137	36	173
Honorary Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	1	10
Philosophy of Doctorate	31	10	41	20	10	30	28	7	35	46	8	54	35	20	55	320	100	420
Sub-Total (Postgraduate)	381	181	562	292	182	474	439	236	675	435	240	675	380	210	590	6057	3218	9275

Appendix 13: Distribution of Graduates at the Level of Regional Centres or Coordination Centres from 2020 – 2024

Regional Centre/Country	2020			2021			2022			2023			2024			Total Graduates (1999 – 2024)		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	129	84	213	137	124	261	227	169	396	143	112	255	126	131	257	2379	1654	4033
Dar es Salaam	156	74	230	155	99	254	155	86	241	15	6	21	7	11	18	6793	5895	12688
Dodoma	254	202	456	85	65	150	98	93	191	117	65	182	145	101	246	1606	1326	2932
Geita	58	36	94	37	23	60	62	28	90	54	34	88	59	35	94	595	302	897
Ilala	53	44	97	56	54	110	67	56	123	54	60	114	79	64	143	554	480	1034
Iringa	43	32	75	39	25	64	38	33	71	34	28	62	37	58	95	932	696	1628
Kagera	69	35	104	65	25	90	60	28	88	97	70	167	73	53	126	1370	587	1957
Kahama	6	5	11	14	6	20	19	13	32	20	13	33	24	16	40	96	57	153
Katavi	26	12	38	18	10	28	24	12	36	21	17	38	28	26	54	264	136	400
Kigoma	40	22	62	44	15	59	72	30	102	50	23	73	71	30	101	1001	393	1394
Kilimanjaro	46	41	87	42	42	84	57	57	114	51	70	121	59	64	123	1088	1077	2165
Kinondoni	538	469	1007	431	336	767	417	400	817	594	527	1121	489	619	1108	3736	3421	7157
Lindi	52	19	71	34	18	52	41	29	70	48	36	84	45	29	74	667	315	982
Manyara	34	34	68	39	26	65	31	32	63	38	34	72	43	30	73	773	466	1239
Mara	50	24	74	51	28	79	60	22	82	68	38	106	86	59	145	965	424	1389
Mbeya	59	60	119	51	54	105	93	58	151	81	59	140	75	74	149	1423	897	2320
Morogoro	64	44	108	49	26	75	77	64	141	74	57	131	82	58	140	1257	917	2174
Mtwara	33	27	60	22	13	35	53	40	93	45	37	82	77	43	120	846	499	1345
Mwanza	68	33	101	66	33	99	116	178	294	91	85	176	81	83	164	1711	1101	2812
Njombe	26	14	40	11	7	18	35	17	52	30	29	59	32	31	63	321	247	568
Pemba	24	17	41	27	16	43	22	18	40	18	17	35	15	29	44	418	327	745
Pwani	17	29	46	15	25	40	28	27	55	47	37	84	47	61	108	647	562	1209
Rukwa	40	6	46	18	9	27	33	18	51	46	21	67	36	16	52	576	190	766
Ruvuma	38	20	58	28	34	62	50	39	89	46	40	86	53	55	108	737	504	1241
Shinyanga	29	20	49	21	10	31	50	19	69	37	24	61	56	25	81	957	441	1398
Simiyu	35	18	53	31	9	40	53	29	82	46	18	64	48	36	84	377	183	560
Singida	31	29	60	31	25	56	29	13	42	41	29	70	41	38	79	539	407	946
Songwe	27	9	36	11	7	18	24	13	37	29	21	50	28	19	47	137	83	220
Tabora	37	22	59	21	21	42	39	26	65	60	20	80	47	34	81	816	363	1179
Tanga	49	25	74	44	24	68	53	51	104	56	52	108	54	55	109	845	635	1480
Temeke	11	12	23	14	7	21	10	8	18	15	12	27	7	3	10	263	228	491
Tunduru	0	0	0	2	0	2	0	0	0	1	0	1	5	0	5	8	0	8
Zanzibar	63	36	99	57	64	121	76	102	178	67	63	130	76	86	162	1115	844	1959
Total	2205	1554	3759	1766	1280	3046	2269	1808	4077	2234	1754	3988	2231	2072	4303	35812	25657	61469

Appendix 14: Distribution of OUT Graduates at Global Level from 2020 – 2024

Regional Centre/Country	2020			2021			2022			2023			2024			1999 – Dec. 2024		
	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	3	3
Kenya	4	1	5	2	2	4	1	0	1	3	0	3	1	0	1	118	78	196
England	0	0	0	0	0	0	0	0	0							0	1	1
Ethiopia	0	0	0	0	0	0	2	0	2	1	2	3	1	0	1	9	5	14
Japan	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				9	6	15
Libya	1	0	1	1	0	1	0	0	0	0	0	0	1	0	1	28	4	32
London	0	0	0	0	0	0	0	0	0	0	0	0				1	0	1
Uganda	0	0	0	0	0	0	2	0	2	0	0	0				47	29	76
United Kingdom	0	0	0	0	0	0	0	0	0	0	0	0				1	2	3
Rwanda	5	4	9	2	0	2	2	2	4	0	0	0	2	0	2	86	26	112
Zambia	0	0	0	0	0	0	0	0	0	0	0	0				11	9	20
Namibia	1	1	2	4	4	8	0	1	1	3	2	5				21	19	40
Angola	0	0	0	0	0	0	0	0	0	0	0	0				2	2	4
Kingdom of eSwatini	0	0	0	0	0	0	0	0	0	0	0	0				9	2	11
South Sudan	0	0	0	0	0	0	0	0	0	0	0	0				4	1	5
Nigeria	0	0	0	0	1	1	0	0	0	0	0	0				3	2	5
Hong Kong	0	0	0	0	0	0	0	0	0	0	0	0				1	0	1
Malawi	0	0	0	0	1	1	0	1	1	0	0	0				4	7	11
Liberia	0	0	0	0	0	0	0	0	0	0	0	0				1	1	2
Zimbabwe	2	1	3	0	0	0	0	0	0	0	0	0				2	3	5
Benin	0	0	0	0	0	0	0	0	0	0	0	0				3	0	3
Burundi	0	0	0	0	0	0	1	0	1	0	0	0				8	6	14
China	0	0	0	0	0	0	0	0	0	0	0	0				1	0	1
Dubai	0	0	0	0	0	0	0	0	0	0	0	0				1	0	1
Congo Brazzaville	0	0	0	0	0	0	0	0	0	0	0	0				0	2	2
Ghana	26	35	61	16	22	38	14	21	35	1	0	1				74	87	161
Cameroon	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	1	1
Switzerland	0	0	0	0	0	0	0	0	0	0	0	0				0	1	1
Guinea Bissau	0	0	0	0	0	0	0	0	0	0	0	0				1	1	2
Gambia	0	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				1	0	1
Mali	0	0	0	0	0	0	0	0	0	0	0	0				0	1	1
Mauritania	0	0	0	0	0	0	0	0	0	0	0	0				1	0	1
Niger	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				1	2	3
USA	0	0	0	0	0	0	0	0	0	1	0	1				1	3	4
Philippines	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				2	1	3

Regional Centre/Country	2020			2021			2022			2023			2024			1999 – Dec. 2024		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Egypt	0	0	0	0	0	0	0	0	0	1	0	1				3	1	4
France	0	0	0	0	0	0	0	0	0	0	0	0				0	1	1
Germany	0	1	1	0	0	0	0	0	0	0	0	0				1	1	2
DRC Congo	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	1	1
Senegal	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				2	2	4
Togo	0	0	0	0	0	0	0	0	0	0	0	0				1	0	1
Central Africa Republic	0	0	0	1	0	1	0	0	0	0	0	0				2	0	2
Burkina Faso	0	0	0				0	0	0	0	0	0				3	1	4
Oversee	0	0	0	0	0	0	1	0	1	0	0	0				0	1	1
Total	39	43	82	26	30	56	21	27	48	10	4	14	5	0	5	475	321	796

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