

THE LAW SCHOOL OF TANZANIA

# *FACTS AND FIGURES*



July 2017

## LIST OF ABBREVIATION AND ACRONYM

CAS	Current Awareness Services
CAG	Controller and Auditor General
CLE	Continuing Legal Education
DP-PFA	Deputy Principal of Planning, Finance and Administration
DP-TCRP	Deputy Principal of Training, Consultancy, Research and Publication
FE	Final Examination
GPA	General Performance Average
ICA	Individual Continuous Assessment
LL.B	Bachelor of Law
LS	Legal Sector
LSRP	Legal Sector Reform Program
LST	Law School of Tanzania
MTS	Medium Term Strategy
OC	Other Charges
OPE	Oral Practical Exercises
PE	Personnel Emolument
PhD	Doctor of Philosophy
UK	United Kingdom
SDI	Selective Dissemination of Information
WPE	Written Practical Exercises

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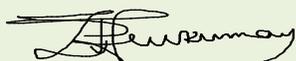
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## FOREWORD

The first edition of the Facts and figures booklet contains the most authoritative and comprehensive statistical information of the Law School of Tanzania (LST). This information is extremely crucial in feeding LST management as well as the stakeholders with vital input which facilitate strategic planning, coordination, implementation as well as monitoring and evaluation of various activities undertaken by the School. This booklet could also provide valuable information to key stakeholders who are engaged in learning and delivering legal practical training elsewhere in the world.

This booklet publishes enrollment figures for practical legal training students disaggregated by gender, Staff position and recruitment by age and gender, School leadership as well as the sources of revenue and expenditure. It also provides information on the future outlook and vision of the LST.

It is my sincere hope that the information contained in this booklet will provide a useful and clear road map in guiding staff, student, potential applicant as well as other stakeholders for various purposes. Last but not least, LST would like to underscore that every effort has been taken to ensure that the information presented herein at that time when this booklet went to press was accurate and remains so. However, LST welcomes opinions and suggestion to enrich the content of this booklet that should be submitted to the Department of Policy, Planning and Budgeting.



**Dr. Zakayo N. Lukumay**  
**Acting Principal**

## ACKNOWLEDGEMENT

The production of the Facts and Figures booklet is a result of the combined efforts of many individuals with various capacities. I would like to take this opportunity to first recognize their efforts and secondly to record my deepest appreciation for the work done.

I would like to extend my gratitude to the Department of Policy, Planning and Budgeting for their tireless efforts in the coordination, preparation and publication of this booklet.

I wish to thank Heads of Departments and Units for their cooperation in providing relevant inputs in a timely fashion. Let me further convey my special appreciation the LST management. Admittedly, without their support, this booklet would not have been completed.

Lastly I wish to express my wholeheartedly appreciation to the editor for the good editorial work and ensuring that the booklet is of relatively high professional standard. Last but not least, to all staff who in one way or the other have enormously contributed to the production of this booklet.



**Dr. William A. Pallangyo**

**Deputy Principal - Planning, Finance and Administration**

## CHAPTER ONE

### THE LAW SCHOOL OF TANZANIA

#### 1. Background

The Law School of Tanzania (hereinafter referred to as the School) was established in 2007 by the Law School of Tanzania Act No 5 of 2007 that came into force on 2<sup>nd</sup> May 2007. The establishment of the School was an important development within the broader Legal Sector Reforms being implemented under the Ministry Constitutional Affairs and Justice. These reforms began in 2000 following the launching of the Medium Term Strategy (MTS) and Action Plan in December 1999. The reforms themselves have their origin in the legal sector reform, study conducted by a high-level task force headed by Judge Mark Bomani in 1996. This reform in the legal sector can be traced to the 1977 Msekwa report. The report recommended establishment of an appropriate institution for provision of practical legal education. It was also indicated in the report that the then internship system for law graduates suffered a number of limitations that could not guarantee production of competent legal professionals.



Some of the weaknesses experienced in the internship system as reported in the Msekwa report included insufficient quality time provided to students by senior legal officers in their internships and the lack of clear focus in the internship system. The report, therefore, proposed that practical training in legal education be conceptualised in a course properly conceived and executed. Establishment of the School was one of the mechanisms that could be used to achieve that end. The Bomani Report coming about ten years later proposed even wide-ranging reforms in the legal sector. The reforms were implemented

Reform Programme (LSRP). The objectives of the LSRP include speedy dispensation of justice; affordability and access to justice for all social groups; integrity and professionalism of legal officers; enhanced independence of the judiciary; and a legal and regulatory framework and jurisprudence of high standards responsive to social, political, economic and technological trends at both national and international levels. The shared mission for the legal reform sector is *'to support the development of social justice, equality, and rule of law through quality and accessible legal services'*.

within the framework of the Legal Sector. Within these broader reforms, the establishment of the Law School was considered necessary in order to improve the vocational training for graduates of LL.B. According to the Bomani Report, the establishment of the Law School was an opportunity to establish a formal training programme for post-LL.B education. The additional role of the Law School would be to provide continuing legal education for advocates, as it would organize short-term courses and seminars. Participation in these training courses and seminars is currently a condition for renewal of qualification to practice.

The School is a corporate body. It is an independent organ with its own Governing Board. In that regard Section 4 of the Act provides that the School shall:

1. *Have perpetual succession and an official seal.*
2. *In its corporate name be capable of suing and being sued.*
3. *Be capable of entering into contract, holding, purchasing or otherwise acquiring in any other way, movable property or immovable property and disposing of any of its property and*
4. *Have power to borrow money or property as may be required for efficient and proper performance of its functions.*

The Governing Board oversees the School and its functions and is assisted by a standing committee known as the Practical Legal Training Committee.

Vision of the School  
*“To become a Centre of excellence in practical legal training in Africa”.*



Mission of the School  
*“To provide quality legal services to law graduates, public and private entities through practical legal training, continuing education, research and consultancy”.*



#### 1.1. Our Motto

*“Excellence in Legal Practice”*

#### 1.2. Core Values of the School

The efforts of the School to achieve the mission and vision will be underpinned by observance of a key core values. These are

##### **i Innovative**

*The School will feature new and advanced methods that will improve the provision of practical legal training programme.*

## **ii Integrity**

*The School will adhere to the values of fairness, justice and others expounded here shall be paramount in the pursuance of the LST mandate*

## **iii Impartiality**

*The system at LST will neither be biased nor prejudiced rather it will follow a principle of justice and fairness.*

## **iv Transparency**

*Decision making within LST will be made in a transparent manner and stakeholders will be informed of important decision that will impact the wellbeing of the LST.*

## **v Accountability**

*Explanations and justification for decision and resource use shall be hallmarks of the LST actions and processes.*

## **vi Hard work**

*LST team works with energy and commitment for the accomplishment of any task at hand.*

## **vii Team spirit**

*Working together will not only bring the best in all of us: but it will bring the best in each of us and our mandates.*

## **viii Networking**

*The school will collaborate, from partnership and cooperation to leverage all possible synergies.*

### **1.3. Functions of the school**

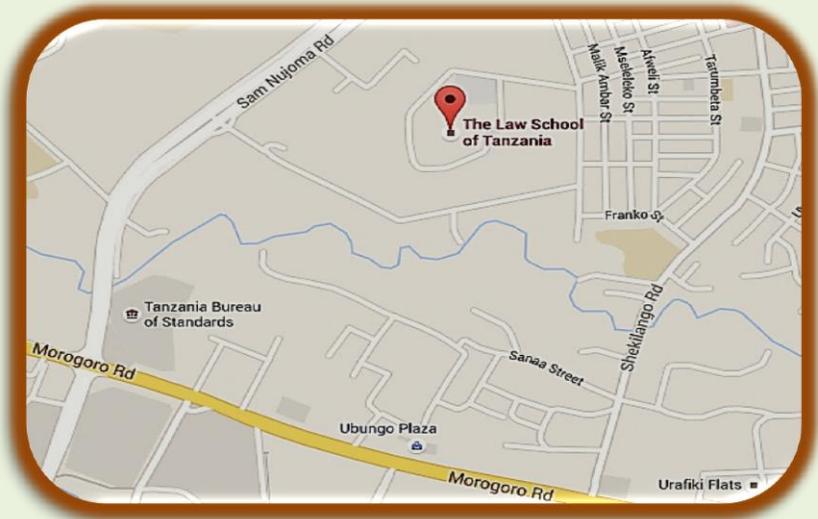
In order to realize its vision the School has several functions, namely to:

- 1. Offer, conduct, manage and impart practical legal training programs as may be prescribed by the Council.*
- 2. Promote and provide opportunities and facilities for the study of and for the training in legal practice and allied subjects.*

3. *Sponsor, arrange and provide facilities for conferences, seminars, workshops, meetings and consultations on matters relating to legal practice and allied subjects.*
4. *Arrange for the publication and general dissemination of materials produced in connection with the work and activities of the Governing Board.*
5. *Conduct legal research in priority areas as determined by the Governing Board.*
6. *Apply research findings for the betterment of practical legal training, literature and for continued enrichment of the curriculum and teaching.*
7. *Provide consultancy services in legal matters to the Government, public and private organizations, individuals and other clients within and outside Tanzania.*
8. *Arrange for publication and dissemination of legal practice literature generated from the activities of the School as may be determined by the Governing Board.*
9. *Establish relationship or association with other colleges, and institutions both nationally and internationally and*
10. *Do such acts and things and enter into contracts and transactions as are, in the opinion of the Governing Board, expedient or necessary for efficient and proper performance of the functions of the School.*

#### 1.4. Location of the school

The School is located at Plot No. 2005/2/1, Sinza “C”, Kinondoni near Sam Nujoma/Mpakani Road.



#### 1.5. Organizational structure

To achieve the objectives for which the School was established, the functions of the School are discharged and managed through the School’s Principal, Deputy Principal of Training, Consultancy, Research and Publications and Deputy Principal of Planning, Finance and Administration. These officers are directly responsible to the Governing Board.

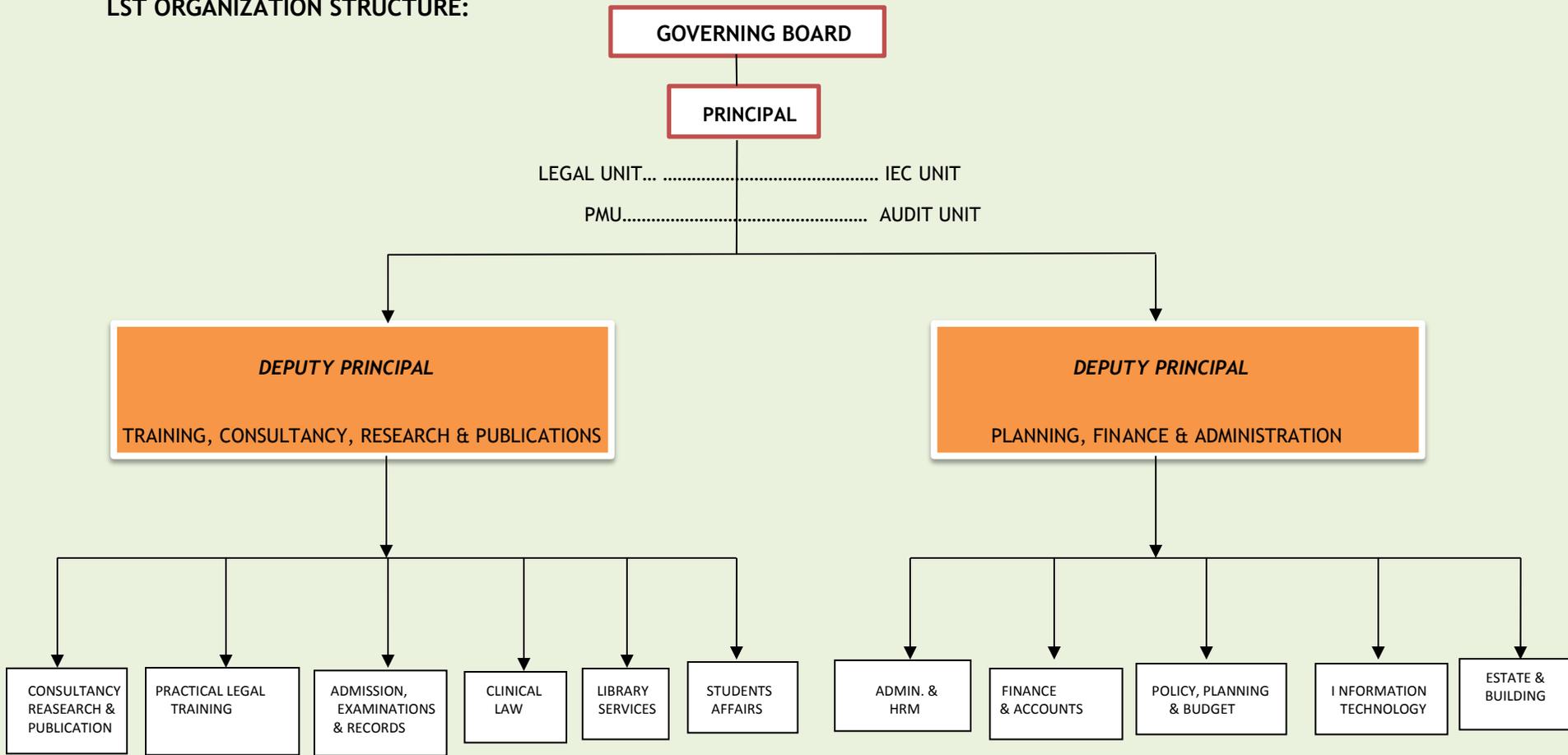
There are two line directorates, the Directorate of Training, Consultancy, Research and Publications discharged with the core functions and the Directorate of Planning, Finance and Administration discharged with the supportive functions.

Each Directorate is headed by a Deputy Principal who is accountable to the Principal. Each Directorate is divided into such number of sections and units depending on the functions performed. The functions of each section as established under each Directorate are performed under the management of a Principal Officer who is accountable to the respective Deputy Principals.

In addition, there are also independent units which are responsible for legal matters, auditing, information, education and communication, and procurement. These units are directly responsible to the Principal.

In order to maintain a lean system of governance, the following functions are outsourced, namely, general cleaning functions and security guard functions.

**LST ORGANIZATION STRUCTURE:**



**KEY:**

- PMU- PROCUREMENT MANAGEMENT UNIT
- IEC- INFORMATION, EDUCATION AND COMMUNICATION UNIT
- ADMIN- ADMINISTRATION
- HRM- HUMAN RESOURCE MANAGEMENT

## CHAPTER TWO

### PRACTICAL LEGAL TRAINING

#### 2. Introduction

The School offers a one-year practical legal training programme, which is compulsory for any law graduate aspiring to be enrolled as an advocate of the High Court of Tanzania. The School uses the “learning by doing” training approach in which students learn various skills and techniques of a legal practitioner by performing the various tasks a practitioner would perform in the real world, only that in this case, they are performed in a classroom setting.

The programme is divided into two semesters. The First Semester covers classroom instruction for up to twelve weeks while the Second Semester involves a period of clinical law (field placement) followed by final written and oral examinations. Successful candidates are awarded the Post-Graduate Diploma in Legal Practice.

#### 2.1. Programme Courses

*Table 1: Courses offered under the Legal training program at the school*

CORE COURSES (SPECIAL MODULES)	NON-CORE COURSES
<i>LS 101 Advocacy Skills &amp; LS 105 Civil Procedures and Practice.</i>	<i>LS 100 Clinical Law</i>
<i>LS 102 Professional Conduct and Ethics</i>	<i>LS 103 Legal Drafting Skills and Techniques</i>
<i>LS 104 Criminal Procedure and Practice</i>	<i>LS 106 Practical Aspects of Commercial Law</i>
<i>LS 107 Conveyancing</i>	<i>LS 109 Basic Leadership, Management and Accounting for Lawyers</i>
<i>LS 108 Probate, Administration of Estates and Trusts</i>	<i>LS 110 Basic Records Management</i>
	<i>LS 111 Legal Aid and Human Rights Advocacy</i>
	<i>LS 112 Basic Social Work for Lawyers</i>
	<i>LS 113 Basic Health for Lawyers</i>

As indicated in Table 1 above, some courses are treated as core and others as non-core. This dichotomy is clearly reflected in the mode of assessment for the two categories. Whereas, a core course has 3 examinable components spread over two semesters, a non-core course has only one examinable component which is done at

the end of the first semester. However, for both core and non-core courses, classroom instructions are offered only in the first semester.

In the second semester, students are placed in various law offices and Courts for clinical training. These include the Resident and District Magistrates' Courts, the Attorney General's Chambers, private law firms, legal aid organizations and legal units in Ministries or other public and private institutions.

The conduct and mode of assessing clinical law is detailed in the Law School of Tanzania (Students' Performance Assessment and Awards) By-Laws, 2011. A student who does not pass the Clinical Law course is not entitled for the award of the Post-Graduate Diploma in Legal Practice.

The major assumption is that by the end of the program, successful candidates become society conscious and contribute to the development of the society in general, Such candidate are, therefore expected to have acquired knowledge and understanding of the general legal principals and theories hence capable of adhering to the highest ethical and professional standards of conduct.

## 2.2. Admission criteria

Admission is governed by the Law School of Tanzania Rules, 2011. The Rules provide for admission requirements, payable fees, and generally the conduct of the practical legal training programme.

In terms of Rule 3 (1), an applicant is required to have the following minimum qualifications to be admitted to the programme:

- a) A Bachelor of Law Degree holder or a person who has become eligible for the conferment of the Bachelor of Laws Degree of an accredited higher education institution in Tanzania Mainland; or
- b) A Bachelor of Law Degree holder or a person who has become eligible for the conferment of the Bachelor of Laws Degree of a higher education institution recognized in Tanzania and approved by the Council; or

- c) Equivalent qualifications approved by the Continuing Legal Education council obtained from any institution within or outside Tanzania. The purpose of this criterion is to allow for recognition of degree qualifications which might have a different name but whose content is substantially the same as that offered in the Bachelor of Laws.

In addition to the criteria mentioned under Rule 3 (1) above, a student is eligible for the programme if he or she has passed all the Bachelor of Laws Degree core subjects namely: (a) Criminal Law and Procedure; (b) Legal Method; (c) Constitutional Law; (d) Law of Contract; (e) Law of Evidence; (f) Law of Torts; (g) Land Law; (h) Civil Procedure; (i) Law of Business Associations; (j) Family Law; (k) Public International Law; (l) Tax Law; (m) Administrative Law; (n) Labor Law; and (o) Jurisprudence.

The purpose of this requirement is to ensure candidates joining the LST are well grounded in at least the theoretical aspects of these core courses to allow the training at LST to focus only on the practical aspects, especially considering that classroom training at the School is offered in only one semester. Without the theoretical foundations, it is always difficult to bridge in the practical aspects.

### **2.3. Assessment**

The School (Students' Performance Assessment and Awards) By-Laws, 2011 requires that every student be assessed in every examinable subject/component except field placement. There are various assessments conducted by the School.

For core-courses candidates are assessed by doing Individual Continuous Assessment (ICA) and Written Practical Exercises (WPE) in the first semester. In the second semester candidates are assessed in Final Examination (FE) and Oral Practical Exercises (OPE). For none-core courses candidates are assessed by sitting for final examination at the end of the first semester.

The nature of assessment and pass mark for each assessment is as shown in table 2 below:

**Table 2: Students' Performance Assessment**

S/N	Assessment Component	Total Marks	Pass Mark
1	<i>Individual Continuous Assessment (total of seven assessment on core courses)</i>	100% per assessment	50% per assessment
2	<i>Written Practical Exercises (total of seven assessment on core courses)</i>	100% per assessment	50% per assessment
3	<i>Final Examination (total of eleven assessment on all courses)</i>	100% per assessment	50% per assessment
4	<i>Oral Practical Exercise (once)</i>	100% per assessment	50% per assessment

A candidate is considered to have passed the examination if he scores an average of at least 50% of every examinable subject. If the average score is below 50% and a candidate has scored a GPA of 1.0 or above, or he/she has a GPA below 1.0 but has passed at least three core subject he/she will be allowed to supplement the component which he/she scored below the required pass mark.

#### 2.4. Tuition and other Fees

**Table 3: Tuition and other Fees**

<i>Application Fee</i>	<i>20,000.00</i>	<i>Institutional Stationery and Photocopy Services</i>	<i>50,000.00</i>
<i>Registration Fee</i>	<i>20,000.00</i>	<i>Caution Money (Deposit)</i>	<i>10,000.00</i>
<i>Tuition Fee</i>	<i>1,300,000.00</i>	<i>Identity Card</i>	<i>10,000.00</i>
<i>Examination Fee</i>	<i>50,000.00</i>	<i>Student's Organization Fee</i>	<i>10,000.00</i>
<i>Field (Attachment) Supervision Fee</i>	<i>50,000.00</i>	<i>Admission Ceremony Fee</i>	<i>20,000.00</i>
<i>Library Fee</i>	<i>50,000.00</i>	<b>Total</b>	<b><i>1,590,000.00</i></b>

Students shall bear all direct and indirect costs or fees related to their training at the School. Such costs or fees are presented in Table 4 below.

**Table 4: Fees by Semester**

<b>FIRST SEMESTER</b>	
<i>Particulars</i>	<i>Amount</i>
<i>Meal and Accommodation Allowance</i>	<i>1,155,000.00</i>
<i>Books and Stationery</i>	<i>200,000.00</i>
<i>Research Expenses</i>	<i>300,000.00</i>
<i>Special Requirements (Advocates' Attire)</i>	<i>300,000.00</i>
<i>Compilation of Basic Statutes</i>	<i>100,000.00</i>
<b>SUB-TOTAL</b>	<b>2,055,000.00</b>
<b>SECOND SEMESTER</b>	
<i>Particulars</i>	<i>Amount</i>
<i>Field Placement Expenses</i>	<i>1,200,000.00</i>
<i>Meals and Accommodation Allowance</i>	<i>210,000.00</i>
<b>SUB-TOTAL</b>	<b>1,410,000.00</b>
<b>TOTAL</b>	<b>3,465,000.00</b>

### **2.5. Postgraduate Enrollment Level**

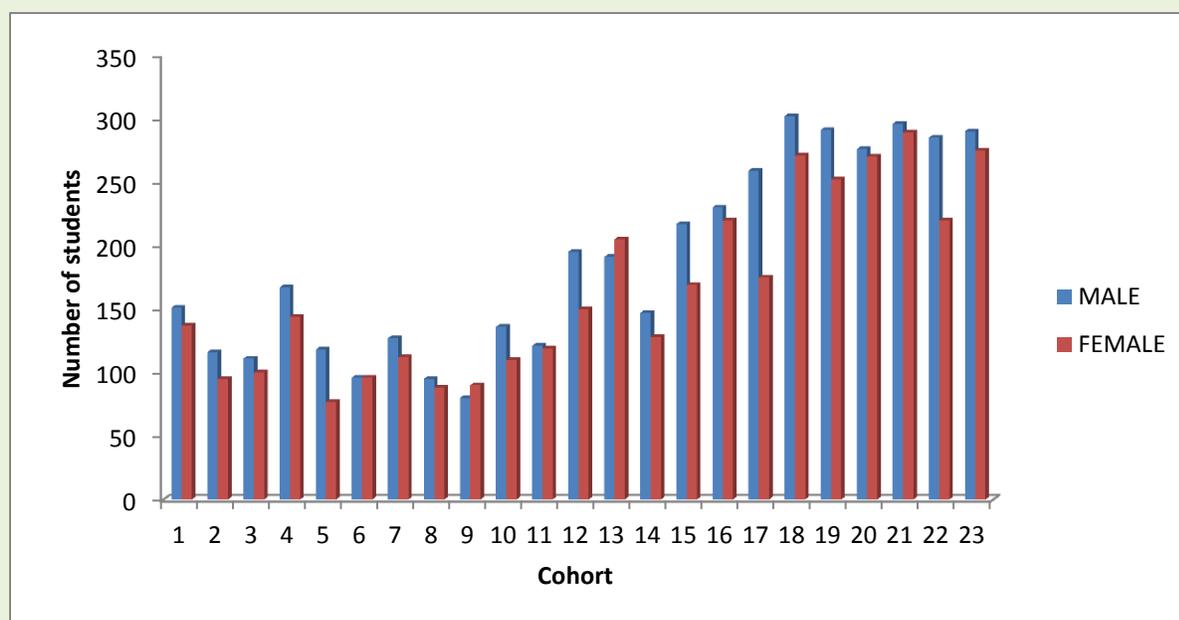
Enrollment of students for Post Graduate Diploma in practical legal training has been increasing significantly over the past four years, it is noted that the increase in enrollment level after the year 2007 could be speared up with the increase in the number of universities providing LL.B and development of infrastructures and other related facilities at the School. However there has been a fluctuating increase from the year 2008 onwards.

At the time when the school began the number of male enrollment was higher than that of female; however in the sixth cohort the number of male and female enrollment is equal and at the thirteenth cohort the number of female enrolment exceeds that of male(Table 5 and Figure 1).

## 2.5.1. Enrollment Level by Cohort

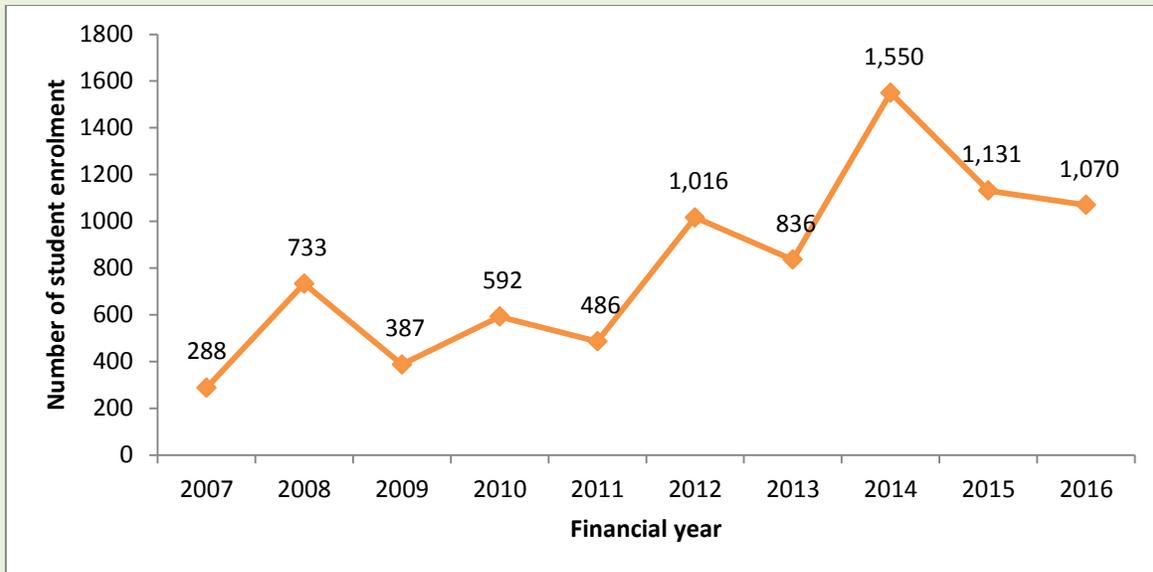
**Table 5: Number of students Enrolled from 2007/08 to June 2015/16**

<b>COHORT</b>		1	2	3	4	5	6	7	8	9	10	11	12
<b>DATE OF ENROLMENT</b>		Mar-08	Aug-08	Feb-09	Apr-09	Nov-09	Apr-10	Aug-10	Feb-11	May-11	Nov-11	Apr-12	Aug-12
<b>GENDER</b>	<b>MALE</b>	151	116	111	167	118	96	127	95	80	136	121	195
	<b>FEMALE</b>	137	95	100	144	77	96	112	88	90	110	119	150
<b>TOTAL NUMBER OF STUDENTS</b>		288	211	211	311	195	192	239	183	170	246	240	345
<b>COHORT</b>		13	14	15	16	17	18	19	20	21	22	23	Total
<b>DATE OF ENROLMENT</b>		Feb-13	Jun-13	Jan-14	May-14	Sep-14	Feb-15	Jun-15	Nov-15	Mar-16	Jul-16	Nov-15	As at 30th July
<b>GENDER</b>	<b>MALE</b>	191	147	217	230	259	302	291	276	296	285	290	4,297
	<b>FEMALE</b>	205	128	169	220	175	271	252	270	289	220	275	3,792
<b>TOTAL NUMBER OF STUDENTS</b>		396	275	386	450	434	573	543	546	585	505	565	8,089



**Figure 1: Student enrollment by Gender**

In the year 2007 a total of **288** students were enrolled, in 2008 a total of **733** students, **387** students were enrolled in 2009, **592** students in 2010, **486** students in 2011, **1,016** students in 2012, **836** students in 2013 and **1,550** students in 2014 and **1,132** students in 2015 and **1,070** students in 2016 as shown in figure 2 below.



**Figure 2: Student Enrolment per year**

### 2.5.2. Enrollment Level by target

LST had set targets for students' enrollment in each year (Table 6 and Figure 3); however there were years where the number of students enrolled went beyond target and other years where enrollment went below the set target. Until the end of June 2016 LST had set target to enroll 8,400 students but only 8,089 students were admitted till date, that fulfills 96.3% of the LST set target.

In 2007 the school enrolled student at 72% that is it went below the set targeted, 183.3% at year 2008, 96.8% at the year 2009, 148% at year 2010, 121.5% at year 2011, 127% at year 2012, 104.5% at year 2013, 129.2% at year 2014, 62.8% at year 2015 and 59.4% at the year 2016.

**Table 6: Target for Student Enrollment**

Year	Total Registered	Registration Target	% of total registered to registration target
2007	288	400	72
2008	733	400	183.3
2009	387	400	96.8
2010	592	400	148.0
2011	486	400	121.5
2012	1,016	800	127.0
2013	836	800	104.5
2014	1,550	1,200	129.2
2015	1,131	1,800	62.8
2016	1,070	1,800	59.4
Total	8,089	8,400	96.3



**Figure 3: Registration target achieved**

### 2.6. Practical Field Training/Placement

The Law School of Tanzania (Curriculum) By-Laws 2011 and the Law School of Tanzania (Students' Performance, Assessment and Awards) By-Laws 2001 require each student to undergo practical training, a form of placement which, forms part of the

component of assessment. In this regard, students are placed in law firms, courts, legal aid centers, and legal units in government departments and the Attorney General’s Chambers. Therefore, the field placement period is divided into two equal periods which students are required to rotate.

The number of students who attended Practical Field Placement from the year 2007 when the first cohort was enrolled keeps fluctuating with a very high number of students who attended practical field placement in the twenty first cohort; the number of student is expected to rise more than that in the next cohorts.

Since 2007 LST has trained 8,089 candidates out of whom only 3,458 were eligible to be registered as advocates; that is approximately 42.7% of the total registered candidate to date, However unsuccessful candidates will still face their supplementary exams until they pass in order to be awarded the postgraduate diploma in legal practise. The remaining 57.3% covers candidates who failed their exams, awaiting for supplementary exams and candidates who postponed practical legal training.

Examination Results									
Year	Passed at first sitting	Passed Special Examination	Passed Supplementary Examination	Failed	Failed Special Examination	Awaiting Supplementary Examination	Abscondment	Postponement/Deferral	Total Registered
2008	89	0	247	22	0	123	3	15	499
2009	103	3	319	87	0	181	5	19	717
2010	87	1	214	33	0	92	2	2	431
2011	163	0	266	40	0	124	0	6	599
2012	111	0	292	81	0	97	0	4	585
2013	136	3	368	31	1	129	0	3	671
2014	216	1	409	114	5	521	0	4	1,270
2015	366	0	64	287	1	894	0	50	1,662
2016	0	0	0	0	0	1,655	0	0	1,655
<b>Total</b>	<b>1,271</b>	<b>8</b>	<b>2,179</b>	<b>695</b>	<b>7</b>	<b>3,816</b>	<b>10</b>	<b>103</b>	<b>8,089</b>
2016 examination results are not published yet									

## 2.7. Library Services

The library is an integral part of the academic programs which facilitates legal practical training, research, consultancy and community outreach functions of the School. It has built its collections and stocking materials of both legal and professional knowledge. It also facilitates access to reading materials in form of on-line services and reference books. Furthermore the library facilitates research and practical learning for all its users.

Currently the library collection amount to more than **7,000 titles** of various volumes both printed and electronic copies. The Library is on the processes to subscribing to online databases such as Africa Law Reports and Tanzania Law Reports among others which will be up on time for all our users. Currently, the library collection is as summarized below in Table 7:

**Table 7**

<b>S/N</b>	<b>TITLES</b>	<b>TOTAL NUMBER</b>
1	<i>Tanzania constitution</i>	120
2	<i>Tanzania Tax Law reports</i>	74
3	<i>The East Africa Protectorate Law Reports</i>	12
4	<i>The Constitutional Review</i>	120
5	<i>Encyclopedia -- General</i>	105
6	<i>The Encyclopedia of Forms &amp; Precedents</i>	107
7	<i>Husbandry Statutes of England</i>	84
8	<i>Husbandry Laws of England</i>	121
9	<i>The Digest of Annotated British/Common wealth Cases</i>	150
10	<i>The Common wealth and European Cases</i>	155
11	<i>The Old England Law Reports</i>	280
12	<i>Text books (Various)</i>	4,394

The library provides information and library services to the students, staff, its alumni and the surrounding community. The library is currently organized by subject area within the various stages of legal training namely:-

- 
- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| <b>1. Legal Writing and Drafting</b> | <b>6. Conveyancing</b>               |
| <b>2. Trial Advocacy</b>             | <b>7. Commercial Transactions</b>    |
| <b>3. Civil Litigation</b>           | <b>8. Legal Practice Management</b>  |
| <b>4. Criminal Litigation</b>        | <b>9. Probate and Administration</b> |
| <b>5. Professional Ethics</b>        |                                      |
- 

The library also offers information services to library users within and outside the school community. Such amenities include: lending of library materials, document delivery services, traditional and electronic references services, Selective Dissemination of Information (SDI) and Current Awareness Services (CAS).

Other services include research, publication and consultancy, information literacy and computer training for library users and conference facilities.

## CHAPTER THREE

### STAFF PROFILE

#### 3. Introduction

In recent years LST has managed to employ academically strong, experienced, energetic and dynamic staff to succeed the generation of highly qualified advocates. It is the policy of the school to recruit, incentivize and retain new staff in order to continuously provide quality legal training programme also conduct research and consultancy services.

LST has both Administrative and Academic staffs. Administrative staff carries 76.2% out of the total number staff while the 23.8% is for the Academic staffs. 69% constitute male staffs while the remaining 31% constitutes of the female staffs.

There was no female staff at the first year when the school was beginning: female staff emerged and began to increase in the following years. Female staff recruitment increased to the level of male staff recruitment in the year 2015/16 financial year. The overall female proportion of the total school staff is 30.9% (Table 8 and Figure 4)

**Table 8: Staff Recruited from the year 2007/08 to 2015/16**

YEAR	Ph. D			MASTERS			FIRST DEGREE		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
2007/2008	0	0	0	1	0	1	0	0	0
2008/2009	0	0	0	2	0	2	0	1	1
2009/2010	0	0	0	3	1	4	0	0	0
2010/2011	0	0	0	0	0	0	0	0	0
2011/2012	0	0	0	3	0	3	0	0	0
2012/2013	0	0	0	0	1	1	0	0	0
2013/2014	0	0	0	2	1	3	2	0	2
2014/2015	2	0	2	2	0	2	0	0	0
2015/2016	2	0	2	2	1	3	1	4	5

ADVANCED DIPLOMA			DIPLOMA			CERTIFICATE			TOTAL	
M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F
0	0	0	0	0	0	0	0	0	1	0
1	1	2	0	0	0	2	0	2	5	2
0	0	0	0	0	0	0	0	0	3	1
0	0	0	0	1	1	0	0	0	0	1
0	0	0	0	0	0	0	0	0	3	0
0	0	0	0	0	0	0	0	0	0	1
1	0	1	0	0	0	0	0	0	5	1
0	0	0	0	0	0	1	0	1	5	0
0	0	0	1	1	2	1	1	2	7	7
									29	13
									<b>Total</b>	<b>42</b>

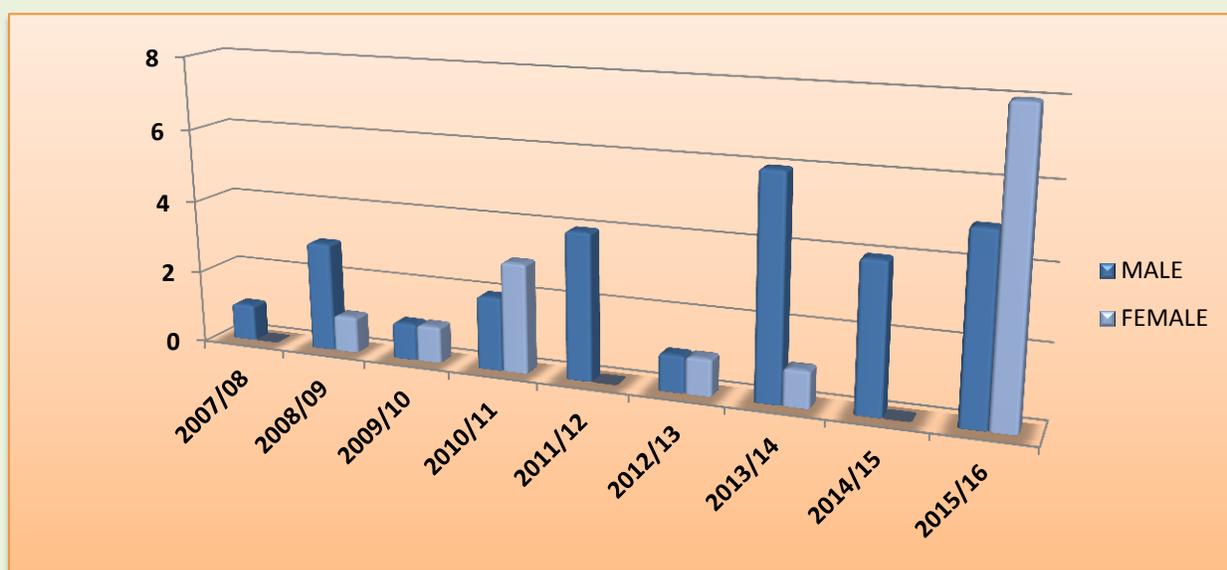


Figure 4: Number of permanent staff

### 3.1. ADMINISTRATIVE STAFF

#### 3.1.1. Administrative Staff by Qualifications and Gender

The administrative staff combines a group of Ph.D. holders, Master degree Holders, Bachelor degree holders, advanced diploma, Diploma and Certificates holders; all

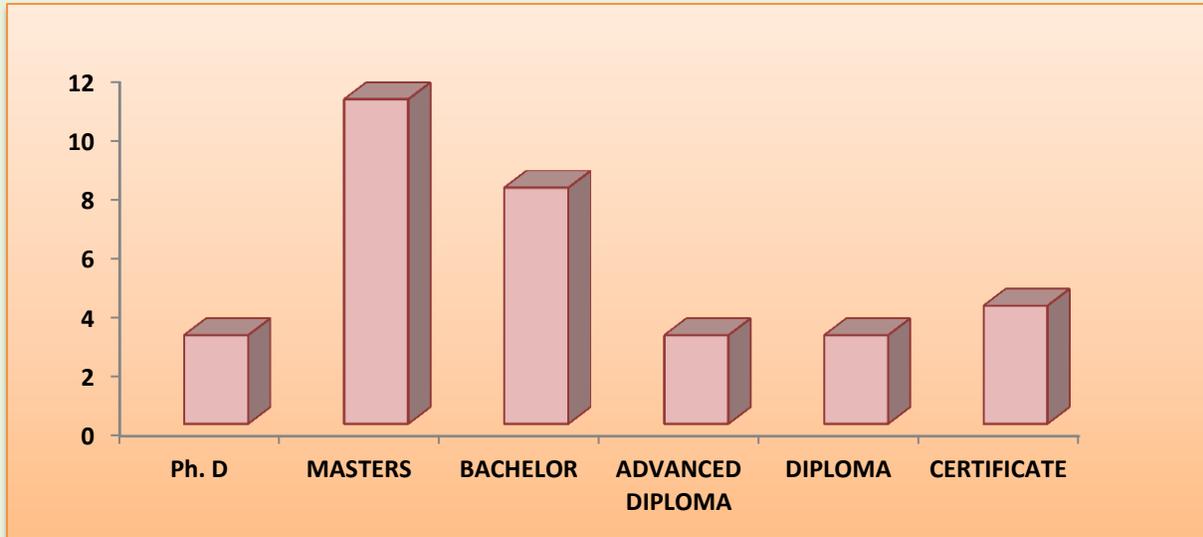
these staff work together to ensure quality legal trainings is given to students at the school.

There has been a yearly increase in the number of administrative staff recruited from 2007/08 to June 2016. Until June 2016 the school had a total of 32 administrative staff, out of which 18 were males and 14 were females. A team of qualified administrative staff enables the smooth functioning of activities at LST.

**Table 9: Administrative staff by qualification and gender**

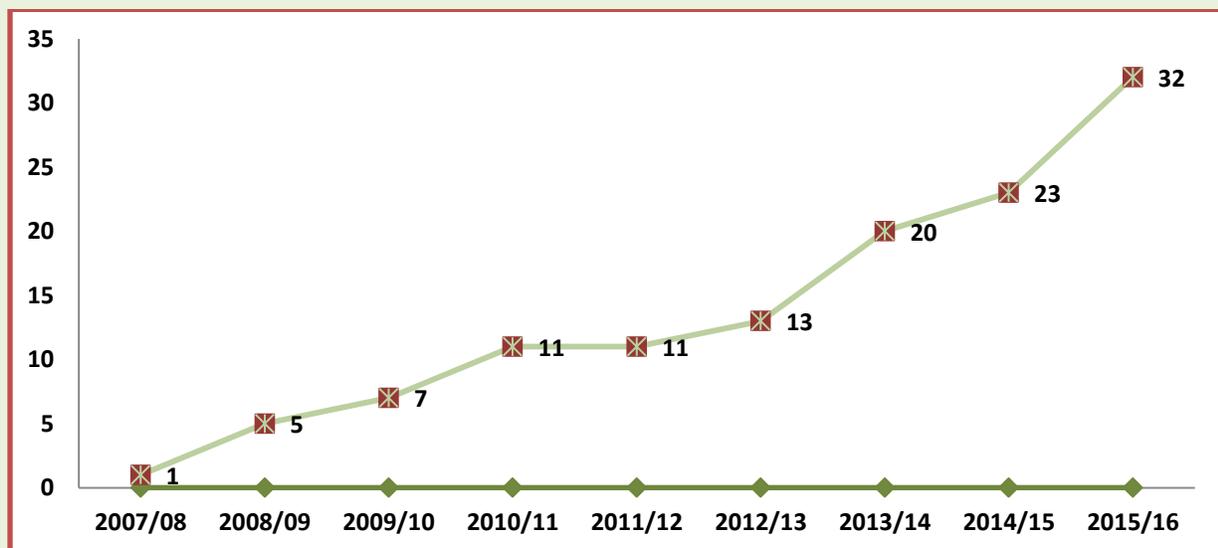
YEAR (Recruitment)	Ph. D			MASTERS			BACHELOR		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
2007/08	1	0	1	0	0	0	0	0	0
2008/09	0	0	0	1	0	1	0	1	1
2009/10	0	0	0	1	0	1	0	0	0
2010/11	0	0	0	1	2	3	0	0	0
2011/12	0	0	0	0	0	0	0	0	0
2012/13	0	0	0	0	1	1	0	0	0
2013/14	0	0	0	2	1	3	2	0	2
2014/15	2	0	2	0	0	0	0	0	0
2015/16	0	0	0	1	1	2	1	4	5

YEAR	ADVANCED DIPLOMA			DIPLOMA			CERTIFICATE			CUMMUALTIVE TOTAL		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
2007/08	0	0	0	0	0	0	0	0	0	1	0	1
2008/09	0	0	0	0	0	0	2	0	2	3	1	4
2009/10	0	0	0	0	1	1	0	0	0	1	1	2
2010/11	0	1	1	0	0	0	0	0	0	1	3	4
2011/12	0	0	0	0	0	0	0	0	0	0	0	0
2012/13	1	0	1	0	0	0	0	0	0	1	1	2
2013/14	1	0	1	0	0	0	1	0	1	6	1	7
2014/15	0	0	0	1	0	1	0	0	0	3	0	3
2015/16	0	0	0	0	1	1	0	1	1	2	7	9



*Figure 5: Administrative staff by qualification from financial year 2007/08 to August 2015*

The emerging picture is that there is more administrative staff with master degrees than any other qualification. At Ph.D. degree level there is only three administrative staff, this makes just 9% of the total number of administrative staff. Eight administrative staff members hold bachelor degree, which is approximately 25% out of the total number of administrative staffs. The remaining 32% percent are shared by Advanced Diploma holders, Diploma and Certificates holders.



*Figure 6: Cumulative Recruitment of administrative staff*

### 3.1.2. Administrative staff by Age and Gender from 2007/08 to June 2016

There are more staff aged 31-38 than in any other age group (Table 7). Table 7 further indicates that there is neither male nor female staff members aged above 55 years. Out of 32 staffs, only 22% will soon have an age greater than 54, which is just about 16% of the total number of staff at the School.

**Table 7: Administrative staff recruitment by Age and Gender**

YEAR	≤ 30			31 - 38			39 - 46		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
2007/2008	0	0	0	0	0	0	0	0	0
2008/2009	0	0	0	3	0	3	1	0	1
2009/2010	0	0	0	0	0	0	0	1	1
2010/2011	0	0	0	2	1	3	1	0	1
2011/2012	0	0	0	0	0	0	0	0	0
2012/2013	1	0	1	0	0	0	0	1	1
2013/2014	1	0	1	1	0	1	1	1	2
2014/2015	0	0	0	1	0	1	0	0	0
2015/2016	1	6	7	1	1	2	0	0	0

YEAR	47 - 54			55 - 62			≥ 63			TOTAL		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
2007/2008	1	0	1	0	0	0	0	0	0	1	0	1
2008/2009	0	0	0	0	0	0	0	0	0	4	0	4
2009/2010	1	0	1	0	0	0	0	0	0	1	1	2
2010/2011	0	0	0	0	0	0	0	0	0	3	1	4
2011/2012	0	0	0	0	0	0	0	0	0	0	0	0
2012/2013	0	0	0	0	0	0	0	0	0	1	1	2
2013/2014	3	0	3	0	0	0	0	0	0	6	1	7
2014/2015	2	0	2	0	0	0	0	0	0	3	0	3
2015/2016	0	0	0	0	0	0	0	0	0	2	7	9
TOTAL												32

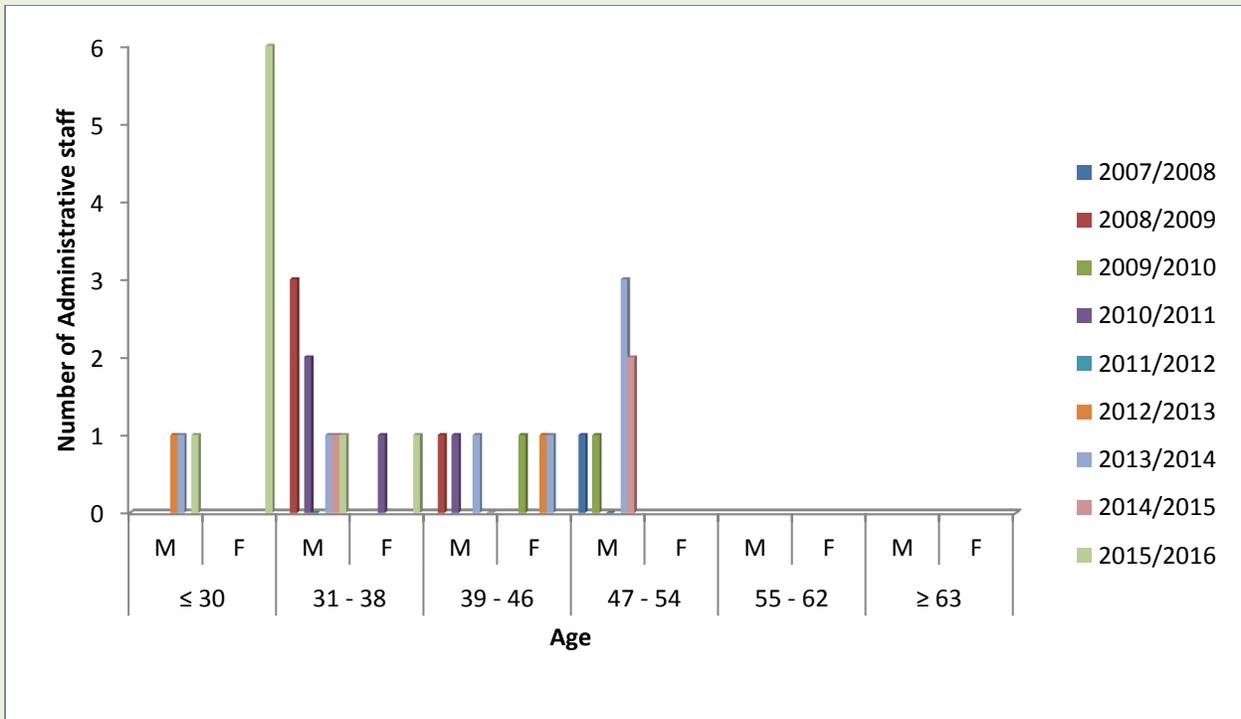


Figure 7: Administrative staff by Age and Gender

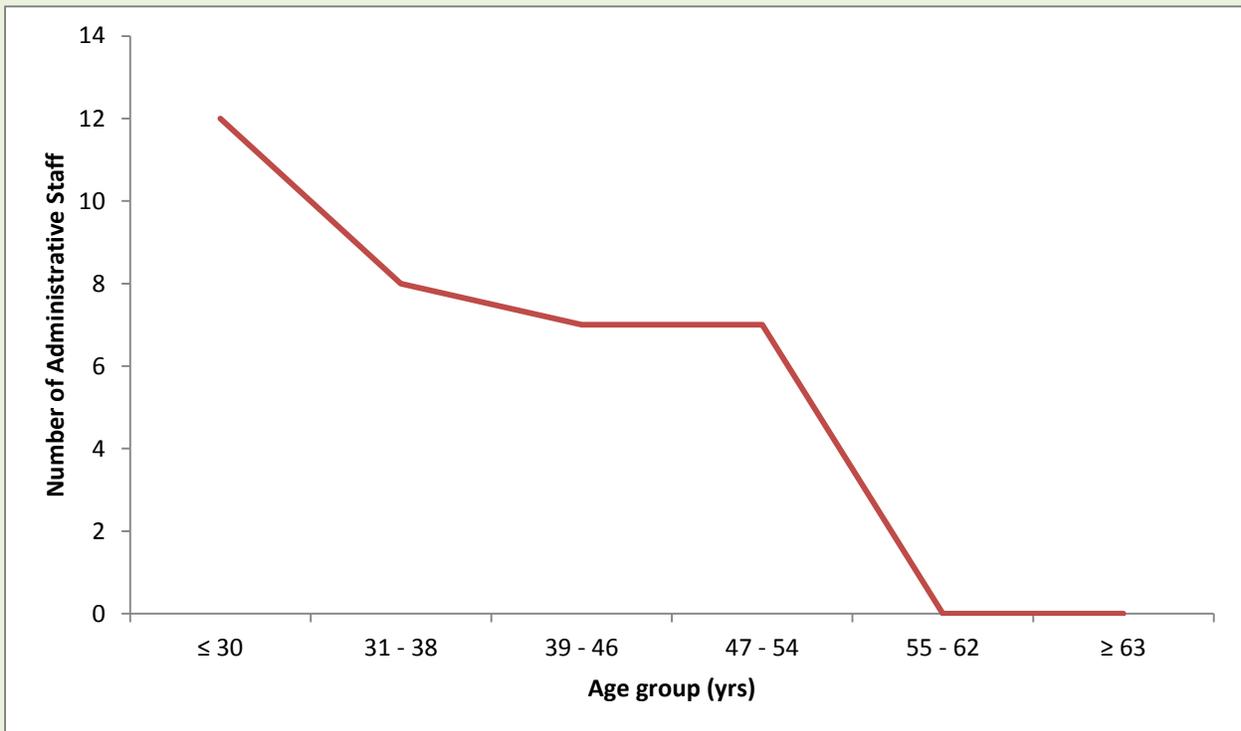


Figure 8: Trend of Administrative staff Age from 2007/08 to August 2015

## **3.2. ACADEMIC STAFF**

The LST employs both full-time and part-time trainers. For obvious reasons, all the LST's trainers are required to be active practitioners. Aware of the fact that the method of training LST is embarking upon is new in Tanzanian legal training institutions, LST has been running a 'Learning by Doing' Trainer Training Programme for the past 6 years.

The programme has been conducted by experienced trainers of trainers from the UK-based BPP Law School, led by Prof. John Irving. Throughout that period, the programme has involved over 60 Law School instructors (both full-time and part-time). Topics that are covered in the training programme include the designing of student materials for learning by doing, facilitating and assessing learning by doing activities.

### **3.2.1. Academic staff by Qualification and Gender**

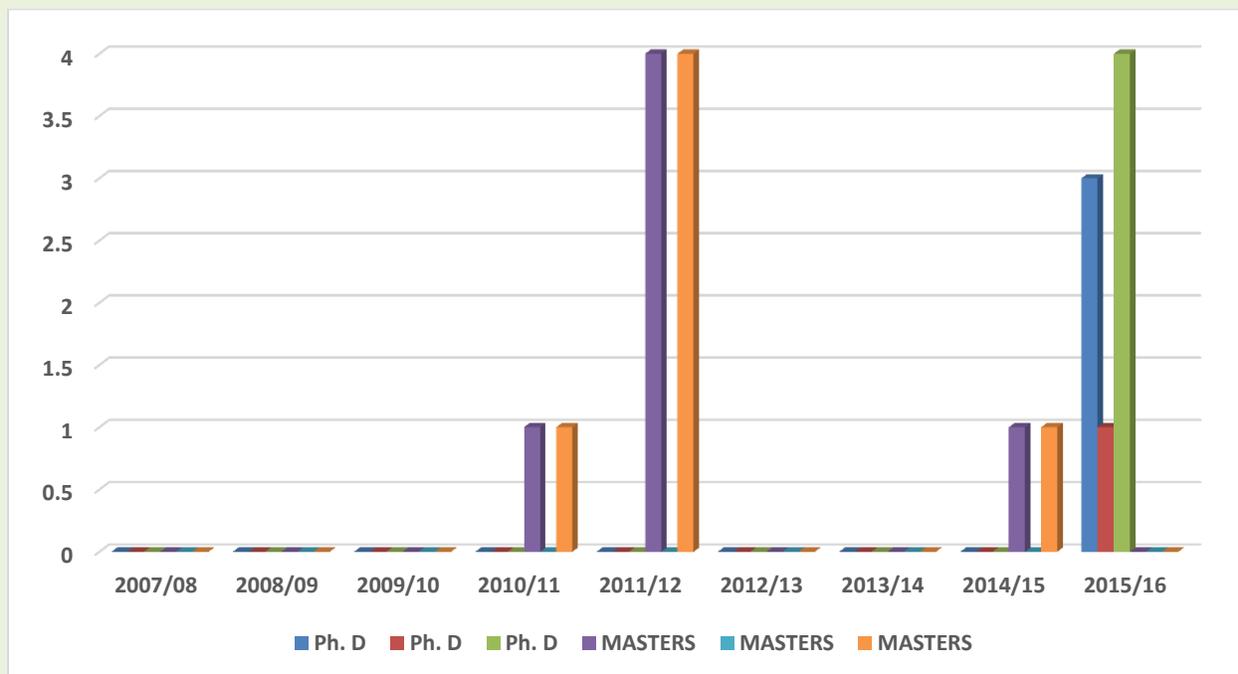
The Academic staff combines a group of Ph.D. holders and Masters Holders, all these trainers work hand in hand to ensure quality legal trainings is provided to students.

There has been an increase in the number of administrative staff recruitment from 2007/08 to June 2016 (Table 8). Until June 2016 the school had a total of 10 permanent academic staff, out of which nine are male staff members with only one female member of staff.

There are more Academic staff members with masters' degree than PhD degree, out of ten staffs only four hold a PhD degree that makes only 40% of the total number of academic staff; the remaining six staff members hold a master degree making 60% of all academic staff members. There is a 9 to 1 ratio of male to female academic staff.

**Table 8: Academic staff by Qualification and Gender**

ACADEMIC STAFF BY QUALIFICATION AND GENDER									
YEAR	Ph. D			MASTERS			CUMMUALTIVE TOTAL		
	M	F	TOTAL	M	F	TOTAL	MALE	FEMALE	TOTAL
2007/08	0	0	0	0	0	0	0	0	0
2008/09	0	0	0	0	0	0	0	0	0
2009/10	0	0	0	0	0	0	0	0	0
2010/11	0	0	0	1	0	1	1	0	1
2011/12	0	0	0	4	0	4	4	0	4
2012/13	0	0	0	0	0	0	0	0	0
2013/14	0	0	0	0	0	0	0	0	0
2014/15	0	0	0	1	0	1	1	0	1
2015/16	3	1	4	0	0	0	3	1	4
							9	1	10



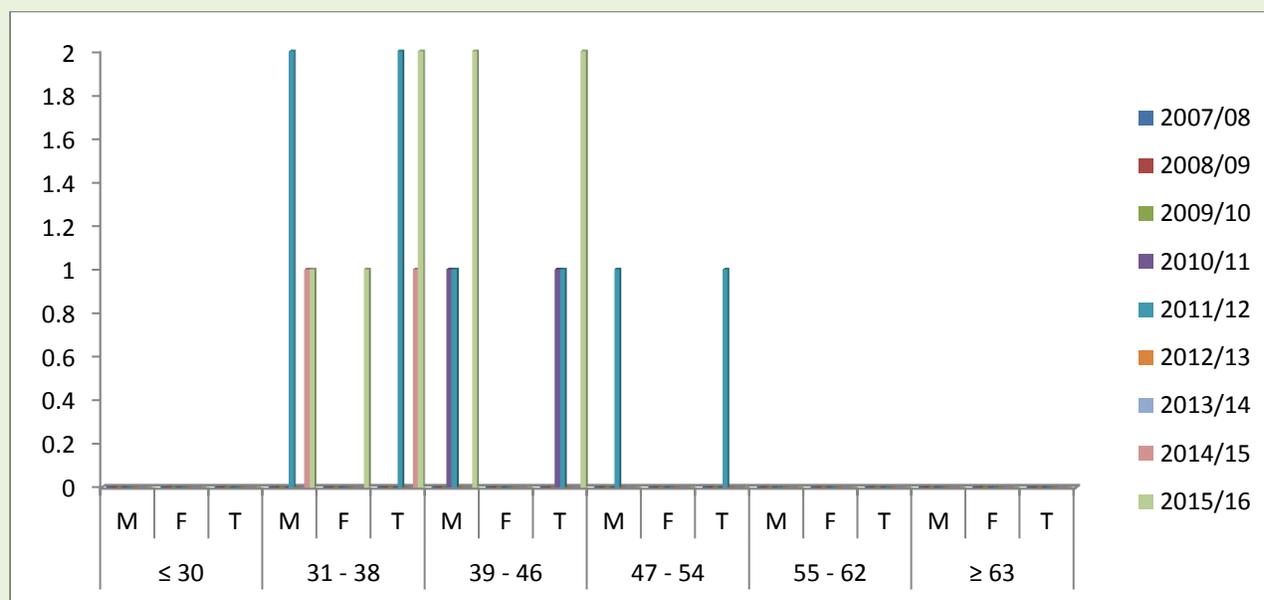
**Figure 9: Academic staff by Qualification and Gender**

### 3.2.2. Academic staff by Age and Gender

The number of academic staff in the age group of 31-38 exceeds all other age groups (Table 9). Out of 10 staffs that makes it 50%, and the remaining 50% is shared with other age groups. There is neither male nor female academic member of staff aged above 55 years.

**Table 9: Academic Staff by Qualification and Gender**

YEAR	≤ 30			31 - 38			39 - 46			47 - 54			55 - 62			≥ 63			TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2007/08	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2008/09	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2009/10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010/11	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
2011/12	0	0	0	2	0	2	1	0	1	1	0	1	0	0	0	0	0	0	4	0	4
2012/13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2013/14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2014/15	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
2015/16	0	0	0	1	1	2	2	0	2	0	0	0	0	0	0	0	0	0	3	1	4
TOTAL	0	0	0	4	1	5	4	0	4	1	0	1	0	0	0	0	0	0	9	1	10



**Figure 10: Academic staff by Age and Gender**

### **3.2.3. PART TIME TRAINERS**

Currently the School is facing a shortage in Academic staff, the School engages part-time trainers to fill in the gap. The current ration of imparting Practical Legal training learning by doing is 1:15 i.e. 1 lecturer to 15 students as stipulated in the rules of the Law school of Tanzania (curriculum) by-laws, 2011.

The LST is admitting 600 students per each cohort for which they are divided into groups of 30 students to make 20 seminars firms. Therefore to make effective use of the said ratio, 30 students will need 2 trainers in each firm, while the existing permanent and pensionable lecturers of the school are only 10 there is a need therefore of engaging part time trainers to fit the curriculum ratio.

## **CHAPTER FOUR**

### **SOURCES OF FUNDS**

#### **4. Introduction**

The Law School of Tanzania like any other higher learning institution needs financial resources to implement various activities in order to perform its core functions namely: conduct practical legal training, legal research and providing consultancy services in legal matters.

The survival of LST largely depends on Government subventions and Tuition fees to propel its functions. In the following sub-sections the major sources of revenue are outlined.

##### **4.1. Government Subvention: Recurrent and Development Subvention**

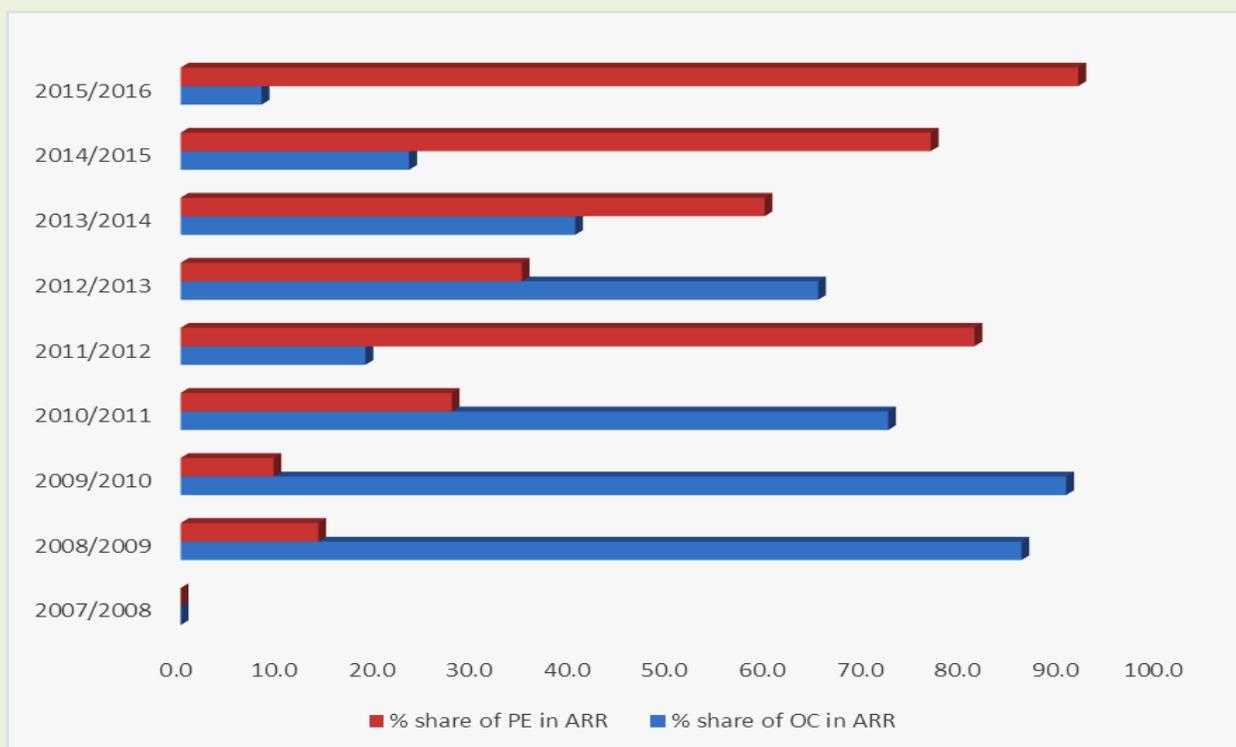
The Recurrent Budget in nominal terms has been increasing over years. However, in real terms it has been falling while the cost of equipment and other essential inputs for running school academic activities are rising. The allocated budget from the government has been decreasing year after year from requested budget.

It is important to bear in mind that the requested budget reflects the actual cost of equipment, materials and other academic inputs of financial year; as mentioned earlier, however the institution has not been receiving the exact estimated amount from the Government. Taking this into account, it is evident that LST is not optimally funded by the Government instead it depends on internal funds too to effectively and efficiently run its core operations.

Generally the percentage release for both PE and OC has been fluctuating. Large portion of OC compared to PE was given to the institution at the first three financial years, however starting from 2011/12 the portion of PE has been increasing due to the increase in the number of staff being recruited. The amount of OC has been decreasing because of poor disbursement of Government Subvention from the Office of Treasury.

**Table 10: Disaggregation of Recurrent Subvention**

Fiscal Year	Other charges (OC)	Personal Emoluments (PE)	Actual Recurrent Released (AAR)	% share of OC in ARR	% share of PE in
2007/2008	0	0	0	0.0	0.0
2008/2009	226,035,000	37,029,546.00	263,064,546	85.9	14.1
2009/2010	890,347,313	93,543,706.00	983,891,019.00	90.5	9.5
2010/2011	512,450,200	196,350,602.00	708,800,802.00	72.3	27.7
2011/2012	84,554,490	363,149,038.70	447,703,528.70	18.9	81.1
2012/2013	750,910,975	401,866,355.00	1,152,777,330.00	65.1	34.9
2013/2014	361,666,800	535,219,530.00	896,886,330.00	40.3	59.7
2014/2015	200,000,000	656,314,222.57	856,314,222.57	23.4	76.6
2015/2016	126,156,461.00	1,396,315,841.52	1,522,472,302.52	8.29	91.71



**Figure 11: The percentage share of PE and OC in the Actual Recurrent released**

#### 4.2. Legal Sector Reform Program Support to the School

The Law School of Tanzania has immensely benefited from other generous support in the advancement for the type of legal training supposed to be offered. LST managed to mobilize funds through the LSRP (Legal Sector Reform Program) in its endeavor to implement various programmes. LSRP through the government is the financial assistant from donor countries to develop legal sector in Tanzania. Table 11 below indicates that the capital flow is fluctuating with an upward trajectory at the financial year 2011/12, 2012/13 and 2014/15. Compared to 2010, Development partner funds increased to more than thirty six thousand times in 2011.

*Table 11: Development Partner Funds Profile*

FINANCIAL YEAR	CAPITAL FROM LSRP
2007/08	500,000,000.00
2008/09	531,385,723.00
2009/10	289,561,109.98
2010/11	46,141,216.88
2011/12	16,664,521,743.29
2012/13	17,793,471,743.29
2013/14	-
2014/15	17,958,934,591.29
2015/16	0

#### 4.3. Tuition Fees Collected

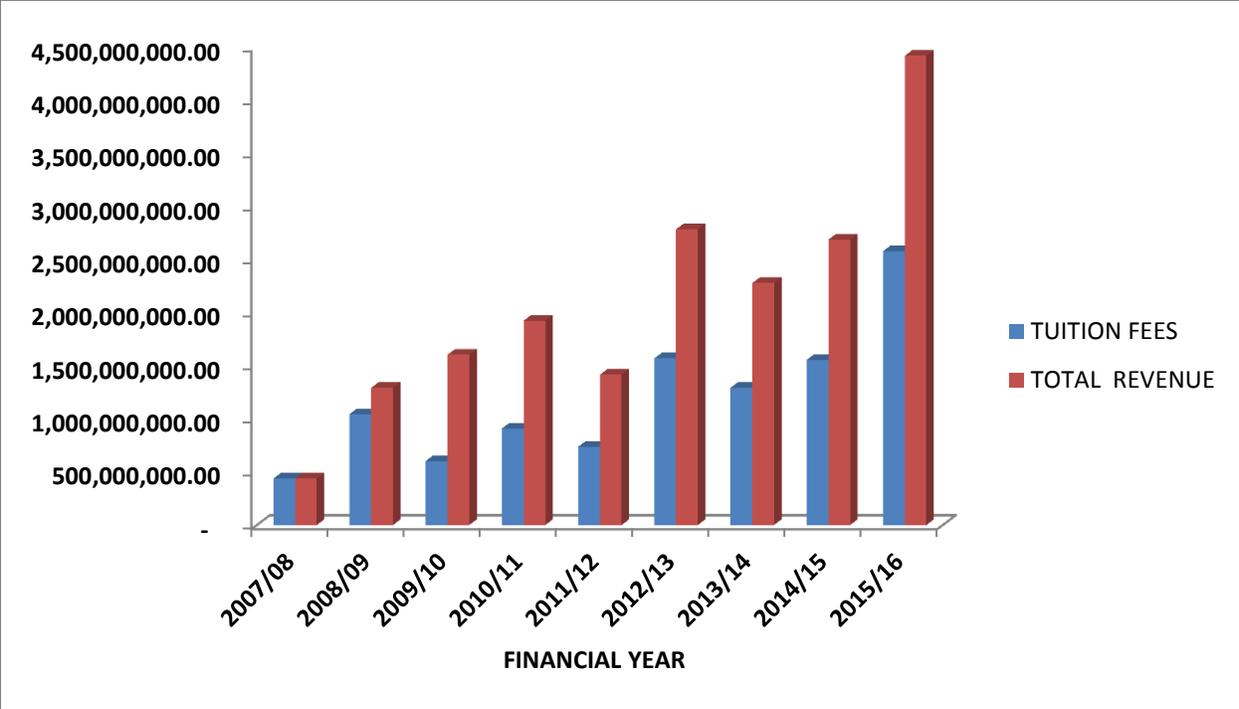
Statistics show that tuition fees itself contributes to a larger percent of income than any other source of income in the LST. The total revenue has been increasing for some years this is due to increase in the number of the student enrollment. The rest of the income comes from other internal generation of fund activities like sale of tenders, miscellaneous income etc. leaving the rest to be covered by the government. That is it can fairly said that tuition fees enables the sound conduct of activities at LST.

The amount of tuition fees contribution to each financial year fluctuates from time to time in accordance with the numbers of student enrolment. In the financial year

2007/08 tuition fees contributed 100% to the total revenue, 80.8% for the year 2008/09,37.6% for the year 2009/10,47.3% for the year 2010/11, 52.0% for the year 2011/12,56.4% for the year 2012/13,57.7% for the year 2013/14,57.9% for the year 2015/15 and 58.4% for the year 2015/16.

**Table 12: Revenue Collection Profile**

FINANCIAL YEAR	GOVERNMENT FUNDS	TUITION FEES (T)	TOTAL REVENUE (TR)	% OF T TO TR
2007/08	-	438,847,000.00	438,847,000.00	100.0
2008/09	226,035,000.00	1,045,723,000.00	1,294,888,000.00	80.8
2009/10	983,891,019.00	603,720,000.00	1,606,508,419.00	37.6
2010/11	983,891,019.00	911,040,000.00	1,927,915,505.83	47.3
2011/12	647,703,528.70	737,880,000.00	1,418,079,623.70	52.0
2012/13	1,152,777,330.00	1,572,480,000.00	2,788,486,748.44	56.4
2013/14	896,965,290.00	1,294,800,000.00	2,282,092,170.45	57.7
2014/15	856,314,222.57	1,558,010,000.00	2,691,793,518.89	57.9
2015/16	1,522,472,302.52	2,581,900,000.00	4,417,896,336.49	58.4



**Figure 12: Tuition fees collection in Total Revenue**

**4.4. Other Self-Generated Funds**

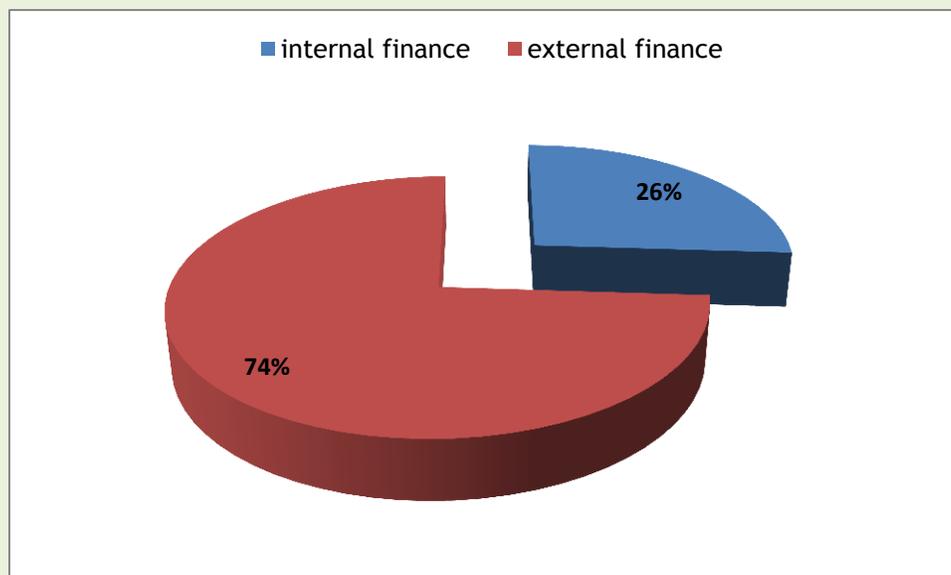
The account for other self-generated funds was established in the financial year 2008/09 under the income generating unit and separate accounts were established in order to enhance financial sustainability. Table 13 below shows the revenue from the income generating activities. The items involved in these funds include rental fees, sale of tenders, income from school shop and canteen etc.

**Table 13: Self-Generated Funds Profile**

FINANCIAL YEAR	SELF-GENERATED FUNDS
2007/08	-
2008/09	23,130,000.00
2009/10	18,897,400.00
2010/11	32,984,486.83
2011/12	32,496,095.00
2012/13	63,229,418.44
2013/14	90,326,880.45
2014/15	277,469,296.32
2015/16	313,524,033.97

#### 4.5. Internal and External finance

Figure 12 depicts the source of funds in cumulative terms from development partners (external finance) against the government of the United Republic of Tanzania and local internal revenue of LST from 2007 till date. Figure 13 exploits the data from table 10, 11 and 12 to highlight the share of the contribution of funds in the LST budget. It is clear that LST budget has largely benefited from the LSRP muscles that mostly financed the development expenditure. Support from government and internal revenue was just 26% while the remaining 74% was carried by LSRP.



*Figure 13: Internal and External revenue finance contribution from the year 2007/08 to 2015/16*

## CHAPTER FIVE

### THE SCHOOL LEADERSHIP DURING THE YEAR 2015/16

#### 5. Introduction

This chapter presents what the School leadership does to influence staff towards attainment of the desired objectives hence the functions of the school are discharged and managed through the School's principal , Deputy Principal-Training, Consultancy, Research and Publication and Deputy Principal-Planning, Finance and Administration. These officers are directly responsible to the Governing Board.

#### 5.1.School Leadership

##### 5.1.1. Governing Board and it's Committees

**Table 14 : Governing Board**

No	Name	Organization	Position
1	Dr. Tulia Ackson	Attorney General's Office	Chairperson
2	Ms. Sara D. Mwaipopo	Attorney General's Office	Chairperson
3	Mr. Gerson J. Mdemu	Attorney General's Office	Chairperson
4	Mr. Charles R. B. Rwechungura	Tanganyika Law Society	Member
5	Mr. John Seka	Tanganyika Law Society	Member
6	Ms. Aisha A. Sinda	Representative of Members of TLS	Member
7	Mr. John R. Kahyoza	Court of Appeal Tanzania	Member
8	Prof. Hamudi Majamba	UDSM School of Law	Member
9	Ms. Scholastica Jullu	NGOs	Member
10	Representative of students' body	The Law School of Tanzania	Member
11	Dr.Gerald A. M. Ndika	The Law School of Tanzania	Secretary to the Board

**Table 15 : Committee of Practical Legal Training and Examinations Committee**

No	Name	Organization	Position
1	Prof. N.N.N. Nditi	University of Dar Es Salaam	Chairman
2	Dr. Masumbuko Lamwai	Tumaini University	Member
3	Dr. Alex Nguluma	Tanganyika Law Society	Member
4	Hon. Judge Dr. Fauz Twaib	Judiciary of Tanzania	Member
5	Mr. Michael K. Kamba	Attorney General's Chamber	Member
6	Dr. Gerald A. M. Ndika	The Law School of Tanzania	Secretary to the Committee

**Table 16: Members of Committee of Administrative and Human Resource Served in the Year 2015/2016**

No	Name	Organization	Position
1	Ms. Theresia D. Mganga	Ministry of Constitution and Legal Affairs	Member
2	Mr. William Ng'unda	President's office Public Administration Office	Member
3	Mr. Beny A. Kabungo	Attorney General's Chamber	Member
4	Dr. Gerald A. M. Ndika	The Law School of Tanzania	Member
5	Dr. William A Pallangyo	The Law School of Tanzania	Secretary to the Committee

**Table 17: Members of Committee of Planning and Finance Served in the year 2015/2016**

No	Name	Organization	Position
1	Prof. Hamudi Majamba	The Law School Governing Board	Chairman
2	Ms. Mossi Mbena	Ministry of Constitutional and Legal Affairs	Member
3	Mr. Nuru Mbekenga Abdallahmed	Attorney General's Chambers	Member
4	Dr. Gerald A. M. Ndika (Judge)	The Law School of Tanzania	Member
5	Mr. Salmin Kaniki	Treasury Registrar's Office	member
6	Dr. William Pallangyo	The Law School of Tanzania	Secretary to the Committee

### 5.1.2. The Audit Committee

During the 2015/2016 financial audit committee conducted 4 meetings and deliberated on, internal audit Unit plan of 2016/2017. It also discussed and approved the audit committee charter, CAG audit report for the financial year 2014/2015 and other quarterly internal audit reports.

**Table 18: Members of Audit Committee Served in the year 2015/2016**

No	Name	Organization	Position
1	Mr. Hilary Lubengo	The Law School of Tanzania	Chairman
2	Mr. Kusakisa Kiwara	The Law School of Tanzania	Member
3	Ms. Leticia Nchwali	Ministry of Constitutional and Legal Affairs	Member
4	Ms. Florah Masami	Ministry of Natural Resources	Member
5	Mr. Emil Lukiko	The Law School of Tanzania	Secretary

### 5.1.3. The Principal

The principal is appointed by the Minister of Constitution and Legal Affairs upon recommendation of the governing board. The Minister appoints a person who is suitable to be the Principal of the school (which may change upon the approval of the reviewed Law school of Tanzania Act, 2007 by the parliament). For the LST the Principal serves for a term of five years and may be re-appointed consecutively for one more term of five years. Up to financial year 2015/16 the Principal of the School was Dr. Gerald A. M. Ndika (Judge). Currently the position is held by Dr. Zakayo Lukumay as Acting Principal.

### 5.1.4. Deputy Principal-Training, Consultancy, Research & Publication

The Deputy Principal-TCRP is appointed by the Council or Governing Board (which may change upon the approval of the reviewed law school of Tanzania Act, 2007 by the parliament). The Deputy Principal takes the Principal's seat in his absence. The Deputy Principal holds the office for a term of four years and maybe re-appointed consecutively for one more term of four years. The current Deputy Principal-Training, Consultancy, Research and Publications is Dr. Zakayo N. Lukumay.

### **5.1.5. Deputy Principal- Planning, Finance & Administration**

For the LST, the Deputy Principal-PFA is appointed by the Governing Board (which may change upon the approval of the reviewed Law School of Tanzania Act, 2007 by the Parliament). The Deputy Principal holds the office for a term of four years and maybe re-appointed consecutively for one more term of four years. Currently the Deputy Principal-Planning, Finance and Administration is Dr. William A. Pallangyo.

### **5.1.6. Heads of Departments and Units**

Heads of Departments and Units by June 2016

- Mr. Hillary Lubengo  
Head of Admissions, Examinations and Records (Registrar)
- Mr. Goodluck Chuwa  
Head of Practical Legal Training Department
- Ms. Belinda Mollel  
Head of Clinical Law
- Mr. Aristarik Maro  
Acting Head of Library Services
- Ms. Aziel E. Mtera  
Head of Student Affairs (Dean)
- Mr. Edward Chuwa  
Acting Head of Legal Services Unit
- Mr. Anakretus Mhidze  
Head of Internal Audit Unit
- Mr. Benedicto Mahela  
Head of Procurement and Supplies Unit
- Mr. Magaluda Magobe  
Head of Finance and Accounts Department

Representatives of Heads of Departments and Unit by June 2016

- Mr. Dominick Godfrey  
Department of Policy, Planning and Budgeting

- Mr. Remmy Chuma  
Department of Human Resources and Administration
- Ms. Scholastica Njozi  
Information, Education and Communication Unit
- Mr. Dawara Mkwawa  
Department of Information and Communication Technology

## CHAPTER SIX

### FUTURE OUTLOOK AND VISION OF THE LAW SCHOOL OF TANZANIA

#### 6. Introduction

The Law School of Tanzania now operates through a single unit in the entire country at Dar-es-Salaam. LST has prepared and submitted to the government their entire path for the next coming years. The proposed strategic path aims at widening the School's network and improvement of its services all over the country and across different regions with an effort to strengthen initiatives of bringing even closer than before the higher legal education.

The future outlooks of LST are grouped into two categories that is service expansion through Legal Aid Clinic, Consultancy services, Research and Publication, as well Continuing Legal Education (CLE), and the other category is the increase in the enrolment capacity through LST centers in regions and Evening classes programs.

#### 6.1. Legal Aid Clinic

The Law School of Tanzania plans on providing hands-on-legal experience to law school students and services to various clients. Clinics will be directed by clinical professors. Legal clinics will have *pro bono* work in a particular area, providing legal education to clients, counseling, investigating and analyzing facts and developing negotiation skills to the students.

The Legal aid clinic will combine classroom instructions with involvement in litigation projects. Under supervision of the clinic instructors, students will draft petitions for judicial writs and briefs in opposition to certiorari, write merits briefs in granted cases, and represent the impartial advisor.

#### 6.2. Consultancy Services

The Law School of Tanzania will launch consultancy service program that will involve drafting and reviewing agreements, producing technically accurate standard work, and drafting correct opinions in the Law School. This team will be responsible for

gathering the relevant information from various sources by using some effective research tools, LST will provide suggestions as well as creative ideas, thoughts, etc., in discussions and build creditability with clients and colleagues, providing assistance in providing legal solutions to the problems that have cropped up and ensures that it is in compliance with the current laws.

### **6.3. Research and Publication**

The ability to conduct legal research is essential for lawyers, regardless of area or type of practice. LST will incorporate the most basic step in legal research, this will include skills in finding leading cases governing issues in question. As most researchers would acknowledge, this is far more difficult than it sounds.

LST will also invite submissions of technical writings from either lawyers or students and others which will express legal analysis and legal rights and duties. Legal writings in practice will be used to advocate for or to express the resolution of a client's legal matter.

### **6.4. Continuing Legal Education**

The Law School of Tanzania in the near future plans to offer continuing legal education also known as continuing professional development that takes place after Advocates' initial admission to the bar. The purpose of the continuing legal education is to maintain or sharpen the skills of licensed advocate, attorneys and judges. Lawyers will be required to attend seminars that will provide updates on legal development within particular practice area

### **6.5. LST Centers in regions**

In the future The Law School Tanzania is working on expanding its roots by establishing LST centers in regions around the country to bear with the increasing demand of practical legal training needs and bringing services even closer. The centers will be located in the northern zone (Arusha), central zone (Dodoma) and the southern zone (Mbeya).

#### **6.6. Evening classes and Online programs**

The Law School of Tanzania plans on conducting evening courses as well as online programmes, The school has acknowledged that there are lawyers who simply cannot join the school because of tasks that are to be held during day time and so it has decided to offer these programmes in favor of those type of students who wishes to continue studying alongside their professional activities. The course content will be the equivalent to those of day students to a standard LL.B degree.