

# THE LAW SCHOOL OF TANZANIA



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## Facts and Figures

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**2020**

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## LIST OF ABBREVIATION AND ACRONYMS

CAS	Current Awareness Services
FE	Final Examination
GPA	General Point Average
ICA	Individual Continuous Assessment
IJA	Institute of Judicial Administration
LL. B	Bachelor of Law
LST	Law School of Tanzania
MoCLA	Ministry of Constitutional and Legal Affairs
MoU	Memorandum of Understanding
OC	Other Charges
OPE	Oral Practical Exercise
PE	Personnel Emolument
PFA	Planning, Finance and Administration
PhD	Doctor of Philosophy
PLT	Practical Legal Training
TASBA	Tanzania Students' Bar Association
TCRP	Training, Consultancy, Research and Publication
TR	Total Revenue
WPE	Written Practical Exercise

## **FOREWORD**

This is a fourth edition of the facts and figures booklet which presents in detail the various information of the Law School of Tanzania (LST) for the financial year 2019/20. The information contained in the booklet has easily analyzed to enable the readers to understand the entirely LST and the activities that take place. The booklet is very useful and essential for our stakeholders.

This booklet is important to our stakeholders as it enables them to monitor core activities carried out during the FY 2019/20. It also, allows them to become aware of the admission procedures, training delivery, student affairs, human and financial resources, and leadership. Moreover, the booklet provides valuable information to key stakeholders who are engaged in learning and delivering legal practical training in the country.

It is my hope and expectation that this booklet will deliver a beneficial and clear road map in guiding staff, students, potential applicants as well as other stakeholders for numerous purposes. Last but not least, LST would like to emphasize that every effort has been taken to ensure that the information presented herein is accurate and remains so. However, LST welcomes opinions and suggestions to improve the content of this booklet.

**Principal**

## **ACKNOWLEDGEMENTS**

This booklet could not have been accomplished without the efforts and support of many people whose names may not all be written here. Their contributions, however, are deeply appreciated and gratefully recognized.

My sincere thanks to the Department of Policy, Planning and Budgeting for their assistance in the coordination, preparation and publication of this booklet.

I extend my special gratitude to all Heads of Departments and Units for their willingness to provide significant contributions in a timely manner. Admittedly, without their support, this booklet would not have been completed.

Collective and individual acknowledgements are also owed to all employees who in one way or the other have enormously contributed to the completion of this booklet.

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

## CHAPTER ONE

### THE LAW SCHOOL OF TANZANIA

#### 1.1 Background

The Law School of Tanzania (LST) is a public institution established in 2007 by Law School of Tanzania Act, Cap. 425 that came into force on 2<sup>nd</sup> May 2007. The establishment of the Law School of Tanzania was considered necessary in order to offer, conduct, manage and impart practical legal training for graduates of LL. B so that they can be enrolled as advocates of the High Court of Tanzania.

The School is a body corporate. It is an independent organ with its own Governing Board. In that regard, Section 4 of the Act provides that the School shall; have perpetual succession and an official seal; in its cooperate name be capable of suing and being sued; be capable of entering into contact, holding, purchasing or otherwise acquiring in any other way, movable property or immovable property and disposing of any of its property; and have power to borrow money or property as may be required for efficient and proper performance of its functions.

#### 1.2 Vision, Mission and Motto

##### 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”.*

##### Motto

*“Excellence in Legal Practice”*

### 1.3 Functions of the School

- Offer, conduct, manage and impart practical legal training programs as may be prescribed by the Council;
- Promote and provide opportunities and facilities for the study of and for the training in legal practice and allied subjects;
- Sponsor, arrange and provide facilities for conferences, seminars, workshops, meetings and consultations on matters relating to legal practice and allied subjects;
- Arrange for the publication and general dissemination of materials produced in connection with the work and activities of the Governing Board;
- Conduct legal research in priority areas as determined by the Governing Board;
- Apply research findings for the betterment of practical legal training, literature and for continued enrichment of the curriculum and teaching;
- Provide consultancy services in legal matters to the Government, public and private organizations, individuals and other clients within and outside Tanzania;
- Arrange for publication and dissemination of legal practice literature generated from the activities of the School as may be determined by the Governing Board;
- Establish relationship or association with other colleges, and institutions both nationally and internationally; and
- 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 Core Values of the School**

### **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.

## **Location of the School**

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

### **1.5 Objectives of the Law School of Tanzania (2016/17-2020/21)**

The objectives of the Law School of Tanzania were designed so as to achieve the vision and mission of the school. These objectives are to be implemented in the financial year 2016/17-2020/21. The following are 10 objectives of the Law School of Tanzania: -

- i. To improve practical legal training;
- ii. Improving students’ welfare;
- iii. To develop capabilities for research and consultancy services;
- iv. To improve library and information services;
- v. Strengthening human resources capacity;
- vi. To enhance institutional governance systems, improving working environments and service delivery;
- vii. Enhancing, sustaining, and effective implementation of National Anti-corruption strategy;
- viii. Strengthening information systems for HIV and AIDS;
- ix. Enhancing application of modern ICT in service delivery; and
- x. Improving and maintaining rapport with key stakeholders and development partners.

## CHAPTER TWO

### PRACTICAL LEGAL TRAINING

#### 2.1 Programmes Offered

Practical Legal Training (PLT) is a structured training program designed to help a candidate develop the practical, day-to-day skills he/she will need as an advocate. That being the case, LST offers a one-year PLT programme to any LL. B graduate aiming to be enrolled as an advocate of the High Court of Tanzania. The programme is divided into two semesters. The First Semester covers classroom instruction for up to twenty six 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.

Table 2.1: Programme Courses

MODULES (CORE COURSES)		(NON-CORE COURSES)	
Code	Name	Code	Name
LS 101 & LS 105	Advocacy Skills & Civil Procedures and Practice.	LS 103	Legal Drafting Skills and Techniques
LS 102	Professional Conduct and Ethics	LS 109	Basic Leadership, Management and Accounting for Lawyers
LS 104	Criminal Procedure and Practice	LS 110	Legal Aid and Human Rights Advocacy
LS106	Practical Aspects of Commercial law		
LS 107	Conveyancing		
LS 108	Probate, Administration of Estates and Trusts		

#### 2.2 Admission Criteria

The Law School of Tanzania (Admission, Fees and Conduct of Practical Legal Training) Rules, 2011, provides admission requirements, payable fees, and generally the conduct of the practical legal training programme.

According to the roles, 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.

### 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 Exercise (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 2.2 below:

**Table 2.2: Students' Performance Assessment**

S/N	ASSESSMENT COMPONENT	TOTAL MARKS	PASS MARK
1	<i>Individual Continuous Assessment for each core course</i>	100%	50%
2	<i>Written Practical Exercises for each core course</i>	100%	50%
3	<i>Final Examination for all courses</i>	100%	50%
4	<i>Oral Practical Exercise (once)</i>	100%	50%

A candidate is considered to have passed the examination if he/she 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 subjects he/she will be allowed to supplement the component(s) which he/she scored below the required pass mark.

## 2.4 Tuition and Other Fees

Table 2.3: Tuition and Other Fees

Fees Payable to the School				Direct Student's Cost by Semester	
Application Fee	20,000.00	Institutional Stationery and Photocopy Services	50,000.00	<b>FIRST SEMESTER</b>	
Registration Fee	20,000.00	Caution Money (Deposit)	10,000.00	<b>Particulars</b>	<b>Amount</b>
Tuition Fee	1,300,000.00	Identity Card	10,000.00	Meal and Accommodation Allowance	1,155,000.00
Examination Fee	50,000.00	Student's Organization Fee	10,000.00	Books and Stationery	200,000.00
Field (Attachment) Supervision Fee	50,000.00	Admission Ceremony Fee	20,000.00	Research Expenses	300,000.00
Library Fee	50,000.00	<b>TOTAL</b>	<b>1,590,000.00</b>	Special Requirements (Advocates' Attire)	300,000.00
				Compilation of Basic Statutes	100,000.00
				<b>SUB-TOTAL</b>	<b>2,055,000.00</b>
				<b>SECOND SEMESTER</b>	
				<b>Particulars</b>	<b>Amount</b>
				Field Placement Expenses	1,200,000.00
				Meals and Accommodation Allowance	210,000.00
				<b>SUB-TOTAL</b>	<b>1,410,000.00</b>
				<b>TOTAL</b>	<b>3,465,000.00</b>

## 2.5 Admission and Registration

In the financial year 2019/20, the LST opened the window for new applicants for 30<sup>th</sup> and 31<sup>th</sup> cohorts to apply and join the school. Enrolment of 31<sup>st</sup> Cohort was delayed due to Covid-19. A total number of 1,256 students who qualified were registered as shown in the **table 2.4** below. This total was equivalent to 83.73 percent of a target of 1,500 students per year. Each cohort was targeted to register 750 students. Female students were higher in number for 30<sup>th</sup> cohort.

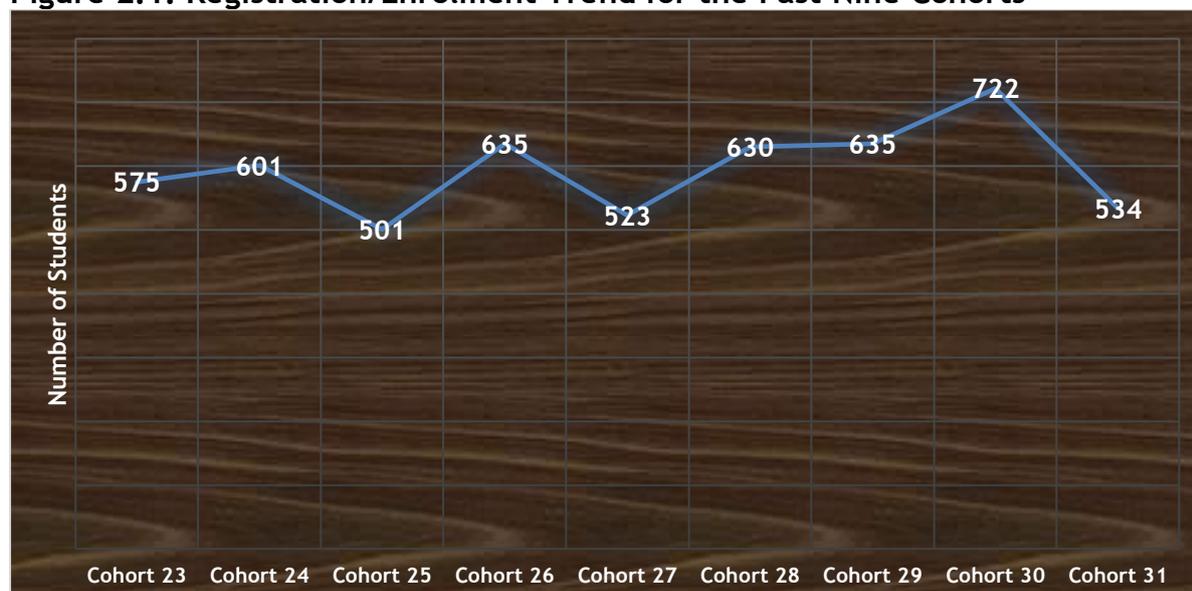
**Table 2.4: Students Registration/Enrolment**

Registration/Enrolment										
Year of Registration	Cohort	First time registered			Re-registered			Totals		
		M	F	Total	M	F	Total	M	F	Total
2019	30	336	375	711	8	3	11	344	378	722
2020	31	275	251	526	4	4	8	279	255	534
Grand Total		611	626	1,237	12	7	19	623	633	1,256

### 2.5.1 Registration/Enrolment Trend for the Past Nine Cohorts

Registration trend for the past nine cohorts shows the fluctuation of the number of registered students as shown in the **figure 2.1**. Registration capacity for each cohort was targeted to be 750 students. LST encourages all qualified students to apply and join the program.

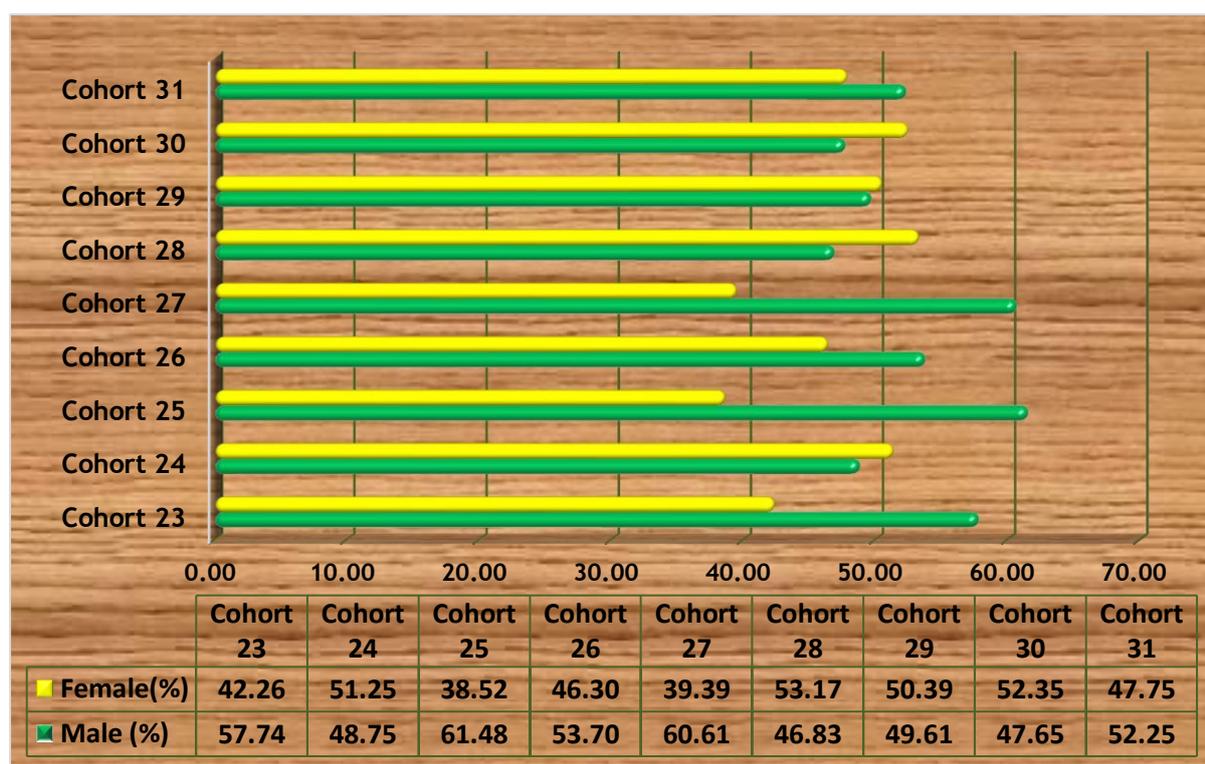
**Figure 2.1: Registration/Enrolment Trend for the Past Nine Cohorts**



## 2.5.2 Registration/Enrolment by Sex for the Past Nine Cohorts

Statistics shows that, for the past nine cohorts, four (24<sup>th</sup>, 28<sup>th</sup>, 29<sup>th</sup>, and 30<sup>th</sup> cohorts) had higher number of female registered students comparing to male as shown in the **figure 2.2** below. The case was different for the five cohorts (23<sup>rd</sup>, 25<sup>th</sup>, 26<sup>th</sup>, 27<sup>th</sup> and 31<sup>st</sup> Cohorts) which had higher number of male registered students compared to female within a cohort.

**Figure 2.2: Registration/Enrolment by Sex for the Past Nine Cohorts**



## 2.6 Examinations

### 2.6.1 First sitting examination results

In the financial year 2019/20, the LST released examination results for 27<sup>th</sup> and 28<sup>th</sup> cohorts. 1,102 out of 1,156 registered students did their first sitting examinations and the rest deferred. 342 students passed, 486 failed some of the subjects and were required to sit for supplementary examinations, and 274 failed as shown in the **table 2.5** below.

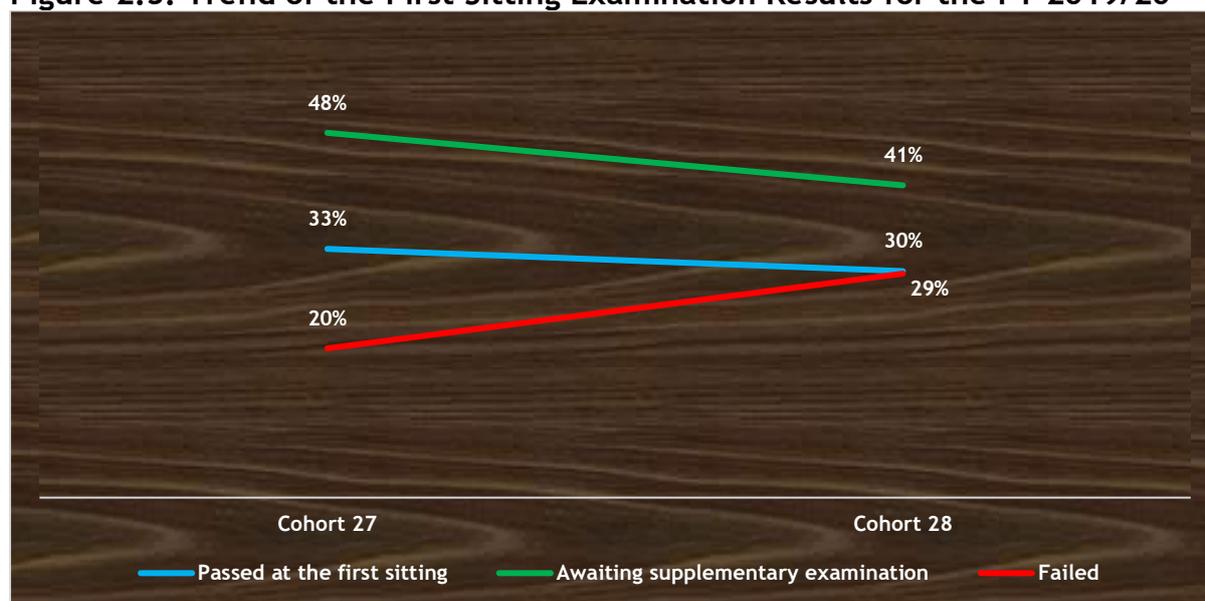
**Table 2.5: First Sitting Examination Results**

Cohort	Students who did their first sitting examinations					
	Passed at the first sitting	Awaiting supplementary examination	Failed	Total	Deferment	Total
Cohort 27	165	242	99	506	20	526
Cohort 28	177	244	175	596	34	630
Total	342	486	274	1,102	54	1,156

### 2.6.2 Trend of the First Sitting Examination Results

The trend of the examination results for the students who did their first sitting examinations in the financial year 2019/20 shows that, the pass rate decreased from 33% in 27<sup>th</sup> cohort to 30% in 28<sup>th</sup> cohort. According to the **figure 2.3** below, the supplementing students decreased from 48% in 27<sup>th</sup> cohort to 41% in 28<sup>th</sup> cohort and the fail rate increased from 20% in 27<sup>th</sup> cohort to 29% in 28<sup>th</sup> cohort.

**Figure 2.3: Trend of the First Sitting Examination Results for the FY 2019/20**



### 2.6.3 Supplementary examination

In the financial year 2019/20, 1,172 candidates sat for the special first sitting and supplementary examinations with 27<sup>th</sup> Cohort. 352 (30%) out of them passed supplementary examinations, and 820 had to come back for supplementary until they pass.

Moreover, 1,074 sat for the supplementary examination in one or more components with 28<sup>th</sup> cohort. 410 (38%) passed the examinations and 664 (62%) had to come back for supplementary.

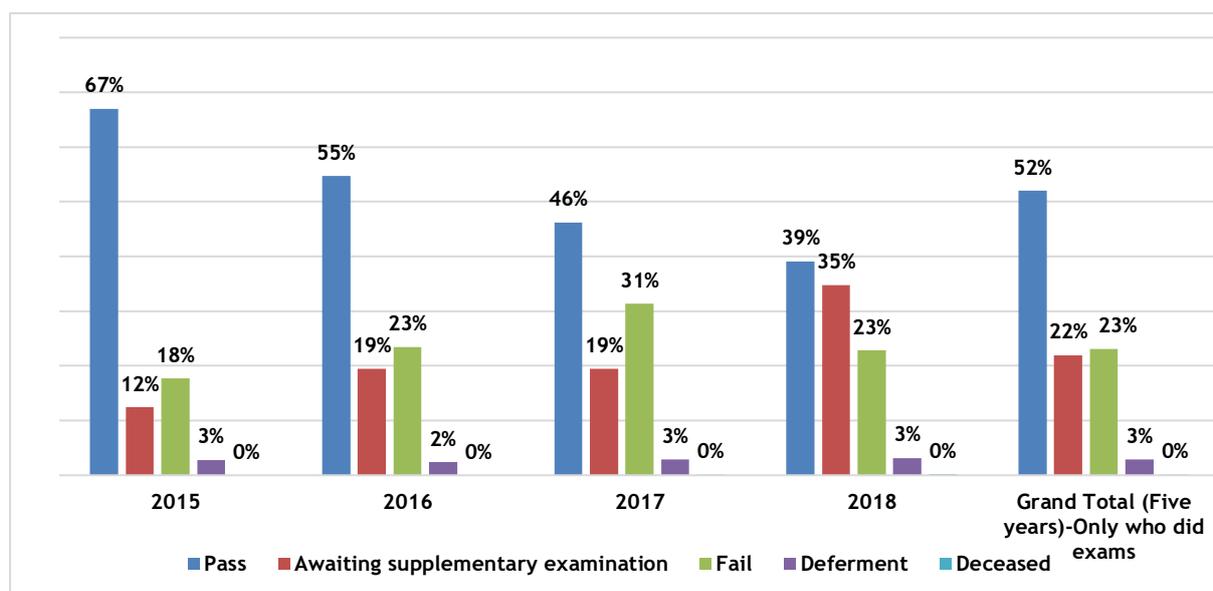
#### 2.6.4 General Results Overview as of June 2020

The results overview gives a clear picture of the students' progress and performance since the establishment of the LST. The results include the supplementary examination results for the students from 1<sup>st</sup> to 28<sup>th</sup> cohorts. Generally, the overview provides the state of the results for each cohort as of 25<sup>th</sup> June 2020.

The results show that, 11,008 (from 1<sup>st</sup> to 28<sup>th</sup> Cohort) students were required to sit for examinations. Among them, 6,816 (61.9%) passed and therefore were qualified to be registered to practice as advocates, 2,037 (18.5%) were required to sit for supplementary examination, 1,878 (17.1%) failed and 273 (2.5%) deferred as shown in the table 2.6 below.

Moreover, the statistics for the past five years shows that, 6,240 students who registered from 2015 sat for examinations. Among them, 3,244 (52%) passed, 1,372 (22%) awaiting supplementary examination, 1,443 (23%) failed, and 177 (3%) deferred as shown in the figure 2.4 below.

**Figure 2.4: Students performance for 5Years (Excluding those who are still in class/field) per Year**



**Table 2.6: Examination Results as of June 2020**

Year of registration	Cohort	Pass		Awaiting supplementary examination	Fail		Deferment	Total admitted
		Passed first sitting examination	Passed supplementary /special first sitting examination		Failed 1 <sup>st</sup> sitting examination	Failed special 1 <sup>st</sup> sitting examination		
2008	1	38	156	65	15	0	14	288
	2	50	99	49	11	0	1	210
2009	3	35	121	30	19	1	6	212
	4	35	149	77	39	2	9	311
	5	32	89	33	31	3	7	195
2010	6	41	104	27	15	1	4	192
	7	46	132	33	20	1	7	239
2011	8	54	93	17	15	0	4	183
	9	51	75	31	10	1	2	170
	10	58	125	38	15	3	7	246
2012	11	55	121	18	36	1	9	240
	12	56	202	35	45	0	6	344
2013	13	95	244	26	25	0	3	393
	14	41	200	24	6	1	3	275
2014	15	77	240	39	29	1	0	386
	16	66	283	68	26	0	7	450
	17	73	235	56	59	4	7	434
2015	18	179	244	64	69	3	14	573
	19	80	262	72	111	3	15	543
	20	106	243	71	107	1	18	546
2016	21	113	250	72	142	4	15	596
	22	53	201	113	136	0	12	515
	23	93	212	143	110	3	14	575
2017	24	87	195	126	169	3	21	601
	25	102	125	88	170	3	12	500
2018	26	157	171	161	129	2	15	635
	27	165	30	217	99	4	11	526
	28	177	0	244	175	0	34	630
<b>TOTAL</b>		<b>2,215</b>	<b>4,601</b>	<b>2,037</b>	<b>1,833</b>	<b>45</b>	<b>277</b>	<b>12,897</b>

## 2.7 Clinical Law

The Law School of Tanzania training included not only classroom instruction but also involved a period of clinical law (field placement). Students were attached in

different organizations and institutions which are relevant to our training such as Judiciary, Attorney General Chamber's, Law Firms and other private organizations.

In the financial year 2019/20, a total of 1,258 students (equivalent to 105%) of 28 and 29 cohorts attached to different field placements. LST targeted to register 600 students per cohort who also were expected to attend field placement.

The LST achieved by 108.7 percent to coordinate and facilitate 652 students of 28<sup>th</sup> cohort to attend field placement. The achievement was slightly decreased to 101 percent in the 29<sup>th</sup> cohort. The overall achievement was 105 percent as shown in the table 2.7 below.

**Table 2.7: Field Attachment**

Cohort	Target number of students per cohort	Number of students attended field placement	% of achievement
28	600	652	108.7
29	600	606	101
<b>Total</b>	<b>1,200</b>	<b>1,258</b>	<b>105</b>

Preparation of 28<sup>th</sup> cohort field training was done between May and June 2019. Applications were made to various offices for field training. 606 students were expected to commence training on 15<sup>th</sup> July and would run for 18 weeks up to 15<sup>th</sup> November 2019.

Major challenge encountered is number of students versus placement places. That majority of students prefers to do field training at Dar es salaam and therefore, creates scramble for training places. However, students have been advised to consider other regions for field training.

## **2.8 Legal Aid Services**

In the financial year 2019/20, the LST established a Legal Aid Centre which will be mandated to design, innovate, modify, improve legal aid schemes and models and deliver various central legal aid services that will be provided by its students (who are lawyers) and staff to legally assist the indigents who cannot afford advocates fees. The centre does not operate on its own but is an integral of the LST as an institution. The centre is a semi-autonomous but essentially contributing to the

realization of the LST vision and Mission which are stipulated in the LST strategic plan 2017-2021. The LST’s vision is to become a centre of excellence in practical legal training in Africa. Likewise, the mission is to provide quality legal services to law graduates, public and private entities through practical legal training, continuing education, research and consultancy.

**Table 2.8: Cases Registered and Solved by the LST Legal Aid Centre**

NO.	TYPE OF CASES	REGISTERED CASES	SOLVED CASES	CASES STILL IN PROGRESS
1	Inheritance	1	1	-
2	Labour	5	2	3
3	Land	2	1	1
4	General Civil	2	-	2
<b>Total</b>		<b>10</b>	<b>4</b>	<b>6</b>

## 2.9 Library and Information Services

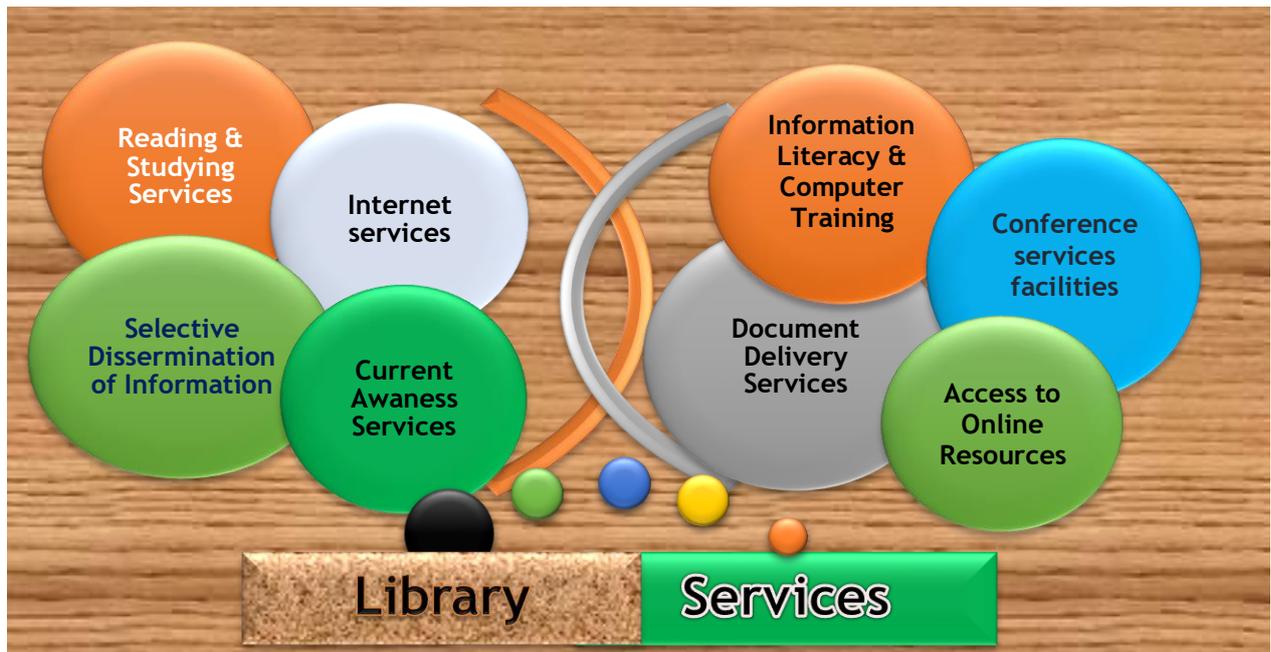
The Law School of Tanzania Library was established to provide library & information services to students, staff, alumni and the surrounding community. Its purpose is to build collections of relevant materials for both legal and professional knowledge that facilitate teaching, learning, research and consultancy in the country. The library is also set to facilitate access to reading, research, consultancy and reference materials in form of print and on-line. In order to accomplish its training objectives, the library provide regular training on information literacy for both students, academic staff and the learning communities on access to online resources. The library also offers services to students with disability, whose facilities are contained in the library building altogether. The library focusses on excellent service delivery and creation of conducive environment for all users. The future plan is to become the “state of the art” library on legal collection & services in the country. To date, the library contains more than 1,000 titles of text books, periodicals, reference materials, law reports both in print and online. The library has also subscribed on accessing online databases through Research4Life programmes which can be accessed via [www.lst.ac.tz](http://www.lst.ac.tz).

Apparently, the collection found in our library comprised of materials in the following areas;

*Legal Writing and Drafting*  
*Trial Advocacy*  
*Civil Litigation*  
*Criminal Litigation*  
*Professional Ethics*

*Conveyancing*  
*Commercial Transaction*  
*Legal Practice Management*  
*Probate and Administration*  
*Leadership, Management & Accounting*

Figure 2.5: Library and Information Services



## CHAPTER THREE

### STUDENTS AFFAIRS, AND COOPERATION WITH OTHER INSTITUTIONS

#### 3.1 Students Affairs

The Law School of Tanzania is committed to promoting a greater quality of life at the school. LST is a community that respects its members and celebrates their achievements. It also realizes that, being a student is very challenging. The department of Student Affairs provides support and assistance throughout the time here; from individual advising to community events.

The Law of School of Tanzania (Students' General Welfare Conduct and Disciplinary Matters) Rules, 2008 provide the mandate to the department of Student Affairs to safeguard all the School's physical facilities and property availed to students during their stay at the School". It is also responsible to various services and activities aimed at improving welfare of students such as;

- i. Provision of Guidance and Counselling Services to enable students fulfil their academic and personal potential;
- ii. Provision of equal educational opportunity for individuals with disabilities;
- iii. Oversee activities of students' organization as students normally channel their views through the students' government body called the Tanzania Students' Bar Association (TASBA);
- iv. Supervision of sports and games; and
- v. Arrange for Career day whereby students get an opportunity to meet up with experienced, senior members of the legal profession so as to inspire students who are about to join the legal profession.

In the financial year 2019/20, the LST achieved to regulate and maintain discipline amongst students, establish and maintain a state of good relationship among members of the school's community, and assist in building-up discipline among students as trained future legal professionals. However, the Student Affairs department has managed to accomplish various services and activities such as;

- i. **Guidance and Counselling Services.** Seminars on reproductive and HIV/AIDS was delivered to 29<sup>th</sup> and 30<sup>th</sup> cohort students on orientation

week aiming to equip students with skills that will enable them to avoid risk behaviors leading to the HIV/AIDS infections. Due to increased health care concern among students, seminar on Life Style Diseases was also offered. So as to comply to the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC) guidelines on Covid 19 prevention, seminar on preventive measures against Covid 19 was offered to 30<sup>th</sup> cohort students. Clients with cases such as economic hardship related, balancing between studies and other social responsibilities; and health related issues were routinely guided and or counselled.

- ii. **Supervision of students' organization.** Elections for 29<sup>th</sup> cohort and 30<sup>th</sup> cohort leaders were done smoothly on 25<sup>th</sup> July, 2019 and 24<sup>th</sup> January, 2020 respectively. Elected leaders for 29<sup>th</sup> cohort were Vice President, Deputy General Secretary and Deputy Treasurer. Elected leaders for 30<sup>th</sup> cohort were President, Vice President, General Secretary and Treasurer.
- iii. The School value **sports and games** as important aspect of live. In that case students participated in friendly match to ensure body fitness.
- iv. Furthermore, the School facilitated students to **access health services** by ensuring they possess NHIF cards. In the FY 2019/20, 49 students from 29<sup>th</sup> cohort and 29 from 30<sup>th</sup> cohorts were registered with NHIF.
- v. Three students with **special needs** were attended. Assistance offered includes provision for special chair and table, extra time during examination sessions and special attention during firm sessions.

### **3.2 Cooperation with Other Institutions**

Over the past years, LST has developed a solid cooperation with several stakeholders and other organisations operating in the country. The cooperation with other institutions is particularly important to us. To meet the diverse objectives provided, we require good contacts and close cooperation with other institutions and stakeholders.

Institute of Judicial Administration (IJA) is one of the institutions we have been cooperating with. LST has signed a Memorandum of Understanding (MoU) with IJA in the matters relating to research, advisory, training etc. This help not only academically but also to build a strong cooperation for the betterment of the legal sector and community at all.

Furthermore, Ministry of Constitutional and Legal Affairs (MoCLA) in collaboration with the LST and Council of Legal Education (CLE) visited different Universities which were Mzumbe University (MU), Open University (OUT), Ruaha University (RUCO), University of Iringa, Makumira University, Islamic University and Jordan University. During the visit, they met with Management, Lecturers and Students who exchanged their views on various areas including the need for flexible legal education that goes in line with different national development plans and strategies.

LST has also been participating in the community and academic events such as law week, blood donation, legal aid week, NACTE events, workers day, and other different conferences.

## CHAPTER FOUR

### FINANCIAL RESOURCES

#### 4.1 Introduction

The Law School of Tanzania need funding for its operations. LST has two main types of funding which are Government subsidies and internal sources of fund. Government subsidies consist of Personnel Emoluments (PE) and Other Charges (OC). Internal sources of funds include Tuition Fees, Application Fees, Statement of Results Fees, Transcript Fees, Supplementary Fees, Appeals Fees, Miscellaneous Income, Rental Income, Income from Sale of Tender, Research and Consultancy Fees, and Short Courses Fee.

#### 4.2 Revenue Analysis

The total approved budget of the Law School of Tanzania in the financial year 2019/20 was Tsh 3,803,079,000.00 for both recurrent and development expenditure. The total actual revenue for that financial year was Tsh 4,226,122,160.16 which is equivalent to 111.12 percent of the budget.

**Table 4.1: Revenue Analysis**

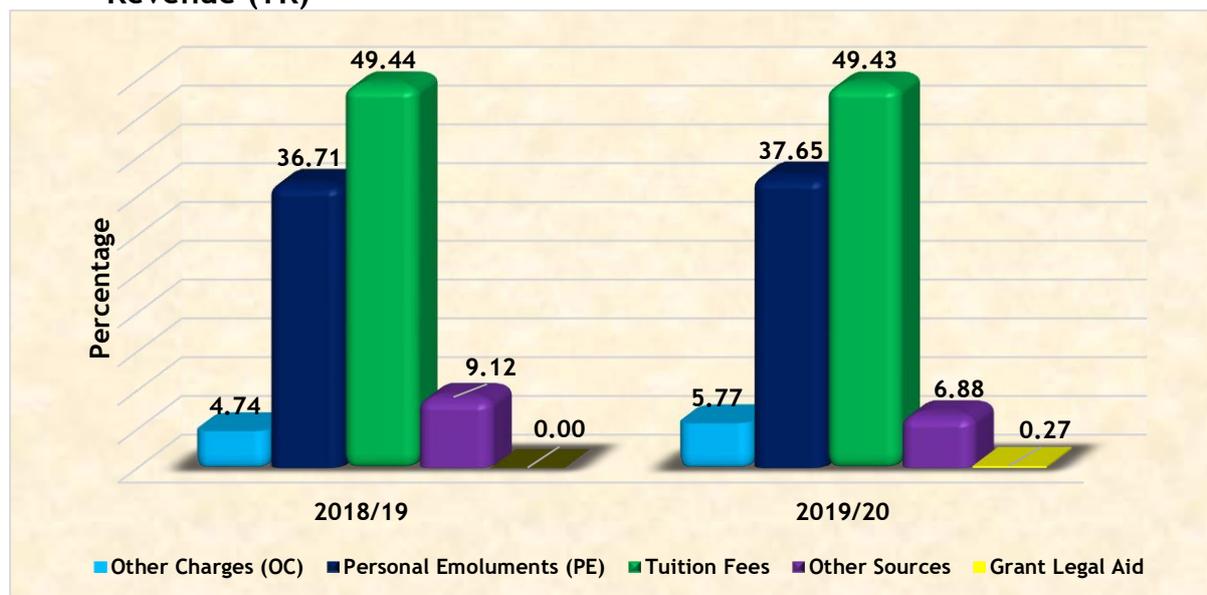
SOURCE OF FUND		FINANCIAL YEAR				Variance in % (Previous actual against current year actual)
		2018/19	2019/20	2018/19	2019/20	
		Actual Revenue		% source to the TR		
Contribution from Government	Other Charges (OC)	170,593,500.00	243,705,000.00	4.74	5.77	42.86
	Personal Emoluments (PE)	1,321,523,820.97	1,591,221,460.00	36.71	37.65	20.41
	<b>Sub Total</b>	<b>1,492,117,320.97</b>	<b>1,834,926,460.00</b>	<b>41.44</b>	<b>43.42</b>	<b>22.97</b>
Grant	Legal Aid	-	11,469,500.00	0.00	0.27	100
	<b>Sub Total</b>	<b>-</b>	<b>11,469,500.00</b>	<b>-</b>	<b>0.27</b>	<b>100</b>
Internal Revenue	Tuition Fees	1,779,940,000.00	2,088,840,000.00	49.44	49.43	17.35
	Other Sources	328,278,226.34	290,886,200.16	9.12	6.88	(11.39)
	<b>Sub Total</b>	<b>2,108,218,226.34</b>	<b>2,379,726,200.16</b>	<b>58.56</b>	<b>56.31</b>	<b>12.88</b>
<b>Total Revenue (TR)</b>		<b>3,600,335,547.31</b>	<b>4,226,122,160.16</b>	<b>100</b>	<b>100</b>	<b>17.38</b>

Comparing to the financial year 2018/19, the total revenue increased by 17.38 percent as shown in the **table 4.1** above.

**Figure 4.1** below shows the contribution of each source of revenue to the total revenue. In the financial year 2019/20, the tuition fees collected was the major source of revenue with 49.43 percent of the total revenue. Collection from tuition fees increased by 17.35 percent from the previous financial year. Other internal sources of revenue apart from tuition fees comprised of 6.88 percent of the total revenue.

Government contribution (PE and OC) comprised 43.42 percent to the total revenue in the financial year 2019/20. Moreover, the LST received grant for legal aid services. The amount contributes about 0.27 percent of the total revenue.

**Figure 4.1: Percent of the Contributions of the Sources of Revenue to the Total Revenue (TR)**



### 4.3 Expenditure Performance

In the financial year 2019/20, the total actual expenditure was Tsh 4,156,383,548.22 which is equivalent to 109.29 percent of the budget and 98.35 percent of the total revenue. There was also an increase in the overall expenditure by 14.86 percent comparing to the previous year performances. **Table 4.2** below shows the 2019/20 expenditure performances comparing with previous year.

**Table 4.2: Expenditure Performance**

Items	Source of Fund	Actual expenditure		Variance in % (Previous actual against current year actual)
		2017/2018	2018/2019	
Personal Emoluments (PE)	Government Subvention	1,321,523,820.97	1,591,221,460.00	20.41
	LST internal fund	-	-	-
<b>Sub Total</b>		<b>1,321,523,820.97</b>	<b>1,591,221,460.00</b>	<b>20.41</b>
Other Charges (OC)	Government Subvention	170,593,500.00	243,705,000.00	42.86
	LST internal fund	2,126,550,140.11	2,309,987,588.22	8.63
<b>Sub Total</b>		<b>2,297,143,640.11</b>	<b>2,553,692,588.22</b>	<b>11.17</b>
Grant	Legal Aid	-	11,469,500.00	NIL
<b>Sub Total</b>		<b>-</b>	<b>11,469,500.00</b>	<b>NIL</b>
Development	Government Subvention	-	-	-
	LST internal fund	-	-	-
<b>Sub Total</b>		<b>-</b>	<b>-</b>	<b>-</b>
<b>Grand</b>		<b>3,618,667,461.08</b>	<b>4,156,383,548.22</b>	<b>14.86</b>

## CHAPTER FIVE

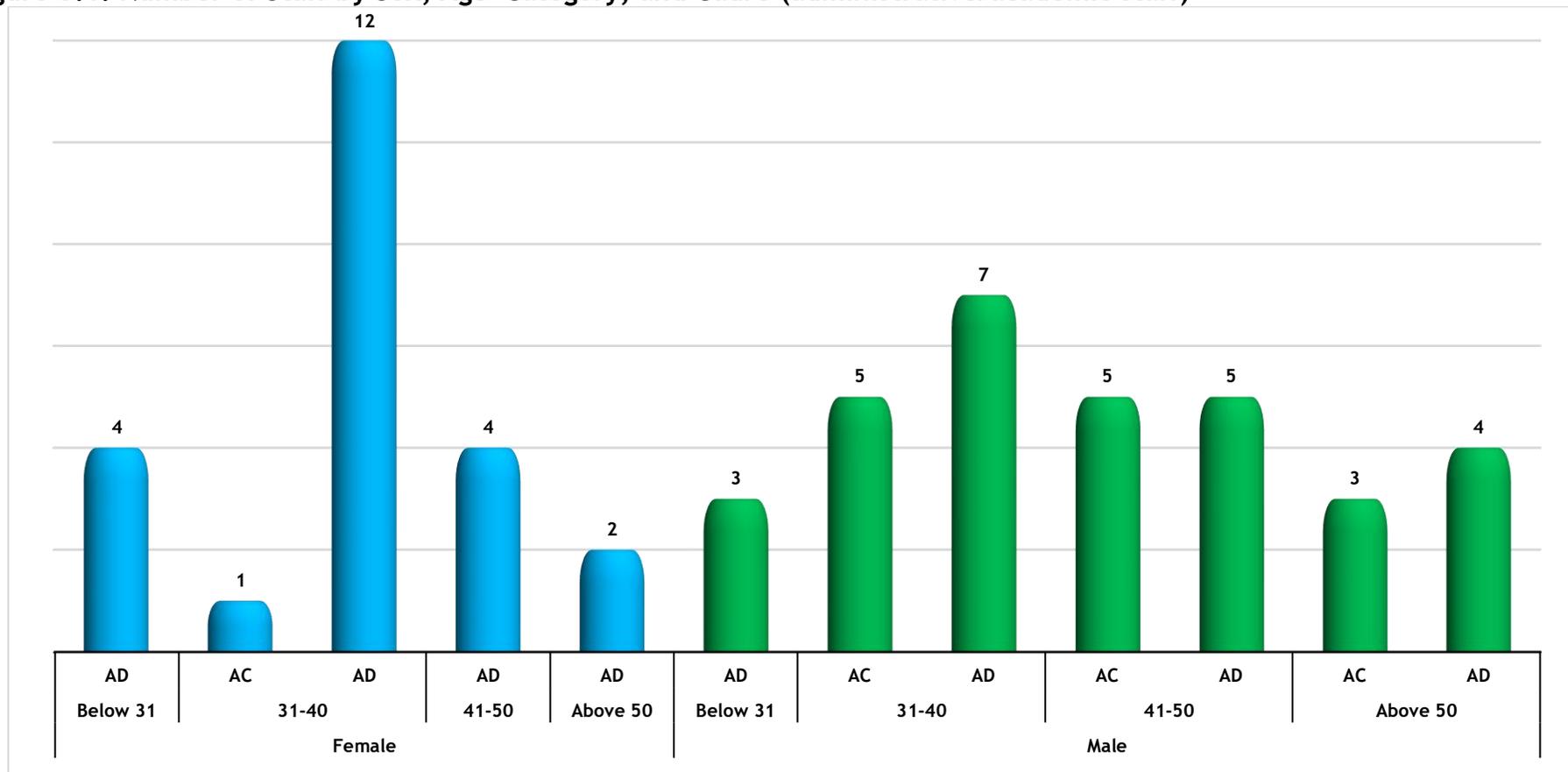
### HUMAN RESOURCES

#### 5.1 Introduction

Human Resource is a critical element to operating a successful Law School of Tanzania. The LST has talented, dedicated, and competent staff who work to fulfil the objectives of the school. In the financial year 2019/20, the LST had 55 staff including permanent and temporary. **Figure 5.1 and 5.2** shows the distribution of staff by sex, age categories, education level, contract and cadre (administrative/academic staff) while **table 5.1** shows staff profile by Sex. Out of 55 staff (permanent and contractual basis), 23 (41.82%) were female and 32 (58.18%) were male. Permanent staff contributed 92.73% while those on contractual basis contributed 7.27%.

Comparing with the financial year 2018/19, the LST had 30 (57.69%) male and 22 (42.31%) female staff. This made a total of 52 staff where by 82.69% of them were permanent and pensionable and 17.3% were under contractual basis. In the financial year 2019/20, the total number of staff increased by 5.77% comparing to the financial year 2018/19.

Figure 5.1: Number of Staff by Sex, Age Category, and Cadre (administrative/academic staff)

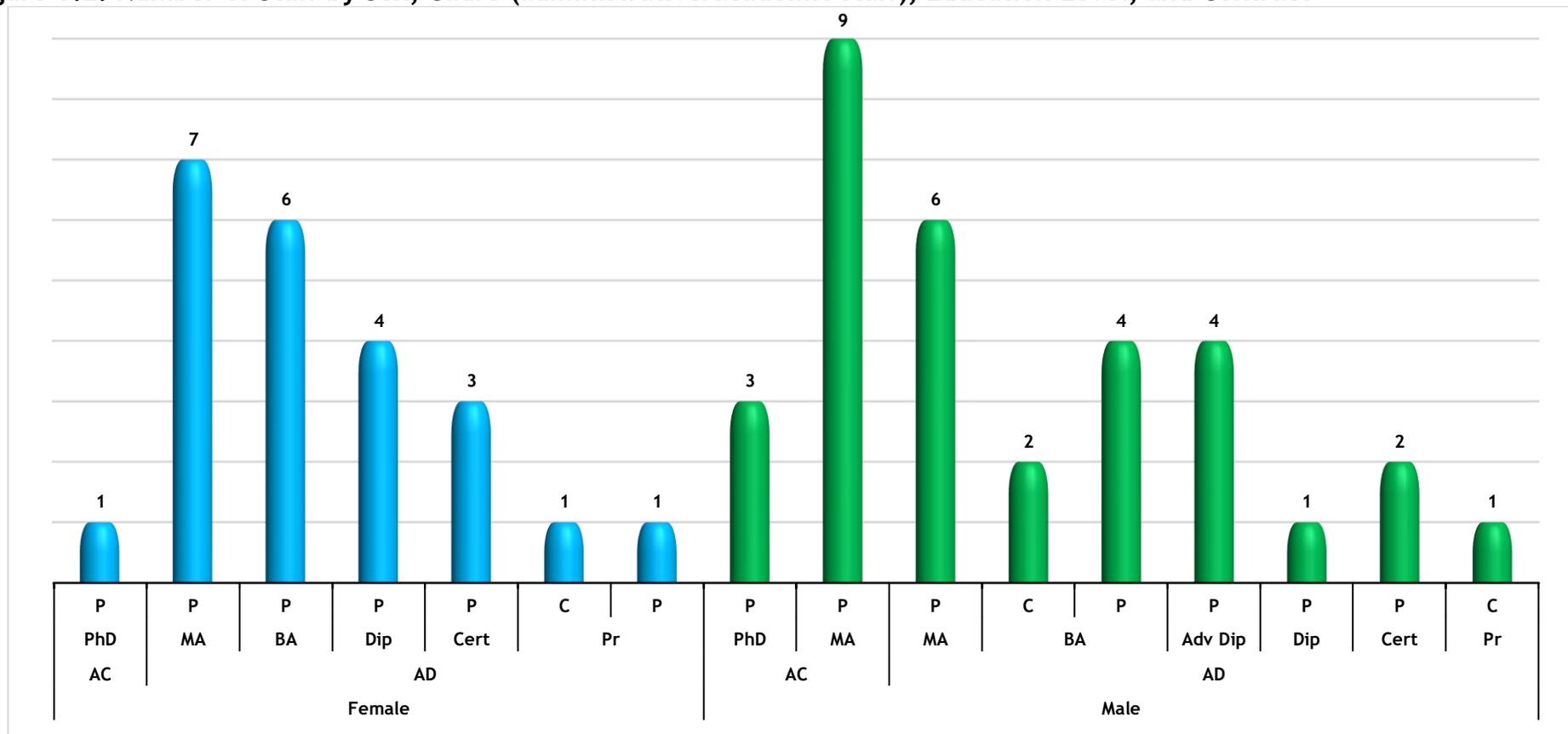


Key: AD=Administrative staff, AC= Academic staff

■ Female Staff

■ Male Staff

Figure 5.2: Number of Staff by Sex, Cadre (administrative/academic staff), Education Level, and Contract



Key: P= Permanent and pensionable, C= Contractual basis, AC= Academic staff, AD= Administrative staff, MA= Master, BA= Bachelor, Adv Dip=Advance diploma, Dip= Diploma, Cert= Certificate

Female Staff Male Staff

**Table 5.1: Staff Profile**

STAFF PROFILE				
MALE STAFF		FEMALE STAFF		TOTAL %
Academic Staff (% of total staff)	21.82	Academic Staff (% of total staff)	1.82	23.64
Administrative Staff (% of total staff)	36.36	Administrative Staff (% of total staff)	40.00	76.36
All Staff by Gender (June 2020)	% of male staff to total staff 58.18%	% of female staff to total staff 41.82%		

**STAFF PROFILE BREAKDOWN BY GENDER**

MALE STAFF		FEMALE STAFF		
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**Staff by Cadre (June 2020)**

	F	% of Row Total		F	% of Row Total	Row Total	% of Total Staff
Academic Staff	12	92.31	Academic Staff	1	7.69	13	23.64
Administrative Staff	20	47.62	Administrative Staff	22	52.38	42	76.36

**Academic staff by Grade and Education Level (June 2020)**

	F	% of Row Total		F	% of Row Total	Row Total	% of Total Staff
Professor	0	0.00	Professor	0	0.00	0	0.00
Associate Professor	0	0.00	Associate Professor	0	0.00	0	0.00
Senior Lecturer	3	100.00	Senior Lecturer	0	0.00	3	23.08
Lecturer	1	100.00	Lecturer	0	0.00	1	7.69
Lecturer	0	0.00	Lecturer	1	100.00	1	7.69
Assistant Lecturer	3	100.00	Assistant Lecturer	0	0.00	0	0.00
Assistant Lecturer	0	0.00	Assistant Lecturer	0	0.00	0	0.00
Assistant Lecturer	5	100.00	Assistant Lecturer	0	0.00	5	38.46

Administrative Staff by Education Level (June 2020)									
		F	% of Row Total			F	% of Row Total	Row Total	% of Total Staff
PhD		0	0.00	PhD		0	0.00	0	0.00
Masters		6	46.15	Masters		7	53.85	13	30.95
Bachelor Degree		6	50.00	Bachelor Degree		6	50.00	12	28.57
Advanced Diploma		4	100.00	Advanced Diploma		0	0.00	4	9.52
Diploma		1	20.00	Diploma		4	80.00	5	11.90
Certificate and Below		3	37.50	Certificate and Below		5	62.50	8	19.05
Academic staff by Contract (June 2020)									
		F	% of Row Total			F	% of Row Total	Row Total	% of Total Staff
Full-Time	Permanent	12	92.31	Full-Time	Permanent	1	7.69	13	100.00
	Temporary/Contract	0	0.00		Temporary/Contract	0	0.00	0	0.00
Administrative Staff by Contract (June 2020)									
		F	% of Row Total			F	% of Row Total	Row Total	% of Total Staff
Full-Time	Permanent	17	44.74	Full-Time	Permanent	21	55.26	38	90.48
	Temporary/Contract	3	75.00		Temporary/Contract	1	25.00	4	9.52
Academic Staff by Age (June 2020)									
		F	% of Row Total			F	% of Row Total	Row Total	% of Total Staff
Below 31		0	0.00	Below 31		0	0.00	0	0.00
31-40		5	83.33	31-40		1	16.67	6	46.15
41-50		4	100.00	41-50		0	0.00	4	30.77
Above 50		3	100.00	Above 50		0	0.00	3	23.08
Administrative Staff by Age (June 2020)									
		F	% of Row Total			F	% of Row Total	Row Total	% of Total Staff
Below 31		3	42.86	Below 31		4	57.14	7	16.67
31-40		7	36.84	31-40		12	63.16	19	45.24
41-50		6	60.00	41-50		4	40.00	10	23.81
Above 50		4	66.67	Above 50		2	33.33	6	14.29

## CHAPTER SIX

### THE SCHOOL LEADERSHIP DURING THE YEAR 2019/20

#### 6.1 The Governing Board

The Governing Board is the supreme body of the Law School of Tanzania. The Board takes overall responsibility for the Institution. The Board delegates the day-to-day management of the activities to the Principal who is assisted by Deputy Principal- Training, Consultancy, Research & Publication and Deputy Principal- Planning, Finance & Administration.

#### 6.2 The Governing Board Committees

The Governing Board has four sub-committees namely, Committee of Practical Legal Training and Examinations; Committee of Administration and Human Resource Development; Committee of Planning and Finance; and Audit Committee. All matters need discussions and deliberations by the Governing Board shall go through relevant committee for scrutiny and recommendations before presented to the Governing Board.

#### 6.3 The Governing Board Constituents

According to the Law School of Tanzania Act, Cap. 425, the Deputy Attorney General is the Chairperson of the Board, while members are:

- i) The Principal Judge,
- ii) The President of Tanganyika Law Society,
- iii) The Dean of Faculty of Law of the University of Dar es Salaam,
- iv) One member representing Tanganyika Law Society to be appointed by the Minister responsible for Legal Affairs, and
- v) One Member representing Legal Aid Schemes to be appointed by the Minister responsible for Legal Affairs.

The Principal of the School serves as the Secretary to the Board.

#### 6.4 Governing Board served during the year 2019/20

Table 6.1: Members of the Governing Board Served in the Year 2019/20

NO	Name	Organization	Position	Service Period to June 2019
1	Dr. Evaristo Longopa	Attorney General's Chamber	Chairperson	May 2018-30/06/2020
2	<i>Prof. Hamudi Majamba</i>	University of Dar es Salaam	Member	01/07/2016-30/06/2020
3	Ms. Elizabeth Y. Mkwizu	Court of Appeal	Member	01/05/2019-30/06/2020
4	Ms. Aisha Ally Sinda	Representative of members of TLS	Member	01/02/2016-30/06/2020
5	Ms. Scholastica Jullu	NGOs	Member	01/02/2016-30/06/2020
6	Dr. Rugemeleza Nshala	Tanganyika Law Society	Member	01/05/2019-30/06/2020
7	Dr. Zakayo N. Lukumay	Law School of Tanzania	Secretary	01/07/2017-30/06/2020

#### 6.5 The Principal

The principal is appointed by the Minister of Constitution and Legal Affairs upon recommendation of the governing board. 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. As of June, 2020, the position was held by Dr. Zakayo Lukumay as Acting Principal.

#### 6.6 Deputy Principal-Training, Consultancy, Research & Publication

The Deputy Principal-TCRP is appointed by the Council or Governing Board. 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.

## 6.7 Deputy Principal- Planning, Finance & Administration

The Deputy Principal-PFA is appointed by the Governing Board. 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.

## 6.8 Heads of Departments and Units by June 2020

Table 6.2: Heads of Departments and Unit

No	Name	Department/Unit
1	Mr. Hilary Lubengo	Admissions, Examinations and Records (Registrar)
2	Dr. Sist J Mramba	Practical Legal Training
3	Ms. Belinda Mollel	Clinical Law
4	Ms. Aziel E. Mtera	Student Affairs (Dean)
5	Mr. Anakretus Mhidze	Internal Audit Unit
6	Mr. Magaluda Magobe	Finance and Accounts
7	Mr. Alfred Maliyabwana	Procurement Management Unit
8	Mr. Aristarik Maro	Library Services
9	Mr. Edward Chuwa	Legal Services Unit

Table 6.3: Representatives of Heads of Departments and Unit

No	Name	Department/Unit
1	Mr. Dominick Godfrey	Policy, Planning and Budgeting
2	Ms. Scholastica Njozi	Information, Education and Communication Unit
3	Mr. Dawara Mkwawa	Information and Communication Technology
4	Ms. Vumilia Saileni	Human Resources Management and Administration

## 6.9 Organization Structure

To achieve the objectives for which the School was established, the functions of the School are discharged and managed through the Principal who is responsible to the Governing Board for overall coordination of the School.

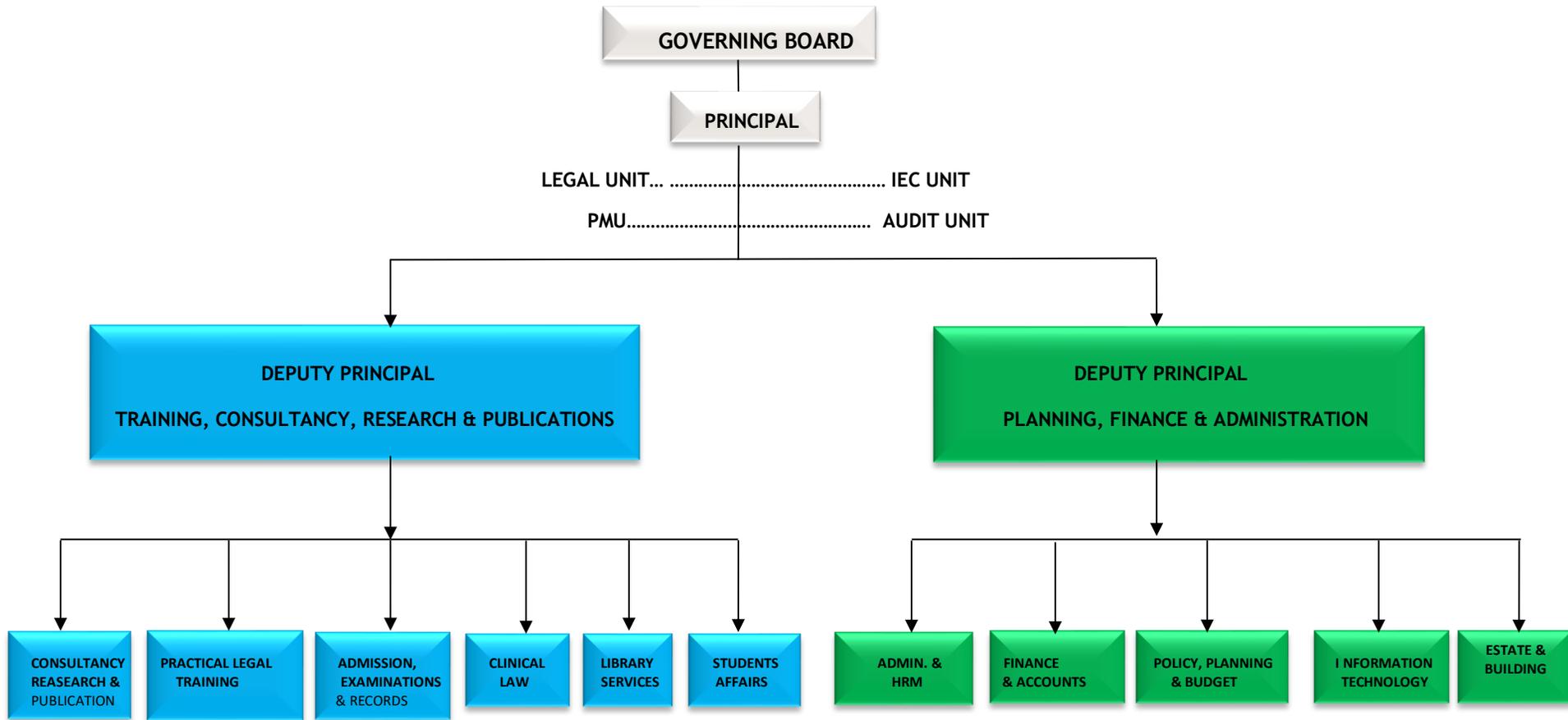
There are two-line directorates, the Directorate of Training, Consultancy, Research and Publications discharged with the core functions and the Directorate of Planning, Finance and Administration discharged with the supportive functions.

Each Directorate is headed by a Deputy Principal who is accountable to the Principal. Each Directorate is divided into such number of departments and units depending on the functions performed. The functions of each department 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

## 6.10 Challenges

In the FY 2019/20, the Law School of Tanzania faced the same challenges experienced in the FY 2018/19. Such challenges were: -

1. Few permanent tutors/trainers which lead to use part-time instructors who have their responsibilities in other organizations thus affect timely output delivery.
2. The large number of students compared to the field placements areas. Also, other field places didn't meet the requirements of the practical legal training.
3. Lack of in campus accommodation. Off campus hostels were not enough to accommodate students due to availability of other neighboring colleges and Universities.



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