

THE LAW SCHOOL OF TANZANIA



Facts and Figures, 2022

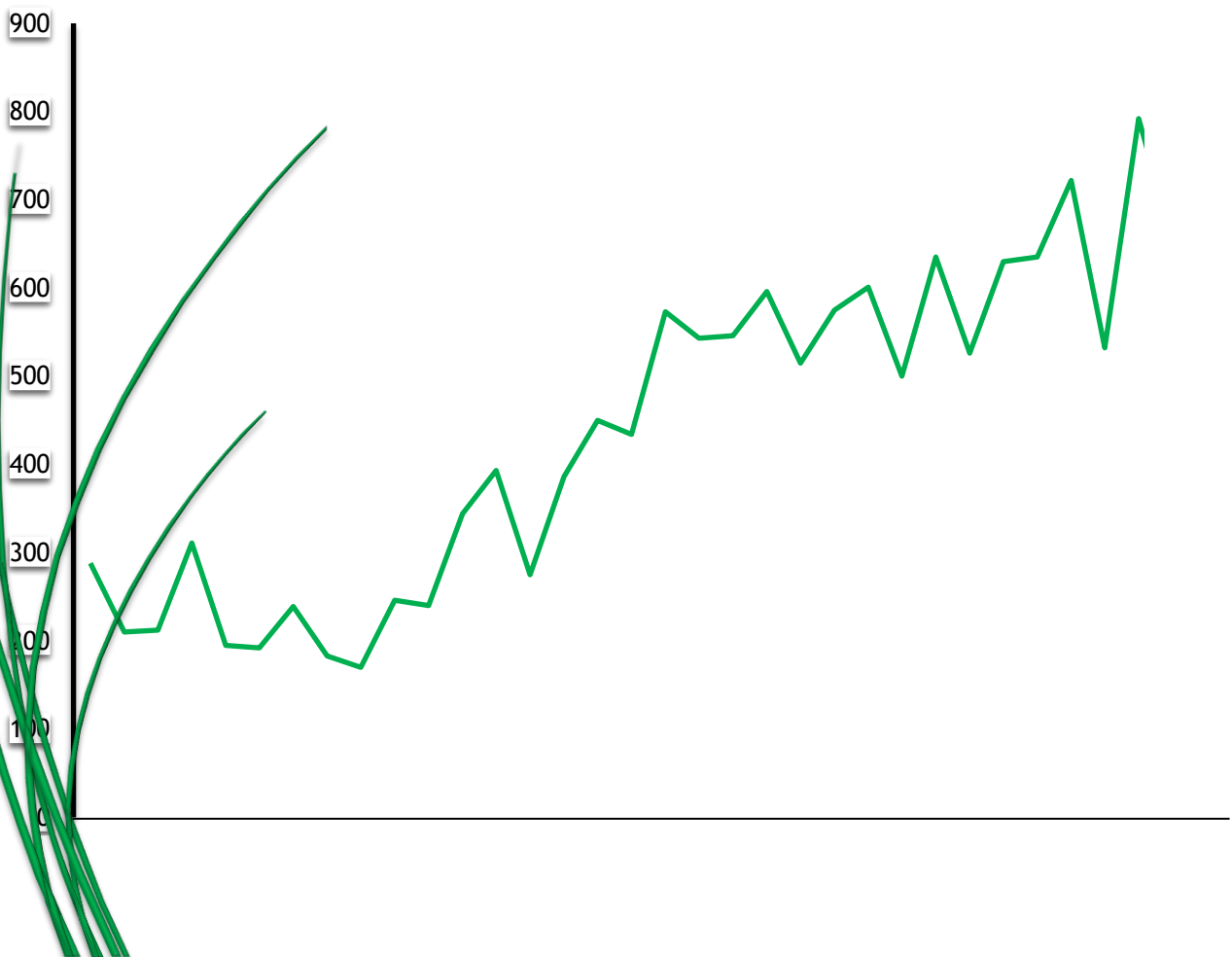


TABLE OF CONTENTS

LIST OF TABLES	iii
LIST OF FIGURES	iv
LIST OF PICTURES.....	v
LIST OF ABBREVIATIONS AND ACRONYMS	vi
FOREWORD.....	vii
ACKNOWLEDGEMENTS.....	viii
CHAPTER ONE.....	1
THE LAW SCHOOL OF TANZANIA	1
1.1 Background	1
1.2 Vision, Mission, and Motto.....	2
1.3 Core Values of the School	3
1.4 Functions of the School	4
1.5 Objectives of the Law School of Tanzania (2021/22-2025/26).....	4
CHAPTER TWO.....	7
PRACTICAL LEGAL TRAINING.....	7
2.1 Programmes Offered	7
2.2 Admission Requirements	8
2.3 Assessment.....	9
2.4 Tuition and Other Fees.....	9
2.5 Admission and Registration	12
2.5.1 Registration Trend as of 30 th June 2022	12
2.5.2 Students Registration by Gender for the Past Ten Cohorts.....	14
2.6 Examinations	14
2.6.1 First Sitting Examination Results	14
2.6.2 Trend of the First Sitting Examination Results	15
2.6.3 Special First Sitting and Supplementary Examinations	15
2.6.4 General Results Overview as of June 2022	16
2.7 Clinical Law.....	18
2.8 Legal Aid Services.....	21
2.8.1 Community Engagement	22
CHAPTER THREE.....	23
LIBRARY AND INFORMATION SERVICES	23

3.1	Library	23
3.2	Library Services	24
CHAPTER FOUR		25
STUDENTS AFFAIRS AND COOPERATION WITH OTHER INSTITUTIONS		25
4.1	Students Welfare Services	25
4.2	Cooperation with Other Institutions	26
CHAPTER FIVE		27
FINANCIAL RESOURCES.....		27
5.1	Introduction.....	27
5.2	Revenue Analysis.....	27
5.3	Expenditure Performance.....	28
CHAPTER SIX		30
HUMAN RESOURCES FOR THE YEAR 2021/22		30
6.1	Permanent and Pensionable Employees	30
6.2	Part-Time Instructors.....	32
CHAPTER SEVEN		34
THE SCHOOL LEADERSHIP FOR THE YEAR 2021/22.....		34
7.1	The Governing Board	34
7.2	The Governing Board Constituents	34
7.3	Governing Board Served During the Year 2021/22	35
7.4	The Governing Board Committees	35
7.4.1	Governing Board Committee of Practical Legal Training and Examinations	35
7.4.2	Committee of Appointment and Human Resource	36
7.4.3	Committee of Planning and Finance	36
7.4.4	Audit Committee	37
7.5	The Principal	37
7.5.1	Deputy Principal-Training, Consultancy, Research & Publication (DP-TCRP)	38
7.5.2	Deputy Principal- Planning, Finance & Administration	38
7.5.3	Heads of Departments and Units by June 2022	39
7.6	Organization Structure	39

LIST OF TABLES

Table 1: Programme Courses.....	8
Table 2: Students' Performance Assessment	9
Table 3: Current Fees for Postgraduate Diploma	10
Table 4: Current Fees for Paralegal Programme	10
Table 5: Tuition and Other Fees for Postgraduate Diploma as of June 2022	11
Table 6: Registered Students as of 30 th June 2022	12
Table 7: First Sitting Examination Results	15
Table 8: Examination Results as of June 2022.....	17
Table 9: Field Attachment	19
Table 10: Registered Cases.....	21
Table 11: Revenue Analysis	27
Table 12: Comparison of Expenditure Performance	29
Table 13: Approved Part-Time Instructors	33
Table 14: Members of the Governing Board Served in the Year 2021/22.....	35
Table 15: Members of the Committee of Practical Legal Training and Examinations Served in the Year 2021/22	36
Table 16: Members of Committee of Appointment and Human Resource Served in the Year 2021/2022	36
Table 17: Members of Committee of Planning and Finance Served in the Year 2021/2022.....	36
Table 18: Members of Audit Committee Served in the Year 2021/2022	37
Table 19: Heads of Departments and Unit	39
Table 20: Representatives of Heads of Departments and Units.....	39

LIST OF FIGURES

Figure 1: Registration Trend as of June 2022.....	13
Figure 2: Students Registration by Gender for the Past Ten Cohorts	14
Figure 3: Trend of the First Sitting Examination Results for the FY 2021/22	15
Figure 4: Summary of Students Performance as of June 2022	16
Figure 5: Students Performance by Cohort as of June 2022.....	18
Figure 6: Number of Students Attended First Rotation Field Attachment for 32 nd Cohort per Region	19
Figure 7: Number of Students Attended Second Rotation Field Attachment for 32 nd Cohort per Region	20
Figure 8: Number of Students Attended First Rotation Field Attachment for 33 rd Cohort per Region	20
Figure 9: Number of Students Attended Second Rotation Field Attachment for 32 nd Cohort per Region	21
Figure 10: Library and Information Services	24
Figure 11: Percent of the Contributions of the Sources of Revenue to the Total Revenue	28
Figure 12: Distribution of Staff by Academic Level and Cadre	30
Figure 13: Distribution of Employees by Age	31
Figure 14: Distribution of Employees by Gender	31
Figure 15: Distribution of Employees by Gender and Cadre	32

LIST OF PICTURES

Picture 1: Students During Orientation 7
Picture 2: LST Library 23
Picture 3: Dr. Evaristo Longopa, Chairperson of the Law School of Tanzania
Governing Board and the Deputy Attorney General 34



Picture 4: Hon. Judge Dr. Benhadj S. Masoud, Principal of the Law School of Tanzania
and the Secretary of the Governing Board 38

LIST OF ABBREVIATIONS AND ACRONYMS

CAS	Current Awareness Services
EACJ	East African Court of Justice
FE	Final Examination
FY	Financial Year
GPA	General Point Average
ICA	Individual Continuous Assessment
IJA	Institute of Judicial Administration
LL. B	Bachelor of Law
LST	Law School of Tanzania
LST LAC	Law School of Tanzania Legal Aid Centre
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
RITA	Registration, Insolvency and Trusteeship Agency
TANZLII	Tanzania Legal Information Institute
TASBA	Tanzania Students' Bar Association
TCRP	Training, Consultancy, Research and Publication
TLS	Tanganyika Law Society
TR	Total Revenue
WPE	Written Practical Exercise

FOREWORD

The sixth edition of the facts and figures booklet presents various information of the Law School of Tanzania (LST) for the financial year 2021/22. The information contained in the booklet has analyzed to enable readers to understand the LST and the activities that take place.

The booklet is useful and essential for our stakeholders as it enables to monitor core activities carried out during the FY 2021/22. It provides valuable information to key stakeholders relating to learning and delivering of legal practical training in the country.

It is my expectation that this booklet will provide 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 that will improve contents of Facts and Figures Booklet for the next publication.

Hon. Judge Dr. Benhajj S. Masoud
Principal

ACKNOWLEDGEMENTS

This booklet wouldn't have been possible 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.

I would like to express my special thanks of gratitude to the Department of Policy, Planning and Budgeting for their assistance in the coordination, preparation and publication of this booklet.

My sincere thanks also go to Management team 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 have enormously contributed to the completion of this booklet.

Dr. Natujwa S. Mvungi
Ag. 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 2nd 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 for them to be enrolled as advocates of the High Court of Tanzania and subordinate courts or be employed in the public or private sector. The School is located at Plot No. 2005/2/1, Sinza "C", Off Sam Nujoma Road.

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;

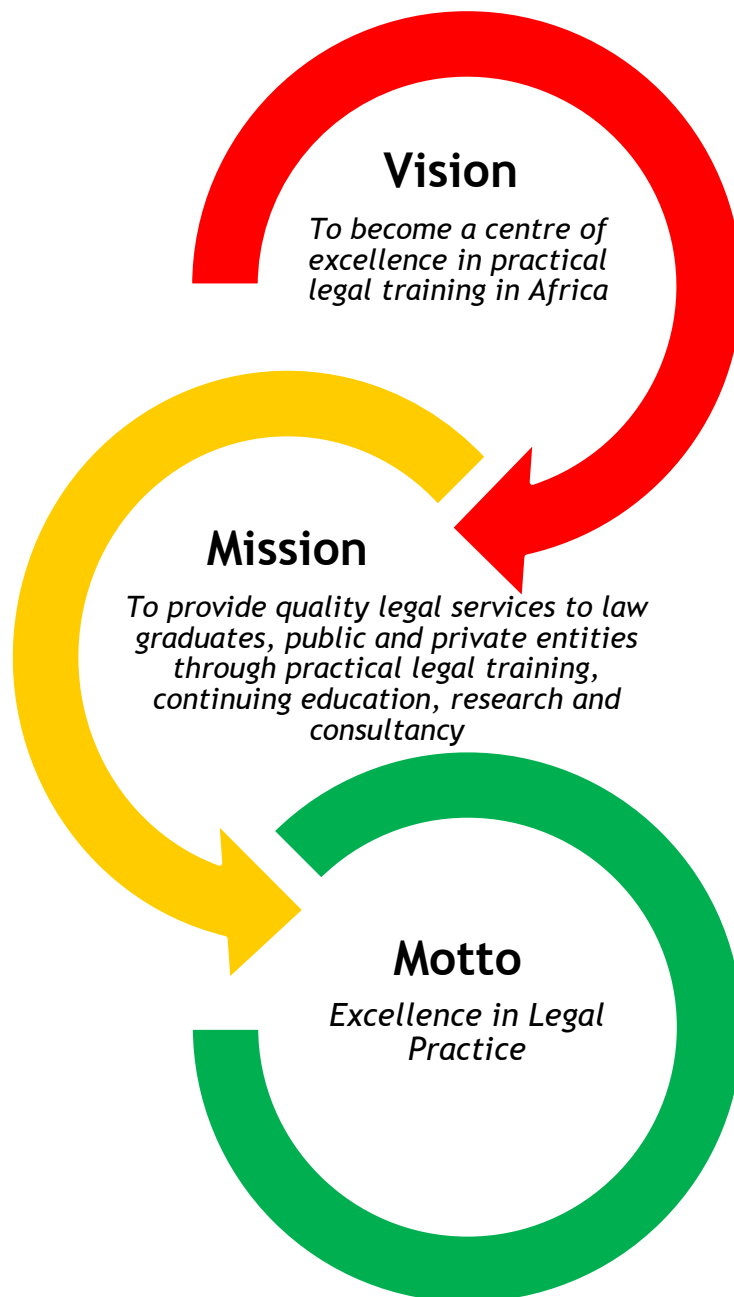
Have perpetual succession and an official seal

In its cooperate name be capable of suing and being sued

Be capable of entering into contract, holding, purchasing or otherwise acquiring in any other way, movable property or immovable property and disposing of any of its property

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



1.3 Core Values of the School

Innovative	The School will feature new and advanced methods that will improve the provision of practical legal training programme.
Integrity	The School will adhere to the values of fairness, justice and others expounded shall be paramount in the pursuance of the LST mandate.
Impartiality	The system at LST will neither be biased nor prejudiced, rather it will follow a principle of justice and fairness.
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.
Accountability	Explanations and justification for decision and resource use shall be hallmarks of the LST actions and processes.
Hard work	LST team works with energy and commitment for the accomplishment of any task at hand.
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.
Networking	The school will collaborate, from partnership and cooperation to leverage all possible synergies.

1.4 Functions of the School

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

1.5 Objectives of the Law School of Tanzania (2021/22-2025/26)

The objectives of the Law School of Tanzania were designed so as to achieve the vision and mission of the school. These objectives which are to be implemented in the financial year 2021/22-2025/26 are as follows: -

A. Service improved, HIV/AIDS and non-communicable diseases infections reduced

This strategy objective has been adopted in line with the national HIV and AIDS policy. Secondly, since all Ministries, Departments and Agencies (MDAs) are directed by the government to develop workplace interventions by providing care support services to staff living with HIV/AIDS. It focuses on improved care services and elimination of new HIV infections among the school's personnel. The LST will formulate activities to promote HIV/AIDS awareness among staff and students and promote activities that reduce non-communicable diseases.

B. Enhanced, sustained and effective implementation of National Anti-Corruption Strategy

The National Anti-Corruption Strategy and Action Plan aims at reducing corruption incidences leading to a corruption free society. Combating corruption is one of the primary goals that will lead to reduction of poverty by ensuring resources are put to the rightful uses. The LST as a key catalyst of socio-economic development in the country has to facilitate and participate in the implementation of the NACSAP.

The strategy is wholly intended to support attainment of the national anti-corruption strategy and action plan (NACSAP) with the view to promote integrity among the staff of the Law School of Tanzania. Strategically, the LST will promote anticorruption program and reduce fraud at workplace.

C. Improved training and learning environment

The Law School of Tanzania is a training institution mandated to provide practical legal training and continuing legal education programs. Over the period towards the year 2025/2026 the School intends to mobilize and devote some resources to improve the students' enrolment and registration portfolio consummate to the statutory privileges bestowed upon it. This particular strategy is intended to impact on the levels of students' performance and delivery. This will be achieved by Improving Practical legal training and learning environment.

D. Improved management and institutional governance

Management and institutional governance is the key process to allow for the institution's planned targets and outcomes to be achieved, covering from how the different departments and bodies are organized and connected. In order to achieve this strategic objective, the school intends to Improve Human Resources Capacity Development and Management; Strengthen ICT system and support Services; Strengthen students welfare services Enhance effective risk management; ensure compliance to the public procurement law; Enhance estate services to support LST operations; assure legal services to support administration of the school and Strengthen planning, financial & accounting operations.

E. Enhanced Institution financial capacity and sustainability

Financial capacity is looked as the ability of institutions to identify and analyze full cost, and the potential to diversify their income and non-income sources to obtain financial sustainability. Financial capacity serves as an engine of attaining the future desire of an Institutional. The future aspiration of LST among others is to sustain its provision of practical legal training with acceptable degree of professionalism, outreach and impact. Therefore, the school intends to implement the following in order to enhance its financial capability and sustainability through capacitating Research and Consultancy services and Strengthening Resource mobilization.

CHAPTER TWO

PRACTICAL LEGAL TRAINING

2.1 Programmes Offered

Practical Legal Training (PLT) is a one-year postgraduate programme designed to help a candidate develop the practical, day-to-day skills he/she will need as an advocate. The programme is offered to any LL. B graduate aiming to be enrolled as an advocate of the High Court of Tanzania.



Picture 1: Students During Orientation

The programme is divided into two semesters. The First Semester covers classroom practical instructions for up to twenty-six weeks. During this period, students get opportunity to be oriented on essential practical skills that are needed for successful carrier in legal practice. The second semester involves a period of clinical law or field placement. In the second semester students apply their skills in real life environment such as law firms, courts, government departments and parastatal organizations. The second semester is followed by final written and oral examinations to assess their proficiency after the two semesters of practical

training. Successful candidates who pass all courses (See **Table 1** below) are awarded the Post-Graduate Diploma in Legal Practice.

Table 1: Programme Courses

MODULES (CORE COURSES)		(NON-CORE COURSES)	
Code	Name	Code	Name
LS 101	Advocacy Skills	LS 100	Clinical Law
LS 102	Professional Conduct and Ethics	LS 103	Legal Drafting Skills and Techniques
LS 104	Criminal Procedure and Practice	LS 109	Basic Leadership, Management and Accounting for Lawyers
LS 105	Civil Procedures 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 Requirements

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

According to the rules, 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 and Written Practical Exercise in the first semester. In the second semester, candidates are assessed in Final Examination and Oral Practical Exercises. For non-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	Individual Continuous Assessment	100%	50%
2	Written Practical Exercises	100%	50%
3	Final Examination	100%	50%
4	Oral Practical Exercise (once)	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 as indicated in table 2. 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 sit for supplementary examination for the component(s) which he/she scored below the required pass mark.

2.4 Tuition and Other Fees

In the financial year 2021/22, the School had fee structure as per Table 5 below. The fees were classified as fees payable to the School and direct student costs. However, in 2022, the LST made changes to its fees structure specifically for fees

payable to the School and added fees for paralegal programme¹. The current fees² for postgraduate diploma and paralegal programme are stipulated in the Table 3 and Table 4 respectively.

Table 3: Current Fees for Postgraduate Diploma

Fees Payable to the School (Tanzanian Students)			
Application Fee	20,000.00	Institutional Stationery and Photocopy Services	100,000.00
Registration Fee	20,000.00	Caution Money (Deposit)	10,000.00
Tuition Fee	2,400,000.00	Identity Card	20,000.00
Examination Fee	100,000.00	Student's Organization Fee	10,000.00
Field (Attachment) Supervision Fee	150,000.00	Admission Ceremony Fee	20,000.00
Library Fee	100,000.00	TOTAL	2,950,000.00

Fees Payable to the School (Non-Tanzanian Students)	
Application Fee	40,000.00
Registration Fee	40,000.00
Tuition Fee	4,800,000.00
Examination Fee	150,000.00
Field (Attachment) Supervision Fee	500,000.00
Library Fee	200,000.00
Institutional Stationery and Photocopy Services	100,000.00
Caution Money (Deposit)	20,000.00
Identity Card	20,000.00
Student's Organization Fee	10,000.00
Admission Ceremony Fee	40,000.00
TOTAL	5,920,000.00

Table 4: Current Fees for Paralegal Programme

Fees Payable to the School	
Tuition Fee	1,000,000.00
Registration Fee	20,000.00
Examination Fee	70,000.00
Statement of Results	5,000.00
Transcript	20,000.00
Field (Attachment) Supervision Fee	80,000.00
Institutional Stationery and Photocopy Services	50,000.00
Identity Card	20,000.00
Graduation Fee	40,000.00
NACTE Fee	20,000.00
TOTAL	1,325,000.00

¹ Paralegal programme started to be offered in the FY 2022/23. Therefore, it will be explained in details in the next edition of this booklet which will cover all important information of the FY 2022/23.

² Current fees as per the Law School of Tanzania (Admission, Fees and Conduct of Practical Training) Rules, 2022. However, these rules were not explained in details in this booklet because the booklet provides information of the FY 2021/22 whereas the current rules were started to be implemented in the FY 2022/23.

Table 5: Tuition and Other Fees for Postgraduate Diploma as of June 2022

Fees Payable to the School				Direct Student's Cost by Semester	
Application Fee	20,000.00	Institutional Stationery and Photocopy Services	50,000.00	FIRST SEMESTER	
Registration Fee	20,000.00	Caution Money (Deposit)	10,000.00	Particulars	Amount
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	TOTAL	1,590,000.00	Special Requirements (Advocates' Attire)	300,000.00
				Compilation of Basic Statutes	100,000.00
				SUB-TOTAL	2,055,000.00
				SECOND SEMESTER	
				Particulars	Amount
				Field Placement Expenses	1,200,000.00
				Meals and Accommodation Allowance	210,000.00
				SUB-TOTAL	1,410,000.00
				TOTAL	3,465,000.00

2.5 Admission and Registration

In the financial year 2021/22, the LST opened the window for new applicants for 33rd and 34th cohorts to apply and join the school. A total number of **1,504** students who qualified for the programme, were registered as shown in the **Table 6** below. This number was equivalent to an increase of **0.3%** of a target of 1,500 students per year. Each cohort was targeted to register 750 students.

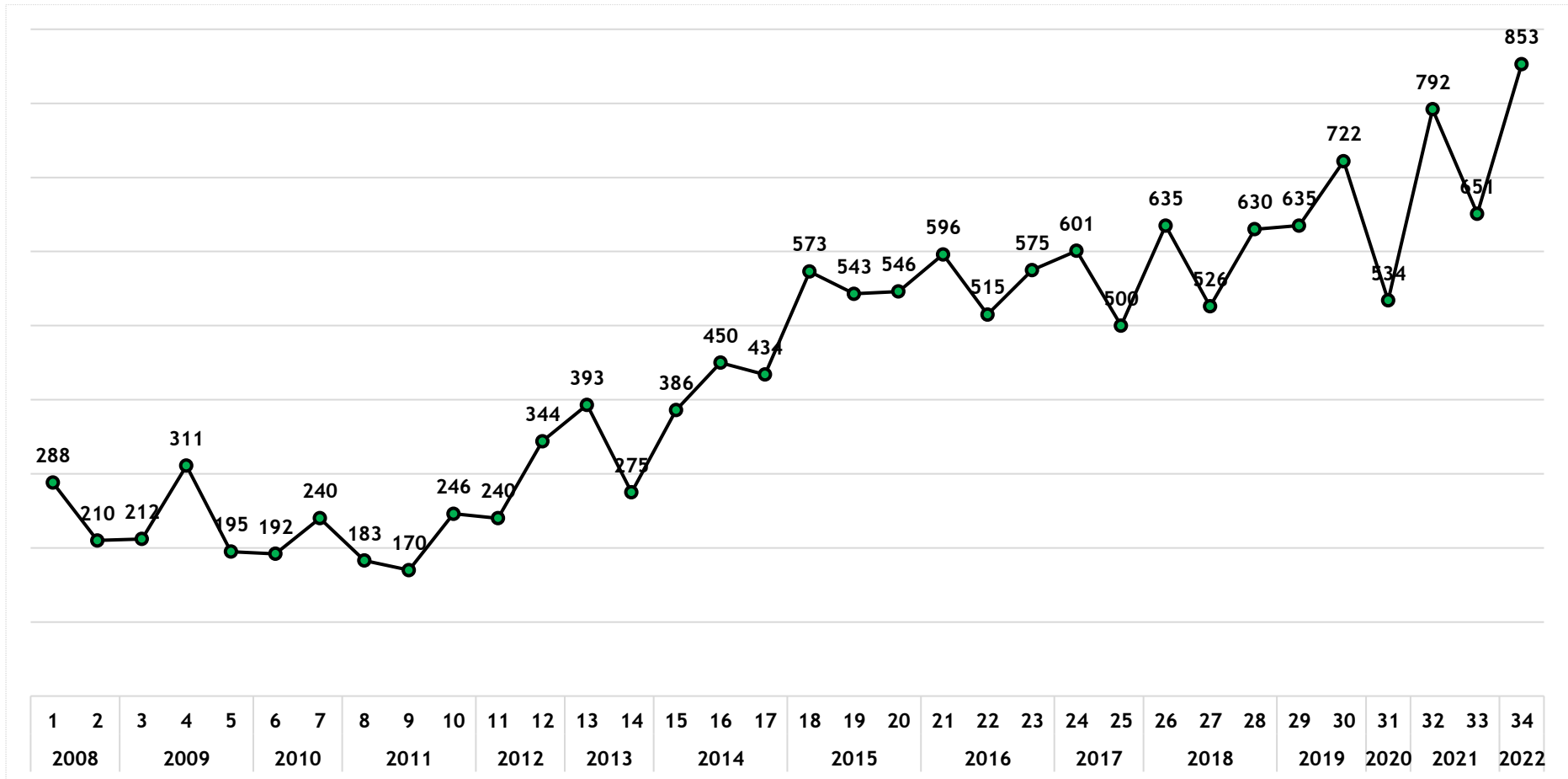
Table 6: Registered Students as of 30th June 2022

Registration										
Year of Registration	Cohort	First time registered			Re-registered			Totals		
		M	F	Total	M	F	Total	M	F	Total
Jul-2021	33	366	271	637	9	5	14	375	276	651
Jan-2022	34	377	471	848	2	3	5	379	474	853
Grand Total (FY 2021/22)		743	742	1,485	11	8	19	754	750	1,504

2.5.1 Registration Trend as of 30th June 2022

Registration trend for the past 34 cohorts shows the fluctuation of the number of registered students as shown in the **Figure 1** below. The large number of registered students were observed in 34th cohort with a total of **853** students.

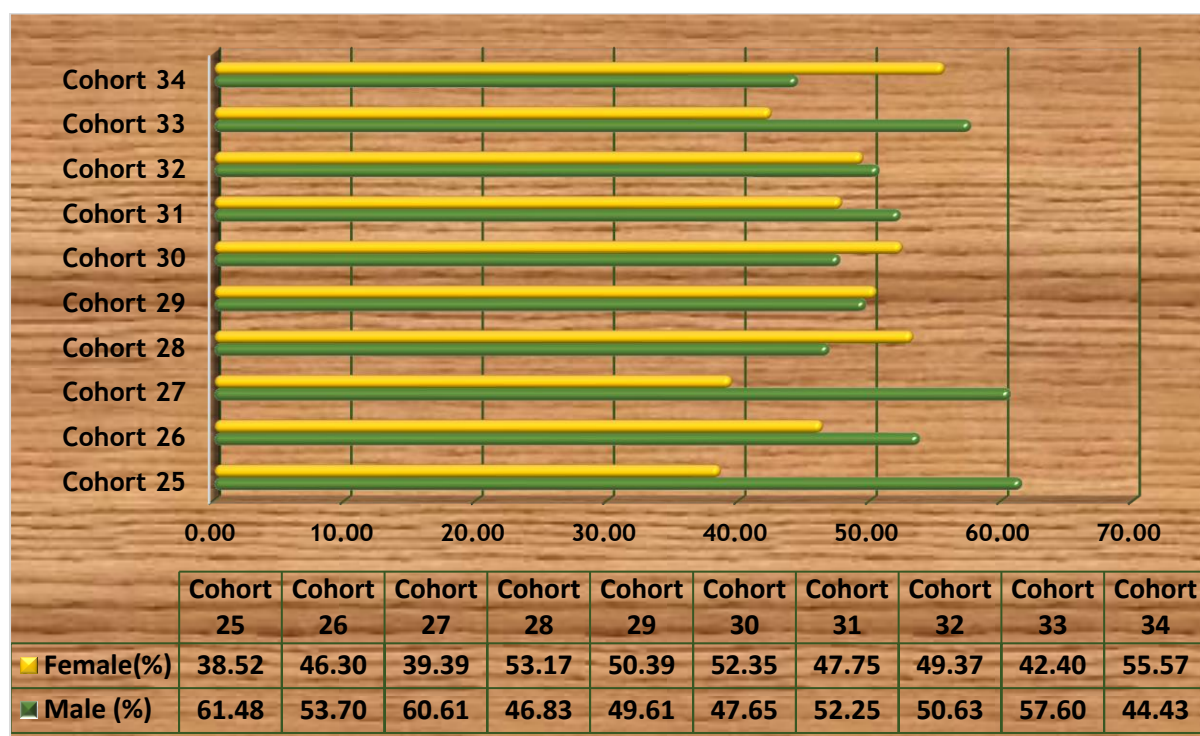
Figure 1: Registration Trend as of June 2022



2.5.2 Students Registration by Gender for the Past Ten Cohorts

Statistics shows that, for the past ten cohorts, four (28th, 29th, 30th, and 34th cohorts) had higher number of female registered students compared to male as shown in the **Figure 2** below. The case was different for the six cohorts (25th, 26th, 27th, 31st, 32nd, and 33rd Cohorts) which had higher number of male registered students as compared to female within a cohort.

Figure 2: Students Registration by Gender for the Past Ten Cohorts



2.6 Examinations

2.6.1 First Sitting Examination Results

In the financial year 2021/22, the LST released examination results for 31st and 32nd cohorts. 1,255 out of 1,326 registered students did their first sitting examinations and the rest deferred. 101 students passed, 929 failed some of the subjects and were required to sit for supplementary examinations, and 225 failed as shown in the **Table 7** below.

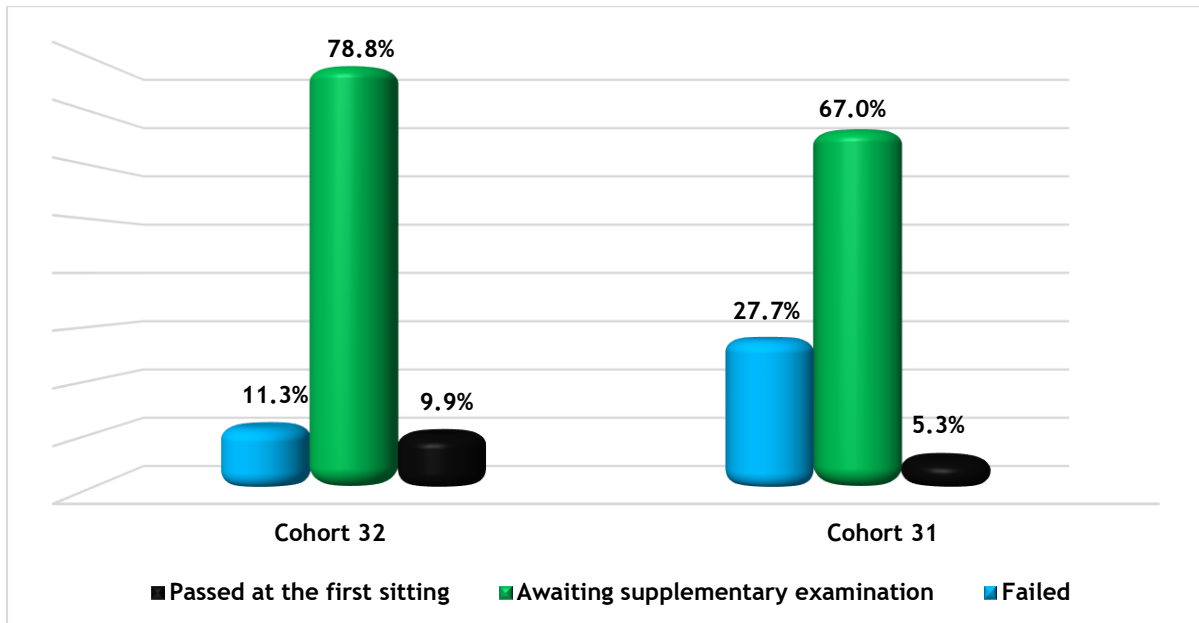
Table 7: First Sitting Examination Results

Cohort	Students who did their first sitting examinations					
	Passed at the first sitting	Awaiting supplementary examination	Failed	Total	Deferment	Total
Cohort 31	27	341	141	509	25	534
Cohort 32	74	588	84	746	46	792
Total	101	929	225	1,255	71	1,326

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 2021/22 shows that, the pass rate increased from **5.3%** in 31st cohort to **9.9%** in 32nd cohort. According to the **Figure 3** below, the supplementing students increased from **67%** in 31st cohort to **78.8%** in 32nd cohort and the failure rate decreased from **27.7%** in 31st cohort to **11.3%** in 32nd cohort.

Figure 3: Trend of the First Sitting Examination Results for the FY 2021/22



2.6.3 Special First Sitting and Supplementary Examinations

In the financial year 2021/22, **1,223** candidates sat for the special first sitting and supplementary examinations with 31st Cohort. **265 (21.49%)** out of them passed, **964 (78.18%)** had to come back for supplementary until they pass, and **4 (0.32%)** failed.

Moreover, 755 sat for the special first sitting and supplementary examination in one or more components with 32nd cohort. 259 (34.3%) passed the examinations, 489 (64.77%) had to come back for supplementary, and 7 (0.93%) failed.

2.6.4 General Results Overview as of June 2022

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 1st to 32nd cohorts. Generally, the overview provides the state of the results for each cohort as of 30th June 2022.

The results show that, 13,692 (from 1st to 32nd Cohort) students were required to sit for examinations. Among them, 13,331 (97.4%) sat for examination and 361 (2.6%) deferred. Statistics shows that, among students who sat for examination since the establishment of the School, 7,894 (59.2%) passed and therefore, were qualified to be registered to practice as advocates, 3,006 (22.5%) were required to sit for supplementary examination, and 2,431 (18.2%) failed as shown in the **Figure 4** and **Table 8** below.

Figure 4: Summary of Students Performance as of June 2022

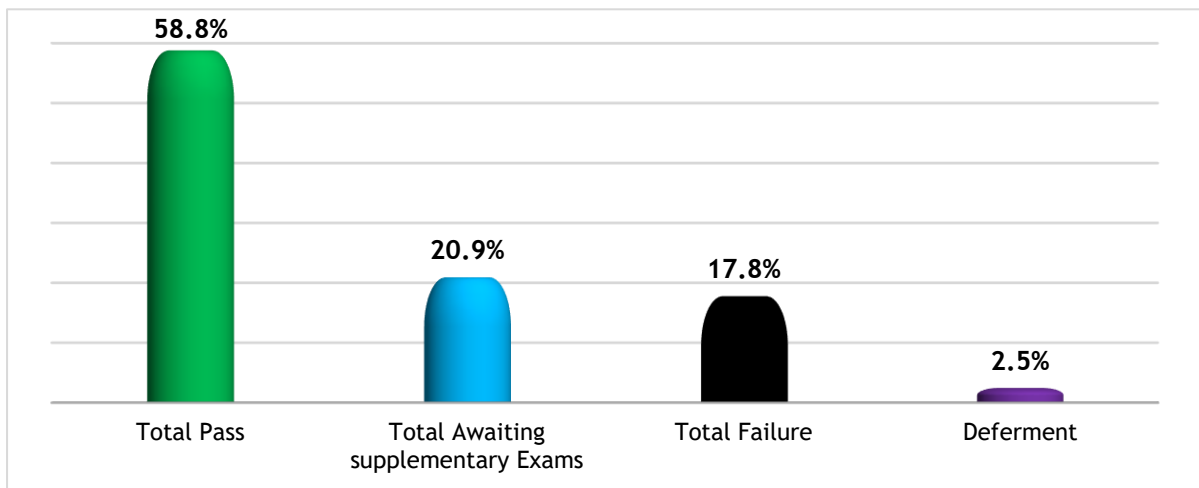
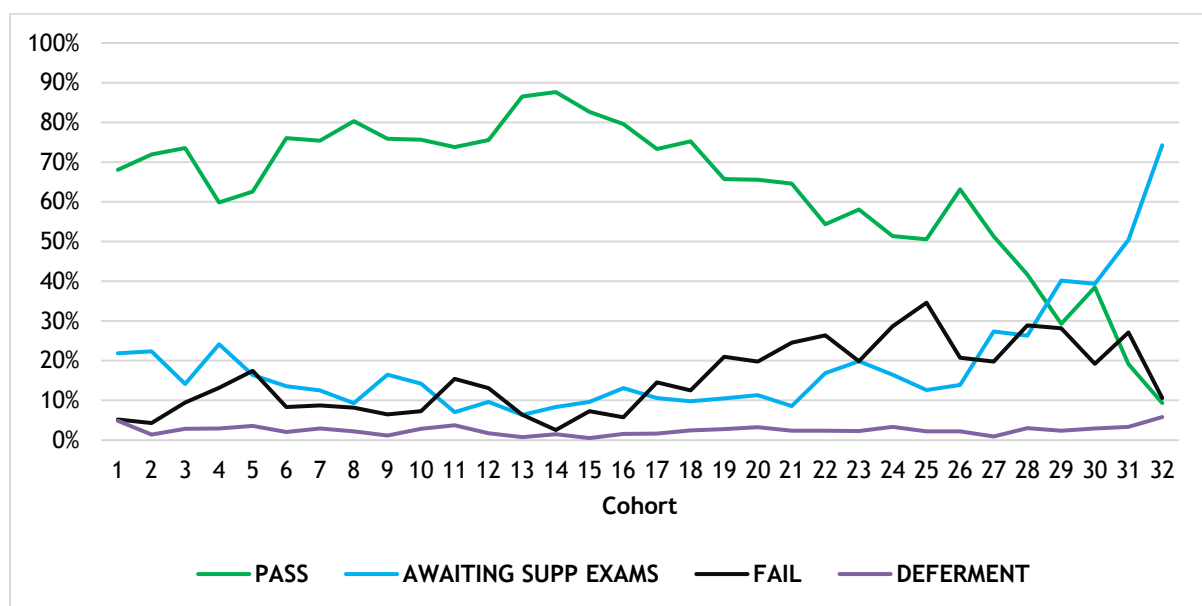


Table 8: Examination Results as of June 2022

Year of registration	Cohort	Pass		Awaiting supplementary examination	Fail		Deferment	Total admitted
		Passed first sitting examination	Passed supplementary /special first sitting examination		Failed 1 st sitting examination	Failed special 1 st sitting examination		
2008	1	38	158	63	15	0	14	288
	2	50	101	47	9	0	3	210
2009	3	35	121	30	19	1	6	212
	4	35	151	75	39	2	9	311
	5	32	90	32	31	3	7	195
2010	6	41	105	26	15	1	4	192
	7	46	135	30	20	1	8	240
2011	8	54	93	17	15	0	4	183
	9	51	78	28	10	1	2	170
	10	58	128	35	15	3	7	246
2012	11	55	122	17	36	1	9	240
	12	56	204	33	45	0	6	344
2013	13	95	245	25	25	0	3	393
	14	41	200	23	6	1	4	275
2014	15	77	242	37	27	1	2	386
	16	66	292	59	26	0	7	450
	17	73	245	46	59	4	7	434
2015	18	179	252	56	69	3	14	573
	19	80	277	57	111	3	15	543
	20	105	253	62	107	1	18	546
2016	21	113	272	51	142	4	14	596
	22	53	227	87	136	0	12	515
	23	93	241	114	110	4	13	575
2017	24	87	222	99	169	3	21	601
	25	102	151	63	170	3	11	500
2018	26	157	244	88	129	3	14	635
	27	165	105	144	99	5	8	526
	28	177	86	166	175	7	19	630
2019	29	54	132	255	174	5	15	635
	30	130	148	284	133	6	21	722
2020	31	27	75	269	141	4	18	534
	32	74	0	588	84	0	46	792
TOTAL		2,499	5,395	3,006	2,361	70	361	13,692

Figure 5 below shows that the percentage of students passed and those who are waiting for supplementary examinations are inversely proportional to each other. The reason is that, when students sit for their supplementary examination, the likelihood of some of them to pass is greater, hence, reduces the number of those awaiting examination. Moreover, the figure shows that, as you move toward the last cohort, the difference between pass and awaiting supplementary shrink. This is because, supplementing students from previous cohorts had many chances of sitting for supplementary examinations which increases their likelihood of passing.

Figure 5: Students Performance by Cohort as of June 2022



2.7 Clinical Law

The Law School of Tanzania training included not only classroom instruction but also involved a period of clinical law training (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 2021/22, a total of **1,450** students of 32nd and 33rd cohorts attached to different field placements. LST targeted to register 1,500 students for those two cohorts who were also expected to attend field placement. But the actual admission for 32nd cohort was **792** and 33rd cohort was **654**. With the 32nd cohort, LST achieved by **107.6%** to coordinate and facilitate **807** students to attend field placement. The number surpass the actual number of registered students due to

increased number of students from previous cohorts who were required to attend field placement. The achievement decreased to **85.7%** in the 33rd cohort due to lower registered students. The overall achievement within the financial year was **96.7%** as shown in the **Table 9** below.

Table 9: Field Attachment

Cohort	Target number of students per cohort	Actual number of registered students	Actual number of students attended field placement	% of achievement (Attended against Target)
32	750	792	807	107.6%
33	750	654	643	85.7%
Total	1500	1446	1,450	96.7%

Major challenge encountered during field attachment is number of students versus placement places. Majority of students preferred to do field attachment in Dar es salaam as shown in **Figure 6**, **Figure 7**, **Figure 8**, and **Figure 9** and therefore, creates scramble for training places. However, students have been advised to consider other regions for field training.

Figure 6: Number of Students Attended First Rotation Field Attachment for 32nd Cohort per Region

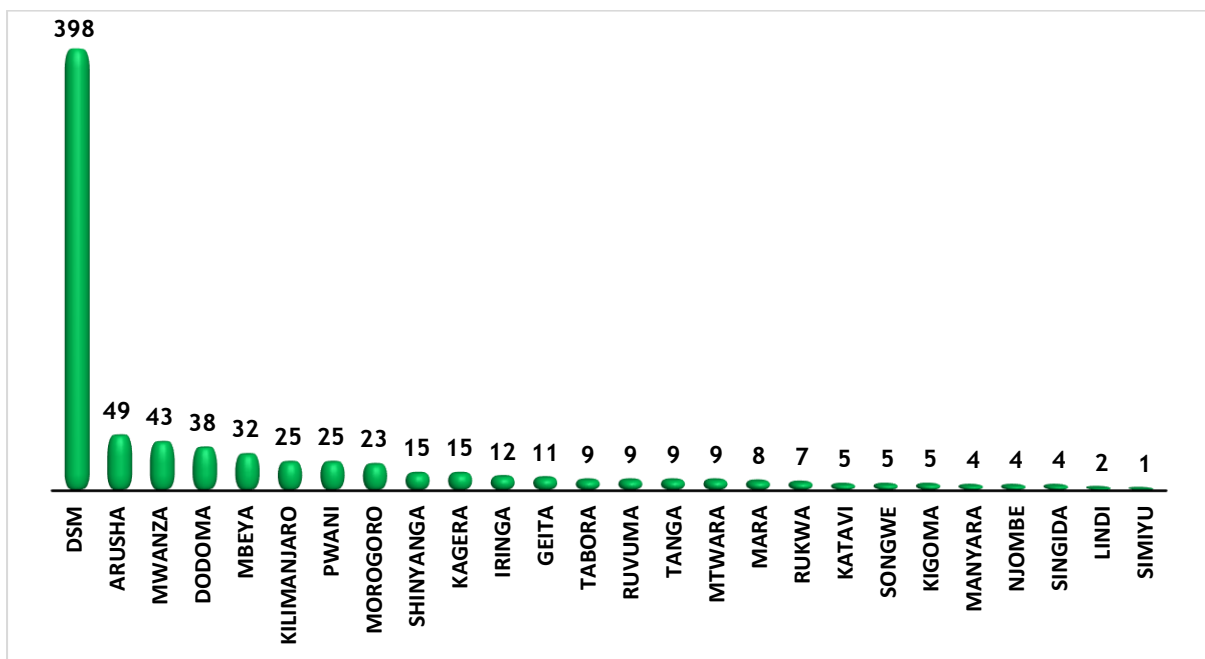


Figure 7: Number of Students Attended Second Rotation Field Attachment for 32nd Cohort per Region

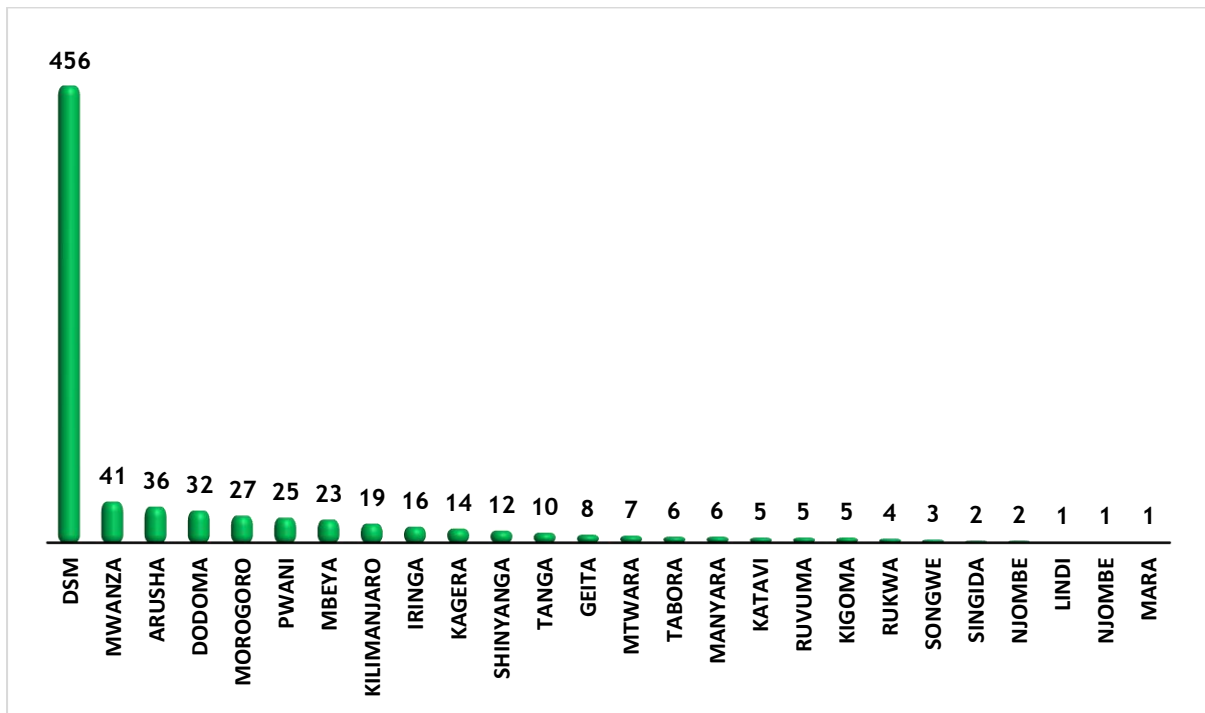


Figure 8: Number of Students Attended First Rotation Field Attachment for 33rd Cohort per Region

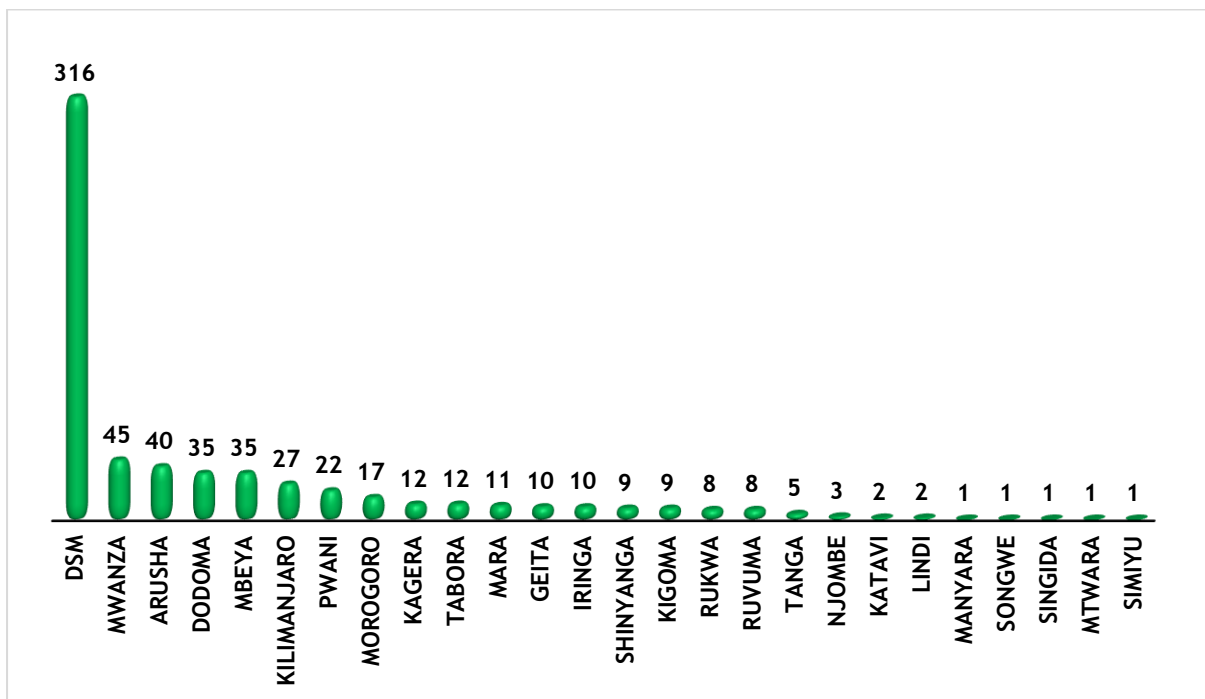
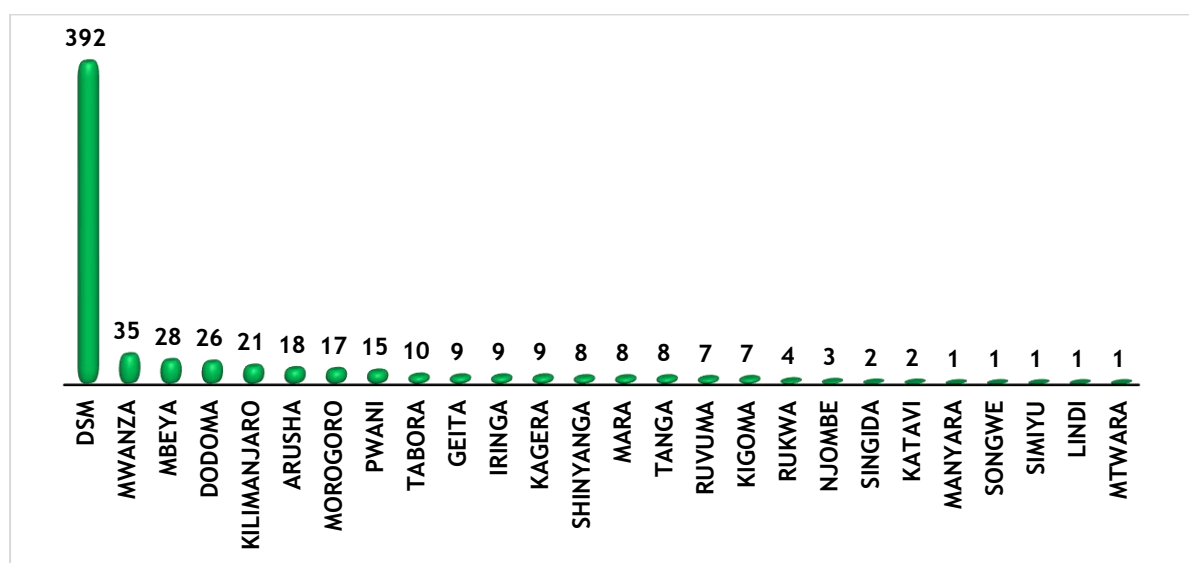


Figure 9: Number of Students Attended Second Rotation Field Attachment for 32nd Cohort per Region



2.8 Legal Aid Services

The LST established a Legal Aid Centre (LST LAC) which is 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 Candidate-Attorneys) and LST staff to legally assist the indigents who cannot afford advocates fees.

The Centre is an integral of the LST institution. It is a semi-autonomous and contributes to the realization of the LST vision and Mission as stipulated in the LST strategic plan 2021/22-2025/26.

The LST LAC has attended clients with different legal challenges. **Table 10** below shows that **32** cases were registered in the financial year 2021/2022. Regarding the nature of cases reported to the Centre, most of the cases attended involved land followed by criminal cases.

Table 10: Registered Cases

S/NO.	NATURE OF THE CASE	REGISTERED
1	Land	12
2	Criminal	7
3	Probate	4
4	General Civil	3
5	Labour	3
6	Matrimonial	3
Total		32

2.8.1 Community Engagement

In celebrating public service week, the LST-LAC provided awareness training to both primary and secondary school students on Gender Based Violation (GBV) against children. The Centre visited Sinza Primary School as well as Dar es Salaam International School, both located in the Dar es Salaam region. Also, the Centre invited media journalists to spread the voice on GBV against children to the community.

The training was divided into three parts which were: the rights and responsibilities of a child; GBV against children; and relief for a child who was subjected to such violence.

CHAPTER THREE

LIBRARY AND INFORMATION SERVICES

3.1 Library

The Law School of Tanzania Library is staffed with professional librarians with a vast of experience on legal collection and services. It provides information and library services to students, staff, legal practitioners and citizens who come for legal aid at our center that is located at the library building. Its collection includes, books, journals, magazines, newspapers, Law Africa Law Reports, Tanzania Law Reports and online databases such as Tanzania Legal Information Institute (TANZLII), East African Court of Justice (EACJ) Portal, African Court on Human and Peoples Rights portal, Research4Life, among others. This library also provides an avenue for legal research to all its users, including High Court Judges, public and private legal practitioners, LST Alumni, and the surrounding communities. The library has built its collections that are relevant to legal and professional knowledge and that facilitate teaching, learning, research and consultancy services in the country.

Picture 2: LST Library

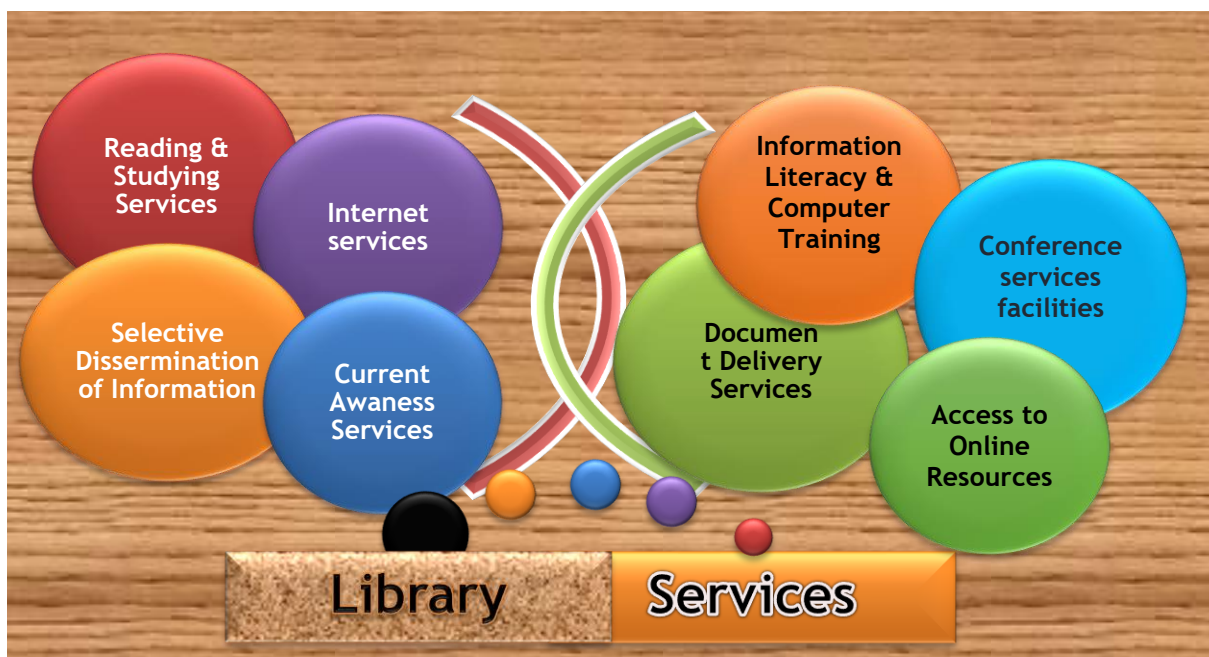


3.2 Library Services

The library is set to facilitate access to reading, research, consultancy and reference materials services for print and on-line. In order to accomplish its training objectives, the library provide regular training on information literacy and ICT searching skills for both students, academic staff and the learning communities on effective utilization of available online resources. It also offers services to students with special needs whenever needs arise, whose facilities are contained in the library building altogether. The library focusses on an excellent service delivery that create a conducive environment for all learners.

The future plan of the LST Library is to become a “state of the art” library on legal collection and services in the country. To date, the library contains more than 6,000 titles of text books, periodicals, reference materials, law reports both in print and online. Its online materials can be accessed via www.lst.ac.tz . Apparently, the LST library collection comprised of materials and resources that are useful but not limited to the following areas of subject matter: Legal Writing and Drafting; Conveyancing; Trial Advocacy; Commercial Transaction; Civil Litigation; Legal Practice Management; Criminal Litigation; Probate and Administration; Professional Ethics and Leadership, Management & Accounting for lawyers.

Figure 10: Library and Information Services



CHAPTER FOUR

STUDENTS AFFAIRS AND COOPERATION WITH OTHER INSTITUTIONS

4.1 Students Welfare Services

The Law School of Tanzania recognizes that students' welfare services are very essential for students to achieve their academic endeavour. The achieved to provide conducive learning environment to its students through support and assistance as presented below.

Guidance and Counselling services were provided through various forums. Information and knowledge on cross cutting issues was offered to both 33rd and 34th cohort students through participatory Seminars. Four topics were covered include Reproductive Health and HIV/AIDS, Covid 19 Prevention and control, Prevention against Non-Communicable Diseases and Mental Health Issues and the Need for Self-Care. Information and one to one counselling were also offered as students showed up.

School has a **students' organization** called Tanzania Students' Bar Association (TASBA) which is a link between the School Management and Students. Through support and supervision offered to TASBA to ensure its smooth operation, elections of 33rd and 34th cohort leaders were done. Elected leaders for 33rd cohort include Vice President, Deputy General Secretary and Deputy Treasurer while elected leaders for 34th cohort were President, Vice President, General Secretary and Treasurer. Two leadership seminars were offered to TASBA leaders so as to improve leadership skills.

The School value **sports and games** as an important aspect of life. In that case students participated in five friendly football matches; two matches were performed by 33rd cohort while 34th cohort played three matches.

To ensure equal access to students with **special needs**, support services were offered to three students during training period and examination sessions. Moreover, School has accessible infrastructure to all students.

On part of **financial support** to students, during FY 2021/2022, 67 students received loan from HESLB, whereas 14 from 32nd cohort, 31 from 33rd cohort and 22 from 34th cohort.

4.2 Cooperation with Other Institutions

The LST voluntarily considers welfare, environment and mutual-trust-based relations with various partners. All this leads to increased competitive strength, formation of conditions for balanced social and economic development, including welfare. 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 LST. To meet the diverse objectives provided, we require good contacts and close cooperation with other institutions and stakeholders.

The LST established a cooperation with the **Institute of Judicial Administration (IJA)**. IJA cooperate with LST in various 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.

The LST also successfully established a cooperation with the **Law Development Centre (LDC) in Kampala, Uganda**. Among the achievements obtained, LST established a continuing cooperation with the Centre which will help to establish a platform for Law Institutes in the East African Community.

Moreover, LST established a collaboration with the **African Court on Human and Peoples' Rights** to carry out research, training, seminars and workshops on Regional Human Rights Protection to Candidates' Attorneys, and having in place staff exchange programs for capacity development. The collaboration also aimed at conducting awareness seminars, to School's alumni and other stakeholders, relating to the African Court and on other new developments pertaining to the implementation of the African Charter.

Furthermore, the LST established a partnership with the **Law School of Zanzibar** aiming at sharing experience, training and capacity building. LST has also been participating in the community and different events such as law week, legal aid week, NACTE events and workers day.

CHAPTER FIVE
FINANCIAL RESOURCES

5.1 Introduction

The Law School of Tanzania needs fund for its operations. LST has two main types of funding which are Government subsidies and internal revenues. Government subsidies consists of Personnel Emoluments and Other Charges whilst Internal revenues 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.

5.2 Revenue Analysis

The total approved budget of the Law School of Tanzania in the financial year 2021/22 was Tsh. 5,598,978,136.00 for both recurrent and development expenditure. The total actual revenue of the same financial year was Tsh. 4,753,714,316.88 which was equivalent to 84.9% of the budget estimates.

Table 11: Revenue Analysis

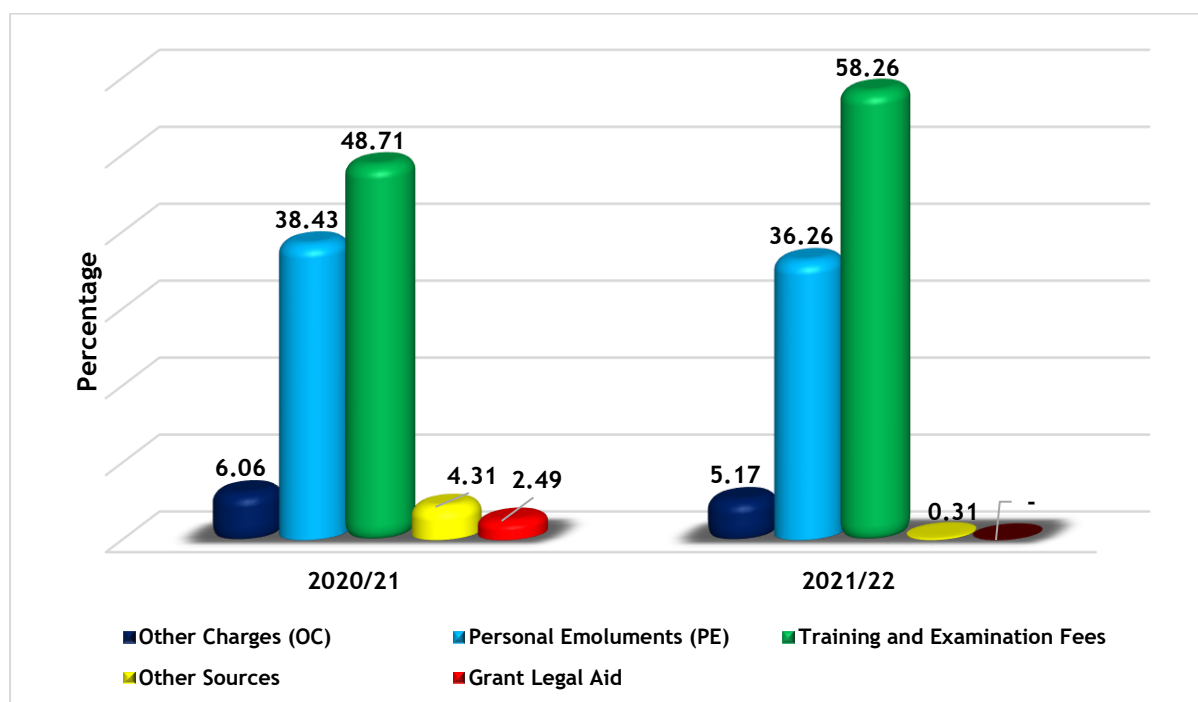
SOURCE OF FUND		FINANCIAL YEAR				Variance in % (Previous against current year actual)
		2020/21	2021/2022	2020/21	2021/22	
		Actual Revenue		% Source to the TR		
Contribution from Government	Other Charges (OC)	265,859,000.00	245,919,575.16	6.06	5.17	(7.50)
	Personal Emoluments (PE)	1,685,401,319.00	1,723,476,262.72	38.43	36.26	2.26
	Sub Total	1,951,260,319.00	1,969,395,837.88	44.49	41.43	0.93
Grant	Legal Aid	109,050,000.00	-	2.49	-	(100.00)
	Sub Total	109,050,000.00	-	2.49	-	(100.00)
Internal Revenue	Training and Examination Fees	2,136,041,000.00	2,769,665,459.00	48.71	58.26	29.66
	Other Sources	189,215,009.40	14,653,020.00	4.31	0.31	(92.26)
	Sub Total	2,325,256,009.40	2,784,318,479.00	53.02	58.57	19.74
Total Revenue (TR)		4,385,566,328.40	4,753,714,316.88	100.00	100.00	8.39

Based on **Table 11** above, the total revenue of the financial year 2021/22 increased by **8.4%** compared to the financial year 2020/21.

Figure 11 below shows the contribution of each source of revenue to the total revenue. In the financial year 2021/22, the major source of revenue was training and examination which contributed **58.3%** of the total revenue. Collection from training and examination fees in the financial year 2021/22 increased by **29.7%** compared to the same source of revenue in the previous financial year. Other internal sources of revenue in the same year comprised of **0.3%** of the total revenue.

Revenue from Government contribution which included Personal Emolument and Other Charges comprised with **41.4%** of the total revenue in the financial year 2021/22. Moreover, the revenue from other sources and grants for legal aid in the financial year 2021/22 decreased by **92.3%** and **100%** consecutively compared by the same sources of revenue in the financial year 2020/21.

Figure 11: Percent of the Contributions of the Sources of Revenue to the Total Revenue



5.3 Expenditure Performance

In the financial year 2021/22, total actual expenditure was Tsh. **4,582,639,071.70** which is equivalent to **81.9%** of the budget. **Table 12** below indicates that, the

overall expenditure increased by 3.2% as compared to the expenditure performance of the financial year 2020/21.

Table 12: Comparison of Expenditure Performance

Items	Source of Fund	Actual expenditure (Tsh)		Variance (Previous against current actual expenditure)
		2020/21	2021/22	
Personal Emoluments (PE)	Government Subvention	1,685,401,319.00	1,723,476,262.72	2.26
	LST internal fund	-	-	N/A
Sub Total		1,685,401,319.00	1,723,476,262.72	2.26
Other Charges (OC)	Government Subvention	265,858,999.80	227,087,896.00	(14.58)
	LST internal fund	2,380,981,181.19	2,593,824,912.98	8.94
Sub Total		2,646,840,180.99	2,820,912,808.98	6.58
Grant	Legal Aid	109,050,000.00	-	(100.00)
Sub Total		109,050,000.00	-	(100.00)
Development	Government Subvention	-	-	-
	LST internal fund	-	38,250,000.00	N/A
Sub Total		-	38,250,000.00	N/A
Grand		4,441,291,499.99	4,582,639,071.70	3.18

CHAPTER SIX

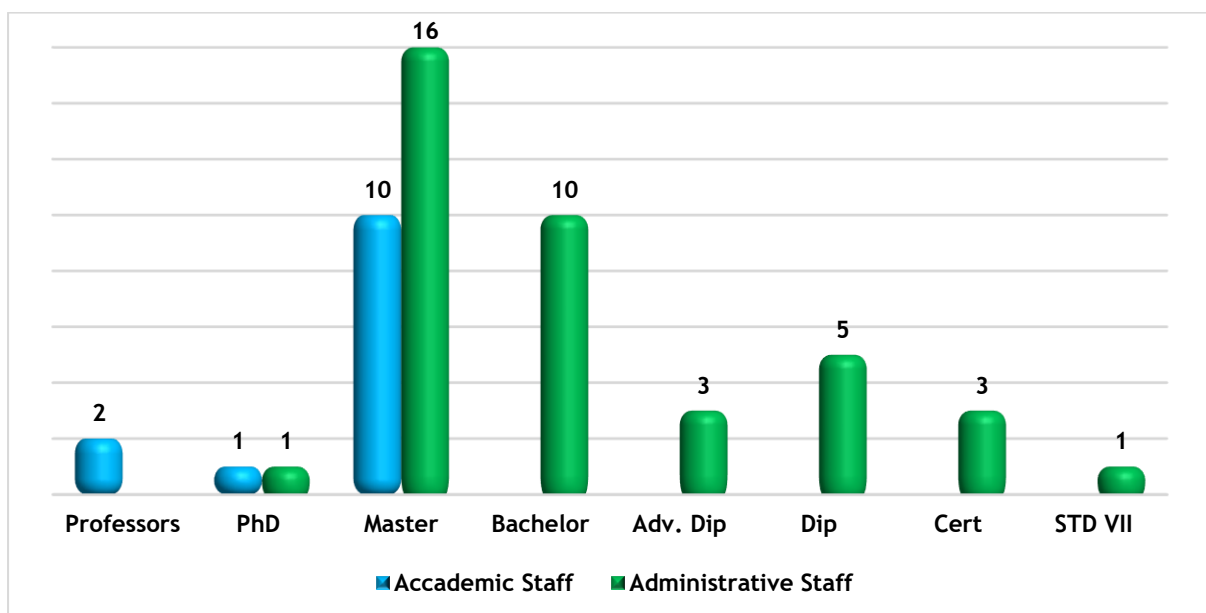
HUMAN RESOURCES FOR THE YEAR 2021/22

6.1 Permanent and Pensionable Employees

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 2021/22, the LST had 52 employees. A number dropped by 8.8% comparing with the financial year 2020/21 which had 57 employees. The reason was due to transfer and appointment to some of the employees. Moreover, LST had employees worked under contractual basis whom their contract ended.

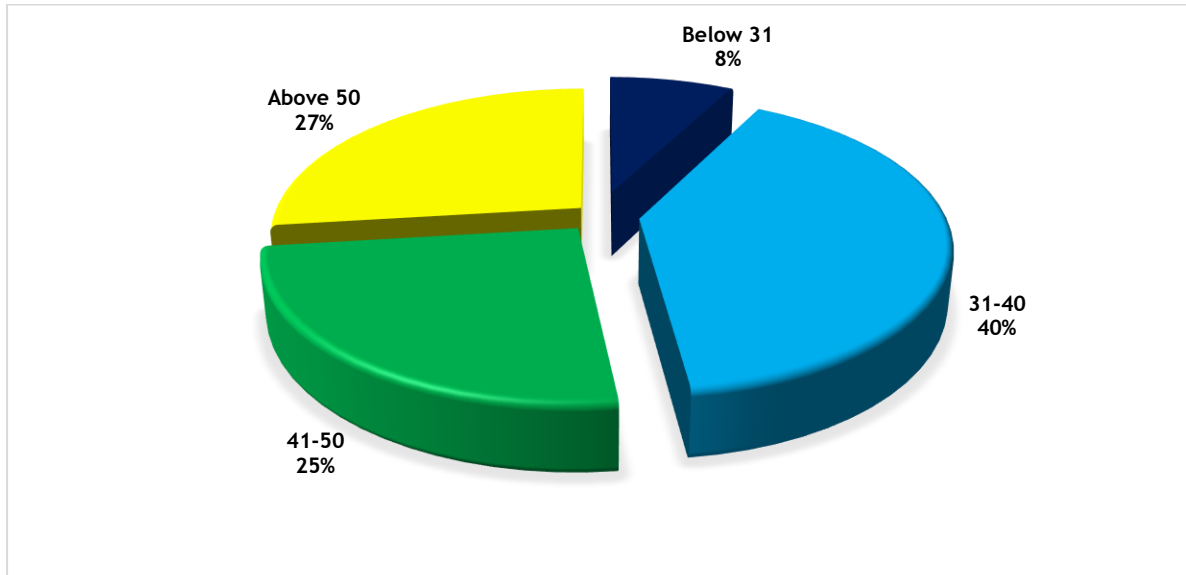
Figure 12 below shows distribution of staff by academic level and cadre. The data shows that, LST had many employees with master degree (26) followed by bachelor degree (10). Moreover, LST had four (4) staff with PhD among them, two (2) were Associate Professors. Furthermore, three (3) employees had Advanced Diploma, five (5) had Diploma, three (3) had Certificate and one (1) had Primary Education. However, statistics shows that, the number of administrative staff was greater than academic staff in each education level except for Professors who were all academic staff.

Figure 12: Distribution of Staff by Academic Level and Cadre



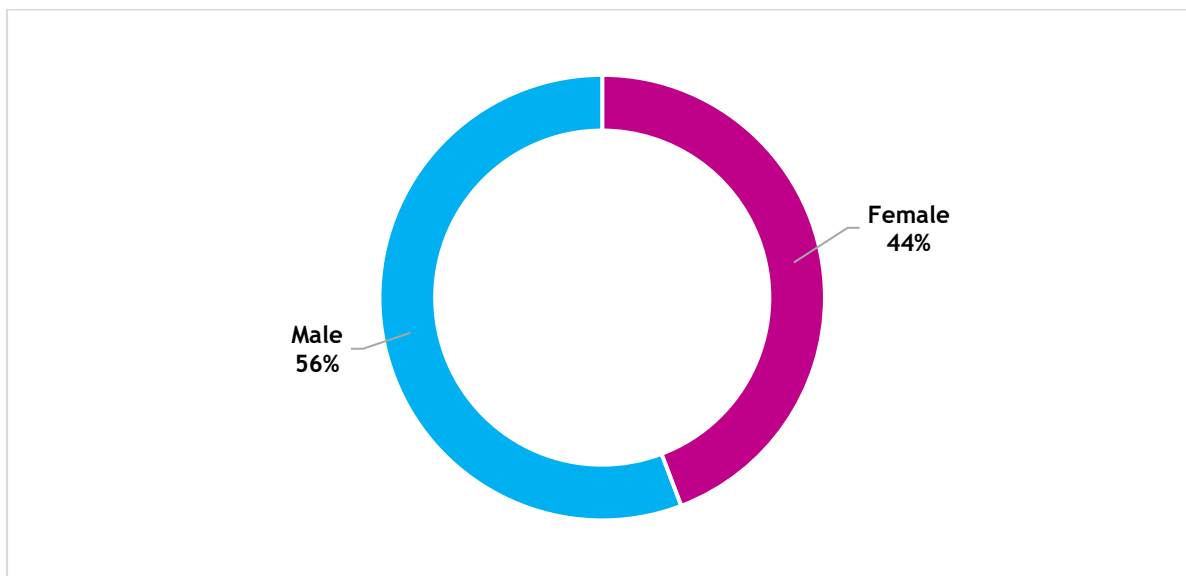
Moreover, regarding the distribution of employees by age, LST had **40%** of employees aged between 31 and 40, **25%** aged between 41 and 50, **8%** aged below 31 and **27%** aged above 27 years as shown in the **Figure 13** below.

Figure 13: Distribution of Employees by Age



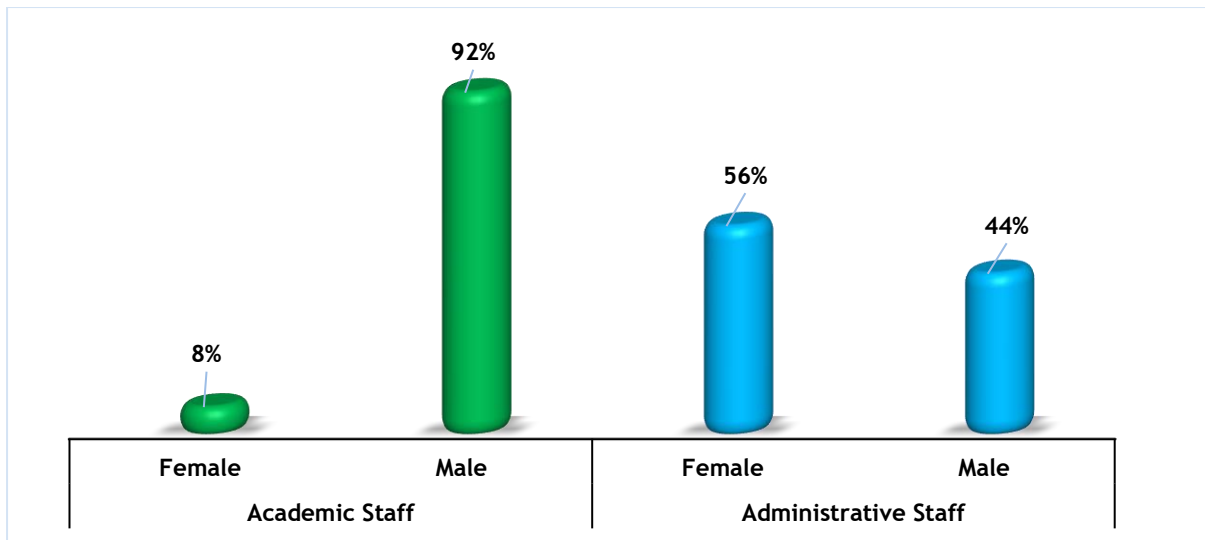
Regarding the gender of employees, **Figure 14** below shows that, LST had many male staff with **56%** of all employees where by female employees were **44%**.

Figure 14: Distribution of Employees by Gender



However, number of female academic staff was very small compared to administrative staff. **Figure 15** below shows that, LST had **8%** female employees and **92%** male employees who were academicians. The number was different when compared with administrative staff whereby the number of female administrative staff was higher (**56%**) compared with male (**44%**).

Figure 15: Distribution of Employees by Gender and Cadre



6.2 Part-Time Instructors

A core function of the LST is to offer, conduct, manage and impart practical legal training. The practical aspect is very important and had to involve different practitioners as part-time instructors. According to the nature of the training where students learn by doing, the engagement of part-time instructors was very crucial.

The LST has a database of **81** part-time instructors as shown in the **Table 13** below. The names were approved by the Governing Board based on the qualifications and criteria set by the LST. An active practice in legal profession of not less than five years was one among the criteria used to hire part-time instructors. Moreover, the other criteria have been shown in the advert for applicants to understand before applying. In addition to that, LST has been conducting capacity building to part-time instructors before engaged in classrooms.

Table 13: Approved Part-Time Instructors

S/NO	CATEGORY	APPROVED INSTRUCTORS
1.	JUDGES-HIGH COURT OF TANZANIA	5
2.	RETIRED JUDGES	6
3.	SENIOR RESIDENT MAGISTRATES	11
4.	SENIOR PRACTICING ADVOCATES	59
GRAND TOTAL		81

Apart from the list above, the LST has been involving State Attorneys and Solicitors from the Office of Director of Public Prosecution and Solicitor General based on the same criteria as for above list. Moreover, the LST signed Memorandum of Understanding (MoU) with Tanganyika Law Society (TLS) where among the areas of cooperation was to allow its members to participate in provision of practical legal training. In addition to that, the LST has been using professionals and experienced non-lawyers such as, Land Valuers, Real Estate Brokers, Tax Officers, Company Registrars, Land Surveyors, Accountants, Doctors and officers from Registration, Insolvency and Trusteeship Agency (RITA).

CHAPTER SEVEN

THE SCHOOL LEADERSHIP FOR THE YEAR 2021/22

7.1 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. As of June 2022, the Board was chaired by Dr. Evaristo Longopa.



Picture 3: Dr. Evaristo Longopa, Chairperson of the Law School of Tanzania Governing Board and the Deputy Attorney General

7.2 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 Registrar of the Court of Appeal,
- 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.
- vi) One member representing students.

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

7.3 Governing Board Served During the Year 2021/22

Table 14: Members of the Governing Board Served in the Year 2021/22

NO	Name	Organization	Position	Gender	Service Period to June 2022
1	Dr. Evaristo Longopa	Attorney General's Chamber	Chairperson	Male	01/07/2018-30/06/2022
2	Prof. Hamudi Majamba	University of Dar es Salaam	Member	Male	01/07/2016-30/06/2022
3	Mr. Wilbert M.Chuma	Court of Appeal	Member	Male	01/07/2021-30/06/2022
4	Ms. Aisha Ally Sinda	Representative of members of TLS	Member	Female	01/02/2016-30/06/2022
5	Ms. Scholastica Jullu	NGOs	Member	Female	01/02/2016-30/06/2022
7	Mr. Mathias P.Mlimi	Students' Representative	Member	Male	01/01/2021-31/12/2021
8	Prof. Edward Hosea	Tanganyika Law Society	Member	Male	03/09/2020-30/06/2022
9	Hon. Judge Dr. Benhaji S. Masoud	Law School of Tanzania	Secretary	Male	01/11/2020-30/06/2022

7.4 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.

7.4.1 Governing Board Committee of Practical Legal Training and Examinations

The following are the members of the Committee of Practical Legal Training and

Examinations served during financial year 2021/22: -

Table 15: Members of the Committee of Practical Legal Training and Examinations Served in the Year 2021/22

No	Name	Organization	Position	Service Period to June 2022
1	Dr. Saraphina Bakta	Faculty of Law, Mzumbe University	Chairperson	28/8/2020-30/6/2022
2	Dr. C.B. Murungu	Tanganyika Law Society	member	28/8/2020-30/6/2021
3	Dr. Gift J. Kweka	Attorney General's Chamber	member	28/8/2020-30/6/2022
4	Dr. L. Kamanija	Faculty of Law, Tumaini University, Dar es Salaam College	member	28/8/2020-30/6/2022
5	Dr. Angelo Rumisha	High Court of Tanzania	member	28/8/2020-30/6/2022
6	Hon. Justice Dr. B.S. Masound	Law School of Tanzania	Secretary	12/4/2020-30/6/2022

7.4.2 Committee of Appointment and Human Resource

The following are the members of the Committee of Appointment and Human Resource served during financial year 2021/22: -

Table 16: Members of Committee of Appointment and Human Resource Served in the Year 2021/2022

No	Name	Organization	Position	Service Period to June 2022
1	Ms. Aisha Ally Sinda	Representative of members of TLS	Chairperson	1/7/2016-30/6/2022
2	Deogratias M. Yinza	Ministry of Constitution and Legal Affairs	Member	1/7/2018-09/4/2022
3	Mr. Emma P. Lyimo	Ministry of Constitution and Legal Affairs	Member	9/4/2021-30/6/2022
4	Mr. Jackson E. Nyamwihura	Attorney General's Chamber	Member	1/7/2018-30/6/2022
5	Prof. Zakayo N. Lukumay	Law School of Tanzania	Member	1/7/2017-30/6/2022
6	Prof. William A. Pallangyo	Law School of Tanzania	Secretary	1/7/2016-30/6/2022

7.4.3 Committee of Planning and Finance

The following are the members of the Committee of Planning and Finance served during financial year 2021/22: -

Table 17: Members of Committee of Planning and Finance Served in the Year 2021/2022

NO	Name	Organization	Position	Service period to June 2022
1	Prof. Hamudi Majamba	Law School Governing Board	Chairman	1/7/2016-30/6/2022

2	Mr. Joseph M. Elikana	Attorney General's Chamber	Member	1/9/2018-30/9/2021
3	Mr. Meshaki Mwakymbiki	Ministry of Constitutional and Legal Affairs	Member	1/9/2018-12/6/2022
4	Ms. Regina Mutagurwa	Attorney General's Chamber	Member	1/11/2021-30/6/2022
5	Prof. Zakayo N. Lukumay	Law School of Tanzania	Member	1/7/2017-30/6/2022
6	Prof. William A. Pallangyo	Law School of Tanzania	Secretary	1/7/2016-30/6/2022

7.4.4 Audit Committee

The following are the members of the Audit Committee served during financial year 2021/22: -

Table 18: Members of Audit Committee Served in the Year 2021/2022

NO	Name	Organization	Position	Service period to June 2022
1	Prof. Edward Hosea Gamaya	Tanganyika Law Society	Member	01/07/2020-03/06/2022
2	Ms. Scholastica Jullu	NGOs	Chairperson	11/11/2018-30/06/2022
3	Sako Mayrick	Medical Store Department	Member	04/01/2019-30/06/2022
4	Dr. Madaka Tumbo	Water Institution	Member	04/01/2019-30/06/2022
5	Mr. Emil Lukiko	Law School of Tanzania	Secretary	01/07/2016-28/02/2022
6	Mr. Khery Sanga	Law School of Tanzania	Secretary	01/03/2022-30/06/2022

7.5 The Principal

The Principal is appointed by the Minister of Constitution and Legal Affairs upon recommendation of the Governing Board. 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, 2022, the position was held by Hon. Judge Dr. Benhajj S. Masoud. Principal is assisted by two Deputy Principals.



Picture 4: Hon. Judge Dr. Benhaji S. Masoud, Principal of the Law School of Tanzania and the Secretary of the Governing Board

7.5.1 Deputy Principal-Training, Consultancy, Research & Publication (DP-TCRP)

The DP-TCRP is appointed by the Council or Governing Board. The DP-TCRP 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 Prof. Zakayo N. Lukumay.

7.5.2 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. Following the appointment of Prof. William A. Pallangyo as Rector of the Tanzania Institute of Accountancy (TIA), Dr. Natujwa S. Mvungi was appointed to hold the position as Acting Deputy Principal-Planning, Finance and Administration.

7.5.3 Heads of Departments and Units by June 2022

Table 19: Heads of Departments and Unit

No	Name	Department/Unit	Designation
1	Prof. Sist J. Mramba	Practical Legal Training	Head of Practical Legal Training Department
2	Mr. Hilary Lubengo	Admissions, Examinations and Records	Registrar
3	Ms. Belinda Mollel	Clinical Law	Head of Clinical Law Department
4	Ms. Aziel E. Mtera	Student Affairs	Dean of Students
5	Mr. Cyrus Gabone	Internal Audit Unit	Chief Internal Auditor
6	Mr. Magaluda Magobe	Finance and Accounts	Chief Accountant
7	Mr. Alfred Maliyabwana	Procurement Management Unit	Ag. Head of Procurement and Management Unit
8	Mr. Aristarik Maro	Library Services	Head of Library Services Unit
9	Mr. Edward Chuwa	Legal Services Unit	Ag. Head of Legal Services Unit
10	Ms. Vumilia Saileni	Human Resources Management and Administration	Head of Human Resources Management and Administration Department
11	Ms. Faith Ntukamazina	Information and Communication Technology	Head of Information and Communication Technology Department

Table 20: Representatives of Heads of Departments and Units

No	Name	Department/Unit	Designation
1	Mr. Dominick G. Klsamo	Policy, Planning and Budgeting	Economist
2	Ms. Scholastica Njozi	Information, Education and Communication Unit	Information Education and Communication Officer
3	Ms. Belinda Mollel	Legal Services Unit	Principal Legal Officer

7.6 Organization Structure

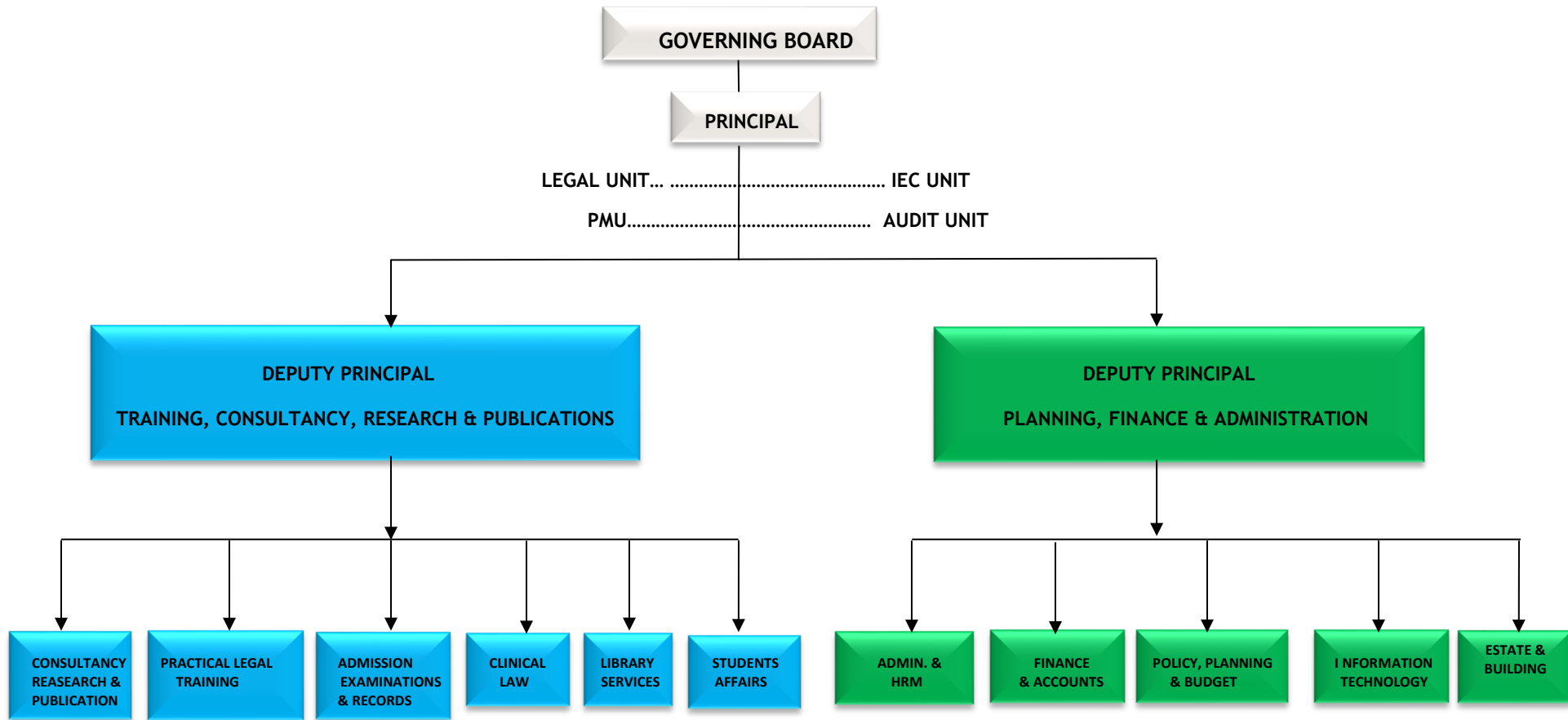
To achieve the objectives for which the School was established, the functions of the School are discharged and managed through the Principal who is responsible to the Governing Board for overall coordination of the School.

There are two-line directorates headed by Deputy Principals who are accountable to the Principal, the Directorate of Training, Consultancy, Research and Publications and the Directorate of Planning, Finance and Administration. 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



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