

THE LAW SCHOOL OF TANZANIA



Facts and Figures, 2023



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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
NACTVET	National Council for Technical and Vocational Education and Training (NACTVET)
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

This seventh edition of the Facts and Figures Booklet for the financial year 2022/23 presents a comprehensive overview of the Law School of Tanzania (LST) and its activities. The booklet has undergone thorough analysis to provide readers with a clear understanding of the LST and the events within.

Our booklet plays a crucial role for our stakeholders by offering them the means to closely monitor the core activities conducted during the fiscal year 2022/23. It imparts valuable insights to key stakeholders concerning the educational and practical legal training being delivered within the country.

We anticipate that this booklet will serve as a useful and informative roadmap for various users, including staff, students, prospective applicants, and other interested parties. Lastly, it is important to note that the LST has taken every measure to ensure the accuracy of the information presented herein, and we remain committed to maintaining this accuracy. Nevertheless, we welcome any opinions and suggestions that may help enhance the contents of the Facts and Figures Booklet for future editions.

Prof. Sist J. Mramba
Ag. Principal

ACKNOWLEDGEMENTS

This booklet owes its existence to the dedicated efforts and invaluable support of numerous individuals, whose names may not all be listed here. Nonetheless, we wholeheartedly acknowledge and deeply appreciate their contributions.

I wish to extend my special gratitude to the Department of Policy, Planning and Budget for their pivotal role in coordinating, preparing, and publishing this booklet.

My heartfelt thanks also go to the Management team, whose prompt and substantial contributions were fundamental in the timely completion of this booklet. It is undeniable that without their unwavering support, this endeavor would not have come to fruition.

We extend both collective and individual acknowledgments to all the employees whose significant efforts have played an immense role in bringing this booklet to completion. Your dedication is truly commendable.

Prof. Ambrose T. Kessy
Deputy Principal - Planning, Finance and Administration

CHAPTER ONE

THE LAW SCHOOL OF TANZANIA

1.1 Background

The Law School of Tanzania (LST) was established in 2007 under The Law School of Tanzania Act, Cap. 425. Its primary mission is to provide practical legal training for graduates holding a first-degree in law (LL.B) who aspire to work as advocates, either in the public sector or as independent practitioners. The LST was introduced to replace the internship system that had been in place since 1974, which was deemed inadequate in preparing law graduates for their professional roles. The internship system officially ended on May 2, 2007.

The origins of the LST can be traced back to the recommendations presented in the Bomani Report, a pivotal document from the Tanzania Financial and Legal Management Upgrading Project, Legal Sector Report of 1996. The report underscored that prior to 1992, LL.B graduates were required by law to spend a minimum of five years working in the public sector. This period essentially served as a practical legal training phase under the supervision of experienced public service lawyers.

After 1992, the government made substantial changes, including discontinuing the existing internship system and the responsibility of providing law graduates with practice opportunities in the public sector. This decision had two major consequences: first, Tanzania lacked a formal system for providing practical legal training, unlike many other Commonwealth countries; second, many law graduates lacked the internship experience required for registration as advocates. Furthermore, the six-month internship system, organized by the Office of the Attorney General, could only accommodate a limited number of fortunate graduates. Consequently, the Bomani Commission recommended the establishment of a formal system of vocational training for graduates, emphasizing the need for practical legal training in Tanzania.

Bomani report noted that the vocational training model has been successfully employed in Commonwealth countries like Ghana, Kenya, Uganda, and South Africa,

ensuring that LL.B graduates are adequately prepared for their legal careers upon graduation. Report also noted that the growing number of universities offering LL.B in Tanzania created a demand for practical legal training that the existing institutions could not fulfil. Additionally, the internship system did not offer enough opportunities for students to engage with workplace supervisors for guidance and clarification on various issues.

Recognizing the need to phase out the internship system, the LST was established with the purpose of preparing, organizing, and delivering practical legal training for graduates holding LL.B. This program caters to those aspiring to work as advocates in the public sector or pursue independent legal practices. This initiative replaced the longstanding internship system that had been in place in the country since 1974 and officially ended on May 2, 2007. Moreover, the proliferation of universities offering undergraduate law degrees in Tanzania resulted in a substantial demand for practical legal training. However, existing institutions providing such training couldn't keep pace with this demand. Additionally, the internship system lacked the necessary opportunities for students to engage with workplace supervisors, seeking guidance and clarification on various legal issues. Consequently, the establishment of the LST has played a pivotal role in bridging the educational gap.

Following the establishment of LST, training officially began on March 27, 2008. Initially, training took place at the University of Dar es Salaam due to lack of facilities. The administration of the LST operated from temporary offices within the Legal Sector Reform Programme (LSRP) offices in Dar Es Salaam. However, in February 2009, the LST moved to other premises in the Ubungo Plaza Building, opposite Morogoro Road, after receiving support from LSRP, which provided furniture, equipment, and financial resources to establish the office.

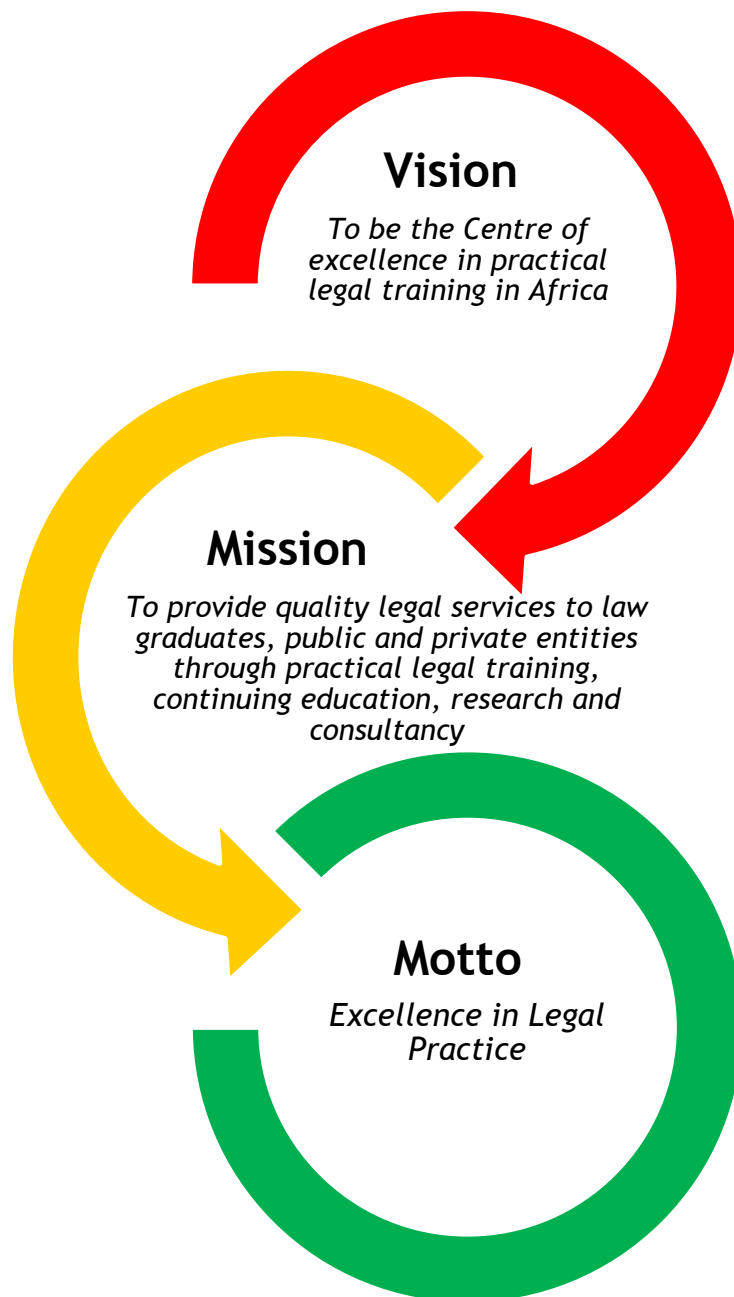
The LST operates within a dynamic context shaped by various key developments and milestones. Notably, through assistance from the Ministry of Constitutional and Legal Affairs (MoCLA) and the LSRP, LST undertook a substantial construction project between November 2010 and June 2013. The project expanded the institution's 23-acre campus in Sinza, Ubungo, Dar Es Salaam. This expansion encompassed several vital components, including the construction of key buildings such as a Teaching Building, Administrative Building, Library, Conference Hall, Multipurpose Hall,

Teaching Court, Staff Restaurant Building, and Staff Residence Building. Additionally, the campus was equipped with internal roads, sports fields, and a perimeter fence. For all these achievements, LST significantly increasing the institution's capacity to enrol students. This expansion was instrumental in accommodating a surge in student enrolment, increasing the yearly average from 600 students to 1,800.



Picture 1: The LST Buildings Located in Plot No. 2005/2/1 Off Sam Nujoma Rd/Mpakani Rd

1.2 Vision, Mission, and Motto



1.3 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 shall be paramount in the pursuance of the LST mandate.
iii. Impartiality	The system at LST will neither be biased nor prejudiced, rather it will follow a principle of justice and fairness.
iv. Transparency	Decision making within LST will be made in a transparent manner and stakeholders will be informed of important decision that will impact the wellbeing of the LST.
v. Accountability	Explanations and justification for decision and resource use shall be hallmarks of the LST actions and processes.
vi. Hard work	LST team works with energy and commitment for the accomplishment of any task at hand.
vii. Team spirit	Working together will not only bring the best in all of us: but it will bring the best in each of us and our mandates.
viii. Networking	The school will collaborate, from partnership and cooperation to leverage all possible synergies.

1.4 Functions of the School

Section 5 of the Act provide the functions of the school which shall be to

- 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 LST (2021/22-2025/26)

The LST has formulated a set of objectives aligned with its vision and mission, which will guide its activities during the period spanning from the financial year 2021/22 to 2025/26. These objectives are outlined 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 Introduction

The Practical Legal Training (PLT) is a one-year postgraduate program meticulously crafted to equip candidates with the practical, day-to-day skills essential for a successful legal advocate. This program is open to all LL. B graduates aspiring to be enrolled as advocates of the High Court of Tanzania and is structured into two distinct semesters.

The First Semester spans up to twenty-six weeks and is dedicated to classroom-based practical instruction. During this period, students receive comprehensive training on vital practical skills crucial for a thriving career in legal practice.

The second semester is a hands-on phase involving clinical law or field placement. Here, students apply their acquired skills in real-life settings, such as law firms, courts, government departments, and parastatal organizations. Following the second semester, candidates undergo final written and oral examinations to assess their proficiency after the two semesters of practical training.

Successful candidates who excel in all the required courses (refer to **Table 1** below) earn the prestigious 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 adheres to the Students' Performance Assessment and Awards By-Laws of 2011, which stipulate that every student must undergo assessment in each examinable subject or component, excluding field placement.

The School administers a variety of assessments. In the case of core courses, candidates go through Individual Continuous Assessment and Written Practical Exercises during the first semester. In the second semester, their assessment includes Final Examinations and Oral Practical Exercises. On the other hand, for non-core courses, candidates are assessed through final examinations held at the conclusion of the first semester. Specific details regarding the nature of these assessments and the pass marks for each assessment can be found 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%

To successfully pass the examination, a candidate must achieve an average score of at least 50% in each examinable subject, as specified in Table 2. In instances where the average score falls below 50%, there are two possible scenarios:

- i. If a candidate has scored a Grade Point Average (GPA) of 1.0 or higher, they will be eligible to sit for supplementary examinations for the component(s) in which they scored below the required pass mark.
- ii. Alternatively, if a candidate's GPA is below 1.0 but they have passed at least three core subjects, they will also have the opportunity to sit for supplementary examinations for the component(s) in which they fell short of the required pass mark.

2.4 Tuition and Other Fees

In the financial year 2022/23, the School implemented a specific fee structure, which can be found in **Table 3** below for the postgraduate diploma program.

Table 3: Current Fees for Postgraduate Diploma

Fees Payable to the School (Tanzanian Students)		Fees Payable to the School (Non-Tanzanian Students)	
Application Fee	20,000.00	Application Fee	40,000.00
Registration Fee	20,000.00	Registration Fee	40,000.00
Tuition Fee	2,400,000.00	Tuition Fee	4,800,000.00
Examination Fee	100,000.00	Examination Fee	150,000.00
Field (Attachment) Supervision Fee	150,000.00	Field (Attachment) Supervision Fee	500,000.00
Library Fee	100,000.00	Library Fee	200,000.00
Institutional Stationery and Photocopy Services	100,000.00	Institutional Stationery and Photocopy Services	100,000.00
Caution Money (Deposit)	10,000.00	Caution Money (Deposit)	20,000.00
Identity Card	20,000.00	Identity Card	20,000.00

Student's Organization Fee	10,000.00	Student's Organization Fee	10,000.00
Admission Ceremony Fee	20,000.00	Admission Ceremony Fee	40,000.00
TOTAL	2,950,000.00	TOTAL	5,920,000.00

2.5 Registration Statistics

In the financial year 2022/23, the LST initiated the application process for new candidates looking to join the 35th and 36th cohorts. A sum of **1,347** students were successfully registered, as depicted in **Table 4** below. This enrolment figure represented an impressive **89.8%** of the annual target of **1,500** students. The objective was to register **750** students for each cohort.

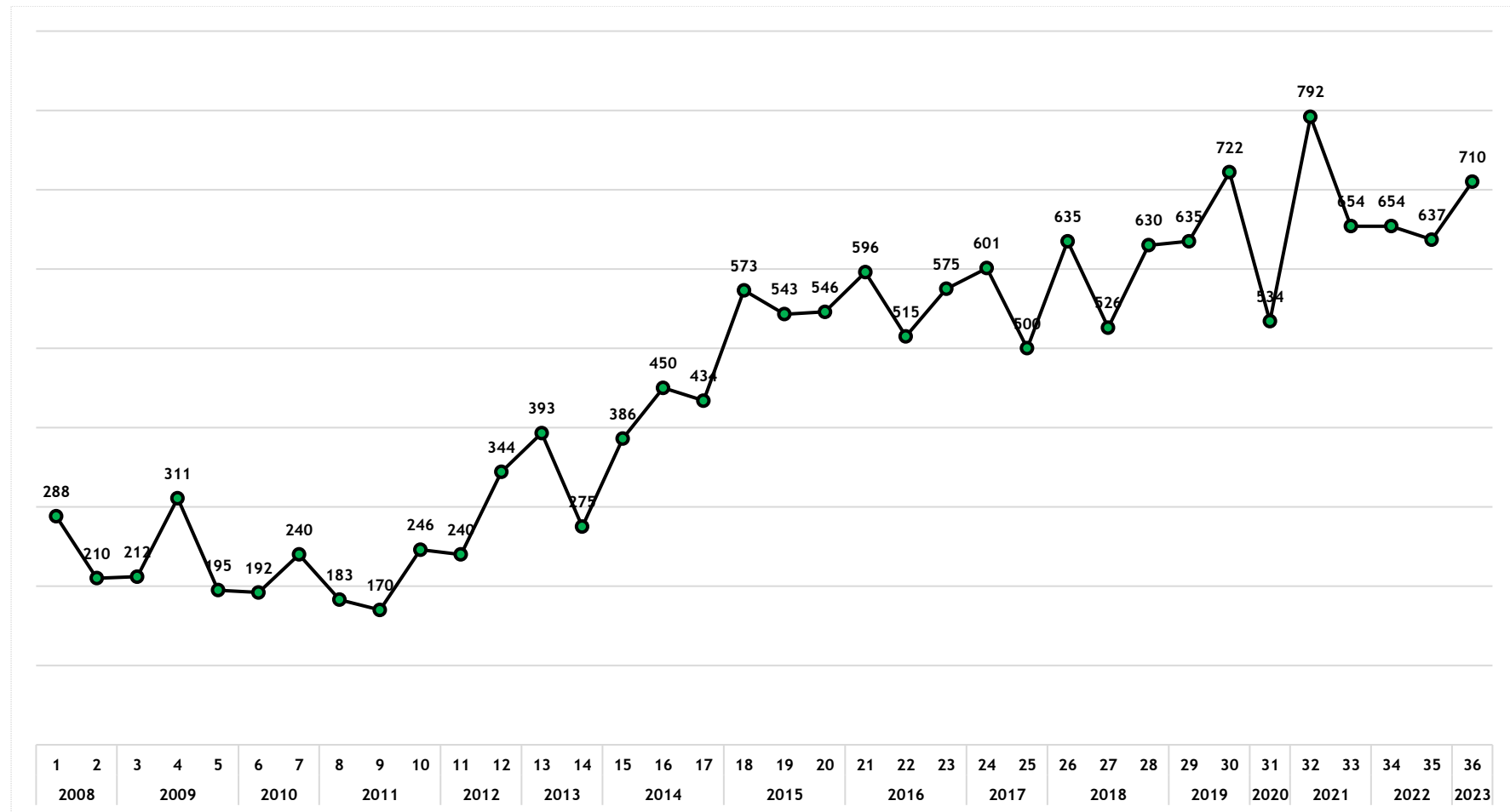
Table 4: Registered Students as of 30th June 2023

Registration										
Year of Registration	Cohort	First time registered			Re-registered			Totals		
		M	F	Total	M	F	Total	M	F	Total
Jul-2022	35	310	313	623	9	5	14	319	318	637
Dec-2023	36	319	384	703	7	0	7	326	384	710
Grand Total (FY 2022/23)		629	697	1,326	16	5	21	645	702	1,347

2.5.1 Registration Trend as of 30th June 2023

The registration trend for the previous 36 cohorts illustrates fluctuations in the number of registered students, as depicted in **Figure 1** below. Notably, the 34th cohort stands out with the highest number of registered students, totalling **853** students.

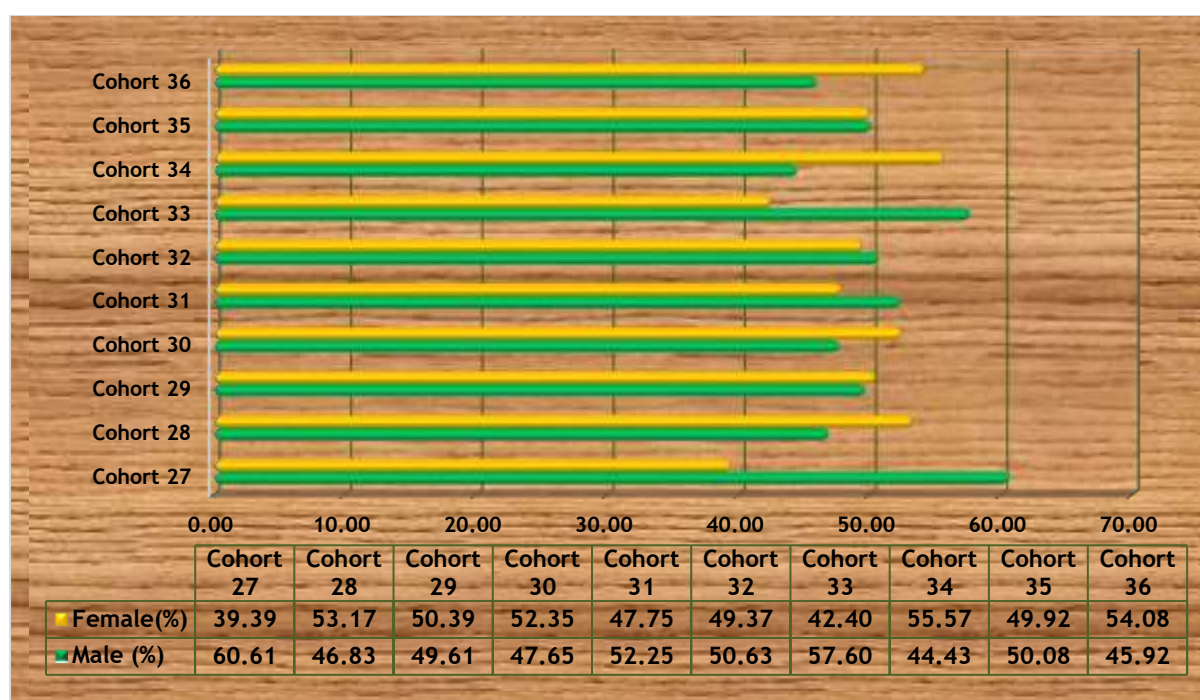
Figure 1: Registration Trend as of June 2023



2.5.2 Students Registration by Gender for the Past Ten Cohorts

Statistical data in **Figure 2** below reveals that, among the past ten cohorts, five cohorts (the 28th, 29th, 30th, 34th, and 36th cohorts) exhibited a higher number of female registered students in comparison to their male counterparts, as illustrated in Figure 2 below. Conversely, the situation was distinct for the remaining five cohorts (the 27th, 31st, 32nd, 33rd, and 35th cohorts), where there was a greater number of male registered students as opposed to female students within each respective 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 2022/23, the LST issued examination results for the 33rd and 34th cohorts. Out of a total of 1,500 registered students, 1,454 candidates completed their first sitting examinations, while the remaining deferred. The results revealed that 49 students successfully passed their exams, 842 candidates passed some of the subjects but were required to sit for supplementary examinations, and

563 students did not meet the passing criteria, resulting in failure, as indicated in Table 5 below.

Table 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 33	26	342	265	633	21	654
Cohort 34	23	500	298	821	25	846
Total	49	842	563	1,454	46	1,500

2.6.2 Special First Sitting and Supplementary Examinations Results

In the financial year 2022/23, a total of **1,467** candidates participated in the special first sitting and supplementary examinations alongside the 33rd Cohort. Among them, **337** candidates (**23%**) passed all components, while **1,125** individuals (**76.7%**) passed but had to supplement in some components to meet the assessment criteria. A small number of **5** candidates (**0.3%**) did not pass.

In addition, within the 34th Cohort, **1,560** candidates took part in the special first sitting and supplementary examinations for one or more components. Of these, **167** candidates (**10.7%**) passed all the components of the examinations, while **1,389** individuals (**89%**) passed but had to supplement in some components. A small number of **4** candidates (**0.3%**) did not pass.

2.6.3 General Results Overview as of June 2023

The results overview provides a comprehensive assessment of students' progress and performance from the inception of the LST. This encompassing overview comprises supplementary examination results for students spanning from the 1st to the 34th cohorts, ultimately presenting the status of results for each cohort as of June 30, 2023.

According to the results, a total of **15,192** students, spanning from the 1st to the 34th Cohort, were mandated to take examinations. Among these, **14,801** students (**97.4%**) actively participated in the examinations, while **386** students (**2.5%**) opted to defer. Notably, the statistics reveal that among the students who have

undertaken examinations, **8,445** students (**57%**) passed all the components and consequently met the qualifications for registration as advocates. Another **3,354** students (**22.7%**) passed but had to supplement in some components to fulfil the necessary criteria, while **3,002** students (**20.3%**) did not attain a passing grade, as detailed in **Figure 3** and **Table 6**.

Figure 3: Summary of Students Performance as of June 2023

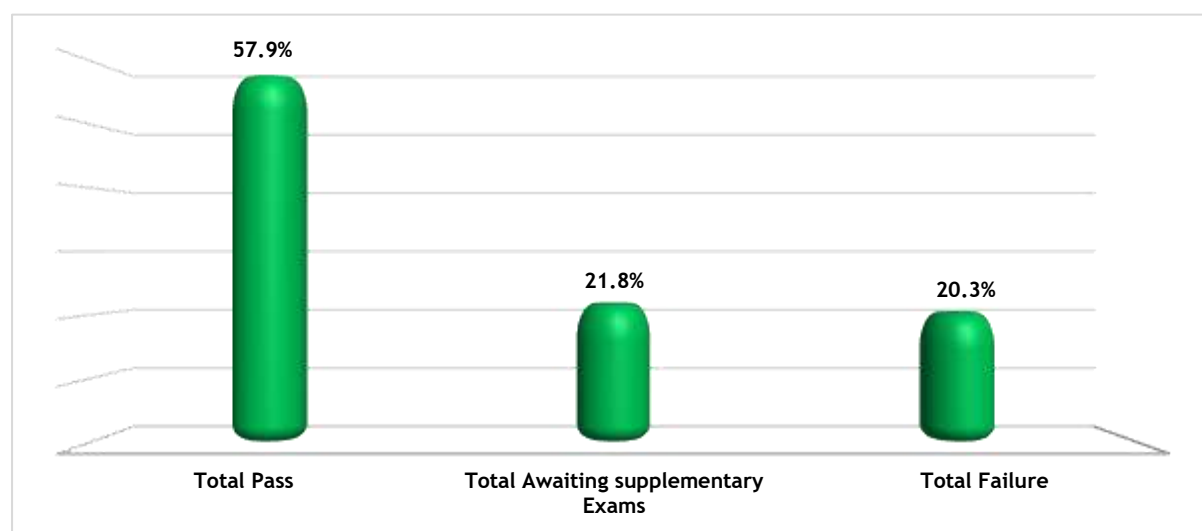


Table 6: Examination Results as of June 2023

Year of registration	Cohort	Pass		Awaiting supplementary examination	Fail		Deferment	Total admitted
		Passed all components	Passed supplementary components after supplementary examination		Failed 1 st sitting examination	Failed special 1 st sitting examination		
2008	1	38	158	63	15	0	14	288
	2	50	103	45	9	0	3	210
2009	3	35	121	30	19	1	6	212
	4	35	151	75	39	2	9	311
	5	32	91	31	31	3	7	195
2010	6	41	107	24	15	1	4	192
	7	46	135	30	20	1	8	240
2011	8	54	93	17	15	0	4	183
	9	51	81	25	10	1	2	170
	10	58	128	35	15	3	7	246
2012	11	55	122	17	36	1	9	240
	12	56	207	30	45	0	6	344

2013	13	95	245	25	25	0	3	393
	14	41	201	22	6	1	4	275
2014	15	77	244	35	27	1	2	386
	16	66	296	55	26	0	7	450
	17	73	245	46	59	4	7	434
2015	18	179	257	51	69	3	14	573
	19	80	281	53	111	3	15	543
	20	105	256	59	107	1	18	546
2016	21	113	276	47	142	4	14	596
	22	53	233	81	136	0	12	515
	23	93	250	105	110	4	13	575
2017	24	87	230	91	169	3	21	601
	25	102	156	58	170	3	11	500
2018	26	157	267	65	129	3	14	635
	27	165	134	115	99	5	8	526
	28	177	114	138	175	7	19	630
2019	29	54	195	191	174	6	15	635
	30	130	221	211	133	6	21	722
2020	31	27	182	162	141	4	18	534
2021	32	74	103	493	84	3	35	792
	33	26	14	329	265	4	16	654
2022	34	23	0	500	298	0	25	846
TOTAL		2,548	5,897	3,354	2,924	78	386	15,192

3.1 Clinical Law

The training at the LST goes beyond classroom instruction; it encompasses a practical phase known as clinical law training, involving field placements. During this phase, students are assigned to various organizations and institutions pertinent to our training, including the Judiciary, Attorney General Chambers, Law Firms, and other private enterprises.

In the financial year 2022/23, a combined total of **1,452** students (comprising **834** from the 34th cohort and **618** from the 35th cohort) were placed in diverse field placements. This figure represents an impressive **98%** of all registered students within these two cohorts (**Table 7** below).

Furthermore, the institution has enhanced its ICT systems, facilitating the submission of practical training applications by students in workplace settings. This system has streamlined the process for students in the 34th and 35th cohorts, eliminating the need for manual application forms and physical submissions to the respective departments.

Table 7: Field Attachment

Cohort	Actual number of registered students	Actual number of students attended field placement	% of achievement (Attended against Target)
34	846	834	98.6%
35	637	618	97%
Total	1483	1,452	98%

A significant challenge faced during field attachments pertains to the limited number of available placement positions in comparison to the high number of students seeking these opportunities. The situation arises from the substantial majority of students expressing a preference for field attachments in Dar es Salaam. This preference is driven by the abundance of placement opportunities available in the city, as illustrated in **Figure 4**, **Figure 5**, **Figure 6**, and **Figure 7**. Consequently, there is intense competition for these training positions.

In light of this, students have been strongly encouraged and advised to explore field training opportunities in other regions as well, in order to alleviate this issue and enhance the distribution of training placements.

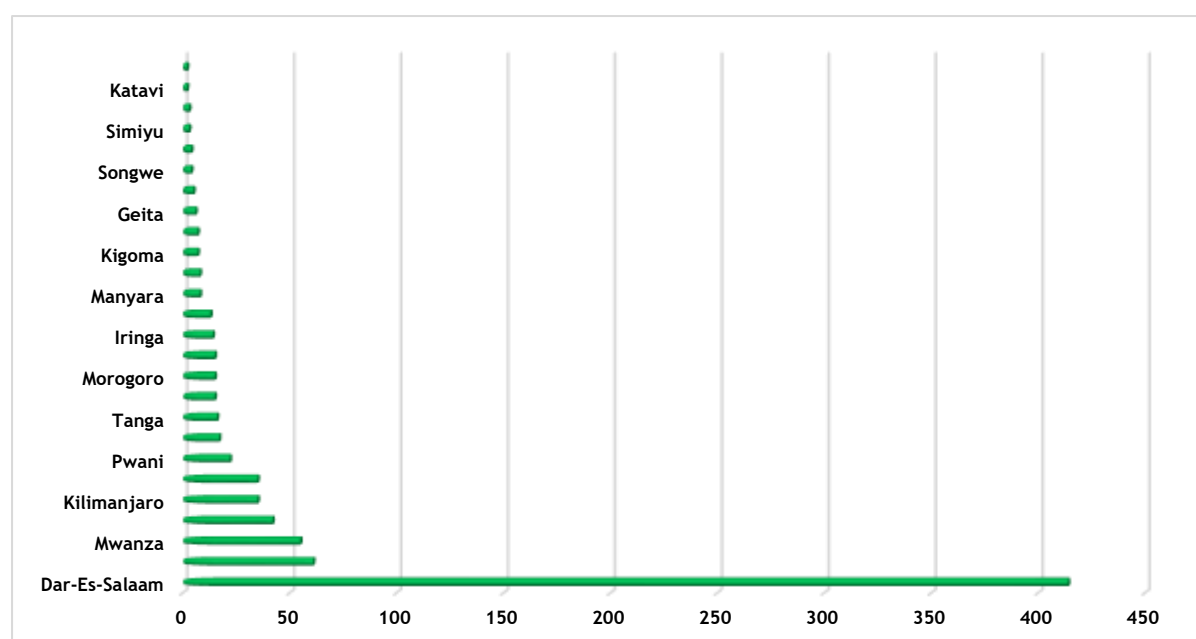
Figure 4: Number of Students Attended First Rotation Field Placement for 34th Cohort per Region

Figure 5: Number of Students Attended Second Rotation Field Placement for 34th Cohort per Region

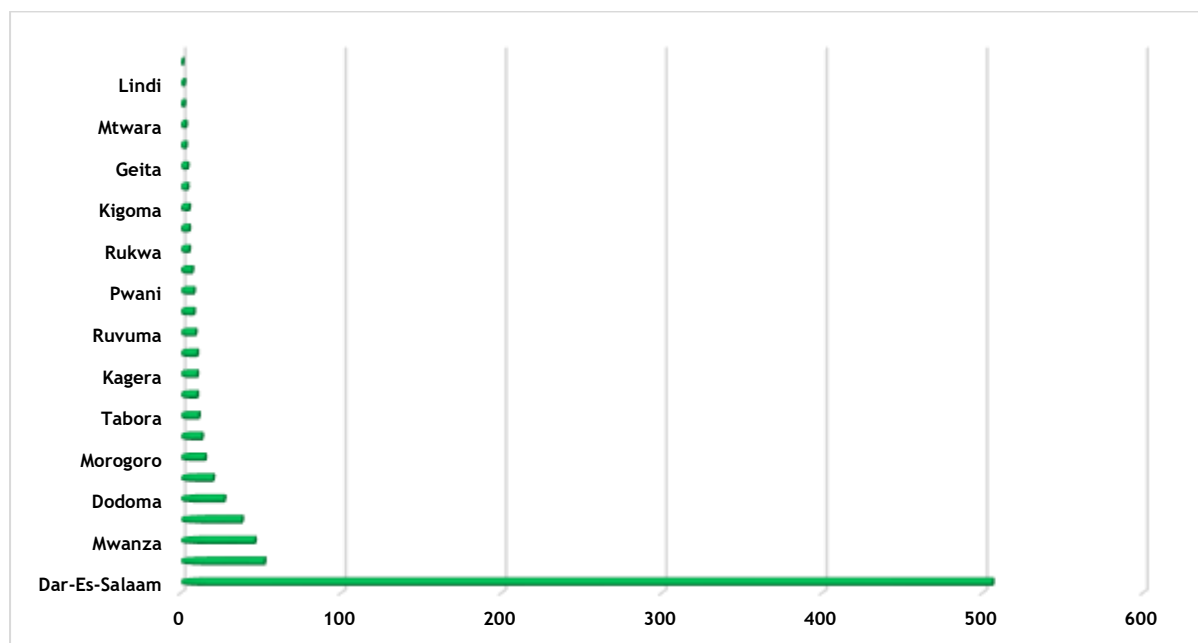


Figure 6: Number of Students Attended First Rotation Field Placement for 35rd Cohort per Region

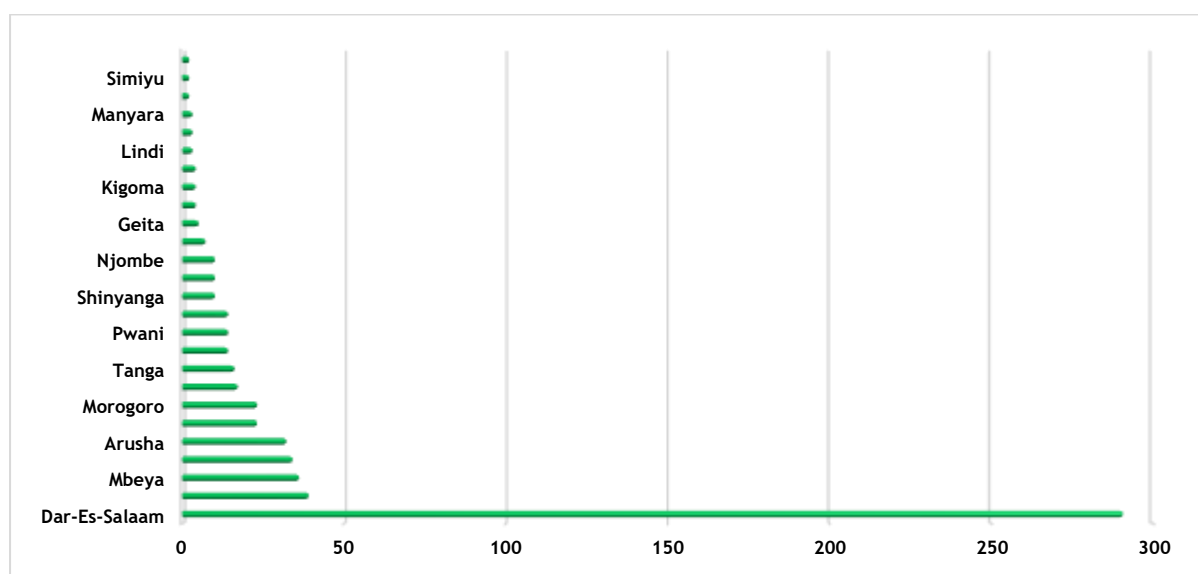
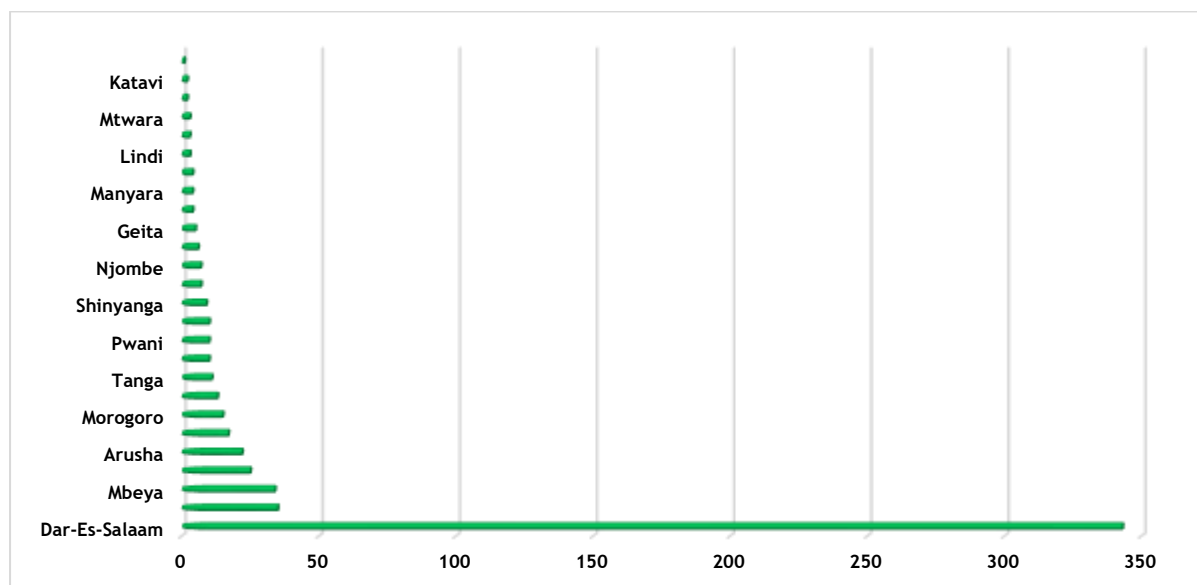


Figure 7: Number of Students Attended Second Rotation Field Placement for 35th Cohort per Region



3.2 Legal Aid Services

The LST established the Law School of Tanzania 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.

This Centre has been instrumental in delivering legal aid to individuals with specific legal needs, readily assisting those who seek its services. Up to June, 2023, the Centre has aided **195** individuals (comprising **81** female and **114** male) and has extended legal education to more than **700** people, including students from primary and secondary schools. Through Centre's operations, the LST was also implementing Mama Samia Legal Aid Campaign.

Moreover, owing to enhancements in teaching methods and field placement training in 2022, students have actively engaged in providing legal aid services in accordance with the Legal Aid Act. Over the period spanning from July, 2022 to June, 2023, a

total of **829** citizens (including **427** female and **402** male) have received legal aid services through local government officers in diverse regions across the country.

Therefore, the following were the legal matters that were handled during the financial year 2022/23: -

a) Probate and Administration of Estates Disputes

The LST-LAC has overall received and handled Probate and Administration of Estates disputes. The Centre assisted the clients with such concerns through furnishing them with legal advice, preparation of legal documents necessary to support their matters which were handled before Temeke One Stop Judicial Centre and some to the High Court of Tanzania (Main Registry) with the ones seeking remedy being aggrieved against a closed Probate case and made follow-up thereto. Moreover, the Centre played a vital role in institution, coaching clients on the procedures involved and closure of Probate cases through preparation of various Probate Documents together with preparation of Inventory Account Forms and for some clients through preparing a summary note to guide them. The Centre even assisted clients interested in petition for Letters for Administration of Estate or Probate with the pre- requisites to do and obtain before petitioning to the court such as to convene either a family or clan meeting and obtain valid minutes signed and approved by all the attendants, discover the whereabouts of the deceased's properties, the deceased's way of life, religion and of the like depending on the circumstances the client is facing. Furthermore, in cases where the client and his family could not peacefully decide and agree on issues pertaining to the deceased's estate for instance whom to be appointed as an Administrator, the Centre preferably referred the client to a necessary institution that could be of more help based upon the client's circumstances.

b) Criminal Actions

The Centre has managed to handle Criminal Actions brought in. The Centre upon receiving the said criminal actions which were ongoing cases before Courts of law, made follow-up on the nature of the said criminal cases and the actual stage the said cases were on just to be certain. Most of the criminal actions reported, clients

were referred to another Centre capable of attending them as they fall out of the set standards the Centre has for one to qualify as a client.

c) Matrimonial Disputes

LST- LAC has successfully attended Matrimonial Disputes as expected by the clients. Being among of the achievements, the Centre was able to point out several existing challenges regarding Matrimonial issues. Furthermore, the Centre addressed the same challenges by delivering legal advice and preparation of appropriate legal documents relevant to support their matter, which some of them were instituted before Temeke One Stop Judicial Centre at Temeke and some were on an Appeal stage against the distribution order. Moreover, the Centre attended clients by also rendering assistance on providing knowledge to the clients on how to go about their case through endless coaching, making follow-ups on the ongoing case and even whenever need be conducting file perusal and provide necessary guidance to the client depending on the discoveries.

d) Labor Disputes

The Centre has been privileged to handle several clients seeking legal Aid provision on issues concerning Labor disputes. In handling labor disputes, the Centre assisted clients by aiding legal advice on the area the client is facing legal issues and provided clients with knowledge on the procedures to initiate labor disputes and how such disputes are handled and which proper forum would entertain the same. Legal advice was rendered to the clients in several aspects such as educating clients on their rights as employees at their work places, go through their employment contracts and help them understand each term stipulated in such which identified as the problem in most of the cases. Again, doing so, helped identify causes of action. Additionally, the Centre has successfully managed to initiate or coach clients how to initiate labor disputes in the Commission for Mediation and Arbitration and the High Court Labor Division for further Legal Actions so that they can attain their rights depending on the nature and the occurrence of the dispute.

e) General Civil Causes

In the financial year 2022/23, the Centre also undertook Civil disputes brought in by several clients. Such General Civil causes fall under the scope of Malicious Prosecution, Interlocutory Applications, Suits against the Government, Execution, Revision, Appeal, Review and Applications whilst pending civil proceedings. The Centre achievably provided Legal assistance to Clients depending on the nature of their matter. And the assistance the Centre rendered to clients included but not limited to, provision of legal advice, preparation of various Legal documents such as Plaints for the institution of suits and Written Statements of Defense for defending the cases instituted against them, Documents used to make applications depending on the said application to be filed before the Courts of Law that were handling those matters or with jurisdiction of such matters, coaching clients with legal requirement and procedures related to civil proceedings like in the hearing stage; coached clients on the three examinations conducted to a witness and tendering of documents and on areas as the need arise. For Suits against the Government, as the guidelines of the Centre do not allow legal providers to handle suits with a government element or ones having interests against the Government, therefore when the Centre was faced with such circumstance it referred the Client to a Centre capable of handling such cases as it normally does.

f) Land Disputes

LST- LAC has received and handled Land disputes. The Centre has responded to all land issues brought in by clients to satisfactory level, some still pending in the respective forums. The respective forums entertaining land disputes this Centre handles include but not limited to District Land and Housing Tribunal together with High Court Land Division, depending on the nature of the matter at hand. The Centre in the due process of assisting clients facing several land disputes, provided legal advice, prepared legal documents necessary to support their matters which were handled in the aforementioned forums and made follow-up thereto and in some cases coached clients on how to handle and go about their cases, to make them familiar with the procedures and legal issues likely to transpire in the midst of the proceedings.

CHAPTER THREE

CERTIFICATE IN PARALEGAL WORKS

3.3 Introduction

This is a one-year Programme, which formally commenced in 2022. The programme was designed by recognising a significant transformation in the legal sector in our country due to technological advancements, systemic reforms, and evolving regional and global demands. Judicial reforms have led to notable changes in procedures and processes, impacting both the government and stakeholders. As a result, the LST recognizes the essential role of preparing its students to adapt to these shifting landscapes in the legal field.

In response to these transformations, the LST has introduced a Basic Technician Certificate in Paralegal Work, designed in accordance with the National Council for Technical and Vocational Education and Training (NACTVET) and the National Technical Awards (NTA) Framework. This program is tailored to equip legal sector stakeholders with the competencies necessary to meet the demands of both the government and private sectors. Teaching this program requires innovative methods that go beyond traditional, knowledge-based curricula and rigid modes of delivery and assessment.

To address the increasing demand for competent professionals in the legal field and the challenges they encounter, the LST has adopted a competence-based and modularized curriculum for this programme. This approach enables to meet the needs of our community effectively and respond to the evolving landscape.

3.4 Programme Philosophy

The rationale behind the creation of this Program is to foster the development of graduates who are not only innovative and creative but also adaptable and versatile. In this spirit, learners are encouraged to pursue specialization in areas that align with their individual interests and aspirations. The program's philosophy is anchored in the following principles and assumptions:

- a) To provide foundations of principles, skills and expertise that will give the

- greatest opportunity for graduate career development;
- b) To facilitate changes in interest, specialties, roles and responsibilities;
 - c) To provide in depth understanding of a variety of legal practice and applications;
 - d) To stimulate learners' interest in learning particularly legal applications, motivation in pursuance of further knowledge and imaginative thinking; and
 - e) To produce graduates who are ready to enter legal employment and flexibly satisfy the needs of industry.

As a result, it is anticipated that graduates of this Program will be driven by the ambition to become proficient and capable professionals.

The program adopts a modular system and operates within a semester structure. This approach offers a high level of flexibility, enabling candidates to excel in their personal and professional development. It also allows learners to select module programs that align closely with their specific needs and interests. Generally, the aim of the LST is to ensure that this Program equips the community with well-trained paralegals capable of efficiently and effectively serving their respective communities.

3.5 Specific Objectives of the Programme

The specific objectives include among other things to:

- Help trainees to acquire the competencies designed with the aim of enabling them to work effectively;
- Facilitate training in consideration of individual learning differences by using alternatives paths and flexible scheduling of learning activities, and also help learners to be more responsible for their own learning;
- Facilitate a greater variety of courses to meet desired needs of the community;
- Implement training needs programs using a wide range of provisions which satisfy the educational criteria for competent technician training;
- Make training needs clear and specific, resulting in more efficient utilization of training resources; and

- Facilitate more efficient educational exchange between trainer and trainees.

3.6 Admission Requirements

An applicant should have a pass in at least four (4) non-religious subjects including English language at Certificate of Secondary Education Examination (CSEE) or its equivalent.

3.7 Programme Structure

3.7.1 Overall structure

The program consists of 15 modules divided into two semesters. In Semester One, there are 15 weeks of classroom instruction, followed by 2 weeks for end-of-semester examinations. Semester Two also includes 15 weeks of classroom instruction followed by 2 weeks for end-of-semester examinations, with an additional 12 weeks allocated for Field Practical Training. Consequently, the entire program spans 46 weeks of study for full-time attendees.

3.7.2 Fundamental Modules

These fundamental modules impart a variety of skills, knowledge, and principles suitable for a graduate in the field of Paralegal, and they also serve as the foundation for the effective study of the main theme of the program. Furthermore, they establish a solid basis for continued education and lifelong learning. The fundamental modules include:

- i) Basic Computer Applications
- ii) Office Practice
- iii) Elements of Psychology
- iv) Elements of Sociology
- v) Life Skills

3.7.3 Core Modules

The modules related to core studies are essential for the development of the program's main theme. They cover the primary areas of activity within their

respective disciplines, and a comprehensive understanding of these modules will prepare graduates to quickly become effective paralegals in industries related to the field. These core modules are taught in conjunction with the fundamental ones to help students acquire a deep understanding and appreciation of the nature and complexities of real paralegal work. Integration of these modules is achieved through a combination of integrative laboratory work, lectures, assignments, and case studies. The core modules include:

- i) Fundamentals of Paralegalism;
- ii) Labour and Employment Relations;
- iii) Land Law and Administration;
- iv) Disability and the Law;
- v) Criminal Law and Procedure;
- vi) Civil Procedure and Obligations;
- vii) Law and Domestic Relations;
- viii) Justice System and Dispute Resolution;
- ix) Human Rights and Duties; and
- x) Field Practical Training.

3.8 Assessment

Assessment is an integral component of the learning process and should align with the learning strategies to attain the desired outcomes. It should also reflect the necessary progression and encompass the various key skills developed. The following assessment methods and their respective distribution of marks in percentage are utilized as shown in **Table 8** below:

Table 8: Distribution of Marks in Percentage

S/NO	ITEM	PERCENTAGE %
1	Individual Assignment	15
2	Group Assignments	10
3	Class Tests	25
4	Portfolio	10
5	End of Semester Examination	40
TOTAL		100

3.9 Tuition and Other Fees

During the financial year 2022/23, the School introduced a dedicated fee structure for the Certificate in Paralegal Works Programme which is detailed in **Table 9** below.

Table 9: Current Fees for Paralegal Works 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

3.10 Registration Statistics

In the financial year 2022/23, the LST with the coordination from NACTVET, initiated the application process for new candidates looking to join the Certificate in Paralegal Works Programme. A sum of **15** students were successfully registered. This enrolment figure represented **10%** of the annual target of **150** students.

CHAPTER FOUR

LIBRARY AND INFORMATION SERVICES

4.1 Library

The Law School of Tanzania Library is manned by a team of professional librarians, each possessing extensive expertise in curating legal collections and offering a wide range of services. This library plays a key role in providing information and library services to a diverse user base, including students, faculty, legal professionals, and individuals seeking legal aid at our center, conveniently located within the library building.



Picture 2: The LST Library Building

The library's collection encompasses an array of valuable resources, such as books, journals, magazines, newspapers, and Law Reports, that are available in print and also be accessed electronically through online databases like the Tanzania Legal Information Institute (TANZLII), East African Court of Justice (EACJ) Portal, African Court on Human and Peoples Rights portal, Research4Life, among others.

Notably, the library serves as a hub for legal research, catering to a wide audience that includes High Court Judges, public and private legal practitioners, LST Alumni, and the local communities at the vicinity. It has meticulously built collections that are pertinent to legal and professional knowledge, facilitating teaching, learning, research, and consultancy services across the country.

4.2 Library Services

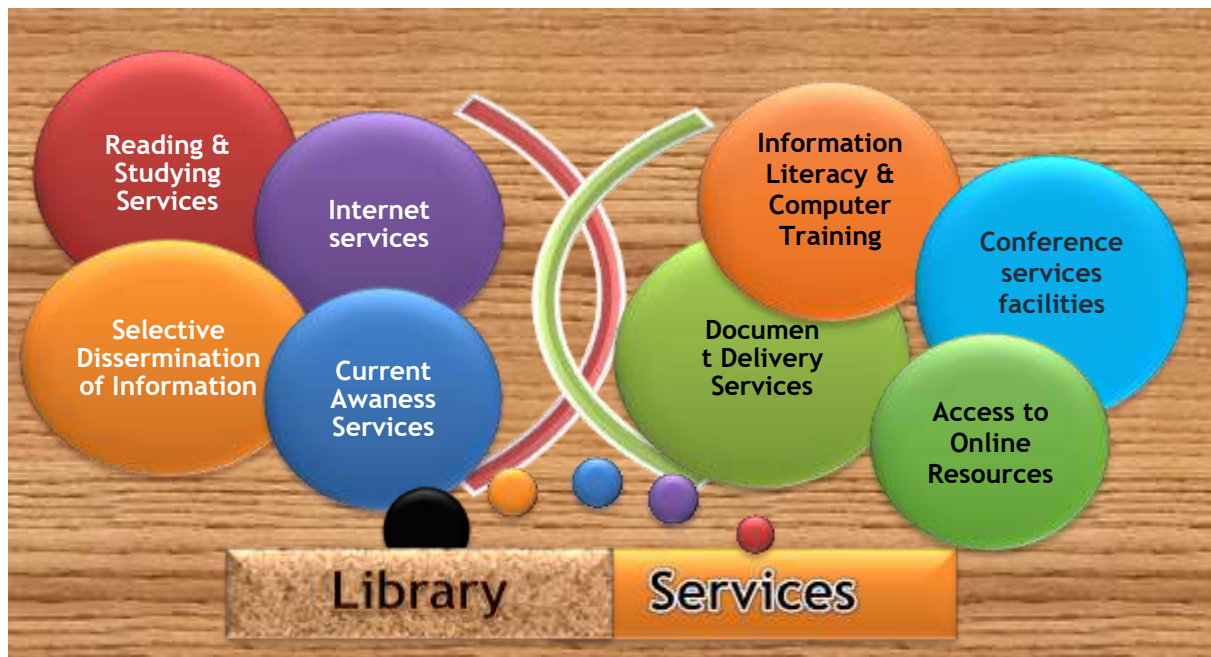
The library is committed to facilitating access to a wide collection of reading, research, consultancy, and reference materials, both in print and online. To achieve its educational objectives, the library regularly provides training in information literacy and ICT search skills for students, academic staff, and other members of the learning community, enabling them to effectively utilize the available online resources. Additionally, the library offers services to students with special needs, and these facilities are conveniently housed within the library building.

With a strong focus on providing excellent service, the library endeavors to create a conducive learning environment for all users. Looking ahead, the LST Library's future plan is to become a cutting-edge institution in terms of legal collections and services within the country.

Currently, the library boasts a vast collection that includes more than **6,000** titles of textbooks, periodicals, reference materials, and law reports in both print and online formats. Online materials can be accessed through the institution's website at www.lst.ac.tz.

Notably, the LST library's collection spans a range of subject areas, including but not limited to Legal Writing and Drafting, Conveyancing, Trial Advocacy, Commercial Transactions, Civil Litigation, Legal Practice Management, Criminal Litigation, Probate and Administration, Professional Ethics, and Leadership, Management & Accounting for lawyers.

Figure 8: Library and Information Services



CHAPTER FIVE

STUDENTS WELFARE SERVICES AND COOPERATION

5.1 Students Welfare Services

The Law School of Tanzania recognizes the crucial role of student welfare services in helping students achieve their academic goals. The institution is dedicated to creating a conducive learning environment and provides various forms of support and assistance, as outlined below.

Guidance and counselling services were made available to students through a series of interactive seminars. These seminars covered a range of topics, including Reproductive Health and HIV/AIDS, Prevention of Non-Communicable Diseases, Mental Health Issues, and the importance of Self-Care. In addition to these seminars, students had access to individual counselling sessions.

The School has a **student organization** known as the Tanzania Students' Bar Association (TASBA), which serves as a bridge between the School Management and the student body. The institution actively supports and supervises TASBA to ensure its smooth operation, and this includes overseeing the elections for leaders of the 35th and 36th cohorts. The elected leaders for the 35th cohort include the Vice President, Deputy General Secretary, and Deputy Treasurer, while the elected leaders for the 36th cohort include the President, Vice President, General Secretary, and Treasurer. TASBA leaders were also provided with two leadership seminars to enhance their leadership skills.

Furthermore, the institution places a significant emphasis on the importance of **sports and games** as an integral aspect of student life. In this regard, students had the opportunity to participate in four friendly football matches, with each cohort engaging in two matches.



Picture 3: LST Students Participating in a Friendly Football Match

5.2 Cooperation with Other Institutions

The LST is committed to voluntary engagement in welfare, environmental consciousness, and cultivating trust-based relationships with various partners. This commitment contributes to enhanced competitiveness, the creation of conditions for balanced social and economic development, and the overall welfare of the community. In recent years, LST has established strong collaborations with numerous stakeholders and organizations operating within the country. Collaborating with other institutions is of paramount importance to LST as it aligns with its diverse objectives, necessitating robust connections and close cooperation with these entities.

One noteworthy collaboration is the partnership forged with the **Institute of Judicial Administration (IJA)**. This cooperative effort spans various areas, including research, advisory services, and training. This partnership not only benefits LST academically but also contributes to strengthening the legal sector and the broader community.

Additionally, LST has successfully established cooperation with the **Law Development Centre (LDC)** in Kampala, Uganda. This collaboration has yielded significant achievements, including ongoing cooperation with the Centre, which serves as a platform for Law Institutes within the East African Community.

Furthermore, LST has established a fruitful collaboration with the **African Court on Human and Peoples' Rights**. This partnership involves research, training, seminars, and workshops related to Regional Human Rights Protection for Candidates' Attorneys. It also encompasses staff exchange programs aimed at capacity development. The collaboration extends to conducting awareness seminars for the School's alumni and other stakeholders, focusing on the African Court and other recent developments related to the implementation of the African Charter.

Moreover, LST has established a partnership with the **Law School of Zanzibar**, focused on the sharing of experiences, training, and capacity building. The institution also actively participates in community events and activities such as Law Week, Legal Aid Week, NACTE events, and Workers' Day, demonstrating its commitment to the broader community and the legal sector.

CHAPTER SIX

FINANCIAL RESOURCES

6.1 Introduction

The Law School of Tanzania relies on funding to support its operations, with two primary sources of funding: Government subsidies and internal revenues. Government subsidies encompass Personnel Emoluments and Other Charges, while internal revenues encompass a range of sources, including Tuition Fees, Application Fees, Statement of Results Fees, Transcript Fees, Supplementary Fees, Appeals Fees, Miscellaneous Income, Rental Income, Research and Consultancy Fees, as well as Short Courses Fee.

6.2 Revenue Analysis

In the financial year 2022/23, the LST had an approved budget totalling **Tsh.5,469,979,000.00**, covering both recurrent and development expenditure. The actual revenue generated during the same financial year amounted to **Tsh.5,414,022,397.00**, equivalent to 99% of the budget estimates.

Table 10: Revenue Analysis

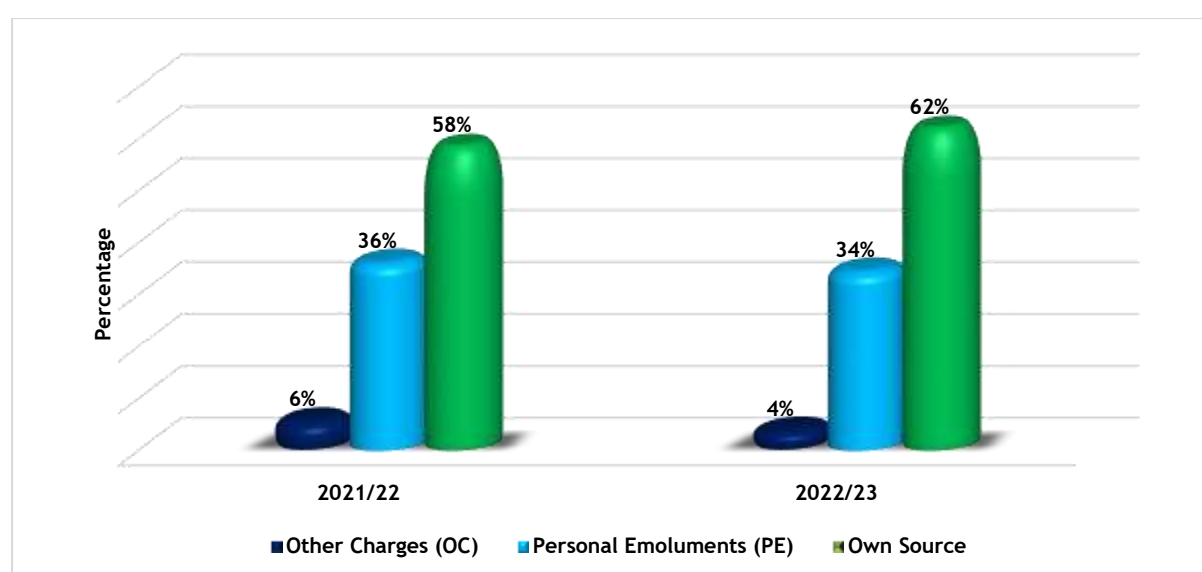
SOURCE OF FUND		FINANCIAL YEAR				Variance in % (Previous actual against current year actual)
		2021/22	2022/23	2021/22	2022/23	
				Actual Revenue		
Contribution from Government	Other Charges (OC)	264,697,667.00	201,932,898	6	4	(24)
	Personal Emoluments (PE)	1,723,476,263	1,863,940,744	36	34	8
	Sub Total	1,988,173,930	2,065,873,642	42	38	4
Internal Revenue	Own Source	2,784,318,479	3,348,148,755	58	62	20
	Sub Total	2,784,318,479	3,348,148,755	58	62	20
Total Revenue (TR)		4.772.492.409	5.414.022.397	100	100	13

As per the data in **Table 10** above, the total revenue for the fiscal year 2022/23 exhibited a noteworthy **13%** increase compared to the preceding financial year. This increase in revenue is visually represented in **Figure 9**. In the financial year 2022/23, the primary source of revenue was internal sources, contributing **62%** of the total

revenue. Notably, the revenue collected from internal sources in the financial year 2022/23 showed a substantial **20%** increase when compared to the same source of revenue in the previous financial year.

Government contributions, which encompass Personnel Emoluments and Other Charges, constituted **38%** of the total revenue in the financial year 2022/23. Government subsidies for this fiscal year experienced a **4%** increase in comparison to the corresponding source of revenue in the previous financial year.

Figure 9: Percent of the Contributions of the Sources of Revenue to the Total Revenue



6.3 Expenditure Performance

In the financial year 2022/23, the total actual expenditure amounted to **Tsh.5,354,606,968.00**, which equated to **98%** of the budget. As illustrated in **Table 11**, the overall expenditure experienced a notable **16%** increase in comparison to the expenditure performance in the previous financial year (2021/22).

Table 11: Comparison of Expenditure Performance

ITEMS	SOURCE OF FUND	ACTUAL EXPENDITURE (TSH)		Variance (Previous actual against current actual expenditure)
		2021/22	2022/23	
Personal Emoluments (PE)	Government Subvention	1,723,476,263.00	1,868,694,143.00	8%
	LST internal fund	-	-	-
Sub Total		1,723,476,263.00	1,868,694,143.00	8%
Other Charges (OC)	Government Subvention	227,087,896.00	197,179,500.00	(13%)
	LST internal fund	2,593,824,913.00	3,212,936,444.00	24%
Sub Total		2,820,912,809.00	3,410,115,944.00	21%
Development	Government Subvention	-	-	
	LST internal fund	69,316,083.00	75,796,881.00	9
Sub Total		69,316,083.00	75,796,881.00	9
Grand Total		4,613,705,155.00	5,354,606,968.00	16%

CHAPTER SEVEN

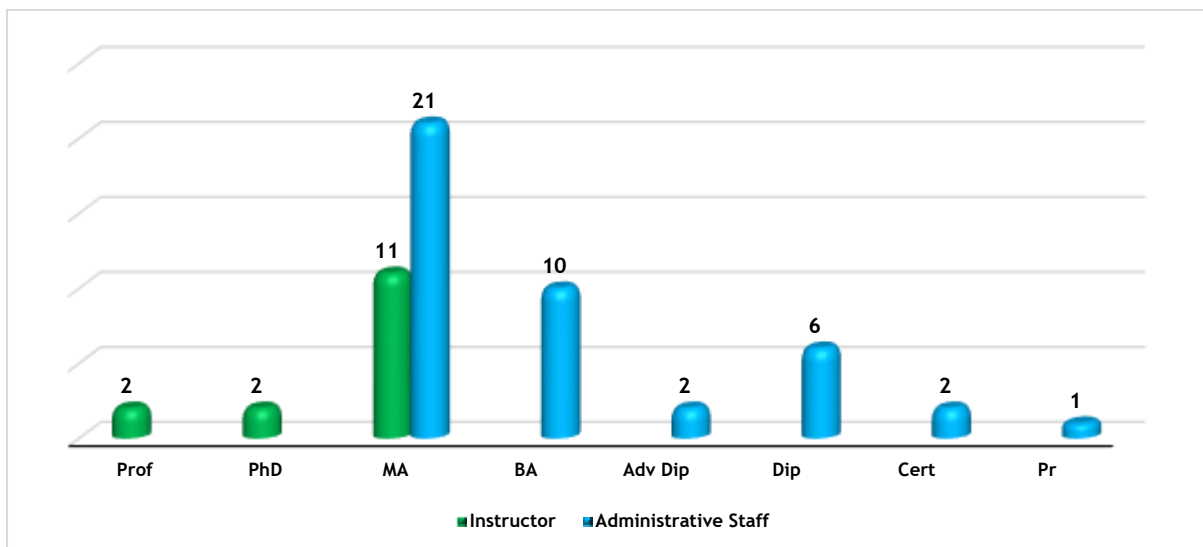
HUMAN RESOURCES FOR THE YEAR 2022/23

7.1 Permanent and Pensionable Employees

Human resources play a pivotal role in the successful operation of the LST. The institution is fortunate to have a team of skilled, dedicated, and competent staff who actively contribute to achieving the school's objectives. In the financial year 2022/23, LST employed **57** individuals, representing a **10%** increase compared to the preceding financial year (2021/22) when there were **52** employees.

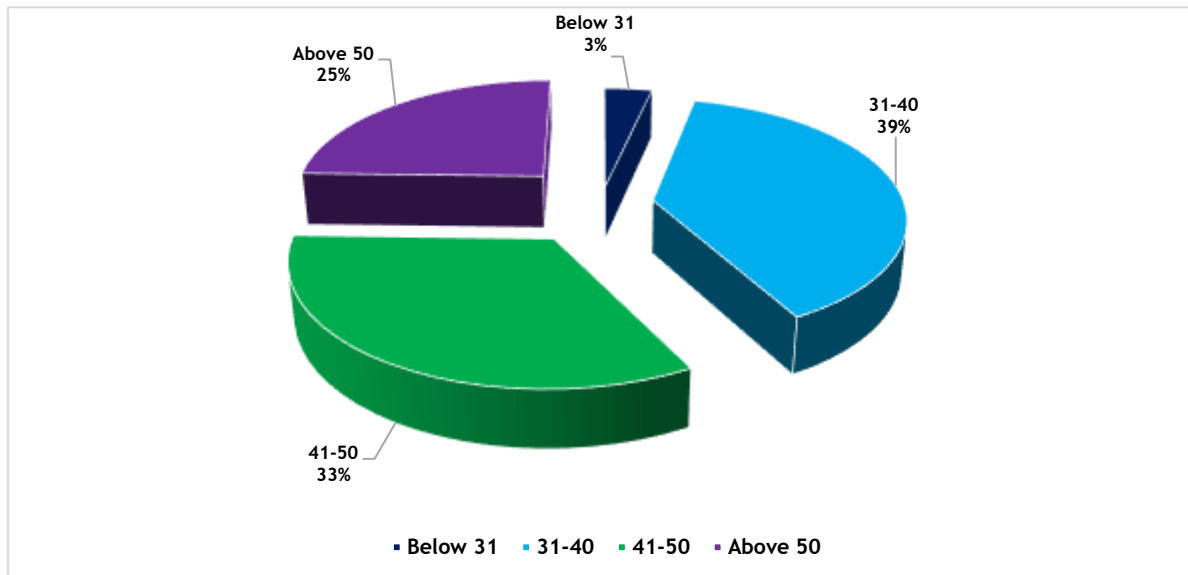
Figure 10 below provides an overview of the staff distribution based on their academic level and cadre. The data highlights that LST had a significant number of employees with master's degrees (**32**), followed by those with bachelor's degrees (**10**). Additionally, there were four staff members with PhD qualifications, two of whom held the title of Associate Professors. Furthermore, two employees had advanced diplomas, six held diplomas, two held certificates, and one had completed primary education. Notably, the statistics indicate that the number of administrative staff outnumbered academic staff at each education level, except for Professors and PhD holders, who were exclusively academic staff.

Figure 10: Distribution of Staff by Academic Level and Cadre



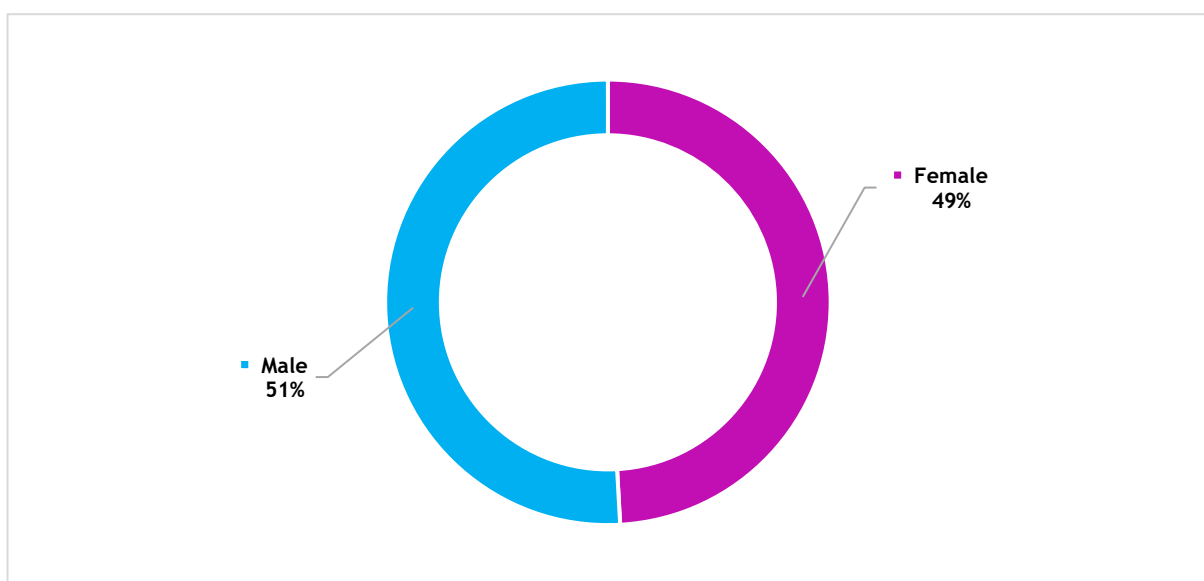
Furthermore, when examining the distribution of employees by age, LST's workforce was characterized by the following age groups: 3% were below the age of 31, 39% of employees were aged between 31 and 40, 33% fell within the age of 41 to 50, and 25% were above the age of 50, as visually depicted in **Figure 11** below.

Figure 11: Distribution of Employees by Age



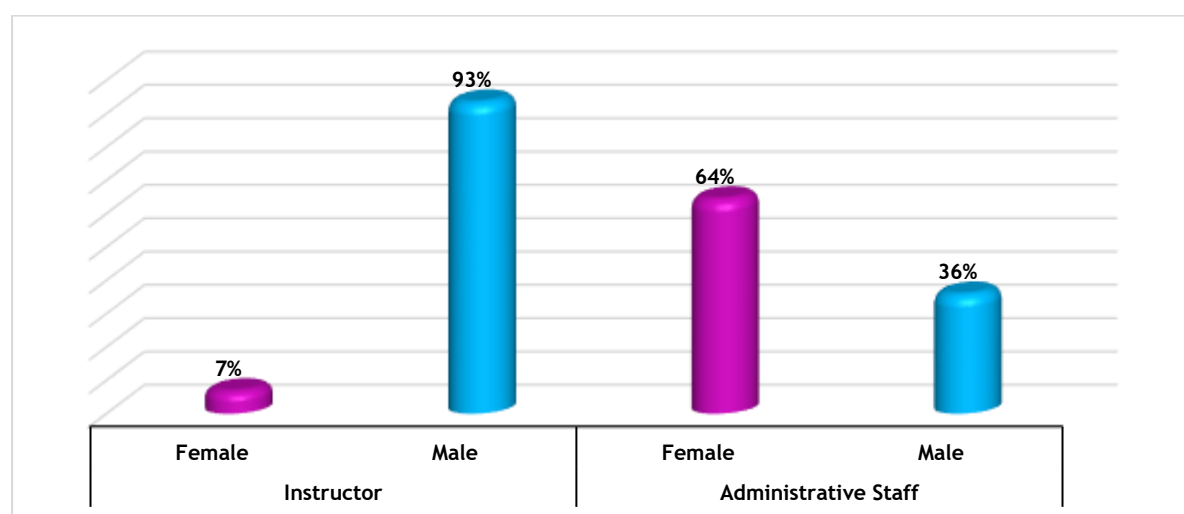
In terms of gender distribution among employees, **Figure 12** below reveals that LST's workforce comprised a higher percentage of male staff, accounting for 51% of all employees, while female employees constituted 49% of the total workforce.

Figure 12: Distribution of Employees by Gender



However, it's important to note that the number of female academic staff was notably smaller in comparison to the administrative staff. **Figure 13** below illustrates this disparity, indicating that LST had **7%** female employees and **93%** male employees within the academic category. This situation contrasts with the administrative staff category, where the number of female administrative staff surpassed that of males, with a distribution of **64%** female employees and **36%** male employees.

Figure 13: Distribution of Employees by Gender and Cadre



7.2 Part-Time Instructors

A fundamental mission of the LST is to provide, oversee, manage, and deliver practical legal training. The practical dimension of this training is of paramount importance and necessitates the involvement of various practitioners as part-time instructors. Given the nature of the training, where students learn by actively participating, the engagement of part-time instructors is a vital component.

LST maintains a database of over **80** part-time instructors. These instructors are selected based on their qualifications and criteria established by LST, with one such criterion being active practice in the legal profession for a minimum of five years. Additional criteria are detailed in the advertisement for potential applicants to review prior to applying. Furthermore, LST conducts capacity-building initiatives for all instructors, including part-time instructors, before they engage in classroom activities.

It is worth noting that part-time instructors at LST comprise a diverse group, including Sitting Judges, Retired Judges, Senior Resident Magistrates, and Senior Practicing Advocates. Additionally, LST has engaged State Attorneys and Solicitors from the National Prosecutions Services and Solicitor General, all selected based on the same set of criteria.

Furthermore, LST has established a Memorandum of Understanding (MoU) with the Tanganyika Law Society (TLS), outlining areas of cooperation that enable TLS members to participate in providing practical legal training. Beyond this, LST has leveraged the expertise of professionals and experienced non-lawyers, such as Land Valuers, Real Estate Brokers, Tax Officers, Company Registrars, Land Surveyors, Accountants, Doctors, and Officers from the Registration, Insolvency, and Trusteeship Agency (RITA). This diverse pool of part-time instructors enriches the practical legal training provided by LST.

CHAPTER EIGHT

THE SCHOOL LEADERSHIP FOR THE YEAR 2022/23

8.1 The Governing Board

The Governing Board serves as the highest authority within the Law School of Tanzania, bearing ultimate responsibility for the institution. The Board delegates the day-to-day management of activities to the Principal. However, as of June 2023, it's important to note that the Board was chaired by Hon. Judge. Dr. Evaristo Longopa, former Deputy Attorney General.



Picture 4: Hon. Judge Dr. Evaristo Longopa, Former Chairperson of the LST Governing Board as of June, 2023

8.2 The Governing Board Constituents

As per the Law School of Tanzania Act, Cap. 425, the Chairperson of the Board is the Deputy Attorney General, and the members include:

- 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;

v) One Member representing Legal Aid Schemes to be appointed by the Minister responsible for Legal Affairs; and

vi) One member representing students.

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

8.3 Governing Board Served During the Year 2022/23

Table 12: Members of the Governing Board Served in the Year 2022/23

NO	Name	Organization	Position	Gender	Service Period to June 2023
1.	Dr. Evaristo Longopa	Attorney General's Chamber	Chairperson	Male	01/07/2018-30/06/2023
2.	Prof. Hamudi Majamba	University of Dar es Salaam	Member	Male	01/07/2016-30/06/2023
3.	Hon. Wilbert M. Chuma	Court of Appeal	Member	Male	01/07/2021-30/06/2023
4.	Ms. Aisha Ally Sinda	Representative of members of TLS	Member	Female	01/02/2016-30/06/2023
5.	Ms. Scholastica Jullu	NGOs	Member	Female	01/02/2016-30/06/2023
6.	Prof. Edward Hosea	Tanganyika Law Society	Member	Male	03/09/2020-13/05/2023
7.	Mr. Harold Sungusia	Tanganyika Law Society	Member	Male	13/05/2023-30/06/2023
8.	Mr. Michael Mgalambe	Students' Representative	Member	Male	01/01/2022-31/12/2022
9.	Mr. Gidion J. Mitekaro	Students' Representative	Member	Male	01/01/2023-30/06/2023
10.	Hon. Judge Dr. Benhaji S. Masoud	Law School of Tanzania	Secretary	Male	01/11/2020-01/06/2023
11.	Prof. Sisti J. Mramba	Law School of Tanzania	Secretary	Male	01/06/2023-30/06/2023

In fulfilling its responsibilities, the Governing Board is assisted by four sub-committees, namely:

- i. Practical Legal Training and Examinations Committee;
- ii. Administration and Human Resource Development Committee;
- iii. Planning and Finance Committee; and
- iv. Audit Committee.

Any matters requiring discussion and deliberation by the Governing Board are first subjected to scrutiny and recommendations by the relevant committee before they are presented to the Governing Board as a whole.

8.4 The Principal

The Principal of the Law School of Tanzania is appointed by the Minister of Constitution and Legal Affairs upon the recommendation of the Governing Board. The Principal serves a term of five years and may be re-appointed for an additional consecutive term of five years. As of June 2023, the position was held by Hon. Judge Dr. Benhajj S. Masoud and is currently being acted by Prof. Sist J. Mramba. The Principal is assisted by two Deputy Principals namely: Deputy Principal-Training, Consultancy, Research and Publication and Deputy Principal-Planning, Finance and Administration.



Picture 5: Prof. Sist J. Mramba, the Ag. Principal of the LST and the Secretary of the Governing Board



Picture 6: Hon. Judge Dr. Benhajj S. Masoud, the Former Principal of the LST and the Secretary of the Governing Board

8.4.1 Deputy Principal-Training, Consultancy, Research & Publication

The Deputy Principal for Training, Consultancy, Research, and Publications (DP-TCRP) is appointed by the Governing Board. The DP-TCRP assumes the Principal's responsibilities in the Principal's absence. The Deputy Principal serves a term of four years and may be re-appointed for an additional consecutive term of four years. The position was held by Prof. Zakayo N. Lukumay which and is currently being acted by Dr. Julius Mashamba.

8.4.2 Deputy Principal- Planning, Finance & Administration

The Deputy Principal for Planning, Finance, and Administration (DP-PFA) is appointed by the Governing Board. The Deputy Principal serves a term of four years and may be re-appointed for an additional consecutive term of four years. As of June, 2023, the position was held by Dr. Natujwa S. Mvungi who served as the Acting Deputy Principal.

8.4.3 Heads of Departments and Units by June 2023

Table 13: Heads of Departments and Unit

No	Name	Department/Unit	Designation
1	Mr. Kisakisa Kiwara	Practical Legal Training	Ag. Head of Practical Legal Training Department
2	Mr. Hilary Lubengo	Admissions, Examinations and Records	Registrar
3	Ms. Belinda Mollel	Legal Unit	Head of Legal Unit
4	Mr. Khery Sanga	Clinical Law	Head of Clinical Law Department
5	Ms. Aziel E. Mtera	Student Affairs	Dean of Students
6	Mr. Cyrus Gabone	Internal Audit Unit	Chief Internal Auditor
7	Mr. Wilfred Luyangi	Finance and Accounts	Chief Accountant
8	Ms. Riadha Ndossi	Procurement Management Unit	Head of Procurement and Management Unit
9	Mr. Aristarik Maro	Library Services	Head of Library 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 14: Representatives of Heads of Departments and Units

No	Name	Department/Unit	Designation
1	Mr. Godfrey Settebe	Policy, Planning and Budget	Statistician
2	Ms. Fatuma Salum	Information, Education and Communication Unit	Information Education and Communication Officer

8.5 Organization Structure

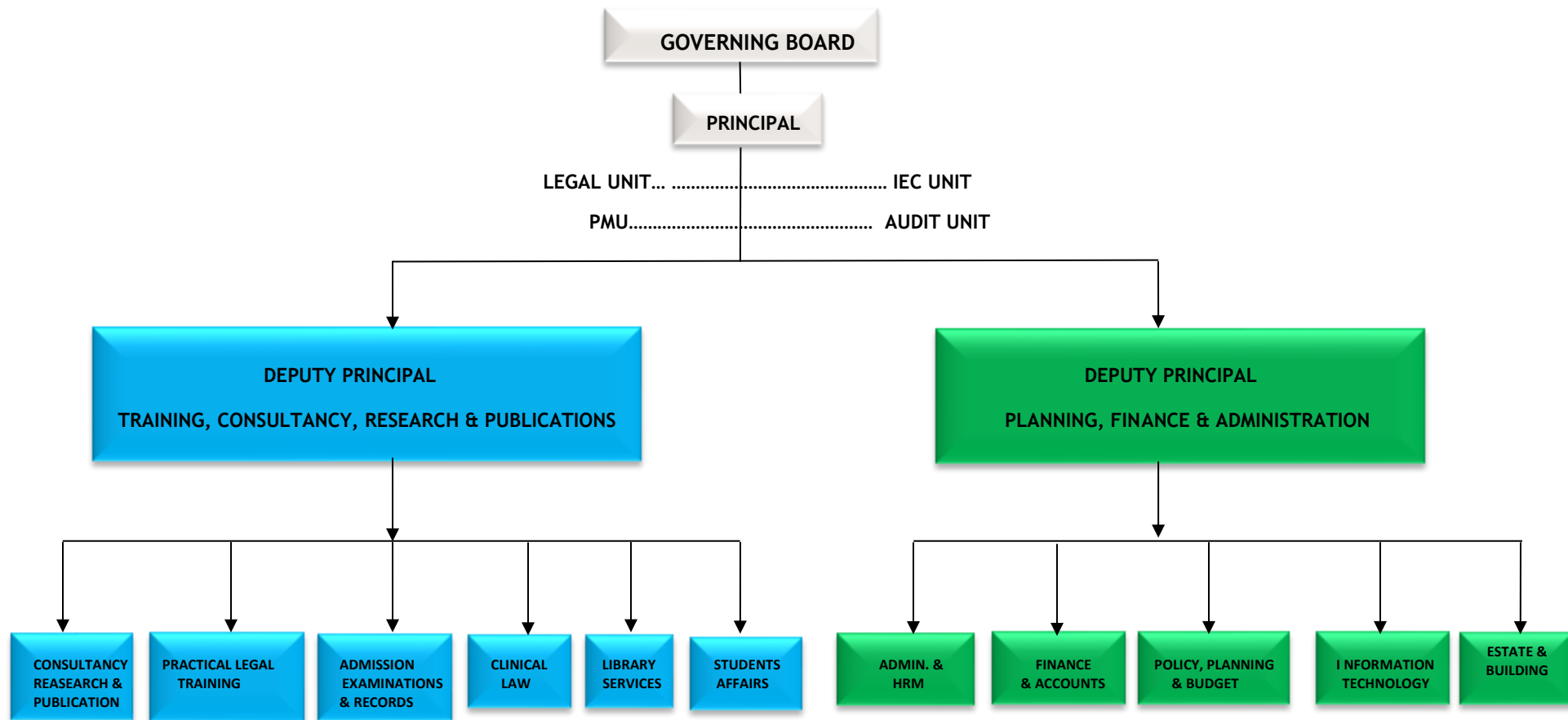
To fulfill the objectives for which the School was established, its functions are managed through the Principal, who is responsible for the overall coordination of the School and reports to the Governing Board. The School comprises two main directorates, each headed by a two Deputy Principals who are accountable to the Principal. These directorates are:

- i. The Directorate of Training, Consultancy, Research, and Publications.
- ii. The Directorate of Planning, Finance, and Administration.

Each Directorate consists of various departments and units based on their respective functions. Each department operates under the management of a Principal Officer who is accountable to the Deputy Principals. Additionally, there are independent

units which report directly to the Principal. To maintain an efficient governance system, certain functions such as general cleaning and security guard services are outsourced.

LST ORGANIZATION STRUCTURE



KEY:

PMU- PROCUREMENT MANAGEMENT UNIT

IEC- INFORMATION, EDUCATION AND COMMUNICATION UNIT

ADMIN- ADMINISTRATION

HRM- HUMAN RESOURCE MANAGEMENT



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