

THE LAW SCHOOL OF TANZANIA



Facts and Figures, 2024

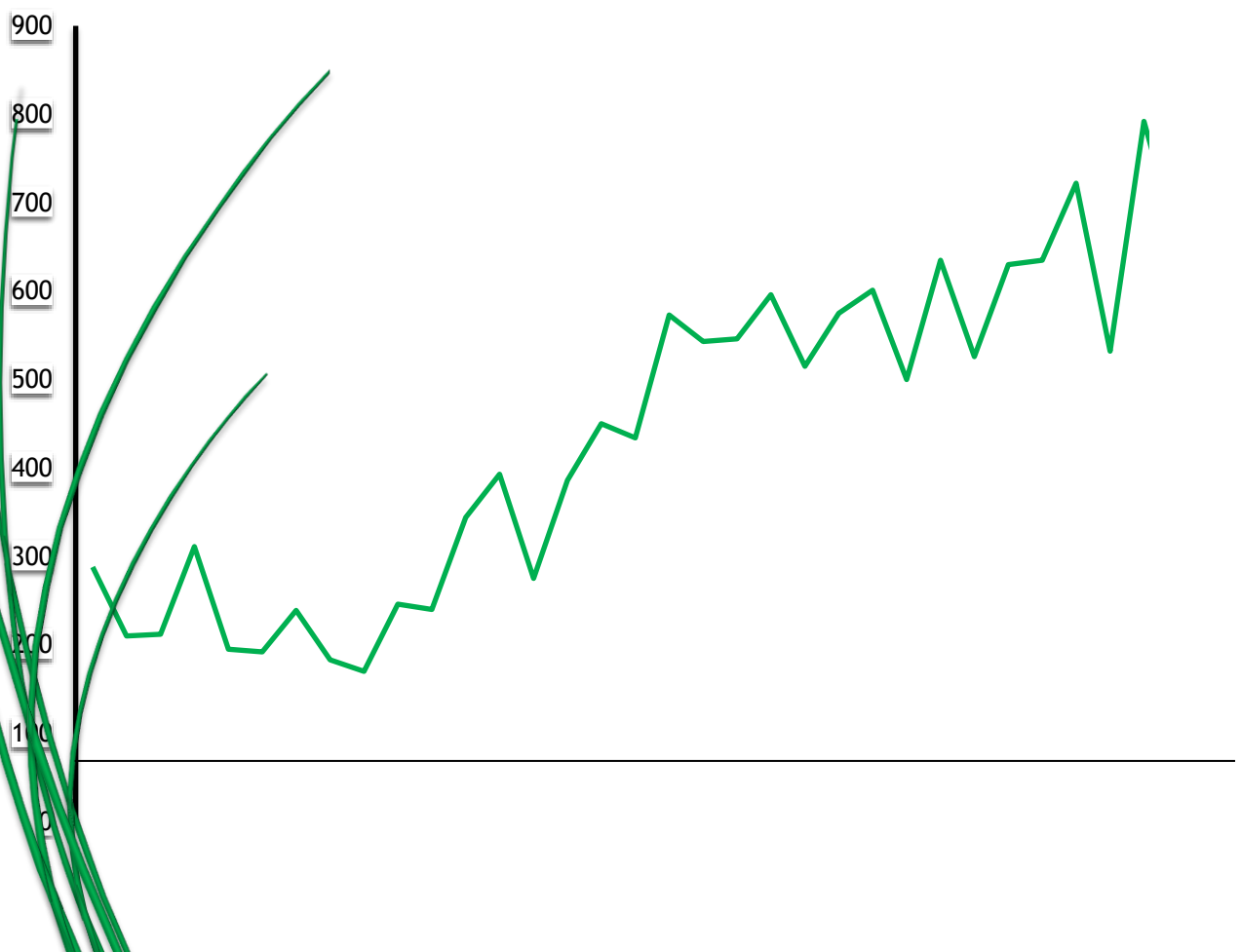


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LIST OF ABBREVIATIONS AND ACRONYMS

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
PBPL Curriculum	Practice-Based Practical Learning Curriculum
PE	Personnel Emolument
PFA	Planning, Finance and Administration
PGDLP	Post Graduate Diploma in Legal Practice
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



I am pleased to present the eighth edition of the Facts and Figures booklet for the financial year 2023/2024, which offers a comprehensive overview of the Law School of Tanzania (LST) and its key activities. This edition has been carefully compiled to ensure a clear and thorough understanding of our institution's role in delivering high-quality legal education and practical training across the country.

This booklet serves as a vital resource for our stakeholders, providing them with valuable insights into the core activities undertaken during the 2023/2024 financial year. It reflects our commitment to transparency and accountability, enabling our stakeholders to closely monitor the progress and impact of our programs and initiatives.

We hope this document proves useful to a diverse audience, including prospective applicants, staff, students and other interested parties. The Law School of Tanzania is dedicated to maintaining the accuracy and relevance of the information presented, and we welcome any feedback or suggestions that could enhance future editions.

Thank you for your continued support of the Law School of Tanzania.

Prof. Sista J. Mramba
Principal

ACKNOWLEDGEMENTS

The creation of this booklet would not have been possible without the dedicated efforts and invaluable support of numerous individuals, many of whom may not be mentioned by name, but whose contributions we deeply appreciate.

My sincere thanks go to the Management team, whose timely and substantial contributions were essential to the completion of this booklet. Without your unwavering support, this would not have been realized.

I would also like to express my special gratitude to the Finance and Planning Unit for their crucial role in coordinating, preparing, and publishing this booklet. Your hard work and dedication have been instrumental in its successful production.

Finally, I extend both collective and individual acknowledgments to all the employees whose efforts were key in bringing this booklet to completion. Your dedication is truly commendable, and I am grateful for your contributions.

Thank you all for your commitment and hard work.

Prof. Ambrose T. Kessy

Deputy Principal - Planning, Finance and Administration

CHAPTER ONE

THE LAW SCHOOL OF TANZANIA

1.1 Background

The background to the establishment of the Law School of Tanzania (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.

Responding to these findings, the Government resolved to replace the internship system and develop a formal vocational training institution for law graduates by drafting The Law School of Tanzania Bill, 2007, which was introduced in Parliament in February 2007. The Bill laid out the legal framework for the establishment, governance, and operational structure of the Law School.

Parliamentary debates reflected broad consensus on the urgent need for reform in legal training. Members acknowledged the collapse of the internship system, the limited supervisory resources within the public sector, and the risks of inadequately prepared legal practitioners. Specific legislative provisions were introduced to ensure institutional accountability, equitable access for students (including recommendations for student loan schemes), and strong training governance through a Governing Board and Practical Legal Training and Examinations Committee.

The Law School of Tanzania Act, Cap. 425 was passed by Parliament and assented to by the President, thereby giving legal effect to the establishment of the School. The Act formally abolished the internship system that has been in place since 1974 effective May 2, 2007, and mandated LST to provide compulsory practical legal training to all aspiring legal practitioners in Tanzania.

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 Ubungu 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, Ubungu, 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.

1.2 Vision and Mission



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, HIVAIDS 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 LST. Strategically, the LST will promote anticorruption program and reduce fraud at workplace.

C. Improved training and learning environment

The LST 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 Post-Graduate Diploma in Legal Practice is a one-year program specifically designed to equip aspiring legal professionals with the practical skills necessary for success as legal advocates. Open to individuals aiming to practice law in Tanzania—whether as state attorneys, magistrates, or advocates of the High Court and subordinate courts. The program consists of two distinct semesters.

The First Semester, lasting up to twenty-six weeks, focuses on classroom-based practical instruction, providing students with critical skills essential for a successful legal career. The Second Semester involves clinical law practice or field placements in real-world settings such as law firms, courts, government departments, and parastatal organizations. After completing both semesters, students undergo final written and oral examinations. Those who successfully meet the program's requirements receive a Post-Graduate Diploma in Legal Practice.

In response to legal, technological, and market changes, as well as socio-economic development and the need to align with national and international standards, the LST has reviewed its curriculum in practical legal training. Following a needs assessment to identify skill gaps, LST developed a new Practice-Based Practical Learning (PBPL) Curriculum. This revised curriculum will replace the current one after the completion of the 39th Cohort and will be implemented starting with the 40th Cohort. The PBPL Curriculum is designed to better provide graduates with key legal skills and competencies required for the judiciary, public sector, or private legal practice, ensuring they are well-prepared to meet the demands of today's legal landscape.

Table 1: Programme Courses up to 39th Cohort

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		

Table 2: Programme Courses under New curriculum

MODULES (CORE COURSES)		(NON-CORE COURSES)	
Code	Name	Code	Name
LS 101	Advocacy Skills	LS 201	Clinical Law
LS 102	Professional Conduct and Ethics	LS 103	Legal Research and Drafting Skills
LS 104	Criminal Procedure and Practice	LS 110	Legal Aid, Domestic and International Human Rights Practice
LS 105	Civil Procedure and Practice	LS 111	ADR and Quasi-Judicial Practice
LS106	Practical Aspects of Commercial law		
LS 107	Conveyancing		
LS 108	Probate Administration of Estates and Trusts		

2.2 Experiential Training Delivery

Underpinning our mandate are three core training sections. The Litigation section which coordinates Criminal Procedure & Practice, Civil Procedure & Practice, Probate Administration of Estates and Trusts, and ADR & Quasi-Judicial Practice. The Ethics and Advocacy section which deals with Legal Aid, Domestic and International Human Rights Practice, Professional Conduct and Ethics, and Advocacy Skills. Finally, the Drafting & Transaction Law section which oversees Practical Aspects of Commercial Law, Conveyancing, and Legal Research & Drafting Skills. Through these interlinked sections, trainees gain a comprehensive grounding in both adversarial and transactional practice.

As part of its commitment to practical legal training, the Law School of Tanzania emphasizes experiential learning through trademark interactive and skills-oriented methods. The modules are delivered using a range of structured, learner-centered methods to ensure real world and industry readiness among the trainees.

2.3 Admission Requirements

The Practice-Based Practical Learning Curriculum, provides admission requirements. According to the curriculum, an applicant is required to have the following minimum qualifications to be admitted to the programme:

- a) A holder of a Bachelor of Law Degree or a person who has become eligible for the conferment of the Bachelor of Laws Degree of an accredited higher education institution in Mainland Tanzania; 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 Council of Legal Education obtained from any institution within or outside Tanzania.

2.4 Assessment

The School adheres to the the Law School of Tanzania (Examination and Appeals) By-laws, 2024, 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 3** below.

Table 3: Students' Performance Assessment

ASSESSMENT COMPONENT	100% PER ASSESSMENT	PASS MARK
Individual Continuous Assessment (CA) - student classwork activities and a Written Practical ICA component (a total of seven assessments)	(Classwork activities 50% and Written Practical ICA component 50%) 100% per assessment	50%
Written Practical Assessment (WPA) - (a total of seven assessments on core subjects)	100% per assessment	50%
End of the Course Practical Examination (ECPE) - (a total of seven assessments on core subjects)	100% per assessment	50%
Oral Practical Assessment (OPA) - (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.

2.5 Tuition and Other Fees

The Law School of Tanzania (Admission, Fees and Conduct of Practical Legal Training), Rules, 2022 provide a specific fee structure for Post Graduate Diploma in Legal Practice (PGDLP) as shown in Table 4 below.

Table 4: 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

Fees Payable to the School (Tanzanian Students)		Fees Payable to the School (Non-Tanzanian Students)	
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

2.6 Registration Statistics

In the financial year 2023/24, the LST initiated the application process for new candidates looking to join the 37th and 38th cohorts. A sum of **1,243** students were successfully registered, as depicted in **Table 5** below. This enrolment figure represents **82.8%** of the annual target of **1,500** students.

Table 5: Registered Students as of 30th June 2024

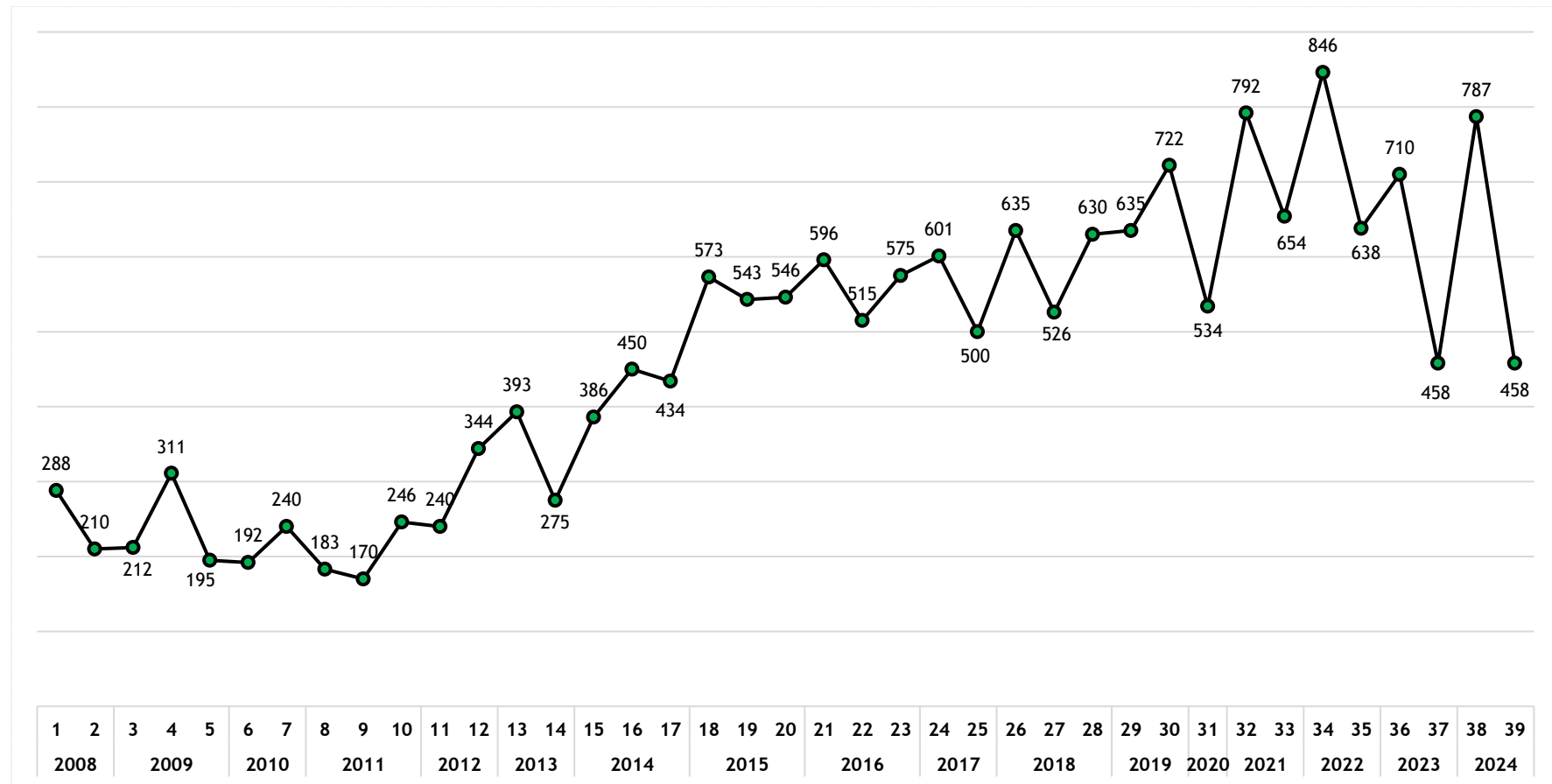
REGISTRATION										
Year of Registration	Cohort	First time registered			Re-registered			Totals		
		M	F	Total	M	F	Total	M	F	Total
Jul-2023	37	227	221	448	4	4	8	231	225	456
Jan-2024	38	348	432	780	4	3	7	352	435	787
Grand Total (FY 2023/24)		575	653	1228	8	7	15	583	660	1243
Jul-2024**	39									458

**This will be discussed in the next financial year booklet

2.6.1 Registration Trend

The registration trend for the previous 39 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 **846** students.

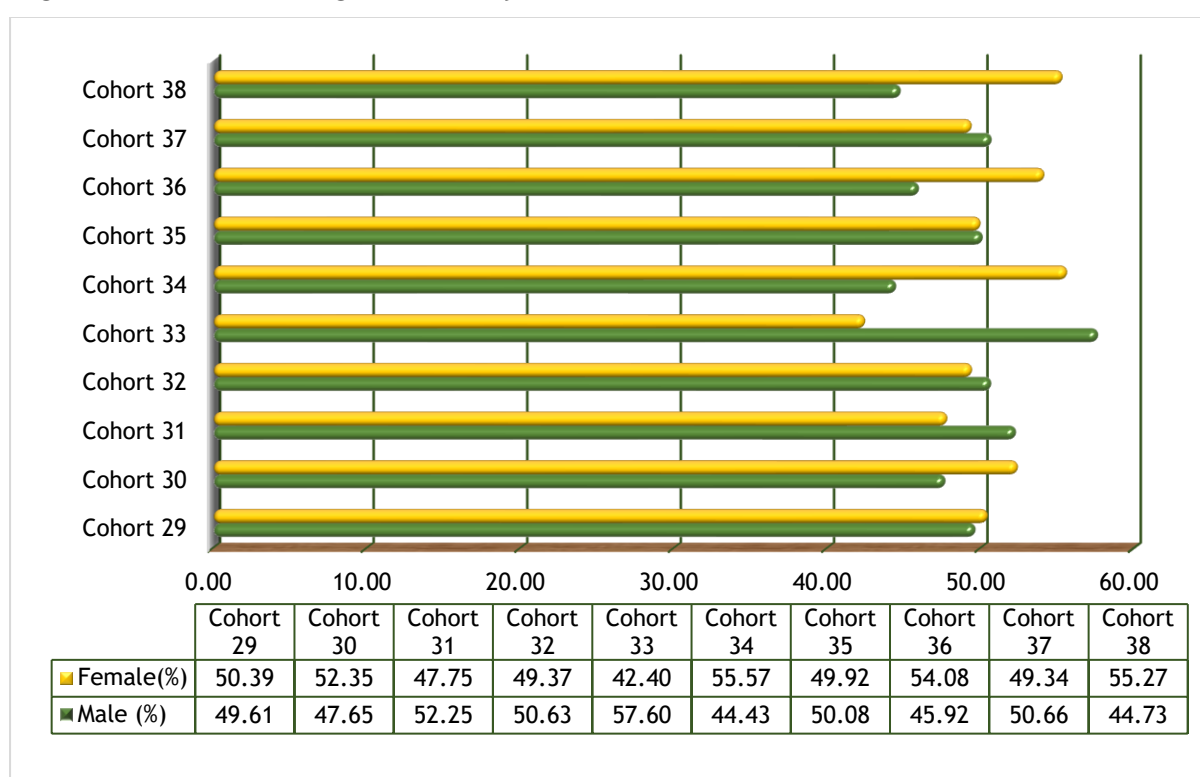
Figure 1: Registration Trend



2.6.2 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 29th, 30th, 34th, 36th and 38th 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 31st, 32nd, 33rd, 35th, and 37th 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



2.7 Examinations

2.7.1 First Sitting, Special and Supplementary Examinations Results

During the reporting period, the LST organized and supervised several exams for 36th and 37th Cohorts and supplementary exams for previous cohorts. Additionally, the LST successfully coordinated the release of examination results for 35th to 37th Cohorts, special and supplementary exams for earlier cohorts. In total, **838** students

passed all components making a total of 9,270 graduates since establishment of the School. The results are presented in Table 6, Table 7 and Table 8.

Table 6: Results for First Sitting, Special and Supplementary Examinations conducted in 35th Cohort

No.	35TH COHORT	NUMBER OF STUDENTS	PERCENT
1	1ST SITTING RESULTS (35th Cohort)		
	Passed all course components	43	7%
	Passed some course components	359	59%
	Required to repeat the program	207	34%
	Total	609	100%
2	SPECIAL EXAM RESULTS (Previous Cohorts)		
	Passed all course components	0	0%
	Passed some course components	7	70%
	Required to repeat the program	3	30%
	Total	10	100%
3	SUPPLEMENTARY EXAMINATION RESULTS (Previous Cohorts)		
	Passed all course components	229	14%
	Passed some course components	1,407	86%
	Total	1,636	100%

Table 7: Results for First Sitting, Special and Supplementary Examinations conducted in 36th Cohort

No.	36TH COHORT	NUMBER OF STUDENTS	PERCENT
1	1ST SITTING RESULTS (36th Cohort)		
	Passed all course components	71	10%
	Passed some course components	470	68%
	Required to repeat the program	155	22%
	Total	696	100%
2	SPECIAL EXAM RESULTS (Previous Cohorts)		
	Passed all course components	0	0%
	Passed some course components	1	17%
	Required to repeat the program	5	83%
	Total	6	100%
3	SUPPLEMENTARY EXAMINATION RESULTS (Previous Cohorts)		
	Passed all course components	213	12%
	Passed some course components	1,548	88%
	Total	1,761	100%

Table 8: Results for First Sitting, Special and Supplementary Examinations conducted in 37th Cohort

No.	37TH COHORT	NUMBER OF STUDENTS	PERCENT
1	1ST SITTING RESULTS (37th Cohort)		
	Passed all course components	48	11%
	Passed some course components	315	70%
	Required to repeat the program	84	19%
	Total	447	100%
2	SPECIAL EXAM RESULTS (Previous Cohorts)		
	Passed all course components	0	0%
	Passed some course components	4	44%
	Required to repeat the program	5	56%
	Total	9	100%
3	SUPPLEMENTARY EXAMINATION RESULTS (Previous Cohorts)		
	Passed all course components	234	13%
	Passed some course components	1,619	87%
		1,853	100%

2.7.2 General Results Overview up to 37th Cohort

The results overview provides a comprehensive assessment of students' progress and since establishment of the School. This comprises supplementary examination results for students spanning from the 1st to 37th cohorts.

In total, **16,998** students across these cohorts were required to sit for exams. Among these, **16,584** students (**98%**) actively participated in the examinations, while **414** students (**2%**) deferred. The data indicate that, among the students who have undertaken examinations, **9,270** students (**56%**) passed all the components and consequently met the qualifications for registration as advocates. An additional **3,851** students (**23%**) passed with some components needing supplementary to meet criteria, while **3,463** students (**21%**) did not achieve a passing grade, as illustrated in **Figure 3** and **Table 9**.

Figure 3: Summary of Students Performance

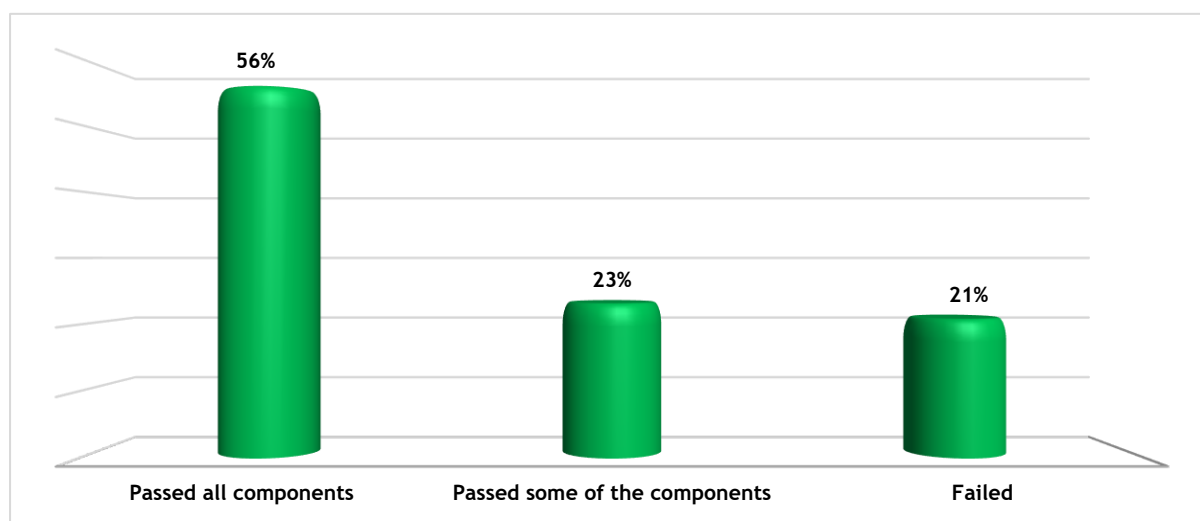


Table 9: Summary of Examination Results up to 37th Cohort

YEAR OF REGISTRATION	COHORT	PASSED ALL COMPONENTS	PASSED SOME OF THE COMPONENTS	FAILED	DEFERMENT	TOTAL REGISTERED
2008	1	197	62	15	14	288
	2	153	45	9	3	210
2009	3	156	30	20	6	212
	4	188	73	41	9	311
	5	124	30	34	7	195
2010	6	148	24	16	4	192
	7	181	31	21	7	240
2011	8	147	17	15	4	183
	9	132	25	11	2	170
	10	189	32	18	7	246
2012	11	178	16	37	9	240
	12	264	29	45	6	344
2013	13	342	23	25	3	393
	14	242	22	7	4	275
2014	15	323	33	28	2	386
	16	364	53	26	7	450
	17	322	42	63	7	434
2015	18	440	47	72	14	573
	19	365	50	114	14	543
	20	364	56	108	18	546
2016	21	392	44	146	14	596
	22	295	72	136	12	515
	23	354	95	113	13	575
2017	24	321	87	172	21	601
	25	265	51	173	11	500
2018	26	432	57	132	14	635

YEAR OF REGISTRATION	COHORT	PASSED ALL COMPONENTS	PASSED SOME OF THE COMPONENTS	FAILED	DEFERMENT	TOTAL REGISTERED
	27	315	99	104	8	526
	28	322	107	182	19	630
2019	29	297	143	180	15	635
	30	400	162	139	21	722
2020	31	263	112	146	13	534
2021	32	281	390	87	34	792
	33	122	248	271	13	654
2022	34	141	385	304	16	846
	35	92	312	213	21	638
2023	36	111	432	156	11	710
	37	48	315	84	11	458
TOTAL		9,270	3,851	3,463	414	16,998

2.8 Clinical Law

This is a field practical placement, conducted during the second semester of the programme for a period of six months. During this period, students are placed to private law firms, courts and quasi-judicial tribunals, legal aid clinics, and Government legal departments with legal sections or legal departments. Clinical Law/Field Placement has the following objectives:

- expose learners to the actual working environment in terms of the operation, development and management of the work place;
- provide opportunity for learners to apply the knowledge gained from the LST;
- expose learners with the latest developments available in the legal sector;
- enable learners to appreciate the work values and legal professional ethics;
- enhance learners' soft skills and creativity; and
- provide opportunity for the private law firms, courts and quasi-judicial bodies, legal aid clinics, and governments departments with legal sections or legal departments to work together with the LST to develop ready-to-practice legal professionals.

The field practical placement is assessed through:

- (a) Clinical Law/Field Placement log book filled by the learner;
- (b) Clinical Law/Field Placement report written by learner;
- (c) Clinical Law/Field Placement provider as an external supervisor;
- (d) Institutional Clinical Law/Field Placement Supervisor as Internal Supervisor;
- (e) Field assessment should be marked on fail or pass; and
- (f) Field placement shall not be used in computation of GPA.

In the financial year 2023/24, a combined total of **1,138** students (comprising **689** from the 36th cohort and **449** from the 37th cohort) were placed in diverse field placements. This figure represents an impressive **97%** of all registered students within these two cohorts (**Table 10** below). The observed difference is attributed to a small number of students who postponed their training.

Table 10: Field Attachment

Cohort	Actual number of registered students	Actual number of students attended field placement	% of achievement (Attended against Target)
36	710	689	97%
37	458	449	98%
Total	1168	1,138	97%

A major challenge encountered during field attachments is the limited number of available placement positions compared to the high demand from students. This issue is primarily due to the overwhelming preference among students for placements in Dar es Salaam, where a greater number of opportunities are available, as shown in illustrated in **Table 11** and **Table 12**.

To address this imbalance, students are strongly encouraged and advised to seek field training opportunities in other regions. This approach aims to reduce the pressure on Dar es Salaam placements and ensure a more equitable distribution of training opportunities across different areas.

Table 11: Percentage of Students Attended First and Second Rotation Field Placement for 36th Cohort per Region

FIRST ROTATION		SECOND ROTATION	
Dar-Es-Salaam	53.99%	Dar-Es-Salaam	62.41%
Arusha	6.82%	Arusha	6.24%
Mwanza	6.24%	Mwanza	5.50%
Morogoro	4.06%	Dodoma	3.42%
Kilimanjaro	3.63%	Morogoro	3.12%
Dodoma	3.63%	Iringa	2.23%
Mbeya	3.19%	Mbeya	1.93%
Mara	2.32%	Mara	1.78%
Iringa	2.32%	Kilimanjaro	1.63%
Kagera	2.18%	Kagera	1.63%
Pwani	1.89%	Geita	1.34%
Shinyanga	1.74%	Pwani	1.19%
Tanga	1.74%	Shinyanga	1.04%
Geita	1.16%	Lindi	1.04%
Singida	0.87%	Mtwara	1.04%
Manyara	0.73%	Ruvuma	0.74%
Lindi	0.58%	Songwe	0.59%
Tabora	0.58%	Singida	0.59%
Rukwa	0.58%	Manyara	0.59%
Mtwara	0.58%	Tanga	0.59%
Njombe	0.44%	Rukwa	0.45%
Songwe	0.29%	Tabora	0.30%
Ruvuma	0.29%	Kigoma	0.30%
Kigoma	0.15%	Njombe	0.30%

Table 12: Percentage of Students Attended First and Second Rotation Field Placement for 37th Cohort per Region

FIRST ROTATION		SECOND ROTATION	
Dar-Es-Salaam	49.78%	Dar-Es-Salaam	58.64%
Arusha	8.00%	Arusha	5.91%
Dodoma	6.67%	Dodoma	5.91%
Mwanza	5.56%	Mwanza	5.00%
Mbeya	4.22%	Mbeya	3.64%
Kilimanjaro	3.78%	Morogoro	2.95%
Morogoro	3.33%	Kilimanjaro	2.50%
Tanga	2.44%	Tanga	2.05%
Pwani	2.22%	Kagera	1.82%
Iringa	2.22%	Iringa	1.82%
Tabora	1.78%	Tabora	1.59%
Kagera	1.78%	Pwani	1.36%
Mara	1.56%	Ruvuma	1.14%

FIRST ROTATION		SECOND ROTATION	
Singida	0.89%	Mara	1.14%
Kigoma	0.89%	Kigoma	0.68%
Ruvuma	0.89%	Njombe	0.68%
Njombe	0.67%	Songwe	0.45%
Katavi	0.67%	Singida	0.45%
Rukwa	0.67%	Geita	0.45%
Shinyanga	0.67%	Shinyanga	0.45%
Manyara	0.44%	Rukwa	0.45%
Songwe	0.44%	Lindi	0.23%
Lindi	0.22%	Simiyu	0.23%
Geita	0.22%	Katavi	0.23%
		Manyara	0.23%

2.9 Legal Aid Services

Due to improvements in teaching methods and field placement training in 2022, students became more actively involved in delivering legal aid services in line with the Legal Aid Act. Between July 2023 and June 2024, a total of **10,303** citizens, comprising **4,927** female and **5,376** males, were provided with legal aid services through local government officers across various regions of the country.

The table further breaks down the types of legal aid services offered and the number of beneficiaries for each area. These include matrimonial issues, land disputes, civil cases, probate matters, criminal cases, commercial cases, and other categories.

Here's a summary of the areas of service:

1. **Matrimonial Matters:** Benefiting 2,493 people (24% of total cases), with a significant number of female (1,711) compared to male (782).
2. **Land Disputes:** Involving 2,407 beneficiaries (23%), with more males (1,566) than females (841).
3. **Civil Cases:** Involving 2,195 individuals (21%), with 1,275 males and 920 females.
4. **Probate Matters:** A total of 1,125 beneficiaries (11%), almost equally distributed between males (579) and females (546).

5. **Criminal Cases:** 941 individuals (9%) received aid, with 507 males and 434 females.
6. **Commercial Cases:** This category involved 347 people (3%), with more males (234) than females (113).
7. **Other Areas:** These involved 795 beneficiaries (8%), including 433 males and 362 females.

The overall number of cases handled, spread across these various legal fields, underscores the impact of the improved teaching and training methods, which have enhanced students' ability to provide effective legal aid services to citizens across the country.

Table 13: Number of Beneficiaries of Legal Aid Service

S/No	AREA OF SERVICE	NUMBER OF BENEFICIARIES			PERCENT
		MALE	FEMALE	TOTAL	
1	Matrimonial	782	1,711	2,493	24%
2	Land	1,566	841	2,407	23%
3	Civil	1,275	920	2,195	21%
4	Probate	579	546	1,125	11%
5	Criminal	507	434	941	9%
6	Commercial	234	113	347	3%
7	Others	433	362	795	8%
JUMLA		5,376	4,927	10,303	

CHAPTER THREE

CERTIFICATE IN PARALEGAL WORKS - NTA 4

3.1 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.

3.2 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.

3.3 Specific Objectives of the Programme

The specific objectives include among other things to:

- i. Help trainees to acquire the competencies designed with the aim of enabling them to work effectively;
- ii. 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;
- iii. Facilitate a greater variety of courses to meet desired needs of the community;
- iv. Implement training needs programs using a wide range of provisions which satisfy the educational criteria for competent technician training;
- v. Make training needs clear and specific, resulting in more efficient utilization of training resources; and

- vi. Facilitate more efficient educational exchange between trainer and trainees.

3.4 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.

3.5 Programme Structure

3.5.1 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.

3.5.2 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

3.5.3 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.

3.6 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 14** below:

Table 14: 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

3.7 Tuition and Other Fees

Law School of Tanzania (Admission, Fees and Conduct of Practical Legal Training), Rules, 2022 provide a fee structure for the Paralegal Programme which is detailed in Table 15 below.

Table 15: Current Fees for Certificate in Paralegal Works-NTA 4

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

3.8 Registration Statistics

In the financial year 2023/24, the LST in coordination with NACTVET, launched the application process for new candidates seeking to join the Certificate in Paralegal Works Programme. The first batch of 15 students was successfully registered and has since graduated, while other registered students undergoing training.

CHAPTER FOUR

CERTIFICATE IN LAW (PARALEGAL STUDIES) - NTA 5

4.1 Introduction

The LST has developed a specialized curriculum for the Technician Certificate in Law (Paralegal Studies) to be implemented in the financial year 2023/24 to address the growing need for legal empowerment and access to justice, especially for marginalized communities. Recognized under the Tanzania Legal Aid Act of 2017, paralegals play a crucial role in advocating for the rights of the poor and underserved, acting as community leaders who help individuals navigate the legal system.

This programme, aligned with the NACTVET, offers career growth from the Basic Certificate in Paralegal Studies-NTA 4 to NTA 5. By focusing on competence-based learning, it equips students with practical skills to meet the demands of the legal sector and address the challenges faced by vulnerable communities.

LST invites stakeholders to support and promote this programme as a key step in enhancing access to justice and strengthening the legal sector by producing skilled paralegals ready to serve the community.

4.2 Programme Philosophy

The philosophy behind the development of this programme is geared towards producing innovative, creative and flexible Paralegals. The philosophy of the programme is based on 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 provide in depth understanding of a variety of legal practice and applications;
- c) To stimulate learners' interest particularly in learning legal applications, motivation in pursuance of further knowledge and imaginative thinking; and

- d) To produce graduates who are ready to enter legal employment and flexibly satisfy the needs of justice sector.

It is, therefore, expected that the graduates from this programme will have aspirations to become efficient and competent legal professionals.

4.3 Specific Objectives of the Programme

The specific objectives include among other things to:

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

4.4 Admission Requirements

NTA level 5 curriculum is a pre-requisite for the Ordinary Diploma (NTA level 6). NTA level 5 is open for:

- a) Holder of Advanced Certificate of Secondary Education Examination (ACSEE) with at least one principal pass and one subsidiary and having at least four passes in form four results, excluding religious subjects.

OR

- b) Holder of a Basic Technician Certificate in Paralegal Studies (NTA Level 4) from the Law School of Tanzania or Basic Technician Certificate (NTA Level

4) in Law, Police Science, Policing and Security Management, Correctional Science, Law Enforcement from any recognized institution.

OR

c) Any other equivalent qualifications recognized by the relevant authority.

4.5 Programme Structure

4.5.1 Overall structure

The programme is in a modular system of learning, and operates under semester structure. This facilitates a large degree of flexibility for the candidates to excel in their development endeavours. It also provides an opportunity to accommodate the desire of learners to follow programs of modules particularly suited to their needs.

The programme consists of 15 modules distributed across two semesters. Semester One includes 15 weeks of classroom instruction, followed by 2 weeks for end-of-semester examinations. Semester Two also comprises 15 weeks of classroom learning, followed by 2 weeks of examinations and an additional 4 weeks of Field Practical Training. In total, the programme spans 34 weeks for full-time students.

4.5.2 Curriculum Overview

The modules in the programme are classified in the following subsections.

4.5.2.1 Fundamental Modules

They provide a range of skills, knowledge and principle appropriate for a graduate in the field of Paralegal Studies as well as for the underpinning and effective study of the main theme of the programme. They also provide a viable foundation for further studies and lifelong learning. In this case the fundamental modules are;

- i. Communication Skills
- ii. Counselling Psychology
- iii. Legal Language
- iv. Records and Case File Management

4.5.2.2 Core Modules

The core modules form the foundation of the programme and focus on developing the primary themes of the curriculum. These modules cover key areas of the discipline, providing students with the in-depth knowledge and skills needed to quickly become effective paralegals in relevant industries. To ensure students understand and appreciate the complexities of real-world legal aid services, these core modules are taught alongside fundamental subjects.

To integrate these modules effectively, LST employs a combination of integrative laboratories, lectures, and assignment work. Additionally, case studies are incorporated to reinforce the main themes of the programme. The core modules include:

- i. Basics of Legal Method
- ii. Paralegalism in Practice
- iii. Civil Procedure
- iv. Fundamentals of Family Law
- v. Criminal Law
- vi. Elements of Law of Evidence
- vii. Adjudicative and Government Systems
- viii. Fundamentals of Criminal Procedure
- ix. Basics of Advocacy Skills
- x. Paralegal Community Engagement
- xi. Field Practical Training

4.6 Assessment

Assessment is an integral part of the learning process and assessment must support and complete the learning strategies in order to achieve the required outcomes. Assessment in particular, must reflect the required progression and be sensitive to the range of key skills developed. The following assessment method and distribution of marks in percentage will be in the implementation of this curriculum.

Table 16: Distribution of Scores 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

4.7 Tuition and Other Fees

The School introduced a dedicated fee structure for the Certificate in Law (Paralegal Studies)-NTA 5 which is detailed in Table 15 above.

Table 17: Current Fees for Certificate in Law (Paralegal Studies)-NTA 5

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

CHAPTER FIVE

ORDINARY DIPLOMA IN LAW (PARALEGAL STUDIES) - NTA 6

5.1 Introduction

The legal sector in Tanzania has undergone significant changes due to advancements in technology, judicial reforms, and regional and global demands. In response, the LST has recognized the need to equip its students with the necessary skills to keep pace with these evolving trends. To address these challenges, LST has developed the Ordinary Diploma in Law (Paralegal Studies) (NTA 6), aligned with the NACTVET framework.

This programme is designed to meet the needs of the legal sector by fostering essential competencies for both government and private sector personnel. By adopting a competence-based, modular curriculum, the programme ensures that students gain practical, adaptable skills required to function effectively in the legal field. The traditional knowledge-based approaches have been replaced by innovative teaching methods, allowing LST graduates to meet the growing demand for competent legal professionals.

5.2 Programme Philosophy

The philosophy behind the development of this programme is geared towards producing innovative, creative and flexible graduates. As such, learners are given opportunity to specialise in the fields of interest. The philosophy of the programme is based on 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, specialities, 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.

It is, therefore, expected that the graduates from this programme will have aspirations to become efficient and competent professionals.

5.3 Specific Objectives of the Programme

The specific objectives include among other things to:

- i. Help trainees to acquire the competencies designed with the aim of enabling them to work effectively;
- ii. 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;
- iii. Facilitate a greater variety of courses to meet desired needs of the community;
- iv. Implement training needs programmes using a wide range of provisions which satisfy the educational criteria for competent technician training;
- v. Make training needs clear and specific, resulting in more efficient utilization of training resources; and
- vi. Facilitate more efficient educational exchange between trainer and trainees.

5.4 Entry Qualifications:

The entry qualification for NTA level 6 shall be Technician Certificate in Law (Paralegal Studies) (NTA Level 5) from the LST.

5.5 Programme Structure

5.5.1 Overall structure

The programme comprises 15 modules that spread over two semesters. Semester One covers 15 weeks of classroom learning followed by 2 weeks for end of semester examinations. Semester Two covers 15 weeks of classroom learning followed by 2 weeks for end of semester examinations and 4 weeks of Field Practical Training.

Therefore, the whole programme has a total of 34 weeks of study for the full-time attendance mode.

5.5.2 Curriculum Overview

The modules in the programme are classified in the following subsections.

5.5.2.1 Fundamental Modules

They provide a range of skills, knowledge and principles appropriate for a graduate in the field of Paralegal as well as for the underpinning and effective study of the main theme of the programme. They also provide a viable foundation for further studies and lifelong learning. In this case the fundamental modules are:

- i. Fundamentals of Administration and Financial Management;
- ii. Basics of Human Resource Management;
- iii. Fundamentals of Legal Research; and
- iv. Life Skills.

5.5.2.2 Core Modules

Modules associated with the core studies provide the development of the main theme of the programme. They broadly represent the main areas of activity in the respective disciplines, and the in-depth treatment of them will enable graduate to rapidly become effective paralegals in the industries associated with the discipline. These modules are taught with fundamental ones so as to enable students gain and appreciate the nature and complexities of real paralegal works. In order to achieve an integration of these modules there will be considerable use of mode of role-play, simulations, lectures and assignment work. In addition, case studies will be used in the modules and for providing the development of the main theme of the programme. In this case the Core modules include are:

- i. Fundamentals of Law of Contract;
- ii. Community Education;
- iii. Paralegal Ethics and Conduct;
- iv. Basics of Labour Law Administration and Dispute Resolution;
- v. Basics of Land Law Administration and Dispute Settlement;
- vi. Advocacy skills;
- vii. Legal Drafting;

- viii. Basics of Human Rights Law; and
- ix. Field Practical Training.

5.6 Assessment

Assessment is an integral part of the learning process and it must support and complete the learning strategies in order to achieve the required outcomes. Assessment in particular, must reflect the required progression and be sensitive to the range of key skills developed. The following assessment method and distribution of marks in percentage will be in the implementation of this curriculum.

Table 18: Distribution of Scores 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

5.7 Tuition and Other Fees

The School introduced a dedicated fee structure for the Certificate in Law (Paralegal Studies)-NTA 5 which is detailed in **Table 19** below.

Table 19: Current Fees for Ordinary Diploma in Law (Paralegal Studies)-NTA 6

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

CHAPTER SIX

LIBRARY AND INFORMATION SERVICES

6.1 Library

The LST 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.

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.

6.2 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.

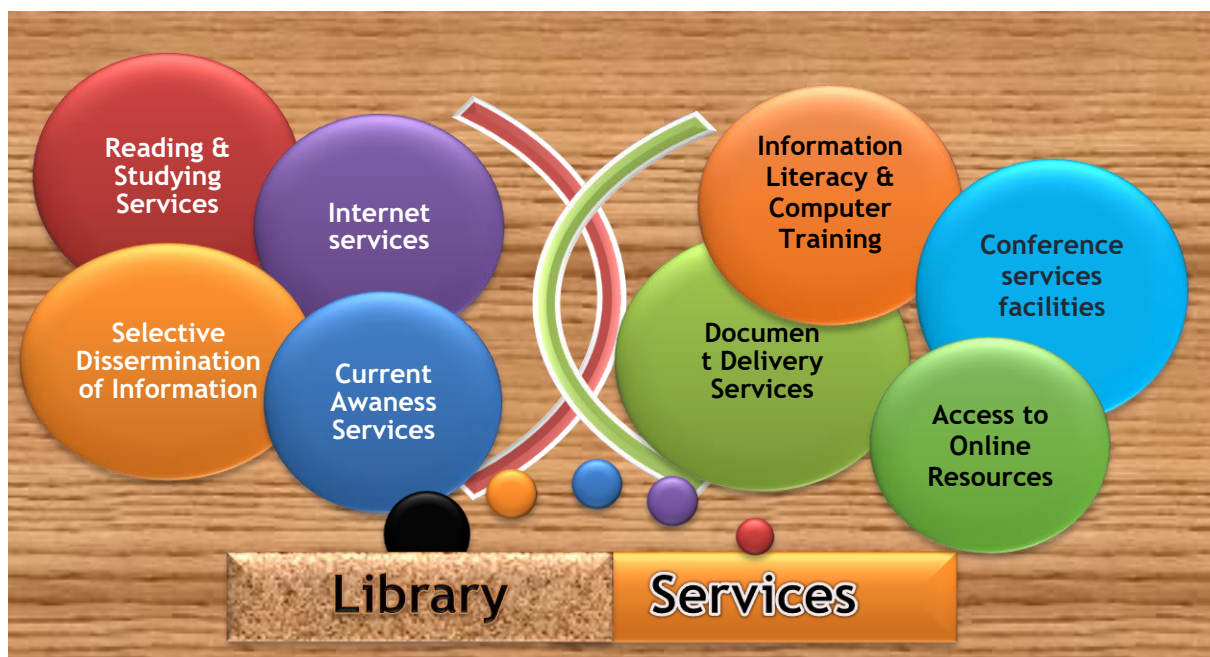
With a strong focus on providing excellent service, the library endeavors to create a conducive learning environment for all users. Looking ahead, the LST Library's future

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 **8,418** 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 4: Library and Information Services



CHAPTER SEVEN

STUDENTS WELFARE SERVICES AND COOPERATION

7.1 Students Welfare Services

The LST recognizes the vital importance of student welfare services in supporting students to achieve their academic goals. Committed to fostering a conducive learning environment, the institution offers various forms of support and assistance, as outlined below.

Guidance and counseling services are provided through interactive seminars, covering a wide range of topics such as Reproductive Health, HIV/AIDS, Non-Communicable Disease Prevention, Mental Health, and the importance of Self-Care. In addition to group seminars, students also have access to individual counseling sessions for more personalized support.

The school also **supports a student organization** known as the Tanzania Students' Bar Association (TASBA), which acts as a liaison between the School's Management and the student body. The institution actively oversees and assists TASBA to ensure its effective operation, including facilitating leadership elections for both the 37th and 38th cohorts. The elected leaders for the 37th cohort include the Vice President, Deputy General Secretary, and Deputy Treasurer, while the 36th cohort saw the election of a President, Vice President, General Secretary, and Treasurer. To further empower TASBA leaders, the school provided them with two leadership seminars aimed at enhancing their leadership skills.

In addition, the Law School emphasizes the importance of **sports and physical activities** as an integral part of student life. Students are encouraged to participate in physical exercises and engage in friendly football matches, promoting well-being alongside their academic pursuits.

7.2 Cooperation with Other Institutions

The LST is dedicated to fostering voluntary engagement in social welfare, environmental consciousness, and building trust-based relationships with a wide

range of partners. This commitment enhances LST's competitiveness and contributes to the creation of balanced social and economic development, ultimately benefiting the broader community. Over the years, LST has built strong partnerships with numerous stakeholders and organizations across the country, recognizing that collaboration is essential for achieving its diverse goals. This requires forging solid connections and maintaining close cooperation with various entities.

One notable partnership is with the **Institute of Judicial Administration (IJA)**. This collaboration encompasses a range of activities, including research, consultancy, publications, advisory services, networking, resource utilization, and training. It not only strengthens training capabilities but also contributes to the development of the legal sector and the wider community.

Another significant collaboration is with the **Law Development Centre (LDC)** in Kampala, Uganda. This partnership has led to ongoing cooperation between the institutions, offering opportunities for networking, joint research, consultancy, publications, and training. It also plays a key role in enhancing branding within the East African Community's network of law institutes.

LST has also developed a fruitful partnership with the **African Court on Human and Peoples' Rights**. This collaboration focuses on research, training, seminars, and workshops related to regional human rights protection for candidate attorneys. It also includes staff exchange programs aimed at capacity building. The partnership provides valuable exposure for candidate attorneys in legal aid and human rights advocacy, strengthening both their expertise and School's reputation.

Furthermore, LST collaborates with the **Law School of Zanzibar**, focusing on experience sharing, research, consultancy, publications, training, networking, and resource utilization.

LST has also partnered with the **Financial Intelligence Unit (FIU)**, where the main focus is on joint training and capacity building. This collaboration helps in the professional development of personnel in both institutions and other stakeholders.

Additionally, LST has a strong collaboration with the **Tanganyika Law Society (TLS)**, the Bar association of Tanzania mainland. The partnership focuses on joint research, publications, training, networking, resource utilization, and short courses. Benefits

include joint legal aid services, training programs, field placements, and capacity-building initiatives for LST staff.

Another important collaboration is with the **Tanzania Women Lawyers Association (TAWLA)**. This partnership includes joint research, consultancy, publications, and legal aid services. The collaboration supports joint field training and the provision of legal aid services.

LST also partners with the **Tanzania Network of Legal Aid Providers (TANLAP)**. This cooperation focuses on research, consultancy, publications, training, networking, and resource sharing. Benefits include collaboration in legal aid services and short- and long-term training programs.

Finally, LST has established a partnership with the **University of the Prosecutor's Office of the Russian Federation**. This collaboration supports research, consultancy, publications, training, networking, and resource utilization, expanding School's international cooperation efforts.

LST also participates in community events like Law Week, Legal Aid Week, and Workers' Day, underscoring its commitment to both the legal sector and the broader community.

CHAPTER EIGHT

FINANCIAL RESOURCES

8.1 Introduction

The LST 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.

8.2 Revenue Analysis

In the financial year 2023/24, the LST had an approved budget totalling Tsh.7,085,083,104.00, covering both recurrent and development expenditure. The actual revenue generated during the same financial year amounted to Tsh.6,237,887,196.00, equivalent to 88% of the budget estimates.

Table 20: Revenue Analysis

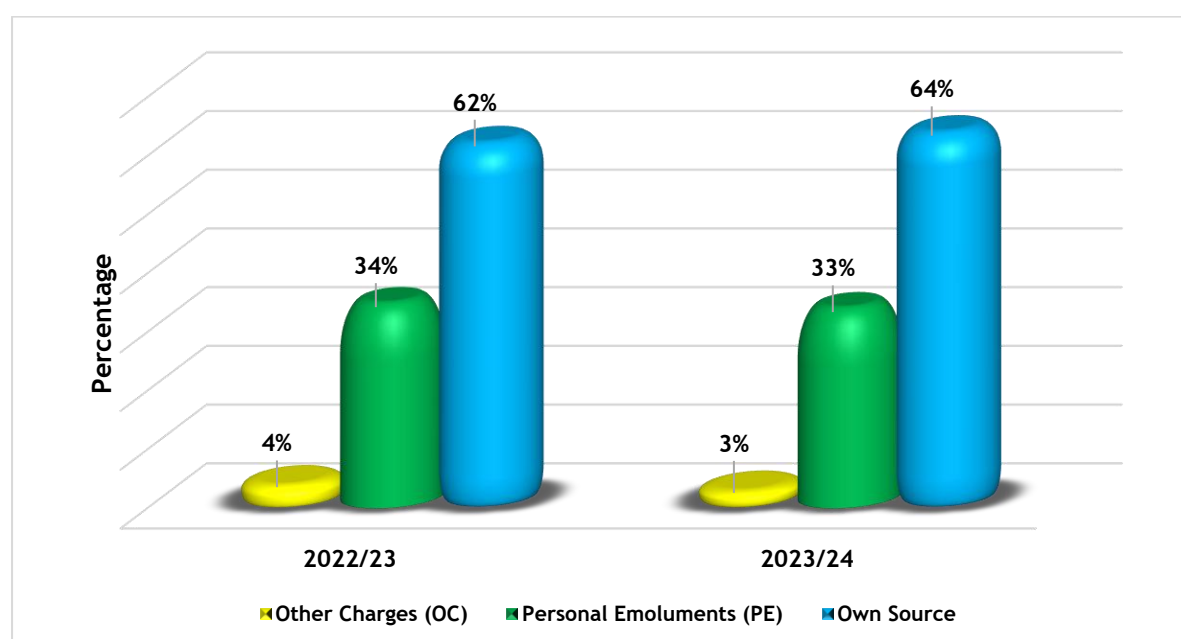
SOURCE OF FUND		FINANCIAL YEAR				Variance in % (Previous actual against current year actual)
		2022/23	2023/24	2022/23	2023/24	
		Actual Revenue		% source to the TR		
Contribution from Government	Other Charges (OC)	201,932,898	169,259,827	4%	3%	-16
	Personal Emoluments (PE)	1,863,940,744	2,064,829,967	34%	33%	11
	Sub Total	2,065,873,642	2,234,089,794	38%	36%	8
Internal Revenue	Own Source	3,348,148,755	4,003,797,402	62%	64%	20
	Sub Total	3,348,148,755	4,003,797,402	62%	64%	20
Total Revenue (TR)		5,414,022,397	6,237,887,196	100%	100%	15

As per the data in **Table 20** above, the total revenue for the Financial Year 2023/24 exhibited a noteworthy **15%** increase compared to the preceding financial year. This increase in revenue is visually represented in **Figure 5**. In the financial year 2023/24,

the primary source of revenue was internal sources, contributing **64%** of the total revenue. Notably, the revenue collected from internal sources in the financial year 2023/24 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 **36%** of the total revenue in the financial year 2023/24. Government grants for Other Charges for this financial year experienced a **16%** decrease in comparison to the corresponding source of revenue in the previous financial year.

Figure 5: Percent of the Contributions of the Sources of Revenue to the Total Revenue



8.3 Expenditure Performance

In the financial year 2023/24, the total actual expenditure amounted to **Tsh.6,202,816,865.00**, which equated to **88%** of the budget. As illustrated in **Table 21**, the overall expenditure experienced a notable **13%** increase in comparison to the expenditure performance in the previous financial year (2022/23).

Table 21: Comparison of Expenditure Performance

ITEMS	SOURCE OF FUND	ACTUAL EXPENDITURE (TSH)		VARIANCE (PREVIOUS ACTUAL AGAINST CURRENT ACTUAL EXPENDITURE)
		2022/23	2023/24	
Personal Emoluments (PE)	Government Subvention	1,868,694,143	2,064,829,967	10.5
	LST internal fund	-	-	-
Sub Total		1,868,694,143	2,064,829,967	10.5
Other Charges (OC)	Government Subvention	197,179,500	169,259,827	(14.2)
	LST internal fund	3,333,400,174	3,697,755,915	10.9
Sub Total		3,530,579,674	3,867,015,742	9.5
Development	Government Subvention	-	-	
	LST internal fund	75,796,881	270,971,156	257.5
Sub Total		75,796,881	270,971,156	257.5
Grand		5,475,070,698	6,202,816,865	13.3

CHAPTER NINE

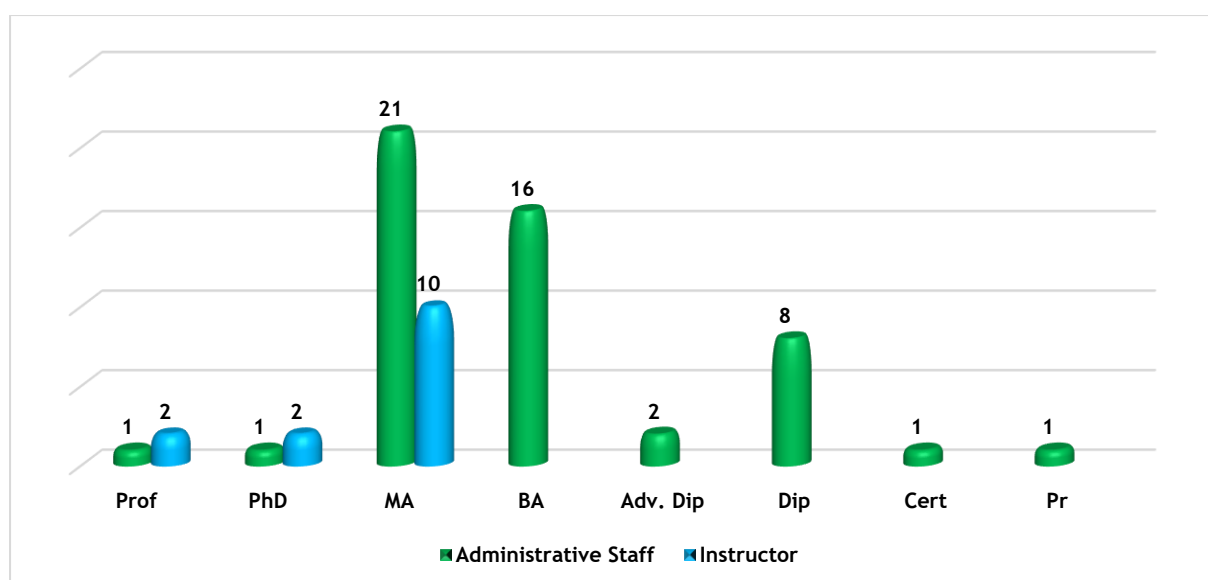
HUMAN RESOURCES FOR THE YEAR 2023/24

9.1 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 2023/24, LST had **65** employees, representing a **14%** increase compared to the preceding financial year (2022/23) when there were **57** employees.

Figure 6 below presents an overview of staff distribution at LST based on academic qualifications and cadre. The data shows that the institution has a significant number of employees with master degrees (31), followed by those with bachelor degrees (16). Additionally, six staff members hold PhDs, three of whom are Associate Professors. There are also two employees with Advanced Diplomas, eight with Diplomas, one with a Certificate, and one who completed primary education. Notably, administrative staff outnumber instructors at all education levels, with the exception of Professors and PhD holders.

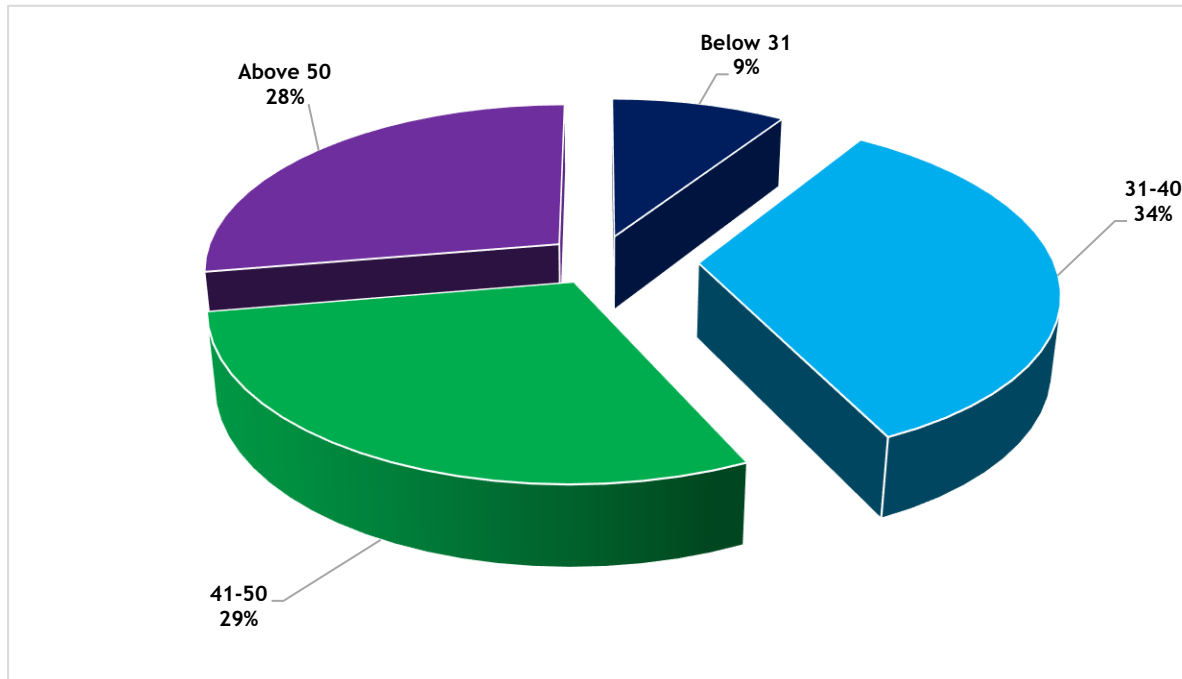
Figure 6: Distribution of Staff by Academic Level and Cadre



Additionally, when analysing the age distribution of LST employees, the workforce is divided into following age groups: **9%** were below the age of 31, **34%** of employees

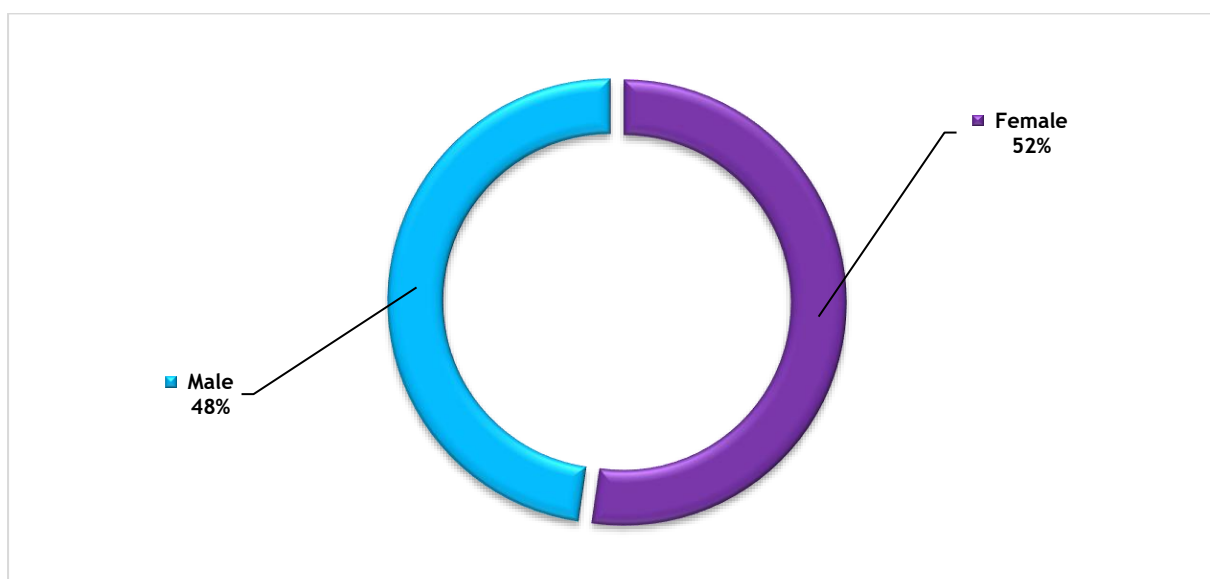
were aged between 31 and 40, **29%** fell within the age of 41 to 50, and **28%** were above the age of 50, as visually depicted in **Figure 7** below.

Figure 7: Distribution of Employees by Age



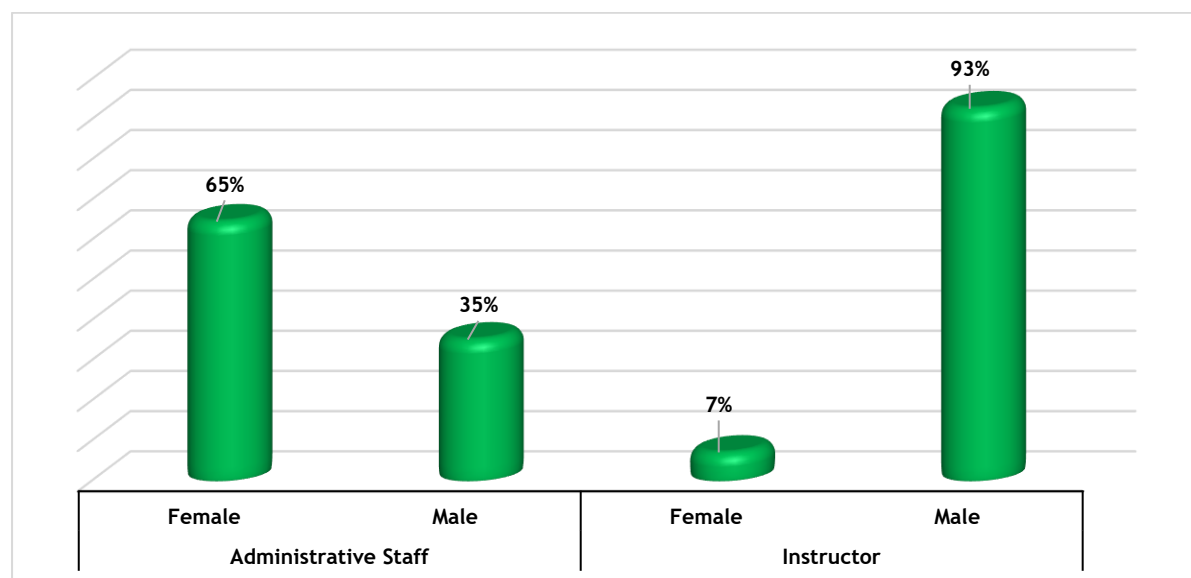
In terms of gender distribution among employees, **Figure 8** below reveals that LST's workforce comprised a higher percentage of female employees, accounting for **52%** of all employees, while male constituted **48%** of the total workforce.

Figure 8: Distribution of Employees by Gender



However, it's important to note that the number of female instructors was notably smaller in comparison to the administrative staff. **Figure 9** below illustrates this disparity, indicating that LST had **7%** female employees and **93%** male employees within the instructors category. This situation contrasts with the administrative staff category, where the number of female administrative staff surpassed that of males, with a distribution of **65%** female employees and **35%** male employees.

Figure 9: Distribution of Employees by Gender and Cadre



9.2 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, Medical 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 TEN

THE SCHOOL LEADERSHIP FOR THE YEAR 2023/24

10.1 The Governing Board

The Governing Board serves as the highest authority within the LST, bearing ultimate responsibility for the institution. The Board delegates the day-to-day management of activities to the Principal. However, as of June 2024, it's important to note that the Board was chaired by Hon. Ambassador Prof. Kennedy Gastorn, former Deputy Attorney General. Currently, the position is chaired by Mr. Samwel Maneno, Deputy Attorney General.

10.2 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.

Table 22: Members of the Governing Board Served in the Year 2023/24

S/N	NAME	ORGANIZATION	POSITION	SERVICE PERIOD TO JUNE 2024
1.	Hon. Ambassador Prof. Kennedy Gastorn	Office of the Attorney General	Chairperson	03/09/2023-30/06/2024
2.	Hon. Judge Dr. Evaristo Longopa	Office of the Attorney General	Chairperson	01/07/2018-03/09/2023
3.	Prof. Hamudi Majamba	University of Dar es Salaam	Member	01/07/2016-30/06/2024
4.	Hon. Judge Wilbert M.Chuma	Court of Appeal	Member	01/07/2021-03/09/2023
5.	Hon. Judge Aisha Ally Sinda	Representative of members of the TLS	Member	01/02/2016-03/09/2023

S/N	NAME	ORGANIZATION	POSITION	SERVICE PERIOD TO JUNE 2024
6.	Ms. Scholastica Jullu	NGOs	Member	01/02/2016-30/06/2024
7.	Mr. Harold Sungusia	Tanganyika Law of Society	Member	01/10/2023-30/06/2024
8.	Mr. Gidion Jumanne Mitekaro	Students' Representative	Member	01/01/2023-31/12/2023
9.	Mr. Ngalula Ngelela	Students' Representative	Member	01/01/2024-30/06/2024
10.	Prof. Sist Mramba	Law School of Tanzania	Secretary	01/06/2023-30/06/2024

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.

10.3 The Principal

The Principal of the LST 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 2024, the position was previously held in an acting capacity by Prof. Sist J. Mramba, who has now been appointed as the Principal. The Principal is assisted by two Deputy Principals namely: Deputy Principal-Training, Research and Consultancy and Deputy Principal-Planning, Finance and Administration.

10.4 Deputy Principal-Training, Research and Consultancy

The Deputy Principal for Training, Research and Consultancy is appointed by the Governing Board. The DP-TRC 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 is currently being acted by Dr. Julius C. Mashamba.

10.5 Deputy Principal- Planning, Finance & Administration

The Deputy Principal for Planning, Finance, and Administration 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. The position is held by Prof. Ambrose T. Kessy.

10.6 Heads of Departments and Units

The LST is led by a team of highly qualified and experienced professionals who serve as Heads of Departments/Units, each playing a crucial role in advancing the LST's mission. These department/unit heads are responsible for overseeing key areas of training and administrative operations, ensuring that the School delivers high-quality practical legal training that prepare future legal professionals. Their leadership and expertise contribute significantly to the development and implementation of policies and programs that align with the LST's vision.

Table 23: Directors, Managers and Heads of Units

S/NO	NAME	DIRECTORATE/UNIT	DESIGNATION
1.	Mr. Kisakisa Kiwara	Practical Legal Training	Ag. Director of Practical Legal Training Directorate
2.	Mr. Hilary Lubengo	Practical Legal Training Support Services Directorate	Ag. Director of Practical Legal Training Support Services Directorate
3.	Ms. Belinda Mollel	Legal Services Unit	Head of Legal Services Unit
4.	Mr. Khery Sanga	Legal Practicum Unit	Manager of Legal Practicum Unit
5.	Ms. Aziel E. Mtera	Students' Support Services	Dean of Students' Support Services
6.	Dr. Asifiwe Kyando	Internal Audit Unit	Chief Internal Auditor
7.	Mr. Wilfred Luyangi	Finance and Planning Unit	Manager of Finance and Planning Unit
8.	Ms. Riadha Ndossi	Procurement Management Unit	Head of Procurement and Management Unit
9.	Mr. Aristarik Maro	Library Services Unit	Manager of Library Services Unit
10.	Ms. Benadeta Mwaikambo	Human Resources Management and Administration Unit	Manager of Human Resources Management and Administration Unit
11.	Ms. Faith Ntukamazina	Information and Communication Technology Unit	Head of Information and Communication Technology Unit
12.	Ms. Fatuma Salum	Communication and Marketing Unit	Senior Information Education and Communication Officer



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