

THE OPEN UNIVERSITY OF TANZANIA



FACTS AND FIGURES 2009/2010

The Directorate of Planning and Development

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FOREWORD

The six edition of the Facts and Figures Booklet contains the most authoritative and comprehensive statistical information of the Open University of Tanzania. This information is extremely crucial in feeding the OUT management with vital inputs which facilitates strategic planning, coordination, implementation, and evaluation of various activities. This book also provides valuable information to key stakeholders who are engaged in learning, delivery and advancement of higher education in Tanzania and elsewhere in the world.

In preparing this edition, we have carefully revised the previous one and added some new sections. For the first time, we have introduced sections on the sources of revenues (i.e., internal and donor funds) and expenditures. Otherwise, we continue to publish enrolment figures for non-degree, undergraduate and postgraduate programmes disaggregated by gender and regional centres. We also provide information on the number of graduates in each programme and year of graduation as well as staff position and recruitment.

Clearly, judging from enrolments figures, The Open University of Tanzania remains one of the largest Higher Learning Institution in Tanzania. It is particularly gratifying to note the rapid growth in student enrolment which has necessitated the need to increase both the number and quality of academic, administrative and technical staff as evidenced by the various tables and figures presented herein. In an effort to strengthen the quality of the programmes, the OUT has recently launched a Quality Control and Assurance department and the Directorate of Examination Syndicate.

It is my sincere hope that the information contained in this booklet will provide a useful and clear roadmap in guiding staff, students, potential applicants as well as other stakeholders for various purposes. Last but not least, the OUT would like to underscore that every effort has been taken on board to ensure that the information presented herein at the time when this booklet went to press was accurate and remains so. The OUT, however, welcomes opinions and suggestions to enrich the contents of this booklet

Prof. Tolly S.A. Mbwette
Vice Chancellor

Dar es Salaam
June, 2010

EXECUTIVE SUMMARY

The OUT operates through a network of twenty three Regional Centers and six Coordinating Centres spread throughout the United Republic of Tanzania and beyond. Our ambition is to become one of the leading world-class universities in the delivery of affordable quality education through open and distance learning, dynamic knowledge generation and application.

Over the last fifteen years, about 40% of enrolled students have been studying the degree in education; 17% in law; 15% in business management; 7% in Arts and Social Sciences; and 7% in pure sciences. Over 60% of undergraduate students at the OUT are studying for degrees in three major fields: Education, Law and Business Management.

More than 30 % of enrolled students come from the following regions: Arusha, Dodoma, Iringa, Kilimanjaro, Mbeya, Morogoro, Mwanza, and Tanga. Of these nine regions, each of which has a cumulative enrolment of more than 1000 students since 1994, Arusha has the highest cumulative enrolment followed by Kilimanjaro. In short, ten regional centres (i.e., Dar es Salaam and nine regions mentioned earlier) recruit more than 70% of undergraduate students.

In general, the faculty of education has the highest number of female undergraduate students, followed by the faculty of arts and social sciences. The faculty of law has the lowest ratio. Although the proportion of female student in annual total enrolment has always been below 30%, it has, nevertheless, increased over the years albeit gradually. Just like in the degree programmes, no more than 40% of female students are admitted into non-degree programmes.

In the overall, however, education programmes have the largest concentration of postgraduate population. Out of three education programmes (PGDE, M.Dist.Ed and M.Ed) currently on offer, PGDE is the most popular compared to the others. Science programmes have the lowest annual student enrolment.

Over the last six years, the OUT has mobilized funds from various donors in its endeavour to implement different programmes. Although the accumulated fund in the year 2005 was less than a half of that mobilized in the year 2004, the overall trend indicates an upward path even when the rate of inflation is taken account. Compared to 2005, donor funds almost quadrupled in 2006, it increased more than twenty times in 2007, and more than seventy times in 2009.

ACKNOWLEDGMENT

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

I would like to extend my profound gratitude to the Directorate of Planning and Development for its tireless effort in coordinating the preparation and publication of this booklet. I thank the Open University of Tanzania statistician for collecting the data from various faculties and units within the University.

I wish to thank Deans of faculties, Directors of Institutes / Directorates and the Admission Office for their unqualified support and cooperation in providing relevant inputs. Without their support, this work would not have been completed. I commend the Editor for the good editorial work and ensuring that the text is of high professional standard. The office of Director of Communications and Marketing is thanked for typesetting and printing the booklet. Lastly, to all staff who in one way or another have enormously contributed to the development of this product, however, due to limitation of space, their departments/sections are not mentioned here. I thank all of you!

Prof. Lughano Kusiluka
Deputy Vice Chancellor (Resources Management)

Dar es Salaam
June, 2010

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ABBREVIATIONS

OUT	Open University of Tanzania
BA (Gen.)	Bachelor of Arts (General)
B.A. (Ed.)	Bachelor of Arts (Education)
B.A. (SW)	Bachelor of Arts (Social Work)
B.A. (Soc.)	Bachelor of Arts (Sociology)
B.A.T	Bachelor of Arts (Tourism)
B.A.J	Bachelor of Arts (Journalism)
B.A.(Mass Com.)	Bachelor of Arts (Mass Communication)
B. Ed.	Bachelor of Education
B. Ed. (SE)	Bachelor of Education (Special Education)
B.Com.(Gen.)	Bachelor of Commerce (General)
B.Com (Ed.)	Bachelor of Commerce (Education)
BBA (Gen.)	Bachelor of Business Administration (General)
BBA (Ed.)	Bachelor of Business Administration (Education)
LL.B	Bachelor of Law
B.Sc.(Gen.)	Bachelor of Science (General)
B.Sc. (Ed.)	Bachelor of Science (Education)
B.Sc. (ICT)	Bachelor of Science (Information and Communication Technology)
B.Sc.(ES)	Bachelor of Science (Environmental Studies)
PGDE	Postgraduate Diploma in Education
PGDL	Postgraduate Diploma in Law
MA (SW)	Master of Arts (Social Work)
MA	Master of Arts
M.Ed	Master of Education
M.Dist.Ed	Master in Distance Education
M.Sc	Master of Science
M.Sc. (CED)	Master of Science in Community Education Development
M.CED	Masters in Community Education Development
LL.M	Master of Law
LL.M IT & T	Master of Law in Information Technology and Telecommunication
Ph.D	Doctor of Philosophy
CPPH	Certificate in Poultry Production and Health
DPPH	Diploma in Poultry Production and Health
CCDE	Certificate Course in Distance Education
CYP-Dip.	Diploma in Commonwealth Youth Programme
ODDEOL	Diploma in Distance Education and Open Learning
OFC	Certificate in Foundation Course
CPTE	Certificate in Primary Teachers Education
DPTE	Diploma in Primary Teachers Education
Hon. Degree	Honorary Degree
FASS	Faculty of Arts and Social Sciences
FED	Faculty of Education
FBM	Faculty of Business Management
FLW	Faculty of Law
FSTES	Faculty of Science, Technology and Environmental Studies
DRPC	Directorate of Research, Publications and Consultancy
U.S.A	United States of America
F	Female
M	Male
T	Total

1.1 Undergraduate Enrolment

The undergraduate programmes are the blood vessels in the heart of the OUT's operation. The OUT attracts students from the highly heterogeneous groups of applicants across the country and beyond. Indeed, the OUT admission policy accords priority on academic merits, and in any case, it does not discriminate students on the basis of gender, colour, race, religion, nationality, partisanship in politics, sexual orientation or physical disabilities.

The enrolment of undergraduate students has witnessed a volatile trend over the past 15 years. Table 1 shows that between 1994 and 1996, students' enrolment rose by 43.7% after which it dropped drastically from 1101 to 755 between 1996 and 1997 respectively. Moreover, from 1997 until the late 1990s, enrolment continued to fall gradually before rebounding slightly in the year 2000.

A cursory glance at Table 1 suggests that the introduction of an LLB programme in 1995 contributed significantly to the rapid growth of undergraduate enrolment up to 1996. Indeed, the enrolment trajectory of the undergraduate programme from the mid 1990s appears to have been largely manipulated by students who opted for the LLB programme. Subsequently, it is not implausible to argue that a fall in enrolment in the LLB program between 1997 and 1999 was undoubtedly manifested in the overall lower enrolment during the late 1990s.

Interestingly, it is striking once again to note that the upsurge in enrolment during the post 2000s is a typical reflection of admitted students into the LLB programme. In particular, the admission into the LLB programme jumped quickly from 252 to 360 between 2000 and 2001; an increase of 40%. Accordingly, total enrolment into the undergraduate programme also climbed considerably by 79% during the same period. The enrolment trend, however, recorded a sudden drop 2002 although it was quickly reversed in 2003, in which it grew by 16% following the introduction of BBA programme.

The year 2005 saw the sharpest increase in undergraduate enrolment following the introduction of two programmes: BA (Tourism) and B.Ed (Special Education). Specifically, total enrolment peaked up remarkably from 1920 to 2692 during the years 2004 and 2005; an increase of about 40%. Thereafter, in the year 2006, it went up slightly by 28% despite the introduction of three programmes, viz: BSc (ICT), BA (Social Works) and BA (Sociology). It then increased by 68%; from 3467 to 5668 between 2006 and 2007 before plummeting precipitously to 2565 during the 2007/08 academic year; the lowest ever enrolment to be recorded during the 2000s.

A number of reasons could be advanced to account for lower enrolment during the academic year 2007/08. First, multiple admission process was introduced for the first time in the calendar year 2007. Hitherto, admission process was carried out once in January. This implies that the depth and breadth of enrolment catchment's pool for 2007/08 academic year was not only shallow but also it was narrowed by students who got admission in January 2007. The second reason could be connected to the rivalries from other universities which offer degree programmes in 3 years, whereas the OUT programmes take a little bit longer to complete.

1.1.1 Enrolment at Undergraduate level by Gender

Figure 1 uses data from Table 1 to illustrate the trend in admission by gender for the last 15 years. It is clear from Figure 1 that female enrolment is constantly below male counterpart.

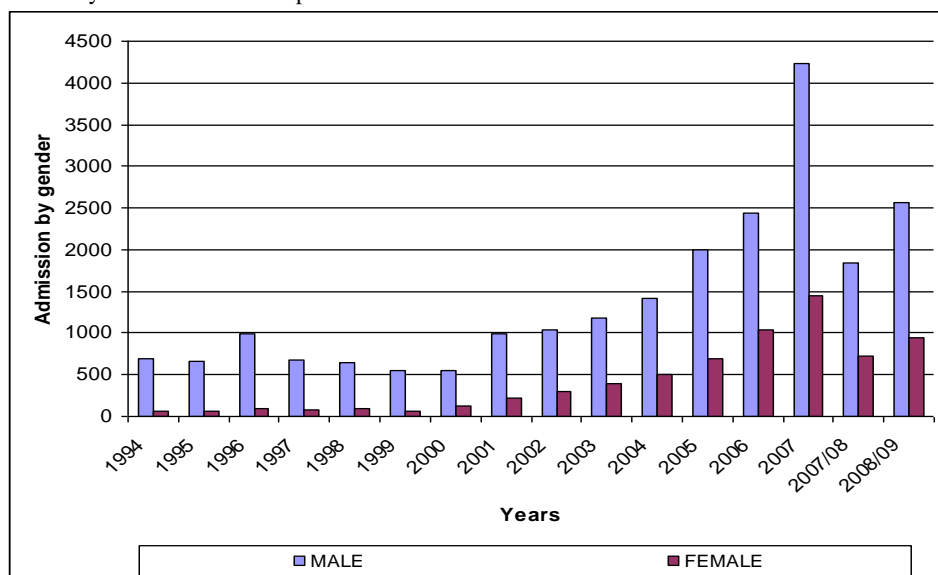


Figure 1: Admission by Gender

It is curious, albeit, to note that female enrolment always tends to mimic male enrolment. Statistically speaking, such a co-movement is a replica of the population on which the sample is drawn. In other words, if the population has more male applicants than female; and assuming that each applicant has an equal chance of being selected, then the plot presented in Figure 1 is inevitable. Figure 1, nonetheless, conceals remarkable differences which are overtly pronounced at programme levels. In particular, at the disaggregate level, it seems that the following programmes are the most popular to both male and female students: LLB, BA (Ed), B.Com, BA (Gen).

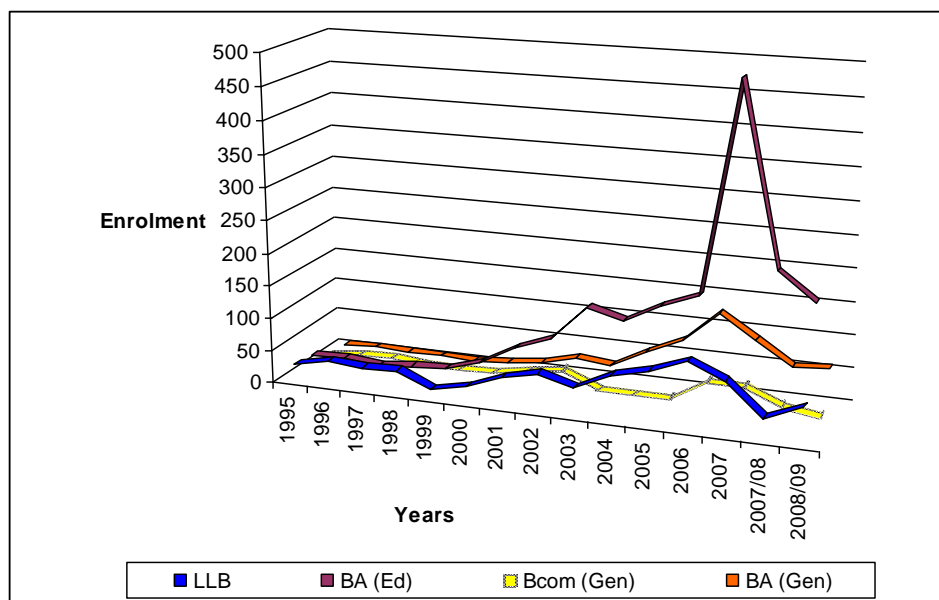


Figure 2: Female Admission into the selected undergraduate Programmes

Figure 2 depicts female enrolment in the selected programme that appeared to attract more students than others. It is clear from Figure 2 that both LLB and BA (Ed) programmes attracted roughly equal female students up to the year 1999. This trend, was however, considerably altered beginning the year 2000, where more female students were admitted in the BA (Ed) than in the LLB programme. The reason for this expansion could be linked to the impact of Education Sector Development Programme (ESDP) in which Primary Education Development Programme (PEDP) and Secondary Education Development Programme (SEDP) occupied top priorities in the overall programme implementation. Part of the programme execution was geared towards enhancing capacity building in which teachers were required to pursue further training under the sponsorship of the Ministry of Education and Vocational Training (MoEVT). Inexorably, it is not irrational to argue that the impacts of such reform were reflected in the enrolment expansion at the OUT.

Table 2 gives the percentage of female students in various undergraduate programmes from the year 1994 up to 2008/09. The first thing worth noting is that the average female enrolment for all undergraduate programmes remains well below a quarter of the total enrolment over the last 15 years. It is, however, intriguing to spot that between 1994 and 2006, more female students joined in programmes that contain education component. Some of the reasons for this enrolment trend have been elucidated in the earlier paragraphs—in particular, the role of PEDP and SEDP cannot be overemphasized. This trend was overturned in 2006 whereby more female students choose to pursue BA (Social Works) and BA (Sociology) and consistently maintained the same path for academic year 2007, 2007/08 and 2008/09. In the meantime, the lowest percentage of female was registered in B.Com programme.

All in all, during the last fifteen years, about 40% of enrolled students have been studying the degree in education; 17% have been enrolled in LLB programme; about 15% in business management; 7% in Arts and Social Sciences; and 7% in pure sciences. Strictly speaking, over 60% of undergraduate students at the OUT are studying for degrees in three major fields: Education, Law and Business Management.

Table 1: Admission into Undergraduate Programmes

Programme	1994			1995			1996			1997			1998		
	Male	female	Total	Male	Female	Total	Male	female	Total	Male	female	Total	Male	female	Total
B.A.(Gen.)	173	15	188	47	4	51	54	7	61	45	5	50	50	5	55
B.A.(Ed.)	318	41	359	104	23	127	167	25	192	115	18	133	112	24	136
B.Com.(Gen.)	184	11	195	90	5	95	149	12	161	92	13	105	80	8	88
B.Com.(Ed.)	24	0	24	17	0	17	32	7	39	16	2	18	20	3	23
B. Ed.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LL.B	0	0	0	329	26	355	445	36	481	300	33	333	260	35	295
B.Sc.(Gen.)	0	0	0	30	2	32	67	7	74	63	7	70	77	10	87
B.Sc.(Ed.)	0	0	0	51	10	61	85	8	93	38	8	46	49	14	63
BBA (Gen.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BBA (Ed.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B.A.T	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B.Sc.(ICT)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B. Ed. (SE)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B.A.(SW)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B.A.(Soc.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B.A.J	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B.A.(Mass Com.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B.Sc.(ES)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	699	67	766	668	70	738	999	102	1101	669	86	755	648	99	747

Table 1 Continues

Programme	1999			2000			2001			2002			2003		
	Male	female	Total	Male	Female	Total	Male	female	Total	Male	female	Total	Male	female	Total
B.A.(Gen.)	39	3	42	35	8	43	48	14	62	56	28	84	77	21	98
B.A.(Ed.)	128	27	155	104	43	147	205	73	278	234	92	326	296	146	442
B.Com.(Gen.)	76	6	82	46	9	55	91	17	108	126	25	151	0	0	0
B.Com.(Ed.)	21	1	22	1	1	2	14	7	21	19	8	27	0	0	0
B. Ed.	0	0	0	0	0	0	106	37	143	139	52	191	195	99	294
LL.B	194	13	207	228	24	252	316	44	360	290	57	347	251	42	293
B.Sc.(Gen.)	47	8	55	85	25	110	109	18	127	91	20	111	93	26	119
B.Sc.(Ed.)	47	9	56	52	14	66	95	15	110	85	18	103	72	14	86
BBA (Gen.)	0	0	0	0	0	0	0	0	0	0	0	0	160	38	198
BBA (Ed.)	0	0	0	0	0	0	0	0	0	0	0	0	33	4	37
B.A.T	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B.Sc.(ICT)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B. Ed. (SE)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B.A.(SW)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B.A.(Soc.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B.A.J	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B.A.(Mass Com.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B.Sc.(ES)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	552	67	619	551	124	675	984	225	1209	1040	300	1340	1177	390	1567

Table 1 Continues

Programme	2004			2005			2006			2007			2007/08		
	Male	female	Total	Male	Female	Total	Male	female	Total	Male	female	Total	Male	female	Total
B.A.(Gen.)	115	50	165	167	74	241	185	122	307	260	86	346	167	52	219
B.A.(Ed.)	312	131	443	385	160	545	401	181	582	1204	495	1699	543	228	771
B.Com.(Gen.)	0	0	0	0	0	0	95	32	127	147	32	179	40	8	48
B.Com.(Ed.)	0	0	0	0	0	0	6	3	9	98	21	119	53	12	65
B. Ed.	267	127	394	468	196	664	597	337	934	841	364	1205	377	198	575
LL.B	283	68	351	326	81	407	378	102	480	401	79	480	119	32	151
B.Sc.(Gen.)	119	50	169	113	49	162	164	94	258	183	54	237	92	22	114
B.Sc.(Ed.)	94	20	114	119	24	143	113	27	140	537	122	659	214	45	259
BBA (Gen.)	209	45	254	334	61	395	344	97	441	299	65	364	59	14	73
BBA (Ed.)	20	10	30	36	24	60	40	9	49	83	23	106	23	6	29
B.A.T	0	0	0	29	6	35	87	21	108	38	13	51	48	10	58
B.Sc.(ICT)	0	0	0	0	0	0	16	1	17	25	4	29	25	3	28
B. Ed. (SE)	0	0	0	26	14	40	0	0	0	0	0	0	4	1	5
B.A.(SW)	0	0	0	0	0	0	2	3	5	27	32	59	25	31	56
B.A.(Soc.)	0	0	0	0	0	0	4	6	10	83	52	135	53	61	114
B.A.J	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B.A.(Mass Com.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B.Sc.(ES)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1419	501	1920	2003	689	2692	2432	1035	3467	4226	1442	5668	1842	723	2565

Table 1 Continues

Programme	2008/09			2009/10			Total Cumulative		
	Male	female	Total	Male	female	Total	Male	female	Total
B.A.(Gen.)	211	56	267	132	33	165	1861	583	2444
B.A.(Ed.)	413	188	601	230	100	330	5271	1995	7266
B.Com.(Gen.)	0	0	0	0	0	0	1216	178	1394
B.Com.(Ed.)	0	0	0	0	0	0	321	65	386
B. Ed.	460	268	728	255	153	408	3705	1831	5536
LL.B	284	55	339	322	68	390	4726	795	5521
B.Sc.(Gen.)	116	32	148	102	30	132	1551	454	2005
B.Sc.(Ed.)	148	27	175	53	16	69	1852	391	2243
BBA (Gen.)	366	89	455	266	82	348	2037	491	2528
BBA (Ed.)	111	28	139	48	17	65	394	121	515
B.A.T	70	11	81	59	13	72	331	74	405
B.Sc.(ICT)	55	5	60	29	4	33	150	17	167
B. Ed. (SE)	8	3	11	5	3	8	43	21	64
B.A.(SW)	47	43	90	29	37	66	130	146	276
B.A.(Soc.)	103	84	187	96	72	168	339	275	614
B.A.J	20	5	25	18	1	19	38	6	44
B.A.(Mass Com.)	68	30	98	29	12	41	97	42	139
B.Sc.(ES)	86	16	102	36	8	44	122	24	146
Total	2566	940	3506	1709	649	2358	24184	7509	31693

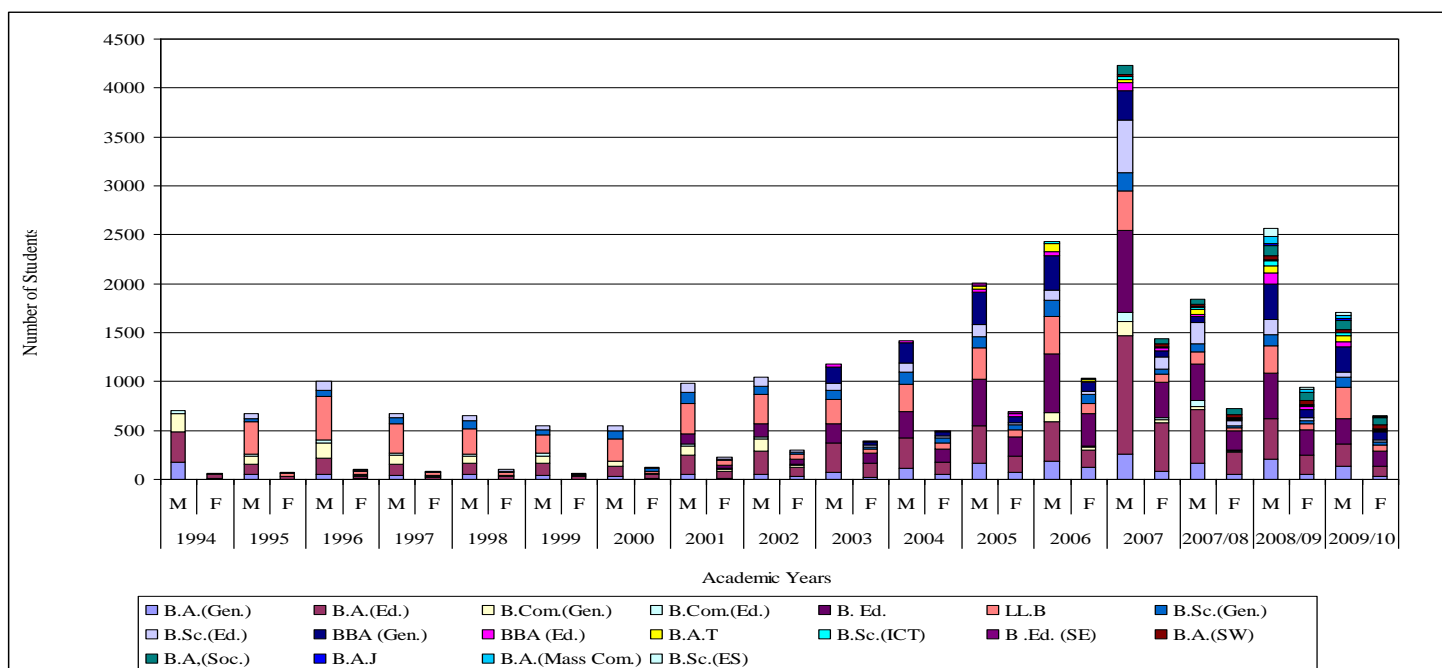


Fig. 3: Undergraduate Admission by Programme, Sex and Academic Year

Table 2: Undergraduate Female Students as a % of Total Undergraduate Students

Programme	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2007/08	2008/09	2009/10
	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F
B.A.(Gen.)	8.0	7.8	11.5	10.0	9.1	7.1	18.6	22.6	33.3	21.4	30.3	30.7	39.7	24.9	23.7	21.0	20.0
B.A.(Ed.)	11.4	18.1	13.0	13.5	17.6	17.4	29.3	26.3	28.2	33.0	29.6	29.4	31.1	29.1	29.6	31.3	30.3
B.Com.(Gen.)	5.6	5.3	7.5	12.4	0.1	7.3	16.4	15.7	16.6	0.0	0.0	0.0	25.2	17.9	16.7	0.0	0.0
B.Com.(Ed.)	0.0	0.0	17.9	11.1	13.0	4.5	50.0	33.3	29.6	0.0	0.0	0.0	33.3	17.6	18.5	0.0	0.0
B. Ed	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.9	27.2	33.7	32.2	29.5	36.1	30.2	34.4	36.8	37.5
LL.B	0.0	7.3	7.5	9.9	11.9	6.3	9.5	12.2	16.4	14.3	19.4	19.9	21.3	16.5	21.2	16.2	17.4
B.Sc.(Gen.)	0.0	6.3	9.5	17.4	11.5	14.5	22.7	14.2	18.0	21.8	29.6	30.2	37.3	22.8	19.3	21.6	22.7
B.Sc.(Ed.)	0.0	16.4	8.6	0.0	22.2	16.1	21.2	13.6	17.5	16.3	17.5	16.8	19.3	18.5	17.4	15.4	23.2
BBA (Gen.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19.2	17.7	15.4	22.0	17.9	19.2	19.6	23.6
BBA (Ed.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.8	33.3	40.0	18.4	21.7	20.7	20.1	26.2
B.A.T	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17.1	19.4	25.5	17.2	13.6	18.1
B.Sc.(ICT)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.9	13.8	10.7	8.3	12.1
B. Ed. (SE)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	35.0	0.0	0.0	20.0	27.3	37.5
B.A.(SW)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	60.0	54.2	55.4	47.8	56.1
B.A.(Soc.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	60.0	38.5	53.9	44.9	42.9
B.A.J	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20.0	5.3
B.A.(Mass Com)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	30.6	29.3
B.Sc.(ES)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	15.6	18.2
Average	8.3	10.2	10.8	12.4	12.2	10.5	24.0	20.5	23.4	21.3	26.2	26.4	30.6	24.9	25.2	24.4	26.2

1.1.2 Enrolment into Various Faculties at the Undergraduate level

The academic programmes in the undergraduate level at the OUT are managed and coordinated under five faculties: Arts and Social Sciences, Law, Education, Business Management and; Science Technology and Environmental Studies. In addition, some programmes involve inter-disciplinary elements which are run jointly by more than one faculty.

Table 3 presents the enrolment at the level of faculties paying adequate attention on gender dimension. Broadly speaking, this exercise in essence complements the analysis at the programme level carried out in the previous sections. It is apparent from table 3 that between 1995 and 1996, more females were enrolled into the Faculty of Law than in any other faculty. This situation, nevertheless, changed considerably from the early 2000 in which more females were enrolled into the Faculty of Arts and Social Sciences.

In the Faculty of Business Management, the enrolment nearly doubled from 122 to 200 between 1995 and 1996 respectively. However, from 1997 up to 2003, the enrolment into the FBM started to exhibit a volatile fashion. The academic year 2005 witnessed an unprecedented overshoot in enrolment by 60%; up from 284 registered in the year 2004 to 455 students. Like in most faculties, the pace of enrolment, commencing the academic year 2006, started to increase at a decreasing rate.

In science courses, admission rate initially rose by 79%, from 93 to 167 between the year 1995 and 1996, respectively. Just like in many other programmes, since 1997 up to the year 2003, enrolment figures at the FSTES portray an oscillation which disappeared abruptly in 2003. Strikingly, impressive records in enrolment emerged from the year 2004 in which 283 were registered; an annual increase by 38%. The year 2007 depicts the largest enrolment ever to be recorded in the history of the FSTES over the last decade and a half.

Although at programme levels more students are enrolled into the education programmes, at the faculty level, the representation is markedly different. In particular, Table 3 demonstrates that the Faculty of Education was not enrolling students from 1994 through the year 2000. It is imperative, nonetheless, at this juncture to highlight a caveat. That is, the Faculty of Education commenced to run independent programmes from the year 2001, in which the Bachelor of Education programme was launched. Put it differently, students who “minored” in education courses prior to the year 2001 were enrolled in either the FASS or FSTES.

Table 4 computes the ratio of female undergraduate students to total admission by faculty in various undergraduate programmes. It is clear from Table 4 that from 1994 up to 2000, Faculty of Arts and Social Sciences had a huge proportion of female students compared with other faculties. This pattern, however, changed from the year 2001 in which the faculty of education took the lead. In general, the faculty of education has the highest average of female undergraduate students, followed by the faculty of arts and social sciences. The faculty of law has the lowest ratio. What is very clear from table 4 is that, although the proportion of female student in total enrolment per annum is always below 40%, it has, nevertheless, increased over the years. In the average, FED has over the last fifteen years attracted more female students compared with other faculties as illustrated in Figure 3.

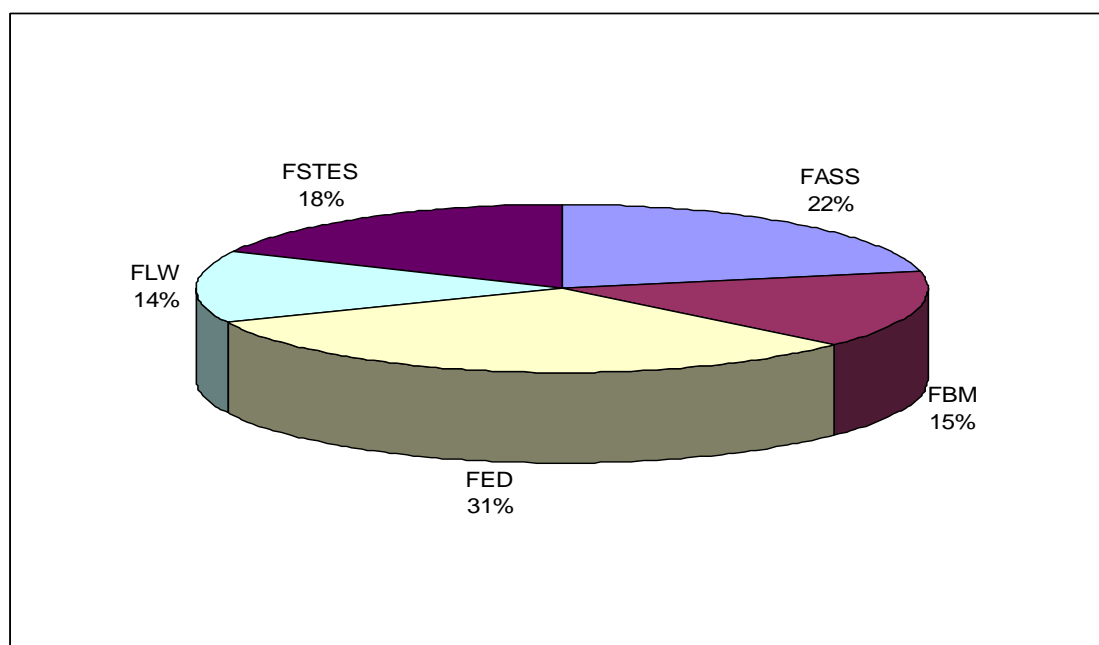


Figure 3 Average Percentage of Female Undergraduate 1994-2008/09

Table 3: Undergraduate Students Admission into Various faculties

Programme	1994			1995			1996			1997			1998		
	Male	female	Total	Male	female	Total	Male	female	Total	Male	female	Total	Male	female	Total
FASS	491	56	547	151	27	178	221	32	253	160	23	183	162	29	191
FBM	208	11	219	107	5	112	181	19	200	108	15	123	100	11	111
FED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FLW	0	0	0	329	26	355	445	36	481	300	33	333	260	35	295
FSTES	0	0	0	81	12	93	152	15	167	101	15	116	126	24	150
Total	699	67	766	668	70	738	999	102	1101	669	86	755	648	99	747

Table 3: Continues

Programme	1999			2000			2001			2002			2003		
	Male	female	Total	Male	female	Total	Male	female	Total	Male	female	Total	Male	female	Total
FASS	167	30	197	139	51	190	253	87	340	290	120	410	373	167	540
FBM	97	7	104	47	10	57	105	24	129	145	33	178	193	42	235
FED	0	0	0	0	0	0	106	37	143	139	52	191	195	99	294
FLW	194	13	207	228	24	252	316	44	360	290	57	347	251	42	293
FSTES	94	17	111	137	39	176	204	33	237	176	38	214	165	40	205
Total	552	67	619	551	124	675	984	225	1209	1040	300	1340	1177	390	1567

Table 3: Continues

Programme	2004			2005			2006			2007			2007/08		
	Male	female	Total	Male	female	Total	Male	female	Total	Male	female	Total	Male	female	Total
FASS	427	181	608	581	240	821	679	333	1012	1612	678	2290	836	382	1218
FBM	229	55	284	370	85	455	485	141	626	627	141	768	175	40	215
FED	267	127	394	494	210	704	596	337	933	841	364	1205	381	199	580
FLW	283	68	351	326	81	407	378	102	480	401	79	480	119	32	151
FSTES	213	70	283	232	73	305	287	122	409	745	180	925	331	70	401
Total	1419	501	1920	2003	689	2692	2425	1035	3460	4226	1442	5668	1842	723	2565

Table 3: Continues

Programme	2008/09			2009/10			Grand Total		
	Male	female	Total	Male	female	Total	Male	female	Total
FASS	932	417	1349	593	268	861	8067	3121	11188
FBM	477	117	594	314	99	413	3968	855	4823
FED	468	271	739	260	156	416	3748	1852	5600
FLW	284	55	339	322	68	390	4726	795	5521
FSTES	405	80	485	220	58	278	3675	886	4561
Total	2566	940	3506	1709	649	2358	24184	7509	31693

Table 4: Percentage of Female Undergraduate Students in of Total Admission

Program me	19 94	1995	19 96	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2007 /08	2008 /09	2009 /10	Avg
	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F
FASS	10. 2	15.2	12. 6	12.6	15.2	15.2	26.8	25.6	29.3	30.9	29.8	29.2	32.9	29.6	30.9	31.1	31.1	24.0
FBM	5	4.5	9.5	12.2	9.9	6.7	17.5	18.6	18.5	17.9	19.4	18.7	22.5	18.4	19.7	19.7	24.0	15.4
FED	0	0	0	0	0	0	0	25.9	27.2	33.7	32.2	29.8	36.1	30.2	36.7	36.9	37.5	32.6
FLW	0	7.3	7.5	9.9	11.9	6.3	9.5	12.2	16.4	14.3	19.4	19.9	21.3	16.5	16.2	16.8	17.4	13.9
FSTES	0	12.9	9	12.9	16	15.3	22.2	13.9	17.8	19.5	24.7	23.9	29.8	19.5	16.5	16.2	20.9	18.2
Average	7.6	10.0	9.7	11.9	13.3	10.9	19.0	19.2	21.8	23.3	25.1	24.3	28.5	22.8	24	24.1	26.2	20.8

Source: Computed from Table 3

1.1.3 Students' Admission by Regional Centres

Regional Centers are the heart of the University's success, giving students and academics the benefits of belonging to both a large institution and interdisciplinary academic community. Table 5 summarizes students' admission by regional/country/coordination centre taking into account gender element. In general, Dar es Salaam regional centres dominate the admission picture over the last decade or so. With the exception of the year 2001, 2002, 2003 and 2007, in the remaining years, the enrolment at the Dar es Salaam regional centres has been well above 30%. The lowest percentage (i.e, 14%) was recorded in the academic year 2007/08. Yet, when the academic year 2007 and 2007/08 are taken together as one academic year, the annual enrolment is more than 40%

It is also revealed from Table 5 that more than 30 % of enrolled students come from the following regions: Arusha, Dodoma, Iringa, Kilimanjaro, Mbeya, Morogoro, Mwanza, and Tanga. Of these nine regions, which have cumulative enrolment of more than 1000 students since 1994, Arusha has the highest cumulative enrolment followed by Kilimanjaro. The standard deviation shows that variability in enrolment across these regions from 1994 up to the year 2001 was fairly stable; revolving around 3.5. Between 2002 and 2007, enrolment volatility as measured by standard deviation appears to revolve within 5-10 band. In short, ten regional centres (i.e., Dar es Salaam and nine regions mentioned earlier) recruit more than 70% of undergraduate students.

There is, however, serious gender disparity in admission across regions. In 1994 for example, while total admission in Mbeya was 66; out of these, there was only 1 female student. Other regions, which displayed similar trend are: Dodoma, Iringa, Kilimanjaro, Ruvuma and Singida. In the extreme case, the following regions had no female students in the year 1994: Kagera, Kigoma, Lindi, Mara, Coast, Rukwa and Shinyanga. Social factors as well as asymmetry information about the OUT programmes could be the reasons for that phenomenon. This situation has changed in recent years where the following regions have been consistently ranked in the top ten for attracting female students: Dar es Salaam, Kilimanjaro, Mbeya, Mwanza, Morogoro and Tanga (see table 6)

On the average, however, the percentage of female students as displayed in Table 6 is less than 15% over the last 15 years. There are, nonetheless, several sporadic increases in enrolment in some academic years due to International students. For example, in 1995, the enrolment rate rose to 14.4% from 9.4 recorded in 1994 attributed largely by CYP Diploma students from Zambia. In 1998 again, the percentage increased to 14.1% from 11.6% recorded in 1997 due to students from Kenya. It also rose to 25.5% in 2001 mainly due to students from Uganda.

The OUT admitted international students from the following countries: Zambia (three students in 1995; one student in 2003; and one student in 2004); Kenya (nine students in 1996; two students in 1997; eight students in 1998; six students 1999; two students in 2000; one student 2001; fifty eight students in 2002; forty eight students in 2004) , Uganda (two students in 1998; two students in 1999; one student in 2001; sixty students in 2003; twenty two students in 2004; two students 2005; one student in 2007). Just like in Tanzania, gender disparity features prominently in all these countries; more male than female International students have been admitted in the OUT.

Table 5: Admission by Regional/Country/Coordination Centre (Undergraduate degree and Non – degree programme Students)

Region	1994			1995			1996			1997			1998			1999			2000		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	38	4	42	32	3	35	69	3	72	41	3	44	49	5	54	51	8	59	48	7	55
Dar es Salaam	249	42	291	301	43	344	384	80	464	366	69	435	296	77	373	216	48	264	274	98	372
Ilala	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kinondoni	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Temeke	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dodoma	15	1	16	8	2	10	30	5	35	24	4	28	35	10	45	23	4	27	23	3	26
Iringa	34	1	35	27	1	28	61	4	65	44	2	46	35	4	39	43	5	48	48	8	56
Kagera	14	0	14	15	0	15	43	2	45	16	3	19	20	1	21	29	10	39	24	3	27
Kigoma	6	0	6	14	1	15	24	1	25	13	3	16	32	3	35	12	0	12	25	1	26
Kilimanjaro	41	1	42	19	2	21	73	5	78	29	5	34	28	7	35	39	13	52	35	5	40
Lindi	6	0	6	7	0	7	9	0	9	11	0	11	9	1	10	4	0	4	14	0	14
Manyara	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mara	21	0	21	14	1	15	37	0	37	21	1	22	14	4	18	29	2	31	21	1	22
Mbeya	65	1	66	52	2	54	70	2	72	54	8	62	52	7	59	42	6	48	51	4	55
Morogoro	20	7	27	25	5	30	51	5	56	45	9	54	29	5	34	23	3	26	27	3	30
Mtwara	17	0	17	13	0	13	16	7	23	21	4	25	10	3	13	18	0	18	22	10	32
Mwanza	37	2	39	36	1	37	73	4	77	31	2	33	57	14	71	55	4	59	44	9	53
Coast	14	0	14	14	3	17	24	2	26	22	3	25	20	1	21	8	3	11	13	6	19
Rukwa	22	0	22	3	0	3	15	2	17	4	0	4	3	0	3	8	0	8	10	2	12
Ruvuma	14	1	15	16	0	16	18	4	22	19	1	20	30	0	30	18	4	22	17	6	23
Shinyanga	18	0	18	16	0	16	40	1	41	19	1	20	38	3	41	25	2	27	47	16	63
Singida	5	1	6	7	0	7	15	1	16	10	2	12	10	1	11	6	1	7	6	0	6
Tabora	34	2	36	12	0	12	40	2	42	21	1	22	25	4	29	42	3	45	33	8	41
Tanga	11	2	13	8	0	8	51	4	55	17	2	19	22	5	27	23	5	28	19	2	21
Zanzibar	18	2	20	28	4	32	40	2	42	16	4	20	13	3	16	33	2	35	37	14	51
Lesotho	0	0	0	0	0	0	0	0	0	2	0	2	0	0	0	0	0	0	1	0	1
Kenya	0	0	0	0	0	0	9	0	9	2	0	2	7	1	8	5	1	6	2	0	2
Uganda	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	2	0	2	0	0	0
Malawi	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
Zambia	0	0	0	1	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 5 Continues

Region	1994			1995			1996			1997			1998			1999			2000		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Ethiopia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Rwanda	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
USA	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0
Burundi	0	0	0	0	0	0	0	0	0	3	0	3	2	0	2	0	0	0	0	0	0
India	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sudan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hungary	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Hong Kong	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
UK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Nigeria	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pemba	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
South Africa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	699	67	766	668	70	738	1193	136	1329	851	127	978	839	159	998	756	124	880	843	206	1049

Table 5: Continues

Region	2001			2002			2003			2004			2005			2006			2007		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	69	20	89	115	31	146	106	32	138	118	36	154	172	60	232	181	85	266	372	150	522
Dar es Salaam	323	123	446	328	176	504	454	260	714	571	331	902	772	494	1266	962	730	1692	1182	684	1866
Ilala	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kinondoni	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Temeke	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dodoma	69	9	78	56	17	73	46	16	62	74	21	95	69	18	87	119	53	172	206	86	292
Iringa	86	21	107	58	20	78	86	37	123	100	47	147	152	43	195	161	41	202	270	77	347
Kagera	20	3	23	45	8	53	46	7	53	79	13	92	109	16	125	111	22	133	165	30	195
Kigoma	33	2	35	43	3	46	53	10	63	46	7	53	57	10	67	62	12	74	141	15	156
Kilimanjaro	57	12	69	49	24	73	88	36	124	102	58	160	136	85	221	163	116	279	381	223	604
Lindi	31	6	37	24	6	30	28	5	33	30	8	38	29	13	42	24	11	35	65	14	79
Manyara	0	0	0	0	0	0	19	5	24	32	7	39	76	16	92	59	25	84	187	63	250
Mara	63	19	82	69	11	80	59	8	67	77	18	95	71	11	82	91	16	107	129	39	168
Mbeya	85	16	101	79	16	95	116	33	149	109	39	148	126	35	161	192	72	264	328	102	430
Morogoro	52	10	62	62	22	84	75	26	101	80	27	107	123	41	164	119	52	171	222	129	351
Mtwara	39	6	45	16	6	22	25	7	32	21	8	29	61	13	74	70	26	96	132	25	157
Mwanza	82	11	93	113	23	136	117	30	147	130	27	157	148	42	190	159	56	215	234	47	281
Coast	35	10	45	17	5	22	30	11	41	42	21	63	56	28	84	63	32	95	115	53	168
Rukwa	16	1	17	32	5	37	39	4	43	46	4	50	75	14	89	79	13	92	131	34	165
Ruvuma	23	7	30	40	9	49	59	13	72	35	13	48	80	20	100	85	42	127	155	47	202
Shinyanga	92	16	108	41	6	47	53	10	63	90	13	103	125	20	145	72	6	78	129	25	154
Singida	49	11	60	40	12	52	38	13	51	56	20	76	58	17	75	62	27	89	74	30	104
Tabora	61	12	73	55	10	65	42	6	48	46	13	59	70	8	78	75	18	93	136	20	156
Tanga	50	25	75	93	31	124	98	36	134	82	29	111	124	43	167	131	63	194	225	78	303
Zanzibar	62	13	75	57	10	67	40	15	55	41	10	51	48	7	55	61	19	80	79	18	97
Lesotho	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	0	0	0	0	0	0
Kenya	1	0	1	41	17	58	0	0	0	33	15	48	0	0	0	0	0	0	1	0	1
Uganda	1	1	2	0	0	0	44	16	60	14	8	22	0	2	2	0	0	0	1	0	1
Malawi	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0
Zambia	0	0	0	0	0	0	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0

Table 5: Continues

Region	2001			2002			2003			2004			2005			2006			2007		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Ethiopia	0	0	0	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0
Rwanda	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
USA	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Burundi	1	0	1	1	0	1	0	0	0	0	0	0	2	0	2	0	0	0	0	0	0
India	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sudan	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hungary	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hong Kong	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nigeria	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0
Pemba	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	21	3	24	27	1	28
South Africa	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0
TOTAL	1401	356	1757	1474	468	1942	176 4	640	240 4	205 6	793	284 9	2742	1056	3798	3122	154 0	4662	5087	1990	7077

Table 5: Continues

Region	2007/08			2008/09			2009/10			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	167	83	250	224	119	343	140	62	202	1992	711	2703
Dar es Salaam	577	390	967							7255	3646	10901
Ilala				469	313	782	313	244	557	782	557	1339
Kinondoni				496	316	812	602	389	991	1098	705	1803
Temeke				121	74	195	128	68	196	249	142	391
Dodoma	86	28	114	67	27	94	73	24	97	1023	328	1351
Iringa	142	44	186	168	66	234	93	20	113	1608	441	2049
Kagera	69	9	78	142	27	169	163	54	217	1110	208	1318
Kigoma	53	15	68	68	27	95	52	8	60	734	118	852
Kilimanjaro	167	99	266	149	85	234	119	94	213	1675	870	2545
Lindi	49	9	58	43	20	63	36	17	53	419	110	529
Manyara	40	17	57	131	53	184	33	9	42	577	195	772
Mara	49	4	53	105	28	133	102	32	134	972	195	1167
Mbeya	96	38	134	200	50	250	122	47	169	1839	478	2317
Morogoro	130	54	184	185	97	282	105	40	145	1373	535	1908
Mtwara	46	11	57	127	43	170	40	15	55	694	184	878
Mwanza	113	47	160	156	59	215	128	53	181	1713	431	2144
Coast	60	28	88	101	52	153	26	31	57	660	289	949
Rukwa	61	7	68	76	13	89	25	2	27	645	101	746
Ruvuma	73	19	92	77	22	99	75	29	104	834	237	1071
Shinyanga	47	10	57	170	47	217	103	102	205	1125	278	1403
Singida	90	33	123	41	22	63	52	11	63	619	202	821
Tabora	61	11	72	85	12	97	56	13	69	894	143	1037
Tanga	91	36	127	112	39	151	56	15	71	1213	415	1628
Zanzibar	49	25	74	93	33	126	118	30	148	833	211	1044
Lesotho	0	0	0	0	0	0	0	0	0	4	1	5
Kenya	3	1	4	5	1	6	2	4	6	111	40	151
Uganda	0	0	0	0	0	0	1	0	1	65	27	92
Malawi	0	0	0	0	0	0	0	0	0	2	0	2
Zambia	0	0	0	0	0	0	0	0	0	2	3	5

Table 5: Continues

Region	2007/08			2008/09			2009/10			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Ethiopia	0	0	0	0	0	0	0	0	0	2	1	3
Rwanda	0	0	0	0	0	0	0	0	0	1	0	1
USA	0	0	0	0	0	0	0	0	0	2	0	2
Burundi	0	0	0	0	0	0	0	0	0	9	0	9
India	0	0	0	0	0	0	0	0	0	0	1	1
Sudan	0	0	0	0	0	0	0	0	0	1	0	1
Hungary	0	0	0	0	0	0	0	0	0	1	1	2
Hong Kong	0	0	0	0	0	0	0	0	0	1	0	1
UK	0	0	0	0	0	0	0	0	0	1	0	1
Nigeria	0	0	0	0	0	0	0	0	0	1	0	1
Pemba	3	4	7	48	14	62	34	18	52	133	40	173
South Africa	0	0	0	0	0	0	0	0	0	1	0	1
Swaziland							1	0	1	1	0	1
TOTAL	2322	1022	3344	3659	1659	5318	2798	1431	4229	32274	11844	44118

Table 6: Undergraduate Female Admission as a % Total Admission in Regional Centers and Countries

Programme	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2007/08	2008/09	2009/10
	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F
Arusha	9.5	8.6	4.2	6.8	9.3	13.6	12.7	22.5	21.2	23.2	23.4	25.9	27.2	28.7	33.2	34.8	30.7
D'Salaam	14.4	12.5	17.2	15.9	20.6	18.2	26.3	27.6	34.9	36.4	36.7	39.0	38.3	38.7	40.3	0.0	0.0
Dodoma	6.3	20	14.3	14.3	22.2	14.8	11.5	11.5	23.3	25.8	22.1	20.7	30.5	29.5	24.6	28.3	24.7
Ilala	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	40.1	43.8
Iringa	2.9	3.6	6.2	4.3	10.3	10.4	14.3	19.6	25.6	30.1	32.0	22.1	19.9	22.2	23.7	26.5	17.7
Kagera	0.0	0.0	4.4	15.8	4.8	25.6	11.1	13.0	15.1	13.2	14.1	12.8	15.5	15.4	11.5	16.1	24.9
Kigoma	0.0	6.7	4.0	18.8	8.6	0.0	3.8	5.7	6.5	15.9	13.2	14.9	18.6	9.6	22.1	24.5	13.3
Kilimanjaro	2.4	9.5	6.4	14.7	20.0	25.0	12.5	17.4	32.9	29.0	36.3	38.5	38.6	36.6	37.2	36.3	44.1
Kinondoni	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	38.3	39.3
Lindi	0.0	0.0	0.0	0.0	10.0	0.0	0.0	16.2	20.0	15.2	21.1	31.0	31.6	17.7	15.5	25.5	32.1
Manyara	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20.8	17.9	17.4	15.8	25.2	29.8	19.8	21.4
Mara	0.0	6.7	0.0	4.5	22.2	6.5	4.5	23.2	13.8	11.9	18.9	13.4	11.0	23.2	7.5	15.4	23.9
Mbeya	1.5	3.7	2.8	12.9	11.9	12.5	7.3	15.8	16.8	22.1	26.4	21.7	23.9	23.7	28.4	20.1	27.8
Morogoro	25.9	16.7	8.9	16.7	14.7	11.5	10.0	16.1	26.2	25.7	25.2	25.0	28.5	36.8	29.3	25.8	27.6
Mtwara	0.0	0.0	30.4	16.0	23.1	0.0	31.3	13.3	27.3	21.9	27.6	17.6	26.3	15.9	19.3	22.6	27.3
Mwanza	5.1	2.7	5.2	6.1	19.7	6.8	17.0	11.8	16.9	20.4	17.2	22.1	16.6	16.7	29.4	27.5	29.3
Coast	0.0	17.6	7.7	12.0	4.8	27.3	31.6	22.2	22.7	26.8	33.3	33.3	26.2	31.5	31.8	34.7	54.4
Rukwa	0.0	0.0	11.8	0.0	0.0	0.0	16.7	5.9	13.5	9.3	8.0	15.7	17.3	20.6	10.3	13.6	7.4
Ruvuma	6.7	0.0	18.2	5.0	0.0	18.2	26.1	23.3	18.4	18.1	27.1	20.0	26.7	23.3	20.7	22.4	27.9
Shinyanga	0	0.0	2.4	5.0	7.3	7.4	25.4	14.8	12.8	15.9	12.6	13.8	6.9	16.2	17.6	14.7	49.8
Singida	16.7	0.0	6.3	16.7	9.1	14.3	0.0	18.3	23.1	25.5	26.3	22.7	26.2	28.8	26.8	33.3	17.5
Tabora	5.6	0.0	4.8	4.5	13.8	6.7	19.5	16.4	15.4	12.5	22.0	10.3	20.6	12.8	15.3	12.4	18.8
Tanga	15.4	0.0	7.3	10.5	18.5	17.9	9.5	33.3	25.0	26.9	26.1	25.7	33.1	25.7	28.3	25.8	21.1
Temeke	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	35.8	34.7

Computed from Table 5

Table 6: Continues

Programme	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2007/08	2008/09	2009/10
	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F
Zanzibar	10	12.5	4.8	20.0	18.8	5.7	27.5	17.3	14.9	27.3	19.6	12.7	19.3	18.6	33.8	26.4	20.3
Lesotho	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Kenya	0.0	0.0	0.0	0.0	12.5	16.7	0.0	0.0	0.0	0.0	31.3	0.0	0.0	0.0	25.0	20.0	66.7
Uganda	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	26.7	36.4	100.0	0.0	0.0	0.0	0.0	0.0
Malawi	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Zambia	0.0	66.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ethiopia	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Rwanda	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
U.S.A.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Burundi	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
India	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sudan	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hungary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hong Kong	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
United Kingdom	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nigeria	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.6	0.0	0.0	0.0
Pemba	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	57.1	21.3	34.6
South Africa	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Swaziland	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Average	9.4	14.4	8.8	11.6	14.1	11.2	16.8	25.6	20.3	28.9	24.0	25.1	23.6	23.7	25.8	25.5	30.0

Computed from Table 5

1.1.4 Postgraduate Enrolment

The OUT has since 2001 been running a number of postgraduate courses leading to the award of Postgraduate Diplomas, Masters and PhD degrees. Table 7 presents the admission of postgraduate students by programme with special focus on gender aspect. It can be seen from table 7 that the enrolment of postgraduate students has consistently been rising since the year 2001 up to 2007 before dropping gruffly in the year 2008

The MBA program is the most popular with the total enrolment of 3194 since 2002. In this programme, the annual enrolment increased by more than tenfold between 2002 and 2004, largely because of the introduction of coursework and dissertation components; and face to face mode of teaching and learning. Like in many programmes, the MBA enrolment reached a pinnacle in the year 2007 and registered a downturn after that year.

On the contrary, while the LLB programme attracts the huge proportion of students, it is ironic to notice that LLM is one of the least popular courses. It can also be seen from Table 7 that postgraduate diploma in law attracts more students than LLM programme; cumulatively nearly nine times larger than the enrolment into the LLM.

In the overall, however, education programmes has the largest concentration of postgraduate population. Out of three education programmes (PGDE, M.Dist.Ed and M.Ed) currently on offer, PGDE is more popular than others. Science programmes have the lowest per annum and cumulative enrolment.

The PhD enrolment has declined over the years. It first rose from 24 to 25 between 2001 and 2002. Majority of students under the two cohorts are mainly the OUT staff some of whom are still engaged in research. Although the enrolment increased slightly in 2007 such an increase is still lower than enrolment registered in the early 2000s.

Table 8 shows that more female are admitted in the education programmes (PGDE, M.Dist.Ed and M.Ed). The female participation rate in the MA programme is very low compared with male. Table 8 indicates that since 2001 the MA programme registered female two academic years: 2007 and 2008/09. At the PhD level, there were no female students since the academic year 2005.

Table 7: Admission of Postgraduate Students into Various Programmes

Programme	2001			2002			2003			2004			2005		
	Male	female	Total	Male	female	Total	Male	female	Total	Male	female	Total	Male	female	Total
PGDE	17	2	19	23	5	28	37	7	44	40	5	45	42	12	54
M.Dist. Ed.	3	2	5	9	5	14	29	1	30	29	6	35	28	10	38
M.Ed	18	4	22	7	2	9	4	1	5	0	0	0	1	0	1
MA	1	0	1	23	0	23	4	0	4	5	0	5	0	0	0
MBA	0	0	0	12	0	12	10	2	12	198	38	236	240	29	269
MSc	2	1	3	2	1	3	0	2	2	2	1	3	2	1	3
PGDL	14	1	15	7	1	8	12	0	12	15	0	15	23	0	23
LLM	8	0	8	1	0	1	1	2	3	2	0	2	2	1	3
Ph.D	21	3	24	22	3	25	11	1	12	9	3	12	2	0	2
LL.M IT & T	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M. CED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	84	13	97	106	17	123	108	16	124	300	53	353	340	53	393

Table 7: Continues

Programme	2006			2007			2008			2008/09			2009/10			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
PGDE	61	5	66	34	18	52	43	11	54	37	10	47	91	69	160	425	144	569
M.Dist. Ed.	0	0	0	78	51	129	16	4	20	10	4	14	3	1	4	205	84	289
M.Ed	39	13	52	40	10	50	88	52	140	55	35	90	179	90	269	431	207	638
MA	1	0	1	20	10	30	0	0	0	79	24	103	106	52	158	239	86	325
MBA	319	34	353	684	173	857	277	56	333	392	101	493	492	137	629	2624	570	3194
MSc	0	1	1	0	1	1	2	0	2	0	0	0	1	1	2	11	9	20
PGDL	30	4	34	51	9	60	36	5	41	15	5	20	40	7	47	243	32	275
LLM	3	1	4	2	1	3	3	1	4	0	0	0	0	0	0	22	6	28
Ph.D	3	0	3	2	0	2	11	4	15	0	0	0	41	8	49	122	22	144
LL.M IT & T	-	-	-	-	-	-	-	-	-	-	-	-	60	19	79	60	19	79
M. CED	-	-	-	-	-	-	-	-	-	-	-	-	226	159	385	226	159	385
Total	456	58	514	911	273	1184	476	133	609	588	179	767	1239	543	1782	4608	1338	5946

Table 8: Female Postgraduate Students as a Percentage of Total Admission by Programme

Programme	2001	2002	2003	2004	2005	2006	2007	2008	2008/09	2009/10
	%female	%female	%female	%female	%female	%female	%female	%female	%female	%female
PGDE	10.5	17.9	15.9	11.1	22.2	7.6	34.6	20.4	21.3	43.1
M.Dist. Ed.	40.0	35.7	3.3	17.1	26.3	0.0	39.5	20.0	28..6	25.0
M.Ed	18.2	22.2	20.0	0.0	0.0	25.0	20.0	37.1	38.9	33.5
MA	0.0	0.0	0.0	0.0	0.0	0.0	3.3	0.0	23.3	32.9
MBA	0.0	0.0	16.7	16.1	10.8	9.6	20.2	16.8	20.5	21.8
MSc	33.3	33.3	100.0	33.3	33.3	100.0	100.0	0.0	0.0	50.0
PGDL	6.7	12.5	0.0	0.0	0.0	11.8	15.0	12.2	25.0	14.9
LLM	0.0	0.0	66.7	0.0	33.3	25.0	33.3	25.0	0.0	0.0
Ph.D	12.5	12.0	8.3	25.0	0.0	0.0	0.0	26.7	0.0	16.3
LL.M IT & T	-	-	-	-	-	-	-	-	-	24.1
M. CED	-	-	-	-	-	-	-	-	-	41.3
Average	20.2	22.3	33.0	20.5	25.2	29.8	33.2	22.6	26.3	30.3

1.1.5 Enrolment into Non-Degree Programmes

The University, through the Institute of Continuing Education, has developed a rich diversity of non-degree programmes. Some of these programmes lay the foundation for undergraduate studies; while others have been designed to sharpen and enhance professional competencies.

Table 9 gives the admission snapshot into the non-degree programmes. Of these, the foundation course attracts more students than others for obvious reason: it is a bridging course that prepares students who otherwise would not have qualified for a direct entry into the undergraduate programme. The OFC enrolment has exhibited an increasing trend since its inception in 1996; although it has declined in the academic year 2000/08. Even though, when the academic years 2008 and 2008/09 are taken together as a single academic year, the enrolment is still far higher than the previous years.

The enrolment in the Certificate Course in Distance Education has, in the overall been falling since the year 2000. There is an outlier, however, in the year 2003 where there was an explosion of enrolment from 4 registered in 2002 to 33 students in 2003. The reason for this rapid growth was mainly attributed to publicity carried out by Tanga' DRC who managed to motivate staff of the Korogwe Teachers' college to join the programme. This calls for renewed publicity and marketization of the CCDE to the general public.

At Diploma level, enrolment into the Commonwealth Youth Programme (CYP) has been fairly stable since it was launched in the year 2000. With an exception of academic year 2008, the OUT has, on the average, been enrolling annually a batch of thirty students into the CYP programme. In its nine year of existence, CYP programme has proudly been able to produce more than 600 professionals, who are fully engaged in Community works across the East Africa Region.

The enrolment in the Ordinary Diploma in Distance Education and Open Learning is relatively small, yet large enough to allow close interaction between a lecturer and students. In the academic year 2008/09, enrolment rose by 50%. A lot remains to be desired from distance education non-degree programmes as depicted in Table 9. In particular, it seems there is missing link between CCDE and ODDEOL. For example, the total number of students enrolled in CCDE since 2006 is 7, while those admitted in ODDEOL is 61.

The OUT has since the academic year 2008/09 launched a Diploma in Primary Teachers' Education (DPTE). Thanks to the Open University, UK, for the generous financial support to initiate this programme. It is too early to analyse and decipher the enrolment trend and synthesize a definitive conclusion on the performance of the DPTE. Nevertheless, there is a clear indication that this programme will prove a success in the future, as more teachers upgrade their competencies.

Table 10 gives the percentage of female in total admission for non-degree programmes. The highest percentage is displayed in the OFC programme. In the overall, the emerging picture in non-degree programmes is more or less the same with degree programmes. That is, on the average, just like in the degree programmes, no more than 40% of female are admitted into non-degree programmes.

Table 9: Admission into Various Non-Degree Programmes

Programme	1996			1997			1998			1999			2000		
	Male	female	Total	Male	female	Total	Male	female	Total	Male	female	Total	Male	female	Total
OFC	194	34	228	182	41	223	191	60	251	204	57	261	217	59	276
CYP-													45	13	58
Diploma													30	10	40
CCDE															
ODDEOL															
DPTE															
CPPH															
Total	194	34	228	182	41	223	191	60	251	204	57	261	292	82	374

Table 9: Continues

Programme	2001			2002			2003			2004			2005		
	Male	female	Total	Male	female	Total	Male	female	Total	Male	female	Total	Male	female	Total
OFC	360	122	482	353	141	494	476	213	689	562	260	822	690	359	1049
CYP-	82	28	110	78	26	104	86	29	115	68	28	96	41	12	53
Diploma	8	1	9	3	1	4	25	8	33	2	1	3	2	0	2
CCDE															
ODDEOL															
DPTE															
CPPH															
Total	450	151	601	434	168	602	587	250	837	632	289	921	733	371	1104

Table 9: Continues

Programme	2006			2007			2008			2008/09			2009/10			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
OFC	651	490	1141	833	537	1370	463	287	750	750	520	1270	739	532	1271	6865	3712	10577
ODCYP	23	10	33	22	7	29	11	5	16	22	10	32	27	8	35	505	176	681
CCDE	1	3	4	0	0	0	1	2	3	0	0	0	2	2	4	74	28	102
ODDEOL	15	2	17	5	5	10	8	4	12	17	5	22	38	16	54	83	32	115
ODPTE										304	184	488	277	220	497	581	404	985
ODPPH													5	4	9	5	4	9
CPPH				1	0	1	0	0	0	0	0	0	1	0	1	2	0	2
Total	690	505	1195	861	549	1410	483	298	781	1093	719	1812	1089	782	1871	8115	4356	12471

Table 10: Female Students as a % of Total admission into Non-Degree Programmes

Programme	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2007/08	2008/09	2009/10
	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F
OFC	14.9	18.4	23.9	21.8	21.4	25.3	28.5	30.9	31.6	34.2	42.8	39.2	38.3	40.9	35.1
ODCYP					22.4	25.5	25.0	25.2	29.2	22.6	31.3	21.4	31.3	31.3	25.8
CCDE					25.0	11.1	25.0	24.2	33.3	0.0	75.0	0.0	66.7	0.0	27.5
ODDEOL											13.6	50.0	33.3	22.7	27.8
ODPTE														37.7	41.0
ODPPH															44.4
CPPH												0.0	0.0	0.0	0.0
Total	14.9	18.4	23.9	21.8	22.9	20.6	26.2	26.8	31.4	28.4	40.7	36.9	42.4	33.2	33.6

Computed from Table 9

2.1 Undergraduate Programmes

The number of undergraduate programmes has risen from 4 to 18 between the academic years 1994 and 2009/10 respectively. The BA (General), BA (Ed) and B.Com and B.Com (Ed) are the oldest courses. The Bachelor of Business Administration commenced in the academic year 2003. New programmes which were launched in the academic year 2008/09 are: Bachelor of Arts in Journalism, Bachelor of Arts in Mass communication and Bachelor of Science in Environmental Studies.

Table 11 illustrates the number of undergraduate programmes since 1994. Faculty of Arts and Social Sciences offer more programmes than other faculties—the number of programmes is nearly four times larger than that found in the Faculty of Education. Although Faculty of Education enrolls majority of students compared with other faculties, it nonetheless offers little menu of undergraduate courses. The expansion in enrolment in the faculty of law has not kept abreast with the development of new academic programmes. Clearly, there is an urgent need to revisit the LLB programme with a view to introduce more specialized programmes.

Table 11: Undergraduate Degree Programmes

Year	Faculties					Total
	FED	FASS	FSTES	FLW	FBM	
1994	0	2	0	0	2	4
1995	0	2	2	1	2	7
1996	0	2	2	1	2	7
1997	0	2	2	1	2	7
1998	0	2	2	1	2	7
1999	0	2	2	1	2	7
2000	0	2	2	1	2	7
2001	1	2	2	1	2	8
2002	1	2	2	1	2	8
2003	1	2	2	1	4	10
2004	1	2	2	1	4	10
2005	2	3	2	1	4	12
2006	2	3	2	1	4	12
2007	2	3	3	1	4	13
2007/08	2	5	3	1	4	15
2008/09	2	7	4	1	4	18
2009/10	2	7	4	1	4	18

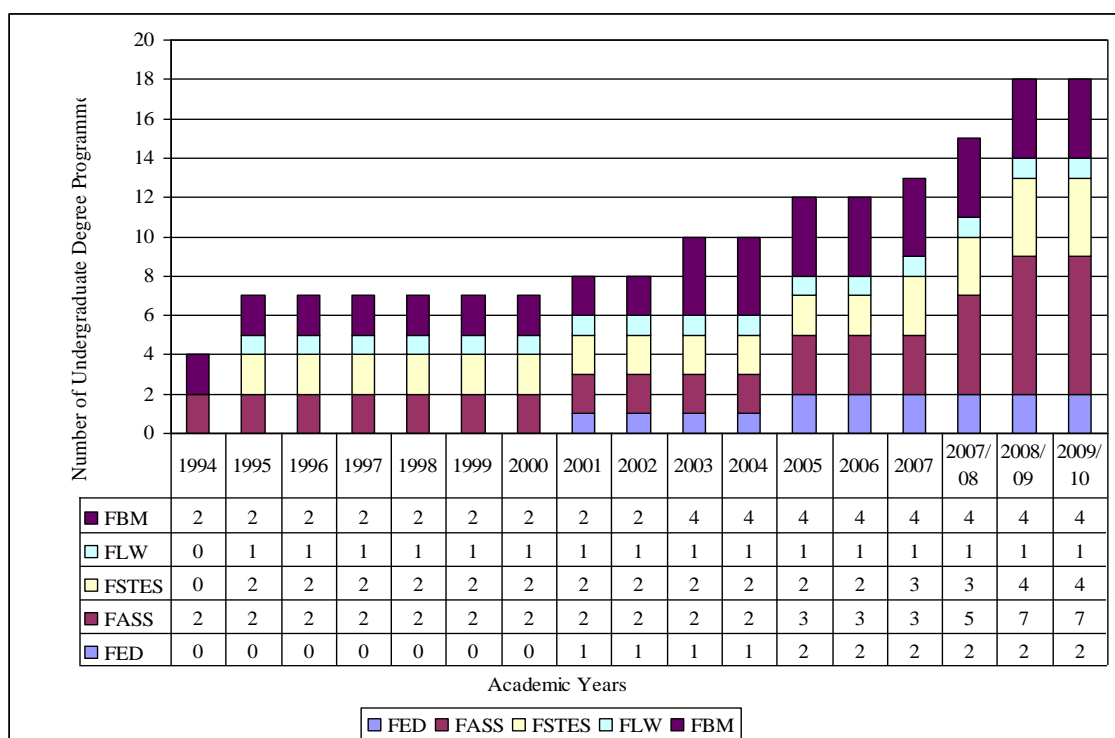


Fig. 4(a): Number of Undergraduate Degree Programmes by Faculty and Academic Year

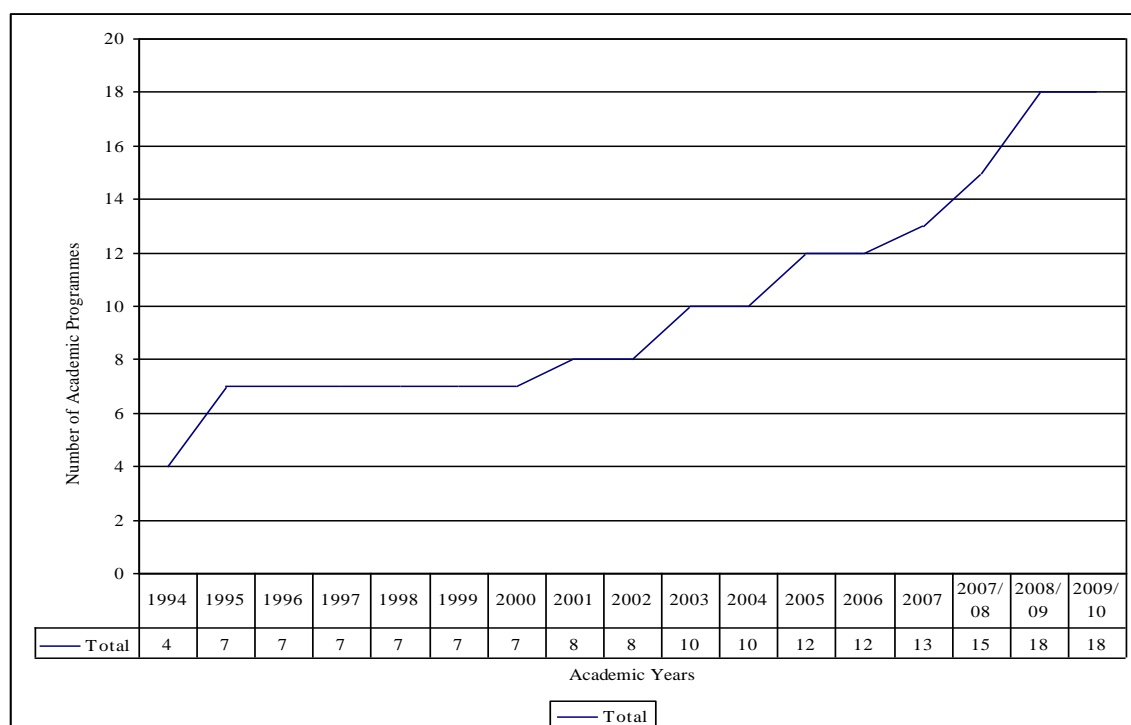


Fig. 4(b): Trend of Undergraduate Degree Programmes offered in each Academic Year

3.1 Post graduate Programmes

The postgraduate study is extremely imperative for individuals who make top strategic decisions and those involved in policy dialogues, designs, analysis, appraisal and implementation. The right dose of postgraduate education is, therefore, essential in order to elevate and strengthen the analytical skills, acumen, competencies and professional ethics that are increasingly required to solve complex issues.

The Open University of Tanzania started to run the Postgraduate programmes in 2001. The first batch of Postgraduate students were enrolled in Postgraduate Diploma in Education, Postgraduate Diploma in Law, Master in Distance Education, Master of Education, Master of Arts, Master of Science, Master of Laws, and PhD in various fields. Out of 97 enrolled students 13 were female. This figure is less than 15% of enrolled students in that particular year.

Table 12 gives the number of postgraduate programmes across various faculties. The Faculty of Arts and Social Sciences offers more programmes than others. Faculty of business management, despite having many more students than others, it has fewer postgraduate programmes. Certainly, there is a need to introduce new specialized programmes in Banking and Financial services, Financial Risk management, investment banking and finance in order to robustly accelerate the development of the vibrant financial industry in the country.

Table 12: Postgraduate Degree Programmes

Year	Faculties					Total
	FED	FASS	FSTES	FLW	FBM	
2001	4	3	2	3	0	12
2002	4	3	2	3	1	13
2003	4	3	2	3	1	13
2004	4	3	2	3	1	13
2005	4	3	2	3	2	14
2006	6	9	7	3	2	27
2007	6	9	7	3	2	27
2008	6	9	7	3	2	27
2009	6	9	7	4	2	28

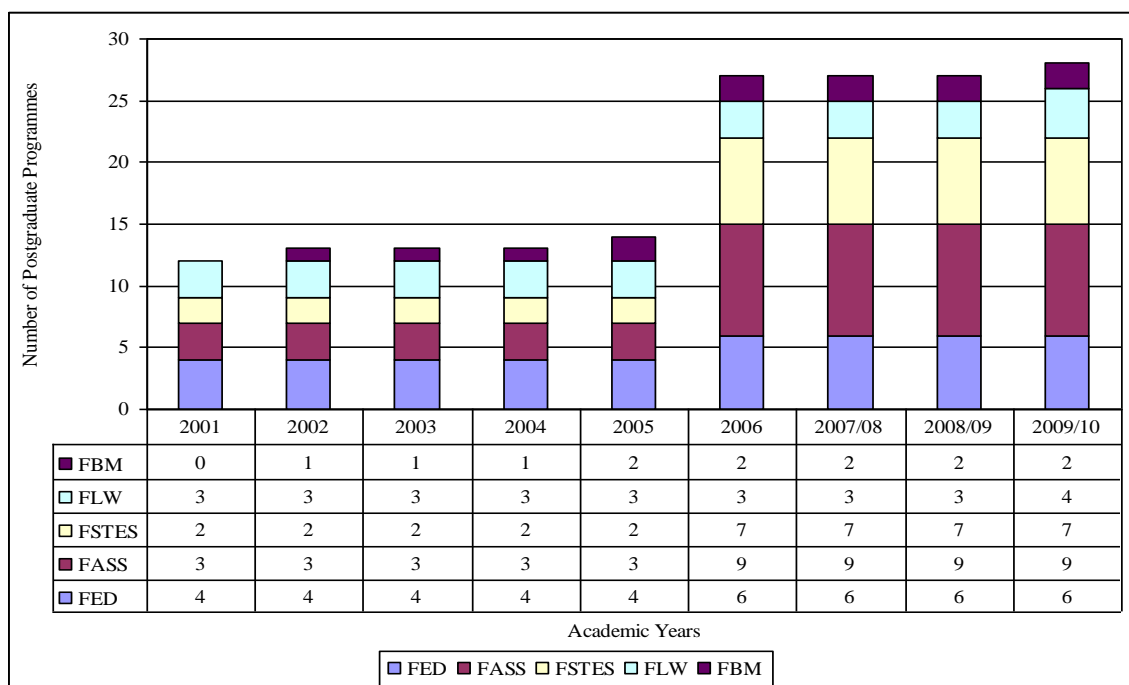


Fig. 5(a): Postgraduate Programmes by Academic Year

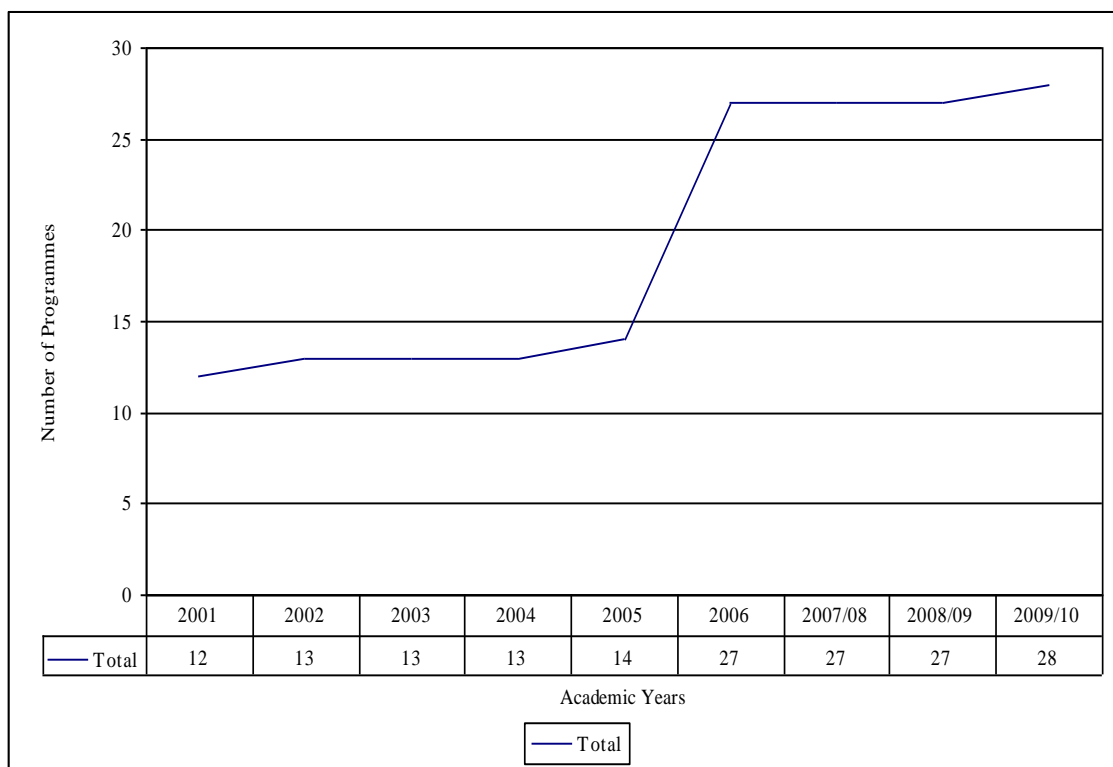


Fig. 5(b): Trend of Postgraduate Programmes from 2001 - 2009

4.1 Graduates by Programmes

Table 13 illustrates the distribution of graduates by programmes. Although the first graduation took place in 1999 having 159 students, there were only 16 undergraduate students; the rest being the Foundation Course students. This situation changed since 2000 in which 46 out of 75 students graduated with BA (Ed), B.Com (Gen) and BSc (Gen). Since the year 2001, the OUT has recorded an annual increase in students awarded degrees.

In general, at the undergraduate level, LLB programme has produced more graduates (592) than in any other programme, over the last 11 years. Next to the LLB is the BA (Ed) with 649 graduates.

At the postgraduate level, Master of Science in Community Economic Development (MSc CED) has more graduates than any other. Despite huge enrolment in MBA, this programme has so far been able to produce about 128 graduates. At the non-degree level, foundation course has produced more than 2300 graduates.

The cumulative number of graduates from 1999 to 2009 was 6457 whereby 2344 (36%) were females. Among 6457 graduates, 2921 students graduated in Non-Degree programmes out of which 1223 (42%) were females, 2918 students graduated in Undergraduate programmes out of which 946 (32%) were females and 618 students graduated in the Postgraduate programmes whereby 175 (28%) were females.

In a broader picture, female graduates as a percentage of total graduates in all programmes were 36%. At Ph.D level, 5 male students completed successfully their programmes, no female student received a Ph.D over this duration. In as far as Honorary Degrees are concerned, 4 males and 1 female were awarded Ph.D over the same period.

Table 13: Distribution of Graduates by Programme

Programme	1999			2000			2001			2002			2003		
	Male	female	Total	Male	female	Total	Male	female	Total	Male	female	Total	Male	female	Total
CCDE	0	0	0	0	0	0	6	5	11	6	2	8	3	2	5
PTE - Certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CYP - Diploma	0	0	0	0	0	0	0	0	0	10	1	11	14	2	16
OFC	107	35	142	20	8	28	24	15	39	42	34	76	60	34	94
ODDEOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B.A. (Gen.)	0	0	0	4	0	4	10	1	11	8	1	9	8	1	9
B.A.(Ed.)	12	4	16	31	8	39	29	11	40	20	7	27	15	8	23
B.Com.(Gen.)	0	0	0	2	0	2	14	1	15	14	1	15	22	3	25
B.Com.(Ed.)	0	0	0	0	0	0	4	1	5	0	0	0	1	0	1
BBA (Gen.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BBA(Ed.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B. Ed.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B. Sc. (Gen.)	0	0	0	1	0	1	0	0	0	0	0	0	7	1	8
B. Sc. (Ed.)	0	0	0	0	0	0	0	0	0	0	0	0	9	6	15
B.Sc (ICT)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LL.B	0	0	0	0	0	0	0	0	0	15	1	16	61	5	66
MSc. CED	0	0	0	0	0	0	0	0	0	0	0	0	34	10	44
M.SC.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
M. A.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
M.Ed.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PGDL.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PGDE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LL.M	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MBA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Honorary Degree	1	0	1	1	0	1	0	0	0	1	0	1	1	0	1
Ph.D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	120	39	159	59	16	75	87	34	121	116	47	163	235	72	307

Table 13: Continues

Programme	2004			2005			2006			2007			2008			2009		
	Male	female	Total	Male	female	Total	Male	female	Total	Male	female	Total	Male	female	Total	Male	female	Total
CCDE	6	1	7	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0
PTE - Certificate	0	0	0	0	0	0	0	0	0	202	86	288	21	18	39	0	0	0
CYP - Diploma	31	22	53	25	11	36	9	6	15	29	12	41	13	8	21	13	9	22
OFC	122	67	189	198	166	364	218	165	383	193	204	397	285	287	572	37	18	55
ODDEOL	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3	1	3	4
B.A. (Gen.)	12	3	15	6	2	8	18	4	22	21	2	23	29	18	47	53	39	92
B.A. (Tourism)																23	9	32
B.A.(Ed.)	27	8	35	35	18	53	34	27	61	64	33	97	41	37	78	103	77	180
B.Com.(Gen.)	30	7	37	50	14	64	18	5	23	6	2	8	8	4	12	54	41	95
B.Com.(Ed.)	5	0	5	3	1	4	1	2	3	4	2	6	4	0	4	0	0	0
BBA (Gen.)	0	0	0	0	0	0	26	11	37	22	18	40	45	31	76	120	57	177
BBA(Ed.)	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	3	3	6
B. Ed.	0	0	0	6	3	9	7	15	22	36	42	78	39	37	76	109	154	263
B. Sc. (Gen.)	16	4	20	16	6	22	15	8	23	19	11	30	25	14	39	33	16	49
B. Sc. (Ed.)	10	2	12	6	2	8	3	3	6	14	7	21	3	4	7	12	8	20
B.Sc (ICT)	0	0	0	104	12	116	0	0	0	0	0	0	9	1	10	6	0	6
LL.B	71	11	82	59	33	92	81	7	88	78	17	95	58	11	69	43	16	59
MSc. CED	0	0	0	0	0	0	0	0	0	61	43	104	0	0	0	127	42	169
M.SC.	0	0	0	1	0	1	0	0	0	2	0	2	1	0	1	0	0	0
M. A.	4	0	4	2	0	2	1	0	1	2	0	2	2	2	4	0	0	0
M.Ed.	0	0	0	0	1	1	0	0	0	2	0	2	2	0	2	2	1	3
PGDL.	0	0	0	0	0	0	0	0	0	4	0	4	3	1	4	2	1	3
PGDE	0	0	0	0	0	0	1	2	3	6	1	7	7	3	10	5	1	6
LL.M	0	0	0	0	0	0	1	0	1	2	0	2	2	0	2	1	0	1
MBA	0	0	0	0	0	0	0	0	0	6	3	9	18	4	22	71	26	97
Honorary Degree	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
Ph.D	0	0	0	0	0	0	4	0	4	0	0	0	3	0	3	1	0	1
Total	334	125	459	512	270	782	438	256	694	773	483	1256	620	481	1101	819	521	1340

5.1 Graduates by Regions

Table 14 displays the distribution of **graduates** by regions. As mentioned earlier, the first graduation took place in 1999. Looking closely at table 14 it is hardly surprising to glimpse that Dar es Salaam region has produced many more **graduates** than other regions since it also enrolls more students. So too, cumulatively, 38% of **graduates** came from Dar es Salaam over the last nine years. It is interesting to note that this figure (i.e., 38%) corresponds to the combined percentage of nine regions: Arusha, Dodoma, Iringa, Kilimanjaro, Mbeya, Morogoro, Mwanza and Zanzibar. The nine regions and Dar es salaam have produced 76% of total **graduates** over the last nine years.

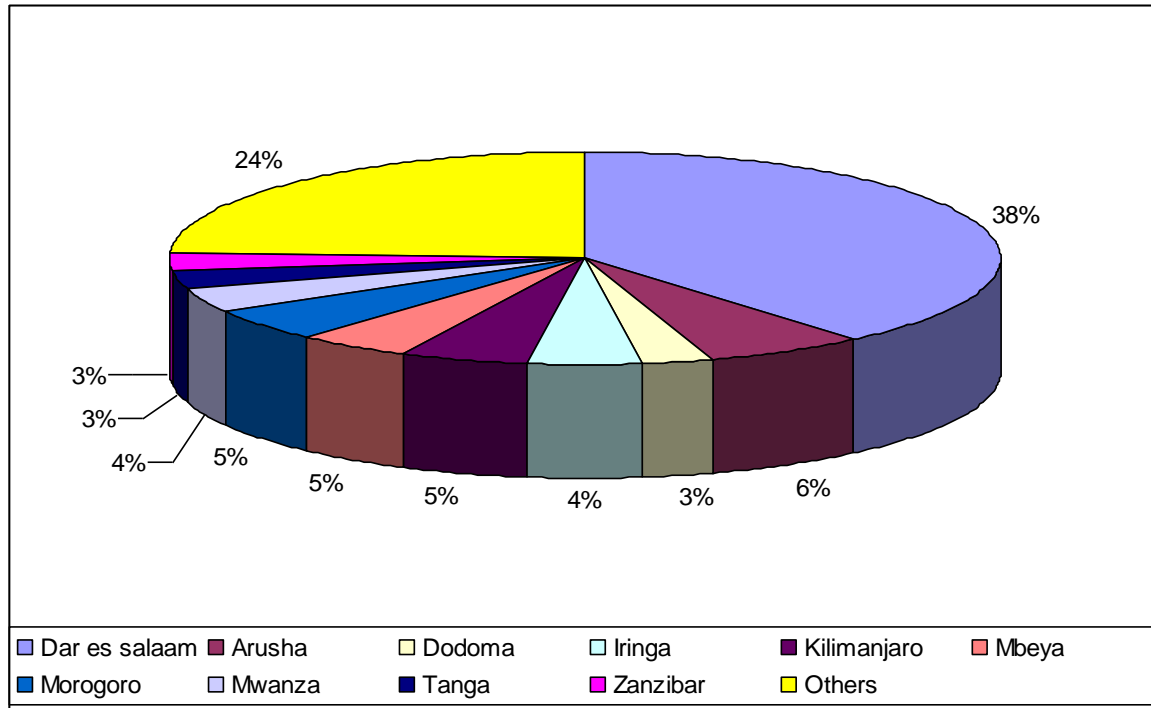


Figure 6: graduates by Regional Centers

It is also important to highlight differences across regions grouped under umbrella of “others” in Figure 4. Cumulatively, modest records are observed in the following regions: Mara (163), Tabora (133), Mtwara (117) and Pwani (112). The average percentage in this group of “others” is affected by fewer graduates recorded in the following regions: Rukwa(41), Lindi (59), kigoma(67) and Kagera (79). Other centres such as Pemba and Manyara are relatively new, and therefore are left out in this discussion. As time goes by, it will be crucial to analyse them at par with other regions.

Table 14: Distribution of graduates at the Level of Regional Centres

Regions	March 1999			September 1999			March 2000			September 2000			March 2001		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	5	1	6	1	0	1	0	0	0	0	0	0	2	1	3
Dar es Salaam	26	14	40	4	2	6	4	4	8	3	1	4	24	13	37
Dodoma	5	2	7	0	0	0	2	0	2	0	0	0	2	1	3
Iringa	4	0	4	0	0	0	4	0	4	3	0	3	2	1	3
Kagera	5	1	6	0	0	0	0	0	0	1	0	1	0	1	1
Kigoma	2	0	2	1	0	1	2	0	2	1	0	1	1	0	1
Kilimanjaro	5	1	6	0	0	0	1	3	4	1	1	2	1	1	2
Lindi	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Manyara	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mara	3	0	3	2	0	2	3	0	3	1	0	1	0	0	0
Mbeya	11	4	15	2	0	2	3	2	5	1	0	1	4	1	5
Morogoro	1	1	2	2	0	2	0	1	1	4	0	4	0	1	1
Mtwara	6	0	6	0	1	1	3	0	3	0	0	0	2	0	2
Mwanza	5	5	10	4	0	4	4	1	5	2	1	3	3	2	5
Pemba	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pwani	7	1	8	0	0	0	2	0	2	0	0	0	1	3	4
Rukwa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ruvuma	4	2	6	2	0	2	3	0	3	1	0	1	1	0	1
Shinyanga	0	1	1	1	0	1	0	0	0	0	1	1	2	1	3
Singida	1	1	2	0	0	0	0	0	0	0	0	0	1	0	1
Tabora	2	2	4	1	0	1	6	0	6	1	0	1	1	0	1
Tanga	4	0	4	0	0	0	0	0	0	2	0	2	1	0	1
Zanzibar	2	0	2	0	0	0	0	1	1	0	0	0	0	3	3
Sub Total	99	36	135	20	3	23	37	12	49	21	4	25	48	29	77

Table 14: Continues

Regions	September 2001			March 2002			September 2002			March 2003			September 2003		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	0	0	0	1	1	2	6	0	6	2	1	3	11	6	17
Dar es Salaam	6	1	7	12	12	24	24	7	31	24	17	41	58	16	74
Dodoma	0	0	0	2	0	2	3	0	3	1	0	1	6	2	8
Iringa	6	0	6	0	0	0	7	1	8	3	1	4	10	3	13
Kagera	1	0	1	0	0	0	0	0	0	2	0	2	5	1	6
Kigoma	1	1	2	1	0	1	1	0	1	2	0	2	2	0	2
Kilimanjaro	2	1	3	2	0	2	3	1	4	1	3	4	4	0	4
Lindi	0	0	0	0	0	0	1	0	1	0	1	1	6	2	8
Manyara	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Mara	2	0	2	1	2	3	3	1	4	1	1	2	7	0	7
Mbeya	3	1	4	6	1	7	7	1	8	2	3	5	11	1	12
Morogoro	4	0	4	1	3	4	0	0	0	3	1	4	6	0	6
Mtwara	1	0	1	1	1	2	0	0	0	0	0	0	4	0	4
Mwanza	4	0	4	1	0	1	3	0	3	0	2	2	8	1	9
Pemba	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pwani	0	0	0	1	0	1	3	0	3	0	0	0	3	0	3
Rukwa	1	0	1	0	0	0	0	0	0	0	0	0	2	0	2
Ruvuma	0	0	0	0	0	0	0	0	0	0	1	1	5	0	5
Shinyanga	0	0	0	0	1	1	3	0	3	2	0	2	2	0	2
Singida	0	0	0	2	3	5	1	2	3	7	0	7	2	1	3
Tabora	1	0	1	3	1	4	1	1	2	2	0	2	8	0	8
Tanga	3	0	3	2	2	4	5	2	7	3	1	4	2	3	5
Zanzibar	2	1	3	5	0	5	4	0	4	4	0	4	10	5	15
Sub Total	37	5	42	41	27	68	75	16	91	59	32	91	173	41	214

Table 14: Continues

Regions	March 2004			October 2004			March 2005			September 2005			March 2006		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	3	1	4	9	5	14	17	2	19	23	7	30	5	2	7
Dar es Salaam	45	37	82	54	25	79	79	80	159	95	47	142	105	119	224
Dodoma	3	1	4	1	2	3	6	1	7	12	2	14	3	0	3
Iringa	4	0	4	18	3	21	8	5	13	9	5	14	10	12	22
Kagera	4	1	5	0	0	0	5	4	9	2	0	2	3	0	3
Kigoma	3	0	3	3	0	3	9	1	10	5	0	5	3	0	3
Kilimanjaro	7	4	11	4	3	7	12	4	16	8	7	15	2	3	5
Lindi	7	0	7	1	1	2	7	3	10	5	1	6	2	0	2
Manyara	1	0	1	2	0	2	0	1	1	2	1	3	3	1	4
Mara	4	1	5	8	2	10	10	9	19	10	6	16	5	0	5
Mbeya	7	3	10	16	2	18	16	5	21	14	5	19	18	4	22
Morogoro	3	0	3	9	0	9	4	5	9	4	4	8	2	2	4
Mtwara	1	1	2	4	0	4	5	6	11	3	2	5	7	2	9
Mwanza	5	1	6	7	0	7	7	2	9	10	2	12	11	2	13
Pemba	0	0	0	0	0	0	1	0	1	4	0	4	3	1	4
Pwani	8	1	9	2	2	4	5	4	9	4	0	4	2	2	4
Rukwa	2	0	2	5	0	5	2	1	3	8	0	8	4	0	4
Ruvuma	6	1	7	2	1	3	6	3	9	9	2	11	0	4	4
Shinyanga	2	1	3	3	0	3	4	1	5	10	0	10	4	1	5
Singida	0	0	0	1	1	2	10	5	15	13	2	15	8	1	9
Tabora	11	5	16	7	0	7	2	1	3	6	1	7	2	1	3
Tanga	0	0	0	7	2	9	5	6	11	15	7	22	3	1	4
Zanzibar	9	4	13	14	1	15	5	3	8	9	2	11	2	0	2
Sub Total	135	62	197	177	50	227	225	152	337	280	103	383	207	158	365

Table 14: Continues

Regions	October 2006			October 2007			October 2008			October 2009		
	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	7	14	21	68	37	105	37	24	61	64	19	83
Dar es Salaam	68	29	97	208	205	413	259	270	529	339	317	656
Dodoma	1	2	3	45	19	64	14	7	21	21	9	30
Iringa	14	3	17	21	6	27	42	24	66	27	13	40
Kagera	3	1	4	14	3	17	12	10	22	19	8	27
Kigoma	9	2	11	11	3	14	3	0	3	6	2	8
Kilimanjaro	17	6	23	31	24	55	34	59	93	36	31	67
Lindi	3	0	3	5	2	7	4	7	11	6	4	10
Manyara	2	1	3	13	4	17	15	2	17	9	4	13
Mara	5	2	7	35	20	55	14	5	19	10	2	12
Mbeya	6	3	9	24	17	41	20	9	29	52	28	80
Morogoro	5	3	8	95	38	133	31	16	47	29	6	35
Mtwara	6	2	8	31	19	50	6	3	9	17	9	26
Mwanza	15	6	21	31	18	49	19	5	24	55	16	71
Pemba	1	1	2	3	1	4	3	0	3	1	0	1
Pwani	6	5	11	14	10	24	13	13	26	12	12	24
Rukwa	1	0	1	5	0	5	7	3	10	9	5	14
Ruvuma	7	1	8	11	10	21	14	6	20	16	13	29
Shinyanga	6	0	6	9	3	12	8	3	11	14	5	19
Singida	10	2	12	12	6	18	8	1	9	9	11	20
Tabora	6	1	7	38	12	50	9	1	10	15	2	17
Tanga	19	7	26	18	8	26	14	6	20	17	8	25
Zanzibar	8	3	11	12	7	19	23	2	25	20	8	28
Sub total	225	94	319	754	472	1226	609	476	1085	803	532	1335

The OUT is proud to have produced graduates beyond the national borders. This is in compliance with the university's vision in which we aspire to become one of the leading world-class universities. Table 15 exhibits the distribution of international students who have graduated at the OUT since 2001. Up until the year 2008, the university conferred degrees, diplomas and certificates to 119 international students. In terms of graduate destination, about 80% of graduands over the last eight years came from Kenya and Uganda (Kenya 53% and Uganda 31%). Globally, African continent has the highest percentage of OUT graduates—more than 90%. With the exception of the United Kingdom, the OUT has not attracted students from other countries. It is vital that the newly formed International Students' Office (ISO) develops a comprehensive publicity at global level.

Table 15: Distribution of Graduates at Global Level

	2001	2002	2003	2004	2005	2006	2007	2008	2009	Cum
Botswana	-	1	-	-	-	-	-	-	-	1
Kenya	-	1	-	13	8	-	25	16	4	67
Ethiopia	-	-	-	1	-	1	-	-	-	2
Lesotho	1	-	-	2	-	-	-	-	-	3
Libya	-	-	-	3	1	4	-	-	-	8
Uganda	-	1	-	16	13	4	4	-	1	39
UK	-	-	1	-	-	1	1	-	-	3
Rwanda	-	-	1	-	-	-	-	-	-	1
Total	1	3	2	35	22	10	30	16	5	124

6.1 Academic Staff

In recent years, the OUT has managed to employ academically strong, young, energetic and dynamic staff to succeed the generation of highly qualified, experienced and reputable senior professionals, who are at the verge of retirement. It is the policy of the University to recruit, incentivise and retain new staff in order to continuously provide quality open and distance education, research and public service for sustainable and equitable social economic development of Tanzania in particular and the rest of Africa.

6.1.1 Academic Staff by Qualification and Gender

Table 16 shows the academic staff by qualification and gender. The emerging picture is that there are more academic staff with master's qualification than those holding PhD or First degrees. Looking at gender, in 2008, about one fifth of PhD holders are females. At master's level, male academic staff are twice as many compared with females. Up until 2006, female academic staff holding only a bachelor's degree did not exist. This picture, was, however radically altered beginning the year 2007 in which 11 females were employed. Although a lot needs to be done to improve gender parity, the OUT has gone further down the road to reduce gender disparity for academic staff with first degree.

Table 16: Academic Staff by Qualification

Year	PhD			Masters			First Degree			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
2001	17	1	18	44	13	57	1	0	1	62	14	76
2002	20	1	21	41	14	55	0	0	0	61	15	76
2003	26	2	28	37	11	48	0	0	0	63	13	76
2004	28	5	33	42	10	52	0	0	0	70	15	85
2005	30	7	37	58	13	71	1	0	1	89	20	109
2006	30	7	37	64	18	82	2	0	2	96	25	121
2007	41	9	50	72	22	94	17	11	28	130	42	172
2008	44	9	53	67	30	97	37	20	57	148	59	207
2009	46	9	55	89	48	137	48	26	74	183	83	266

Table 17 complements the analysis carried out in table 16. Percentage wise, it shows that there are more female academic staff with a first degree than in Masters or PhD. However, the trend, in general shows an upward trajectory for all groups.

Table 17: Female Academic Staff as a Percentage of Total Academic Staff by Qualification

Year	PhD	Masters	First Degree	Average
	%Female	%Female	%Female	
2001	5.6	22.8	0.0	14.2
2002	4.8	25.5	0.0	15.2
2003	7.1	22.9	0.0	15.0
2004	15.2	19.2	0.0	17.2
2005	18.9	18.3	0.0	18.6
2006	18.9	22.0	0.0	20.5
2007	18.0	23.4	23.4	21.6
2008	17.0	30.9	35.1	27.7
2009	16.4	35.0	35.1	28.8

Computed from Table 16

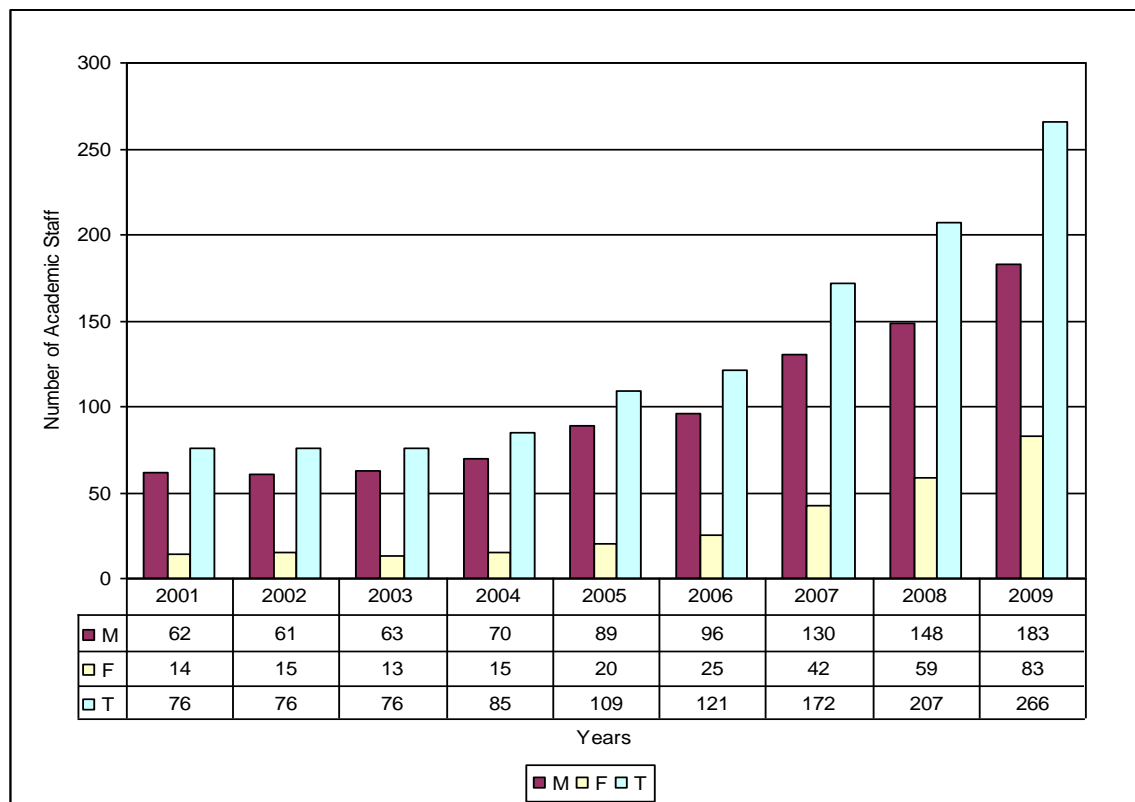


Fig. 7(a): Academic Staff Cumulative Figure by Sex and Academic Year 2001 to 2009

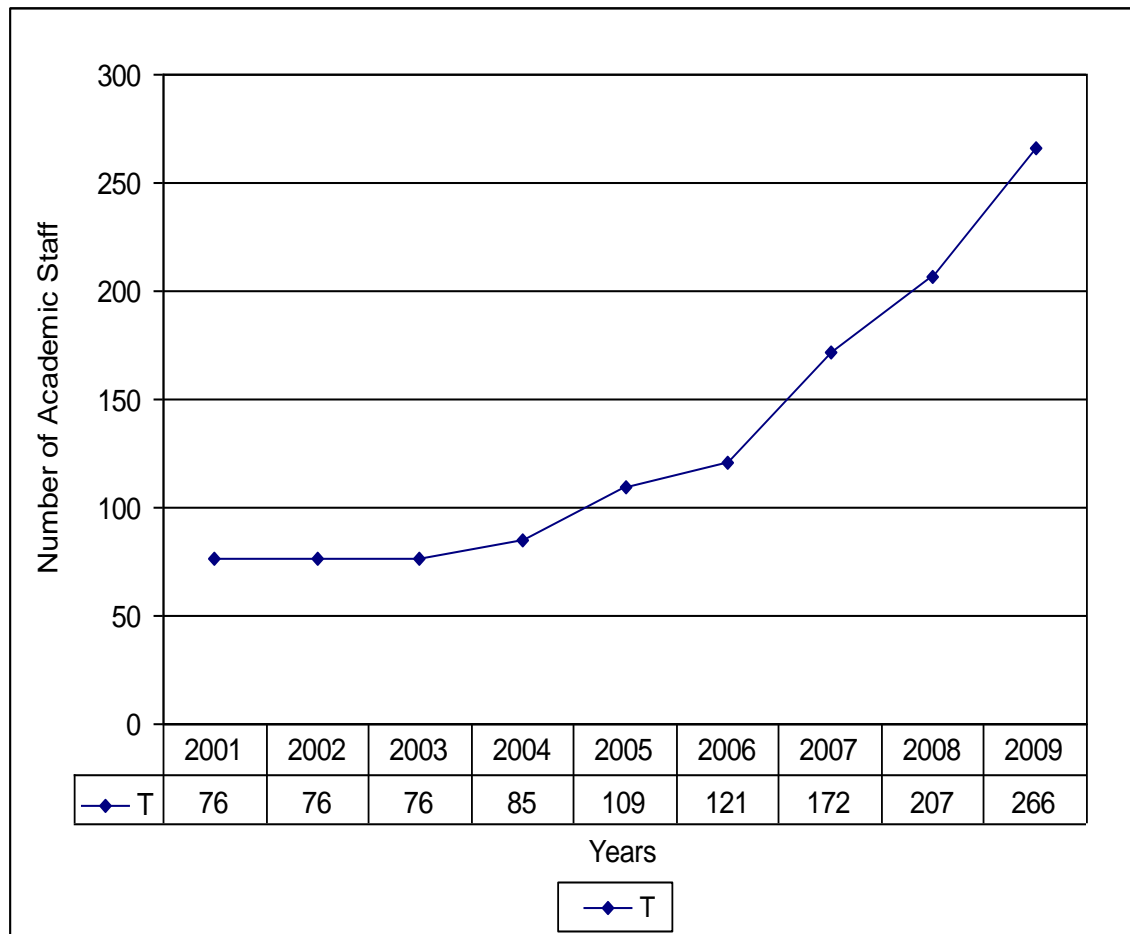


Fig. 7(b): Yearly Increase of Academic Staff from 2001 to 2009

6.1.2 Academic Staff by Rank and Gender

Table 18 shows the academic staff by rank and gender. There is no female professor since 2002, nor are there associate professors from the same year. At senior lecturer level, between 2005 and 2008, the percentage of female senior lecturers is less than 30% (see also table 19). These gaps, however, become narrower as one goes down the ladder. But even then, male lecturers are twice as much compared with female. The same representation comes into sight at the level of assistant lecturer. The gap narrows further when we look at the level of tutorial assistant.

Table 18: Academic Staff by Rank

Year	Professors			Ass Professors			Senior Lecturers			Lecturers		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
2002	6	0	6	2	0	2	4	0	4	9	2	11
2003	6	0	6	4	0	4	1	1	2	14	0	14
2004	8	0	8	5	0	5	2	1	3	11	2	13
2005	9	0	9	5	0	5	7	2	9	25	8	33
2006	6	0	6	6	0	6	6	2	8	31	11	42
2007	5	0	5	11	0	11	7	2	9	38	9	47
2008	8	0	8	9	0	9	7	2	9	36	14	50
2009	7	0	7	10	0	10	7	2	9	34	13	47

Table 18: Continues

Year	Ass Lecturers			Tutorial Assistant			Total		
	M	F	Total	M	F	Total	M	F	Total
2002	38	14	52	1	0	1	60	16	76
2003	37	11	48	2	0	2	65	11	76
2004	35	12	47	0	0	0	62	14	76
2005	44	9	53	0	0	0	91	18	109
2006	45	12	57	2	0	2	97	24	121
2007	54	19	73	16	11	27	131	41	172
2008	51	23	74	37	20	57	148	59	207
2009	72	41	113	53	27	80	183	83	266

Table 19: Female Academic Staff as a Percentage of Total Academic Staff by Rank

year	Professors	Associate Professors	Senior Lecturers	Lecturers	Assistant Lecturers	Tutorial Assistants	Average
	%female	%female	%female	%female	%female	%female	
2002	0.0	0.0	0.0	18.2	26.9	0.0	22.6
2003	0.0	0.0	50.0	0.0	22.9	0.0	36.5
2004	0.0	0.0	33.3	15.4	25.5	0.0	24.6
2005	0.0	0.0	25.0	24.2	17.0	0.0	22.1
2006	0.0	0.0	25.0	26.2	21.1	0.0	24.1
2007	0.0	0.0	22.2	19.1	26.0	40.7	27.0
2008	0.0	0.0	22.2	28.0	31.5	35.7	29.4
2009	0.0	0.0	22.2	27.7	36.3	33.8	30.0

Computed from Table 18

Table 21 portrays the academic staff-student ratio. Clearly, the emerging picture is that academic staff are overwhelmed by the increased enrolment. It is worth putting a caveat that not all academic staff are fully involved in teaching. Put differently, some academic staff are simultaneously engaged in administrative and teaching duties; hence, they play a limited role in teaching cycles. Justifiably, it suffices to conclude that the OUT needs to recruit more academic staff in order to meet the standard student-staff ratio of 1:35.

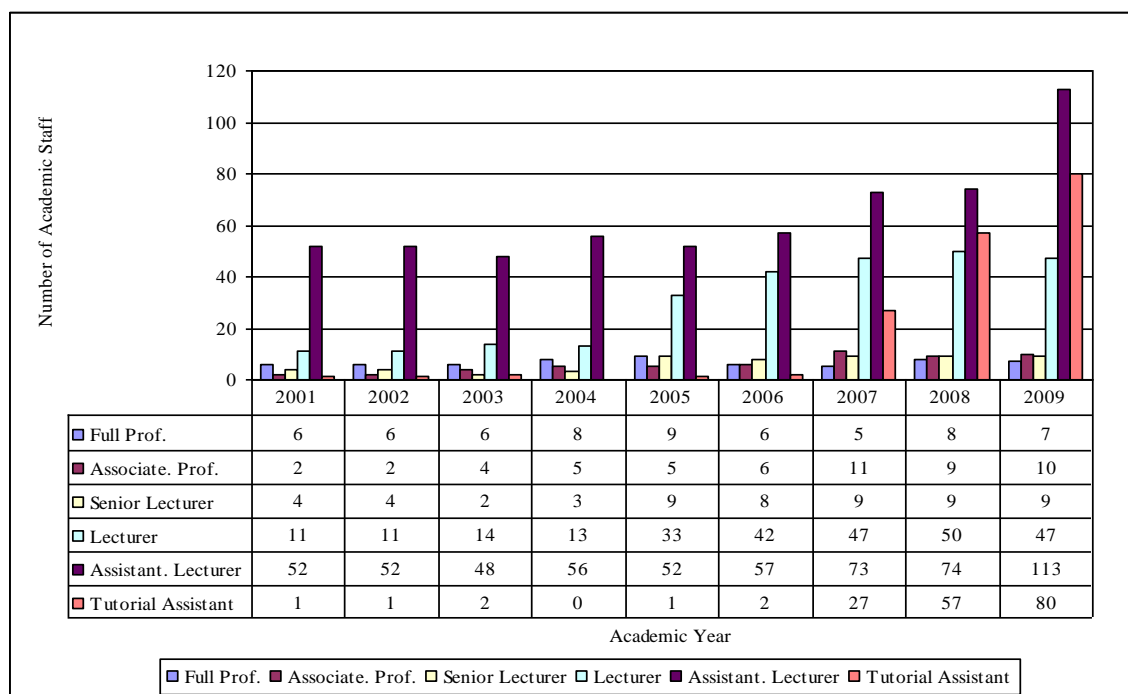


Fig. 8(a): Academic Staff by Rank and Year

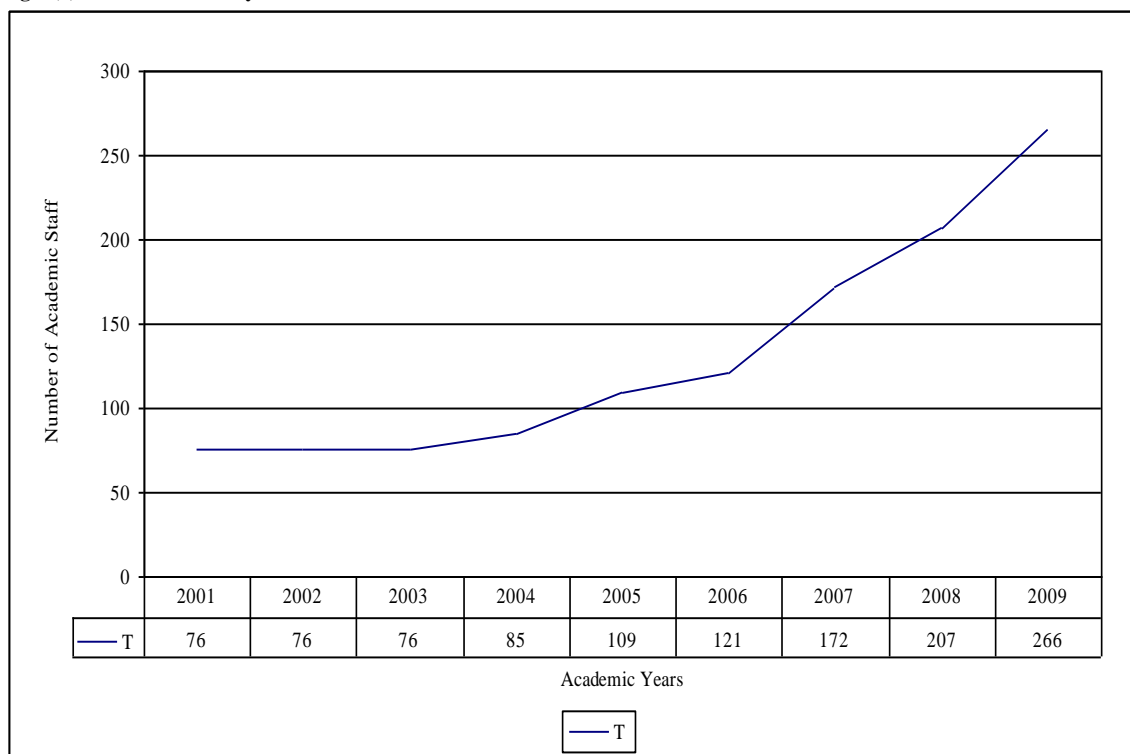


Fig. 8(b) Yearly Academic Staff Recruitment

Table 20: Academic Staff Profile by Age and Sex 2009

Group	Age range in years	Numbers of Academic Staff		Total
		Male	Female	
I	≤30	19	18	37
II	31 – 35	43	20	63
III	36 – 40	32	19	51
IV	41 – 45	18	9	27
V	46 – 50	18	2	20
VI	51 – 55	17	10	27
VII	56 – 60	12	4	16
VIII	61 – 65	16	1	17
IX	66 - 70	6	0	6
X	≥71	2	0	2
TOTAL		183	83	266

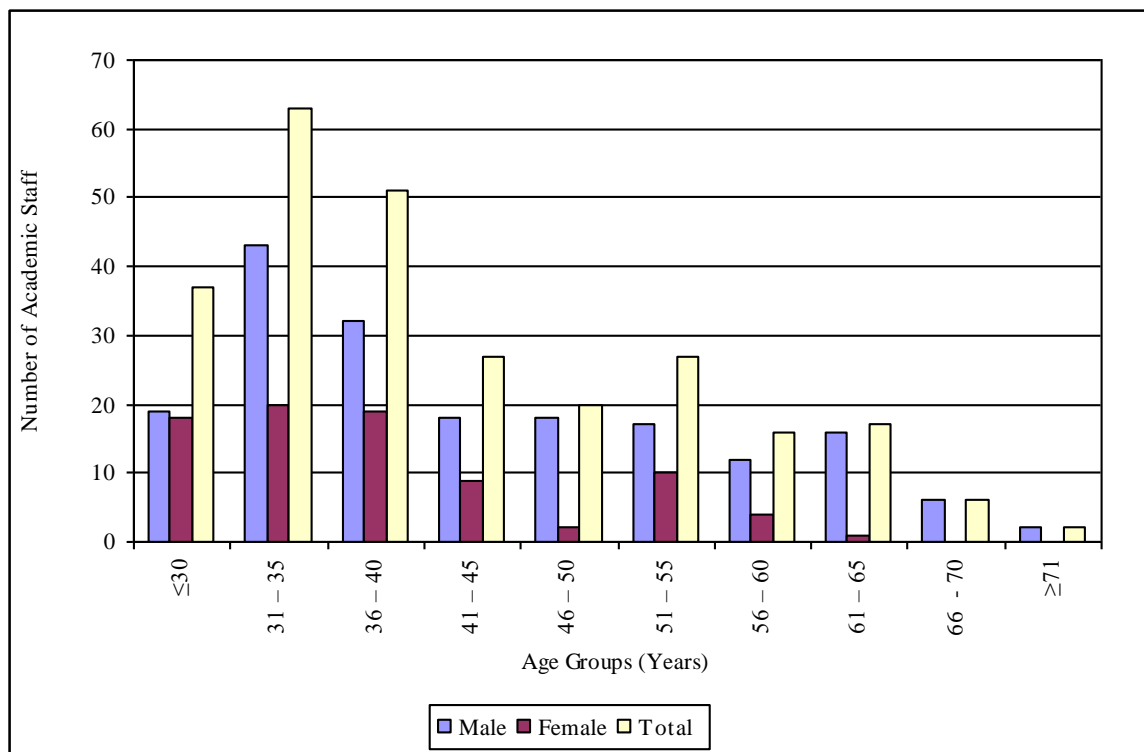


Fig. 9(a): Academic Staff Profile by Age and Sex 2009

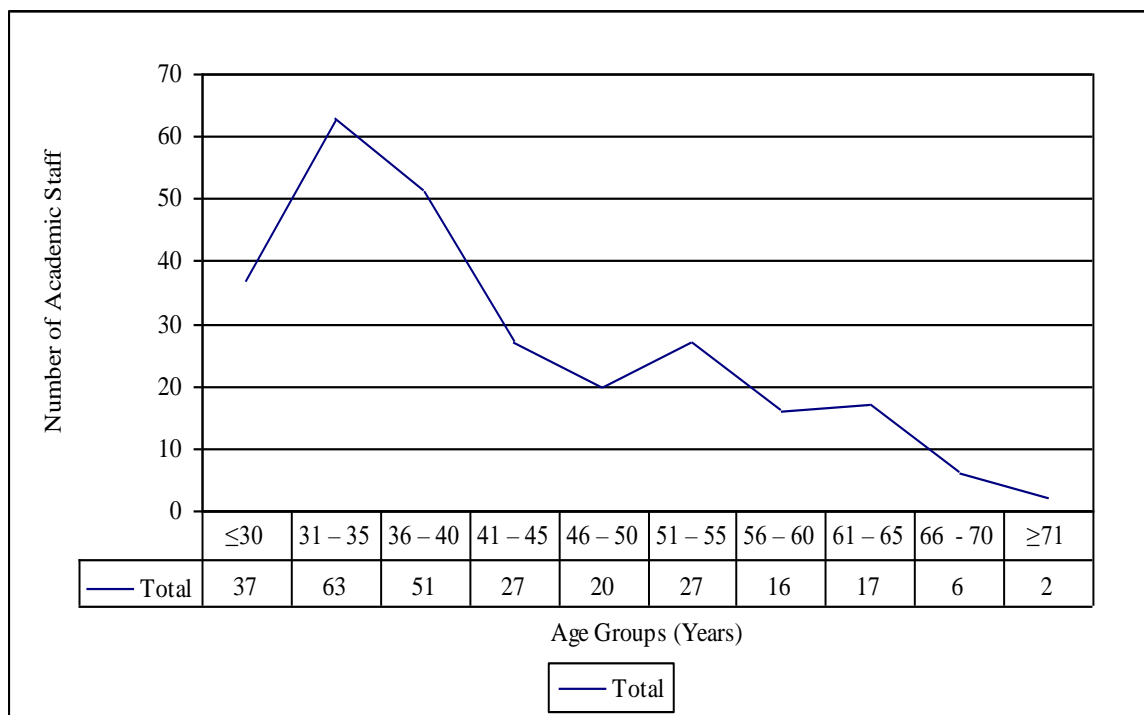


Fig. 9(b): Displays Trend of Academic Staff Profile by Age and Sex 2009

Table 21: Academic Staff-Student Ratio

Year	Active Students (estimated as 60% of the total enrolment)	Academic Staff	Academic Staff Student Ratio
1994	4596	5	1:919
1995	902	17	1:53
1996	1700	25	1:68
1997	2287	59	1:39
1998	2885	69	1:42
1999	3413	66	1:52
2000	4043	52	1:78
2001	5187	65	1:80
2002	6426	113	1:57
2003	7888	116	1:68
2004	8,454	128	1:66
2005	10,584	174	1:61
2006	13,142	205	1:64
2007	13,800	161	1:86
2007/08	15,200	200	1:76
2008/09	18,900	246	1:77
2009/10	21,600	305	1:71

Table 22: Administrative Staff by Qualifications and Sex 2009

PhD			Masters			PGD			1st Degree			ADV. DIP			OD		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
0	0	0	11	6	17	3	2	5	20	11	31	7	3	10	12	35	47

Table 22 Contd...

Certificate			Form VI			Form IV			Std VIII			STD VII			TOTAL		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
38	64	102	8	5	13	20	38	58	1	0	1	4	1	5	124	165	289

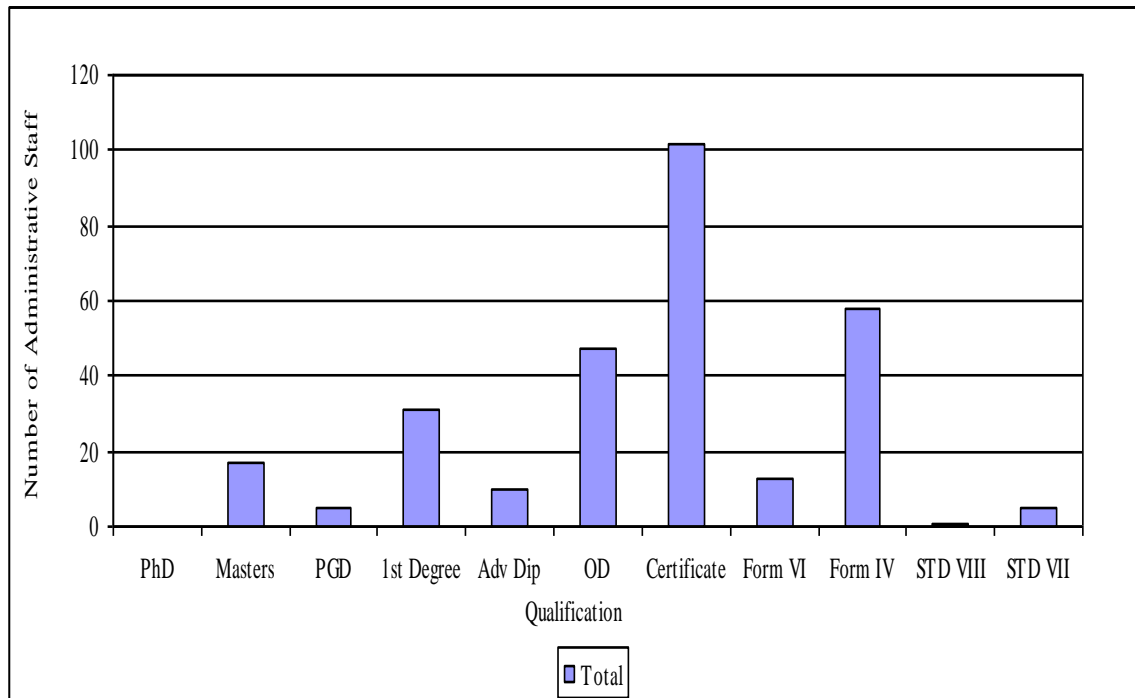


Fig. 10(a): Administrative Staff by Qualifications 2009

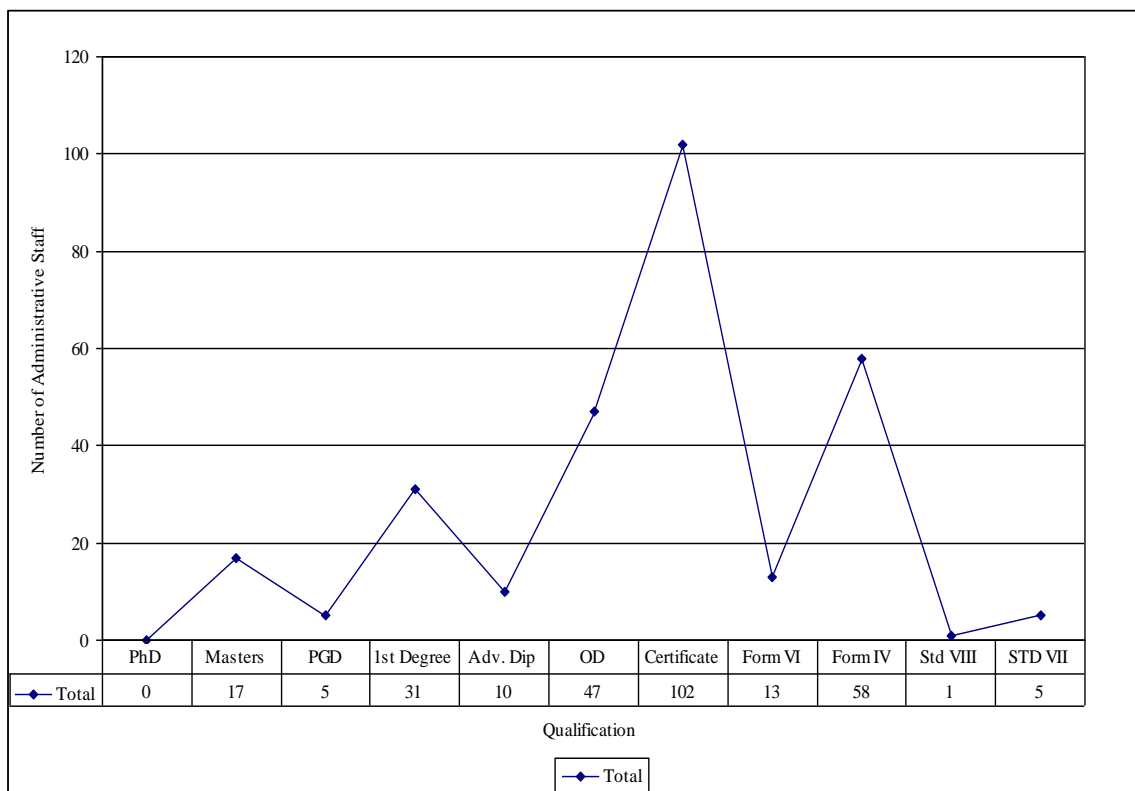


Fig. 10(b): Administrative Staff Trend 2009

Table 23: Administrative Staff Profile by Age and Sex 2009

Group	Age range (years)	Numbers of Administrative Staff		Total
		Male	Female	
I	≤30	36	79	115
II	31 – 35	22	38	60
III	36 – 40	20	19	39
IV	41 – 45	19	10	29
V	46 – 50	10	6	16
VI	51 – 55	8	7	15
VII	56 – 60	3	4	7
VIII	61 – 65	6	2	8
IX	66 -70	0	0	0
X	≥71	0	0	0
TOTAL		124	165	289

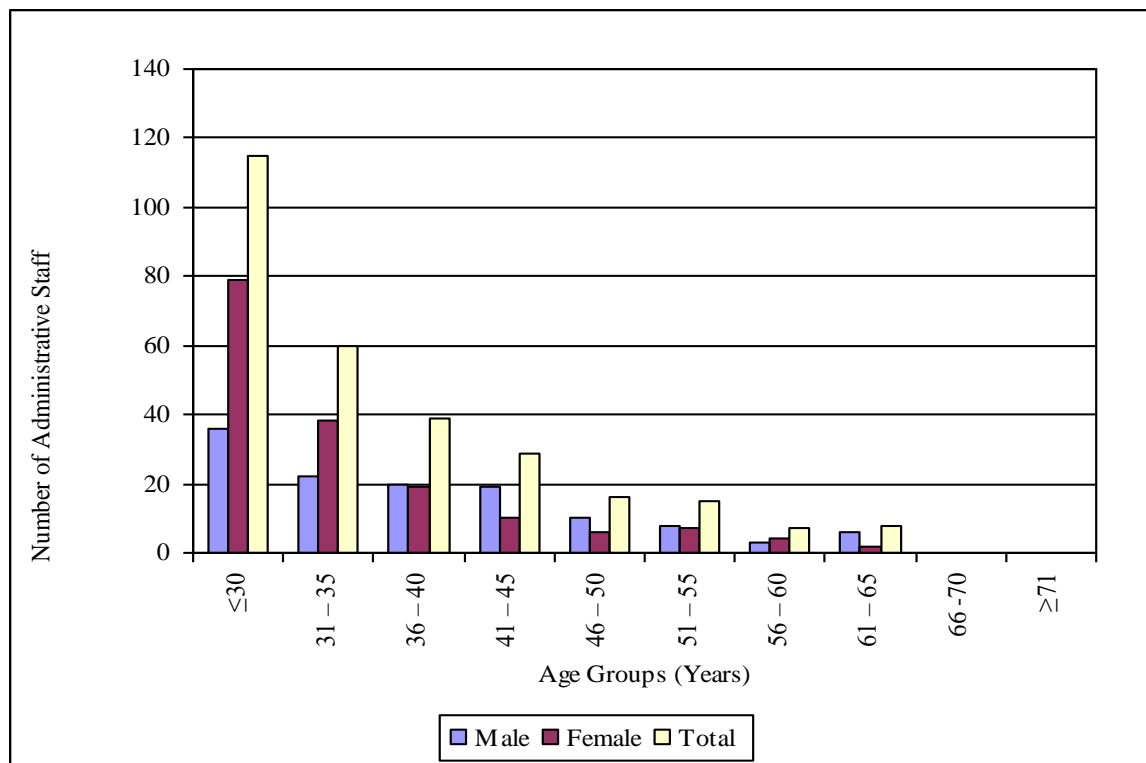


Fig. 11(a): Administrative Staff Profile by Age and Sex for 2009

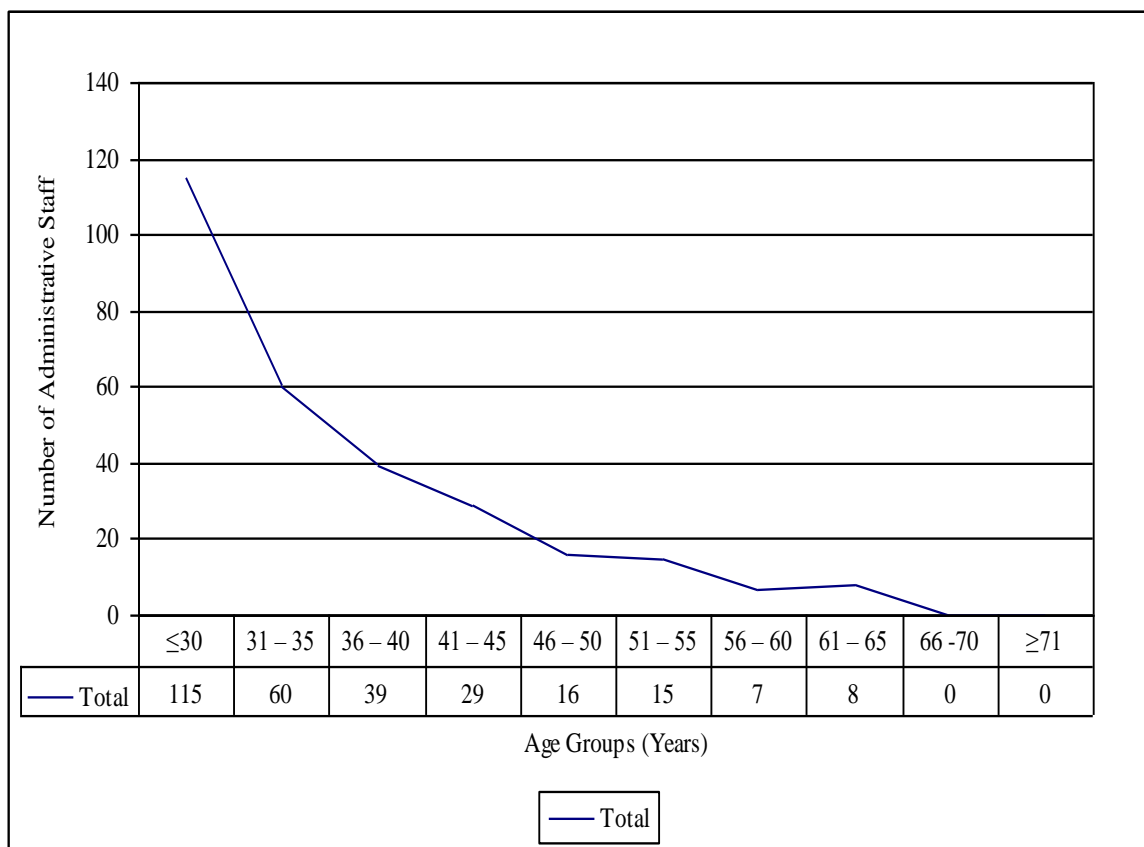


Fig. 11(b): Trend of Administrative Staff Profile by Age for 2009

Table 24: Technical Staff by the Highest Academic Qualification and Sex 2009

PhD			Masters			PGD			1st Degree			ADV. DIP			OD		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
0	0	0	0	0	0	1	0	1	9	2	11	3	0	3	3	2	5

Table 24 Contd...

Certificate			Form VI			Form IV			Std VIII			STD VII			Total		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
18	6	24	0	0	0	0	0	0	0	0	0	0	0	0	34	10	44

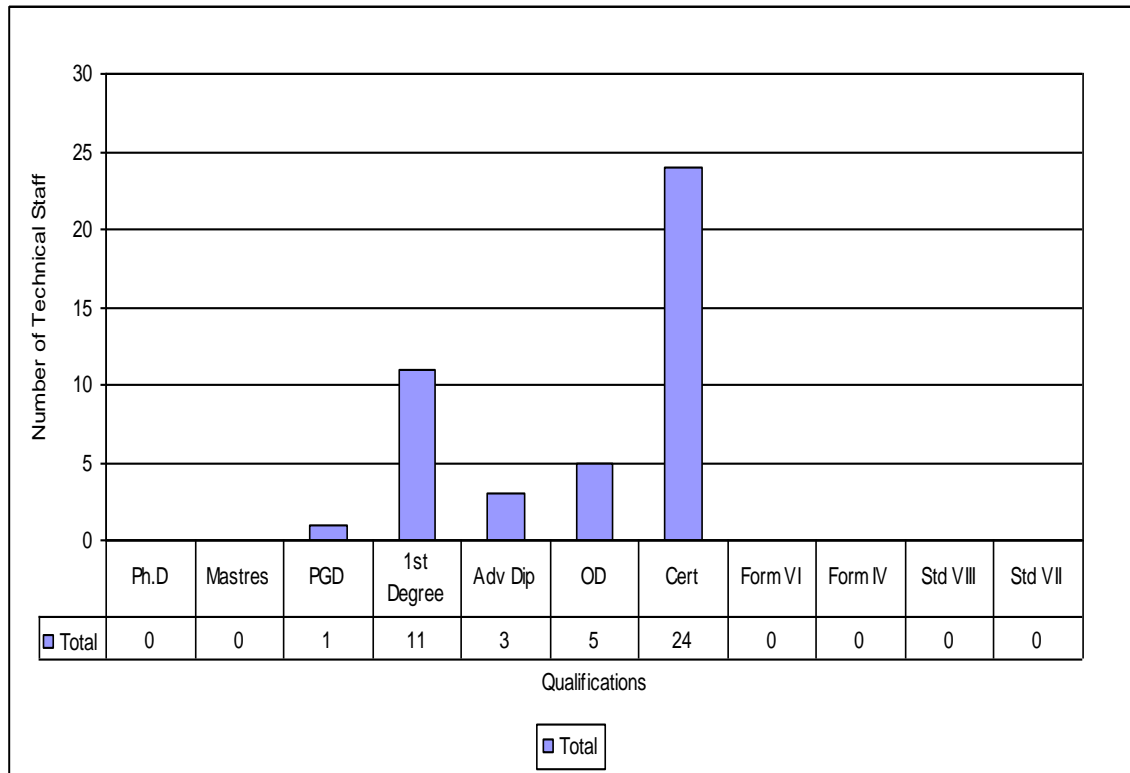


Fig. 12(a): Technical Staff by the Highest Qualification for 2009

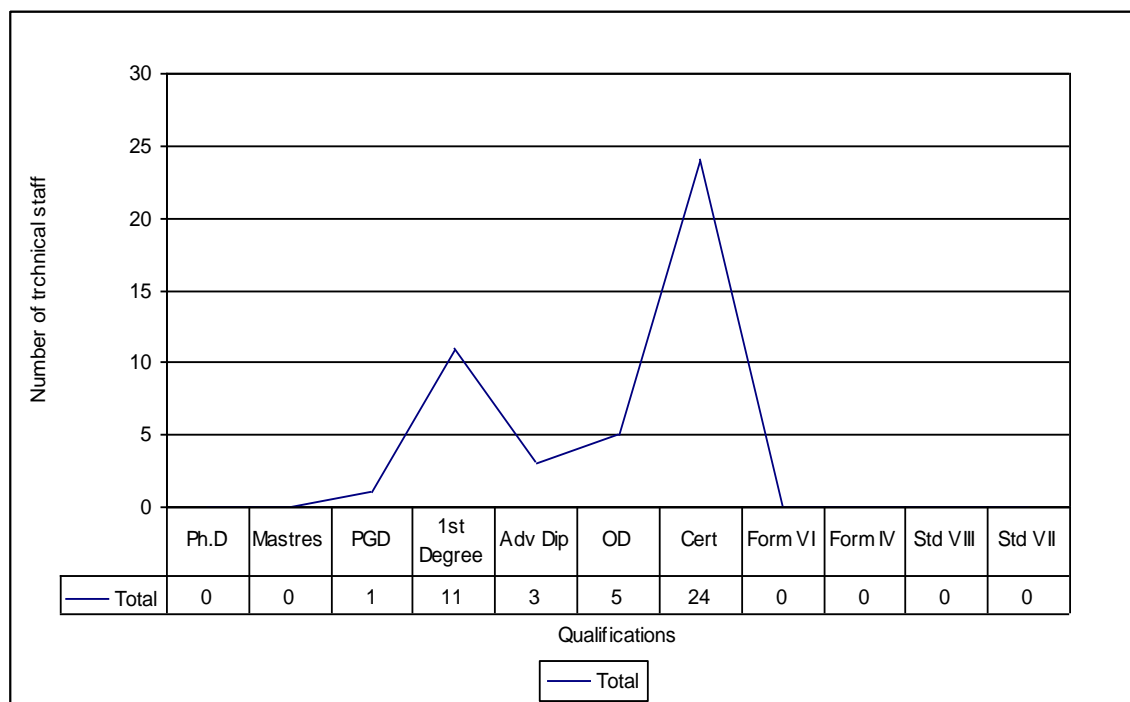


Fig. 12(b): Technical Staff Trend for 2009

Table 25: Technical Staff Profile by Age and Sex 2009

Group	Age Groups (Years)	Numbers of Technical Staff		Total
		Male	Female	
I	≤ 30	20	5	25
II	31 – 35	6	4	10
III	36 – 40	7	0	7
IV	41 – 45	1	1	2
V	46 – 50	0	0	0
VI	51 – 55	0	0	0
VII	56 – 60	0	0	0
VIII	61 – 65	0	0	0
IX	66 -70	0	0	0
X	≥ 71	0	0	0
Total		34	10	44

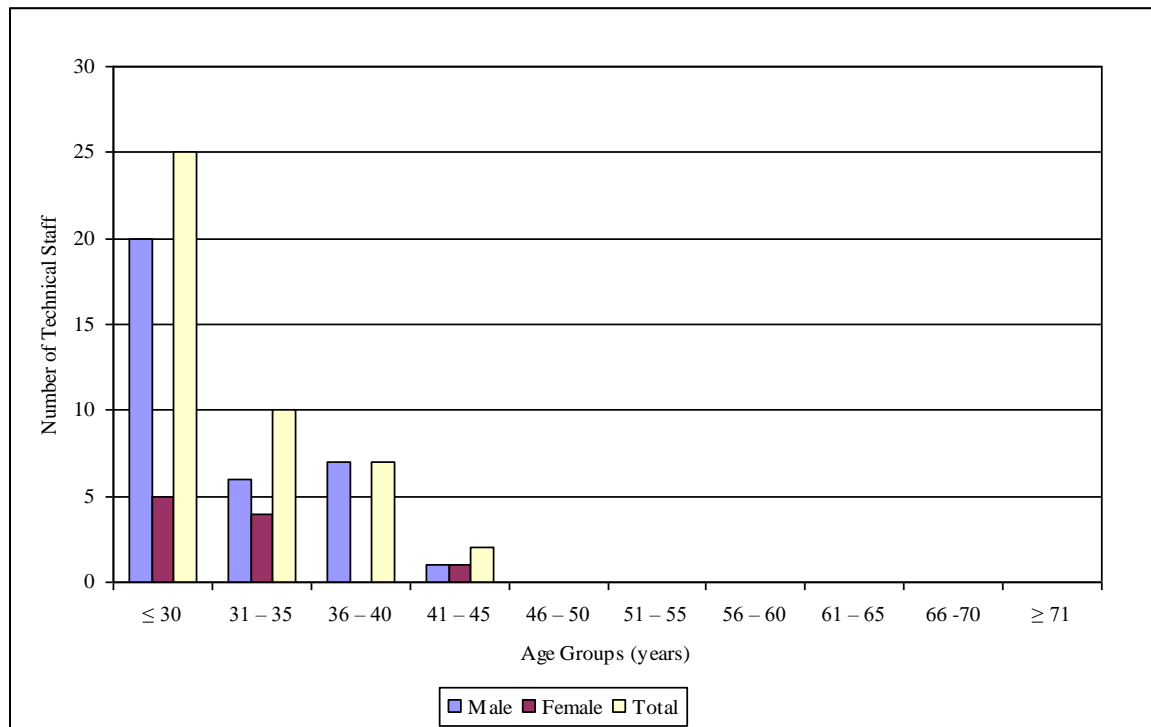


Fig. 13(a): Technical Staff Profile by Age and Sex for 2009

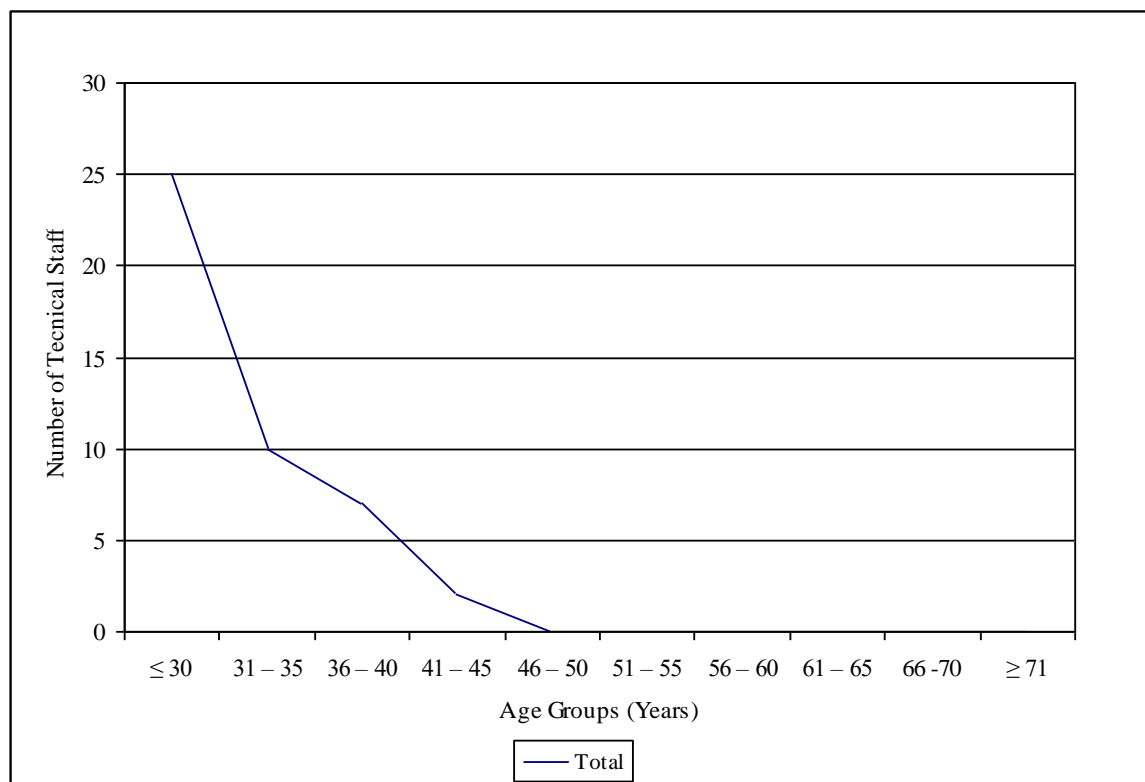


Fig. 13(b): Trend of Technical Staff Profile by Age for 2009

6.1.3 Staff Recruitment

Table 26 shows the trend in recruiting staff since 2001/02 fiscal year. In the section of academic staff, the pace of recruitment gained substantial momentum beginning the fiscal year 2004/05 following the government decree which in effect permitted the OUT and other Higher Learning Institutes to hire additional staff. However, as remarked elsewhere in this booklet, the recruitment for female academic staff is not only unsatisfactory but also remains lower.

The recruitment for administrative staff, however, reveals a different picture in which gender parity is well maintained. In fact, for some years, more females than male are recruited in administrative posts. Interestingly, in general there are more female than male staff discharging administrative duties. It is also clear from table 26 that fewer female staff are involved in executing technical duties.

Table 26: Staff Recruitment

	Academic Staff			Administrative Staff			Technical Staff		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2001/02	4	0	4						
2002/03	6	0	6						
2003/04	3	1	4	3	4	7	2	2	4
2004/05	21	8	29	5	9	14	0	0	0
2005/06	19	29	48	13	16	29	0	0	0
2006/07	26	10	36	16	17	33	6	2	8
2007/08	20	5	25	10	10	20	10	2	12
2008/09	43	23	66	22	26	48	15	3	15
2009/2010	8	6	14	35	47	82	5	2	7
Total	150	82	232	104	129	233	38	11	49

7.1 Sources of Funds

The OUT like any other higher learning institution needs financial resources to implement various activities in order to achieve two core functions: teaching and research. Although the survival of OUT largely hinges on government subventions, OUT has also been able to mobilize strategic funding from different donors within and outside the country. In the following sub-sections, we sketch out major sources of revenues with corresponding expenditures on various items.

7.1.1 Government Subvention: Recurrent and Development Subvention

The recurrent budget in nominal has been increasing over the years. However, in the real terms, it has been falling when the cost of equipments and other essential inputs for running universities activities are taken into account. This is confirmed by the decreasing share of the estimated budget to the allocated budget. It is important to bear in mind that the estimated budget reflects the actual cost of equipment, materials and other inputs. Taking this into account, it is obvious that the OUT is grossly underfunded by the government.

Table 27: Recurrent and Development Subvention

Fiscal Year	Recurrent (T.Shs '000)			Development (T.Shs '000)		
	Estimates	Allocation	%(Alloc/Est)	Estimates	Allocation	%(Alloc/Est)
1994/1995	530,000	190,000	35.80	600,000	92,000	15.33
1995/1996	1,508,607	538,805	35.70	680,337	100,000	14.69
1996/1997	2,493,056	650,000	26.07	208,000	90,000	43.26
1997/1998	2,997,016	660,348	22.03	443,400	50,500	11.38
1998/1999	2,248,546	1,140,000	50.69	425,000	30,000	7.05
1999/2000	2,361,437	1,640,335	69.46	321,000	150,000	46.72
2000/2001	3,354,888	2,268,907	67.62	598,570	75,000	12.52
2001/2002	3,918,442	2,479,622	63.28	430,865	200,000	46.41
2002/2003	3,259,146	2,579,438	79.14	456,944	80,000	17.50
2003/2004	2,765,549	2,459,451	89.00	627,608	50,000	7.96
2004/2005	3,849,679	2,181,296	57.00	575,409	50,000	8.68
2005/2006	4,262,314	2,931,783	69.00	723,720	100,000	13.81
2006/2007	6,872,210	5,303,122	77.00	1,386,443	692,000	49.91
2007/2008	7,606,520	5,776,920	76.00	2,650,000	500,000	18.86
2008/2009	11,959,263	5,752,209	48.00	2,135,814	1,041,300	48.75

The development budget has been falling both in nominal and real terms between the financial years 1995/96 and 2004/2005. The share of estimated development budget to the actual allocation has also been falling; although for some years this ratio increased, but such an increase is largely influenced by the low level of estimated budget. The approved development tranches that have been allocated to the OUT are quite arbitrary and are not based on development plans. From 2005/06 fiscal year, the share of development fund increased compared to the previous years.

Table 28: Disaggregation of Recurrent Subvention

Academic Year	Other Charges (OC)	Personal Emoluments (PE)	Actual Recurrent Allocation (ARA)	% share of OC in ARA	% share of PE in ARA
2001/2002	1,104,000,000	604,930,563	1,708,930,563	65.00	35.00
2002/2003	938,000,700	912,775,800	912,775,800	51.00	49.00
2003/2004	1,163,106,105	1,296,345,300	2,459,451,405	47.00	53.00
2004/2005	1,090,993,907	1,090,302,193	2,181,296,100	50.00	50.00
2005/2006	1,490,993,900	1,540,789,700	3,031,783,600	49.00	51.00
2006/2007	1,303,977,580	3,999,145,324	5,303,122,904	25.00	75.00
2007/2008	1,017,000,000	4,759,920,000	5,776,920,000	18.00	82.00
2008/2009	1,017,000,000	4,735,209,000	5,752,209,000	18.00	82.00

It is apparent from table 27 and figure 14 that the nominal allocation of OC during the fiscal year 2008/09 is less than half of the funds allocated to the fiscal year 2001/02. Clearly, such allocation does not give due recognition of the increased number of admitted students during the academic year 2008/09. It goes without saying that such inadequate allocation provides partial support on the efforts that the OUT undertakes to increase the number of graduates in the country. As a result, many academic and supportive activities remain unattended. Such activities include: inability to pay part time staff, inability to settle the existing debts, inability to pay the contracted printing enterprises, etc.

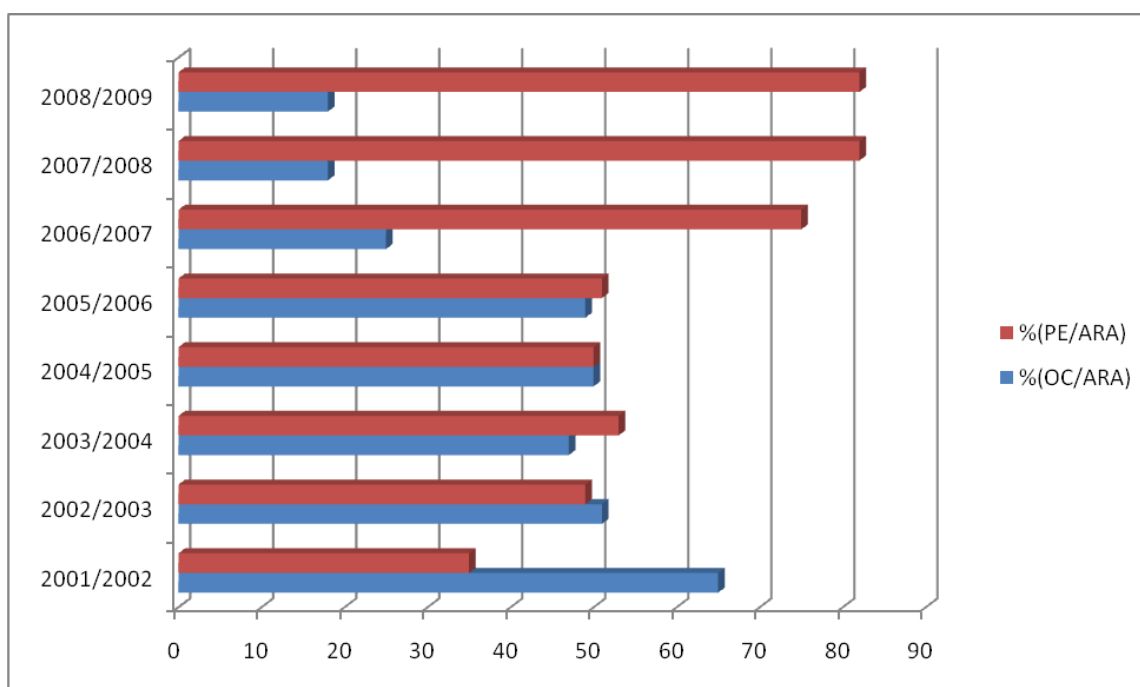


Figure 14: The percentage of PE and OC in Actual Recurrent Allocation

7.1.2 Tuition Fees

The cumulative trend in students' fees collection against the number of enrolled and active students shows that not all students have been active in honouring their tuition fees obligations. Moreover, it appears that prior to the 2004 some students were able to study without paying tuition fees. Hence, the amount of funds collected has been fairly erratic up to 2005. Since 2005, however, efforts to enhance the collection has been put in place by a decision of the University's council that in effect compelled students to pay half of annual fees in lump sum upon registration. As shown in the table 24, it is quite clear that there is a four-fold increase in the amounts of tuition fees collected following the resolution reached unanimously by the OUT council in the year 2005.

Table 29: Tuition Fees

Academic Year	Enrolled students	Estimated Tuition fees	Collected Tuition fees	%estimated tuition fees/collected
1994/1995	766	60,514,000	21,680,221	35.8
1995/1996	778	118,816	34,555,338	29.1
1996/1997	1101	223,807	296,883,500	110.3
1997/1998	755	301,069	304,088,800	101.0
1998/1999	747	601,125	493,882,800	82.2
1999/2000	619	682,680	626,728,800	88.1
2000/2001	733	808,560	681,569,201	80.9
2001/2002	1209	1,056,600	791,223,331	71.9
2002/2003	1340	1,307,640	305,763,048	22.4
2003/2004	1806	1,610,840	595,399,063	36.8
2004/2005	3194	2,528,980	1,090,754,500	33.2
2005/2006	4189	2,411,760,000	2,274,370,948	94.4
2006/2007	5176	3,576,773,846	3,999,145,324	118.8
2007/2008	8262	4,208,870,000	3,420,544,954	81.3
2008/2009	6085	4,208,870,000	4,417,876,430	95.0
2009/2010	6011	4,500,000,000		

7.1.3 Donor Funds and Research Grants

The OUT has immensely benefited from the generous support in terms of donor finance and research grants which have played a monumental role in sustaining the core and other strategic functions. The OUT is highly grateful for the financial contributions from various partners.

As mentioned earlier, over the last six years the OUT has mobilized funds from various donors in its endeavour to implement different programmes. Although the accumulated fund in the year 2005 was less than a half of that mobilized in the year 2004, the overall trend indicates an upward path even when the rate of inflation is taken account. When the year 2005 is taken as a baseline, it is clear from Table 25 that during the year 2006, donor fund almost quadrupled, it increased more than twenty times in 2007, and more than seventy times in 2009.

Figure 15 plots financial support from various donors. The World Bank ranks at the top followed by Swedish Internal Development Agency in the second position. These two donors (i.e., World Bank and SIDA) have offered more than three billions Tanzanian shillings. The World Bank supports the OUT in building capacity in the field of tourism, Science education, postgraduate scholarships and procurement of textbooks. The overall objective of SIDA financial support is to strengthen the educational delivery capacity through enhanced organisational development and effective exploitation of ICT resources and services.

Other donors ranked in the top five positions are: SIDA, The Open University of UK, Association of Commonwealth Universities(ACU), the Rockefeller Foundation of US and UNESCO. The Open University of UK generously supported the integration of TESSA (Teachers Education in Sub-Saharan Africa) materials into the open and distance learning style with a Tanzanian flavor. TESSA is a consortium of 18 teaching institutions in Africa, in which the OUT is a member. TESSA offers a range of materials (Open Educational Resources) to support school based teacher education and training. Through this venture, the OUT is now fully engaged in providing training all over the country that leads to the award of Diploma for Primary Teachers Education (DPTE).

The Rockefeller foundation's grant in the year 2004 had two major goals. The first goal involved a survey on the need assessment that would ultimately enable the OUT to cascade the Community Economic Development (CED) programme to the ward executive levels. USAID also provided a one time grant of US \$ 99,925 to SNHU to support establishment of the CED programme. Part of the grant was also allocated to carry out a survey on need assessment in order to set out clear guides in supporting local government reforms programmes in terms of providing short training to local government officials as part of capacity building.

The OUT also received grants from Commonwealth (CYP), London to facilitate training programme in Youth Development and Work. The disbursed tranches have been used to regularly review and update teaching and learning materials, staff emoluments, workshops and seminars. The IUCEA has been pivotal in supporting research for a number of academic staff under the umbrella of the Lake Victoria Research Initiative (VicRes). In short, VicRes is a regional research initiative that is concerned with issues related to poverty eradication, sustainable livelihood and natural resources management within the Lake Victoria Basin. The project aims to promote sustainable livelihood and natural resources management in the Lake Victoria Basin and to re-invigorate research and stimulate discussions on issues that affect people and environment of the Lake Victoria Basin. The following themes are rigorously researched by OUT staff: Gender Tenure System and People Living in the Wetlands of Lake Victoria Basin; Pastoralist transformation in Kagera sub-basin; Environmental Lead Pollution and Food safety in the Lake Victoria; Assessment of land use/land cover changes in Lake Victoria basin; and Nutrition enhancement project in Lake Victoria basin. In 2005, the Australian government gave the OUT grant to develop learning materials for certificate and Diploma course in Poultry production. In September 2005, German International also joined the Australian government to support project on poultry production.

The David Anderson Africa Trust (DAAT) is a charity organization based in the United Kingdom. set up an Audio Recording Studio which will be used to record into cassette degree courses and teaching instructions to be offered to the visually impaired and print disabled students. Also for some years the organization has been supporting financially 10 women students studying at the Open University of Tanzania.

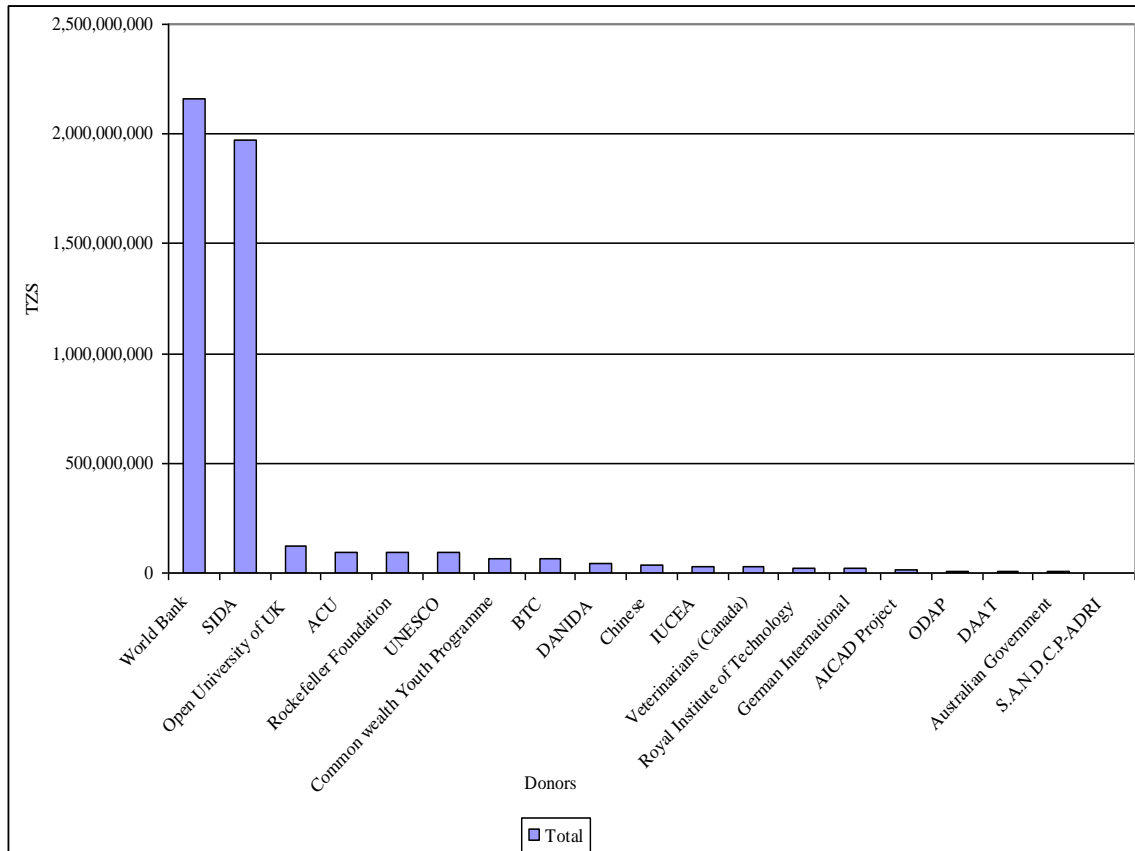


Figure 15: External Financial Support from Various Donors 2004 - 2009

Table 30: Grants from International Donors

Year	Source of Grant	Grant	
2004	Rockefeller Foundation	94,500,000.00	106,355,000.00
	Association of Commonwealth Universities(ACU)	11,855,000	
2005	Australian Government	4,609,500.00	46,935,899.00
	German International	21,504,000.00	
	Open University of UK	5,397,399.00	
	S.A.N.D.C.P-ADRI	3,570,000.00	
	Association of Commonwealth Universities(ACU)	11,855,000	
2006	Open University of UK	89,496,298.20	167,190,186.72
	Common wealth Youth Programme	19,264,312.00	
	Inter Universities Council for East Africa-IUCEA	10,926,386.52	
	AICAD Project	11,938,190.00	
	Association of Commonwealth Universities(ACU)	35,565,000	
2007	Royal Institute of Technology	22,604,627.72	1,060,997,889.58
	Common wealth Youth Programme	25,485,749.60	
	Inter Universities Council for East Africa-IUCEA	6,466,000.00	
	SIDA	890,607,349.26	
	ODAP	9,917,943.00	
	Open University of UK	5,830,000.00	
	UNESCO	88,231,220.00	
	Association of Commonwealth Universities(ACU)	11,855,000	
2008	Common wealth Youth Programme	19,922,615.20	865,319,939.40
	Veterinarians (Canada)	15,640,512.00	
	Inter Universities Council for East Africa-IUCEA	14,894,060.00	
	UNESCO	3,845,330.20	
	David Anderson Trust Fund-DAAT	6,481,105.00	
	SIDA	757,862,000.00	
	Open University of UK	22,964,317.00	
	Association of Commonwealth Universities(ACU)	23,710,000	
2009	Veterinarians (Canada)	11,799,368.80	2,635,280,951.30
	World Bank	2,157,172,582.50	
	SIDA	322,000,000.00	
	DANIDA	44,710,800.00	
	Chinese	35,565,000	
	BTC	64,033,200	

7.1.4 Income Generating Units (IGU)

The income generating unit was formally established on the financial year 2005/06. Further to that, the steering committee and separate financial account were set up in 2008 in order to enhance financial prudence.

Table 26 shows the revenues in the Income Generating Unit. The items involved in this unit vary from year to year but generally include things like sales of memorabilia, consultancy fee, transcript fees, sales/disposal of old equipments, hiring of graduation gowns, sales of tender documents, etc.

The year 2008 recorded a twofold increase in income compared to the year 2007 contributed by rent hall in Iringa, Ruvuma and Mbeya.

Table 31: Income Generating Unit

Year	Revenue (T.Shs)
1993/94	1,472,901
1994/95	4,310,726
1995/96	15,563,981
1996/97	8,646,311
1997/98	7,801,169
1998/99	32,788,927
1999/00	38,852,466
2000/01	56,258,004
2001/02	29,998,777
2002/03	36,620,275
2003/04	10,921,275
2004/05	17,290,365
2005/06	2,600,000
2006/07	2,800,000
2007/08	9,576,160
2008/09	197,666,824
2009/10	92,717,555

7.2: Internal and External Finance

Figure 16 depicts the source of finance in cumulative terms from donors' community and the government of the United Republic of Tanzania from 2004 up to 2009. Figure 16 exploits the data from Tables 27 and 30 to highlight the share of government budget versus donor support in the OUT budget. In brevity, it is clear from figure 16 that the OUT budget largely depends on government's financial muscles. Support from the donors' community is 12%. Once again, thanks to the donor community for their continued support to the OUT.

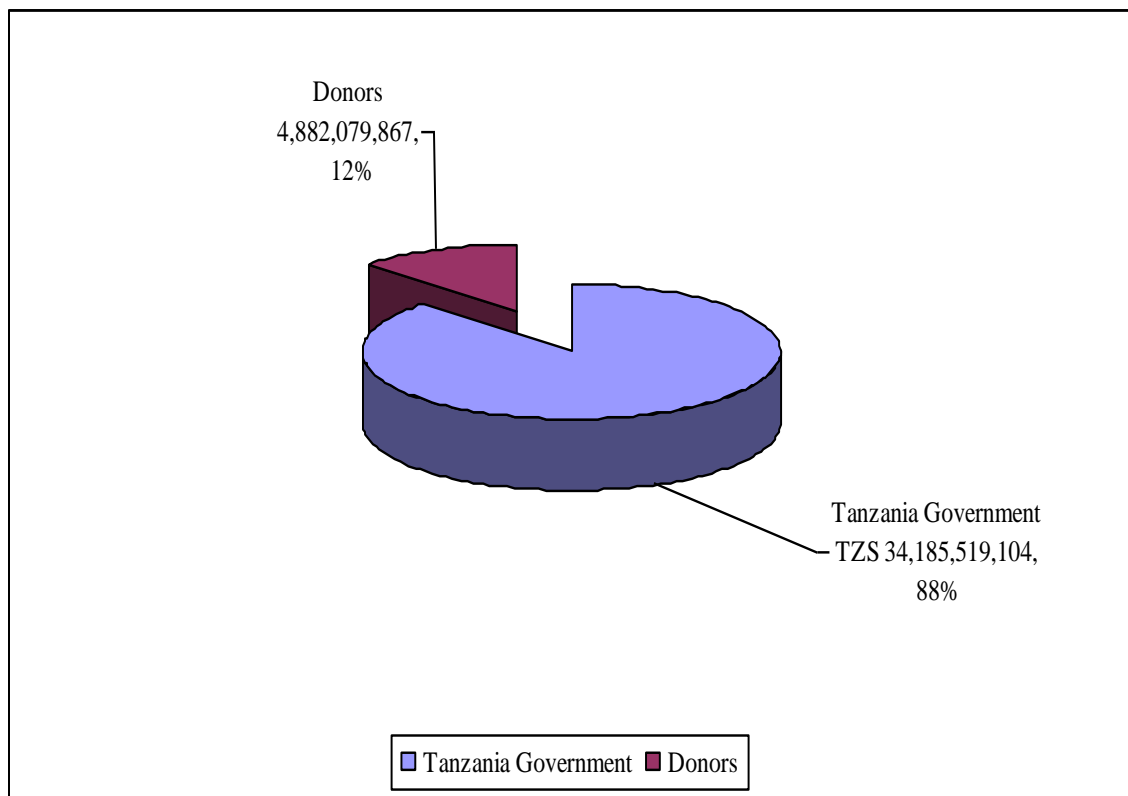


Fig. 16: Source of Finance

8.1 Publications

Table 32 shows the production of new study materials published since 1994. In general, the pace of producing study materials is rather slow and decreasing. Taking into account the increased enrolment and new academic programmes that are increasingly introduced, some intervention is clearly called for in order to increase the production of study materials. Nonetheless, despite the slow pace of developing study materials, Faculty of Science, Technology and Environmental Studies appears to have authored more study materials than others.

Table 32: Production of new Study Materials

Year	FASS	FBM	FED	FLW	FSTES	ICE	Total
1994	2	0	0	0	0	0	2
1995	4	0	0	4	9	0	17
1996	3	0	0	8	5	4	20
1997	8	2	2	0	9	1	22
1998	6	1	2	3	3	4	19
1999	7	0	2	0	3	1	13
2000	0	0	0	0	6	0	6
2001	1	0	0	0	5	0	6
2002	5	0	5	0	5	0	15
2003	1	0	0	0	1	0	2
2004	3	0	1	2	0	1	7
2005	0	0	0	0	0	0	0
2006	5	0	3	1	8	0	17
2007	2	1	2	1	8	2	16
2008	13	0	0	0	11	6	30
2009	1	0	0	0	16	0	17
Total	61	4	17	19	89	19	209

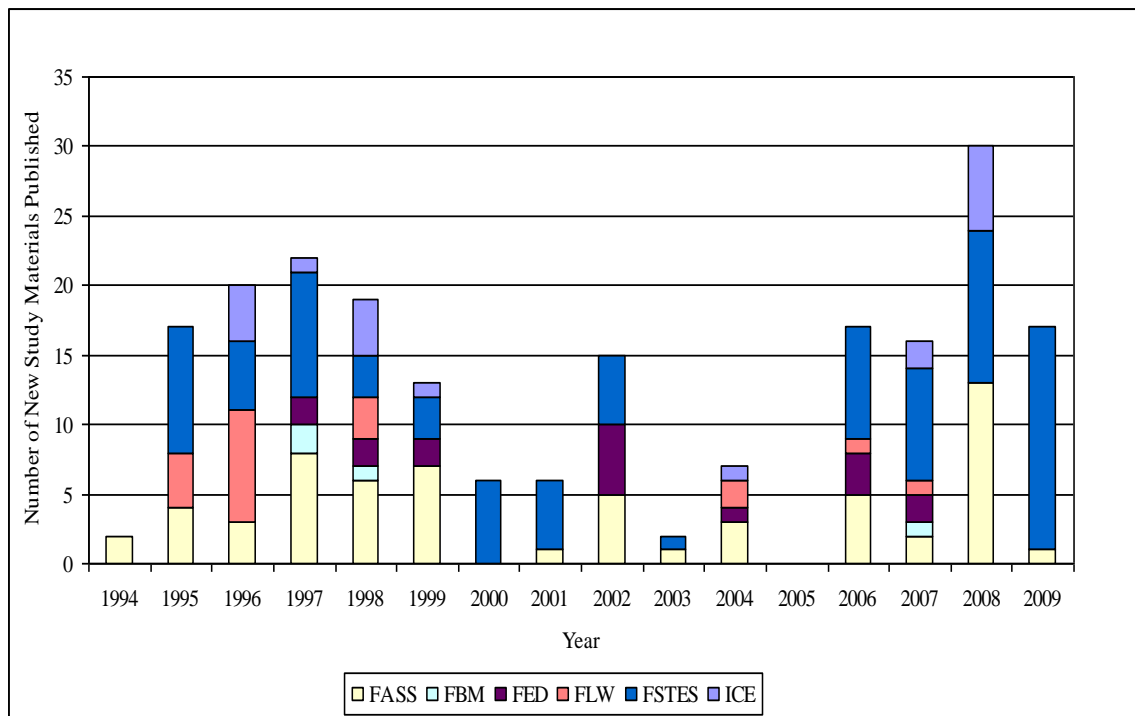


Fig. 16(a): New Study Materials 1994 - 2009

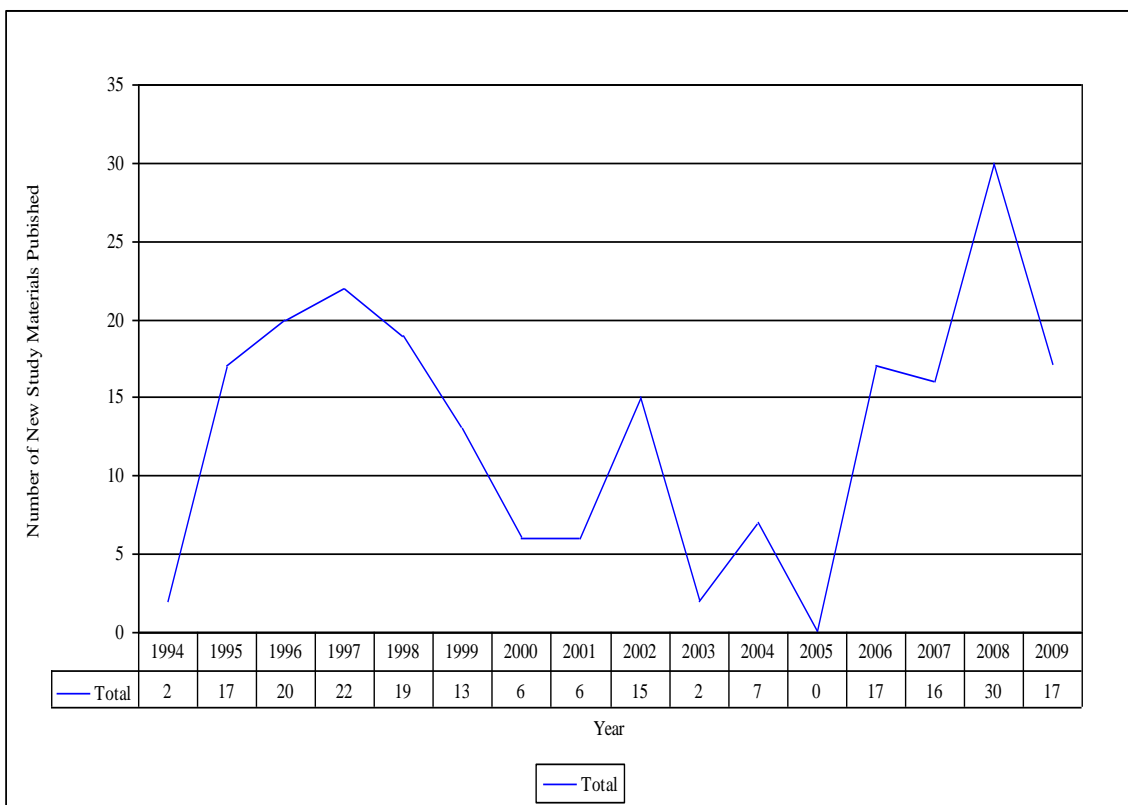


Fig. 16(b): Trend of New Study Materials Published 1994 - 2009

9.1 Research Projects and Consultancy conducted by the OUT Staff

The OUT staff have reputable expertise in doing research and consultancy services. Most staff possess a sound track record of provision of consultancy and research services as shown in table 33 and 34

Table 33: Number of Research Projects conducted by the Open University of Tanzania Staff

Year	Number of research projects
2006	8
2007	9
2008	5
2009	4

Table 34: Number of Registered Consultancies

Year	Number of Consultancies
2009/2010	18

Targets for Enrolment of Undergraduate Degree and Non-Degree Students for the period 2009/10 - 2013/14

YEAR	FED			FASS			FSTES			FLW			FBM			ICE			TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2009/10	593	268	861	260	156	416	220	58	278	322	68	390	314	99	413	1089	782	1871	2798	1431	4229
2010/11	729	348	1077	291	170	461	268	66	334	364	81	445	393	117	510	1307	931	2238	3352	1713	5065
2011/12	897	453	1350	326	185	511	327	75	402	411	97	508	491	138	629	1568	1108	2676	4020	2056	6076
2012/13	1103	589	1692	365	202	567	399	86	485	464	116	580	614	163	777	1882	1318	3200	4827	2474	7301
2013/14	1353	762	2115	369	220	589	486	100	586	524	137	661	768	193	961	2259	1566	3825	5759	2978	8737

Targets for Enrolment of Postgraduate Degree Students for the period 2009/10 – 2013/14

YEAR	FED			FASS			FSTES			FLW			FBM			TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2009/10	273	160	433	373	219	592	1	1	2	100	26	126	492	137	629	1239	543	1782
2010/11	355	200	555	466	272	738	2	2	4	135	33	168	605	171	776	1563	678	2241
2011/12	461	250	711	583	337	920	3	2	5	182	41	223	744	214	958	1973	844	2817
2012/13	599	313	912	729	418	1147	4	3	7	246	52	298	915	267	1182	2493	1053	3546
2013/14	777	376	1153	909	517	1426	5	3	8	329	65	394	1124	331	1455	3144	1292	4436

Targets for Graduates of Undergraduate Degree and Non-Degree Students for the period 2009/10 - 2013/14

YEAR	FED			FASS			FSTES			FLW			FBM			ICE			TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2009/10	109	154	263	179	125	304	51	24	75	44	16	60	177	101	278	51	30	81	611	450	1061
2010/11	153	219	372	222	159	381	66	32	98	58	25	83	210	113	323	75	37	112	784	585	1369
2011/12	214	311	525	275	202	477	86	42	128	76	38	114	243	125	368	111	46	157	1005	764	1769
2012/13	300	442	742	341	257	598	112	55	167	100	60	160	276	137	413	164	57	221	1293	1008	2301
2013/14	419	624	1043	417	323	740	143	70	213	132	86	218	309	149	458	239	70	309	1659	1322	2981

Targets for Graduates of Postgraduate Degree Students for the period 2009/10 – 2013/14

YEAR	FED			FASS			FSTES			FLW			FBM			TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2009/10	7	2	9	128	42	170	0	0	0	3	1	4	71	26	97	209	71	280
2010/11	8	2	10	138	45	183	2	2	4	5	3	8	90	33	123	243	85	328
2011/12	9	2	11	149	49	198	4	2	6	7	5	12	114	41	155	283	99	382
2012/13	11	2	13	161	53	214	7	3	10	9	7	16	145	52	197	333	117	450
2013/14	11	3	14	174	57	231	8	3	11	11	7	18	185	65	250	389	135	524

Income Projection for the period 2009/10 - 2012/13

Academic Year	Recurrent Subvention		Development Subvention	Tuition Fees	Foreign Grants	Other Incomes
	OC	PE				
2009/2010	1,017,000,000	6,390,587,500	2,241,300,000	3,920,000,000	2,535,682,751	526,665,560
2010/2011	1,017,000,000	11,832,945,716	2,292,000,000	4,683,381,762	2,547,734,948	669,514,868
2011/2012	9,793,089,500	17,349,175,625	2,342,700,000	5,446,763,524	2,559,787,145	812,364,176
2012/2013	11,262,052,925	18,451,551,969	2,393,400,000	6,210,145,286	2,571,839,342	955,213,485
2013/2014	12,731,016,350	19,553,928,313	2,444,100,000	6,973,527,048	2,583,891,539	1,098,062,793