

THE OPEN UNIVERSITY OF TANZANIA



FACTS AND FIGURES 2010/2011

The Directorate of Planning and Development

dpd@out.ac.tz

June 2011

CONTENTS

| | |
|---|-----|
| FOREWORD | ii |
| EXECUTIVE SUMMARY | iii |
| ACKNOWLEDGMENT | iv |
| LIST OF TABLES | v |
| LIST OF FIGURES | vi |
| ABBREVIATIONS | vii |
| 1.1 UNDERGRADUATE ENROLMENT | 1 |
| 1.1.1 Enrolment at Undergraduate level by Gender | 8 |
| 1.1.2 Enrolment into Various Faculties at the Undergraduate level | 14 |
| 1.1.3 Students' Admission by Regional Centres | 16 |
| 1.1.4 Postgraduate Enrolment | 25 |
| 1.1.5 Enrolment into Non-Degree Programmes | 27 |
| 2.1 UNDERGRADUATE PROGRAMMES | 29 |
| 3.1 POST GRADUATE PROGRAMMES | 30 |
| 4.1 GRADUATES BY PROGRAMMES | 32 |
| 5.1 GRADUATES BY REGIONS | 36 |
| 6.1 ACADEMIC STAFF | 39 |
| 6.1.1 Academic Staff by Qualification and Gender | 39 |
| 6.1.2 Academic Staff by Rank and Gender | 41 |
| 6.1.3 Staff Recruitment | 49 |
| 7.1 SOURCES OF FUNDS | 53 |
| 7.1.1 Government Subvention: Recurrent and Development Subvention | 53 |
| 7.1.2 Tuition Fees | 55 |
| 7.1.3 Donor Funds and Research Grants | 56 |
| 7.1.4 Income Generating Units | 59 |
| 8.1 PUBLICATIONS | 60 |

FOREWORD

The seventh 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 facilitate 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.



Prof. Tolly S.A. Mbwette

This version publishes enrolment figures for non-degree, undergraduate and postgraduate programmes disaggregated by gender and regional centres. It also provides information on the number of graduates in each programme and year of graduation, staff position and recruitment as well as the sources of revenues (i.e., internal and donor funds) and expenditures.

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, 2011



EXECUTIVE SUMMARY

The OUT operates through a network of twenty three Regional Centres and four 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 seventeen years (i.e. 1994 to 2010, about 43% of enrolled students have been pursuing a degree in Education; 17% in Law; 13% in Business Management; 13% in Arts and Social Sciences; and 14% in Pure Sciences. Over 70% of Undergraduate Degree Students at the OUT are pursuing degrees in three major fields: Education, Law and Business Management.

More than 40 % of enrolled students come from the regions of Arusha, Ilala, Iringa, Kilimanjaro, Kinondoni, Mbeya, Morogoro, Mwanza, and Tanga. Of these nine regions, each of which has a cumulative enrolment of more than 1800 students since 1994, Arusha has the highest cumulative enrolment followed by Kinondoni. In short, ten regional centres (i.e., Dar es Salaam and nine regions mentioned earlier) recruit more than 65% of Undergraduate Degree and Non-Degree Students.

In general, the Faculty of Arts and Social sciences has the highest number of female Undergraduate Degree and Non-Degree students, followed by the Faculty of Education. The Faculty of Law has the lowest ratio. Although the proportion of female Student in annual total enrolment has always been below 31%, 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, M.Dist.Ed 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 various 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.



Prof. Lughano Kusiluka

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, 2011

LIST OF TABLES

| | | |
|-----------|--|----|
| Table 1: | Admission into Undergraduate Programmes..... | 11 |
| Table 2: | Undergraduate Female Students as a % of Total Undergraduate Students | 13 |
| Table 3: | Undergraduate Students Admission into Various Faculties..... | 15 |
| Table 4: | Undergraduate Female Students as a Percentage of Total Admission by Faculty . | 16 |
| Table 5: | Admission by Regional/Country/Coordination Centre (Undergraduate degree and . Non-degree students)..... | 17 |
| Table 6: | Undergraduate Female Admission as a % Total Admission in Regional Centers and Countries..... | 23 |
| Table 7: | Admission of Postgraduate Students into Various Programmes | 25 |
| Table 8: | Female Postgraduate Students as a Percentage of Total Admission by Programme | 26 |
| Table 9: | Admission into Various Non-Degree Programmes | 28 |
| Table 10: | Female Students as a % of Total admission into Non-Degree Programmes | 29 |
| Table 11: | Undergraduate Degree Programmes..... | 29 |
| Table 12: | Postgraduate Degree Programs..... | 31 |
| Table 13: | Distribution of Graduates by Programme..... | 34 |
| Table 14: | Distribution of Graduates at the Level of Regional Centres | 37 |
| Table 15: | Distribution of Graduates at Global Level | 39 |
| Table 16: | Academic Staff by Qualification | 39 |
| Table 17: | female Academic Staff as a Percentage of Total Academic Staff by Qualification | 41 |
| Table 18: | Academic Staff by Rank..... | 42 |
| Table 19: | Female Academic Staff as a Percentage of Total Academic Staff by Rank | 43 |
| Table 20: | Academic Staff Profile by Age and Sex | 44 |
| Table 21: | Academic Staff – Student Ratio | 45 |
| Table 22: | Administrative Staff by Qualifications and Sex | 46 |
| Table 23: | Administrative Staff Profile by Age and Sex 2010 | 47 |
| Table 24: | Technical Staff by the Highest Academic Qualification and Sex | 49 |
| Table 25: | Technical Staff Profile by Age and Sex | 51 |
| Table 26: | Staff Recruitment..... | 53 |
| Table 27: | Recurrent and Development Subvention..... | 54 |
| Table 28: | Disaggregation of Recurrent Subvention | 54 |
| Table 29: | Tuition Fees | 56 |

| | | |
|--------------|--|----|
| Table 30: | Grants from International Donors | 58 |
| Table 31: | Income Generating Unit | 59 |
| Table 32: | Production of New Study Materials | 60 |
| Table 33: | Number of Registered Consultancies | 62 |
| Table 34: | Number of Research Projects conducted by the Open University of Tanzania Staff | 62 |
| Table 35(a): | Targets for Enrolment of Undergraduate Degree and Non-Degree Students for the period 2011/12 - 2015/16.. | 62 |
| Table 35(b): | Targets for Enrolment of Postgraduate Degree Students for the period 2011/12 - .. 2015/16..... | 62 |
| Table 36(a): | Targets for Graduates of Undergraduate Degree and Non-Degree Students for the period 2011/12 - 2015/16..... | 62 |
| Table 36(b): | Targets for Graduates of Postgraduate Degree Students for the period 2011/12 - 2015/16..... | 63 |
| Table 37: | Income Projection for the period 2011/12 - 2015/16 | 63 |

LIST OF FIGURES

| | | |
|---------------|---|----|
| Figure 1: | Admission by Gender..... | 10 |
| Figure 2: | Female Admission into the selected undergraduate Programmes..... | 11 |
| Figure 3: | Undergraduate Admission by Programme, Sex and Academic Year | 14 |
| Figure 4 | Average Percentage of Female Undergraduate 1994-2008/09..... | 15 |
| Figure 5(a): | Number of Undergraduate Degree Programmes by Faculty and Academic year | 31 |
| Figure 5(b): | Trend of Undergraduate Degree Programmes offered in each Academic Year... | 31 |
| Figure 6(a): | Postgraduate Programmes by Faculty and Academic Year | 34 |
| Figure 6(b): | Trend of Postgraduate Programmes from 2001 – 2010 | 34 |
| Figure 7: | Graduates by Regional Centers | 37 |
| Figure 8(a): | Academic Staff Cumulative Figures by Sex and Academic Year 2001 to 2010 . | 41 |
| Figure 8(b): | Yearly Increase of Academic Staff from 2001 to 2010..... | 42 |
| Figure 9(a): | Academic Staff by Rank and Year..... | 43 |
| Figure 9(b): | Academic Staff Increase by Rank and Year..... | 44 |
| Figure 10(a): | Academic Staff Profile by Age and Sex 2010 | 45 |
| Figure 10(b): | Displays Trend od Academic Staff Profile by Age and Sex | 46 |

| | |
|---|----|
| Figure 11(a): Administrative Staff by Qualifications 2010..... | 47 |
| Figure 11(b): Administrative Staff Trend 2010..... | 48 |
| Figure 12(a): Administrative Staff Profile by Age and Sex 2010 | 49 |
| Figure 12(b): Trend of Administrative Staff Profile by Age and Sex 2010 | 49 |
| Figure 13(a): Technical Staff by Highest Qualification for 2010 | 50 |
| Figure 13(b): Technical Staff Trend for 2010 | 51 |
| Figure 14(a): Technical Staff Profile by Age and Sex for 2010..... | 52 |
| Figure 14(b): Trend of Technical Staff Profile by Age for 2010..... | 52 |
| Figure 15: The Percentage of PE and OC in Actual Recurrent Allocation | 55 |
| Figure 16: External Financial Support from Various Donors 2004 – 2010..... | 57 |
| Figure 17: Displays Proportion of the Source of Finance..... | 60 |
| Figure 18(a): New Study materials 1994 – 2010 | 61 |
| Figure 18(b): Trend of New Study Materials Published 1994 – 2010..... | 61 |

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 Economic 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 in 2002 although it was quickly reversed in 2003, during 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 namely, 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 Work) 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. Between 2008/09 and 2010/11 the enrolments have been increasing and decreasing with the largest in 2010/11.

A number of reasons could be advanced to account for the 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 16 years. It is clear from Figure 1 that female enrolment is constantly below male counterpart.

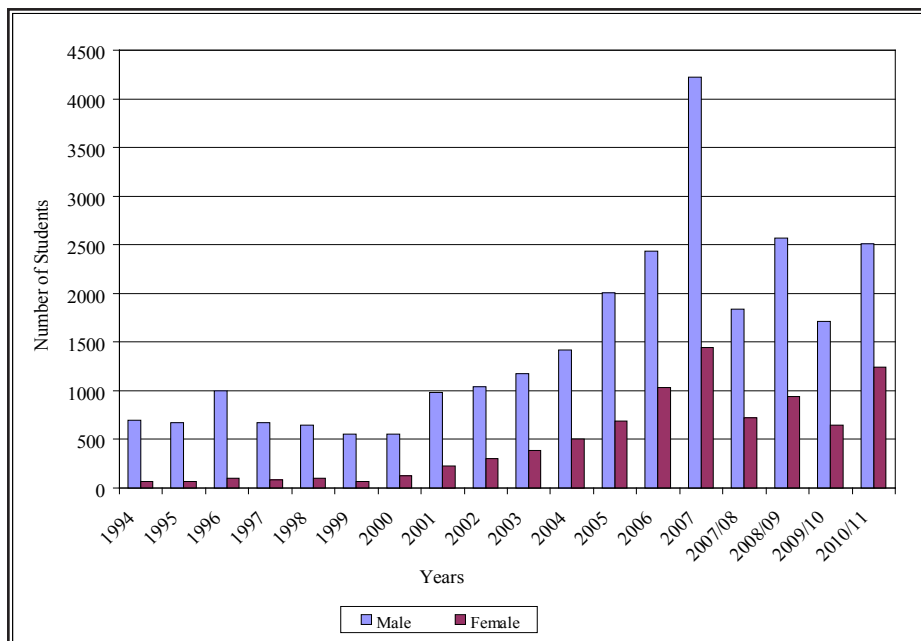


Figure 1: Admission by Gender

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 programmes of LLB, BA (Ed), B.Com, BA (Gen) are the most popular to both male and female students.

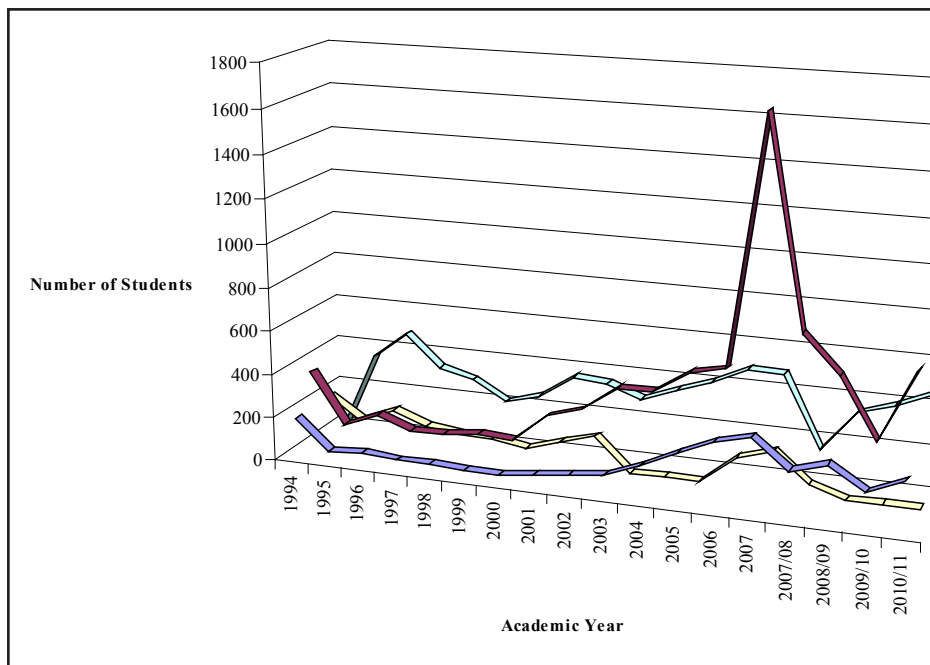


Figure 2: Female Admission into the selected Undergraduate Programmes

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 2010/11. 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 16 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 to 2010/2011. In the meantime, the lowest percentage of female was registered in B.Com programme.

All in all, during the last seventeen years, about 43% of enrolled students have been studying the degree in education; 17% have been enrolled in LLB programme; about 13% in business management; 13% in Arts and Social Sciences; and 14% in pure sciences. Strictly speaking, over 70% 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 | | | 2010/11 | | | Total Cumulative | | |
|--------------|---------|--------|-------|---------|--------|-------|---------|--------|-------|------------------|--------|-------|
| | Male | Female | Total | Male | female | Total | Male | female | Total | Male | female | Total |
| B.A.(Gen.) | 211 | 56 | 267 | 132 | 33 | 165 | 162 | 75 | 237 | 2023 | 658 | 2681 |
| B.A.(Ed.) | 413 | 188 | 601 | 230 | 100 | 330 | 433 | 226 | 659 | 5704 | 2221 | 7925 |
| B.Com.(Gen.) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1216 | 178 | 1394 |
| B.Com.(Ed.) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 321 | 65 | 386 |
| B. Ed. | 460 | 268 | 728 | 255 | 153 | 408 | 416 | 358 | 774 | 4121 | 2189 | 6310 |
| LL.B | 284 | 55 | 339 | 322 | 68 | 390 | 376 | 81 | 457 | 5102 | 876 | 5978 |

| | | | | | | | | | | | | |
|-------------------|-------------|------------|-------------|-------------|------------|-------------|-------------|-------------|-------------|--------------|-------------|--------------|
| B.Sc.(Gen.) | 116 | 32 | 148 | 102 | 30 | 132 | 90 | 37 | 127 | 1641 | 491 | 2132 |
| B.Sc.(Ed.) | 148 | 27 | 175 | 53 | 16 | 69 | 97 | 26 | 123 | 1949 | 417 | 2366 |
| BBA (Gen.) | 366 | 89 | 455 | 266 | 82 | 348 | 390 | 120 | 510 | 2427 | 611 | 3038 |
| BBA (Ed.) | 111 | 28 | 139 | 48 | 17 | 65 | 60 | 39 | 99 | 454 | 160 | 614 |
| B.A.T | 70 | 11 | 81 | 59 | 13 | 72 | 61 | 16 | 77 | 392 | 90 | 482 |
| B.Sc.(ICT) | 55 | 5 | 60 | 29 | 4 | 33 | 77 | 9 | 86 | 227 | 26 | 253 |
| B. Ed. (SE) | 8 | 3 | 11 | 5 | 3 | 8 | 4 | 3 | 7 | 47 | 24 | 71 |
| B.A.(SW) | 47 | 43 | 90 | 29 | 37 | 66 | 62 | 67 | 129 | 192 | 213 | 405 |
| B.A.(Soc.) | 103 | 84 | 187 | 96 | 72 | 168 | 136 | 127 | 263 | 475 | 402 | 877 |
| B.A.J | 20 | 5 | 25 | 18 | 1 | 19 | 21 | 9 | 30 | 59 | 15 | 74 |
| B. A. (Mass Com.) | 68 | 30 | 98 | 29 | 12 | 41 | 60 | 39 | 99 | 157 | 81 | 238 |
| B.Sc.(ES) | 86 | 16 | 102 | 36 | 8 | 44 | 62 | 10 | 72 | 184 | 34 | 218 |
| Total | 2566 | 940 | 3506 | 1709 | 649 | 2358 | 2507 | 1242 | 3749 | 26691 | 8751 | 35442 |

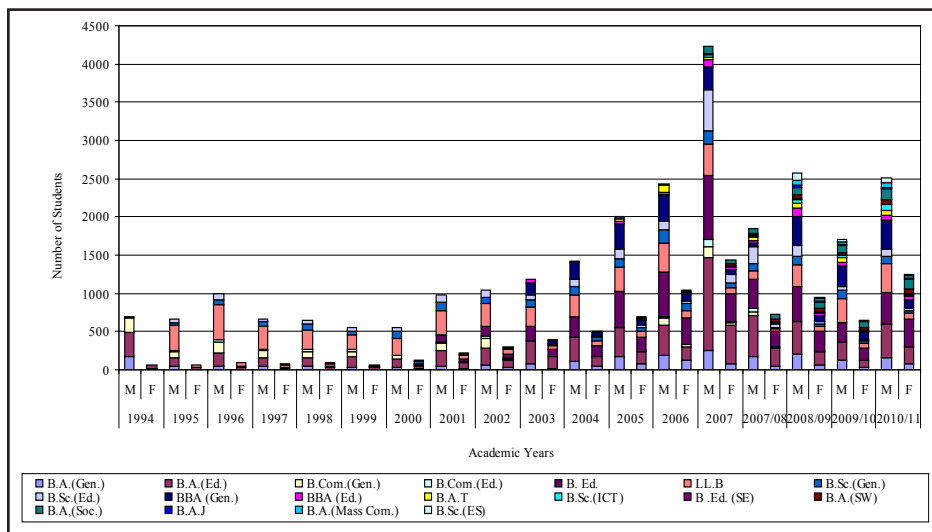


Fig. 3: Undergraduate Admission by Programme, Sex and Academic Year

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 | 2010/11 |
|--------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|---------|---------|---------|---------|
| | %F | %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 | 31.6 |
| 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 | 34.3 |
| 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 | 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 | 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 | 46.3 |
| L.L.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 | 17.7 |

| | | | | | | | | | | | | | | | | | | |
|--------------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 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 | 29.1 |
| 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 | 21.1 |
| 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 | 23.5 |
| 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 | 39.4 |
| 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 | 20.8 |
| 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 | 10.5 |
| 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 | 42.9 |
| 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 | 51.9 |
| 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 | 48.3 |
| 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 | 30.0 |
| 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 | 39.4 |
| 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 | 13.9 |
| 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 | 31.3 |

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 namely 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, the 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 4.

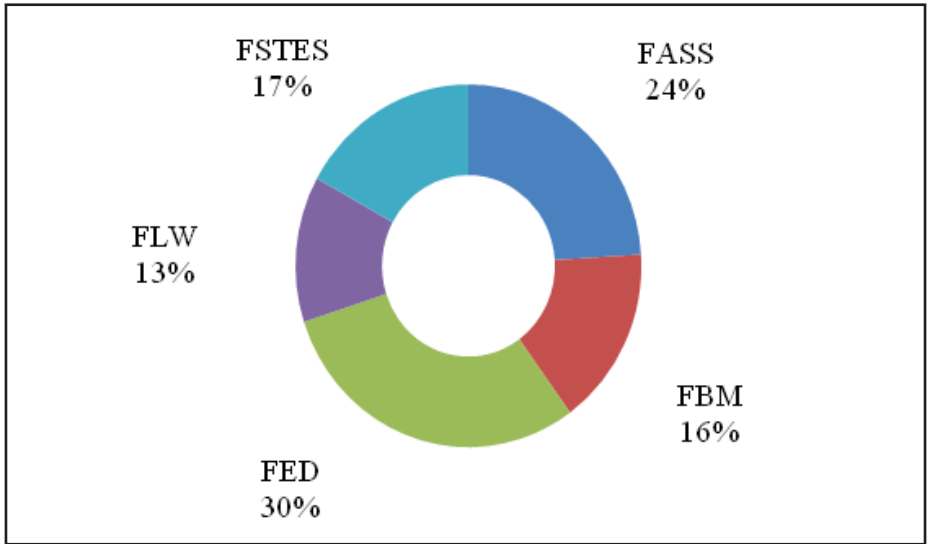


Figure 4. Average Percentage of Female Undergraduate 1994-2010/11

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 | | | 2010/11 | | | Grand Total | | |
|--------------|-------------|------------|-------------|-------------|------------|-------------|---------|--------|-------|-------------|--------|-------|
| | Male | female | Total | Male | female | Total | Male | female | Total | Male | Female | Total |
| FASS | 932 | 417 | 1349 | 593 | 268 | 861 | 935 | 559 | 1494 | 9002 | 3680 | 12682 |
| FBM | 477 | 117 | 594 | 314 | 99 | 413 | 450 | 159 | 609 | 4418 | 1014 | 5432 |
| FED | 468 | 271 | 739 | 260 | 156 | 416 | 420 | 361 | 781 | 4168 | 2213 | 6381 |
| FLW | 284 | 55 | 339 | 322 | 68 | 390 | 376 | 81 | 457 | 5102 | 876 | 5978 |
| FSTES | 405 | 80 | 485 | 220 | 58 | 278 | 326 | 82 | 408 | 4001 | 968 | 4969 |
| Total | 2566 | 940 | 3506 | 1709 | 649 | 2358 | 2507 | 1242 | 3749 | 26691 | 8751 | 35442 |

Table 4: Undergraduate Female Students as a Percentage of Total Admission by Faculty

| Faculty | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | Average |
|----------------|------------|-------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|-------------|-------------|-------------|-------------|
| | %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 | 37.4 | 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 | 26.1 | 16.0 |
| 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 | 46.2 | 30.0 |
| 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 | 17.7 | 13.0 |
| 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 | 20.1 | 17.0 |
| 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 | 29.5 | 20.0 |

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 dominated the admission picture over the last decade or so. With the exception of the years 2001, 2002, 2003 and 2007 respectively, 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 31 % of enrolled students come from the regions of Arusha, Ilala, Iringa, Kilimanjaro, Kinondoni, Mbeya, Morogoro, Mwanza, and Tanga. Of these nine regions, which have cumulative enrolment of more than 1800 students from 1994 to 2010/11, Arusha has the highest cumulative enrolment followed by Kinondoni. 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 65% of Undergraduate Degree and Non-Degree 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 regions of Dar es Salaam, Kilimanjaro, Mbeya, Mwanza, Morogoro and Tanga have been consistently ranked in the top ten for attracting female students: (see table 6)

On the average, however, the percentage of female students as displayed in Table 6 is less than 21% over the last 17 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 admission of CYP Diploma students from Zambia. In 1998 again, the percentage increased to 14.1% from 11.6% recorded in 1997 due to admission of students from Kenya. It also rose to 25.5% in 2001 mainly due to students from Uganda.

The OUT admitted international students from 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 with more international students being admitted compared to the female counterpart.

Table 5: Admission by Regional/Country/Coordination Centre (Undergraduate degree and Non – degree 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 |
| D'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 |
| Kiliman-jaro | 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 |
| H. 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 |
| S. 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 |
| D'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 |
| H. 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 | 21 | 3 | 24 | 27 | 1 | 28 | |
| S. 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 | 1764 | 640 | 2404 | 2056 | 793 | 2849 | 2742 | 1056 | 3798 | 3122 | 1540 | 4662 | 5087 | 1990 | 7077 |

Table 5: Continues

| Region | 2007/08 | | | 2008/09 | | | 2009/10 | | | 2010/11 | | | Total | | |
|-------------|---------|-----|-----|---------|-----|-----|---------|-----|-----|---------|-----|------|-------|------|-------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| Arusha | 167 | 83 | 250 | 224 | 119 | 343 | 140 | 62 | 202 | 279 | 180 | 459 | 2271 | 891 | 3162 |
| D'Salaam | 577 | 390 | 967 | | | | | | | | | | 7255 | 3646 | 10901 |
| Ilala | | | | 469 | 313 | 782 | 313 | 244 | 557 | 354 | 327 | 681 | 1136 | 884 | 2020 |
| Kinondoni | | | | 496 | 316 | 812 | 602 | 389 | 991 | 663 | 619 | 1282 | 1761 | 1324 | 3085 |
| Temeke | | | | 121 | 74 | 195 | 128 | 68 | 196 | 199 | 172 | 371 | 448 | 314 | 762 |
| Dodoma | 86 | 28 | 114 | 67 | 27 | 94 | 73 | 24 | 97 | 112 | 74 | 186 | 1135 | 402 | 1537 |
| Iringa | 142 | 44 | 186 | 168 | 66 | 234 | 93 | 20 | 113 | 134 | 94 | 228 | 1742 | 535 | 2277 |
| Kagera | 69 | 9 | 78 | 142 | 27 | 169 | 163 | 54 | 217 | 185 | 40 | 225 | 1295 | 248 | 1543 |
| Kigoma | 53 | 15 | 68 | 68 | 27 | 95 | 52 | 8 | 60 | 142 | 39 | 181 | 876 | 157 | 1033 |
| Kilimanjaro | 167 | 99 | 266 | 149 | 85 | 234 | 119 | 94 | 213 | 134 | 108 | 242 | 1809 | 978 | 2787 |
| Lindi | 49 | 9 | 58 | 43 | 20 | 63 | 36 | 17 | 53 | 63 | 27 | 90 | 482 | 137 | 619 |
| Manyara | 40 | 17 | 57 | 131 | 53 | 184 | 33 | 9 | 42 | 79 | 36 | 115 | 656 | 231 | 887 |
| Mara | 49 | 4 | 53 | 105 | 28 | 133 | 102 | 32 | 134 | 71 | 27 | 98 | 1043 | 222 | 1265 |
| Mbeya | 96 | 38 | 134 | 200 | 50 | 250 | 122 | 47 | 169 | 242 | 105 | 347 | 2081 | 583 | 2664 |
| Morogoro | 130 | 54 | 184 | 185 | 97 | 282 | 105 | 40 | 145 | 148 | 108 | 256 | 1521 | 643 | 2164 |
| Mtwara | 46 | 11 | 57 | 127 | 43 | 170 | 40 | 15 | 55 | 187 | 68 | 255 | 881 | 252 | 1133 |
| Mwanza | 113 | 47 | 160 | 156 | 59 | 215 | 128 | 53 | 181 | 244 | 111 | 355 | 1957 | 542 | 2499 |
| Coast | 60 | 28 | 88 | 101 | 52 | 153 | 26 | 31 | 57 | 92 | 88 | 180 | 752 | 377 | 1129 |
| Rukwa | 61 | 7 | 68 | 76 | 13 | 89 | 25 | 2 | 27 | 83 | 25 | 108 | 728 | 126 | 854 |
| Ruvuma | 73 | 19 | 92 | 77 | 22 | 99 | 75 | 29 | 104 | 90 | 69 | 159 | 924 | 306 | 1230 |
| Shinyanga | 47 | 10 | 57 | 170 | 47 | 217 | 103 | 102 | 205 | 130 | 44 | 174 | 1255 | 322 | 1577 |
| Singida | 90 | 33 | 123 | 41 | 22 | 63 | 52 | 11 | 63 | 112 | 50 | 162 | 731 | 252 | 983 |
| Tabora | 61 | 11 | 72 | 85 | 12 | 97 | 56 | 13 | 69 | 116 | 32 | 148 | 1010 | 175 | 1185 |
| Tanga | 91 | 36 | 127 | 112 | 39 | 151 | 56 | 15 | 71 | 175 | 81 | 256 | 1388 | 496 | 1884 |
| Zanzibar | 49 | 25 | 74 | 93 | 33 | 126 | 118 | 30 | 148 | 164 | 91 | 255 | 997 | 302 | 1299 |
| Lesotho | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 5 |
| Kenya | 3 | 1 | 4 | 5 | 1 | 6 | 2 | 4 | 6 | 6 | 0 | 6 | 117 | 40 | 157 |
| Uganda | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 65 | 27 | 92 |
| Malawi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 3 | 1 | 4 |
| Zambia | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 5 |

Table 5: Continues

| Region | 2007/08 | | | 2008/09 | | | 2009/10 | | | 2010/11 | | | Total | | |
|--------------|---------|------|------|---------|------|------|---------|------|------|---------|------|------|-------|-------|-------|
| | 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 | 2 | 1 | 3 |
| Rwanda | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| USA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 1 | 3 |
| Burundi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 9 |
| India | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Sudan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Hungary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| Hong Kong | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| UK | 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 | 1 | 0 | 1 |
| Pemba | 3 | 4 | 7 | 48 | 14 | 62 | 34 | 18 | 52 | 57 | 15 | 72 | 190 | 55 | 245 |
| South Africa | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Swaziland | | | | | | | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| TOTAL | 2322 | 1022 | 3344 | 3659 | 1659 | 5318 | 2798 | 1431 | 4229 | 4262 | 2632 | 6894 | 36536 | 14476 | 51012 |

Table 6: Undergraduate Female Admission as a % of 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 | 2010/11 |
|-------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|---------|---------|---------|---------|
| | %F | %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 | 39.2 |
| 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 | 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 | 39.8 |
| 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 | 48.0 |
| 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 | 41.2 |
| 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 | 17.8 |
| 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 | 21.5 |
| 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 | 44.6 |
| 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 | 48.3 |
| Lindi | 0.0 | 0.0 | 0.0 | 0.0 | 10.0 | 0.0 | 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 | 31.3 |
| 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 | 27.6 |
| 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 | 30.3 |
| 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 | 42.2 |
| 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 | 26.7 |
| 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 | 31.3 |
| 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 | 48.9 |
| 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 | 23.1 |
| 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 | 43.4 |
| 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 | 25.3 |
| 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 | 30.9 |
| 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 | 21.6 |
| 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 | 31.6 |
| 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 | 46.4 |

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 | 2010 /11 |
|-----------|------|------|------|------|------|------|------|-------|------|-------|------|-------|------|------|----------|----------|----------|----------|
| | %F | %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 | 35.7 |
| 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 | 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 | 0.0 |
| 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 | 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 | 50.0 |
| 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 | 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 | 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 | 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 | 100.0 |
| 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 | 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 | 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 | 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 | 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 | 0.0 |
| UK | 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 | 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 | 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 | 20.8 |
| S. 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 | 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 | 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 | 36.9 |

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. Then the enrolment has started to rise again from the academic year 2008/09 to 2010/11.

The MBA program is the most popular with the total enrolment of 3779 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, M. Ed is more popular than others. Science programmes have the lowest admission levels 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 enrolment increased slightly in 2007, such an increase is still lower than enrolment registered in the early 2000s.

Table 7 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 7 indicates that the MA programme began to registering female students from the academic year 2007 through 2010/11. At the PhD level, no any female students appeared to be registering in the academic years 2005, 2006, 2007 and 2008/09.

Table 7: Admission of Postgraduate Students into Various Programmes

| Programme | 2001 | | | 2002 | | | 2003 | | | 2004 | | | 2005 | | | 2006 | | |
|--------------------|------------|-----------|------------|------------|-----------|------------|------------|-----------|------------|------------|-----------|------------|------------|------------|------------|------------|-----------|------------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| PGDE | 17 | 2 | 19 | 23 | 5 | 28 | 37 | 7 | 44 | 40 | 5 | 45 | 42 | 12 | 54 | 61 | 5 | 66 |
| M.Dist. Ed. | 3 | 2 | 5 | 9 | 5 | 14 | 29 | 1 | 30 | 29 | 6 | 35 | 28 | 10 | 38 | 0 | 0 | 0 |
| M.Ed | 18 | 4 | 22 | 7 | 2 | 9 | 4 | 1 | 5 | 0 | 0 | 0 | 1 | 0 | 1 | 39 | 13 | 52 |
| MA | 1 | 0 | 1 | 23 | 0 | 23 | 4 | 0 | 4 | 5 | 0 | 5 | 0 | 0 | 0 | 1 | 0 | 1 |
| MBA | 0 | 0 | 0 | 12 | 0 | 12 | 10 | 2 | 12 | 198 | 38 | 236 | 240 | 29 | 269 | 319 | 34 | 353 |
| MSc | 2 | 1 | 3 | 2 | 1 | 3 | 0 | 2 | 2 | 2 | 1 | 3 | 2 | 1 | 3 | 0 | 1 | 1 |
| PGDL | 14 | 1 | 15 | 7 | 1 | 8 | 12 | 0 | 12 | 15 | 0 | 15 | 23 | 0 | 23 | 30 | 4 | 34 |
| LLM | 8 | 0 | 8 | 1 | 0 | 1 | 1 | 2 | 3 | 2 | 0 | 2 | 2 | 1 | 3 | 3 | 1 | 4 |
| Ph.D | 21 | 3 | 24 | 22 | 3 | 25 | 11 | 1 | 12 | 9 | 3 | 12 | 2 | 0 | 2 | 3 | 0 | 3 |
| LLM IT & T | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MSc CED | 40 | 13 | 53 | 0 | 0 | 0 | 69 | 34 | 103 | 0 | 0 | 0 | 96 | 49 | 145 | 0 | 0 | 0 |
| M CED | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| MA SW | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| MA Tourism | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| MBA T & L | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| MHRM | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| M.SC ECON Even. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Grand Total | 124 | 26 | 150 | 106 | 17 | 123 | 177 | 50 | 227 | 300 | 53 | 353 | 436 | 102 | 538 | 456 | 58 | 514 |

Table 7: Continues

| Programme | 2007 | | | 2008 | | | 2008/09 | | | 2009/10 | | | 2010/11 | | | TOTAL | | |
|-------------|------|-----|-----|------|----|-----|---------|-----|-----|---------|-----|-----|---------|-----|-----|-------|-----|------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| PGDE | 34 | 18 | 52 | 43 | 11 | 54 | 37 | 10 | 47 | 91 | 69 | 160 | 134 | 57 | 191 | 559 | 201 | 760 |
| M.Dist. Ed. | 78 | 51 | 129 | 16 | 4 | 20 | 10 | 4 | 14 | 3 | 1 | 4 | 15 | 5 | 20 | 220 | 89 | 309 |
| M.Ed | 40 | 10 | 50 | 88 | 52 | 140 | 55 | 35 | 90 | 179 | 90 | 269 | 380 | 161 | 541 | 811 | 368 | 1179 |
| MA | 20 | 10 | 30 | 0 | 0 | 0 | 79 | 24 | 103 | 106 | 52 | 158 | 2 | 1 | 3 | 241 | 87 | 328 |
| MBA | 684 | 173 | 857 | 277 | 56 | 333 | 392 | 101 | 493 | 492 | 137 | 629 | 475 | 110 | 585 | 3099 | 680 | 3779 |
| MSc | 0 | 1 | 1 | 2 | 0 | 2 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 11 | 9 | 20 |
| PGDL | 51 | 9 | 60 | 36 | 5 | 41 | 15 | 5 | 20 | 40 | 7 | 47 | 30 | 7 | 37 | 273 | 39 | 312 |
| LLM | 2 | 1 | 3 | 3 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 26 | 6 | 32 |

| | | | | | | | | | | | | | | | | | | |
|--------------------|-------------|------------|-------------|------------|------------|------------|------------|------------|------------|-------------|------------|-------------|-------------|------------|-------------|-------------|-------------|-------------|
| Ph.D | 2 | 0 | 2 | 11 | 4 | 15 | 0 | 0 | 0 | 41 | 8 | 49 | 35 | 9 | 44 | 157 | 31 | 188 |
| LLM IT & T | - | - | - | - | - | - | - | - | - | 60 | 19 | 79 | 7 | 2 | 9 | 67 | 21 | 88 |
| MSc CED | 180 | 94 | 274 | - | - | - | - | - | - | - | - | - | 0 | 0 | 0 | 385 | 190 | 575 |
| M. CED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 226 | 159 | 385 | 165 | 100 | 265 | 391 | 259 | 650 |
| MA SW | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 84 | 70 | 154 | 84 | 70 | 154 |
| MA Tourism | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 2 | 12 | 10 | 2 | 12 |
| MBA T & L | - | - | - | - | - | - | - | - | - | - | - | - | 30 | 4 | 34 | 30 | 4 | 34 |
| MHRM | - | - | - | - | - | - | - | - | - | - | - | - | 82 | 43 | 125 | 82 | 43 | 125 |
| M.Sc Econ Evening | - | - | - | - | - | - | - | - | - | - | - | - | 49 | 6 | 55 | 49 | 6 | 55 |
| Grand Total | 1091 | 367 | 1458 | 476 | 133 | 609 | 588 | 179 | 767 | 1239 | 543 | 1782 | 1502 | 577 | 2079 | 6495 | 2105 | 8600 |

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 | 2010/11 |
|------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | %female | %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 | 29.8 |
| M.Dist. Ed. | 40.0 | 35.7 | 3.3 | 17.1 | 26.3 | 0.0 | 39.5 | 20.0 | 28.6 | 25.0 | 25.5 |
| M.Ed | 18.2 | 22.2 | 20.0 | 0.0 | 0.0 | 25.0 | 20.0 | 37.1 | 38.9 | 33.5 | 29.8 |
| MA | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.3 | 0.0 | 23.3 | 32.9 | 33.3 |
| MBA | 0.0 | 0.0 | 16.7 | 16.1 | 10.8 | 9.6 | 20.2 | 16.8 | 20.5 | 21.8 | 18.8 |
| MSc | 33.3 | 33.3 | 100.0 | 33.3 | 33.3 | 100.0 | 100.0 | 0.0 | 0.0 | 50.0 | 0.0 |
| PGDL | 6.7 | 12.5 | 0.0 | 0.0 | 0.0 | 11.8 | 15.0 | 12.2 | 25.0 | 14.9 | 18.9 |
| LLM | 0.0 | 0.0 | 66.7 | 0.0 | 33.3 | 25.0 | 33.3 | 25.0 | 0.0 | 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 | 20.5 |
| LL.M IT & T | - | - | - | - | - | - | - | - | - | 24.1 | 22.2 |
| MSc CED | 24.5 | - | 33.0 | - | 33.8 | - | 34.3 | - | - | - | 0.0 |
| M. CED | - | - | - | - | - | - | - | - | - | 41.3 | 37.7 |
| MA SW | - | - | - | - | - | - | - | - | - | - | 45.5 |
| MA Tourism | - | - | - | - | - | - | - | - | - | - | 16.7 |
| MBA T & L | - | - | - | - | - | - | - | - | - | - | 11.8 |
| MHRM | - | - | - | - | - | - | - | - | - | - | 34.4 |
| M.Sc Econ Evening | - | - | - | - | - | - | - | - | - | - | 10.9 |
| Average | 20.8 | 22.3 | 33.0 | 20.5 | 26.6 | 29.8 | 33.4 | 22.6 | 26.3 | 30.3 | 25.4 |

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 2007, the OUT has, on the average, been enrolling annually a batch of more than thirty students into the CYP programme. In its twelve years of existence, CYP programme has enrolled more than 700 students and it has proudly been able to produce more than 220 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 2010/11, enrolment dropped by 61%. A lot remains to be desired from distance education non-degree programmes as depicted in Table 9. In particular, it seems there is a missing link between CCDE and ODDEOL. For example, the total number of students enrolled in CCDE since 2006 is 13, while those admitted in ODDEOL over the same period is 151.

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 students in total admission for non-degree programmes. The highest percentage is displayed in the ODPTE 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 students are admitted into non-degree programmes.

Table 9: Admission into Various Non-Degree Programmes

| Programme | 1996 | | | 1997 | | | 1998 | | | 1999 | | | 2000 | | | 2001 | | |
|--------------|------------|-----------|------------|------------|-----------|------------|------------|-----------|------------|------------|-----------|------------|------------|-----------|------------|------------|------------|------------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| OFC | 194 | 34 | 228 | 182 | 41 | 223 | 191 | 60 | 251 | 204 | 57 | 261 | 217 | 59 | 276 | 360 | 122 | 482 |
| CYP-Dip | | | | | | | | | | | | | 45 | 13 | 58 | 82 | 28 | 110 |
| CCDE | | | | | | | | | | | | | 30 | 10 | 40 | 8 | 1 | 9 |
| ODDEOL | | | | | | | | | | | | | | | | | | |
| DPTE | | | | | | | | | | | | | | | | | | |
| CPPH | | | | | | | | | | | | | | | | | | |
| Total | 194 | 34 | 228 | 182 | 41 | 223 | 191 | 60 | 251 | 204 | 57 | 261 | 292 | 82 | 374 | 450 | 151 | 601 |

Table 9: Continues

| Programme | 2002 | | | 2003 | | | 2004 | | | 2005 | | | 2006 | | | 2007 | | |
|-----------|------|-----|-----|------|-----|-----|------|-----|-----|------|-----|------|------|-----|------|------|-----|------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| OFC | 353 | 141 | 494 | 476 | 213 | 689 | 562 | 260 | 822 | 690 | 359 | 1049 | 651 | 490 | 1141 | 833 | 537 | 1370 |
| CYP-Dip | 78 | 26 | 104 | 86 | 29 | 115 | 68 | 28 | 96 | 41 | 12 | 53 | 23 | 10 | 33 | 22 | 7 | 29 |
| CCDE | 3 | 1 | 4 | 25 | 8 | 33 | 2 | 1 | 3 | 2 | 0 | 2 | 1 | 3 | 4 | 0 | 0 | 0 |
| ODDEOL | | | | | | | | | | | | | 15 | 2 | 17 | 5 | 5 | 10 |
| DPTE | | | | | | | | | | | | | | | | | | |
| CPPH | | | | | | | | | | | | | | | | 1 | 0 | 1 |
| Total | 168 | 602 | 602 | 587 | 250 | 837 | 632 | 289 | 921 | 733 | 371 | 1104 | 690 | 505 | 1195 | 861 | 549 | 1410 |

Table 9: Continues

| Programme | 2008 | | | 2008/09 | | | 2009/10 | | | 2010/11 | | | Total | | |
|-----------|------|-----|-----|---------|-----|------|---------|-----|------|---------|------|------|-------|------|-------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| OFC | 463 | 287 | 750 | 750 | 520 | 1270 | 739 | 532 | 1271 | 1284 | 964 | 2248 | 8149 | 4676 | 12825 |
| CYP-Dip | 11 | 5 | 16 | 22 | 10 | 32 | 27 | 8 | 35 | 23 | 7 | 30 | 528 | 183 | 711 |
| CCDE | 1 | 2 | 3 | 0 | 0 | 0 | 2 | 2 | 4 | 1 | 1 | 2 | 75 | 29 | 104 |
| ODDEOL | 8 | 4 | 12 | 17 | 5 | 22 | 38 | 16 | 54 | 16 | 5 | 21 | 99 | 37 | 136 |
| ODPTE | | | | 304 | 184 | 488 | 277 | 220 | 497 | 418 | 411 | 829 | 999 | 815 | 1814 |
| ODPPH | | | | | | | 5 | 4 | 9 | 12 | 2 | 14 | 17 | 6 | 23 |
| CPPH | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 3 | 0 | 3 |
| Total | 483 | 298 | 781 | 1093 | 719 | 1812 | 1089 | 782 | 1871 | 1755 | 1390 | 3145 | 9870 | 5746 | 15616 |

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 | 2010/11 |
|-----------|------|------|------|------|------|------|------|------|------|------|------|------|---------|---------|---------|---------|
| | %F | %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 | 42.9 |
| CYP-Dip | | | | | 22.4 | 25.5 | 25.0 | 25.2 | 29.2 | 22.6 | 31.3 | 21.4 | 31.3 | 31.3 | 25.8 | 23.3 |
| CCDE | | | | | 25.0 | 11.1 | 25.0 | 24.2 | 33.3 | 0.0 | 75.0 | 0.0 | 66.7 | 0.0 | 27.5 | 50.0 |
| ODDEOL | | | | | | | | | | | 13.6 | 50.0 | 33.3 | 22.7 | 27.8 | 23.8 |
| ODPTE | | | | | | | | | | | | | | 37.7 | 41.0 | 50.6 |
| ODPPH | | | | | | | | | | | | | | | 44.4 | 14.3 |
| CPPH | | | | | | | | | | | | 0.0 | 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 | 34.0 |

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 2010/2011 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 included 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. The Faculty of Arts and Social Sciences offers more programmes than other faculties—the number of programmes is nearly four times larger than that found in the Faculty of Education. Although the 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 introducing 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 |
| 2010/11 | 2 | 7 | 4 | 1 | 4 | 18 |

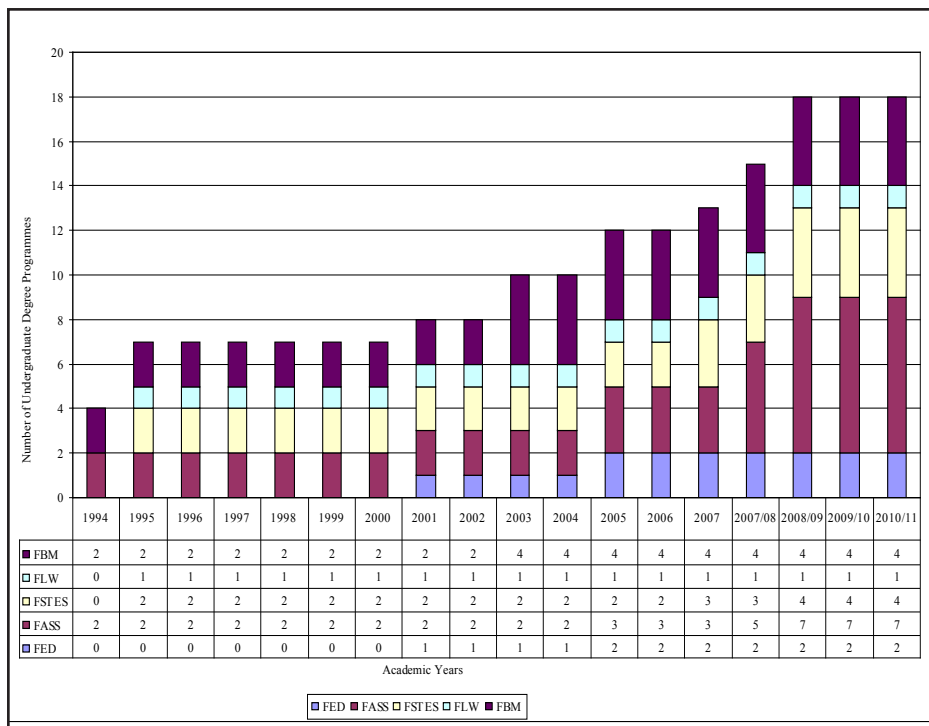


Fig. 5(a): Number of Undergraduate Degree Programmes by Faculty and Academic Year

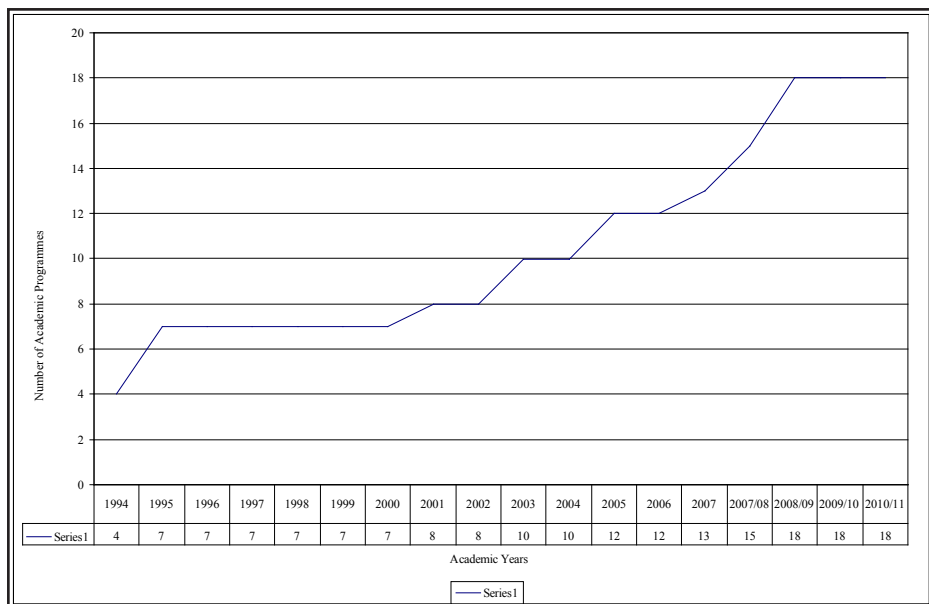


Fig. 5(b): Trend of Undergraduate Degree Programmes offered in each Academic Year

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 was enrolled in Postgraduate Diploma in Education, Postgraduate Diploma in Law, Master in Distance Education, Master of Education, Master of Arts, Master of Science, MSc. CED, Master of Laws, and PhD in various fields. Out of 150 enrolled students 26 were females. This figure is less than 18% 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 |
| 2010 | 6 | 14 | 8 | 4 | 4 | 36 |

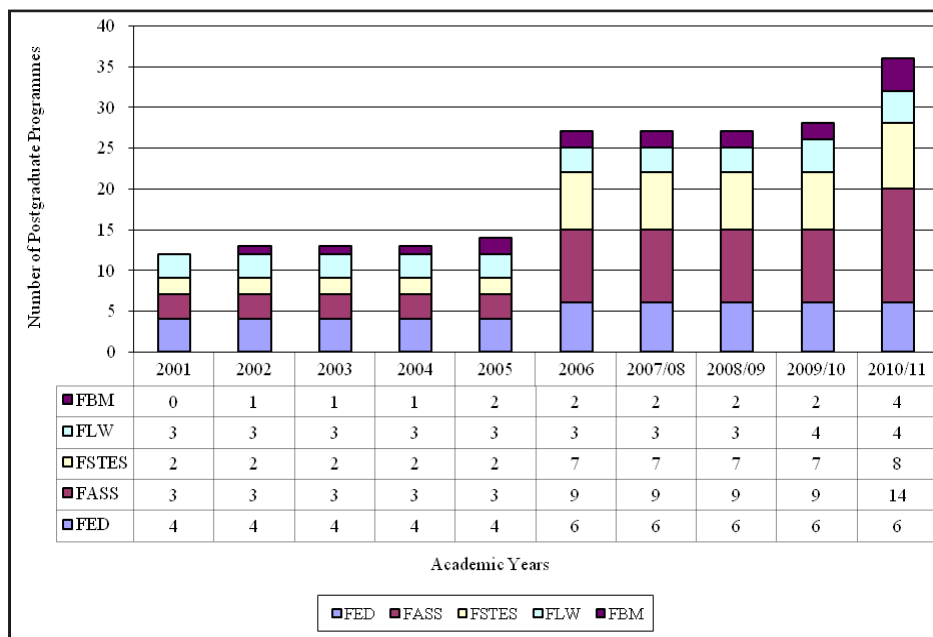


Fig. 6(a): Postgraduate Programmes by Faculty and Academic Year

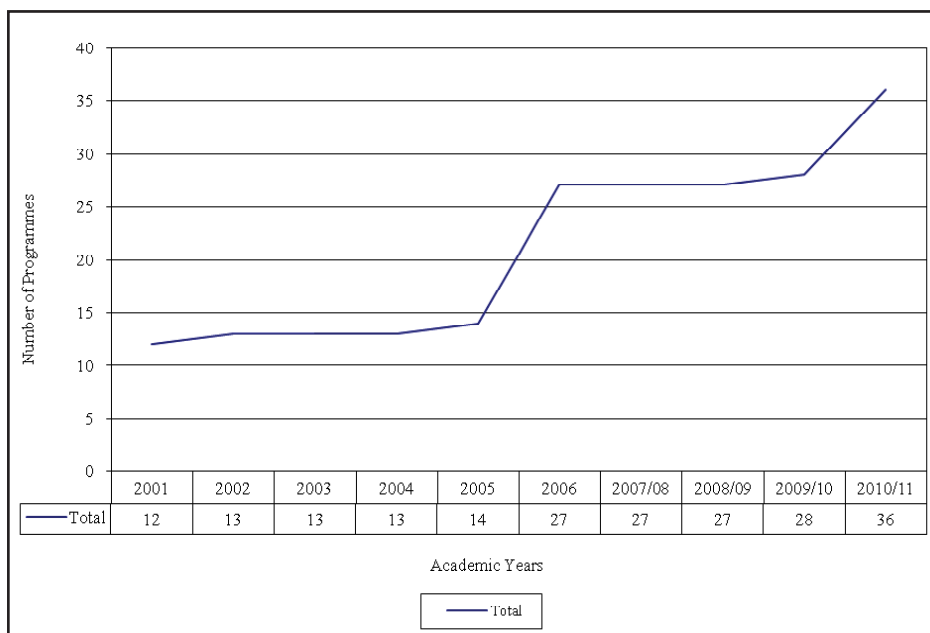


Fig. 6(b): Trend of Postgraduate Programmes from 2001 - 2010

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 (735) than any other programme, over the last 12 years. Next to the LLB is the BA (Ed) with 804 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 250 graduates up to the last graduation (October 2010). At the non-degree level, foundation course has produced more than 3000 graduates up to October 2010.

The cumulative number of graduates from 1999 to 2010 was 8830 whereby 3300 (37%) were females. Among 8830 graduates, 3080 students graduated in Non-Degree programmes out of whom 1353 (44%) were females, 3859 students graduated in Undergraduate programmes out of whom 1369 (35%) were females and 785 students graduated in the Postgraduate programmes whereby 216 (28%) were females.

In a broader picture, female graduates as a percentage of total graduates in all programmes were 37%. At Ph.D level, 11 male students completed successfully their programmes, 4 female students received a Ph.D over this duration (1999 – 2010). 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 | | | 2004 | | |
|-------------------|------------|-----------|------------|-----------|-----------|-----------|-----------|-----------|------------|------------|-----------|------------|------------|-----------|------------|------------|------------|------------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| CCDE | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 5 | 11 | 6 | 2 | 8 | 3 | 2 | 5 | 6 | 1 | 7 |
| PTE - Certificate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PTE - Diploma | | | | | | | | | | | | | | | | | | |
| CYP - Diploma | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 1 | 11 | 14 | 2 | 16 | 31 | 22 | 53 |
| OFC | 107 | 35 | 142 | 20 | 8 | 28 | 24 | 15 | 39 | 42 | 34 | 76 | 60 | 34 | 94 | 122 | 67 | 189 |
| ODDEOL | 0 | 0 | 0 | 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 | 12 | 3 | 15 |
| B.A.(Ed.) | 12 | 4 | 16 | 31 | 8 | 39 | 29 | 11 | 40 | 20 | 7 | 27 | 15 | 8 | 23 | | | |
| B.A. (Tourism) | | | | | | | | | | | | | | | | 27 | 8 | 35 |
| BA Social Work | | | | | | | | | | | | | | | | | | |
| BA Sociology | | | | | | | | | | | | | | | | | | |
| B.Com.(Gen.) | 0 | 0 | 0 | 2 | 0 | 2 | 14 | 1 | 15 | 14 | 1 | 15 | 22 | 3 | 25 | 30 | 7 | 37 |
| B.Com.(Ed.) | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 5 | 0 | 0 | 0 | 1 | 0 | 1 | 5 | 0 | 5 |
| BBA (Gen.) | 0 | 0 | 0 | 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 | 0 | 0 | 0 |
| B. Ed. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| B.Ed.SE | | | | | | | | | | | | | | | | | | |
| B. Sc. (Gen.) | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 1 | 8 | 16 | 4 | 20 |
| B. Sc. (Ed.) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 6 | 15 | 10 | 2 | 12 |
| B.Sc (ICT) | 0 | 0 | 0 | 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 | 71 | 11 | 82 |
| MSc. CED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 10 | 44 | 0 | 0 | 0 |
| M.SC. | 0 | 0 | 0 | 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 | 4 | 0 | 4 |
| M.Dist.Ed. | | | | | | | | | | | | | | | | | | |
| M.Ed. | 0 | 0 | 0 | 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 | 0 | 0 | 0 |
| PGDE | 0 | 0 | 0 | 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 | 0 | 0 | 0 |
| LL.M IT & T | | | | | | | | | | | | | | | | | | |
| MBA | 0 | 0 | 0 | 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 | 0 | 0 | 0 |
| Ph.D | 0 | 0 | 0 | 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 | 334 | 125 | 459 |

Table 13: Continues

| Programme | 2005 | | | 2006 | | | 2007 | | | 2008 | | | 2009 | | | 2010 | | |
|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|------------|------------|-------------|------------|------------|-------------|-------------|------------|-------------|
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| CCDE | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PTE - Certificate | 0 | 0 | 0 | 0 | 0 | 0 | 202 | 86 | 288 | 21 | 18 | 39 | 0 | 0 | 0 | 288 | 132 | 420 |
| PTE – Diploma | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 38 | 86 |
| CYP - Diploma | 25 | 11 | 36 | 9 | 6 | 15 | 29 | 12 | 41 | 13 | 8 | 21 | 13 | 9 | 22 | 11 | 2 | 13 |
| OFC | 198 | 166 | 364 | 218 | 165 | 383 | 193 | 204 | 397 | 285 | 287 | 572 | 37 | 18 | 55 | 421 | 320 | 741 |
| ODDEOL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 | 1 | 3 | 4 | 5 | 0 | 5 |
| B.A. (Gen.) | 6 | 2 | 8 | 18 | 4 | 22 | 21 | 2 | 23 | 29 | 18 | 47 | 53 | 39 | 92 | 17 | 14 | 31 |
| B.A. (Tourism) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 9 | 32 | 5 | 1 | 6 |
| BA Social Work | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 23 | 27 |
| BA Sociology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 35 | 50 |
| B.A.(Ed.) | 35 | 18 | 53 | 34 | 27 | 61 | 64 | 33 | 97 | 41 | 37 | 78 | 103 | 77 | 180 | 93 | 62 | 155 |
| B.Com.(Gen.) | 50 | 14 | 64 | 18 | 5 | 23 | 6 | 2 | 8 | 8 | 4 | 12 | 54 | 41 | 95 | 35 | 34 | 69 |
| B.Com.(Ed.) | 3 | 1 | 4 | 1 | 2 | 3 | 4 | 2 | 6 | 4 | 0 | 4 | 0 | 0 | 0 | 9 | 3 | 12 |
| BBA (Gen.) | 0 | 0 | 0 | 26 | 11 | 37 | 22 | 18 | 40 | 45 | 31 | 76 | 120 | 57 | 177 | 46 | 36 | 82 |
| BBA(Ed.) | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 6 | 6 | 3 | 9 |
| B. Ed. | 6 | 3 | 9 | 7 | 15 | 22 | 36 | 42 | 78 | 39 | 37 | 76 | 109 | 154 | 263 | 110 | 132 | 242 |
| B.Ed.SE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 5 |
| B. Sc. (Gen.) | 16 | 6 | 22 | 15 | 8 | 23 | 19 | 11 | 30 | 25 | 14 | 39 | 33 | 16 | 49 | 26 | 20 | 46 |
| B. Sc. (Ed.) | 6 | 2 | 8 | 3 | 3 | 6 | 14 | 7 | 21 | 3 | 4 | 7 | 12 | 8 | 20 | 31 | 16 | 47 |
| B.Sc (ICT) | 104 | 12 | 116 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 1 | 10 | 6 | 0 | 6 | 14 | 2 | 16 |
| LL.B | 59 | 33 | 92 | 81 | 7 | 88 | 78 | 17 | 95 | 58 | 11 | 69 | 43 | 16 | 59 | 105 | 39 | 144 |
| MSc. CED | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 43 | 104 | 0 | 0 | 0 | 127 | 42 | 169 | 0 | 0 | 0 |
| M.SC. | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 2 |
| M. A. | 2 | 0 | 2 | 1 | 0 | 1 | 2 | 0 | 2 | 2 | 2 | 4 | 0 | 0 | 0 | 3 | 0 | 3 |
| M.Dist.Ed. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 | 5 | 3 | 8 |
| M.Ed. | 0 | 1 | 1 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 1 | 3 | 2 | 2 | 4 |
| PGDL | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 3 | 1 | 4 | 2 | 1 | 3 | 1 | 1 | 2 |
| PGDE | 0 | 0 | 0 | 1 | 2 | 3 | 6 | 1 | 7 | 7 | 3 | 10 | 5 | 1 | 6 | 6 | 1 | 7 |
| LL.M | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 2 | 2 | 0 | 2 | 1 | 0 | 1 | 2 | 1 | 3 |
| LL.M IT & T | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 9 |
| MBA | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 3 | 9 | 18 | 4 | 22 | 71 | 26 | 97 | 98 | 24 | 122 |
| Honorary Degree | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 3 | 0 | 3 | 1 | 0 | 1 | 3 | 4 | 7 |
| Total | 512 | 270 | 782 | 438 | 256 | 694 | 773 | 483 | 1256 | 620 | 481 | 1101 | 819 | 521 | 1340 | 1417 | 956 | 2373 |

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, 41% of graduates came from Dar es Salaam over the last twelve years. It is interesting to note that this figure (i.e., 41%) almost corresponds to the combined percentage of nine regions: Arusha, Dodoma, Iringa, Kilimanjaro, Mbeya, Morogoro, Mwanza, Tanga and Zanzibar. The nine regions and Dar es salaam have produced 78% of total graduates over the last twelve years.

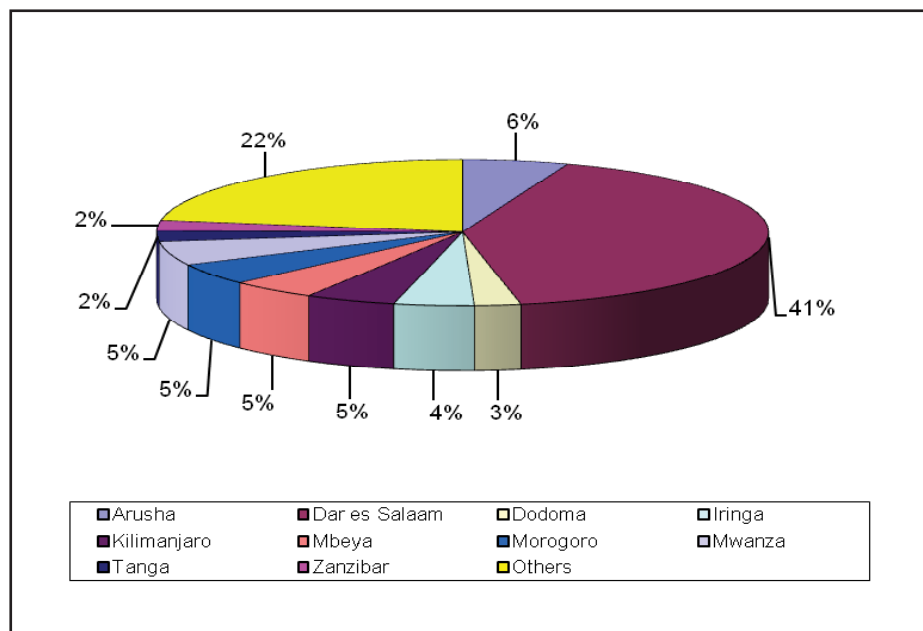


Figure 7: Graduates by Regional Centers

It is also important to highlight differences across regions grouped under umbrella of “others” in Figure 6. Cumulatively, modest records are observed in the following regions: Mara (204), Tabora (217), Mtwara (292) and Pwani (189). The average percentage in this group of “others” is affected by fewer graduates recorded in the following regions: Rukwa(75), Lindi (81), Kigoma(92) and Kagera (135). 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 | | | October 2010 | | |
|---------------|--------------|----|----|--------------|-----|-----|--------------|-----|-----|--------------|-----|-----|--------------|-----|-----|
| | M | F | T | 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 | 65 | 46 | 111 |
| Dar es Salaam | 68 | 29 | 97 | 208 | 205 | 413 | 259 | 270 | 529 | 339 | 317 | 656 | 541 | 458 | 999 |
| Dodoma | 1 | 2 | 3 | 45 | 19 | 64 | 14 | 7 | 21 | 21 | 9 | 30 | 20 | 21 | 41 |
| Iringa | 14 | 3 | 17 | 21 | 6 | 27 | 42 | 24 | 66 | 27 | 13 | 40 | 70 | 34 | 104 |
| Kagera | 3 | 1 | 4 | 14 | 3 | 17 | 12 | 10 | 22 | 19 | 8 | 27 | 25 | 4 | 29 |
| Kigoma | 9 | 2 | 11 | 11 | 3 | 14 | 3 | 0 | 3 | 6 | 2 | 8 | 11 | 6 | 17 |
| Kilimanjaro | 17 | 6 | 23 | 31 | 24 | 55 | 34 | 59 | 93 | 36 | 31 | 67 | 44 | 53 | 97 |
| Lindi | 3 | 0 | 3 | 5 | 2 | 7 | 4 | 7 | 11 | 6 | 4 | 10 | 11 | 1 | 12 |
| Manyara | 2 | 1 | 3 | 13 | 4 | 17 | 15 | 2 | 17 | 9 | 4 | 13 | 36 | 12 | 48 |
| Mara | 5 | 2 | 7 | 35 | 20 | 55 | 14 | 5 | 19 | 10 | 2 | 12 | 19 | 10 | 29 |
| Mbeya | 6 | 3 | 9 | 24 | 17 | 41 | 20 | 9 | 29 | 52 | 28 | 80 | 55 | 36 | 91 |
| Morogoro | 5 | 3 | 8 | 95 | 38 | 133 | 31 | 16 | 47 | 29 | 6 | 35 | 83 | 52 | 135 |
| Mtwara | 6 | 2 | 8 | 31 | 19 | 50 | 6 | 3 | 9 | 17 | 9 | 26 | 100 | 49 | 149 |

| | | | | | | | | | | | | | | | |
|------------------|------------|-----------|------------|------------|------------|-------------|------------|------------|-------------|------------|------------|-------------|-------------|------------|-------------|
| Mwanza | 15 | 6 | 21 | 31 | 18 | 49 | 19 | 5 | 24 | 55 | 16 | 71 | 130 | 71 | 201 |
| Pemba | 1 | 1 | 2 | 3 | 1 | 4 | 3 | 0 | 3 | 1 | 0 | 1 | 10 | 4 | 14 |
| Pwani | 6 | 5 | 11 | 14 | 10 | 24 | 13 | 13 | 26 | 12 | 12 | 24 | 29 | 24 | 53 |
| Rukwa | 1 | 0 | 1 | 5 | 0 | 5 | 7 | 3 | 10 | 9 | 5 | 14 | 16 | 4 | 20 |
| Ruvuma | 7 | 1 | 8 | 11 | 10 | 21 | 14 | 6 | 20 | 16 | 13 | 29 | 17 | 7 | 24 |
| Shinyanga | 6 | 0 | 6 | 9 | 3 | 12 | 8 | 3 | 11 | 14 | 5 | 19 | 27 | 14 | 41 |
| Singida | 10 | 2 | 12 | 12 | 6 | 18 | 8 | 1 | 9 | 9 | 11 | 20 | 5 | 13 | 18 |
| Tabora | 6 | 1 | 7 | 38 | 12 | 50 | 9 | 1 | 10 | 15 | 2 | 17 | 55 | 12 | 67 |
| Tanga | 19 | 7 | 26 | 18 | 8 | 26 | 14 | 6 | 20 | 17 | 8 | 25 | 19 | 15 | 34 |
| Zanzibar | 8 | 3 | 11 | 12 | 7 | 19 | 23 | 2 | 25 | 20 | 8 | 28 | 27 | 10 | 37 |
| Sub total | 225 | 94 | 319 | 754 | 472 | 1226 | 609 | 476 | 1085 | 803 | 532 | 1335 | 1415 | 956 | 2371 |

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. Until the year 2008, the university conferred degrees, diplomas and certificates to 126 international students. In terms of graduate destination, about 84% of graduates over the last twelve 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 | 2010 | 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 | - | - | - | - | - | - | 2 | 3 |
| Total | 1 | 3 | 2 | 35 | 22 | 10 | 30 | 16 | 5 | 2 | 126 |

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 were 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 |
| 2010 | 56 | 13 | 69 | 84 | 59 | 143 | 64 | 32 | 96 | 204 | 104 | 308 |

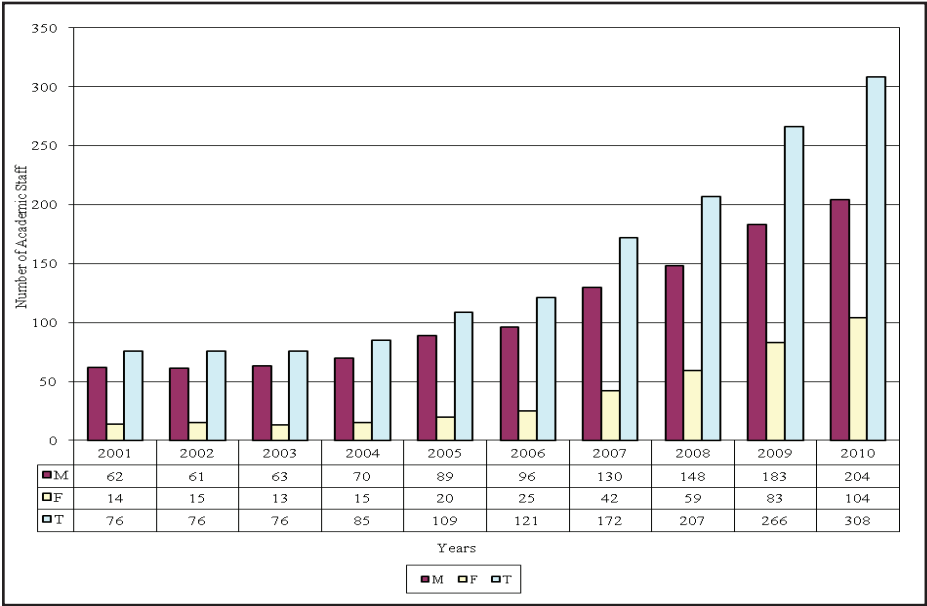


Fig. 8(a): Academic Staff Cumulative Figure by Sex and Academic Year 2001 to 201

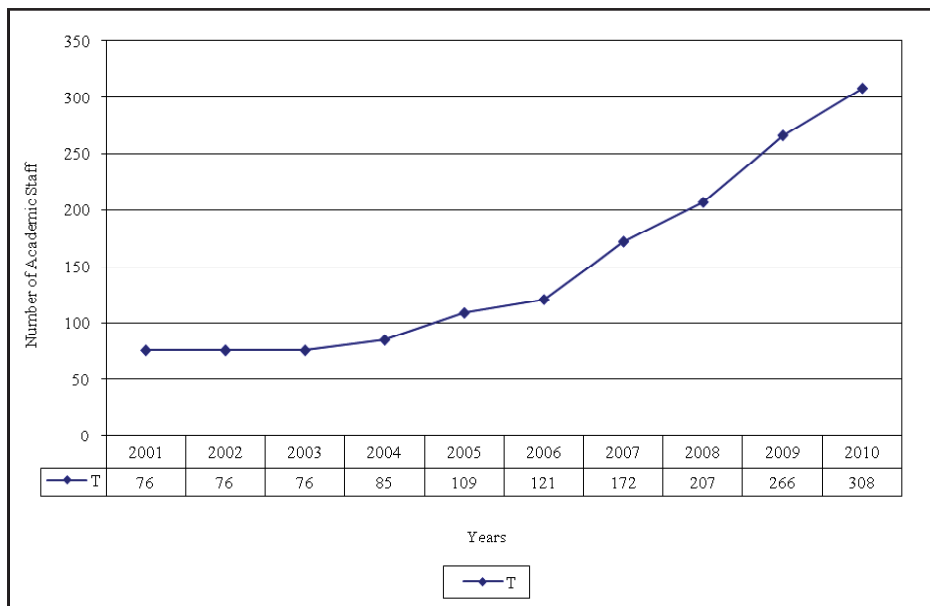


Fig. 8(b): Yearly Increase of Academic Staff from 2001 to 2010

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 |
| 2010 | 18.6 | 40.7 | 33.3 | 30.9 |

Computed from Table 16

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 many 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 |
| 2010 | 8 | 0 | 8 | 10 | 0 | 10 | 8 | 3 | 11 | 41 | 15 | 56 |

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 |
| 2010 | 73 | 54 | 127 | 64 | 32 | 96 | 204 | 104 | 308 |

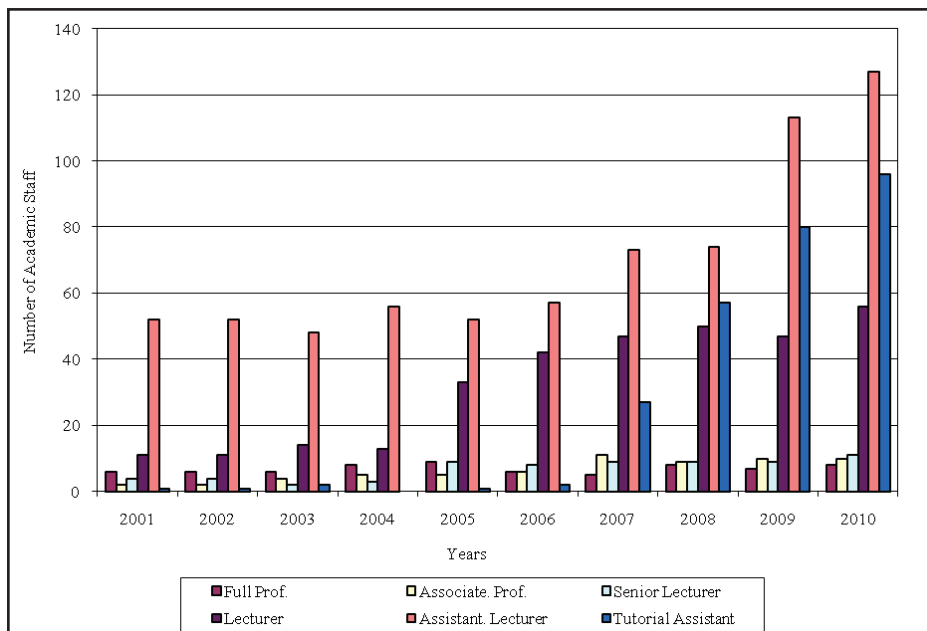


Fig. 9(a): Academic Staff by Rank and Year

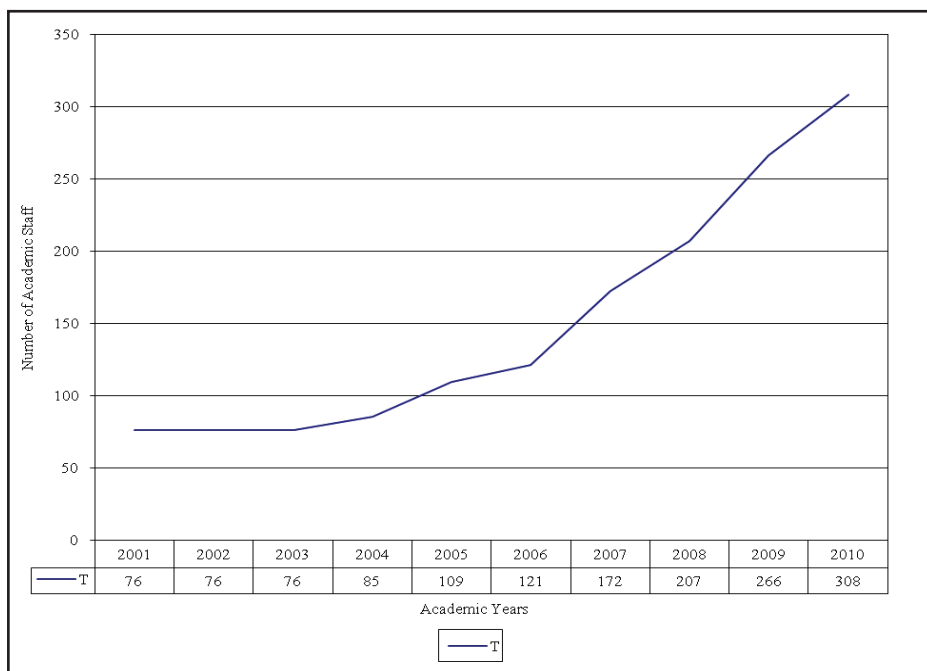


Fig. 9(b): Academic Staff Increase by Rank and Year

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 |
| 2010 | 0.0 | 0.0 | 33.3 | 26.8 | 41.9 | 33.3 | 33.8 |

Computed from Table 18

Table 20: Academic Staff Profile by Age and Sex 2010

| Group | Age range in years | Numbers of Academic Staff | | Total |
|--------------|--------------------|---------------------------|------------|------------|
| | | Male | Female | |
| I | ≤30 | 25 | 23 | 48 |
| II | 31 – 35 | 32 | 24 | 56 |
| III | 36 – 40 | 40 | 25 | 65 |
| IV | 41 – 45 | 25 | 13 | 38 |
| V | 46 – 50 | 20 | 4 | 24 |
| VI | 51 – 55 | 19 | 8 | 27 |
| VII | 56 – 60 | 13 | 5 | 18 |
| VIII | 61 – 65 | 17 | 2 | 19 |
| IX | 66 - 70 | 10 | 0 | 10 |
| X | ≥71 | 3 | 0 | 3 |
| TOTAL | | 204 | 104 | 308 |

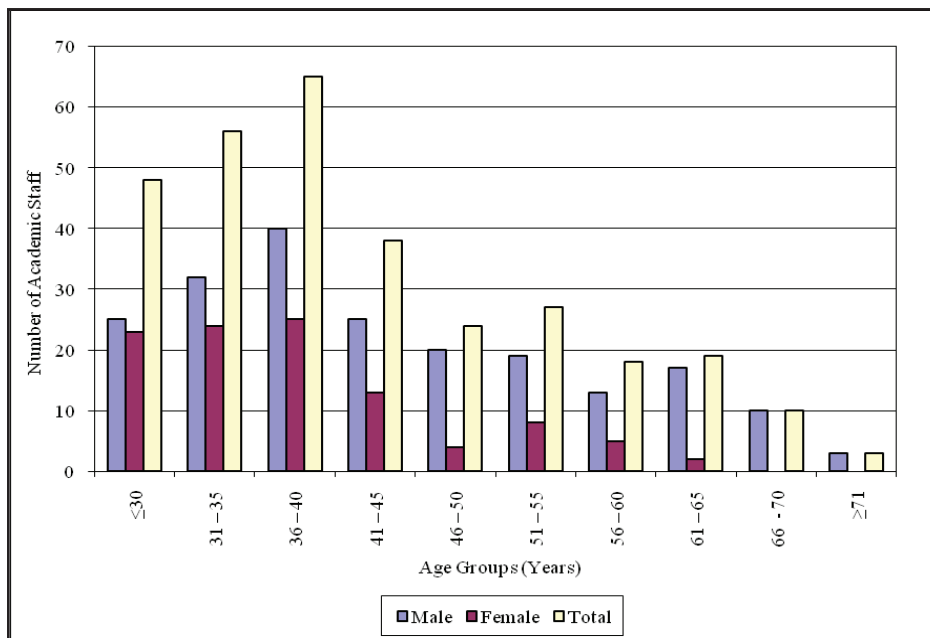


Fig. 10(a): Academic Staff Profile by Age and Sex 2010

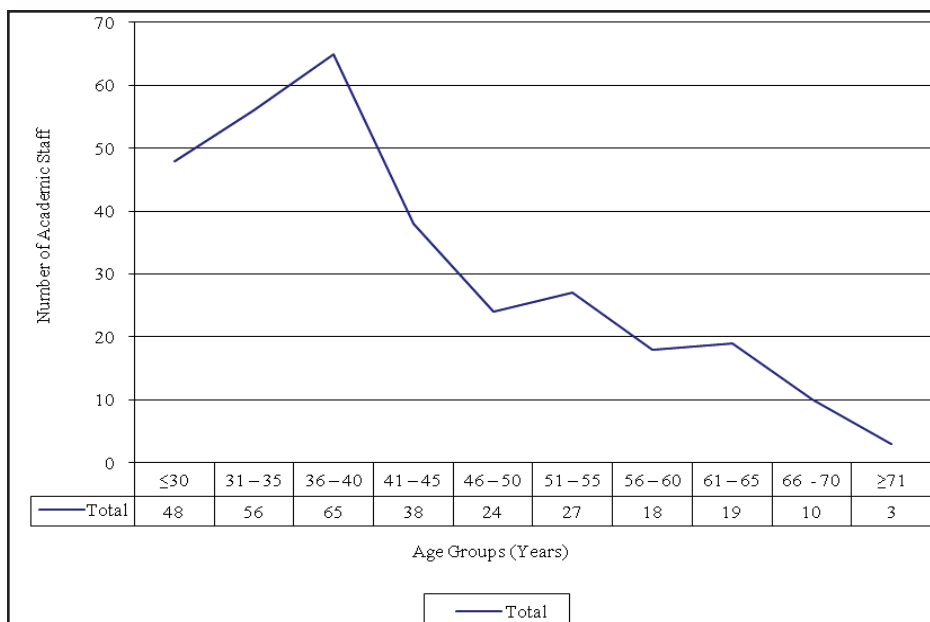


Fig. 10(b): Displays Trend of Academic Staff Profile by Age and Sex 2010

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 required standard student-staff ratio of 1:35.

Table 21: Academic Staff-Student Ratio

| Year | Active Students (estimated as 60% of the total enrolment) | Academic Staff | Academic Staff Student Ratio |
|---------|---|----------------|---------------------------------|
| 1994 | 460 | 5 | 1:92 |
| 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 |
| 2010/11 | 24,200 | 351 | 1:69 |

Table 22: Administrative Staff by Qualifications and Sex 2010

| 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 | 1 | 1 | 12 | 9 | 21 | 8 | 2 | 10 | 23 | 7 | 30 | 4 | 6 | 10 | 12 | 39 | 51 |

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 |
| 35 | 57 | 92 | 11 | 7 | 18 | 19 | 39 | 58 | 0 | 0 | 0 | 4 | 1 | 5 | 128 | 168 | 296 |

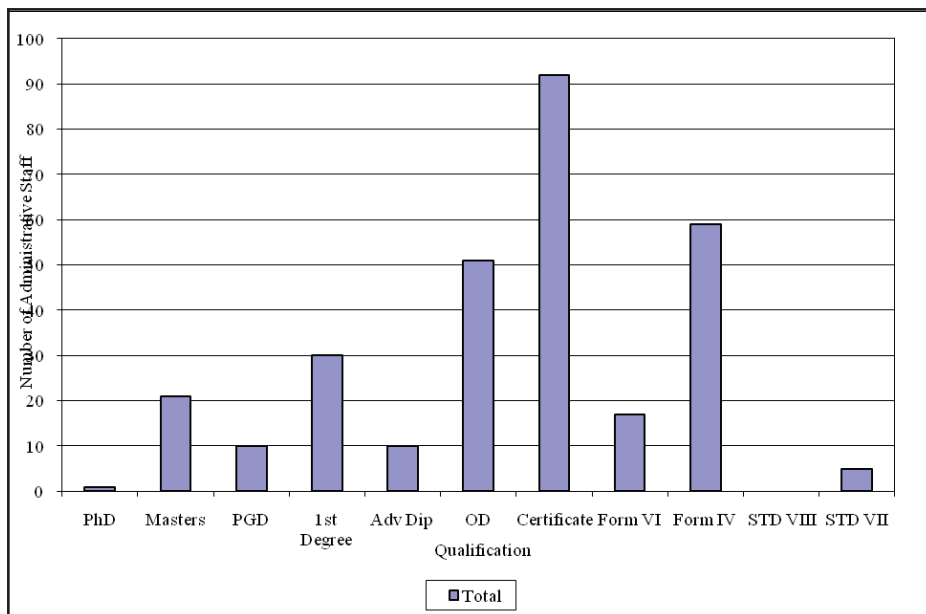


Fig. 11(a): Administrative Staff by Qualifications 2010

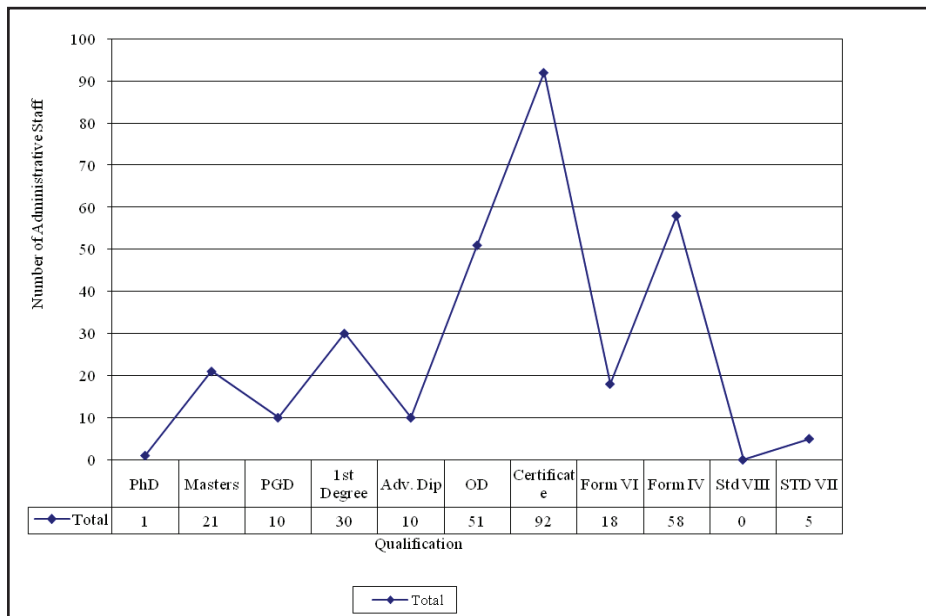


Fig. 11(b): Administrative Staff Trend 2010

Table 23: Administrative Staff Profile by Age and Sex 2010

| Group | Age range (years) | Numbers of Administrative Staff | | Total |
|-------|-------------------|---------------------------------|--------|-------|
| | | Male | Female | |
| I | ≤30 | 30 | 72 | 102 |
| II | 31 – 35 | 28 | 43 | 71 |
| III | 36 – 40 | 18 | 20 | 38 |
| IV | 41 – 45 | 23 | 11 | 34 |
| V | 46 – 50 | 8 | 6 | 14 |
| VI | 51 – 55 | 13 | 8 | 21 |
| VII | 56 – 60 | 3 | 4 | 7 |
| VIII | 61 – 65 | 5 | 4 | 9 |
| IX | 66 -70 | 0 | 0 | 0 |
| X | ≥71 | 0 | 0 | 0 |
| TOTAL | | 128 | 168 | 296 |

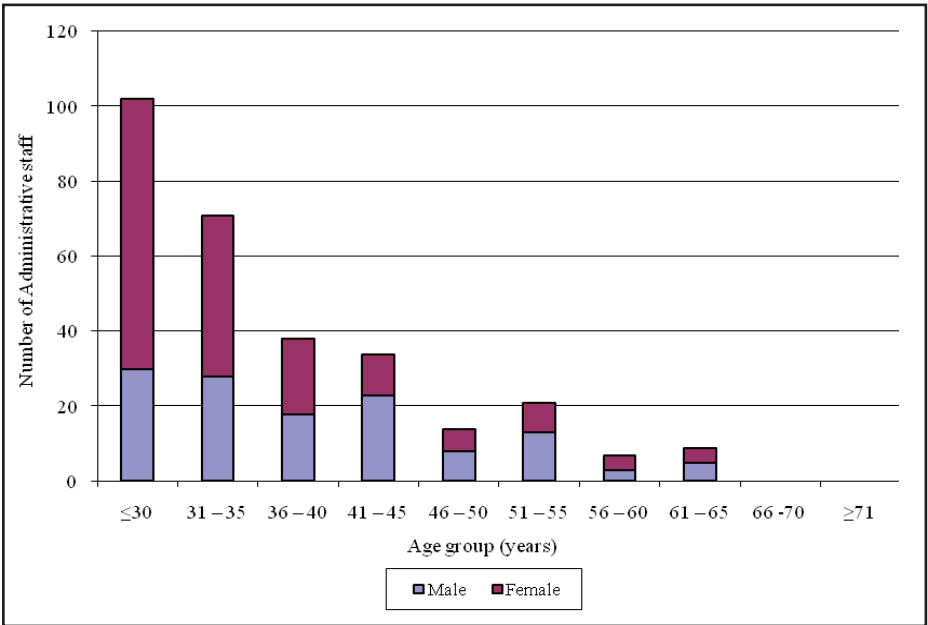


Fig. 12(a): Administrative Staff Profile by Age and Sex for 2010

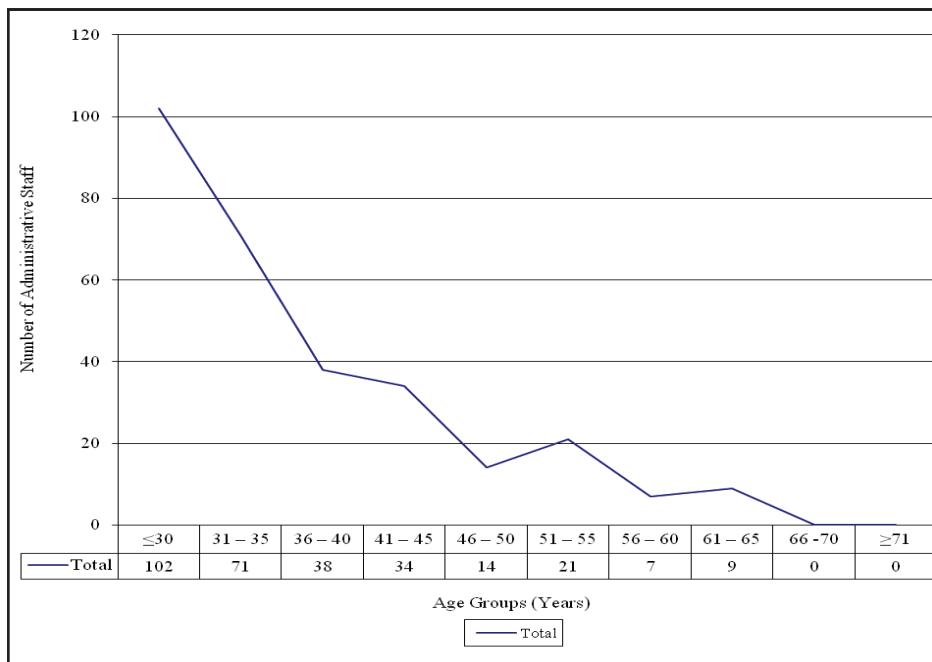


Fig. 12(b): Trend of Administrative Staff Profile by Age for 2010

Table 24: Technical Staff by the Highest Academic Qualification and Sex 2010

| 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 | 0 | 0 | 0 | 6 | 2 | 8 | 3 | 0 | 3 | 2 | 3 | 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 | 5 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 10 | 39 |

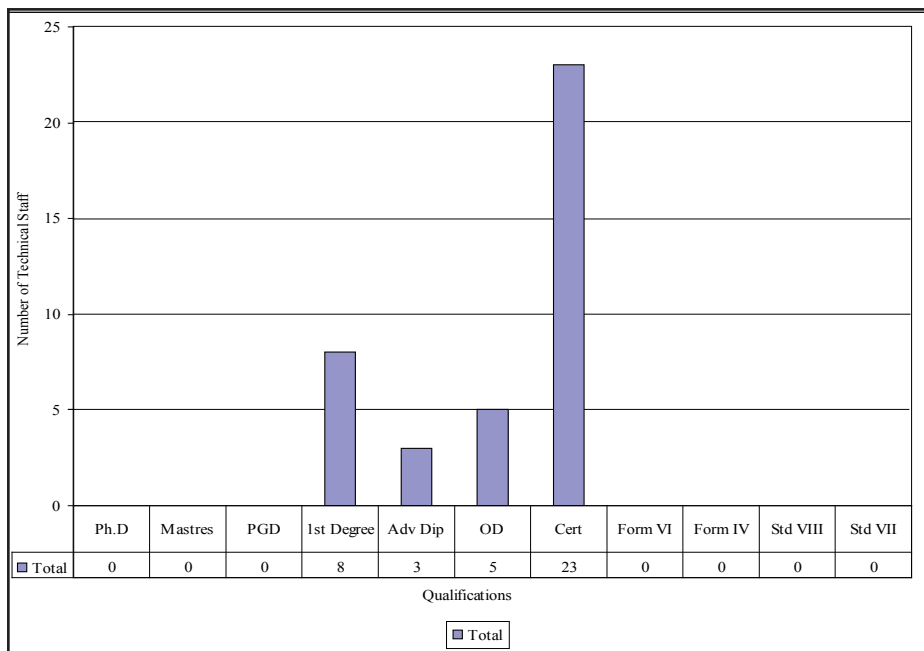


Fig. 13(a): Technical Staff by the Highest Qualification for 2010

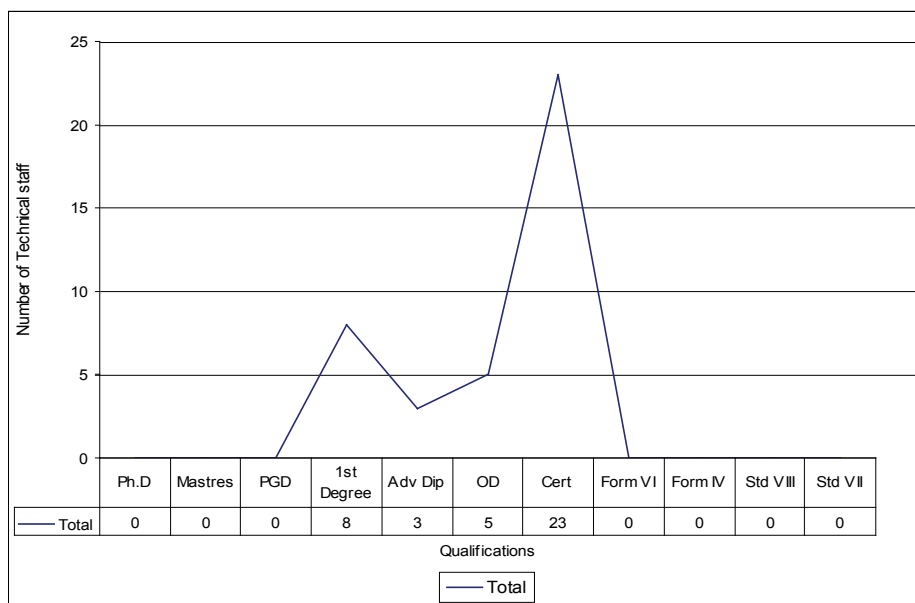


Fig. 13(b): Technical Staff Trend for 2010

Table 25: Technical Staff Profile by Age and Sex 2010

| Group | Age Groups (Years) | Numbers of Technical Staff | | Total |
|-------|--------------------|----------------------------|--------|-------|
| | | Male | Female | |
| I | ≤ 30 | 16 | 4 | 20 |
| II | 31 – 35 | 6 | 4 | 10 |
| III | 36 – 40 | 7 | 1 | 8 |
| IV | 41 – 45 | 0 | 1 | 1 |
| 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 | | 29 | 10 | 39 |

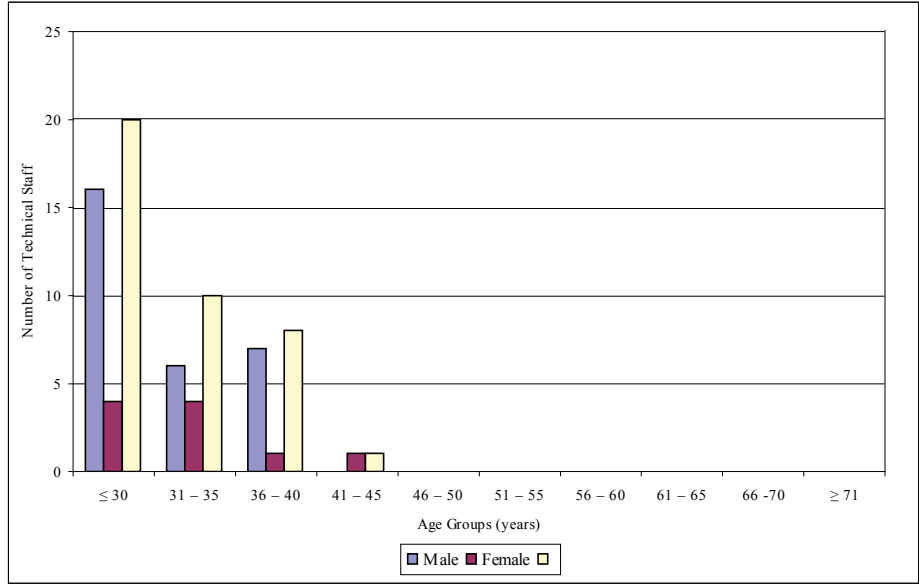


Fig. 14(a): Technical Staff Profile by Age and Sex for 2010

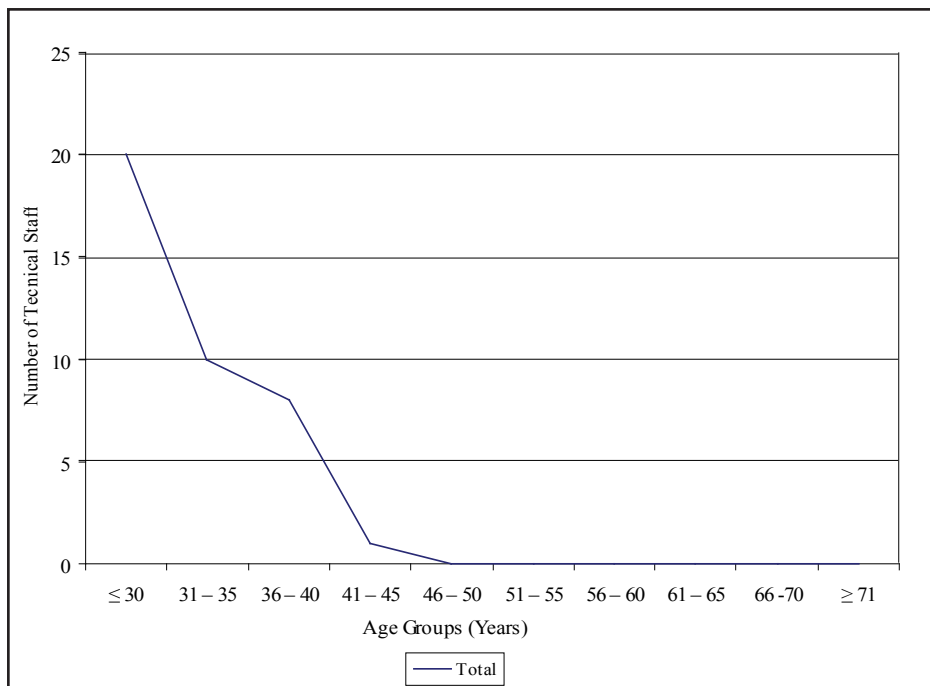


Fig. 14(b): Trend of Technical Staff Profile by Age for 2010

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 males were 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 |
| 2010/11 | 23 | 17 | 40 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 173 | 99 | 272 | 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 equipment and other essential inputs for running university's 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 |
| 2009/2010 | 11,909,209 | 9,648,887 | 77.8 | 2,894,000 | 2,241,300 | 77.4 |
| 2010/2011 | 12,400,000 | 11,578,697 | 99.3 | 6,776,000 | 1,741,300 | 25.7 |

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 were quite arbitrary and were 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 | 65.0 | 35.0 |
| 2002/2003 | 938,000,700 | 912,775,800 | 912,775,800 | 51.0 | 49.0 |
| 2003/2004 | 1,163,106,105 | 1,296,345,300 | 2,459,451,405 | 47.0 | 53.0 |
| 2004/2005 | 1,090,993,907 | 1,090,302,193 | 2,181,296,100 | 50.0 | 50.0 |
| 2005/2006 | 1,490,993,900 | 1,540,789,700 | 3,031,783,600 | 49.0 | 51.0 |
| 2006/2007 | 1,303,977,580 | 3,999,145,324 | 5,303,122,904 | 25.0 | 75.0 |
| 2007/2008 | 1,017,000,000 | 4,759,920,000 | 5,776,920,000 | 18.0 | 82.0 |
| 2008/2009 | 1,017,000,000 | 4,735,209,000 | 5,752,209,000 | 18.0 | 82.0 |
| 2009/2010 | 1,017,000,000 | 6,390,587,500 | 7,407,587,500 | 14.0 | 86.0 |
| 2010/2011 | 919,000,000 | 8,900,397,000 | 9,837,397,000 | 9.0 | 90.0 |

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.

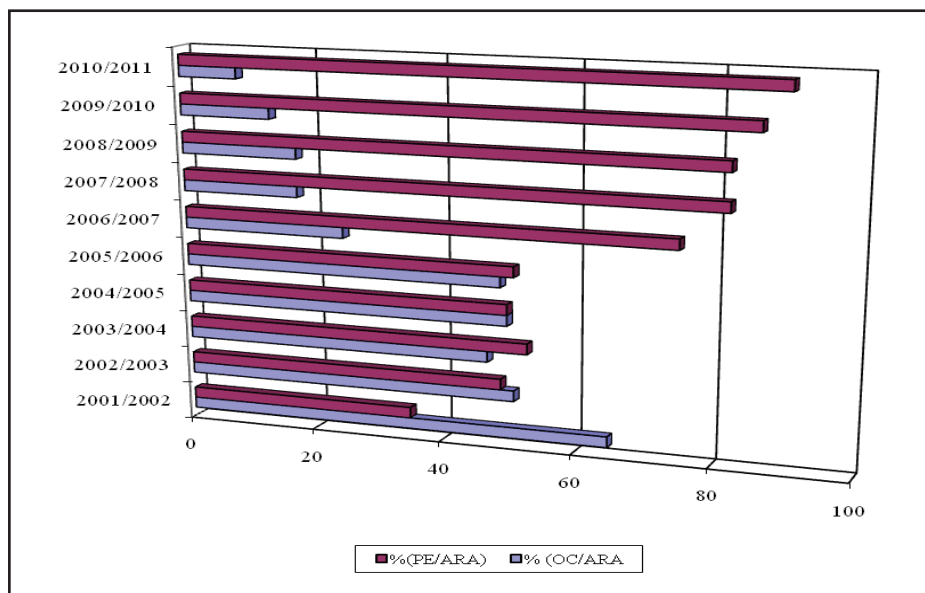


Figure 15: The percentage of PE and OC in Actual Recurrent Allocation

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 had 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 29, 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 | %collected fees/ estimated tuition fees |
|---------------|-------------------|------------------------|------------------------|---|
| 1994/1995 | 766 | 60,514,000 | 21,680,221 | 35.8 |
| 1995/1996 | 778 | 118,816,000 | 34,555,338 | 29.1 |
| 1996/1997 | 1101 | 223,807,000 | 296,883,500 | 132.7 |
| 1997/1998 | 755 | 301,069,000 | 304,088,800 | 101.0 |
| 1998/1999 | 747 | 601,125,000 | 493,882,800 | 82.2 |
| 1999/2000 | 619 | 682,680,000 | 626,728,800 | 91.8 |
| 2000/2001 | 733 | 808,560,000 | 681,569,201 | 84.3 |
| 2001/2002 | 1209 | 1,056,600,000 | 791,223,331 | 74.9 |
| 2002/2003 | 1340 | 1,307,640,000 | 305,763,048 | 23.4 |
| 2003/2004 | 1806 | 1,610,840,000 | 595,399,063 | 37.0 |
| 2004/2005 | 3194 | 2,528,980,000 | 1,090,754,500 | 43.1 |
| 2005/2006 | 4189 | 2,411,760,000 | 2,274,370,948 | 94.3 |
| 2006/2007 | 5176 | 3,576,773,846 | 3,999,145,324 | 111.8 |
| 2007/2008 | 8262 | 4,208,870,000 | 3,420,544,954 | 81.3 |
| 2008/2009 | 6085 | 4,208,870,000 | 4,063,980,330 | 96.5 |
| 2009/2010 | 6011 | 4,500,000,000 | 4,958,274,565 | 110.2 |
| 2010/2011 | 8973 | 4,893,870,000 | | |

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 into account. When the year 2005 is taken as a baseline, it is clear from Table 30 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: 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 reform 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. It 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.

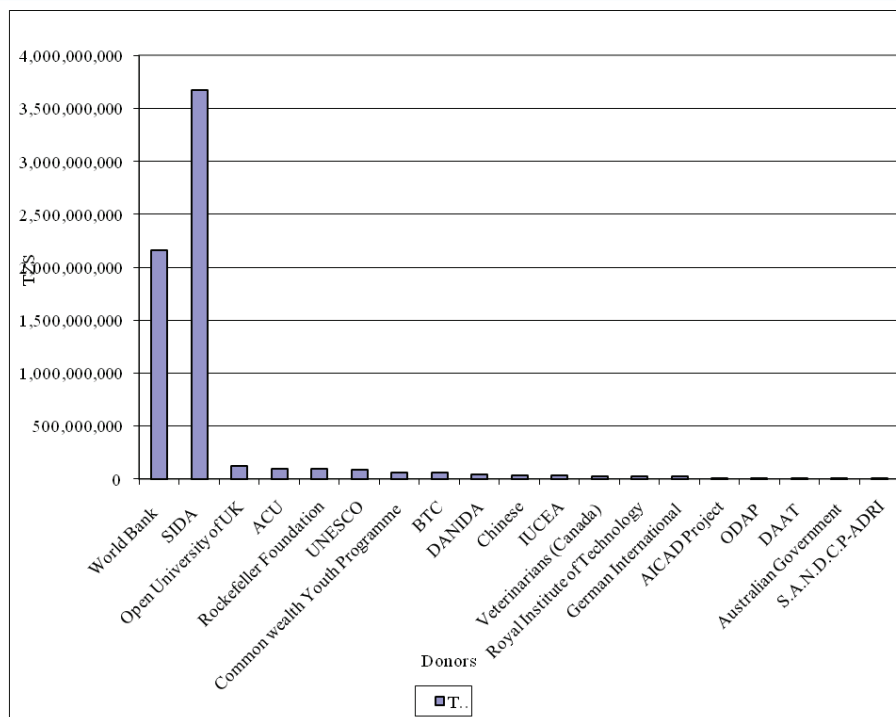


Figure 16: External Financial Support from Various Donors 2004 - 2010

Table 30: Grants from International Donors

| Year | Source of Grant | Grant (Tshs.) | Total (Tshs.) |
|------|--|---------------|----------------|
| 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 | |
| 2010 | SIDA | 1,706,954,055.27 | 1,708,934,055.27 |
| | DAAT | 1,980,000 | |

7.1.4 Income Generating Units (IGU)

The income generating unit was formally established in 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 31 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 equipment, hiring of graduation gowns, sales of tender documents, etc.

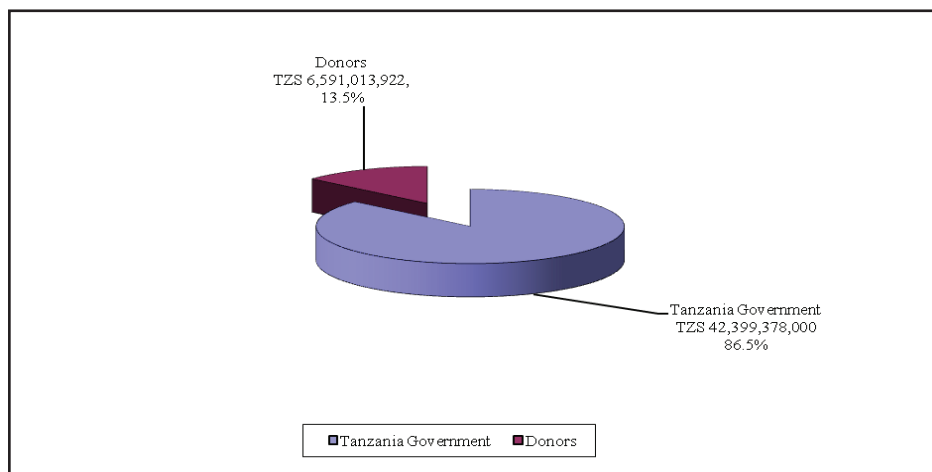
The year 2008 recorded a twofold increase in income compared to the year 2007 contributed by renting the hall in Iringa, Ruvuma and Mbeya.

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 | 98,781,706 |
| 2010/11 | 42,127,401 |

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 2011. 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 13.5%. Once again, thanks to the donor community for their continued support to the OUT.

**Fig. 17: Displays the Proportion of the 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, the 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 |
| 2010 | 0 | 0 | 0 | 0 | 12 | 2 | 14 |
| Total | 61 | 4 | 17 | 19 | 101 | 21 | 223 |

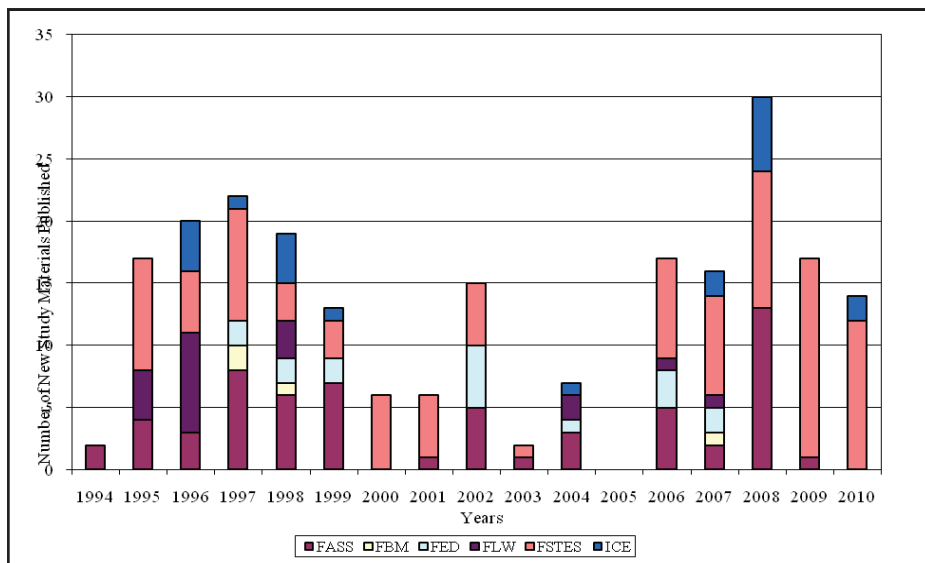


Fig. 18(a): New Study Materials 1994 - 2010

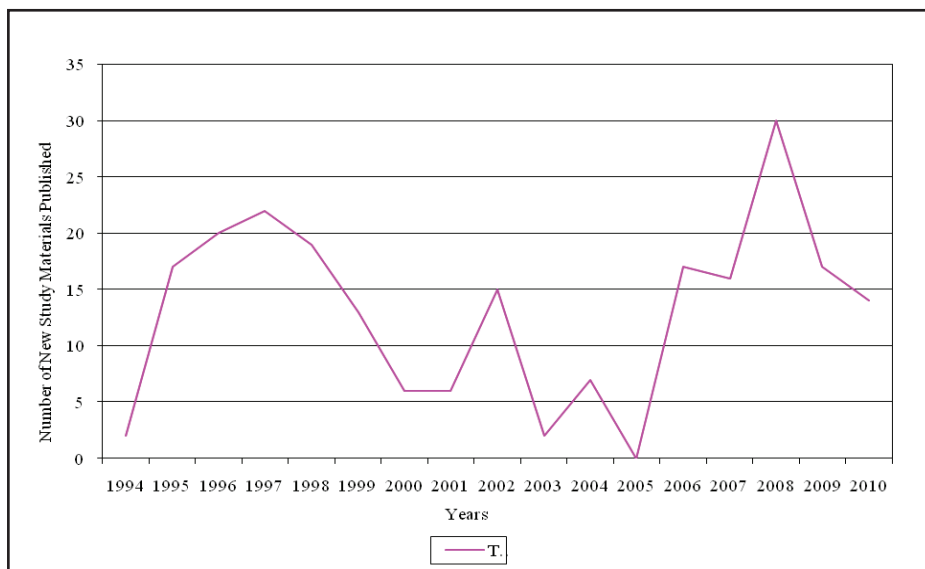


Fig. 18(b): Trend of New Study Materials Published 1994 - 2010

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 Registered Consultancies

| Year | Number of Consultancies |
|---------|-------------------------|
| 2006/07 | 8 |
| 2007/08 | 9 |
| 2008/09 | 5 |
| 2009/10 | 4 |
| 2010/11 | 13 |

Table 34: Number of Research Projects conducted by the Open University of Tanzania Staff

| Year | Number of research projects |
|-----------|-----------------------------|
| 2009/2010 | 18 |
| 2010/2011 | 23 |

Table 35(a): Targets for Enrolment of Undergraduate Degree and Non-Degree Students for the period 2011/12 - 2015/16

| Faculty | FED | | | FASS | | | FSTES | | | FLW | | | FBM | | | ICE | | | Total | | |
|---------|-----|-----|------|------|-----|------|-------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|-------|------|------|
| Year | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| 2011/12 | 464 | 361 | 825 | 978 | 593 | 1571 | 341 | 90 | 431 | 390 | 90 | 480 | 483 | 171 | 654 | 1779 | 1397 | 3176 | 4435 | 2702 | 7137 |
| 2012/13 | 508 | 426 | 934 | 1021 | 627 | 1648 | 356 | 98 | 454 | 404 | 99 | 503 | 516 | 183 | 699 | 1803 | 1404 | 3207 | 4608 | 2837 | 7445 |
| 2013/14 | 552 | 491 | 1043 | 1064 | 661 | 1725 | 371 | 106 | 477 | 418 | 108 | 526 | 549 | 195 | 744 | 1827 | 1411 | 3238 | 4781 | 2972 | 7753 |
| 2014/15 | 596 | 556 | 1152 | 1107 | 695 | 1802 | 386 | 114 | 500 | 432 | 117 | 549 | 582 | 207 | 789 | 1851 | 1418 | 3269 | 4954 | 3107 | 8061 |
| 2015/16 | 640 | 621 | 1261 | 1150 | 729 | 1879 | 401 | 228 | 629 | 446 | 126 | 572 | 615 | 219 | 834 | 1875 | 1425 | 3300 | 5127 | 3348 | 8475 |

Table 35(b): Targets for Enrolment of Postgraduate Degree Students for the period 2011/12 - 2015/16

| Faculty | FED | | | FASS | | | FSTES | | | FLW | | | FBM | | | Total | | |
|---------|-----|-----|------|------|-----|------|-------|---|---|-----|----|-----|------|-----|------|-------|------|------|
| Year | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| 2011/12 | 611 | 263 | 874 | 438 | 241 | 679 | 1 | 1 | 2 | 76 | 16 | 92 | 700 | 191 | 891 | 1826 | 712 | 2538 |
| 2012/13 | 693 | 303 | 996 | 531 | 294 | 825 | 2 | 2 | 4 | 111 | 23 | 134 | 813 | 225 | 1038 | 2150 | 847 | 2997 |
| 2013/14 | 775 | 343 | 1118 | 624 | 347 | 971 | 3 | 2 | 5 | 146 | 30 | 176 | 926 | 259 | 1185 | 2474 | 981 | 3455 |
| 2014/15 | 857 | 383 | 1240 | 717 | 400 | 1117 | 4 | 3 | 7 | 181 | 37 | 218 | 1039 | 293 | 1332 | 2798 | 1116 | 3914 |
| 2015/16 | 939 | 423 | 1362 | 810 | 453 | 1263 | 4 | 4 | 8 | 216 | 44 | 260 | 1152 | 327 | 1479 | 3121 | 1251 | 4372 |

Table 36(a): Targets for Graduates of Undergraduate Degree and Non-Degree Students for the period 2011/12 - 2015/16

| Faculty | FED | | | FASS | | | FSTES | | | FLW | | | FBM | | | ICE | | | Total | | |
|---------|-----|-----|-----|------|-----|-----|-------|----|-----|-----|----|-----|-----|-----|-----|-----|-----|------|-------|------|------|
| Year | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| 2011/12 | 156 | 200 | 356 | 177 | 169 | 346 | 86 | 46 | 132 | 119 | 48 | 167 | 129 | 88 | 217 | 797 | 499 | 1464 | 1464 | 1050 | 2514 |
| 2012/13 | 200 | 265 | 465 | 220 | 203 | 423 | 101 | 54 | 155 | 133 | 57 | 190 | 162 | 100 | 262 | 821 | 506 | 1637 | 1637 | 1185 | 2822 |
| 2013/14 | 244 | 330 | 574 | 263 | 237 | 500 | 116 | 62 | 178 | 147 | 66 | 213 | 195 | 112 | 307 | 845 | 513 | 1810 | 1810 | 1320 | 3130 |
| 2014/15 | 288 | 395 | 683 | 306 | 271 | 577 | 131 | 70 | 201 | 161 | 75 | 236 | 228 | 124 | 352 | 869 | 520 | 1983 | 1983 | 1455 | 3438 |
| 2015/16 | 332 | 460 | 792 | 349 | 305 | 654 | 146 | 78 | 224 | 175 | 84 | 259 | 261 | 136 | 397 | 893 | 527 | 2156 | 2156 | 1590 | 3746 |

Table 36(b): Targets for Graduates of Postgraduate Degree Students for the period 2011/12 - 2015/16

| Faculty | FED | | | FASS | | | FSTES | | | FLW | | | FBM | | | Total | | |
|---------|-----|----|----|------|----|----|-------|---|----|-----|----|----|-----|----|-----|-------|-----|-----|
| Year | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| 2011/12 | 14 | 9 | 23 | 18 | 2 | 20 | 4 | 1 | 5 | 9 | 8 | 17 | 117 | 31 | 148 | 162 | 51 | 213 |
| 2012/13 | 15 | 10 | 25 | 28 | 5 | 33 | 6 | 2 | 8 | 11 | 10 | 21 | 136 | 38 | 174 | 196 | 65 | 261 |
| 2013/14 | 16 | 11 | 27 | 38 | 8 | 46 | 8 | 4 | 12 | 13 | 12 | 25 | 155 | 45 | 200 | 230 | 80 | 310 |
| 2014/15 | 17 | 12 | 29 | 48 | 11 | 59 | 10 | 6 | 16 | 15 | 14 | 29 | 174 | 52 | 226 | 264 | 95 | 359 |
| 2015/16 | 18 | 13 | 31 | 58 | 14 | 72 | 12 | 8 | 20 | 17 | 16 | 33 | 193 | 59 | 252 | 298 | 110 | 408 |

Table 37: Income Projection for the period 2011/12 - 2015/16

| Academic Year | Recurrent Subvention | | Development Subvention | Tuition Fees | Foreign Grants | Other Incomes |
|---------------|----------------------|----------------|------------------------|---------------|----------------|---------------|
| | OC | PE | | | | |
| 2011/2012 | 2,387,963,425 | 10,002,773,344 | 1,792,000,000 | 5,721,656,327 | 2,433,841,612 | 687,371,402 |
| 2012/2013 | 3,856,926,850 | 11,105,149,688 | 1,842,700,000 | 6,485,038,089 | 2,445,893,809 | 830,220,710 |
| 2013/2014 | 5,325,890,275 | 12,207,526,032 | 1,893,400,000 | 7,248,419,851 | 2,457,946,006 | 973,070,018 |
| 2014/2015 | 6,794,853,700 | 13,309,902,376 | 1,944,100,000 | 8,011,801,613 | 2,469,998,203 | 1,115,919,326 |
| 2015/2016 | 8,263,817,125 | 14,412,278,720 | 1,994,800,000 | 8,775,183,375 | 2,482,050,400 | 1,258,768,634 |