## THE OPEN UNIVERSITY OF TANZANIA



# FACTS AND FIGURES 2011/2012

[20<sup>TH</sup> Anniversary Edition]

The Directorate of Planning and Development

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### FOREWORD

The eighth 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 and other stakeholders with vital inputs which facilitate strategic planning, coordination, implementation as well as monitoring 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.



This booklet 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 **Mbwette** recruitment, University Leadership as well as the sources of revenues (i.e., internal and development partner 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 facts and figures presented herein. In an effort to further strengthen the quality of the programmes, in December 2011, the OUT Council approved a new corporate level organisational structure. This will upgrade the quality control and assurance unity as well as admissions office into full fledged directorates as well as the OUT library. In the initial phase of adopting the new structure, the office of DVC(RS) will evolve into DVC(LT and RS) thus mainstreaming the Learning Technology in Teaching and Learning at OUT. The Directorate of Examination Syndicate was introduced in 2008 to improve the quality and security of the examinations at the Open University of Tanzania.

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 to ensure that the information presented herein at the time when this booklet went to press was accurate and remains so. However, OUT welcomes opinions and suggestions to enrich the contents of this booklet that should be submitted to the Directorate of Communication and Marketing.

**Prof. Tolly S.A. Mbwette** Vice Chancellor Dar es Salaam June, 2012

## **EXECUTIVE SUMMARY**

The OUT operates through a network of twenty seven Regional Centres and four Coordinating Centres and sixty nine Study Centres spread throughout the United Republic of Tanzania and beyond. Among the four Coordination Centres, one is at the Egerton University Liason office in Nairobi, and one in Njoro, Nakuru for students based in Kenya. Others include Pemba and Zanzibar. Coordination Centres will be established in Rwanda and Uganda soon.

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 eighteen years of its operation (i.e. 1994 to 2011/2012, about 49% of enrolled students have been pursuing degrees in Education; 17% in Law; 13% in Business Management; 14% in Arts and Social Sciences; and 7% in Pure Sciences. Over 75% of Undergraduate Degree Students at the OUT are pursuing degrees in three major fields: Education, Law and Business Management. Over the same period, the Open University of Tanzania has managed to enrol 68,969 students. Among the 68,969 enrolled students, 39126, 10499 and 19344 students were pursuing Undergraduate, Postgraduate and Non-degree programmes respectively. Currently, the University has a total of 26,250 active students.

More than 40 % of enrolled students come from the OUT regions of Arusha, Ilala, Iringa, Kilimanjaro, Kinondoni, Mbeya, Morogoro, Mwanza, and Tanga. Of these nine OUT regions, each of which has a cumulative enrolment of more than 2000 students since 1994, Kinondoni has the highest cumulative enrolment followed by Arusha. In short, ten regional centres (i.e., Dar es Salaam and nine regions mentioned earlier) recruit more than 64% 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 average male to female ratio. Although the proportion of female Students in annual total enrolment has always been below 31%, it has, nevertheless, increased over the years (from 1995 to 2011/12) albeit gradually. Just like in the degree programmes, no more than 40% of female students are admitted into non-degree programmes.

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

The Open University of Tanzania had by June 2012 a total number of 649 qualified Staff of whom, 335 were academic staff, 216 were men and 119 were women. 273 were Administrative staff of whom 116 were men and 157 were women and 41 Technical staff of whom 31 were men and 10 were women. Thanks to the Government of Tanzania for the continued support to the OUT.

The cumulative number of graduates from 1999 to 2011 was 11,356 whereby 4,312 (38%) were females. Among 11,356 graduates, 4,865 students graduated in Non-Degree programmes out of whom 2,037 (42%) were females, 5,321 students graduated in Undergraduate programmes out of whom 1,933 (36%) were females and 1,170 were graduates for Postgraduate and honorary degrees whereby 342 (29%) were females.

Over the last eight years, the OUT has mobilized funds from various development partners in its endeavour to implement various programmes. The overall trend indicates an upward path even when the rate of inflation is taken into account. Compared to 2005, development partner funds almost quadrupled in 2006, it increased more than twenty times in 2007, and more than seventy times in 2009 largely due the coming in of the World Bank support over and above the sida support that was effective the year 2007.

## ACKNOWLEDGMENTS

The production of this booklet is a result of the combined effort of many individuals in 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 and the Directorate of Communication and Marketing for typesetting it. I thank the Open University of Tanzania statistician for collecting data from various Faculties and Units within the University.



Prof. M.A.M. Victor Deputy Vice Chancellor (Resources Management) Dar es Salaam June, 2012



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## **ABBREVIATIONS**

B. Ed.	Bachelor of Education
B. Ed. (SE)	Bachelor of Education (Special Education)
B.A. (Ed.)	Bachelor of Arts (Education)
B.A. (Soc.)	Bachelor of Arts (Sociology)
B.A. (SW)	Bachelor of Arts (Social Work)
B.A.(Mass Com)	Bachelor of Arts (Mass Communication)
B.A.J	Bachelor of Arts (Journalism)
B.A.T	Bachelor of Arts (Tourism)
B.Com (Ed.)	Bachelor of Commerce (Education)
B.Com.(Gen.)	Bachelor of Commerce (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)
B.Sc.(Gen.)	Bachelor of Science (General)
BA (Gen.)	Bachelor of Arts (General)
BBA (Ed.)	Bachelor of Business Administration (Education)
BBA (Gen.)	Bachelor of Business Administration (General)
CCDE	Certificate Course in Distance Education
СРРН	Certificate in Poultry Production and Health
CPTE	Certificate in Primary Teachers Education
CYP-Dip.	Diploma in Commonwealth Youth Programme
DPPH	Diploma in Poultry Production and Health
DPTE	Diploma in Primary Teachers Education

DRPC	Directorate of Research, Publications and Consultancy
F	Female
FASS	Faculty of Arts and Social Sciences
FBM	Faculty of Business Management
FED	Faculty of Education
FLW	Faculty of Law
FSTES	Faculty of Science, Technology and Environmental Studies
Hon. Degree	Honorary Degree
LL.B	Bachelor of Law
LL.M	Master of Law
LL.M ICJ	Master of Law in International Criminal Justice
LL.M IT & T	Master of Law in Information Technology and Telecommunication
LT and RS	Learning Technology and Regional Services
М	Male
M.CED	Masters in Community Economic Development
M.Dist.Ed	Master in Distance Education
M.Ed	Master of Education
M.Sc	Master of Science
M.Sc. (CED)	Master of Science in Community Education Development
M.Sc. Econ.	Master of Science Economics
MA	Master of Arts
MA (SW)	Master of Arts (Social Work)
MHRM	Master in Human Resource Management
ODDEOL	Diploma in Distance Education and Open Learning
OFC	Certificate in Foundation Course
OUT	Open University of Tanzania
PGDBS	Postgraduate Diploma in Business Studies
PGDE	Postgraduate Diploma in Education
PGDL	Postgraduate Diploma in Law
Ph.D	Doctor of Philosophy
Т	Total
U.S.A	United States of America

# Chapter One

## UNDERGRADUATE ENROLMENT

## 1.1 Introduction

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 18 years. Table 1 shows that between 1994 and 1996, students' enrolment rose by 43.7% after which it dropped drastically from 1101 to 755 per annum 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 contributed by students who opted for the LLB programme. Subsequently, it is not implausible to argue that a fall in enrolment in the LLB programme 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 programmes 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 the 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 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 2011/12 the enrolments have been fluctuating.

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 similar degree programmes and particularly the coming of University of Dodoma and the private universities.

## 1.2 Enrolment at Undergraduate level by Gender

Figure 1 uses data from Table 1 to illustrate the trend in admission by gender for the last 18 years. It is clear from Figure 1 that female enrolment is constantly below male counterparts. The percentage of female students enrolled has maintained an upward trend from 8.3% in 1994 to 24.0% in 2000. (see Table 2). The Table 2 also shows that the percentage of female students enrolled has been fluctuating from 20.5% in 2001 to 30.4% in 2011/12.



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



Figure 2: Female Admission into the selected Undergraduate Programmes

#### 1.3. Enrolment by Degree Programmes

Figure 2 depicts female enrolment in the four selected programmes 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 the 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 reforms were reflected in the enrolment expansion at the OUT. BA Social Work and BA Sociology programmes have shown gender parity in admission than other degree programmes for the last six years. For instance in 2011/12 the percentages of female students enrolled in BA Social Work and BA Sociology programmes respectively were 39.4% and 58.1%.

Table 2 gives the percentage of female students in various undergraduate programmes from the year 1994 up to 2011/12. 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 18 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 2011/2012. In the meantime, the lowest percentage of female (11.8%) was registered in B.Sc. (ICT) programme.

All in all, during the last eighteen years, about 49% of enrolled students have been studying the degree in education;

17% have been enrolled in LLB programme; about 13% in business management; 14% in Arts and Social Sciences; and 7% in pure sciences. Strictly speaking, over 75% of undergraduate students at the OUT are studying for degrees in three major fields: Education, Law and Business Management.

	1994			1995				1996		1997		
Programme	М	F	Т	М	F	Т	М	F	Т	М	F	Т
B.A.(Gen.)	173	15	188	47	4	51	54	7	61	45	5	50
B.A.(Ed.)	318	41	359	104	23	127	167	25	192	115	18	133
B.Com.(Gen.)	184	11	195	90	5	95	149	12	161	92	13	105
B.Com.(Ed.)	24	0	24	17	0	17	32	7	39	16	2	18
B. Ed.	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
B.Sc.(Gen.)	0	0	0	30	2	32	67	7	74	63	7	70
B.Sc.(Ed.)	0	0	0	51	10	61	85	8	93	38	8	46
BBA (Gen.)	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
B.A.T	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
B. Ed. (SE)	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
B.A.(Soc.)	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
B.A.(Mass Com.)	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
Total	699	67	766	668	70	738	999	102	1101	669	86	755

#### Table 1 Cont ...

	1998			1999				2000		2001		
Programme	М	F	Т	М	F	Т	М	F	Т	М	F	Т
B.A.(Gen.)	50	5	55	39	3	42	35	8	43	48	14	62
B.A.(Ed.)	112	24	136	128	27	155	104	43	147	205	73	278
B.Com.(Gen.)	80	8	88	76	6	82	46	9	55	91	17	108
B.Com.(Ed.)	20	3	23	21	1	22	1	1	2	14	7	21
B. Ed.	0	0	0	0	0	0	0	0	0	106	37	143
LL.B	260	35	295	194	13	207	228	24	252	316	44	360
B.Sc.(Gen.)	77	10	87	47	8	55	85	25	110	109	18	127
B.Sc.(Ed.)	49	14	63	47	9	56	52	14	66	95	15	110
BBA (Gen.)	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
B.A.T	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
B. Ed. (SE)	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
B.A.(Soc.)	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
B.A.(Mass Com.)	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
Total	648	99	747	552	67	619	551	124	675	984	225	1209

_	2002			2003				2004		2005		
Programme	М	F	Т	М	F	Т	М	F	Т	М	F	Т
B.A.(Gen.)	56	28	84	77	21	98	115	50	165	167	74	241
B.A.(Ed.)	234	92	326	296	146	442	312	131	443	385	160	545
B.Com.(Gen.)	126	25	151	0	0	0	0	0	0	0	0	0
B.Com.(Ed.)	19	8	27	0	0	0	0	0	0	0	0	0
B. Ed.	139	52	191	195	99	294	267	127	394	468	196	664
LL.B	290	57	347	251	42	293	283	68	351	326	81	407
B.Sc.(Gen.)	91	20	111	93	26	119	119	50	169	113	49	162
B.Sc.(Ed.)	85	18	103	72	14	86	94	20	114	119	24	143
BBA (Gen.)	0	0	0	160	38	198	209	45	254	334	61	395
BBA (Ed.)	0	0	0	33	4	37	20	10	30	36	24	60
B.A.T	0	0	0	0	0	0	0	0	0	29	6	35
B.Sc.(ICT)	0	0	0	0	0	0	0	0	0	0	0	0
B. Ed. (SE)	0	0	0	0	0	0	0	0	0	26	14	40
B.A.(SW)	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
B.A.J	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
B.Sc.(ES)	0	0	0	0	0	0	0	0	0	0	0	0
Total	1040	300	1340	1177	390	1567	1419	501	1920	2003	689	2692

#### Table 1 Cont ...

#### Table 1 Cont ...

		2006			2007			2007/08			2008/200	9
Programme	М	F	Т	М	F	Т	М	F	Т	М	F	Т
B.A.(Gen.)	185	122	307	260	86	346	167	52	219	211	56	267
B.A.(Ed.)	401	181	582	1204	495	1699	543	228	771	413	188	601
B.Com.(Gen.)	95	32	127	147	32	179	40	8	48	0	0	0
B.Com.(Ed.)	6	3	9	98	21	119	53	12	65	0	0	0
B. Ed.	597	337	934	841	364	1205	377	198	575	460	268	728
LL.B	378	102	480	401	79	480	119	32	151	284	55	339
B.Sc.(Gen.)	164	94	258	183	54	237	92	22	114	116	32	148
B.Sc.(Ed.)	113	27	140	537	122	659	214	45	259	148	27	175
BBA (Gen.)	344	97	441	299	65	364	59	14	73	366	89	455
BBA (Ed.)	40	9	49	83	23	106	23	6	29	111	28	139
B.A.T	87	21	108	38	13	51	48	10	58	70	11	81
B.Sc.(ICT)	16	1	17	25	4	29	25	3	28	55	5	60
B. Ed. (SE)	0	0	0	0	0	0	4	1	5	8	3	11
B.A.(SW)	2	3	5	27	32	59	25	31	56	47	43	90
B.A.(Soc.)	4	6	10	83	52	135	53	61	114	103	84	187
B.A.J	0	0	0	0	0	0	0	0	0	20	5	25
B.A.(Mass Com.)	0	0	0	0	0	0	0	0	0	68	30	98
B.Sc.(ES)	0	0	0	0	0	0	0	0	0	86	16	102
Total	2432	1035	3467	4226	1442	5668	1842	723	2565	2566	940	3506

		2009/10			20010/11			2011/12		Tot	al Cumula	itive
Programme	М	F	Т	М	F	Т	М	F	Т	М	F	Т
B.A.(Gen.)	132	33	165	162	75	237	134	37	171	2157	695	2852
B.A.(Ed.)	230	100	330	433	226	659	439	213	652	6143	2434	8577
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.	255	153	408	416	358	774	546	349	895	4667	2538	7205
LL.B	322	68	390	376	81	457	387	87	474	5489	963	6452
B.Sc.(Gen.)	102	30	132	90	37	127	77	17	94	1718	508	2226
B.Sc.(Ed.)	53	16	69	97	26	123	63	22	85	2012	439	2451
BBA (Gen.)	266	82	348	390	120	510	0	0	0	2427	611	3038
BBA (Acc.)	-	-	-	-	-	-	80	20	100	80	20	100
BBA (Fin.)	-	-	-	-	-	-	100	25	125	100	25	125
BBA (HRM)	-	-	-	-	-	-	60	30	90	60	30	90
BBA (IB)	-	-	-	-	-	-	17	9	26	17	9	26
BBA (Mark.)	-	-	-	-	-	-	71	33	104	71	33	104
BBA (Ed.)	48	17	65	60	39	99	56	25	81	510	185	695
B.A.T	59	13	72	61	16	77	69	21	90	461	111	572
B.Sc.(ICT)	29	4	33	77	9	86	75	10	85	302	36	338
B. Ed. (SE)	5	3	8	4	3	7	4	3	7	51	27	78
B.A.(SW)	29	37	66	62	67	129	143	93	236	335	306	641
B.A.(Soc.)	96	72	168	136	127	263	72	100	172	547	502	1049
B.A.J	18	1	19	21	9	30	17	12	29	76	27	103
B.A.(Mass Com.)	29	12	41	60	39	99	52	43	95	209	124	333
B.Sc.(ES)	36	8	44	62	10	72	58	15	73	242	49	291
Total	1709	649	2358	2507	1242	3749	2520	1164	3684	29211	9915	39126



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

#### Table 1 Cont ...

						8				
D	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Programme	%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
B.A.(Ed.)	11.4	18.1	13.0	13.5	17.6	17.4	29.3	26.3	28.2	33.0
B.Com.(Gen.)	5.6	5.3	7.5	12.4	0.1	7.3	16.4	15.7	16.6	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
B. Ed	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.9	27.2	33.7
LL.B	0.0	7.3	7.5	9.9	11.9	6.3	9.5	12.2	16.4	14.3
B.Sc.(Gen.)	0.0	6.3	9.5	17.4	11.5	14.5	22.7	14.2	18.0	21.8
B.Sc.(Ed.)	0.0	16.4	8.6	0.0	22.2	16.1	21.2	13.6	17.5	16.3
BBA (Gen.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19.2
BBA (Acc.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
BBA (Fin.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
BBA (HRM)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
BBA (IB)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
BBA (Mark.)	0.0	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	10.8
B.A.T	0.0	0.0	0.0	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	0.0	0.0	0.0
B. Ed. (SE)	0.0	0.0	0.0	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	0.0	0.0	0.0
B.A.(Soc.)	0.0	0.0	0.0	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	0.0	0.0	0.0
B.A.( Mass Com)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B.Sc.(ES)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Average	8.3	10.2	10.8	12.4	12.2	10.5	24.0	20.5	23.4	21.3

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

	2004	2005	2006	2007	2007/08	2008/09	2009/10	2010/11	2011/12
Programme	%F	%F	%F	%F	%F	%F	%F	%F	%F
B.A.(Gen.)	30.3	30.7	39.7	24.9	23.7	21.0	20.0	31.6	21.6
B.A.(Ed.)	29.6	29.4	31.1	29.1	29.6	31.3	30.3	34.3	32.7
B.Com.(Gen.)	0.0	0.0	25.2	17.9	16.7	0.0	0.0	0.0	0.0
B.Com.(Ed.)	0.0	0.0	33.3	17.6	18.5	0.0	0.0	0.0	0.0
B. Ed	32.2	29.5	36.1	30.2	34.4	36.8	37.5	46.3	39.0
LL.B	19.4	19.9	21.3	16.5	21.2	16.2	17.4	17.7	18.4
B.Sc.(Gen.)	29.6	30.2	37.3	22.8	19.3	21.6	22.7	29.1	18.1
B.Sc.(Ed.)	17.5	16.8	19.3	18.5	17.4	15.4	23.2	21.1	25.9
BBA (Gen.)	17.7	15.4	22.0	17.9	19.2	19.6	23.6	23.5	0.0
BBA (Acc.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20.0
BBA (Fin.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20.0
BBA (HRM)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	33.3
BBA (IB)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	34.6
BBA (Mark.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	31.7
BBA (Ed.)	33.3	40.0	18.4	21.7	20.7	20.1	26.2	39.4	30.9
B.A.T	0.0	17.1	19.4	25.5	17.2	13.6	18.1	20.8	23.3
B.Sc.(ICT)	0.0	0.0	5.9	13.8	10.7	8.3	12.1	10.5	11.8
B. Ed. (SE)	0.0	35.0	0.0	0.0	20.0	27.3	37.5	42.9	42.9
B.A.(SW)	0.0	0.0	60.0	54.2	55.4	47.8	56.1	51.9	39.4
B.A.(Soc.)	0.0	0.0	60.0	38.5	53.9	44.9	42.9	48.3	58.1
B.A.J	0.0	0.0	0.0	0.0	0.0	20.0	5.3	30.0	41.4
B.A.( Mass Com)	0.0	0.0	0.0	0.0	0.0	30.6	29.3	39.4	45.3
B.Sc.(ES)	0.0	0.0	0.0	0.0	0.0	15.6	18.2	13.9	20.5
Average	26.2	26.4	30.6	24.9	25.2	24.4	26.2	31.3	30.4

#### Table 2 cont ...

#### 1.4 Enrolment into Degree Programmes in Various Faculties at the Undergraduate level

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

Table 3 presents the student enrolment at the level of first degree in faculties paying adequate attention on the 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 largely due to introduction of the licensed teachers programmes at OUT in collaboration with MoEVT.

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 FASS or FSTES.

Table 4 computes the average ratio of female undergraduate students to total admission by faculty in various undergraduate degree 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 average 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. Overall, on average, FED has over the last twelve years attracted more female students compared with other faculties as illustrated in Figure 4. It can be seen that the average percentage of females increased from 7.6% in 1994 to a peak of 28.5% in 2006 followed by a lull that has ended up to an increase to 29.5% in 2010/11. The average percentage of female students has dropped to 27.9% in 2011/12, that is far from the target of 40% in the short-term and 50% in the long-term on average.



Figure 4. Average Percentage of Female Undergraduate 1994-2011/12

_		1994			1995			1996			1997	
Programme	М	F	Т	М	F	Т	М	F	т	М	F	Т
FASS	491	56	547	151	27	178	221	32	253	160	23	183
FBM	208	11	219	107	5	112	181	19	200	108	15	123
FED	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
FSTES	0	0	0	81	12	93	152	15	167	101	15	116
Total	699	67	766	668	70	738	999	102	1101	669	86	755

#### Table 3: Undergraduate Students Admission into Various Faculties: 1994 - 2011/12

#### Table 3: Cont ...

Dragramma		1998			1999			2000			2001	
Programme	M	F	T	M	F	T	M	F	T	M	F	T
FASS	162	29	191	167	30	197	139	51	190	253	87	340
FBM	100	11	111	97	7	104	47	10	57	105	24	129
FED	0	0	0	0	0	0	0	0	0	106	37	143
FLW	260	35	295	194	13	207	228	24	252	316	44	360
FSTES	126	24	150	94	17	111	137	39	176	204	33	237
Total	648	99	747	552	67	619	551	124	675	984	225	1209

#### Table 3: Cont ...

_		2002			2003			2004			2005	
Programme	м	F	Т	М	F	т	М	F	Т	М	F	Т
FASS	290	120	410	373	167	540	427	181	608	581	240	821
FBM	145	33	178	193	42	235	229	55	284	370	85	455
FED	139	52	191	195	99	294	267	127	394	494	210	704
FLW	290	57	347	251	42	293	283	68	351	326	81	407
FSTES	176	38	214	165	40	205	213	70	283	232	73	305
Total	1040	300	1340	1177	390	1567	1419	501	1920	2003	689	2692

#### Table 3: Cont ...

_		2006			2007			2007/08			2008/09	
Programme	М	F	Т	м	F	Т	м	F	Т	М	F	Т
FASS	679	333	1012	1612	678	2290	836	382	1218	932	417	1349
FBM	485	141	626	627	141	768	175	40	215	477	117	594
FED	596	337	933	841	364	1205	381	199	580	468	271	739
FLW	378	102	480	401	79	480	119	32	151	284	55	339
FSTES	287	122	409	745	180	925	331	70	401	405	80	485
Total	2425	1035	3460	4226	1442	5668	1842	723	2565	2566	940	3506

#### Table 3: Cont ...

_		2009/10			2010/11			2011/12			Grand Tota	al
Programme	М	F	Т	М	F	Т	М	F	Т	М	F	Т
FASS	593	268	861	935	559	1494	926	519	1445	9928	4199	14127
FBM	314	99	413	450	159	609	384	142	526	4802	1156	5958
FED	260	156	416	420	361	781	550	352	902	4718	2565	7283
FLW	322	68	390	376	81	457	387	87	474	5489	963	6452
FSTES	220	58	278	326	82	408	273	64	337	4274	1032	5306
Total	1709	649	2358	2507	1242	3749	2520	1164	3684	29211	9915	39126

E sulta	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Faculty	%F									
FASS	10.2	15.2	12.6	12.6	15.2	15.2	26.8	25.6	29.3	30.9
FBM	5	4.5	9.5	12.2	9.9	6.7	17.5	18.6	18.5	17.9
FED	0	0	0	0	0	0	0	25.9	27.2	33.7
FLW	0	7.3	7.5	9.9	11.9	6.3	9.5	12.2	16.4	14.3
FSTES	0	12.9	9	12.9	16	15.3	22.2	13.9	17.8	19.5
Average	7.6	10.0	9.7	11.9	13.3	10.9	19.0	19.2	21.8	23.3

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

#### Table 4: Cont ...

	2004	2005	2006	2007	2007/08	2008/09	2009/10	2010/11	2011/12	
Faculty	%F	%F	%F	%F	%F	%F	%F	%F	%F	Average
FASS	29.8	29.2	32.9	29.6	30.9	31.1	31.1	37.4	35.9	25.3
FBM	19.4	18.7	22.5	18.4	19.7	19.7	24.0	26.1	27.0	16.6
FED	32.2	29.8	36.1	30.2	36.7	36.9	37.5	46.2	39.0	34.3
FLW	19.4	19.9	21.3	16.5	16.2	16.8	17.4	17.7	18.4	14.4
FSTES	24.7	23.9	29.8	19.5	16.5	16.2	20.9	20.1	19.0	18.3
Average	25.1	24.3	28.5	22.8	24	24.1	26.2	29.5	27.9	21.8

Source: Computed from Table 3

# 1.5. Students' Admission by OUT Regional Centres: (Undergraduate degree and Non-Degree)

Regional Centres are the blood vessels of the heart of the University's success, giving students and academics the benefits of belonging to both a large institution and an interdisciplinary academic community. Table 5 summarizes students' admission by regional/country/coordination centres taking into account the gender element. In general, Dar es Salaam based OUT regional centres (i.e. Kinondoni, Ilala and Temeke) 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 then was more than 40%

It is also revealed from Table 5 that more than 40 % of enrolled students come from the OUT regions of Arusha, Ilala, Iringa, Kilimanjaro, Kinondoni, Mbeya, Morogoro, Mwanza, and Tanga. Of these nine regions, which had cumulative enrolment of more than 2000 students from 1994 to 2011/12, Kinondoni had the highest cumulative enrolment followed by Arusha. The standard deviation shows that variability in enrolment across these regions from 1994 up to the year 2001 was fairly stable; revolving around 3.6. 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) have recruited more than 64% of Undergraduate Degree and Non-Degree students.

There is, however, serious gender disparity in admission across regions. For example, in 1994, while total admission in Mbeya was 66; out of these, there was only one 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 some of 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 was less than 21% between 1994 and 2000. over the last 18 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 from 25.5% to 36.9 between 2001 and 2011/12 with the maximum in 2010/11.

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 in 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 counterparts.

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

Region		1994			1995			1996			1997			1998	
Region	м	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	Т
Arusha	38	4	42	32	3	35	69	3	72	41	3	44	49	5	54
Dar es Salaam	249	42	291	301	43	344	384	80	464	366	69	435	296	77	373
Ilala	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
Temeke	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
Iringa	34	1	35	27	1	28	61	4	65	44	2	46	35	4	39
Kagera	14	0	14	15	0	15	43	2	45	16	3	19	20	1	21
Kigoma	6	0	6	14	1	15	24	1	25	13	3	16	32	3	35
Kilimanjaro	41	1	42	19	2	21	73	5	78	29	5	34	28	7	35
Lindi	6	0	6	7	0	7	9	0	9	11	0	11	9	1	10
Manyara	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
Mbeya	65	1	66	52	2	54	70	2	72	54	8	62	52	7	59
Morogoro	20	7	27	25	5	30	51	5	56	45	9	54	29	5	34
Mtwara	17	0	17	13	0	13	16	7	23	21	4	25	10	3	13
Mwanza	37	2	39	36	1	37	73	4	77	31	2	33	57	14	71
Pwani	14	0	14	14	3	17	24	2	26	22	3	25	20	1	21
Rukwa	22	0	22	3	0	3	15	2	17	4	0	4	3	0	3
Ruvuma	14	1	15	16	0	16	18	4	22	19	1	20	30	0	30
Shinyanga	18	0	18	16	0	16	40	1	41	19	1	20	38	3	41
Singida	5	1	6	7	0	7	15	1	16	10	2	12	10	1	11
Tabora	34	2	36	12	0	12	40	2	42	21	1	22	25	4	29
Tanga	11	2	13	8	0	8	51	4	55	17	2	19	22	5	27
Zanzibar	18	2	20	28	4	32	40	2	42	16	4	20	13	3	16
Lesotho	0	0	0	0	0	0	0	0	0	2	0	2	0	0	0
Kenya	0	0	0	0	0	0	9	0	9	2	0	2	7	1	8
Uganda	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
Malawi	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Zambia	0	0	0	1	2	3	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
Rwanda	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
Burundi	0	0	0	0	0	0	0	0	0	3	0	3	2	0	2
India	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
Hungary	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0
Hong Kong	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
Nigeria	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
South Africa	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

Region		1999			2000			2001			2002			2003	
Region	М	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	Т
Arusha	51	8	59	48	7	55	69	20	89	115	31	146	106	32	138
Dar es Salaam	216	48	264	274	98	372	323	123	446	328	176	504	454	260	714
llala	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
Temeke	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dodoma	23	4	27	23	3	26	69	9	78	56	17	73	46	16	62
Iringa	43	5	48	48	8	56	86	21	107	58	20	78	86	37	123
Kagera	29	10	39	24	3	27	20	3	23	45	8	53	46	7	53
Kigoma	12	0	12	25	1	26	33	2	35	43	3	46	53	10	63
Kilimanjaro	39	13	52	35	5	40	57	12	69	49	24	73	88	36	124
Lindi	4	0	4	14	0	14	31	6	37	24	6	30	28	5	33
Manyara	0	0	0	0	0	0	0	0	0	0	0	0	19	5	24
Mara	29	2	31	21	1	22	63	19	82	69	11	80	59	8	67
Mbeya	42	6	48	51	4	55	85	16	101	79	16	95	116	33	149
Morogoro	23	3	26	27	3	30	52	10	62	62	22	84	75	26	101
Mtwara	18	0	18	22	10	32	39	6	45	16	6	22	25	7	32
Mwanza	55	4	59	44	9	53	82	11	93	113	23	136	117	30	147
Pwani	8	3	11	13	6	19	35	10	45	17	5	22	30	11	41
Rukwa	8	0	8	10	2	12	16	1	17	32	5	37	39	4	43
Ruvuma	18	4	22	17	6	23	23	7	30	40	9	49	59	13	72
Shinyanga	25	2	27	47	16	63	92	16	108	41	6	47	53	10	63
Singida	6	1	7	6	0	6	49	11	60	40	12	52	38	13	51
Tabora	42	3	45	33	8	41	61	12	73	55	10	65	42	6	48
Tanga	23	5	28	19	2	21	50	25	75	93	31	124	98	36	134
Zanzibar	33	2	35	37	14	51	62	13	75	57	10	67	40	15	55
Lesotho	0	0	0	1	0	1	0	0	0	0	0	0	0	1	1
Kenya	5	1	6	2	0	2	1	0	1	41	17	58	0	0	0
Uganda	2	0	2	0	0	0	1	1	2	0	0	0	44	16	60
Malawi	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Zambia	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Ethiopia	0	0	0	1	0	1	0	0	0	0	0	0	1	1	2
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	0	0	1	0	1
Burundi	0	0	0	0	0	0	1	0	1	1	0	1	0	0	0
India	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
Sudan	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0
Hungary	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
Hong Kong	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
UK	0	0	0	1	0	1	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
Pemba	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
South Africa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	756	124	880	843	206	1049	1401	356	1757	1474	468	1942	1764	640	2404

#### Table 5 cont...

<b>.</b> .		2004			2005			2006			2007			2007/0	8
Region	М	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	Т
Arusha	118	36	154	172	60	232	181	85	266	372	150	522	167	83	250
Dar es Salaam	571	331	902	772	494	1266	962	730	1692	1182	684	1866	577	390	967
llala															
Kinondoni															
Temeke															
Dodoma	74	21	95	69	18	87	119	53	172	206	86	292	86	28	114
Iringa	100	47	147	152	43	195	161	41	202	270	77	347	142	44	186
Kagera	79	13	92	109	16	125	111	22	133	165	30	195	69	9	78
Kigoma	46	7	53	57	10	67	62	12	74	141	15	156	53	15	68
Kilimanjaro	102	58	160	136	85	221	163	116	279	381	223	604	167	99	266
Lindi	30	8	38	29	13	42	24	11	35	65	14	79	49	9	58
Manyara	32	7	39	76	16	92	59	25	84	187	63	250	40	17	57
Mara	77	18	95	71	11	82	91	16	107	129	39	168	49	4	53
Mbeya	109	39	148	126	35	161	192	72	264	328	102	430	96	38	134
Morogoro	80	27	107	123	41	164	119	52	171	222	129	351	130	54	184
Mtwara	21	8	29	61	13	74	70	26	96	132	25	157	46	11	57
Mwanza	130	27	157	148	42	190	159	56	215	234	47	281	113	47	160
Njombe															
Pwani	42	21	63	56	28	84	63	32	95	115	53	168	60	28	88
Rukwa	46	4	50	75	14	89	79	13	92	131	34	165	61	7	68
Ruvuma	35	13	48	80	20	100	85	42	127	155	47	202	73	19	92
Shinyanga	90	13	103	125	20	145	72	6	78	129	25	154	47	10	57
Singida	56	20	76	58	17	75	62	27	89	74	30	104	90	33	123
Tabora	46	13	59	70	8	78	75	18	93	136	20	156	61	11	72
Tanga	82	29	111	124	43	167	131	63	194	225	78	303	91	36	127
Zanzibar	41	10	51	48	7	55	61	19	80	79	18	97	49	25	74
Lesotho	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0
Kenya	33	15	48	0	0	0	0	0	0	1	0	1	3	1	4
Uganda	14	8	22	0	2	2	0	0	0	1	0	1	0	0	0
Malawi	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Zambia	1	0	1	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
Rwanda	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	0	0	0
Burundi	0	0	0	2	0	2	0	0	0	0	0	0	0	0	0
India	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
Hungary	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
UK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Namibia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nigeria	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0
Pemba	0	0	0	0	0	0	21	3	24	27	1	28	3	4	7
South Africa	0	0	0	1	0	1	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
Zimbabwe	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### Table 5 cont...

Desian		2008/09			2009/10	)		2010/11			2011/12			Total	
Region	М	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	Т
Arusha	224	119	343	140	62	202	279	180	459	303	125	428	2574	1016	3590
Dar es Salaam													7255	3646	10901
llala	469	313	782	313	244	557	354	327	681	394	320	714	1530	1204	2734
Kinondoni	496	316	812	602	389	991	663	619	1282	651	604	1255	2412	1928	4340
Temeke	121	74	195	128	68	196	199	172	371	204	163	367	652	477	1129
Dodoma	67	27	94	73	24	97	112	74	186	166	109	275	1301	511	1812
Iringa	168	66	234	93	20	113	134	94	228	95	61	156	1837	596	2433
Kagera	142	27	169	163	54	217	185	40	225	182	67	249	1477	315	1792
Kigoma	68	27	95	52	8	60	142	39	181	155	32	187	1031	189	1220
Kilimanjaro	149	85	234	119	94	213	134	108	242	138	132	270	1947	1110	3057
Lindi	43	20	63	36	17	53	63	27	90	96	33	129	578	170	748
Manyara	131	53	184	33	9	42	79	36	115	98	67	165	754	298	1052
Mara	105	28	133	102	32	134	71	27	98	123	39	162	1166	261	1427
Mbeya	200	50	250	122	47	169	242	105	347	225	102	327	2306	685	2991
Morogoro	185	97	282	105	40	145	148	108	256	173	131	304	1694	774	2468
Mtwara	127	43	170	40	15	55	187	68	255	93	47	140	974	299	1273
Mwanza	156	59	215	128	53	181	244	111	355	374	140	514	2331	682	3013
Njombe										74	47	121	74	47	121
Pwani	101	52	153	26	31	57	92	88	180	83	62	145	835	439	1274
Rukwa	76	13	89	25	2	27	83	25	108	128	36	164	856	162	1018
Ruvuma	77	22	99	75	29	104	90	69	159	126	66	192	1050	372	1422
Shinyanga	170	47	217	103	102	205	130	44	174	180	68	248	1435	390	1825
Singida	41	22	63	52	11	63	112	50	162	85	47	132	816	299	1115
Tabora	85	12	97	56	13	69	116	32	148	99	45	144	1109	220	1329
Tanga	112	39	151	56	15	71	175	81	256	129	85	214	1517	581	2098
Zanzibar	93	33	126	118	30	148	164	91	255	190	129	319	1187	431	1618
Lesotho	0	0	0	0	0	0	0	0	0	0	0	0	4	1	5
Kenya	5	1	6	2	4	6	6	0	6	2	0	2	119	40	159
Uganda	0	0	0	1	0	1	0	0	0	0	0	0	65	27	92
Malawi	0	0	0	0	0	0	1	1	2	0	0	0	3	1	4
Zambia	0	0	0	0	0	0	0	0	0	0	0	0	2	3	5
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	1	1	0	0	0	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
Namibia	0	0	0	0	0	0	0	0	0	12	4	16	12	4	16
Nigeria	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Pemba	48	14	62	34	18	52	57	15	72	55	17	72	245	72	317
S.A	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Swaziland	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1
Zimbabwe	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
TOTAL	3659	1659	5318	2798	1431	4229	4262	2632	6894	4634	2778	7412	41170	17254	58424

#### Table 5 cont...

#### Table 6: Undergraduate Female Admission as a % of Total Admission in Regional Centres and Countries

8	100/	1005	1006	1007	1008	1000	2000	2001	2002	2003
Programme	%F	%F	%F	%F	%F	1999 %E	2000 %E	2001 %E	2002 %E	2003 %E
Arusha	9.5	8.6	4.2	6.8	9.3	13.6	12.7	22.5	21.2	23.2
D'Salaam	14.4	12.5	17.2	15.9	20.6	18.2	26.3	27.6	34.9	36.4
Dodoma	6.3	20	14.3	14.3	22.2	14.8	11.5	11.5	23.3	25.8
llala	0	0	0	0	0	0	0	0	0	0
Iringa	2.9	3.6	6.2	4.3	10.3	10.4	14.3	19.6	25.6	30.1
Kagera	0	0	4.4	15.8	4.8	25.6	11.1	13	15.1	13.2
Kigoma	0	6.7	4	18.8	8.6	0	3.8	5.7	6.5	15.9
Kilimanjaro	2.4	9.5	6.4	14.7	20	25	12.5	17.4	32.9	29
Kinondoni	0	0	0	0	0	0	0	0	0	0
Lindi	0	0	0	0	10	0	0	16.2	20	15.2
Manyara	0	0	0	0	0	0	0	0	0	20.8
Mara	0	6.7	0	4.5	22.2	6.5	4.5	23.2	13.8	11.9
Mbeya	1.5	3.7	2.8	12.9	11.9	12.5	7.3	15.8	16.8	22.1
Morogoro	25.9	16.7	8.9	16.7	14.7	11.5	10	16.1	26.2	25.7
Mtwara	0	0	30.4	16	23.1	0	31.3	13.3	27.3	21.9
Mwanza	5.1	2.7	5.2	6.1	19.7	6.8	17	11.8	16.9	20.4
Njombe										
Pwani	0	17.6	7.7	12	4.8	27.3	31.6	22.2	22.7	26.8
Rukwa	0	0	11.8	0	0	0	16.7	5.9	13.5	9.3
Ruvuma	6.7	0	18.2	5	0	18.2	26.1	23.3	18.4	18.1
Shinyanga	0	0	2.4	5	7.3	7.4	25.4	14.8	12.8	15.9
Singida	16.7	0	6.3	16.7	9.1	14.3	0	18.3	23.1	25.5
Tabora	5.6	0	4.8	4.5	13.8	6.7	19.5	16.4	15.4	12.5
Tanga	15.4	0	7.3	10.5	18.5	17.9	9.5	33.3	25	26.9
Temeke	0	0	0	0	0	0	0	0	0	0
Zanzibar	10	12.5	4.8	20	18.8	5.7	27.5	17.3	14.9	27.3
Lesotho	0	0	0	0	0	0	0	0	0	100
Kenya	0	0	0	0	12.5	16.7	0	0	0	0
Uganda	0	0	0	0	0	0	0	50	0	26.7
Malawi	0	0	0	0	0	0	0	0	0	0
Zambia	0	66.7	0	0	0	0	0	0	0	100
Ethiopia	0	0	0	0	0	0	0	0	0	50
Rwanda	0	0	0	0	0	0	0	0	0	0
U.S.A.	0	0	0	0	0	0	0	0	0	0
Burundi	0	0	0	0	0	0	0	0	0	0
India	0	0	0	0	0	0	0	100	0	0
Sudan	0	0	0	0	0	0	0	0	0	0
Hungary	0	0	0	0	0	0	0	100	0	0
Hong Kong	0	0	0	0	0	0	0	0	0	0
United Kingdom	0	0	0	0	0	0	0	0	0	0
Namibia										
Nigeria	0	0	0	0	0	0	0	0	0	0
Pemba	0	0	0	0	0	0	0	0	0	0
South Africa	0	0	0	0	0	0	0	0	0	0
Swaziland	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

#### Table 6 cont...

Programme	2004	2005	2006	2007	2007/08	2008/09	2009/10	2010/11	2011/12
l'iogramme	%F	%F	%F	%F	%F	%F	%F	%F	%F
Arusha	23.4	25.9	27.2	28.7	33.2	34.8	30.7	39.2	29.2
D'Salaam	36.7	39	38.3	38.7	40.3	0	0	0	0
Dodoma	22.1	20.7	30.5	29.5	24.6	28.3	24.7	39.8	39.6
llala	0	0	0	0	0	40.1	43.8	48	44.8
Iringa	32	22.1	19.9	22.2	23.7	26.5	17.7	41.2	39.1
Kagera	14.1	12.8	15.5	15.4	11.5	16.1	24.9	17.8	26.9
Kigoma	13.2	14.9	18.6	9.6	22.1	24.5	13.3	21.5	17.1
Kilimanjaro	36.3	38.5	38.6	36.6	37.2	36.3	44.1	44.6	48.9
Kinondoni	0	0	0	0	0	38.3	39.3	48.3	48.1
Lindi	21.1	31	31.6	17.7	15.5	25.5	32.1	30	25.6
Manyara	17.9	17.4	15.8	25.2	29.8	19.8	21.4	31.3	40.6
Mara	18.9	13.4	11	23.2	7.5	15.4	23.9	27.6	24.1
Mbeya	26.4	21.7	23.9	23.7	28.4	20.1	27.8	30.3	31.2
Morogoro	25.2	25	28.5	36.8	29.3	25.8	27.6	42.2	43.1
Mtwara	27.6	17.6	26.3	15.9	19.3	22.6	27.3	26.7	33.6
Mwanza	17.2	22.1	16.6	16.7	29.4	27.5	29.3	31.3	27.2
Njombe									38.8
Pwani	33.3	33.3	26.2	31.5	31.8	34.7	54.4	48.9	42.8
Rukwa	8	15.7	17.3	20.6	10.3	13.6	7.4	23.1	22
Ruvuma	27.1	20	26.7	23.3	20.7	22.4	27.9	43.4	34.4
Shinyanga	12.6	13.8	6.9	16.2	17.6	14.7	49.8	25.3	27.4
Singida	26.3	22.7	26.2	28.8	26.8	33.3	17.5	30.9	35.6
Tabora	22	10.3	20.6	12.8	15.3	12.4	18.8	21.6	31.3
Tanga	26.1	25.7	33.1	25.7	28.3	25.8	21.1	31.6	39.7
Temeke	0	0	0	0	0	35.8	34.7	46.4	44.4
Zanzibar	19.6	12.7	19.3	18.6	33.8	26.4	20.3	35.7	40
Lesotho	0	0	0	0	0	0	0	0	0
Kenya	31.3	0	0	0	25	20	66.7	0	0
Uganda	36.4	100	0	0	0	0	0	0	0
Malawi	0	0	0	0	0	0	0	50	0
Zambia	0	0	0	0	0	0	0	0	0
Ethiopia	0	0	0	0	0	0	0	0	0
Rwanda	0	0	0	0	0	0	0	0	0
U.S.A.	0	0	0	0	0	0	0	100	0
Burundi	0	0	0	0	0	0	0	0	0
India	0	0	0	0	0	0	0	0	0
Sudan	0	0	0	0	0	0	0	0	0
Hungary	0	0	0	0	0	0	0	0	0
Hong Kong	0	0	0	0	0	0	0	0	0
United Kingdom	0	0	0	0	0	0	0	0	0
Namibia									25
Nigeria	0	0	0	3.6	0	0	0	0	0
Pemba	0	0	0	0	57.1	21.3	34.6	20.8	23.6
South Africa	0	0	0	0	0	0	0	0	0
Swaziland	0	0	0	0	0	0	0	0	0
Average	24	25.1	23.6	23.7	25.8	25.5	30	36.9	34.2
<b>Computed from</b>	n Table 5								

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### 1.6 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 before dropping again by 180 students in 2011/12

The MBA programme is the most popular with a total enrolment of 4100 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 possibly due to other universities introducing a similar programme.

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.

Overall, however, education programmes has the largest number of postgraduate students. 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 as well as 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 females are admitted in the education programmes (PGDE, M.Dist.Ed and M. Ed APPS). The female participation rate in the MA programme is very low compared with male. Table 7 indicates that the MA programme began registering female students from the academic year 2007 through 2011/12. At the PhD level, no female students appeared to be registering in the academic years 2005, 2006, 2007 and 2008/09.

		2001			2002			2003			2004			2005	
Programme	М	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	Т
PGDE	17	2	19	23	5	28	37	7	44	40	5	45	42	12	54
M.Dist. Ed.	3	2	5	9	5	14	29	1	30	29	6	35	28	10	38
M.Ed	18	4	22	7	2	9	4	1	5	0	0	0	1	0	1
MA	1	0	1	23	0	23	4	0	4	5	0	5	0	0	0
MBA	0	0	0	12	0	12	10	2	12	198	38	236	240	29	269
MSc	2	1	3	2	1	3	0	2	2	2	1	3	2	1	3
PGDL	14	1	15	7	1	8	12	0	12	15	0	15	23	0	23
LLM	8	0	8	1	0	1	1	2	3	2	0	2	2	1	3
Ph.D	21	3	24	22	3	25	11	1	12	9	3	12	2	0	2
LLM IT & T	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
M CED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MA SW	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MA Tourism	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MBA T & L Mgt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MHRM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M.SC ECON Even.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LL.M ICJ	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PGDBS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grand Total	124	26	150	106	17	123	177	50	227	300	53	353	436	102	538

Table 7: Admission of Postgraduate Students into Various Programmes

		2006			2007			2008			2008/0	9		2009/10	)
Programme	М	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	Т
PGDE	61	5	66	34	18	52	43	11	54	37	10	47	91	69	160
M.Dist. Ed.	0	0	0	78	51	129	16	4	20	10	4	14	3	1	4
M.Ed APPS	39	13	52	40	10	50	88	52	140	55	35	90	179	90	269
MA	1	0	1	20	10	30	0	0	0	79	24	103	106	52	158
MBA	319	34	353	684	173	857	277	56	333	392	101	493	492	137	629
MSc	0	1	1	0	1	1	2	0	2	0	0	0	1	1	2
PGDL	30	4	34	51	9	60	36	5	41	15	5	20	40	7	47
LLM	3	1	4	2	1	3	3	1	4	0	0	0	0	0	0
Ph.D	3	0	3	2	0	2	11	4	15	0	0	0	41	8	49
LLM IT & T	0	0	0	-	-	-	-	-	-	-	-	-	60	19	79
MSc CED	0	0	0	180	94	274	-	-	-	-	-	-	-	-	-
M. CED	-	-	-	0	0	0	0	0	0	0	0	0	226	159	385
MA SW	-	-	-	0	0	0	0	0	0	0	0	0	0	0	0
MA Tourism	-	-	-	0	0	0	0	0	0	0	0	0	0	0	0
MBA T & L Mgt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MHRM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M.Sc Econ Even.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LL.M ICJ	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PGDBS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grand Total	456	58	514	1091	367	1458	476	133	609	588	179	767	1239	543	1782

#### Table 7: Cont ...

#### Table 7: Cont ...

		2010/11			2011/12			TOTAL	
Programme	М	F	Т	М	F	Т	М	F	Т
PGDE	134	57	191	88	67	155	647	268	915
M.Dist. Ed.	15	5	20	17	3	20	237	92	329
M.Ed APPS	380	161	541	384	155	539	1195	523	1718
MA	2	1	3	9	0	9	250	87	337
MBA	475	110	585	248	73	321	3347	753	4100
MSc	0	0	0	9	2	11	20	11	31
PGDL	30	7	37	33	9	42	306	48	354
LLM	4	0	4	4	7	11	30	13	43
Ph.D	35	9	44	38	13	51	195	44	239
LLM IT & T	7	2	9	18	5	23	85	26	111
MSc CED	-	-	-	-	-	-	385	190	575
M. CED	165	100	265	116	73	189	507	332	839
MA SW	84	70	154	47	57	104	131	127	258
MA Tourism	10	2	12	13	0	13	23	2	25
MBA T & L Mgt	30	4	34	20	5	25	50	9	59
MHRM	82	43	125	126	57	183	208	100	308
M.Sc Econ Even.	49	6	55	29	5	34	78	11	89
LL.M ICJ	-	-	-	33	2	35	33	2	35
PGDBS	-	-	-	96	38	134	96	38	134
Grand Total	1502	577	2079	1328	571	1899	7823	2676	10499

	0				0				1 0			
	2001	2002	2003	2004	2005	2006	2007	2008	2008/09	2009/10	2010/11	2011/12
Programme	% F	% F	% F	% F	% F	% F	% F	% F	% F	% F	% F	% F
PGDE	10.5	17.9	15.9	11.1	22.2	7.6	34.6	20.4	21.3	43.1	29.8	43.2
M.Dist. Ed.	40.0	35.7	3.3	17.1	26.3	0.0	39.5	20.0	286	25.0	25.5	15.0
M.Ed APPS	18.2	22.2	20.0	0.0	0.0	25.0	20.0	37.1	38.9	33.5	29.8	28.8
MA	0.0	0.0	0.0	0.0	0.0	0.0	3.3	0.0	23.3	32.9	33.3	0.0
MBA	0.0	0.0	16.7	16.1	10.8	9.6	20.2	16.8	20.5	21.8	18.8	22.7
MSc	33.3	33.3	100.0	33.3	33.3	100.0	100.0	0.0	0.0	50.0	0.0	18.2
PGDL	6.7	12.5	0.0	0.0	0.0	11.8	15.0	12.2	25.0	14.9	18.9	21.4
LLM	0.0	0.0	66.7	0.0	33.3	25.0	33.3	25.0	0.0	0.0	0.0	63.6
Ph.D	12.5	12.0	8.3	25.0	0.0	0.0	0.0	26.7	0.0	16.3	20.5	25.5
LL.M IT & T	-	-	-	-	-	-	-	-	-	24.1	22.2	21.7
MSc CED	24.5	-	33.0	-	33.8	-	34.3	-	-	-	0.0	0.0
M. CED	-	-	-	-	-	-	-	-	-	41.3	37.7	38.6
MA SW	-	-	-	-	-	-	-	-	-	-	45.5	54.8
MA Tourism	-	-	-	-	-	-	-	-	-	-	16.7	0.0
MBA T & L Mgt	-	-	-	-	-	-	-	-	-	-	11.8	20.0
MHRM	-	-	-	-	-	-	-	-	-	-	34.4	31.1
M.Sc Econ Evening	-	-	-	-	-	-	-	-	-	-	10.9	14.7
LL.M ICJ	-	-	-	-	-	-	-	-	-	-	-	5.7
PGDBS	-	-	-	-	-	-	-	-	-	-	-	28.4
Average	20.8	22.3	33.0	20.5	26.6	29.8	33.4	22.6	26.3	30.3	25.4	28.3

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

## 1.7 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 programmes. The OFC enrolment has exhibited an increasing trend since its inception in 1996; although it declined in the academic year 2008. 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 thirteen years of existence (i.e. from

academic year 2001 to academic year 2011/12), CYP programme has enrolled more than 765 students and it has proudly been able to produce more than 239 professionals, who are fully engaged in Community works across the East African 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 2011/12, enrolment rose by 19%. 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 161.

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 that led to development of study materials in English and Swahili under the TESSA project. 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 which is in line with the Government aspirations of improving the quality of teachers.

Table 10 gives the percentage of female students in total admission for non-degree programmes. The highest percentage is displayed in the ODPTE programme. 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.

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

#### Table 9: Admission into Various Non-Degree Programmes

#### Table 9: Cont...

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

#### Table 9: Cont...

		2006			2007			2008			2008/09			2009/1	0
Programme	М	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	Т
OFC	651	490	1141	833	537	1370	463	287	750	750	520	1270	739	532	1271
CYP-Dip	23	10	33	22	7	29	11	5	16	22	10	32	27	8	35
CCDE	1	3	4	0	0	0	1	2	3	0	0	0	2	2	4
ODDEOL	15	2	17	5	5	10	8	4	12	17	5	22	38	16	54
ODPTE										304	184	488	277	220	497
ODPPH													5	4	9
СРРН				1	0	1	0	0	0	0	0	0	1	0	1
Total	690	505	1195	861	549	1410	483	298	781	1093	719	1812	1089	782	1871

#### Table 9: Cont...

	2010/11			2011/12			Total		
Programme	М	F	Т	М	F	Т	М	F	Т
OFC	1284	964	2248	1582	1095	2677	9731	5771	15502
CYP-Dip	23	7	30	37	18	55	565	201	766
CCDE	1	1	2	0	0	0	75	29	104
ODDEOL	16	5	21	18	7	25	117	44	161
ODPTE	418	411	829	471	493	964	1470	1308	2778
ODPPH	12	2	14	2	0	2	19	6	25
CPPH	1	0	1	4	1	5	7	1	8
Total	1755	1390	3145	2114	1614	3728	11984	7360	19344

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

Deserves	1996	1997	1998	1999	2000	2001	2002	2003	2004
Programme	%F								
OFC	14.9	18.4	23.9	21.8	21.4	25.3	28.5	30.9	31.6
CYP-Dip					22.4	25.5	25.0	25.2	29.2
CCDE					25.0	11.1	25.0	24.2	33.3
ODDEOL									
ODPTE									
ODPPH									
СРРН									
Average	14.9	18.4	23.9	21.8	22.9	20.6	26.2	26.8	31.4

Computed from Table 9

#### Table 10: Cont ...

B	2005	2006	2007	2007/08	2008/09	2009/10	2010/11	2011/12
Programme	%F	%F	%F	%F	%F	%F	%F	%F
OFC	34.2	42.8	39.2	38.3	40.9	35.1	42.9	40.9
CYP-Dip	22.6	31.3	21.4	31.3	31.3	25.8	23.3	32.7
CCDE	0.0	75.0	0.0	66.7	0.0	27.5	50.0	0.0
ODDEOL		13.6	50.0	33.3	22.7	27.8	23.8	28.0
ODPTE					37.7	41.0	50.6	51.1
ODPPH						44.4	14.3	0.0
СРРН			0.0	0.0	0.0	0.0	0.0	20.0
Average	28.4	40.7	36.9	42.4	33.2	33.6	34.0	34.6

# Chapter Two

## NON-DEGREE AND UNDERGRADUATE PROGRAMMES

### 2.1 Degree Programmes

The number of undergraduate programmes has risen from 4 to 20 between the academic years 1994 and 2011/2012, 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. The Bachelor of Science (ICT) programme was introduced in the year 2006. 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.

In the Academic Year 2011/12 the Faculty of Business Management has introduced BBA (General) with specialized programmes. The BBA (General) has now been restructured to allow students study BBA with specific areas namely BBA (Accounting), BBA (Finance), BBA (Human Resource Management), BBA (International Business) and BBA (Marketing). This is in line with the changing of the market preference of products.

Table 11 illustrates the number of undergraduate programmes offered by OUT 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 enrols majority of students compared with other faculties, it nonetheless offers a limited 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 that are commensurate with the professional needs.

Year		Tatal				
	FED	FASS	FSTES	FLW	FBM	Iotal
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
2011/12	2	7	4	1	6	20

#### Table 11: Undergraduate Degree Programmes



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
#### 2.2 Non-Degree Programmes

Institute of Continuing Education (ICE) has a mandate to offer Non-degree educational Diplomas, Certificates and Demand Driven Short Courses. All these courses are currently being offered through a distance education mode except the latter which involves mostly face-to-face session.

The number of undergraduate programmes has risen from 1 to 7 from the academic year 1996 to 2011/2012. The Certificate in Foundation Course (OFC), CYP-Diploma and CCDE are the oldest courses. The ODDEOL and CPPH respectively commenced in the academic years 2006 and 2007. New programmes which were launched in the academic year 2008/09 and 2009/10, respectively included ODPTE and ODPPH.

#### Number of Non-Degree Programmes 2007/08 2008/09 2009/10 2011/12 ~9<sup>99</sup> 2010/11 199<sup>2</sup> Joor <sup>5</sup>00, Jook Academic Years Total

#### Table12: Non-Degree Programmes

2007/08

2008/09

2009/10

2010/11

2011/12

Fig. 6: Trend of Non-Degree Programmes on offer by The ICE in each Academic Year

## **Chapter Three** POSTGRADUATE PROGRAMMES

#### 3.1 Introduction

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 was less than 18% of enrolled students in that particular year.

Table 13 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.

			Faculties			
Year	FED	FASS	FSTES	FLW	FBM	Total
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
2011	6	14	8	5	5	38

#### Table 13: Postgraduate Degree Programmes



Fig. 7(a): Postgraduate Programmes by Faculty and Academic Year



Fig. 7(b): Trend of Postgraduate Programmes from 2001 – 2011/12

# **Chapter Four**

### **GRADUATES FROM OUT**

#### 4.1 Graduates by Programmes

The first OUT 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. Table 14 illustrates the distribution of graduates by programmes.

In general, at the undergraduate level, BA (Ed) programme has produced more graduates (1103) than any other programme, over the last 13 years. Next to the BA (Ed) is B. Ed with 1047 graduates.

At the postgraduate level, MBA has more graduates than any other. This programme has so far been able to produce 442 graduates up to the last graduation (November 2011). At the non-degree level, the foundation course has produced more than 3599 graduates up to November 2011.

The cumulative number of graduates from 1999 to 2011 was 11,356 whereby 4,312 (38%) were females. Among 11,356 graduates, 4,865 students graduated in Non-Degree programmes out of whom 2,037 (42%) were females, 5,321 students graduated in Undergraduate programmes out of whom 1,933 (36%) were females and 1,170 were graduates for Postgraduate and honorary degrees whereby 342 (29%) were females.

In a broader picture, female graduates as a percentage of total graduates in all programmes were 37%. At Ph.D level, 16 male students completed successfully their programmes, 6 female students received a Ph.D over this duration (1999 – 2011). In as far as Honorary Degrees are concerned, 5 males and 1 female were awarded Ph.D over the same period.

#### Table 14: Distribution of Graduates by Programme

		1999			2000			2001	1		2002			2003	
Programme	М	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	Т
CCDE	0	0	0	0	0	0	6	5	11	6	2	8	3	2	5
PTE - Certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PTE - Diploma															
CYP - Diploma	0	0	0	0	0	0	0	0	0	10	1	11	14	2	16
OFC	107	35	142	20	8	28	24	15	39	42	34	76	60	34	94
ODDEOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B.A. (Gen.)	0	0	0	4	0	4	10	1	11	8	1	9	8	1	9
B.A.(Ed.)	12	4	16	31	8	39	29	11	40	20	7	27	15	8	23
B.A. (Tourism)															
BA Social Work															
BA Sociology															
B.Com.(Gen.)	0	0	0	2	0	2	14	1	15	14	1	15	22	3	25
B.Com.(Ed.)	0	0	0	0	0	0	4	1	5	0	0	0	1	0	1
BBA (Gen.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BBA(Ed.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B. Ed.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B.Ed.SE															
B. Sc. (Gen.)	0	0	0	1	0	1	0	0	0	0	0	0	7	1	8
B. Sc. (Ed.)	0	0	0	0	0	0	0	0	0	0	0	0	9	6	15
B.Sc (ICT)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LL.B	0	0	0	0	0	0	0	0	0	15	1	16	61	5	66
MSc. CED	0	0	0	0	0	0	0	0	0	0	0	0	34	10	44
M.SC.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
М. А.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
M.Dist.Ed.															
M.Ed.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PGDL.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PGDE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LL.M	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LL.M IT & T															
	0				0			0		0	0		0		
Honorary Degree	1				0			0		1	0		0	0	
Total	120	<b>39</b>	159	<b>59</b>	16	75	87	34	121	116	47	163	235	72	307

Programme		2004			2005			2006			2007			2008	
	М	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	Т
CCDE	6	1	7	1	1	2	0	0	0	0	0	0	0	0	0
PTE - Certificate	0	0	0	0	0	0	0	0	0	202	86	288	21	18	39
PTE – Diploma				0	0	0	0	0	0	0	0	0	0	0	0
CYP - Diploma	31	22	53	25	11	36	9	6	15	29	12	41	13	8	21
OFC	122	67	189	198	166	364	218	165	383	193	204	397	285	287	572
ODDEOL	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3
B.A. (Gen.)	12	3	15	6	2	8	18	4	22	21	2	23	29	18	47
B.A.(Ed.)				35	18	53	34	27	61	64	33	97	41	37	78
B.A. (Tourism)	27	8	35	0	0	0	0	0	0	0	0	0	0	0	0
BA Social Work				0	0	0	0	0	0	0	0	0	0	0	0
BA Sociology				0	0	0	0	0	0	0	0	0	0	0	0
B.Com.(Gen.)	30	7	37	50	14	64	18	5	23	6	2	8	8	4	12
B.Com.(Ed.)	5	0	5	3	1	4	1	2	3	4	2	6	4	0	4
BBA (Gen.)	0	0	0	0	0	0	26	11	37	22	18	40	45	31	76
BBA(Ed.)	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0
B. Ed.	0	0	0	6	3	9	7	15	22	36	42	78	39	37	76
B.Ed.SE				0	0	0	0	0	0	0	0	0	0	0	0
B. Sc. (Gen.)	16	4	20	16	6	22	15	8	23	19	11	30	25	14	39
B. Sc. (Ed.)	10	2	12	6	2	8	3	3	6	14	7	21	3	4	7
B.Sc (ICT)	0	0	0	0	0	0	0	0	0	0	0	0	9	1	10
LL.B	71	11	82	104	12	116	81	7	88	78	17	95	58	11	69
MSc. CED	0	0	0	59	33	92	0	0	0	61	43	104	0	0	0
M.SC.	0	0	0	0	0	0	0	0	0	2	0	2	1	0	1
M. A.	4	0	4	1	0	1	1	0	1	2	0	2	2	2	4
M.Dist.Ed.				0	0	0	0	0	0	0	0	0	0	0	0
M.Ed.	0	0	0	2	0	2	0	0	0	2	0	2	2	0	2
PGDL.	0	0	0	0	1	1	0	0	0	4	0	4	3	1	4
PGDE	0	0	0	0	0	0	1	2	3	6	1	7	7	3	10
LL.M	0	0	0	0	0	0	1	0	1	2	0	2	2	0	2
LL.M IT & T				0	0	0	0	0	0	0	0	0	0	0	0
MBA	0	0	0	0	0	0	0	0	0	6	3	9	18	4	22
Honorary Degree	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
Ph.D	0	0	0	0	0	0	4	0	4	0	0	0	3	0	3
Total	334	125	459	512	270	782	438	256	694	773	483	1256	620	481	1101

#### Table 14: Cont ...

#### Table 14: Cont ...

		2009			2010			2011		Tota	al 1999	- 2011
Programme	М	F	т	М	F	т	м	F	т	м	F	Т
CCDE	0	0	0	0	0	0	1	0	1	23	143	166
PTE - Certificate	0	0	0	288	132	420	0	0	0	511	104	615
PTE – Diploma	0	0	0	48	38	86	73	70	143	121	108	229
CYP - Diploma	13	9	22	11	2	13	9	3	12	164	76	240
OFC	37	18	55	421	320	741	271	249	520	1998	1602	3600
ODDEOL	1	3	4	5	0	5	3	0	3	11	4	15
B.A. (Gen.)	53	39	92	17	14	31	49	24	73	235	109	344
B.A. (Tourism)	23	9	32	5	1	6	22	1	23	50	11	61
BA Social Work	0	0	0	4	23	27	17	28	45	21	51	72
BA Sociology	0	0	0	15	35	50	52	59	111	67	94	161
BA Journalism	0	0	0	0	0	0	2	1	3	2	1	3
BA Mass Commun.	0	0	0	0	0	0	2	1	3	2	1	3
B.A.(Ed.)	103	77	180	93	62	155	190	109	299	694	409	1103
B.Com.(Gen.)	54	41	95	35	34	69	24	5	29	277	117	394
B.Com.(Ed.)	0	0	0	9	3	12	5	4	9	36	13	49
BBA (Gen.)	120	57	177	46	36	82	29	19	48	288	172	460
BBA(Accounting)	0	0	0	0	0	0	12	5	17	12	5	17
BBA(Finance)	0	0	0	0	0	0	4	0	4	4	0	4
BBA(Human Res. Mgt)	0	0	0	0	0	0	4	1	5	4	1	5
BBA(Intern. Business)	0	0	0	0	0	0	3	0	3	3	0	3
BBA(Marketing)	0	0	0	0	0	0	9	5	14	9	5	14
BBA(Ed.)	3	3	6	6	3	9	6	5	11	16	11	27
B. Ed.	109	154	263	110	132	242	178	179	357	485	562	1047
B.Ed.SE	0	0	0	2	3	5	0	0	0	2	3	5
B. Ed. TEP	0	0	0	0	0	0	3	0	3	3	0	3
B. Sc. (Gen.)	33	16	49	26	20	46	42	28	70	200	108	308
B. Sc. (Ed.)	12	8	20	31	16	47	58	35	93	146	83	229
B. Sc. (Env. Studies)	0	0	0	0	0	0	13	2	15	13	2	15
B.Sc (ICT)	6	0	6	14	2	16	20	3	23	49	6	55
LL.B	43	16	59	105	39	144	154	50	204	770	169	939
MSc. CED	127	42	169	0	0	0	0	0	0	281	128	409
M.CED	0	0	0	0	0	0	76	49	125	76	49	125
M.Sc.	0	0	0	2	0	2	0	0	0	5	0	5
M.Sc.(ICT)							1	0		1	0	
M.Sc. Biology	0	0	0	0	0	0	1	1	2	1	1	2
M. A.	0	0	0	3		3		0	0	13	2	15
	0	0	0	0		0	2	0	2	2		2
	0	0	0									
M.A. Political Science	0	0	0	0	0	0	1	0	 1	1	0	<u> </u>

D		2009			2010			2011		Tot	al 1999 -	2011
Programme	м	F	т	м	F	т	М	F	Т	М	F	т
M.A. Social Work							2	2	4	2	2	4
M.Dist.Ed.	2	1	3	5	3	8	4	1	5	11	5	16
M.Ed.(APPS)	0	0	0	2	2	4	5	4	9	13	6	19
PGDL.	2	1	3	1	1	2	2	1	3	12	5	17
PGDE	5	1	6	6	1	7	5	2	7	30	10	40
LL.M	1	0	1	2	1	3	4	0	4	12	1	13
LL.M IT & T	0	0	0	4	5	9	12	7	19	16	12	28
MBA	71	26	97	98	24	122	136	56	192	329	113	442
Honorary Degree	0	0	0	0	0	0	1	0	1	5	1	6
Ph.D	1	0	1	3	4	7	5	2	7	16	6	22
Total	819	521	1340	1417	956	2373	1514	1012	2526	7044	4312	11356

#### Table 14: Cont ...

#### 4.2 Graduates by Regions

Table 15 displays the distribution of graduates by regions. As mentioned earlier, the first graduation took place in 1999. Looking closely at Table 15, it is hardly surprising to glimpse that Dar es Salaam region (that includes Kinondoni, ilala and Temeke) has produced many more graduates than other regions since it also enrols more students. So too, cumulatively, 42% of graduates came from Dar es Salaam over the last thirteen years. It is interesting to note that this figure (i.e., 42%) almost corresponds to the combined percentage (i.e. 36%) of nine regions namely Arusha, Dodoma, Iringa, Kilimanjaro, Mbeya, Morogoro, Mwanza, Tanga and Zanzibar. The nine OUT regions and Dar es salaam have produced 78% of total graduates over the last thirteen years.



#### Figure 8: Graduates by Regional Centres

It is also important to highlight differences across regions grouped under the umbrella of "others" in Figure 8. Cumulatively, modest records are observed in the following regions with number of graduates in the brackets: Mara (262), Tabora (243), Mtwara (334) and Pwani (246). The average percentage in this group of "others" is affected by fewer graduates recorded in the following regions: Rukwa(101), Lindi (98), kigoma(136) and Kagera (191). Other centres such as Pemba, Manyara, Katavi and Njombe 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.

Deniene	Ма	arch 1	999	Sep	tembe	r 1999	Ma	arch 2	000	Sept	ember	2000	M	arch 20	01
Regions	М	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	Т
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 15: Distribution of graduates at the Level of Regional Centres

Regions	Sept	ember	2001	Ма	arch 2	002	Sept	tember	2002	Ма	rch 2	003	Septe	ember 2	2003
Regions	М	F	т	м	F	т	м	F	т	м	F	Т	м	F	т
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
Katavi															
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
Njombe															
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 15: Cont ...

Decience	Ма	rch 20	04	Octo	ber	2004	M	arch 2	005	Sept	ember	2005	Ма	arch 20	06
Regions	M	F	Т	М	F	Т	М	F	Т	M	F	Т	М	F	Т
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
Katavi															
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
Njombe															
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 15: Cont ...

	October 2006		Oct	ober 2	007	Oct	ober 2	2008	Oct	ober 2	009	Oct	ober 2	2010	
Regions	М	F	т	м	F	т	М	F	т	м	F	т	М	F	Т
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
Katavi															
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
Njombe															
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

#### Table 15: Cont ...

		November 2011	
Regions	м	F	Т
Arusha	110	63	173
Dar es Salaam	561	547	1108
Dodoma	23	22	45
Iringa	52	23	75
Kagera	43	13	56
Katavi	1	0	1
Kigoma	29	15	44
Kilimanjaro	77	73	150
Lindi	14	3	17
Manyara	31	13	44
Mara	40	18	58
Mbeya	89	43	132
Morogoro	62	46	108
Mtwara	35	7	42
Mwanza	86	26	112
Njombe	1	0	1
Pemba	5	3	8
Pwani	36	21	57
Rukwa	21	5	26
Ruvuma	40	12	52
Shinyanga	33	13	46
Singida	20	15	35
Tabora	20	6	26
Tanga	42	17	59
Zanzibar	38	5	43
Sub total	1509	1009	2518

Table 15: Cont ...

The OUT is proud of having 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 16 exhibits the distribution of international students who have graduated at the OUT since 2001. Until the last graduation done in November 2011, the university conferred degrees, diplomas and certificates to 134 international students. In terms of graduate destination, about 83% of graduates over the last thirteen years came from Kenya and Uganda (Kenya 54% and Uganda 29%). Globally, African continent has the highest percentage of OUT graduates—more than 97%. 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 in order to attract more international students.

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Cum
Botswana	-	1	-	-	-	-	-	-	-	-	-	1
Kenya	-	1	-	13	8	-	25	16	4	-	5	72
Ethiopia	-	-	-	1	-	1	-	-	-	_	-	2
Lesotho	1	-	-	2	-	-	-	-	-	-	-	3
Libva	-	-	-	3	1	4	-	-	-	-	2	10
Malawi	-	-	-	-	-	-	-	-	-	-	1	1
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	8	134

#### Table 16: Distribution of Graduates at Global Level

### **Chapter Five** OUT STAFF PROFILE

#### 5.1 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. The percentage of female staff has increased from 18.4% in 2001 to 35.5% in 2011/12.

#### 5.1.1 Academic Staff by Qualifications and Gender

Table 17 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 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. The distribution with respect to Ph.D and Masters holders is given in Table 18 that shows limited progress with respect to Ph.D holders while substantial progress has been made for female Masters holders who account for 41.7% by 2011/12.

No. 1		PhD			Master	S	F	irst Deg	ree		Total	
Year	M	F	Total	М	F	Total	М	F	Total	М	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
2011	59	17	76	105	75	180	52	27	79	216	119	335

#### Table 17: Academic Staff by Qualifications



Fig. 9(a): Academic Staff Cumulative Figure by Sex and Academic Year 2001 to 2011/12



Fig. 9(b): Yearly Increase of Academic Staff from 2001 to 2011/12

Table 18 complements the analysis carried out in Table 17. Percentage wise, it shows that there are more female academic staff with Masters than in first degree or PhD. However, the trend, in general shows an upward trajectory for all groups.

N	PhD	Masters	First Degree	
Year	%Female	%Female	%Female	Average
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
2011	21.3	41.7	34.2	32.4

Table 18: Female Academic Staff as a Percentage of Total Academic Staff by Qualification

Computed from Table 17

#### 5.1.2 Academic Staff by Rank and Gender

Table 19 shows the academic staff by rank and gender. There is no female professor since 2002. There is only one female Associate Professors to date. At Senior Lecturer level, between 2005 and 2008, the percentage of female Senior lecturers was less than 30% (see also Table 20). 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 assistants.

	ŀ	Professo	ors	As	s Profes	sors	Ser	nior Lect	turers		Lecture	rs
Year	М	F	Total	М	F	Total	М	F	Total	М	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
2011	7	0	7	10	1	11	7	5	12	50	15	65

#### Table 19: Academic Staff by Rank

#### Table 19: Cont ...

No. or	A	ss Lecti	urers	Tu	torial Ass	istant		Total	
rear	М	F	Total	М	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
2011	91	71	162	51	27	78	216	119	335



Fig. 10(a): Academic Staff by Rank and Year



Fig. 10(b): Academic Staff Increase by Rank and Year

year	Professors	Associate Professors	Senior Lec- turers	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
2011	0.0	9.1	41.7	21.9	43.8	34.6	30.2

#### Table 20: Female Academic Staff as a Percentage of Total Academic Staff by Rank

#### **Computed from Table 19**

#### 5.1.3 Age Profile

There are more staff (both males and females) aged between 36 - 40 years than in any other age group. There is none female staff aged more than 65 years. Out of 335staff, 16% will soon be greater than 60 years of age; this is about 8% of all staff at the Open University of Tanzania. The median age is 38 years which has fallen under the age group 36 - 40 with 78 academic staff (see Table 21 below)

#### Table 21: Academic Staff Profile by Age and Sex 2011

0		Numbers of A	cademic Staff	<b>T</b> .(.)
Group	Age range in years	Male	Female	lotal
I	≤30	20	18	38
I	31 – 35	32	25	57
III	36 – 40	45	33	78
IV	41 – 45	29	17	46
V	46 – 50	24	7	31
VI	51 – 55	19	6	25
VII	56 – 60	17	10	27
VIII	61 – 65	14	3	17
IX	66 - 70	11	0	11
X	≥71	5	0	5
TOTAL		216	119	335



Fig. 11(a): Academic Staff Profile by Age and Sex 2011/12



Fig. 11(b): Displays Trend of Academic Staff Profile by Age and Sex 2011/12

Table 22 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.

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
2011/12	26,250	372	1;71

Table 22: Academic Staff-Student Ratio

\* This column includes Part time staff reduced to Full time equivalent

#### 5.2 Administrative Staff

The Open University of Tanzania has very self-disciplined, intelligent and responsible administrative Staff. The administrative staff help the University achieve its goals. By June 2012 the OUT had a total number of 273 administrative staff. Of whom 116 were males and 157 were females.

#### 5.2.1. Administrative Staff by Qualifications and Sex 2011/12

Table 23 shows the administrative staff by qualification and sex 2011/12. The emerging picture is that there are more administrative staff (85) with Certificates than any other qualification. At Master's level, male administrative staff are almost twice as many compared with females, There is as none yet administrative staff holding a Ph.D degree. A lot needs to be done so that the OUT can improve administrative staff academically. The administrative staff holding Masters, Bachelors, Postgraduate Diplomas and Advanced Diploma constitute only 67 (24.5%).

1										1								
		PhD		ľ	Naster	S		PGD		19	st Deg	ree	Α	DV. D	IP		OD	
	М	F	т	м	F	т	М	F	Т	м	F	т	М	F	т	м	F	т
	0	0	0	14	10	24	4	3	7	22	7	29	4	3	7	11	37	48

#### Table 23: Administrative Staff by Qualifications and Sex 2011/12

Table 23 Contd...

C	ertifica	te	F	orm '	VI	F	orm	IV	St	d VII	I	STD VII		TOTAL			
М	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	Т
31	54	85	8	5	13	18	37	55	0	0	0	4	1	5	116	157	273



Fig. 12(a): Administrative Staff by Qualifications 2011/12



Fig. 12(b): Administrative Staff Trend 2011/12

#### 5.2.2. Administrative Staff Profile by Age and Sex 2011/12

There are more staff aged between 31 and 35 years inclusive than in any other age group. There is neither male nor female staff aged more than 71 years. Out of 273 staff, 14% will soon be greater than 60 years of age; this is about 6% of all staff at the Open University of Tanzania (see Table 24 below)

0		Numbers of Adr	ninistrative Staff	Tatal
Group	Age range (years)	Male	Female	Iotai
I	≤30	16	47	63
I	31 – 35	26	51	77
III	36 - 40	12	21	33
IV	41 – 45	32	14	46
v	46 - 50	6	9	15
VI	51 – 55	16	6	22
VII	56 - 60	2	5	7
VIII	61 – 65	6	3	9
IX	66 -70	0	1	1
X	≥71	0	0	0
TOTAL		116	157	273

 Table 24: Administrative Staff Profile by Age and Sex 2011/12



Fig. 13(a): Administrative Staff Profile by Age and Sex for 2011/12



Fig. 13(b): Trend of Administrative Staff Profile by Age for 2011/12

#### 5.3 Technical Staff

The Open University of Tanzania also has very self-disciplined, intelligent and responsible technical Staff. The technical staff play major roles for the University to achieve its goals. Some of their objectives are Making contributions to course development using ICT as a tool in the various faculties and institutes of the University, undertaking studies of policies affecting innovations in communication and information technologies, conducting research on ICT in Education, conducting research in computer based learning efficacy of interactive media, needs of students with special handicaps, impact of science education in development and on all aspects of distance teaching and carrying out contract work and consultancies for other institutions, Organizations and the general public.

By June 2012 the OUT had a total number of 41 technical staff of whom 31 were males and 10 were females. The OUT has to reduce gender disparity for the case of the technical staff as there are many more males (76%) than females.

#### 5.3.1 Technical Staff by the Highest Academic Qualification and Sex for 2011/12

Table 25 shows the technical staff by qualifications and sex for the Academic Year 2011/12. The emerging picture is that there are more technical staff (22) with Certificates qualifications than any other qualifications. There are other six technical staff who are also academic staff whose qualifications range from Tutorial Assistant to Doctorate. This group has already been placed in academic staff. A lot needs to be done so that the OUT can improve further the technical staff academically.

#### Table 25: Technical Staff by the Highest Academic Qualification and Sex 2011/12

	PhD		N	laster	s		PGD		1st	Degre	e	A	DV. DI	Р		OD	
М	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	Т
0	0	0	0	1	1	0	0	0	8	1	9	3	0	3	3	3	6

#### Table 25 Contd...

Cei	rtificat	e	F	orm V	/1	F	orm l	v	ļ	Std VI	II		STD VI	I		Tota	
М	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	Т
17	5	22	0	0	0	0	0	0	0	0	0	0	0	0	31	10	41



Fig. 14(a): Technical Staff by the Highest Qualification for 2011/12



Fig. 14(b): Technical Staff Trend for 2011/12

#### 5.3.2 Technical Staff Profile by Age and Sex 2011/12

There are more staff (both males and females) aged below 31 years than in any other age group. There is neither male nor female staff aged more than 70 years. (see Table 26 below)

		Numbers of T	echnical Staff	
Group	Age Groups (Years)	Male	Female	Total
I	≤ 30	10	4	14
11	31 – 35	8	4	12
	36 – 40	7	1	8
IV	41 – 45	4	1	5
V	46 – 50	0	0	0
VI	51 – 55	0	0	0
VII	56 - 60	1	0	1
VIII	61 – 65	1	0	1
IX	66 -70	0	0	0
x	≥ 71	0	0	0
	Total	31	10	41

Table 26: Technical Staff Profile by Age and Sex 2011/12



Fig. 15(a): Technical Staff Profile by Age and Sex for 2011/12



Fig. 15(b): Trend of Technical Staff Profile by Age for 2011/12

#### 5.4 Staff Recruitment

Table 27 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 27 that fewer female staff are involved in executing technical duties.

	Academic Staff		Adm	inistrative	e Staff	Technical Staff		Total				
	М	F	Т	М	F	Т	M	F	Т	М	F	Т
2001/02	4	0	4							4	0	4
2002/03	6	0	6							6	0	6
2003/04	3	1	4	3	4	7	2	2	4	8	7	15
2004/05	21	8	29	5	9	14	0	0	0	26	17	43
2005/06	19	29	48	13	16	29	0	0	0	32	45	77
2006/07	26	10	36	16	17	33	6	2	8	48	29	77
2007/08	20	5	25	10	10	20	10	2	12	40	17	57
2008/09	43	23	66	22	26	48	15	3	18	80	52	132
2009/10	8	6	14	35	47	82	5	2	7	48	55	103
2010/11	23	17	40	0	0	0	0	0	0	23	17	40
2011/12	10	33	43	6	7	13	1	0	1	17	40	57

Table 27: Staff Recruitment

### **Chapter Six** SOURCES OF FUNDS

#### 6.1. Introduction

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, the major sources of revenues with corresponding expenditures on various items are sketched.

#### 6.2 Government Subvention: Recurrent and Development Subvention

The recurrent budget in nominal trem 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.

	Re	current (T.Shs '	<u>000)</u>	Development (T.Shs '000)		
Fiscal Year	Estimates	Allocation	%(Alloc/Est)	Estimates	Allocation	%(Alloc/Est)
1994/1995	530,000	190,000	35.8	600,000	92,000	15.3
1995/1996	1,508,607	538,805	35.7	680,337	100,000	14.7
1996/1997	2,493,056	650,000	26.1	208,000	90,000	43.3
1997/1998	2,997,016	660,348	22.0	443,400	50,500	11.4
1998/1999	2,248,546	1,140,000	50.7	425,000	30,000	7.1
1999/2000	2,361,437	1,640,335	69.5	321,000	150,000	46.7
2000/2001	3,354,888	2,268,907	67.6	598,570	75,000	12.5
2001/2002	3,918,442	2,479,622	63.3	430,865	200,000	46.4
2002/2003	3,259,146	2,579,438	79.1	456,944	80,000	17.5
2003/2004	2,765,549	2,459,451	88.9	627,608	50,000	8.0
2004/2005	3,849,679	2,181,296	56.7	575,409	50,000	8.7
2005/2006	4,262,314	2,931,783	68.8	723,720	100,000	13.8
2006/2007	6,872,210	5,303,122	77.2	1,386,443	692,000	49.9
2007/2008	7,606,520	5,776,920	75.9	2,650,000	500,000	18.9
2008/2009	11,959,263	5,752,209	48.1	2,135,814	1,041,300	48.8
2009/2010	11,909,209	9.648,887	81.0	2,894,000	2,241,300	77.4
2010/2011	12,400,000	11,578,697	93.4	6,776,000	1,741,300	25.7
2011/2012	24,490,419	11,197,571	45.7	22,237,800	1,041,300*	4.7

#### **Table 28: Recurrent and Development Subvention**

\* By March 2012 no development funds from local sources released

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 was 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. However, in 2010/11 and 2011/12 no development funds have been released to OUT with exception of the funds for construction of the ten (10) floor Tourism building using World Bank funds loaned to the Government totalling TZS 3,592,379,377.30.

Academic Year	Other Charges (OC)	Personal Emolu- ments (PE)	Actual Recurrent Released(ARR)	% share of OC in ARR	% share of PE in ARR
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	1,850,776,500	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
2011/2012	1,141,798,000	10,055,773,727	11,197,571,727	10.0	90.0

Table 29: Disaggregation of Recurrent Subvention

It is apparent from Table 29 and Figure 16 that the nominal release of OC during the fiscal year 2008/09 was less than half of the funds released to the fiscal year 2001/02. Clearly, such release 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 release provides partial support of the efforts that the OUT undertakes to increase the number of graduates in the country. As a result, many academic and supportive activities remain partly attended or unattended. Such activities include: inability to pay part time staff on time, inability to settle the existing debts, inability to pay the contracted printing enterprises, etc. In the year 2010/11, the OC and Recurrent Subventions dropped drastically but there was some increase in the OC and Recurrent subventions in 2011/12 compared to the last four years



Figure 16: The percentage of PE and OC in Actual Recurrent Released

#### 6.3 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 year 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 30, 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.

Academic Year	Enrolled students	Estimated Tuition fees	Collected Tuition fees	%collected fees/ esti- mated 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	5,142,200,430	95.2
2011/2012	9311	5,000,000,000	4,201,400,368	84.0

#### Table 30: Tuition Fees

Note: The collected Tuition fees figure for 2011/12 is from July 2011 to April 2012

#### 6.4 Development Partner Funds and Research Grants

The OUT has immensely benefited from the generous support in terms of development partner 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 eight 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 into account. When the year 2005 is taken as a baseline, it is clear from Table 31 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 16 plots financial support from various donors. The Swedish International Development Agency ranks at the top followed by the World Bank loan to the Government in the second position. These two donors (i.e., SIDA and World Bank) have offered more than seven billion Tanzanian shillings. The World Bank supports the OUT in build-ing capacity in the field of tourism, Science education, postgraduate scholarships and procurement of textbooks. The

overall objective of SIDA financial support was to strengthen the educational delivery capacity through enhanced organisational development and effective exploitation of ICT resources and services. The SIDA support ran from 2007 to June 2011.

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 needs 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 needs 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 tranchees 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 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.

The Open University of Tanzania also received the World Bank funds loaned to the Government in order to facilitate construction of the ten floor Tourism building between Block D and E. The loan amounts to TZS 3,592,379,377.30. The construction of the building commenced on 6<sup>th</sup> January 2012 and it is expected to be completed on the 6<sup>th</sup> April 2013



Figure 17: External Financial Support from Various Donors 2004 – 2011/12

Year	Source of Grant	Grant (Tshs.)	Total (Tshs.)
2004	Rockefeller Foundation	94,500,000.00	
2004	Association of Commonwealth Universities(ACU)	11,855,000	106,355,000.00
	Australian Government	4,609,500.00	
	German International	21,504,000.00	
2005	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	46,935,899.00
	Open University of UK	89,496,298.20	
	Common wealth Youth Programme	19,264,312.00	
2006	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	167,190,186.72
	Royal Institute of Technology	22,604,627.72	
	Common wealth Youth Programme	25,485,749.60	
	Inter Universities Council for East Africa-IUCEA	6,466,000.00	
2007	SIDA	890,607,349.26	
2007	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	1,060,997,889.58
	Common wealth Youth Programme	19,922,615.20	
	Veterinarians (Canada)	15,640,512.00	
	Inter Universities Council for East Africa-IUCEA	14,894,060.00	
2008	UNESCO	3,845,330.20	
2000	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	865,319,939.40
2009	Veterinarians (Canada)	11,799,368.80	
	World Bank loan to the Government	2,157,172,582.50	
	SIDA	322,000,000.00	
	DANIDA	44,710,800.00	
	Chinese	35,565,000	
	BTC	64,033,200	2,635,280,951.30
2010	SIDA	1,706,954,055.27	
	DAAT	1,980,000	1,708,934,055.27
2011	DAAT	2,045,000	
2011	World Bank loan to the Government	2,439,860,340.00	2,441,905,340.00

#### Table 31: Grants from International Donors

#### 6.5 Other Self Generated Funds

The Other Self Generated Funds 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 32 shows the revenues in Other Self Generated Funds. The items involved in this funds 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 32: Other Self Generated Funds

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	296.834.014
2009/10	544.522.094
2010/11	1.083.714.864
2011/12	1,147,305,440

Note: The figure for 2011/12 was the fund generated from July 2011 to April 2012.

#### 6.6 Internal and External Finance

Figure 17 depicts the source of finance in cumulative terms from Development partners and the Government of the United Republic of Tanzania from 2004 up to 2011/12. Figure 17 exploits the data from Tables 28 and 29 to high-light the share of Government budget versus Development partners support in the OUT budget. In brevity, it is clear from Figure 18 that the OUT budget largely depends on Government's financial muscles. Support from the Development partners is 17% and the rest 83%) is from the Government and OUT generated income that together contribute the major component of the budget.



Fig. 18: Displays the Proportion of the Source of Finance
## **Chapter Seven**

## **RESEARCH, PUBLICATIONS AND CONSULTANCY PRODUCED**

## 7.1 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 research services and consultancy as shown in table 33.

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

Year	Number of research projects
2009/2010	18
2010/2011	23
2011/12	24

### 7.2 Publications

Table 34 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. 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. In the academic year 2011/12, only Faculty of Education has published study materials.

### 7.2.1 Faculty-wise Publications

From Table 34 below, 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.

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
2011	0	0	15	0	0	0	15
Total	61	4	32	19	101	21	238

#### Table 34: Production of new Study Materials



Fig. 19(a): New Study Materials 1994 – 2011/12



Fig. 19(b): Trend of New Study Materials Published for 1994 – 2011/12

## 7.2.2 Journals Produced by OUT

The Open University of Tanzania publishes three types of Journals namely, Huria, JIPE and Law Journal.

## 7.2.2.1 HURIA

Of the three Journals mentioned above, The Huria Journal is the first official refereed publication of the University that expands and updates the research and knowledge base for academic professionals and other outreach researchers to improve their effectiveness. It also serves as a forum for emerging and contemporary issues affecting our societies.

Huria Journal publishes articles on a wide range of specialization: education, economics, languages, law, social sciences both basic and applied sciences, letters to the Editor, interpretive articles in forum section, books reviews and related subjects.

## 7.2.2.2. The Journal of Issues and Practise in Education (JIPE)

The Journal of Issues and Practise in Education is a refereed journal that is produced by the Faculty of Education of the University. The journal is designed to inform both academic and the public on issues and practice related to the field of education.

## 7.2.2.3. Law Journal

Law Journal is an international that addresses a wide range of legal issues related to legal profession, practice and development.

## 7.3. Number of Registered Consultancies

The OUT staff have reputable expertise in doing consultancy services. Most staff possess a sound track record of provision of consultancy as shown in table 35

Year	Number of Consultancies
200607	8
2007/08	9
2008/09	5
2009/10	4
2010/11	13
2011/12	14

### Table 35: Number of Registered Consultancies

## **Chapter Eight**

# PROJECTIONS OF UNDERGRADUATE AND POSTGRADUATE STUDENT ENROLMENT / GRADUATES AS WELL AS INCOME

## 8.1 Introduction

Projections provide an opportunity to determine student admission, graduates, and Income further in the future. Being able to estimate future student admission, graduates, Income etc accurately is very crucial to the institution like the Open University of Tanzania because it determines number of academic staff needed. By knowing the number of students after three years, it will guide to make an informed decision as to whether or not the OUT will need to recruit academic staff in order that to meet the required TCU standard student-academic staff ratio of 1:35.

Also, projections determine whether the university needs to expand existing buildings or build new ones. It also helps to determines how much revenue the university will receive from the Government.

In projecting future student admission, graduates and income, below a three-year average historical data trend for each category was used. The three-year average data rate was calculated individually for each category then applied to the current years' categories to arrive at the projected category for the coming year. This process was repeated to project the data for the remaining years (see Tables 36 - 38).

Table 36:	Targets for Enrolment of Undergraduate Degree and Non-Degree Students for the period
	2012/13 - 2016/17

Faculty		FASS			FBM		FED			FLW			FSTES			ICE			Total		
Year	м	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	т	М	F	Т	м	F	Т
2012/13	956	564	1520	508	177	685	849	596	1445	454	149	603	315	81	396	2138	1621	3759	5220	3188	8408
2013/14	986	609	1595	632	212	844	1148	840	1988	521	211	732	357	98	455	2162	1628	3790	5806	3598	9404
2014/15	1016	654	1670	756	247	1003	1447	1084	2531	588	273	861	399	115	514	2186	1635	3821	6392	4008	10400
2015/16	1046	699	1745	880	282	1162	1746	1328	3074	655	335	990	441	132	573	2210	1642	3852	6978	4418	11396
2016/17	1076	744	1820	1004	317	1321	2045	1572	3617	722	397	1119	483	17	500	2234	1649	3883	7564	4696	12260

Table 37:	Targets for Enrolme	nt of Postgraduate	Degree Students	for the period	1 2012/13 - 2016/17
	()	(1	<i>(</i> )		

Faculty		FASS			FBM			FED		FLW FSTES			;	Total				
Year	М	F	Т	М	F	Т	М	F	Т	м	F	Т	М	F	т	М	F	т
2012/13	316	196	512	603	207	810	571	265	836	123	30	153	39	8	47	1652	706	2358
2013/14	409	249	658	716	241	957	653	305	958	158	37	195	40	9	49	1976	841	2817
2014/15	502	302	804	829	275	1104	735	345	1080	193	44	237	41	10	51	2300	976	3276
2015/16	595	355	950	942	309	1251	817	385	1202	228	51	279	42	11	53	7256	3094	10350
2016/17	688	408	1096	1055	343	1398	899	425	1324	263	58	321	43	12	55	2948	1246	4194

## Table 38:Targets for Graduates of Undergraduate Degree and Non-Degree Students for the period<br/>2012/13 - 2016/17

Faculty		FED			FASS			FSTES	;		FLW			FBM			ICE		-	Total	
Year	М	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	Т	М	F	Т
2012/13	225	244	469	377	257	634	148	76	224	168	59	227	129	56	185	381	329	710	1428	1021	2449
2013/14	269	309	578	420	291	711	163	84	247	182	68	250	162	68	230	405	336	741	1601	1156	2757
2014/15	313	374	687	463	325	788	178	92	270	196	77	273	195	80	275	429	343	772	1774	1291	3065
2015/16	357	439	796	506	359	865	193	100	293	210	86	296	228	92	320	453	350	803	1947	1426	3373
2016/17	401	504	905	549	393	942	208	108	316	224	95	319	261	104	365	477	357	834	2120	1561	3681

Table 39:	<b>Targets for Graduate</b>	s of Postgraduate	Degree Students	for the perio	d 2012/13 - 2	2016/17
1 4010 071	I algete for Oradaate	o or r ootsraaate.	Degree Stadentes	for the perio		4010/11

Faculty		FED			FASS			FSTES		FLW			FBM			Total		
Year	м	F	т	м	F	т	м	F	т	м	F	т	м	F	т	м	F	т
2012/13	15	8	23	99	57	156	4	3	7	20	10	30	155	63	218	293	141	434
2013/14	16	9	25	109	60	169	6	5	11	22	12	34	174	70	244	327	156	483
2014/15	17	10	27	119	63	182	8	7	15	24	14	38	193	77	270	361	171	532
2015/16	18	11	29	129	66	195	10	9	19	26	16	42	212	84	296	395	186	581
2016/17	19	12	31	139	69	208	12	11	23	28	18	46	231	91	322	429	201	630

Table 40:	<b>Income Projection</b>	for the period	2012/13 - 2016/17

	Recurrent	Subvention	Development	Tuition Fees	Foreign Grants	Other Incomes (IGU)
Academic Year	OC	PE	Subvention	Tuttion Tees	Toreign Grants	other medines (100)
2012/2013	1,141,798,000	10,055,773,727	1,041,300	3,444,897,770	1,275,579,962	142,849,308
2013/2014	2,610,761,425	11,158,150,071	51,741,300	4,208,279,532	1,287,632,159	285,698,616
2014/2015	4,079,724,850	12,260,526,415	102,441,300	4.971.661.294	1.299.684.356	428,547,924
2015/2016	5,548,688,275	13,362,902,759	153,141,300	5,735,043,056	1.311.736.553	571,397,232
2016/2017	7,017,651,700	14,465,279,103	203,841,300	6,498,424,818	1,323,788,750	714,246,540

## **Chapter Nine**

## THE UNIVERSITY LEADERSHIP DURING THE YEAR 2011/12

## 9.1 Introduction

This chapter presents what the university leadership does to influence Staff towards achievement of the desired objectives. The university leadership has two sources of power; the coercive one which is embedded in the institution and the humane one which is enshrined in the persons occupying the constitutional posts, both of which when exercised influences personnel to achieve the target. The institutional powers are governed by the University Act No.7 of 2005, Regulations and the Charter which came to effect in January 2007.

## 9.2 University Leadership

## 9.2.1 The Chancellor

Chancellorship is a political post whose appointing authority is the President of the United Republic of Tanzania. The current Chancellor is Honourable Ambassador John Malechela (*Honoris Causa, D Human*). The tisular Head of the Open University of Tanzania with responsibilities of conferring degrees, granting diplomas, certificates and other awards of the university with non-executive functions and privileges as provided under the Rules or as may be prescribed by the relevant authority. For the Open University of Tanzania the Chancellor serves for a period of six years after which he/she may be re-appointed as provided for in both The University Act No.7 of 2005 and the OUT Charter and Rules.

## 9.2.2 Council Chairperson

The appointing authority of the Chairperson of the OUT Council is the President of the United Republic of Tanzania. The manner of appointment of The Chairman of Council is prescribed in both the University Act No.7 of 2005 as well as in the OUT Charter and Rules (2007). Responsibility of the Council Chairperson is to chair the Council which is the highest policy making organ at OUT. The current Council Chairperson is Professor Samwel Wangwe.

## 9.2.3 The Vice Chancellor

The Vice Chancellor Professor Tolly S.A. Mbwette, is the Chief Executive Officer of the university and an ex-officio Chairperson of Senate. The current Vice Chancellor is serving his second term of five years after satisfactorily completing the first term on the 12<sup>th</sup> April, 2012. The Vice Chancellor is appointed in the manner as prescribed in the University Act No.7 of 2005 as well as the OUT Charter (2007).

## 9.3 Deputy Vice Chancellors

The Charter provides for Deputy Vice Chancellor or more than one Deputy Vice Chancellors as the Senate may advise the Council subject to the approval of the Tanzania Commission for Universities. The Deputy Vice Chancellor serves for a period of four years and may be re-appointed for another term of four years upon successful completion of the first. In the Open University of Tanzania there are three deputy Vice Chancellors.

## 9.3.1 Deputy vice Chancellor (Academic)

The Deputy vice Chancellor (Academic) is responsible for Academic matters. He is responsible to the vice Chancellor in respect to such matters of the university as shall be assigned and as may be prescribed.

## 9.3.2 Deputy vice Chancellor (Resources Management)

The Deputy vice Chancellor (Resources Management) is responsible to, the Vice Chancellor in matters of the university in respect to management of Human, Physical and Financial resources of the university and any matters that may be prescribed.

## 9.3.3 Deputy vice Chancellor (Regional Services)

The Deputy vice Chancellor (Regional Services) is responsible to, to the Vice Chancellor in respect to matters pertaining to the provision of services in the Coordination and Regional Centres. Effective 1<sup>st</sup> July, 2012, The Office of DVC(RS) will evolve into a DVC Responsible for learning Technology and Regional Service (LT&RS).

## 9.4 Deans and Directors

## 9.4.1 Faculty Deans

The OUT Charter and Rules (2007) provides for appointment of Deans for each Faculty or Institute of the University. The Charter and Rules also prescribes that the Dean of each faculty shall be the Administrator, Academic Head and Chairperson of the Board of the faculty.

There are five faculties

- Faculty of Arts and Social Sciences. The current Dean is Dr. Deus Ngaruko.
- Faculty of Business Management. The Dean is Dr. P. Ngatuni.
- Faculty of Education whose current Dean is Professor H. Mushi.
- Faculty of Law whose Dean is Dr. S. Kolimba
- Faculty of Science, Technology and Environmental Studies whose current Dean is Dr. G. Mhehe.

## 9.4.2 Directors of Institute and Directorates

The charter also provides for Directors of Institute and Directorates.

- The Institute of Continuing Education whose Director is Dr. Jmaes L. Kisoza
- The Institute of Information Technologies whose Acting Director is M. Mushi
- Director of Finance and Accountancy is Mr. Azimio Taluka
- Director of Communication and Marketing is Mr. Albert Z. Memba
- Director of Human Resource Management is Mr. Joseph Wilbert
- Director of Research and Postgraduate Studies is Ass. Professor Shaaban Mbogo
- Director of Planning and Development is Dr. Khatibu Kazungu
- Director of University Library is Mr. Athuman Samzugi
- Director of Examinations Syndicate is Dr. Lawi Yohana

## 9.4.3 Coordinators and/or Directors of Regional Centres

The Charter also provides for the establishment of Coordination and/or Regional Centres whose Directors are as follows:

Centre	Director/Coordinator
Arusha	Mrs. Wilhelmina Saria
Coast	Mr. Ally Abdallah
Dodoma	Mr. Maulid Juma Maulid/Dr. B. Komunte
Ilala	Ms. H. Kiunsi
Iringa	Mr. Timothy Kapama/Godlove Kalinga
Kagera	Prof. Emmanuel Babyegeya
Katavi	Mr. Juma Matonya
Kigoma	Mr. George Mabula
Kilimanjaro	Dr. A. Mosha
Kinondoni	Mrs. S.O. Mwisomba
Lindi	Mrs. Irene Tarimo/or Neema Magambo
Manyara	Mr. Kassim Salehe

Mara	Mrs. Flora Kiwonde
Mbeya	Mr. E. Musana/or Dr. Michael W. Ng'umbi
Morogoro	Dr. Said Massomo
Mtwara	Dr. Cosmas Haule
Mwanza	Mr. B. Kapaya
Njombe	Mr. Emmanuel Tonya
Pemba	Mr. Juma R. Khamis
Rukwa	Dr. Elina Lyamuya
Ruvuma	Mr. Andrew I. Komba/or G. Kalalambe
Shinyanga	Ms. Agatha Mgogo
Singida	Mr. A. Msangi
Tabora	Mrs. Adolphina K. Massaba
Tanga	Mrs F. Mahonge
Temeke	Dr. Jacquiline L. Bundala
Zanzibar	Mr. Y. Mhangwa

#### **Photos of OUT Regional Centres Directors**



Iringa Mr. Godlove Kalinga



Ilala Ms. Hellen Kiunsi



Dodoma: Maulid J. Maulid



Coast: Ally Abdallah



Mtwara: Dr. Cosmas Haule



Ruvuma: Andrew Komba



Katavi: Mr. Juma Matonya



Tanga: Felista Mahonge



Shinyanga Ms. A. Mgogo



Kilimanjaro: Dr. A. Mosha



Temeke Dr. J.L. Bundala



Mbeya: Michael Ng'umbi



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Manyara: Kassim Salehe



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