

THE OPEN UNIVERSITY OF TANZANIA



FACTS AND FIGURES 2012/2013

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FOREWORD

The ninth 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 booklet also provides valuable information to key stakeholders who are engaged in learning, delivery and advancement of higher education in Tanzania and elsewhere in the world.



**Prof. Tolly S.A.
Mbwette**

This 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 recruitment, projections of student enrolment, graduates and incomes, University Leadership as well as the sources of revenues (i.e., internal and development partner funds) and expenditures. It provides information on the future outlook of the University.

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 of student enrolment has necessitated increase in both the number and quality of academic, administrative and technical staff as evidenced by the various facts and figures presented herein. The Directorate of Examination Syndicate was introduced in 2008 to improve the quality and security of the examinations at the Open University of Tanzania. Furthermore, in an effort to further strengthen the quality of the programmes, in December 2011, the OUT Council approved a new Corporate Organisational Structure from which, the following directorates have been established: Directorate of Quality Assurance and Control, Directorate of Undergraduate Studies, and Directorate of Library Services. Moreover, as part of the new organizational structure, the office of Deputy Vice Chancellor responsible for Regional Services has evolved into Regional Services and Learning Technologies, in order to streamline teaching and learning technology in OUT academic programmes. In the near future, the office of the Dean of Students will become a Directorate of Students Affairs. A detailed report on the new University Organisational Structure was in the press at the time of preparation of this booklet.

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 Quality Assurance and Control.

Prof. Tolly S. A. Mbwette
Vice Chancellor

Dar es Salaam
June, 2013

EXECUTIVE SUMMARY

The OUT operates through a network of twenty seven Regional Centres, ten Coordinating Centres and sixty nine Study Centres spread throughout the United Republic of Tanzania and beyond. Among the ten Coordination Centres, two centres are located in Kenya: Egerton University Liaison office in Nairobi, and Njoro in Nakuru. One centre is located in Rwanda for students based in Rwanda, which was opened in October 2012. One centre is located in Namibia for students based in Namibia and one centre is located in Uganda: Uganda Martyr's University for students based in Uganda. Other centres include Pemba and Zanzibar. The last three centres are CECED, ACDE TCC and SADC ODL (TE).

Over the last nineteen years of its operation (i.e. 1994 to 2012/13, about 49.9% of enrolled students have been pursuing degrees in Education; 16.0% in Law; 12.5% in Business Management; 14.5% in Arts and Social Sciences; and 7.1% in Pure Sciences. Over 78.4% 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 cumulatively managed to enrol 80,591 students. Among the 80,591 enrolled students, 43,802, 13,442 and 23,347 students were pursuing Undergraduate, Postgraduate and Non-degree programmes respectively. Currently, the University has a total of 28,700 active students.

More than 46 % 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 2300 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 63% 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 2012/13) 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 Management 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 2013 a total number of 680 qualified Staff of whom, 354 were academic staff, 227 were men and 127 were women. Equally, up to June 2013, the OUT had 282 Administrative staff, out of whom 116 were men and 166 were women. During the same duration, the OUT had 44 Technical staff, out of whom 34 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 2012 was 14,288 whereby 5,546 (39%) were females. Among 14,288 graduates, 6,075 students graduated in Non-Degree programmes out of whom 2,645 (44%) were females, 6,655 students graduated in Undergraduate programmes out of whom 2,420 (36%) were females and 1,558 were graduates for Postgraduate and honorary degrees whereby 481 (31%) were females.

Over the last nine years, the OUT has mobilized funds from various development partners in its endeavour to implement various programmes. The overall trend indicates an upward trajectory even when the rate of inflation is taken into consideration. Compared to 2005, development partner funds almost quadrupled in 2006, it increased more than twenty times in 2007 due to Sida support, and more than seventy times in 2009 largely due the World Bank support.

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.



Prof. M.A.M. Victor

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. Effective the academic year 2013/14, the booklet will be produced by the Directorate of Quality Assurance and Control.

I wish to thank Deans of Faculties, Directors of Institutes Director of Finance and Accounts, Director of Human Resource Management and more so, the Director of Undergraduate Studies for support and cooperation in providing relevant inputs in a timely fashion. Admittedly, without their support, this booklet would not have been completed.

I also wish to express my wholeheartedly appreciation to the Editor for the good editorial work and ensuring that the booklet is of relatively high professional standard. Last but not least, to all staff who in one way or another have enormously contributed to the production of this booklet; however, due to limitation of space, their departments/sections are not mentioned here.

Prof. M.A.M. Victor
Deputy Vice Chancellor (Resources Management)

Dar es Salaam
June, 2013

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ABBREVIATIONS

ACDE	African Council for Distance Education
ACDE-TCC	African Council for Distance Education – Technical Collaboration Committee
B. Ed.	Bachelor of Education
B. Ed. (SE)	Bachelor of Education (Special Education)
B. Ed. TEP	Bachelor of Education Teacher Educator
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
CECE	Certificate in Early Child Education
CECED	Centre for Economics and Community Economic Development
CPPH	Certificate in Poultry Production and Health
CPTE	Certificate in Primary Teachers Educator
CYP-Dip.	Diploma in Commonwealth Youth Programme
DECE	Diploma in Early Child Education
DPPH	Diploma in Poultry Production and Health
DPTE	Diploma in Primary Teachers Educator
DRPC	Directorate of Research, Publications and Consultancy
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
M	Male
M.CED	Masters in Community Economic Development
M.Distance	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
MPM	Master of Project Management
ODDEOL	Diploma in Distance Education and Open Learning
ODL	Open and Distance 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
PGDL IT & T	Postgraduate Diploma in Law in Information Technology and Telecommunication
Ph.D	Doctor of Philosophy
SADC ODL COS (TE)	Southern Africa Development Community – Open and Distance Learning – Centre of Specialisation in Teacher Education
T	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 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% possibly as a result of 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 2012/13 the enrolments have been fluctuating with notable increase in the latter academic year.

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 31.5% in 2012/13. OUT needs to enhance its efforts to attract more female candidates to join its programmes to meet one of the original aspirations of the Government of the United Republic of Tanzania.

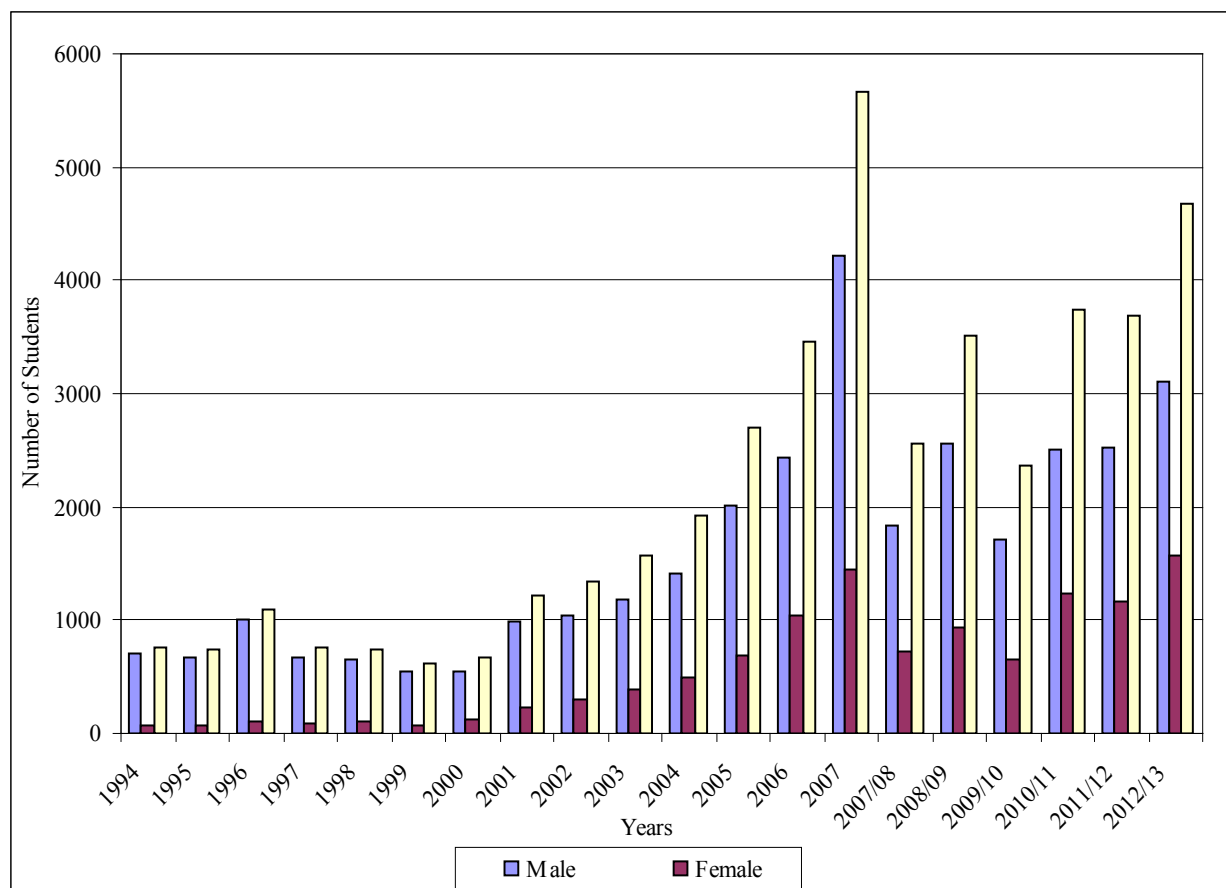


Figure 1: Admission by Gender

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.

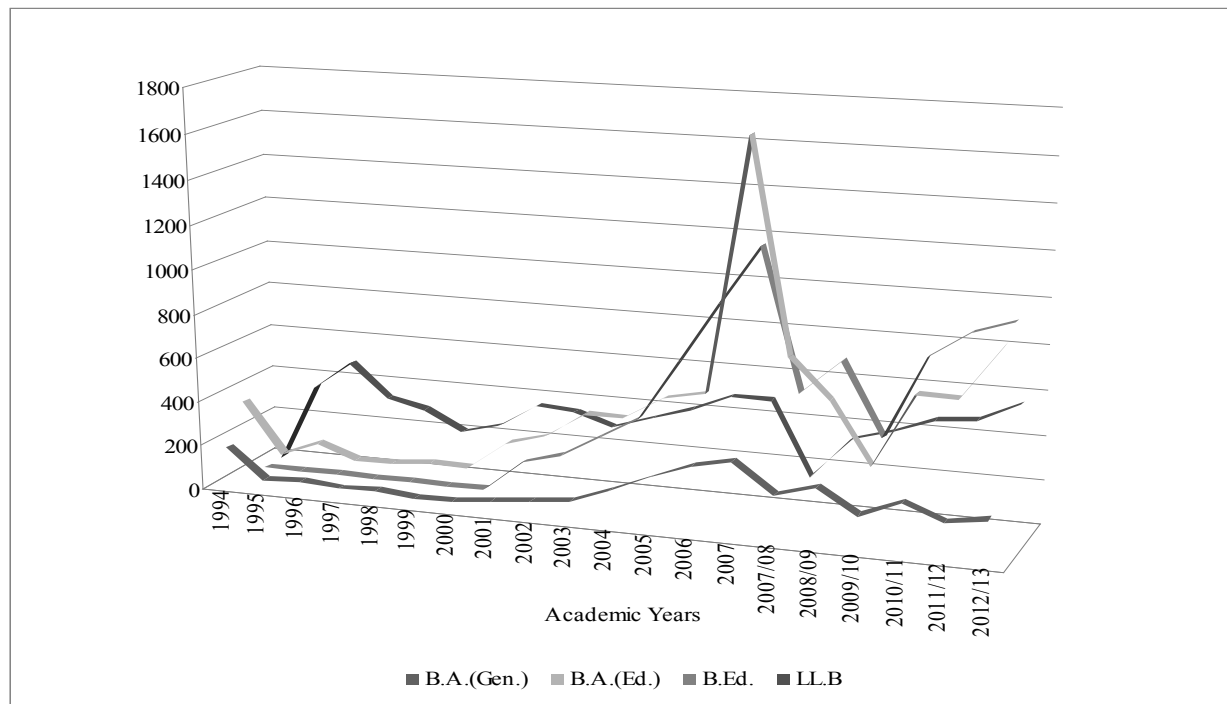


Figure 2: Female Admission into the selected Undergraduate Programmes

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 46.4% and 42.3%.

Table 2 gives the percentage of female students in various undergraduate programmes from the year 1994 up to 2012/13. 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 chose to pursue BA (Social Works) and BA (Sociology) and consistently maintained the same path for academic year 2007 to 2012/2013. In the meantime, the lowest percentage of female (10.0%) was registered in the B.Sc. (ICT) programme.

All in all, during the last nineteen years, about 49.9% of enrolled students have been studying the degree in education; 16.0% have been enrolled in LLB programme; about 12.5% in business management; 14.5% in Arts and Social Sciences; and 7.1% in sciences. Strictly speaking, over 78.4% of undergraduate students at the OUT are studying for degrees in three major fields: Education, Law and Business Management.

Table 1: Admission into Undergraduate Programmes

Programme	1994			1995			1996			1997		
	M	F	T	M	F	T	M	F	T	M	F	T
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 ...

Programme	1998			1999			2000			2001		
	M	F	T	M	F	T	M	F	T	M	F	T
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

Table 1 Cont ...

Programme	2002			2003			2004			2005		
	M	F	T	M	F	T	M	F	T	M	F	T
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 ...

Programme	2006			2007			2007/08			2008/2009		
	M	F	T	M	F	T	M	F	T	M	F	T
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

Table 1 Cont ...

Programme	2009/10			2010/11			2011/12		
	M	F	T	M	F	T	M	F	T
B.A.(Gen.)	132	33	165	162	75	237	134	37	171
B.A.(Ed.)	230	100	330	433	226	659	439	213	652
B.Com.(Gen.)	0	0	0	0	0	0	0	0	0
B.Com.(Ed.)	0	0	0	0	0	0	0	0	0
B. Ed.	255	153	408	416	358	774	546	349	895
LL.B	322	68	390	376	81	457	387	87	474
B.Sc.(Gen.)	102	30	132	90	37	127	77	17	94
B.Sc.(Ed.)	53	16	69	97	26	123	63	22	85
BBA (Gen.)	266	82	348	390	120	510	0	0	0
BBA (Acc.)	-	-	-	-	-	-	80	20	100
BBA (Fin.)	-	-	-	-	-	-	100	25	125
BBA (HRM)	-	-	-	-	-	-	60	30	90
BBA (IB)	-	-	-	-	-	-	17	9	26
BBA (Mark.)	-	-	-	-	-	-	71	33	104
BBA (Ed.)	48	17	65	60	39	99	56	25	81
B.A.T	59	13	72	61	16	77	69	21	90
B.Sc.(ICT)	29	4	33	77	9	86	75	10	85
B. Ed. (SE)	5	3	8	4	3	7	4	3	7
B.A.(SW)	29	37	66	62	67	129	143	93	236
B.A.(Soc.)	96	72	168	136	127	263	72	100	172
B.A.J	18	1	19	21	9	30	17	12	29
B.A.(Mass Com.)	29	12	41	60	39	99	52	43	95
B.Sc.(ES)	36	8	44	62	10	72	58	15	73
Total	1709	649	2358	2507	1242	3749	2520	1164	3684

Table 1 Cont ...

Programme	2012/13			Total Cumulative		
	M	F	T	M	F	T
B.A.(Gen.)	144	57	201	2301	752	3053
B.A.(Ed.)	598	297	895	6741	2731	9472
B.Com.(Gen.)	0	0	0	1216	178	1394
B.Com.(Ed.)	0	0	0	321	65	386
B. Ed.	532	423	955	5199	2961	8160
LL.B	452	108	560	5941	1071	7012
B.Sc.(Gen.)	63	14	77	1781	522	2303
B.Sc.(Ed.)	109	25	134	2121	464	2585
BBA (Gen.)	0	0	0	2427	611	3038
BBA (Acc.)	75	35	110	155	55	210
BBA (Fin.)	112	28	140	212	53	265
BBA (HRM)	100	61	161	160	91	251
BBA (IB)	19	9	28	36	18	54
BBA (Mark.)	75	30	105	146	63	209
BBA (Ed.)	64	24	88	574	209	783
B.A.T	67	10	77	528	121	649
B.Sc.(ICT)	81	9	90	383	45	428
B. Ed. (SE)	26	30	56	77	57	134
B.A.(SW)	98	85	183	433	391	824
B.A.(Soc.)	142	104	246	689	606	1295
B.A.J	13	4	17	89	31	120
B.A.(Mass Com.)	43	38	81	252	162	414
B.Sc.(ES)	73	10	83	315	59	374
B. Ed. (TEP)	107	43	150	107	43	150
B. Ed. (AE)	14	8	22	14	8	22
B. Ed. (PM)	67	87	154	67	87	154
BHRM	33	30	63	33	30	63
Total	3107	1569	4676	32318	11484	43802

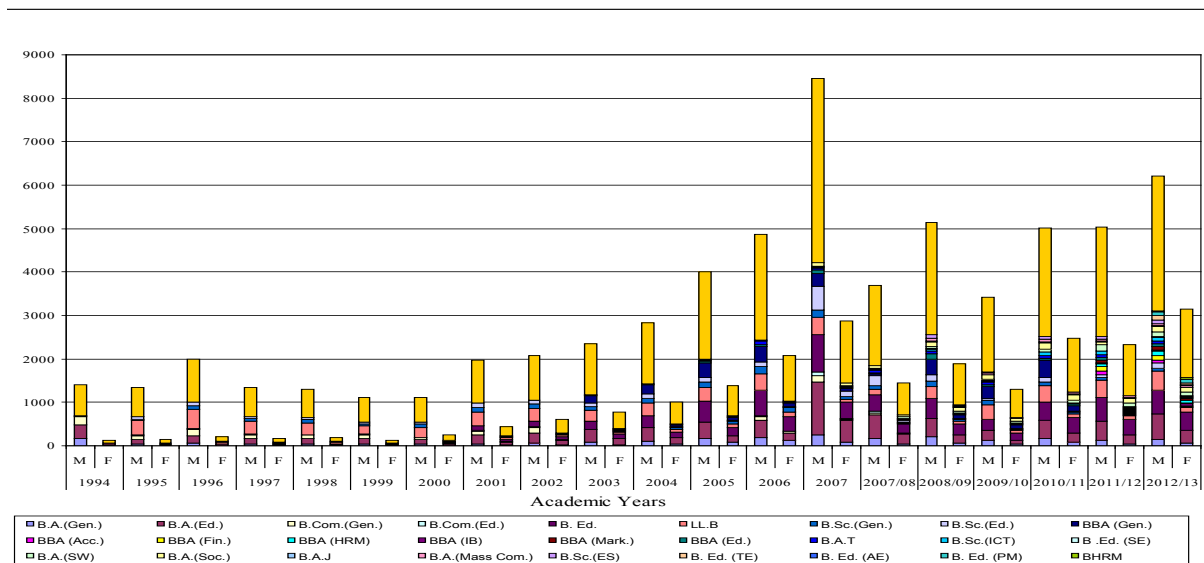


Fig. 3: Undergraduate Admission by Programme, Sex and Academic Year

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

Programme	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F
B.A.(Gen.)	8.0	7.8	11.5	10.0	9.1	7.1	18.6	22.6	33.3	21.4
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 cont ...

Programme	2004	2005	2006	2007	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
	%F	%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	28.4
B.A.(Ed.)	29.6	29.4	31.1	29.1	29.6	31.3	30.3	34.3	32.7	33.2
B.Com.(Gen.)	0.0	0.0	25.2	17.9	16.7	0.0	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	0.0
B. Ed	32.2	29.5	36.1	30.2	34.4	36.8	37.5	46.3	39.0	44.3
LL.B	19.4	19.9	21.3	16.5	21.2	16.2	17.4	17.7	18.4	19.3
B.Sc.(Gen.)	29.6	30.2	37.3	22.8	19.3	21.6	22.7	29.1	18.1	18.2
B.Sc.(Ed.)	17.5	16.8	19.3	18.5	17.4	15.4	23.2	21.1	25.9	18.7
BBA (Gen.)	17.7	15.4	22.0	17.9	19.2	19.6	23.6	23.5	0.0	0.0
BBA (Acc.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20.0	31.8
BBA (Fin.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20.0	20.0
BBA (HRM)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	33.3	37.9
BBA (IB)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	34.6	32.1
BBA (Mark.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	31.7	28.6
BBA (Ed.)	33.3	40.0	18.4	21.7	20.7	20.1	26.2	39.4	30.9	27.3
B.A.T	0.0	17.1	19.4	25.5	17.2	13.6	18.1	20.8	23.3	13.0
B.Sc.(ICT)	0.0	0.0	5.9	13.8	10.7	8.3	12.1	10.5	11.8	10.0
B. Ed. (SE)	0.0	35.0	0.0	0.0	20.0	27.3	37.5	42.9	42.9	53.6
B.A.(SW)	0.0	0.0	60.0	54.2	55.4	47.8	56.1	51.9	39.4	46.4
B.A.(Soc.)	0.0	0.0	60.0	38.5	53.9	44.9	42.9	48.3	58.1	42.3
B.A.J	0.0	0.0	0.0	0.0	0.0	20.0	5.3	30.0	41.4	23.5
B.A.(Mass Com)	0.0	0.0	0.0	0.0	0.0	30.6	29.3	39.4	45.3	46.9
B.Sc.(ES)	0.0	0.0	0.0	0.0	0.0	15.6	18.2	13.9	20.5	12.0
B. Ed. (TEP)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	28.7
B. Ed. (AE)	0.	0.	0.	0.	0.	0.	0.	0.	0.	36.4
B. Ed. (PM)	0.	0.	0.	0.	0.	0.	0.	0.	0.	56.5
BHRM	0.	0.	0.	0.	0.	0.	0.	0.	0.	47.6
Average	26.2	26.4	30.6	24.9	25.2	24.4	26.2	31.3	30.4	31.5

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 students in total enrolment per annum is always below 40%, it has, nevertheless, increased over the years. Overall, on average, FASS has over the last nineteen 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 24.4% in 2012/13, that is far from the cooperate target of 40% in the short-term and 50% in the long-term on average.

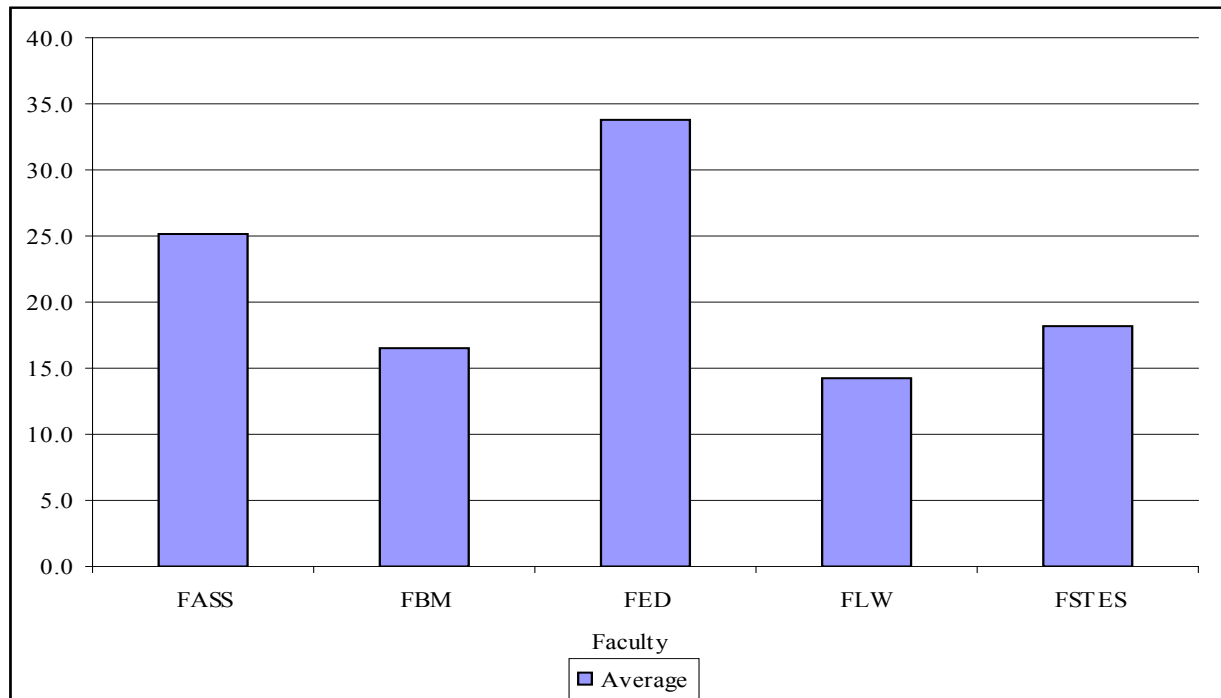


Figure 4. Average Percentage of Female Undergraduate 1994-2012/13

Table 3: Undergraduate Students Admission into Various Faculties: 1994 - 2012/13

Programme	1994			1995			1996			1997		
	M	F	T	M	F	T	M	F	T	M	F	T
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: Cont ...

Programme	1998			1999			2000			2001		
	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 ...

Programme	2002			2003			2004			2005		
	M	F	T	M	F	T	M	F	T	M	F	T
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 ...

Programme	2006			2007			2007/08			2008/09		
	M	F	T	M	F	T	M	F	T	M	F	T
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	597	337	934	841	364	1205	381	199	580	468	271	739
FLW	378	102	480	401	79	480	119	32	151	284	55	339
FSTES	293	122	415	745	180	925	331	70	401	405	80	485
Total	2425	1035	3467	4226	1442	5668	1842	723	2565	2566	940	3506

Table 3: Cont ...

Programme	2009/10			2010/11			2011/12		
	M	F	T	M	F	T	M	F	T
FASS	593	268	861	935	559	1494	926	519	1445
FBM	314	99	413	450	159	609	384	142	526
FED	260	156	416	420	361	781	550	352	902
FLW	322	68	390	376	81	457	387	87	474
FSTES	220	58	278	326	82	408	273	64	337
Total	1709	649	2358	2507	1242	3749	2520	1164	3684

Table 3: Cont ...

Programme	2012/13			Grand Total		
	M	F	T	M	F	T
FASS	1105	595	1700	11033	4794	15827
FBM	478	217	695	5280	1373	6653
FED	746	591	1337	5464	3156	8620
FLW	452	108	560	5941	1071	7012
FSTES	326	58	384	4600	1090	5690
Total	3107	1569	4676	32318	11484	43802

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

Faculty	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F
FASS	10.2	15.2	12.6	12.6	15.2	15.2	26.8	25.6	29.3	30.9
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: Cont ...

Faculty	2004	2005	2006	2007	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	Average
	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F	
FASS	29.8	29.2	32.9	29.6	30.9	31.1	31.1	37.4	35.9	35.0	22.3
FBM	19.4	18.7	22.5	18.4	19.7	19.7	24.0	26.1	27.0	31.2	14.4
FED	32.2	29.8	36.1	30.2	36.7	36.9	37.5	46.2	39.0	44.2	28.6
FLW	19.4	19.9	21.3	16.5	16.2	16.8	17.4	17.7	18.4	19.3	12.7
FSTES	24.7	23.9	29.8	19.5	16.5	16.2	20.9	20.1	19.0	15.1	16.4
Average	25.1	24.3	28.5	22.8	24	24.1	26.2	29.5	27.9	24.4	18.9

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 46 % 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 2300 students from 1994 to 2012/13, 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 63% 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. 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 40.1 between 2001 and 2012/13 with the maximum in 2012/13.

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		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	38	4	42	32	3	35	69	3	72	41	3	44	49	5	54
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

Table 5 cont...

Region	1999			2000			2001			2002			2003		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
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
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	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...

Region	2004			2005			2006			2007			2007/08		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
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
Ilala															
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...

Region	2008/09			2009/10			2010/11			2011/12		
	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	224	119	343	140	62	202	279	180	459	303	125	428
Dar es Salaam												
Ilala	469	313	782	313	244	557	354	327	681	394	320	714
Kinondoni	496	316	812	602	389	991	663	619	1282	651	604	1255
Temeke	121	74	195	128	68	196	199	172	371	204	163	367
Dodoma	67	27	94	73	24	97	112	74	186	166	109	275
Iringa	168	66	234	93	20	113	134	94	228	95	61	156
Kagera	142	27	169	163	54	217	185	40	225	182	67	249
Kigoma	68	27	95	52	8	60	142	39	181	155	32	187
Kilimanjaro	149	85	234	119	94	213	134	108	242	138	132	270
Lindi	43	20	63	36	17	53	63	27	90	96	33	129
Manyara	131	53	184	33	9	42	79	36	115	98	67	165
Mara	105	28	133	102	32	134	71	27	98	123	39	162
Mbeya	200	50	250	122	47	169	242	105	347	225	102	327
Morogoro	185	97	282	105	40	145	148	108	256	173	131	304
Mtwara	127	43	170	40	15	55	187	68	255	93	47	140
Mwanza	156	59	215	128	53	181	244	111	355	374	140	514
Njombe										74	47	121
Pwani	101	52	153	26	31	57	92	88	180	83	62	145
Rukwa	76	13	89	25	2	27	83	25	108	128	36	164
Ruvuma	77	22	99	75	29	104	90	69	159	126	66	192
Shinyanga	170	47	217	103	102	205	130	44	174	180	68	248
Singida	41	22	63	52	11	63	112	50	162	85	47	132
Tabora	85	12	97	56	13	69	116	32	148	99	45	144
Tanga	112	39	151	56	15	71	175	81	256	129	85	214
Zanzibar	93	33	126	118	30	148	164	91	255	190	129	319
Lesotho	0	0	0	0	0	0	0	0	0	0	0	0
Kenya	5	1	6	2	4	6	6	0	6	2	0	2
Uganda	0	0	0	1	0	1	0	0	0	0	0	0
Malawi	0	0	0	0	0	0	1	1	2	0	0	0
Zambia	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
Rwanda	0	0	0	0	0	0	0	0	0	0	0	0
USA	0	0	0	0	0	0	0	1	1	0	0	0
Burundi	0	0	0	0	0	0	0	0	0	0	0	0
India	0	0	0	0	0	0	0	0	0	0	0	0
Sudan	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
Hong Kong	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
Namibia	0	0	0	0	0	0	0	0	0	12	4	16
Nigeria	0	0	0	0	0	0	0	0	0	0	0	0
Pemba	48	14	62	34	18	52	57	15	72	55	17	72
S.A	0	0	0	0	0	0	0	0	0	0	0	0
Swaziland	0	0	0	1	0	1	0	0	0	0	0	0
Zimbabwe	0	0	0	0	0	0	0	0	0	1	0	1
TOTAL	3659	1659	5318	2798	1431	4229	4262	2632	6894	4634	2778	7412

Table 5 cont...

Region	2012/13			Total		
	M	F	T	M	F	T
Arusha	307	184	491	2881	1200	4081
Dar es Salaam	0	0	0	7255	3646	10901
Ilala	401	305	706	1931	1509	3440
Kinondoni	715	652	1367	3127	2580	5707
Temeke	229	195	424	881	672	1553
Dodoma	270	195	465	1571	706	2277
Iringa	171	91	262	2008	687	2695
Kagera	215	68	283	1692	383	2075
Kigoma	159	60	219	1190	249	1439
Kilimanjaro	168	115	283	2115	1225	3340
Lindi	105	40	145	683	210	893
Manyara	133	66	199	887	364	1251
Mara	140	34	174	1306	295	1601
Mbeya	244	123	367	2550	808	3358
Morogoro	167	139	306	1861	913	2774
Mtwara	122	50	172	1096	349	1445
Mwanza	318	155	473	2649	837	3486
Njombe	103	49	152	177	96	273
Pwani	114	88	202	949	527	1476
Rukwa	125	30	155	981	192	1173
Ruvuma	100	65	165	1150	437	1587
Shinyanga	199	95	294	1634	485	2119
Singida	97	56	153	913	355	1268
Tabora	129	54	183	1238	274	1512
Tanga	150	78	228	1667	659	2326
Zanzibar	238	167	405	1425	598	2023
Lesotho	0	0	0	4	1	5
Kenya	16	5	21	135	45	180
Uganda	0	3	3	65	30	95
Malawi	1	0	1	4	1	5
Zambia	0	0	0	2	3	5
Ethiopia	0	0	0	2	1	3
Rwanda	0	0	0	1	0	1
USA	0	0	0	2	1	3
Burundi	0	0	0	9	0	9
India	0	0	0	0	1	1
Sudan	0	1	1	1	1	2
Hungary	0	0	0	1	1	2
Hong Kong	0	0	0	1	0	1
UK	0	0	0	1	0	1
Namibia	23	12	35	35	16	51
Nigeria	0	0	0	1	0	1
Pemba	121	65	186	366	137	503
S.A	0	0	0	1	0	1
Swaziland	0	1	1	1	1	2
Zimbabwe	1	0	1	2	0	2
Geita	54	21	75	54	21	75
Katavi	55	24	79	55	24	79
Cameroon	1	0	1	1	0	1
Botswana	1	0	1	1	0	1
Angola	1	0	1	1	0	1
Total	5393	3286	8679	46563	20540	67103

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

Programme	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F
Arusha	9.5	8.6	4.2	6.8	9.3	13.6	12.7	22.5	21.2	23.2
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
Ilala	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	2012/13
	%F	%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	37.5
D'Salaam	36.7	39	38.3	38.7	40.3	0	0	0	0	0.0
Dodoma	22.1	20.7	30.5	29.5	24.6	28.3	24.7	39.8	39.6	41.9
Ilala	0	0	0	0	0	40.1	43.8	48	44.8	43.2
Iringa	32	22.1	19.9	22.2	23.7	26.5	17.7	41.2	39.1	34.7
Kagera	14.1	12.8	15.5	15.4	11.5	16.1	24.9	17.8	26.9	24.0
Kigoma	13.2	14.9	18.6	9.6	22.1	24.5	13.3	21.5	17.1	27.4
Kilimanjaro	36.3	38.5	38.6	36.6	37.2	36.3	44.1	44.6	48.9	40.6
Kinondoni	0	0	0	0	0	38.3	39.3	48.3	48.1	47.7
Lindi	21.1	31	31.6	17.7	15.5	25.5	32.1	30	25.6	27.6
Manyara	17.9	17.4	15.8	25.2	29.8	19.8	21.4	31.3	40.6	33.2
Mara	18.9	13.4	11	23.2	7.5	15.4	23.9	27.6	24.1	19.5
Mbeya	26.4	21.7	23.9	23.7	28.4	20.1	27.8	30.3	31.2	33.5
Morogoro	25.2	25	28.5	36.8	29.3	25.8	27.6	42.2	43.1	45.4
Mtwara	27.6	17.6	26.3	15.9	19.3	22.6	27.3	26.7	33.6	29.1
Mwanza	17.2	22.1	16.6	16.7	29.4	27.5	29.3	31.3	27.2	32.8
Njombe	0	0	0	0	0	0	0	0	38.8	32.2
Pwani	33.3	33.3	26.2	31.5	31.8	34.7	54.4	48.9	42.8	43.6
Rukwa	8	15.7	17.3	20.6	10.3	13.6	7.4	23.1	22	19.4
Ruvuma	27.1	20	26.7	23.3	20.7	22.4	27.9	43.4	34.4	39.4
Shinyanga	12.6	13.8	6.9	16.2	17.6	14.7	49.8	25.3	27.4	32.3
Singida	26.3	22.7	26.2	28.8	26.8	33.3	17.5	30.9	35.6	36.6
Tabora	22	10.3	20.6	12.8	15.3	12.4	18.8	21.6	31.3	29.5
Tanga	26.1	25.7	33.1	25.7	28.3	25.8	21.1	31.6	39.7	34.2
Temeke	0	0	0	0	0	35.8	34.7	46.4	44.4	46.0
Zanzibar	19.6	12.7	19.3	18.6	33.8	26.4	20.3	35.7	40	41.2
Lesotho	0	0	0	0	0	0	0	0	0	0.0
Kenya	31.3	0	0	0	25	20	66.7	0	0	23.8
Uganda	36.4	100	0	0	0	0	0	0	0	100.0
Malawi	0	0	0	0	0	0	0	50	0	0.0
Zambia	0	0	0	0	0	0	0	0	0	0.0
Ethiopia	0	0	0	0	0	0	0	0	0	0.0
Rwanda	0	0	0	0	0	0	0	0	0	0.0
U.S.A.	0	0	0	0	0	0	0	100	0	0.0
Burundi	0	0	0	0	0	0	0	0	0	0.0
India	0	0	0	0	0	0	0	0	0	0.0
Sudan	0	0	0	0	0	0	0	0	0	100.0
Hungary	0	0	0	0	0	0	0	0	0	0.0
Hong Kong	0	0	0	0	0	0	0	0	0	0.0

Table 6 cont...

Programme	2004	2005	2006	2007	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
	%F	%F	%F	%F	%F	%F	%F	%F	%F	%F
United Kingdom	0	0	0	0	0	0	0	0	0	0.0
Namibia									25	34.3
Nigeria	0	0	0	3.6	0	0	0	0	0	0.0
Pemba	0	0	0	0	57.1	21.3	34.6	20.8	23.6	34.9
South Africa	0	0	0	0	0	0	0	0	0	0.0
Swaziland	0	0	0	0	0	0	0	0	0	100.0
Zimbabwe	0	0	0	0	0	0	0	0	0	0.0
Geita	0	0	0	0	0	0	0	0	0	28.0
Katavi	0	0	0	0	0	0	0	0	0	30.4
Cameroon	0	0	0	0	0	0	0	0	0	0.0
Botswana	0	0	0	0	0	0	0	0	0	0.0
Angola	0	0	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	40.1

Source: Computed from Table 5

1.6 Postgraduate Enrolment

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 abruptly in the year 2008. Then the enrolment started to rise again from the academic year 2008/09 to 2010/11 before dropping again by 180 students in 2011/12. The drop is speculated to have been associated with introduction of compulsory presentation of distartations and these meant to check ownership as well as introduction of plagiarism checks. The academic year, 2012/13 has witnessed the largest number of admitted postgraduate students since the Open University of Tanzania started to run the Postgraduate programmes in 2001. This was due to the introduction of a number of new postgraduate programmes in specific area.

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 in evening or executive modes. Like in many programmes, the MBA enrolment reached a pinnacle in the year 2007 and registered a downturn after that year possibly due to a number of other universities introducing a similar programme and introduction of origouns check of ownership of dissertation and theses at OUT.

On the contrary, while the LLB programme attracts huge proportion of students, it is ironic to notice that LLM was one of the least popular programme up until 2009/10. However, starting from 2010/11, the enrolment into the LLM programme began to increase, with the highest enrolment recorded in 2012/13 academic year. It can also be seen from Table 7 that postgraduate diploma in law attracts more students than the LLM programme; cumulatively, nearly nine times larger than the enrolment into the LLM. However, the LLM (IT&T) programmes which is an African-wide programme is popular and with none efforts of promotion it will gain more p.....

Overall, however, education programmes have the largest number of postgraduate students. Out of three education programmes (PGDE, M. Dist. Ed and M. Ed (APPS), currently on offer, M. Ed (APPS) is more popular than others. Table 7 shows clearly that since academic year 2011/12, M.Ed (APPS), attracts more students than any other postgraduate programme. It is also clear from Table 7 that Science Postgraduate programmes have the lowest admission levels per annum as well as cumulative enrolment.

Up until mid 2000s, the PhD enrolment has been declining. 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. However, beginning academic year 2009/10, the enrolment in PhD programmes peaked up considerably due to increased numbers of supervisors and improved students services.

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 Ph.D level, no female students appeared to be registering in the academic years 2005, 2006, 2007 and 2008/09. However in subsequent years, between 9 and 13 female candidates have been admitted. Overall, Table 8 shows that over the years, the proportion of females admitted to PG programmes in 2012/13 has ranged from 10.0% (M.Sc. and M.Dist.Ed) to 43.7% in M.Ced. The average female enrolment in 2012/13 is 28.6% which is again below the cooperative short-term target of 40%

This trend, however, is dramatically altered beginning academic year 2009/10 where 19 females were registered as PhD students.

Table 7: Admission of Postgraduate Students into Various Programmes

Programme	2001			2002			2003			2004			2005		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Ph.D	21	3	24	22	3	25	11	1	12	9	3	12	2	0	2
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
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: Cont ...

Programme	2006			2007			2008			2008/09			2009/10		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Ph.D	3	0	3	2	0	2	11	4	15	0	0	0	41	8	49
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
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 ...

Programme	2010/11			2011/12			2012/13			TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T
Ph.D	35	9	44	38	13	51	74	13	87	269	57	326
PGDE	134	57	191	88	67	155	169	70	239	816	338	1154
M.Dist. Ed.	15	5	20	17	3	20	0	0	0	237	92	329
M.Ed APPS	380	161	541	384	155	539	487	221	708	1682	744	2426
MA	2	1	3	9	0	9	0	0	0	250	87	337
MBA	475	110	585	248	73	321	291	78	369	3638	831	4469
MSc	0	0	0	9	2	11	0	0	0	20	11	31
PGDL	30	7	37	33	9	42	51	8	59	357	56	413
LLM	4	0	4	4	7	11	80	15	95	110	28	138
LLM IT & T	7	2	9	18	5	23	20	7	27	105	33	138
MSc CED	-	-	-	-	-	-	0	0	0	385	190	575
M. CED	165	100	265	116	73	189	130	101	231	637	433	1070
MA SW	84	70	154	47	57	104	75	49	124	206	176	382
MA Tourism	10	2	12	13	0	13	31	6	37	54	8	62
MBA T & L Mgt	30	4	34	20	5	25	26	5	31	76	14	90
MHRM	82	43	125	126	57	183	200	94	294	408	194	602
M.Sc Econ .	49	6	55	29	5	34	50	11	61	128	22	150
LL.M ICJ	-	-	-	33	2	35	6	2	8	39	4	43
PGDBS	-	-	-	96	38	134	124	53	177	220	91	311
MA Kiswahili	-	-	-	-	-	-	18	7	25	18	7	25
MA PSPA	-	-	-	-	-	-	2	0	2	2	0	2
MA Economics	-	-	-	-	-	-	1	0	1	1	0	1
MA Linguistics	-	-	-	-	-	-	4	0	4	4	0	4
PGD SW	-	-	-	-	-	-	2	0	2	2	0	2
MA Rel.Studies	-	-	-	-	-	-	2	0	2	2	0	2
MSc ES	-	-	-	-	-	-	113	24	137	113	24	137
MSc.(Botany)	-	-	-	-	-	-	1	0	1	1	0	1
MSc.(Chemistry)	-	-	-	-	-	-	1	0	1	1	0	1
MSc.(Physics)	-	-	-	-	-	-	1	0	1	1	0	1
MA Sociology	-	-	-	-	-	-	2	1	3	2	1	3
M.Ed ODL	-	-	-	-	-	-	56	18	74	56	18	74
MA Literature	-	-	-	-	-	-	0	2	2	0	2	2
Master in PM	-	-	-	-	-	-	110	27	137	110	27	137
MA History	-	-	-	-	-	-	1	0	1	1	0	1
M.Ed.	-	-	-	-	-	-	2	1	3	2	1	3
PGDCDD	-	-	-	36	13	-	-	-	-	36	13	49
Grand Total	1502	577	2079	1364	584	1948	2130	813	2943	9989	3502	13491

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

Programme	2001	2002	2003	2004	2005	2006	2007	2008	2008/ 09	2009/ 10	2010/ 11	2011/ 12	2012/ 13
	% F	% F	% F	% F	% F	% F	% F	% F	% F	% F	% F	% F	% F
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	14.9
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	29.3
M.Dist. Ed.	40.0	35.7	3.3	17.1	26.3	0.0	39.5	20.0	28.6	25.0	25.5	15.0	0.0
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	31.2
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	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	21.1
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	0.0
PGDL	6.7	12.5	0.0	0.0	0.0	11.8	15.0	12.2	25.0	14.9	18.9	21.4	13.6
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	15.8
LL.M IT & T	-	-	-	-	-	-	-	-	-	24.1	22.2	21.7	25.9
MSc CED	24.5	-	33.0	-	33.8	-	34.3	-	-	-	0.0	0.0	0.0
M. CED	-	-	-	-	-	-	-	-	-	41.3	37.7	38.6	43.7
MA SW	-	-	-	-	-	-	-	-	-	-	45.5	54.8	39.5
MA Tourism	-	-	-	-	-	-	-	-	-	-	16.7	0.0	16.2
MBA T & L Mgt	-	-	-	-	-	-	-	-	-	-	11.8	20.0	16.1
MHRM	-	-	-	-	-	-	-	-	-	-	34.4	31.1	32.0
MSc Econ Even.	-	-	-	-	-	-	-	-	-	-	10.9	14.7	18.0
LL.M ICJ	-	-	-	-	-	-	-	-	-	-	-	5.7	25.0
PGDBS	-	-	-	-	-	-	-	-	-	-	-	28.4	29.9
MA Kiswahili	-	-	-	-	-	-	-	-	-	-	-	-	28.0
MA PSPA	-	-	-	-	-	-	-	-	-	-	-	-	0.0
MA Economics	-	-	-	-	-	-	-	-	-	-	-	-	0.0
MA Linguistics	-	-	-	-	-	-	-	-	-	-	-	-	0.0
PGD SW	-	-	-	-	-	-	-	-	-	-	-	-	0.0
MA Rel.Studies	-	-	-	-	-	-	-	-	-	-	-	-	0.0
MSc ES	-	-	-	-	-	-	-	-	-	-	-	-	17.5
MSc.(Botany)	-	-	-	-	-	-	-	-	-	-	-	-	0.0
MSc(Chemistry)	-	-	-	-	-	-	-	-	-	-	-	-	0.0
MSc.(Physics)	-	-	-	-	-	-	-	-	-	-	-	-	0.0
MA Sociology	-	-	-	-	-	-	-	-	-	-	-	-	33.3
M.Ed ODL	-	-	-	-	-	-	-	-	-	-	-	-	24.3
MA Literature	-	-	-	-	-	-	-	-	-	-	-	-	100.0
Master in PM	-	-	-	-	-	-	-	-	-	-	-	-	19.7
MA History	-	-	-	-	-	-	-	-	-	-	-	-	0.0
M.Ed.	-	-	-	-	-	-	-	-	-	-	-	-	33.3
PGDCDD	-	-	-	-	-	-	-	-	-	-	-	-	26.5
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	28.6

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 reasons. It is a bridging course that prepares students who would otherwise 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, 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 2000 to academic year 2012/13), CYP programme has enrolled more than 814 students and it has proudly been able to produce more than 255 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 2012/13, enrolment rose by 7%. 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 20, while those admitted in ODDEOL over the same period (i.e. from 2006 to 2012/13) is 175.

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. As shown in table 9, the enrolment in the DPTE programme has generally increased since 2008/09 and 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. Table.10 shows that

between 1996 and 2012/13, the percentage of females enroled in non-degree programmes has varied from 14.9% in 1996 to average of 47.4% in 2012/13. OUT has for the first time been able to surpers its short-term corporate target of 40% and could attain its long-term target (of 50%) within the next two years.

Table 9: Admission into Various Non-Degree Programmes

Programme	1996			1997			1998			1999			2000		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
OFC	194	34	228	182	41	223	191	60	251	204	57	261	217	59	276
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: Cont...

Programme	2001			2002			2003			2004			2005		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
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															
CPPH															
Total	450	151	601	168	602	602	587	250	837	632	289	921	733	371	1104

Table 9: Cont...

Programme	2006			2007			2008			2008/09			2009/10		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
OFC	651	490	1141	833	537	1370	463	287	750	750	520	1270	739	532	1271
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
CPPH				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...

Programme	2010/11			2011/12			2012/13			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
OFC	1284	964	2248	1582	1095	2677	1737	1167	2904	11468	6938	18406
CYP-Dip	23	7	30	37	18	55	36	12	48	601	213	814
CCDE	1	1	2	0	0	0	2	5	7	77	34	111
ODDEOL	16	5	21	18	7	25	12	2	14	129	46	175
ODPTE	418	411	829	471	493	964	482	521	1003	1952	1829	3781
ODPPH	12	2	14	2	0	2	12	3	15	31	9	40
CPPH	1	0	1	4	1	5	4	1	5	11	2	13
CECE	0	0	0	0	0	0	1	5	6	1	5	6
DECE	0	0	0	0	0	0	0	1	1	0	1	1
Total	1755	1390	3145	2114	1614	3728	2286	1717	4003	14270	9077	23347

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

Programme	1996	1997	1998	1999	2000	2001	2002	2003	2004
	%F	%F	%F	%F	%F	%F	%F	%F	%F
OFC	14.9	18.4	23.9	21.8	21.4	25.3	28.5	30.9	31.6
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									
CPPH									
CECE									
DECE									
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 ...

Programme	2005	2006	2007	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
	%F	%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	40.2
CYP-Dip	22.6	31.3	21.4	31.3	31.3	25.8	23.3	32.7	25.0
CCDE	0.0	75.0	0.0	66.7	0.0	27.5	50.0	0.0	71.4
ODDEOL		13.6	50.0	33.3	22.7	27.8	23.8	28.0	14.3
ODPTE					37.7	41.0	50.6	51.1	51.9
ODPPH						44.4	14.3	0.0	20.0
CPPH			0.0	0.0	0.0	0.0	0.0	20.0	20.0
CECE								83.3	83.3
DECE								100.0	100.0
Average	28.4	40.7	36.9	42.4	33.2	33.6	34.0	34.6	47.4

Chapter Two

NON-DEGREE AND UNDERGRADUATE PROGRAMMES

2.1 Degree Programmes

The number of undergraduate programmes has risen from 4 to 24 between the academic years 1994 and 2012/13, respectively. The BA (General), BA (Ed) and B.Com and B.Com (Ed) are the oldest courses. The Bachelor of Business Administration course 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 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 enrolls 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.

Table 11: Undergraduate Degree Programmes

Year	Faculties					Total
	FED	FASS	FSTES	FLW	FBM	
1994	0	2	0	0	2	4
1995	0	2	2	1	2	7
1996	0	2	2	1	2	7
1997	0	2	2	1	2	7
1998	0	2	2	1	2	7
1999	0	2	2	1	2	7
2000	0	2	2	1	2	7
2001	1	2	2	1	2	8
2002	1	2	2	1	2	8
2003	1	2	2	1	4	10
2004	1	2	2	1	4	10
2005	2	3	2	1	4	12
2006	2	3	2	1	4	12
2007	2	3	3	1	4	13
2007/08	2	5	3	1	4	15
2008/09	2	7	4	1	4	18
2009/10	2	7	4	1	4	18
2010/11	2	7	4	1	4	18
2011/12	2	7	4	1	6	20
2012/13	5	7	4	1	7	24

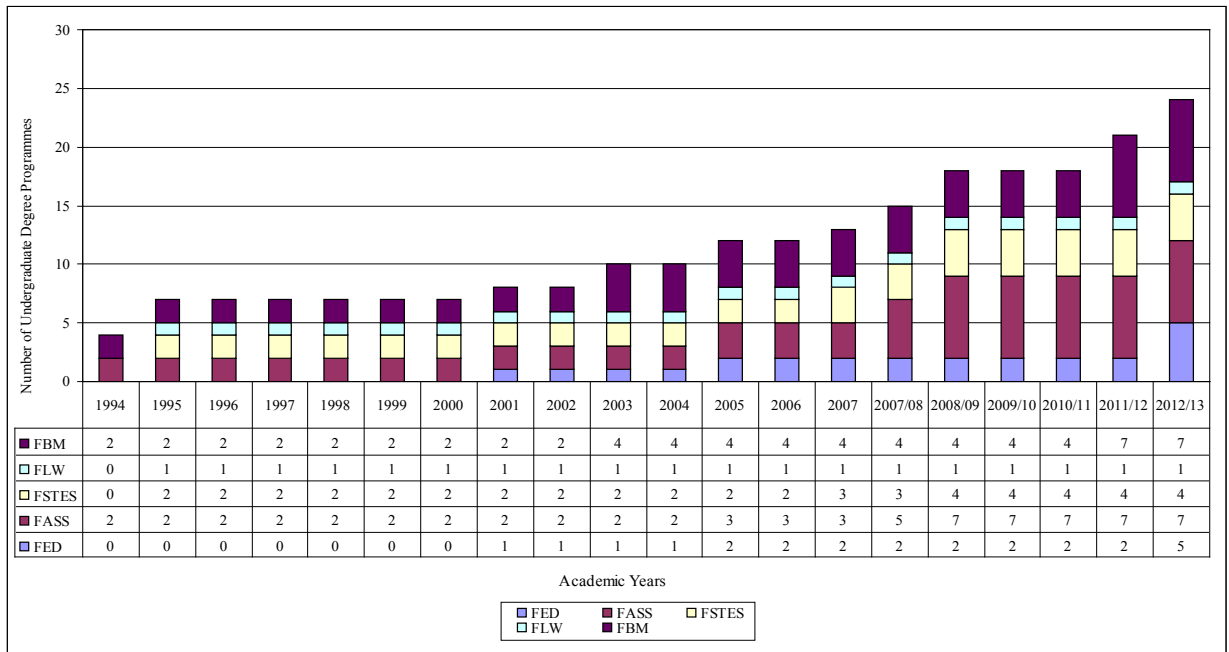


Fig. 5(a): Number of Undergraduate Degree Programmes by Faculty and Academic Year

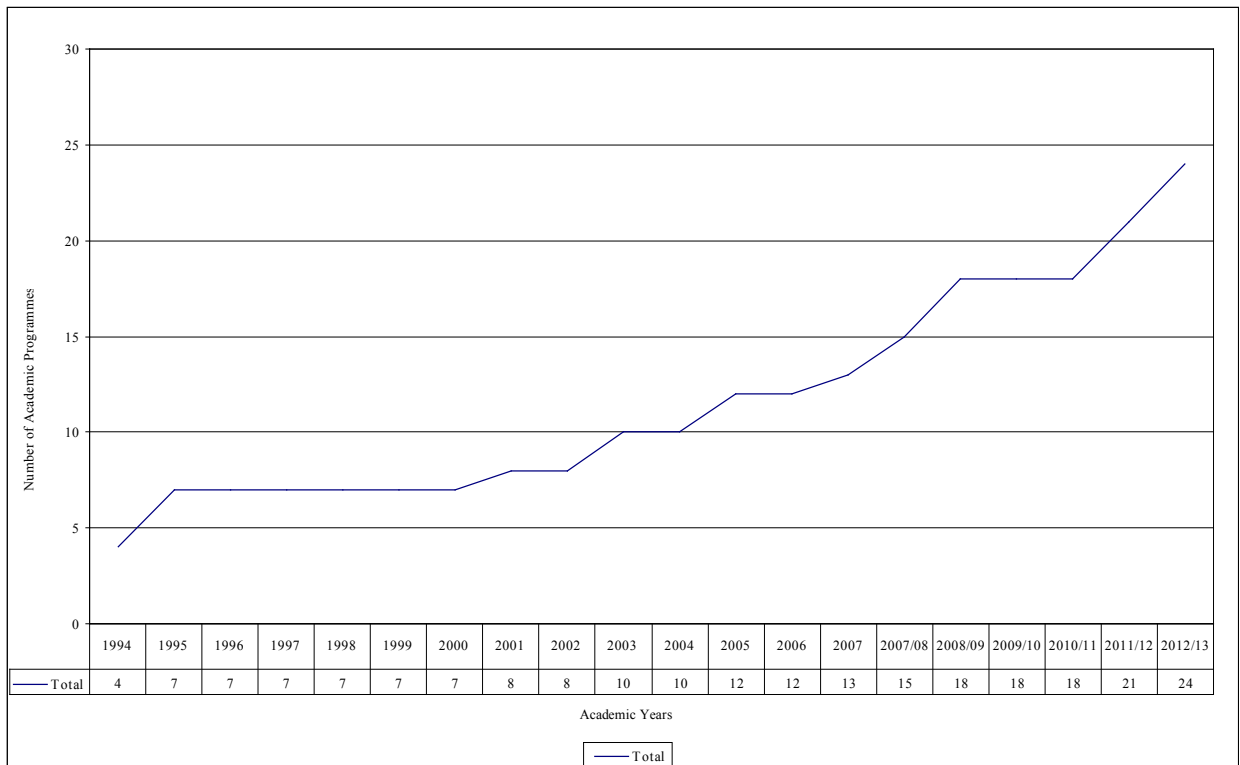


Fig. 5(b): Trend of Undergraduate Degree Programmes offered in each Academic Year

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 non-degree programmes has risen from 1 to 9 between the academic years 1996 and 2012/13. 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 while ODPTE and ODPPH were launched in the academic year 2008/09 and 2009/10 respectively. New programmes that have been launched in this academic year (2012/13) include Certificate in Early Child Education (CECE) and Diploma in Early Child Education (DECE).

Table12: Non-Degree Programmes

Year	Non-Degree Programme	Year	Non-Degree Programme
1996	1	2005	3
1997	1	2006	4
1998	1	2007	5
1999	1	2007/08	5
2000	3	2008/09	6
2001	3	2009/10	7
2002	3	2010/11	7
2003	3	2011//12	7
2004	3	2012/13	9

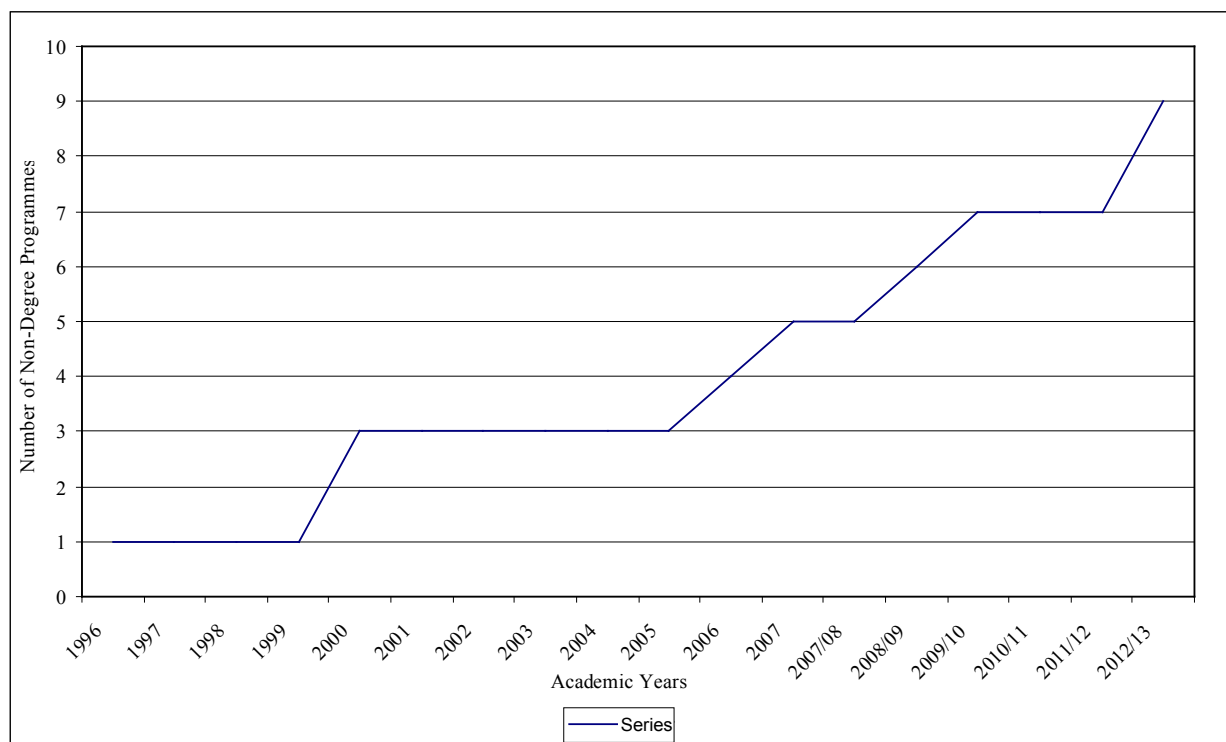


Fig. 6: Trend of Non-Degree Programmes on offer by The ICE in each Academic Year

Chapter Three

POSTGRADUATE PROGRAMMES

3.1 Introduction

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 the 150 enrolled students 26 were females. The proportion of female was less than 18% of enrolled students in that particular year.

3.2 New Programmes

Diploma in Curriculum Design and Development

The Postgraduate Diploma in Curriculum Design and Development (PGDCDD) is an International Programme developed through UNESCO initiatives. The PGDCDD is methodological tool for strengthening and developing capacities for curricular analysis ,design, development, implementation, review and evaluation at the macro, meso and micro levels of the education system. The programme emphasizes school level leadership and support system, and it targets crosscutting stakeholders who include among others, education policy makers, planners, curriculum developers, teacher trainers, quality assurance officers, researchers, international staff and other education practitioners at the local and regional levels.

In Tanzania the programme commenced in October 2011 and is provided through collaboration between The Open University of Tanzania (OUT), Tanzania Institute of Education (TIE) and UNESCO arms of operation. Participants for the first batch came from Tanzania, Uganda, Ghana, Ethiopia, Lesotho, Seychelles, Ivory Coast, France, USA, Zambia, Liberia, Switzerland, Cameroon, Guinea, Mauritania, Benin, Angola and Mali.

Master in social Work

Master in social Work (MSW) is a programme launched by Faculty of Arts and Social Sciences in 2012/13 Academic Year, offered in hybrid mode. It involves running online programmes via moodle i.e computers are used to deliver lecturers, assignments and tests.

The hybrid mode also involves some few face to face sessions. Duration for the MSW is expected to be twelve months (six months for coursework and other six months for research paper and field work).

New programmes that were also introduced in the academic year 2012/13 included Master in Project Management, M.Ed ODL and PGD in Social Work.

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. Faculty of law has the fewest postgraduate programmes

Table 13: Postgraduate Degree Programmes

Year	Faculties					Total
	FED	FASS	FSTES	FLW	FBM	
2001	4	3	2	3	0	12
2002	4	3	2	3	1	13
2003	4	3	2	3	1	13
2004	4	3	2	3	1	13
2005	4	3	2	3	2	14
2006	6	9	7	3	2	27
2007/08	6	9	7	3	2	27
2008/09	6	9	7	3	2	27
2009/10	6	9	7	4	2	28
2010/11	6	14	8	4	4	36
2011/12	6	14	8	5	5	38
2012/13	8	16	10	5	6	45

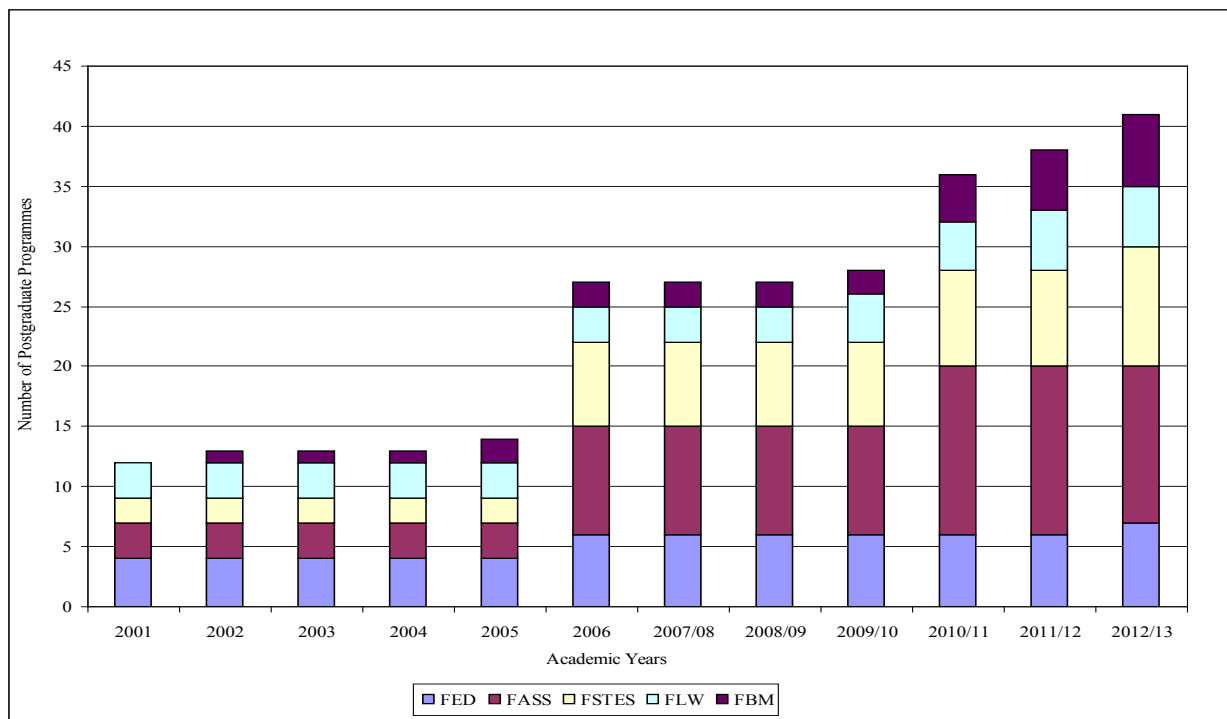


Fig. 7(a): Postgraduate Programmes by Faculty and Academic Year

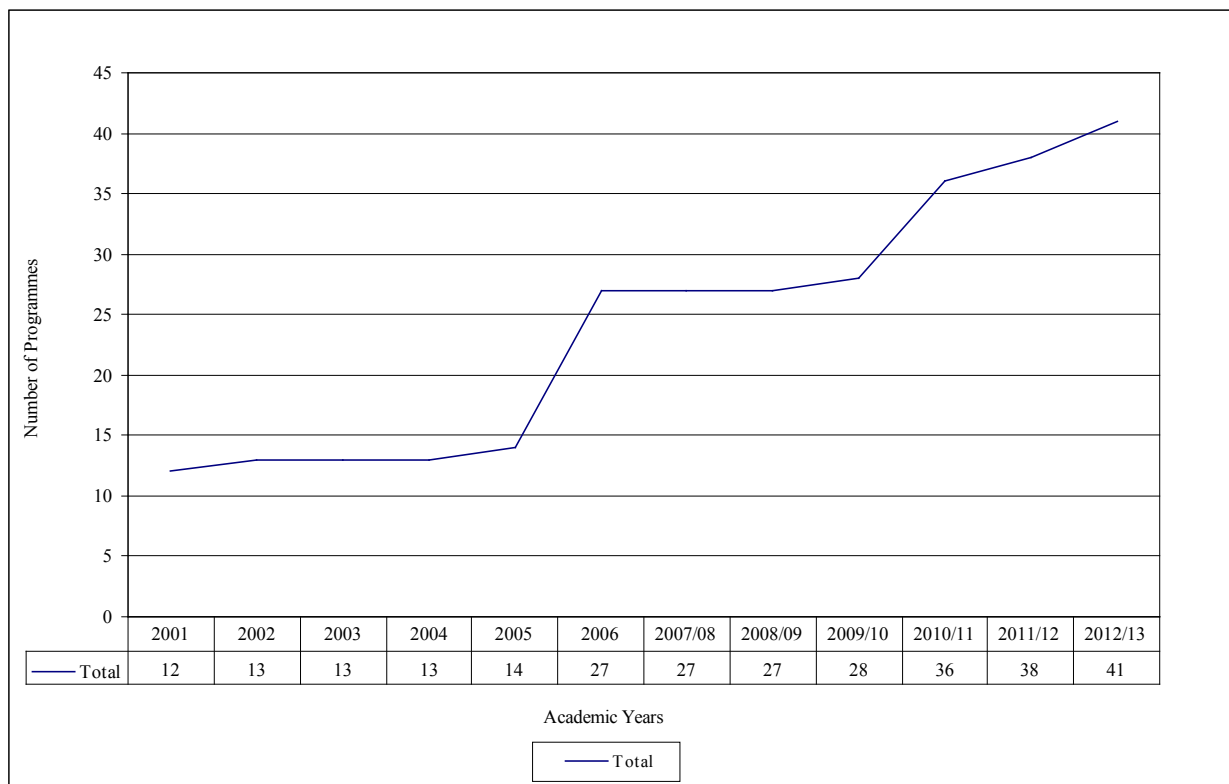


Fig. 7(b): Trend of Postgraduate Programmes from 2001 – 2012/13

Chapter Four

GRADUATES FROM OUT

4.1 Graduates by Programmes

The first OUT graduation ceremony 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, 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, B. Ed. programme has produced more graduates (1323) than any other programme, over the last 14 years. Next to the B. Ed. is BA (Ed.) with 1295 graduates. At the postgraduate level, MBA has more graduates than any other. This programme has so far been able to produce 574 graduates up to the last graduation ceremony (October 2012). At the non-degree level, the foundation course has produced more than 4,475 graduates up to October 2012.

The cumulative number of graduates from 1999 to 2012 was 14,288 whereby 5,546 (39%) are females. Among 14,288 graduates, 6,075 students graduated in Non-Degree programmes out of whom 2,645 (44%) are females, 6,655 students graduated in Undergraduate programmes out of whom 2,420 (36%) are females and 1,558 are graduates for Postgraduate and honorary degrees whereby 481 (31%) are females.

In a broader picture, female graduates as a percentage of total graduates in all programmes were 39%. At Ph.D level, 28 male students completed successfully their programmes, 8 female students received Ph.Ds over the duration (1999 – 2012). In as far as Honorary Degrees are concerned, 6 males and 1 female were awarded various honorary degrees (i.e. *Honoris causa*) Ph.D over the same period.

Table 14: Distribution of Graduates by Programme

Programme	1999			2000			2001			2002			2003		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
CCDE	0	0	0	0	0	0	6	5	11	6	2	8	3	2	5
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
M. A.	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															
MBA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ph.D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Honorary Degree	1	0	1	1	0	1	0	0	0	1	0	1	1	0	1
Total	120	39	159	59	16	75	87	34	121	116	47	163	235	72	307

Table 14: Cont ...

Programme	2004			2005			2006			2007			2008		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
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
Ph.D	0	0	0	0	0	0	4	0	4	0	0	0	3	0	3
Honorary Degree	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
Total	334	125	459	512	270	782	438	256	694	773	483	1256	620	481	1101

Table 14: Cont ...

Programme	2009			2010			2011			2012			Total 1999 - 2012		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
CCDE	0	0	0	0	0	0	1	0	1	0	0	0	23	143	166
PTE - Certificate	0	0	0	288	132	420	0	0	0	0	0	0	511	104	615
PTE – Diploma	0	0	0	48	38	86	73	70	143	126	193	319	247	301	548
CYP - Diploma	13	9	22	11	2	13	9	3	12	12	3	15	176	79	255
OFC	37	18	55	421	320	741	271	249	520	465	411	876	2463	2013	4476
ODDEOL	1	3	4	5	0	5	3	0	3	2	1	3	13	5	18
B.A. (Gen.)	53	39	92	17	14	31	49	24	73	52	17	69	287	126	413
B.A. (Tourism)	23	9	32	5	1	6	22	1	23	36	3	39	86	14	100
BA Social Work	0	0	0	4	23	27	17	28	45	21	26	47	42	77	119
BA Sociology	0	0	0	15	35	50	52	59	111	37	56	93	104	150	254
BA Journalism	0	0	0	0	0	0	2	1	3	6	2	8	8	3	11
BA Mass Comm.	0	0	0	0	0	0	2	1	3	4	5	9	6	6	12
B.A.(Ed.)	103	77	180	93	62	155	190	109	299	125	68	193	819	477	1296
B.Com.(Gen.)	54	41	95	35	34	69	24	5	29	8	3	11	285	120	405
B.Com.(Ed.)	0	0	0	9	3	12	5	4	9	4	1	5	40	14	54
BBA (Gen.)	120	57	177	46	36	82	29	19	48	14	8	22	302	180	482
BBA(Accounting)	0	0	0	0	0	0	12	5	17	35	12	47	47	17	64
BBA(Finance)	0	0	0	0	0	0	4	0	4	12	6	18	16	6	22
BBA(HRM)	0	0	0	0	0	0	4	1	5	15	15	30	19	16	35
BBA(Intern. Busin)	0	0	0	0	0	0	3	0	3	5	3	8	8	3	11
BBA(Marketing)	0	0	0	0	0	0	9	5	14	44	17	61	53	22	75
BBA(Ed.)	3	3	6	6	3	9	6	5	11	13	12	25	29	23	52
B. Ed.	109	154	263	110	132	242	178	179	357	149	127	276	634	689	1323
B.Ed.SE	0	0	0	2	3	5	0	0	0	2	2	4	4	5	9
B. Ed. TEP	0	0	0	0	0	0	3	0	3	3	3	6	6	3	9
B. Sc. (Gen.)	33	16	49	26	20	46	42	28	70	32	21	53	232	129	361
B. Sc. (Ed.)	12	8	20	31	16	47	58	35	93	32	18	50	178	101	279
B. Sc. (Env. Stud)	0	0	0	0	0	0	13	2	15	16	3	19	29	5	34
B.Sc (ICT)	6	0	6	14	2	16	20	3	23	24	1	25	73	7	80
LL.B	43	16	59	105	39	144	154	50	204	159	58	217	929	227	1156
MSc. CED	127	42	169	0	0	0	0	0	0	0	0	0	281	128	409
M.CED	0	0	0	0	0	0	76	49	125	36	25	61	112	74	186
M.Sc.	0	0	0	2	0	2	0	0	0	0	0	0	5	0	5
M.Sc.(ICT)							1	0	1	0	0	0	1	0	1
M.Sc. Biology	0	0	0	0	0	0	1	1	2	2	0	2	3	1	4
M. A.	0	0	0	3	0	3	0	0	0	0	0	0	13	2	15
M. A. Economics	0	0	0	0	0	0	2	0	2	0	0	0	2	0	2
M. A. Geography	0	0	0	0	0	0	0	1	1	0	0		0	1	1
M. A. Kiswahili	0	0	0	0	0	0	2	0	2	3	1	4	5	1	6
M.A. Political Science	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1

Table 14: Cont ...

Programme	2009			2010			2011			2012			Total 1999 - 2012		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
M.A. SW							2	2	4	9	10	19	11	12	23
M.Dist.Ed.	2	1	3	5	3	8	4	1	5	2	0	2	13	5	18
M.Ed.APPS	0	0	0	2	2	4	5	4	9	11	9	20	24	15	39
PGDL	2	1	3	1	1	2	2	1	3	0	0	0	12	5	17
PGDE	5	1	6	6	1	7	5	2	7	17	19	36	47	29	76
LL.M	1	0	1	2	1	3	4	0	4	0	0	0	12	1	13
LL.M IT & T	0	0	0	4	5	9	12	7	19	15	6	21	31	18	49
MBA	71	26	97	98	24	122	136	56	192	92	41	133	421	154	575
MAT										0	1	1	0	1	1
PGDL(IT & T)										3	1	4	3	1	4
PGDCDD										29	11	40	29	11	40
DPTE										0	0	0	0	0	0
MHRM										12	8	20	12	8	20
PGDBS										4	4	8	4	4	8
MA Phil										2	0	2	2	0	2
MA Sociol										0	1	1	0	1	1
M.Sc Economics										3	0	3	3	0	3
Honorary Degree	0	0	0	0	0	0	1	0	1	1	0	1	6	1	7
Ph.D	1	0	1	3	4	7	5	2	7	12	2	14	28	8	36
Total	819	521	1340	1417	956	2373	1514	1012	2526	1706	1234	2940	8750	5546	14296

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 Regional Centre) has produced many more graduates than other regions since it also enrolls more students. So too, cumulatively, 42% of graduates came from Dar es Salaam over the last fourteen years. It is interesting to note that this figure (i.e., 42%) almost corresponds to the combined percentage (i.e. 36%) of eight regions and one coordination centre namely Arusha, Dodoma, Iringa, Kilimanjaro, Mbeya, Morogoro, Mwanza, Tanga and Zanzibar. The eight OUT regions, Zanzibar Coordination Centre and Dar es salaam have produced 78% of total graduates over the last fourteen years.

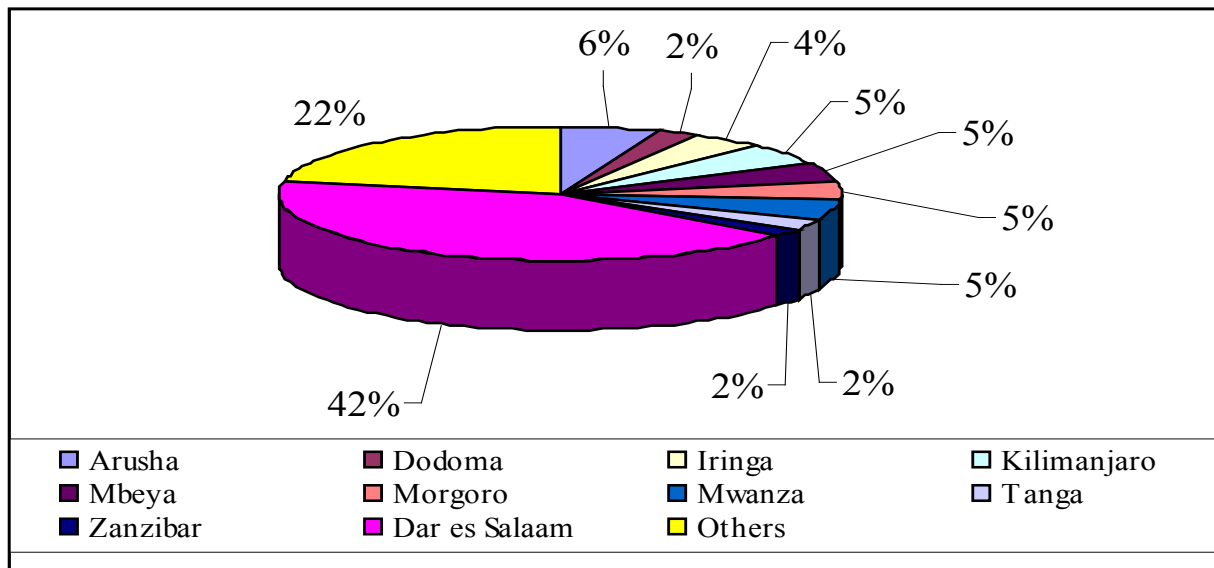


Figure 8: Graduates by Regional or Coordination Centres

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 (308), Tabora (297), Mtwara (361) and Pwani (316). The average percentage in this group of “others” is affected by fewer graduates recorded in the following regions: Rukwa(143), Lindi (128), Kigoma(200) and Kagera (296). Other centres such as Pemba Coordination Centre, 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 or Coordination Centres.

Table 15: Distribution of graduates at the Level of Regional Centres

Regions	March 1999			September 1999			March 2000			September 2000			March 2001		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	5	1	6	1	0	1	0	0	0	0	0	0	2	1	3
Dar es Salaam	26	14	40	4	2	6	4	4	8	3	1	4	24	13	37
Dodoma	5	2	7	0	0	0	2	0	2	0	0	0	2	1	3
Iringa	4	0	4	0	0	0	4	0	4	3	0	3	2	1	3
Kagera	5	1	6	0	0	0	0	0	0	1	0	1	0	1	1
Kigoma	2	0	2	1	0	1	2	0	2	1	0	1	1	0	1
Kilimanjaro	5	1	6	0	0	0	1	3	4	1	1	2	1	1	2
Lindi	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Manyara	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mara	3	0	3	2	0	2	3	0	3	1	0	1	0	0	0
Mbeya	11	4	15	2	0	2	3	2	5	1	0	1	4	1	5
Morogoro	1	1	2	2	0	2	0	1	1	4	0	4	0	1	1
Mtwara	6	0	6	0	1	1	3	0	3	0	0	0	2	0	2
Mwanza	5	5	10	4	0	4	4	1	5	2	1	3	3	2	5
Pemba ^{1*}	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: Cont ...

Regions	September 2001			March 2002			September 2002			March 2003			September 2003		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	0	0	0	1	1	2	6	0	6	2	1	3	11	6	17
Dar es Salaam	6	1	7	12	12	24	24	7	31	24	17	41	58	16	74
Dodoma	0	0	0	2	0	2	3	0	3	1	0	1	6	2	8
Iringa	6	0	6	0	0	0	7	1	8	3	1	4	10	3	13
Kagera	1	0	1	0	0	0	0	0	0	2	0	2	5	1	6
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*}	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 ...

Regions	March 2004			October 2004			March 2005			September 2005			March 2006		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	3	1	4	9	5	14	17	2	19	23	7	30	5	2	7
Dar es Salaam	45	37	82	54	25	79	79	80	159	95	47	142	105	119	224
Dodoma	3	1	4	1	2	3	6	1	7	12	2	14	3	0	3
Iringa	4	0	4	18	3	21	8	5	13	9	5	14	10	12	22
Kagera	4	1	5	0	0	0	5	4	9	2	0	2	3	0	3
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 ...

Regions	October 2006			October 2007			October 2008			October 2009			October 2010		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Arusha	7	14	21	68	37	105	37	24	61	64	19	83	65	46	111
Dar es Salaam	68	29	97	208	205	413	259	270	529	339	317	656	541	458	999
Dodoma	1	2	3	45	19	64	14	7	21	21	9	30	20	21	41
Iringa	14	3	17	21	6	27	42	24	66	27	13	40	70	34	104
Kagera	3	1	4	14	3	17	12	10	22	19	8	27	25	4	29
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 ...

Regions	November 2011			October 2012		
	M	F	T	M	F	T
Arusha	110	63	173	112	63	175
Dar es Salaam	561	547	1108	607	579	1186
Dodoma	23	22	45	49	33	82
Iringa	52	23	75	50	39	89
Kagera	43	13	56	74	31	105
Katavi	1	0	1	3	1	4
Kigoma	29	15	44	47	17	64
Kilimanjaro	77	73	150	82	79	161
Lindi	14	3	17	24	6	30
Manyara	31	13	44	34	18	52
Mara	40	18	58	33	13	46
Mbeya	89	43	132	59	41	100
Morogoro	62	46	108	59	64	123
Mtwara	35	7	42	22	5	27
Mwanza	86	26	112	68	41	109
Njombe	1	0	1	2	0	2
Pemba	5	3	8	13	6	19
Pwani	36	21	57	39	31	70
Rukwa	21	5	26	31	11	42
Ruvuma	40	12	52	48	30	78
Shinyanga	33	13	46	46	24	70
Simiyu	-	-	-	1	0	1
Singida	20	15	35	19	21	40
Tabora	20	6	26	41	13	54
Tanga	42	17	59	51	28	79
Zanzibar	38	5	43	58	30	88
Sub total	1509	1009	2518	1672	1224	2896

OUT is proud of having produced graduates beyond the national borders. This is in compliance with the university's vision in which it aspires to become one of the leading world-class universities in the delivery of affordable and quality education through open and distance learning. Table 16 exhibits the distribution of international students who have graduated at the OUT since 2001. Until the last graduation of October 2012, the university conferred degrees, diplomas and certificates to 170 international students. In terms of graduate destination, about 80% of graduates over the last fourteen years came from Kenya and Uganda (Kenya 50% and Uganda 30%). Globally, the African continent has the highest percentage of OUT graduates—more than 98%. With the exception of the United Kingdom, Kingdom of Saudi Arabia, and Sweden. 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.

Table 16: Distribution of Graduates at Global Level

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Cum
Botswana	-	1	-	-	-	-	-	-	-	-	-	0	1
Kenya	-	1	-	13	8	-	25	16	4	-	5	6	78
Ethiopia	-	-	-	1	-	1	-	-	-	-	-	4	6
Lesotho	1	-	-	2	-	-	-	-	-	-	-	3	6
Libya	-	-	-	3	1	4	-	-	-	-	2	1	11
Malawi	-	-	-	-	-	-	-	-	-	-	1	0	1
Uganda	-	1	-	16	13	4	4	-	1	-	-	4	43
UK	-	-	1	-	-	1	1	-	-	-	-	1	4
Rwanda	-	-	1	-	-	-	-	-	-	2	-	1	4
Benin	-	-	-	-	-	-	-	-	-	-	-	2	2
Cameroon	-	-	-	-	-	-	-	-	-	-	-	1	1
Kingdom of Saudi Arabia	-	-	-	-	-	-	-	-	-	-	-	1	1
Ghana	-	-	-	-	-	-	-	-	-	-	-	1	1
Guinea	-	-	-	-	-	-	-	-	-	-	-	1	1
Gambia	-	-	-	-	-	-	-	-	-	-	-	2	2
Mali	-	-	-	-	-	-	-	-	-	-	-	1	1
Mauritania	-	-	-	-	-	-	-	-	-	-	-	1	1
Niger	-	-	-	-	-	-	-	-	-	-	-	1	1
Nigeria	-	-	-	-	-	-	-	-	-	-	-	1	1
Seychells	-	-	-	-	-	-	-	-	-	-	-	2	2
Sweden	-	-	-	-	-	-	-	-	-	-	-	1	1
Switzerland	-	-	-	-	-	-	-	-	-	-	-	1	1
Total	1	3	2	35	22	10	30	16	5	2	8	36	170

Chapter Five

OUT STAFF PROFILE

5.1 Academic Staff

In recent years, 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 socio economic development of Tanzania in particular and the rest of Africa. The percentage of female staff has increased from 18.4% in 2001 to 35.8% in 2011/12.

The total number of Staff by May 2013 was 680. Among 680, Academic staff were 354, Administrative staff were 282 and Technical staff were 44.

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, has, however radically been altered beginning the year 2007 in which 11 females were employed. Although a lot needs to be done to improve gender parity, 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 some progress with respect to Ph.D holders while substantial progress has been made for female Masters degree holders who account for 42.7% by 2012/13.

Table 17: Academic Staff by Qualifications

Year	PhD			Masters			First Degree			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
2001	17	1	18	44	13	57	1	0	1	62	14	76
2002	20	1	21	41	14	55	0	0	0	61	15	76
2003	26	2	28	37	11	48	0	0	0	63	13	76
2004	28	5	33	42	10	52	0	0	0	70	15	85
2005	30	7	37	58	13	71	1	0	1	89	20	109
2006	30	7	37	64	18	82	2	0	2	96	25	121
2007	41	9	50	72	22	94	17	11	28	130	42	172
2008	44	9	53	67	30	97	37	20	57	148	59	207
2009	46	9	55	89	48	137	48	26	74	183	83	266
2010	56	13	69	84	59	143	64	32	96	204	104	308
2011	59	17	76	105	75	180	52	27	79	216	119	335
2012	66	19	85	110	82	192	51	26	77	227	127	354

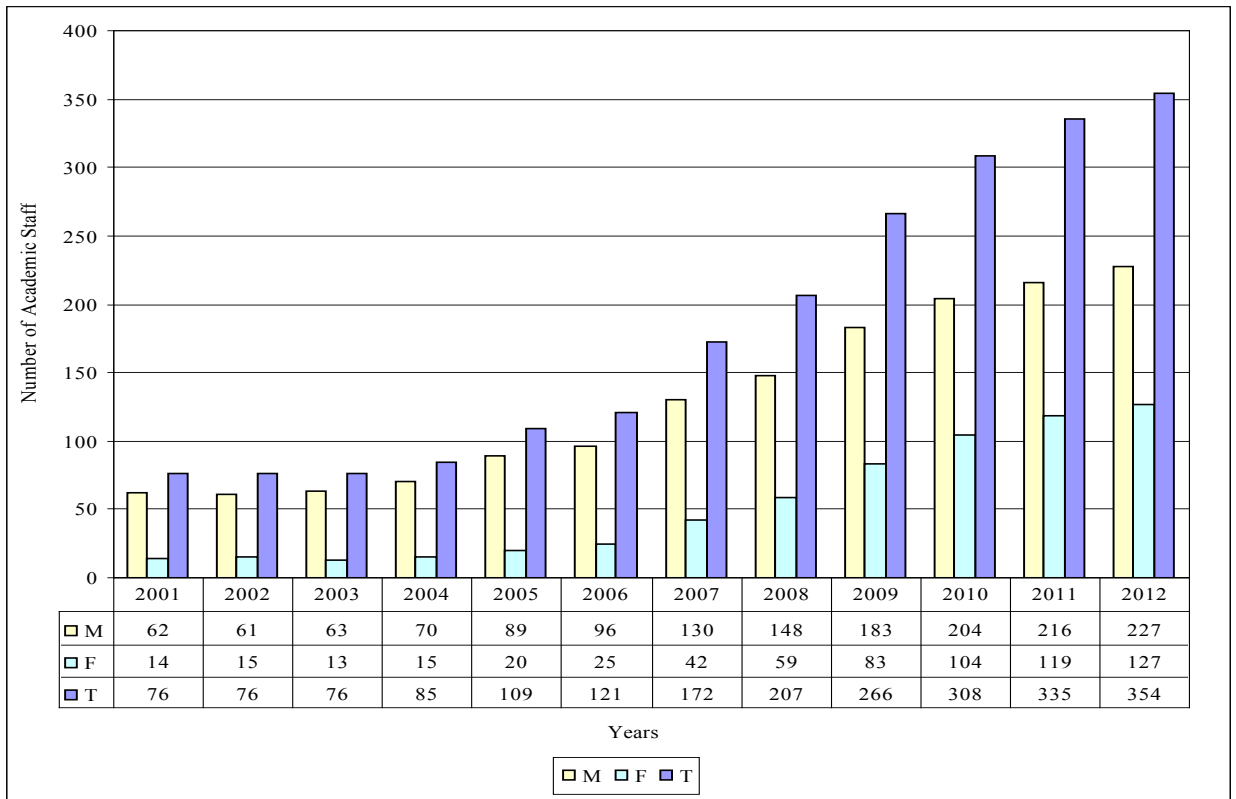


Fig. 9(a): Academic Staff Cumulative Figure by Sex and Academic Year 2001 to 2012/13

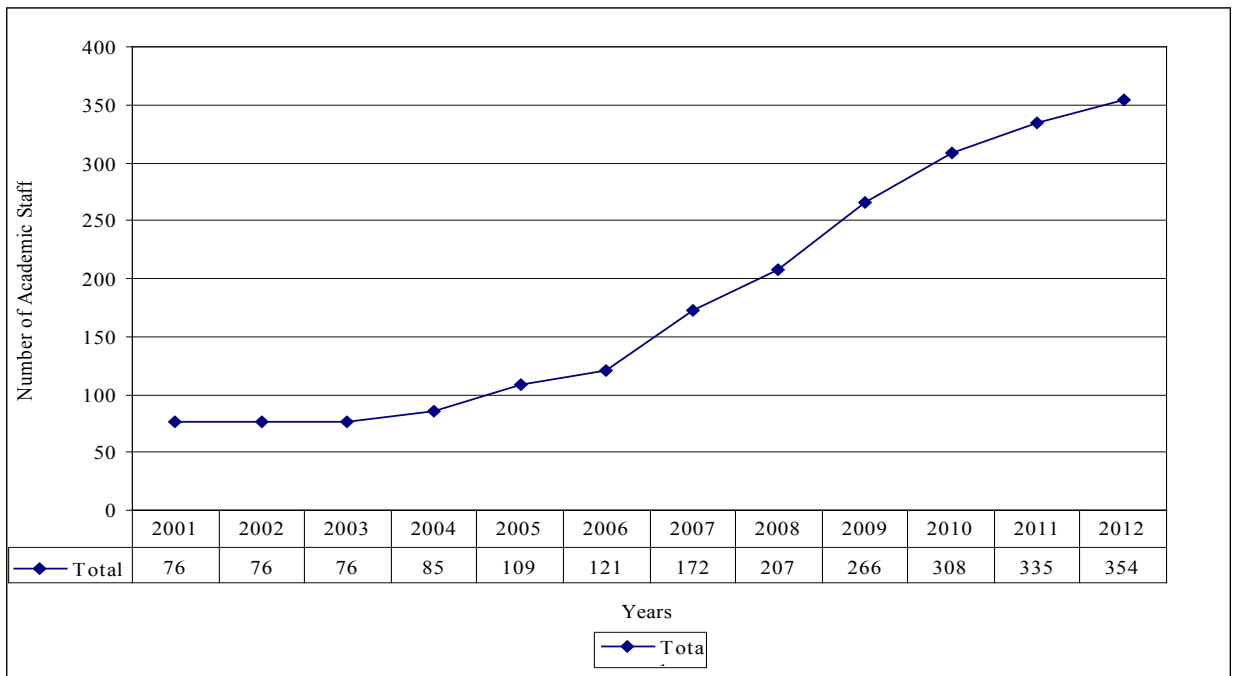


Fig. 9(b): Yearly Increase of Academic Staff from 2001 to 2012/13

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 Ph.D. However, the trend, in general shows an upward trajectory for all groups.

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

Year	PhD	Masters	First Degree	Average
	%Female	%Female	%Female	
2001	5.6	22.8	0.0	14.2
2002	4.8	25.5	0.0	15.2
2003	7.1	22.9	0.0	15.0
2004	15.2	19.2	0.0	17.2
2005	18.9	18.3	0.0	18.6
2006	18.9	22.0	0.0	20.5
2007	18.0	23.4	23.4	21.6
2008	17.0	30.9	35.1	27.7
2009	16.4	35.0	35.1	28.8
2010	18.6	40.7	33.3	30.9
2011	21.3	41.7	34.2	32.4
2012	22.4	42.7	33.8	32.9

Computed from Table 17

5.1.2 Academic Staff by Rank and Gender

Table.9 Shows that the number of Full Professors has fluctuated from 6 to a peaks of 9 in 2005. In 2012, OUT has 6 Full Professors, As resent Associate Professors, their number has increased from 2 in 2002 to 14 in 2012. Senior Lectures and Lectures, their numbers has generally been increasing. Between 2002 and 2012, the number of Assistant Lectures has dramatically increased from 52 in 2002 to 179 in 2012. The number of Tutorial Assistant has increased from 1 in 2002 to 77 in 2012.

Table 19 shows the academic staff by rank and gender. Up until 2012, there are only two female Associate Professors. At the level of Senior Lecturers, 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.

Table 19: Academic Staff by Rank

Year	Professors			Ass Professors			Senior Lecturers			Lecturers		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
2002	6	0	6	2	0	2	4	0	4	9	2	11
2003	6	0	6	4	0	4	1	1	2	14	0	14
2004	8	0	8	5	0	5	2	1	3	11	2	13
2005	9	0	9	5	0	5	7	2	9	25	8	33
2006	6	0	6	6	0	6	6	2	8	31	11	42
2007	5	0	5	11	0	11	7	2	9	38	9	47
2008	8	0	8	9	0	9	7	2	9	36	14	50
2009	7	0	7	10	0	10	7	2	9	34	13	47
2010	8	0	8	10	0	10	8	3	11	41	15	56
2011	7	0	7	10	1	11	7	5	12	50	15	65
2012	6	0	6	12	2	14	9	5	14	49	15	64

Table 19: Cont ...

Year	Ass Lecturers			Tutorial Assistant			Total		
	M	F	Total	M	F	Total	M	F	Total
2002	38	14	52	1	0	1	60	16	76
2003	37	11	48	2	0	2	65	11	76
2004	35	12	47	0	0	0	62	14	76
2005	44	9	53	0	0	0	91	18	109
2006	45	12	57	2	0	2	97	24	121
2007	54	19	73	16	11	27	131	41	172
2008	51	23	74	37	20	57	148	59	207
2009	72	41	113	53	27	80	183	83	266
2010	73	54	127	64	32	96	204	104	308
2011	91	71	162	51	27	78	216	119	335
2012	100	79	179	51	26	77	227	127	354

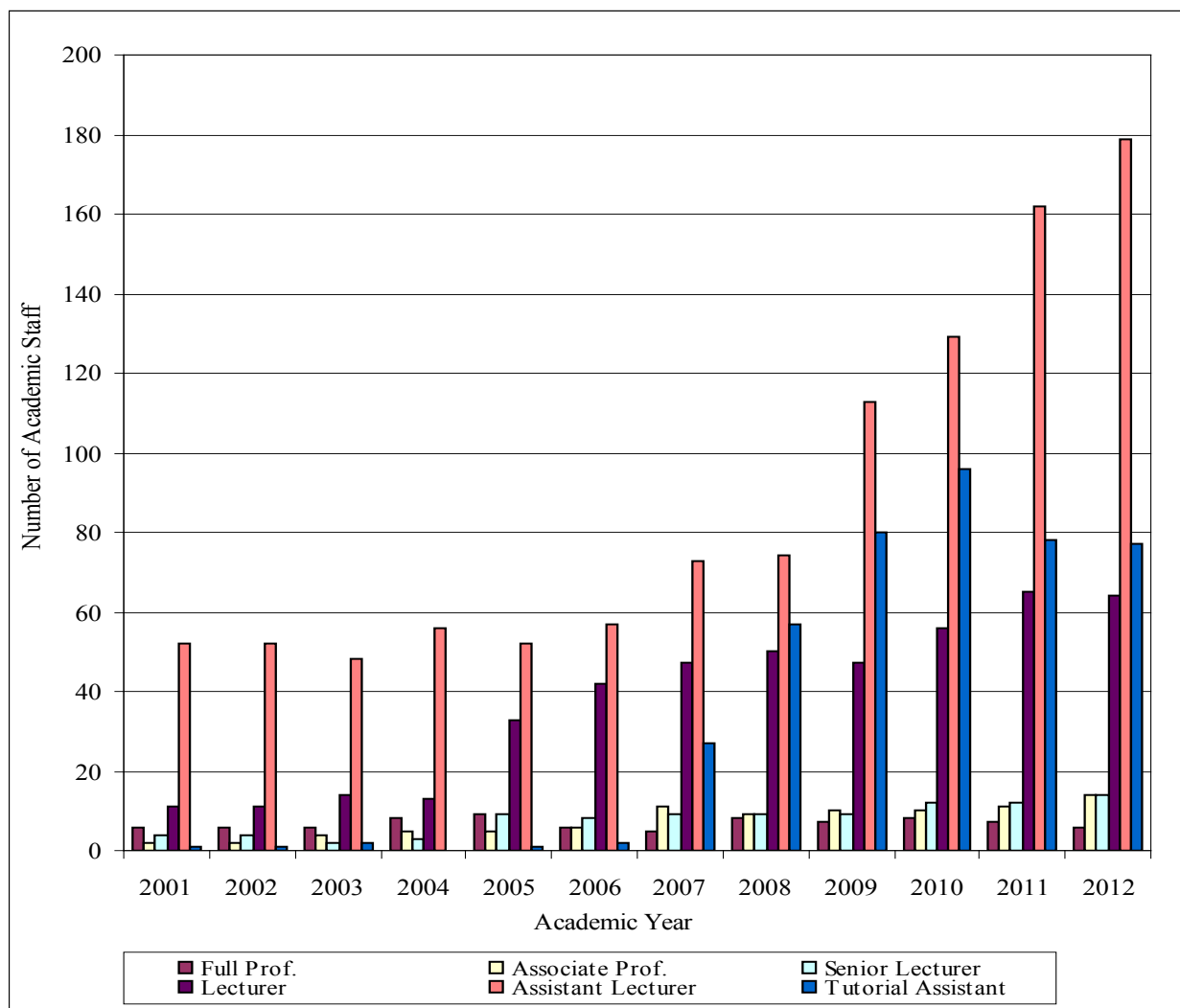


Fig. 10(a): Academic Staff by Rank and Year

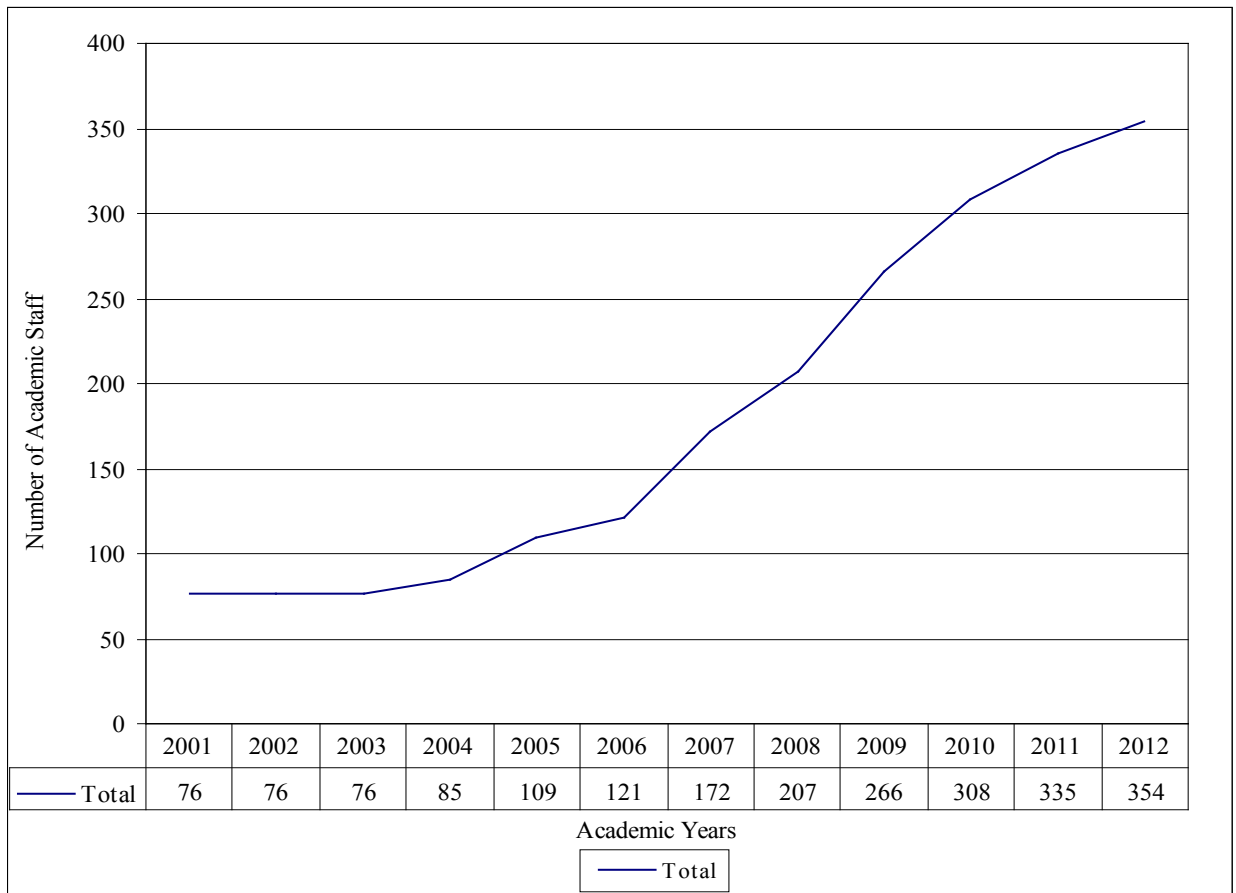


Fig. 10(b): Academic Staff Increase by Rank and Year

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

year	Professors	Associate Professors	Senior Lecturers	Lecturers	Assistant Lecturers	Tutorial Assistants	Average
	%female	%female	%female	%female	%female	%female	
2002	0.0	0.0	0.0	18.2	26.9	0.0	22.6
2003	0.0	0.0	50.0	0.0	22.9	0.0	36.5
2004	0.0	0.0	33.3	15.4	25.5	0.0	24.6
2005	0.0	0.0	25.0	24.2	17.0	0.0	22.1
2006	0.0	0.0	25.0	26.2	21.1	0.0	24.1
2007	0.0	0.0	22.2	19.1	26.0	40.7	27.0
2008	0.0	0.0	22.2	28.0	31.5	35.7	29.4
2009	0.0	0.0	22.2	27.7	36.3	33.8	30.0
2010	0.0	0.0	33.3	26.8	41.9	33.3	33.8
2011	0.0	9.1	41.7	21.9	43.8	34.6	30.2
2012	0	14.3	35.7	23.4	44.1	33.8	30.3

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 i.e.this is the modal age group. There is no female staff aged more than 65 years. Out of 354 staff, 15% 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 in 2011/12 is 38 years which has fallen under the age group 36 – 40 with 85 academic staff (see Table 21)

Table 21: Academic Staff Profile by Age and Sex 2007/08 - 2012/13

	≤30			31 – 35			36 – 40			41 – 45			46 – 50			51 – 55		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2007/08	9	5	14	31	13	44	14	11	25	12	3	15	16	3	19	17	9	26
2008/09	13	9	22	29	17	46	22	11	33	17	4	21	19	4	23	15	9	24
2009/10	19	18	37	43	20	63	32	19	51	18	9	27	18	2	20	17	10	27
2010/11	25	23	48	32	24	56	40	25	65	25	13	38	20	4	24	19	8	27
2011/12	20	18	38	32	25	57	45	33	78	29	17	46	24	7	31	19	6	25
2012/13	23	21	44	33	27	60	51	34	85	29	18	47	24	7	31	18	7	25

Table 21 cont...

	56 – 60			61 – 65			66 – 70			≥71			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2007/08	12	2	14	8	1	9	5	0	5	1	0	1	125	47	172
2008/09	13	4	17	12	1	13	5	0	5	3	0	3	148	59	207
2009/10	12	4	16	16	1	17	6	0	6	2	0	2	183	83	266
2010/11	13	5	18	17	2	19	10	0	10	3	0	3	204	104	308
2011/12	17	10	27	14	3	17	11	0	11	5	0	5	216	119	335
2012/13	18	10	28	14	3	17	12	0	12	5	0	5	227	127	354

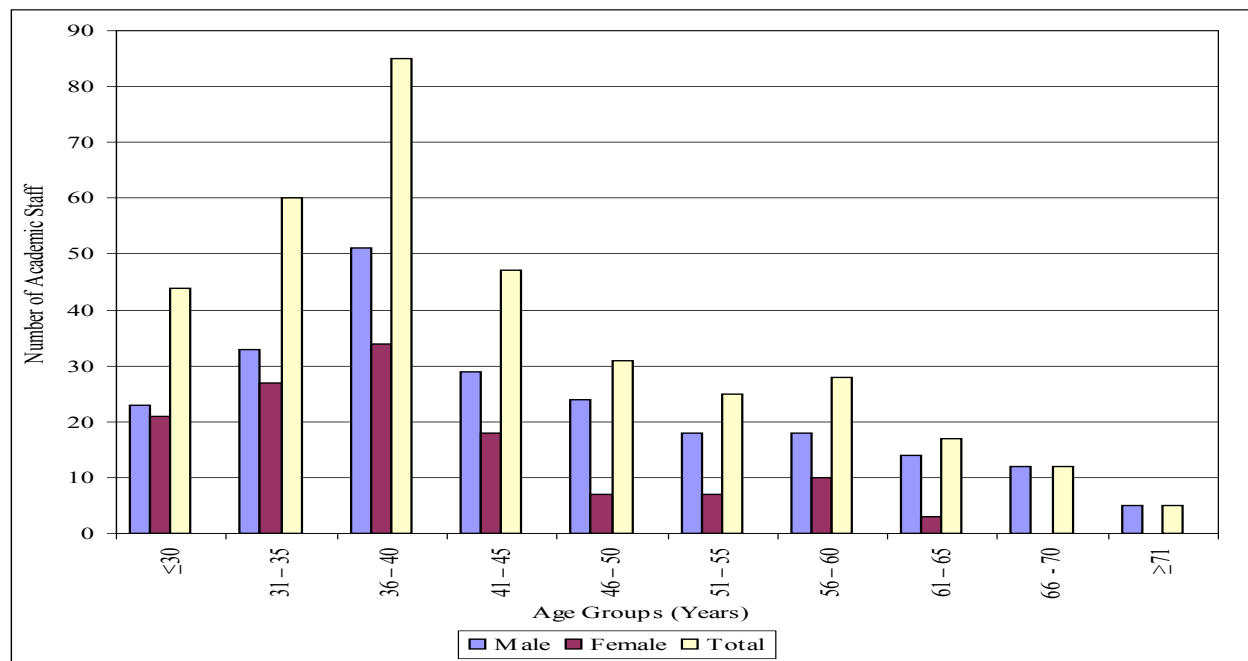


Fig. 11(a): Academic Staff Profile by Age Groups 2012/13

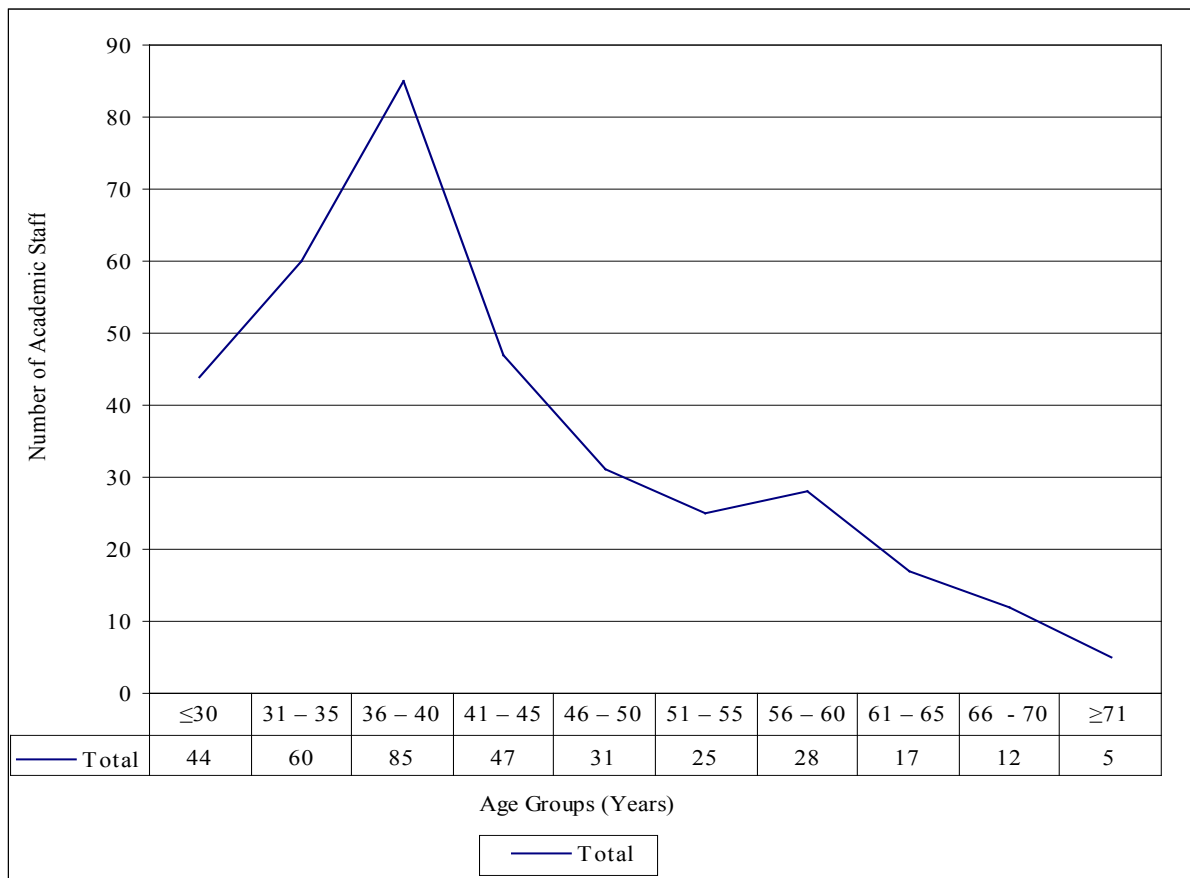


Fig. 11(b): Displays Trend of Academic Staff Profile by Age and Sex 2012/13

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 recommended standard: student-staff ratio of 1:35 as prescribed by TCU.

Table 22: Academic Staff-Student Ratio

Year	Active Students (estimated as 60% of the total enrolment)	Academic Staff*	Academic Staff Student Ratio
1994	460	5	1;92
1995	902	17	1;53
1996	1700	25	1;68
1997	2287	59	1;39
1998	2885	69	1;42
1999	3413	66	1;52
2000	4043	52	1;78
2001	5187	65	1;80
2002	6426	113	1;57
2003	7888	116	1;68
2004	8,454	128	1;66
2005	10,584	174	1;61
2006	13,142	205	1;64
2007	13,800	161	1;86
2007/08	15,200	200	1;76
2008/09	18,900	246	1;77
2009/10	21,600	305	1;71
2010/11	24,200	351	1;69
2011/12	26,250	372	1;71
2012/13	28,726	354	1;81

* The data in this column include Part time staff reduced to Full time equivalent (FTE) except for 2012/13 academic year which includes only full time staff. Assumption qualities is that on FTE Staff is equivalent to 4 Part-time Staff.

5.2 Administrative Staff

By June 2013 the OUT had a total number of 282 administrative staff, out of whom 116 are males and 166 are females.

5.2.1. Administrative Staff by Qualifications and Sex 2007/08- 2012/13

Table 23 shows the administrative staff by qualification and sex in 2007/08- 2012/13. The emerging picture is that there are more administrative staff (86) with Certificates than any other qualification. At Master's level, the number of male and female administrative staff are more or less the same. There is as no 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 in 2012/13 constitute only 77 (27.3%).

Table 23: Administrative Staff by Qualifications and Sex 2007/08- 2012/13

	PhD			Masters			PGD			1st Degree			ADV. DIP			OD		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2007/08	0	0	0	6	3	9	0	0	0	18	10	28	0	0	0	9	13	22
2008/09	0	0	0	9	4	13	4	1	5	23	11	34	7	1	8	8	20	28
2009/10	0	0	0	11	6	17	3	2	5	20	11	31	7	3	10	12	35	47
2010/11	0	1	1	12	9	21	8	2	10	23	7	30	4	6	10	12	39	51
2011/12	0	0	0	14	10	24	4	3	7	22	7	29	4	3	7	11	37	48
2012/13	0	0	0	17	13	30	6	4	10	21	9	30	2	5	7	11	40	51

Table 23 cont...

	Certificate			Form VI			Form IV			Std VIII			STD VII			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2007/08	17	40	57	0	0	0	1	5	6	3	0	3	0	0	0	54	71	125
2008/09	21	50	71	9	2	11	2	7	9	1	0	1	8	1	9	92	97	189
2009/10	38	64	102	8	5	13	20	38	58	1	0	1	4	1	5	124	165	289
2010/11	35	57	92	11	7	18	19	39	58	0	0	0	4	1	5	128	168	296
2011/12	31	54	85	8	5	13	18	37	55	0	0	0	4	1	5	116	157	273
2012/13	32	54	86	8	4	12	15	36	51	0	0	0	4	1	5	116	166	282

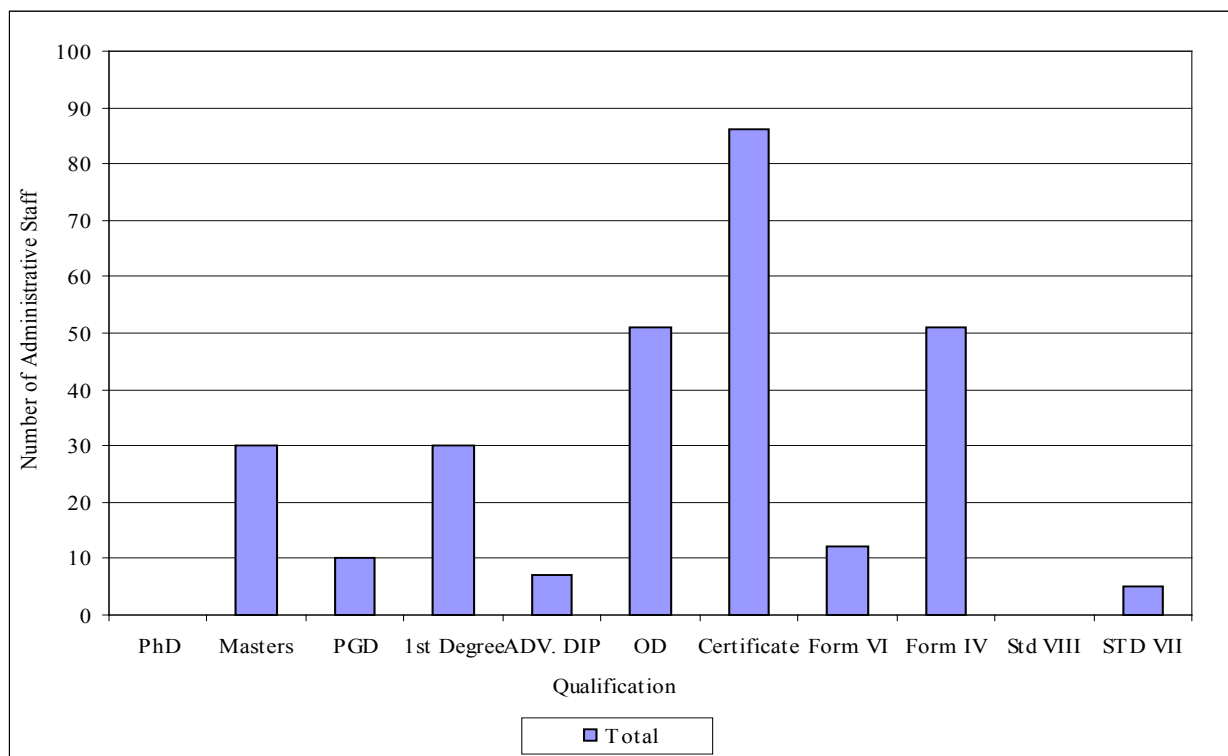


Fig. 12(a): Administrative Staff by Qualifications 2012/13

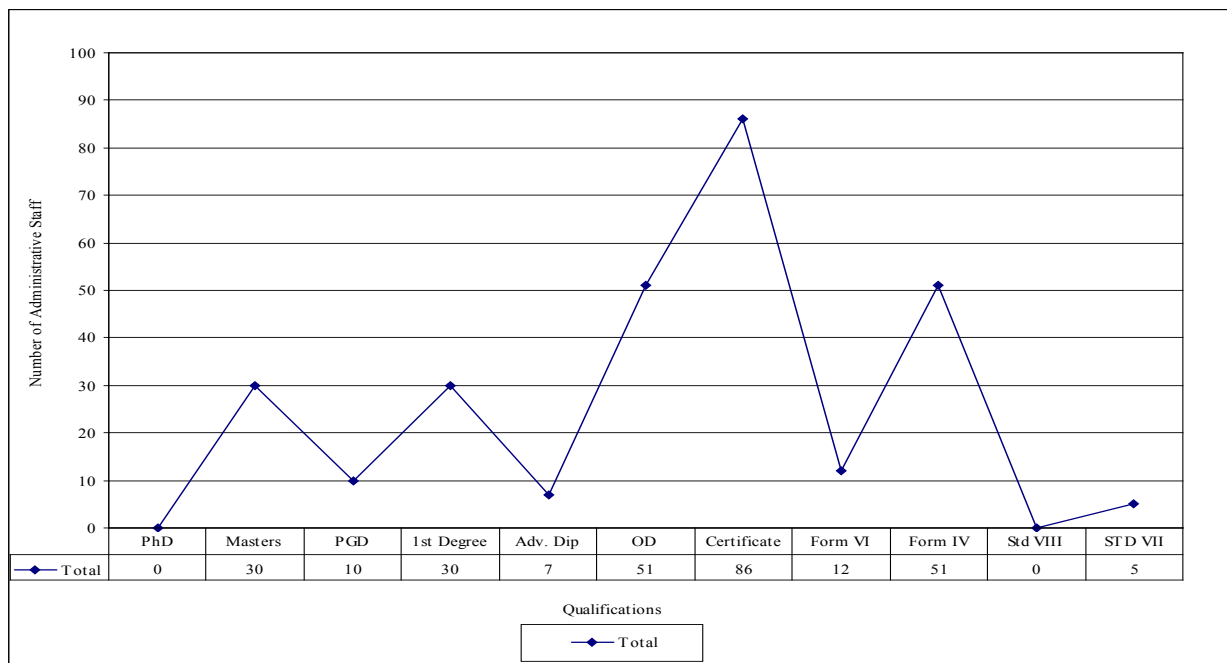


Fig. 12(b): Administrative Staff Trend 2012/13

5.2.2. Administrative Staff Profile by Age and Sex 2012/13

There are more staff aged between 31 and 35 years inclusive than in any other age group. There is neither a male nor female staff aged more than 71 years. Out of 282 staff, 10% will soon be greater than 60 years of age; this is about 4% of all staff at the Open University of Tanzania (see Table 24)

Table 24: Administrative Staff Profile by Age and Sex 2007/08 - 2012/13

	≤30			31 – 35			36 – 40			41 – 45			46 – 50			51 – 55		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2007/08	2	23	25	7	12	19	19	14	33	4	7	11	13	4	17	3	8	11
2008/09	17	36	53	13	20	33	25	18	43	9	5	14	13	6	19	5	8	13
2009/10	36	79	115	22	38	60	20	19	39	19	10	29	10	6	16	8	7	15
2010/11	30	72	102	28	43	71	18	20	38	23	11	34	8	6	14	13	8	21
2011/12	16	47	63	26	51	77	12	21	33	32	14	46	6	9	15	16	6	22
2012/13	14	53	67	27	54	81	14	22	36	32	13	45	6	10	16	16	6	22

Table 24 cont...

	56 – 60			61 – 65			66 – 70			≥71			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2007/08	3	2	5	4	0	4	0	0	0	0	0	0	55	70	125
2008/09	5	3	8	5	1	6	0	0	0	0	0	0	92	97	189
2009/10	3	4	7	6	2	8	0	0	0	0	0	0	124	165	289
2010/11	3	4	7	5	4	9	0	0	0	0	0	0	128	168	296
2011/12	2	5	7	6	3	9	0	1	1	0	0	0	116	157	273
2012/13	2	5	7	3	3	6	2	0	2	0	0	0	116	166	282

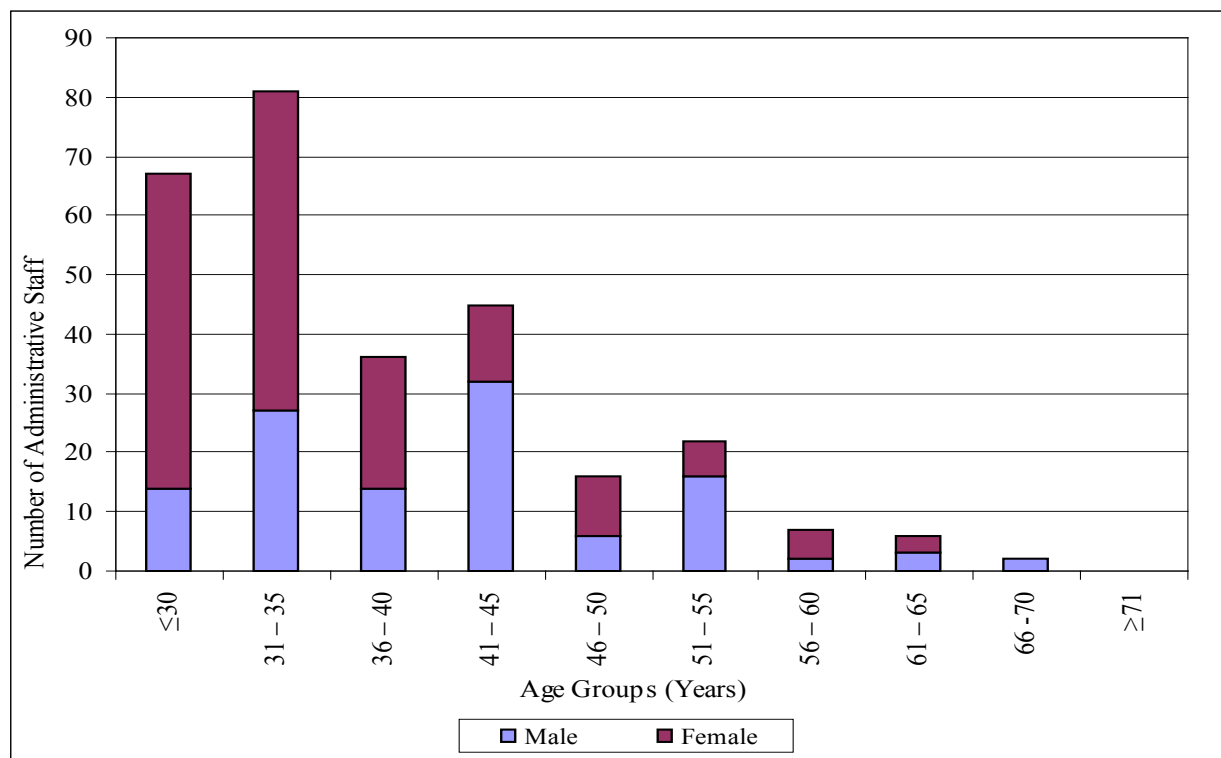


Fig. 13(a): Administrative Staff Profile by Age and Sex for 2012/13

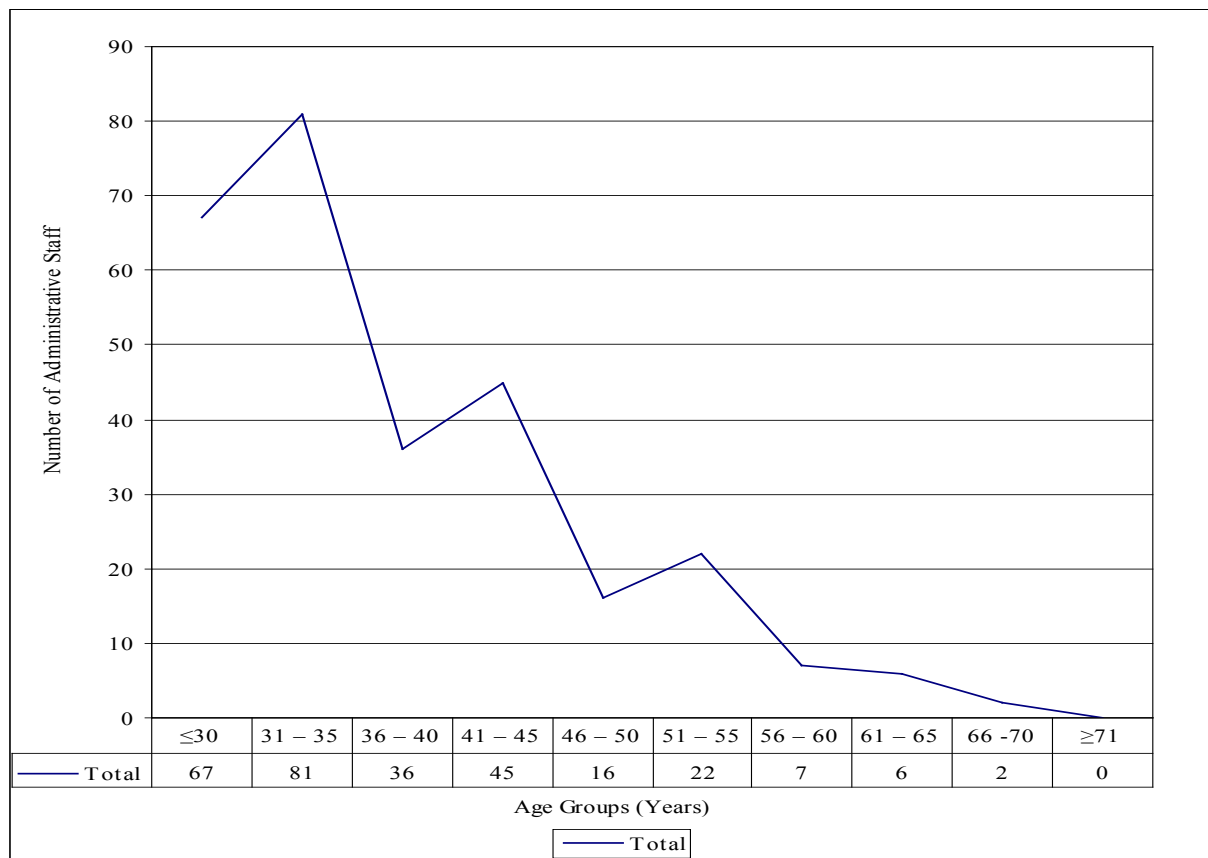


Fig. 13(b): Trend of Administrative Staff Profile by Age for 2012/13

5.3 Technical Staff

The Open University of Tanzania has also motivated very disciplined, intelligent and responsible technical staff in order to support academic programmes and other services. Some of the technical staff are actively engaged in ensuring that the University embraces and nurtures sustainably the use of ICT in delivery of academic programmes through E-learning platform. Other technical staffs are involved in supporting construction and maintenance of physical infrastructure at the Headquarters and in the regional centres. By June 2013 OUT had a total number of 44 technical staff of whom 34 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 (77%) than females.

5.3.1 Technical Staff by the Academic Qualification and Sex for 2012/13

Table 25 shows the technical staff by qualifications and sex for the Academic Year 2012/13. The emerging picture is that there are more technical staff (17) with Certificates qualifications than any other qualifications. There are other six technical staff that are also academic staff whose qualifications range from Tutorial Assistant to Doctorate. This group has already been recategorised into the academic staff cadre. A lot needs to be done so that OUT can improve further the technical staff academically.

Table 25: Technical Staff by the Highest Academic Qualification and Sex

	PhD			Masters			PGD			1st Degree			ADV. DIP			OD		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2009/10	0	0	0	0	0	0	1	0	1	9	2	11	3	0	3	3	2	5
2010/11	0	0	0	0	0	0	0	0	0	6	2	8	3	0	3	2	3	5
2011/12	0	0	0	0	1	1	0	0	0	8	1	9	3	0	3	3	3	6
2012/13	0	0	0	0	1	1	0	0	0	11	2	13	4	1	5	5	3	8

Table 25 cont...

	Certificate			Form VI			Form IV			Std VIII			STD VII			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2009/10	18	6	24	0	0	0	0	0	0	0	0	0	0	0	0	34	10	44
2010/11	18	5	23	0	0	0	0	0	0	0	0	0	0	0	0	29	10	39
2011/12	17	5	22	0	0	0	0	0	0	0	0	0	0	0	0	31	10	41
2012/13	14	3	17	0	0	0	0	0	0	0	0	0	0	0	0	34	10	44

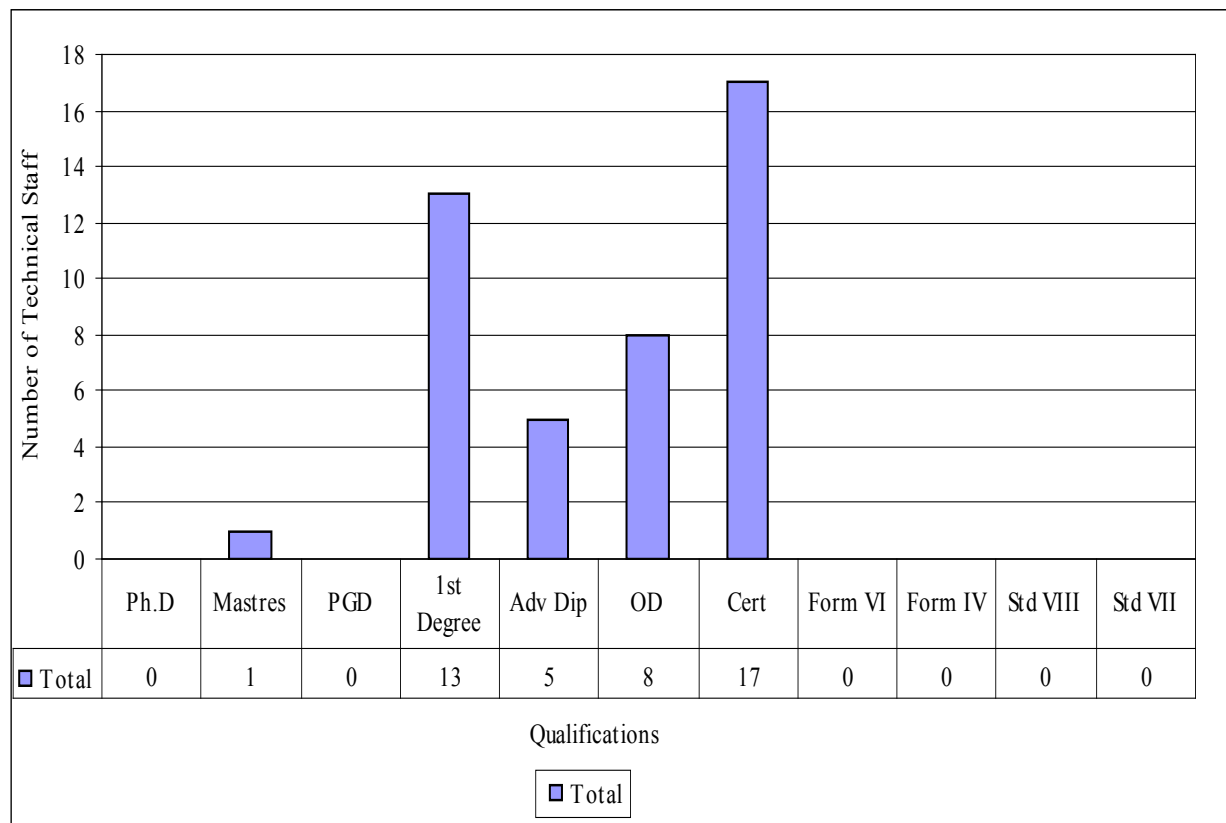


Fig. 14(a): Technical Staff by Qualifications for 2012/13

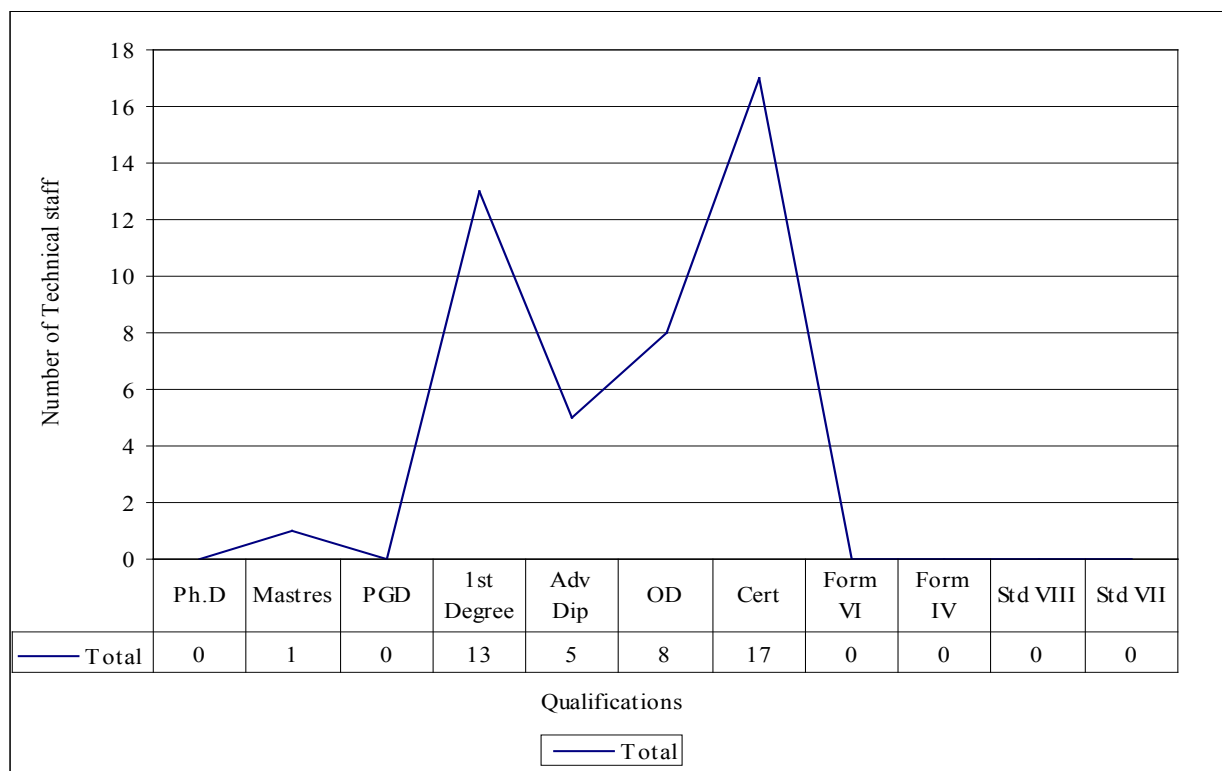


Fig. 14(b): Technical Staff Trend for 2012/13

5.3.2 Technical Staff Profile by Age and Sex 2012/13

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

Table 26: Technical Staff Profile by Age and Sex 2007/08 - 2012/13

	≤30			31 – 35			36 – 40			41 – 45			46 – 50			51 – 55		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2009/10	20	5	25	6	4	10	7	0	7	1	1	2	0	0	0	0	0	0
2010/11	16	4	20	6	4	10	7	1	8	0	1	1	0	0	0	0	0	0
2011/12	10	4	14	8	4	12	7	1	8	4	1	5	0	0	0	0	0	0
2012/13	10	4	14	8	3	11	9	1	10	5	2	7	0	0	0	0	0	0

Table 26 cont...

	56 – 60			61 – 65			66 – 70			≥71			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2009/10	0	0	0	0	0	0	0	0	0	0	0	0	34	10	44
2010/11	0	0	0	0	0	0	0	0	0	0	0	0	29	10	39
2011/12	1	0	1	1	0	1	0	0	0	0	0	0	31	10	41
2012/13	1	0	1	0	0	0	1	0	1	0	0	0	34	10	44

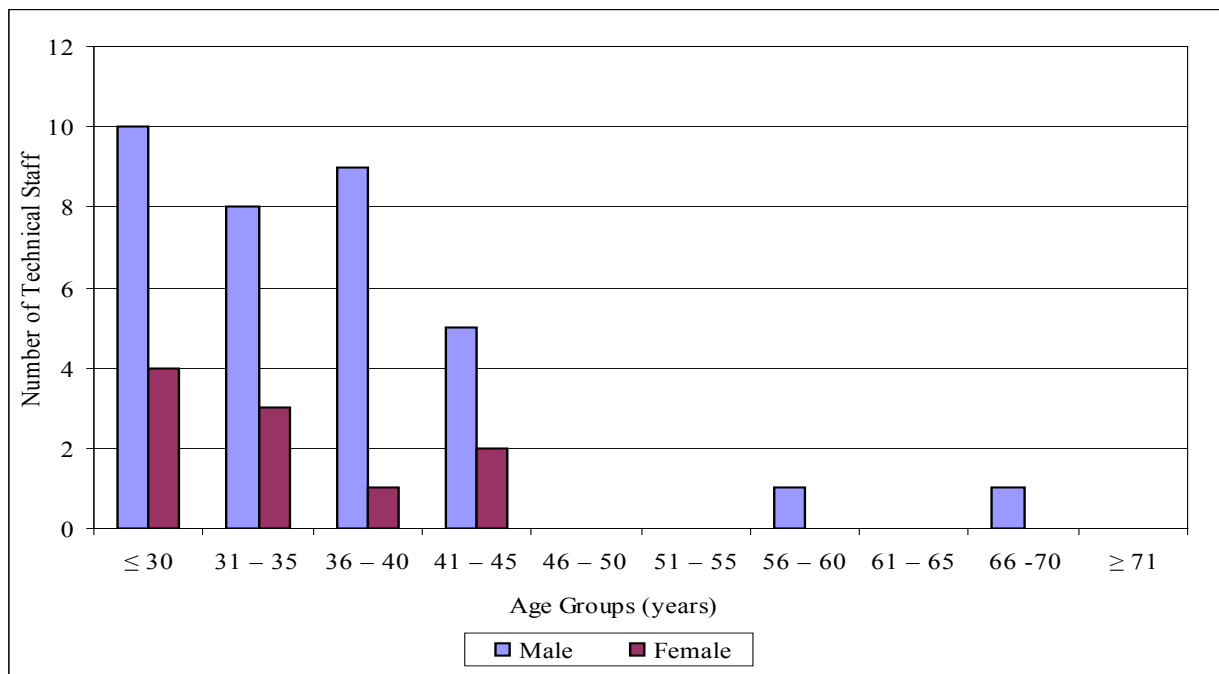


Fig. 15(a): Technical Staff Profile by Age and Sex for 2012/13

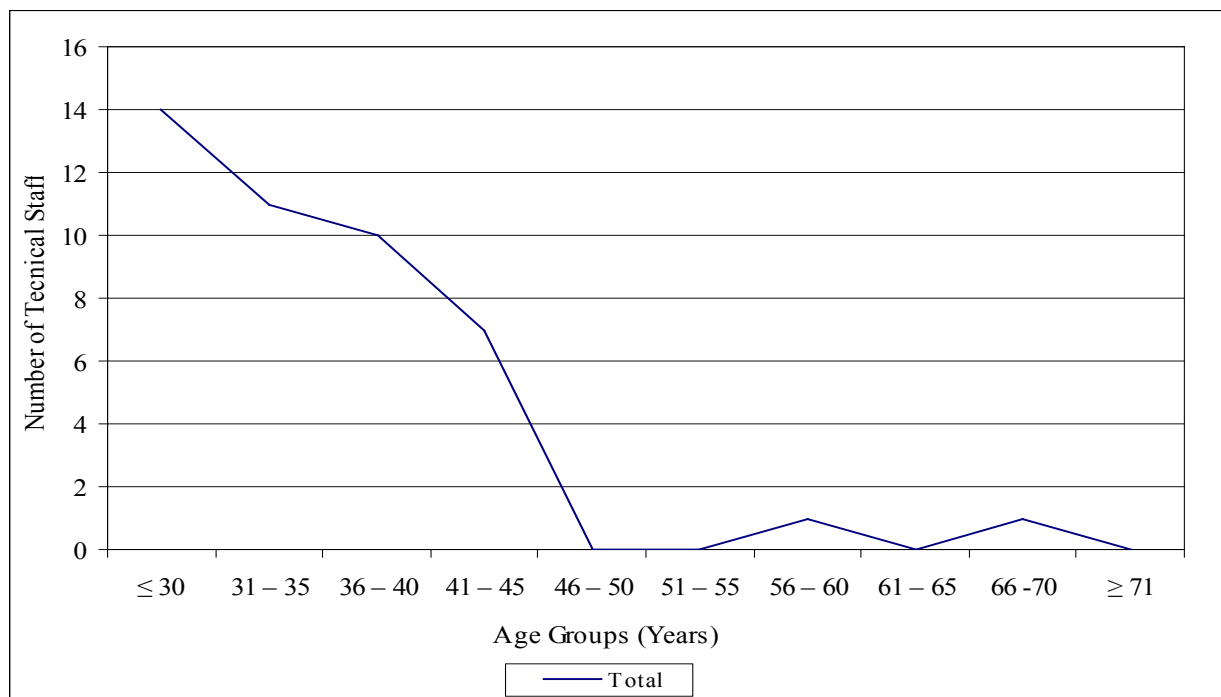


Fig. 15(b): Trend of Technical Staff Profile by Age for 2012/13

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 Institutions to hire additional staff. However, as remarked elsewhere in this booklet, the recruitment for female academic staff is not yet optimum and it remains low.

The recruitment of 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.

Table 27: Staff Recruitment

	Academic Staff			Administrative Staff			Technical Staff			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
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
2012/13	0	0	0	0	0	0	0	0	0	0	0	0

Chapter Six

SOURCES OF FUNDS

6.1. Introduction

OUT like any other higher learning institution needs financial resources to implement various activities in order to achieve the two core functions: teaching and Learning as well as research and publications. Although the survival of OUT largely hinges on Government subventions and self generated income, to propel its operation, OUT has also been able to mobilize funding from different development partners both from within and outside the country. In the following sub-sections, the major sources of revenues with corresponding expenditures on various items are outlined.

6.2 Government Subvention: Recurrent and Development Subvention

The recurrent budget in nominal terms has been increasing over the years. However, in real terms, it has been falling when the cost of equipment and other essential inputs for running university's activities are taken into account as well as inflationary factors. This is confirmed by the decreasing share of the requested budget to the allocated budget. It is important to bear in mind that the estimated requested budget reflects the actual cost of equipment, materials and other inputs. Taking this into account, it is obvious that the OUT is underfunded by the Government in terms of both recurrent costs and in particular the OC as well as development budget from internal sources.

Table 28: Recurrent and Development Subvention

Fiscal Year	Recurrent (T.Shs '000)			Development (T.Shs '000)		
	Requested	Allocation	%(Alloc/Requested)	Requested	Allocation	%(Alloc/Requested)
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
2012/2013*	25,000,000	12,082,715	48.3	650,000,000	124,000	0.02

- Recurrent and Development Subventions for the Academic Year 2012/13 were up to April 2013

The development budget has been falling both in nominal and real terms between the financial years 1995/96 and 2005/2006. 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 2006/07 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. In the academic year 2012/13 only 124,000,000/- TZS was released by the Government from local sources purposely for renovation of one of the Regional centres.

Table 29: Disaggregation of Recurrent Subvention

Academic Year	Other Charges (OC)	Personal Emoluments (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	9,819,397,000	10.0	90.0
2011/2012	1,141,798,000	10,055,773,727	11,197,571,727	10.0	90.0
2012/2013*	199,459,000	8,495,053,460	8,694,512,460	2.0	98.0

- *Recurrent Subvention for the Academic Year 2012/13 was up to April 2013*

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.

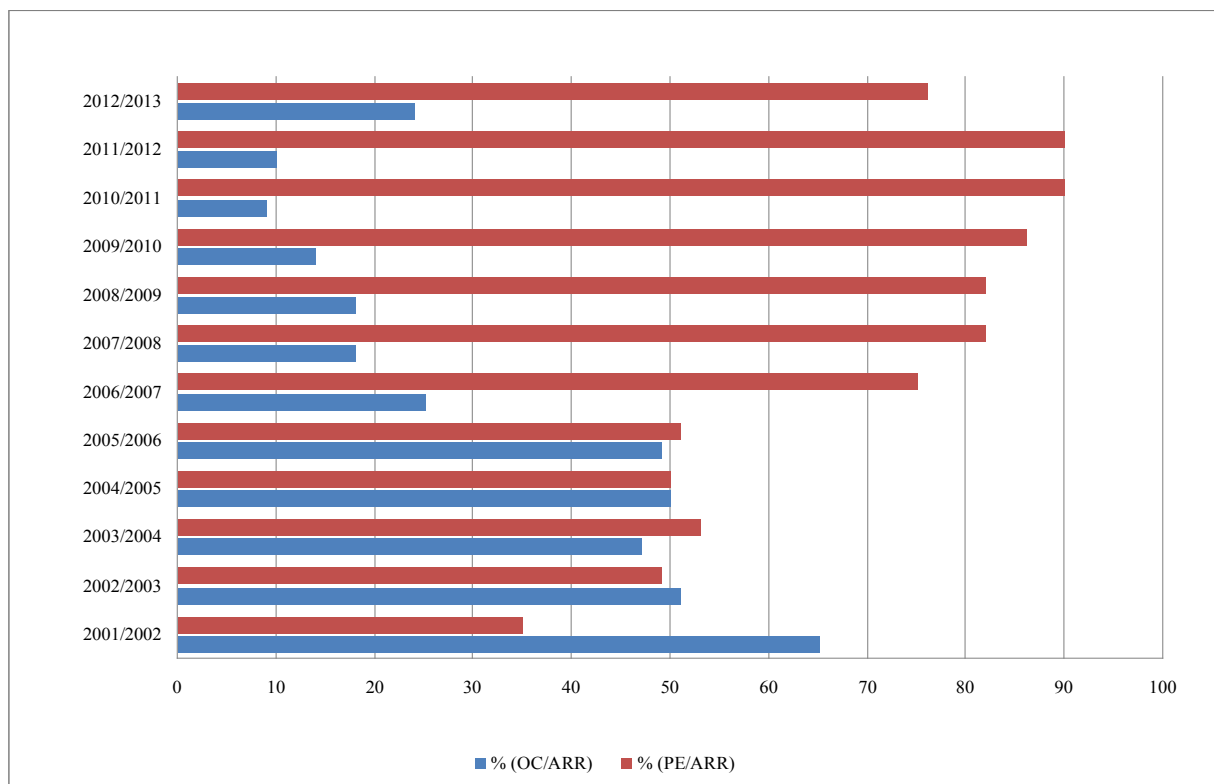


Figure 16: The percentage of PE and OC in Actual Recurrent Released

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 and also after introduction of a new procedure for fees payment with effect from 2012/13. It can be seen that tuition fees collection increased from Tshs. 1,090,754,000/= (2004/05) to Tshs. 4,958,274,565/= in 2009/10 and that increased further to Tshs. 6,987,197,388/= in 2011/12. Further measures of linking SARIS to fees collection statement and to the Bank Systems in 2012/13 are expected to improve further the tuition fees collection at Open University of Tanzania and hence stabilize financial sustainability of the University.

Table 30: Tuition Fees

Academic Year	Enrolled students	Estimated Tuition fees	Collected Tuition fees	%collected fees/ estimated tuition fees
1994/1995	766	60,514,000	21,680,221	35.8
1995/1996	778	118,816,000	34,555,338	29.1
1996/1997	1101	223,807,000	296,883,500	132.7
1997/1998	755	301,069,000	304,088,800	101.0
1998/1999	747	601,125,000	493,882,800	82.2
1999/2000	619	682,680,000	626,728,800	91.8
2000/2001	733	808,560,000	681,569,201	84.3
2001/2002	1209	1,056,600,000	791,223,331	74.9
2002/2003	1340	1,307,640,000	305,763,048	23.4
2003/2004	1806	1,610,840,000	595,399,063	37.0
2004/2005	3194	2,528,980,000	1,090,754,500	43.1
2005/2006	4189	2,411,760,000	2,274,370,948	94.3
2006/2007	5176	3,576,773,846	3,999,145,324	111.8
2007/2008	8262	4,208,870,000	3,420,544,954	81.3
2008/2009	6085	4,208,870,000	4,063,980,330	96.5
2009/2010	6011	4,500,000,000	4,958,274,565	110.2
2010/2011	8973	4,893,870,000	5,142,200,430	105.1
2011/2012	9311	7,300,000,000	6,987,197,388	95.7
2012/2013	11622	7,266,784,000	3,035,291,896	41.8

Note: The collected Tuition fees figure for 2012/13 is from July 2012 to April 2013

6.4 Development Partner Funds and Research Grants

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. OUT is highly grateful for the financial contributions from various partners.

As mentioned earlier, over the last eight years, OUT has mobilized funds from various development partners 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, contributions from development partners funds almost quadrupled, it increased more than twenty times in 2007, and more than seventy times in 2009.

Figure 16 plots financial support from various development partners. The Swedish International Development Agency ranks at the top followed by the World Bank loan to the Government in the second position. These two development partners (i.e., SIDA and World Bank) have offered more than seven billion Tanzanian shillings. The World Bank supports the OUT in building capacity in the field of tourism, Science Education, Postgraduate scholarships and Procurement of textbooks. The overall objective of SIDA financial support was to strengthen the educational delivery capacity and overall management through enhanced organisational development and effective exploitation of ICT resources and services. The SIDA support ran from 2007 to June 2011.

Other development partners 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 English and Swahili. 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 a 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 ultimately enabled 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 at the OUT. 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 M.CED programmer has now been localised by OUT since the academic year 2010/11.

OUT also received grants from Commonwealth (CYP) London, to facilitate training programme in Youth Development and Work. The disbursed tranches have been used to regularly review and update teaching and learning materials, staff emoluments, workshops and seminars. The IUCEA has been pivotal in supporting research for a number of academic staff under the umbrella of the Lake Victoria Research Initiative (VicRes). In short, VicRes is a regional research initiative that is concerned with issues related to poverty eradication, sustainable livelihood and natural resources management within the Lake Victoria Basin. The project aims to promote sustainable livelihood and natural resources management in the Lake Victoria Basin and to re-invigorate research and stimulate discussions on issues that affect people and environment of the Lake Victoria Basin. The following themes are rigorously researched by OUT staff: Gender Tenure System and People Living in the Wetlands of Lake Victoria Basin; Pastoralist transformation in Kagera sub-basin; Environmental Lead Pollution and Food safety in the Lake Victoria; Assessment of land use/land cover changes in Lake Victoria basin; and Nutrition enhancement project in Lake Victoria basin. In 2005, the Australian government gave the OUT a grant to develop learning materials for Certificate and Diploma course in Poultry production. In September 2005, DANIDA 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 is used to record into cassette degree courses and teaching instructions 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 up to the financial year 2009/2010.

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 (at the OUT temporary headquarters). The loan (contract sum) amounts to TZS 3,592,379,377.30. The construction of the building commenced on 6th January 2012 and the advance payment was TZS 2,439,860,340.00 paid in the academic year 2011/12. The rest (1,152,519,037.30) paid in the academic year 2012/13. The construction is expected to be completed in June 2013.

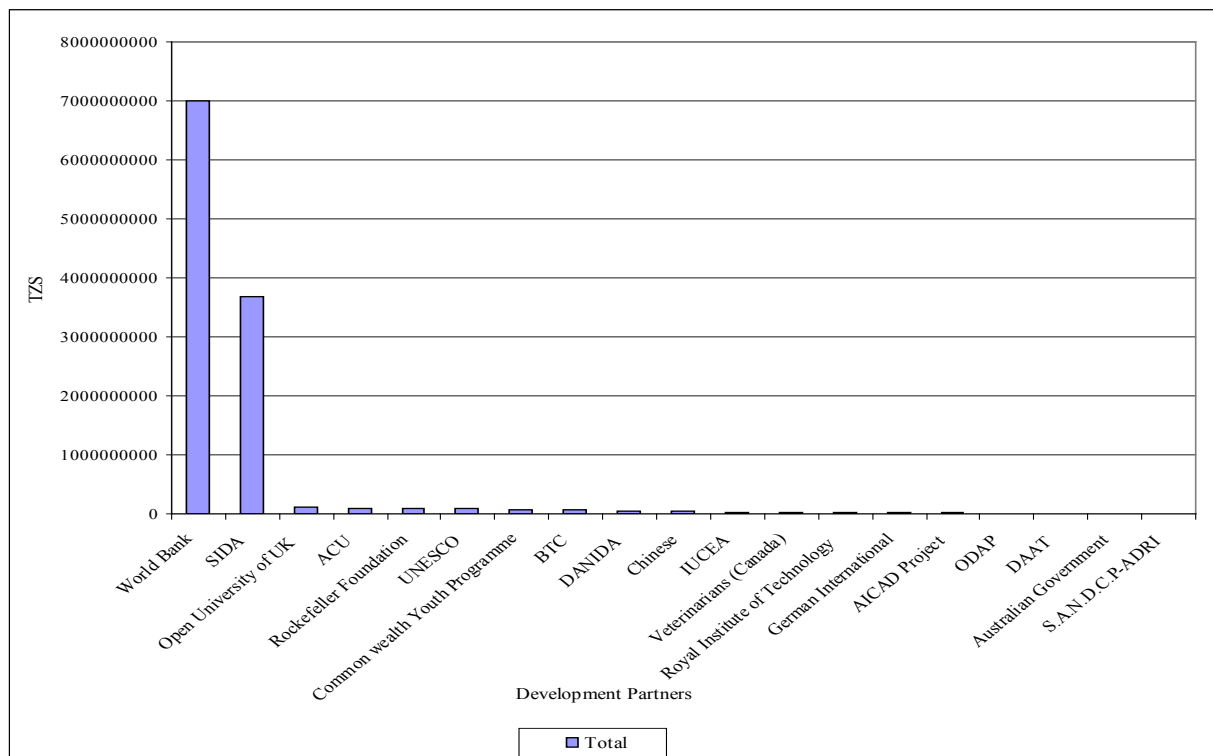


Figure 17: External Financial Support from Various Development Partners 2004 – 2012/13

Table 31: Grants from Development Partners

Year	Source of Grant	Grant (Tshs.)	Total (Tshs.)
2004	Rockefeller Foundation	94,500,000.00	106,355,000.00
	Association of Commonwealth Universities(ACU)	11,855,000	
2005	Australian Government	4,609,500.00	46,935,899.00
	German International	21,504,000.00	
	Open University of UK	5,397,399.00	
	S.A.N.D.C.P-ADRI	3,570,000.00	
	Association of Commonwealth Universities(ACU)	11,855,000	
2006	Open University of UK	89,496,298.20	167,190,186.72
	Common wealth Youth Programme	19,264,312.00	
	Inter Universities Council for East Africa-IUCEA	10,926,386.52	
	AICAD Project	11,938,190.00	
	Association of Commonwealth Universities(ACU)	35,565,000	
2007	Royal Institute of Technology	22,604,627.72	1,060,997,889.58
	Common wealth Youth Programme	25,485,749.60	
	Inter Universities Council for East Africa-IUCEA	6,466,000.00	
	SIDA	890,607,349.26	
	ODAP	9,917,943.00	
	Open University of UK	5,830,000.00	
	UNESCO	88,231,220.00	
	Association of Commonwealth Universities(ACU)	11,855,000	
2008	Common wealth Youth Programme	19,922,615.20	865,319,939.40
	Veterinarians (Canada)	15,640,512.00	
	Inter University Council for East Africa-IUCEA	14,894,060.00	
	UNESCO	3,845,330.20	
	David Anderson Trust Fund-DAAT	6,481,105.00	
	SIDA	757,862,000.00	
	Open University of UK	22,964,317.00	
	Association of Commonwealth Universities(ACU)	23,710,000	
2009	Veterinarians (Canada)	11,799,368.80	2,635,280,951.30
	World Bank 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	
2010	SIDA	1,706,954,055.27	1,708,934,055.27
	DAAT	1,980,000	
2011	DAAT	2,045,000	2,441,905,340.00
	World Bank loan to the Government	2,439,860,340.00	
2012	World Bank loan to the Government	1,152,519,037.30	1,152,519,037.30

6.5 Other Self Generated Funds

The account for “Other Self Generated Funds” was formally established in the financial year 2005/06. Further to that, the Income Generation steering committee and separate financial accounts were set up in 2008 in order to enhance financial sustainability. 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.

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	1,171,128,181
2012/2013	499,627,500

Note: The figure for 2012/13 was the fund generated from July 2012 to March 2013.

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 2012/13. Figure 17 exploits the data from Tables 28 and 29 to highlight 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.

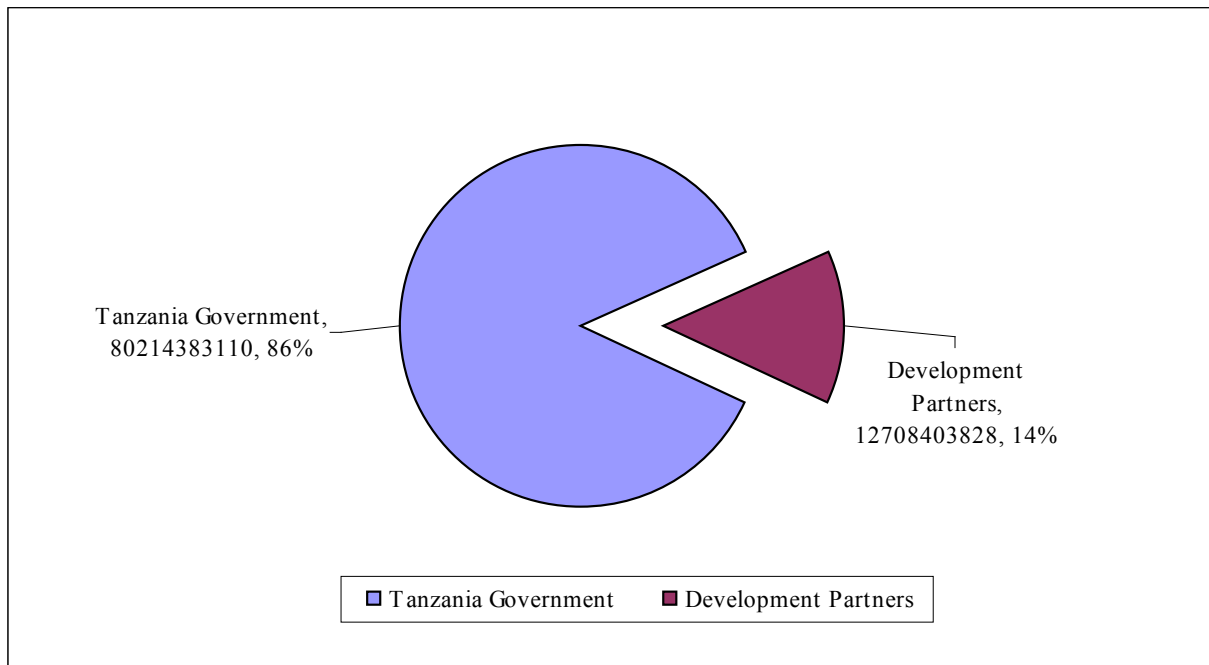


Fig. 18: Sources of Finance 2004 – 2012/13

Chapter Seven

RESEARCH, PUBLICATIONS AND CONSULTANCY OUTPUTS

7.1 Research Projects and Consultancy conducted by the OUT Staff

The OUT staff have reputable expertise in doing research and consultancy services both at national and international arena. Most staff possess a sound track record of provision of research services and consultancy as shown in Table 33. In general, the number of research projects exhibits an increased trend over the last four years or so.

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
2012/13	26

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. In the academic year 2012/13, only Faculty of Arts and Social Sciences and Faculty of Education respectively managed to publish 1 and 5 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.

Table 34: Production of new Study Materials

Year	FASS	FBM	FED	FLW	FSTES	ICE	Total
1994	2	0	0	0	0	0	2
1995	4	0	0	4	9	0	17
1996	3	0	0	8	5	4	20
1997	8	2	2	0	9	1	22
1998	6	1	2	3	3	4	19
1999	7	0	2	0	3	1	13
2000	0	0	0	0	6	0	6
2001	1	0	0	0	5	0	6
2002	5	0	5	0	5	0	15
2003	1	0	0	0	1	0	2
2004	3	0	1	2	0	1	7
2005	0	0	0	0	0	0	0
2006	5	0	3	1	8	0	17
2007	2	1	2	1	8	2	16
2008	13	0	0	0	11	6	30
2009	1	0	0	0	16	0	17
2010	0	0	0	0	12	2	14
2011	0	0	15	0	0	0	15
2012	1	0	5	0	0	0	6
Total	61	4	37	19	101	21	244

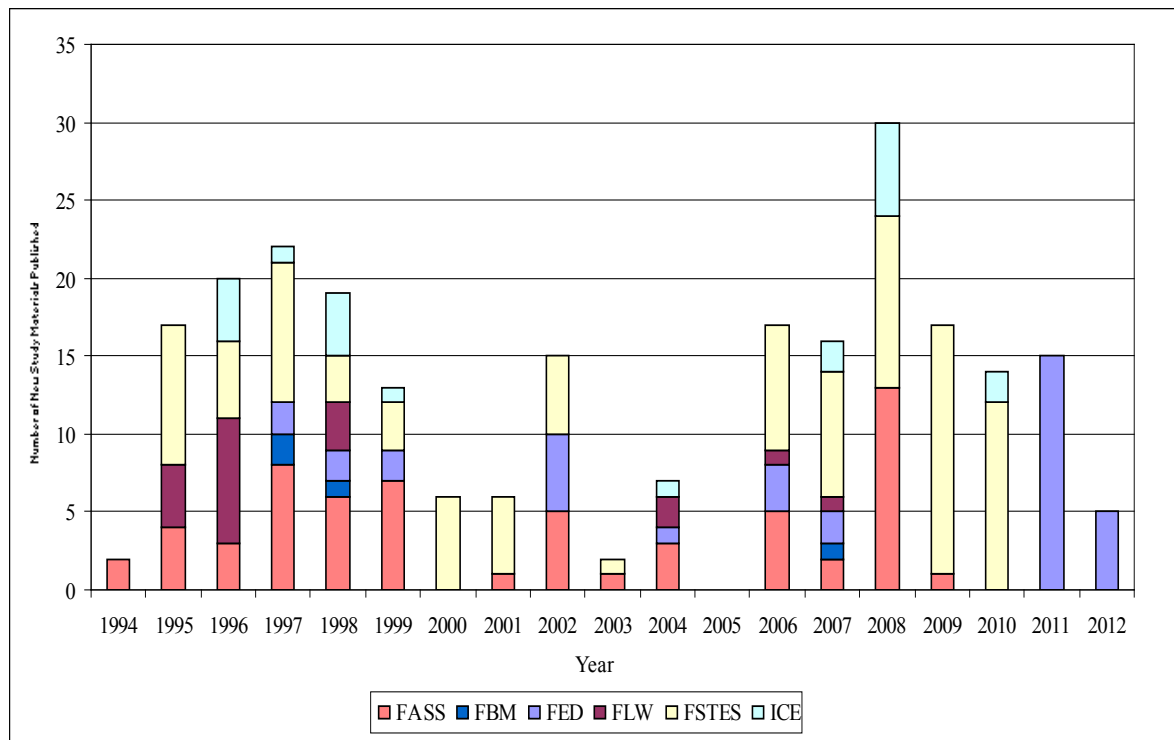


Fig. 19(a): New Study Materials 1994 – 2012/13



Fig. 19(b): Trend of New Study Materials Publish ed for 1994 – May 2013

7.2.2 Journals Produced by OUT

The Open University of Tanzania publishes four types of types of Journals namely; Huria, JIPE and Law Journal and the African Journal of Economic Review..

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. The latest journal produced is Vol. 13 Number ISSN 0856 6739

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. It also informs the public on issues pertinent to their day to day educational experiences.

7.2.2.3. Law Journal

Open University Law Journal (OULJ) is a bi-annual peer reviewed journal published by the Faculty of Law, the Open University of Tanzania. The journal's key focus is on publication of high quality academic, scholarly and professional articles, comment on topical issues, critical analysis, and book reviews on legal issues covering diverse aspects of law. Since its first issue published in July 2007 OULJ has received a positive response from its local and international audience.

7.2.2.4 African Journal of Economic Review

The African Journal of Economic Review (AJER) is a refereed, biannual that has been launched by the Centre for Economics and Community Development in 2012/13 Academic Year. The Journal publishes high quality and scholarly articles on economic issues relevant to Africa. The AJER is an applied journal with keen interest in the following areas: Public sector economics, monetary economics, international trade and finance, agricultural economics, industrial economics, development economics, labour economics, health economics, environmental economics and economic reforms. The AJER has been registered as ISSN 1821-8148. The first issue of the Journal is with the printer and expected to be released in June 2013.

7.3. Number of Registered Consultancies

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

Table 35: Number of Registered Consultancies

Year	Number of Consultancies
2006/07	8
2007/08	9
2008/09	5
2009/10	4
2010/11	13
2011/12	14
2012/13 up to May 2013	7

7.3.1 Establishment of Open University of Tanzania Consultancy Bureau (OCB) Board

OCB is part of Open University of Tanzania but a semi autonomous body registered under the Companies Act of 2002 as a non profit making organization with certificate of incorporation No. 71625 of June 2009. The OCB guided by among other things the Consultancy Services Policy and Procedures (2007). The OCB aims at empowering its employees, students and the surrounding communities with competencies in consultancy services so as to improve the socio economic development for all Tanzanians.

According to the OUT consultancy service policy and operational procedures (2007), The Organizational Structure of the Open University of Tanzania Consultancy Bureau shall have a Board and Management. The OCB Board meets quarterly and undertakes various duties namely: to receive and deliberate the consultancy assignments undertaken by the OCB, to set guidelines

and standards for smooth operation of the OCB, to appoint or endorse any appointment for leaders of the consultancy projects, and to deliberate on any financial matters of the OCB, to advice OUT management on appropriate interventions regarding consultancy activities and services to the community.

The Board shall be comprised of the following members:

Internal Members:

- 3 Deputy Vice Chancellors,
- Coordinator of Income Generation Unity (IGU)
- Consultancy coordinators from two faculties/institutes(by rotation)Director of Finance and accounts
- Director of quality Assurance
- Coordinator of OCB - Secretariat

External members:

- 1 from Public Service - Chairperson
- 1 from Business Community

The current member of the OCB Board with their status

S.N	Name	Status
1.	Prof. Ninatubu M. Lema	Chairperson
2.	Mr. Dustan G. Mrutu	External Member
3.	Prof. Tolly S.A. Mbvette	Member
4.	Prof. Elifas Bisanda	Member
5.	Prof. Modest D. varisanga	Member
6.	Prof. Matern Victor	Member
7.	Dr. William T. Pallangyo	OCB Coordinator
8.	Dr. Tumaini Katunzi	Coordinator IGU
9.	Dr. Edephonc Nfuka	Member
10.	Dr. Paul Kihwelo	DQA
11.	Mr. Azimio J. Taluka	DFA
12.	Dr. Benhajj Masoud	Member

Chapter Eight

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

8.1 Introduction

Projection of students' enrolment as well as income is an important exercise since it enables the University to plan ahead academic as well as administrative activities and the required resources to spearhead sustainably and efficiently such plans. In projecting future student admission, graduates and income, a three-year average historical data trend for each category was used. The three-year average data rate was calculated individually for each category and 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 2013/14 - 2017/18

Faculty	FASS			FBM			FED			FLW			FSTES			ICE			Total		
Year	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2013/14	1136	640	1776	602	252	854	1045	835	1880	519	170	689	368	75	443	2310	1724	4034	5980	3696	9676
2014/15	1167	685	1852	726	287	1013	1344	1079	2423	586	232	818	410	92	502	2334	1731	4065	6567	4106	10673
2015/16	1198	730	1928	850	322	1172	1643	1323	2966	653	294	947	452	109	561	2358	1738	4096	7154	4516	11670
2016/17	1229	775	2004	974	357	1331	1942	1567	3509	720	356	1076	494	126	620	2382	1745	4127	7741	4926	12667
2017/18	1260	820	2080	1098	392	1490	2241	1811	4052	787	418	1205	536	143	679	2406	1752	4158	8328	5336	13664

Table 37: Targets for Enrolment of Postgraduate Degree Students for the period 2013/14 - 2017/18

Faculty	FASS			FBM			FED			FLW			FSTES			Total		
Year	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2013/14	430	232	662	888	296	1184	818	352	1170	197	41	238	122	25	147	2455	946	3401
2014/15	523	285	808	1001	330	1331	900	392	1292	232	48	280	123	26	149	2779	1081	3860
2015/16	616	338	954	1114	364	1478	982	432	1414	267	55	322	124	27	151	3103	1216	4319
2016/17	709	391	1100	1227	398	1625	1064	472	1536	302	62	364	125	28	153	3427	1351	4778
2017/18	802	444	1246	1340	432	1772	1146	512	1658	337	69	406	126	29	155	3751	1486	5237

Table 38: Targets for Graduates of Undergraduate Degree and Non-Degree Students for the period 2013/14 - 2017/18

Faculty	FED			FASS			FSTES			FLW			FBM			ICE			Total		
Year	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2013/14	198	197	395	324	211	535	120	51	171	173	67	240	55	23	78	625	614	1239	1495	1163	2658
2014/15	242	262	504	367	245	612	135	59	194	187	76	263	88	35	123	649	621	1270	1668	1298	2966
2015/16	286	327	613	410	279	689	150	67	217	201	85	286	121	47	168	673	628	1301	1841	1433	3274
2016/17	330	392	722	453	313	766	165	75	240	215	94	309	154	59	213	697	635	1332	2014	1568	3582
2017/18	374	457	831	496	347	843	180	83	263	229	103	332	187	71	258	721	642	1363	2187	1703	3890

Table 39: Targets for Graduates of Postgraduate Degree Students for the period 2013/14 - 2017/18

Faculty	FED			FASS			FSTES			FLW			FBM			Total		
Year	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2013/14	53	48	101	66	42	108	4	2	6	20	9	29	132	61	193	275	162	437
2014/15	54	49	103	76	45	121	6	4	10	22	11	33	151	68	219	309	177	486
2015/16	55	50	105	86	48	134	8	6	14	24	13	37	170	75	245	343	192	535
2016/17	56	51	107	96	51	147	10	8	18	26	15	41	189	82	271	377	207	584
2017/18	57	52	109	106	54	160	12	10	22	28	17	45	208	89	297	411	222	633

Table 40: Income Projection for the period 2013/14 - 2017/18

Academic Year	Recurrent Subvention		Development		Other Incomes (IGU)
	OC	PE	Subvention	Tuition Fees	
2013/14	7,032,489,425	18,419,565,681.80	174,700,000	8,000,673,658	638,849,308
2014/15	8,501,452,850	19,521,942,025.80	225,400,000	8,762,055,420	781,698,616
2015/16	9,970,416,275	20,624,318,369.80	276,100,000	9,597,347,316	924,547,924
2016/17	11,439,379,700	21,726,694,713.80	326,800,000	10,632,639,212	1,067,397,232
2017/18	12,908,343,125	22,829,071,057.80	377,500,000	12,167,931,108	1,210,246,540

Chapter Nine

THE UNIVERSITY LEADERSHIP DURING THE YEAR 2012/13

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 set target. The institutional powers are governed by the University Act No.7 of 2005, Regulations and the Charter and Rules 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 Chancellor who is titular 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. The term of appointment of Chancellor of OUT Honourable Dr. John Malecela ended on 31st December 2012. In January 2013, The President of the United Republic of Tanzania appointed Honourable Dr. Asha-Rose Migiro for a period of six years.

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 12th April, 2010. The Vice Chancellor is appointed in the manner as prescribed in the University Act No.7 of 2005 as well as the OUT Charter and Rules (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. The current DVC (Academic) is Professor Elifasi Tozo Bisanda.

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. The current DVC (RM) is Professor Matern Victor

9.3.3 Deputy vice Chancellor (Learning Technology and Regional Services)

The Deputy vice Chancellor (LT & RS) is responsible to, to the Vice Chancellor in respect to matters pertaining to the provision of all services in the Coordination and Regional Centres including Learning Technologies. Effective 1st July, 2012, The current DVC (LT&RS) is Professor Modest Diamond Varisanga.

1.4 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 Academic Head and Chairperson of the Board of the faculty. The following are Deans in various faculties:

- **Dr. Deus Ngaruko**
Dean, Faculty of Arts and Social Sciences
- **Dr. Proches Ngatuni**
Dean, Faculty of Business Management
- **Prof. Honorata Mushi**
Dean, Faculty of Education
- **Dr. Susan Kolimba**
Dean, Faculty of Law
- **Dr. Leonard Fweja**
Dean, Faculty of Science, Technologies and Environmental Studies

9.4.2 Directors of Institute and Directorates

The charter also provides for Directors of Institute and Directorates. The following are directors of institutes and other administrative units

- **Dr. James Kisoza**
Institute of Continuing Education
- **Dr. Edefonse Mfuka**
Institute of Educational Technologies

- **Mr. Azimio Taluka**
Director of Finance and Accounts
- **Mr. Maulana Ayoub**
Acting Director of Communication and Marketing
- **Ms. Selina Irafay**
Director of Human Resource Management
- **Ass. Prof. Shaaban Mbogo**
Director of Research and Postgraduate Studies
- **Dr. Khatibu Kazungu**
Director of Planning and Development
- **Prof. Cornelia Muganda**
Director of University Library Services is Dr. Prof. C. Muganda
- **Dr. Lawi Yohana**
Director of Examinations Syndicate
- **Dr. Benhajj Masound**
Director of Undergraduate studies
- **Dr. Paul Kihwelo**
Director of Quality Assurance and Control

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/ **Coordinators** were as follows by May 2013.

Regional Centres	Directors
Arusha	Ms. Wilhelmina L. Saria
Coast	Mr. A. Ally
Dodoma	Mr. Maulid Juma Maulid
Geita	Mr. Phillip Filikunjombe
Ilala	Ms. Hellen Kiunsi
Iringa	Mr. Timothy Kapama
Kagera	Prof. Emmanuel Babyegeya
Katavi	Mr. Juma Matonya
Kigoma	Mr. George Mabula
Kilimanjaro	Mr. Erick Gabriel
Kinondoni	Mr. Stanley Noah
Lindi	Ms. Irene Tarimo
Manyara	Mr. Kassim Salehe

Mara	Ms. Flora Kiwonde
Mbeya	Mr. Terentius Rugumisa
Morogoro	Dr. Said Massomo
Mtwara	Dr. Jerome Chilumba
Mwanza	Mr. Bernard Kapaya
Njombe	Mr. Emmanuel Tonya
Rukwa	Dr. Elina Lyamuya
Ruvuma	Mr. Andrew I. Komba
Shinyanga	Ms. Agatha Mgogo
Simiyu	Mr. Straton Ruhinda
Singida	Mr. Mbaraka Msangi
Tabora	Ms. Adolphina K. Massaba
Tanga	Ms. Rahma Mohamed
Temeke	Dr. Jacqueline L. Bundala
Coordination Centres	Coordinators
Pemba	Mr. Juma R. Khamis
Zanzibar	Mr. Yusuf Mhangwa

9.4.4 Other Open University of Tanzania Centres

OUT also has other internal and external coordination centres

- Internal coordination centers:
ACDE TCC
CECED
SADC ODL COS (TE)
- External coordination centres:
Kenya – Egerton NBO and Njoro
Namibia – Extension Memorandum of Understanding with Triumphet college
Rwanda – Kibungo
Uganda – Uganda Martyr’s University (Memorandum of Understanding signed on 27/03/2013)

Photos of OUT Regional Centres Directors and Coordination Centres Coordinators



Iringa Mr. Timothy
Kapama



Ilala Ms. Hellen Kiunsi



Dodoma Mr. Maulid Juma
Maulid



Coast Ally Abdallah



Mtwara Dr. Jerome
Chilumba



Ruvuma Mr. Andrew
Komba



Katavi Mr. Juma Matonya



Tanga Ms. Rahma
Mohamed



Shinyanga Ms. A. Mgogo



Kilimanjaro Mr. Erick
Gabriel



Mbeya Mr. Terentius
Rugumisa



Temeke Dr. Bundala



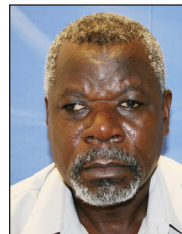
Lindi Mrs. Irene Tarimo



Manyara Mr. Kassim
Salehe



Kinondoni Mr. Stanley
Noah



Kagera Prof. Emmanuel
Babyegeya



Kigoma Mr. George
Mabula



Mara Mrs. Flora Kiwonde



Geita Mr. Phillip
Filikunjombe



Pemba Mr. Juma R.
Khamis



Njombe Mr. Emmanuel
Tonya



Mwanza Mr. Bernard
Kapaya



Morogoro Dr. Said
Massomo



Arusha Mrs. Wilhelmina
Saria



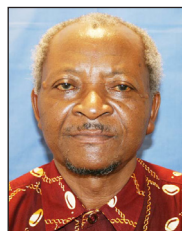
Simiyu Mr. Straton
Ruhinda



Zanzibar Mr. Y. Mhangwa



Tabora Mrs. Adolphina
Massaba



Singida Mr. Mbaraka A.
Msangi



Rukwa Dr. Lina Lyamuya

Chapter Ten

FUTURE OPEN UNIVERSITY OF TANZANIA LOOK

10.1 Introduction

Since 1994, Open University of Tanzania has been operating through a network of twenty seven Regional Centres, ten Coordinating Centres, and sixty nine Study Centres spread throughout the United Republic of Tanzania and beyond. See Chapter Nine.

The Open University of Tanzania has recently drafted an evolution path for the coming twenty years. The proposed strategic evolution path aims at empowering and engaging in the management and co-ordination of Open University of Tanzania activities. This strategic drive is an element of government efforts in strengthening initiatives of bringing even closer than before the open and distance learning at the regional authorities.

10.2 Regional Colleges

This time, however, the regional authorities are envisaged to play a more proactive role in seeing to it that these OUT colleges are availed with requisite resources that will enable them to function smoothly and enable regional economies to augment the pool of skilled labor force required to trigger scientific, technological, social and economic development. The need to embed Open University of Tanzania activities into regional authorities is justified by increased demand for higher education in the regions while the availability of resources to accommodate such demand is increasingly inhibited by the declined financial resources (in real terms) that Open University of Tanzania has been receiving from the central government..

Open University of Tanzania sees that there is a need to support regional development initiatives through supply of highly skilled human resource as well as carrying out relevant research and consultancy services. For this to be realized, Regional Authorities in conjunction with the Open University of Tanzania have a key role to play in establishing, maintaining and sustaining sound infrastructure for the mutual benefit of all stakeholders who are engaged in higher education and the general public at large.

The ultimate goal is for each Regional Centre to acquire the status of a Constituent College, which is the highest status of a College before attainment of University status. However, transformation of a Regional Centre into a College is not automatic. A Regional Centre will have to meet the set criteria for transformation into the status of a specific type of College. Regional Centres will have to demonstrate readiness for transforming into the specific type of a College after fulfilling the criteria and submit evidence for the same to be considered by relevant University and Government organs as stipulated in the University Charter. It is only after verification of compliance to the set criteria that consideration for awarding the status will be made. Such a Regional Centre will have to be supported by its respective region, which also has to confirm its readiness to provide funds for its physical infrastructure as well as facilities based on minimum master plan of the College.

10.3 District Centres

One of the key objectives for establishment of Open University of Tanzania was to offer opportunities for higher education and training to a large segment of Tanzania's population and endeavour to achieve the education wellbeing of the society as a whole. Since establishment, the main hub of delivery of Open University of Tanzania academic programmes has been the Regional Centre. However, progressively we have been witnessing that a significant proportion of students that receive services at the Regional Centres originate from districts. In some districts, the student population has grown to numbers that have necessitated the University to establish examination centres. All these demonstrate that the objective of Open University of Tanzania of reaching more people especially in remote areas has not yet been realized.

Together with the increasing numbers of students in districts various stakeholders, including Members of Parliament, Regional and District Commissioners and District Executive Directors have requested that Open University of Tanzania extends its services to the district level. Some district authorities such as Kyela, Mbozi, Mpanda (now Katavi Region) have even provided building to host Open University of Tanzania activities.

In view of the increasing demand for Open University of Tanzania services at the District level, it is proposed that more decentralization of Open University of Tanzania services to the district level should be considered. However, because of limitation of resources (financial, human and physical), it is proposed that the provision of such resources should be shouldered by the district themselves.

The Open University of Tanzania will confine itself to provision of core services, that is, those related to delivery of academic programmes, research and consultancy. Apart from academic related duties, it is anticipated that running of offices at district level will be undertaken by district authorities. However, the quality of academic services delivered will be enforced in accordance with Open University of Tanzania standards. In this proposed initiative, Open University of Tanzania headquarters shall retain and discharge duties related to the formulation and coordination of University policies and operational procedures.

Moreover, academic related matters shall remain within the jurisdiction of Open University of Tanzania Senate. Such activities shall include, but not be limited to curriculum design, review and development; examinations, awards and issuance of certificates; quality assurance and controls; University-wide strategic planning which shall inform and also be informed of the regional strategic planning.

(Footnotes)

* These are Coordination Centre

* Coordination Centre