Widening Participation in Higher Education in Ghana and Tanzania: Developing an Equity Scorecard

Progress Report

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www.sussex.ac.uk/education/wideningparticipation

www.sussex.ac.uk/education/cheer

22 July, 2009

Research Questions

1. What have been the achievements and challenges to date in developing and implementing strategies for widening participation in higher education in Ghana and Tanzania?

2. How are the case study institutions interpreting and responding to the Millennium Development Goals?

3. Which groups are currently and traditionally under-represented in the case study institutions? Does this correlate with wider national and international patterns of social exclusion?

4. Is there a relationship between learners' prior experiences of education, their socio-economic backgrounds and their experiences and achievement in education? Are there correlations between entry qualifications, progression rates and achievement and completion?

5. What mechanisms for support have been put in place for 'non-traditional' students to facilitate retention and achievement? How do 'non-traditional' students experience these interventions?

6. What do stakeholders perceive to be the main barriers to participation for under-represented groups?

7. What interventions used in other national locations appear to promote or impede widening participation of groups traditionally excluded from higher education? Are these transferable?

8. What strategies can the case study intuitions develop to improve the recruitment, retention and achievement of students from non-traditional backgrounds?

Research Objectives

- To explore the role that universities are playing in poverty reduction within the context of the Millennium Development Goals.

- To build theory about socio-cultural aspects of higher education in low-income countries, and provide new knowledge and literature that could contribute to making higher education more socially inclusive.

- To provide a comprehensive statistical overview of patterns of participation and achievement in higher education in Ghana and Tanzania.

- To provide illuminatory qualitative data that will help explain statistical data and provide more textured information about enablers and barriers to participation and achievement for under-represented groups in higher education.

- To devise Equity Scorecards to evaluate the effectiveness of existing policy interventions to promote inclusion in the case study institutions.

- To enhance research capacity in the partner countries via research training for in-country teams, including two students on the Sussex distance mode International EdD programme.

Progress to Date: Qualitative Data

Life History Interviews

95 life history interviews collected and transcribed

82 analysed and uploaded into NVIVO

Details of sample:

Interviewees	UDSM	Tumaini
Total	**55**	**40**
Male	31	18
Female	24	22
Disabled	8	1
Mature	9	13
Low SES	14	12

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Emerging Themes in the Life History Data: Higher Education

- **Higher Education Experiences** - support, conditions, quality of lecturers, relationships.
- **Decision-making** - early/late, choice of course, university, peer/ parental influence.
- **Motivations-** social responsibility/ mobility, self-improvement , escaping poverty, becoming a somebody
- **Expectations -** academic struggle, good life, opportunities, fear of failure.
- **Transitions -** joy, practical / financial difficulties.
- **First Impressions-** high student numbers, poor facilities.
- **Emotional Engagement-** linked to assessment
- **Private HE-** 2nd choice, fees, quality of lecturers.
- **Impact-** social skills, confidence, knowledge, broadening thinking.
- **Transitions to Community -** pride, multiplier effect.
- **Future Plans-** postgraduate study, profession, self-employment.

Higher Education Experiences

"The academic environment also interferes [in] my studies. The difficulties of the environment is that there is no a great support from lecturers providing lectures. Also the environment - sometimes as you're here I think you normally you can see students boycotting classes due to difficulties from Loan Board, yaa."

Poor male student, UDSM

"Shortages of lecturers actually up to now it is still a problem… and we find that… we send our request to Dean of Faculty but up to now it is still a problem. For instance up to now we did not start even to read option subjects, because of this shortage. We find that one lecturer is required to teach more than two classes, per day, so it very difficult for them to give us what is required."
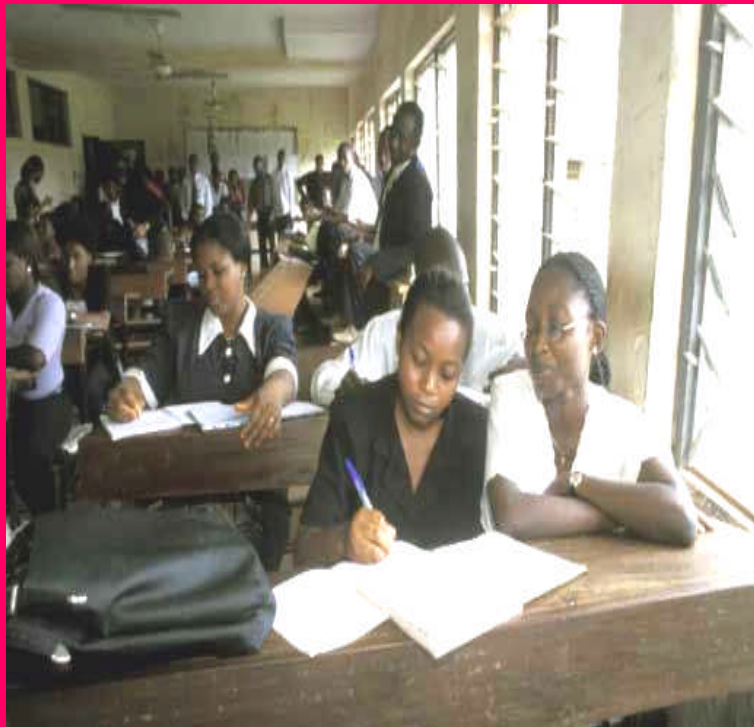
Poor female student, Tumaini

Growing Up: School Experiences

"In fact the life of [name of high school] was not good was very bad because at that time we had no electricity, and we had no water supply then we used to fetch water from the distance about two kilometres from the school then that the experiences I still remember."

Male student, Tumaini

"There was no teachers, no laboratory, no library so we just depend on my own with my fellow… maybe we discuss, after that we wait for our fellow to come from other schools when they are on short breaks, they give us their notes, we study them then we proceed. That is how my life went on, lucky enough I succeeded …laughter."

Poor female student, UDSM

Structures of Inequality: Gender

"It's a challenge, it's very challenging, even when you go out there and tell people that, I am an engineer, they take it as if a woman cannot do engineering work. They just see as if you are very genius, so that makes me feel good. It makes me feel better that I can also do it."

Female student, UDSM

"I liked science, bookkeeping and commerce, but my father was telling me that, if I like both it is better I take bookkeeping and commerce. He did not want me to get these difficult lessons like physics and all those things, but I told my father "I am fine" I can manage, he said 'Okay, then if you can manage then continue with your science."

Poor female student, Tumaini

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Structures of Inequality: Poverty

US
University of Sussex

"You can find out that most of the students who come from poor families, that they are struggling just to excel. After the university education they can help other people from their villages because they are the ones who feel the pinch of being a villager."

Male student, Tumaini

"Life was so difficult (**silence**) it's that you yourself you should...... go to graze ...you should go to shamba ...at the same same time you should take cattles at the same time you go to school....so you ...you can't make it or you can't manage yourself and...and the issue there....the life or living standard is very poor because electricity was a very, very big problem."

Male student, UDSM

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Structures of Inequality: Age

"I think I have come through many obstacles including difficult studies yaa. I needed to concentrate more on my studies compared to the outside life time, yaa…. You know while studying I am having my family outside ee, I am married so in case I come through those obstacles I have to just go through them, just try studying hard."

Female student, UDSM
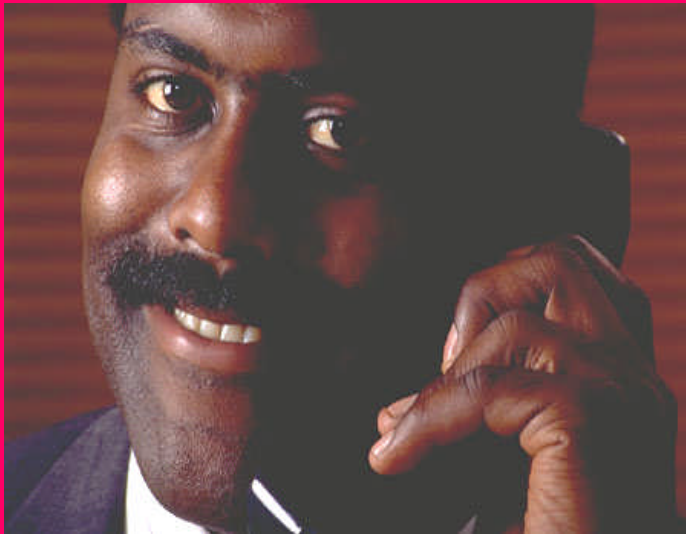
"Frankly speaking if you want to perform well, I mean imagine you are a 1st year student, you're a mother of 1 year or 1,2,3 month baby, how will you take care of your child. So it means the child will be left with house girl and you will be at school and this is not good for a child, in fact that's why I couldn't go to University earlier because of my children. When I started my last born I think was 8. He could make a sandwich for himself so I said now I can, but under age, seriously if you're a true mother, you will end up in confusion."

Mature female student, Tumaini

Structures of Inequality: Disability

US
University of Sussex

"I am facing difficulties because of my condition. Example in our building there is no elevator lifts so whenever I have to use the computer rooms, they're up stairs so I cannot go there. So the problem, I have to use some friends - they have to go there and borrow books for me or ask them about computers they're trying to bring then down in the ground floor so this is the first problem I have been facing. Other problem is the latrines...'' Disabled student, Tumaini

"My fellow students have been a good help to me. I have my own group I can call it almost six students whom I can call at the moment I need him or her depending whether we are sharing the course. But what I do most cases is to take those students whom we can opt the same course whom we are sharing the interest in courses. So I may pick one depending on what my timetable shows that I have to go through, I call him or her then we go through the subject. Frankly speaking they have been the backbone of my success." Disabled student, UDSM

Barriers to Higher Education

"The number of [students from] Kigoma region at this university is very small just because there is no permanent employment for them to study hard and know the importance of education. As I told you before just because riches are businessman so all children they perceive that if you will be a businessman that is how you will be rich. So they just get standard seven or form four and get in, join with the business."

Poor female student, UDSM

"Probably I should focus on the issue of cost sharing policy on higher education. I feel this to be one among the major hindrance for many ordinary people to join higher education. The higher education costs are very high for people from poor families to afford. I suggest that policy makers to revisit the cost sharing policy and probably they should consider subsidizing higher education to rescue the situation."

Poor and mature male student, Tumaini

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Enablers for Entering HE

"Myself I established many friendships at this university so when that announcement of pre-entry programme comes out they send me the message there is something like this. And then I come there, I communicated with Dr. Urassa and Dr. Urassa asked me that you are supposed to bring your results and then looking at my results…okay you are qualified, make the application, and we conduct the training for six weeks and then they…we sat for the exam, after that they made selection and then I was selected to join the university."

Female mature student, UDSM
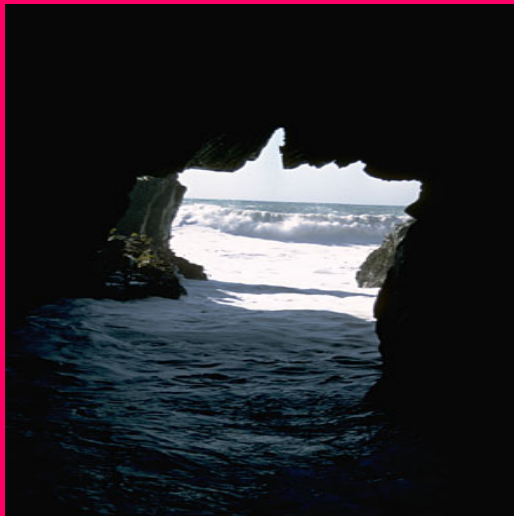
"I don't get economic support, but social support, moral support from my friends and relatives, even other people who are very close to me (…) used to tell me that, just struggle, don't give up, don't despair and I took their words as key to success."

Male student, Tumaini

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Progress to Date: Qualitative Data

Key Staff Interviews

Progress

99 Key Staff interviews collected and transcribed

80 analysed and uploaded into NVIVO

Details of sample

	Male	Female	Total
UDSM	29	20	49
Tumaini	24	10	34
Policy Makers	10	6	16

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Emerging Themes: Why Widen Participation in HE?

US
University of Sussex

"Is very obvious that once you have an educated nation basically the level of understanding of the people, the level of synthesizing things, the level of doing things will definitely change. So basically if we want this nation to develop, however much we can develop from our own efforts if we increase the level of education of our own people that means the level of understanding, their level of understanding, and the level of doing things will definitely change."

Tanzanian policy maker

- **National development**
- **Economic Development**
- **Social Development**
- **Social Equality/ Inclusion**
- **Democratisation**
- **Antidiscrimination/ right**
- **Research development**
- **Science and Technology**
- **Demands of Labour Market/ Human capital**
- **Gender equality**
- **Economic independence**

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WP Strategies

"We have the evening programmes. So, the females that are working, currently working, they can do both, they go to the office, come to school in the evening and that has attracted quite a number of students who are ladies to come to Tumaini."

Male staff, Tumaini

- **Affirmative Action for women**
- **Pre entry programs**
- **Quotas**
- **Outreach Programmes/ links with schools**
- **Distance Education**
- **Sandwich Courses**
- **Continuing Education/ Lifelong Learning**
- **Remedial Programmes**
- **Improving Schools**
- **Loans/ scholarships/ bursaries**
- **UPE**
- **Evening programs**

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Challenges to WP

"The challenge of teaching staff. They say the good; the well seasoned professoriality is retiring. Ah there is a gap that needs to be done to be filled that there is a gap that needs to be filled fast enough. Therefore some of the new institutions have to make do with people at a latter level rather than senior and people from the professorial levels. There are people who have been looking for greener pastures. They are not around long enough to help close supervision of the young fellows under them as a result, a few things have suffered but that is a challenge which people have to learn using part-timers and people on sabbatical leave, ah team teaching and more and more on ICT. Ah and every time something poses as a problem people have found a way around and therefore a challenge worthy looking for."

Male staff, Tumaini

- Lack of government investment/ funding
- Capacity challenge
- Staffing/ workload
- Demand exceeding supply
- Student fees
- Resistance/ Mindsets
- Fear of feminisation
- Accommodation
- Pedagogy/ Teaching Large Groups
- Lack of planning and co-ordination
- Unfunded expansion
- Educational Inflation
- Prior knowledge of students

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Barriers to Participation

"Also we observed that most of those girls go to poor quality secondary schools, why? the poor secondary schools, fees are small. If you talk of fees, the government will shout and say Ahaa! We have fixed fees for all the private schools, yes they have fixed fees for all the private schools, but that fee is token. What goes over and beyond that fixed fees by the government, I think contributes to making many girls going to poor quality secondary schools!"

Female staff, UDSM

- **Poverty/ fees/funding**
- **Quality of secondary education**
- **Different cultural priorities**
- **Early marriage/ Pregnancy**
- **Language**
- **Subject Choice/ Lack of Insider Knowledge/ information**
- **Costsharing/ Student Fees**
- **Regionalised poverty**
- **Lack of motivation/ mindsets**
- **Low enrolment in secondary education**
- **Demand Exceeding Supply**
- **Lack of role models**

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Enablers for Widening Participation

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"When I look at it I say, yes, we are widening higher education, maybe we are looking at the quality, the number of schools but when we look at the accessibility and looking at people with special needs for example, how many are they who are getting there, because I was saying if you are widening higher education, you should also look at the inputs at the lower level who are getting access and because these are going to be the multiplier effect at the higher levels."

Female staff, UDSM

- **Improve quality of state education**
- **Private education**
- **Part-Time Study**
- **International Donor Community**
- **Sponsorship**
- **Student Employment**
- **Links with schools**
- **Political will**

Structures of Inequality: Gender

- **Gendered culture**
- **Women into Science/ Gender and Disciplines**
- **Reluctance to educate women**
- **Women's reproductive roles Culture of HE still male dominated**
- **Gender Mainstreaming**
- **Increased Participation of Women**
- **Academic Women as Role Models**
- **Need for more women to enter HE**
- **Multiplier Effect of HE**
- **Sexual harassment**

"I think as I said right from secondary school level the females have not as much chance as compared to their males counterparts (…) If a male student is at the university he thinks about his studies alone but the female student at the institution of higher learning should she decide to get married or to have a family? That will mean extra demand on her time and energy there is really much you know interference with the time that she will have for academic pursuits unlike male so I think there are some socio-cultural but there are also biological aspects which are beyond human control."

Male staff, Tumaini

Structures of Inequality: Age

"I can say [mature] students are doing better it is a challenge when you come as mature entry and you fail you go back home you know it is not a healthy situation so they struggle. And if you fail you want to do the subjects they can resit and they can do better. And in some programs they excel they don't even fail to hardly two subjects. In rare cases failing more than five subjects and they are discontinued, very few since we started."

Female staff, Tumaini

- **Lack of support for mature students**

- **Increased participation in HE**

- **Implementation problems with Quota Systems**

Structures of Inequality: Poverty

- **Regionalised poverty**

- **Financial barriers to all sectors of education**

- **Students from deprived schools not entering science**

- **Issues relating to loans and funding**

"If we speculate I can assume that the poor are not well represented in higher education in this country, for the following reasons. Because for the poor people the access to schools, to good schools, they do not have access to good schools. The schools in the village are ill-equipped, they have not good teachers, and so on and so forth, and therefore, the best students from the poor background many not be able to perform just as good to advance in their education, and maybe that could be the contributing factor towards making them slightly marginalized. But, we do not have statistics."

Tanzanian policy maker

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Structures of Inequality: Disability

"For the disabled my concern is once again, sensitization of the community, I don't think all parents send their disabled children to school, as a result since they are hardly there in schools, so how do you expect them to be there at the universities? So I think that is something the government should really take very seriously, to bring the disabled to schools and now we have madaraka (*autonomy)* all the way up to the village levels and the ten-cell leaders they know within their ten-cells which family has disabled children if something could be instituted."

Female staff, UDSM

- Affirmative action
- Facilities/ Lack of facilities
- Support/ Lack of support
- Need to increase participation in HE
- Community attitudes to people with disabilities
- Different disabilities
- Integration
- Employability
- Need for trained staff
- Lack of policy/ awareness of policy

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Private HE

"Of course we open up more for women… but even if we open up for more women, you know the trend I have seen from my two years experience here, is that if a person is selected for UDSM and for Tumaini, he will go first to UDSM and therefore public universities are more popular than private universities in this country… Yes they are more popular and therefore this one here is indicative of the fact that the cream goes to one university. Very few of the top people come to us and therefore our criterion for selection is more balanced … you know they can compete and therefore we are more balanced… "   Male staff, Tumaini

- Quality and Standards
- Public/ Private Partnerships/ Mixed Economy
- Increasing HE Capacity/ WP
- Result of liberalisation of the HE market
- Christianity
- Part-time provision
- Proliferation
- Socio-economic privilege
- Poor facilities
- Staffing problems

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MDGs

"The Millennium Goals are supposed to be kind of indicators of development. So the higher education has a role to play in bringing about those objectives of those goals. In order to achieve those goals you need to develop higher education to a very high degree and we are very far from there and I as I said that unless we clearly articulate our plans of increasing people or the population that is going to have ee higher education we will not be able to achieve the Millennium Goals in poverty reduction."

Male staff, UDSM

Need to:

- **strengthen basic education**
- **increase HE Capacity**
- **have policy to link HE explicitly to development**
- **have an integrated policy for primary, secondary and tertiary education**
- **alleviate poverty**
- **examine current lack of investment**
- **see education as a long-term investment**

Recommendations/ Advice to Government and Universities

- **Develop the infrastructure for tertiary education**
- **Increase funding**
- **Improve access to student's funding/ better criteria to access loans and scholarships**
- **Social Inclusion/ Democratisation**
- **Develop Postgraduate Provision**
- **Succession Planning**
- **More focus on the quality of education at all levels**
- **Partnerships between universities**
- **Develop Regional Universities**
- **University Endowment Funds for Poor Students**
- **Improve ICT Facilities**
- **Increase flexibility of access**
- **Develop postgraduate opportunities**
- **Develop distance learning**
- **Quota Systems**
- **Invest in the HE environment**

Progress to Date: Quantitative Data

Equity Scorecards: What We Are Doing

Measuring:

- **Sociological variables of gender, age, socio-economic status (SES)**

In Relation to:

- **Educational Outcomes: access, retention and achievement.**

In Relation to:

- **4 Programmes of Study in each HEI.**
- **2 Public and 2 private HEIs.**

What We Have Achieved So Far

14 sets of Scorecards programmed in Stata.

Provisional ESCs completed:

- Access: 32/40 Scorecards

- Retention: 12/34 Scorecards

- Completion and Achievement: 4/8 Scorecards.

Total: 48 provisional ESCs out of 82

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Equity Scorecards: Access

Access to Four Programmes According to Age, Gender and Socio Economic Status

Interim Scorecards developed for 4 levels

ESC 2.9 Access to Level 100 on 4 Programmes at a Public University in Tanzania According to Age, Gender and Socio Economic Status

University of Sussex

Programme	% of Students on the Programme						
	Women	Low SES	Age 30 or over	Mature and Low SES	Women and low SES	Women 30 or over	Poor Mature Women
B. Commerce	33.23	8.39	1.61	0.0	1.77	0.16	0.0
LLB. Law	28.13	16.67	2.08	1.04	3.13	1.04	0.0
B.Sc. Engineering	26.04	10.57	0.98	0.0	1.72	0.49	0.0
B. Science with Education	16.18	19.50	7.47	2.07	2.49	0.0	0.0

ESC 2.10 Access to Level 100 on Four Programmes at a Private University in Tanzania According to Age, Gender and Socio Economic Status

US
University of Sussex

Programme	% of Students on the Programme						
	Women	Low SES	Age 30 or over	Mature and Low SES	Women and low SES	Women 30 or over	Poor Mature Women
B. Business Administration	43.55	19.35	20.97	0.0	1.61	6.45	0.0
LLB. Law	41.04	8.09	9.25	1.16	1.16	3.47	0.58
MD. Medicine	26.42	4.72	13.21	0.94	0.94	2.83	0.0
B.Ed. Maths	13.02	11.63	52.56	5.58	0.47	4.65	0.0

Equity Scorecards: Access

Access to Different Programmes According to Age, Gender and Socio Economic Status by Levels in 2007/2008

Interim Scorecards developed for 8 programmes

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ESC 3.10 Access to LLB. Law According to Age, Gender and Socio Economic Status at a Public University in Tanzania by Levels in 2007/2008

US
University of Sussex

LLB. LAW	% of Students on the Programme						
	Women	Low SES	Age 30 or over	Mature and Low SES	Women and low SES	Women 30 or over	Poor Mature Women
Level 100	28.13	16.67	2.08	3.13	3.13	1.04	0.0
Level 200	56.18	13.48	0.0	5.06	5.06	0.0	0.0
Level 300	41.03	12.82	6.41	2.99	2.99	0.85	0.0
Level 400	41.10	9.75	5.08	0.85	0.85	0.85	0.0

ESC 3.14 Access to LLB. Law According to Age, Gender and Socio Economic Status at a Private University in Tanzania by Levels in 2007/2008

US
University of Sussex

LLB. LAW	% of Students on the Programme						
	Women	Low SES	Age 30 or over	Mature and Low SES	Women and low SES	Women 30 or over	Poor Mature Women
Level 100	41.04	8.09	9.25	0.16	1.16	3.47	0.58
Level 200	47.89	14.18	15.75	3.45	1.92	3.83	0.38
Level 300	44.65	10.70	12.01	2.09	2.35	3.92	0.26

Equity Scorecards: Access

Looking at Access for Women, Students from Low SES and Mature Students on 4 Programmes in 2007/2008

Interim Scorecards developed for 4 levels

ESC 4.11 Access for Women, Students from Low SES and Mature Students on 4 Programmes at Level 200 of a Tanzanian Public University in 2007/2008

University of Sussex

Programme	Women Students		Students from Low SES		Mature Students	
	% Age 30 or over	% Low SES	% Women	% Age 30 or over	% Women	% Low SES
B. Commerce	0.0	2.00	3.92	1.96	0.0	14.29
LLB. Law	0.0	11.00	45.00	0.00	85.71	0.0
B.Sc. Engineering	4.65	6.98	13.46	0.00	0.0	0.0
B. Science with Education	0.0	7.14	2.86	5.71	0.0	33.33

ESC 4.12 Access amongst Women, Students from Low SES and Mature Students on 4 Programmes at Level 200 of a Tanzanian Private University in 2007/2008

Programme	Women Students		Students from Low SES		Mature Students	
	% Age 30 or over	% Low SES	% Women	% Age 30 or over	% Women	% Low SES
B. Business Administration	33.33	4.76	16.67	33.33	33.33	9.52
LLB. Law	8.00	10.40	20.00	36.00	24.39	21.95
MD. Medicine	2.44	4.88	33.33	16.67	16.67	16.67
B.Ed. Maths	56.00	4.00	6.67	73.33	15.73	12.36

Equity Scorecards: Access

Measuring Intersection through Indices on 4 Programmes in 2007/2008

Interim Scorecards developed for 4 levels

ESC 6.13 Measuring Intersection through Indices on 4 Programmes at Level 300 of a Public University in Tanzania in 2007/2008

US
University of Sussex

Programme	% Women on Programme	% Poor Students on Programme	Gender Index for Poor Students	Gender Index for Mature Students	Poverty Index for Women	Poverty Index for Mature Students
B. Commerce	29.64	6.94	0.19	0.31	0.36	1.31
LLB. Law	41.03	12.82	0.61	0.32	0.57	0.52
B.Sc. Engineering	23.31	11.78	0.33	1.22	0.64	1.21
B. Science with Education	34.48	20.69	0	1.24	0.32	0.69

Gender Index: Percentage of women on group (poor students or mature students)/ Percentage of women on programme.
Poverty Index: Percentage of poor students on group (women or mature students)/ Percentage of poor students on programme.

ESC 6.14 Measuring Intersection through Indices on 4 Programmes at Level 300 of a Private University in Tanzania in 2007/2008

US
University of Sussex

Programme	% Women on Programme	% Poor Students on Programme	Gender Index for Poor Students	Gender Index for Mature Students	Poverty Index for Women	Poverty Index for Mature Students
B. Business Administration	28.67	10.67	0.44	0.68	0.65	0.52
LLB. Law	44.65	10.70	0.69	0.73	0.60	1.63
MD. Medicine	40.85	7.04	0.49	0	0.49	5.16
B.Ed. Maths	29.82	12.28	0	0.84	0	1.11

Gender Index: Percentage of women on group (poor students or mature students)/ Percentage of women on programme
Poverty Index: Percentage of poor students on group (women or mature students)/ Percentage of poor students on programme

Equity Scorecards: Retention

Overview of Withdrawal for 4 Programmes, by Gender, Age and Socio-Economic Status in 2007/2008

Interim Scorecards developed for 1 level

Overview of Withdrawal on Different Programmes According to Age, Gender and Socio Economic Status by Levels in 2007/2008

Rate of Withdrawal by Programmes According to Age, Gender and Socio Economic Status in 2007/2008

Interim Scorecards developed for 1 level

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ESC 9.9: Rate of Withdrawal by Programmes at Level 100 According to Age, Gender and Socio Economic Status at a Public University in Tanzania in 2007/2008

University of Sussex

Programme	Women		Poor Student		Mature Student	
	% on programme	% withdrawal	% on programme	% withdrawal	% on programme	% withdrawal
B. Commerce	33.23	1.46	8.39	0.0	1.61	0.0
LLB. Law	28.13	0.0	16.67	0.0	2.08	0.0
B.Sc. Engineering	26.04	0.94	10.57	5.71	0.98	25.00
B. Science with Education	16.18	15.38	19.50	17.78	7.47	44.44

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ESC 9.10: Rate of Withdrawal by Programmes at Level 100 According to Age, Gender and Socio Economic Status at a Private University in Tanzania in 2007/2008

University of Sussex

Programme	Women		Poor Student		Mature Student	
	% on programme	% withdrawal	% on programme	% withdrawal	% on programme	% withdrawal
B. Business Administration	43.55	7.41	19.35	12.50	20.97	0.0
LLB. Law	41.04	1.41	8.09	0.0	9.25	7.69
MD. Medicine	26.42	0.0	4.72	0.0	13.21	0.0
B.Ed. Maths	13.02	0.0	11.63	0.0	52.56	0.0

University of Sussex

Equity Scorecards: Retention

Risk of Withdrawal by Level on Different Programmes According to Age, Gender and Socio Economic Status in 2007/2008

Interim Scorecards developed for 8 programmes

ESC 10.11 Risk of Withdrawal by Level on B.Sc Engineering According to Age, Gender and Socio Economic Status at a Tanzanian Public University in 2007/2008

B. Sc Engineering	Women		Poor Student		Mature Student	
	% on programme	% among withdrawal	% on programme	% among withdrawal	% on programme	% among withdrawal
Level 100	26.04	4.76	10.57	9.52	0.98	4.76
Level 200	25.05	26.92	11.65	15.38	1.36	5.77
Level 300	23.31	37.50	11.78	0.0	1.75	12.50
Level 400	25.60	30.77	12.80	46.15	4.27	7.69

Equity Scorecards:
Completion and Achievement

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Completed:

ESC SET 13: Overview of Achievement on 4 Programmes, by Gender, Age and Socio-Economic Status in 2007/2008

ESC SET 14: Student Achievement on 4 Programmes, by Gender, Age and Socio-Economic Status in 2007/2008

To Produce:

ESC SET 11: Overview of Completion of Degree for 4 Programmes, by Gender, Age and Socio-Economic Status in 2007/2008

ESC SET 12: Rate of Completion of Degree for 4 Programmes, by Gender, Age and Socio-Economic Status in 2007/2008

22 July, 2009

ESC 13.3 Overview of Achievement on 4 Programmes at a Public University in Tanzania by Gender, Age and Socio-Economic Status in 2007/2008

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Programme	% of students who achieved 1st or 2nd class degrees						
	Women	Low SES	Age 30 or over	Mature and Low SES	Women and low SES	Women 30 or over	Poor Mature Women
B. Commerce	27.47	7.14	1.10	0.0	0.0	0.55	0.0
LLB. Law	19.05	14.29	0.0	0.0	0.0	0.0	0.0
B.Sc. Engineering	25.15	8.19	1.75	0.0	0.58	0.0	0.0
B. Science with Education	30.00	10.00	5.00	0.0	0.0	0.0	0.0

ESC 13.4 Overview of Achievement on 4 Programmes at a Private University in Tanzania by Gender, Age and Socio-Economic Status in 2007/2008

Programme	% of students who achieved 1st or 2nd class degrees						
	Women	Low SES	Age 30 or over	Mature and Low SES	Women and low SES	Women 30 or over	Poor Mature Women
B. Business Administration	33.87	8.06	19.35	1.61	0.0	3.23	0.0
LLB. Law	66.67	33.33	33.33	0.0	33.33	0.0	0.0
B.Ed. Maths	32.14	17.86	67.86	14.29	0.0	10.71	0.0

ESC 14.3: Student Achievement on 4 Programmes, by Gender, Age and Socio-Economic Status at a Tanzanian Public University in 2007/2008

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Programme	Women			Poor Students			Mature Students		
	% on final year	% 1st class	% 2nd class	% on final year	% 1st class	% 2nd class	% on final year	% 1st class	% 2nd class
B. Commerce	29.64	0.63	93.04	6.94	0.0	88.57	2.06	0.0	81.82
LLB. Law	41.10	0.0	69.07	9.75	0.0	84.21	5.08	0.0	66.67
B.Sc. Engineering	25.60	4.17	85.42	12.80	5.00	82.50	4.27	0.0	81.25
B. Science with Education	38.46	0.0	96.67	12.82	0.0	100	5.13	0.0	100

ESC 14.4: Student Achievement on 3 Programmes, by Gender, Age and Socio-Economic Status at a Tanzanian Private University in 2007/2008

us

University of Sussex

Programme	Women			Poor Students			Mature Students		
	% on final year	% 1st class	% 2nd class	% on final year	% 1st class	% 2nd class	% on final year	% 1st class	% 2nd class
B. Business Administration	28.67	16.28	76.74	10.67	0.0	87.50	24.00	8.33	63.89
LLB. Law	44.65	0.0	39.18	10.70	0.0	34.48	12.01	0.0	43.48
B.Ed. Maths	29.82	0.0	100	12.28	0.0	100	77.19	0.0	100

Your feedback, please?

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- What Have You Noticed From the Qualitative Data?

- What Have You Noticed From the Quantitative Data?

- What are your views on how the data can have impact and influence on policy?