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**UDSM REPORT ON ENROLMENT TRENDS OF STUDENTS WITH
SPECIAL EDUCATIONAL NEEDS FROM 1978/1979 TO 2022/2023
ACADEMIC YEARS**

June 2023

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PREFACE

The University of Dar es Salaam approved a Policy on Disability and Special Educational Needs in March 2022 to guide provision of support services to staff and students with disabilities. Subsequently, in November 2022, a Centre for Disability Services (CDS) was established to coordinate provision of support services to staff and students with disabilities according to the stipulated strategies. However, effective provision of support services to students requires among others, statistical data on students with disabilities for proper planning and provision of the services. This statistical report on students with disabilities (SWDs) at the University of Dar es Salaam (UDSM) holds significant importance as it offers insights into the enrolment of students with disabilities (SWDs) from 1978 to 2022. The report is a product of the University's commitment to enhancing an inclusive and supportive learning environment for all students.

The report is based on data collected over multiple academic years from various sources, including enrolment records from the previous Special Education Needs Unit (SENU), the Centre for Disability Services (CDS), administrative records from UDSM's Colleges, Schools, and Institutes, as well as interviews conducted with alumni with disabilities. Through the application of descriptive statistics, the data were analysed to identify patterns, trends, and areas for improvement.

The report provides a comprehensive overview of the UDSM experience on enrolling students with disabilities. It incorporates a wide range of statistical data, encompassing SWD enrolment disaggregated by sex, types of disabilities, and educational level. Furthermore, it delves into the enrolment trends of SWDs across UDSM's Colleges, Schools, and Institutes.

I sincerely hope that this report serves as a valuable resource for the University Management, Deans, Principals, Directors, Heads of major departments, researchers, students with and without disabilities, and the entire University community. The findings presented in this report will not only assist in the planning and implementation of appropriate supportive services for students with disabilities but also inform the development of various policies, programmes, and initiatives aimed at enhancing the education and experiences of students with disabilities.

Prof. William L. Anangisye

Vice-Chancellor

ACKNOWLEDGMENTS

We would like to express our heartfelt gratitude and appreciation to all those who have contributed to the compilation of the Facts and Figures Report for the UDSM Centre for Disability Services. This report aims to provide comprehensive and up-to-date information regarding the UDSM experience on enrolling students with disabilities.

First and foremost, we would like to express our utmost gratitude and heartfelt appreciation to the Manager of the Centre for Disability Services (CDS) and the dedicated staff members. Your unwavering commitment, expertise, and tireless efforts have been instrumental in gathering and organising the wealth of data presented in this report. Your dedication to a successful completion of this report is truly commendable.

We are also grateful to the wider University community for their ongoing support and advocacy. Your recognition of the rights and needs of individuals with disabilities is essential in creating an inclusive and accessible society. Your collective efforts have helped raise awareness for individuals with disabilities, and we are honoured to have your continued support.

Lastly, we express our gratitude to the entire team and researchers who have dedicated their time and expertise to ensure the accuracy and reliability of the information presented in this report. Your meticulous attention to detail and commitment to quality have helped us present a comprehensive and insightful document.

To all those mentioned above, as well as to those whose contributions may have inadvertently been omitted, please accept our deepest thanks. Your dedication, support, and collaboration have been indispensable in making this statistical report a reality. Together, we are making a difference in the lives of individuals with disabilities, and we look forward to continued progress and success in the future.

Prof. Bernadetta Killian

Deputy Vice Chancellor Planning, Finance and Administration

ABBREVIATIONS

CDS	Centre for Disability Services
DVC – PFA	Deputy Vice Chancellor - Planning, Finance and Administration
PGDE	Post Graduate Diploma in Education
SENU	Special Educational Needs Unit
SoED	School of Education
SWDs	Students with Disabilities
UDSM	University of Dar es Salaam
UDSM-CDS	University of Dar es Salaam Centre for Disability Services

SECTION 1

GENERAL INFORMATION

1.1 System and Structure of the UDSM Centre for Disability Services

The University of Dar es Salaam Centre for Disability Services (UDSM-CDS), or simply CDS, was established on November 2022 according to section 4.1.3 (i) of the University of Dar es Salaam Policy on Disability and Special Educational Needs of 2022. The main objective of the centre is to provide appropriate support services to staff and students with different disabilities to enhance inclusivity and equal participation in learning and working environment. In particular, the Centre provides support to all staff and students with special needs, specifically: hearing and visual impairment, physical impairment, albinism and other chronic health conditions. It also supports students who experience temporary medical conditions and injuries that may need accommodations. Furthermore, the UDSM-CDS provides assessment services such as assessment of hearing levels and vision to staff, students and community members at the UDSM. It also makes consultation with staff and students who are suspected to have a disability or who are referred by a staff member. UDSM-CDS work together with different Colleges/Schools/Directorates/Units of the University of Dar es Salaam through its Disability Focal Persons to ensure appropriate provision of support services to staff and students with disabilities.

The Centre is an upgrading of the Special Educational Unit (SENU) which existed since 1978. The Centre has three sections: Hearing Impairment, Visual Impairment and Physical Impairment sections. Regarding the organogram, the Centre is under the Office of the Deputy Vice Chancellor - Planning, Finance and Administration (DVC - PFA), headed by a Manager assisted with three section heads.

Despite having more than four decades in supporting staff and students with disabilities, the University has paucity of statistical data on SWDs showing trends of enrolments in different academic years. Henceforth, the Centre found it useful to have a systematic arrangement of statistical data concerning SWDs. Therefore, the report provides such useful information for the University authorities, Deans/Principals/Directors and heads of major departments, researchers, students with and without disabilities, as well as the government and non-governmental organisations.

1.2 Policy on Disability and Special Educational Needs of 2022

Efforts to improve accessibility to education and public services, are of great concern to individuals with disabilities globally, including in Tanzania. Like other African nations, Tanzania has implemented various measures to enhance access to education and public services for students with disabilities in higher learning institutions, with a particular focus on the University of Dar es Salaam (UDSM).

Since 1978, UDSM has been providing support to students with disabilities, initially assisting two students with visual impairment. Over the years, there has been a consistent increase in the enrolment of students with disabilities. Based on the available data, the University has provided ongoing support to a total of 621 students with diverse disabilities. This commitment to supporting students with disabilities remains steadfast to date. In response to the growing number of students with disabilities, UDSM developed a Policy on Disability and Special Educational Needs in 2022. This policy serves as a comprehensive guideline for providing support services to both staff and students with disabilities, ensuring their specific needs are effectively addressed.

By implementing this policy, UDSM demonstrates its commitment to fostering an inclusive and accessible environment that promotes equal opportunities for all individuals, regardless of disabilities. The University's dedication to supporting students with disabilities exemplifies its ongoing efforts to enhance access to education and public services, making significant strides towards creating a more inclusive society.

1.3 Methodology

The preparation of this statistical report involved the use of documentary review and structured interview methods to collect data. The data collection process encompassed enrolment documents at SENU from 1978 when the first two students with disabilities were enrolled, up to 2022. Additionally, data was collected from various Colleges, Schools, and Institutes.

To analyse the data, descriptive statistics were employed, presenting the information in frequencies and percentages through the use of tables and figures. This approach allowed for a comprehensive and systematic examination of the data, enabling a clear understanding of the trends and patterns pertaining to enrolment and participation of students with disabilities.

SECTION 2

ENROLMENT OF SWDS FROM 1978 TO 2022

2.1. General Data Presentation on Enrolment of SWDs from 1978 to 2022

2.1.1 Enrolment by Sex

The initial section of this report focuses on the enrolment of students with disabilities (SWDs) at UDSM from 1978 to 2022. The total number of students enrolled at UDSM during this period is presented in Table 2.1 and Figure 2.1 below.

Table 2.1: Total Enrolment of SWDs at UDSM from 1978 to 2022

Sex	Frequency	Percent
Male	423	68.1
Female	198	31.9
Total	621	100

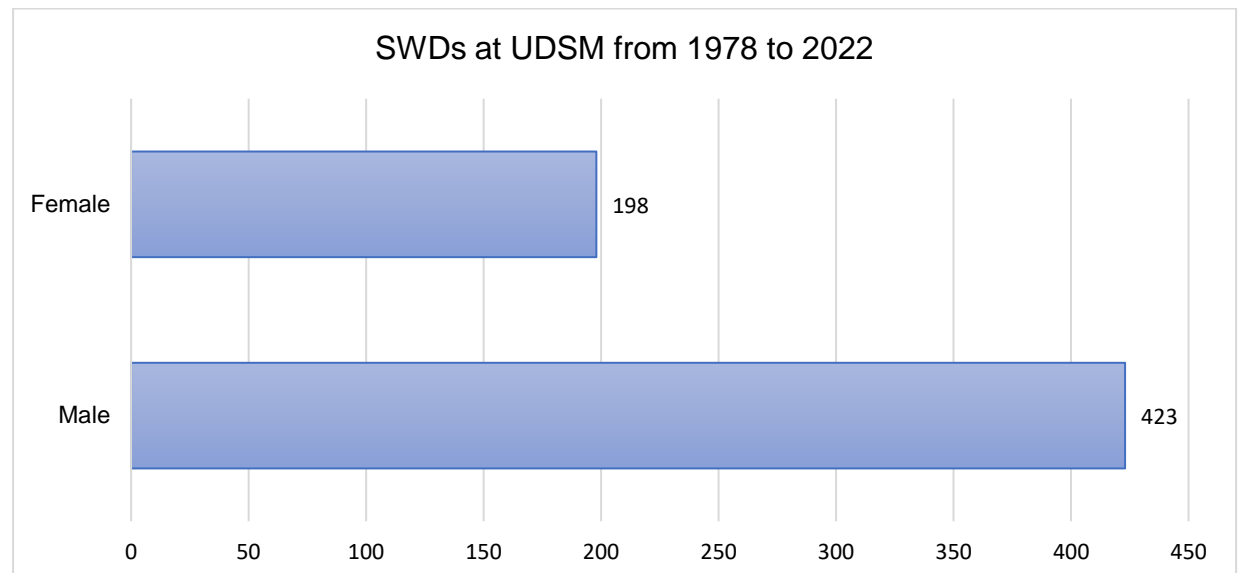


Figure 2.1: Total Enrolment of SWDs at UDSM from 1978 to 2022

Data from Table 2.1 and Figure 2.1 show that a total of 621 SWDs were enrolled in various programmes at UDSM from 1978 to 2022. Out of these students, 423 (68%) were males and 198 (32%) females. This number includes all students graduated at different levels and those who are still studying by the 2022/2023 academic year.

2.1.2 Enrolment by Types of Disabilities

Data were also analysed to establish number of SWDs by types of disabilities. Different disabilities available entail a range of services to be provided to staff and SWDs. The centre categorised disabilities in terms of hearing, visual, physical, chronic health issues, communication, and learning disabilities.

Table 2.2 and Figure 2.2 present the number of SWDs categorised by the types of disabilities available at UDSM from the academic year 1978/79 to 2022/23.

Table 2.2: Number of SWDs at UDSM by Types of Disabilities from 1978 to 2022

Types of Disabilities	Frequency	Percent
Blind	155	25
Low Vision	82	13.2
Deaf	28	4.5
Hard of Hearing	67	10.8
Albinism	33	5.3
Physical	235	37.8
Communication	5	.8
Chronic Health Issues	6	1
Deaf-blind	9	1.4
Learning Disability	1	.2
Total	621	100

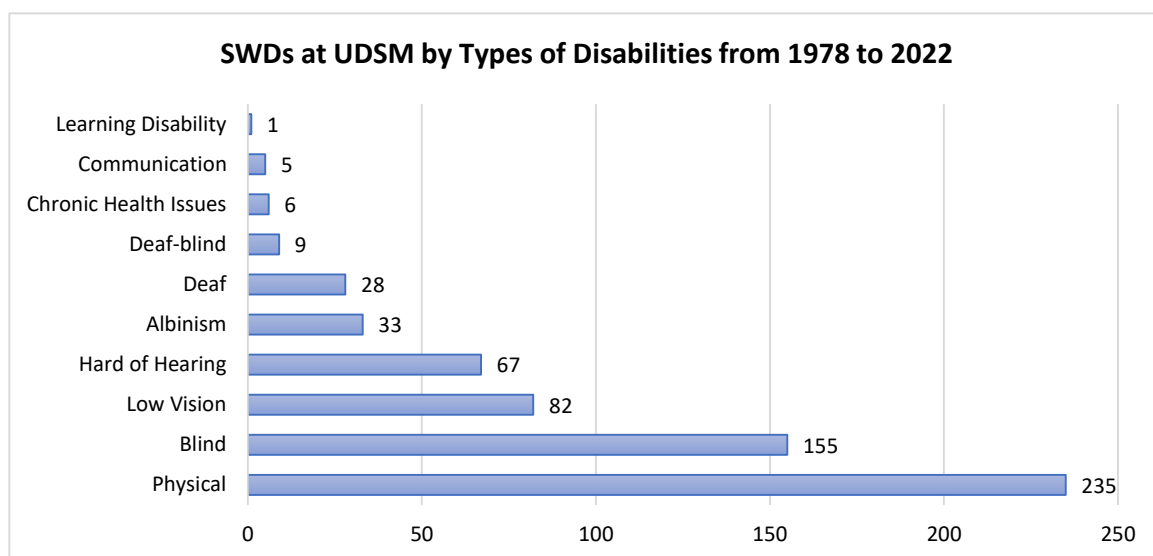


Figure 2.2: Number of SWDs at UDSM by Types of Disabilities from 1978 to 2022

The data presented in Table 2.2 and Figure 2.2 reveal important insights regarding the distribution of students with disabilities (SWDs) enrolled at UDSM from 1978 to 2022. It is evident that the majority of SWDs had physical impairments, accounting for 235 students, which corresponds to 38% of the total enrolment. This category represented the largest proportion of students with disabilities at UDSM during this period.

The second most prevalent disability category was blindness, with 155 students, constituting 25% of the total enrolment. Following closely behind, there were 82 students with low vision, representing 13% of the SWD population and 67 (11%) students with hard of hearing. Other categories of disabilities accounted for less than 10% each. Notably, the category with the lowest representation was students with learning disabilities, with only one student recorded from 1978 to 2022.

These findings emphasize the varied distribution of disabilities among the SWD population at UDSM, with physical impairments being the most prevalent. Understanding the specific disability categories and their respective proportions allows for targeted interventions and support services to address the unique needs of each group.

2.1.3 Enrolment by Level of Education

The UDSM offers a range of programmes from certificate to PhD. The data were collected to ascertain the number of SWDs enrolled at each education level. Table 2.3 and Figure 2.3 provide a summary of SWDs in relation to education levels they were enrolled.

Table 2.3: Number of SWDs at UDSM by Level of Education from 1978 to 2022

Level of Education	Frequency	Percent
Certificate	6	1.0
Diploma	1	0.2
Bachelor	553	89
Masters	49	7.9
PhD	11	1.8
PGDE	1	0.2
Total	621	100

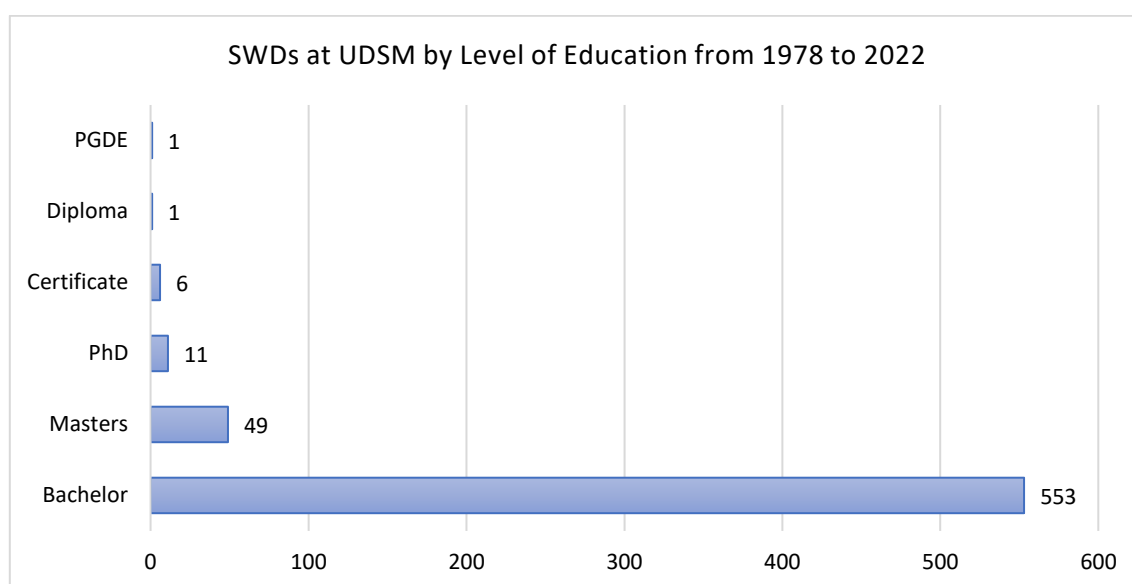


Figure 2.3: Number of SWDs at UDSM by Level of Education from 1978 to 2022

The findings presented in Table 2.3 and Figure 2.3 provide insights into the academic pursuits of students with disabilities (SWDs) enrolled at UDSM. It is evident that the majority of SWDs, comprising 553 individuals, accounting for 89% of the total, were enrolled to pursue a bachelor's degree across various Colleges, Schools, and Institutes within the University.

Following this, 49 SWDs, approximately 7.9% of the total, were enrolled for master's degree programmes, indicating their commitment to further academic advancement. However, a smaller proportion of SWDs, specifically 11 individuals, representing 8% of the total, had completed or were pursuing their PhD degrees. This indicates that while the

number of SWDs pursuing doctoral studies is comparatively lower, there is still a representation of individuals dedicated to achieving the highest level of academic accomplishment.

2.2 Further Data Presentation on Enrolment of SWDs from 1978 to 2022

2.2.1 Enrolment by Sex and Types of Disabilities

Thirdly, data were analysed to establish number of SWDs by sex and types of disabilities. Data are displayed in Table 2.4 and Figure 2.4.

Table 2.4: Number of SWDs at UDSM by Sex and Types of Disabilities from 1978 to 2022

Types of Disabilities	Sex		Total
	Male	Female	
Blind	124	31	155
Low Vision	48	34	82
Deaf	16	12	28
Hard of Hearing	28	39	67
Albinism	17	16	33
Physical	178	57	235
Communication	3	2	5
Chronic Health Issues	2	4	6
Deaf-blind	7	2	9
Learning Disability	0	1	1
Total	423	198	621

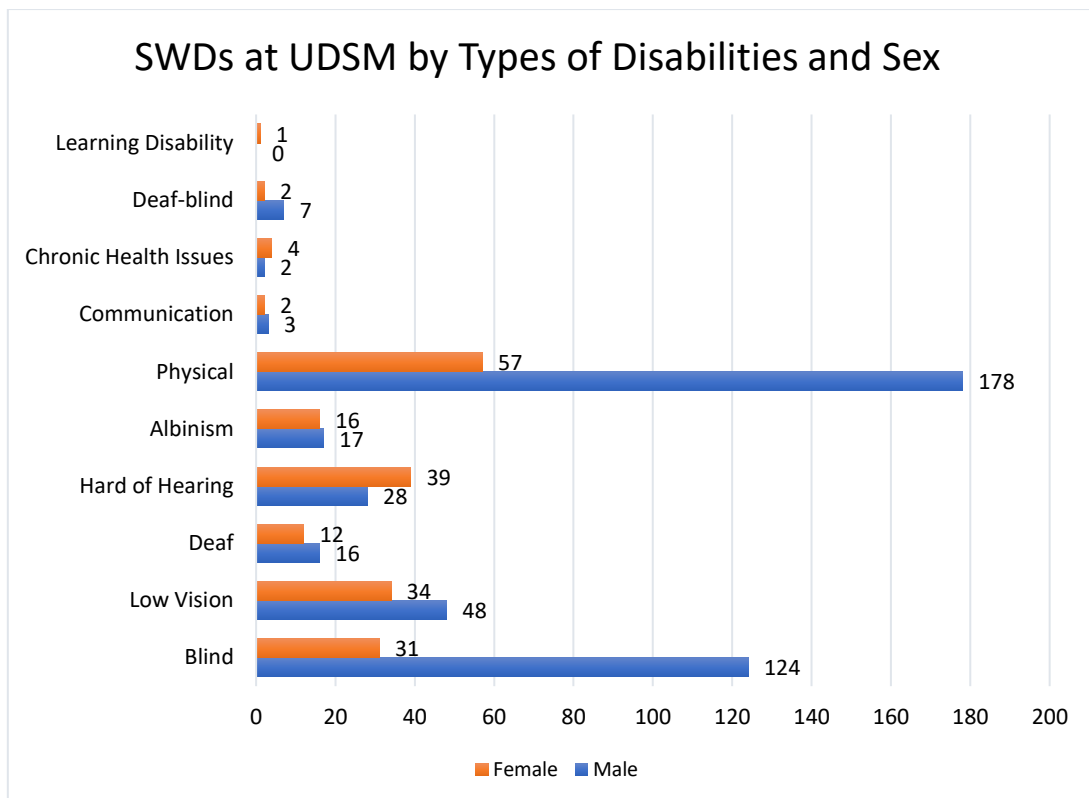


Figure 2.4: Number of SWDs at UDSM by Sex and Types of Disabilities from 1978 to 2022

The findings presented in Table 2.4 and Figure 2.4 highlight the distribution of students with disabilities (SWDs) based on their categories and gender at UDSM from 1978 to 2022.

Physical impairment emerges as the most prevalent disability type among both male and female students. During the specified period, UDSM enrolled 178 male students and 57 female students with physical impairments, accounting for 42% and 29% respectively of SWDs within each sex. These numbers also represent 29% and 9% respectively of the total SWDs enrolled between 1978 and 2022.

The second category of disability with higher enrollment is blindness. Data from Table 2.4 and Figure 2.4 show that 124 male students enrolled at the UDSM between 1978 to 2022 were blind, whereas females were only 31. However, there is a slight difference here where data reveals that hard of hearing was the second category of disability with higher female student enrollment (39) and not blindness. Nonetheless, it remains evident that, across most disability categories, male students outnumbered female students. This can be attributed to the higher overall enrolment of male SWDs during the investigated period, which surpasses that of female SWDs by 36%.

These findings highlight the prevalence of physical impairment among both male and female SWDs at UDSM. Additionally, they demonstrate the need for continued efforts to ensure equal access and support for students with various disabilities, recognising the gender disparities observed in enrolment numbers.

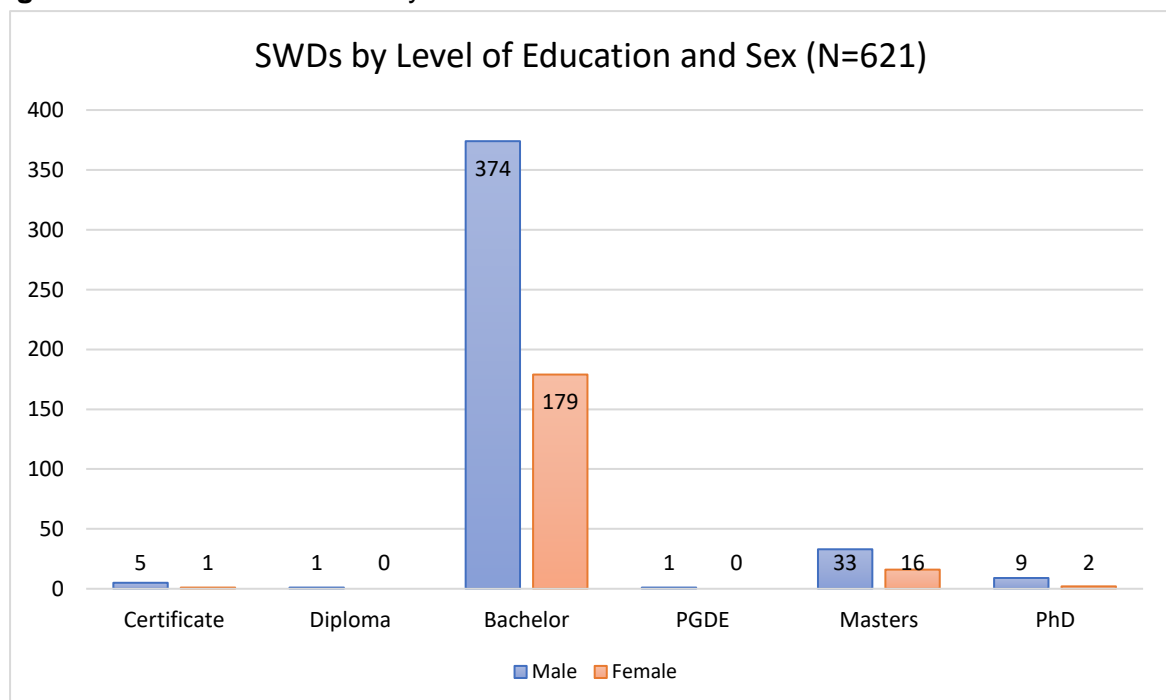
2.2.2 Enrolment by Sex and Level of Education

The data were also analysed to ascertain the number of SWDs in relation to the level of education. Table 2.5 and Figure 2.5 provide a summary of the data.

Table 2. 5: Number of SWDs by Level of Education and Sex

Sex	Level of Education						Total
	Certificate	Diploma	Bachelor	PGDE	Masters	PhD	
Male	5	1	374	1	33	9	423
Female	1	0	179	0	16	2	198
Total	6	1	553	1	49	11	621

Figure 2. 5: Number of SWDs by Level of Education and Sex



The data presented in Table 2.5 and Figure 2.5 provide insights into the academic pursuits of students with disabilities (SWDs) at UDSM. The majority, comprising 553 individuals (89% of the total), are enrolled in Bachelor's degree programmes. Out of these, 374

students (68%) are male, while 179 students (32%) are female. Furthermore, the data in Table 2.5 and Figure 2.5 reveal that 49 SWDs (8% of the total) are pursuing master's degree programs. Among these, 33 students (67%) are male, while 16 students (33%) are female.

These findings underscore the higher enrolment of SWDs in bachelor's degree programmes, with male students constituting a larger proportion. However, it is noteworthy that there is also representation of SWDs in master's degree programmes, although the overall numbers are smaller. Gender disparities persist in all levels of education, with a higher number of male students than female students.

2.2.3 Enrolment by Level of Education and Types of Disabilities

Further investigation on enrolment of SWDs by level of education and types of disabilities reveals the following data as displayed in Table 2.6 and Figure 2.6.

Table 2.6: Number of SWDs Enrolled at UDSM by Level of Education and Types of Disabilities from 1978 to 2022

		Level of Education * Types of disabilities Cross tabulation										Total	
		Types of disabilities											
		Blind	Low Vision	Deaf	Hard of Hearing	Albinism	Physical	Communication	Chronic Health	Deaf-blind	Learning Disability		
Level of Education	Certificate	Count	0	2	0	1	0	3	0	0	0	0	6
		% within Level of Education	0.0%	33.3%	0.0%	16.7%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Diploma	Count	0	0	0	0	0	1	0	0	0	0	1
		% within Level of Education	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Bachelor	Count	118	77	27	59	33	218	5	6	9	1	553
		% within Level of Education	21.3%	13.9%	4.9%	10.7%	6.0%	39.4%	0.9%	1.1%	1.6%	0.2%	100.0%
	M	Count	26	3	1	7	0	12	0	0	0	0	49
		% within Level of Education											

	% within Level of Education	53.1%	6.1%	2.0%	14.3%	0.0%	24.5%	0.0%	0.0%	0.0%	0.0%	100.0%
	Count	10	0	0	0	0	1	0	0	0	0	11
PhD	% within Level of Education	90.9%	0.0%	0.0%	0.0%	0.0%	9.1%	0.0%	0.0%	0.0%	0.0%	100.0%
	Count	1	0	0	0	0	0	0	0	0	0	1
PGDE	% within Level of Education	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Count	155	82	28	67	33	235	5	6	9	1	621
Total	% within Level of Education	25.0%	13.2%	4.5%	10.8%	5.3%	37.8%	0.8%	1.0%	1.4%	0.2%	100.0%
	Count	155	82	28	67	33	235	5	6	9	1	621

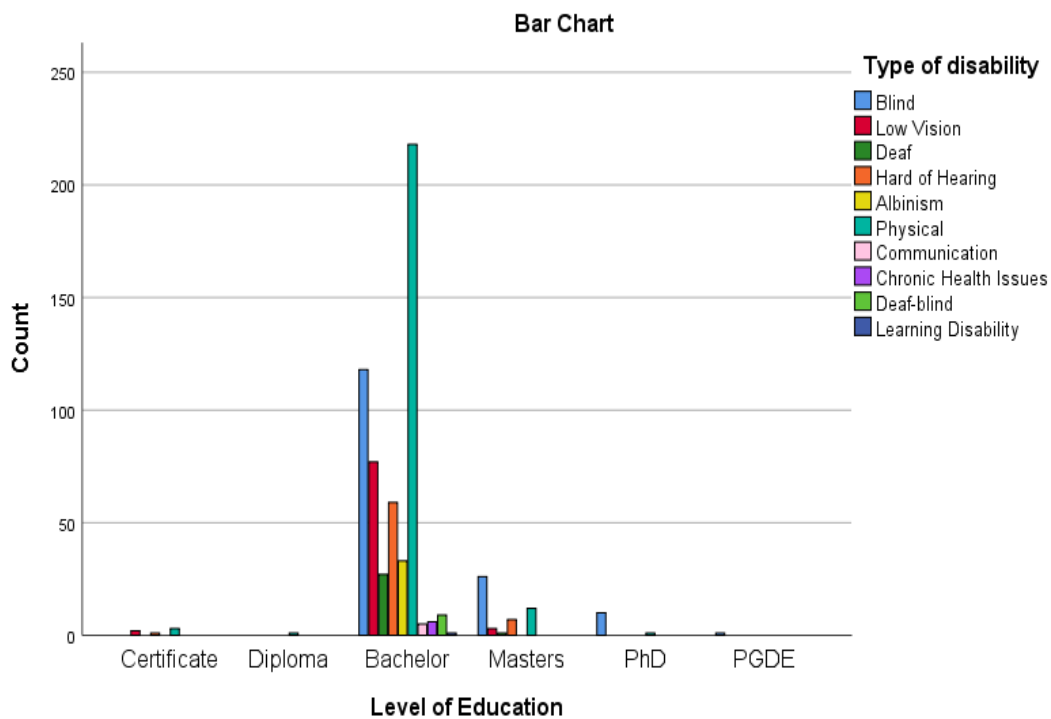


Figure 2.6: Number of SWDs Enrolled at UDSM by Level of Education and Types of Disabilities from 1978 to 2022

The findings presented in Table 2.6 and Figure 2.6 align with the patterns observed in Table 2.3 (and Figure 2.3) and Table 2.5 (and Figure 2.5). These findings highlight the distribution of students with disabilities (SWDs) enrolled at UDSM in pursuit of Bachelor's degrees across various Colleges, Schools, and Institutes. Out of the total 553 SWDs enrolled in these programs, 218 students (39.4%) have physical impairments, indicating it as the most prevalent disability category. Following closely behind, 118 students (21.3%) are classified as total blind. Other categories of disabilities account for less than 15% each, indicating a lower representation in the SWD population.

2.2.4 Enrolment by Sex, Level of Education and Types of Disabilities

Table 2.7 displays the enrolment of students with disabilities (SWDs) at UDSM from 1978 to 2022, categorised by gender, education level, and types of disabilities. It serves as a comprehensive summary, combining the data presented in Table 2.4, Table 2.5, and Table 2.6. The table reveals that the majority of SWDs are enrolled in various Bachelor's degree programs, followed by Master's degree and Doctorate degree programs. This pattern is consistent with the findings from the individual tables, indicating the prevalence of Bachelor's degree pursuits among SWDs at UDSM.

Table 2.7: Number of SWDs Enrolled at UDSM by Sex, Education level and Types of Disabilities from 1978 to 2022

Edn. Level		Sex * Types of disabilities * Level of Education Cross tabulation										Total		
		Types of disabilities												
		Blind	Low Vision	Deaf	Hard of Hearing	Albinism	Physical	Communication	Chronic Health Issues	Deaf-blind	Learning Disability			
Certificate	Sex	Male	Count		2	0	3					5		
		% within Sex	40.0%	0.0%	60.0%							100.0%		
	Female	Count		0	1	0						1		
		% within Sex	0.0%	100.0%	0.0%							100.0%		
	Total	Count		2	1	3						6		
		% within Sex	33.3%	16.7%	50.0%							100.0%		
Diploma	Sex	Male	Count			1						1		
		% within Sex			100.0%							100.0%		
	Total	Count			1							1		
		% within Sex			100.0%							100.0%		
Bachelor	Sex	Male	Count	96	45	16	23	17	165	3	2	7	0	374
		% within Sex	25.7%	12.0%	4.3%	6.1%	4.5%	44.1%	0.8%	0.5%	1.9%	0.0%		100.0%
	Female	Count	22	32	11	36	16	53	2	4	2	1		179
		% within Sex	12.3%	17.9%	6.1%	20.1%	8.9%	29.6%	1.1%	2.2%	1.1%	0.6%		100.0%
	Total	Count	118	77	27	59	33	218	5	6	9	1		553
		% within Sex	21.3%	13.9%	4.9%	10.7%	6.0%	39.4%	0.9%	1.1%	1.6%	0.2%		100.0%
Masters	Sex	Male	Count	19	1	0	5		8					33
		% within Sex	57.6%	3.0%	0.0%	15.2%		24.2%						100.0%
	Female	Count	7	2	1	2		4						16

		% within Sex	43.8%	12.5%	6.3%	12.5%		25.0%				100.0%		
	Total	Count	26	3	1	7		12				49		
		% within Sex	53.1%	6.1%	2.0%	14.3%		24.5%				100.0%		
PhD	Sex	Male	Count	8				1				9		
		% within Sex	88.9%					11.1%				100.0%		
	Female	Count	2					0				2		
		% within Sex	100.0%					0.0%				100.0%		
	Total	Count	10					1				11		
		% within Sex	90.9%					9.1%				100.0%		
PGDE	Sex	Male	Count	1								1		
		% within Sex	100.0%									100.0%		
	Total	Count	1									1		
		% within Sex	100.0%									100.0%		
Total	Sex	Male	Count	124	48	16	28	17	178	3	2	7	0	423
		% within Sex	29.3%	11.3%	3.8%	6.6%	4.0%	42.1%	0.7%	0.5%	1.7%	0.0%	100.0%	
	Female	Count	31	34	12	39	16	57	2	4	2	1	198	
		% within Sex	15.7%	17.2%	6.1%	19.7%	8.1%	28.8%	1.0%	2.0%	1.0%	0.5%	100.0%	
	Total	Count	155	82	28	67	33	235	5	6	9	1	621	
		% within Sex	25.0%	13.2%	4.5%	10.8%	5.3%	37.8%	0.8%	1.0%	1.4%	0.2%	100.0%	

SECTION 3

TRENDS IN ENROLMENT OF SWDs FROM 1978-2022

3.1 General Trend in Enrolment of SWDs Observed

3.1.1 Trends of SWDs from 1978-2022

Over the years, there has been a noticeable upward trend in the number of students with disabilities (SWDs) at UDSM. The enrolment figures have consistently shown an increase, indicating a growing inclusion of SWDs within the university community. The data summarised in Table 3.1 and Figure 3.1 offer a clear overview of the annual enrolment of SWDs at UDSM. These visuals showcase the progression from a modest starting point of two students in 1978 to 41 students in 2022. The figures highlight the gradual expansion of opportunities for SWDs to pursue their education at UDSM.

Table 3.1: Number of SWDs by Year and Sex from 1978 to 2022

Year	Sex		Total
	Male	Female	
1978	2	0	2
1979	2	0	2
1980	3	0	3
1981	3	1	4
1982	1	0	1
1983	4	0	4
1985	1	0	1
1986	1	0	1
1988	4	0	4
1989	5	0	5
1990	8	1	9
1991	12	1	13
1992	3	0	3
1993	6	1	7
1994	7	5	12
1995	9	1	10
1996	3	0	3
1997	6	1	7
1998	9	1	10
1999	8	1	9

Year	Sex		Total
	Male	Female	
2000	10	2	12
2001	5	3	8
2002	9	7	16
2003	7	3	10
2004	11	1	12
2005	8	0	8
2006	2	1	3
2007	8	4	12
2008	11	6	17
2009	11	5	16
2010	10	9	19
2011	19	9	28
2012	18	6	24
2013	5	2	7
2014	7	5	12
2015	24	7	31
2016	30	12	42
2017	20	8	28
2018	12	15	27
2019	11	15	26
2020	29	25	54
2021	34	24	58
2022	25	16	41
Total	423	198	621

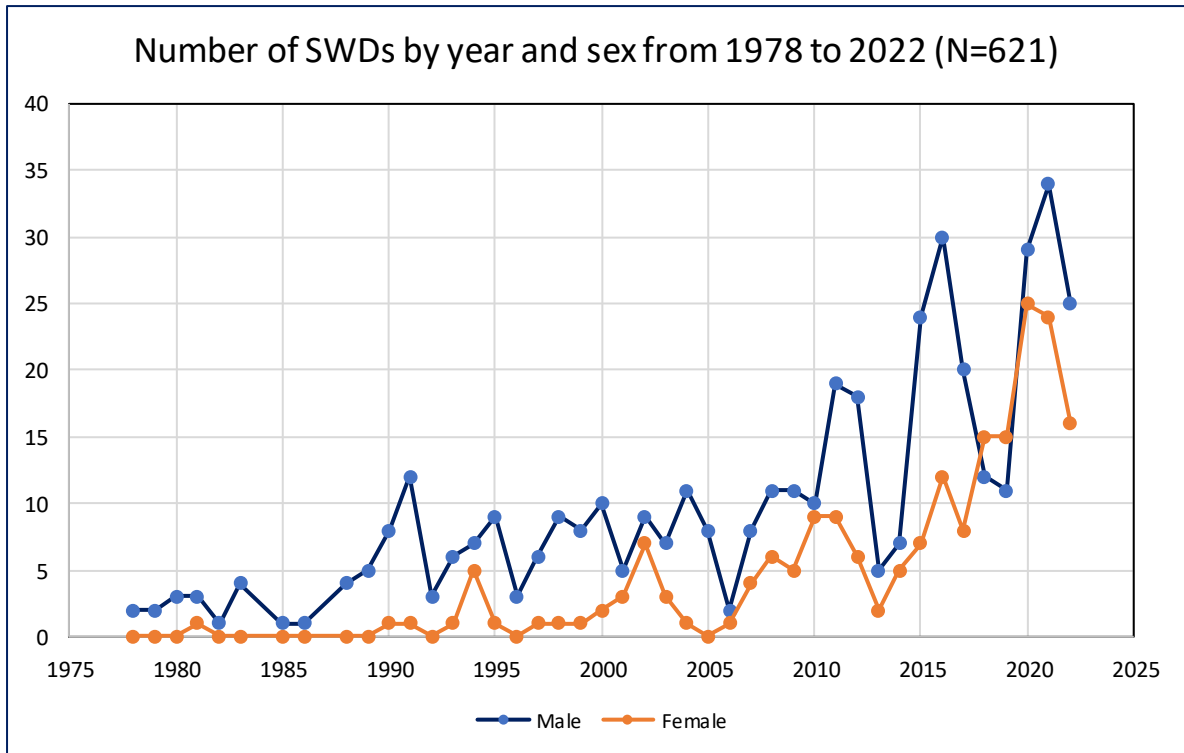


Figure 3.1: Number of SWDs by Year and Sex from 1978 to 2022

Data from Table 3.1 and Figure 3.1 show that 423 male and 198 female SWDs were enrolled at UDSM from 1978 to 2022. Among the years analysed, 2021 stood out with the highest number of SWDs, totalling 58 students. Out of these, 34 were males and 24 were females. Similarly, the year 2020 witnessed significant enrolment with 54 SWDs, comprising 29 males and 24 females. On the other hand, it is noteworthy that no SWDs were enrolled at UDSM in 1984 and 1987.

This upward trajectory in enrolment reflects the commitment of the University to enhance accessibility and support for students with disabilities over the years. It is a testament to the efforts made to create an inclusive and equitable learning environment for all individuals.

3.1.2 Trend of Non-Tanzanian SWDs from 1978-2022 (International students)

The University of Dar es Salaam (UDSM) has successfully enrolled two international students with disabilities (SWDs) in the years 2015 and 2022, as indicated in Table 3.2a and Table 3.2b.

In 2015, a male student with total blindness was enrolled at UDSM, pursuing a Master's degree. Similarly, in 2022, UDSM enrolled a female student with a learning disability, specifically dyslexia embarking on a Bachelor's degree programme.

The enrolment of these students showcases UDSM's commitment to fostering a diverse and inclusive academic environment. By providing educational opportunities to students with disabilities from different countries, the University promotes cultural exchange and facilitates the sharing of experiences and perspectives.

Table 3.2a: International SWDs Enrolled at the UDSM by Types of Disabilities from 1978 to 2022

Nationality * Year registered * Types of disabilities Crosstabulation

Types of disabilities				Year registered		Total
				2015	2022	
Blind	Nationality	International	Count	1		1
			% within Nationality	100.0%		100.0%
	Total	Count	1		1	
		% within Nationality	100.0%		100.0%	
Learning Disability	Nationality	International	Count		1	1
			% within Nationality		100.0%	100.0%
	Total	Count		1	1	
		% within Nationality		100.0%	100.0%	
Total	Nationality	International	Count	1	1	2
			% within Nationality	50.0%	50.0%	100.0%
	Total	Count	1	1	2	
		% within Nationality	50.0%	50.0%	100.0%	

Table 3.2b: International SWD Enrolled at the UDSM by Sex from 1978 to 2022

Nationality * Year registered* Sex Crosstabulation

Year registered			Sex		Total
			Male	Female	
2015	Nationality	International	Count	1	1
			% within Nationality	100.0%	100.0%
	Total	Count	1	1	
		% within Nationality	100.0%	100.0%	
2022	Nationality	International	Count		1
			% within Nationality		100.0%
	Total	Count		1	
		% within Nationality		100.0%	
Total	Nationality	International	Count	1	1
			% within Nationality	50.0%	50.0%
	Total	Count	1	1	
		% within Nationality	50.0%	50.0%	

3.1.3 Trends on Enrolment of SWDs in Different Colleges, Schools and Institutes

It is important to acknowledge that the available data for categorising students with disabilities (SWDs) based on their respective Colleges/Schools/Institutes was limited. Some of the visited institutions were unable to retrieve records of previously enrolled SWDs. Therefore, the findings presented in Table 3.3 and Figure 3.3 reflect data from only 390 SWDs, which accounts for approximately 68% of the total 621 SWDs recorded in the current survey.

Despite this limitation, the data reveals that the School of Education (SoED) had enrolled a relatively higher number of SWDs, totalling 118 students. Among these, 81 were male students, while 37 were female students. This represents approximately 30% of the 390 respondents included in the analysis. These enrolment figures at the School of Education (SoED) were higher compared to other Colleges, Schools, and Institutes at UDSM between the years 1978 and 2022.

Table 3.3 Trends of Enrolment of SWD in Different Colleges, Schools and Institutes

Sex * Types of disabilities * College/School/Institute Crosstabulation

Count

College/School/Institute	Sex		Types of disabilities									Total	
			Blind	Low Vision	Deaf	Hard of Hearing	Albinism	Physical	Communication	Chronic Health Issues	Deaf-blind		Learning Disability
COHU	Sex	Male	7	8	0	1	1	9		1	0		27
		Female	1	5	2	4	1	5		2	2		22
	Total	8	13	2	5	2	14		3	2		49	
COSS	Sex	Male	7	8	3	1	0	9	1	1	2	0	32
		Female	1	9	2	7	4	5	0	0	0	1	29
	Total	8	17	5	8	4	14	1	1	2	1	61	
SOED	Sex	Male	48	8	0	5	3	16			1		81
		Female	19	6	2	3	1	6			0		37
	Total	67	14	2	8	4	22			1		118	
UDBS	Sex	Male	2	2	1	0	2	11					18
		Female	0	1	2	2	2	7					14
	Total	2	3	3	2	4	18					32	
COAF	Sex	Female				3						3	
	Total				3							3	
COET	Sex	Male		0		2		8	1		1		12
		Female		1		0		0	0		0		1
	Total		1		2		8	1		1		13	
COICT	Sex	Male	0	0	1	1		5					7
		Female	1	1	0	0		1					3
	Total	1	1	1	1		6					10	
SJMC	Sex	Male	3	1		1		3					8
	Total	3	1		1		3						8
SOMG	Sex	Male						1					1
	Total							1					1
UDSOE	Sex	Male		0	0	1	2	2		0	1		6
		Female		2	2	0	1	1		1	0		7
	Total		2	2	1	3	3		1	1		13	
IDS	Sex	Male				1	1	1					3
		Female				3	0	3					6
	Total				4	1	4					9	
IKS	Sex	Male	1	1		0		0			2		4
		Female	0	0		1		2			0		3
	Total	1	1		1		2			2		7	
CONAS	Sex	Male		2	4	7	2	11	0				26
		Female		4	0	6	1	2	1				14
	Total		6	4	13	3	13	1				40	
UDSOL	Sex	Male	11	3		1	2	3					20
		Female	0	0		2	2	1					5
	Total	11	3		3	4	4					25	
IRA	Sex	Male						1					1
	Total							1					1
Total	Sex	Male	79	33	9	21	13	80	2	2	7	0	246
		Female	22	29	10	31	12	33	1	3	2	1	144
	Total	101	62	19	52	25	113	3	5	9	1	390	

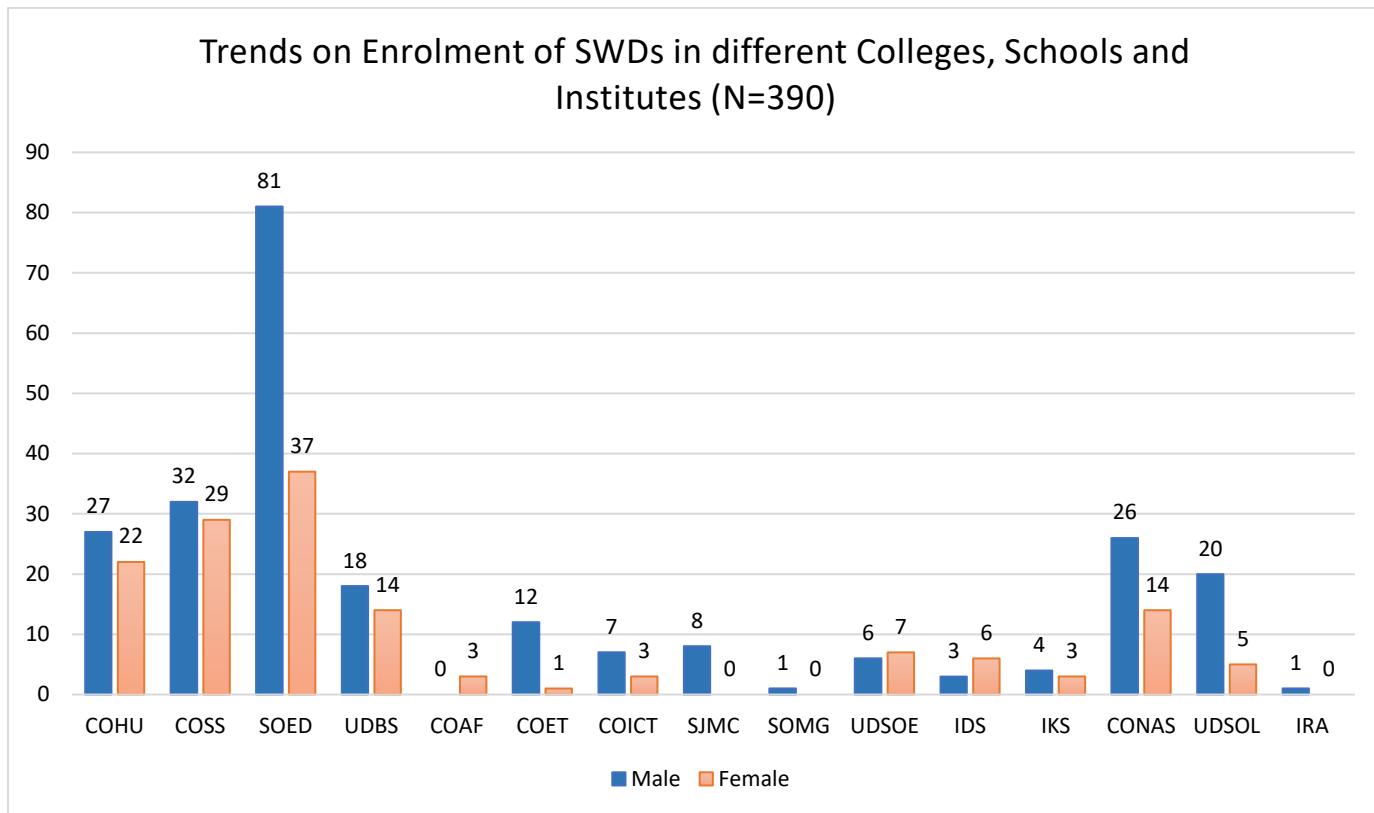


Figure 3.3: Trends on Enrolment of SWDs in Different Colleges, Schools and Institutes

While the data may not capture the complete picture due to the missing records, it highlights the significant contribution of the School of Education (SoED) in providing opportunities for SWDs at UDSM. It indicates the efforts made by the institution to foster inclusivity and support the academic aspirations of students with disabilities.

3.1.4 Trends on Enrolment of SWDs in Range of 10 Years from 1978 to 2022

Table 3.4 and Figure 3.4 present the enrolment figures of students with disabilities (SWDs) at UDSM over a period of ten years, ranging from 1978 to 2022. As observed in Table 3.1, the data clearly illustrates a consistent upward trend in the number of SWDs at the university.

Table 3.4: Trends on enrolment of SWD in range of 10 years from 1978 to 2022

			Sex * Types of disabilities * Years in categories of 10 years Cross tabulation										
			Types of disabilities										Total
			Blind	Low Vision	Deaf	Hard of Hearing	Albinism	Physical	Communication	Chronic Health Issues	Deaf-blind	Learning Disability	
1978 - 1988	Sex	Male	Count	21									21
		% within Sex	100.0%										100.0%
	Female	Count	1										1
		% within Sex	100.0%										100.0%
	Total	Count	22										22
	% within Sex	100.0%										100.0%	
1989 - 1999	Sex	Male	Count	11		1		2	62				76
		% within Sex	14.5%		1.3%		2.6%	81.6%					100.0%
	Female	Count	0		0		0	12					12
		% within Sex	0.0%		0.0%		0.0%	100.0%					100.0%
	Total	Count	11		1		2	74					88
	% within Sex	12.5%		1.1%		2.3%	84.1%					100.0%	
2000 - 2010	Sex	Male	Count	24	5	1	5	4	51	1			91
		% within Sex	26.4%	5.5%	1.1%	5.5%	4.4%	56.0%	1.1%				100.0%
	Female	Count	14	4	1	3	1	18	0				41
		% within Sex	34.1%	9.8%	2.4%	7.3%	2.4%	43.9%	0.0%				100.0%
	Total	Count	38	9	2	8	5	69	1				132
	% within Sex	28.8%	6.8%	1.5%	6.1%	3.8%	52.3%	0.8%				100.0%	
2011 - 2021	Sex	Male	Count	63	37	13	22	11	62	1	1	1	211
		% within Sex	29.9%	17.5%	6.2%	10.4%	5.2%	29.4%	0.5%	0.5%	0.5%		100.0%
	Female	Count	15	25	11	33	15	23	1	4	1		128
		% within Sex	11.7%	19.5%	8.6%	25.8%	11.7%	18.0%	0.8%	3.1%	0.8%		100.0%
	Total	Count	78	62	24	55	26	85	2	5	2		339
	% within Sex	23.0%	18.3%	7.1%	16.2%	7.7%	25.1%	0.6%	1.5%	0.6%		100.0%	
2022- to present	Sex	Male	Count	5	6	1	1		3	1	1	6	24
		% within Sex	20.8%	25.0%	4.2%	4.2%		12.5%	4.2%	4.2%	25.0%	0.0%	100.0%
	Female	Count	1	5	0	3		4	1	0	1	1	16
		% within Sex	6.3%	31.3%	0.0%	18.8%		25.0%	6.3%	0.0%	6.3%	6.3%	100.0%
	Total	Count	6	11	1	4		7	2	1	7	1	40
	% within Sex	15.0%	27.5%	2.5%	10.0%		17.5%	5.0%	2.5%	17.5%	2.5%	100.0%	
Total	Sex	Male	Count	124	48	16	28	17	178	3	2	7	423

	% within Sex	29.3%	11.3%	3.8%	6.6%	4.0%	42.1%	0.7%	0.5%	1.7%	0.0%	100.0%
Female	Count	31	34	12	39	16	57	2	4	2	1	198
	% within Sex	15.7%	17.2%	6.1%	19.7%	8.1%	28.8%	1.0%	2.0%	1.0%	0.5%	100.0%
Total	Count	155	82	28	67	33	235	5	6	9	1	621
	% within Sex	25.0%	13.2%	4.5%	10.8%	5.3%	37.8%	0.8%	1.0%	1.4%	0.2%	100.0%

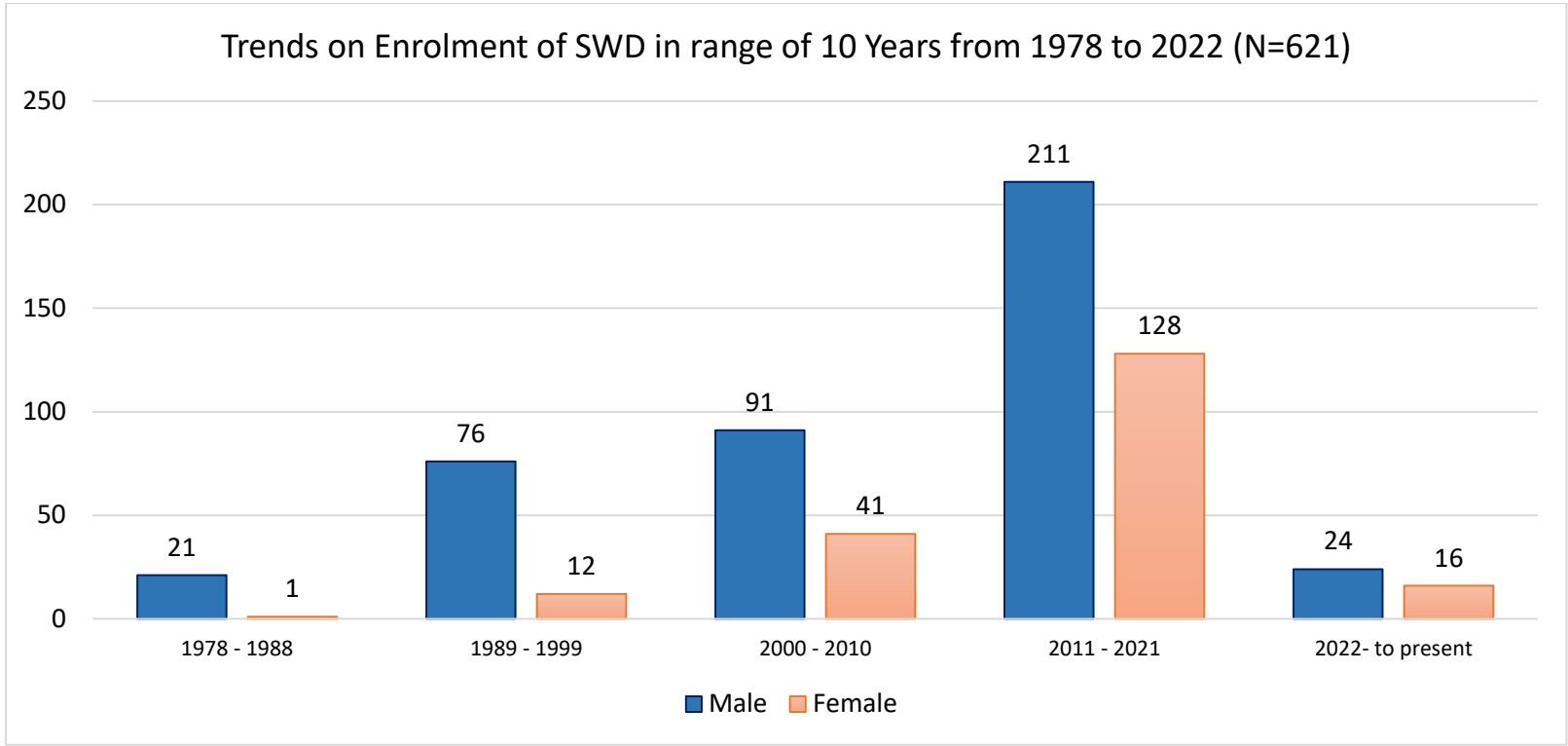


Figure 3.4: Trends on Enrolment of SWD in Range of 10 Years from 1978 to 2022

SECTION 4

CONCLUSION

The Statistical Report serves multiple purposes for the University and its various stakeholders and audiences. It offers a comprehensive overview of the enrolment of SWDs at the University of Dar es Salaam, covering the period from 1978 to 2022. The report encompasses a comprehensive overview of the UDSM experience on enrolling students with disabilities. It covers a wide range of statistical data, including enrolment of SWDs by sex, types of disabilities and education level. It further covers enrolment trends of SWDs in Colleges, Schools and Institutes within the UDSM. It also sheds light on areas where further attention and resources are needed, allowing us to identify opportunities for improvement and innovation.

The compilation of this report serves a crucial role in informing decision-making processes within the centre. The data and analysis presented in the report enable us to make informed choices, allocate resources effectively, and develop strategies that address the evolving needs of our community. Moreover, this report not only serves as an internal tool but also as a means of communication with our stakeholders, partners, and the broader public. It showcases the UDSM experience in enrolling SWDs, raising awareness and fostering a deeper understanding of the challenges faced by individuals with disabilities.

As we move forward, this compilation of facts and figures will guide our future efforts in creating an inclusive and accessible society. We remain steadfast in our commitment to serving individuals with disabilities and advocating for their rights and well-being. Together, we can continue to make a meaningful difference in the lives of individuals with disabilities and work towards a more inclusive and equitable future.