



SOKOINE UNIVERSITY OF AGRICULTURE

DIRECTORATE OF UNDERGRADUATE STUDIES (DUS)

Admission and Gender Trends at Sokoine University of Agriculture, 2019/2020–2024/2025

**SUBMITTED TO THE COMMITTEE OF PRINCIPALS DEANS AND DIRECTORS
(CoPD)**

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1. Introduction

Sokoine University of Agriculture (SUA) is a premier public institution of higher learning in Tanzania, established by Parliamentary Act No. 14 of 1984 following its transformation from the former Faculty of Agriculture of the University of Dar es Salaam. The University's main campus is located in Morogoro Municipality, approximately 200 kilometers west of Dar es Salaam, with additional campuses at the Solomon Mahlangu Campus (Mazimbu) and the Mizengo Pinda Campus College (Katavi).

Over the years, SUA has evolved into a comprehensive university specializing in agriculture, natural sciences, veterinary medicine, forestry, environmental studies, engineering, education, and agribusiness, while broadening its academic reach into social sciences, management, and information technology. The University has become a center of excellence in training, research, consultancy, and community engagement, contributing significantly to Tanzania's agricultural transformation and sustainable development.

SUA's operations are guided by the Corporate Strategic Plan (CSP 2021/2022–2030/2031), which envisions the University as a leading institution in Africa in the provision of quality education, research, innovation, and outreach in agriculture and allied sciences. The CSP focuses on three strategic pillars:

- Excellence in Teaching and Learning – ensuring the delivery of competence-based, inclusive, and gender-responsive academic programs;
- Advancement of Research and Innovation – fostering evidence-based solutions that address national and regional development priorities; and
- Strengthening Outreach, Linkages, and Partnerships – enhancing SUA's engagement with government, industry, and communities to maximize societal impact.

SUA plays a pivotal role in advancing Tanzania's Development Vision 2025, the Third Five-Year Development Plan (FYDP III 2021/22–2025/26), and broader continental and global frameworks such as the African Union's Agenda 2063 and the United Nations Sustainable Development Goals (SDGs). Through its diverse academic programs, gender-sensitive policies, and strong research and outreach functions, SUA continues to produce graduates equipped with scientific, entrepreneurial, and leadership competencies that support agricultural modernization, industrial growth, and socio-economic transformation.

Against this institutional background, this report presents a comprehensive analysis of student application and admission trends at SUA over the past six academic years (2019/2020–2024/2025). It examines the total number of applicants, admitted students, and gender distribution to generate insights into enrollment patterns, institutional selection dynamics, and access to higher education. The analysis aligns with the SUA Corporate Strategic Plan (2021/2022–2030/2031), which emphasizes inclusive access to quality education, gender parity across programs, and continuous improvement in academic excellence. It provides evidence to support strategic decision-making in areas of Teaching and Learning, Research and Innovation, and Outreach and Partnerships, as prioritized in the CSP. At the national level, the report contributes to the implementation of Tanzania Development Vision 2025 and FYDP III, both of which identify human capital development and gender equality as fundamental enablers of socio-economic transformation. It also aligns with SDG 4 (Quality Education) and SDG 5 (Gender Equality), reaffirming SUA’s commitment to inclusive and equitable access to higher education.

Through this analysis, SUA reaffirms its role as a national and regional leader in higher learning, committed to data-driven planning, gender mainstreaming, and evidence-based management that strengthens access, quality, and equity in Tanzania’s higher education landscape.

2.0 Methodology

The analysis presented in this report is based on secondary data extracted from official institutional databases and administrative records maintained at Sokoine University of Agriculture (SUA). The primary data sources included the Sokoine University of Agriculture Student Information System (SUASIS) and the Examinations and Statistics Bureau (ESB), which maintain comprehensive records on student applications, admissions, enrollment, and demographic profiles.

Data were collected for six academic years (2019/2020–2024/2025) to capture trends in total applicants, admitted students, and gender distribution across all undergraduate and diploma programs. Supplementary validation was conducted using records from the Directorate of Undergraduate Studies (DUS) and the Directorate of Planning and Development (DPD) to ensure consistency and completeness.

The extracted data were cleaned, compiled, and analyzed using descriptive statistical techniques to generate frequency distributions, percentages, and year-to-year comparisons. Graphs and tables were used to illustrate changes in admission volumes, gender participation, and overall selection patterns. The approach was designed to provide an evidence-based understanding of SUA's enrollment dynamics in alignment with the University's Corporate Strategic Plan (CSP 2021/2022–2030/2031) and national education monitoring frameworks.

3.0 Key Findings

3.1 Application trends

- The total number of applicants has declined over the years from **88,346 applicants in 2019/2020** to **54,439 applicants in 2024/2025**. The decline is an indication of a gradual reduction in overall applications to Sokoine University of Agriculture over the six-year period (Appendix 1 1).
- Male applicants consistently outnumber female applicants; however, the proportion of female applicants shows a slight upward trend, narrowing the gender gap over time (Appendix 1).

3.2 Admission trends

- Despite the decline in applications, the total number of admitted students increased substantially from **2,328 in 2019/2020** to **9,909 in 2024/2025**, reflecting both an expansion of admission capacity and more favorable selection rates over time (Appendix 1).
- The number of admitted female students increased from **1,701 in 2019/2020** to **4,151 in 2024/2025**, demonstrating enhanced gender inclusivity in the SUA's university admissions processes (Appendix 1).

3.2 Proportion of admitted and registered students by gender

- Figures 1 and 2 show the proportions of applicants who were successfully admitted at SUA. The total number of admitted students (Figure 1) demonstrates a generally increasing trend, with notable fluctuations. A significant milestone occurred in 2023/2024, when female

admissions surpassed male admissions for the first time, highlighting a shift toward greater gender parity. The percent of admitted (out of total applicants) students has been increasing although it has remained below 12% for male and 8% for females.

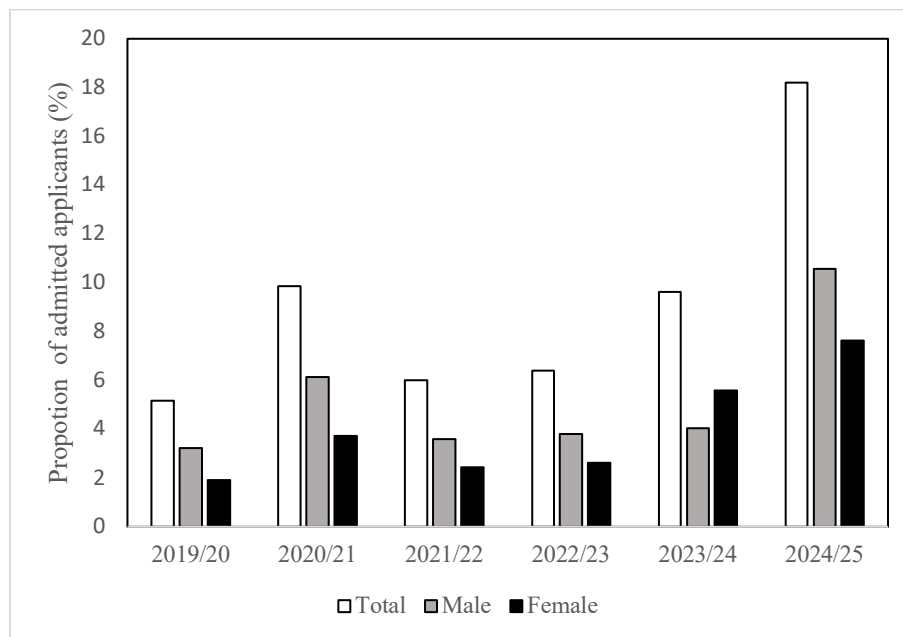


Figure 1: Proportion of applicants who were admitted to SUA

The proportion of female applicants who were successfully admitted at SUA is presented in Figure 2. (i.e percent female admitted as computed out of total applicants as well as out of female applicants). The proportion of admitted female students is also on the increase although remaining below 20%.

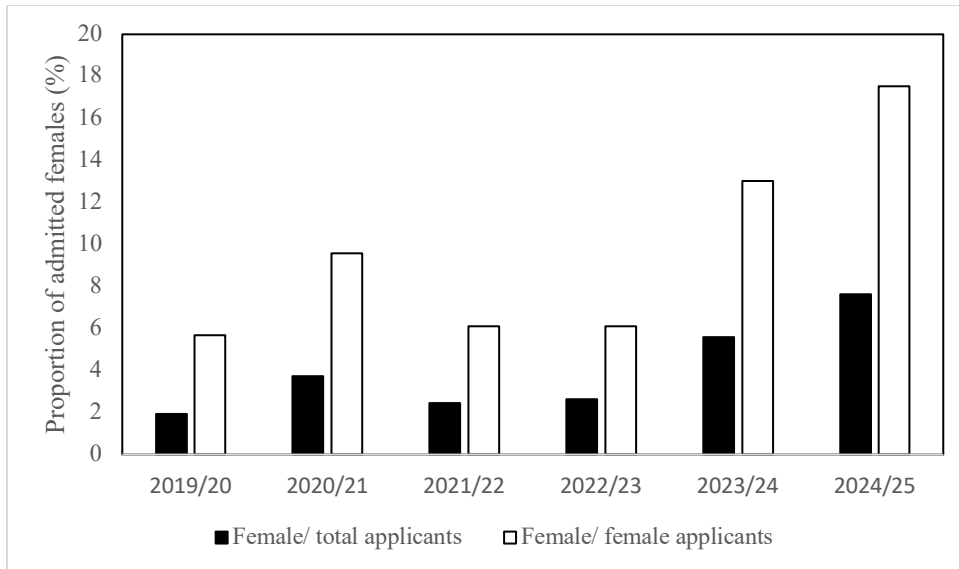


Figure 2: Proportion of female applicants who were admitted to SUA

- Between 2019/2020 and 2024/2025, the proportion of admitted students who later registered at SUA has been relatively stable. Most admitted students registered for studies at SUA.
- However, there is a notable decline in number applicants during the academic year 2024/25

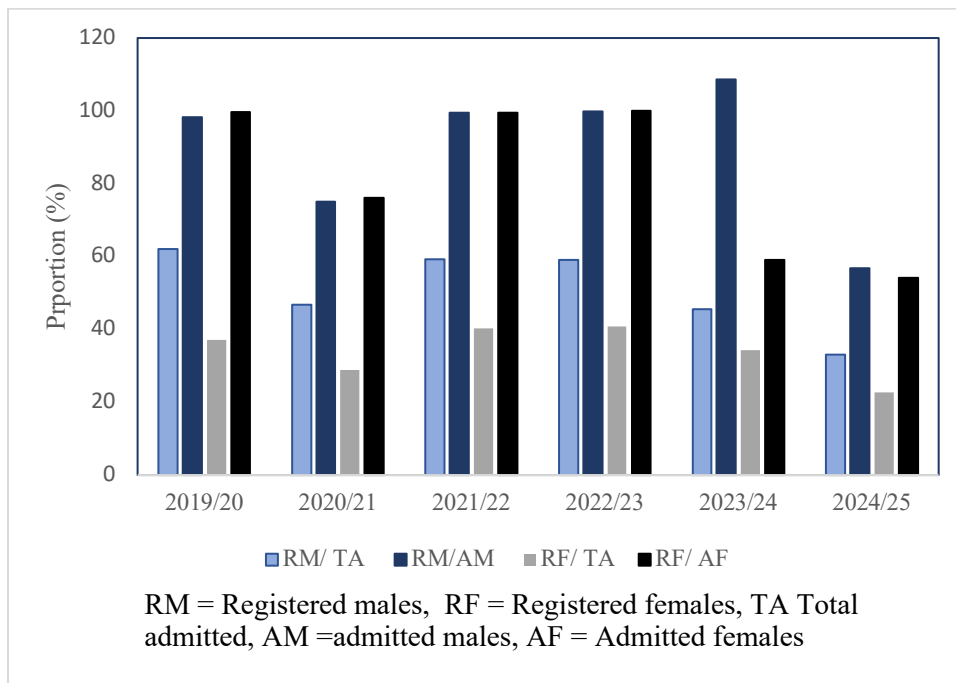


Figure 3: Proportion of admitted applicants who registered for studies at SUA

4.0 Conclusion

Over the period 2019/2020 to 2024/2025, the university has successfully expanded its admission capacity, resulting in a significant increase in total admitted students despite declining application numbers. Female representation in admissions has improved markedly, culminating in a milestone in 2023/2024 when female admissions exceeded male admissions. Overall, the findings indicate that the university is effectively enhancing access to higher education while promoting gender equity, reflecting positive trends in institutional inclusivity and enrollment management.

Appendix 1

	APPLICANTS			ADMITTED			REGISTERED		
ACADEMIC YEAR	MALE	FEMALE	TOTAL	MALES	FEMALE	TOTAL	MALE	FEMALE	TOTAL
2019/2020	58446	29900	88346	2862	1701	4563	2813	1694	4507
2020/2021	42903	27448	70351	4316	2630	6946	3243	2001	5244
2021/2022	47368	31337	78705	2820	1918	4738	2806	1907	4713
2022/2023	41228	30839	72067	2735	1887	4622	2730	1887	4617
2023/2024	40311	30328	70639	2846	3953	6799	3092	2336	5428
2024/2025	30759	23680	54439	5758	4151	9909	3273	2251	5524