

Statistical Bulletin

Tanzania: Education

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Measuring Service Delivery in Southern Africa Project

Study 3: Developing measures and methods for measuring progress towards service delivery targets

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Progress towards education goals

Key targets and indicators from the MDG (which are also contained in the Regional Indicative Sustainable Development Plan -- RISDP) have been clustered to review progress in the education sector in the four countries included in the study: Tanzania, Botswana, Malawi and South Africa.

The following targets and indicators from the MDG are included in reviews of the education sector:

- Target 2a: Ensure that all boys and girls complete a full course of primary schooling; male and female primary completion rate
- Net enrolment ratio in primary education
- Literacy rate (male and female) 15 and above
- Gender Parity Index (GPI)

In this report another important indicator, which is school life expectancy, is presented.

The progress against targets have been measured and a weighting system linked to the colour coding (refer to appendix). Table 1 below, illustrates the progress made towards goals related to the education sector and educational outcomes drawn from the Millennium Development Goals.

Table 1. Tanzania Education MDGs

Goal 2: Achieve universal primary education		
Target 2.1 Male and female primary completion rate		
Indicator 2.1 Net enrolment ratio in primary education		
Target 2.3 Literacy rate (male and female) 15 and above		
Goal 3: Promote gender equality and empower women		
Target 3.1 Gender Parity Index		

KEY	
0	No Progress in meeting target (0/10)
5	Some progress but will not meet MDG target (5/10)
10	Target will be met in 2015(10/10)

Projections from the available data on the four indicators above reveal that one of these targets, net enrolment ratio in primary education, will be reached in 2015. The literacy rate of fifteen years and above and Gender Parity Index show some progress being made but not at a sufficient pace to meet the MDG target. Finally, there is no progress being made towards the target of improving the male and female primary completion rate in the country.

In summary, on the basis of the projections of present trends, the education sector appears geared to reaching the MDG as there is progress being made in three of the four indicators.

Access to education in MDG & RISDP

Selected MDG and Indicators
Goal 2: Ensure that all boys and girls complete a full course of primary school by 2015.
Goal 3: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015

Education, and particularly the education of women and girls, is widely identified as a critical element in human development. The MDG and other international programmes target the improvement of education in developing countries as an essential aspect of poverty reduction. Debates over fees and the need for more open access to schools and higher levels of education have led to policies of reduced or no fee schools. International finance institutions which had previously espoused fees are now ambiguous about their application and whether they are hampering improved access.

Completing primary school

MDG 2 specifically includes a gender dimension that all boys and girls should complete a full course of primary school by 2015.

Figure 1. Primary Completion Rate

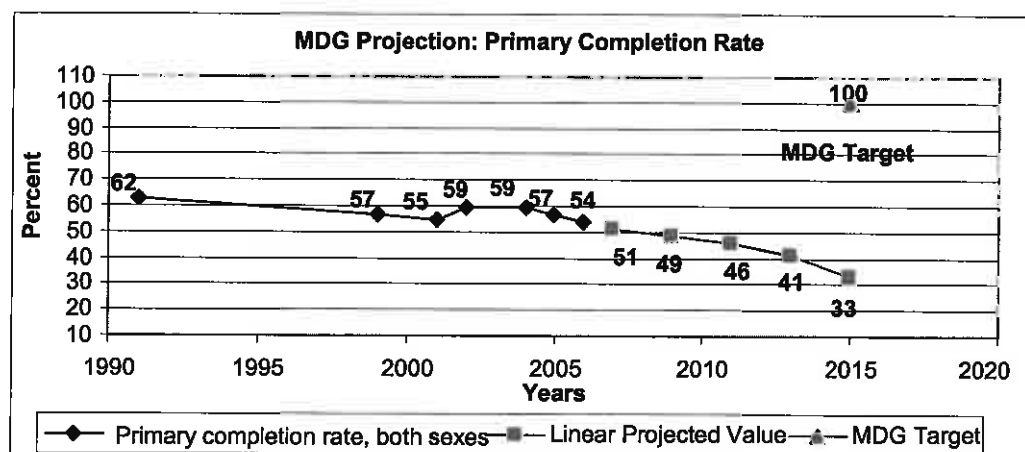


Table 2. Access to Primary Education

	1991	1999	2001	2002	2004	2005
Primary completion rate, both sexes	62	57	55	59	59	57
Primary completion rate, boys	62	56	54	58	59	58
Primary completion rate, girls	63	58	56	60	59	55

Source: Tanzania Census, Surveys and UNESCO Institute of Estimates

URL: <http://mdgs.un.org/unsd/mdg/Data.aspx>

In Figure 1 data on the completion rate in Tanzania is presented. The figures show that during the period 1991-2005, the overall completion rate has decreased from 62 percent to 57 percent. The primary completion rate for boys and girls also decreased over the period 1991 to 2005, among boys from 62 to 57 percent and among girls from 63 to 55 percent. The completion rate of boys shows a more gradual decline as compared to that of girls. Therefore, the data shows that there is no progress being made to increase primary completion rate in Tanzania.

The projection therefore shows that the MDG target of 100 percent will not be reached in 2015 due to this current trend in the data.

Analysis and comment

The low completion rates are attributed to several factors. These include wide regional disparities related to cultural traditions that militate against females completing primary education. These traditions refer to earlier marriages and high levels of pregnancy among school age pupils. This explains the higher decline in the completion rate of females.

The decline in the male completion rate is due to tribal practices. For example, male pupils in nomadic tribes such as Maasai, may be denied access to schools at a certain age as they are engaged in herding cattle.

Due to high levels of poverty in rural areas, many pupils are active in the informal income, such as petty trade, working on farms for wages, etc, which is seen to be more lucrative to the household than attending school.

Achieving gender equity

Greater equality among girls and boys in terms of access to education is a necessary precursor to girls obtaining the full benefit from education. There are three indicators of gender equity reviewed here; the net enrolment ratio, school life expectancy, and gender parity index in secondary school.

These have been employed in assessing Goals 2 and 3, which emphasize equal access among boys and girls and the elimination of gender disparity.

Figure 2. Total Net Enrolment Ratio

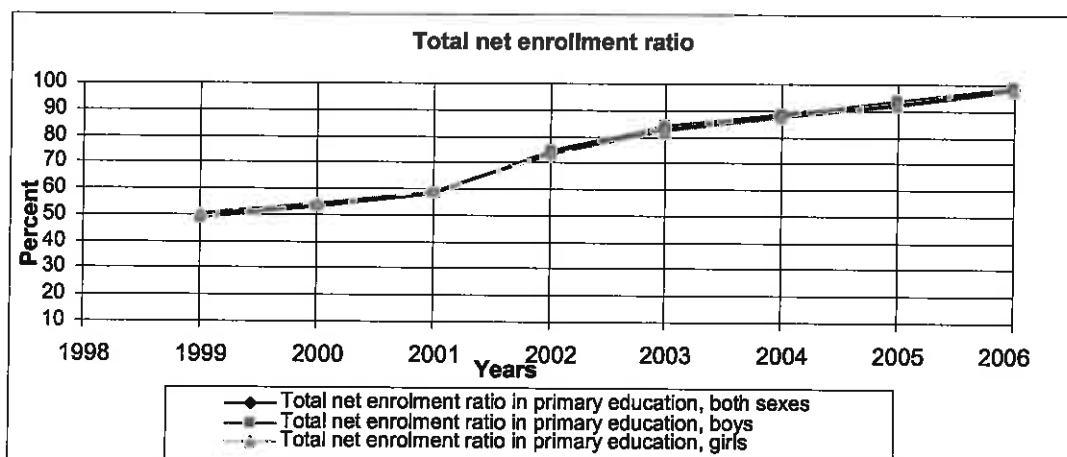


Table 3. Total Enrolment Ratio

Total net enrolment ratio: primary education	1999	2000	2001	2002	2003	2004	2005	2006
Both sexes	50	54	59	74	83	88	92	98
Boys	48	52	58	74	84	89	94	99
Girls	51	54	59	74	83	88	92	97

Source: Tanzania Census. Surveys and UNESCO Institute of Estimates
 URL: <http://mdgs.un.org/unsd/mdg/Data.aspx>

Analysis and comment

There has been a tremendous increase in net enrolment over the past period. The level of net enrolment in primary education has increased from 50 to 98 per cent over the period 1999 to 2006. This sharp increase has been evident also in the breakdown of data on boys and girls, which further indicates a growing level of gender equity in education.

The trends in enrolment have increased following the introduction of the Primary Education Development Program, which among other things aimed to introduce and expedite the realization of universal primary education for all.

Other key factors that have given rise to the dramatic improvements in enrolment are:

- Absence of school fees in primary education; in Tanzania, primary school education is freely provided. However, parents, guardians are required to meet costs for lunch and stationery for their children;
- Increased provision of primary school facilities especially classrooms, desks and teachers etc;

- Stringent policy have been enforced to reprimand parents who do not send children who have reached school going age to school;
- The introduction of Community Based Education Training (COBET) to take care for marginalized groups, especially children from disadvantaged socio-economic environments;
- An increased government funding and donor commitment to various education programs in primary education.

The conclusion is that the levels of net enrolment are approaching 100% both among boys and girls at the primary education level. The forward projection of the trend indicates that the MDG 2 target of universal participation will be reached.

School Life Expectancy

Table 4. School life expectancy

	1999
School life expectancy (years). Primary to secondary. Female	5.2
School life expectancy (years). Primary to secondary. Male	5.3
School life expectancy (years). Primary to secondary. Total	5.3

Source: Tanzania Census. Surveys and UNESCO Institute of Estimates
 URL: <http://mdgs.un.org/unsd/mdg/Data.aspx>

With regard to data on school life expectancy, there is unfortunately only one data point available for analysis, which is the year 1999. Therefore, a trend cannot be seen and a projection could not be made using one data point. School life expectancy refers to the total number of years schooling a child of a certain age can expect to receive in the future.

The expectation for the completion of secondary education would require 10 or more years, however Tanzania for the year 1999 shows just over 5.3 years for school life expectancy. This indicates that for many children education does not continue into secondary education.

Analysis and comment

Many female pupils in several tribes particularly in the rural areas are terminated before they complete their primary school education inter alia because after initiation ceremonies, they are considered mature enough for marriage. As mentioned earlier, herding cattle rather than attending school is prioritized for male pupils.

Gender parity

Figure 3. Gender parity index in secondary school

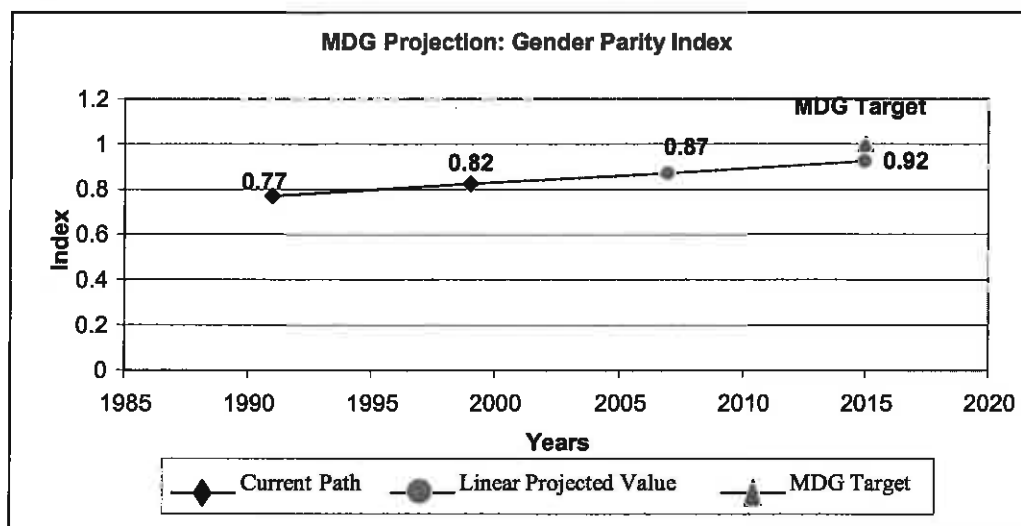


Table 5. Gender Parity Index in secondary school

	1991	1999
Gender Parity Index in secondary level enrollment	0.77	0.82

Source: Tanzania Census, Surveys and UNESCO Institute of Estimates

URL: <http://mdgs.un.org/unsd/mdg/Data.aspx>

Analysis and comment

The Gender Parity Index (GPI) provides an indication of the level of girl participation in relation to boys within schools. A GPI of 1 reflects equal enrolment rates for boys and girls. A score of less than 1 indicates that there are fewer females than males in the formal education system in proportion to the appropriate school-age population¹. A GPI of more than 1 means that there are proportionately more girls than boys attending school.

Figure 3 shows values that fall below 1 which shows that there have been more boys in secondary school than girls in Tanzania from the period 1991 to 1999. The projection shows that by 2015 the number of girls versus boys in school increases gradually to 0.92.

¹ defined in Appendix 1

The encouraging trend is attributed to the following:

- There is currently an emphasis on prioritising education for females in Tanzania. This applies to primary, secondary and even tertiary education levels. There is also a national slogan which states: “*Ukimuelimisha Mwanamke Umeelimisha Jamii*” that literary translates “If you educate a woman, you have educated a society”. This has also assisted in promoting education among females;
- The role played by various pro-women enlightenment organizations such as WAMA *Wanawake na Maendeleo* - Women and Development, TGNP (Tanzania Gender Networking Program), etc, which emphasizes women advancement in their vision and development objectives.

The conclusion in relation to the achievement of achieving gender equality in access to secondary education is that there has been significant progress, but the target is just short of being reached in 2015.

Adult literacy

The MDG places broad emphasis on universal access to primary education without particular emphasis on gender equality. The indicators have been covered in the indicators on net enrolment and completion rates.

Figure 4. Adult Literacy

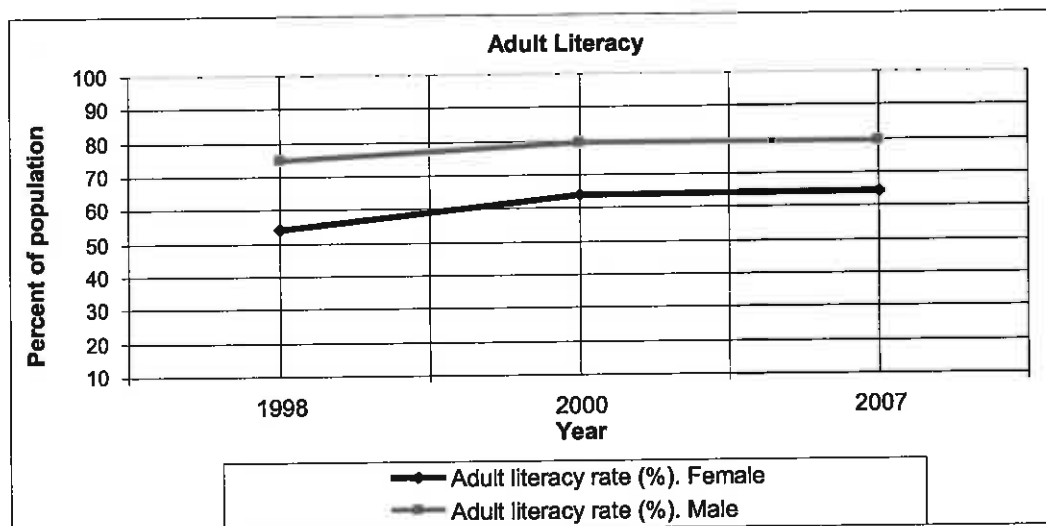


Table 6. Literacy rate

	1998	2000	2007
Adult literacy rate (%). Female	54	64	65
Adult literacy rate (%). Male	75	80	79

Source: Tanzania Census, Surveys and UNESCO Institute of Estimates

URL: <http://mdgs.un.org/unsd/mdg/Data.aspx>

Analysis and comment

The assessment of adult literacy requires special surveys to be undertaken and this is not routinely measured. There was insufficient data for total adult literacy rate in Tanzania to make a projection, but the trend is clear. Between the years 1998 to 2007 there has been a particular increase in female adult literacy although progress in male adult literacy which started at a higher level is less evident.

The increasing adult literacy rate can be attributed to the following:

- Emphasis on education for all to ensure that every citizen should know how to read and write;
- A general policy provision that requires every citizen aspiring for a political or government post at the grass root position must be literate. This has also compelled many people to join adult education;
- In recent years, there have been initiatives to reactivate adult education programmes, particularly because, in the 1990s, alarming downward trends were noted.

Despite the general advance during the period for which data is available (1998 – 2007) there has not been progress in the period 2002-2007 as shown in the trend line in Figure 4. Although there is growing equality in the levels of literacy between male and females this is still far from being reached as compared to gender parity in schools, which is closer to being equal.

Appendix 1

Definitions:

1. Adult literacy rate

Adult literacy rate is defined as the percentage of population aged 15 years and over whom can both read and write with understanding a short simple statement on his/her everyday life. Adult illiteracy is defined as the percentage of the population aged 15 years and over who cannot both read and write with understanding a short simple statement on his/her everyday life.

Source: United Nations Development Group. 2003. *Indicators for monitoring the Millennium Development Goals: Definitions, rationale, concepts and sources*. New York: United Nations.

2. The Gender Parity Index (GPI)

The Gender parity Index reflects females' level of access to education compared to that of males' access. This is calculated for each school phase. A GPI of less than 1 indicates that there are fewer females, in proportion to the appropriate school-age population, than males in the formal education system

Source: United Nations Development Group. 2003. *Indicators for monitoring the Millennium Development Goals: Definitions, rationale, concepts and sources*. New York: United Nations.

3. Total net enrolment ratio in primary education, both sexes

Net primary enrolment rate in primary education is the number of children of official primary school age (according to ISCED971) who are enrolled in primary education as a percentage of the total children of the official school age population. Total net primary enrolment rate also includes children of primary school age enrolled in secondary education. Where more than one system of primary education exists within the country the most widespread or common structure is used for determining the official school age group.

Source: *International Standard Classification of Education (ISCED 97)*. Primary education is defined by ISCED97 as programmes normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music.

4. Proportion of pupils starting grade 1 who reach last grade of primary

The proportion of pupils starting grade 1 who reach last grade of primary education, known as the Survival Rate to last Grade of primary, is the percentage of a cohort of pupils enrolled in grade 1 of the primary level of education in a given school year who are expected to reach the last grade of primary school, regardless of repetition. Primary

education is defined by International Standard Classification of Education (ISCED97) as programmes normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music.
Source: *International Standard Classification of Education (ISCED 97)*. Primary education is defined by ISCED97 as programmes normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music.

5. Primary Completion Rate

The primary completion rate is the ratio of the total number of students successfully completing (or graduating from) the last year of primary school in a given year to the total number of children of official graduation age in the population."

Source: United Nations Development Group. 2003. *Indicators for monitoring the Millennium Development Goals: Definitions, rationale, concepts and sources*. New York: United Nations.

6. School life expectancy

School life expectancy is defined as the total number of years of schooling which a child of a certain age can expect to receive in the future, assuming that the probability of his or her being enrolled in school at any particular age is equal to the current enrolment ratio for that age.

Source: United Nations Development Group. 2003. *Indicators for monitoring the Millennium Development Goals: Definitions, rationale, concepts and sources*. New York: United Nations.

Series	2000	2001	2003	2004	2005	2006
2.2 Proportion of pupils starting grade 1 who reach last grade of primary						
MDG Both sexes Last updated: 14 Jul 2009	73.9	94.5	80.0	81.2	79.2	82.8

United Republic of Tanzania								
Series	1991	1999	2001	2002	2004	2005	2006	2007
2.2 Proportion of pupils starting grade 1 who reach last grade of primary								
Primary completion rate, both sexes Last updated: 14 Jul 2009	62.4	56.8	54.8	59.3	59.1	56.5	74.3	85.4