THE UNITED REPUBLIC OF TANZANIA

PRESIDENT'S OFFICE

REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

BASIC EDUCATION STATISTICAL ABSTRACT
2004-2017

Dodoma

March, 2018

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ABBREVIATIONS

ACSEE	Advanced Certificate of Secondary Education Examination
ANFE	Adult and Non-Formal Education
BEST	Basic Education Statistics in Tanzania
BRN	Big Results Now
COBET	Complementary Basic Education in Tanzania
CSEE	Certificate of Secondary Education Examination
EFA	Education for All
ESDP	Education Sector Development Programme
ETP	Education and Training Policy
F	Female
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
HEDP	Higher Education Development Programme
ICBAE	Integrated Community Based Adult Education
Lab.	Laboratory
LFR	Learner Facilitator Ratio
M	Male
Mill	Million
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umasikini Tanzania
MOEST	Ministry of Education, Science and Technology
MOEVT	Ministry of Education and Vocational Training (now MOEST)
N/A	Not Available/Applicable
NBS	National Bureau of Statistics
NECTA	National Examinations Council of Tanzania
NER	Net Enrolment Rate

NFYDP	National Five Year Development Plan
NIR	Net Intake Rate
PCR	Pupil Classroom Ratio
PDR	Pupil Desk Ratio
PEDP	Primary Education Development Programme
PLR	Pupil Pit Latrine Ratio
PO-RALG	President's Office - Regional Administration and Local Government
PSLE	Primary School Leaving Examination
PSR	Primary Survival Rate
PTR	Pupil Teacher Ratio
SEDP	Secondary Education Development Programme
SDGs	Sustainable Development Goals
TDV	Tanzania Development Vision

FOREWORD

The President's Office, Regional Administration and Local Government (PO-RALG) has pleasure to present for the first time a fourteen (14) years, and one of its kind, Basic Education Statistical Abstract. The reason for producing this abstract is the increased demand for basic education statistics by many stakeholders and the public at large.

This publication has essential education indicators and statistics summarised over a span of fourteen years (2004-2017), briefly interpreted and analysed, showing possible reasons for the observed results and proposed intervention measures for maintaining or improving performance. This abstract will help different actors in the education sector to assess the trends in education performance and respond accordingly in planning, research and decision making to address various education issues. It is our expectation that these compiled statistics and indicators at different levels of basic education across this extended time period, coupled with the interpretation, analysis and recommendations provided, will fill a gap in the demand for Basic Education statistics.

It is my pleasure to welcome various education stakeholders to join efforts in addressing the demands of the education sector. Furthermore, I welcome views and suggestions for improvements that may be incorporated into future publications.

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Eng. Mussa I. Iyombe

Permanent Secretary
President's Office, Regional Administration and Local Government
March, 2018

INTRODUCTION

In order to realize the vision of Tanzania becoming a Lower Middle Income Country (LMIC) by 2025, the education sector is a catalytic sector for building human resource skills and creating the mind-set of Tanzanians for economic development. To make sure that the education sector is able to influence growth, the Government of the United Republic of Tanzania has introduced various strategies such as the Education Sector Development Programme (ESDP) under which the Primary Education Development Programme (PEDP), the Secondary Education Development Programme (SEDP) and the Technical and Higher Education Development Programmes (HEDP) were developed. Through the National Strategy for Economic Growth and Reduction of Poverty, known by the acronym MKUKUTA, the Government committed to ensure that all children complete Primary Education. In addition to that, Tanzania is among the countries which signed the commitment of Education for All (EFA) that advocates Universal Primary Education (UPE). More recently, His Excellency President Dr. John Pombe Magufuli has committed the Government to providing eleven years of fee-free Basic Education to all.

During the implementation of the above mentioned programmes the Government has been evaluating the performance of the programmes through tracking various indicators over the specified period of time. These indicators are computed from professionally collected data from all basic education sub-sectors on an annual basis. This publication comprises essential indicators and statistical summaries showing the Basic Education sub-sector performance for the years 2004 to 2017. It is our hope that the abstract will help different education actors to assess and respond to the Basic Education

sub-sector's performance, particularly in their areas of interest and jurisdiction.

The data presented in this abstract are from the Basic Education sub-sectors: Pre-Primary, Primary, Secondary, Adult and Non-Formal Education. This first Basic Education Statistical Abstract is the collection of data from Basic Education Statistics in Tanzania (BEST) booklets from 2004 to 2013 published by Ministry of Education, Science and Technology (MoEST, previously MoEVT) and Basic Statistics for Basic Education in Tanzania from 2014 to 2017 published by PO-RALG.

This abstract covers issues on access and equity, education quality, internal efficiency and private sector participation.

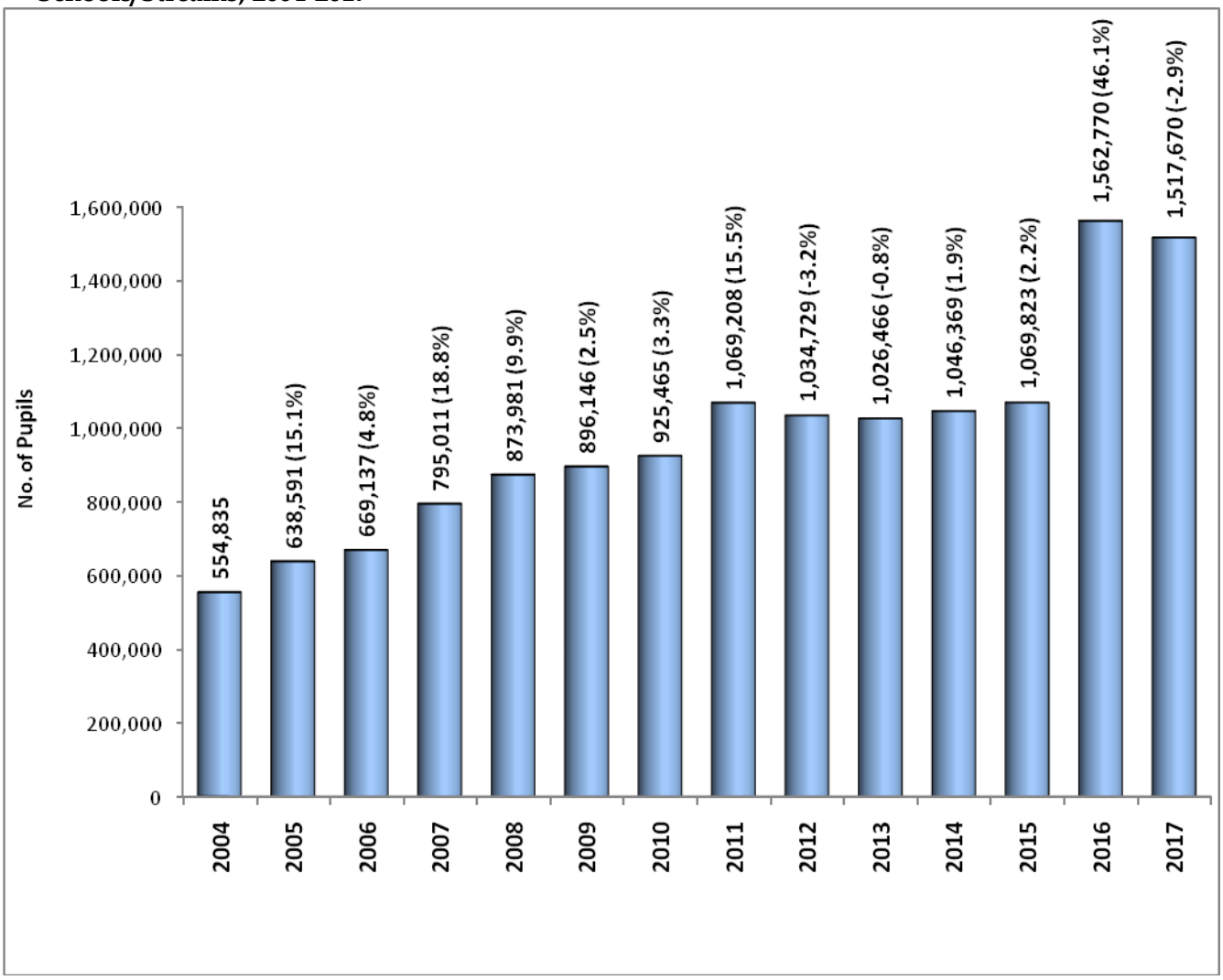
1.0 ACCESS AND EQUITY IN BASIC EDUCATION

One of the fundamental issues in the education sector in a given country is how to increase and promote access to and equity of education in the society. This has been a key priority in Tanzania since the introduction of the Education and Training Policy of 1995 that was revised in 2014. The assessment of the implementation of this policy is done from time to time using appropriate indicators such as: Enrolment, Gender Parity Index (GPI), Gross Enrolment Ratio (GER), Net Enrolment Rate (NER), Transition Rate and Pass Rate. The listed Tables contain various summaries of statistics and their corresponding indicators for years 2004 – 2017 showing the performance of the basic education sub-sectors. These statistics and indicators are analysed and interpreted for each sub-sector as follows.

1.1 ENROLMENT OF PUPILS IN PRE-PRIMARY, PRIMARY AND SECONDARY SCHOOLS

1.1.1 Pre-Primary

Chart 1: Number of Pupils in Government and Non-Government Pre-Primary Schools/Streams, 2004-2017



Source: MOEVT & PO-RALG, BEST 2004-2017

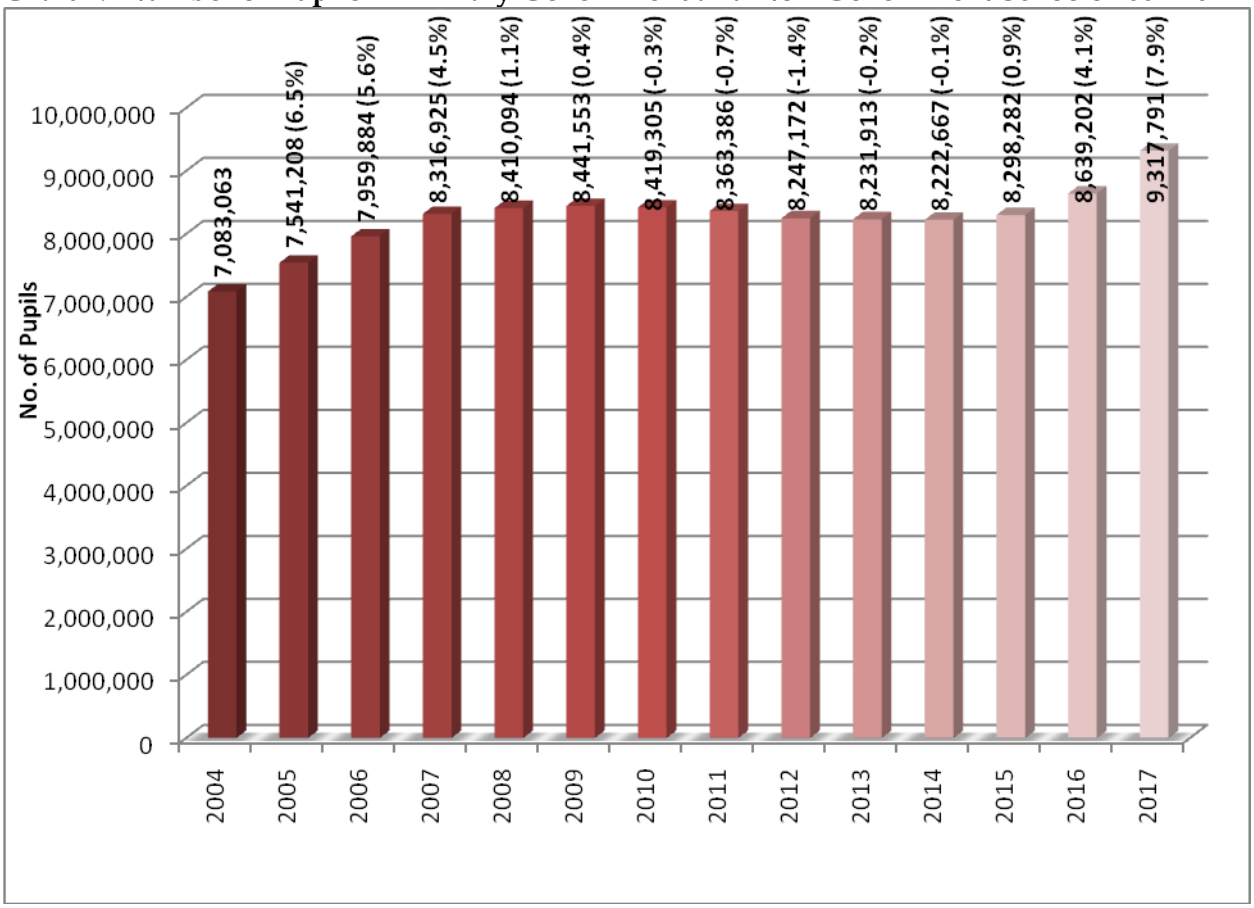
***Note**: Percentages in brackets are the increase or decrease in rates of enrolment between two consecutive years*

For the Pre-Primary sub-sector, the total enrolment saw significant increases in the years 2005 (15.1%), 2007 (18.8%), 2011 (15.5%) and 2016 (46.1%). However, the enrolment decreased in the years 2012 (-3.2%), 2013 (-0.8%) and2017 (-2.9%). The possible explanation for the increases in enrolment prior to 2016 is the implementation enforcement of the education policy that required every school

to have a Pre-Primary class. However, there is a need to do further study on the reasons for the dip in enrolment in the years 2012 and 2013. The large increase in 2016 is undoubtedly due to the introduction of the Fee-Free Basic Education policy, with the definition of Basic Education including one year of Pre-Primary education for all children. On average, enrolment was increasing at the rate of 2.7 percent per year over the period of twelve years (2004 – 2015), followed by a sudden jump in 2016. Overall, enrolment increased from 554,835 in 2004 to 1,517,670 in 2017, which is equal to a **173.5** percent increase. This indicates that Tanzania is well on track to achieve SDG Goal 4.2, universal access to quality early childhood development, care and pre-primary education.

1.1.2 Primary

Chart 2: Number of Pupils in Primary Government and Non-Government Schools 2004-2017



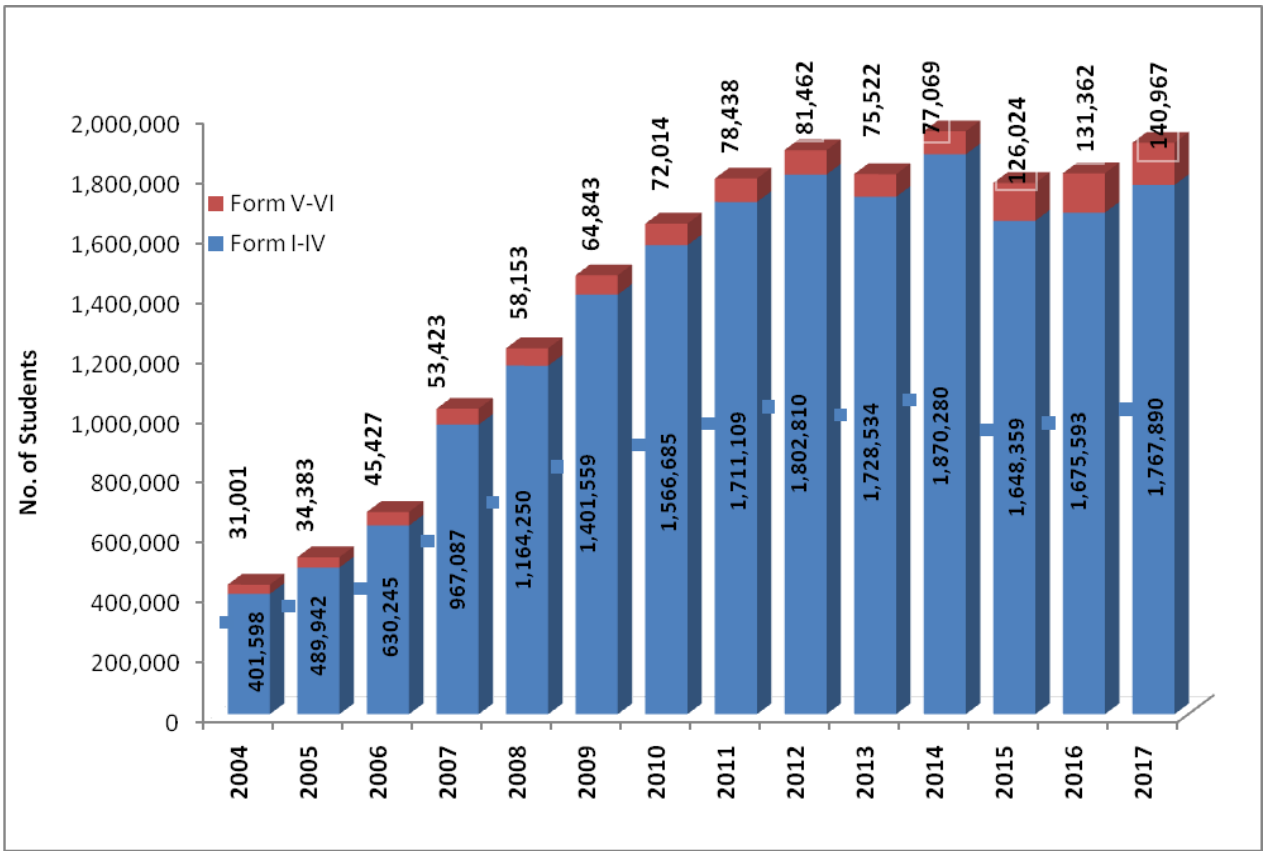
Source: MOEVT & PO-RALG, BEST 2004-2017

The number of pupils enrolled in Primary schools has increased from 7,083,063 (2004) to 9,317,791 (2017), which is an overall increase of **31.6** per cent. While total enrolment was expanding, the enrolment growth rate was steadily decreasing from 6.5% in 2005 to 0.4% in 2009. Then between 2010 and 2014 the total enrolment decreased annually, from 8,441,553 (2009) to 8,222,667 (2014). In 2016 and 2017 there have been large annual increases of 4.1 per cent and 7.9 per cent respectively. On average, enrolment was increasing at the rate of 2.4 percent per year over the period of fourteen years (2004 – 2017).

The increased enrolment rate from 2004 to 2009 is attributed to the implementation of the PEDP I and II which promoted access to education especially for children in rural areas. The possible explanation for the decrease of the enrolment from 2010 to 2014 might be due to the increased dropout rate led by truancy which was 75.5 % in 2012. The sharp increase in enrolment in 2016 and 2017 are almost certainly due to the Fee-Free Basic Education policy.

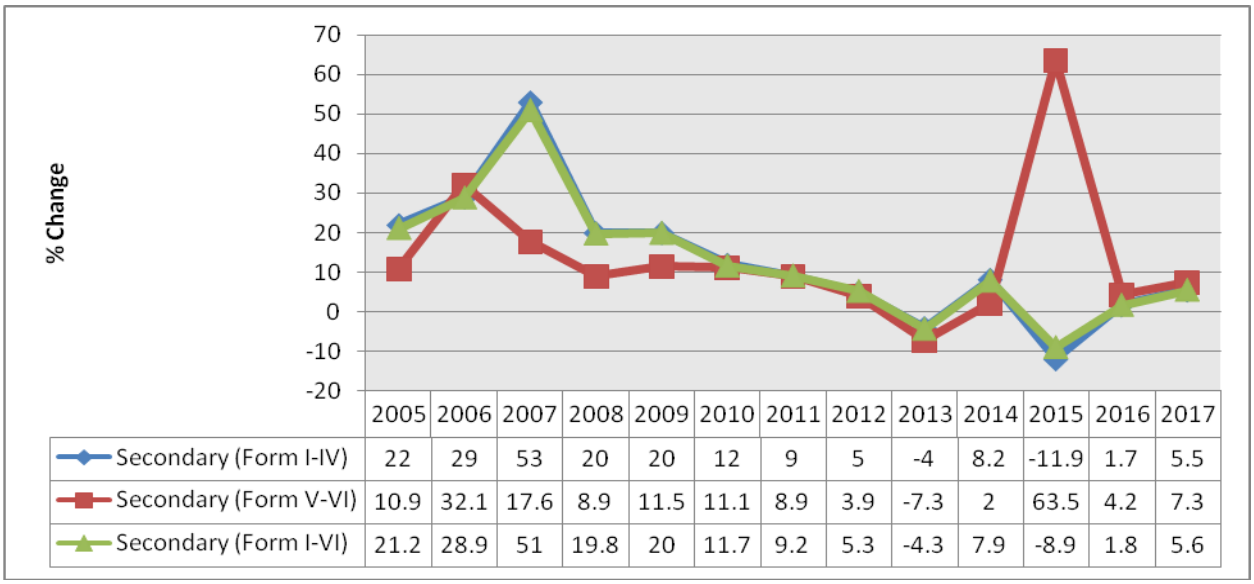
1.1.3 Secondary (Form I-VI)

Chart 3: Number of Pupils in Ordinary Level (Form I-IV) and Advanced Level (Form V-VI) Government and Non-Government Secondary Schools 2004-2017



Source: MOEVT & PO-RALG, BEST 2004-2017

Chart 4: Percentage Change of Students' Enrolment in Ordinary Level (Form I-IV) and Advanced Level (Form V-VI) Government and Non-Government Secondary Schools 2004-2017



	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Secondary (Form I-IV)	22	29	53	20	20	12	9	5	-4	8.2	-11.9	1.7	5.5
Secondary (Form V-VI)	10.9	32.1	17.6	8.9	11.5	11.1	8.9	3.9	-7.3	2	63.5	4.2	7.3
Secondary (Form I-VI)	21.2	28.9	51	19.8	20	11.7	9.2	5.3	-4.3	7.9	-8.9	1.8	5.6

Source: MOEVT & PO-RALG, BEST 2004-2017

1.1.3.1 Ordinary Level Secondary (Form I-IV)

In Lower Secondary education (Form I – IV), or Ordinary Level, enrolment increased at an accelerating rate in the years 2005 (22.0%), 2006 (29.0%) and 2007 (53.0%) and again in 2014 (8.2%) and in 2016 (1.7%) and 2017 (5.5%). However, although total enrolment continued to increase, the rate of increase in enrolment slowed down during the years 2008 (20%), 2009 (20%), 2010(12%), 2011 (9%) and 2012 (5%). Total enrolment decreased during 2013 (-4.0%) and 2015 (-11.9%).

Overall, enrolment increased from 401,598 in 2004 to 1,767,890 in 2017, equal to a total increase of **340.2** per cent. On average, enrolment increased at the rate of 26.24 percent per year over the period of fourteen years (2004 – 2017).

The rapid increase in enrolment from 2004 to 2012 may be attributed to the Government's focus on secondary education during those years, including the policy of building secondary schools at the ward level, supported by SEDP I and II. The enrolment decreased abruptly in year 2013 due to poor performance in PSLE in 2012. Enrolment remained static since then, but begun to increase again in 2016 and 2017, probably due to the new Fee-Free Basic Education policy, although the effect at secondary school is much less than that of primary and Pre-Primary education.

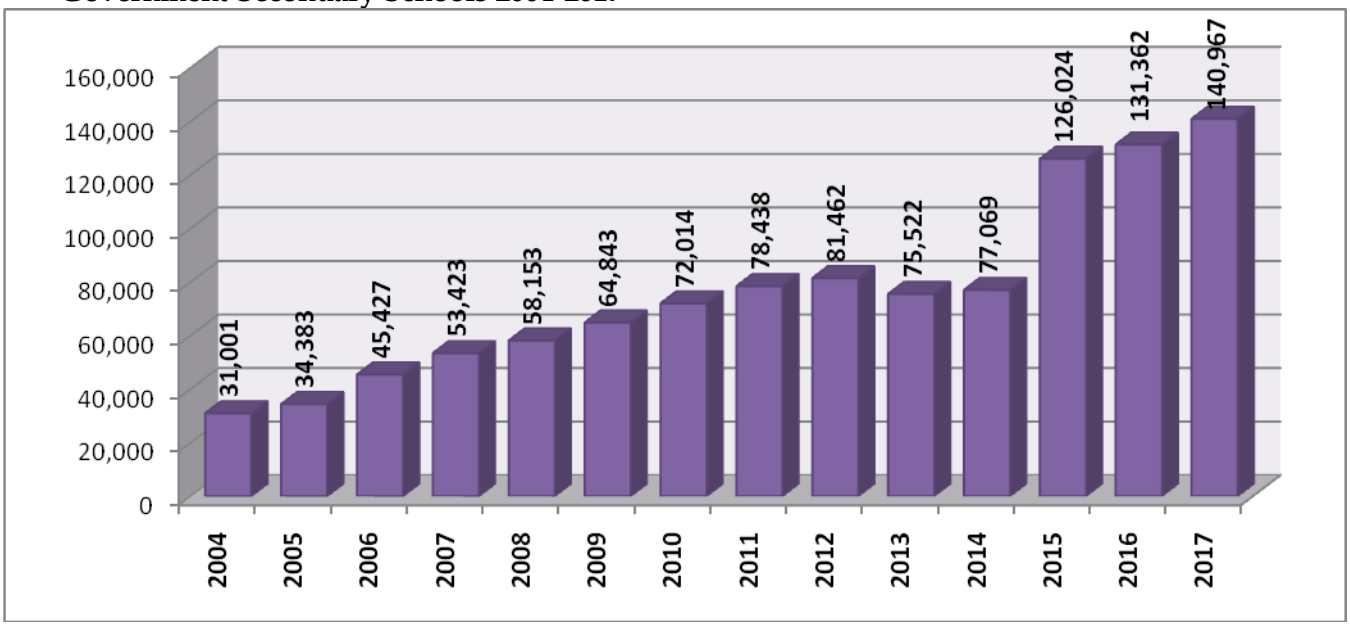
1.1.3.2 Advanced Level Secondary (Form V-VI)

At Advanced Level Secondary education, the total number of enrolled students was rising steadily from 2004 to 2012, although the enrolment growth rate was mostly decreasing year-on-year from 32.1 per cent in 2006 to -7.3 per cent in 2013. There was a decrease in total enrolment in 2013 only. Since 2014 the enrolment growth rate has been accelerating, from 2 per cent in 2014 to 7.3 per cent in 2017. There was a large increase of 63.5 per cent in 2016.

Overall, enrolment increased from 31,001 in 2004 to 140,967in 2017, or an increase of **354.7** per cent. On average, enrolment increased at the rate of 27.3 percent per year over the fourteen year period (2004 – 2017) with a major jump in 2015.

The possible explanation for the steadily increased enrolment from 2005 to 2012 is the general expansion of secondary education under SEDP I and II that not only expanded enrolment at Ordinary Level, but under SEDP II also emphasized that every District should have two Boarding Schools including both Ordinary and Advanced Level Secondary Schools.

Chart 5: Number of Students in Advanced Level (Form V-VI) Government and Non-Government Secondary Schools 2004-2017



Source: MOEVT & PO-RALG, BEST 2004-2017

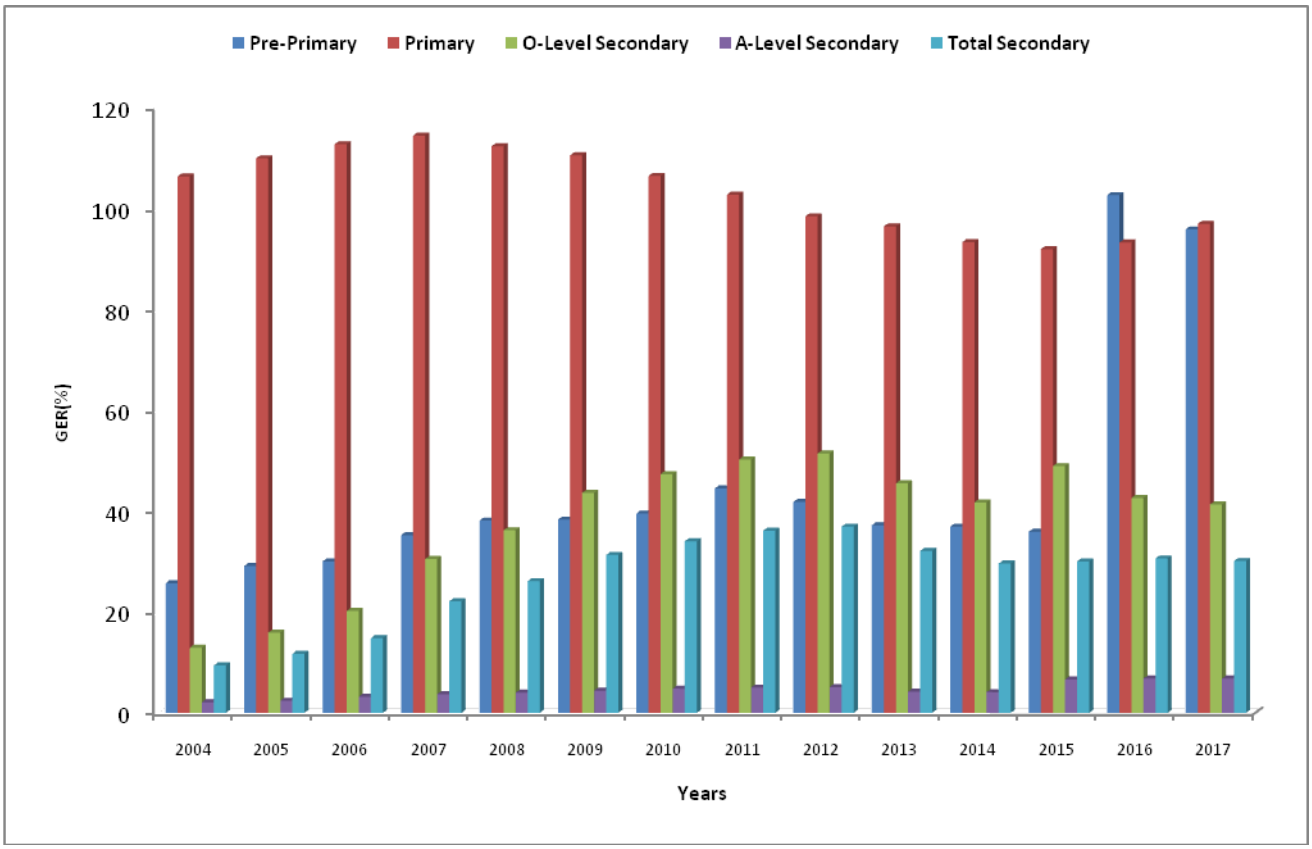
1.2 GROSS ENROLMENT RATIO (GER)

The Gross Enrolment Ratio (GER) is the statistical measure of total enrolment in the specific level of education regardless of their age expressed as the percentage of the population in the official age group.

Chart 6 shows that the GER for Pre-Primary schools was between 25.7 per cent and 44.5 per cent of the official age group of 5-6 years between 2004 and 2015,

reaching a high of 44.5 per cent in 2011 and declining to 35.9 per cent by 2015. This implies that between 55.5 and 74.3 per cent of Pre-Primary aged children were not attending Pre-Primary Education. However in the ETP 2014 the Government has introduced one year of Pre-Primary education as a condition for pupils to join Primary education.

Chart 6: GER in Pre-Primary, Primary and Secondary Schools, 2004-2017



Source: MOEVT & PO-RALG, BEST 2004-2017

In 2016-2017 Chart 6 shows a huge increase in the Pre-Primary GER. This is due to a change in the denominator, as the official age-group for Pre-Primary education is now six-year-olds only. Even allowing for this, the 2016 and 2017 figures represent a real increase in GER, probably due to the Fee-Free Basic Education policy.

The GER for Primary schools was over 100 per cent of the official age group (7-13 years) from 2004 to 2011, with a peak of 114.4 per cent in 2007. GER was in steady decline from 2007 to 2015 when it reached a low of 91.9 per cent. In 2016

and 2017 there have been increases, with the value now standing at 96.9 per cent. The average for over fourteen years-old is 103.2 per cent. This is the evidence that on average at least 3 per cent of Primary school students do not belong to the official age range. The likely reasons for this are that (i) students enter Primary Education after their official entry age (7 years) and; (ii) many students repeat grades and therefore spend more than seven years in the primary cycle. However, a high GER generally indicates that there is a high degree of participation. In 2017, at least 3.1 per cent of children in the official age group of 7-13 years were not in primary schools. In fact, the figure is probably much higher than this, due to large numbers of over-aged children being in primary schools. For the desired GER, over-aged enrolments and repetition rates should decline in the future so that all primary school children belong to the correct age group. This will also help to reduce drop-out.

The GER for Ordinary (Lower) Secondary level increased from 12.9 per cent in 2004 to 51.4 per cent in 2012 before falling in 2013 (45.5%) and 2014 (41.7%). There was a slight improvement to 48.9 per cent in 2015 followed by further declines to 42.6 per cent in 2016 and 41.3 per cent in 2017. The increase up to 2012 was a result of the government's SEDP programme which had the objective of increasing access to secondary education. It is noticeable that although Lower Secondary enrolment has been increasing again since 2016, the GER continues to decline, meaning that the increased numbers are not enough to keep up with the growing population.

The GER for Advanced (Higher) Secondary level increased from 2.1 per cent in 2004 to 5.1 per cent in 2012 before falling in 2013 (4.2%) and 2014 (4.1%). There was a large increase in 2015 (6.6%) and the GER has stabilized since then (6.8% in both 2016 and 2017). The fall in 2013 was a result of the mass failure in 2012 Certificate of Secondary Education Examination (CSEE). The increase up to 2012 was a result of the government SEDP programme which aimed to increase access

to secondary education, even though enrolment only reached a maximum of 5.1 per cent of the official age group of 18-19 years. Subsequently, Big Results Now (BRN) initiative contributed to improved pass rates and hence enrolment expansion at Advanced Level from 2015.

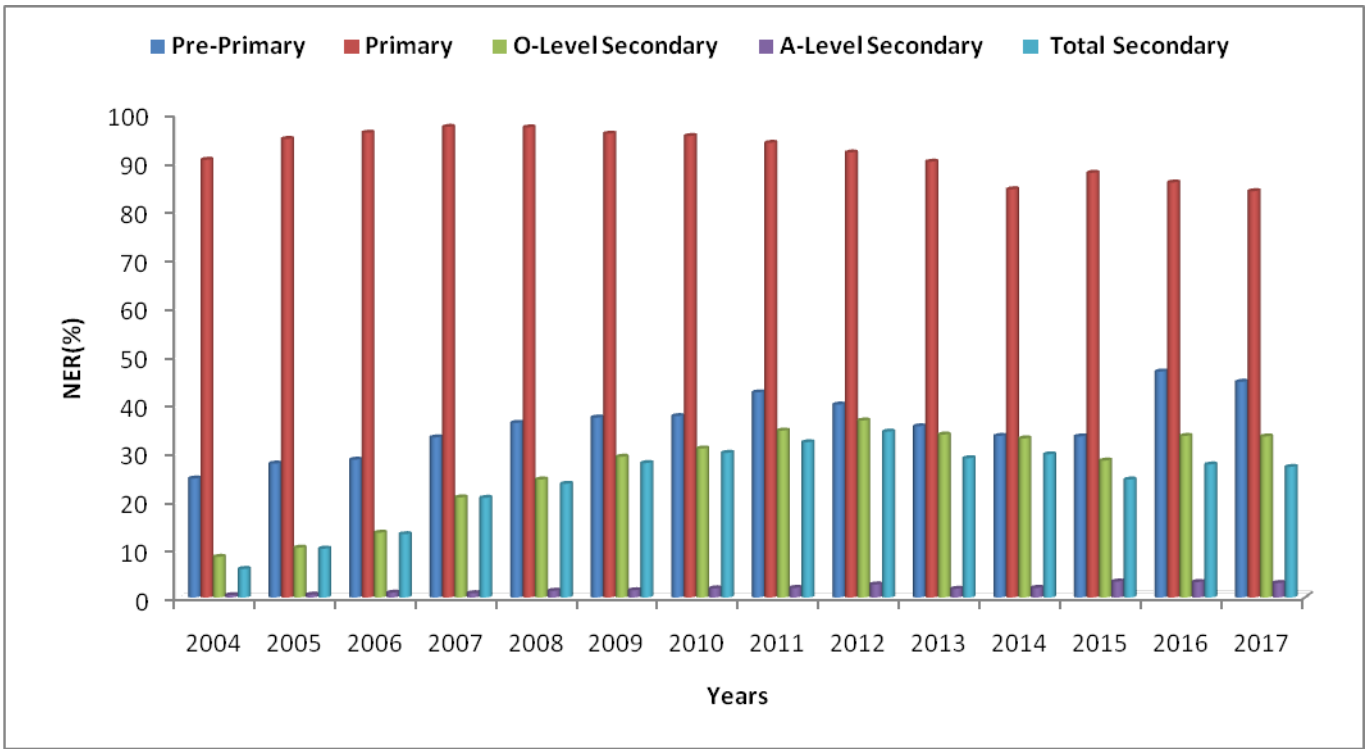
The GER for the whole of Secondary education (Form I-VI, age range 14-19 years) was steadily increasing from 9.4 per cent in 2004 to 36.9 per cent in 2012 before falling to 32.1 per cent in 2013 and 29.6 per cent in 2014. It has subsequently remained fairly stable (30% in 2015, 30.6% in 2016 and 30.1% in 2017). The increase up to 2012 was a result of government's SEDP programmes aimed at increasing access to secondary education, though enrolment only reached a high of 36.9% in 2012.

1.3 NET ENROLMENT RATE (NER)

Net Enrolment Rate (NER) is the statistical measure of total enrolment of the official age group for a given level of education expressed as the percentage of the corresponding age group in the general population.

Chart 7 shows that from 2004 to 2015 the NER for Pre-Primary schools varied between 24.6 and 42.4 percent of the official age group of 5-6 years, implying that between 57.6% and 75.4% of the official age group of 5-6 years was either not attending Pre-Primary Education or attending non-registered schools/classes. In 2016 and 2017 the NER is shown much higher (46.7% and 44.6% respectively) and this is entirely due to a change in the denominator, as the official Pre-Primary age group is now 6 years-old only. It does not reflect any real increase in NER, and in fact it suggests a further declining trend, which started in 2012. However, given the current NER, there is a possibility of reaching the NER target of 60% as set in the Education Sector Development Plan (ESDP) for 2020/21.

Chart 7: NER in Pre Primary, Primary and Secondary Education, 2004-2017



Source: MOEVT& PO-RALG, BEST 2004-2017

The NER for Primary schools has ranged between 84 and 97.3 percent of the official age group of 7-13 years, with an average of 91.8% over the fourteen years. NER reached a peak in 2007 and has been steadily declining since then, with the exception of an increase in 2015. The 2017 NER is the lowest since before 2004. This means that on average at least 8.2 per cent of this official age group population was not attending primary education and this figure currently stands at 16 per cent. It is noticeable that despite the large increase in total primary enrolment in 2016 and 2017 there has been no increase in NER. This is due to two factors. First, the increase in enrolment is not able to keep up with the growing school-age population. Secondly, there is a large increase in the number of primary school children who are outside the official age range (mostly older than 13 years).This suggests that measures need to be taken to ensure that the NER reaches the ESDP target of 90% by 2020/21. Initiatives have been taken to make sure all pupils who belong to this official age group but are not in primary schools are identified. The introduction of the Education and Training Policy 2014 expanded the entrance age to Pre-Primary education from a fixed 5 years to

a flexible 3 to 5 years, and to Primary education from a fixed 7 years to a flexible 4 to 6 years. However, an effective plan and close supervision of the implementation of the Education and Training Policy is necessary.

The NER for Ordinary (Lower) Secondary level (age group 14-17 years) increased steadily from 8.4 per cent in 2004 to 36.6 per cent in 2012 before falling again in 2013 (33.7%), 2014 (32.9%) and 2015 (28.3%). There was then an increase to 33.4 per cent in 2016 which fell back slightly to 33.3 per cent in 2017. The increase up to 2012 was probably the result of government initiatives through SEDP that aimed to increase access to Secondary Education, although enrolment only reached 36.6 per cent at its highest. The increase in 2016 is probably the result of the Fee Free Basic Education policy. The NER for Lower Secondary is still below the MKUKUTA target line of 45 per cent by 2015 by 11.7 per cent. The analysis suggests that the Government needs to introduce more initiatives to reach the national ESDP NER target of 60% by 2020/21.

The NER for Advanced Secondary level increased from 0.5 per cent in 2004 to 2.7 per cent in 2012, although not steadily as there were temporary declines in 2005 and 2007. There was a fall to 1.8 per cent in 2013, but after that the NER increased again (2.0% in 2014 and3.3% in 2015) and has subsequently declined again slightly (3.2% in 2016 and 3.0% in 2017). The increase up to 2012 was largely a result of the SEDP, which aimed to increase access to Secondary Education. The fall in 2013 was the result of a mass failure in CSEE 2012. More efforts are needed to restore and maintain an increasing trend of NER at this official age group of 18-19 years as 5% NER is the MKUKUTA objective for the year 2020/21.

The NER for the whole of Secondary education (Form I-VI) increased steadily from 5.9 per cent in 2004 to 34.3 per cent in 2012 before falling to 28.8 per cent in 2013. After a slight rise to 29.6 per cent in 2014 the NER fell again to 24.4 per cent in 2015. It rose to 27.5 per cent in 2016 and reduced slightly to 27.0 per cent in 2017. The increase up to 2012 was the result of government intervention

programmes (e.g. SEDP) to increase access to secondary education for the official age group of 14-19 years. The slight increase in 2016 is probably due to the Fee Free Basic Education policy.

1.4 GENDER PARITY INDEX (GPI)

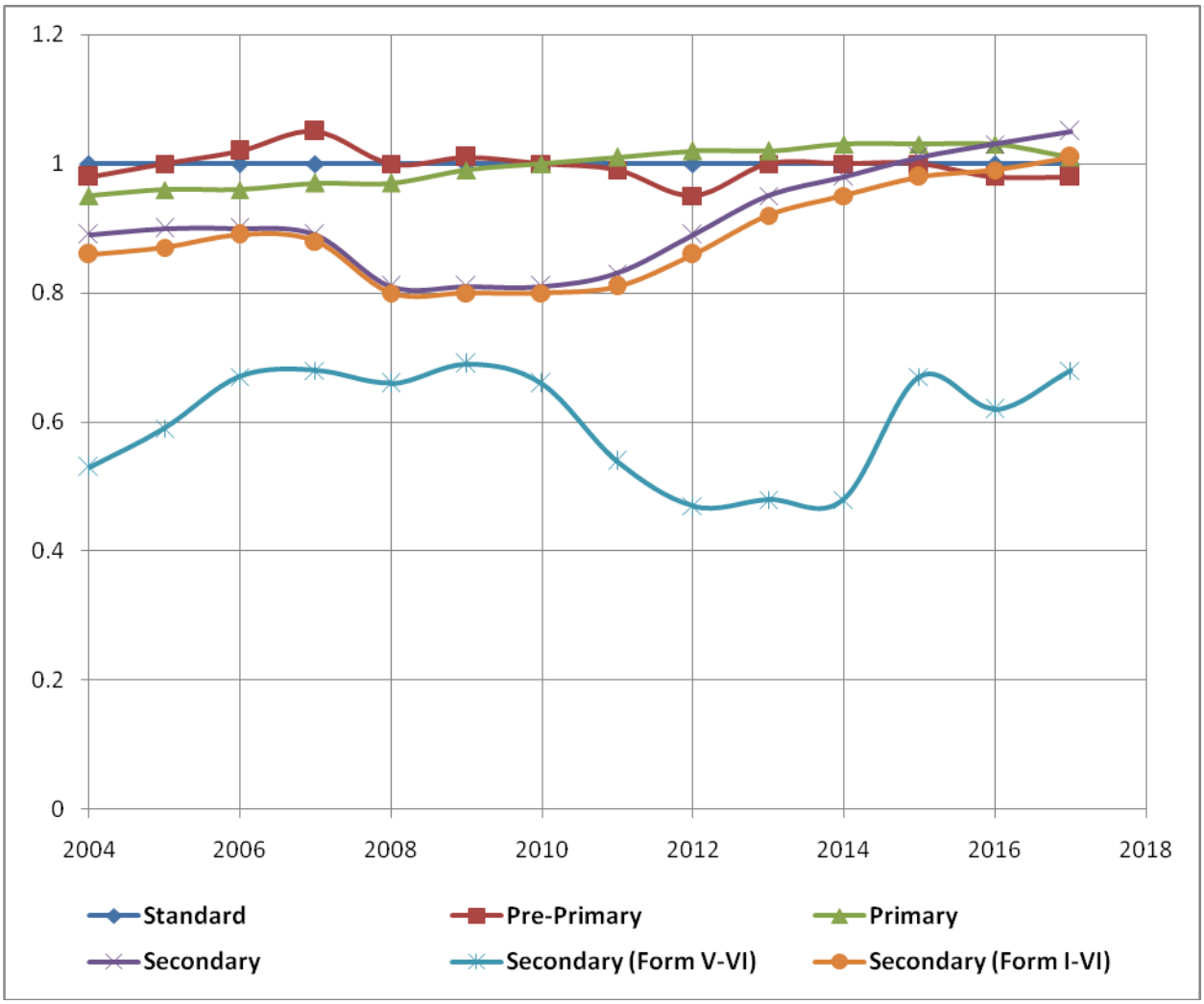
The Gender Parity Index (GPI) is the ratio of females to males in any number, ratio, rate or percentage. This index is the standard indicator used to measure the relative access to education of males and females. One of the mechanisms for reducing the gender gap is through provision of equal education opportunities for both males and females and by removing cultural barriers that may deter access to education. To address the gender gap, the Government established various initiatives such as PEDP, SEDP, MKUKUTA and others that all included an ambition to achieve gender balance.

Table 1: Gender Parity Index in Total Enrolment by Levels of Education 2004-2017

Education Level	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Pre-Primary	0.98	1.00	1.02	1.05	1.00	1.01	1.00	0.99	0.95	1.00	1.00	1.00	0.98	0.98
Primary	0.95	0.96	0.96	0.97	0.97	0.99	1.00	1.01	1.02	1.02	1.03	1.03	1.03	1.01
Secondary (Form I-IV)	0.89	0.90	0.90	0.89	0.81	0.81	0.81	0.83	0.89	0.95	0.98	1.01	1.03	1.05
Secondary (Form V-VI)	0.53	0.59	0.67	0.68	0.66	0.69	0.66	0.54	0.47	0.48	0.48	0.67	0.62	0.68
Secondary (Form I-VI)	0.86	0.87	0.89	0.88	0.80	0.80	0.80	0.81	0.86	0.92	0.95	0.98	0.99	1.01

Source: MoEVT and PO-RALG BEST 2014 – 2017

Chart 8: Gender Parity Index in Total Enrolment, 2004-2017



Source MOEVT and PO-RALG, BEST 2004-2017

1.4.1 Pre-Primary Education

The statistics show that the GPI is balanced at the Pre-Primary level and therefore both girls and boys have equal access to Pre-Primary Education in Tanzania. The GPI has remained balanced close to 1.0 across fourteen years (2004 – 2017). This demonstrates the attainment of the access equity goal over the period (2004-2017) as set out in PEDP, MKUKUTA and SDGs Goal 4.

1.4.2 Primary Education

Again, at primary education, the GPI shows that there is no evidence of gender imbalance in access to Primary Education as the GPI is close to 1.0 across the fourteen years from 2004 to 2017, with a slight improvement in favour of girls

over the period. This means the numbers of boys and girls enrolled in Primary education has been almost the same for fourteen years. This shows the attainment of the access equity goal over the period (2004-2017) for this sub sector of education as set out in PEDP, MKUKUTA and SDGs Goal 4.

1.4.3 Ordinary (Lower) Secondary Education (Form I-IV)

Here, the GPI shows that there was a significant gender imbalance in access to Lower Secondary Education from 2004 to 2012, as the GPI ranged between 0.8 and 0.9 during that period. This means that the number of boys accessing the Ordinary Secondary Education was greater than that of girls by 10 to 20 percent over nine to ten years. However, since 2013 there has been a steady improvement in GPI, reaching parity in 2015 and with the number of girls enrolled exceeding the number of boys in both 2016 and 2017.

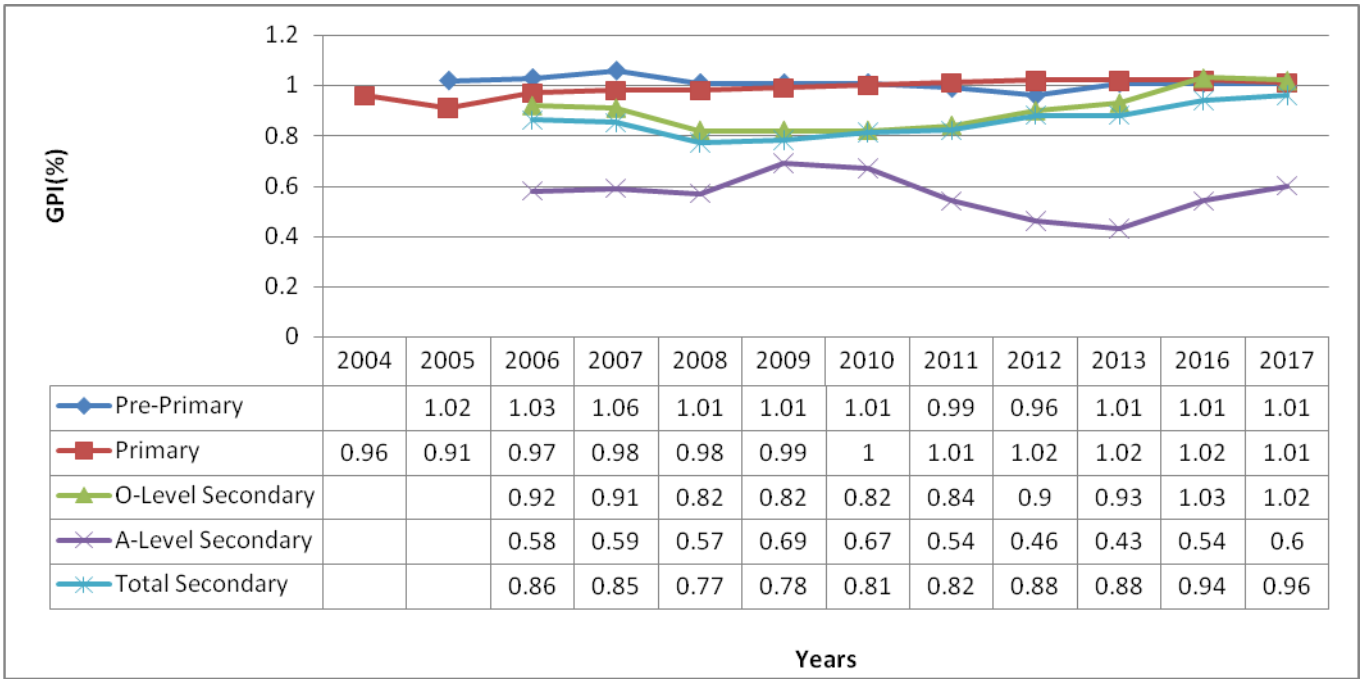
1.4.4 Advanced (Higher) Secondary Education (Form V-VI)

The GPI shows that there continues to be significant gender imbalance in access to Advanced Secondary Education, as the GPI ranges between 0.5 and 0.7 throughout the fourteen-year period (2004–2017), which means that the number of boys who accessed Advanced Level Secondary Education is greater by 30 to 50 percent compared to the number of girls over the fourteen year period. This indicates that intervention measures need to be taken to ensure the increase of girls' access to education at this level so as to attain the NFYDP 2020/21 and SDG 4 targets.

The Gender Parity Index of total enrolment is not a sufficient indicator to rely on, because it does not reflect the number of children in population. On the other hand, the Gender Parity Index of the Gross Enrolment Ratio (GPI-GER) shows the ratio of female to male enrolment allowing for the underlying differences between the numbers of males and females in the specific age group in the general population. Chart 9 shows the trend of GPI-GER in Pre-Primary, Primary and Secondary education. Pre-Primary and Primary education are found to have

GPI-GER almost equal to 1. In Ordinary (Lower) Secondary education the GPI-GER ranged from 0.8 to 0.9 up to 2012 but has reached parity in 2016 and 2017, while in Advanced (Higher) Secondary Education the GPI-GER ranged between 0.4 and 0.7. The figures show a similar result as for the GPI by total enrolment, in which the disparities were more in Secondary education than in Pre-Primary and Primary education, but with gender parity having recently been achieved in Lower Secondary education.

Chart 9: Gender Parity Index by GER 2006-2013 and 2016-2017



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2016	2017
Pre-Primary		1.02	1.03	1.06	1.01	1.01	1.01	0.99	0.96	1.01	1.01	1.01
Primary	0.96	0.91	0.97	0.98	0.98	0.99	1	1.01	1.02	1.02	1.02	1.01
O-Level Secondary			0.92	0.91	0.82	0.82	0.82	0.84	0.9	0.93	1.03	1.02
A-Level Secondary			0.58	0.59	0.57	0.69	0.67	0.54	0.46	0.43	0.54	0.6
Total Secondary			0.86	0.85	0.77	0.78	0.81	0.82	0.88	0.88	0.94	0.96

Source: MOEVT&PO-RALG, BEST 2004-2017

The GPI-GER does not reflect the gender disparities in enrolment within the correct age group. To address this shortcoming the Gender Parity Index in Net Enrolment Ratio (GPI-NER) is used. GPI-NER is the ratio of female NER to male NER. If GPI-NER approaches 1, it implies gender parity in enrolment within the specified age group. Chart 10 shows the Pre-Primary and Primary education GPI-NER to be almost equal to 1, which is the same as for the GPI-GER and the GPI of total enrolment. However, the Lower Secondary education GPI-NER shows a different pattern from the GPI-GER and GPI by total enrolment, with Lower Secondary GPI-NER being close to parity, indicating that there has consistently been gender parity in Lower Secondary enrolment among children

of the correct age range of 14 to 17. This indicates that more male students in secondary schools have been outside the official age range than female students.

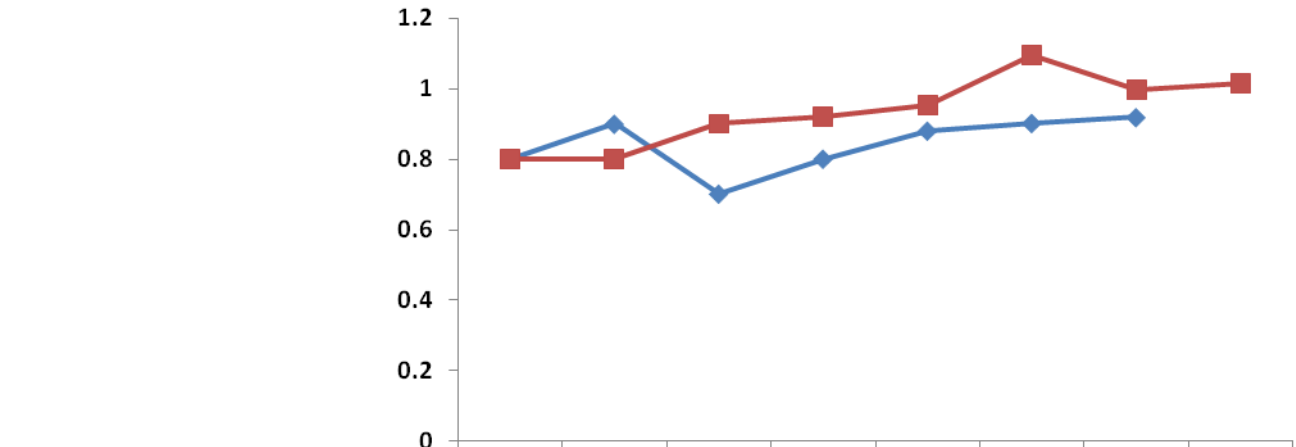
Chart 10: Gender Parity Index by NER, 2006-2013 and 2016-2017

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2016	2017
Pre-Primary		1.02	1.03	1.05	1.01	1	1.01	0.99	0.95	1.01	1.02	1.03
Primary	0.98	0.98	0.99	0.99	0.99	1	1	1.01	1.01	1.01	1.02	1.03
O-Level Secondary			1.15	1.08	0.99	0.96	0.94	0.95	1	1	1.08	1.08
A-Level Secondary			0.82	0.44	0.81	1.07	0.86	0.64	0.69	0.63	0.71	0.85
Total Secondary			0.93	0.9	0.82	0.82	0.85	0.86	0.93	0.9	0.95	0.97

Source: MOEVT, BEST 2004-2013, 2016-2017

By considering GPI by total enrolment, GER and NER, it appears that gender disparities in secondary education may have been due to lower pass rates of girls than boys in PSLE as well as in CSEE (See Chart 11). Other factors such as Survival Rates and Primary Intake Rates showed that girl pupils were better off than boys.

Chart 11: Comparison of GPIs in Lower Secondary Education Enrolment and PSLE Pass Rates, 2010-2017



	2010	2011	2012	2013	2014	2015	2016	2017
GPI-PSLE Pass rates	0.8	0.9	0.7	0.8	0.9	0.9	0.9	
GPI-Enrolment in Lower Secondary Education	0.8	0.8	0.9	0.9	1.0	1.1	1.0	1.0

Source: MoEVT, 2004 – 2013

In order to maintain gender balance in education system, the Government and other stakeholders need to address the gap in examination performance by creating a favourable learning environment for girls. Options to consider might include encouraging girls' boarding schools, establishment of women teachers as role models and counsellors, use of peer education, secondary school readiness programmes, and gender sensitivity training for all teachers and especially the provision of awareness rising in the wider society regarding the importance of educating girls and women.

1.5 ADULT AND NON-FORMAL EDUCATION

In primary education between the years 2007 and 2014 the completion rate was only 50 percent, which indicates that the number of pupils who were in Standard 7 were only half of those who were supposed to be in the final grade/class of primary education. The NIR, GIR, NER and GER in primary education were all decreasing in the years 2007-2014. There was a reported average dropout rate of 3.4 percent, although grade-specific enrolment numbers indicate that true dropout rates were actually much higher. Therefore, based on the facts described

above, there was evidence of increasing numbers of out of school children. For these children, alternative education is proposed in order to be able to capture them and then mainstream them back into the formal schooling system. COBET mainstreaming into formal education helps to achieve the SDGs as well as EFA that advocates free and universal basic education.

In addition to children who have dropped out early from Basic Education, there are also children who started education late as well as adults who have never achieved literacy. Adult education also plays a key role in moving towards the achievement of TDV 2025 as it provides skill-based programmes in fields such as embroidery, agriculture, fishing and carpentry.

Table 2: Number of COBET and ICBAE Learners Enrolled in 2008-2013 and 2016-2017

Educ. Type	Sex	2008	2009	2010	2011	2012	2013	2016	2017
COBET	Male	63,086	47,091	39,503	44,626	41,241	28,836	46,143	38,283
	Female	48,327	35,898	33,296	37,833	35,626	25,193	36,196	27,706
	Total	111,413	82,989	72,799	82,459	76,867	54,029	82,339	65,989
	GPI	0.8	0.8	0.8	0.8	0.9	0.9	0.8	0.7
ICBAE	Male	507,793	449,103	451,108	499,898	434,466	401,260	179,160	96,880
	Female	551,331	508,186	473,785	550,619	473,305	444,120	208,433	120,208
	Total	1,059,124	957,289	924,893	1,050,517	907,771	845,380	387,593	217,088
	GPI	1.1	1.1	1.1	1.1	1.1	1.1	1.2	1.2

Source: MOEVT, BEST 2008-2013, 2016-2017

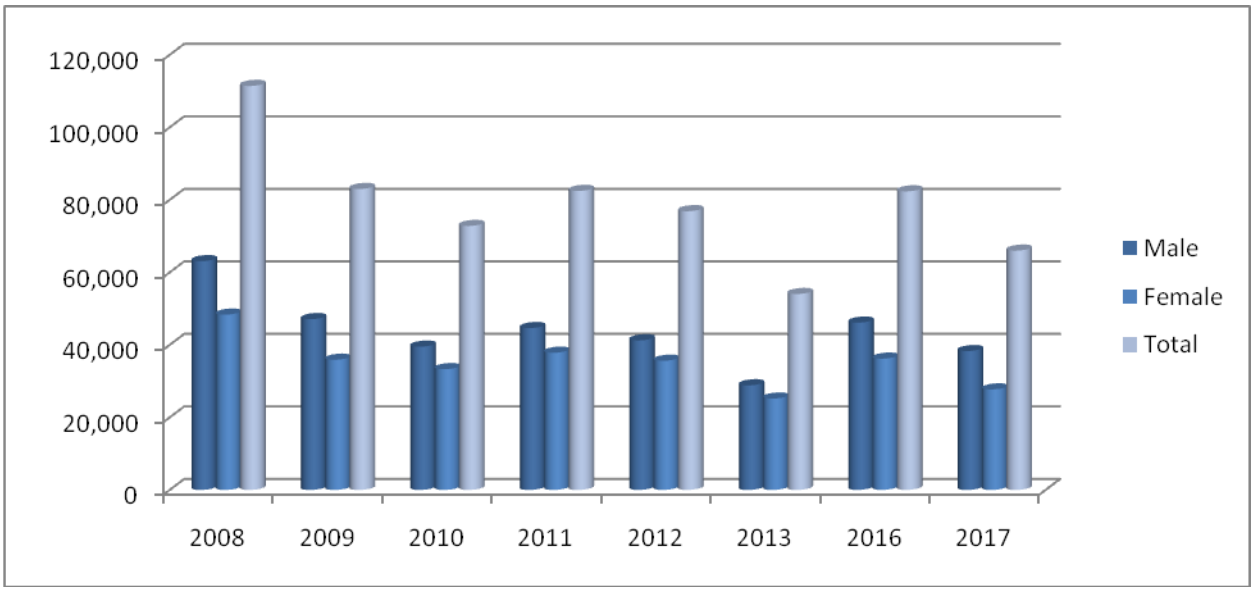
Trends in COBET enrolment are shown in Table 2 and Chart 12. Although indicators revealed an increase in the number of out of school children, over the same period from 2008 to 2013 the number of COBET learners decreased from 111,413 in 2008 to 54,029 in 2013. There was a dramatic decrease in 2013 compared to other years. The participation of females was somewhat less than that of males; the GPI ranged between 0.7 and 0.9 between 2008 and 2017.

Trends in ICBAE enrolment are shown in Table 2 and Chart 13. ICBAE has broadly similar trend to COBET, with learners decreasing from 1,059,124 in 2008 to 845,380 in 2013. 2016 and 2017 figures show a steeper decline, reaching just

217,088 in 2017. In ICBAE, female enrolment has been consistently higher than male enrolment, with a GPI of 1.1, increasing recently to 1.2. Greater participation of females than males could be due to the fact that a majority of the programmes available in ICBAE are considered more suitable for females than for males. It could also be due to cultural reasons, including males feeling ashamed about declaring their literacy level.

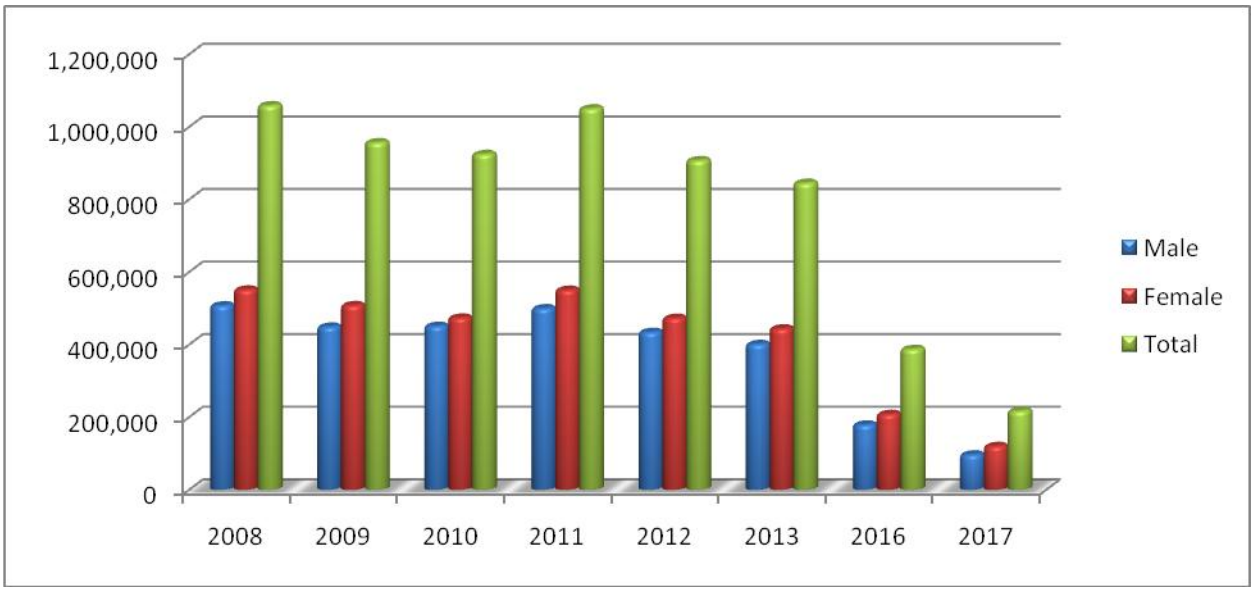
This subsector can be reinvigorated through sensitization, awareness rising and the participation of non-state actors such as civil society organizations, the media and faith-based organizations. Monitoring by local government especially village executive officers to ensure that out of school children join COBET is vital.

Chart 12: Number of COBET Learners, 2008-2013 and 2016-2017



Source: MOEVT and PO-RALG, BEST 2008-2017

Chart 13: Number of ICBAE Learners Enrolled, 2008-2013 and 2016-2017



Source: MOEVT& PO-RALG, BEST 2008-2017

1.6 ENROLMENT OF PUPILS WITH DISABILITIES IN PRE-PRIMARY, PRIMARY AND SECONDARY SCHOOLS

The Government has been emphasizing the provision of education to pupils with disabilities, which has resulted in the enrolment of a good number of pupils with disabilities at all levels. In the Pre-Primary level, between 2009 and 2013, and between 2016-2017, (table 3) the highest enrolment of pupils with disabilities was recorded in 2016 (4,085 pupils), while the least number was in 2013 (1,575), as can be observed in table 3. There was a 29% drop in enrolment from 2,208 in 2009 to 1,575 in 2013. This drop might have been a result of parents shying away from taking their children to school, due to stigma, customs and traditions. However, 2016 and 2017 have seen a significant increase in the numbers enrolled, probably due to the Government's concerted efforts to promote inclusive education.

Between 2009 and 2013, the highest enrolment of pupils with disabilities in primary schools was recorded in 2017 (42,783pupils), while the least number was in 2013 (24,584) (see Table 4). There was a 16% drop in enrolment between 2009 and 2013. This drop might have been a result of parents being reluctant to take their children to school, due to stigma, customs and traditions. However, as with

Pre-Primary schools, there have been large increases in 2016 and 2017, probably due to the Government's focus in inclusive education.

Enrolment of students with disabilities in secondary schools shows a fairly constant, slightly positive trend between 2009 to 2013, with highest enrolment recorded in 2012 (5,494 students) and lowest in 2009 (4,744), as shown in table 5. There has been a significant increase in 2016 and 2017, with the highest enrolment to date recorded in 2017 (8,778 students).

There has been a considerable drop in enrolment of students with albinism in pre-primary and primary schools. This is a result of parents hiding albino children, fearing attacks due to superstitious beliefs. In secondary schools the enrolment of albino students has been increasing as a result of the Government's initiative to take them into boarding schools.

Table 3: Enrolment of Pupils with Disabilities in Pre Primary Schools, by type of Disability and Sex, 2009-2013 and 2016-2017

Type of Disability	2009			2010			2011			2012			2013			2016			2017		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Albino				59	78	**137**	86	78	**164**	92	94	**186**	54	72	**126**	247	158	**405**	226	213	**439**
Autism	32	42	**74**	16	11	**27**	86	71	**157**	63	49	**112**	39	31	**70**	75	40	**115**	119	88	**207**
Deaf/Blind	11	9	**20**	22	18	**40**	12	17	**29**	19	17	**36**	27	19	**46**	147	120	**267**	140	92	**232**
Deaf/Mute	62	124	**186**	88	81	**169**	121	117	**238**	138	94	**232**	103	96	**199**	216	163	**379**	232	171	**403**
Mentally Impaired	207	241	**448**	232	168	**400**	293	202	**495**	171	117	**288**	268	171	**439**	710	492	**1202**	561	403	**964**
Multi-Impaired	26	25	**51**	18	29	**47**							20	12	**32**	56	30	**86**			
Others	119	117	**236**	116	93	**209**															
Physical Impaired	409	550	**959**	355	257	**612**	587	415	**1002**	380	296	**676**	331	223	**554**	654	385	**1039**	629	408	**1037**
Visually Impaired	118	116	**234**	57	73	**130**	43	42	**85**	61	57	**118**	58	51	**109**	184	147	**331**	69	58	**127**
Poor vision																213	134	**347**	184	120	**304**
Grand Total	**984**	**1224**	**2208**	**963**	**808**	**1771**	**1228**	**942**	**2170**	**924**	**724**	**1648**	**900**	**675**	**1575**	**2446**	**1639**	**4085**	**2160**	**1553**	**3713**
Percentage increase in enrolment				-2.1	-34.0	-19.8	27.5	16.6	22.5	-24.8	-23.1	-24.1	-2.6	-6.8	-4.4	171.8	142.8	159.4	-11.7	-5.2	-9.1

Source: BEST 2009-2017

Table 4: Enrolment of Pupils with Disabilities in Primary Schools, by type of Disability and Sex, 2009-2013 and 2016-2017

Type of Disability	2009			2010			2011			2012			2013			2016			2017		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Albino	1429	1012	**2441**	1567	849	**2416**	1067	978	**2045**	800	767	**1567**	934	927	**1861**	939	997	**1936**	1439	1433	**2872**
Autism	341	240	**581**	332	225	**557**	516	467	**983**	513	404	**917**	432	314	**746**	590	391	**981**	869	578	**1447**
Deaf/Blind	262	170	**432**	745	600	**1345**	250	207	**457**	287	190	**477**	151	125	**276**	287	213	**500**	362	298	**660**
Deaf/Mute	2818	2246	**5064**	2541	2207	**4748**	2456	2040	**4496**	2259	1954	**4213**	2188	1970	**4158**	3384	2914	**6298**	3426	3104	**6530**
Mentally Impaired	3214	2318	**5532**	4655	3281	**7936**	2350	1802	**4152**	3086	7314	**10400**	2102	1529	**3631**	5271	3817	**9088**	7435	5157	**12592**
Multi-Impaired	293	225	**518**	413	293	**706**							221	207	**428**	394	243	**637**			
Mute	384	712	**1096**																		
Others	1260	879	**2139**	1951	1375	**3326**															
Physical Impaired	6629	3707	**10336**	8138	5798	**13936**	7566	5314	**12880**	7343	5053	**12396**	7114	4947	**12061**	7122	4718	**11840**	7612	4925	**12537**
Visually Impaired	660	537	**1197**	931	684	**1615**	817	606	**1423**	786	525	**1311**	799	624	**1423**	1202	980	**2182**	545	324	**869**
Poor vision																**2069**	**1698**	**3767**	**2941**	**2335**	**5276**
Grand Total	**17290**	**12046**	**29336**	**21273**	**15312**	**36585**	**15022**	**11414**	**26436**	**15074**	**16207**	**31281**	**13941**	**10643**	**24584**	**21258**	**15971**	**37229**	**24629**	**18154**	**42783**
Percentage increase in enrolment				23.0	27.1	24.7	-29.4	-25.5	-27.7	0.3	42.0	18.3	-7.5	-34.3	-21.4	52.5	50.1	51.4	15.9	13.7	14.9

Source: BEST 2009-2017

Table 5: Enrolment of Pupils with Disabilities in Secondary Schools, by type of Disability and Sex, 2009-2013

Type of Disability	2009			2010			2011			2012			2013			2016			2017		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Albino				183	148	**331**	227	189	**416**	246	213	**459**	294	262	**556**	298	227	**525**	287	267	**554**
Autism	16	21	**37**	18	15	**33**	1	1	**2**	249	176	**425**							22	11	**33**
Deaf/Mute	125	234	**359**	300	220	**520**	252	258	**510**	361	278	**639**	278	269	**547**	541	559	**1100**	574	550	**1124**
Deaf/Blind	160	177	**337**	64	91	**155**	88	76	**164**	103	109	**212**	156	123	**279**	56	63	**119**	31	41	**72**
Mentally Impaired	33	58	**91**	115	55	**170**	163	74	**237**	101	59	**160**	130	92	**222**	66	51	**117**	74	47	**121**
Multi Impaired	33	45	**78**	37	24	**61**	96	59	**155**				32	33	**65**	72	47	**119**			
Others	276	325	**601**	389	242	**631**	7	0	**7**												
Physically Impaired	845	1558	**2403**	1814	1011	**2825**	1942	1095	**3037**	2198	1334	**3532**	1850	1201	**3051**	1435	964	**2399**	1571	1060	**2631**
Visually Impaired	442	396	**838**	269	270	**539**	280	194	**474**	48	19	**67**	299		**299**	292	205	**497**	252	222	**474**
Poor vision																1160	1476	**2636**	1568	2201	**3769**
Grand Total	**1930**	**2814**	**4744**	**3189**	**2076**	**5265**	**3056**	**1946**	**5002**	**3306**	**2188**	**5494**	**3039**	**1980**	**5019**	**3920**	**3592**	**7512**	**4379**	**4399**	**8778**
Percentage increase in enrolment				65.2	26.2	11.0	-4.2	-6.3	-5.0	8.2	12.4	9.8	-8.1	-9.5	-8.6	29.0	81.4	49.7	11.7	22.5	16.9

Source: BEST 2009-2017

2.0 QUALITY OF EDUCATION

A good system of education in any country must be effective on two fronts: on the **quantitative level** which ensures access to education and equity in the distribution and allocation of the resources to various segments of the society, and on the **qualitative level** to ensure that the country produces the skills needed for rapid social and economic development (URT, 1995).

The evaluation of PEDP II and SEDP I reported that there had been an expanded access to primary and secondary education, but declared that there had been deterioration in quality. Pass rates in PSLE and CSEE decreased from 70.5% and 89.1% in 2006 to 30.7% and 43.1% in 2012 respectively.

In response to that, the Government through PEDP III and SEDP II came up with various strategies including training and recruiting qualified teachers, construction and rehabilitation of infrastructure, supply of teaching and learning materials such as books, laboratory apparatus and chemicals.

2.1 ADEQUATE SUPPLY OF TEACHERS

The adequacy of the supply of teachers is measured by the Pupil Teacher Ratio (PTR). PTR is an average number of pupils per teacher in government and non-government primary schools.

In Tanzania, according to the 2005 curriculum, the standard PTR (Number of Pupils: 1 Teacher) is 25:1 for Pre-Primary education and 45:1 for Primary education. In the case of Secondary education the standard is 40:1, although at this educational level it should be kept in mind that teachers are trained to teach a maximum of two subjects based on their specialization (Science, Arts and Commercial) and not all subjects as in primary education. Therefore a good Secondary aggregate PTR does not necessarily guarantee adequate teachers in all subjects.

Various training and recruitment interventions by education stakeholders have increased the number of teachers from 10,365 (2004) to 13,313 (2017) for Pre-Primary education, from 121,548 (2004) to 197,563 (2017) for Primary education, and from 16,399 (2004) to 110,163 (2017) for Secondary Education as indicated in Table 6.

Although the total number of teachers increased, the PTR in Pre-Primary education also increased from 54 in 2004 to 79 in 2015, followed by a very large increase due to the large influx of new pupils in 2016. In 2017 the Pre-Primary PTR stands at 114. The Primary PTR improved from 58 in 2004 to 42 in 2016, but increased to 47 in 2017. The aggregate Secondary PTR improved from 26 in 2004 to 17 in 2017. A good PTR in secondary education is not a guarantee that the workload at this education level has improved. In secondary education the workloads vary across subjects. Science subjects in particular face a high shortage of teachers. The target is to attain 50:1 and 40:1 for pre-primary education and primary education respectively according to NFYDP by 2020/2021. However, the current policy, as reaffirmed in the revised Primary Teacher Deployment Strategy (2017), sets the target PTRs as 25:1 in Pre-Primary education and 40:1 in Primary education.

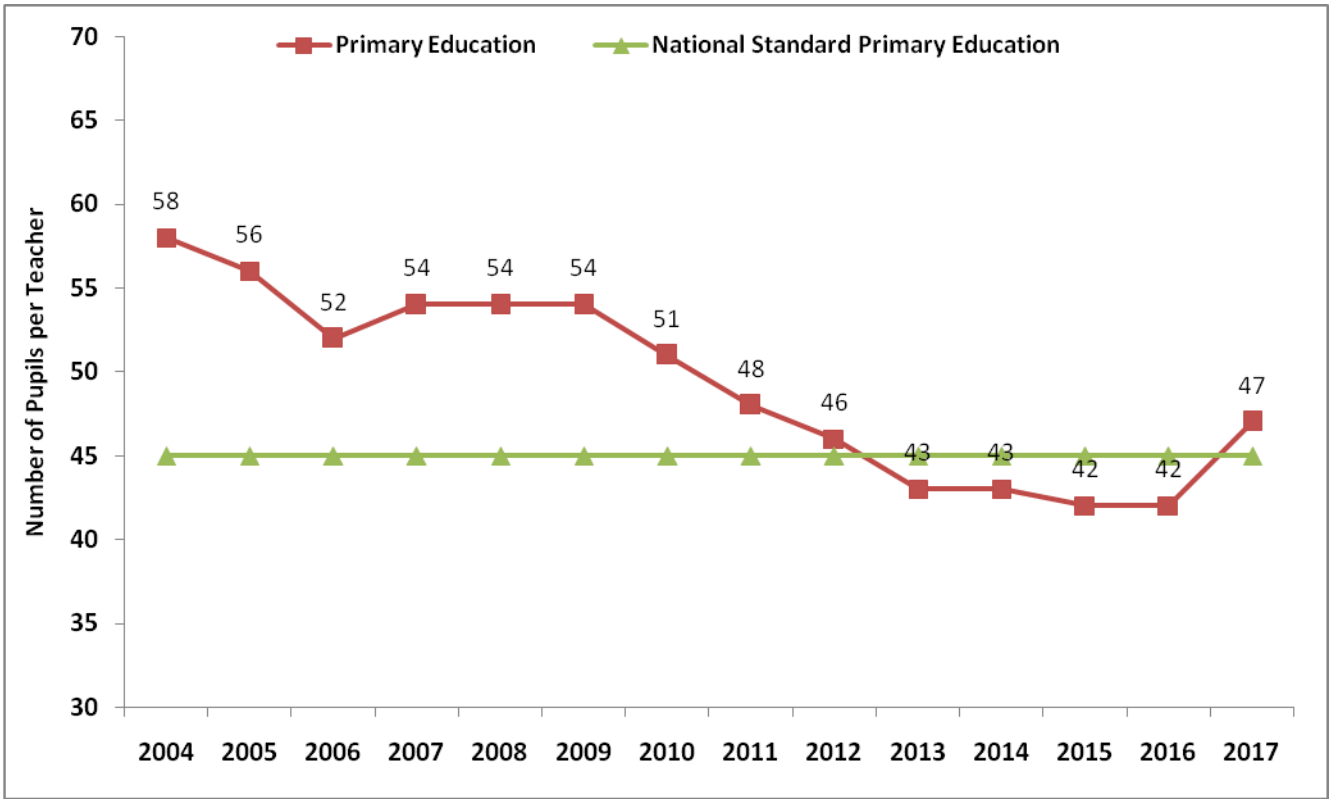
Chart 14 shows the variation of PTR compared to the standard PTR in primary schools according to the 2005 curriculum. It should however be noted that the new standard under the new curriculum is 40:1, not 45:1. The number of pupils per teacher was decreasing steadily from 2004 to 2016, which implies that the intervention of the Government to recruit teachers was successful and outpaced the increasing rate of student enrolment. However, from 2009 to 2014 pupil numbers were not increasing, which partly explains why the PTR could be reduced so rapidly. In 2017 there was a very large increase in the number of Primary pupils, and no new teachers could be deployed during the year due to a temporary freeze on civil service recruitment. This resulted in a sudden reversal of the previous trend.

Table 6: Number of Teachers in Pre-Primary, Primary and Secondary Schools, 2004-2017

Years	Pre-primary		Primary		Secondary	
	No. of Teachers	PTR	No. of Teachers	PTR	No. of Teachers	PTR
2004	10,365	54	121,548	58	16,399	26
2005	11,148	57	135,013	56	18,754	28
2006	14,591	46	151,882	52	23,905	28
2007	18,463	43	154,868	54	23,252	44
2008	16,597	53	154,895	54	32,835	37
2009	17,338	52	157,185	54	33,954	43
2010	16,349	57	165,856	51	40,517	40
2011	10,899	98	175,449	48	52,146	34
2012	9,352	111	180,987	46	65,086	29
2013	12,377	83	189,487	43	73,407	25
2014	13,600	77	190,957	43	80,529	24
2015	13,524	79	197,420	42	94,598	19
2016	14,958	104	206,829	42	108,596	17
2017	13,313	114	197,563	47	110,163	17

Source: BEST 2004-2017

Chart 14: Number of Primary Pupils per 1 Teacher, 2004-2017



Source: MoEVT and PO-RALG 2004 - 2017

2.2 ADEQUATE NUMBER OF CLASSROOMS

According to the national Primary and Secondary education curricula, one classroom is supposed to be shared simultaneously by not more than 25 pupils in Pre-Primary streams/schools, 45 pupils in Primary schools, 40 students in Lower Secondary schools and 30 students in Higher Secondary schools. The number of classrooms in primary schools increased from 115,560 in 2010 to 128,479 in 2017, while the number of pupils per classroom remained unchanged from 73 pupils in 2010 to 73 pupils in 2017, although this ratio had reduced marginally to 72 in 2015. However, the number of classrooms in secondary schools decreased from 64,053 classrooms in 2010 to 50,906 classrooms in 2015 and has subsequently increased slightly to 51,988 in 2017. This decrease has led to the deterioration of PCR from 26 students per classroom in 2010 to 37 students per classroom in 2017. This decrease may be the result of converting classrooms into other uses such as laboratories or staff rooms, as well as changing a part or the whole of a school to become a college or university.

The greatest need is clearly for more classrooms in Primary schools (which also have to provide space for Pre-Primary classes). In order to meet the new curriculum's target of 25 pupils per class in Pre-Primary schools and 40 pupils per class in Primary schools, assuming single use of each classroom per day, there is a current need for 65,082 Pre-Primary and 314,105 Primary classrooms in Government schools (excluding non-government), representing a deficit of 262,506 classrooms. However, by introducing double shifts from Pre-Primary to Standard IV and setting an interim maximum class size of 60, the immediate need for new classrooms is reduced to 44,982 (Primary Teacher Deployment Strategy, 2017).

There is currently an adequate number of classrooms in Secondary schools when considering the national aggregate. However, this does not take into account the expected rapid expansion of Secondary enrolment over the coming years,

especially the expected simultaneous double cohort promotion of Primary Standards VI and VII to Secondary Form I in 2021. Neither does it take into account the large regional disparities across Tanzania, resulting in severe shortages of classrooms in some parts of the country (See Charts 15 and 16).

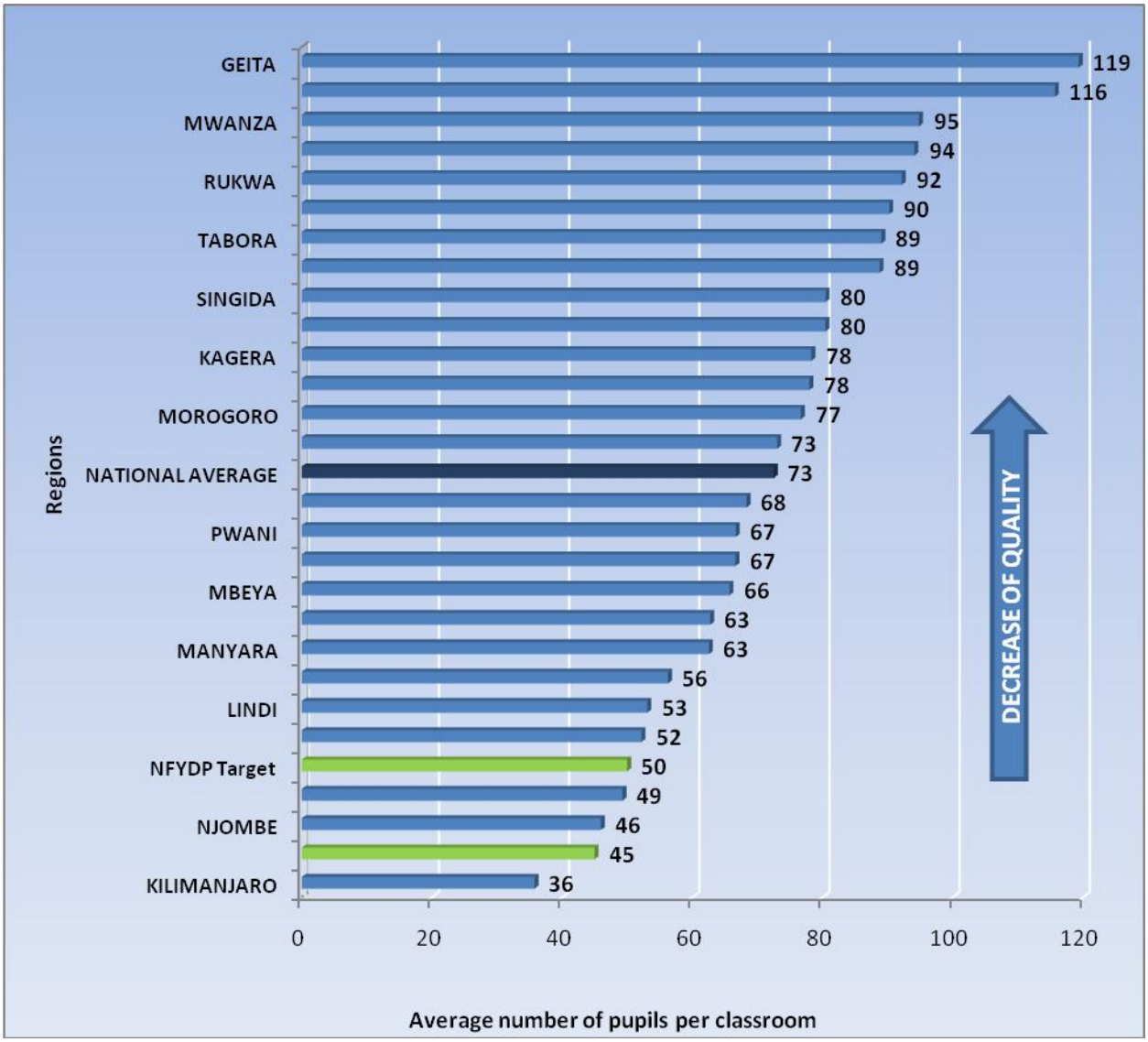
The Government recognises this need and is constructing new classrooms and schools in order to reach the interim PCR target of 60:1 for Primary schools and maintain the Secondary PCR within 40:1 until 2021 and beyond.

Table 7: Number of Classrooms in Primary and Secondary Schools, 2010, 2013, 2015 and 2017

Year	Primary Education			Secondary Education		
	Number of Classrooms	**Number of Students**	**PCR**	**Number of Classrooms**	**Number of Students**	**PCR**
2010	115,560	8,419,305	73	64,053	1,638,699	26
2013	114,830	8,231,913	72	46,475	1,804,056	39
2015	115,665	8,298,282	72	50,906	1,774,383	35
2017	128,479	9,317,791	73	51,988	1,908,857	37

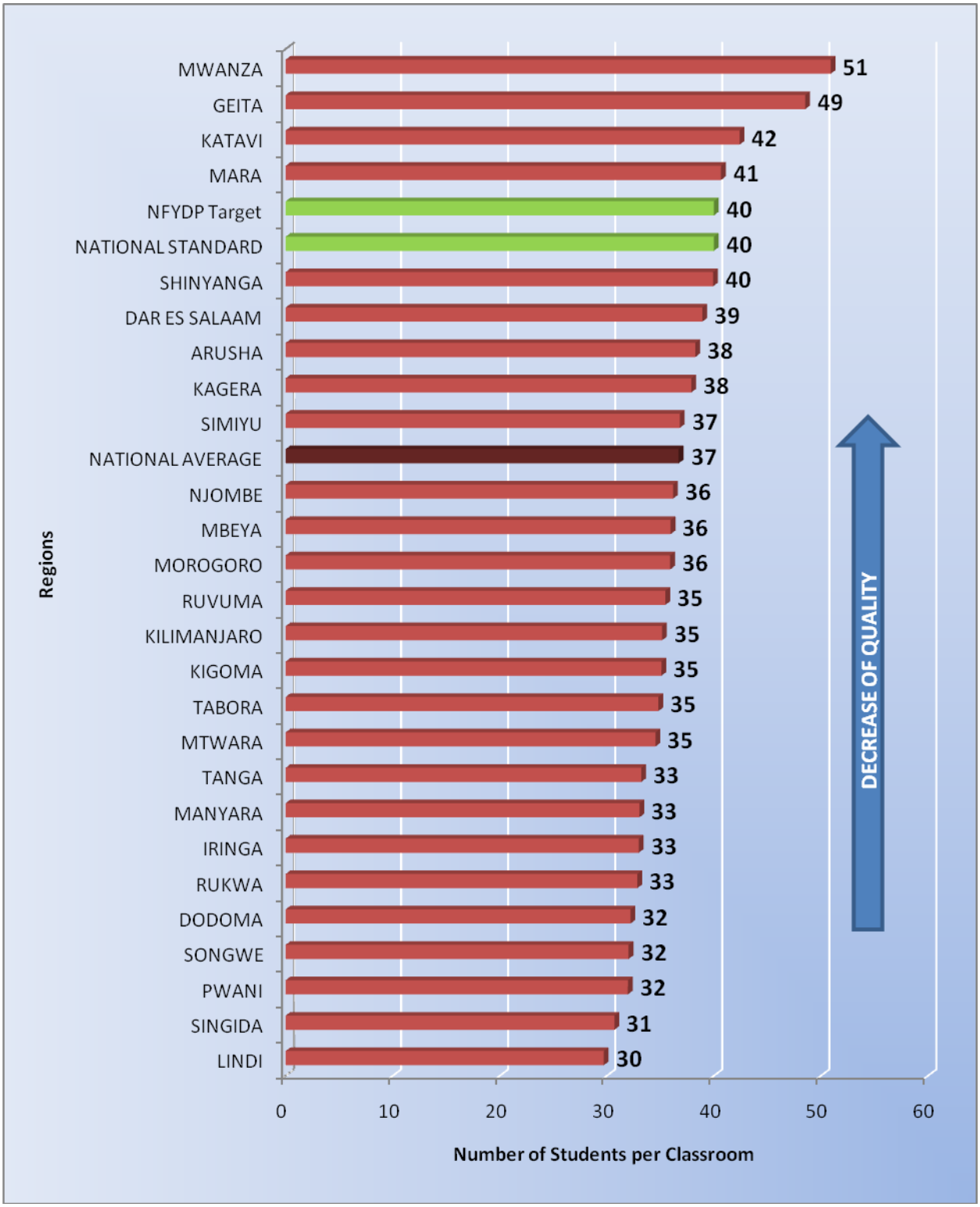
Source: MoEVT and PMO-RALG 2004 – 2015

Chart 15: Regional Ranking by Average Number of Pupils per Classroom (PCR) in Primary Schools



Source: PO-RALG, 2017

Chart 16: Regional Ranking by Average Number of Pupils per Classroom (PCR) in Secondary Schools



Source: Statistics for Basic Education in Tanzania, PO-RALG 2017

2.3 AVAILABILITY OF TOILETS IN PRIMARY SCHOOLS

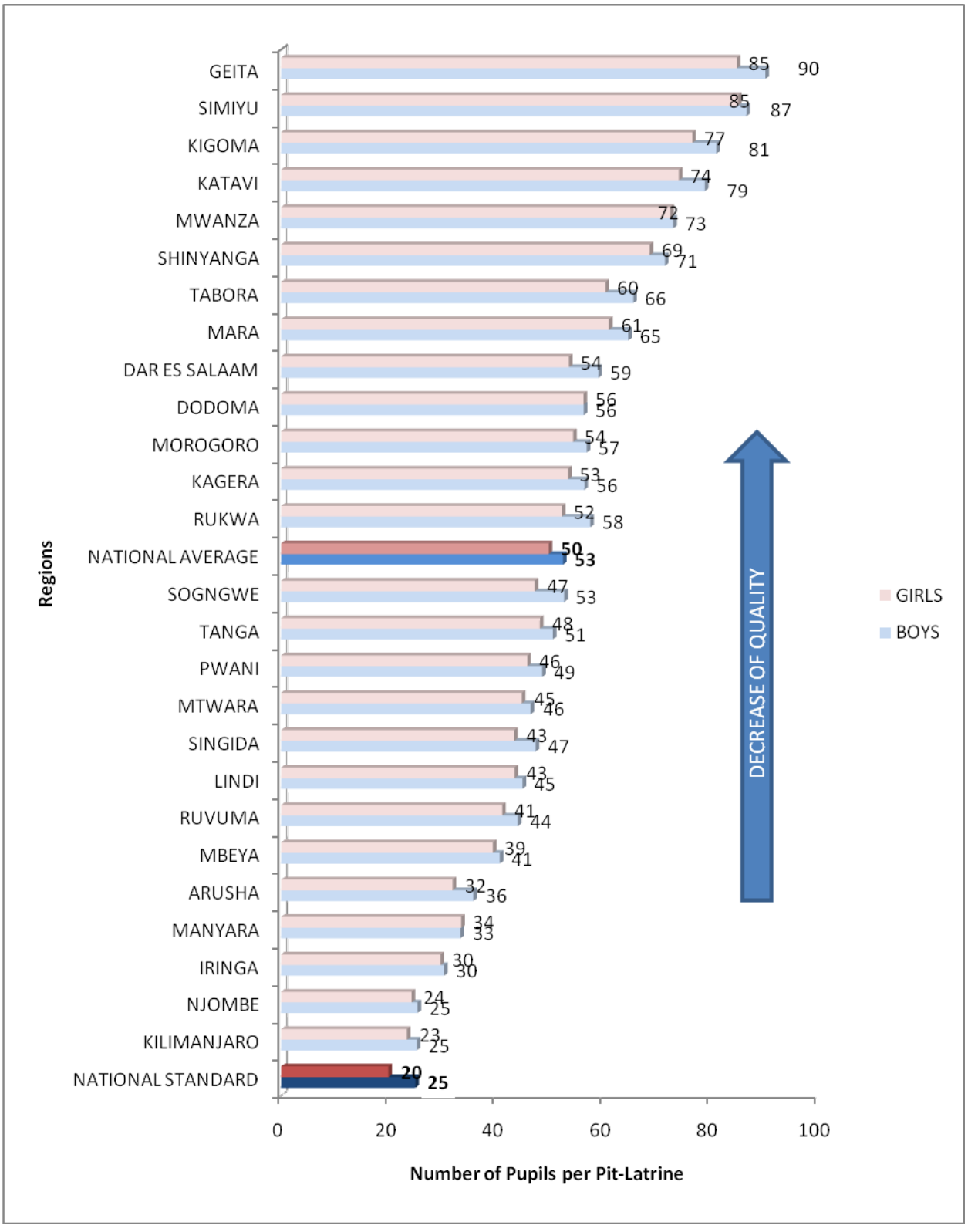
Inadequate clean and safe toilets in schools discourage children, especially girls, from attending school regularly. Therefore, shortage of pit latrines is one of the factors which affect attendance, survival and the general performance of pupils in schools. The adequate availability of toilets is measured by the Pupil Pit Latrine Ratio (PLR)[1]. In Secondary schools the PLR is currently 25:1 and 23:1 for boys and girls respectively. In Primary schools the PLR is currently 53:1 and 50:1 for boys and girls respectively.

In 2011 the overall Primary PLR was 53:1 (54:1 for males and 51:1 for female), reducing to 1:51 (1:53 for males and 1:50 for females) in 2017, which indicates there was an improvement of 3.7%. Although there was a slight improvement, the shortage continues to be alarming as the overall ratio is still 53:1 for boys and 51:1 for girls compared to the standards of 25:1 and 20:1 for males and females respectively.

Chart 17 shows the PLR by regions. While there are still no regions that meet the national standard, Kilimanjaro and Njombe are quite close, whereas there are severe shortages of latrines in Geita, Simiyu, Kigoma, Katavi and Mwanza.

[1]Pupil/Pit Latrine Ratio (PLR) is the Ratio of the number of pupils to the number of Pit Latrines in government and non-government primary schools (Number of Pupils: 1 Pit Latrine).

Chart 17: Pupil Pit Latrine Ratio (PLR) in Primary Schools, 2017



Source: Statistics for Basic Education in Tanzania, PO-RALG 2017

2.4 AVAILABILITY OF DESKS IN PRIMARY AND SECONDARY SCHOOLS

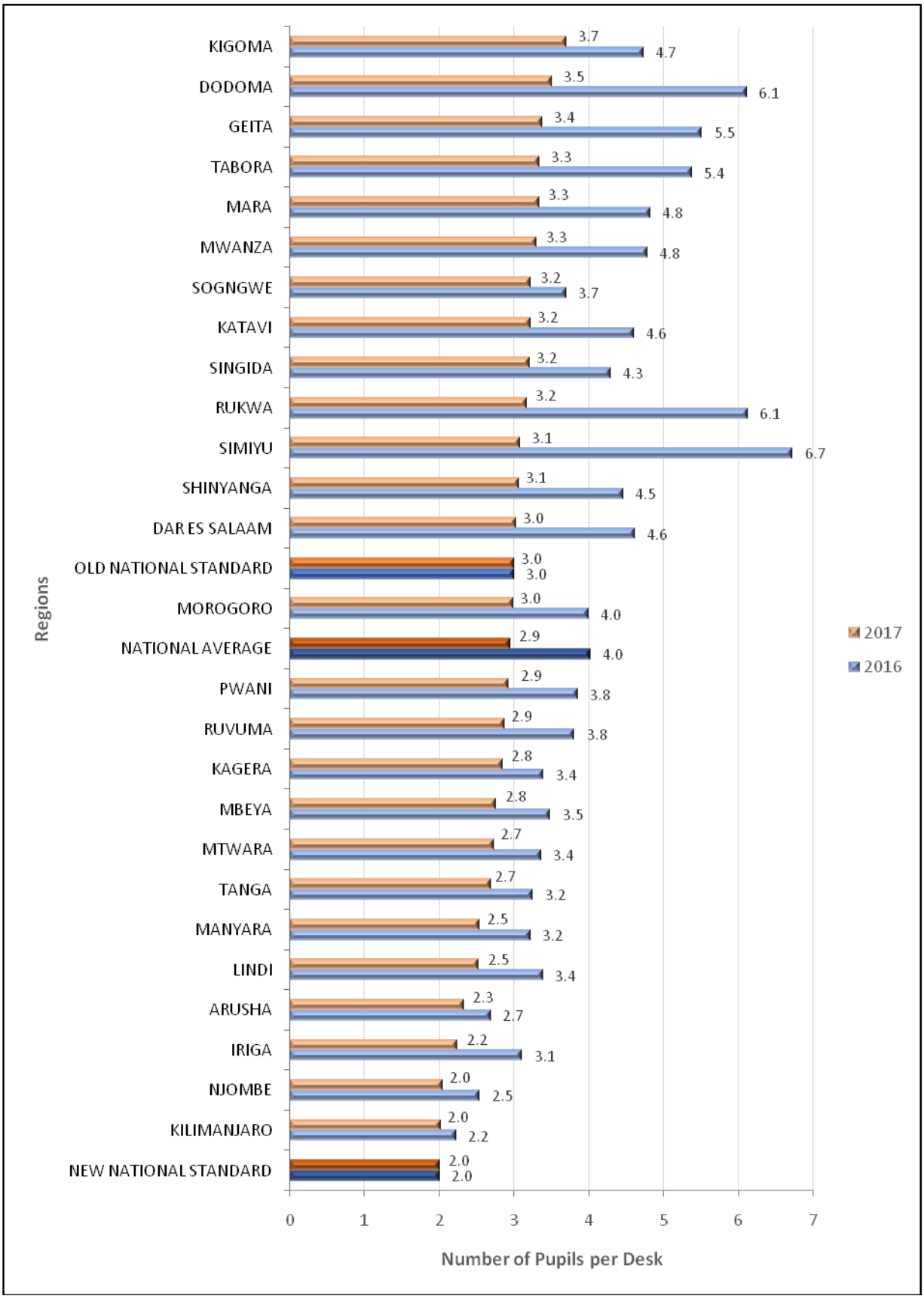
Having an adequate number of desks in classrooms is one of the major concerns in improving the teaching and learning environment. MKUKUTA II recommended that ensuring accessibility and equity in education should take into account the desired Pupil Desk Ratio (PDR)[2]. Previously the capacity of desks used in primary schools was supposed to be a minimum of one desk and one bench for three pupils while in secondary schools there should be one table and one chair per student. However, with the adoption of modern teaching methodologies Tanzania is now moving towards the new standard of providing individual chairs for all Primary school pupils and one desk per two pupils.

It has generally been noted over the past few years that in primary schools four pupils typically shared one desk, indicating that more than 25% of pupils were facing a shortage of desks. This means that either some of the pupils were sitting on the floor or more than three children were sharing one desk. However, since 2016 the Government has been procuring desks in large numbers, resulting in improved PDR. In 2017 the national aggregate PDR has reached the previous national standard of 3:1.

Chart 18 shows the PDR by region for both 2016 and 2017. Whereas in 2016 several regions had severe shortages of desks, the differences between regions have now been reduced.

[2]Pupil Desk Ratio (PDR) is the number of Pupils sharing one Desk simultaneously (Number of Pupils : 1 Desk)

Chart 18: Pupil Desk Ratio in Primary Schools, 2016-2017



Source: Statistics for Basic Education in Tanzania, PO-RALG 2017

The majority of Secondary schools have sufficient desks and seats. Geita has the lowest availability with 1.12 students per chair and 1.11 students per desk. 10 regions have both more desks and more chairs than secondary school students

2.5 TEACHERS' HOUSES IN PRIMARY AND SECONDARY SCHOOLS

Adequate and sustainable accommodation for teaching and non-teaching staff in the education sector is an important factor for education performance in rural areas where suitable accommodation is not generally available in the vicinity of schools. Availability of teacher housing is one of the motivating factors for teachers. The Education and Training Policy (ETP) 2014 declares that in recent years there has been a big shortage of teachers' houses.

Table 8: Availability of Teachers' Houses in Primary Schools, 2017

	Government			Non-Government		
REGION	No. of Houses	No. of Teachers	THR	No. of Houses	No. of Teachers	THR
ARUSHA	1983	7184	1:4	187	2566	1:14
DAR ES SALAAM	549	12138	1:22	377	5408	1:14
DODOMA	1537	7699	1:5	119	566	1:5
GEITA	1569	8701	1:6	37	316	1:9
IRINGA	2033	4906	1:2	41	273	1:7
KAGERA	1609	9575	1:6	193	867	1:4
KATAVI	624	2143	1:3	0	21	
KIGOMA	1410	7004	1:5	24	225	1:9
KILIMANJARO	1165	7392	1:6	130	1167	1:9
LINDI	1286	3660	1:3	9	42	1:5
MANYARA	2053	5836	1:3	18	352	1:20
MARA	2348	8917	1:4	97	706	1:7
MBEYA	1610	7714	1:5	31	435	1:14
MOROGORO	1806	9200	1:5	106	709	1:7
MTWARA	1550	5275	1:3	5	92	1:18
MWANZA	2243	11902	1:5	245	1392	1:6
NJOMBE	2178	3630	1:2	35	199	1:6
PWANI	1493	5969	1:4	96	659	1:7
RUKWA	1767	4176	1:2	9	108	1:12
RUVUMA	2537	5909	1:2	34	286	1:8
SHINYANGA	1211	6093	1:5	68	573	1:8
SIMIYU	1927	6634	1:3	28	138	1:5
SINGIDA	1591	5073	1:3	37	190	1:5
SONGWE	1905	4075	1:2	12	96	1:8
TABORA	1614	8916	1:6	35	246	1:7
TANGA	1477	9570	1:6	23	640	1:28
Grand Total	43075	179291	1:4	1996	18272	1:9

Source: Statistics for Basic Education in Tanzania, PO-RALG 2017

Table 9: Availability of Teachers' Houses in Secondary Schools, 2017

REGION	Government			Non-Government		
	No. of Houses	No. of Teachers	THR	No. of Houses	No. of Teachers	THR
ARUSHA	677	5099	1:8	375	1399	1:4
DAR ES SALAAM	149	5735	1:38	369	3512	1:10
DODOMA	591	3569	1:6	92	498	1:5
GEITA	493	3014	1:6	48	189	1:4
IRINGA	548	3222	1:6	261	790	1:3
KAGERA	541	4095	1:8	316	862	1:3
KATAVI	172	666	1:4	26	56	1:2
KIGOMA	493	2381	1:5	184	656	1:4
KILIMANJARO	650	6010	1:9	682	1993	1:3
LINDI	405	1596	1:4	45	86	1:2
MANYARA	500	2772	1:6	75	264	1:4
MARA	749	3526	1:5	199	423	1:2
MBEYA	482	4760	1:10	355	1177	1:3
MOROGORO	548	5088	1:9	228	953	1:4
MTWARA	582	2550	1:4	64	175	1:3
MWANZA	711	6033	1:8	278	1189	1:4
NJOMBE	579	2674	1:5	180	430	1:2
PWANI	596	3553	1:6	424	1131	1:3
RUKWA	325	1457	1:4	56	291	1:5
RUVUMA	611	3064	1:5	202	603	1:3
SHINYANGA	345	2360	1:7	109	427	1:4
SIMIYU	521	2268	1:4	47	164	1:3
SINGIDA	409	2279	1:6	81	220	1:3
SONGWE	309	1845	1:6	75	413	1:6
TABORA	448	2898	1:6	132	419	1:3
TANGA	488	5343	1:11	167	665	1:4
Grand Total	12922	87857	1:7	5070	18985	1:4

Source: Statistics for Basic Education in Tanzania, PO-RALG 2017

Tables 7 and 8 show a total shortage of 136,216 houses (76.0% of needed houses) in government primary schools and 74,935 houses (85.3% of needed houses) in government secondary schools in 2017. The percentage shortage improved slightly from 2012 (79.1%) to 2017 (76.0%) in primary schools while in secondary schools the percentage deteriorated from 2012 (76.8%) to 2017 (85.3%). These numbers imply that the rate of construction of teachers' houses

does not match the rate of teachers' recruitment. The Government is prioritising the construction of teacher housing in rural areas where alternative commercial accommodation of an appropriate standard is not available.

2.6 AVAILABILITY OF LABORATORIES IN SECONDARY SCHOOLS

The promotion of science and technology is the main agenda in the Tanzania Development Vision 2025, in the National Strategy for Growth and Reduction of Poverty and in the Education and Training Policy 2014. The advancement of science and technology is regarded as the main tool for coping with global dynamics and economic transformation. The adequacy of science laboratories in secondary schools is one of the strategies which the Government is using for improving the level of science and technology.

Table 9 shows that in 2017 there was a shortage of 2,093 (43.6%) Biology Laboratories, 1,887 (39.3%) Chemistry Laboratories and 2,150 (44.8%) Physics Laboratories. This represents a great improvement since 2013 when the percentage shortages were 76.4% (Biology), 72.7% (Chemistry) and 75.3% (Physics). There is a much greater shortage of Agriculture Laboratories, which shows that this subject has not been prioritized compared to other subjects, although agriculture is the main economic sector which employs more than 75% of Tanzanians.

To address the shortage, the Government implemented the construction of laboratories in Secondary Schools through SEDP II. The Government has also provided education to the community and the private sector regarding how essential laboratories are and hence supported the construction of additional Science Laboratories. These initiatives account for the reduction in the shortage between 2013 and 2017.

Table 10: Availability of Laboratories in Secondary Schools, 2017

Region	Biology Laboratories			Chemistry Laboratories			Physics Laboratories		
	Needed	Available	% Shortage	Needed	Available	% Shortage	Needed	Available	% Shortage
Arusha	231	161	**30.3**	231	169	**26.8**	231	164	**29**
D'Salaam	325	293	**9.8**	325	305	**6.2**	325	292	**10.2**
Dodoma	220	54	**75.5**	220	58	**73.6**	220	46	**79.1**
Geita	111	51	**54.1**	111	51	**54.1**	111	50	**55**
Iringa	167	97	**41.9**	167	101	**39.5**	167	91	**45.5**
Kagera	249	132	**47**	249	144	**42.2**	249	129	**48.2**
Katavi	38	33	**13.2**	38	36	**5.3**	38	35	**7.9**
Kigoma	178	50	**71.9**	178	55	**69.1**	178	48	**73**
Kilimanjaro	329	184	**44.1**	329	213	**35.3**	329	179	**45.6**
Lindi	122	51	**58.2**	122	45	**63.1**	122	33	**73**
Manyara	153	64	**58.2**	153	82	**46.4**	153	57	**62.7**
Mara	202	85	**57.9**	202	94	**53.5**	202	85	**57.9**
Mbeya	214	180	**15.9**	214	191	**10.7**	214	179	**16.4**
Morogoro	240	118	**50.8**	240	121	**49.6**	240	120	**50**
Mtwara	147	96	**34.7**	147	108	**26.5**	147	96	**34.7**
Mwanza	270	200	**25.9**	270	211	**21.9**	270	200	**25.9**
Njombe	118	91	**22.9**	118	100	**15.3**	118	88	**25.4**
Pwani	174	106	**39.1**	174	124	**28.7**	174	113	**35.1**
Rukwa	90	22	**75.6**	90	25	**72.2**	90	22	**75.6**
Ruvuma	198	151	**23.7**	198	154	**22.2**	198	137	**30.8**
Shinyanga	139	94	**32.4**	139	99	**28.8**	139	94	**32.4**
Simiyu	152	53	**65.1**	152	58	**61.8**	152	49	**67.8**
Singida	162	30	**81.5**	162	41	**74.7**	162	31	**80.9**
Songwe	108	97	**10.2**	108	100	**7.4**	108	98	**9.3**
Tabora	176	109	**38.1**	176	114	**35.2**	176	112	**36.4**
Tanga	283	101	**64.3**	283	110	**61.1**	283	98	**65.4**
Total	**4796**	**2703**	**43.6**	**4796**	**2909**	**39.3**	**4796**	**2646**	**44.8**

Source: MoEST and PO-RALG, 2017

2.7 PERFORMANCE IN PRIMARY AND SECONDARY EXAMINATIONS

The pass rate is the number of pupils/students who passed the examination expressed as a percentage of the candidates who sat the examination. The pass rate is regarded as the key indicator of education sector performance. It measures the quality of output (school leavers) after completing a certain level of the education system. Pass rates depend very much on investments such as having enough teachers, infrastructure, books and other teaching materials for the number of pupils.

The trend in pass rates was decreasing for both Primary School Leaving Examination (PSLE) and Certificate for Secondary Education Examination (CSEE) from 2007 to 2009. After improvements in 2010 and 2011 for PSLE (but only in 2011 for CSEE), the pass rates again fell dramatically in 2012. The pass rate for the PSLE deteriorated from 70.5% (2006) to 30.7% (2012) and has now been steadily improving since 2013. The pass rate in the CSEE dropped from 90.3% in 2007 to 43.1% in 2012 and has been rising since 2013, although there was a slight dip in 2015. The performance in the Advanced Certificate of Secondary School Examination (ACSEE) is very different, with pass rates remaining consistently above 90%, the lowest pass rate having been 92.1% in 2011 (See Table 10).

The improvement in PSLE pass rates up to 2006 was due to the success of PEDP that increased the focus on both the access to and the quality of primary education. For example, PEDP programme abolished school fees in primary education and this led to the rapid increase of enrolment in primary education. However, the rapid expansion in numbers of enrolled pupils led to deterioration in quality between 2006 and 2012, demonstrated by falling pass

rates. This has subsequently been rectified with an enhanced emphasis on quality, especially through the BRN initiative.

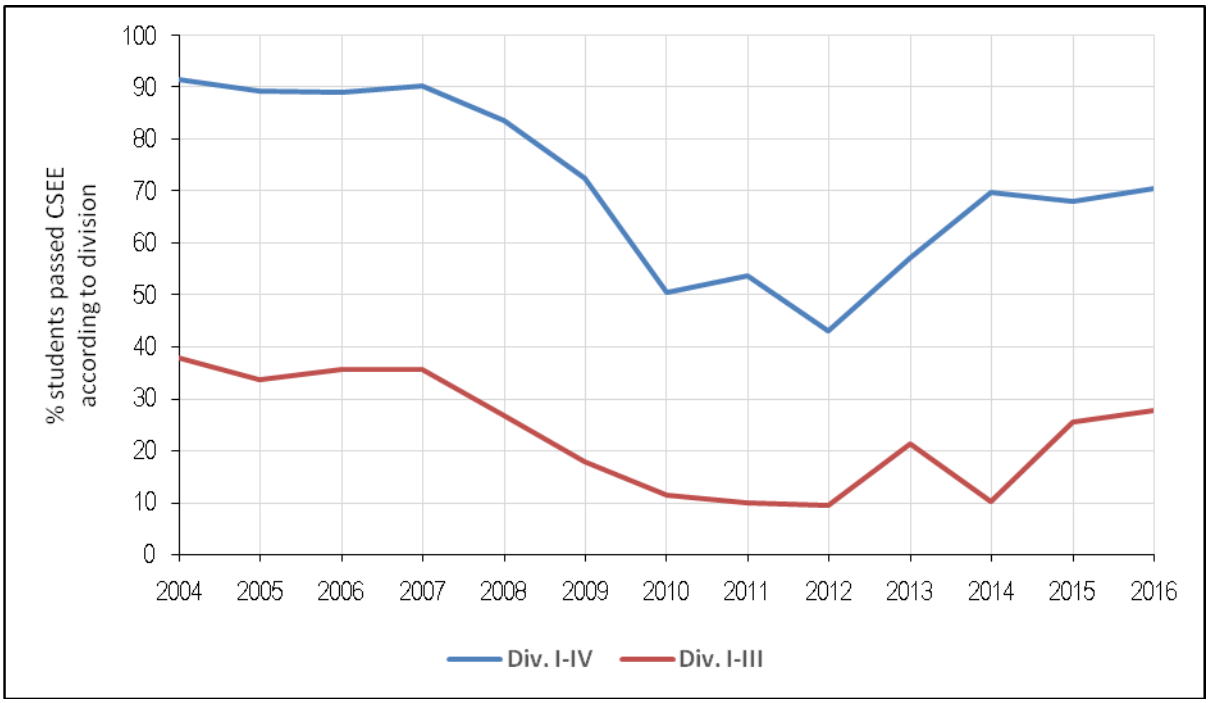
Table 11: Pass Rates in Primary and Secondary Schools, 2004-2016

Year	Primary (PSLE)		Lower Secondary (CSEE)			Higher Secondary (ACSEE)		
	No. of Candidates Sat	Pass Rate (%)	No. of Candidates Sat	Pass Rate (Div. I-IV) (%)	Pass Rate (Div. I-III) (%)	No. of Candidates Sat	Pass Rate (Div. I-IV) (%)	Pass Rate (Div. I-III) (%)
2004	499,241	48.7	63,487	91.5	37.8	13,975	98	91.2
2005	493,636	61.8	85,292	89.3	33.6	16,884	96.9	88.1
2006	664,263	70.5	85,865	89.1	35.7	21,126	96.3	86.6
2007	773,573	54.2	125,288	90.3	35.6	24,813	92.3	68.4
2008	1,017,865	52.7	163,855	83.6	26.7	32,275	92.7	72.6
2009	999,070	49.4	248,336	72.5	17.9	39,105	94.4	82.9
2010	895,013	53.5	351,214	50.4	11.4	48,791	93.8	82.2
2011	973,809	58.3	339,330	53.6	10	44,720	92.1	78.6
2012	865,534	30.7	397,222	43.1	9.5	44,188	92.3	79.7
2013	844,938	50.6	352,614	57.1	21.2	42,952	93.9	83.8
2014	792,118	57	288,019	69.8	10.3	35257	98.3	28.6
2015	763,603	67.8	384,300	68.0	25.4	35,176	99.0	89.5
2016	789,479	70.4	349,524	70.4	27.6	64,861	97.9	93.1

Source: MoEVT and NECTA 2004 – 2016

In order to tap the outputs from rapidly increasing primary education enrolment and completion, construction of secondary schools was addressed under SEDP I & II. As has been noted earlier in this Statistical Abstract, there was huge and unprecedented expansion of Lower Secondary enrolment between 2004 and 2012. This initially resulted in deterioration in the CSEE pass rate, as seen in Chart 19. However, the enrolled numbers in Secondary education have subsequently stabilized, allowing more attention to be paid to improving quality. The result of this can be seen in the rising CSEE pass rate from 2013 onwards. Nevertheless, the number of students that attain a "good" pass in Divisions I to III is still relatively small, with the majority of students only gaining a Division IV pass.

Chart 19: Trend of Performance in CSEE, 2004-2016



Source: MoEVT and NECTA 2004 – 2016

As noted earlier in this Statistical Abstract, the number of girls in Secondary education was lagging behind the number of boys until about 2012, while in pre-primary education girls were more than boys, and in primary education the number of girl pupils has been close to the number of boys and even more than boys since 2011. One factor which inhibits girls from continuing to secondary education levels is the lower pass rate in PSLE compared to boys (See Chart 20). This may be caused by several factors including early marriages, early pregnancy, and traditions and culture which favour boys more than girls in the case of scarce family resources. The data appears to show that the proportional disparity between girls' and boys' pass rates is less in years with higher pass rates compared to the years when the results are poorer. This would seem to show that the failure to provide adequate quality of education at the Primary level affects girls more than boys. The ESDP targets are to reach and maintain 75% pass rates for both boys and girls on both PSLE and CSEE by 2020/21.

Chart 20: Trend of Gender-Disaggregated Performance in PSLE, 2001-2016

Source: MoEVT and NECTA 2001 – 2016

2.8 TRANSITION RATE FROM PRIMARY TO SECONDARY EDUCATION

Another measure of education sector performance is the transition rate from lower cycles to higher cycles of education. The transition rate is the number of pupils/students of the same cohort admitted to the first grade of a higher level of education in a given year expressed as a percentage of the number of pupils/students enrolled in the final grade of the lower level of education in the previous year. Passing the Primary School Leaving Examination is the entry criterion for pupils to be selected for secondary education. Therefore, the pass rate of pupils in PSLE is a determinant of the transition rate to secondary education. If the pass rate is high this implies increasing the number of pupils joining secondary education, provided that there are no constraints on resources.

According to MKUKUTA the goal was to reach 50% of cohort participation and transition rate from primary to secondary education by 2010.

Table 12: Transition Rates from Primary to Secondary Education, 2004-2016

Year	Std VII Leavers	Enrolled to Form 1					
		Government		Non-Government		Total	
		No.	%	No.	%	No.	%
2004	499,241	134,963	27.0	45,276	9.1	180,239	36.1
2005	493,946	196,391	39.8	46,968	9.5	243,359	49.3
2006	664,263	401,011	60.4	47,437	7.1	448,448	67.5
2007	773,553	395,930	51.2	42,971	5.6	438,901	56.7
2008	1,017,865	480,529	47.2	44,255	4.3	524,784	51.6
2009	999,070	382,207	38.3	56,620	5.7	438,827	43.9
2010	894,889	403,873	45.1	63,282	7.1	467,155	52.2
2011	973,812	457,321	47.0	65,058	6.7	522,379	53.6
2012	865,534	444,532	51.4	70,060	8.1	514,592	59.5
2013	844,938	381,801	45.2	57,825	6.8	439,816	52.0
2014	792,118	371,528	46.9	79,804	10.1	451,332	57.0
2015	763,603	468,337	61.3	70,498	10.5	538,835	70.6
2016	789,479	490,576	62.1	63,166	8.9	553,742	70.1

Source: MoEVT and PO-RALG, 2004-2017

Table 11 shows that the number of Standard VII school leavers was highest in 2008 (1,017,865 pupils). However, in 2008 it was reported that the number of new entrants into Form 1 was 524,784 (480,529 in government schools and 44,255 in non-government schools). The lowest transition rate was observed in 2004 (36.1%) and the highest in 2015(70.6%). It can be seen that there has been a negative correlation between the number of school leavers and the transition rates; i.e. from 2008-2015 the number of primary school leavers was on a downward trend while transition rates were generally improving from 2010 onwards.

It is not known if there is a causal relationship resulting in the negative correlation between transition rates and the number of school leavers. The rising transition rate could be due to many factors, including expansion of

available spaces in secondary schools and a growing awareness among the population that secondary education is important. The fluctuation in PSLE pass rate is clearly one of the factors involved. However, it may be that in some years there was a large number of primary school leavers who were qualified to proceed to secondary level while the vacancies in secondary schools were limited, resulting in some pupils not being able to join secondary education. The ESDP target for transition from Standard 7 to Form 1 is to reach and maintain 80% by 2020/2021.

2.9 ADEQUACY OF FACILITATORS IN ADULT AND NON-FORMAL EDUCATION

Table 13: Number and Ratio of COBET Learners and Facilitators, 2006-2017

Indicator	2006	2007	2008	2009	2010	2011	2012	2013	2016	2017
Learners	221,479	185,206	111,413	82,989	72,799	82,459	76,867	54,029	82,339	65,989
Facilitators	13,820	11,459	9,203	6,946	6,011	4,641	4,292	3,628	2,593	2,456
LFR	16:1	16:1	12:1	12:1	12:1	18:1	18:1	15:1	32:1	27:1

Source: MOEVT, BEST 2006-2017

The quality of COBET education depends very much on the availability of facilitators and teaching and learning materials. Table 12 shows that the total number of COBET facilitators decreased from 13,820 in 2006 to 2,456 in 2017. The Learner Facilitator Ratio (LFR) remained relatively stable between 12:1 and 18:1 until 2013. However, in 2016 and 2017 the LFR has become significantly worse at 32:1 and 27:1 respectively. In recent years the number of facilitators has dropped even more steeply than the decline in COBET enrolment. COBET as an alternative to formal primary education has seen a steady decline, while the number of out-of-school primary-aged children has been increasing since 2008, as evidenced by the declining primary NER shown

earlier in this Statistical Abstract. Although the number of learners in the non-formal system (i.e. COBET) increased in 2016, the number of facilitators continued to decrease. This raises an alert to the Government to make sure that there are enough permanent COBET facilitators to meet the current demand.

Table 14: Number and Ratio of ICBAE Learners and Facilitators 2006-2016

Indicator	2006	2007	2008	2009	2010	2011	2012	2013	2016
Learners	1,668,503	1,288,664	1,059,124	957,289	924,893	1,050,517	907,771	845,380	387,593
Facilitators	35,591	39,722	32,566	45,879	29,701	30,909	25,221	17,536	10,100
LFR	47:1	32:1	33:1	21:1	31:1	34:1	36:1	48:1	38:1

Source: MoEVT & PO-RALG, BEST 2006-2016

ICBAE is a programme designed to increase access to quality and sustainable basic education for adults and out of school youth in Tanzania. They also acquire vocational and life skills which help them to improve their livelihoods. Table 13 shows that the number of facilitators decreased from 35,591 in 2006 to 10,100 in 2017. However, as the number of ICBAE learners also decreased from 1,668,503 to 387,593 over the same period, there has not been a major change in the LFR. At the same time it is estimated that the number of adults who missed out on formal schooling increased due to the increasing number of dropouts from formal education (see section 3.2). Therefore, there is a need for the Government to make sure that adequate ANFE Centres and skilled facilitators are available and to sensitize communities to the benefits of enhancing their education and skills through non-formal channels.

2.10 RATE OF MAINSTREAMING ADULT AND NON-FORMAL LEARNERS TO FORMAL EDUCATION

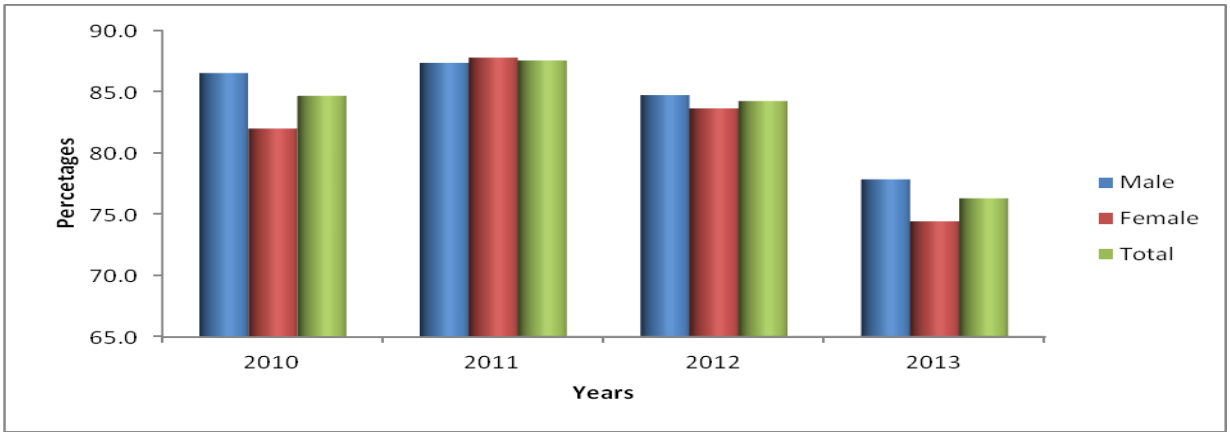
Table 15: Mainstreaming of COBET Learners into Formal Primary Education, 2010-2013

Indicator	Sex	2010	2011	2012	2013
COBET Learners sat for Standard IV Examination	Male	5,950	4,656	3,183	2,494
	Female	4,164	3,558	2,575	2,038
	Total	**10,114**	**8,214**	**5,758**	**4,532**
COBET Learners mainstreamed in Standard V	Male	5,149	4,068	2,697	1,942
	Female	3,415	3,124	2,154	1,517
	Total	**8,564**	**7,192**	**4,851**	**3,459**
% Mainstreamed	Male	86.5	87.4	84.7	77.9
	Female	82.0	87.8	83.7	74.4
	Total	**84.7**	**87.6**	**84.2**	**76.3**

Source: MoEVT, BEST 2010-2013

The aim of COBET education is to mainstream children who are not in formal education into the formal education system. The mainstreaming process involves COBET children sitting the Standard IV examination and those who pass the examination are allowed to enter into Standard V formal education. Those who fail remain in Standard IV but are mainstreamed into formal education in Standard IV. For the years 2010-2013 the rate of mainstreaming into Standard V showed a decrease from 84.7% in 2010 to 76.3% in 2013 which was highly correlated with the decrease in the number of facilitators (see Table 12). An inadequate number of facilitators could therefore be the reason for the decrease in the rate of mainstreaming.

Chart 21: Percentages of COBET Learners Mainstreamed into Standard V, 2010-2013



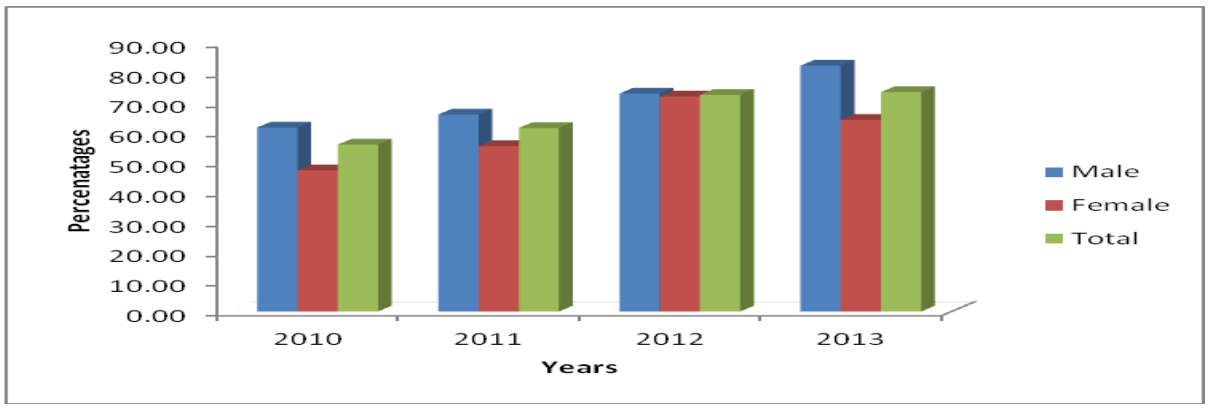
Source: MoEVT, BEST 2010-2013

Table 16: Number of COBET Learners Mainstreamed into Form I and Vocational Education, 2010-2013

Indicator	Sex	2010	2011	2012	2013
COBET did Std VII Examination	Male	4,913	2,606	1,253	977
	Female	3,262	1,912	920	929
	Total	**8,175**	**4,518**	**2,173**	**1,906**
COBET mainstreamed into Form I and Vocational Education	Male	3,026	1,718	914	804
	Female	1,540	1,058	662	596
	Total	**4,566**	**2,776**	**1,576**	**1,400**
% of Mainstreamed	Male	61.59	65.92	72.94	82.29
	Female	47.21	55.33	71.96	64.16
	Total	**55.85**	**61.44**	**72.53**	**73.45**

Source: MoEVT, BEST 2010-2013

Chart 22: Percentage of COBET Learners Mainstreamed into Form I and Vocational Education, 2010- 2013



Source: MoEVT, BEST 2010-2013

Apart from sitting for the Standard IV examination, other COBET learners also sit for the Standard VII examination. Those who pass the examination qualify to join Form I. Table 15 and Chart 22 show that in the years 2010 to 2013 the rate of mainstreamed pupils increased from 55.85% in 2010 to 73.45% in 2013. Despite this improvement in percentage, this does not indicate growing success of COBET because the number of COBET candidates that sat for the examination decreased by 76.7% from 8,175 in 2010 to 1,906 in 2013. Therefore the number of COBET students mainstreamed also decreased.

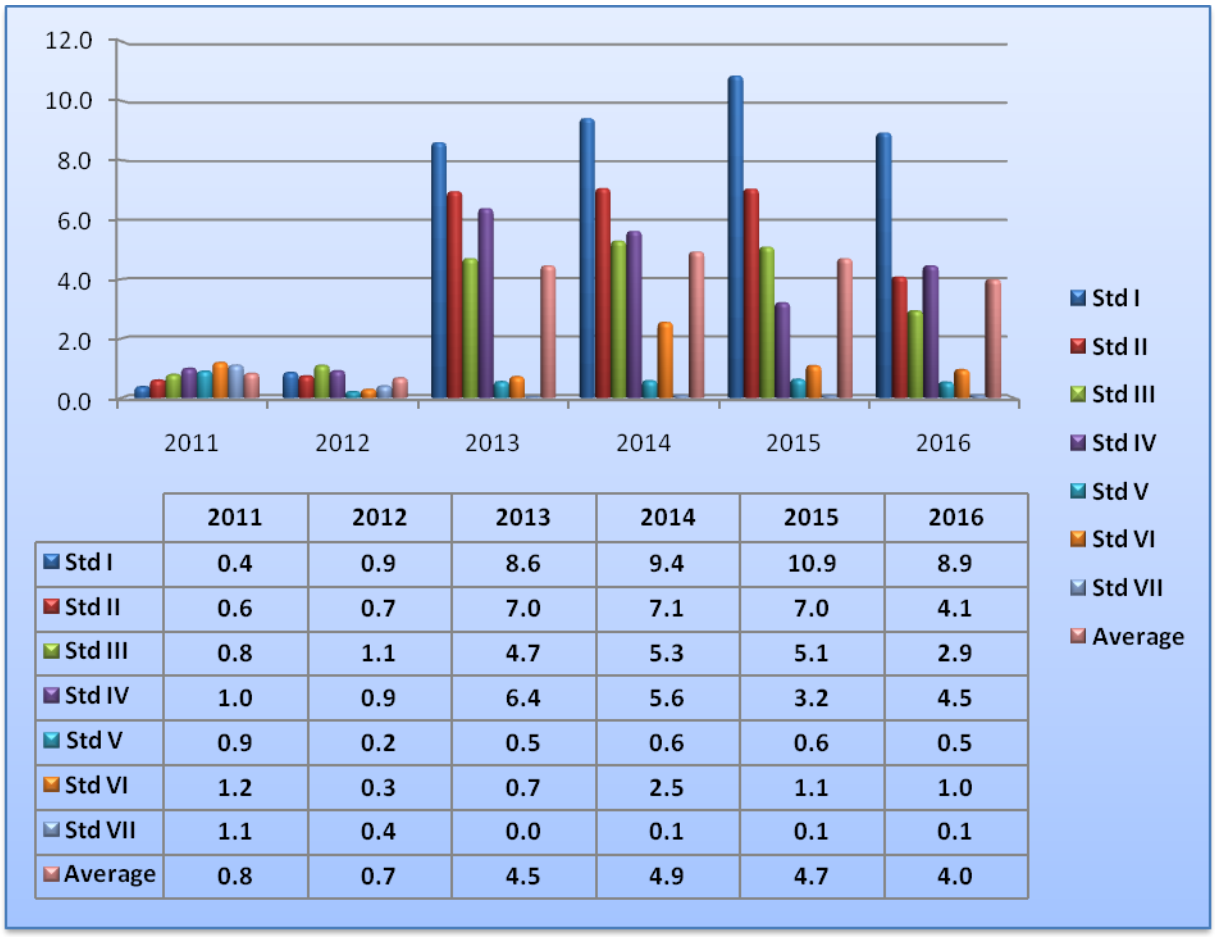
3.0 INTERNAL EFFICIENCY

Internal efficiency measures the relationship between the inputs and the outputs of the education system. An internally efficient system makes maximum use of its inputs while minimizing wastage. The measurement of internal efficiency typically considers repetition, dropout, promotion and survival rates. The rates of dropout and repetition are the ones which negatively affect the survival rate of pupils, i.e. the proportion of students entering the education cycle that complete a certain level. Thus higher dropout rates and higher repetition rates reduce the internal efficiency of the system.

3.1 REPETITION RATE IN PRIMARY AND SECONDARY SCHOOLS

The repetition rate measures the number of pupils/students who are enrolled in the same grade in which he/she was in the previous academic year. It is expressed as the percentage of pupils/students who repeated the same grade out of the total enrolment in the previous academic year of their cohort. The purpose is to measure the rate at which pupils from a cohort repeat a grade, and its effect on the internal efficiency of the educational system. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle. An increase in repetition rate indicates an increase in the time a student remains at a certain level of education contrary to the standard duration. Increased repetition rates may increase dropout rates.

Chart 23: Repetition Rate in Primary Education, 2003-2016

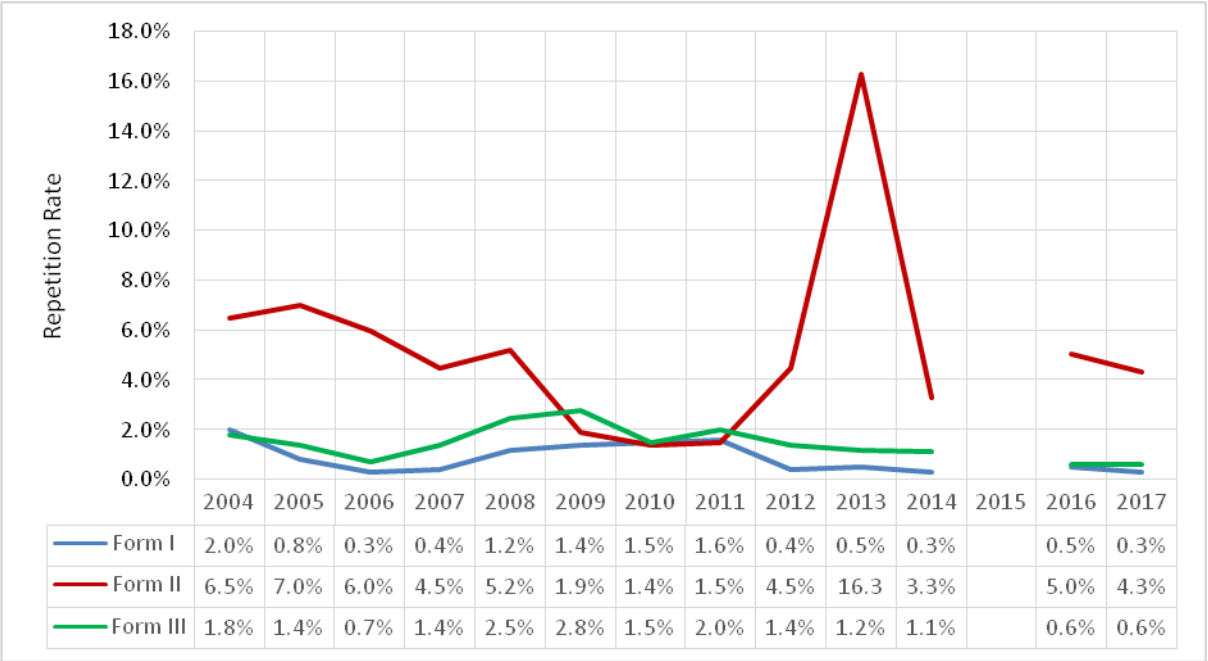


	2011	2012	2013	2014	2015	2016
Std I	0.4	0.9	8.6	9.4	10.9	8.9
Std II	0.6	0.7	7.0	7.1	7.0	4.1
Std III	0.8	1.1	4.7	5.3	5.1	2.9
Std IV	1.0	0.9	6.4	5.6	3.2	4.5
Std V	0.9	0.2	0.5	0.6	0.6	0.5
Std VI	1.2	0.3	0.7	2.5	1.1	1.0
Std VII	1.1	0.4	0.0	0.1	0.1	0.1
Average	0.8	0.7	4.5	4.9	4.7	4.0

Source: MoEVT and PO-RALG 2011 - 2016

According to the figures in Chart 23, the average repetition rate has ranged between 4% and 5% over the last four years. The highest repetition rates are in the early primary grades. Repetition rates increased significantly in 2013. This may be due to a reaction by schools to the very poor examination results in 2012, with academically weaker pupils being required to repeat grades so as to increase their chances of passing examinations when they reach Standard IV.

Chart 24: Repetition Rate in Secondary Schools, 2017



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Form I	2.0%	0.8%	0.3%	0.4%	1.2%	1.4%	1.5%	1.6%	0.4%	0.5%	0.3%		0.5%	0.3%
Form II	6.5%	7.0%	6.0%	4.5%	5.2%	1.9%	1.4%	1.5%	4.5%	16.3	3.3%		5.0%	4.3%
Form III	1.8%	1.4%	0.7%	1.4%	2.5%	2.8%	1.5%	2.0%	1.4%	1.2%	1.1%		0.6%	0.6%

Source: MoEVT and PO-RALG 2004 - 2017

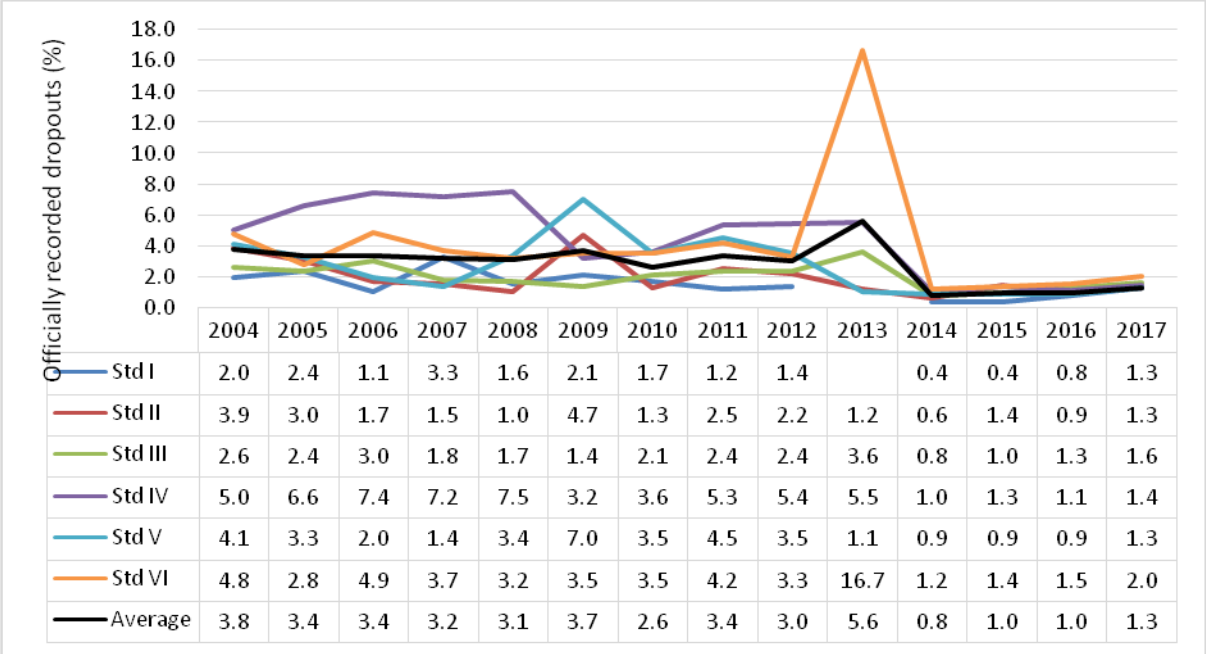
Chart 24 shows that the highest repetition rate in secondary education is in Form II. The repetition rates in Forms I and III have tended to decline slightly from 2.0% and 1.8% respectively in 2004 to 0.3% and 0.6% respectively in 2017. The repetition rate in Form IV was not recorded systematically over this period, but in 2016 and 2017 it was quite low at 0.3% in both years. The high repetition rate in Form II might be the result of the Form II examination which forces some students who fail the exam to repeat the grade. It is proposed that measures should be put in place to discourage repetition at all levels of education as high repetition reduces system efficiency and international evidence indicates that forcing students to repeat does not contribute to their learning achievement.

3.2 DROPOUT RATE IN PRIMARY AND SECONDARY SCHOOLS

The dropout rate is the proportion of pupils from a cohort enrolled in a given grade in a given school year who are no longer enrolled in the following

school year. It measures the phenomenon of pupils from a cohort leaving school without completing and its effect on the internal efficiency of the education system. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle. In Tanzania the dropout rate of pupils in both primary and secondary schools was recorded as a major challenge to achieving the targets of the PEDP and SEDP programmes.

Chart 25: Dropout Rate in Primary Schools, 2004-2017



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Std I	2.0	2.4	1.1	3.3	1.6	2.1	1.7	1.2	1.4		0.4	0.4	0.8	1.3
Std II	3.9	3.0	1.7	1.5	1.0	4.7	1.3	2.5	2.2	1.2	0.6	1.4	0.9	1.3
Std III	2.6	2.4	3.0	1.8	1.7	1.4	2.1	2.4	2.4	3.6	0.8	1.0	1.3	1.6
Std IV	5.0	6.6	7.4	7.2	7.5	3.2	3.6	5.3	5.4	5.5	1.0	1.3	1.1	1.4
Std V	4.1	3.3	2.0	1.4	3.4	7.0	3.5	4.5	3.5	1.1	0.9	0.9	0.9	1.3
Std VI	4.8	2.8	4.9	3.7	3.2	3.5	3.5	4.2	3.3	16.7	1.2	1.4	1.5	2.0
Average	3.8	3.4	3.4	3.2	3.1	3.7	2.6	3.4	3.0	5.6	0.8	1.0	1.0	1.3

Source: MoEVT and PO-RALG 2004 - 2017

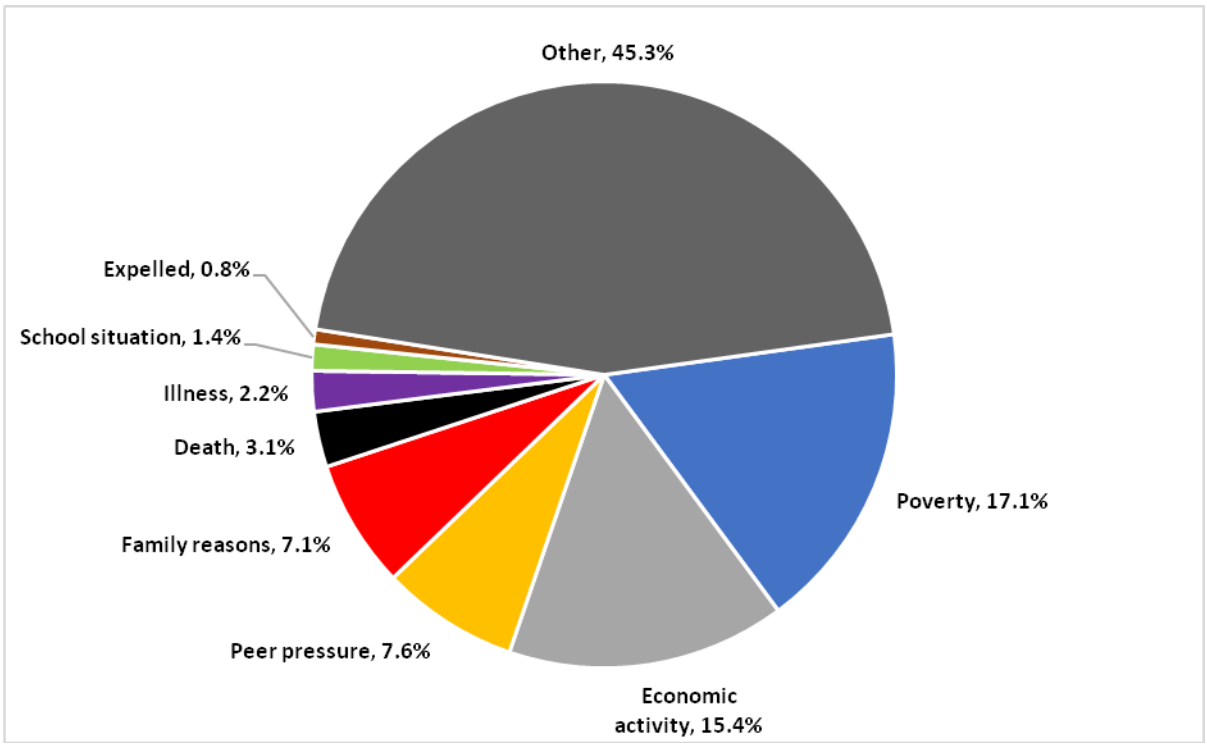
Chart 25 shows the trend in officially recorded dropouts from each grade from 2004 to 2017 (i.e. the percentage of students from the grade shown that have dropped out in the preceding year and not continued schooling during the specified year). It should be noted that when total enrolment numbers in each grade from year to year are analysed, the actual dropout rates must be much higher. This chart shows the officially recorded dropouts only.

According to Chart 25, the dropout rate has been fluctuating. From 2004 to 2013 the largest dropout was generally from Standard IV, which may be due

to the Standard IV examination. After reaching a low level in 2014, dropout rates appear to be increasing again. Corrective measures need to be taken to reverse this situation.

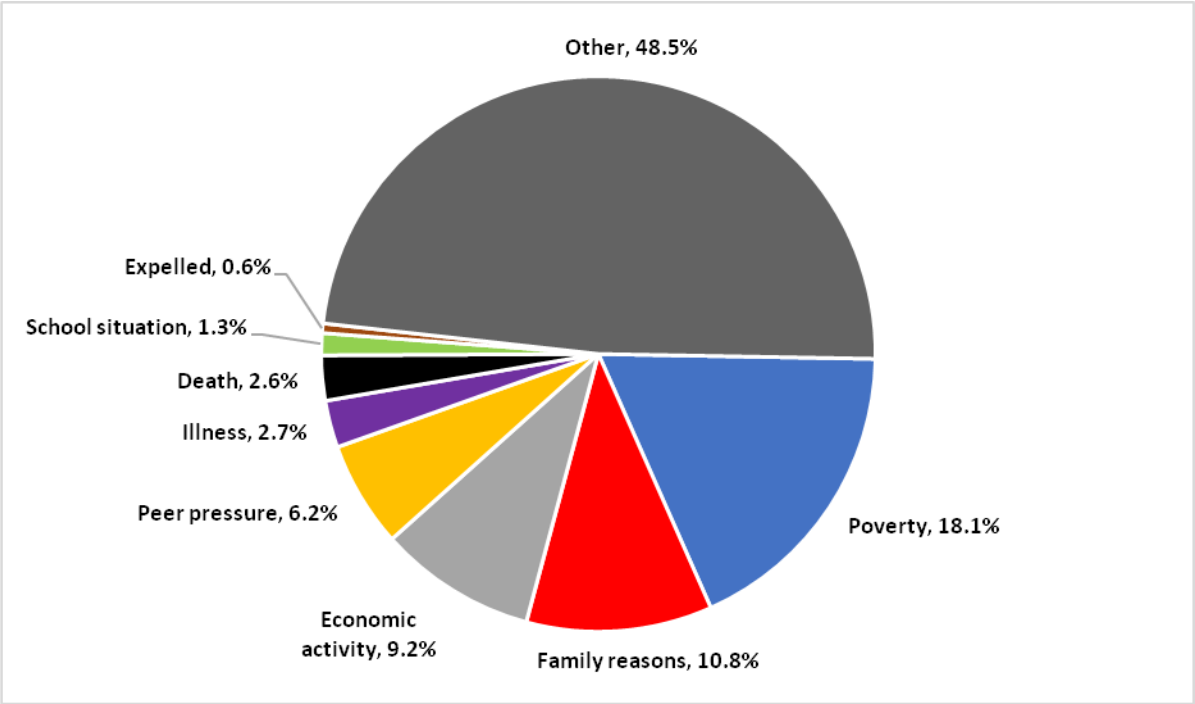
According to the Annual School Census conducted in recent years the main reported causes of dropouts from primary schools are poverty (expressed as a lack of basic needs), various forms of economic activity (child is involved in grazing animals, farming, fishing, mining, etc.), family-related reasons (including household chores, marriage, loss of a parent, caring for sick parent, etc.) and peer pressure. Charts 26 and 27 expresses these in separate pie charts for boys and girls.

Chart 26: Reasons for Boys' Dropout from Primary Schools, 2016-2017



Source: Statistics for Basic Education in Tanzania, PO-RALG 2016-2017

Chart 27: Reasons for Girls' Dropout from Primary Schools, 2016-2017

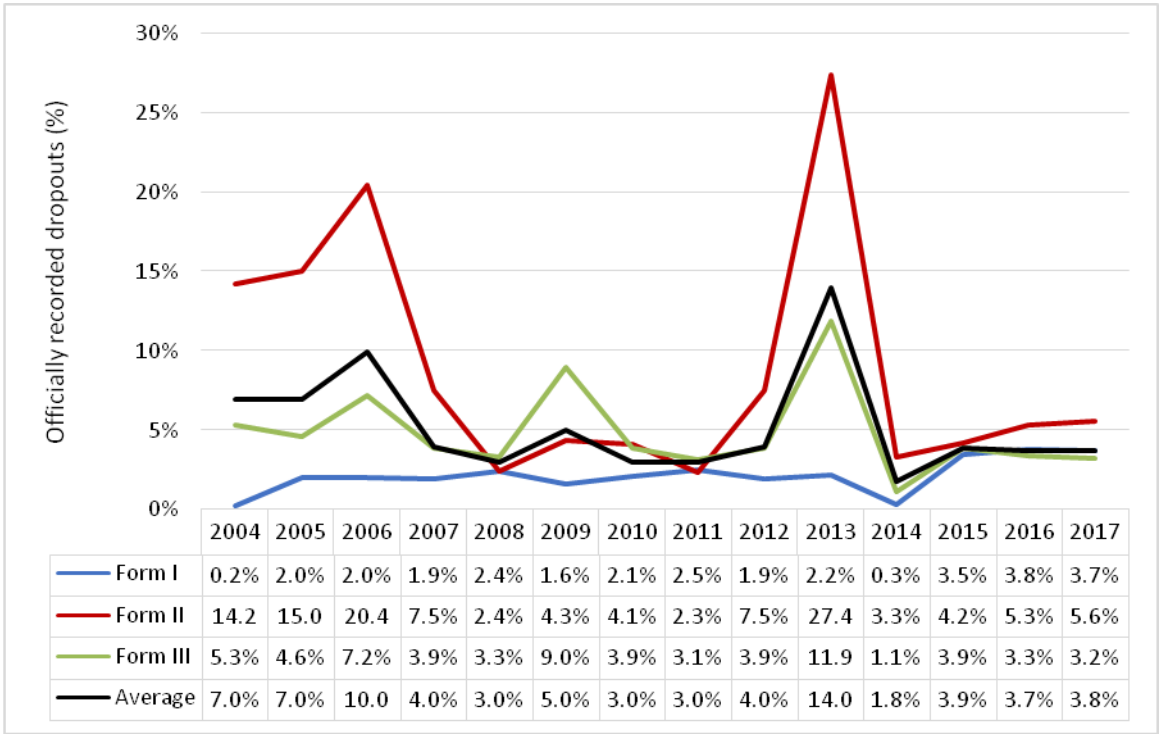


Source: Statistics for Basic Education in Tanzania, PO-RALG 2016-2017

From Chart 26 it can be seen that, after poverty, the main reason for boys dropping out is economic activity, and this becomes more pronounced in upper primary education where economic activity becomes the main cause, greater than poverty. The main economic activity reported is grazing livestock. From Chart 27 it can be seen that, after poverty, the main reason for girls dropping out is family-related reasons. This is the same for all levels of primary education. The main family-related reason reported is the divorce or separation of parents, and this is especially pronounced for early grades girls. The second most common family-related reason reported for girls is domestic work.

Officially reported dropout rates in lower secondary education have fluctuated more than dropout rates in primary education and tend to be somewhat higher. This may be in part due to under-reporting of primary dropout rates and more accurate recording for secondary schools (see Chart 28).

Chart 28: Dropout Rate in Secondary Schools, 2004-2017



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Form I	0.2%	2.0%	2.0%	1.9%	2.4%	1.6%	2.1%	2.5%	1.9%	2.2%	0.3%	3.5%	3.8%	3.7%
Form II	14.2	15.0	20.4	7.5%	2.4%	4.3%	4.1%	2.3%	7.5%	27.4	3.3%	4.2%	5.3%	5.6%
Form III	5.3%	4.6%	7.2%	3.9%	3.3%	9.0%	3.9%	3.1%	3.9%	11.9	1.1%	3.9%	3.3%	3.2%
Average	7.0%	7.0%	10.0	4.0%	3.0%	5.0%	3.0%	3.0%	4.0%	14.0	1.8%	3.9%	3.7%	3.8%

Source: MoEVT and PO-RALG 2004 – 2017

As can be seen from Chart 28, the highest dropout rate in most years is from Form II, with especially large numbers dropping out in 2006 (20.4%) and 2013 (27.4%). This is most likely due to Form II examinations which have been used to prevent weaker students from progressing to Form III. Since 2015, dropout rates have generally been lower, but again with an increasing trend for dropout from Form II. In order to resolve the problem of dropout from secondary education, MKUKUTA and the PEDP and SEDP programmes promoted the following interventions: provision of guidance and counselling to students and parents; advocacy to the community; legal enforcement; presence of school feeding programme; enhancement of extra-curricular activities including self-reliance activities; and sports and games in schools.

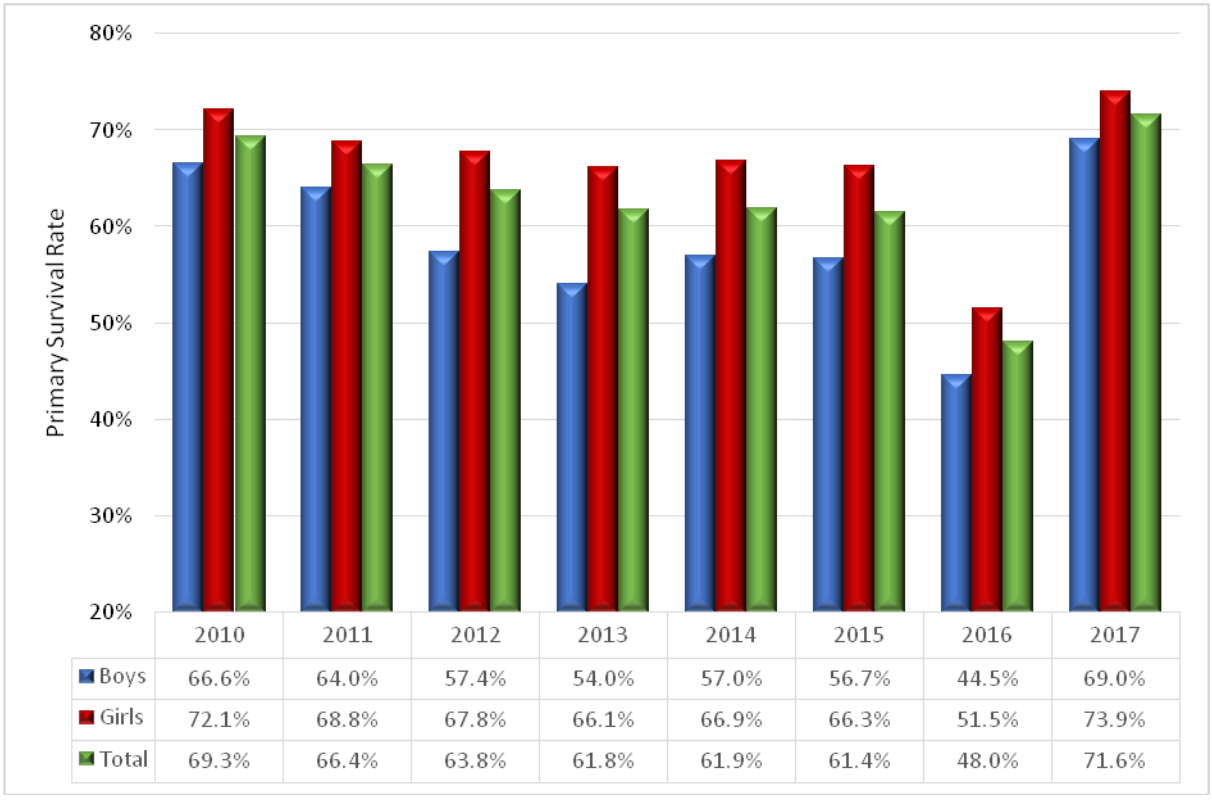
3.3 SURVIVAL RATES

Survival Rate to the last grade of primary (or secondary) education is the percentage of a cohort of pupils enrolled in the first grade of the primary or

secondary level of education in a given school year who are expected to reach the last grade of that level (primary or secondary school), regardless of repetition.

This indicator measures an education system's success in retaining students from one grade to the next as well as its internal efficiency. It reflects the situation regarding the retention of pupils from grade to grade in schools, and conversely the magnitude of dropout by grade. Survival Rates approaching 100% indicate a high level of retention and low incidence of dropout. The Primary education Survival Rate is one of the SDG indicators.

Chart 29: Survival Rates in Primary Education, 2010-2017



	2010	2011	2012	2013	2014	2015	2016	2017
Boys	66.6%	64.0%	57.4%	54.0%	57.0%	56.7%	44.5%	69.0%
Girls	72.1%	68.8%	67.8%	66.1%	66.9%	66.3%	51.5%	73.9%
Total	69.3%	66.4%	63.8%	61.8%	61.9%	61.4%	48.0%	71.6%

Source: MoEVT and PO-RALG 2010 – 2017

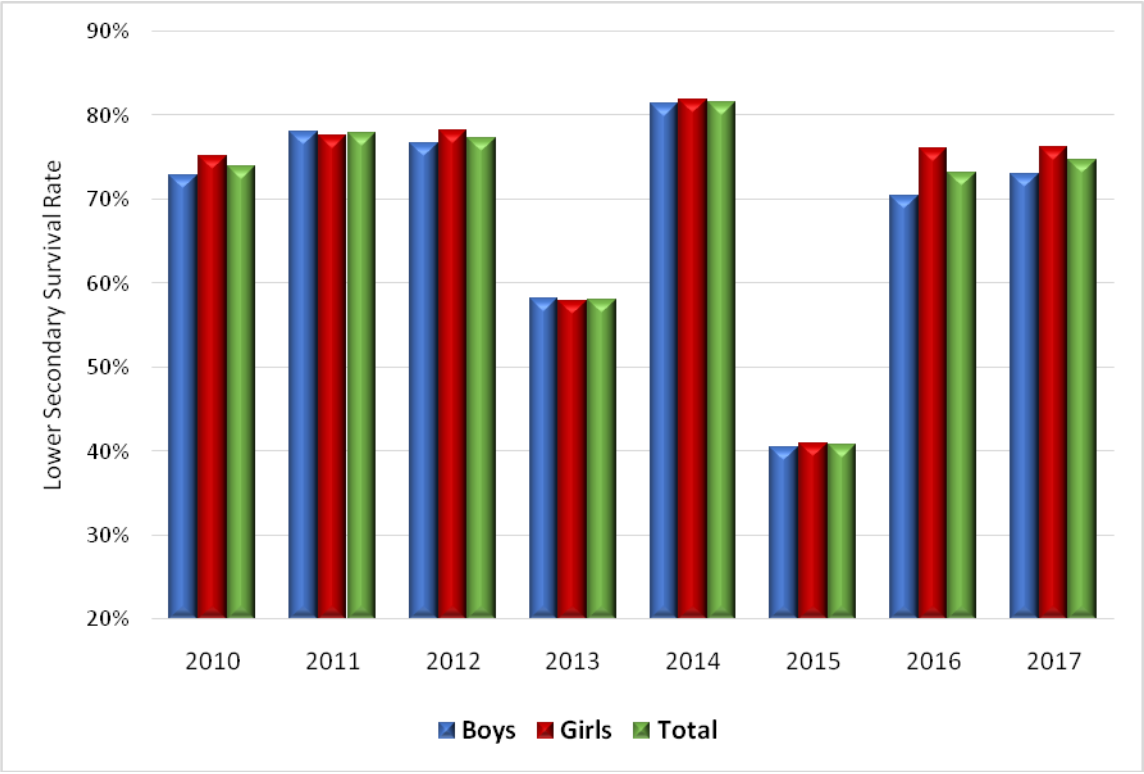
Chart 29 shows the trend in the survival rate in primary schools from 2010 to 2017. From 2010 to 2015 it can be seen that the Primary Survival Rate (PSR) declined steadily from 69.3% to 61.4%. During this period the girls' survival rate was consistently higher than that for boys, with the gap widening from a

GPI of 1.08 in 2010 to 1.17 in 2015 (Statistics for Basic Education in Tanzania, 2017). Reasons for this declining survival rate are both increasing dropout rates and increasing repetition rates. There was a significant drop in the survival rates in 2016 and this was caused by unusually high dropout from Standard III (15.3%) and Standard VI (21.2%) in 2015. This is likely due to students being excluded from Standards IV and VII due to the national examinations in those grades. However, in 2017 the survival rates improved dramatically. This was due to a sudden increase in promotion rates caused by the reduction of both dropout and repetition rates in 2016. This was especially the case for the promotion from Standard III to Standard IV, which increased by 14% from 79.7% to 90.6%, and from Standard VI to Standard VII, which increased by 16% from 77.7% to 90.3%. This is most likely due to the introduction of Fee-Free Basic Education in 2016, with the nationwide understanding that all students are entitled to complete the primary education cycle, regardless of their academic ability. The gender disparity between boys and girls has also been reduced in 2017, with the GPI now standing at 1.07. These time-series data provide an alert to the Government that measures to control dropout rates and reduce repetition rates are vital (BEST 2010-2016, MOEVT; Statistics for Basic Education in Tanzania, PO-RALG, 2016-2017).

In lower secondary education, survival rates have generally been fluctuating between 70% and 80%, with the exceptions of 2013 and 2015 when the Lower Secondary Survival Rate dropped to 58.1% and 40.7% respectively (see Chart 30). The drop in 2013 was due to a combined high repetition rate in Form II as well as a high number of dropouts. This is probably the result of the very low examination pass rates in 2012. The drop in 2015 appears to be due to a sudden increase in dropouts, as the repetition rate that year was no higher than normal. The gender disparity in the survival rate is much lower in secondary education than in primary education, although girls' survival rates

are slightly higher than those for boys in every year except 2011 and 2013. The GPI ranged from a low of 0.994 in 2011 to a high of 1.081 in 2016 . That is to say, as is the case with primary education, boys are more vulnerable to dropping out compared to girls. This implies that measures should be taken to overcome dropout, reduce repetition and improve retention at all levels.

Chart 30: Survival Rates in Secondary Education, 2010-2017



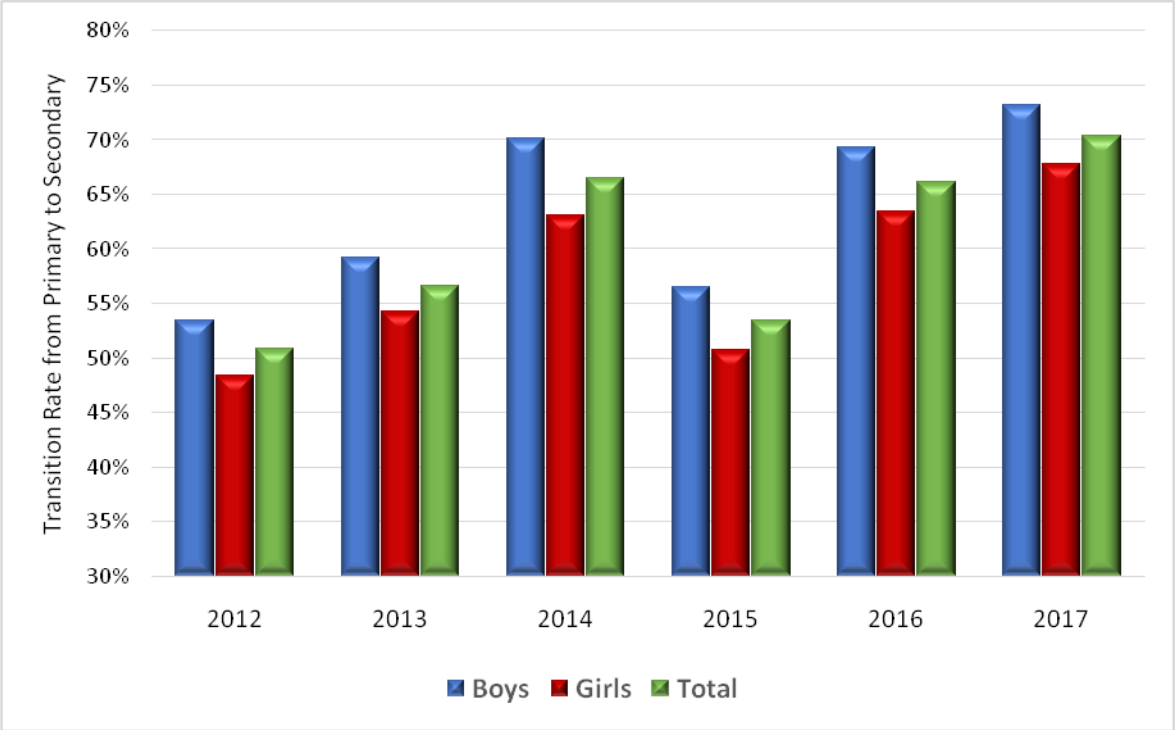
Source: MoEVT & PO-RALG, BEST 2010 - 2017

3.4 TRANSITION RATES

The trend in the transition rate from primary education to secondary education is shown in Chart 31. This shows that there is a steady upward trend in the proportion of students finishing primary Standard VII who continue their education in secondary Form I, with the exception of a significant drop in 2015. The reason for this drop is not clear, although it coincides with the big drop in the Lower Secondary Survival Rate in the same year. The aggregate transition rate rose from 50.8% in 2012 to 70.4% in 2017.

Contrary to what has been observed with the primary and lower secondary survival rates, significantly fewer girls than boys transition from primary to secondary education. The GPI ranged from 0.90 to 0.93 during this period, with the highest GPI recorded in 2017 (0.93), indicating that a narrowing of the gender gap may have started in the last two years.

Chart 31: Transition Rates from Primary to Secondary Education, 2012-2017



Source: Statistics for Basic Education in Tanzania, PO-RALG 2016 - 2017

4.0 EDUCATION FINANCING

Adequate financing is crucial for improved access, equity and quality achievement in the implementation of education programmes. Education is recognized as a central factor in the economic growth of a nation because it influences the skills and mind-sets of the people in a given society. Thus, financing education is an essential prerequisite for economic growth.

4.1 EDUCATION SECTOR BUDGET

Table 17: Education Sector Budget, 2003/2004-2016/2017

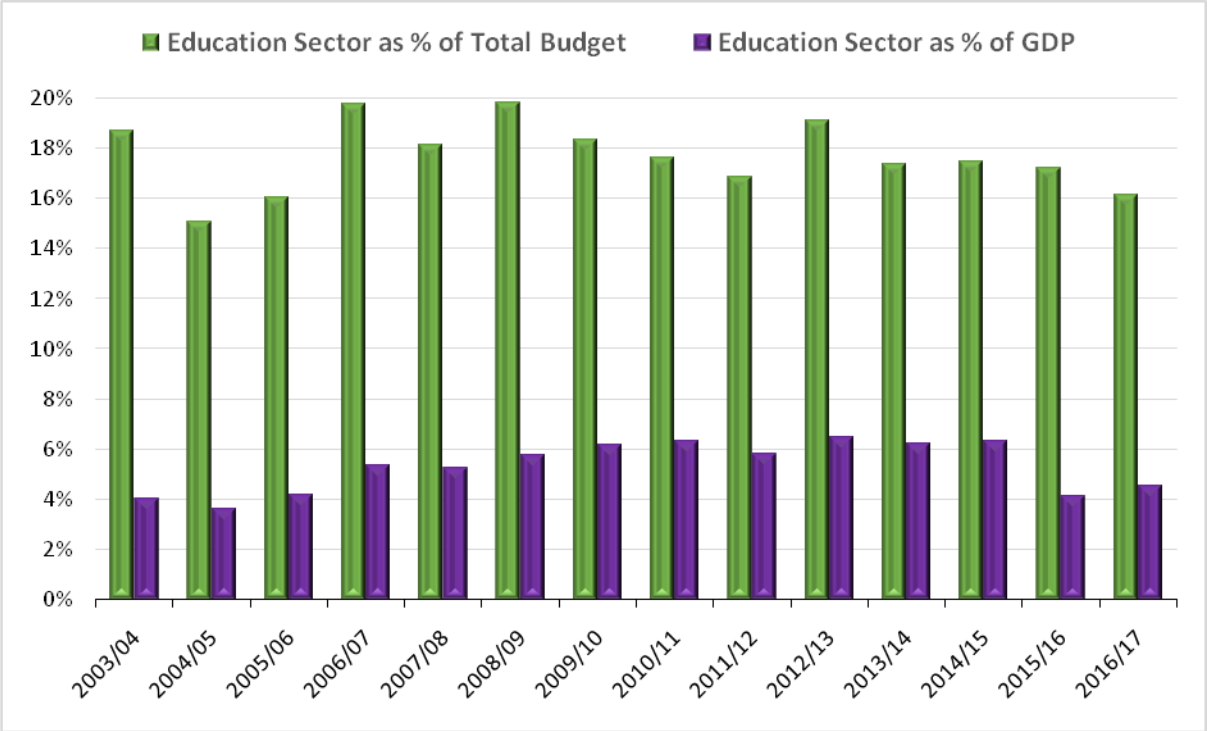
Year	Total Budget (in TZS millions)	% increase of Total Budget	GDP (at current prices in TZS millions)	% increase in GDP	Education Sector Budget (in TZS millions)	% increase in Education Sector Budget	Education Sector as % of Total Budget	Education Sector as % of GDP
2003/2004	2,607,205		12,107,062		487,729		18.7	4.0
2004/2005	3,347,538	28.4	13,971,592	15.4	504,745	3.5	15.1	3.6
2005/2006	4,176,050	24.7	15,965,294	14.3	669,537	32.6	16.0	4.2
2006/2007	4,850,588	16.2	17,941,268	12.4	958,819	43.2	19.8	5.3
2007/2008	6,066,800	25.1	20,948,403	16.8	1,100,188	14.7	18.1	5.3
2008/2009	7,216,130	18.9	24,781,679	18.3	1,430,372	30.0	19.8	5.8
2009/2010	9,513,685	31.8	28,212,646	13.8	1,743,900	21.9	18.3	6.2
2010/2011	11,609,557	22.0	32,293,479	14.5	2,045,400	17.3	17.6	6.3
2011/2012	13,525,895	16.5	39,336,000	21.8	2,283,000	11.6	16.9	5.8
2012/2013	15,119,644	11.8	44,717,663	13.7	2,890,149	26.6	19.1	6.5
2013/2014	18,248,983	20.7	50,970,431	14.0	3,171,631	9.7	17.4	6.2
2014/2015	19,853,376	8.8	54,640,302	7.2	3,465,101	9.3	17.5	6.3
2015/2016	22,495,500	13.3	93,725,581	71.5	3,870,178	11.7	17.2	4.1
2016/2017	29,500,000	31.1	105,747,227	12.8	4,768,358	23.2	16.2	4.5

Source: MoEVT and PO-RALG 2004 - 2017

Table 17 indicates that during the period from 2003/2004 to 2016/2017 the education sector budget increased steadily along with the total government budget and the Gross Domestic Product (GDP). Although the budget for the education sector increased, the share of this sector in the total Government

budget fluctuated between a low of 15.1% in 2004/2005 and a high of 19.8% in 2008/2009. The education sector budget as a share of GDP has varied between 3.6% in 2004/2005 and 6.5% in 2012/2013 (see Chart 32).

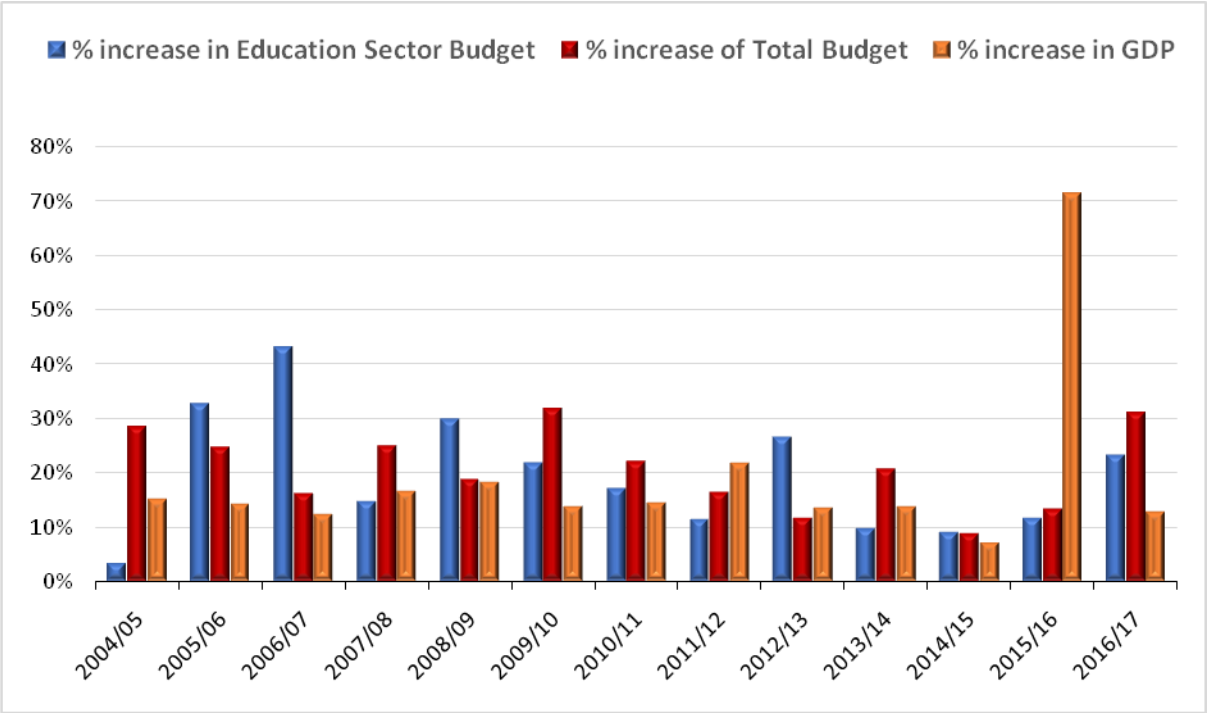
Chart 32: Education Budget as share of Total Budget and of GDP, 2004/05-2016/17



Source: MoEVT and PO-RALG 2005 - 2017

Chart 33 shows that the percentage increase in budget allocation for the education sector was more than the percentage increase in the total Government budget in the years 2005/06, 2006/07, 2008/09 and 2012/2013. This implies that in these years the Government was setting the education sector as a priority sector.

Chart 33: Change in Total Budget, GDP and Education Sector Budget, 2004/05-2016/17



Source: MoEVT and PO-RALG 2005 - 2017

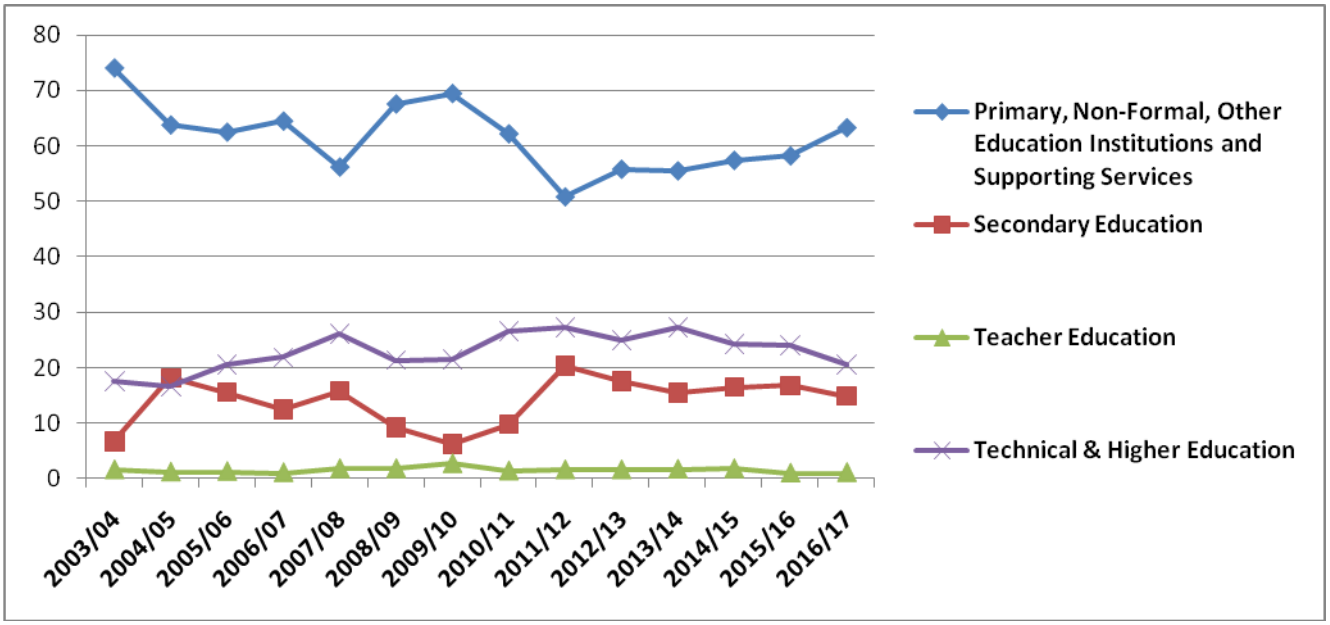
The largest portion of the education sector budget was allocated to basic/primary education (averaging 61.5% over the 14 years) followed by higher and technical education (averaging 22.9%) and secondary education (averaging 14.0%) (see Table 18 and Chart 34). This complies with Tanzania's commitment to the Education For All initiatives. Although basic education continues to receive by far the largest share of the budget, its percentage share decreased from 74.1% in 2003/2004 to 50.8% in 2011/2012. This decrease was due to increasing resources being allocated to secondary, teacher, technical and higher education so as to create opportunities for primary school leavers to pursue further education. The spending increase in Higher and Technical Education can be explained in relation to students' loans and construction projects at higher education colleges and universities. However, since 2012/2013 the share of basic education has been steadily increasing again, reaching 63.3% in 2016/2017.

Table 18: Budgetary Allocation to the Education Sector by Education Levels 2003/04 - 2016/17 (in TZS millions)

Financial Year	Total Education Sector	Primary, Non-Formal, Other Education Institutions and Supporting Services		Secondary Education		Teacher Education		Technical & Higher Education	
	TZS m	TZS m	%	TZS m	%	TZS m	%	TZS m	%
2003/04	487,729	361,425	74.1	32,464	6.7	7,700	1.6	86,140	17.7
2004/05	504,745	322,196	63.8	92,045	18.2	6,189	1.2	84,315	16.7
2005/06	669,537	418,455	62.5	104,483	15.6	8,540	1.3	138,059	20.6
2006/07	958,819	618,534	64.5	119,987	12.5	10,439	1.1	209,859	21.9
2007/08	1,100,188	618,828	56.2	174,227	15.8	19,257	1.8	287,876	26.2
2008/09	1,430,372	966,633	67.6	133,058	9.3	25,250	1.8	305,431	21.4
2009/10	1,743,900	1,211,332	69.5	108,323	6.2	47,586	2.7	376,659	21.6
2010/11	2,045,400	1,272,584	62.2	201,147	9.8	28,895	1.4	542,774	26.5
2011/12	2,283,000	1,159,526	50.8	465,979	20.4	35,892	1.6	621,603	27.2
2012/13	2,890,149	1,613,346	55.8	509,783	17.6	47,172	1.6	719,848	24.9
2013/14	3,171,631	1,758,840	55.5	491,753	15.5	55,303	1.7	865,735	27.3
2014/15	3,465,101	1,989,491	57.4	570,976	16.5	63,523	1.8	841,113	24.3
2015/16	3,870,178	2,251,275	58.2	650,467	16.8	37,239	1	931,198	24.1
2016/17	4,768,358	3,020,191	63.3	708,500	14.9	52,518	1.1	987,149	20.7

Source: MoEVT and PO-RALG 2004 - 2017

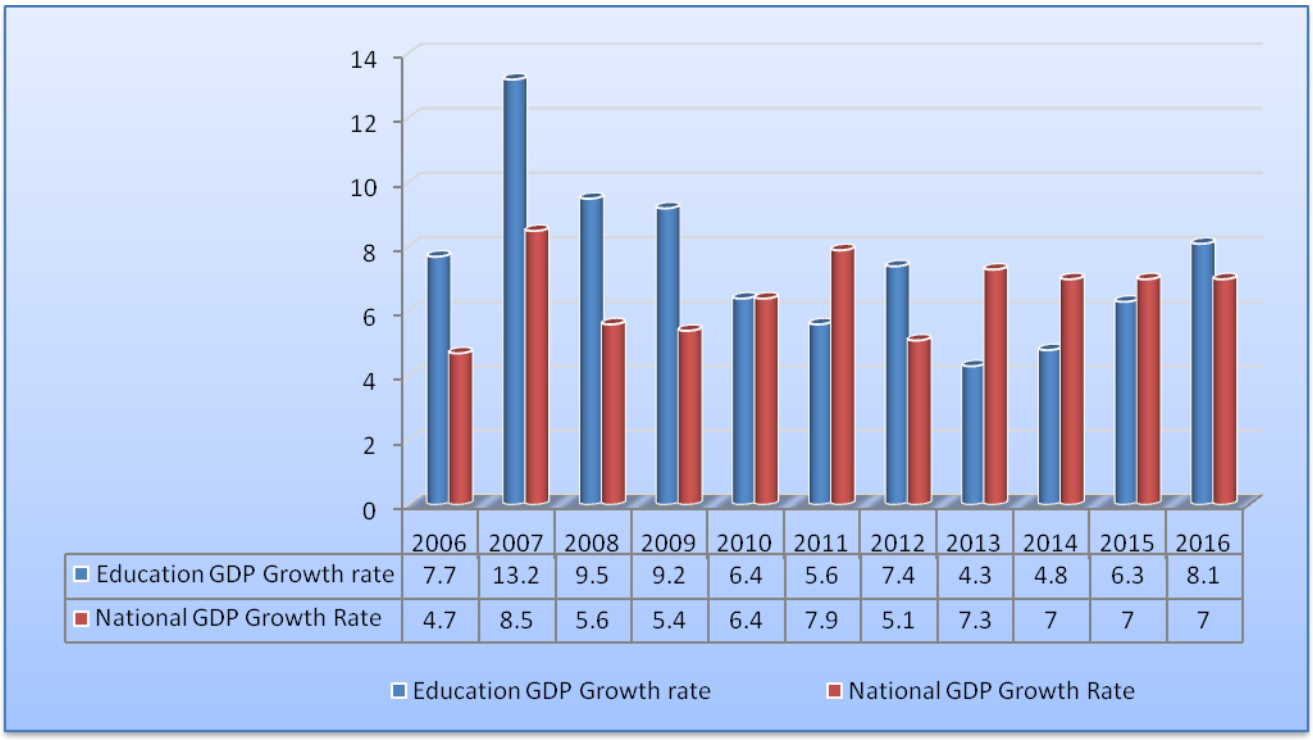
Chart 34: Budgetary Allocation to the Education Sector by Education Levels 2003/04 - 2016/17 (in TZS millions)



Source: MoEVT and PMO-RALG 2004 - 2017

4.2 GROWTH RATE OF THE EDUCATION SECTOR

Chart 35: Growth Rate of the Education Sector, 2006-2016



Source: NBS, Economic Survey, 2016

From 2006 to 2016 the total GDP growth rate fluctuated between a minimum rate of 4.7% in 2006 and a maximum rate of 8.5% in 2007. Over the same period the education sector growth rate ranged between a low of 4.3% in 2013 and a high of 13.2% in 2007. Chart 35 shows that there is no short- to medium-term relationship between education sector growth and GDP growth. This could be due to the fact that the economic impact of increased investment in the education sector on other sectors is only seen in the long run rather than in the short run.

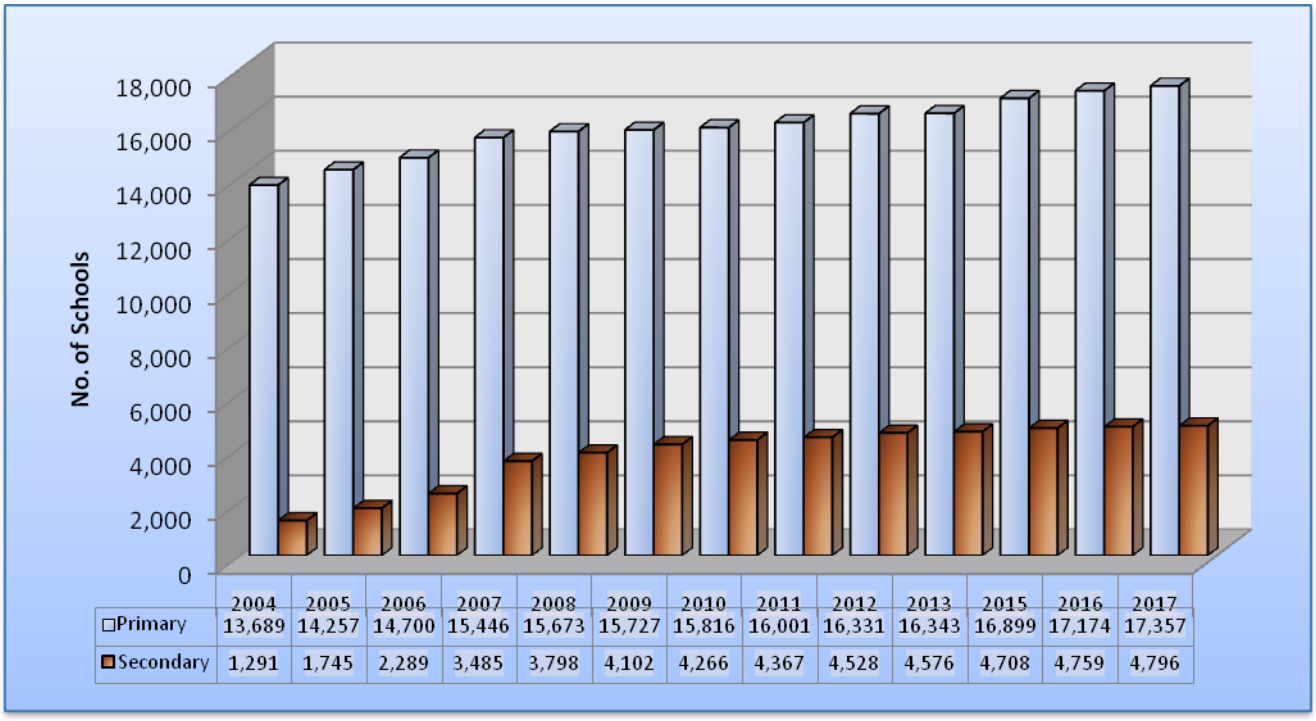
5.0 PRIVATE SECTOR INVOLVEMENT IN EDUCATION

Through the Tanzania Development Vision 2025 (TDV 2025) and the National Strategy for Economic Growth and Reduction of Poverty (NSEGRP or MKUKUTA), the Government has recognized the important role of the private sector in the process of economic transformation. This includes appreciation of the private sector in providing education services, as set out in the Education and Training Policy (ETP) 1995, in which the Government allowed registration of pre-primary, primary and secondary schools, as well as colleges and universities, owned and run by individuals, companies, civil society organizations and faith based organizations. The ETP 2014 also recognizes the role played by the private sector and recommends that the private sector should encompass all groups of pupils/students, including those from low income households and rural areas and those with special needs. Both Government and Non-Government schools are required to use the National Curriculum and all students sit the same NECTA examinations, except in the case of international schools.

5.1 NON-GOVERNMENT PRIMARY AND SECONDARY SCHOOLS

In recent years, the involvement of the private sector in the provision of education has increased dramatically. The total number of primary schools (Government and Non-Government) increased from 13,689 schools in 2004 to 17,357 schools in 2017. The number of secondary schools increased from 1,291 schools in 2004 to 4,796 schools in 2017 (see Chart 36).

Chart 36: Number of Primary and Secondary Government and Non-Government Schools, 2004-2017



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2015	2016	2017
Primary	13,689	14,257	14,700	15,446	15,673	15,727	15,816	16,001	16,331	16,343	16,899	17,174	17,357
Secondary	1,291	1,745	2,289	3,485	3,798	4,102	4,266	4,367	4,528	4,576	4,708	4,759	4,796

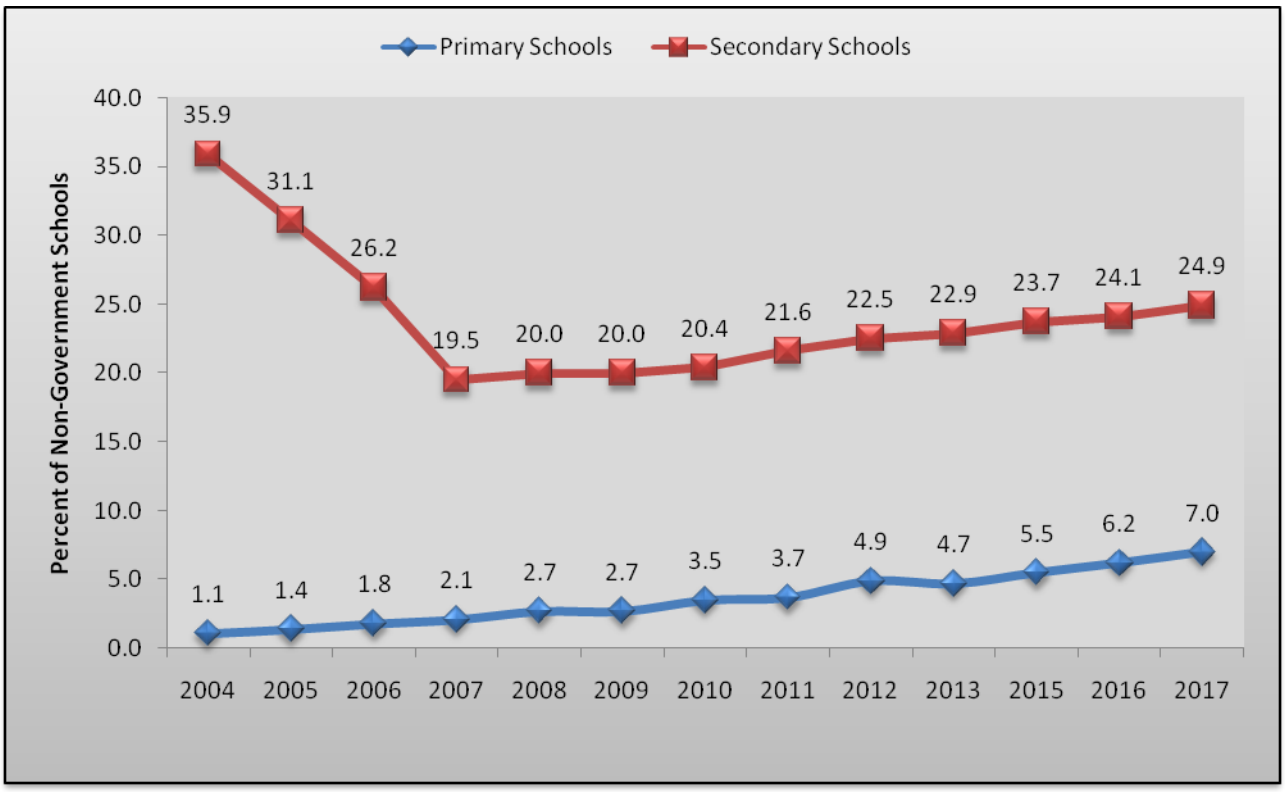
Source: MoEVT and PO-RALG 2004 – 2017

Chart 37 shows that the proportion of non-government schools is higher among secondary schools than among primary schools. The proportion of primary schools which are non-government schools rose steadily from 1.1% in 2004 to 7.0% in 2017. The number of government schools was higher in primary education because primary education, according to both ETP 1995 and ETP 2014, has been both universal and compulsory throughout this period. Therefore the Government ensured that each village should have at least one primary school. The steady rise in the non-government share is probably due to increasing wealth and the emergence of a middle class.

The proportion of secondary schools that was non-government was 35.9% in 2004, declining to 19.5% in 2007 and subsequently rising steadily to 24.9% in 2017. The years 2004-2007, which recorded a drop in the proportion of non-government secondary schools, were the years when numbers of government

secondary schools were increasing at their fastest due to the implementation of SEDP I, which aimed to build at least one school in each ward.

Chart 37: Percentages of Non-Government Schools among Total Primary and Secondary Schools, 2004-2017

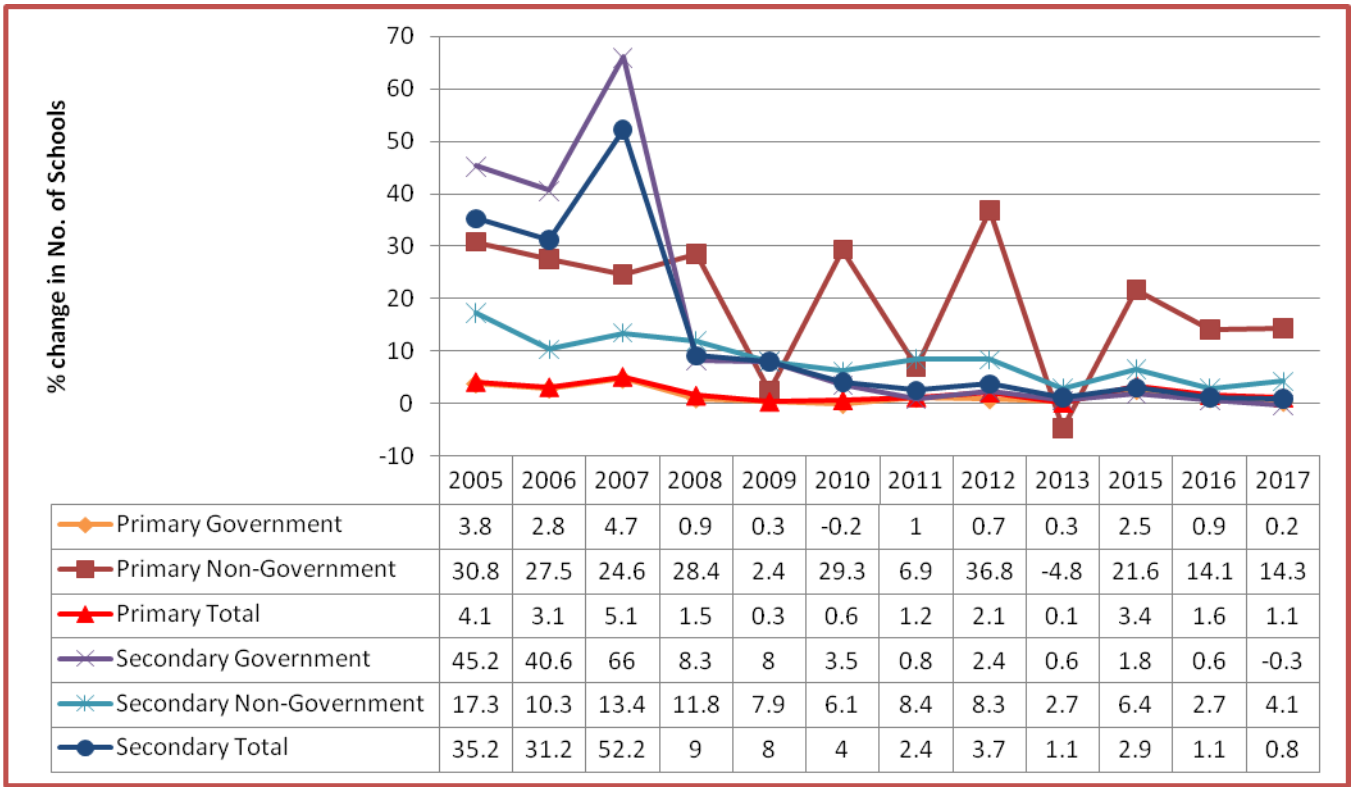


Source: MoEVT and PO-RALG 2004 – 2017

Chart 38 shows the annual growth rate in the numbers of schools in both the government and non-government sectors. Although secondary education recorded a higher percentage of private sector involvement than primary education, generally the rate of increase in non-government schools in primary education was higher than in secondary education. From 2005 to 2017 the average annual increase in the number of non-government primary schools was 18.5% while the number of government primary schools increased by only 1.5% annually. In contrast, the average annual increase in the number of non-government secondary schools was 8.0% whereas the number of government secondary schools increased on average by 11.8% annually. However, most of this increase in government schools took place

from 2005 to 2007, at 50.6% annually. Since 2008 the annual growth in the number of government secondary schools has been 2.7%, compared to 6.3% in the private sector.

Chart 38: Percentage Change in Number of Primary and Secondary Schools between Consecutive Years, 2004-2017



	2005	2006	2007	2008	2009	2010	2011	2012	2013	2015	2016	2017
Primary Government	3.8	2.8	4.7	0.9	0.3	-0.2	1	0.7	0.3	2.5	0.9	0.2
Primary Non-Government	30.8	27.5	24.6	28.4	2.4	29.3	6.9	36.8	-4.8	21.6	14.1	14.3
Primary Total	4.1	3.1	5.1	1.5	0.3	0.6	1.2	2.1	0.1	3.4	1.6	1.1
Secondary Government	45.2	40.6	66	8.3	8	3.5	0.8	2.4	0.6	1.8	0.6	-0.3
Secondary Non-Government	17.3	10.3	13.4	11.8	7.9	6.1	8.4	8.3	2.7	6.4	2.7	4.1
Secondary Total	35.2	31.2	52.2	9	8	4	2.4	3.7	1.1	2.9	1.1	0.8

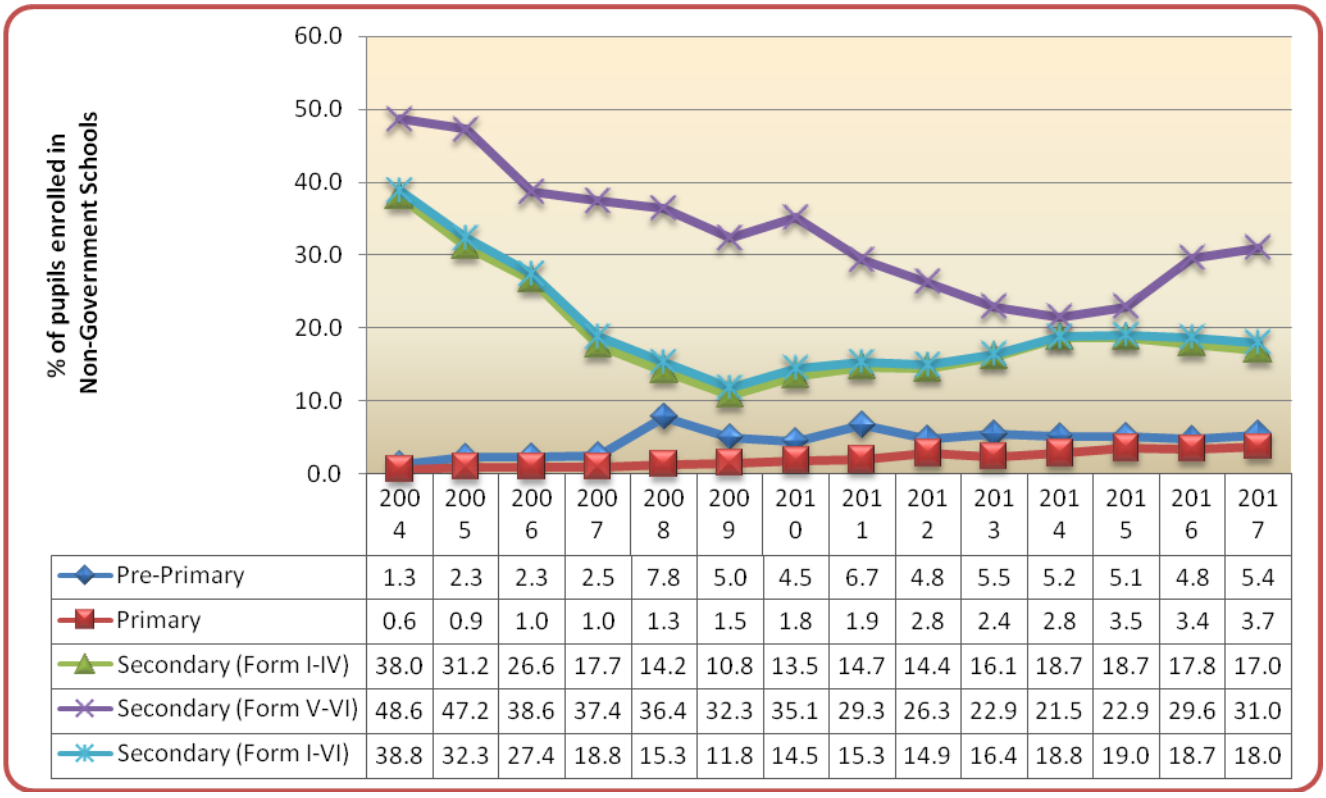
Source: MoEVT and PO-RALG 2004 – 2017

5.2 ENROLMENT IN NON-GOVERNMENT SECONDARY SCHOOLS

The total enrolment in non-government primary schools increased from 41,234 pupils in 2004 to 348,681 pupils in 2017. In non-government lower secondary (ordinary level) schools the increase was from 152,635 students in 2004 to 299,932 students in 2017. In non-government higher secondary (advanced level) schools the increase was from 15,076 students in 2004 to 43,724 students in 2017. These increases can be explained partly in terms of the good performance by non-government schools in national examinations, due to the good infrastructure, teaching and management in these schools, resulting in parents/guardians being motivated to register their children

there. The increases may also be explained partly by the general improvements in the economic capacity of society and the emerging middle class, meaning more people can afford to pay for private schools.

Chart 39: Percentage of Pupils Enrolled in Non-Government Schools, 2004 – 2017



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Pre-Primary	1.3	2.3	2.3	2.5	7.8	5.0	4.5	6.7	4.8	5.5	5.2	5.1	4.8	5.4
Primary	0.6	0.9	1.0	1.0	1.3	1.5	1.8	1.9	2.8	2.4	2.8	3.5	3.4	3.7
Secondary (Form I-IV)	38.0	31.2	26.6	17.7	14.2	10.8	13.5	14.7	14.4	16.1	18.7	18.7	17.8	17.0
Secondary (Form V-VI)	48.6	47.2	38.6	37.4	36.4	32.3	35.1	29.3	26.3	22.9	21.5	22.9	29.6	31.0
Secondary (Form I-VI)	38.8	32.3	27.4	18.8	15.3	11.8	14.5	15.3	14.9	16.4	18.8	19.0	18.7	18.0

Source: MoEVT and PO-RALG 2004 - 2017

Chart 39 shows that the percentage of primary school pupils enrolled in non-government schools has been increasing gradually throughout the period 2004-2017 from 0.6% in 2004 to 3.7% in 2017. The percentage of enrolments in non-government schools at the pre-primary level increased rapidly between 2004 and 2008, reaching a high value of 7.8%. Since then the percentage of enrolments in non-government pre-primary schools has been fairly stable, fluctuating between 4.5% and 6.7%.

In lower secondary schools (ordinary level) the percentage enrolment in non-government schools decreased from 38.0% in 2004 to 10.8% in 2009. As noted previously, this was the time when the Government was prioritizing

secondary education and building many new schools. The decrease in the proportion of students in non-government schools might be due to the improving accessibility and affordability of secondary education in government schools compared to non-government schools. The establishment of community schools in every ward widened the possibilities for all eligible Tanzanians to join secondary education by reducing the household to school distance and reducing school fees. After 2009 the percentage of enrolment in non-government schools increased again up to 18.7% in 2014 and 2015. This may be due to the gradually increasing affordability of non-government schools as the level of disposable income in the general population has been increasing. There has been a slight decline in 2016 and 2017, probably due to the removal of fees from government lower secondary schools under the Fee-Free Basic Education Policy.

The proportion of students enrolled in non-government schools at the higher secondary (advanced) level has generally been higher, but was declining steadily from 48.6% in 2004 to 21.5% in 2014. Again, this decline is most likely due to the increasing availability of government secondary schools under the SEDP programmes. Contrary to the trend in lower secondary, the proportion enrolled in non-government schools at this level has been increasing again since 2015, up to 31.0% in 2017. This is probably because the Fee-Free Basic Education Policy does not cover advanced level education and the relatively small number of students that proceed from lower secondary to higher secondary education would on average come more from families that value education very highly and are willing to pay the fees.

Although the private sector is acknowledged as important in the education sector, one of the challenges is the issue of affordability by low income households. In other words, the private sector tends to perpetuate the class differences between low and high income earners, with the wealthier able to

afford a higher quality of education, thereby affording their children more and better opportunities for future employment and wealth generation. This therefore calls for the Government to make sure that the quality of education in government schools attains to that available in non-government schools while at the same time regulating the fee structure of non-government schools to keep it within reasonable limits.

Generally the private sector has been making a great contribution to the education sector as over 6% of all pupils and students in schools (from pre-primary to advanced level) are in non-government schools. The educational outcomes are in most cases better than those of government schools, as evidenced by examination results. Greater collaboration between the Government and the private sector in education is therefore vital.

Appendix 1: META DATA (EXPLANATIONS OF SELECTED INDICATORS)

This publication comprises essential indicators and statistics summaries showing the Basic Education Sub Sector performance for fourteen years (2004-2017). The following table shows the definitions, methods of computation, comments and limitations of various education indicators.

1	Indicator Name: **Number of Primary school leavers selected to Form 1 from all schools, Number**	
	Definition	Total number of primary school pupils who sat for Primary School Leaving Examination(PSLE) selected to join Form 1 in government and non-government secondary schools
	Method of Computation	Total number of primary school leavers selected to join Form 1 in Government and Non-Government Schools
	Overview	The enrolment in secondary education is a function of primary education performance. A high number of primary education graduates is among the necessary conditions for increasing new entrants into secondary education.
	Comments and Limitations	Rationale: It is used to calculate the primary to secondary transition rate which measures the efficiency of primary education. It is also used for planning the secondary education expansion in future. Limitation: This indicator does not represent children who are selected but do not join secondary education due to various reasons such as income constraints, distance, etc. Not only that but also this indicator does not exactly reflect the pass rate in primary education because the conditions for candidates to be selected depend both on their performance and on the vacancies available in schools.
	Obtaining Data:	Responsible institution: MoEST and PO-RALG Source of Data: MoEST and PO-RALG
	Data Availability:	Frequency of measurement: Annually Time lag: One year Data Disaggregation: Region, sex

2	Indicator Name. **Percentage of Primary school leavers selected to Form 1 from all schools, Percentage**	
	Definition	Total number of Primary school leavers selected to Form 1 as percentage of pupils who sat for Primary School Leaving Examination(PSLE)
	Method of Computation	$\text{Percentage selected to Form 1} = \frac{\text{Total selected for Form 1}}{\text{Total sat for PSLE}} \times 100\%$
	Overview	The enrolment in secondary education is a function of primary education performance. A high number of primary education graduates is among the necessary conditions for increasing new entrants in secondary education.
	Comments and Limitations	Rationale: It indicates the capacity of government and private sector to enrol qualified primary school leavers. Limitation: This indicator does not reflect the pass rate in primary education because the condition for candidates to be selected depends both on their performance and on the vacancies available in schools as well as the affordability of the parent/guardian to pay the school fees (for the case of privately owned schools).
	Obtaining Data:	Responsible institution: MoEST and PO-RALG Source of Data: MoEST and PO-RALG
	Data Availability:	Frequency of measurement: Annually Time lag: One year Data Disaggregation: Region, sex
3	Indicator Name. **Number of Primary school leavers selected to join Form 1 to government schools, Number**	
	Definition	Total number of primary school pupils who sat for Primary School Leaving Examination(PSLE) selected to join Form 1 in government secondary schools
	Method of Computation	Total of primary school leavers selected to Form 1 in Government schools
	Overview	The enrolment in secondary education is a function of primary education performance. A high number of primary education graduates is a necessary condition for increasing new entrants in secondary education.
	Comments and Limitations	Rationale: It indicates the capacity of government to enrol qualified primary school leavers. Limitation: This indicator does not reflect the pass

		rate in primary education because the condition for candidates to be selected depends both on their performance and on the vacancies available in schools.
	Obtaining Data:	Responsible institution: MoEST and PO-RALG Source of Data: MoEST and PO-RALG
	Data Availability:	Frequency of measurement: Annually Time lag: One year Data Disaggregation: Region, sex
4	Indicator Name. **Percentage of Primary school leavers selected to join Form 1 from government schools, Percentage**	
	Definition	Total number of Primary school leavers selected to Form 1 in government schools as percentage of pupils who sat for Primary School Leaving Examination(PSLE)
	Method of Computation	$\%SGF1 = \frac{SGF1}{CSPSLE} \times 100\%$ *Where* *SGF1= Total number of Primary school leavers selected to Form 1in government schools* *CSPSLE=Candidates who sat for Primary School Leaving Examination(PSLE)*
	Overview	The enrolment in secondary education is a function of primary education performance. A high number of primary education graduates is a necessary condition for increasing new entrants in secondary education.
	Comments and Limitations	Rationale: It indicates the capacity of government to enrol qualified primary school leavers. Limitation: This indicator does not reflect the pass rate in primary education because the condition for candidates to be selected depends both on their performance and on the vacancies available in schools.
	Obtaining Data:	Responsible institution: MoEST and PO-RALG Source of Data: MoEST and PO-RALG
	Data Availability:	Frequency of measurement: Annually Time lag: One year Data Disaggregation: Region, sex
5	Indicator Name. **Primary school leavers selected to Form 1 to join non-government schools, Number**	
	Definition	Total number of primary school pupils who sat for Primary School Leaving Examination(PSLE) selected to join Form 1in non-government secondary schools
	Method of Computation	Total of primary school leavers selected to Form 1 in non Government schools

	Overview	The enrolment in secondary education is a function of primary education performance. A high number of primary education graduates is a necessary condition for increasing new entrants in secondary education. The enrolment in non-government schools, especially those which are profit making, depends largely on the parents' income and willingness to pay the fees, as well as the amount of fees charged per student.
	Comments and Limitations	Rationale: It is used to calculate the primary to secondary transition rate which measures the efficiency of primary education. It is also used for planning the secondary education expansion in future. Limitation: This indicator does not exactly reflect the pass rate in primary education, not only because the conditions for candidates to be selected depend both on their performance and on the vacancies available in schools, but also because parents' income is an influential factor in admitting pupils to private schools.
	Obtaining Data:	Responsible institution: MoEST, PO-RALG Source of Data: MoEST, PO-RALG
	Data Availability:	Frequency of measurement: Annually Time lag: One year Data Disaggregation: Region, sex
6	Indicator Name. **Primary school leavers selected to Form 1 to join non-government schools, Percentage**	
	Definition	Total number of primary school leavers selected to Form 1 in non-government schools as percentage of pupils who sat for Primary School Leaving Examination (PSLE)
	Method of Computation	$\%SGF1 = \frac{SNGF1}{PSPSLE} \times 100\%$ *Where* *SNGF1= Total number of Primary school leavers selected to Form 1in non-government schools* *CSPSLE= pupils who sat for Primary School Leaving Examination(PSLE)*
	Overview	The enrolment in secondary education is a function of primary education performance. A high number of primary education graduates is a necessary condition for increasing new entrants in secondary education.
	Comments and Limitations	Rationale: It is used to calculate the primary to secondary transition rate which measures the

		efficiency of primary education. It is also used for planning the secondary education expansion in future. Limitation: This indicator does not exactly reflect the pass rate in primary education, not only because the conditions for candidates to be selected depend both on their performance and on the vacancies available in schools, but also because parents' income is among the main determinant factors for pupils' admission into private schools.
	Obtaining Data:	Responsible institution: MoEST, PO-RALG Source of Data: MoEST, PO-RALG
	Data Availability:	Frequency of measurement: Annually Time lag: One year Data Disaggregation: Region, sex
7	Indicator Name. **Primary school net gender parity index, Percentage**	
	Definition	Ratio of female to male net enrolment rate(NER) in public and private primary schools
	Method of Computation	It is the ratio of female NER divided by male NER. NER GPI $= \frac{\text{Female NER}}{\text{Male NER}}$ Where: NER $= \frac{\text{NEP}}{\text{P(7-13 Years)}} \times 100\%$ *NEP = Pupils in Primary Education aged7-13 years old* *P(7-13 Years) = Population aged 7-13 years old* *GPI = Gender Parity Index*
	Overview	Primary Education is a seven year education period after Pre-Primary education. It is universal and compulsory for all children aged 7 to 13 years. The primary school period begins with standard one (Std I) on entry, and ends with standard seven (Std VII) in the final year. It is a prerequisite to joining secondary education.
	Comments and Limitations	Rationale: NER GPI reflects the proportion of girl to boy pupils in schools in relation to the number of girls and boys of the official schooling age in the population. Therefore it provides an actual picture of accessibility to primary education by gender. A NER GPI of 1 indicates parity between both sexes; a GPI between 0 and 1 means a disparity in favour of males; whereas a GPI greater than 1 indicates a

		disparity in favour of females. Limitations: This indicator shows the level of accessibility to primary education but is constrained by the actual age determination, as some parents do not submit the necessary documents for their children's entry age verification during registration to standard 1. It also requires an accurate estimate of the age-specific population, which is only measured directly once every 10 years.
	Obtaining Data:	Responsible institution: MoEST and PO-RALG Source of Data: MoEST,PO-RALG& NBS
	Data Availability:	Frequency of measurement: Annually Time lag: One year Data Disaggregation: Region
8	Indicator Name. **Number of Primary schools, Number**	
	Definition	Total number of registered government and non-government institutions which are providing formal primary education (ISCED 1)
	Method of Computation	Total of registered government and non-government primary schools
	Comments and Limitations	Rationale: The indicator reflects the expansion of the primary education subsector. An increasing number of primary schools implies an increase in sustainable access to primary education. An increase in schools is either to cope with population expansion so as to curb overcrowding in schools or to reduce the household to school distance for ensuring easy access to schools. Limitation: There are variations among schools in terms of the number of pupils relative to available teaching facilities (the capacity of schools), which can be a violation of the standards set by MoEST through its rules and regulations.
	Obtaining Data:	Responsible institution: MoEST, PO-RALG Source of Data: MoEST, PO-RALG
	Data Availability:	Frequency of measurement: Annually Time lag: One year Data Disaggregation: District, ownership
9	Indicator Name. **Pupil/pit latrine ratio in primary schools, Ratio**	
	Definition	Pupil/Pit Latrine Ratio (PLR) Ratio is the number of pupils for each Pit Latrine in government and non-government primary schools, or number of students on average per pit latrine in primary education.

	Method of Computation	$PLR = \frac{\text{Number of Pupils}}{\text{Number of Pit Latrines}}$ Where: *PLR = Pupil Latrine Ratio*
	Overview	Inadequate availability of pit latrines which are clean, safe and gender-segregated is bound to discourage children, especially girls, from attending school regularly. However, for many public primary schools this is the norm. Therefore the shortage of pit latrines is the one of the factors which affects school attendance, survival and the general performance of pupils. In Tanzania the standard is that not more than 25 boy primary pupils are supposed to share one Pit Latrine and not more than 20 girl primary pupils are supposed to share one Pit Latrine.
	Comments and Limitations	Rationale: The Pupil Pit Latrine Ratio (PLR) measures the adequacy of toilets in primary education. Limitation: PLR does not measure the quality of the toilets such as availability of facilities such as water, the type of toilets, etc.
	Obtaining Data:	Responsible institution: MoEST and PO-RALG Source of Data: MoEST and PO-RALG
	Data Availability:	Frequency of measurement: Annually Time lag: One year Data Disaggregation: School, sex
10	Indicator Name. **Pupil/teacher ratio in all primary schools, Ratio**	
	Definition	Pupil Teacher Ratio (PTR) is the average number of pupils per teacher in government and non-government primary schools.
	Method of Computation	$PTR = \frac{\text{Number of Pupils in primary schools}}{\text{Number of Teachers in primary schools}}$ Where: *PTR = Pupil Teacher Ratio*
	Overview	In education, the teacher is the supreme stakeholder for student performance. He/she develops schemes of work and lesson plans in line with curriculum objectives. He/she develops and fosters the appropriate skills and social abilities to enable the optimum development of children, according to age, ability and aptitude. In Tanzania, a qualified teacher in primary education is one who possesses at least a certificate

		in education. There is no specification of subjects taught, each teacher being prepared to teach all subjects.
	Comments and Limitations	Rationale: The PTR provides an indication of the teaching workload and average class size in primary schools. Limitation: PTR is not a sufficient indicator for measuring teaching workload in schools and does not accurately measure class size because of variations in workloads and class sizes within schools.
	Obtaining Data:	Responsible institution: MoEST and PO-RALG Source of Data: MoEST and PO-RALG
	Data Availability:	Frequency of measurement: Annually Time lag: One year Data Disaggregation: School, ownership, sex
11	Indicator Name. **Pupil/teacher ratio in all secondary schools, Ratio**	
	Definition	Pupil Teacher Ratio (PTR) is the average number of students per teacher in government and non-government secondary schools
	Method of Computation	$\text{PTR} = \frac{\text{Number of Students in secondary schools}}{\text{Number of Teachers in secondary schools}}$ Where: *PTR = Pupil Teacher Ratio*
	Overview	In education the teacher is the supreme stakeholder for student performance. He/she develops schemes of work and lesson plans in line with curriculum objectives. He/she develops and fosters the appropriate skills and social abilities to enable the optimum development of children, according to age, ability and aptitude. In Tanzania a qualified teacher to teach in secondary education is one who possesses at least Diploma in Education for grades 1 and 2 in lower secondary and at least a Bachelor of Education for teaching in lower secondary 3 and 4 and in higher secondary.
	Comments and Limitations	Rationale: The PTR provides an indication of the teaching workload in secondary schools, and is hence used by the Government for planning purposes to allocate more resources in teacher training in the case of teacher shortage. Limitation: It is not a good indicator for teaching workload in secondary education because each teacher teaches two subjects, not all subjects;

		therefore there is a possibility for teachers of some subjects to have an inadequate workload while others have an adequate or excessive workload.
	Obtaining Data:	Responsible institution: MoEST and PO-RALG Source of Data: MoEST and PO-RALG
	Data Availability:	Frequency of measurement: Annually Time lag: One year Data Disaggregation: School, ownership, sex
12	Indicator Name. **Percentage of Pupils who failed the primary school leaving examination, Percentage**	
	Definition	Total number of Pupils who failed the primary school leaving examination (PSLE) in the given year expressed as a percentage of the total candidates who sat for that examination in that given year.
	Method of Computation	PFE = $\frac{PFEt}{PSEt} \times 100\%$ *Where:* *PFEt= Number of Pupils who failed the primary school leaving examination (PSLE) in given year* *PSEt= Number of Pupils sat for PSLE in given year*
	Overview	Passing the Primary School Leaving Examination is the entry criterion to be selected for secondary education. Therefore the pass rate in that examination determines the transition rate to secondary education. If the fail rate is high it implies that there will be a decrease in the number of pupils joining secondary education.
	Comments and Limitations	Rationale: The indicator shows the inefficiency of primary education. An increase of this indicator implies deterioration of primary education.
	Obtaining Data:	Responsible institution: MoEST and PO-RALG Source of Data: NECTA
	Data Availability:	Frequency of measurement: Annually Time lag: One year Data Disaggregation: School, sex
13	Indicator Name. **Percentage of Pupils who passed the primary school leaving examination, Percentage**	
	Definition	Total number of Pupils who passed the primary school leaving examination (PSLE) in the given year expressed as a percentage of the total candidates who sat for that examination in that given year.

	Method of Computation	PFE= $\frac{PPEt}{PSEt} \times 100$ *Where* *PPEt= Number of pupils who passed the primary school leaving examination (PSLE) in given year* *PSEt = Number of pupils sat for PSLE in given year*
	Overview	Passing the Primary School Leaving Examination is the entry criterion of primary school pupils to be selected for secondary education. Therefore the pass rate in that examination determines the transition rate to secondary education. The higher the pass rate the more pupils are qualified to join secondary education.
	Comments and Limitations	Rationale: The indicator shows the performance of primary education. An increase in this indicator implies that primary education is improving.
	Obtaining Data:	Responsible institution: MoEST & PO-RALG Source of Data: NECTA
	Data Availability:	Frequency of measurement: Annually Time lag: One year Data Disaggregation: School, sex
14	Indicator Name. **Number of pupils who sat for the primary school leaving examination(PSLE), Number**	
	Definition	Total number of primary school pupils who registered, attended and attempted at least one subject of PSLE.
	Method of Computation	Total number of pupils from government and non-government primary schools who sat for PSLE
	Overview	An increasing number of candidates sitting for PSLE is one of the indications that primary education is improving, in terms of increasing enrolment and reducing dropout. It is also an alert that if the pass rate remains constant or improves the number of pupils qualified to join secondary education will increase. Therefore it predicts the enrolment demand in secondary education.
	Comments and Limitations	Rationale: It shows the primary school education completion status for pupils qualified to sit for PSLE in a given year.
	Obtaining Data:	Responsible institution: MoEST Source of Data: NECTA
	Data Availability:	Frequency of measurement: Annually Time lag: One year Data Disaggregation: Total

15	Indicator Name. **Number of secondary schools, Number**	
	Definition	Total number of registered government and non-government secondary schools which are providing formal secondary education (ISCED2&3)
	Method of Computation	Total of registered government and non government secondary schools.
	Overview	The formal secondary education consists of two sequential cycles. The first cycle is a four year programme of Ordinary Level (O-Level) secondary education, known as lower secondary. The second cycle is a two year programme of Advanced Level (A-Level) secondary education, known as higher secondary. The O-Level cycle begins with Form 1 and ends with Form 4, in which Form 1 selection and enrolment in Government and Non–Government secondary schools is subject to the performance in the national Primary School Leaving Examination (PSLE). The A-Level cycle consists of Forms 5 and 6. The Selection and enrolment in A-Level secondary education for Government and Non- Government secondary education is based on the prescribed performance level in the relevant subject combinations after attainment of appropriate credits in the Form 4 Certificate of Secondary Education Examination (CSEE).
	Comments and Limitations	Rationale: The indicator reflects the expansion of the secondary education sector. An increase in the number of secondary schools implies an increase in sustainable access to secondary education. An increase in schools is either to cope with expanding enrolment in secondary education or to reduce the household to school distance for ensuring easy access to schools. Limitation: There are variations between schools in terms of the numbers of pupils in schools relative to available teaching facilities (the capacity of schools) which can be a violation of standards set by MoEST through its rules and regulations.
	Obtaining Data:	Responsible institution: MoEST and PO-RALG Source of Data: MoEST and PO-RALG
	Data Availability:	Frequency of measurement: Annually Time lag: One year Data Disaggregation: Region, ownership

16	Indicator Name. **Percentage of students who fail the Form 6 examination, Percentage**	
	Definition	Total number of students who fail the Form 6 examination in the given year expressed as a percentage of the total candidates who sat for that examination in that given year.
	Method of Computation	$FSFEt=\frac{FSFE}{FSSEt}X100$ Where *FSFEt = Number of students who fail the Form 6 examination in given year* *FSSEt = Number of students who sat for the Form 6 examination in given year*
	Overview	Passing the Form 6 examination is the entry criterion to tertiary education. Therefore the pass rate in that examination determines the transition rate to tertiary education.
	Comments and Limitations	Rationale: The indicator shows the inefficiency of advanced/higher secondary education. An increase in this indicator implies a deterioration of advanced/higher secondary education.
	Obtaining Data:	Responsible institution: MoEST Source of Data: NECTA
	Data Availability:	Frequency of measurement: Annually Time lag: One year Data Disaggregation: School, sex
17	Indicator Name. **Number of secondary school Teachers, Number**	
	Definition	Total number of teaching staff in government and non-government secondary schools
	Method of Computation	Total of all teachers in government and non-government secondary schools
	Overview	In education the teacher is the supreme stakeholder for student performance. She/he develops schemes of work and lesson plans in line with curriculum objectives. She/he develops and fosters the appropriate skills and social abilities to enable the optimum development of children, according to age, ability and aptitude. In Tanzania a qualified teacher to teach in secondary education is one who possesses at least Diploma in Education for grades 1 and 2 in lower secondary and at least a Bachelor of Education for teaching in lower secondary 3 and 4 and in higher secondary.

	Comments and Limitations	Rationale: It is used by Government for planning purposes such as determination of the demand for teachers and recruitment of teachers according to demand. This indicator is a base for Student Teacher Ratio computation. It is also used to determine the demand for teachers' facilities such as houses etc. Limitation: It does not show teachers' qualifications or subject specialities.
	Obtaining Data:	Responsible institution: MoEST &PO-RALG Source of Data: MoEST &PO-RALG
	Data Availability:	Frequency of measurement: Annually Time lag: One year Data Disaggregation: School, sex
18	Indicator Name. **Number of all primary school teachers, Number**	
	Definition	Total number of teaching staff in government and non-government primary schools
	Method of Computation	Total of all teachers in government and non-government primary schools
	Overview	In education the teacher is the supreme stakeholder for student performance. She/he develops schemes of work and lesson plans in line with curriculum objectives. She/he develops and fosters the appropriate skills and social abilities to enable the optimum development of children, according to age, ability and aptitude. In Tanzania a qualified teacher in primary education is one who possesses at least a Certificate in Education. There is no specification of subjects taught, each teacher being prepared to teach all subjects.
	Comments and Limitations	Rationale: It is used by Government for planning purposes such as teacher demand determination and recruitment of teachers according to demand. This indicator is a base for Pupil Teacher Ratio computation. It is also used to determine the demand for teachers' facilities such as houses etc. Limitation: It does not show teachers' qualifications.
	Obtaining Data:	Responsible institution: MoEST & PO-RALG Source of Data: MoEST & PO-RALG
	Data Availability:	Frequency of measurement: Annually Time lag: One year Data Disaggregation: School, sex

19	Indicator Name. **Total government budget**	
	Definition	Total amount of money planned to be collected by the Government as revenue and spent by the Government as government expenditure in a given year.
	Method of Computation	Total of all budget votes of all government institutions.
	Overview	The government budget is an important instrument for implementation of policy decisions by the Government to achieve social, economic and political ends.
	Comments and Limitations	Rationale: This indicator provides a picture of the implementation of government policies, programmes and projects. It is also used for comparing with the education sector budget Limitation: Actual expenditures in practice may differ from the official budget. The total does not differentiate between development and recurrent expenditure.
	Obtaining Data:	Responsible institution: MoEST and PO-RALG Source of Data: Ministry of Finance& Planning
	Data Availability:	Frequency of measurement: Annually Time lag: One year Data Disaggregation: Total

Appendix2A: NUMBER OF PUPILS IN PRE-PRIMARY, PRIMARY AND SECONDARY SCHOOLS, 2004-2017

		2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Pre-Primary	Male	279,891	318,617	331,440	387,868	435,956	445,867	461,628	538,478	530,425	512,798	522,846	535,035	787,743	765,896
	Female	274,944	319,974	337,697	407,143	438,025	450,279	463,837	530,730	504,304	513,668	523,523	534,788	775,027	751,774
	Total	**554,835**	**638,591**	**669,137**	**795,011**	**873,981**	**896,146**	**925,465**	**1,069,208**	**1,034,729**	**1,026,466**	**1,046,369**	**1,069,823**	**1,562,770**	**1,517,670**
	Increase		**15.1%**	**4.8%**	**18.8%**	**9.9%**	**2.5%**	**3.3%**	**15.5%**	**-3.2%**	**-0.8%**	**1.9%**	**2.2%**	**46.1%**	**-2.9%**
Primary	Male	3,626,241	3,855,712	4,051,676	4,215,171	4,261,831	4,248,764	4,203,269	4,159,740	4,086,280	4,066,287	4,047,582	4,079,827	4,265,714	4,629,215
	Female	3,456,822	3,685,496	3,908,208	4,101,754	4,148,263	4,192,789	4,216,036	4,203,646	4,160,892	4,165,626	4,175,085	4,218,455	4,373,488	4,688,576
	Total	**7,083,063**	**7,541,208**	**7,959,884**	**8,316,925**	**8,410,094**	**8,441,553**	**8,419,305**	**8,363,386**	**8,247,172**	**8,231,913**	**8,222,667**	**8,298,282**	**8,639,202**	**9,317,791**
	Increase		**6.5%**	**5.6%**	**4.5%**	**1.1%**	**0.4%**	**-0.3%**	**-0.7%**	**-1.4%**	**-0.2%**	**-0.1%**	**0.9%**	**4.1%**	**7.9%**
Secondary (Form I-IV)	Male	212,400	258,134	330,892	511,416	644,017	774,518	866,734	936,003	954,961	888,323	945,418	820,989	824,767	863,718
	Female	189,198	231,808	299,353	455,671	520,233	627,041	699,951	775,106	847,849	840,211	924,662	827,370	850,826	904,172
	Total	**401,598**	**489,942**	**630,245**	**967,087**	**1,164,250**	**1,401,559**	**1,566,685**	**1,711,109**	**1,802,810**	**1,728,534**	**1,870,080**	**1,648,359**	**1,675,593**	**1,767,890**
	Increase		**22.0%**	**28.6%**	**53.4%**	**20.4%**	**20.4%**	**11.8%**	**9.2%**	**5.4%**	**-4.1%**	**8.2%**	**-11.9%**	**1.7%**	**5.5%**
Secondary (Form V-VI)	Male	20,236	21,620	27,236	31,780	35,107	38,427	43,437	50,990	55,512	50,868	52,215	75,603	81129	83689
	Female	10,765	12,763	18,191	21,643	23,046	26,416	28,577	27,448	25,950	24,654	24,854	50,421	50233	57278
	Total	**31,001**	**34,383**	**45,427**	**53,423**	**58,153**	**64,843**	**72,014**	**78,438**	**81,462**	**75,522**	**77,069**	**126,024**	**131,362**	**140,967**
	Increase		**10.9%**	**32.1%**	**17.6%**	**8.9%**	**11.5%**	**11.1%**	**8.9%**	**3.9%**	**-7.3%**	**2.0%**	**63.5%**	**4.2%**	**7.3%**
Secondary (Form I-VI)	Male	232,636	279,754	358,128	543,196	679,124	812,945	910,171	986,993	1,010,473	939,191	997,633	896,592	905896	947407
	Female	199,963	244,571	317,544	477,314	543,279	653,457	728,528	802,554	873,799	864,865	949,716	877,791	901059	961450
	Total	**432,599**	**524,325**	**675,672**	**1,020,510**	**1,222,403**	**1,466,402**	**1,638,699**	**1,789,547**	**1,884,272**	**1,804,056**	**1,947,349**	**1,774,383**	**1,806,955**	**1,908,857**
	Increase		**21.2%**	**28.9%**	**51.0%**	**19.8%**	**20.0%**	**11.7%**	**9.2%**	**5.3%**	**-4.3%**	**7.9%**	**-8.9%**	**1.8%**	**5.6%**

Source: MOEVT, PO-RALG: BEST 2004-2017

Appendix 2B: GROSS ENROLMENT RATIO (GER), 2004-2017

		2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Pre-Primary	Male		28.8	29.6	34.2	38.5	38.8	39.3	44.7	42.8	36.9			102.2	95.5
	Female		29.5	30.4	36.1	38.8	39.3	39.6	44.3	40.9	37.4			103.1	96.1
	Total	**25.7**	**29.1**	**30**	**35.2**	**38.1**	**38.3**	**39.5**	**44.5**	**41.8**	**37.2**	**36.9**	**35.9**	**102.6**	**95.8**
	GPI		1.02	1.03	1.06	1.01	1.01	1.01	0.99	0.96	1.01			1.01	1.01
Primary	Male	108.3	119.1	114.2	115.5	113.3	110.9	106.2	102	97.6	95.4			92.1	96.4
	Female	104.2	107.9	111.1	113.3	111.2	110.2	106.6	103.3	99.2	97.5			94.2	97.4
	Total	**106.3**	**109.9**	**112.7**	**114.4**	**112.3**	**110.5**	**106.4**	**102.7**	**98.4**	**96.4**	**93.3**	**91.9**	**93.2**	**96.9**
	GPI	0.96	0.91	0.97	0.98	0.98	0.99	1.00	1.01	1.02	1.02			1.02	1.01
O-Level Secondary	Male			21	32	39.7	47.8	52	54.5	54.1	47.2			41.9	40.8
	Female			19.3	29	32.6	39.3	42.6	45.9	48.8	43.8			43.3	41.8
	Total	**12.9**	**15.9**	**20.2**	**30.5**	**36.2**	**43.6**	**47.3**	**50.2**	**51.4**	**45.5**	**41.7**	**48.9**	**42.6**	**41.3**
	GPI			0.92	0.91	0.82	0.82	0.82	0.84	0.90	0.93			1.03	1.02
A-Level Secondary	Male			4.1	4.7	5.1	5.2	5.7	6.5	6.9	5.9			9	8.6
	Female			2.4	2.8	2.9	3.6	3.8	3.5	3.2	2.6			4.9	5.2
	Total	**2.1**	**2.4**	**3.2**	**3.7**	**4**	**4.4**	**4.8**	**5**	**5.1**	**4.2**	**4.1**	**6.6**	**6.8**	**6.8**
	GPI			0.58	0.59	0.57	0.69	0.67	0.54	0.46	0.43			0.54	0.60
Total Secondary	Male			16	23.9	29.5	35.3	37.5	39.5	39.3	34.3			31.6	30.7
	Female			13.7	20.3	22.8	27.4	30.4	32.5	34.4	30.1			29.7	29.5
	Total	**9.4**	**11.7**	**14.8**	**22.1**	**26.1**	**31.3**	**34**	**36.1**	**36.9**	**32.1**	**29.6**	**30**	**30.6**	**30.1**
	GPI			0.86	0.85	0.77	0.78	0.81	0.82	0.88	0.88			0.94	0.96

Source: MOEVT, PO-RALG: BEST 2004-2017

Appendix 2C: NET ENROLMENT RATE (NER), 2004-2017

		2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Pre-Primary	Male	NA	27.5	28.1	32.3	36.7	24.3	37.4	42.7	41	35.2			46.2	43.9
	Female	NA	28	28.9	34	36.9	24.4	37.7	42.1	38.8	35.6			47.1	45.3
	Total	**24.6**	**27.7**	**28.5**	**33.1**	**36.1**	**37.2**	**37.5**	**42.4**	**39.9**	**35.4**	**33.4**	**33.3**	**46.7**	**44.6**
	GPI		1.02	1.03	1.05	1.01	1	1.01	0.99	0.95	1.01			1.02	1.03
Primary	Male	91.4	95.6	96.8	97.6	97.5	95.84	95.2	93.7	91.4	89.5			84.8	82.9
	Female	89.7	93.9	95.4	97	97	95.96	95.2	94.2	92.5	90.8			86.8	85.0
	Total	**90.5**	**94.8**	**96.1**	**97.3**	**97.2**	**95.9**	**95.4**	**94.0**	**92.0**	**90.1**	**84.4**	**87.8**	**85.8**	**84.0**
	GPI	0.98	0.98	0.99	0.99	0.99	1	1	1.01	1.01	1.01			1.02	1.03
O-Level Secondary	Male			12.4	20	24.5	29.7	31.8	35.4	36.5	33.7			32.1	32.0
	Female			14.3	21.5	24.3	28.5	29.9	33.7	36.6	33.7			34.6	34.6
	Total	**8.4**	**10.3**	**13.4**	**20.7**	**24.4**	**29.1**	**30.8**	**34.5**	**36.6**	**33.7**	**32.9**	**28.3**	**33.4**	**33.3**
	GPI			1.15	1.08	0.99	0.96	0.94	0.95	1	1			1.08	1.08
A-Level Secondary	Male			1.1	1.3	1.6	1.4	2.1	2.5	3.2	2.3			3.8	3.3
	Female			0.9	0.6	1.3	1.5	1.8	1.6	2.2	1.4			2.7	2.8
	Total	**0.5**	**0.6**	**1.0**	**0.9**	**1.4**	**1.5**	**1.9**	**2.0**	**2.7**	**1.8**	**2.0**	**3.3**	**3.2**	**3.0**
	GPI			0.82	0.44	0.81	1.07	0.86	0.64	0.69	0.63			0.71	0.85
Total Secondary	Male			13.6	21.7	25.8	30.6	32.2	34.5	35.6	30.4			28.1	27.4
	Female			12.6	19.6	21.2	25.1	27.5	29.6	33	27.3			26.8	26.7
	Total	**5.9**	**10.1**	**13.1**	**20.6**	**23.5**	**27.8**	**29.9**	**32.1**	**34.3**	**28.8**	**29.6**	**24.4**	**27.5**	**27.0**
	GPI			0.93	0.9	0.82	0.82	0.85	0.86	0.93	0.9			0.95	0.97

Source: MOEVT, PO-RALG: BEST 2004-2017