

# EDUCATION INDICATORS IN TANZANIA



## *Fundamental Education Development Indicators:*

- General Information on Education
- Enrolments and Intake Capacity
- Internal Efficiency Rates
- Quality by Levels
- Human Resources
- Education Finance

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## Foreward

This document, compiled by the Ministry of Education and Culture, is earmarked to coincide with the Education Sector Reform and Development Appraisal in March, 1999. It is set to provide an insight regarding the state or performance of the education system in Tanzania at all levels. It provides a benchmark for any future developments. More data on education in Tanzania can be found in the references listed at the end of this document.

This document is considered important and timely as it will enable policy makers, planners, general practitioners, and the community in general to have basic information that they can use to monitor the success of the Ed-SDP. It contains information that:

- *provides benchmarks or standards for measuring future progress;*
- *is problem-oriented, i.e., on current or potential problem areas in the system;*
- *is policy relevant, i.e., describes conditions that are of concern to policy makers and amenable to change through policy decisions;*
- *describes central features of the system, and linkages; and*
- *is unique as pulls data from isolated sources into one source.*

We hope the document shall constitute another major milestone that supports initiatives to improve the quality of education in Tanzania. Its future production will be designed to coincide with major reviews of the education system.

*A.S. Ndeki*

*Commissioner of Education*

*Ministry of Education and Culture*

## 1.0 Introduction

This document is aimed at availing relevant information and data to education policy-makers and practitioners, stakeholders, donors, researchers, and the general public on the current status of the education system. The information should enable one to monitor the progress in realising Ed-SD objectives. It covers general indicators such as access, participation rates and coverage, internal efficiency, quality, human resources production and deployment, and educational finance.

The indicators developed are in accordance with the Ed-SDP set objectives, strategies and desired outcomes. They are based on the most valid data sources available. The data, explanations, and interpretations provided in this publication are not necessarily conclusive by themselves. They will need to be complemented by detailed research and analysis. This set of indicators should be considered as *“a control panel that facilitates the identification of problems, thus allowing for their magnitude to be measured”*. They provide the basis for policy decision and future research work.

The data used in the preparation of this document emanated from several major sources. The general information on school enrolments and teachers was obtained from BEST, both national and regional data 1993 – 1998, as well as data from NECTA. Other data were obtained from HEST 1992/3-1998, the University of Dar es Salaam as well as other selected references listed alongside each Table, and in the references. Demographic data was obtained from the 1988 national census, and official projections made thereafter, as the national census could not take place in 1998 as planned. Information on finance and education expenditure was obtained from the Ministry of Education and the Ministry of Finance, and from other relevant reports by internal and external consultants.

The Ministry would appreciate any suggestions that will lead to the improvement of the publication in future. In the meanwhile, we hope the publication will be informative, and a useful reference.





Figure 1: Map of Tanzania Showing Regions and Districts

## **2.0 AIMS AND OBJECTIVES OF EDUCATION AND TRAINING**

### **2.1 General Aims**

The general aims and objectives of education and training in Tanzania are to:

- guide and promote the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of those resources in bringing about individual and national development;
- promote the acquisition and appreciation of culture, customs and traditions of the peoples of Tanzania;
- promote the acquisition and appropriate use of literary, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding for the development and improvement of the condition of man and society;
- develop and promote self-confidence and an inquiring mind, an understanding and respect for human dignity and human rights and a readiness to work hard for personal self-advancement and national improvement;
- enable and to expand the scope of acquisition, improvement and upgrading of mental, practical, productive and other life skills needed to meet the changing needs of industry and the economy;
- enable every citizen to understand the fundamentals of the National Constitution as well as the enshrined human and civic rights, obligations and responsibilities;
- promote the love and respect for work, self and wage employment and improved performance in the production and service sectors;
- inculcate principles of the national ethic and integrity, national and international cooperation, peace and justice through the study, understanding and adherence to the provisions of the National Constitution and other international basic charters; and
- enable a rational use, management and conservation of the environment.

### **2.2 Specific Aims and Objectives**

**2.2.1 Pre-primary education.** The aims and objectives of pre-primary education are to:

- encourage and promote the overall personality development of the child, that is, his or her physical, mental, moral and social characteristics and capabilities;
- identify children with abnormal patterns of development or educational potentials and devise special programmes for them;
- mould the character of the child and enable him/her to acquire acceptable norms of social conduct and behaviour;
- help the child acquire, appreciate, respect, and develop pride in the family, his or her cultural backgrounds, moral values, customs and traditions as well as national ethics, identity, and pride.
- provide the child with opportunities to acquire and develop communication, numerical and manipulative skills; and
- prepare the child for primary school education.

**2.2.2. Primary education.** The aims and objectives of primary education are to:

- enable every child to understand and appreciate his or her human person, our common cultural background and moral values, social customs and traditions as well as national unity, identity, ethic and pride;

- provide opportunity and enable every child to acquire, appreciate and effectively use Kiswahili and respect the language as a symbol of national unity, identity and pride;
- enable every child understand the fundamentals of the National Constitution as well as the enshrined human and civic rights, obligations, and responsibilities of every citizen;
- enable every child acquire basic learning tools of literacy, communication, numeracy and problem solving, as well as basic learning content of integrated relevant knowledge, skills, and attitudes needed for survival and development to a full capacity;
- provide the child with the foundations of self-initiative, self-advancement, and self-confidence;
- prepare the child for second level education (i.e. secondary, vocational, technical, and continuing education); and
- prepare the child to enter the world of work.

**2.2.3 Secondary education.** The aims and objectives of secondary education are to:

- consolidate and broaden the scope of baseline ideas, knowledge, skills and principles acquired and developed at the primary education level;
- enhance further development and appreciation of national unity, identity, and ethics, personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions, and civic responsibilities and obligations;
- promote the development of competency in linguistic ability and effective use of communication skills in Kiswahili and in at least one foreign language;
- provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study;
- prepare students for tertiary and higher education, vocational, technical, and professional training;
- inculcate a sense and ability for self-study, self-confidence, self-advancement in new frontiers of science and technology, academic and occupational knowledge, and skills; and
- prepare the student to join the world or work.

**2.2.4 Teacher education and training.** The aims and objectives of teacher education and training are to:

- impart to teacher trainees theories and principles of education, psychology, guidance and counselling;
- impart to teacher trainees principles and skills of pedagogy, creativity and innovation;
- promote an understanding of the foundations of the school curriculum;
- sharpen the teacher trainees, teachers, and tutors' knowledge and mastery of selected subjects, skills and technologies;
- impart skills and techniques of research, assessment and evaluation in education; and
- enable both teacher trainees and serving teachers and tutors to acquire organizational, leadership, and management skills in education and training institutions and the sector.

**2.2.5 Tertiary and higher education and training.** The aims and objectives of tertiary and higher education and training are to:

- enable people with the requisite baseline qualifications to access and benefit from opportunities of higher levels of intellectual, professional and managerial skills;
- prepare middle and high level professional human resource for service in the different sectors of the economy;

- provide opportunities for intellectual, scientific and technological excellence and high level performance; and
- prepare the students to join the world of work.

**2.2.6 Vocational and technical education and training.** The aims and objectives of vocational educational and training are to:

- produce trained and skilled youth and adults who will provide the needed labour for improved performance in industry and other economic and social service sectors;
- provide young and adult persons with opportunities to acquire skills in production, service, entrepreneurship and business management; and
- enable the productive and service sectors to train and develop their human resources.

**2.2.7 Non-formal education and training.** The aims and objectives of non-formal education and training are to:

- enable adults and young people to acquire sustainable writing, reading, communication, numeracy and other desirable and immediate useful learning tools;
- promote the acquisition and application of learning content such as knowledge, skills, values and attitudes relevant for the enhancement and improvement of life;
- promote the appreciation and understanding of national unity and identity, ethics, customs, traditions and, values of the nation;
- enable those outside the formal school system to improve the quality of their life through a variety of relevant education and training programmes; and
- enable people to acquire higher levels of education through part-time studies.

### 3.0 GENERAL INFORMATION ON EDUCATION

#### 3.1 Enrolment Trends

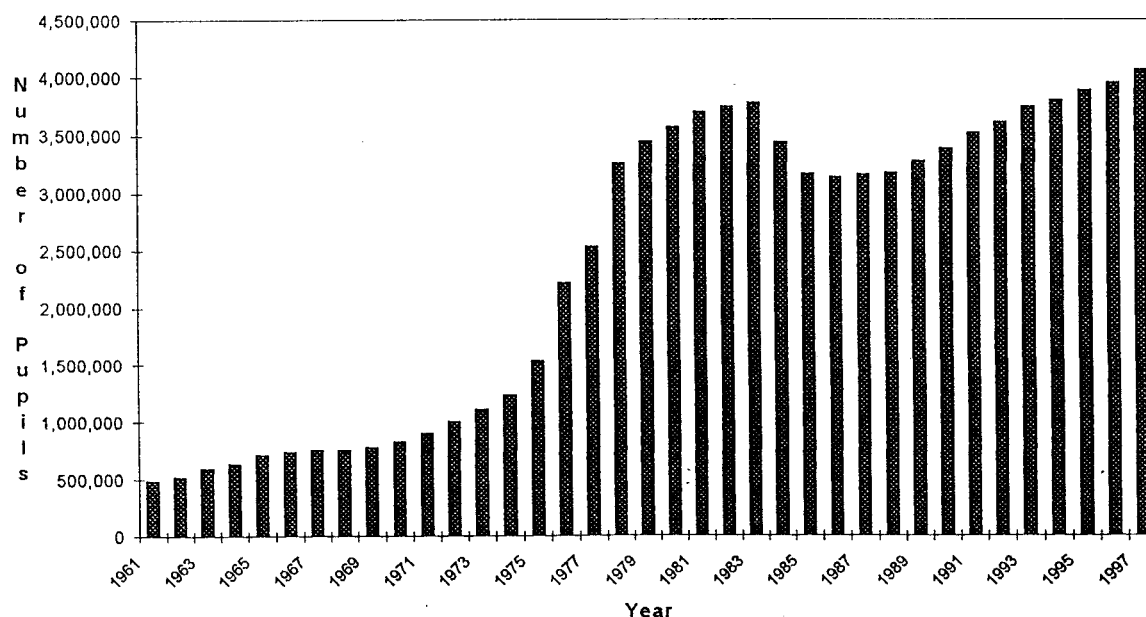
**3.1.1. Primary education.** There was gradual expansion of primary education between 1961 – 1971. Following the villagilisation policies of 1971 and success in eradicating adult illiteracy, the Government declared, in 1974, a policy to universalize primary education by 1979 which led to dramatic rise in enrolment at primary education level, attaining a 95 per cent gross enrolment by 1982. The economic recession of early and mid 1980s led to an inability to sustain the gains, hence the slump in enrolments from 1984-89. There has, however, been a systematic rise again since 1989 following the adoption by the country of right economic policies – especially liberalization and partnership in education provision. The bar graph shows the total number of those enrolled into schools.

**Table 1: General Information on Primary Education**

Year	Characteristics of the Sub-sector		
	No of Schools	Enrolment	No. of Teachers
	Public	Public	
1988	10342	3160200	95891
1989	10431	3252934	98392
1990	10417	3373362	96850
1991	10451	3507384	104892
1992	10960	3599580	101306
1993	10892	3732943	101816
1994	10891	3793201	103900
1995	10927	3837204	105280
1996	11130	3977204	108874
1997	11290	4051713	109936

Source: BEST 1992 and 1998

**Figure 2: Primary Education Enrolment Trends 1961-1997**



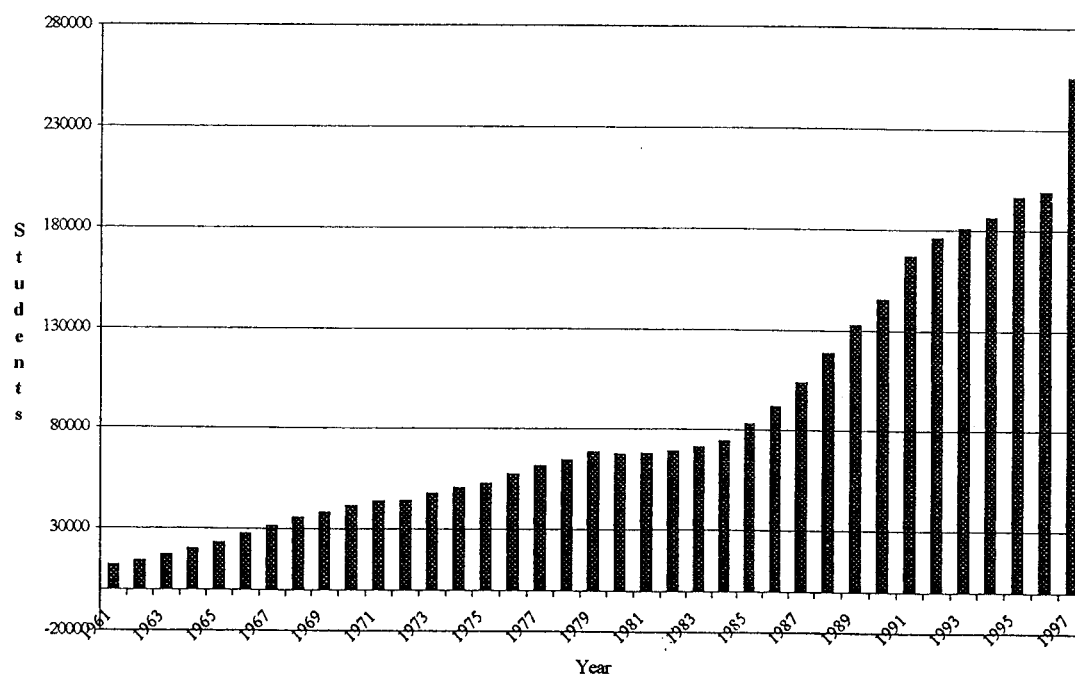
**3.1.2 Secondary education.** Secondary school enrollment expansion was steadily increasing until 1971 when Government nationalized all denominational schools. There was very limited expansion of secondary education between 1971 and 1984 as government had to use resources which would have otherwise been spent on building new secondary schools to run the nationalised secondary schools. Many people in the private sector also feared building schools that could subsequently be nationalised. Following the removal of such fears by a Presidential statement in 1985 there has been a steady rise in the number of new private secondary schools between 1986 to 1990. The introduction of community secondary schools in the 1980s, following a government resolve to assist communities build four new secondary schools in each district each year, has also resulted in rapid expansion of public secondary schools.

**Table 2: General Information on Secondary Education**

Year	School Teachers and Enrolment		
	No. of Schools	Enrolment	No. of Teachers
1988	288	118810	6596
1989	319	132485	6848
1990	365	145242	6930
1991	405	166812	8649
1992	422	175776	8926
1993	437	180899	9568
1994	491	186246	10928
1995	595	196375	11158
1996	656	199093	11689
1997	721	225607	11434
1998	791	250027	12759

Source; BEST 1992 and 1998

**Figure 3: Secondary Education Enrolment Trend 1961-1997**



**3.1.3 Teacher education.** Enrolment into teacher education has been quite irregular. For the past three years, enrollment has been declining in all the three programmes – diploma, Grade A and INSET. The freezing of employment in the public sector in 1995 coupled with the introduction of cost sharing in 1996 may have negatively affected enrolment in TTCs

**Table 3: General Information on Teacher Education**

Year	Colleges and Enrolment Trends						
	Colleges	Enrolment					Teachers
		Diploma	Grade A	Grade B	INSET	Total	
1988	40	1915	5763	2740	2414	12832	1053
1989	40	1913	6099	2829	2422	13263	1015
1990	42	2994	8625	2970	2361	16850	1014
1991	42	3241	7391	22	2831	15684	1255
1992	40	2537	67 47	2765	1982	14051	1325
1993	40	2366	8057	3491	1910	15824	1167
1994	40	2968	8540	2744	2000	16252	1028
1995	31	1584	10833	3007	964	16388	1040
1996	35	2947	8302	1322	726	13297	1062
1997	41 <sup>+</sup>	2621	5848	-	667	9136	1004
1998	41 <sup>+</sup>	2917	3153	-	4071	8377	886

Source: BEST 1992 and 1998      <sup>+</sup>Includes 6 private colleges.

**3.1.4 Technical education.** Enrolment into Technical Colleges has been virtually stagnant. This is not a very encouraging phenomenon given the nation's strive to promote science and technology. The danger is, as higher education produces more engineers, and NVTCs more craftsmen, either engineers or craftsmen may be compelled to fill in the position of technicians. Ideally the proportion of engineers to technicians and craftsmen should be 1:5:25.

**Table 4: General Information on Technical Education**

Year	Technical Education		
	Colleges	Enrolment	Teachers
1988	3	1799	256
1989	3	1927	267
1990	3	1905	231
1991	3	NA	NA
1992	3	1798	224
1993	3	1760	222
1994	3	1669	257
1995	3	1896	240
1996	3	1827	222
1997	3	1827	222
1998	3	1827	222

Source: BEST 1986 – 1990, HEST 1992/93- 1997/98

**3.1.5 University education.** Enrolment into universities has been fairly stagnant up to 1994. Thereafter there has been dramatic rise following the establishment of the Open University of Tanzania (OUT) which enrolls about half of all the University students. Promotion and completion rates for OUT are yet to be computed in order to be able to determine the actual per annum increase of potential graduates for OUT.

**Table 5: General Information on University Education**

Year	No of Universities	Enrolment	No of Teachers
1988/89	2	3219	858
1989/90	2	3327	939
1990/91	2	3210	905
1991/92	2	-	-
1992/93	2	3717	869
1993/94	2	4767	816
1994/95	3	5702	1082
1995/96	3	7281	1074
1996/97	3	9011	1108
1997/98	3	10553	1173

### **3.2. The Teaching Force**

The teaching force in the pre-university education system consists of graduate teachers, teaching diploma holders and a teaching certificate holders classified as Grade A teachers. Hitherto there had been Grade B and C teachers who were primarily those with less than 12 years of schooling, but the two entry categories have been phased out, and their numbers being encouraged to upgrade to higher levels, hence the “*Others*” category in Table 6. It is obvious that the majority of people in the teaching force has only twelve years of schooling plus two years of training or less.



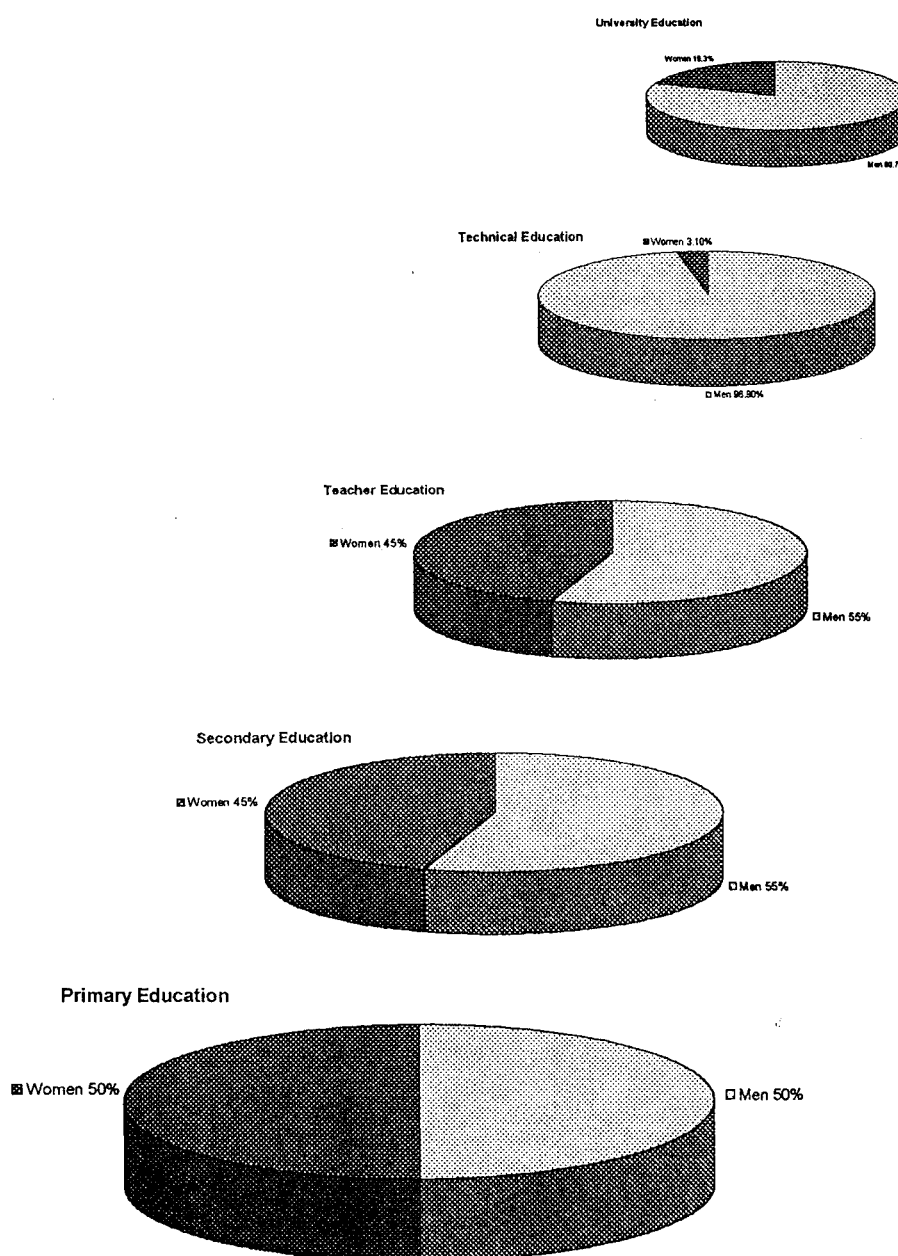
**Table 6 General Information about the Current Teaching Force: 1998**

Level	GRADUATES			DIPLOMA			GRADE "A"			OTHERS			TOTAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Public Sec. School	620	245	865	3391	1851	5242	0	0	0	195	57	252	4206	2153	6359
Private Sec. Schools	878	145	1023	2195	580	2775	0	0	0	1120	157	1277	4193	882	5075
Public Teacher Training Colleges	181	46	227	437	184	621	19	10	29	106	21	127	743	261	1004
Private Teacher Training Colleges	33	3	36	12	0	12	3	0	3	3	4	7	51	7	58
Primary Schools	0	0	0	239	117	356	27152	20599	47751	34524	27305	61829	61915	48021	109936
Total	1712	439	2151	6274	2732	9006	27174	20609	47783	35948	27544	63492	71108	51324	122432

Source: BEST 1998

**3.3 Gender and participation in education .** Gender balance is still a far fetched goal in the Tanzanian education system, particularly at technical and university levels. Although gender parity has almost been attained at primary and teacher education levels, women representation in technical colleges is still very low – only 3.1%. This is mainly due to the stereotypes about technical jobs being for men. Technical fields and skills are, however, so diverse today that there is need for technical colleges to broaden their programmes and open up opportunities for more women participation in technical education, and science and technology in general. Gender balance was gradually improving at secondary and higher education level due to recent deliberate policies to improve women participation, especially where they are under represented. The pie charts below refer to the 1997 data showing women participation at various levels.

**Figure 4: Gender and Participation in Education: 1997**



## 4.0 ENROLMENT AND INTAKE CAPACITY

### 4.1 Apparent Intake Rate

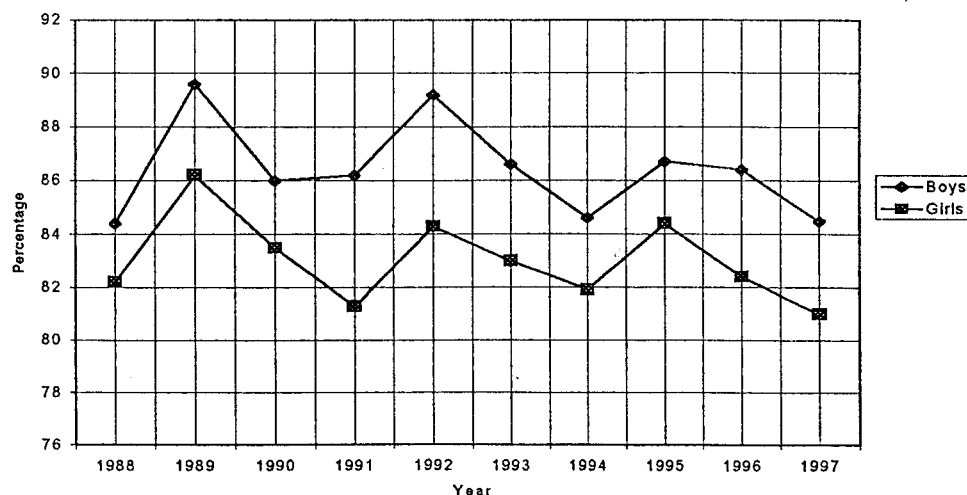
The apparent intake rate reflects the general level of access to primary education. It also indicates the capacity of the education system to provide access to Standard I pupils for the official school-entrance age population. It is computed by dividing the number of new entrants in Standard I, regardless of age, by the population of official school entrance age (7 years old).

As shown in Table 7 and Figure 5, the apparent intake rates, for the last ten years, have been fluctuating between 83 and 88 percent, indicating a high degree of access to primary education. Nevertheless, one would have expected the apparent rate to be even over 100 percent because of the many over-aged and few under-aged children capable of entering primary schools. The apparent intake rates for girls are slightly lower than those for boy, reflecting the greater vulnerability of over aged girls.

**Table: 7 Apparent Intake Rates by Gender: 1988 –1997**

Year	Age 7 Population		Number of pupils in Std I		Apparent Intake Rates		
	Boys	Girls	Boys	Girls	Boys	Girls	Total
1988	345268	344794	291489	284399	84.4	82.2	83.5
1989	354942	354472	318076	305461	89.6	86.2	87.9
1990	364905	364439	313756	304348	86.0	83.5	84.7
1991	375167	374706	323322	304683	86.2	81.3	83.7
1992	385736	385281	343914	324954	89.2	84.3	86.7
1993	393828	393941	341107	327006	86.6	83.0	84.8
1994	404950	405089	342549	331785	84.6	81.9	83.2
1995	416406	416574	361142	351451	86.7	84.4	85.5
1996	428209	428407	369928	352821	86.4	82.4	84.4
1997	442860	442371	374065	358304	84.5	81.0	82.7

**Figure 5: Trends in Apparent Intake Rates by Gender: 1988 - 1997**



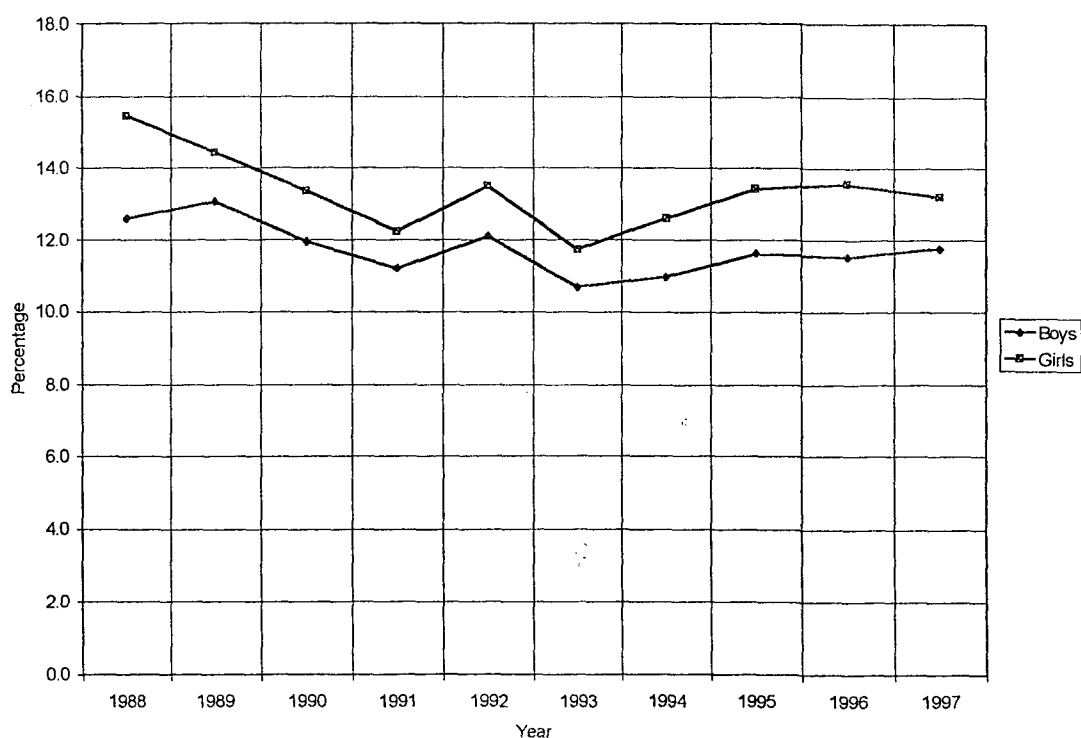
## 4.2 Net Intake Rate

Net Intake Rate is computed by dividing the number of children of official primary-school entrance age who enter Standard I by the population of the same age in the population. In Tanzania, the official school-entrance age is 7 years. However, as shown in 7 and Figure 6 the national total net intake rate is around 12.5 percent. The percentage has remained almost stagnant for the last ten years. This situation can partially be attributed to parents' perceptions of the maturity age for the children to start schools, particularly in areas where children need to walk a long distance to school. On the other hand, there is a real capacity problem as many children each year are turned away due to a lack of space and the escalating entry fees have also been a disincentive.

**Table 8. Net Intake Rates by Gender: 1988-1997**

Year	No. of pupils Enrolled in Std I at age 7			Net Intake Rate (%)		
	Boys	Girls	Total	Boys	Girls	Total
1988	43472	53258	96730	12.6	15.4	14.0
1989	46373	51103	97476	13.1	14.4	13.7
1990	43592	48637	92229	11.9	13.3	12.6
1991	42067	45818	87885	11.2	12.2	11.7
1992	46658	51965	98623	12.1	13.5	12.8
1993	42044	46200	88244	10.7	11.7	11.2
1994	44423	51005	95428	11.0	12.6	11.8
1995	48380	55849	104229	11.6	13.4	12.5
1996	49384	58097	107481	11.5	13.6	12.5
1997	52144	58414	110558	11.8	13.2	12.5

**Figure 6: Net Intake Rates by Gender: 1988-97**



### 4.3 Gross and Net Enrolment Ratios

The gross enrolment ratio (GER) indicates the capacity of the education system to accommodate all the children who want a particular level of education while the net enrolment ratio (NER) shows the proportion of school going age children who are actually enrolled in schools. The GER is computed by dividing the number of pupils/students enrolled in a particular level of education by the population of the age cohort. The NER is computed by dividing the number of pupils/students in appropriate of that age cohort enrolled in a particular level of education by the population age cohort.

The percentage of GER and NER for primary education shows a slight increase over time. However, the observed rates of GER (77.3) and NER (57.6) are not satisfactory, signifying a high proportion of school-going age children who are not in schools (Table 9).

**Table 9: Gross and Net Enrolment Ratios: 1991-97**

Year	Percentage GER			Percentage NER		
	Boys	Girls	Total	Boys	Girls	Total
1991	72.3	71.1	71.7	51.3	52.7	51.6
1992	72.6	70.5	71.9	52.2	53.1	52.5
1993	78.4	76.2	71.6	55.1	56.0	55.5
1994	77.6	76.0	74.5	54.0	55.6	54.7
1995	77.1	75.6	77.3	54.1	55.0	54.5
1996	76.1	74.8	76.9	54.0	55.3	54.6
1997	78.7	76.7	76.8	56.0	56.6	57.6

**Figure 7: Trends in GER and NER by Gender: 1991-97**

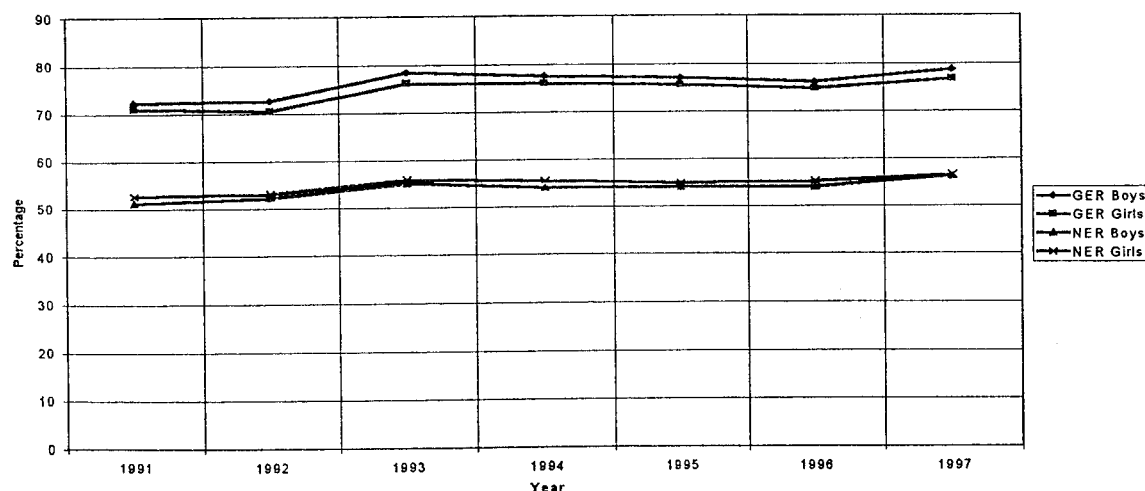
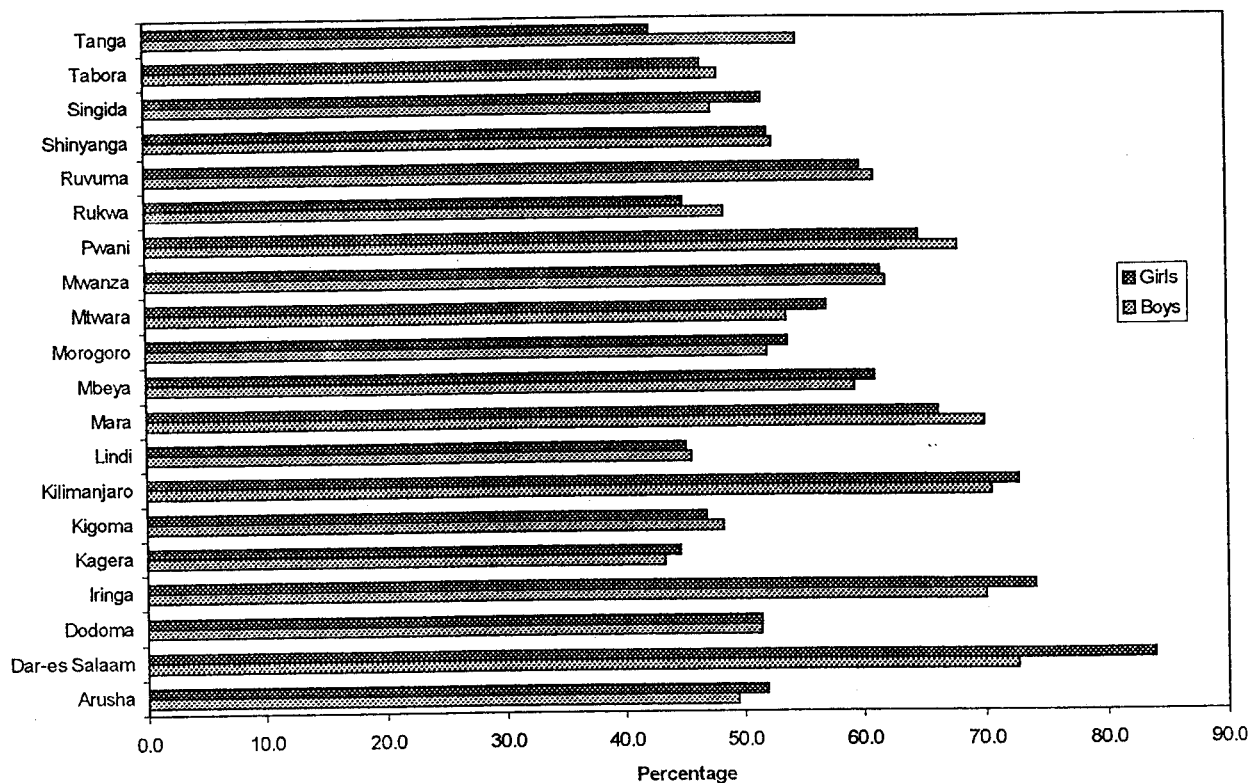
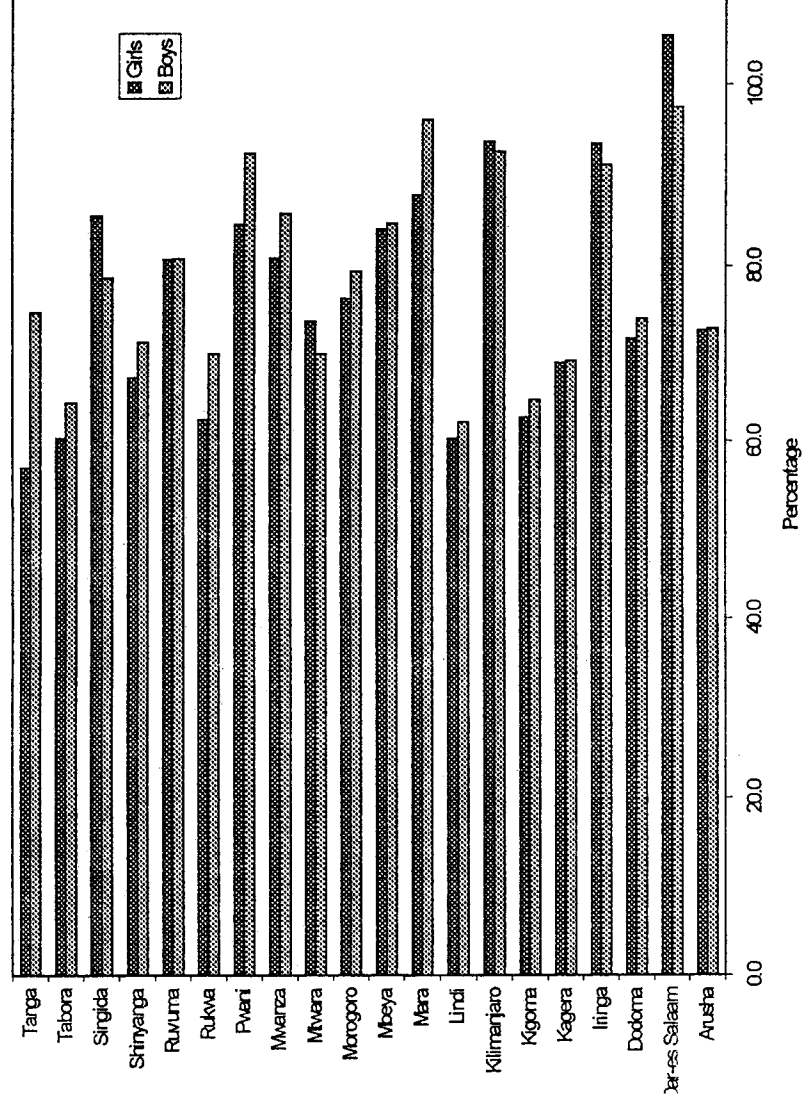


Figure 8: Net Enrolment Ratios by Regions: 1997



Data in Figure 8 shows that Dar es Salaam had the highest net enrolment ratio (NER) by region, followed by Iringa, Kilimanjaro, Mara and Pwani. Contrary to expectations Kagera had the lowest NER. Research needs to be done to establish causes for this negative trend. High this parental awareness as well as easy transport may explain the high NER in Dar es Salaam

Figure 9: Gross Enrolment Ratios by Regions: 1997



**Table 10: Gross and Net Enrolment Ratios by Gender and Regions 1991 - 1997**

Region	Sex	1991		1992		1993		1994		1995		1996		1997	
		GER	NER	GER	NER	GER	NER	GER	NER	GER	NER	GER	NER	GER	NER
Arusha	B	74.0	50.0	75.1	50.2	75.6	49.3	73.8	47.9	73.5	47.6	72.5	48.9	73.0	49.5
	G	72.1	50.8	70.7	49.7	71.5	49.4	70.4	48.4	71.5	48.7	73.7	52.0	72.8	51.9
	T	72.6	50.4	72.9	49.9	73.6	49.4	72.3	48.2	72.5	48.1	73.1	50.4	72.9	50.7
Dar es salaam	B	72.1	49.9	75.1	52.1	90.6	62.9	96.6	66.9	95.7	68.3	96.8	7.2	97.6	72.7
	G	71.7	53.4	73.4	55.4	93.5	69.5	98.1	73.0	98.6	74.7	99.6	76.3	105.4	83.9
	T	71.2	51.6	74.3	53.8	92.0	66.2	97.3	69.9	97.1	71.5	98.2	73.2	101.5	78.3
Dodoma	B	64.8	43.6	65.3	44.9	68.7	45.2	68.7	45.9	67.4	43.4	71.5	48.1	74.1	51.4
	G	67.9	46.9	65.7	47.1	67.2	45.9	68.7	43.6	65.8	43.7	67.4	46.5	71.9	51.5
	T	66.4	45.3	65.5	46.0	67.9	45.5	68.3	44.3	66.6	43.5	69.4	47.3	73.0	51.5
Iringa	B	80.2	58.6	77.7	59.3	86.9	66.0	87.0	66.1	86.1	65.1	85.1	66.7	91.3	70.1
	G	79.2	59.3	76.9	60.1	87.8	68.2	88.9	69.8	87.7	68.2	86.1	68.4	93.6	74.1
	T	79.7	58.9	77.3	59.7	87.3	67.1	87.9	68.0	86.9	66.6	85.6	67.5	92.5	72.1
Kagera	B	68.9	47.9	67.3	47.5	73.0	45.3	70.2	42.8	66.9	41.6	67.7	42.7	69.3	43.4
	G	64.8	45.7	64.2	57.8	69.4	45.1	67.2	43.1	65.1	42.1	65.4	42.8	69.1	44.7
	T	66.8	46.8	65.8	52.7	71.2	45.2	68.7	43.0	66.0	41.8	66.5	42.8	69.2	44.0
Kigoma	B	66.2	48.2	67.4	49.9	67.5	48.7	65.5	48.1	66.4	48.1	65.2	47.0	64.8	48.2
	G	65.8	48.0	65.9	47.4	65.4	48.5	63.6	52.0	65.2	48.0	65.6	45.5	62.8	46.9
	T	66.0	48.1	66.6	48.7	66.4	48.6	64.6	50.0	65.8	48.0	64.2	46.2	63.8	47.6
Kilimanjaro	B	90.5	68.0	91.0	68.1	101.9	75.5	100.3	73.1	99.5	73.4	99.4	74.0	92.8	70.6
	G	89.4	68.2	89.1	68.0	103.0	77.7	102.2	75.9	101.1	76.1	101.3	76.8	93.8	72.8
	T	89.8	68.1	90.0	68.0	102.5	76.6	101.3	74.5	100.3	74.7	100.4	75.4	93.3	71.7
Lindi	B	57.7	45.7	59.4	46.7	64.2	50.3	66.8	52.9	66.5	52.8	60.5	43.6	62.2	45.6
	G	58.2	45.4	57.6	47.0	61.1	48.4	62.5	50.1	62.5	50.4	57.6	42.3	60.3	45.2
	T	58.0	45.6	58.5	46.8	62.2	49.4	64.6	51.5	64.5	51.6	59.0	43.0	61.2	45.4
Mara	B	64.6	56.7	85.6	57.5	95.1	64.9	90.9	61.4	96.8	67.7	97.1	70.8	96.2	70.0
	G	80.6	58.0	79.7	57.3	86.4	63.8	85.8	62.8	88.7	66.4	86.3	66.7	88.0	66.3
	T	82.6	57.3	82.7	57.4	90.7	64.3	88.3	62.1	92.8	67.1	91.7	68.7	92.1	68.1
Mbeya	B	77.0	53.9	76.4	52.8	73.6	49.3	72.4	48.2	72.7	49.1	72.7	50.5	84.7	59.3
	G	78.5	57.2	77.5	56.8	86.6	62.3	85.9	60.9	85.8	60.8	86.7	63.7	84.1	61.0
	T	77.8	55.6	76.9	54.8	80.3	55.8	79.2	54.6	79.2	55.0	79.7	57.1	84.4	60.2
Morogoro	B	69.9	47.0	70.6	46.9	79.1	51.3	79.3	49.5	78.4	49.1	75.1	48.4	79.4	52.1
	G	67.0	48.9	79.1	48.0	73.2	53.0	73.8	50.5	74.4	42.9	72.2	50.4	76.4	53.8
	T	68.4	48.0	68.5	47.5	76.2	52.2	76.5	50.0	76.4	46.0	73.6	49.4	77.9	52.9
Mtwara	B	65.9	51.0	71.8	56.6	77.3	59.7	77.7	59.2	76.6	58.6	71.8	54.6	79.1	53.7



Region	Sex	1991		1992		1993		1994		1995		1996		1997	
		GER	NER	GER	NER	GER	NER	GER	NER	GER	NER	GER	NER	GER	NER
	G	67.0	49.3	71.2	56.2	77.7	60.3	79.1	61.6	78.6	60.8	76.8	59.1	73.8	57.0
	T	66.4	50.2	71.5	56.4	75.5	60.0	78.4	60.4	77.6	59.7	74.3	56.9	72.0	55.3
Mwanza	B	73.2	51.7	74.6	53.7	79.3	55.3	79.6	55.7	77.0	54.4	75.0	52.8	85.9	62.0
	G	70.4	52.0	70.9	53.6	73.9	54.9	73.0	54.4	72.7	52.8	70.4	52.6	80.9	61.6
	T	71.8	51.8	72.8	53.7	76.6	55.1	76.3	55.0	74.9	54.3	72.7	52.7	83.4	61.8
Pwani	B	68.5	51.2	68.5	53.9	74.5	55.0	75.4	54.3	76.5	55.4	76.7	56.3	92.6	67.9
	G	71.0	53.9	68.5	54.4	70.5	53.3	70.7	52.6	71.7	54.0	73.5	56.2	84.7	64.7
	T	63.7	52.5	68.5	54.1	72.5	54.2	73.1	53.5	74.1	54.7	75.1	56.2	88.6	66.3
Rukwa	B	67.3	45.2	66.0	43.8	74.3	48.9	72.2	46.6	69.2	45.7	66.4	44.6	70.1	48.5
	G	60.1	42.4	58.3	41.0	65.3	46.0	66.2	46.5	61.5	43.1	58.6	41.6	62.5	45.0
	T	63.7	43.8	62.1	42.4	69.8	47.4	69.2	46.6	65.3	44.4	62.5	43.1	66.3	46.7
Ruvuma	B	74.1	53.1	75.0	51.8	80.9	55.6	80.4	56.7	79.7	56.9	79.0	57.5	80.8	61.0
	G	76.7	56.2	76.8	56.3	80.3	58.7	81.4	59.7	80.2	59.5	79.2	60.4	80.7	59.9
	T	75.4	54.6	75.9	54.0	80.6	57.1	80.9	58.2	79.9	58.2	79.1	58.9	80.7	60.4
Shinyanga	B	76.8	53.2	75.5	57.3	83.5	61.7	74.6	54.1	75.9	54.6	74.7	54.0	71.4	52.6
	G	71.4	54.3	70.0	55.1	74.5	57.9	67.6	51.9	69.2	52.6	68.5	52.1	67.4	52.2
	T	74.1	53.7	72.8	56.2	79.0	59.8	71.1	53.0	72.6	53.6	71.6	53.0	69.4	52.4
Singida	B	71.6	45.4	66.7	42.2	75.8	46.7	75.3	44.1	74.1	43.6	73.3	42.9	78.6	47.5
	G	75.0	50.6	70.2	47.3	78.3	51.5	77.0	48.7	76.1	48.4	75.8	48.2	85.6	51.7
	T	73.3	48.0	68.5	44.8	77.0	49.1	76.1	46.4	75.1	46.0	74.5	45.6	82.1	49.6
Tabora	B	69.2	51.8	68.1	52.6	66.3	51.9	66.2	51.0	65.7	50.8	65.2	50.5	64.5	48.1
	G	62.2	48.3	63.0	49.9	63.0	50.4	61.5	49.2	60.3	48.4	60.3	48.5	60.3	46.6
	T	65.7	50.0	65.6	51.2	64.6	51.2	63.9	50.1	63.0	49.6	62.8	49.5	62.4	47.3
Tanga	B	74.7	53.3	75.5	55.6	79.7	58.2	79.7	58.4	77.7	56.4	75.2	56.1	74.7	54.7
	G	74.0	64.6	74.2	53.6	74.7	55.8	76.1	56.6	75.9	56.6	74.1	56.1	56.9	42.4
	T	74.4	58.9	74.9	54.6	77.2	57.0	77.9	57.4	76.8	56.5	74.7	56.1	65.8	48.5
Total	B	72.3	51.3	72.6	52.2	78.4	55.1	77.6	54.0	77.1	54.1	76.1	54.0	78.7	56.0
	G	71.1	52.7	70.5	53.1	76.2	56.0	76.0	55.6	75.6	55.0	74.8	55.3	76.7	56.6
	T	71.7	51.6	71.9	52.5	71.6	55.5	74.5	54.7	77.3	54.5	76.9	54.6	76.8	57.6

## **5.0 INTERNAL EFFICIENCY RATES**

### **5.1 Grade Promotion Rates**

Promotion rates from one grade to another are important measures of internal efficiency and the motivation of pupils, parents, and teachers. These are given in Tables 11 and 12 which have to be read diagonally.

**5.1.1 Primary education level.** The annual wastage rates are within reasonable range. The cohort completion rates are all above 65 percent, which is quite healthy. One interesting phenomenon is the enrolment bulge at Grade IV, suggesting that, despite the cessation of the promotion examination to Grade V, many parents, teachers and pupils want students to repeat Grade IV, trying their to luck improve performance. Only 1994 was the exception year when Grade III had more pupils than Grade IV, hence the negative change. Repetition and dropout rates are also quite reasonable (Table 13).

**5.1.2 Secondary education level.** These promotion rates are given separately for public and private schools. The data at secondary school level are not as neat as at primary education level as progression can be interrupted at any point, especially in private schools. However, the progression, while mostly in the expected direction (negative), is quite reasonable, as it is mostly in single digits, especially in public schools. The transition from O-Level to A-Level is quite restricted, especially in the private sector, suggesting the existence of very high demand for Form V and VI education. The private sector is not making proportionate investments in Post-O-Level education, as compared to public provision. There is flexibility for candidates from private schools to join public schools at Form V level and vice versa.

Table 11: Primary Education Grade Promotion Rates 1987 - 1997

GRADE	YEAR										
	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
I	549,099	575,888	623,637	618,104	628,005	668,868	668,113	674,334	712,593	723,749	732,869
% Change	-7%	-7%	-6%	-9%	-7%	-8%	-7%	-7%	-7%	-6%	
II		510,517	538,149	586,431	564,288	587,182	615,331	621,734	625,800	661,478	682,551
% Change		-5%	-4%	-10%	-4%	-4%	-5%	-6%	-6%	-5%	
III			485,440	517,436	528,654	541,911	561,080	582,454	587,257	588,084	629,271
% Change			12%	8%	7%	7%	7%	-2%	5%	1%	
IV				541,357	557,505	565,923	577,904	599,499	572,155	613,832	596,309
% Change				-20%	-19%	-15%	-20%	-12%	-19%	-14%	
V					435,594	451,246	480,432	463,977	528,272	463,109	530,417
% Change					-4%	-5%	-5%	-7%	-8%	-7%	
VI						417,000	430,195	454,866	431,423	483,424	430,266
% Change						-3%	-7%	-8%	-5%	-6%	
VII							403,679	400,066	420,143	409,212	456,780
% Change from Base Year							73.5%	69.5%	67.4%	66.2%	72.7%

Source: BEST – appropriate years

Table 12: Secondary Education Grade Promotion Rates 1987 - 1997

Public											
Form	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
I	11,626	14,765	16,034	16,833	18,892	19,299	20,267	21,589	25,200	38,259	22,043
% increase		0.7%	0.3%	-3.9%	11.0%	2.9%	4.2%	-2.2%	10.6%	-5.3%	-22.2%
II		11,713	14,815	15,413	18,679	19,443	20,110	19,823	23,874	23,874	29,748
% increase			-3.7%	-9.5%	0.3%	-8.8%	-9.5%	-12.4%	-3.6%	-15.4%	-0.3%
III			11,275	13,403	15,459	17,044	17,597	17,613	19,118	20,197	23,810
% increase				-8.3%	3.8%	-3.8%	-1.9%	-6.4%	-3.1%	-13.9%	-2.5%
IV				10,341	13,915	14,864	16,713	16,474	17,067	16,468	19,697
Change from Base Year				88.95%	94.24%	92.70%	99.29%	87.20%	88.43%	81.26%	91.24%
Transition Rate from O to A-level					35.3%	29.7%	28.7%	25.0%	27.6%	26.5%	38.9%
V					3,646	4,136	4,261	4,179	4,541	4,528	6,412
% increase						6.3%	-2.9%	-9.3%	-6.6%	-11.1%	7.0%
VI						3,874	4,016	3,863	3,903	4,035	4,846
Private											
Form	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
I	15,709	18,007	20,789	23,585	27,554	29,027	25,703	28,857	28,498	28,002	29,766
% increase		20.3%	7.0%	5.2%	10.8%	-1.9%	-4.7%	4.9%	-11.6%	-10.5%	-1.9%
II		18,897	19,259	21,870	26,143	27,044	27,651	26,971	25,507	25,507	27,461
% increase			-2.6%	-8.6%	-12.0%	-25.9%	-19.0%	-17.6%	-10.7%	-11.8%	-4.3%
III			18,415	17,599	19,237	19,378	21,894	22,784	24,098	22,494	24,408
% increase				-4.0%	-1.3%	-7.0%	-5.2%	-9.5%	-7.0%	-15.7%	-8.3%
IV				17,685	17,371	17,891	18,367	19,809	21,199	20,318	20,627
Change from Base Year				112.58%	96.47%	86.06%	77.88%	71.89%	73.03%	79.05%	71.48%
Transition Rate from O to A-level					10.9%	11.6%	12.4%	14.0%	11.8%	14.9%	16.8%
V					1,922	2,018	2,223	2,573	2,334	3,168	3,408
% increase						-8.5%	3.9%	-9.5%	-24.7%	-3.9%	6.7%
VI						1758	2097	2011	1938	2243	3381

Source: BEST – appropriate years

**Table 13: Primary School Progression and Wastage Rates 1986/87 – 1996/97**

TRANSITION RATES		1986/87	1987/88	1988/89	1989/90	1990/91	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97
<b>I-II</b>	PR	91.3	89.8	95.1	86.55	88.7	91.3	89.8	91.1	90.7	90.9	91.1
	RR	4.4	4.4	4.2	4.08	4.2	3.6	3.9	3.7	3.5	3.4	3.2
	DR	4.3	5.8	0.7	9.39	7.1	5.1	6.3	5.2	5.7	5.7	5.7
<b>II-III</b>	PR	92	92.7	95.5	93.87	93.1	94.4	94.1	93.5	93.2	92.8	93
	RR	3.7	3.5	3.3	2.97	3.1	2.5	2.5	2.1	2.2	0.0	2.1
	DR	4.3	3.8	1.2	3.16	3.8	3.1	3.4	4.4	4.6	5.0	4.9
<b>III-IV</b>	PR	95.6	96.9	96.1	92.26	93.2	94.1	94.6	95.1	93.3	92.9	95.5
	RR	3.3	3.0	2.5	2.34	2.2	1.7	1.6	1.3	1.3	1.3	1.2
	DR	1.1	0.1	1.4	5.39	4.6	4.2	3.8	3.6	5.4	5.8	3.3
<b>IV-V</b>	PR	68.5	65.3	81	76.66	80.6	80.9	84.9	80.2	88.1	80.7	99.9
	RR	19.6	22.5	16.9	17.32	14.0	12.3	11.6	11.4	4.7	11.9	6.5
	DR	11.9	12.2	2.1	6.64	5.4	6.8	3.5	8.4	7.2	7.4	13.6
<b>V-VI</b>	PR	96.7	97.2	98.2	95.66	95.9	95.7	95.3	94.7	93.0	91.5	92.9
	RR	0.2	0.4	0	0.04	0	0	0.1	0.1	0	0.1	0
	DR	3.1	2.7	1.8	4.29	4.1	4.3	4.6	5.2	7	8.4	7.1
<b>VI-VII</b>	PR	95.6	91.9	98.3	91.92	96.2	95.1	96.8	93	92.3	94.8	94.5
	RR	0.1	0	0	0.01	0	0	0	0	0	0	0
	DR	4.3	8.1	1.7	8.07	3.8	4.9	3.2	7.0	7.7	5.5	5.5

Source: BEST appropriate years

## **5.2 Transition Rates**

The education system has three major (national) examinations – at the end of primary education; O-Level education, and A-Level education. The transition rates from one cycle to another has tremendous impact on the motivation of pupils, teachers, and parents to participate in the education system, as well as in the physical expansion and the production of teachers. The transition rates have been as follows.

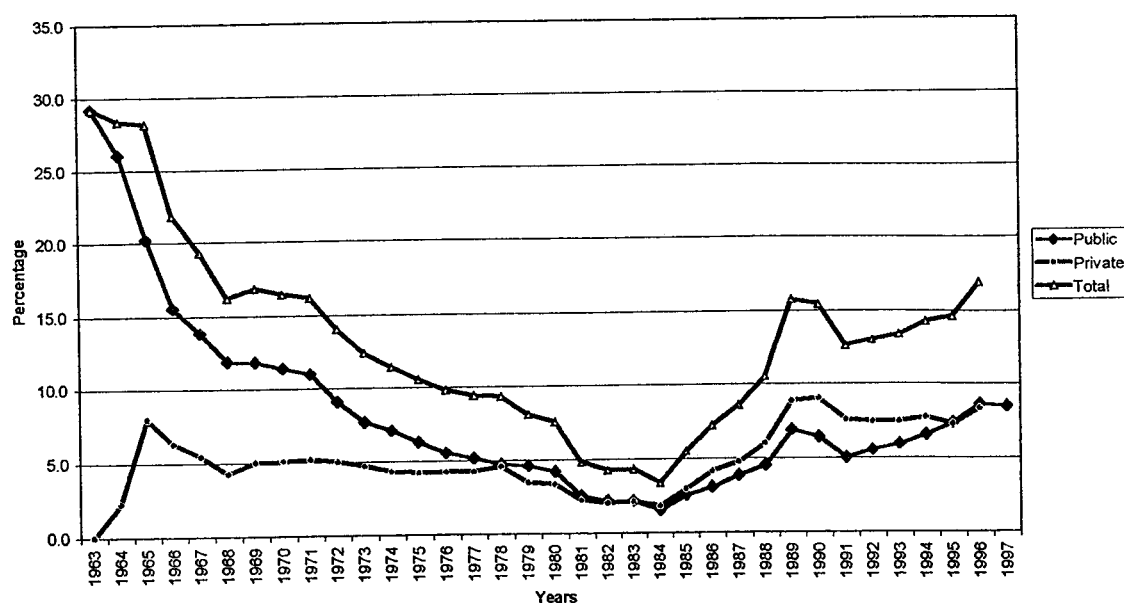
**5.2.1 Primary to secondary education.** This data is quite accurate, always kept by MOEC as presented in Table 14. The trend has been variable as the graphs indicate. The impact of the UPE bulge cohorts is quite apparent in the slump of 1975 to 1986, and from thereon the rate has remained, at best oscillating, and at worst, either stagnant or declining, suggesting that the secondary education opportunities have not been expanding in tandem with either population increases or the appreciable expansion of the primary education enrolments. The growth rates for the private and the public sector show a similar pattern, with the growth rates for the public sector overtaking the private sector in 1995. The proportion of pupils getting an opportunity for further education has remained so minuscule, below 20 percent, that its short term and long term effects are getting to be matters of serious concern to the Government and the community at large.

**Table 14: Primary Education Leavers and Form One Selection 1963 – 1997**

Year	School Leavers	Number Selected to Form 1					
		Sector				Total	
		Public		Private			
		N	%	N	%	No.	%
1963	17042	4972	29.2	0.0	0.0	4972	29.2
1964	20348	5302	26.1	458	2.3	5760	28.3
1965	29367	5942	20.2	2329	7.9	8271	28.2
1966	41083	6377	15.5	2591	6.3	8968	21.8
1967	47981	6635	13.8	2610	5.4	9245	19.3
1968	58872	6989	11.9	2511	4.3	9500	16.1
1969	60545	7149	11.8	3021	5.0	10170	16.8
1970	64630	7350	11.4	3254	5.0	10604	16.4
1971	70922	7780	11.0	3667	5.2	11447	16.1
1972	87777	7956	9.1	4379	5.0	12335	14.1
1973	106203	8165	7.7	4964	4.7	13129	12.4
1974	119350	8472	7.1	5114	4.3	13586	11.4
1975	137559	8680	6.3	5786	4.2	14466	10.5
1976	156114	8659	5.5	6590	4.2	15249	9.8
1977	169106	8706	5.1	7165	4.2	15871	9.4
1978	185293	8720	4.7	8467	4.6	17187	9.3
1979	193612	8908	4.6	6677	3.4	15585	8.0
1980	212446	8913	4.2	7095	3.3	16008	7.5
1981	357816	9178	2.6	7988	2.2	17166	4.8
1982	419829	9241	2.2	8469	2.0	17710	4.2
1983	454604	9899	2.2	9606	2.1	19505	4.3
1984	649560	10077	1.6	11745	1.8	21822	3.4
1985	429194	10881	2.5	12625	2.9	23506	5.5
1986	380096	11721	3.1	15709	4.1	27430	7.2
1987	380758	14626	3.8	18007	4.7	32633	8.6
1988	347978	15675	4.5	20789	6.0	36464	10.5
1989	267744	18551	6.9	23585	8.8	42136	15.7
1990	306656	19673	6.4	27554	9.0	47227	15.4
1991	383427	19282	5.0	29027	7.6	48309	12.6
1992	346514	19193	5.5	25703	7.4	44896	13.0
1993	363404	21531	5.9	26965	7.4	48496	13.3
1994	370534	24321	6.6	28498	7.7	52819	14.3
1995	386584	28412	7.3	28002	7.2	56414	14.6
1996	359337	30873	8.6	29768	8.3	60641	16.9
1997	414069	35057	8.5				

Source: Best 1998

Figure 10: Percentage of Primary School Leavers Selected to Form 1: 1963 - 1997



**5.2.2 Transition from O-level to A-level.** Getting to Form V and VI in Tanzania is the get way to elite professions, higher education and critical participation in national affairs. Table 15 gives the proportion of Form IV leavers joining Form V. That proportion has been occillating for the last ten years, never getting above 25 percent, suggesting a stiff competition in the Form IV examination.

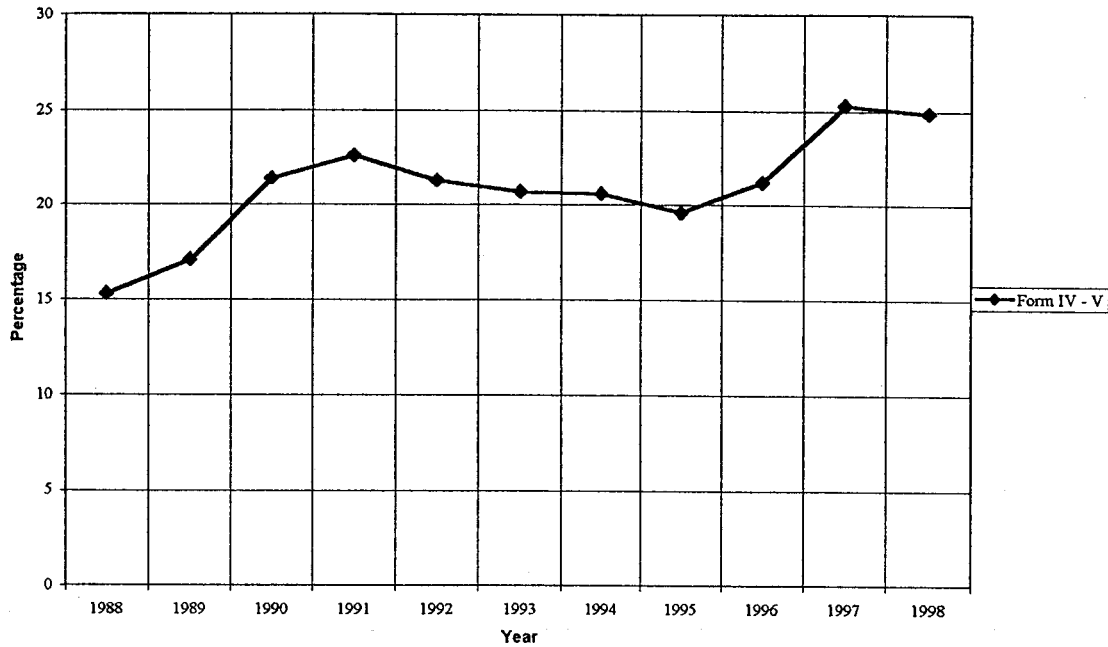
Table 15: Secondary Education Transition Rates 1987 – 1998

Year	Form 4 Leavers	Form Five Intake	Percentage	Form 6 Leavers	University Intake	Percentage
1987	21407	-	-	3078	NA	-
1988	23538	3279	15.3	2942	NA	-
1989	24538	4025	17.1	3076	NA	-
1990	24777	5258	21.4	3953	NA	-
1991	28842	5588	22.6	4994	NA	-
1992	31286	6154	21.3	5632	NA	-
1993	32755	6484	20.7	6113	NA	-
1994	35080	6752	20.6	5874	1276	21.7
1995	36283	6875	19.6	5841	1470	25.2
1996	38786	7696	21.2	6278	1517	24.2
1997	40324	9820	25.3	8227	1754	21.3
1998	41807	10024	24.9	98.12	1920	19.6

Source: BEST and HEST, appropriate years; PMU/UDSM 1998



Figure 11: Transition Rates from Form IV - V: 1988-98



**5.2.3 Transition to university education.** Table 16 only captures the enrolment capacities and trends at the regular universities – UDSM, SUA, and their colleges – UCLAS and MUCHS. It is quite apparent that the intake capacities are quite limited at, below 25 percent of regular secondary education outputs. Given that universities enrol even over age and out of school candidates, the opportunities for the normal secondary education age cohort get more limited.

**Table 16 (a): Performance of University Students (UDSM) 1997 - 1998**

Year	Faculty	Candidates	Suppl.	1st	U1	U2	Pass	Wastage	1st sitting Graduating	%
1997	Arts	250	15	8	82	122	22	1	234	93.6
	Commerce	125	9	3	42	58	11	2	114	91.2
	Education	63	1	0	25	36	0	1	61	96.8
	Engineering	230	32	4	33	125	35	1	197	85.6
	Law	76	4	0	30	42	0	0	72	94.7
	Science	63	20	0	10	28	3	2	41	65.1
	Medicine (1996)	53	21	-	-	-	16	16	16	30.1
	Pharmacy "	19	2	-	-	-	17	0	17	89.5
	Nursing "	8	-	-	-	-	3	5	3	37.5
1998	Arts	566	56	10	189	198	99	14	496	87.6
	Commerce	135	18	3	47	65	1	1	116	85.9
	Education	60	1	0	25	30	0	4	55	91.7
	Engineering	193	28	1	38	100	17	9	156	71.7
	Law	60	3	0	10	44	3	0	57	95
	Science	150	46	1	41	58	2	2	102	68
	Medicine (1997)	53	25	-	-	-	22	0	47	88.7
	Pharmacy "	24	8	-	-	-	15	0	23	95.8
	Nursing "	12	-	-	-	-	2	0	2	16.7

Source: Facts and Figures - PMU/UDSM 1998

Notes: The Medical degrees are not classified into 1<sup>st</sup>, Upper Second and Lower Second

### 5.3 Performance Trends and Patterns

**5.3.1 Performance and wastage at university level.** Tables 16(a) gives the performance of students at the largest university in the country – UDSM. Apart from the medical school where pass rates during first sitting are pretty low, those in other faculties are quite reasonable. Table 16(b) gives the dropout rates, hence cohort completion rates. Again, apart from the medical fields and selected science programs, the wastage rate is not that alarming. Females are doing more poorly than males, so this should be the area of reflection.

**Table 16(b) Completion and Wastage Rates at UDSM SUA and MUCHS**

	Intake			Output			Dropout	
	1993/94			1995/96			% F	% M
	F	M	T	F	M	T		
B.Sc. Agriculture ++	23	87	110	0	0	0	0	0
B.Sc. Agriculture Engineering	0	11	11	0	11	11	0	0
B>Sc Home Econ. & Human Nutr.	26	10	36	19	8	27	27	20
B.Sc. Forestry	4	38	42	3	26	29	25	32
B.A General	30	175	205	29	165	194	3	6
B. Commerce	22	124	146	17	112	129	23	10
B.Sc. General	7	60	67	4	42	46	43	30
B.Sc. Computer	2	27	29	2	22	24	0	19
B.Sc. Geology	0	31	31	0	19	19	0	39
L.L.B	12	58	70	11	50	61	8	14
<b>Sub-total</b>	<b>126</b>	<b>621</b>	<b>747</b>	<b>85</b>	<b>455</b>	<b>540</b>	<b>33</b>	<b>27</b>
	1992/93			1995/96			% F	% M
	F	M	T	F	M	T		
B. Education	12	40	52	11	30	41	8	25
B.A. Education	42	82	124	23	61	84	45	26
B.Sc. Engineering	15	272	287	7	190	197	53	30
B.Sc. Education	10	54	64	7	22	29	30	59
B.Sc. Food Sc. And Tech.	10	17	27	8	13	21	20	24
B.Sc. Pharmacy	5	20	25	5	16	21	0	20
B.Sc. Nursing	2	5	7	0	3	3	100	40
<b>Sub-total</b>	<b>96</b>	<b>490</b>	<b>586</b>	<b>61</b>	<b>335</b>	<b>396</b>	<b>36</b>	<b>32</b>
	1991/92			1995/96			% F	% M
	F	M	T	F	M	T		
B.V. Medicine	2	24	26	0	22	22	100	8
Dentistry	3	8	11	2	2	4	33	75
Medicine	13	37	50	10	21	31	22	43
<b>Sub-total</b>	<b>121</b>	<b>584</b>	<b>705</b>	<b>78</b>	<b>339</b>	<b>417</b>	<b>36</b>	<b>32</b>
<b>Grand Total</b>	<b>343</b>	<b>1695</b>	<b>2038</b>	<b>224</b>	<b>1189</b>	<b>1413</b>	<b>35</b>	<b>30</b>

Source: Examination office - UDSM, MUCHS and SUA and HEST 1998

++ Became a four year programme in 1995

**5.3.2. Performance at primary school level.** Table 17 gives selected cut-off points for rural and urban primary schools by sex. The selection was based on first picking up the regional headquarters as the most urban ecology, and then picking up one district that had the lowest cut-off point. The disparities between rural and urban schools is alarming, and the girls suffer from this disparity even more. One moves from pupils scoring over 130 points to those getting below 30 points going to the same secondary schools! These disparities in entry qualifications are accounted for by the gender and district quota system. Thus the need for both guidance and counselling, and remediation to improve on girls performance right from private school level is quite apparent.

**Table 17: Illustrative Cut off Points by Districts and Sex for Form 1 Entry: 1999**

Region	District	Rural	Urban	Cut-Off Points	
				Male	Female
1. Mbeya	Mbeya			134 - 13	130 - 101
	Kyela			128 - 96	118 - 61
2. Shinyanga	Shinyanga			123 - 98	109 - 84
	Bukombe			124 - 37	112 - 29
3. Singida	Singida			120 - 71	127 - 50
	Iramba			120 - 70	127 - 50
4. Mtwara	Mtwara			121 - 76	114 - 59
	Tandahimba			118 - 53	87 - 42
5. Pwani	Kibaha			119 - 77	115 - 62
	Mafia			106 - 57	91 - 42
6. Ruvuma	Songea			124 - 93	115 - 80
	Songea			128 - 50	101 - 36
7. Morogoro	Morogoro			112 - 88	117 - 79
	Ulanga			105 - 46	82 - 31
8. Kilimanjaro	Moshi			132 - 82	126 - 80
	Same			115 - 58	117 - 20
9. Mara	Musoma			124 - 118	98 - 71
	Tarime			134 - 123	70 - 22
10. Kagera	Bukoba			124 - 84	116 - 75
	Karagwe			125 - 31	108-31
11. Kigoma	Kigoma			133 - 112	122 - 81
	Kasulu			122 - 45	118 - 32
12 Lindi	Lindi			125 - 75	104 - 60
	Liwale			125 - 63	104 - 44
13. Mwanza	Mwanza			126 - 122	93 - 72
	Ukerewe			122 - 115	86 - 38
14. Rukwa	Sumbawanga			136 - 110	121-89
	Mpanda			124 - 94	123 - 75
15. Tabora	Tabora			128 - 94	123 - 75
	Igunga			121-45	119 - 29
16. Tanga	Tanga			128 - 82	102 - 66
	Handeni			119 - 46	96 - 40
17 Dar es Salaam	Kinondoni			137 - 105	133 - 89
	Temeke			125 - 96	20-70
18. Arusha	Arusha			132 - 92	125 - 83
	Ngorongoro			107 - 34	101 - 26

Source: MoEC Files March 1999

*Note: Dodoma and Iringa data not available yet  
: Highest Score = 150 points and lowest is zero*

**5.3.3. School Examinations Pass Levels.** Table 18(a) and 18(b) give the distribution of primary school leavers by gender and pass levels. Ordinarily, on 100 point scale, A= 75-100; B= 60-74; C= 50-59; D=35-49; and Fail is E/F = 0-30 for secondary schools. These categories correspond to Divisions I, II, III, IV and ZERO respectively. For primary level, the scales are 0-30 = E; 31-60 = D; 61-90 = C; 91-120 = b; and 121-150 = A on the aggregate score. D and E are failing grades.

The pass levels at primary school level have remained pretty low, at 14.58 and 25.79, for girls and boys respectively, with modal score at D for both sexes for 1998. In 1997 the modal score was even lower, at E, but the average pass levels were quite close to the 1998 level.

**Table 18(a): Primary School Leaving Examination Results Ranking of Regions: 1998**

NO.	REGION	Number of Cand.		GIRLS							BOYS							% GIRLS + BOYS FAILING
		GIRLS	BOYS	PERCENTAGE (%)							PERCENTAGE (%)							
				A	B	C	D	E	(PASS) A+B+C	(FAIL) D+E	A	B	C	D	E	(PASS) A+B+C	(FAIL) D+E	
1	Dar es Salaam	13,877	12,394	0.17%	7.07%	20.23%	42.71%	29.82%	27.47%	72.53%	1.31%	16.37%	25.97%	38.02%	18.33%	43.65%	56.35%	64.44%
2	Iringa	11,937	10,884	1.27%	9.66%	15.19%	41.91%	31.97%	26.12%	73.88%	2.83%	16.20%	19.97%	38.48%	22.52%	39.00%	61.00%	67.44%
3	Mara	9,270	10,926	0.29%	6.16%	11.12%	31.53%	50.90%	17.57%	82.43%	1.67%	19.91%	23.09%	33.44%	21.89%	44.66%	55.34%	68.88%
4	Mbeya	12,513	12,031	0.13%	4.44%	12.68%	37.72%	45.03%	17.25%	82.75%	0.81%	12.17%	19.95%	38.84%	28.23%	32.93%	67.07%	74.91%
5	Lindi	3,316	3,179	0.00%	1.18%	12.15%	48.40%	38.27%	13.33%	86.67%	0.16%	4.84%	24.10%	46.65%	24.25%	29.10%	70.90%	78.79%
6	Rukwa*	4,844	5,135	0.06%	4.64%	9.68%	26.24%	59.37%	14.39%	85.61%	0.82%	11.59%	15.60%	31.33%	40.66%	28.00%	72.00%	78.80%
7	Mwanza	13,722	15,948	0.09%	2.57%	7.91%	31.36%	58.06%	10.58%	89.42%	0.45%	11.37%	19.81%	37.12%	31.24%	31.64%	68.36%	78.89%
8	Kigoma	5,497	4,900	0.04%	1.78%	8.68%	30.65%	58.85%	10.50%	89.50%	0.69%	11.80%	19.04%	36.45%	32.02%	31.53%	68.47%	78.99%
9	Kilimanjaro*	14,364	12,868	0.03%	2.35%	15.38%	47.95%	34.30%	17.75%	82.25%	0.11%	4.24%	16.73%	42.94%	35.99%	21.08%	78.92%	80.59%
10	Arusha	12,762	11,986	0.02%	2.38%	11.96%	38.36%	47.27%	14.36%	85.64%	0.13%	4.96%	18.72%	39.50%	36.68%	23.81%	76.19%	80.91%
11	Singida	7,393	6,639	0.00%	1.56%	9.68%	38.66%	50.10%	11.24%	88.76%	0.18%	5.66%	20.95%	40.20%	33.00%	26.80%	73.20%	80.98%
12	Shinyanga	9,889	11,646	0.09%	4.35%	6.74%	26.99%	61.83%	11.18%	88.82%	0.94%	10.99%	13.87%	35.35%	38.85%	25.79%	74.21%	81.51%
13	Pwani	5,133	4,869	0.00%	0.99%	9.80%	40.44%	48.76%	10.79%	89.21%	0.04%	4.83%	20.48%	39.25%	35.41%	25.34%	74.66%	81.93%
14	Morogoro	10,620	10,520	0.01%	1.63%	9.15%	35.72%	53.49%	10.79%	89.21%	0.14%	5.70%	17.42%	36.44%	40.29%	23.27%	76.73%	82.97%
15	Ruvuma*	6,115	5,648	0.00%	1.41%	10.48%	43.89%	44.22%	11.89%	88.11%	0.04%	4.85%	16.68%	44.88%	33.55%	21.57%	78.43%	83.27%
16	Tabora*	6,705	6,919	0.49%	3.64%	7.76%	25.77%	62.34%	11.89%	88.11%	0.97%	7.49%	12.72%	28.86%	49.96%	21.17%	78.83%	83.47%
17	Tanga*	9,808	9,262	0.00%	1.64%	9.79%	32.38%	56.19%	11.43%	88.57%	0.08%	4.69%	15.80%	36.09%	43.35%	20.56%	79.44%	84.01%
18	Kagera	9,555	9,359	0.00%	1.32%	8.47%	30.47%	59.75%	9.79%	90.21%	0.09%	5.30%	15.72%	35.30%	43.59%	21.10%	78.90%	84.56%
19	Dodoma	10,167	9,630	0.02%	1.15%	8.00%	35.20%	55.63%	9.17%	90.83%	0.09%	3.46%	14.58%	41.21%	40.65%	18.13%	81.87%	86.35%
20	Mtwara	6,324	5,628	0.02%	0.43%	5.49%	37.82%	56.25%	5.93%	94.07%	0.05%	1.92%	13.29%	46.14%	38.59%	15.26%	84.74%	89.40%
	Total/Average	183,811	196,371	0.16%	3.34%	11.07%	36.50%	48.93%	14.58%	85.42%	0.59%	8.33%	16.86%	43.06%	31.15%	25.79%	74.21%	79.82%

Source: NECTA 1998 \* Take note of changes in ranking by sex

**Table 18(b): Primary School Leaving Examination Results Ranking of Regions: 1997**

NO.	REGION	Number of Cand.		FIRLS							BOYS							% GIRLS + BOYS FAILING
		GIRLS	BOYS	PERCENTAGE (%)							PERCENTAGE (%)							
				A	B	C	D	E	(PASS) A+B+C	(FAIL) D+E	A	B	C	D	E	(PASS) A+B+C	(FAIL) D+E	
1	Dar es Salaam	12,612	12,147	0.74%	9.59%	22.02%	45.62%	22.04%	32.34%	67.66%	2.59%	18.20%	25.60%	37.47%	16.14%	46.39%	53.61%	60.63%
2	Mara	10,305	11,647	0.26%	6.27%	10.60%	34.01%	48.86%	17.13%	82.87%	3.25%	22.63%	22.01%	33.50%	18.60%	47.90%	52.10%	67.49%
3	Iringa*	13,794	12,398	1.30%	8.01%	13.01%	41.36%	36.33%	22.31%	77.69%	2.52%	13.83%	16.81%	37.80%	29.03%	33.17%	66.83%	72.26%
4	Mbeya	15,333	14,547	0.35%	5.23%	11.62%	35.06%	47.74%	17.20%	82.80%	2.11%	13.12%	17.66%	34.29%	32.82%	32.89%	67.11%	74.96%
5	Mwanza	15,007	16,090	0.14%	3.04%	7.36%	30.09%	59.37%	10.54%	89.46%	0.99%	13.57%	18.12%	35.20%	32.12%	32.68%	67.32%	78.39%
6	Rukwa*	5,110	5,427	0.12%	4.72%	9.35%	28.59%	57.22%	14.19%	85.81%	1.12%	12.59%	14.34%	33.87%	38.09%	28.04%	71.96%	78.88%
7	Kilimanjaro*	15,929	15,111	0.11%	4.07%	15.88%	47.24%	32.71%	20.05%	79.95%	0.25%	5.88%	15.72%	41.08%	37.07%	21.85%	78.15%	79.05%
8	Singida	7,968	6,961	0.05%	2.16%	10.20%	40.10%	47.49%	12.41%	87.59%	0.29%	7.28%	18.36%	41.13%	32.94%	25.93%	74.07%	80.83%
9	Pwani*	5,471	5,505	0.07%	1.79%	11.66%	42.31%	44.16%	13.53%	86.47%	0.27%	6.19%	18.04%	39.51%	35.99%	24.50%	75.50%	80.98%
10	Lindi*	4,312	3,915	0.00%	1.25%	11.25%	40.42%	47.08%	12.50%	87.50%	0.26%	5.08%	19.00%	39.95%	35.71%	24.34%	75.66%	81.58%
11	Arusha	13,585	13,098	0.07%	2.67%	10.72%	35.08%	51.45%	13.46%	86.54%	0.25%	5.88%	15.72%	35.36%	42.79%	21.85%	78.15%	82.34%
12	Ruvuma	7,753	7,175	0.06%	3.43%	10.16%	32.94%	53.40%	13.66%	86.34%	0.67%	6.76%	14.15%	31.72%	46.70%	21.57%	78.43%	82.38%
13	Tabora	7,018	7,196	0.43%	4.03%	7.77%	27.34%	60.43%	12.23%	87.77%	1.22%	8.14%	11.66%	31.03%	47.94%	21.03%	78.97%	83.37%
14	Tanga	10,581	9,789	0.05%	2.19%	9.11%	33.24%	55.41%	11.35%	88.65%	0.29%	5.77%	13.80%	36.53%	43.61%	19.86%	80.14%	84.40%
15	Morogoro	12,021	11,899	0.12%	1.83%	8.89%	35.91%	53.25%	10.84%	89.16%	0.34%	5.49%	14.46%	34.10%	45.62%	20.29%	79.71%	84.44%
16	Dodoma	10,068	9,189	0.07%	1.79%	8.09%	35.91%	54.14%	9.95%	90.05%	0.21%	5.22%	14.31%	38.49%	41.77%	19.74%	80.26%	85.15%
17	Kigoma	7,803	5,426	0.15%	1.61%	6.20%	24.85%	67.18%	7.97%	92.03%	1.47%	11.61%	8.55%	34.78%	43.59%	21.64%	78.36%	85.20%
18	Kagera*	10,850	10,757	0.05%	1.19%	6.81%	28.57%	63.38%	8.05%	91.95%	0.10%	4.81%	12.79%	33.62%	48.68%	17.70%	82.30%	87.13%
19	Mtwara	6,712	5,808	0.00%	0.55%	6.56%	40.12%	52.77%	7.11%	92.89%	0.12%	3.44%	12.91%	45.16%	38.36%	16.48%	83.52%	88.21%
20	Shinyanga	18,656	18,345	0.17%	2.00%	3.16%	16.85%	77.81%	5.33%	94.67%	0.73%	6.35%	8.49%	27.72%	56.72%	15.56%	84.44%	89.55%
	Total/Average	210,888	202,430	0.25%	3.62%	10.14%	34.45%	51.54%	14.01%	85.99%	1.04%	9.54%	15.74%	35.55%	38.13%	26.32%	73.68%	79.83%

Source: NECTA 1997 \* Take note of changes in ranking by sex

At secondary school level, Tables 19(a) and 19(b) provide the summary statistics for both public and private schools on the one hand and seminaries on the other. The distribution of performance by divisions is not bad, with over 12 percent being in Divisions I and II in 1997 although the modal score at Division IV is worrying. Performance in seminaries has been consistently better than in other public and private secondary.

At A-Level, the performance is higher than the O Level, reflecting the selectivity at the end of Form IV where there is no quota system. First and second divisions claimed well over 21 percent. The modal score was in Division III, and the failure rates are quite low.



**Table 19(a): Certificate of Secondary Education Examinations Result for Public and Private Schools 1988 – 1997**

YEAR	Candidates by Divisions					Candidates Present	Candidates Absent	Candidates Entered	Percentage by Divisions						Number of Schools
	I	II	III	IV	0				I	II	III	IV	0	Absent	
1988	1,458	2,397	4,464	10,348	3,120	21,787	705	22,492	6.82%	10.00%	20.49%	47.32%	14.32%	3.13%	224
1989	1,526	1,652	5,897	10,356	2,867	22,298	633	23,022	6.82%	7.38%	26.34%	46.25%	12.80%	2.75%	237
1990	1,922	2,272	5,329	11,275	5,319	25,993	1,049	27,042	7.39%	8.74%	20.50%	43.38%	20.46%	3.88%	269
1991	1,031	2,013	4,751	14,250	6,474	28,520	29,613	1,093	3.62%	7.06%	16.66%	49.96%	22.70%	NA	305
1992	972	1,612	5,400	16,138	5,877	29,999	1,009	31,239	3.24%	5.37%	18.00%	53.80%	19.59%	3.23%	315
1993	707	1,356	4,530	19,735	6,815	33,216	1,470	34,686	2.13%	4.08%	13.64%	59.41%	20.52%	4.24%	378
1994	950	1,300	4,806	20,485	6,519	34,060	1,692	35,949	2.79%	3.82%	14.11%	60.14%	19.14%	5.25%	390
1995	1,116	1,802	5,468	19,289	6,889	34,564	1,668+82*	36,314	3.23%	5.21%	15.82%	55.81%	19.93%	4.82%	411
1996	1,146	1,679	5,635	19,160	9,412	37,032	1,444+224*	38,416	3.09%	6.53%	15.22%	51.74%	19.23%	NA	450
1997	2,000	2,549	6,699	18,980	7,752	37,980	1,671+ 283*	39,651	5.27%	6.71%	17.64%	49.97%	20.41%	NA	479

Source: NECTA 1998

\* Candidates without aggregate points have been counted absent.

**Table 19(b): Certificate of Secondary Education Examinations Results for Seminaries 1988 - 1997**

YEAR	DIVISIONS					Candidates Present	Candidates Absent	Candidates Entered	PERCENTAGE						Number of Seminaries
	I	II	III	IV	0				I	II	III	IV	0	ABSENT	
1988	207	168	243	191	49	858	12	780	24.13%	19.58%	28.32%	22.26%	5.71%	1.40%	28
1989	174	107	396	242	77	996	123	1019	17.47%	10.74%	39.76%	24.29%	7.73%	12.07%	30
1990	190	138	352	313	205	1196	2.92	1232	15.89%	11.54%	29.43%	26.17%	17.14%	2.92%	31
1991	149	152	328	280	105	1014	4.34	1060	14.69%	14.99%	32.35%	27.61%	10.36%	4.34%	30
1992	103	105	432	424	34	1098	24	1122	9.38%	9.56%	39.34%	38.62%	3.10%	2.14%	32
1993	83	108	421	614	94	1320	37	1357	6.29%	8.18%	31.89%	46.52%	7.12%	2.73%	32
1994	149	93	416	466	208	1328	36+4*	1368	11.22%	7.00%	31.33%	35.09%	15.66%	2.92%	32
1995	190	194	429	724	248	1785	63+1*	1848	10.65%	10.87%	24.05%	40.58%	13.90%	3.46%	35
1996	285	159	443	759	366	2012	60+10*	2072	14.17%	7.90%	22.02%	37.72%	18.19%	3.38%	36
1997	392	172	488	527	162	1741	40+13*	1781	22.52%	9.88%	28.03%	30.27%	9.30%	2.98%	37

Source: NECTA 1998

\*Candidates without aggregate points have been counted absent.

**Table 20: Form Six Examination Results in Percentages by Division 1993 – 1997**

Year		Division						Total No. of Candidates Examined
		I	II	III	IV	Failed	Total	
1993	% Result by Division	6.7	21.8	49.0	14.9	5.6	100.0	6289
1994	% Result by Division	4.7	12.6	44.7	23.3	14.7	100.0	5932
1995	% Result by Division	5.2	13.4	46.9	20.7	13.8	100.0	6021
1996	% Result by Division	8.7	20.2	47.9	15.4	7.8	100.0	5763
1997	% Result by Division	9.4	20.6	45.3	15.0	9.7	100.0	6479

**5.3.4 Internal efficiency indicators** The efficiency of an education system can manifest itself in a variety of ways. One way is to examine capacity utilisation, including the human resources. Tables.21 and.22 contain some of the primary and secondary education internal efficiency indicators. The pupil-teacher ratio range from 53:1 in Shinyanga to 30:1 in Kilimanjaro and Lindi, with a national average of 37:1. The shortage of desks and teachers house is quite apparent. The national target for staff/student ratio is 1:45.

At secondary education level the teacher-students ratios ranged from 20:1 in 1997 to 17:1 in 1994 and 1995. Private schools had a better staff student ratio of 21:1. The number of pupils per steam has been marginally improving from 34 in 1987 in public schools to 41 in 1997 while that in private schools has been oscilating, giving a stagnant average figure.

**Table 21: Primary School Teacher-Pupils /Desk/House Ratios 1997**

No.	Region	No. of Desks	No. of Desks	Pupils per Desk	No. of Teachers	No. of Teachers Houses	No. of Teachers/ House	Teacher/ Pupil Ratio
1	Arusha	260,185	66,246	4	6,219	1,856	3	42:1
2	D'Salaam	252,912	30,586	8	5,751	317	18	44:1
3	Dodoma	206,023	32,961	6	5,518	1,069	5	33:1
4	Iringa	247,995	63,784	4	7,211	2,907	2	34:1
5	Kagera	208,411	57,838	4	6,346	940	7	33:1
6	Kigoma	143,903	25,255	6	4,027	783	5	36:1
7	Kilimanjaro	251,639	86,132	3	8,323	596	14	30:1
8	Lindi	85,508	23,481	4	2,876	399	7	30:1
9	Mara	214,822	22,779	9	5,186	1,426	4	41:1
10	Mbeya	282,658	55,478	5	8,027	2,706	3	35:1
11	Morogoro	200,079	55,311	4	6,019	1,509	4	33:1
12	Mtwara	126,999	34,908	4	4,040	370	11	31:1
13	Mwanza	372,712	84,353	4	9,125	1,992	5	41:1
14	Pwani	107,812	13,779	8	3,122	641	5	35:1
15	Rukwa	113,616	42,537	3	3,256	978	3	28:1
16	Ruvuma	144,523	46,603	3	5,118	2,685	2	53:1
17	Shinyanga	308,675	44,929	7	5,881	753	8	43:1
18	Singida	149,618	34,339	4	3,450	1,459	2	37:1
19	Tabora	158,573	24,394	7	4,301	383	11	37:1
20	Tanga	215,050	55,871	4	6,140	1,060	6	35:1

Source: BEST 1998

**Table 22: Teacher/Pupil /Stream Ratios– Secondary Education 1987 - 1997**

		1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
Number of Schools	Public	103	113	124	152	158	164	177	193	259	303	350
	Private	142	175	195	213	247	258	260	298	336	353	371
	Total	245	288	319	365	405	422	437	491	595	656	721
Number of Streams	Public	1,343	1,489	1,613	1,898	2,104	2,180	2,296	2,328	2,540	2,682	2,874
	Private	1,435	1,735	1,913	2,103	2,328	2,366	2,454	2,663	2,862	2,839	3,035
	Total	2,778	3,224	3,526	4,001	4,432	4,546	4,750	4,991	5,402	5,521	5,909
Number of Teachers	Public	3,185	3,674	3,866	4,002	4,745	5,060	5,262	5,818	6,046	6,425	6,359
	Private	2,472	2,922	2,982	2,928	3,904	3,866	4,306	5,110	5,112	5,264	5,075
	Total	5,657	6,596	6,848	6,930	8,649	8,926	9,568	10,928	11,158	11,689	11,434
Number of Pupils	Public	45,821	50,584	57,482	66,986	73,946	78,660	82,964	83,441	92,066	97,361	116,556
	Private	58,225	68,256	74,983	83,314	92,866	97,116	97,935	102,805	104,309	101,732	109,051
	Total	104,046	118,840	132,465	150,300	166,812	175,776	180,899	186,246	196,375	199,093	225,607
Teacher/Pupil Ratio	Public	1:14	1:14	1:15	1:17	1:16	1:16	1:16	1:14	1:15	1:14	1:18
	Private	1:23	1:23	1:25	1:28	1:24	1:24	1:23	1:20	1:19	1:18	1:21
	Total	1:18	1:18	1:19	1:22	1:19	1:19	1:19	1:17	1:17	1:17	1:20
Number of Pupils per Stream	Public	34	34	36	35	35	36	36	36	36	36	41
	Private	41	39	39	40	40	41	40	39	36	36	36
	Total	37	37	38	38	38	39	38	37	36	36	38

Source: BEST 1993/1997

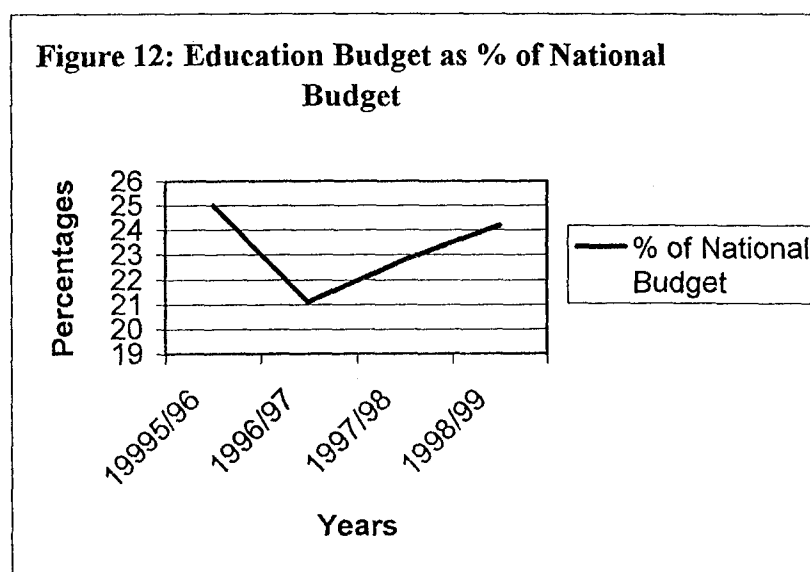
## 6.0 EDUCATION FINANCE

### 6.1 Expenditure Patterns

For the past five years, the overall education sector financing as a percentage of total national budget, shows a positive trend. Sector spending as percentage of GDP also show an up-ward trend. While the primary sub-sector show increased funds allocations, the secondary sub-sector indicate declining trends. The secondary sub-sector financing has declined from 9.5 percent in 1994/95, to 7.0 percent in 1998/99.

**Table 23: National and Education Budgets 1995/96 – 1997/98**

Year	National Budget (billion Tshs.)	Education Budget (billion Tshs.)	% of National Budget
1995/96	339,104	84,776	25.0
1996/97	433,720	91,515	21.1
1997/98	468,188.5	106,747	22.8
1998/99	458,913.2	111,057	24.2

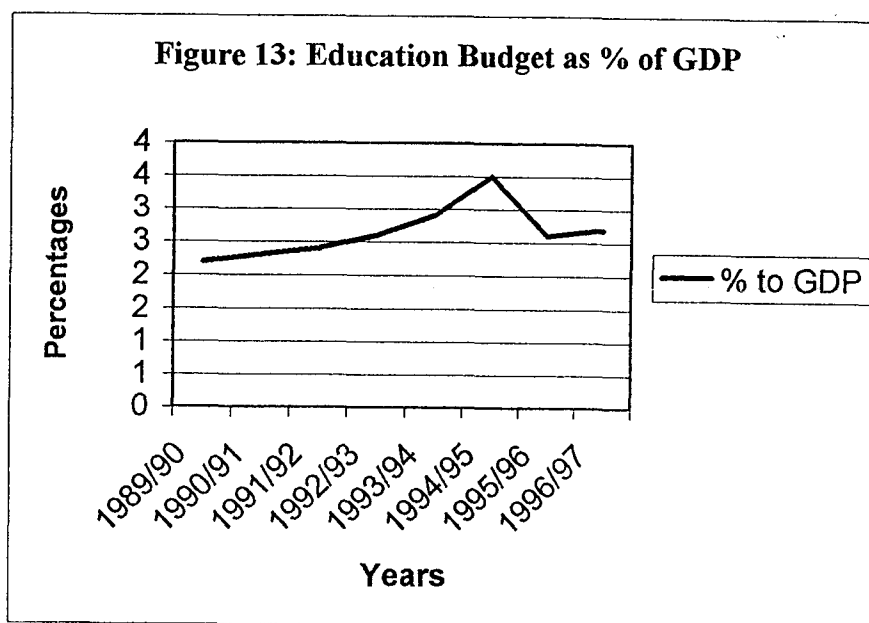


Source: MOF

**Table 24: Education Budget as a Percentage of Gross Domestic Product**

Year	GDP	Total Education Budget (billion Tshs.)	As % of GDP
1989/90	758,050	53,471	2.2
1990/91	935,074	57,579	2.3
1991/92	1,130,596	58,696	2.4
1992/93	1,267,432	56,991	2.6
1993/94	1,635,470	63,219	2.9
1994/95	2,284,300	76,165	3.5
1995/96	3,394,000	79,098	2.6
1996/97	4,105,000	95,467	2.7

Source: PER, 1998



Source: PER, 1998.

Figure 14: Education Subsector Financing

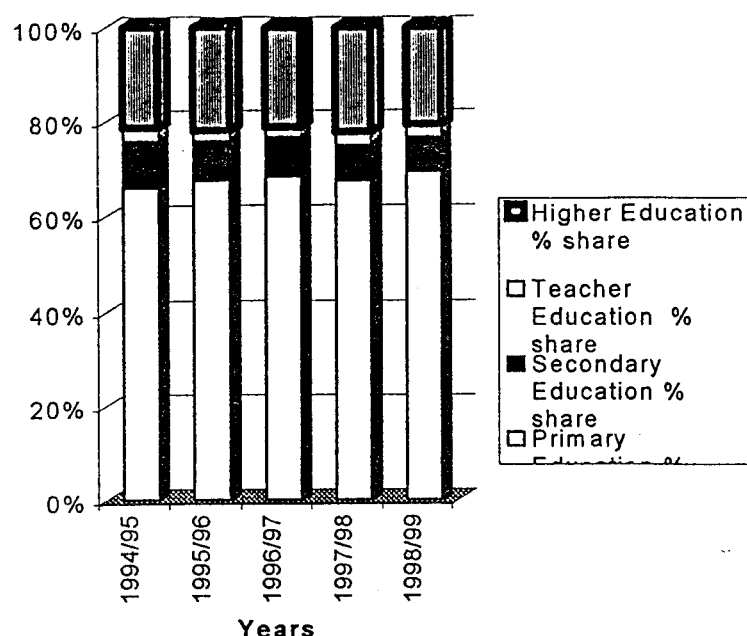


Table 25: Budgetary Allocations by Education Levels

F/Year	Education Sector							
	Basic		Secondary		Teacher Education		Tertiary and Higher Education	
	Total	% share Education	Total	% share Education	Total	% share Education	Total	% share Education
1994/95	49,174	62.1	7,533	9.5	2,013	2.5	15,922	20.1
1995/96	51,602	65.2	6,608	8.4	1,458	1.8	16,836	21.3
1996/97	63,519	66.5	7,838	8.2	1,954	2.0	19,320	20.7
1997/98	68,896	64.4	7,894	7.4	2,639	2.5	22,914	21.4
1998/99	78,000	66.0	7,857	7.0	2,600	2.3	19,000	20.0

Source: PER, 1998.

## 6.2 Unit Costs by Levels

Per student government expenditure costs trends show low spending at the primary levels, followed by secondary, teacher education.. For example, in 1991/92, higher education had a ratio of 227 as compared to a ratio of 13 and 24 for secondary and teacher education respectively. Nevertheless, recent years trends indicate a decline in higher education spending relative to the per student spending at lower levels.



**Table 26: Unit Cost by Levels**

Sub-Sector	91/92	93/94	94/95	95/96	96/97
<b>PRIMARY EDUCATION</b>					
Primary Education	4,806	6,391	12,547	10,973	13,450
<b>SECONDARY EDUCATION</b>					
Secondary	63,034	78,944	98,343	70,408	80,188
Ratio to Primary	13	12	8	6	6
<b>TEACHER EDUCATION</b>					
Teacher training	117,625	118,256	151,473	87,898	112,622
Ratio to Primary	24	19	12	8	8
<b>University</b>					
UDSM	1,089,476	1,043,888	967,211	1,176,104	
Ratio to primary	227	163	77	107	
<b>Enrollment</b>					
Primary school	3,507,384	3,732,943	3,793,201	3,872,473	4,148,899
Secondary Schools(Govt.)	78,660	82,964	83,441	92,066	97,673
Secondary Schools(private)	97,116	97,935	102,805	104,309	101,732
Teacher training Collages	14,051	15,824	16,252	16,388	17,386
UDSM (FTEs)	3,025	2,937	3,112	3,877	NA

Source: Tanzania PER, Vol.1

### 6.3 Parental Contribution to Education

Total parental contribution to the education sub-sector reveals that, parents contribute more than what government spends per student in the lower education levels as compared to higher education. The figures as a ratio of government spending per student indicate a ratio of, 2.1 for primary, 2.5 for secondary, 1.7 for teacher education and 0.41 for higher education.

Education fee structure for different education levels demonstrate higher fees in private owned schools, especially at lower levels, while those in public higher education are much above others. Relating the fees to government spending per student also show higher percentages at lower levels as compared to higher education.

**Table 27: Approximate Parental Contribution to a Child's Education**

Education level	Average Contribution (in Tshs.)	As Ratio of Government Spending per student (1996/97)
Primary Education	27,500	2.1
Secondary education	202,794	2.5
Teacher education	191,083	1.7
Higher education (UDSM)	476,000	0.41

Source: Mosha (1998), Noonan (1998)

**Table 28: Education Sector Tuition Fees in T.sh. in 1996/97**

Education Level	Public Schools	Private Schools
Primary UPE Day	2,000	180,000
Primary Boarding	NA	300,000
Secondary Boarding	70,000	140,000
Secondary Day	40,000	80,000
Teacher Training Collages (Boarding)	130,000	150,000
Higher Education	1,410,750 (UDSM)	500,000

Source: MOEC and UDSM(1998).

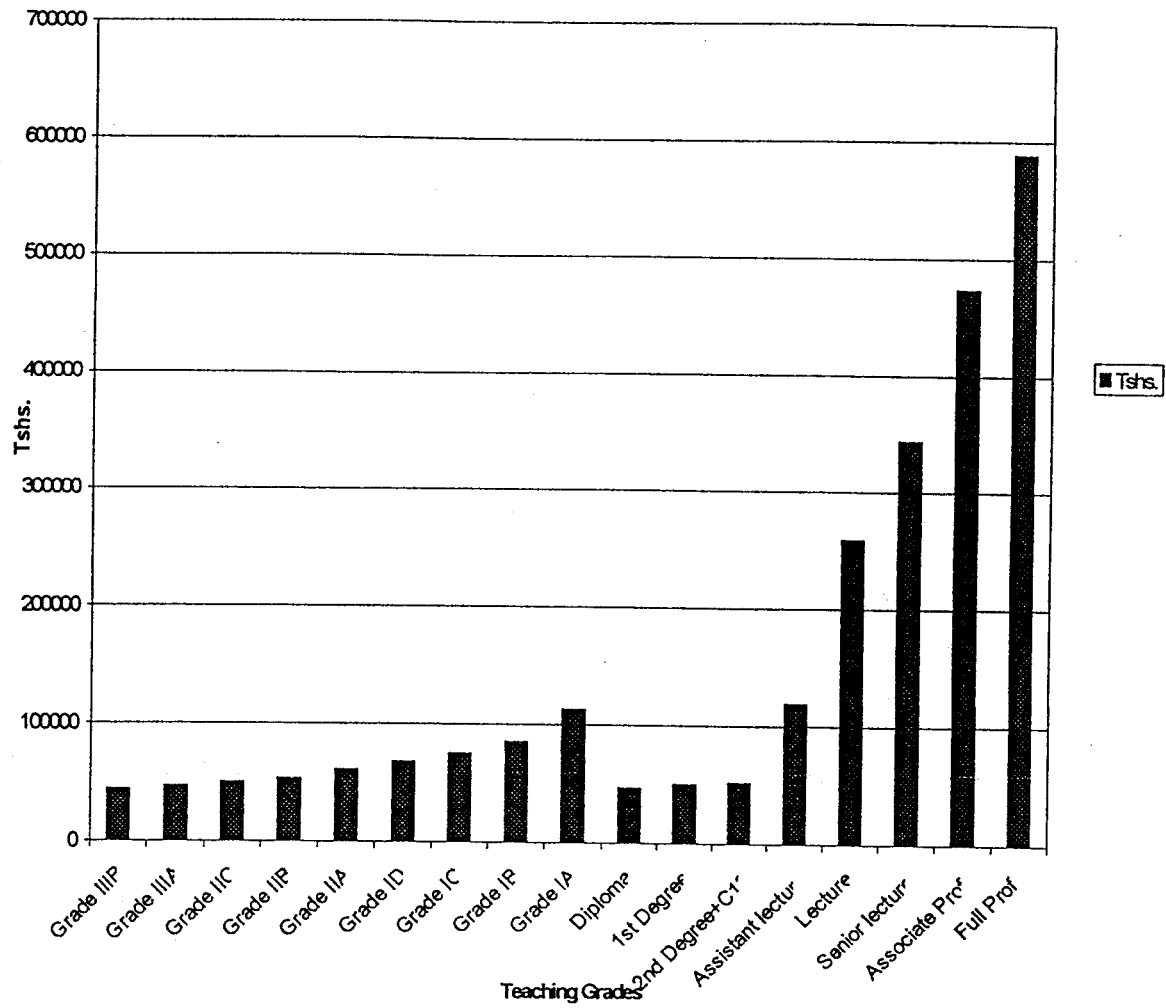
#### 6.4 Salaries of Teachers by Grades and Levels

Education teaching staff salaries reflect small variations from Grade III to Grade I teachers. The minimum and maximum salaries for these groups are also very limited. The relative salary ranges for higher education are relatively better than those in lower levels.

**Table 29: Salaries of Teaching Staff by Grades and Qualifications**

Teaching Level	Entry Point	Minimum and Maximum Range
Teacher Grade IIIB	44,000	44,000 – 46,450
Teacher Grade IIIA	46,940	46,940 – 49,640
Teacher Grade IIC	50,120	50,120 – 53,070
Teacher Grade IIB	53,470	53,470 – 57,170
Teacher Grade IIA	61,510	61,050 – 65,910
Teacher Grade ID	68,220	68,220 – 73,460
Teacher Grade IC	75,460	75,460 – 82,980
Teacher Grade IB	85,510	85,510 – 94,430
Teacher Grade IA	113,100	113,100 – 127,620
Diploma	46,940	46,940 – 49,640
Graduate (1 <sup>st</sup> Degree)	50,120	50,120 – 53,070
Graduate (2 <sup>nd</sup> Degree)	51,890	51,890 – 53,070
Assistant lecturer	118,840	118,840 – 247,650
Lecturer	258,500	258,500 – 334,100
Senior lecturer	343,890	343,890 – 451,100
Associate Professor	473,270	473,260 – 517,260
Full Professor	588,500	588,500 (fixed)

Figure 15: Salaries for Education Teaching Staff



## 7.0 HUMAN RESOURCES PRODUCTION AND DEVELOPMENT

This section contains information on teacher production as well as distribution. The analysis is made according to classifications such as by qualifications, ratios; public vs private distribution; teacher/school/stream ratios, as well as teachers and non teachers ratio.

**Table 30 Teacher Production Trends 1988 – 1998**

Year	In-service			Grade B			Grade A			Diploma			Degree		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1988	1561	853	2414	289	307	596	1428	1103	2531	504	203	707	208	39	249
1989	1765	657	2422	288	381	669	1850	1194	3044	519	178	697	197	40	237
1990	1644	717	2361	318	317	635	1616	1407	3023	643	268	911	++	++	++
1991	1847	984	2831	261	420	681	1959	1981	3940	1111	560	1671	155	29	184
1992	1089	826	1915	286	378	664	1514	1843	3357	693	391	1083	130	46	176
1993	1135	775	1910	318	432	750	1578	1524	3102	518	320	838	121	38	159
1994	1200	800	2000	802	1942	2744	1689	1325	3014	420	1011	1431	0	0	05++
1995	630	334	964	401	738	1139	2422	2628	5050	561	336	897	105	30	135
1996	235	196	431	360	962	1322	2142	2831	4973	725	886	1611	115	41	156
1997	420	247	667	0	0	0	1878	2197	4075	512	375	887	140	32	172
1998	1235	1299	2434	0	0	0	1396	1751	3153	1882	1035	2917	152	54	206

Source: BEST 19982, HEST 1998 UD5M files ++ Programme extended to four years

### 7.1. Production Trends

Production of teachers through college based in-service programmes has been declining steadily from 1991. This trend raises concern as to whether the resolve to upgrade all 62,500 C/B to A by 2004 through a combination of TTC and TRC based programmes is a realistic target. The production of Grade A and Diploma teachers has been quite varied, and there has in fact been a decline since 1997. This raises question about efficient capacity utilization of staff and space in TTCs.

The training of graduate teachers has not shown any significant increase for the past 10 years despite the rapid expansion of secondary schools. As the Government starts to implement its policy of requiring all DEOs and Heads of Secondary to be university graduates, there is need for expanding enrollment at the university level to meet the demands of graduate teachers for both the public and the private sector.

### 7.2. Teacher Qualifications

Tanzania is one country that has a high degree of trained teachers in its school system. However, there is a problem of under qualified and a few untrained teachers in the system. These are classified as "others" since many were trained as teachers after primary education and now are required to upgrade the education to secondary and grade A levels.

**Table 31: Teaching Staff by Qualifications 1991 - 1997**

Year	Primary									Secondary																		TTCs											
	A			Diploma			Others			Public									Private									Public											
										Grad			Diploma			Other			Grad			Dip.			Other			Grad			Dip.			A			Other		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1991	18364	11466	29830	0	0	0	40032	28292	68344	577	263	840	3285	1339	4624	56	10	66	693	140	833	1532	250	1782	1016	101	1117	232	44	276	571	135	701	228	45	273	NA	NA	NA
1992	19044	13115	32759	0	0	0	39655	28892	68547	613	220	833	2718	1346	4064	113	50	169	608	73	681	1515	244	1759	1289	137	1426	195	32	227	443	159	602	70	15	85	140	33	173
1993	19844	13225	33069	0	0	0	39775	28972	68747	641	248	889	2806	1386	4192	121	80	181	708	32	740	2015	144	2159	1350	57	1407	201	40	241	510	187	697	0	0	0	905	266	1171
1994	22736	16121	35857	0	0	0	36322	28721	65043	644	264	908	3036	1708	4744	120	46	166	760	165	925	1873	355	2228	1466	175	1641	200	30	230	488	162	650	0	0	0	127	21	148
1995	23897	17538	41435	0	0	0	35904	27944	63845	638	257	895	3282	1820	5102	127	44	171	825	179	1004	2205	488	2693	1487	182	1669	194	48	242	459	172	631	0	0	0	143	24	167
1996	25755	19252	45007	0	0	0	35588	28279	63867	636	260	896	3414	1897	5311	75	20	95	898	171	1069	2226	520	2746	1178	160	1338	187	46	233	464	199	663	41	8	49	98	19	117
1997	27152	20599	47751	239	117	356	34524	27305	61829	620	245	865	3391	1851	5242	195	57	252	878	145	1023	2195	580	2775	1120	157	1277	181	46	227	437	184	621	19	10	29	106	21	127

The data in Table 31 shows that there is a large number of underqualified teachers in primary schools who need upgrading and professional development. Similarly, there were more diploma teachers in secondary schools than graduates. Ideally, the staffing ratio at secondary education level is supposed to be 1:1 graduate to diploma teachers. Teachers of "A" level are all supposed to be graduates. There has been a rise in the number of graduate teachers employed in the public sector. Overall, the number of teachers in private secondary schools is half that of public schools, showing an acute shortage of graduate teachers in these schools. The proportion to diploma holders in TTC was 1:3. The current policy is for all teaching staff in TTCs to be graduates. There is high demand for graduate teachers both at secondary and TTC level.

### **7.3 Teacher and Non Teachers in the Education System**

The education system consists of those teachers who are actually teaching in the schools, and administrators at different levels. Some of these administrators are at head office, some are in regions and districts as REOs and DEOs, while others are inspectors and ward education coordinators. Table 37 gives a rough distribution of these people. They constitute only 1.9 percent of the workforce but their share in the education pay roll could be higher since they get better salaries too.

**Table 32: Teacher/School/Stream/Ratio for Primary Schools**

	Teachers	Schools	Streams	Teachers/School	Teacher/Stream
<b>1997</b>					
Public	109936	11270	102258	9.7	0.97
Private					
<b>1996</b>					
Public	108874	11110	108749	9.7	1.0
Private					
<b>1995</b>					
Public	105280	10908	108270	9.6	0.97
Private					
<b>1994</b>					
Public	103900	10878	105811	9.5	0.98
Private					
<b>1993</b>					
Public	101816	10879	103925	9.4	0.97
Private					

Source: BEST 1993-97

**Table 33: Teacher/School/Stream/Ratio for Secondary Schools**

	No of Teachers	No. of Schools	No. of Streams	Teachers/School	Teacher/Stream
<b>1997</b>					
Public	6,359	350	2,874	18	2.2
Private	5,075	371	3,035	14	1.7
<b>All Secondary</b>	<b>11,434</b>	<b>721</b>	<b>5,909</b>	<b>16</b>	<b>1.9</b>
<b>1996</b>					
Public	6,425	303	2,682	21	2.4
Private	5,264	353	2,839	15	1.9
<b>All Secondary</b>	<b>11,689</b>	<b>656</b>	<b>5,521</b>	<b>18</b>	<b>2.1</b>
<b>1995</b>					
Public	6,046	259	2,540	23	2.4
Private	5,112	336	2,862	15	1.8
<b>All Secondary</b>	<b>11,158</b>	<b>556</b>	<b>5,402</b>	<b>19</b>	<b>2.1</b>
<b>1994</b>					
Public	5,818	193	2,328	30	2.5
Private	5,110	298	2,663	17	1.9
<b>All Secondary</b>	<b>1,0928</b>	<b>491</b>	<b>4,991</b>	<b>22</b>	<b>2.2</b>
<b>1993</b>					
Public	5,262	177	2,296	30	2.3
Private	4,306	260	2,454	17	1.8
<b>All Secondary</b>	<b>9,568</b>	<b>437</b>	<b>4,750</b>	<b>22</b>	<b>2.0</b>

Source: MoEC Consultancy Mission on PER, February 1999.

**Table 34 Trained and Underqualified Teachers in Primary Schools**

Year	Primary Schools		Total
	Trained	Underqualified	
1988	95891	-	95891
1989	98392	-	98392
1990	96850	-	96850
1991	29830	68344	98174
1992	32759	68543	101306
1993	33069	68747	101816
1994	38857	65043	103900
1995	41435	63845	105280
1996	45007	63867	105874
1997	48107	61829	109936

Source: BEST 1984 - 1997

It has been the Ministry's long term policy from 1991 that all primary school teachers should be Grade 'A'. It is for this reason that many former Grade B and C teachers are now categorized as under qualified and are required to up-grade themselves to Grade A by 2004.

**Table 35. Trained and Untrained and Underqualified Teachers in Secondary Schools**

Year	Secondary Schools			Total
	Trained	Untrained	Underqualified	
1988	NA	NA	NA	NA
1989	NA	NA	NA	NA
1990	NA	NA	NA	NA
1991	8079	1183	250	9512
1992	7337	1589	NA	8926
1993	7980	1588	NA	9568
1994	7987	1807	NA	10612
1995	9244	354	1570	11158
1996	8022	1433	234	11689
1997	9905	379	NA	11434
1998	7166	115	NA	7281

All secondary school teachers are required by regulation to be either trained Diploma or Graduate teachers. However, there are several holders of B.A (Gen.); B.Sc. (En) as well as Form VI leavers without formal training. Underqualified teachers are mainly long experienced Grade As teaching domestic science, and needlework or others with FTC, teaching in Technical Secondary Schools.



**Table 36. Trained/Untrained and Underqualified Teachers in Teacher Colleges**

Year	Teacher Education			Total
	Trained	Untrained	Underqualified	
1988	1053	-	-	1053
1989	1015	-	-	1015
1990	1014	-	-	1014
1991	1982	-	273	1255
1992	829	173	85	1087
1993	938	17	216	1171
1994	880	148	-	1028
1995	873	167	-	1040
1996	896	112	49	1062
1997	896	134	32	1062
1998	88	5	131	886

Source: BEST 1988 - 1997

**Table 37. Teachers and Non Teachers in the Education System 1998**

	Teacher s	Non Teachers					Total
		Occupation					
		Headqua rters	Inspect ors	REO	DEO	Ward Ed. Office*	
Graduates	2151	83* <sup>1</sup>	73	116	18	-	223
Diploma	9006	39* <sup>1</sup>	108	21	323	58	367
Grade A	47783	06	251	-	-	1353	1748
Grade B	63492	-	4	-	-	-	04
Total	122432	128	436	137	341	1411	2343(1.9%)

\*Data for Singida, Pwani, Mbeya, Mtwara and Morogoro regions are not yet available.

\*<sup>1</sup> Excludes Inspectors who are listed under the relevant column

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