



The United Republic of Tanzania

**COMPENDIUM OF
EDUCATION STATISTICS CLASSIFICATIONS
FOR TANZANIA MAINLAND**



**National Bureau of Statistics
Ministry of Finance
Dar es Salaam**

National Bureau of Statistics

Vision: To be a preferable source of official statistics in Tanzania.

Mission: To facilitate informed decision-making process, through provision of relevant, timely and reliable user-driven statistical information, coordinating statistical activities and promoting the adherence to statistical methodologies and standards

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Preface

The National Bureau of Statistics (NBS) in Tanzania Mainland is mandated to issue guidelines to be used by various stakeholders within the National Statistical System (NSS) to produce and publish quality statistics for use by the public. For the purpose of producing quality statistics, the NBS in collaboration with Ministerial Departments and Agencies (MDAs) has prepared a compendium to document important statistical classifications that are needed for data production and management in Tanzania Mainland. It has been observed that lack of statistical harmonization is one of the major obstacles to the smooth implementation of various development programs in a number of sectors of the economy both nationally and internationally.

As part of the harmonization efforts; the NBS through the department of Statistical Methods, Standards and Co-ordination (SMSC) together with Education sector stakeholders has compiled a compendium for the Education Statistics sector. This compendium contains Background Information on Education, Pre-Primary and Primary Education, Secondary Education, Vocational Education, Technical, Higher Education, Adult and Non formal Education, Database Coding System, Concepts and Definitions. Furthermore, it draws its base from five different international classification documents, namely; International Standard Industrial Classification (ISIC Rev 4), Central Product Classification (CPC), Tanzania Standard Classification of Occupations (TASCO), Classification of Individual Consumption by Purpose (COICOP) and Harmonized Commodity Description and Coding System (HS).

The process of producing this Education Sector Compendium started after producing the Compendium of Statistical Classifications in Tanzania Mainland in 2013 which involved stakeholders from the NSS and members from the NBS. This has been achieved by carefully observing various Statistical Classification Systems that are used to group statistical data according to criteria that make more homogeneous and more likely to be used for accurate analysis. It is therefore expected that users from the education sector and its sub-sectors will find it useful, and then make positive suggestions to improve contents of future publications.

The NBS, on behalf of NSS, appreciates those who contributed their efforts towards the finalization of the compilation of this valuable document. They include individuals from the Ministry of Education and Vocational Training and PMO-RALG and members of the staff from NBS. Financial resources were obtained through the Tanzania Statistical Master Plan to support various stages of the production process of the sector compendium.

It is therefore expected that users from the education sector and its sub-sectors will find it useful, and make positive suggestions to improve contents of future publications.

Dr. Albina Chuwa
Director General
NATIONAL BUREAU OF STATISTICS.

Acronomy

BEST	Basic Education Statistics in Tanzania
BTN	Brussels Tariff Nomenclature
COBET	Complementary Basic Education in Tanzania
COICOP	Classification of Individual Consumption by Purpose
CPC	Central Product Classification
CSEE	Certificate of Secondary Education Examination
DEOs	District Education Officers
ESDP	Education Sector Development Programme
GPI	Gender Parity Index
HBS	Household Budget Survey
HIPC	High Indepted Poverty Countries
HS	Harmonized Commodity Description and Coding System
IAE	Institute of Adult Education
ICBAE	Integrated Community Based Adult Education
ILFS	Integrated Labour Force Survey
ILO	International Labour Organization
ISIC	International Standards of Industrial Classification
ISO	International Standardization Organization
LGRP	Local Government Reform Programme
MDAs	Ministerial Departments and Agencies
MDGs	Millennium Development Goals
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania
MoEVT	Ministry of Education and Vocational Training
NACTE	National Council for Technical Education
NBS	National Bureau of Statistics
NGOs	Non Governmental Organizations
NPISHs	Non-Profit Institutions Serving Households
NPS	National Panel Survey
NSS	National Statistical System
PER	Public Expenditure Review
PFRP	Public Financial Reform Programme
PMO-RALG	Prime Ministers' Office Regional Administration and Local Government
PRSP	Poverty Reduction Strategy Paper
PSLE	Primary School Leaving Examination
SMSC	Statistical Methods, Standards and Co-ordination
SNA	System of National Accounts

TAS	Tanzania Assistance Strategy
TASCO	Tanzania Standard Classification of Occupations
TCU	Tanzania Commission for Universities
TDHS	Tanzania Demographic and Health Survey
THMIS	Tanzania HIV/AIDS and Malaria Indicator Survey
TSPA	Tanzania Service Provision Assessment
UPE	Universal Primary Education
VET	Vocational Education Training
VETA	Vocational Educational and Training Authority
VTCs	Vocational Training Centres
WCO	World Customs Organization

CHAPTER ONE

Background Information on Education

1.0 Introduction

Education is generally defined as a transfer of knowledge from one generation to another; it is a system or practice of teaching and learning. Also in its broadest meaning, “education is any process by which an individual gains knowledge or insight, or develops attitudes or skills.

Plato defines Education as the initial acquisition of virtue by the child, when the feelings of pleasure and affection, pain and hatred, that well up in his soul are channelled in the right courses before he can understand the reason why, (M. J. Cooper, 1997). Moreover, according to Plato, education is a matter of conversion. i.e. a complete turn around from the world of appearances to the world of the reality.

According to Nyerere, education is not something which must be done in the classrooms rather, it is a kind of learning from others and from past experience including our past success or failures. As he said, “Education is learning from books, from radio, from films, from discussions about matters which affect our lives, and especially from doing things (J.K Nyerere 1978).

Other ways of learning are from magazines and newspapers. However, Nyerere was fully convinced that a good way of learning is by doing. He was also convinced that education is not necessarily to be offered in schools; but children can learn from parents, brothers and sisters. According to Nyerere learning is part of living and it cannot be divorced from the community since a child learns from his/her family before he/she ever goes to school.

Education and Training Policy of 1995, defines Education as a process by which the individual acquires knowledge and skills necessary for appreciating and adapting to the environment and the ever-changing social, political and economic conditions of society and as a means by which one can realize one’s full potential.

1.1 Formal Education

It is the education provided in the system of schools, colleges, universities and other educational institutions that normally constitute a continuous ladder of full - time education for children, and young people, generally beginning at an age of five, six or seven and continuing up to 20, 25 or more years of age.

1.2 Non-Formal Education

This is defined as any organized educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clienteles and learning objectives.

The Government of Tanzania recognizes the central role of the education sector in achieving the overall development goal of improving the quality of life of Tanzanians. Several policy and structural reforms have been initiated by the government to improve the quality of education and ensure universal primary education for all so as to strengthen the link between education provided at all levels and the socio-economic development of Tanzania. The major policy and philosophy interventions/ reforms include:

- a) Education for Self-Reliance introduced in 1967 to guide the planning and practice of Education;
- b) Universal Primary Education (UPE) and the Musoma Resolution in 1974;
- c) Vocational Education and Training Act (1994);
- d) Education and Training Policy (1995);
- e) The National Higher Education Policy -1995;
- f) The National Science and Technology Policy-1995 (Reviewed 1996);
- g) The Education Sector Development Programme (1996);
- h) The National Technical Education and Training Policy -1996;
- i) Information and Communication Technology Policy for Basic Education (2007);
- j) Education and Training Policy (2014).
- k) Institutional Vision to be focused on Vision 2025 aspirations
- l) Adopt International Quality Standard (ISO 9000) Capacity building

As a result of these reforms and the implementation of several programmes, the education sector registered significant improvements during the 1970s in adult literacy, expansion of education systems at all levels and vocationalization of secondary education. However, these achievements could not be sustained during 1980s due to the economic crises experienced in the early 1980s.

In 1996, the Government of Tanzania undertook to develop the Education Sector Development Programme (ESDP) to address the existing problems and face the new challenges resulting from on going socio economic reforms initiated in 1986 and the increasing demand for human resource development in line with fast changing technological advancement.

ESDP is a sector-wide programme aimed at operationalizing the various policies pertaining to sub sectors in Education and Training Policy. The programme covers all sub-sectors in education sector. The contents are: basic education which includes (pre-primary, primary, adult, secondary, and teachers' education), higher education, vocational education both formal and non-formal. Programme priorities, resource allocation and disbursement are consistent with the guidelines provided under the macro reform policies and programmes which include: The Tanzania Development Vision 2025, Public Financial Reform Programme (PFRP), Public Expenditure Review (PER), Tanzania Assistance Strategy (TAS), Medium Term Eependiture Framework, Poverty Reduction Strategy Paper (PRSP), Local Government Reform Programme (LGRP) and High Indebted Poverty Countries (HIPC).

The Tanzania Development Vision 2025 accords high priority to the education sector as being pivotal in bringing about the desired social economic transformation required to realize the vision targets. The vision envisages Tanzania to be a country with a well educated and learning society by year 2025. It is expressly stated in the Tanzania Development Vision document (pg. 19) that, "Education should be treated as a strategic agent for mindset transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problem solving".

According to Education and Training Policy (2014), Formal Education in Tanzania takes almost sixteen (16) years including:-

- a) 1 year of pre-primary education for age 3-5 (1 year);
- b) 6 years of primary education for ages 4–6 (Standard I-VI);
- c) 4 years of secondary ordinary level education (Form 1-4);
- d) 2 years of secondary advanced level education (Form 5 and 6);
- e) 3 or more years of university education.

Moreover the policy states that, basic education is compulsory; begins with standard one on entry, and ends with form four in the final year. Basic education will be provided for ten (10) years; six years for primary education and four years for secondary ordinary level.

1.3 Database Coding System

1.3.1 International Standard Industrial Classification Revision 4 (ISIC Rev.4)

Classifications of economic activities are primarily used to compile statistical data on production, the production process (intermediary consumption, value added), factors of production, capital formation, financial transactions, etc. There is virtually only one reference classification for economic activities namely the International Standard Industrial Classification of all areas of economic activities (ISIC Rev.4).

ISIC is the international reference classification of a coherent and consistent structure of economic activities based on a set of internationally agreed concepts, definitions, principles and classification rules.

In Tanzania, the National Statistical System has adapted ISIC Rev.4 to develop a national coding system. In view of the above, the first two digits stand for Division Code, third digit stands for Group Code, fourth digit stand for Class Code and fifth digit stand for country specific sub-class code. The Education Sector has been described by ISIC Rev.4 into section P, division 85.

1.3.2 Central Product Classification (CPC)

The name "Central Product Classification" is intended to indicate that the purpose of CPC is to provide a framework for international comparison of various kinds of statistics dealing with goods, services and assets. Basically, CPC is intended to be used for different types of statistics, for example, industrial statistics and national accounts, price statistics, foreign trade statistics (including trade in services) and balance-of-payments statistics.

Another main characteristic of CPC is that it contains a description of services. No international classification of services covering the whole spectrum of outputs of heterogeneous service industries and serving the different analytical needs of the various types of statistics has been available until now. Rapid technological progress in many service industries has led to new services and service packages being offered, such as financial services, computer services, consultancy and advisory services in many fields, technical services and other business services.

For data collection and compilation on such outputs, it is essential to attempt to describe these services as accurately as possible to clarify the basic underlying concepts. The products concerning Education services have been aggregated into section 9, division 92.

1.3.3 Harmonized Commodity Description and Coding System (HS)

The HS evolved from the customs tariff nomenclature of the Customs Cooperation Council. The original custom tariff nomenclature of the Council was the 1955 Brussels Tariff Nomenclature (BTN). The main requirements for the classification were that goods should be classified according to objective criteria and that the classes be simple, precise and objective in application. In particular, the following criteria were used: classification according to raw or basic material, classification according to the degree of processing, classification by use or function and classification according to economic activities. These principles were maintained in all subsequent revisions of the nomenclature.

The Harmonized Commodity Description and Coding Systems generally referred to as "Harmonized System" or simply "HS" is a multipurpose international product nomenclature developed by the World Customs Organization (WCO).

Description	Codification	Example	No. of items
HS-Section	Roman letters	I	21
HS-Chapter	HS-2 = 2-digits	04	97
HS-Headings	HS-4 = 4-digits	0406	1'241
HS-Subheadings	HS-6 = 6-digits	0406.40	5'199
Classification on national level	HS-8,HS-10, HS-11 = 8-11-digits	0406.4010	Depending on country

While the HS coding system (up to HS-6) is an international standard, HS-8 to 11-HS is the classification at national level.

1.3.4 Tanzania Standard Classification of Occupations (TASCO)

Tanzania Standard Classification Occupations (TASCO), provides a systematic classification and codification structure for the civilian working population of the United Republic of Tanzania. TASCO has been fashioned after the International Standard Classification of Occupations, ISCO –

2008, compiled by the International Labour Office, ILO Geneva, and which is the revised edition of ISCO – 88. This adaptation has been done to ensure international and regional comparability of reporting and analyzing of statistical data relating to occupations, manpower, population census, etc, and also taking into account globalization. Continuity with ISCO-88 has been maintained, as far as possible, since the collection, analysis and reporting of statistical data in the United Republic of Tanzania has been based on ISCO-88 and TASCO- 1990 version. In all, 131 minor groups of TASCO and 444 Unit Groups are equivalent to, or only marginally different from those of ISCO-88. Nevertheless, TASCO, as well as ISCO-2008 differs slightly from the ISCO-88 in the following aspects:-

- i) A new level of aggregation, called Sub-Major Groups, which was introduced in ISCO-88 and adopted by TASCO -1990, has been maintained;
- ii) The basis of occupational classifications, in the ISCO-68, was according to type of work performed. TASCO-1990 and ISCO-88 occupational classifications are based on “Skill requirement” criterion, reflected in the skill level and skill specialization of various occupations. TASCO 2010 edition has observed the same principle;
- iii) As a result of introduction of a new level of aggregation, viz Sub-Major Groups, the occupational code structure consists of six (6) digits. The digit structure is the same as it was in 1990, thus:-
 - a) Major Groups are of one (1) digit, the extreme left numeral, at ‘thousand point of the four digits before the decimal point;
 - b) Sub-Major Groups consist of two (2) digits, the left two numerals, at ‘thousand’ and ‘hundred’ points, of the four-digit numbers before the decimal point;
 - c) Minor Group consist of three (3) digits, the left three numerals, at ‘thousand’ ‘hundred’ and ‘ten’ points, of the four-digit numbers before the decimal point;
 - d) Unit Groups consist of four (4) digits, all the four numerals left of the decimal point; and
 - e) Occupational Categories consist of six (6) digits, all the four (4) numerals left of the decimal point plus the two (2) numerals right of the decimal point.

Example

2330 Secondary education teachers:

Major Group is indicated by ‘2’, one digit at the ‘thousand’ point;

Sub-Major Group is indicated by ‘23’, two digits at ‘thousand’ and ‘hundred’ points;

Minor Group is indicated by ‘233’, at ‘thousand’, ‘hundred’ and ‘ten’ points; and

Unit Group is indicated by '2330', all the four.

1.3.5 Classification of Individual Consumption by Purpose (COICOP)

COICOP is one of the functional classifications in the UN 1993 System of National Accounts (SNA93). It is used to classify individual consumption expenditures of three institutional sectors, namely households, Non-Profit Institutions Serving Households (NPISHs) and Government. COICOP is described as a “functional” classification because it categorizes consumption expenditures according to their primary “functions” – in the sense of “purposes” or “objectives”; for example, housing, medical, transport, recreation and education.

CHAPTER TWO

Pre-primary and Primary Education

2.0 Introduction

According to Education and Training Policy of 2014, Pre-primary education is a formal school system for children aged 3-5 years. Pre – Primary Education cycle lasts for 1 year with no examination of promotion.

The Government has systematized and formalized pre-primary education for 3-5 years old children by considering that early years of life are critical for the development of a child's mental and other potentials through community involvement and cooperation. In the formalization process each primary school was required to establish a pre-school class which is run by professional teachers. Curriculum development and school inspections are guided by the Ministry of Education and Vocational Training (MoEVT).

Primary education is a six years education cycle after pre-primary. It is universal and compulsory to all children aged 4-12 years. A child can start primary school at 4-6 years depending on the understanding level of a child. The primary school cycle begins with standard one (Std. I) on entry, and ends with standard six (Std VI) in the final year. Standard VI examination is a Primary School Leaving Examination (PSLE), marking completion of the primary education cycle.

From its administrative/routine practices, the education sector generates statistics that are compiled, analysed, and published for use within the sector and by outside stakeholders for a number of purposes.

2.1 Scope and Coverage

The data collection system covers all government and non government pre-primary and primary schools in Tanzania Mainland. Data collected include enrolment, sex, age, class, number of streams, parents information, citizenship, disability, dropouts, repeaters, pass rates, number of standard six leavers, number of teachers, teacher attrition, type of registration, infrastructure, teaching and learning materials, availability of basic services and distance from school to council headquarters.

2.2 Frequency of Collecting Data of Pre-Primary and Primary Education Statistics

Pre-primary and Primary education statistics is mostly collected at school level annually. Population and Housing Census collects education data at household level after every ten years. Other surveys such as Tanzania Demographic and Health Survey (TDHS), Tanzania HIV/AIDS and Malaria Indicator Survey (THMIS), Household Budget Survey (HBS) and the Intergrated Labour Force Survey (ILFS) collect education information after every five years. The annual Economic Survey compiles education information from various sources on an annual basis, and the National Panel Survey (NPS) also collects education information bi-annually.

2.3 Sources and Methods of Compiling Pre - Primary and Primary Education Statistics

Pre-Primary and Primary education data at school level are collected through annual census of education institutions using questionnaires designed specifically for the purpose. Data are collected through questionnaires that are sent to schools to be filled from school records and returned to District Education Officers (DEOs) for aggregation. Filled in questionnaires are sent to the Ministry headquarters for processing and analysis. Censuses and surveys also collect education information at household level. After collecting information from censuses and surveys, data entry, compilation, processing and analysis is done mostly by the National Bureau of Statistics.

2.4 Data Dissemination and Archives

Pre primary and primary education statistics are disseminated using the Basic Education Statistics in Tanzania (BEST) Publication through seminars, workshops, meetings where statistical officers from the Ministry share informations from BEST publication. The BEST publications are also distributed to various stakeholders. These stakeholders include individuals, MDA's, international organizations, academic institutions and NGOs. They are also available in the MoEVT website (www.moe.go.tz) and PMO-RALG website (www.pmoralg.go.tz).

Harmonized data archives are of great significance, and can be for automated/documentation and efficient dissemination. Data archives can either be in an electronic format or storing/safe keeping of source papers and documents. These are designed to assist storage of documents for future consumption. In Tanzania, Pre-Primary and Primary Education statistics archive is accessible in MoEVT offices, Regional Education Offices, District Education Offices and National Bureau Statistics.

2.5 Main Uses of Pre-Primary and Primary Education Statistics

The major objective of using pre-primary and primary education statistics is to enable everyone at the community, ward, district, regional and ministerial levels to access and use reliable data in order to evaluate the implementation of education policies and guidelines for planning purposes.

Pre-primary and primary education statistics facilitate decision making regarding implementation of activities particularly in the education sector. Therefore, education statistics enables the following important roles:

- a) Preparation of various education sector policies;
- b) Planning and making correct decisions in the education sector;
- c) To calculate education indicators such as Gross Intake Rate, Net Intake Rate, Gross Enrolment Ratio, Net Enrolment Ratio, Gender Parity Index and Dropouts;
- d) Managing and evaluating the implementation of different education plans and interventions;
- e) Monitoring and evaluation of MKUKUTA, MDG2 and MDG3 indicators such as; Net enrolment ratio in primary education, Proportion of pupils starting grade 1 who reach last grade of primary schooling and ratio of girls to boys in primary, secondary and tertiary education (GPI);
- f) Assisting in initiating different education related researches; and
- g) Assisting in monitoring and evaluating different education programme.

2.6 Challenges Facing Pre-Primary and Primary Education Statistics

Absence of accurate, reliable and timely data for pre-primary and primary school is a major challenge facing the primary school statistical system. The following constraints have contributed to the earmarked challenges:-

- a) Inadequate financial resources for data collection;
- b) Inadequate skilled personnel for data collection;
- c) Reluctance of teachers to fill in questionnaires in time due to lack of knowledge of importance of education statistics;
- d) Inadequate supportive supervision of Education Management Information System (EMIS) at the regional, district and ward levels; and
- e) Inadequate pre primary classrooms among government primary schools

CHAPTER THREE

Secondary Education

3.0 Introduction

The formal Secondary education consists of two sequential cycles. The first cycle is a four years programme of Ordinary level (O-level) secondary education. The second cycle is a two year programme of Advanced level (A-level) secondary education. The O-level secondary education is the continuation of primary formal education which begins with Form 1 and ends with Form 4.

Advanced level secondary education is a continuation of ordinary level secondary education. The A-Level secondary education has Form 5 and 6. Selection in A-Level is based on prescribed performance level in the relevant A-level subject combinations after attainment of appropriate credits in the Certificate of Secondary Education Examination (CSEE).

Just the case for pre-primary and primary schools data, secondary school subsector through its administrative undertakings, it generates data that are compiled, analysed and published for use within education sector and by outside stakeholders for a number of purposes.

3.1 Scope and coverage

The scope of Secondary Education statistics in Tanzania Mainland covers all government and non government O'Level and A'Level secondary schools. Data collected from secondary schools include number of students, sex, age, class, teachers' particulars, infrastructure, disability, citizenship, teaching and learning materials, examination performance, dropouts, parents' information, repeaters and basic services.

3.2 Frequency of Collecting Data of Secondary Education

Data are collected annually from all secondary schools using questionnaires sent to each school. Population and Housing Census collects education data at household level after every ten years. Other surveys such as Tanzania Demographic and Health Survey (TDHS), Tanzania HIV/AIDS and Malaria Indicator Survey (THMIS), Household Budget Survey (HBS), and Intergrated Labour Force Survey (ILFS) collect education information after every five years. The Annual Economic Survey compiles secondary education data from various sources, and National Panel Survey (NPS) collects education information bi-annually .

3.3 Sources and Methods of Compiling Secondary Education Statistics

Secondary School Statistics are obtained from Primary and Secondary Sources. In Primary Sources data are collected directly from school through questionnaires. In Secondary Source data are obtained from surveys conducted by different institutions. Secondary education data at school level are collected through the annual census of educational institutions using questionnaires designed specifically for the purpose. Data processing involves manual editing of data from the questionnaires at ward level and data entry is done at council level after completion of fieldwork. Compilation, processing and analysis of education data is done at national level (MoEVT and PMO-RALG).

3.4 Data Dissemination and Archives

Compiled statistics are disseminated in hard copies through Basic Education Statistics booklets and soft copies to different stakeholders through the websites of the ministries responsible for education (www.pmoralg.go.tz and www.moe.go.tz). Secondary Education statistics archive is accessible in MoEVT offices, website, Regional Education Offices, District Education Offices and National Bureau Statistics.

3.5 Main Uses of Secondary Education Statistics

Education statistics facilitates decision making with regard to implementation of educational activities. Therefore, secondary education statistics are very useful in:

- i. Formulating education sector policies;
- ii. Budgeting purposes;
- iii. Planning and decisions making in the education sector;
- iv. Calculating education indicators;
- v. Managing and evaluating the implementation of different education plans;
- vi. Assisting different education related researches; and
- vii. Monitoring and evaluating different educational programmes.

3.6 Challenges Facing Secondary Education Statistics

The major challenge facing the secondary education statistical system is the absence of readily available statistics which are accurate, reliable and timely. Other challenges are:-

- i. Inadequate knowledge and skills on data collection;
- ii. Lack of harmonised data from different sources;
- iii. Inadequate financial resources for data collection;
- iv. Reluctance of institutions to give reliable and timely data; and

- v. Shortage of trained staff for data collection.

CHAPTER FOUR

Vocational Education

4.0 Introduction

Vocational Education Training (VET) in Tanzania is characterised by various type of ownership ranging from company based training, private operators, government providers as well as faith based Vocational Training Centres (VTCs). VET institutions both private and public offer programs which provide relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area for social and economic development. The quality control and quality assurance for Vocational Education Training programs is undertaken by Vocational Educational and Training Authority (VETA). VETA was established by an Act of Parliament No. 1 of 1994 charged with broad tasks of coordinating, regulating, financing, promoting and providing vocational education and training in Tanzania. VET provides alternative educational and training to any person who completed primary and any other levels of formal education. The courses offered lead to careers as skilled worker who can be employed or self employed.

Through its operations, VET institutions generate data that are compiled, analysed, and published for use within the sector for planning purposes, monitoring and evaluation of a number of programs, and for a number of purposes, the data generated are used by interested stakeholders.

4.1 Scope and Coverage of VET statistics

The data collection system covers all registered government and non government VET centres in Tanzania Mainland. The data collected include enrolment, sex, type of registration, field of study, disability, number of trainees, number of graduates in VET and number of training centres.

4.2 Frequency of Collecting Data of Vocational Education

The Ministry of Education and Vocational Training is collecting VET statistical data annually. Population and Housing Census collects education data at household level after every ten years. Other surveys such as Tanzania Demographic and Health Survey (TDHS), Tanzania HIV/AIDS and Malaria Indicator Survey (THMIS), Household Budget Survey (HBS), and the Intergrated Labour Force Survey (ILFS) collect education information after every five years. From a number of sources, the Annual Economic Survey compiles VET statistics, and the National Panel Survey (NPS) collects education information after once in two years.

4.3 Sources and Methods of Compiling Vocational Education Statistics

VET data are collected directly from respective institutions by using questionnaires designed specifically for the purpose. Filled-in questionnaires are sent to the Ministry headquarter (MoEVT) for compilation, processing, analysis and dissemination.

4.4 Data Dissemination and Archives

In Tanzania VET statistics are disseminated through the Basic Education Statistics (BEST) publication, seminars, workshops and meetings where statistics officers from the ministry share information from the BEST publication. BEST publications are also distributed to various stakeholders. These stakeholders include individuals, MDA's, international organizations, academic institutions and NGOs. They are also available in the MoEVT website (www.moe.go.tz).

4.5 Main Uses of Vocational Education Statistics

The Vocational Education statistics are mainly used by the government to evaluate the implementation of education policies and guidelines for planning purposes.

Vocational education statistics facilitate decision making regarding implementation of activities particularly in the education sector. Therefore, VET statistics facilitate the following:

- a) Preparation of various education sector policies;
- b) Planning and making correct decisions in the education sector; and
- c) Monitoring and evaluation of government programmes and other forms of government interventions.

4.6 Challenges Facing Vocational Education Statistics

Absence of accurate, reliable and timely vocational education data is a major challenge facing the VET statistical system. The following constraints have contributed to the earmarked challenges:-

- a) Inadequate allocation of financial resources for data collection;
- b) Shortage of trained personnel for data collection;
- c) Lack of quality control mechanism during data collection;
- d) The possibility of having missing items or missing records (an incomplete file); and
- e) The timeliness of the data collection.

CHAPTER FIVE

Technical and Training Education

5.0 Introduction

As per Act No. 9 of 1997, Technical and Training Education is defined as education and training undertaken by students to equip them to play roles requiring higher levels of skills, knowledge, understanding/attitudes and eventually take responsibility for their areas of specialization. Technical and Training Education provide alternative educational and training opportunities available after lower secondary education, which lead to careers as skilled workers, technicians and professionals who are able to work in different sectors of the economy. The focus is on imparting necessary knowledge and skills in order to enable them to contribute to the socio-economic development of their communities and ultimately to that of the country.

The quality control and quality assurance for Technical Education and Training is undertaken by the National Council for Technical Education (NACTE). In this perspect, NACTE is therefore, considered as the multi-disciplinary and multi-sectoral body empowered to oversee and coordinate provision of technical education and training in Tanzania.

5.1 Scope and Coverage

The scope of Technical Education and Training covers all post-secondary non-tertiary education and tertiary education institutions other than universities and their affiliated colleges, delivering courses at technician, semi professional and professional levels leading to awards of certificates, diplomas, degrees and other related awards.

In Tanzania Mainland data collection covers all registered government and non government Technical and Training Education institutions . Data collected include enrolment of students by field of study, disability, sponsorship, graduates by field of study, academic staff attrition, number of institutions, teaching and learning materials, number of tutors and other related basic services.

5.2 Frequency of Collecting Data of Technical and Training Education

Data are collected annually from all institutions using questionnaires sent to each institution. Population and Housing Census collects education data at household level after every ten years. Other surveys such as Tanzania Demographic and Health Survey (TDHS), Tanzania HIV/AIDS and Malaria Indicator Survey (THMIS), Household Budget Survey (HBS), and Intergrated Labour

Force Survey (ILFS) collect technical and training education information after every five years. Annual Economic Survey compiles technical and training education data from various sources on annual basis, and the National Panel Survey (NPS) collect education information bi-annually.

5.3 Sources and Methods of Compiling Technical and Training Education Statistics

Technical Education and Training statistics are obtained from Primary and Secondary Sources.

Primary Sources: Data are collected directly from institutions through questionnaires.

Secondary Source: Data are collected from survey conducted by different institutions. Primary Data are collected through questionnaires sent by NACTE to institutions to be filled with records of a specified time reference and returned to NACTE for aggregation. Processed and analyzed data are sent to the Ministry of Education and Vocational Training (MoEVT) headquarters in hard and electronic copies for consolidation at National level.

5.4 Data Dissemination and Archives

Consolidated statistics are disseminated in hard copies as Basic Education Statistics (BEST) booklets and electronic copies to stakeholders through NACTE and Ministry of Education and Vocational Training websites (www.nacte.go.tz) and (www.moe.go.tz). Technical Education and Training statistics archive is accessible in MoEVT and NACTE offices and websites and National Bureau of Statistics.

5.5 Main Uses of Technical and Training Education Statistics

Education statistics facilitate monitoring and evaluation of the Technical Education and Training sub-sector performance and enhance informed decision making regarding policy reforms and implementation of educational activities. Therefore, Technical Education and Training statistics are very useful for:

- i. Formulating education sector policies;
- ii. Financing and Budgeting purposes;
- iii. Planning and management purposes;
- iv. Decision making in the education sector;
- v. Developing education indicators;

- vi. Developing education programmes and plans;
- vii. Assisting education and social related researches; and
- viii. Monitoring and evaluating sub-sector performance.

5.6 Challenges Facing Technical and Training Education Statistics

The major challenge facing the Technical Education and Training statistical system is the capacity to produce statistics which are valid, accurate, reliable and timely. Other challenges include:-

- i. Inadequate knowledge and skills on data collection;
- ii. Lack of integrated and harmonised data from different sources;
- iii. Inadequate financial and technical resources for data production;
- iv. Reluctance of institutions to provide valid, reliable, accurate and timely data;
- v. Shortage of trained staff for data production;
- vi. Low user-demand for data; and
- vii. Inefficient systems for production, management and dissemination of data.

CHAPTER SIX

Higher Education

6.0 Introduction

Higher education is an optional final stage of formal learning that occurs after [secondary education](#). It is normally taken to include undergraduate and postgraduate education. Its duration is at least 3 years.

Higher Education in Tanzania is coordinated by Tanzania Commission for Universities (TCU) and National Council for Technical Education (NACTE). TCU is responsible for Universities while NACTE oversees the technical and training institutions.

6.1 Scope and Coverage

The statistics in Higher Education include information ranging from Colleges, technical institutions and Universities on number of students and lecturers/tutors, infrastructures available, courses/programmes offered, teaching and learning materials, retention rate, performance rate, pass rate and beneficiaries of loans from the government.

6.2 Frequency of Collecting Data of Higher Education

The data on Higher Education are collected once per year. This exercise ends by producing Basic Education Statistics in Tanzania (BEST).

Most Universities also carry out research regularly to inform the public and the government on various issues related to higher education which needs interventions. Tanzania Demographic and Health Survey (TDHS), Household Budget Survey (HBS) collects information on Higher education after every five years and the National Panel Survey (NPS) collects education information on higher education bi-annually.

6.3 Sources and Methods of Compiling Higher Education Statistics

6.3.1 Sources

Higher Education Statistics can be obtained through Administrative records from Higher Learning Institutions.

6.3.2 Methods

Higher Education Statistics are obtained through questionnaires which are distributed to all higher learning institutions. Institutions fill in the questionnaires then submit them to TCU. There after they are submitted to MoEVT which compiles and processes the data and finally produces the BEST publication.

6.4 Data Dissemination and Archives

The distribution of higher education statistics to stakeholders on timely basis is important for gauging the value of money spent on the whole process of data management. It is encouraged that a cost effective dissemination methodology should be used when disseminating the obtained statistics to the final consumers. Compiled statistics are disseminated in hard copies as Basic Education Statistics booklets and soft copies to different stakeholders through the website of the Ministry website responsible for education (www.moe.go.tz) as well as through seminars, workshops and meetings.

The Higher Education statistics archive is accessible in MoEVT, TCU, NACTE, and NBS as well as in higher learning institutions libraries.

6.5 Main Uses of Higher Learning Statistics

Higher Education has a significant role in a country's development. It is responsible for producing professionals within the country. For effective planning and monitoring in higher education a country must have reliable and accurate data. Higher Education statistics are very important in development as follows:

- i. Providing relevant, comprehensive and accurate statistical information for policy formulation; Monitoring and Evaluation of programmes and interventions as well as quality assurance purposes; and
- ii. Planning, budgeting and decision making.

6.6 Challenges Facing Higher Education Statistics

The importance of higher education statistics is inevitable for planning and policy development in the country. However there are many challenges facing higher education statistics including:

- i. Limited financial resources in some institutions;
- ii. Bureaucratic system in providing data; and
- iii. Poor coordination and management.

CHAPTER SEVEN

Adult and Non Formal Education

7.0 Introduction

Adult and Non Formal Education programmes are designed to cater for all people who for some reasons missed an opportunity to go through the formal education system. Adult education programmes range from literacy to functional literacy. Literacy programmes aim at equipping learners with reading, writing and counting competences while functional ones are those which aim at maintaining the competences acquired.

Adult Education has a close link to the country's level of development. There is a very close correlation between level of literacy and development. If adults are educated they may have an immediate impact on the country's development. Literate parents realise the importance of education to their children unlike illiterate parents. They are also aware of family planning, health care, environmental conservation as well as proper record keeping in their businesses.

7.1 Scope and Coverage

The data on adult and non formal education are obtained from primary schools which are also centres of adult education, Complementary Basic Education in Tanzania (COBET), Integrated Community Based Adult Education (ICBAE) centres and Institute of Adult Education (IAE).

The Adult and Non Formal Education statistics include all information on number of learners, profile of learners and facilitators, number of facilitators and coordinators, infrastructures, pass rate, dropouts, retention rate and performance rate.

7.2 Frequency of Collecting Data on Adult and Non Formal Education

The data on Adult and Non Formal Education are collected once per year. The data are processed and compiled in Basic Education Statistics in Tanzania (BEST) document. Tanzania Demographic and Health Survey (TDHS), Household Budget Survey (HBS) and National Panel Survey (NPS) collects education information on Adult and non formal education after once in two years.

7.3 Sources and Methods of Compiling Adult and Non Formal Education Statistics

7.3.1 Sources

Adult and Non Formal Education Statistics are obtained from adult literacy and COBET classes as well as ICBAE centres and Institute of Adult Education.

7.3.2 Methods

Data on Adult and Non formal education is collected through questionnaires sent to literacy and COBET classes as well as ICBAE centres to be filled and returned to District Education Officers (DEOs) for aggregation. Filled-in questionnaires are sent to the Ministry headquarters for processing and analysis. Censuses and surveys also collect education information at household level. After collecting information from censuses and surveys, data entry, compilation, processing, analysis and dissemination is done by National Bureau of Statistics.

7.4 Data Dissemination and Archive

The distribution of adult and non formal education statistics to stakeholders on timely basis is important for gauging the value for money spent on the whole process of data management. It is encouraged that a wide and cost effective dissemination methodology should be used in disseminating the obtained statistics to final consumers. Compiled statistics are disseminated in hard copies as Basic Education Statistics booklets and soft copies to different stakeholders through the website of the Ministry responsible for education (www.moe.go.tz) as well as through seminars, workshops and meetings.

Moreover, Adult and Non formal Education statistics archive is accessible in MoEVT and NBS as well as in the Institution of Adult Education library.

7.5 Main Uses of Adult and Non Formal Education Statistics

Adult and Non Formal Education Statistics are important for policy formulation, planning, and decision making on provision of quality education in the country.

The main users of adult and non formal education statistics are government institutions, non government organizations, international organizations, researchers and individuals.

7.6 Challenges Facing Adult and Non Formal Education Statistics

Adult and non formal education statistics is important for planning and policy development in the country. However, there are many challenges facing adult and non formal education statistics including:

- a) Discrepancies among data produced from various sources;
- b) Insufficient harmonization of survey instruments and techniques;
- c) Inadequate human resources for data collection; and

CHAPTER EIGHT:

Database Coding System

8.0 Introduction

This chapter includes the database coding system which are described in this compendium.

8.1 International Standards of Industrial Classification Revision 4 (ISIC REV.4)

Division	Group	Class	Subclass	Description
85				Education
	851			Pre-primary and primary education
		8510		Pre-primary and primary education
			85101	Pre-primary
			85102	Primary education
				<p>This class also includes: Special education for handicapped students at this level and provision of literacy programmes for adults.</p> <p>This class excludes: Adult education as defined in group 854 and child day care activities see class 8890</p>
	852			Secondary education
		8521		General secondary education
			85211	Lower secondary (Ordinary level secondary Education).
			85212	Upper secondary (Advanced level secondary education).
		8522		Technical and vocational secondary education
			85221	Technical secondary education
			85222	Vocational education training
				<p>This class also includes: Special education for handicapped students at this level.</p> <p>This class excludes: Adult education as defined in group 854</p>

Division	Group	Class	Subclass	Description
	853			Higher education
		8530		Higher education
			85301	Post-secondary non-tertiary education This includes post-secondary non-tertiary education, technical and vocational.
			85302	Tertiary education
				This includes first stage tertiary education and second stage tertiary education. This class also includes: Performing arts schools providing higher education. This class excludes: Adult education as defined in group 854
	854			Other education
		8541		Sports and recreation education This class includes: Sports instruction (baseball, basketball, cricket, football, etc); camps,; cheerleading instruction; gymnastics instruction; riding instruction, academies or schools; swimming instruction; professional sports instructors, teachers, coaches; martial arts instruction; card game instruction (such as bridge);yoga instruction. This class excludes: Cultural education, see class 8542
		8542		Cultural education This class includes piano teachers and other music instruction, art instruction,dance instruction and dance studios, drama schools (except academic), fine arts schools (except academic), performing arts schools (except academic), photography schools (except commercial).

Division	Group	Class	Subclass	Description
		8549		<p>Other education not elsewhere classified.</p> <p>This class includes:</p> <p>Education that is not definable by level; academic tutoring services, college board preparation; learning centres offering remedial courses; professional examination review courses; language instruction and conversational skills instruction; speed reading instruction, religious instruction; automobile driving schools; flying schools; lifeguard training; survival training; public speaking training and computer training.</p> <p>This class excludes:</p> <p>Adult literacy programmes see class 8510; general secondary education, see class 8521; driving schools for occupational drivers, see class 8522; higher education, see class 8530 and cultural education, see class 8542.</p>
	855			Educational support activities
		8550		<p>Educational support activities</p> <p>This class includes provision of non-instructional services that support educational processes or systems:</p> <p>This class excludes:</p> <p>Adult literacy programmes see class 8510; general secondary education, see class 8521; driving schools for occupational drivers, class 8522; higher education, see class 8530 and cultural education, see class 8542.</p>

8.2 Central Products Classification (CPC)

Group	Class	Subclass	Description
Division 92			Education services
921			Pre-primary education services
	9210	92100	Pre-primary education services
922			Primary education services
	9220	92200	Primary education services
923			Secondary education services
	9231	92310	
	9232	92320	Lower secondary education services, technical and vocational
	9233	92330	Upper secondary education services, general
	9234	92340	Upper secondary education services, technical and vocational
924			Post-secondary non-tertiary education services
	9241	92410	Post-secondary non-tertiary education services, general
	9242	92420	Post-secondary non-tertiary education services, technical and vocational
925			Tertiary education services
	9251	92510	First stage tertiary education services
	9252	92520	Second stage tertiary education services
929			Other education and training services and educational support services
	9291		Other education and training services
		92911	Cultural education services

		92912	Sports and recreation education services
		92919	<u>Other education and training services, not elsewhere classified.</u>
	9292	92920	Educational support services

8.3 Harmonized Commodity Description and Coding System (HS)

49	Printed books, newspapers, pictures & other products etc.
4901	Printed books, brochures, leaflets and similar printed matter
49011000	Printed books, brochures, leaflets, etc, in single sheets
49019100	Dictionaries and encyclopedias and serial installments thereof
49019900	Printed books, brochures, leaflets and similar printed matter, not elsewhere specified
4902	Newspapers, journals and periodicals
49021000	Newspapers, journals and periodicals, appearing \geq four times a week
49029000	Newspapers, journals and periodicals, appearing $<$ four times a week
49030000	Children's picture, drawing or colouring books
4903	Children's pictures
49040000	Music, printed or in manuscript
4904	Music, printed or in manuscript
4905	Maps, etc. (including. Atlases, wall maps), printed
49051000	Globes
49059100	Maps and hydrographic or similar charts, in book form
49059900	Maps and hydrographic or similar charts, printed, not in book form
49060000	Plans... For architectural... Purposes; handwritten texts; photographs of
4906	Plans and drawings for architectural engineering
49070000	New stamps; stamp-impressed paper; cheque forms; banknotes, etc.
4907	Unused posted, revenue or stamps
4908	Transfers (decalcomanias)
49081000	Transfers (decalcomanias), vitrifiable
49089000	Transfers (decalcomanias) (excl. Vitrifiable)
49090000	Printed or illustrated postcards; printed cards bearing greetings, etc.
4909	Printed or illustrated postcards
49100000	Calendars of any kind, printed, including calendar blocks
4910	Calendars of any kind
4911	Other printed matter, including printed pictures and photographs
49111000	Trade advertising material, commercial catalogues and the like
49119100	Pictures, designs and photographs
49119900	Other printed matter, not elsewhere specified

8.4 Tanzania Standard Classification of Occupations (TASCO)

Major Groups, Sub-Major Groups, Minor Groups and Unit Groups

2 Professionals

23 Teaching professionals

231 University and higher education teachers

2310 University and higher education teachers

232 Vocational education teachers

2320 Vocational education teachers

233 Secondary education teachers

2330 Secondary education teachers

234 Other teaching professionals

2341 Education methods specialists

2342 Special needs teachers

2343 Other language teachers

2344 Other music teachers

2345 Other arts teachers

2346 Information technology trainers

2349 Teaching professionals not elsewhere classified.

3 Technicians and associate professionals

36 Teaching associate professionals

361 Primary school and early childhood teachers

3611 Primary school teachers

3612 Early childhood educators

362 Secondary education teachers, associate professionals

3620 Secondary education teachers, associate professionals

363 Technical/vocational education teachers, associate professionals

3630 Technical/vocational education teachers, associate professionals

364 Special education teachers, associate professionals

3640 Special education teachers, associate professionals.

8.5 Classification of Individual Consumption by Purpose (COICOP)

10.	EDUCATION
10.1.	Pre-primary and primary education
10.1.1	Pre-primary and primary education (S) 10.1.0
10.1.1.1	Pre-primary and primary education
10.1.1.1.1	Pre-primary school fee (Private)
10.1.1.1.2	Primary school fee (Private)
10.2	Secondary education
10.2.1	Secondary education (S) 10.2.0
10.2.1.1	Secondary education
10.2.1.1.1	Secondary school fee, government (boarding school)
10.2.1.1.2	Secondary school fee, government (day school)
10.2.1.1.3	Secondary school fee, private (day)
10.3	Post-secondary non-tertiary education
10.3.1	Post-secondary non-tertiary education (S)
10.3.1.1	Post-secondary non-tertiary education
10.4	Tertiary education
10.4.1	Tertiary education (S)
10.4.1.1	Tertiary education
10.5	Education not definable by level
10.5.1	Education not definable by level (S)
10.5.1.1	Education not definable by level.

CHAPTER NINE

Concepts and Definitions

Literacy

It is the ability to read and write to a competent level. It excludes the ability to only write or sign one's own name or write memorized phrases. The ability to read and write may be in any language.

Literacy Rate

This is the proportion of the population of specified age group who can read and write in any language expressed as a percentage of the total persons of that age group.

Illiteracy Rate

This is the proportion of the population of specified age group who cannot read and write, expressed as a percentage of the total persons of that age group.

Informal Education

Refers to any organized and sustained educational activities that do not follow any approved curriculum.

Educational System

It is the overall network of institutions and programmes through which education of all types and levels is provided to the population.

Educational Programme

It is a set of organized and purposeful learning experiences with a minimum duration of one school or academic year usually offered in an educational institution.

Universal Primary Education (UPE)

Means full enrolment of all children in the primary school – age group (7-13) that is 100 percent Net enrolment Ratio.

Course

A planned series of learning experiences in a particular subject matter area or a set of skills, usually offered by an educational or training institution or programme for one or more students/learners.

Grade

It is a stage of instructions usually covered in one academic year.

Pupil

A young person who is enrolled in an educational programme. Usually *pupil* refers to a child enrolled in primary school.

Student

Is a young person or an adult enrolled at more advanced levels.

Graduate

Is a pupil or student who successfully completes a level of education such as primary, secondary or university education.

School-age Population

It is the number of persons in the officially defined school age- group, whether enrolled in school or not in a specified area.

Gross Enrolment Ratio (GER)

Number of pupils enrolled in a given level of education, regardless of age, expressed as percentage of the population in the relevant official age group.

Example for primary education

$$GER = \frac{\text{Total Pupils (enrolled in grade I – VII)}}{\text{Total children 7 – 13 years old}} \times 100$$

Primary School Gross Enrolment Ratio

The total number of children enrolled in primary school that is in classes I-VII, regardless of age, expressed as a percentage of the total number of children in the relevant age - group for primary school education, which is 7-13 years age - group.

Secondary School Gross Enrolment Ratio

The total number of students enrolled in secondary schools expressed as a percentage of the total number of persons in the relevant age group for secondary school education, which is the 14-17 years age - group.

Vocational Training School Gross Enrolment Ratio

The total number of students enrolled in vocational training schools expressed as a percentage of the total number of persons in the relevant age - group for vocational education, which is the 14-17 years age group.

Net Enrolment Ratio (NER)

It is the total number of pupils/students in the official school-age group expressed as a percentage of the total population in that age group. Example for Primary Education

$$NER = \frac{\text{Grade I – VII pupils aged 7 – 13 years}}{\text{Total 7 – 13 years old children}} \times 100$$

Drop-out Rate (DR)

It is the percentage of pupils who enrolled in a given grade or cycle or level of education in a given school year who are no longer enrolled in the following school year.

$$DR = \frac{\text{Dropouts in a Grade in year } N}{\text{Enrolment in that Grade in year } N} \times 100$$

Transition Rate (TR)

The number of pupils (or students) admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils (or students) enrolled in the final grade of the lower level of education in the previous year.

Promotion Rate

It is the percentage of pupils promoted to the next grade in the following school year.

$$PR = \frac{\text{Promoted to a Grade in year } N + 1}{\text{Enrolment in that Grade in year } N} \times 100$$

Repetition Rate

It is the proportion of pupils enrolled in a given grade and in a given school year who study in the same grade the following school year.

$$RR = \frac{\text{Repeaters in a Grade in year } N + 1}{\text{Enrolment in that Grade in year } N} \times 100$$

Gender Parity Index (GPI)

$$GPI = \frac{\text{Value of indicator of Girls}}{\text{Value of indicators of Boys}}$$

Mean Years of Schooling

The total number of years of schooling received by persons aged 25 years and above divided by the total number of persons aged 25 years or older.

$$MYS = \frac{\sum_{x=25}^N y_x}{\sum_{x=25}^N p_x}$$

Where,

MYS = Mean Years of Schooling

y_x = Years from age 25 years and above

N = Age above 25 years

p_x = Persons with years from age 25 years and above

\sum = Sum

Mean Age Enrolment for Primary School

It is the average age of enrolment in Primary schools.

Teacher

A person who on his/her professional capacity guides and directs pupil learning experiences in gaining knowledge, attitudes, and skills that are stipulated by a defined curriculum programme.

Pupil/Student Qualified Teacher Ratio (PQTR)

Average number of pupils/students per qualified teacher in a given level of education.

Survival Rate (SR)

Percentage of pupils/students enrolled in a first grade of a given level of education who reach final grade of that level.

Completion Rate (CR)

Number of pupils/students enrolled in a final grade of a given level of education expressed as percentage of school-age population of that grade.

Pass Rate (PR)

Number of pupils/students who passed an exam expressed as percentage of total candidates who sat for the examination.

Pupil/Student Book Ratio (PBR)

Average number of pupils/students per book.

Teacher Attrition Rate

Proportion of teachers who leave the teaching career in a given year.

Percentage of New Entrants into Primary Schools with Pre-Primary Education

New entrants into primary schools who have attended pre-primary education expressed as percentage of all new entrants.

Percentage of Tutors in Teachers' Colleges with Relevant Qualifications

Tutors in Teachers' Colleges who have relevant university degrees or diplomas expressed as percentage of all tutors.

Percentage of Female Students

Number of female students expressed as percentage of total number of students.

Percentage Distribution of Teaching Staff by qualification and Sex

Distribution of teachers by qualification expressed as percentage of all teachers.

Percent of Trainees by Type of VET Programme

Number of VET trainees by type of VET programme expressed as percent of total trainees.

Percentage of Female Students Enrolled in Technical and Higher Learning institutions by Award and Field of Study

Number of female students enrolled in Technical and Higher Learning institutions expressed as percentage of total enrolment by Award and Field of Study.

Percentage of Students Studying Abroad by Field of Study

Number of students studying abroad by field of study expressed as percentage of all students studying abroad.

Percent Distribution of Higher Education Students provided with Loans by Sex

Number of higher education students provided with loans expressed as percentage of all students by sex.

Share of Government Budget on Education Sub-Sectors

Budget of education sub-sectors expressed as percentage of total government budget in the education sector.

Growth Rate of Gross Domestic Product (GDP)

Annual increase of GDP in a year expressed as percentage of the GDP of the previous year.

Full-time Teacher

A person engaged in teaching for specified number of hours per week according to official regulations in the country.

Part- time Teacher

A teacher employed for less than the normal or statutory number of hours of work for a full-time teacher over a complete school year.

Pupil/Teacher Ratio (Primary School)

Number of primary school pupils per teacher.

$$PTR = \frac{\text{Number of Primary Pupils}}{\text{Total Number of teachers}}$$

Student/Teacher Ratio (Secondary School)

Number of secondary school students per teacher.

$$STR = \frac{\text{Number of Secondary Pupils}}{\text{Number of teachers}}$$

Net Intake Rate (NIR)

New entrants in the first grade of pre-primary or primary education who are of official school-entrance age expressed as a percentage of the official school entrance age population.

