

Presentation to Technical Cooperation Group on Indicators for SDG4 – Education Tanzania Experience



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1.0 Introduction

Tanzania is located in East Africa with a total area of about 947, 300 sq km (land: 885,800 sq km and water: 61,500 sq km) with:

- ▶ Average population growth rate of 2.7%
- ▶ Population estimated at 47, 421, 786 in 2014
- ▶ Average economic growth rate of 7%
- ▶ Various tourists attraction including mount Kilimanjaro and a number of game reserves with variety of wild natural animals which mark it as a hub of tourists in Africa

2.0 Sector Reforms

- Approval of Education and Training Policy that emphasize the compulsory and free basic education of 11 years (1 year Pre-primary, 6 years Primary and 4 years Lower secondary).
- Implementation of Big Results Now to reverse the downward trend of quality in basic education.
- Implementation of Literacy and Numeracy Education Support (LANES) Programme for lower grades (STD I &II)
- Undertaking Education Sector Analysis and Development of new Education Sector Development Programme (ESDP 2016- 2020).

3.0 Thematic Indicators Framework for SDG4

4.3, 4.4 and 4.5

Target	No.	Indicator	Collected	Data sources	Situation	Challenges	Needs
4.3	13	Gross enrolment ratio for tertiary education	Yes	Administrative data			
	14	Participation rate in technical-vocational education programmes (15- to 24-years old)	Yes	Administrative data			
	15	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months	Yes	Administrative data / Household surveys		Capturing ODL data and other Non formal	
4.4	16	1.Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills 2. Percentage of individuals with ICT skills by type of skill	No	Household surveys	Not collected	Concept definition of the indicator	Collaboration n with NBS with MoE
	17	Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation	Yes	Household surveys		To provide by Programme orientation	Improve HHS questionnaire
4.5	18	Percentage of students in primary education whose first or home language is the language of instruction	No	Admin data	Not relevant		
				Household surveys			
	19	Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations	No	Detailed budget documents	No existing classification neither on education expenditures or on vulnerable groups		MoF to develop new classification / NEA
	20	Education expenditure per student by level of education and source of funding	Yes	Budgetary Books			
21	Percentage of total aid to education allocated to low income countries			Not relevant			

4.6 and 4.7

Target	No.	Indicator	Collected	Data sources	Situation	Challenges	Needs
4.6	22	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills	No	Learning assessments in household surveys	Not collected	Introduce learning assessments in household surveys	Support from International community
	23	Youth/adult literacy rate	Yes	household surveys			
	24	Participation rate of youth/adults in literacy programmes	Yes	Administrative data			
4.7	25 (provision)	Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed in (a) national education policies (b) curricula (c) teacher education and (d) student assessments	No	Admin data	Not collected	MoE to include indicator in EMIS data collection instrument	To have clear clarification on concepts.
	26	Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	No	Learning assessments	Not collected	MoE to include GCS in Learning assessments	
	27	Percentage of 15-year old students showing proficiency in knowledge of environmental science and geoscience	No	Learning assessments	Not collected	MoE to include ESG in Learning assessments	
	28	Percentage of schools that provide life skills-based HIV and sexuality education	Yes	Administrative data		To get quality data	
	29	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA Resolution 59/113)	No	Administrative data	Not collected	MoE to include indicator in EMIS data collection instrument	To have clear clarification on concepts.

4.a and 4.b

Target	No.	Indicator	Collected	Data sources	Situation	Challenges	Needs
4.a	30	Percentage of schools with access to (i) basic drinking water; (ii) single-sex basic sanitation facilities; and (iii) basic handwashing facilities (as per the Water, Sanitation and Hygiene for All (WASH) indicator definitions)	Yes/No	Administrative data	Data collected but not for handwashing	To include the indicator in EMIS data collection instrument	
	31	Percentage of schools with access to (i) electricity; (ii) Internet for pedagogical purposes; and (iii) computers for pedagogical purposes	Yes/No	Administrative data	Data collected but not for handwashing	To include the indicator in EMIS data collection instrument	
	32	Percentage of schools with access to adapted infrastructure and materials for students with disabilities	Yes	Administrative data	Quality questionable	Definition of the concept	
	33	Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse	No	School-based surveys	No such survey in place	MoE to establish specific survey	
	34	Number of attacks on students, personnel and institutions	No	Still to be defined			To have a clear guidelines
4.b	35	Number of higher education scholarships awarded by beneficiary country	Yes	Administrative data from donor countries		Only Officially approved by the Government	To share experience from other countries
	36	Volume of official development assistance flows for scholarships by sector and type of study			Not relevant		

4.c

Target	No.	Indicator	Collected	Data sources	Situation	Challenges	Needs
	37	Percentage of teachers qualified according to national standards by education level and type of institution	Yes	Administrative data			
	38	Pupil-qualified teacher ratio by level of education	Yes	Administrative data			
4.c	39	Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country	Yes	Administrative data			
	40	Pupil/trained teacher ratio by education level	Yes	Administrative data			
	41	Average teacher salary relative to other professions requiring a comparable level of education qualification	Yes	Payroll			
	42	Teacher attrition rate by level of education	Yes	Administrative data			
	43	Percentage of teachers who received in-service training in the last 12 months by type of training	Yes	BRN/LANES		Project based	Mainstreaming to administrative data