



# Tanzania DATA PLAN

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# Outline

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- Data Plan experience
- Brief Background
- Reference Documents used
- Why the DATA PLAN
- Prevalent Data Gaps
- Case of Higher Education
- Challenges to implement data plan
- Opportunities



# The Data Plan Experience...

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- Data Plan was conducted in Tanzania in February 2010 - duration 5 working days.
- It engaged National and International (UIS) participants.
- National participants were from various sectors including:
  - EMIS sub-section
  - Tanzania Commission for Universities
  - Vocational Education Training Authority
  - National Council for Technical Education
  - Department of Planning - Finance
  - No representative from Adult Education Sector
- At least 1 - 2 representatives from each sector
- 3 working days dedicated to basic, vocational and higher education and 2 working days - education finance.
- Data Plan did not engage Zanzibar



# Brief Background - Data Collection and Dissemination in Mainland Tanzania

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- Tanzania has since 2008 - 2009 adopted a multi-sectoral data collection approach through the Education Sector Management Information System
- Each education sub-sector - basic, vocational and folk, and higher and technical education (HET-MIS) has comprehensive data collection instruments.
- Key Features/Advantages of mode of data collection:
  - Longitudinal data are available on a multi-sectoral platform/database
  - Data can be made easily available to the EMIS sub-section from sub-national/regional level (basic education) and from vocational and higher and technical sub-sectors (individual institutions)
- Current year statistics are available at least 5 months after the data collection exercise.



# Reference Documents used.....

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- On the national qualification framework e.g. National Technical Award system (NTA)
- On regional and national education finance data, national accounts
- On the nature of the education system in general
- Review of available statistical reports on the education sector - programmes e.g. Basic Education Statistics in Tanzania, TCU, NACTE



# Why the DATA PLAN in Tanzania?

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- To promote improved coverage in reporting in the UIS Questionnaires A, B and C.
- To build capacity for Ministry of Education staff to report internationally comparable statistics.
- Opportunity to have timely vocational and higher and technical education statistics - use of the Education Sector Management Information System (ESMIS) database.
- Opportunity to map national education programmes into ISCED - availability of a well defined national classification system on vocational, technical and university education programmes in Mainland Tanzania.
- Opportunity to address prevalent data gaps in UIS reporting across several years in the past.

# Some prevalent Data Gaps – no reporting on vocational and technical statistics over several years

UNESCO Institute for Statistics													
Draft key indicators for the monitoring of Education for All, Millennium Development Goals													
<i>Participation in Secondary Education</i>													
Country	Year	Gross enrolment ratio -Secondary				Gross enrolment ratio - lower secondary		Gross enrolment ratio - upper secondary		Percentage enrolment in vocational education			
		MF	M	F	GPI	MF	F	MF	F	lower secondary	upper secondary		
<b>United Republic of TANZANIA</b> 1) MISSING Vocational 2) No data on Zanzibar  (EFA base year)	2008	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
	2007	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
	2006	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
	2005	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
	2004	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
	2003	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
	2002	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
	1999	6.1 **	6.7 **	5.5 **	0.82 **	7.7 **	7.2 **	2.6 **	1.7 **	4.0 **	39.4 **		
<b>Regional Results</b>													
Botswana	2006	80.2	78.0	82.4	1.06	96.2	97.4	56.2	59.9	5.3	8.2		
Eritrea	2007	29.4	34.5	24.3	0.70	43.4	36.6	18.5	14.8	a	1.9		
Ethiopia	2008	33.4	38.8	28.1	0.72	42.9	36.1	12.3	10.1	a	54.2		
Gambia	2008	51.2 **	52.7 **	49.6 **	0.94 **	62.1 **	61.0 **	38.9 **	36.8 **	...	...		
Ghana	2008	54.1	57.2	50.9	0.89	74.3	71.1	32.8	29.5	a	13.5		
Kenya	2008	58.3	60.9	55.8	0.92	92.7	90.8	40.4	37.5	n	2.1		
Lesotho	2007	39.9 **	34.4 **	45.4 **	1.32 **	50.7	58.7	23.3 **	25.1 **	3.8	...		
Liberia	2008	31.6	36.1	27.2	0.75	39.2	34.6	23.3	19.0	...	...		
Malawi	2008	29.4	31.8	27.0	0.85	51.2	48.2	17.0	14.9	a	a		
Mauritius	2005	86.9 **	87.2 **	86.5 **	0.99 **	97.2	98.2	78.2 **	76.8 **	15.1	12.4 **		
Mozambique	2008	20.6	23.5	17.6	0.75	28.4	24.5	8.0	6.5	5.5	7.4		
Namibia	2008	65.8	60.7	70.9	1.17	86.1	92.6	34.2	37.3	a	a		
Nigeria	2007	30.5	34.3	26.5	0.77	34.2	30.1	26.5	22.6	4.1	4.6		
Seychelles	2007	111.8 *	105.3 *	119.1 *	1.13 *	115.8 *	120.9 *	105.7 *	116.4 *	a	a		
Sierra Leone	2007	34.6	41.8	27.7	0.66	49.9	40.0	18.3	14.7	1.2	16.0		
Somalia	---	---	---	---	---	---	---	---	---	---	---		
South Africa	2007	95.1 **	92.9 **	97.2 **	1.05 **	94.4	93.8	95.5 **	99.5 **	a	...		
Swaziland	2007	53.3	56.0	50.5	0.90	63.9	59.8	37.2	36.3	n	a		
Uganda	2007	22.9 **	25.1 **	20.8 **	0.83 **	27.6 **	25.5 **	12.5	10.0	...	21.3		
United Republic of Tanz	---	---	---	---	---	---	---	---	---	---	---		
Zambia	2008	51.8	56.4	47.2	0.84	73.7	68.8	35.9	31.5	a	19.6		
Zimbabwe	2006	41.0	42.6	39.4	0.92	59.4	59.1	31.5	29.2	a	a		

# SOME DATA GAPS

Country	Issues	Impact on Data Quality and Dissemination
Tanzania	No data reported on <b>Technical Education</b> No Data Reported on <b>Vocational Education</b>	<b>SECONDARY Gross Enrolment Ratio not published</b> in UIS GED and EFA Global Monitoring Reports
	No Data Published on <b>Post – Secondary NON-tertiary</b> Education Inconsistent Reporting of <b>Tertiary</b> Data	<b>Indicators not published</b> in international reports – Raw data is published <b>Historical series not available</b> for 3 most recent years
	No Data reported on <b>Education Finance</b> data for several years	<b>Indicators on education Finance not published</b> for several years.





# Case of Higher Education in Tanzania: National programmes classified as **either** **ISCED 5A, 5B or 6**

<b>Awards at Tertiary LEVEL</b>	<b>Entrance Requirements (age or OTHER- Please indicate here)</b>	<b>Duration of Study?</b>	<b>ISCED LEVEL (TBD)</b>
Certificate?			
Diploma?			
Advanced Diploma?			
Specialised Diploma?			
Bachelor?			
Post-Graduate Certificate?			
Post-Graduate Diploma?			
Masters?			
Doctorate?			
Others? Please identify? E.g. <b>Bridging Programmes?</b>			



# Challenges to implement data plan recommendations.

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- Timeliness (conflicting priorities):
- ❖ **Data collection cycle delayed** in 2009/2010 - There were a delay for distribution of questionnaires for Basic. For Higher education, poor response rates from universities at least 6 months after the reporting deadline.
- ❖ **Focus on producing the national statistical abstract** to meet national deadlines - less focus on follow-up with the vocational and training authority and TCU
- Coverage
- ❖ **Focus on availability of summary data** instead of complete data sets to complete the national statistical abstract.
- Response Burden:
- ❖ 2009 HET-MIS questionnaire too bulky.
- Education Finance:
- ❖ **Focus on budget data** - expenditure data at regional level not reported in the publication.



# Opportunities

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- ✓ Harmonization of all education sub-sector databases.
- ✓ Identification of focal points from all education sub-sectors to lease with EMIS to promote timeliness/response rates.
- ✓ Improved Coverage: More complete vocational and technical and higher education data to cover ISCED levels 2,3 and 4 and ISCED 5 and 6.
  - Establishment of the central admissions system to collect admissions statistics/ enrolment.
- ✓ Availability of Finance data: increased awareness of relevant indicators on education finance and future reporting - closer collaboration with data provider.
- ✓ Questionnaire review in this year made user friend for easy response from institutions quick response.
- ✓ Close collaboration with MoFEA for education finance after being informed the demand for data officially.



## Address

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Ministry of education and Vocational  
Training

[www.moe.go.tz/documents/statistics](http://www.moe.go.tz/documents/statistics)