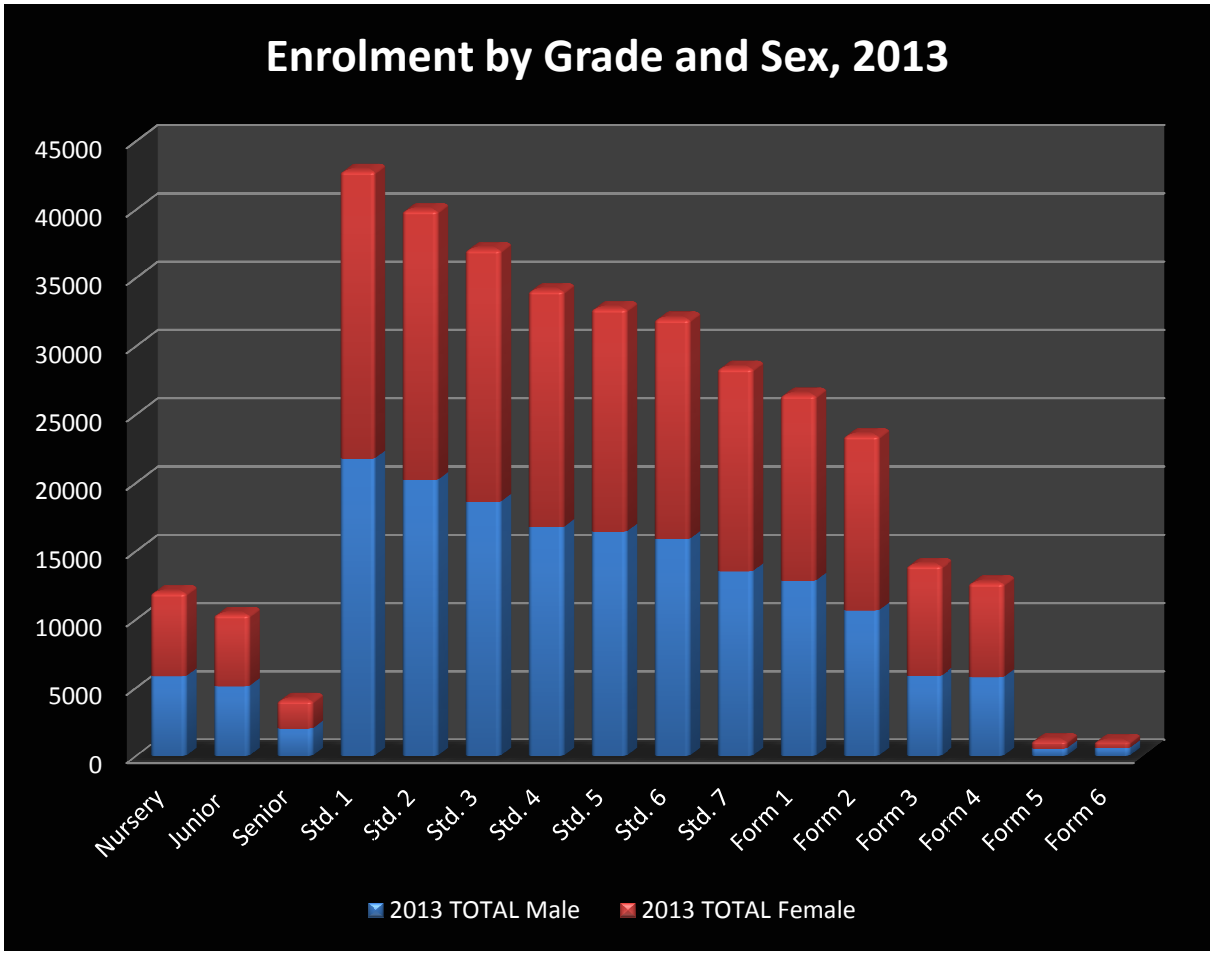
Revolutionary Government of Zanzibar
Ministry of Education and Vocational Training

Education Statistical Abstract 2010 - 2013



April, 2014

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Acronyms

DP	Development Partner
DR	Drop-out Rate
ECE	Early Childhood Education
EMIS	Education Management and Information System
FTC	Full Technical Certificate
GDP	Gross domestic product
GER	Gross enrolment rate
GIR	Gross intake rate
GIRLG P/B	Gross intake rate to the last grade of primary/ basic education
GPI	Gender parity index
ICT	Information and Communication Technology
KIST	Karume Institute of Science and Technology
MKUZA	Zanzibar Poverty Reduction Strategy
MoEVT	Ministry of Education and Vocational Training
MoF	Ministry of Finance
NER	Net enrolment rate
NIR	Net intake rate
NTA	National Technical Award
PCR	Pupil-classroom ratio
PE	Personnel Emoluments
PTR	Pupil-teacher ratio
RGoZ	Revolutionary Government of Zanzibar
RISE	Radio Instruction for Strengthening Education
RR	Repetition Rate
SR	Survival rate
SUZA	State University of Zanzibar
TR	Transition rate
TV	Television
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VETA	Vocational Education and Training Authority (Tanzania)
VTA	Vocational Training Authority
VTC	Vocational Training Centre
YIG	Years input per graduate
ZEC	Zanzibar Examination Council
ZEDP	Zanzibar Education Development Programme

Definitions[1] and Formulas

Adult Literacy Rate	
Definition:	The percentage of population aged 15 years and over who can both read and write with understanding a short simple statement on his/her everyday life
Formula:	$$LIT_{15+}^{t} = \frac{L_{15+}^{t}}{P_{15+}^{t}} \times 100$$ Where: LIT_{15+}^{t} = Adult Literacy Rate (15+) in year t L_{15+}^{t} = Adult Literate Population (15+) in year t P_{15+}^{t} = Adult Population (15+) in year t
Coefficient of Efficiency	
Definition:	The ideal (optimal) number of pupil-years required (i.e. in the absence of repetition and dropout) to produce a number of graduates from a given school-cohort for a cycle or level of education expressed as a percentage of the actual number of pupil-years spent to produce the same number of graduates.
Formula:	$$CE_g = \frac{\sum_{j=n}^{n+k} G_{g,j} \times n}{\{\sum_{j=n}^{n+k} G_{g,j} \times j\} + \{\sum_{j=1}^{n+k} D_{g,j} \times j\}} \times 100$$ Where: CE_g = Coefficient of Efficiency for a pupil-cohort g $G_{g,n}$= Number of pupils graduating from cohort g in final grade n after n years of study (without repetition) $G_{g,j}$= Number of pupils graduating from cohort g in final grade n after j years of study $D_{g,j}$= Number of pupils (of the cohort g) dropping out after j years of study k= Number of repetitions allowed *n* = Normal duration of study for a cycle or level of education *g* = Pupil-cohort *j* = Number of years of study
(Cumulative) Dropout Rate (DR)	
Definition:	Percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education in a given school year who are not expected to reach successive grades.
Formula:	$$DR_{g,i}^{k} = 100 - SR_{g,i}^{k}$$ Where: $DR_{g,i}^{k}$ = Dropout rate of pupil-cohort g by grade i for a reference year k $SR_{g,i}^{k}$ = Survival Rate of pupil-cohort g at grade i for a reference year k
Gender Parity Index (GPI)	
Definition:	Ratio of female to male values of a given indicator. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favour of boys/men and a value greater than 1 indicates disparity in favour of girls/women. However, the interpretation should be the other way

[1] Taken from the UNESCO Education Indicators Technical Guidelines (2009)

	round for indicators that should ideally approach 0% (e.g. repetition, dropout, illiteracy rates, etc).
Formula:	$$GPI_i^t = \frac{F_i^t}{M_i^t}$$ Where: GPI_i^t= Gender parity index of a given indicator i in year t F_i^t= Female value of a given indicator i in year t M_i^t= Male value of a given indicator i in year t
Gross Enrolment Rate (GER)	
Definition:	Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.
Formula:	$$GER_h^t = \frac{E_h^t}{P_{h,a}^t} \times 100$$ Where: GER_h^t = Gross Enrolment Rate at level of education h in school year t E_h^t= Enrolment at the level of education h in school year t $P_{h,a}^t$= Population of age group a which officially corresponds to the level of education h in school year t
Gross Intake Rate into the Last Grade of Primary/Basic Education (GIRLG P/B)	
Definition:	Total number of new entrants in the last grade of primary/basic education, regardless of age, expressed as a percentage of the population at the theoretical entrance age to the last grade of primary/basic education. This acts as a proxy for the primary/ basic education completion rate.
Formula:	$$GIRLG^t = \frac{NE_l^t}{P_a^t} \times 100$$ Where: $GIRLG^t$= Gross Intake Ratio in the last grade of primary/basic education in school year t NE_l^t= Number of new entrants in the last grade l of primary/ basic education in school year t P_a^t= Population of theoretical entrance age a in the last grade of primary/basic edcuation in school year t
Net Enrolment Rate (NER)	
Definition:	Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population.
Formula:	$$NER_h^t = \frac{E_{h,a}^t}{P_{h,a}^t} \times 100$$ Where: NER_h^t= Net Enrolment Rate at level of education h in school year t $E_{h,a}^t$= Enrolment of the population of age group a at level of education h in school year t $P_{h,a}^t$= Population in age group a which officially corresponds to level of

	education h in school year t
Primary Gross Intake Rate (GIR)	
Definition:	Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.
Formula:	$$GIR^t = \frac{N^t}{P_a^t} \times 100$$ Where: GIR^t= Gross Intake Ratio in school year t N^t= Number of new entrants in the first grade of primary education in school year t P_a^t= Population of official primary school entrance-age a in school year t
Primary Net Intake Rate (NIR)	
Definition:	New entrants in the first grade of primary education who are of the official primary school-entrance age, expressed as a percentage of the population of the same age.
Formula:	$$NIR^t = \frac{N_a^t}{P_a^t} \times 100$$ Where: NIR^t= Net Intake Ratio in school year t N_a^t= Number of children of official school entrance age a who enter the first grade of primary education for the first time in school year t P_a^t= Population of official primary school entrance-age a in school year t
Pupil-teacher ratio (PTR)	
Definition:	Average number of pupils (students) per teacher at a specific level of education in a given school year.
Formula:	$$PTR_h^t = \frac{E_h^t}{T_h^t}$$ Where: PTR_h^t= Pupil-teacher ratio at level of education h in school year t E_h^t= Total number of pupils at level of education h in school year t T_h^t= Total number of teachers at level of education h in school year t
Pupil-classroom ratio (PCR)	
Definition:	Average number of pupils (students) per classroom at a specific level of education in a given school year.
Formula:	$$PCR_h^t = \frac{E_h^t}{C_h^t}$$ Where: PCR_h^t= Pupil-classroom ratio at level of education h in school year t E_h^t= Total number of pupils at level of education h in school year t C_h^t= Total number of classrooms at level of education h in school year t
Repetition Rate by Grade (RR)	
Definition:	Proportion of pupils from a cohort enrolled in a given grade at a given school

	year who study in the same grade in the following school year.
Formula:	$$RR_i^t = \frac{R_i^{t+1}}{E_i^t}$$ Where: RR_i^t= Repetition Rate at grade i in school year t R_i^{t+1}= Number of pupils repeating grade i in school year t+1 E_i^t= Number of pupils enrolled in grade i in school year t
Survival Rate by Grade (SR)	
Definition:	Percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education in a given school year who are expected to reach successive grades.
Formula:	$$SR_{g,i}^k = \frac{\sum_{t=1}^{m} P_{g,i}^t}{E_g^k} \times 100$$ Where: $P_{g,i}^t = E_{g,i+1}^{t+1} - R_{g,i+1}^{t+1}$ $SR_{g,i}^k$= Survival Rate of pupil-cohort g at grade i for a reference year k E_g^k = total number of pupils belonging to a cohort g at reference year k $P_{g,i}^t$= Promotees from E_g^k who would join successive grades i throughout successive years t R_i^t= Number of pupils repeating grade i in school year t i = grade (1,2,3, …, n) t = year (1,2,3, …, m) g = pupil cohort
Transition Rate (TR)	
Definition:	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.
Formula:	$$TR_{h,h+1}^t = \frac{E_{h+1,1}^{t+1} - R_{h+1,1}^{t+1}}{E_{h,n}^t} \times 100$$ Where: $TR_{h,h+1}^t$= Transition rate (from cycle or level of education h to h+1 in school year t $E_{h+1,1}^{t+1}$= Number of pupils enrolled in the first grade a level of education h+1 in school year t+1 $R_{h+1,1}^{t+1}$= Number of pupils repeating the first grade at level of education h+1 in school year t+1 $E_{h,n}^t$= Number of pupils enrolled in final grade n at level of education h in school year t
Years-input per graduate (YIG)	
Definition:	The estimated average number of pupil-years spent by pupils (or students) from a given cohort who graduate from a given cycle or level of education, taking into account the pupil-years wasted due to dropout and repetition

Formula:	$$YIG_g = \frac{\left\{\sum_{j=n}^{n+k} G_{g,j} \times j\right\} + \left\{\sum_{j=1}^{n+k} D_{g,j} \times j\right\}}{\sum_{j=n}^{n+k} G_{g,j}}$$ Where: YIG_g = Years input per graduate (for graduates belonging to cohort g) $G_{g,j}$= Number of pupils graduating from cohort g in final grade n after j years of study $D_{g,j}$= Number of pupils (of the cohort g) dropping out after j years of study k= Number of repetitions allowed *n* = Normal duration of study for a cycle or level of education *g* = Pupil-cohort *j* = Number of years of study

FOREWORD

Improving the Education Management Information System (EMIS) at all levels (Ministry, district and school) is a key priority of the Ministry of Education and Vocational Training Zanzibar. The 2006 Education Policy states that "Capacity to manage EMIS and make it user responsive shall be strengthened at all levels". An effective EMIS system, producing high quality education statistics, is essential for monitoring the implementation of education plans, including the Zanzibar Education Development Plan, as well as for monitoring the achievement of national and international goals including those specified in the Zanzibar Growth and Poverty Reduction Strategy (MKUZA); Zanzibar Vision 2020; the Millennium Development Goals (MDGs); Education for All (EFA). Good quality data also facilitates evidence based decision making.

Efforts to improve EMIS have so far included the development of special tools for data collection and the equipping of statistical offices and primary schools, in Unguja and Pemba, with working ICT facilities. These achievements have been enabled by close cooperation between various stakeholders including the MoEVT, the Office of Chief Government Statisticians (OCGS) and Development Partners (Embassy of Sweden/ SIDA, GPE, UNESCO, USAID).

In 2013-2014, the Ministry has produced this Education Statistical Abstract which comprises information from four years (2010 – 2013). The report will be disseminated to all education stakeholders including teachers, communities, districts officers and Ministry officials. From this point onwards, the Education Statistical Abstract will be produced annually and will be an important addition to the existing MoEVT official statistical reports.

It is my hope that this Abstract will be used effectively by all education stakeholders to monitor the development of education and inform planning to support and accelerate the achievement of education targets/goals set for the benefit of all Zanzibaris.

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Zanzibar

May, 2014

1. Introduction

The Ministry of Education and Vocational Training has produced this Statistical Abstract to increase the transparency of the education system and make key education indicators available to all. The information contained in this Abstract comes from:

- Annual School Questionnaires (EMIS)
- The Zanzibar Examination Council (ZEC)
- The Vocational Training Authority (VTA)
- The Ministry of Finance, Zanzibar
- The Ministry of Education and Vocational Training Budget Speech
- The Department of Adult and Alternative Education

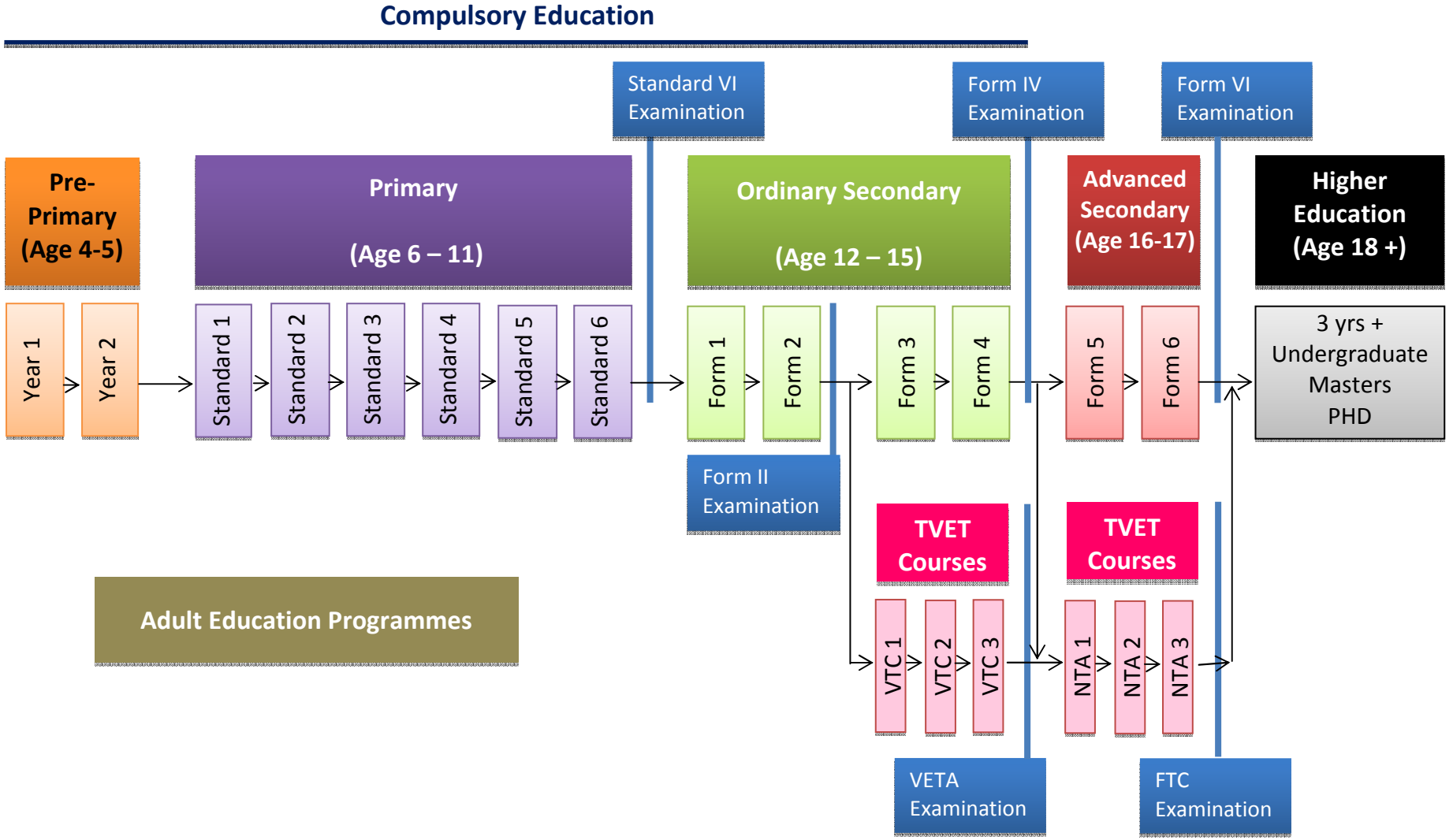
This publication contains both descriptive and analytical summaries of key indicators on access to education, the quality and efficiency of education and education financing. The data is disaggregated by gender and district/ region where appropriate to allow the equitability of education service delivery to be assessed. The achievements of the education system are presented and compared with the targets laid out in the Zanzibar Poverty Reduction Strategy (MKUZA II), the Education Policy (2006) and the Zanzibar Education Development Programme (ZEDP) 2008/09 – 2015/16.

1.1 Socio-Economic Context

Table 1: Key socio-economic indicators	
GDP per capita	TSH 1,003,000[1]
GDP growth rate	7.0%[1]
Population	1.3 million[1]
Population Growth Rate	2.8%[1]
Population Ages 0-14	554,349[2]
Population Ages 0-14 (% of total population)	42.5%[2]
HIV prevalence rate (Age 15-24)	0.5%[3]
Under-5 mortality rate (per 1,000)	79 (2010)[4]
Adult Literacy Rate	82.3%[5]
Unemployment Rate (% of labour force)	4.4%[5]
Youth Unemployment Rate (%)	17.1%[5]
Sources: (1) Economic Survey; (2) Age and Sex Distribution Report, 2012 Census; (3) Tanzania HIV/AIDS and Malaria Indicator Survey 2011-12; (4) 2012 Health Bulletin; (5) 2009/10 Household Budget Survey	

1.2 The Structure of Education in Zanzibar

Structure stipulated by the Education Policy (2006)



Currently Zanzibar is partway through the transition to the new education system. While access at the pre-primary level is being increased, the target of compulsory pre-primary education for all is not yet attainable due to classroom and teacher shortages. Furthermore, while all government schools have transitioned from offering three years of pre-primary education to offering two years, many private schools are still operating the three year system, resulting in children being overage on completing their pre-primary schooling.

At the primary level a new curriculum has been developed for the 6 year cycle and is being phased in. The first cohort to use the new curriculum is currently in Standard V. This means that in January 2016 there will be an abnormally large intake into Form I as both students completing Standard VI and Standard VII will be graduating from primary education. Under the new primary curriculum, English is introduced as the language of instruction from Standard IV in an effort to raise students' English competency before they enter secondary education.

Initiatives are being taken to increase the transition rate from Form 2 to Form 3 to enable the introduction of four years of compulsory secondary education as currently a large proportion of students fail the Form 2 examinations making them ineligible to progress to Form 3. The proportion of students meeting the minimum requirements for Form 3 must be increased before the Form 2 examination can be abolished as there is little to be gained from pushing students into higher levels of education when they have not yet gained the basic competency levels required to perform at this level.

2. Access to Education

2.1 Enrolment in Pre-Primary, Primary and Secondary Education

2.1.1 Trends in Enrolment

Figure 1: Trends in Gross Enrolment Rates for the Pre-Primary, Primary and Ordinary Secondary (Form 1 – 4) levels, 2006 – 2013

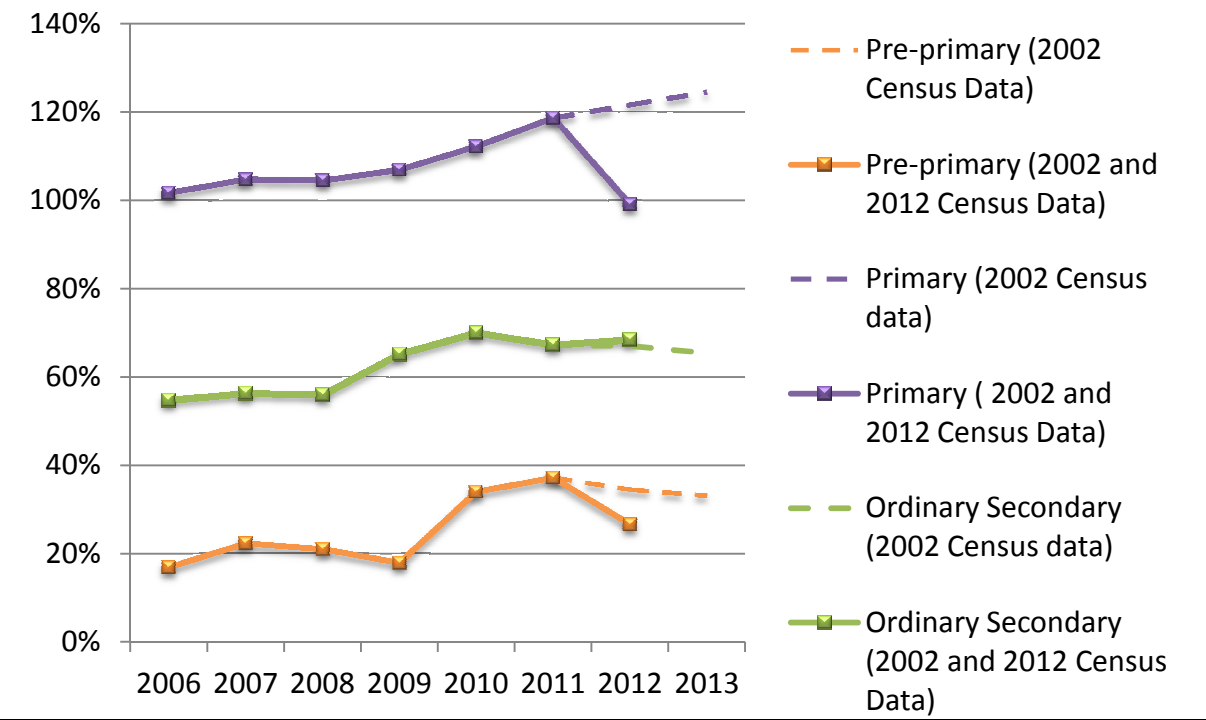


Figure 1 shows the trends in gross-enrolment rates by level of education, 2006 – 2013. From 2006-2011 the trends have been calculated using population projections from the 2002 Census; the GER in 2012 has been calculated using the 2012 Census data. For comparison purposes the GER for 2012 and 2013 has also been calculated using the 2002 Census projections and is portrayed by dashed lines on the graph. The GER calculated using the 2012 Census data is much lower than the GER calculated using the 2002 Census projections for the pre-primary and primary levels. This is because the 2002 projections underestimated population growth at these levels. This error in the population figures raises questions over the extent to which the apparent increase in the GER at the pre-primary and primary levels between 2006 and 2012 reflects an actual rise in the GER as opposed to being a statistical artefact driven by an increasing underestimation of the school age population. For the

ordinary secondary level the increase in the GER is robust to the use of the new Census data.

The ZEDP document set a target of 30% gross enrolment in government pre-primary schools and 40% gross enrolment in private pre-primary schools to be achieved by 2016. Looking at figure 1, the current GER is well below the targeted overall level of 70% and, given the current trends in enrolment, it seems unlikely the target will be achieved.

Table 2: Gross enrolment rate (GER), gender parity index for the GER and percentage share of private enrolment by district and level, 2012[2]

District	Pre-Primary			Primary			Ordinary Secondary (Form I -IV)		
	GER	GER GPI	Private Share	GER	GER GPI	Private Share	GER	GER GPI	Private Share
Urban	43.9	1.03	82.4	100.4	0.99	11.1	91.0	1.04	7.4
West	28.3	1.00	90.0	95.2	0.99	14.0	65.3	1.03	20.4
North A	25.9	1.08	67.2	108.9	0.99	0.0	69.6	1.37	0.0
North B	9.5	0.98	42.3	76.4	1.00	0.0	46.2	1.57	0.0
Central	31.0	1.06	47.7	119.0	1.01	4.0	77.5	1.16	1.4
South	59.7	1.07	59.1	123.5	1.05	2.8	85.3	1.03	0.0
Micheweni	31.7	1.07	84.4	82.3	1.06	0.0	47.8	0.88	0.7
Wete	10.9	1.09	67.6	105.0	1.02	1.0	67.9	1.08	0.9
Chake Chake	17.6	1.11	42.1	104.6	0.99	4.7	66.8	1.07	4.7
Mkoani	12.0	1.09	62.1	100.8	1.03	0.0	59.4	1.08	0.0
TOTAL	26.5	1.05	75.9	98.9	1.00	6.3	68.4	1.09	7.6

At all levels there is a significant range in the GER across districts of roughly 40 – 50% (Table 2). North B has the lowest GER at all levels while South has the highest for pre-primary and primary and Urban has the highest for ordinary secondary. The gross enrolment rate can be taken as an indicator of the capacity of the system. A gross enrolment rate of 100 indicates that the system has the capacity to accommodate the entire school age population if all over age students were to be removed. At the primary level seven districts have a GER of over 100% while there are no districts that have a GER greater than 100 at the pre-primary or ordinary secondary level. This is either indicative of under-utilisation of existing facilities, i.e. there is space but children are not choosing or not allowed[3] to attend school, or of

[2] Calculated using the 2012 Census Data
[3] Perhaps due to failure of the Form 2 examinations

insufficient capacity to accommodate all school age children. Unless the situation is addressed, the target of compulsory education from pre-primary until Form 4 will remain elusive.

The gender parity index for the GER indicates that at the national level males and females experience equal access to primary education. At the pre-primary and ordinary secondary level girls have higher participation than boys. This pattern is also seen at the sub-national level with three exceptions:

- There is a bias in favour of boys at the pre-primary level in North B.
- There is a bias in favour of girls at the primary level in South and Micheweni districts.
- There is a bias in favour of boys at the ordinary secondary level in Micheweni.

Currently pre-primary education provision is dominated by private providers, while the government accounts for the majority of primary and secondary education provision (Table 2 & figure 2).

Looking at total enrolment by level of education over the past five years, Figure 2, it can be seen that access at the Primary level has increased significantly. Set against this positive progress is relatively stagnant enrolment at the ordinary secondary level and a 54% decline in enrolment at the advanced secondary level. At the pre-primary level enrolment has increased overall in the past 5 years; however there has been a decline since 2011.

Figure 2: Total enrolment by level of education, 2009-2013

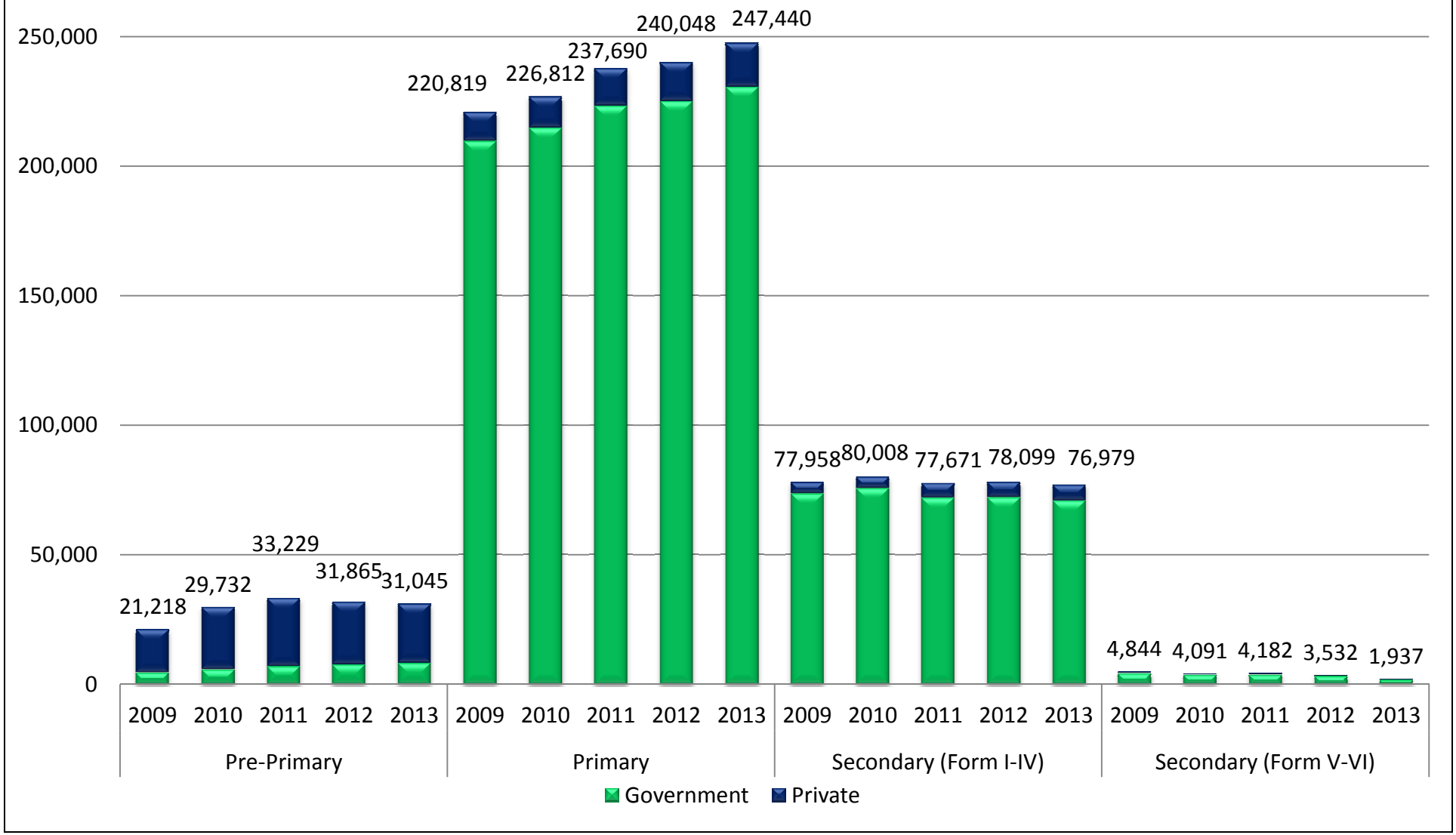


Table 3: Net enrolment rate by district, level and type of school and the gender parity index for the NER by district and level, 2012												
District	Pre-Primary				Primary				Secondary			
	NER Public	NER Private	NER Total	NER GPI	NER Public	NER Private	NER Total	NER GPI	NER Public	NER Private	NER Total	NER GPI
Urban	7.5%	25.5%	33.0%	1.01	79.9%	9.0%	88.9%	1.01	61.1%	4.7%	65.7%	1.10
West	2.7%	19.2%	21.9%	1.00	71.3%	9.3%	80.6%	1.00	41.0%	6.1%	47.1%	1.08
North A	7.0%	1.5%	8.4%	1.05	88.5%	0.0%	88.5%	0.99	40.2%	0.0%	40.2%	1.43
North B	5.1%	2.4%	7.5%	1.03	64.5%	0.0%	64.5%	1.02	32.2%	0.0%	32.2%	1.52
Central	13.2%	10.1%	23.3%	1.07	95.4%	3.9%	99.3%	1.03	58.9%	1.0%	59.9%	1.23
South	21.1%	27.9%	49.1%	1.12	102.1%	2.7%	104.8%	1.07	63.8%	0.0%	63.8%	1.14
Micheweni	4.2%	2.7%	7.0%	1.09	70.3%	0.0%	70.3%	1.05	30.7%	0.0%	30.7%	0.98
Wete	3.2%	5.4%	8.6%	1.01	88.6%	0.9%	89.6%	1.02	43.4%	0.5%	43.9%	1.19
Chake Chake	8.9%	6.0%	15.0%	1.16	85.0%	3.5%	88.5%	0.99	48.8%	2.5%	51.3%	1.13
Mkoani	3.3%	4.8%	8.1%	1.16	81.1%	0.0%	81.1%	1.07	42.2%	0.0%	42.2%	1.14
TOTAL	**5.6%**	**12.2%**	**17.9%**	**1.05**	**79.1%**	**4.6%**	**83.7%**	**1.02**	**45.5%**	**2.7%**	**48.2%**	**1.15**
2015 TARGETS (MKUZA II)	**-**	**-**	**50%**	**1.00**	**-**	**-**	**95%**	**1.00**	**-**	**-**	**60%**	**1.00**

Notes on data:
In the preparation of this abstract all of the enrolment data was reviewed. However, some enrolment data was missing by age and a few data files showed inconsistencies. Appendix 2 gives more detail on this. Missing enrolment data by age means that net enrolment rates are likely to be underestimates (assuming the population data is correct). Age information is missing for 1622 students (5.8% of total enrolment) at the pre-primary level, 2160 students (0.9% of total enrolment) at the primary level and 636 (0.8% of total enrolment) at the ordinary secondary level.

It seems unlikely that the net enrolment rate targets set in the MKUZA II will be achieved by 2015. The pre-primary net enrolment rate presented in the Table 3 does not include students enrolled in RISE centres as no age information was available on these students. The figure also slightly underestimates enrolment due to missing data on pupils' ages. Having said this even if all students, for whom no age data is available, including the RISE students, were to be aged 4-6 the net enrolment rate in 2012 would only be 22.5%, well below the MKUZA II target. The net enrolment rates for primary and ordinary secondary presented in Table 3 are also likely to be slight underestimates due to missing data; however the discrepancy is smaller in percentage terms than at the pre-primary level and does not affect the overall conclusion that net enrolment rates are falling behind values targeted in the MKUZA II.

A comment must be made on the reliability of the net and gross enrolment rates. Looking at Table 3, the net enrolment rate for South district is over 100%. By definition this is impossible meaning that either the school enrolment data or the underlying population data is incorrect. Either way the inaccuracy will affect both the net and gross enrolment rates and it cannot be safely assumed that this inaccuracy is confined to South District. This means that both the net and gross enrolment rates must be treated with caution. See Annex 1 for further comments on data accuracy.

2.1.2 Trends in Intake

Similar to enrolment, intake rates show considerable variation across districts. Central and South districts perform the best both in terms of gross and net intake rates (Tables 4 and 5). While Mkoani performs well in terms of gross intake, it performs relatively poorly in terms of net intake indicating that there is a significant problem with overage intake. Conversely, Urban district performs relatively well in terms of net enrolment but poorly in terms of gross enrolment, this indicates that, relative to the rest of Zanzibar, Urban district performs well in terms of enrolling students at the correct age.

Table 4: Gross Intake Rates for Standard 1 by District and Gender (government schools), 2012[4]			
	Gross Intake Rate		
District	Male	Female	Total
Urban	82.2%	78.9%	80.5%
West	79.2%	79.5%	79.4%
North A	109.2%	97.5%	103.1%
North B	70.5%	75.5%	72.9%
Central	113.1%	119.5%	116.2%
South	124.5%	105.2%	115.0%
Micheweni	75.6%	82.2%	78.7%
Wete	105.7%	107.3%	106.5%
Chake Chake	109.1%	97.5%	103.2%
Mkoani	106.5%	103.5%	105.1%
TOTAL	91.2%	89.6%	90.4%

Net intake rates have been calculated for 6 year olds and 7 year olds. The reason for doing this is that Zanzibar is currently transitioning from a primary starting age of 7 to a starting age of 6. From Table 5 it can be seen that the net intake rate for 6 year olds is low across all districts. Figure 3 shows the age distribution of pupils in Standard 1 in 2013 (government and private). The majority of students start school age 7, 8 or 9. The ZEDP targets a NIR for Standard 1 of 100% by 2016. Given the current NIR it seems unlikely this target will be achieved.

Table 5: Net Intake Rates for Standard 1 by District and Gender (government schools), 2012[5]						
	Net Intake Rate (for 6 year olds)			Net Intake Rate (for 7 year olds)		
District	Male	Female	Total	Male	Female	Total
Urban	8.1%	8.5%	8.3%	41.2%	39.6%	40.3%
West	5.7%	5.7%	5.7%	31.8%	34.4%	33.2%
North A	4.2%	4.5%	4.3%	40.3%	39.1%	39.7%
North B	7.1%	5.4%	6.3%	24.3%	29.8%	26.9%
Central	26.0%	27.8%	26.9%	52.2%	53.8%	53.0%
South	28.9%	30.6%	29.7%	60.7%	47.4%	54.2%
Micheweni	6.3%	8.8%	7.5%	23.1%	30.7%	26.7%
Wete	11.9%	12.5%	12.2%	40.3%	43.8%	42.0%
Chake Chake	6.6%	8.3%	7.4%	38.1%	38.7%	38.4%
Mkoani	7.1%	8.3%	7.6%	28.0%	28.9%	28.4%
TOTAL	8.4%	9.1%	8.8%	35.1%	37.0%	36.0%

[4] Calculated using the 2012 Census Data, the denominator is the population age 7
[5] Calculated using the 2012 Census Data

Figure 3: Age distribution of Standard 1 pupils (government and private), 2013

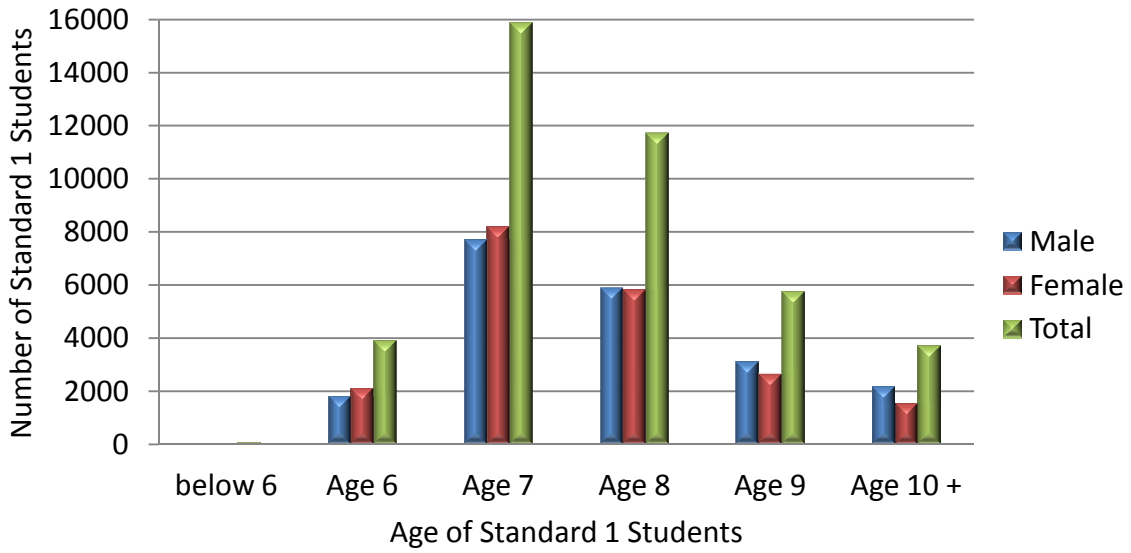


Table 6: Percentage of Standard I entrants who have attended Early Childhood Education by district, 2012-13

		Public			Private		
		Boy	Girl	Total	Boy	Girl	Total
Urban	**2012**	36%	40%	38%	93%	94%	94%
	2013	45%	48%	46%	95%	89%	92%
West	**2012**	32%	34%	33%	97%	98%	97%
	2013	38%	37%	38%	95%	94%	95%
North A	**2012**	32%	32%	32%	-	-	-
	2013	37%	40%	39%	-	-	-
North B	**2012**	24%	25%	25%	-	-	-
	2013	25%	28%	26%	-	-	-
Central	**2012**	57%	58%	58%	91%	80%	86%
	2013	55%	61%	58%	100%	100%	100%
South	**2012**	71%	75%	73%	89%	94%	92%
	2013	75%	84%	79%	100%	100%	100%
Micheweni	**2012**	42%	46%	44%	-	-	-
	2013	43%	45%	44%	-	-	-
Wete	**2012**	19%	20%	19%	100%	100%	100%
	2013	21%	24%	22%	100%	100%	100%
Chake Chake	**2012**	24%	26%	25%	90%	93%	92%
	2013	31%	35%	33%	91%	84%	87%
Mkoani	**2012**	17%	18%	17%	100%	100%	100%
	2013	21%	21%	21%	-	-	-
Zanzibar	**2012**	**32%**	**34%**	**33%**	**95%**	**96%**	**95%**
	2013	**37%**	**39%**	**38%**	**95%**	**92%**	**94%**

In private schools, the majority of new admissions to Standard 1 have formerly attended some form of early childhood education (Table 6). This is not the case in government schools where well under half of all students have received ECE This means in government schools students are entering Standard 1 with different education levels. Teaching must be flexible to address this and ensure that no students fall behind until universal pre-primary education is achieved.

2.1.3 Enrolment of Students with Special Educational Needs

According to the 2006 Education Policy "inclusive education shall be promoted to ensure that children with special needs get equal opportunities, barriers to learning are addressed and the diverse range of learning needs are accommodated". Monitoring this policy statement is complicated by the fact that the term 'special needs' accommodates a broad range of physical, behavioural and learning challenges, many of which are difficult to identify and have no data collected on them. Table 7 attempts to shed some light on this area of education by providing information on the number of students with disabilities in schools (either government or private), however without knowing the prevalence of various conditions in the population it is difficult to make any meaningful statements on the extent to which these children are gaining access to formal education. There is no information available for TVET or higher education. Data is also lacking on the performance of students with special educational needs.

Table 7: Number of students with disabilities by type of disability, level and gender (government and private), 2013

Type of Disability	Pre primary			Primary			Secondary		
	M	F	T	M	F	T	M	F	T
Visual	34	21	55	469	476	945	321	497	818
Physical	53	30	83	335	213	548	97	94	191
Hearing	28	27	55	427	445	872	92	94	186
Speech	92	76	168	223	202	425	68	28	96
Intellectual	20	18	38	225	141	366	26	10	36
Mixed	21	15	36	109	94	203	42	38	80

2.2 Enrolment in Technical and Vocational Education and Training

2.2.1 Vocational Training

There are currently three Vocational Training Centres (VTCs) in Zanzibar, Mkokotoni, Mwanakwerekwe and Vitongoji, all of which began operating in 2010. While Vitongoji has performed better than Mkokotoni in terms of enrolment, both centres seem to be suffering from reductions in demand. In 2013 Vitongoji was operating at 86% capacity in terms of enrolment while Mkokotoni was only at 46% capacity. Especially noticeable is the relatively low and rapidly declining female enrolment. In contrast Mwanakwerekwe VTC has seen significant increases in enrolment since its opening.

Table 8: Enrolment trend at Mkokotoni VTC showing capacity and male (M), female (F) and total (T) enrolment by programme 2010 – 2013

Programme	Capacity	2010			2011			2012			2013		
		M	F	T	M	F	T	M	F	T	M	F	T
Motor Vehicle Mechanics	20	33	0	33	35	0	35	15	0	15	7	0	7
Electronics	20	37	9	46	30	5	35	8	5	13	11	3	14
Refrigeration	20	3	17	20	20	1	21	16	1	17	11	1	12
Carpentry	15	18	0	18	17	0	17	6	0	6	5	0	5
Tailoring	30	0	71	71	0	31	31	0	18	18	1	14	15
Painting and Decoration	15	0	21	21	5	5	10	5	5	10	1	3	4
Welding and Fabrication	15	15	0	15	5	0	5	7	0	7	4	0	4
Food Production	15	6	13	19	10	6	16	12	8	20	7	5	12
Food Services	15	11	4	15	12	3	15	5	5	10	4	2	6
Plumbing	20	12	0	12	10	0	10	10	0	10	8	1	9
Masonry	15	8	0	8	1	1	2	5	0	5	3	1	4
TOTAL	200	143	135	278	145	52	197	89	42	131	62	30	92

A recent study into TVET in Zanzibar[6] aimed to identify the causes of declines in enrolment in VTCs, focusing on Mkokotoni and Vitongoji. Among others, the study identified the following challenges facing VTCs:

1) Trainers are under-qualified and often have limited work experience, affecting the quality of education provided;

[6] Assessment Report on the Status of Vocational Training Centres and the Impact of Vocational Programmes on Graduates (MoEVT, 2013)

2) Programmes do not have enough of a focus on practical work and trainees find it hard to enter either employment or self-employment following the course;
3) Centres suffer from equipment shortages;
4) A lack of initial capital and/or limited support from the centres makes it difficult for graduates to start their own self-employed initiatives.

The government must take efforts to address these issues. Especially as the government is currently constructing two new VTCs in line with the ZEDP target to "[expand] TVET infrastructure for skills development and upgrading; this includes having one vocational training centre per region by 2015/16". Although the existing centres have encountered challenges, there is no denying the importance of accessible, high quality vocational education, especially given low employment rates in Zanzibar.

Table 9: Enrolment Trend at Vitongoji VTC showing capacity and male (M), female (F) and total (T) enrolment by programme 2010 – 2013

Programme	Capacity	2010			2011			2012			2013		
		M	F	T	M	F	T	M	F	T	M	F	T
Electrical	20	16	3	19	25	3	28	28	4	32	22	6	28
Tailoring	30	6	23	29	7	25	32	4	23	27	1	17	18
Welding and Fabrication	15	15	0	15	17	0	17	6	0	6	9	0	9
Food Production	15	4	11	15	2	10	12	7	3	10	7	1	8
Plumbing	20	22	3	25	18	2	20	16	6	22	20	1	21
Masonry	15	17	2	19	17	2	19	19	0	19	15	0	15
TOTAL	**115**	**80**	**42**	**122**	**86**	**42**	**128**	**80**	**36**	**116**	**74**	**25**	**99**

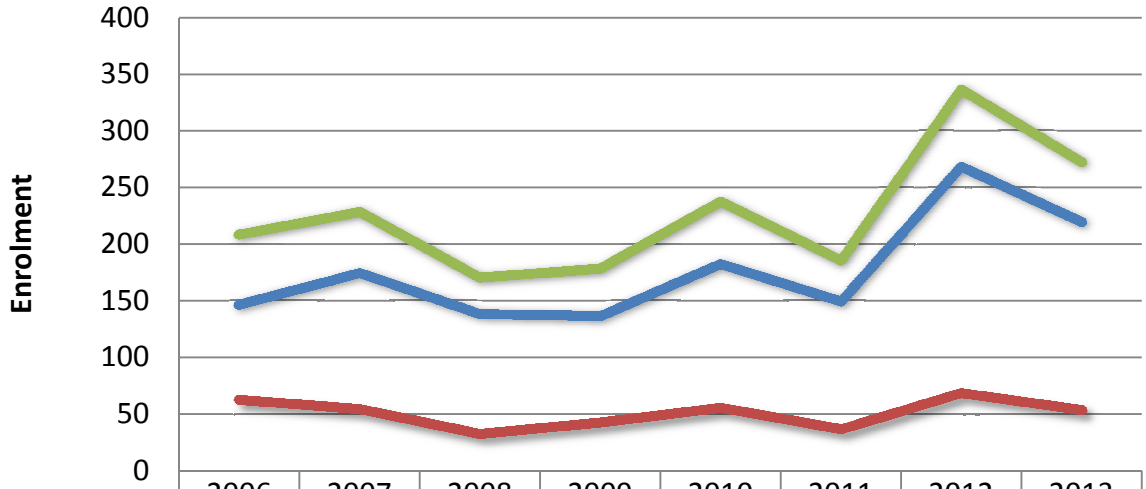
Table 10: Enrolment Trend at Mwanakwerekwe VTC showing capacity and male (M), female (F) and total (T) enrolment by programme 2010 – 2013

Programme	Capacity	2010			2011			2012			2013		
		M	F	T	M	F	T	M	F	T	M	F	T
Carpentry	-	14	0	14	12	0	12	11	0	11	6	5	11
Tailoring	-	3	11	14	2	14	16	4	20	24	12	12	24
Electronics	-	12	0	12	29	1	30	27	1	28	13	15	28
Computer Application	-	2	9	11	-	-	-	-	-	-	-	-	-
Computer Maintenance	-	8	2	10	-	-	-	-	-	-	-	-	-
ICT	-	-	-	-	11	6	17	11	18	29	21	8	29
TOTAL	**0**	**39**	**22**	**61**	**54**	**21**	**75**	**53**	**39**	**92**	**52**	**40**	**92**

2.2.2 Technical Education

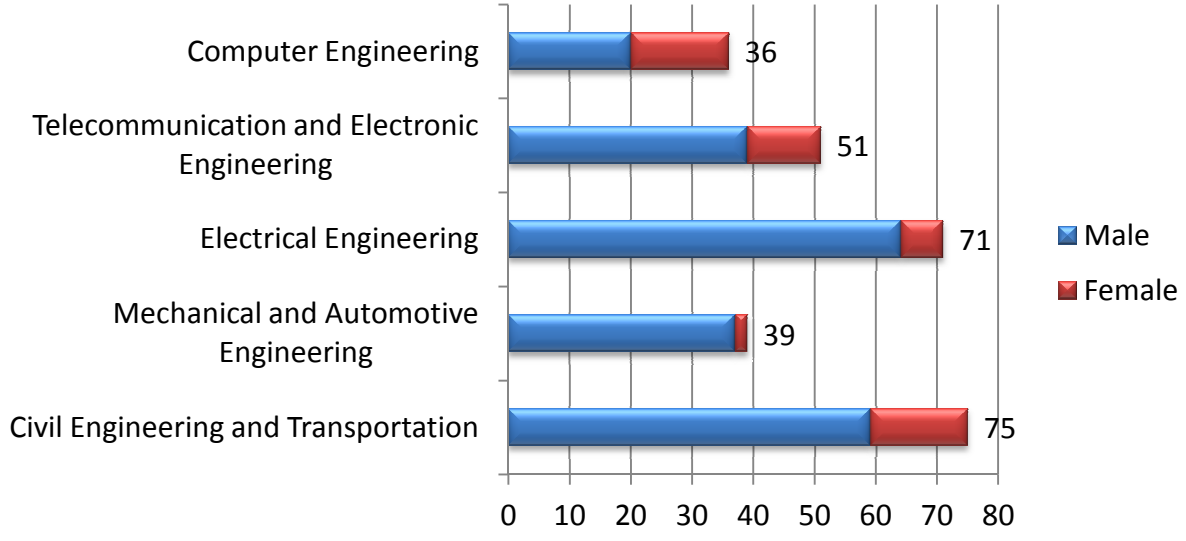
The Karume Institute of Science and Technology (KIST) offers more advanced courses in technical subjects than the VTCs. Enrolment in KIST has increased by 53% in the five years since 2009. Civil Engineering and Transportation is the most popular subject followed by Electrical Engineering. Women are underrepresented in all courses; a pattern that needs addressing if a gender balance is to be achieved as stipulated by the Education Policy, 2006.

Figure 4: Enrolment in Karume Institute of Science and Technology (KIST) by gender, 2006 – 2013



	2006	2007	2008	2009	2010	2011	2012	2013
Male	146	174	138	136	182	149	268	219
Female	62	54	32	42	55	36	68	53
Total	208	228	170	178	237	185	336	272

Figure 5: Enrolment in KIST by gender and course, 2013



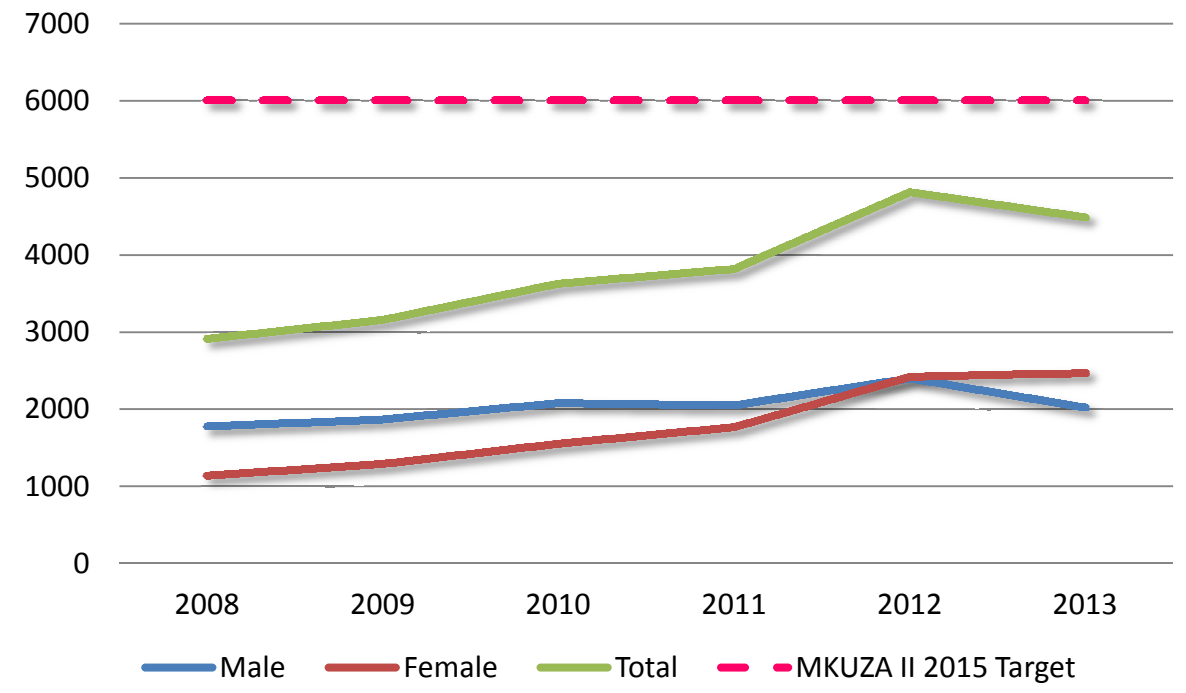
Overall the TVET sector has already achieved the target set in the ZEDP of increasing enrolment in TVET by 20% over the ZEDP period (taking into account only enrolment in government TVET programmes). Enrolment in 2008 was 170; by 2013 it was 463, giving a 172% increase. This overall figure masks the underperformance of the VTCs, which were not operational in 2008.

2.3 Enrolment in Higher Education

Table 11: Enrolment in higher education institutions within Zanzibar					
Colleges					
	Name	Type	Enrolment (2013)		
			Male	Female	Total
1	Zanzibar Institute of Financial Administration	Public	The MoEVT has no enrolment information for these institutions		
2	College of Tourism	Public			
3	College of Health Sciences	Public			
4	Benjamin Mkapa Teacher Training College	Public	51	125	176
5	Mazizini Islamic College (Teacher Training)	Public	74	357	431
6	Pemba Islamic College (Teacher Training)	Public	132	177	309
Universities					
	Name	Type	Enrolment (2013)		
			Male	Female	Total
1	State University of Zanzibar	Public	750	915	1665
2	Zanzibar University	Private	659	638	1297
3	University College of Education, Chukwani	Private	605	915	1523

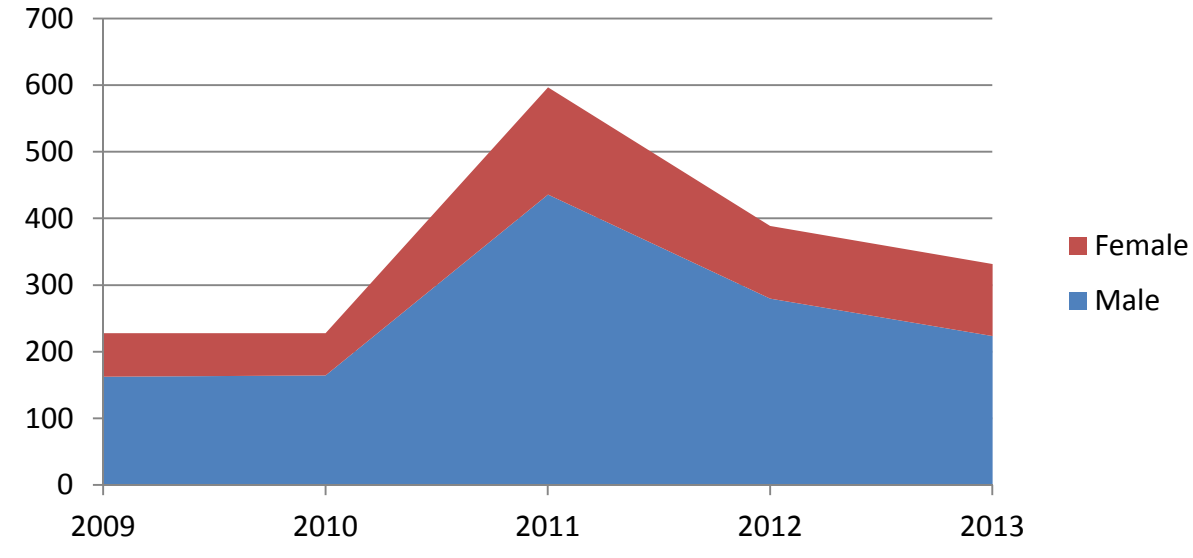
Significant progress has been made towards the MKUZA II targets in tertiary education (Figure 6). Enrolment has expanded rapidly over the ZEDP period and female enrolment has caught up with and surpassed male enrolment. While all three Universities experienced rapid expansion in enrolment between 2008 and 2012, Zanzibar University experienced a significant fall in enrolment from 2162 in 2012 to 1297 in 2013. This accounts for the decline in total enrolment between these years.

Figure 6: Trend in the total enrolment in tertiary education in Zanzibar (SUZA, Zanzibar University and the Chukwani University College of Education) by gender, 2007-2013



2.4 Enrolment in Alternative Education

Figure 7: Trend in the number of students completing alternative education courses and returning to formal education by gender, 2009 - 2013



2.5 Enrolment in Adult Education

Table 12: Number of classes and teachers, attendance by level, % female attendance and learner-teacher ratio for adult education literacy programmes, 2009-2013					
	2009	2010	2011	2012	2013
Number of Classes	423	446	447	422	420
Number of Teachers	423	446	447	422	420
% female teachers	60%	62%	63%	66%	60%
Attendence Level 1	2387	2659	2839	2782	2674
% female attendance Level 1	82%	88%	89%	87%	88%
Attendence Level 2	1992	1986	2078	1889	1589
% female attendance Level 2	85%	87%	88%	89%	88%
Attendence Level 3	1490	1424	1327	1174	1125
% female attendance Level 3	82%	86%	86%	87%	81%
Attendence Level 4	971	911	666	647	575
% female attendance Level 4	83%	85%	83%	83%	77%
Total Attendance	6840	6980	6910	6492	6189
% female attendance all levels	83%	87%	88%	88%	86%
Learner-teacher ratio	16.2	15.7	15.5	15.4	14.7

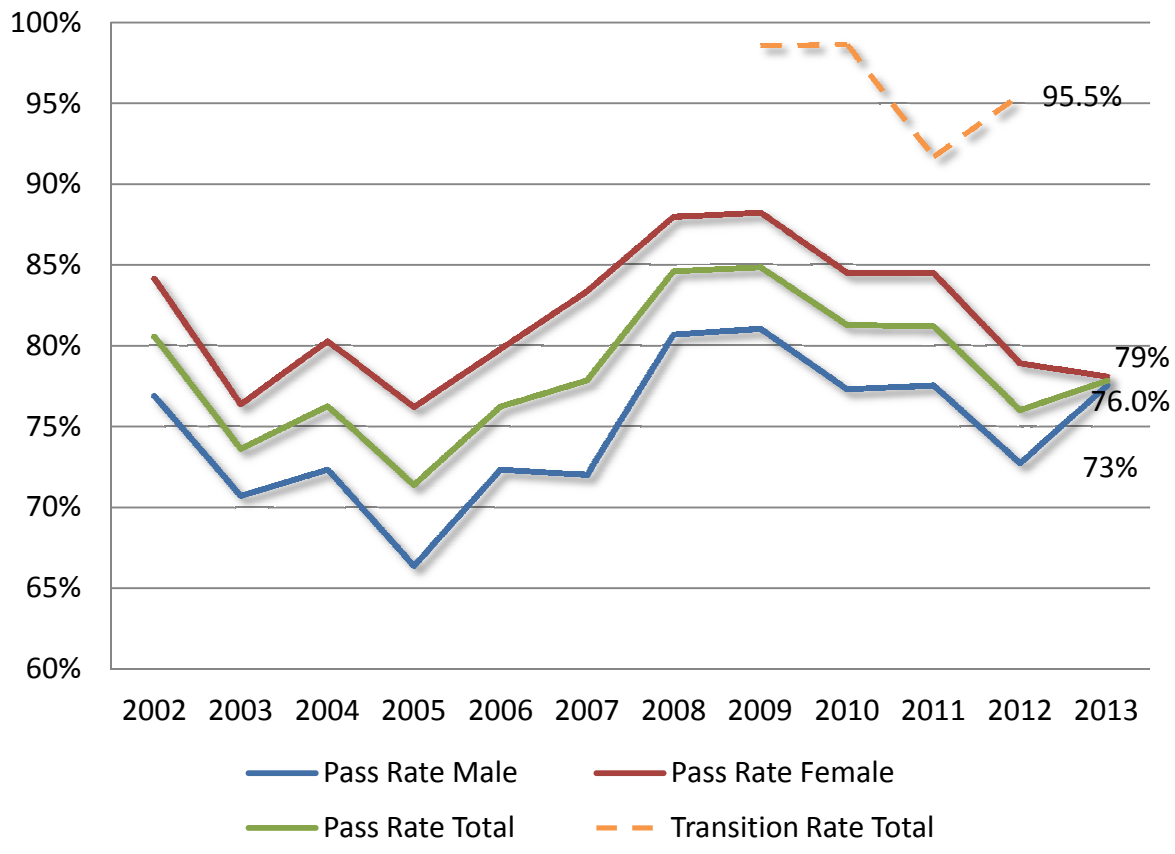
3. Quality of Education

3.1 Examination Results

3.1.1 Trends in Standard VII Examination Performance

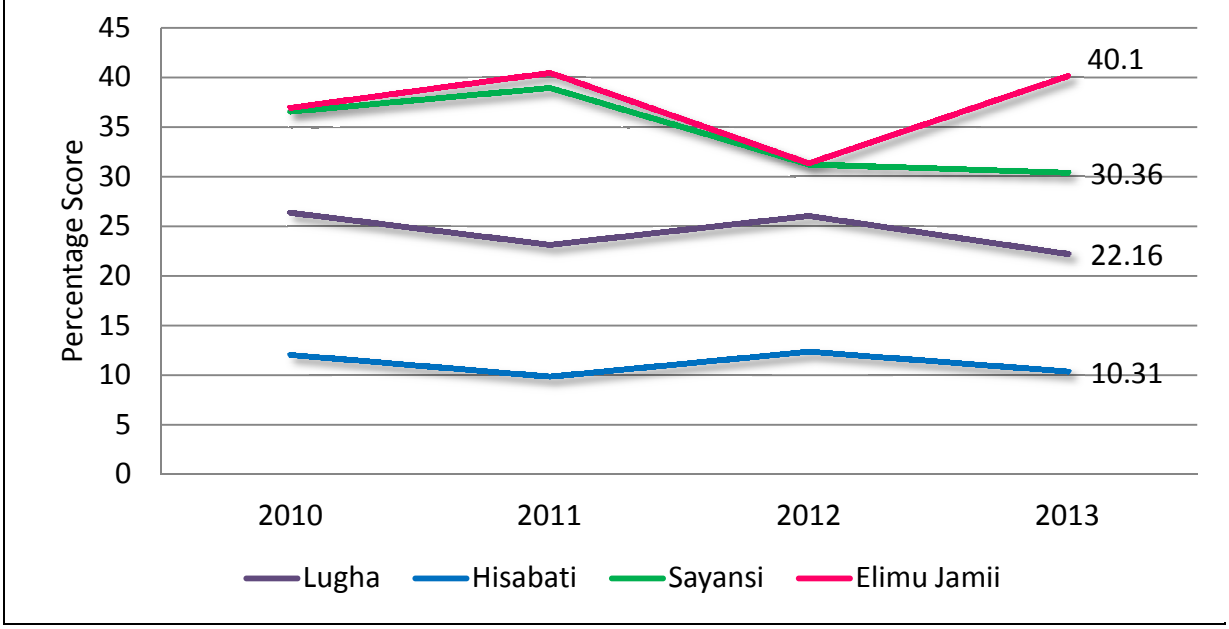
The transition rate from Standard VII to Form I is much higher than the Standard VII examination pass rate (Figure 8). This indicates that a large number of students are entering secondary education without gaining the minimum competencies expected from primary education.

Figure 8: Trend in Standard VII Examination Pass Rate, by gender, 2002 – 2013 and trend in Standard VII – Form I Transition Rate 2009-2012



While performance is low in all subjects in the Standard VII Examinations, performance in Mathematics is particularly poor (Figure 9). Improvements in performance at the Secondary level will remain elusive unless performance is first improved at the primary level.

Figure 9: Trend in Average Performance by subject in the Standard VII Examinations



3.1.2 Trends in Form II Examination Performance

Figure 10: Trend in Form 2 Examination Pass Rate by gender, 2002 – 2012

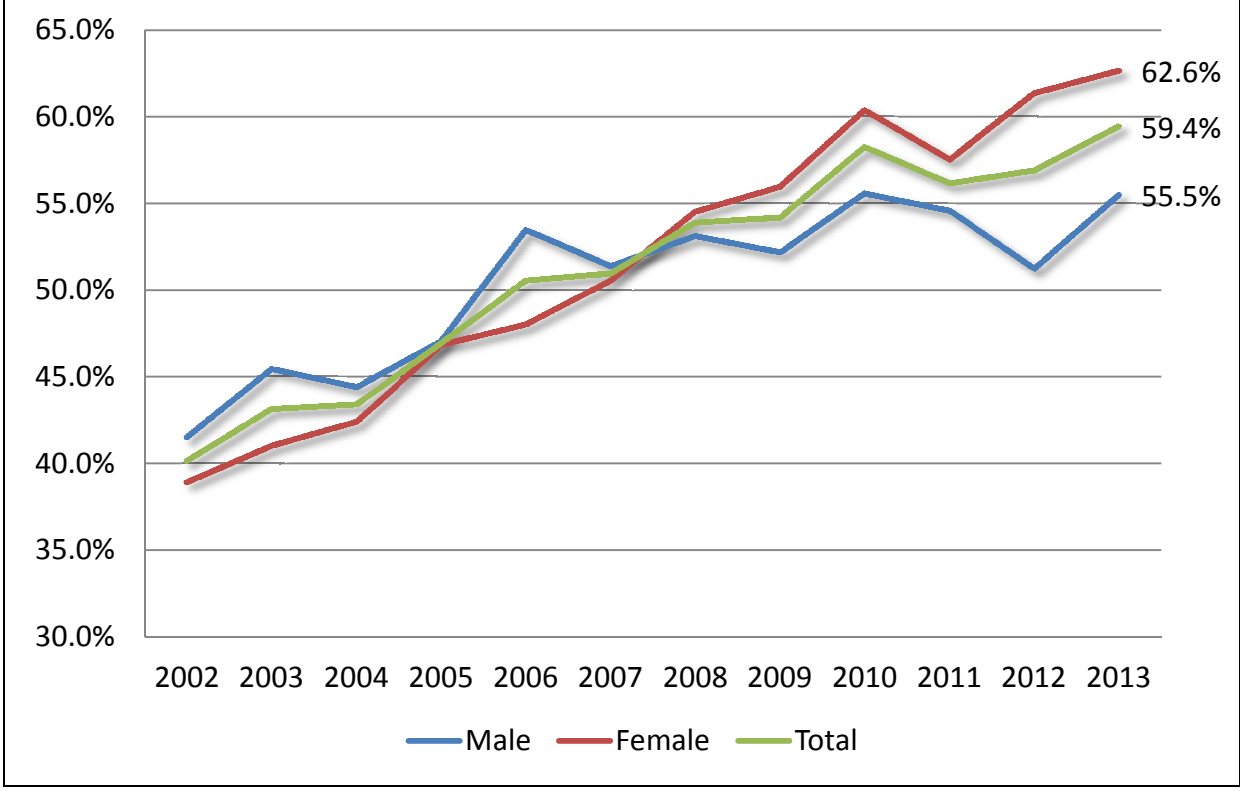
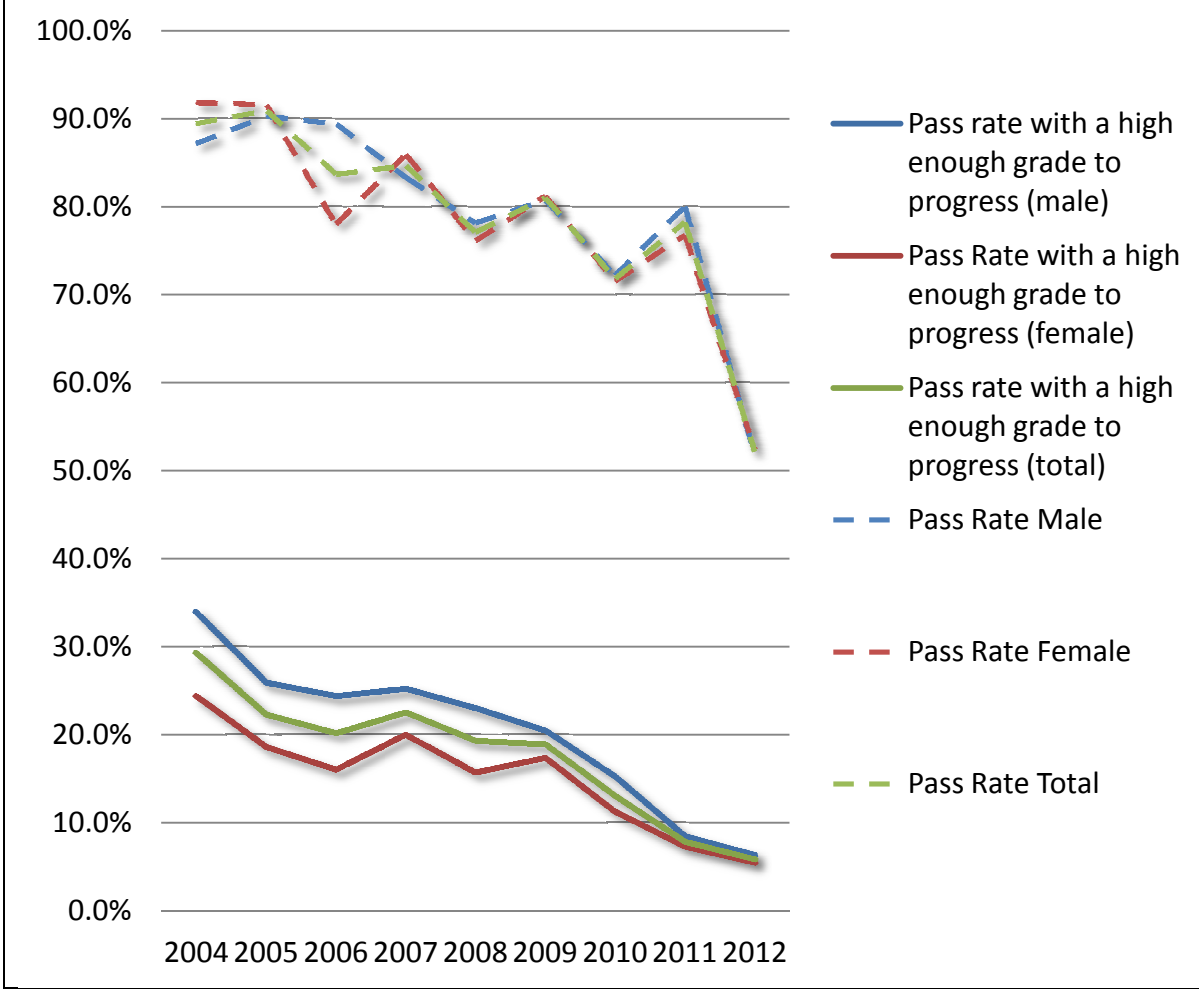


Table 13: Average performance by subject in the Form II Examinations, 2010-2013				
	2010	2011	2012	2013
Arabic	42.2	30.0	23.8	29.8
Biology	29.0	27.9	26.5	26.8
Chemistry	42.6	31.5	25.4	30.6
English	30.9	34.9	28.2	32.7
Geography	39.9	37.8	31.4	29.0
History	47.2	39.8	29.6	37.8
Islamic Knowledge	41.5	44.1	36.1	44.3
Kiswahili	38.0	37.3	41.0	41.1
Mathematics	14.2	13.2	11.4	6.5
Physics	29.9	41.3	20.7	23.0
Civics	33.4	40.0	27.7	27.1

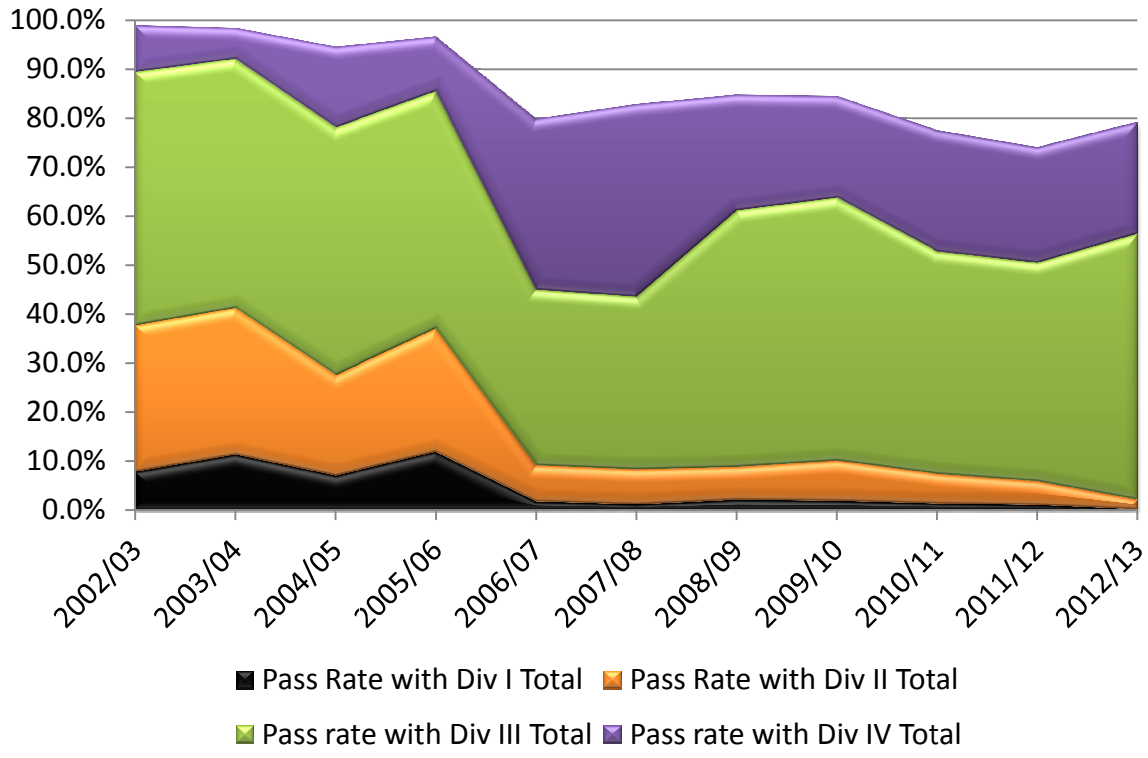
3.1.3 Trends in Form IV Examination Performance

Figure 11: Form IV Examination pass rate and pass rate with a high enough grade to progress to Form V by gender, 2004 – 2012



3.1.4 Trends in Form VI Examination Performance

Figure 12: Trends in Form VI Examination Pass Rates by Division, 2002/03 – 2012/13



3.1.5 Examination Performance by District and Gender

Table 14: Examination pass rates by district for all schools (government and private)

District	Standard VII pass rate (2013)	Form II pass rate (2013)	Form IV pass rate (2012)	Form IV pass rate with high enough grade to progress (2012)
Urban	85.7%	55.1%	54.5%	9.3%
West	81.2%	56.1%	59.4%	9.2%
North A	66.6%	61.2%	44.8%	0.9%
North B	81.1%	60.9%	58.3%	0.8%
Central	75.1%	59.5%	42.1%	1.5%
South	72.5%	60.9%	34.7%	1.2%
Micheweni	74.1%	69.5%	40.4%	3.5%
Wete	79.3%	65.1%	53.7%	5.0%
Chake Chake	76.9%	59.2%	52.7%	2.4%
Mkoani	66.9%	64.3%	49.0%	1.8%
TOTAL	77.8%	59.4%	52.1%	5.8%

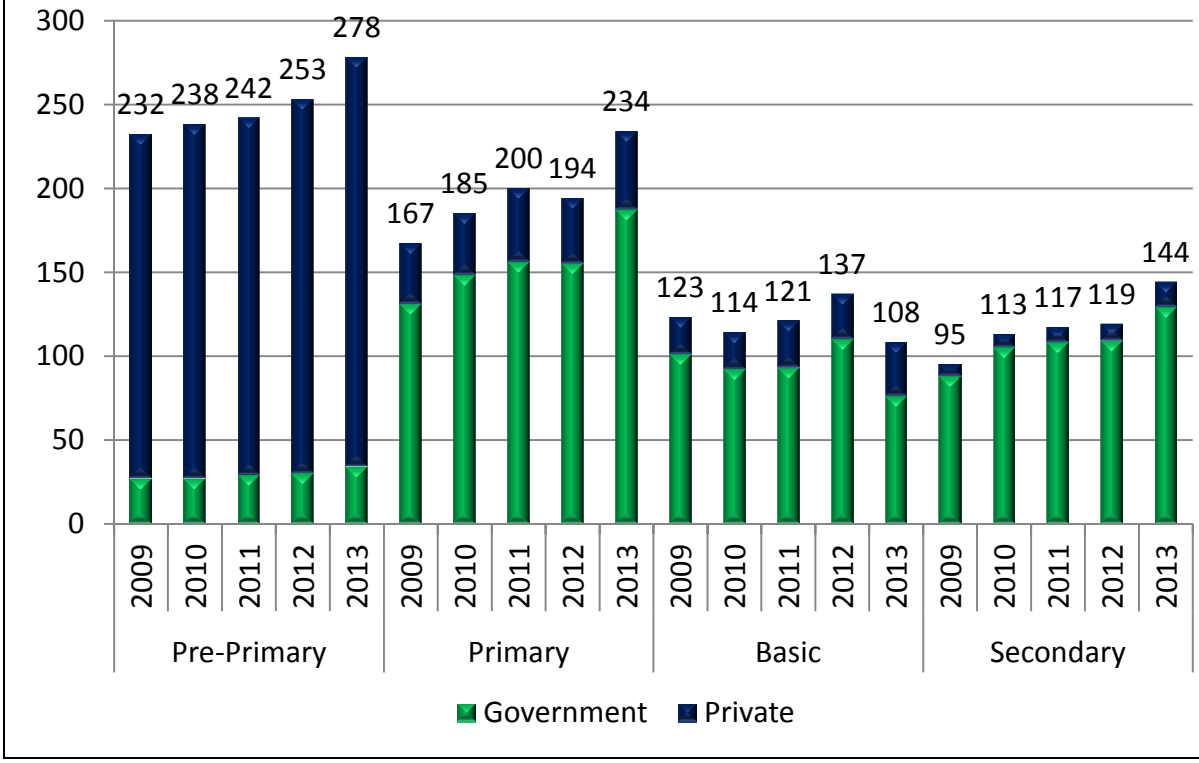
Table 15: GPI for examination pass rates at different levels by district

District	GPI for Standard VII pass rate	GPI for Form II pass rate	GPI for Form IV pass rate	GPI for Form IV pass rate with high enough grade to progress
Urban	1.05	1.33	1.03	1.01
West	1.03	1.20	1.12	0.90
North A	0.88	0.90	0.83	0.57
North B	1.05	1.21	0.90	0.00
Central	1.17	1.22	1.22	2.63
South	1.22	1.20	1.45	2.34
Micheweni	0.95	0.93	0.65	0.55
Wete	0.97	0.95	0.90	0.24
Chake Chake	0.94	1.07	0.92	0.42
Mkoani	0.93	1.10	0.88	0.44
TOTAL	1.01	1.13	1.01	0.86

3.2 Quality of Inputs

3.2.1 Infrastructure

Figure 13: Bar chart showing number of schools (government and private) by level and year for the past five years

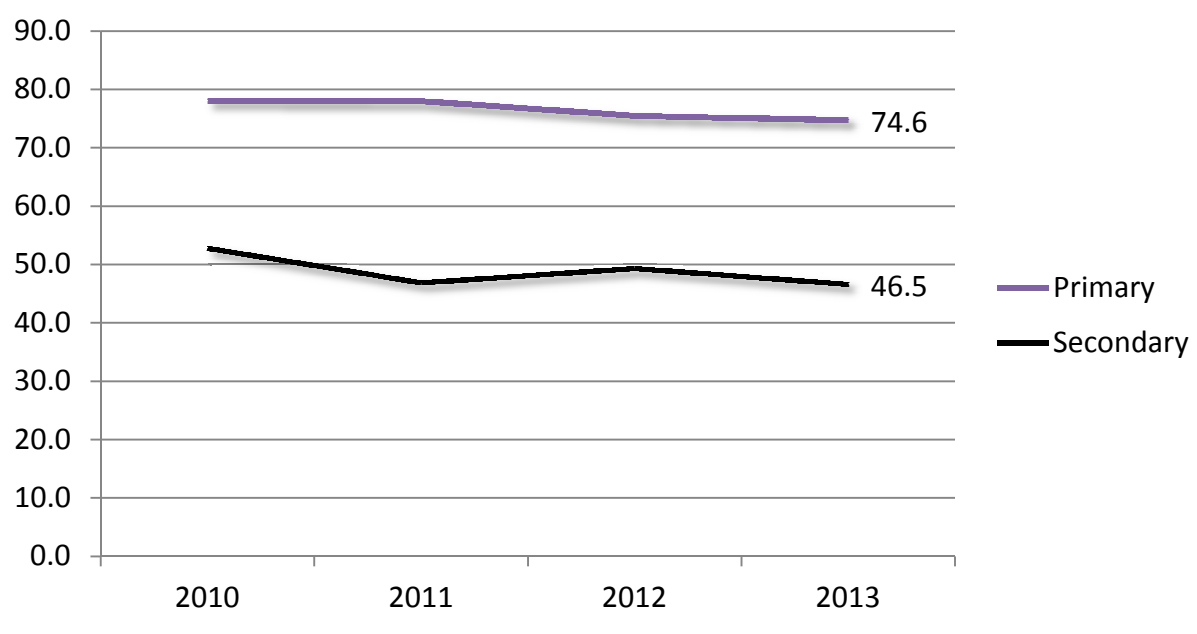


The number of schools has increased at all levels, excepting basic education schools, over the past five years. Growth at the pre-primary level has been driven by the private sector,

while at all other levels the government has been the driving force behind expansion. At the higher education level there has been no change in the number of institutions, although investments have been made in institutional capacity.

The pupil-classroom ratio at the primary and secondary levels has declined slightly in government schools over the past four years. At the primary level this has been the result of investments in classroom construction as the number of students at this level has been increasing. At the secondary level, while more classrooms have been constructed, a decline in the number of students is also driving the reduction in the pupil-classroom ratio. No backdated information is available at the pre-primary level.

Figure 14: Trend in the pupil-classroom ratio for government schools by level of education, 2010 – 2013



3.2.1.1 School Facilities

This section presents information on the availability of various facilities by level of education and district. Government targets relating to these include:

- "Increased schools with appropriate and sustained water supply, sanitation and hand washing facilities by 2015" – MKUZA II (2010)
- "Every school shall have a library or resource-centre" – Education Policy (2006)
- The Education Policy (2006) stipulates that ICT should be included in the curriculum at all levels

- "Expand ICT infrastructure coverage in schools and communities" (MKUZA II)
- "Schools shall offer diverse sports and physical education facilities" (Education Policy 2006)

No information has been collected for this abstract on the availability of science equipment and access to science laboratories or guidance and counselling facilities. It is recommended that future statistics aim to include these aspects of education, as data on these areas is important, not only to monitor policy targets, but also to guide resource allocation.

Pre-Primary Facilities

At the pre-primary level, private schools have higher access to facilities than public schools and there is significant variation across districts (Table 16). Only three districts have pre-primary schools operating double shifts. The pupil-latrine ratio is lower for government than private schools. Urban district has the highest pupil-latrine ratio in government schools. The government target at the pre-primary level is 20 pupils per classroom in government schools according to the ZEDP (2007). So far only two districts, Central and North B, have achieved this target. Chake Chake, Mkoani and Micheweni and Urban districts have particularly high pupil-classroom ratios at this level relative to other districts.

Table 16: Pupil-classroom ratio, percentage of schools operating a double shift and pupil-latrine ratio by district for government (G) and private (P) pre-primary schools, 2013

District	% of Schools Operating a Double Shift			Pupil-latrine ratio (Male)			Pupil-latrine ratio (Female)			Pupil-classroom ratio		
	G	P	Total	G	P	Total	G	P	Total	G	P	Total
Urban	29	5	5	37	42	41	40	46	45	45	25	27
West	38	0	5	16	33	29	15	35	31	36	26	26
North A	0	0	0	22	25	23	29	27	28	23	22	23
North B	0	0	0	27	27	27	25	32	27	18	15	17
Central	24	0	13	14	16	15	13	24	17	18	27	22
South	0	0	0	26	23	24	27	23	25	30	25	27
Micheweni	0	0	0	33	27	30	30	26	28	41	24	31
Wete	0	0	0	31	34	33	27	38	34	35	31	32
Chake Chake	0	0	0	30	21	26	36	23	29	52	34	43
Mkoani	0	0	0	29	44	34	30	47	36	45	45	45
TOTAL	**9**	**1**	**4**	**24**	**32**	**29**	**24**	**36**	**31**	**32**	**26**	**27**

Table 17: Availability of various facilities in pre-primary schools by district, 2013

District	Percentage of schools with…

		Water	Electricity	Sports pitches	Library	Teachers' room
Urban	Public	100%	100%	86%	43%	0%
	Private	82%	87%	49%	13%	3%
	Total	84%	88%	53%	16%	3%
West	Public	92%	69%	46%	8%	8%
	Private	94%	74%	73%	21%	11%
	Total	94%	73%	69%	20%	10%
North A	Public	75%	17%	33%	0%	0%
	Private	50%	0%	50%	0%	0%
	Total	69%	13%	38%	0%	0%
North B	Public	75%	50%	50%	25%	25%
	Private	83%	17%	67%	17%	0%
	Total	79%	36%	57%	21%	14%
Central	Public	88%	82%	35%	18%	29%
	Private	86%	50%	86%	7%	29%
	Total	87%	68%	58%	13%	29%
South	Public	71%	86%	57%	14%	14%
	Private	90%	60%	100%	10%	0%
	Total	82%	71%	82%	12%	6%
Micheweni	Public	88%	25%	63%	0%	0%
	Private	100%	57%	86%	14%	0%
	Total	93%	40%	73%	7%	0%
Wete	Public	75%	100%	50%	25%	0%
	Private	80%	60%	80%	0%	0%
	Total	78%	78%	67%	11%	0%
Chake Chake	Public	67%	42%	33%	0%	0%
	Private	90%	50%	70%	10%	0%
	Total	77%	45%	50%	5%	0%
Mkoani	Public	100%	70%	100%	10%	0%
	Private	100%	40%	100%	0%	0%
	Total	100%	60%	100%	7%	0%
TOTAL	Public	83%	62%	51%	12%	10%
	Private	88%	69%	68%	15%	7%
	Total	87%	67%	63%	14%	8%

Primary Facilities

Table 18: Availability of various facilities in government primary schools by district, 2013								
District	**Percentage of schools with …**					**Average number of … per school**		
	Water	**Electricity**	**Sports pitches**	**Library**	**Teachers' room**	**Functioning computers**	**TVs**	**Projectors**
Urban	90%	100%	65%	55%	10%	3.60	0.60	0.65
West	85%	78%	41%	34%	24%	0.32	0.12	0.00
North A	79%	72%	52%	21%	28%	0.59	0.10	0.00
North B	83%	67%	56%	22%	39%	1.00	0.39	0.00
Central	71%	88%	59%	29%	41%	1.29	0.09	0.03
South	100%	94%	63%	63%	63%	3.38	0.13	0.06
Micheweni	86%	82%	50%	9%	14%	0.05	0.14	0.00
Wete	93%	79%	48%	14%	10%	0.76	0.14	0.00
Chake Chake	73%	88%	42%	8%	8%	0.35	0.23	0.00
Mkoani	81%	67%	56%	4%	11%	0.26	0.04	0.00
TOTAL	**83%**	**81%**	**52%**	**24%**	**24%**	**0.98**	**0.18**	**0.06**

At the Primary level, there are disparities across districts in the provision of facilities (table 18). In the case of school libraries 63% of schools in South district reported having a library compared to 4% in Mkoani. A similar disparity is also seen in the case of teachers' rooms. Currently there is a significant shortage of ICT equipment at the primary level, which will make it difficult to incorporate ICT into the curriculum. There are not enough computers, TVs or projectors to even have one per school.

There is significant variation in the percentage of schools operating a double shift across districts (Table 19). No schools operate a double shift in South district compared to 73% in Micheweni. Overall just over half of all schools have a double shift. This variation is, in part, a product of the variation in the pupil-classroom ratio across districts. In South the pupil classroom ratio is 42, just above the Government's long run target

of 40 (ZEDP), this compares to a ratio of 99 in Micheweni and West districts. In terms of the pupil-latrine ratio South District outperforms the other districts while Micheweni displays the greatest shortage.

Table 19: Pupil-classroom ratio, percentage of schools operating a double shift and pupil-latrine ratio by district for government primary schools, 2013

District	% of Schools Operating a Double Shift	Pupil-latrine ratio (Male)	Pupil-latrine ratio (Female)	Pupil-classroom ratio
Urban	65%	152	157	83
West	66%	212	230	99
North A	31%	126	135	54
North B	39%	138	126	58
Central	41%	97	97	49
South	0%	70	70	42
Micheweni	73%	301	283	99
Wete	55%	212	195	76
Chake Chake	69%	181	172	79
Mkoani	67%	208	198	83
TOTAL	**53%**	166	167	**75**

Secondary Facilities

Secondary schools do better in terms of facilities than primary schools (Table 20), however further investments are necessary if all schools are to have access to water, electricity, sports pitches, libraries and teachers' rooms. While ICT facilities are better at secondary schools than primary schools with an average of 2.5 computers per school, further investments in ICT infrastructure is necessary if ICT is going to be part of the curriculum as well as being utilised to enhance education delivery. Urban-West region has the greatest shortage of capacity; it has the highest percentage of schools operating a double shift, the highest pupil-classroom ratio and the highest pupil-latrine ratio (Table 21).

Table 20: Availability of various facilities in government secondary schools by district, 2013								
District	% of schools with…					Average number of … per school		
	Water	Electricity	Sports pitches	a library	a teachers' room	working computers	TVs	projectors
Urban	87%	100%	60%	73%	13%	3.07	0.53	0.13
West	93%	83%	45%	66%	21%	1.52	0.24	0.07
North A	92%	88%	50%	42%	38%	1.46	0.17	0.13
North B	75%	83%	67%	42%	25%	1.83	0.58	0.00
Central	97%	93%	60%	60%	47%	2.53	0.20	0.03
South	94%	100%	75%	75%	44%	5.00	0.31	0.06
Micheweni	100%	85%	69%	15%	31%	2.15	0.31	0.23
Wete	96%	92%	60%	12%	24%	2.24	0.12	0.12
Chake Chake	60%	80%	40%	20%	35%	3.15	0.15	0.15
Mkoani	90%	90%	76%	19%	29%	2.76	0.05	0.19
TOTAL	**89%**	**89%**	**59%**	**43%**	**31%**	**2.48**	**0.23**	**0.11**

Table 21: Pupil-classroom ratio, percentage of schools operating a double shift and pupil-latrine ratio by district for government secondary schools, 2013				
District	% of Schools Operating a Double Shift	Pupil-latrine ratio (Male)	Pupil-latrine ratio (Female)	Pupil-classroom ratio
Urban	67%	113	136	89
West	52%	101	122	65
North A	21%	43	54	34
North B	17%	42	60	33
Central	23%	28	32	29
South	0%	26	26	23
Micheweni	38%	57	48	47
Wete	4%	79	64	36
Chake Chake	35%	72	46	44
Mkoani	10%	56	58	36
TOTAL	**26%**	64	67	46

3.2.1.2 Pupil-Desk Ratios

Table 22: Pupil-desk ratio by district and level, 2013*						
	Pre-Primary		**Primary**		**Secondary**	
	Public	**Private**	**Public**	**Private**	**Public**	**Private**
Urban	1.46	2.47	4.85	1.38	1.65	0.90
West	3.34	2.26	4.76	1.14	1.51	1.08
North A	0.86	3.67	2.73	-	0.83	-
North B	0.63	5.44	1.94	-	0.72	-
Central	1.10	4.00	1.27	13.16	0.81	0.96
South	1.06	1.38	1.05	0.85	0.46	-
Micheweni	1.57	4.69	3.78	-	1.36	0.45
Wete	2.73	No desk information	2.84	0.92	0.83	1.00
Chake Chake	4.10	14.14	4.08	2.48	1.09	0.99
Mkoani	2.32	No desk information	3.17	-	0.97	-
TOTAL	**1.42**	**2.62**	**2.96**	**1.27**	**1.09**	**1.02**

*This ratio has been calculated taking into account the number of complete work spaces within the classroom. This definition was chosen as there are different types of furniture within the classroom including one, two and three seat desks and one and two person tables and chairs. While the desk calculation is relatively simple, the table and chairs calculation is slightly more complicated. For the purposes of this abstract it was assumed that a table only offered a complete working space if there was a chair to go with it and vice versa. Therefore the minimum number was taken between the number of chairs and the number of spaces at tables to use for the calculation.

3.2.2 Teachers

Table 23: Pupil-teacher ratio by district and level of education, 2012-13						
GOVERNMENT SCHOOLS						
District	**Pre-Primary**		**Primary**		**Secondary**	
	2012	**2013**	**2012**	**2013**	**2012**	**2013**
Urban	16.8	17.5	24.9	27.6	24.9	23.0
West	23.7	23.6	33.9	36.7	24.4	20.4
North A	19.0	17.4	30.7	33.1	21.6	20.4
North B	20.5	18.9	22.3	23.0	16.9	16.6
Central	16.1	16.8	27.5	27.3	16.6	14.5
South	23.5	22.9	31.8	32.3	19.4	16.0
Micheweni	25.5	31.1	47.0	62.1	29.3	27.5
Wete	21.4	19.4	43.3	45.9	25.0	19.4
Chake Chake	24.2	33.9	43.4	44.2	27.0	23.9
Mkoani	26.6	26.4	43.4	48.1	20.2	26.7
TOTAL	**20.4**	**21.6**	**33.2**	**36.1**	**23.1**	**21.0**
PRIVATE SCHOOLS						
District	**Pre-Primary**		**Primary**		**Secondary**	
	2012	**2013**	**2012**	**2013**	**2012**	**2013**
Urban	17.0	17.0	19.3	17.4	13.7	10.8
West	19.0	18.6	17.4	17.7	14.5	11.7
North A	9.4	6.7	-	-	-	-
North B	12.0	11.7	-	-	-	-
Central	14.2	18.2	18.7	197.3	7.8	18.7
South	15.9	14.9	9.0	17.6	-	-
Micheweni	23.0	18.6	-	-	6.2	5.2
Wete	13.6	17.6	19.7	21.8	10.3	8.6
Chake Chake	24.6	27.3	18.1	20.8	5.6	16.7
Mkoani	28.0	20.2	-	-	-	-
TOTAL	**17.7**	**17.8**	**17.8**	**18.4**	**13.1**	**11.7**

Figure 15: Pie charts showing the distribution of teachers in government schools by qualification at different levels of education, 2013

Pre-Primary (Total number of teachers: 381)	Primary (Total number of teachers: 6391)	Secondary (Total number of teachers: 3464)

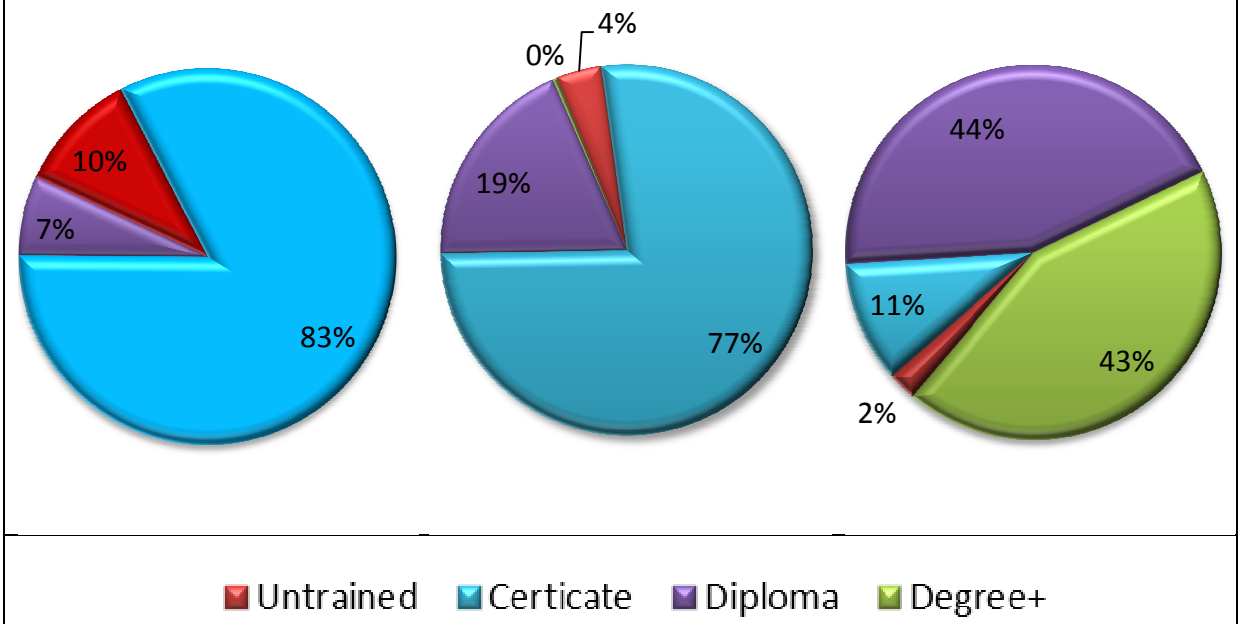


Figure 16: Pie charts showing the distribution of teachers in private schools by qualification at different levels of education, 2013

Pre-Primary (Total number of teachers: 1055)	Primary (Total number of teachers: 922)	Secondary (Total number of teachers: 536)

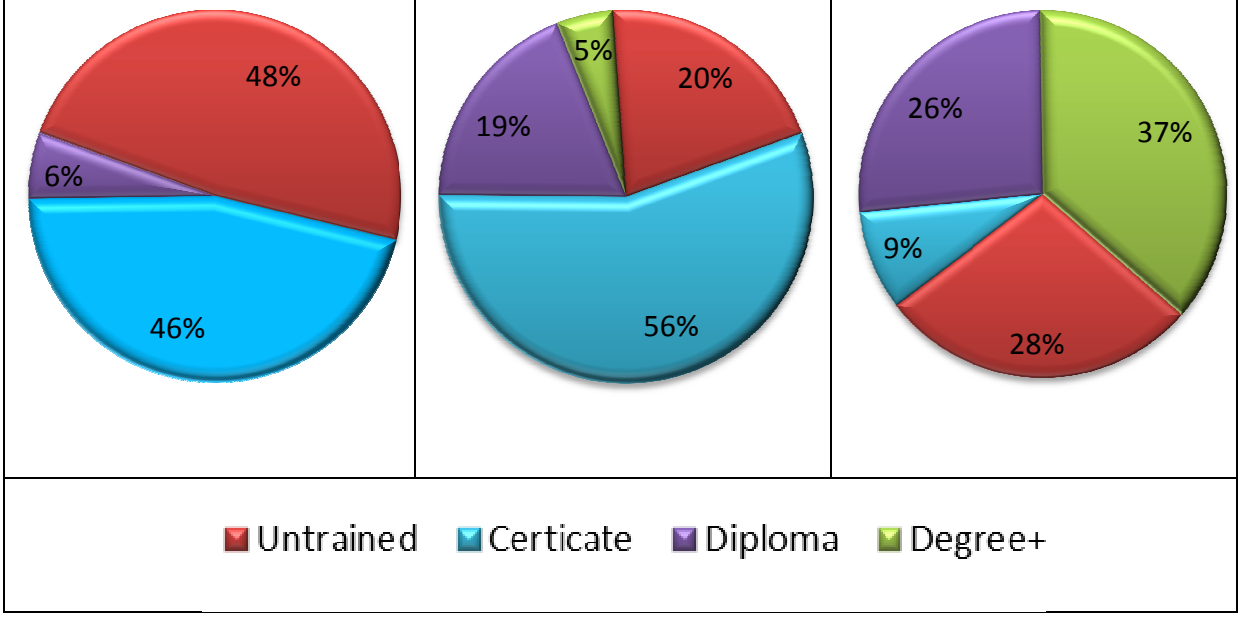
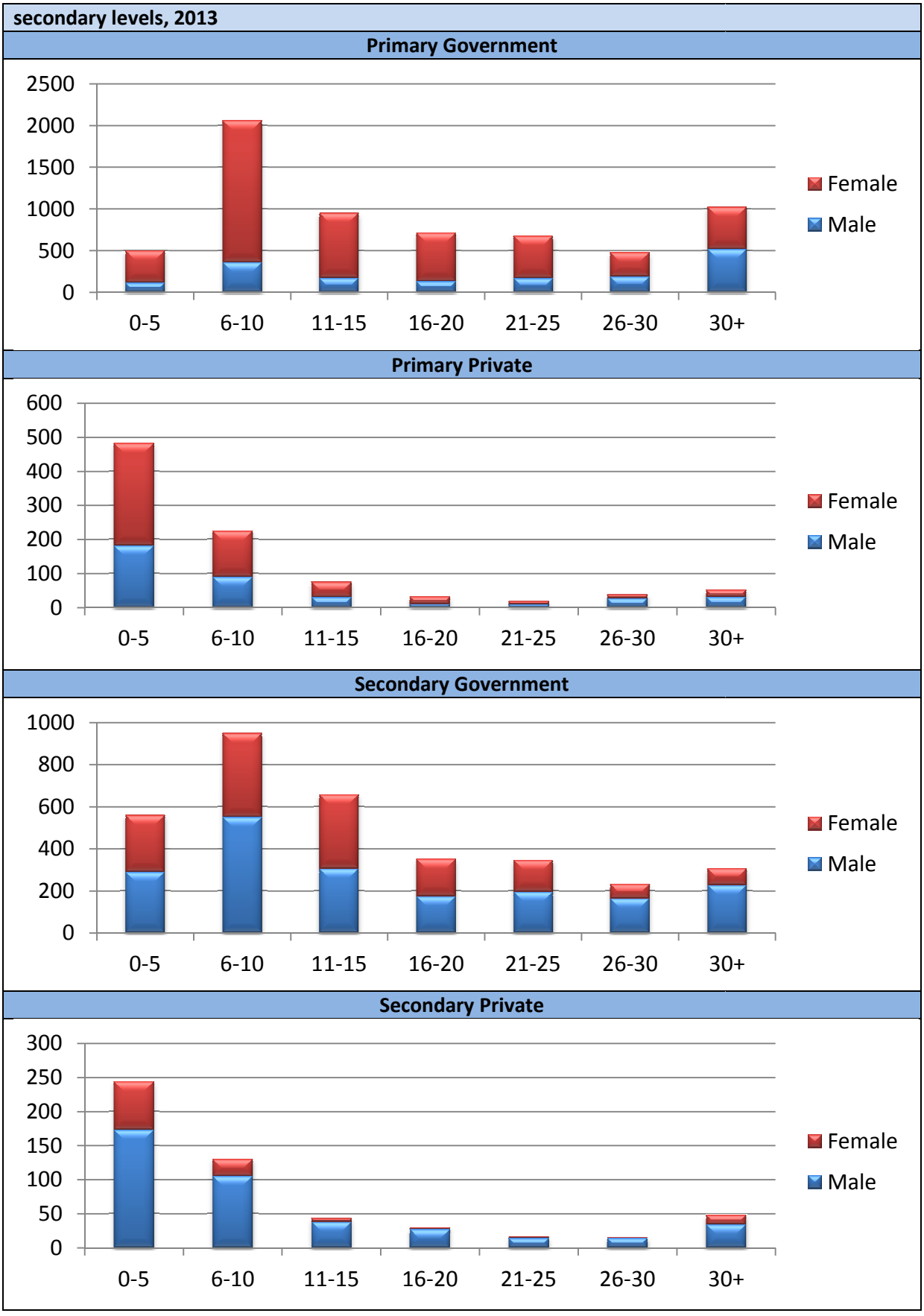


Table 24: Number of secondary teachers qualified in and number teaching different subjects by gender, 2013[7]						
	Government			Private		
	Male	Female	Total	Male	Female	Total
Number of Qualified Teachers by Subject						
Arabic	469	421	890	43	11	54
English	383	340	723	76	24	100
Chemistry	227	134	361	62	10	72
Physics	209	90	299	57	6	63
Biology	196	153	349	54	14	68
Book keeping	6	2	8	8	1	9
Commerce	5	3	8	9	0	9
Accounting	9	3	12	1	0	1
Economics	1	5	6	2	0	2
Geography	249	137	386	59	19	78
History	266	125	391	53	13	66
Islamic Studies	409	421	830	54	15	69
Kiswahili	444	471	915	52	26	78
Mathematics	225	134	359	62	11	73
Civics	281	171	452	55	9	64
Number of Teachers teaching each Subject						
Arabic	306	216	522	53	13	66
English	346	316	662	75	27	102
Chemistry	268	160	428	69	12	81
Physics	253	109	362	66	9	75
Biology	250	177	427	61	13	74
Book keeping	3	2	5	17	4	21
Commerce	6	3	9	18	3	21
Accounting	7	1	8	4	0	4
Economics	8	3	11	2	0	2
Geography	276	145	421	64	19	83
History	274	100	374	62	17	79
Islamic Studies	313	246	559	55	14	69
Kiswahili	318	376	694	57	26	83
Mathematics	310	183	493	72	15	87
Civics	329	149	478	67	13	80
NB: subjects are highlighted yellow if there is a clear teacher shortage in government schools in the sense that the requirement for teachers (given by the number of teachers currently teaching a subject) is greater than the number of qualified teachers.						

Table 25: Distribution of government and private teachers by years of experience for primary and

[7] NB: One teacher may be qualified in or teaching more than one subject. It is not necessarily the case that all teachers teaching a subject are qualified



3.2.3 Teaching and Learning Materials

Table 26: Primary pupil-textbook ratio by subject in government schools, 2013								
Subject	Primary Grade							Total
	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	
Kiarabu (Arabic)	185.2	186.8	122.5	14.8	5.6	7.1	6.0	13.4
ICT	-	-	-	-	-	15190	13520	57616.0
English	13.7	13.9	11.8	11.3	4.9	6.2	5.2	8.3
Elimu ya Kiislamu (Islamic Studies)	55.7	45.9	39.2	13.8	5.1	7.4	5.7	11.8
Kiswahili (Swahili)	18.3	21.2	22.9	13.1	5.1	7.1	5.5	10.0
Hisabati (Maths)	12.8	16.0	13.3	12.7	4.9	6.8	5.3	8.7
Sayansi (Science)	192.5	126.4	120.0	13.9	5.3	7.3	5.9	13.1
Sayansi Jamii (Social Science)	113.2	168.0	90.6	13.6	5.2	7.1	5.8	12.7
Michezo (Sport)	422.2	735.9	1076	836.5	189.9	399.7	297.1	425.2
Elimu Amali (Vocational Education)	316.7	799.9	409.9	135.3	64.1	74.1	73.1	131.8

Table 27: Secondary pupil-textbook ratio by subject in government schools, 2013					
Subject	Secondary Grade				Total
	F. 1	F. 2	F. 3	F.4	
Arabic	91.4	115.5	211.7	155.6	118.8
Biology	0.9	0.9	0.9	1.0	0.9
Book Keeping	582.5	95.9	312.2	258.1	198.7
Chemistry	1.1	1.1	1.4	1.3	1.2
Commerce	582.5	689.3	90.5	258.1	276.1
Computer Studies	782.7	344.7	49.4	71.0	139.4
English	1.1	1.1	1.2	1.1	1.1
Geography	1.2	1.1	1.0	1.0	1.1
History	1.1	1.1	1.1	1.3	1.2
Islamic Knowledge	64.2	96.7	480.3	68.0	87.5
Kiswahili	1.0	1.0	0.9	1.0	1.0
Mathematics	1.1	0.9	1.1	1.1	1.0
Physics	0.9	0.9	1.2	1.1	0.9
Civics	1.2	1.1	1.1	1.0	1.1

4. Efficiency of Education

Table 28: Trends in selected efficiency indicators, 2009/10 – 2012/13, and gender parity indices for 2012/13[8]						
Indictor		**2009/10**	**2010/11**	**2011/12**	**2012/13**	**GPI 2012/13**
Repetition Rate	**Primary**	4	4	4	5	0.73
	Secondary (F1-4)	1	2	2	2	0.57
Dropout Rate	**Primary**	16	7	20	20	0.52
	Basic (Std 1- F4)	61	54	65	64	0.77
Survival Rate to the End of Primary		84	93	80	80	1.17
Survival Rate to Form 2		75	86	67	68	1.29
Survival Rate to Form 4		39	46	35	36	1.58
Coefficient of Efficiency	**Primary**	81	88	75	78	1.16
	Basic (Std 1 - F4)	37	36	31	21	1.41
Years input per graduate	**Primary**	9	8	9	9	0.86
	Basic (Std 1-F4)	30	30	35	51	0.71
Primary Completion Rate (GIRLGP)		-	-	-	80	1.11
Basic Education Completion Rate (GIRLGB) (Std 1 – Form IV)		-	-	-	43	1.08
Transition Rate	**Standard VII – Form I**	98.5	98.6	91.7	95.5	1.00
	Form II – Form III	53.6	56.0	54.4	54.6	1.19
	Form IV – Form V	21.8	12.3	10.7	8.4	0.89

According to the 2006 Education Policy "the Government shall ensure that all primary school age children are enrolled at the right age, remain in school in full attendance, perform well and successfully complete primary education". This target has not yet been achieved. The repetition rate is sitting stubbornly in the 4-5% region and the survival rate to the end of primary was 80% in 2013 rather than the 100% targeted by the Policy. Currently 9 years are input per graduate as opposed to the 7 that would exist in the absence of repetition and dropout. This represents an efficiency cost to the system, which is reflected in a coefficient of efficiency of 78% for 2012/13. Having said this, the transition rate from Std. 7 – Form 1 is currently just above the 95% target stipulated in the ZEDP (2007).

[8] Calculated according to the definitions laid out by the UNESCO Institute for Statistics

Table 29 shows a comparison of a selection of Zanzibar's education sector efficiency indicators for the primary level with those of other East African Countries. The members of the East African Community are included (excepting Kenya for which no recent data could be attained), as well as the small island state of Mauritius. Zanzibar performs roughly the same as Tanzania mainland and better than the other members of the East African Community, however it has not yet achieved the performance levels of Mauritius.

Table 29: Regional comparisons of primary level education efficiency indicators, 2012[1]				
	Primary Survival Rate		**Primary Completion Rate**	
Zanzibar	80	(2012/13)	80	(2012/13)
Burundi	44	(2011)	62	
Mauritius	97	(2011)	99	
Rwanda	36	(2011)	58	
Tanzania (overall)	81	(2009)	81	
Uganda	25	(2010)	53	(2011)
Source: World Bank Database [1]Unless otherwise specified				

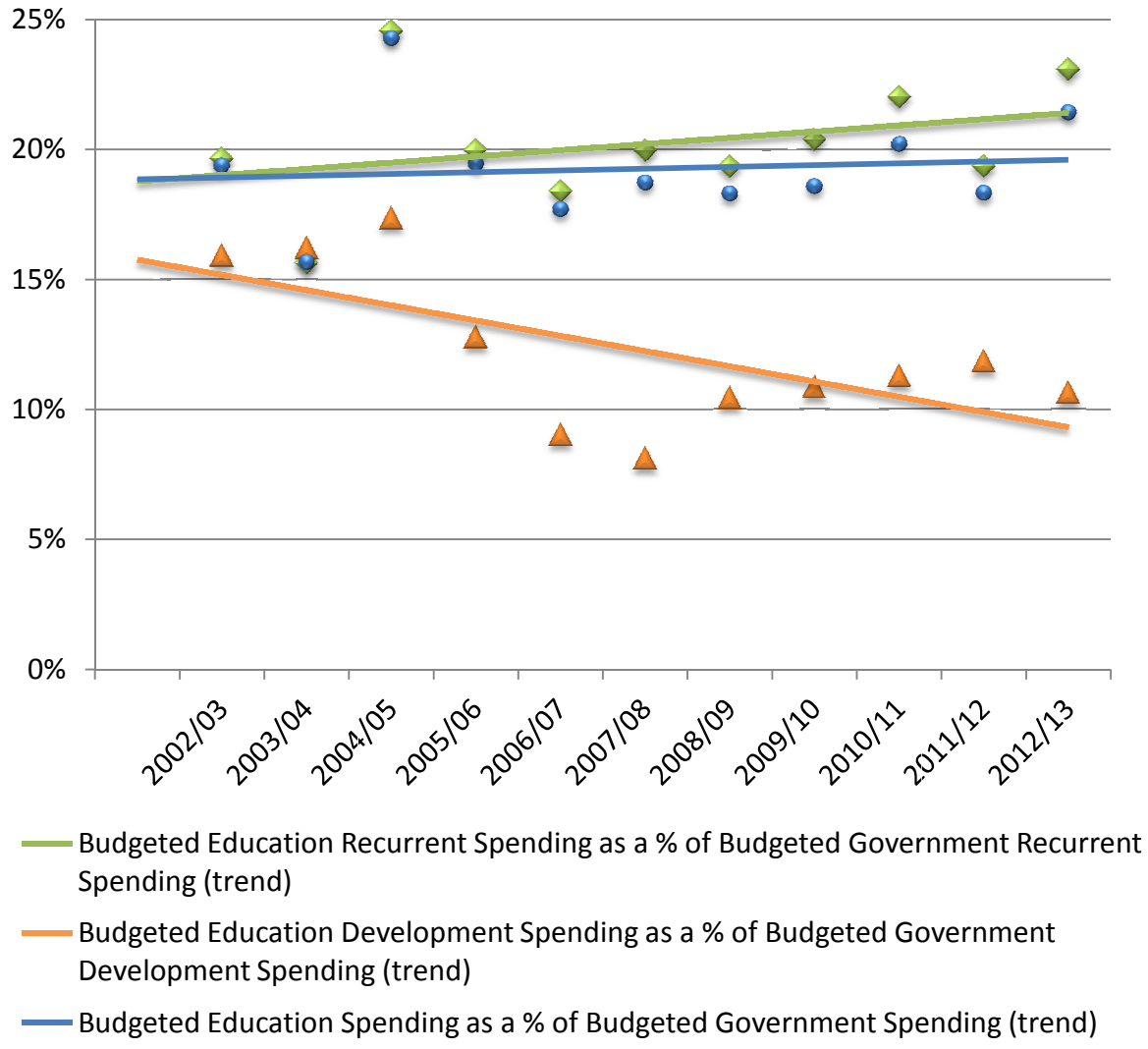
At the secondary level the outlook is less positive. The dropout rate is high; just over a third of students survive in the system until Form 4. This is reflected in a low coefficient of efficiency and a high number of years input per graduate for basic education. In 2013, 51 years were input per graduate as opposed to the ideal 11. The current completion rate for basic education is 43%. This should be monitored to identify whether it has increased by 2015, as targeted in MKUZA II. MKUZA II stipulates a targeted transition rate of "O" level students to "A" level of 50% by 2015. Given that this figure currently stands at 8.4% there is little chance now of meeting this target. The government and all education providers need to redouble their efforts to reverse the decline in the transition rate at this level since 2009/10.

The overall performance of girls is better than boys at the basic education levels. Girls outperform boys in all indicators except the transition rate from Form IV – Form V. This presents a puzzle as to why, having seemingly performed better throughout the system, girls' performance falls behind that of boys in Forms III and IV.

5. Financing Education

Figure 17 shows a strong government commitment to education but also raises some concerns as to whether development of the education sector is being given adequate attention in development expenditure budgets. It should be noted that this statistical summary encountered difficulties in procuring consistent data on MoEVT and Government budgets, with different sources giving different figures. For this reason the information shown in Figure 17 should be treated as an approximation rather than immutable evidence.

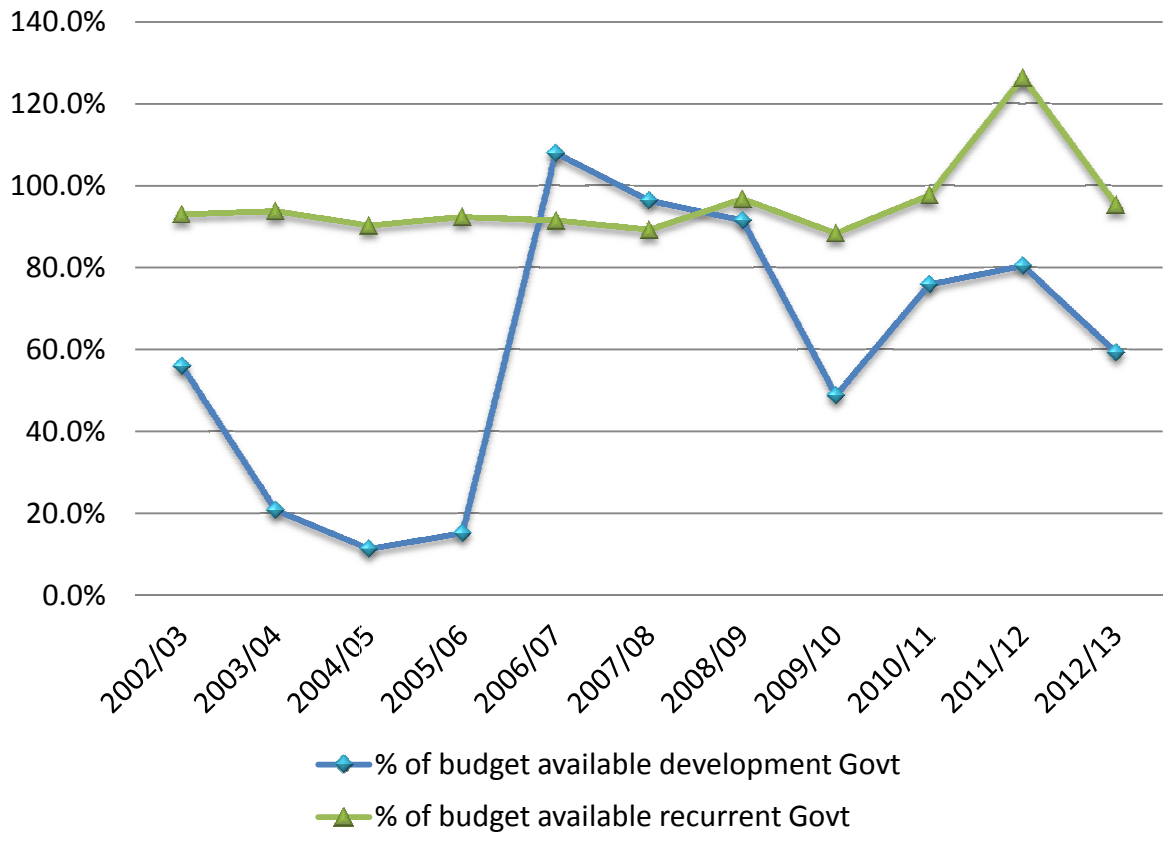
Figure 17: Budgeted RGoZ Expenditure on Education as a Percentage of Total Budgeted Government Expenditure, 2002/03 – 2012/13



Note: All information from MoEVT budget speeches. This information is different from that contained in budget books at the MoF level.

While education budgets show a relatively strong government commitment to the education sector, it is important to consider whether this is reflected in actual outcomes. Figure 18 shows that in general actual recurrent expenditure is around 90% of the approved budget whereas development expenditure as a percentage of the approved budget is much more variable and in general lower.

Figure 18: MoEVT recurrent and development expenditure as a percentage of original budgets, 2002/03 – 2012/13



In most years 2002 – 2012 budgeted education expenditure has been 4-5% of Zanzibar's Gross Domestic Product with Actual Spending as a percentage of GDP being on average 0.3% lower (see Figure 19). This is below the target set in the Dakar World Forum on Education in 2000, which encouraged African countries to spend at least 7% of their GDP on education by 2005 and 9% by 2010 to cover the costs of expanding access. In terms of trends over the period, actual spending on education as a percentage of GDP has followed an upwards trend while budgeted spending has a declining trend, however this downwards

trend is sensitive to the inclusion of the 2011/12 data without which budgeted education expenditure as a percentage of GDP is relatively constant over the period.

Figure 19: MoEVT Budgets and Expenditures as a Percentage of GDP 2002/03 – 2012/13

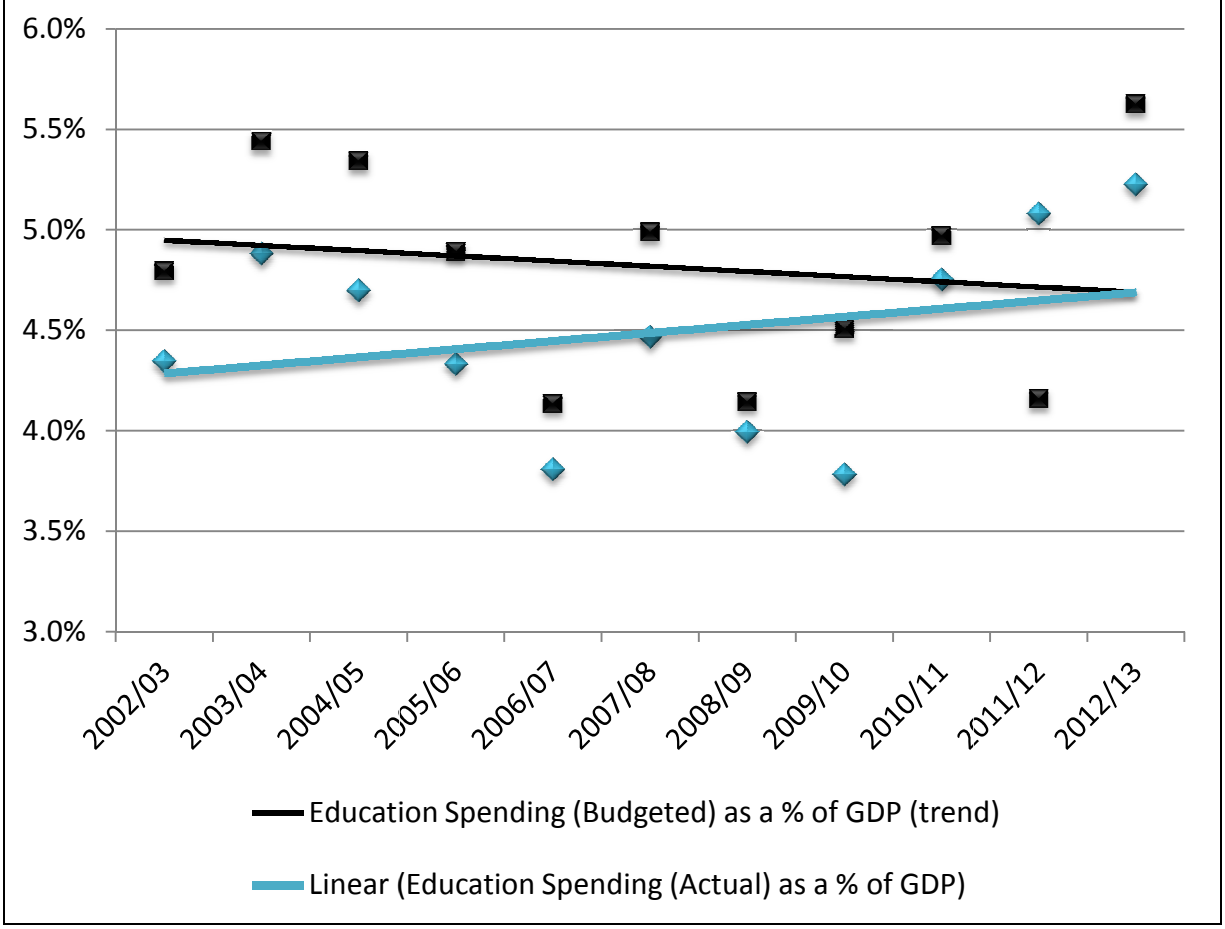


Table 30 shows a comparison of Zanzibar's education spending with that of other East African Countries. The members of the East African Community are included, as well as two other small island states, Mauritius and Comoros. From the evidence in Table 30, Zanzibar's expenditure on education as a percentage of GDP does not seem out of line with that of other countries in the region. As a percentage of total government expenditure Zanzibar devotes a slightly higher share to education than the other countries listed, excepting Burundi and Rwanda. However, it is difficult to draw a meaningful conclusion from these regional differences. Zanzibar's relatively high share of education in Government spending could represent a stronger commitment to improving the standard of education, or it could reflect differences in expenditure efficiency or underlying cost structures.

Table 30: Regional Comparisons of Education Expenditure, 2012[1]		
	Government Expenditure on Education as a % of Total Government Expenditure	**Government Expenditure on Education as a % of GDP**
Zanzibar	21.4 (2012/13)*	5.2 (2012/13)
Burundi	26.6	5.8
Comoros	-	7.6 (2008)
Kenya	17.2 (2010)	6.7 (2010)
Mauritius	11.8	3.5
Rwanda	24.8	4.2
Tanzania (overall)	18.3 (2010)	6.2 (2010)
Uganda	15.1	3.3
Source: World Bank and MoEVT Budget Speech 2012/13 * MoEVT Budgeted [1] Unless otherwise specified		

Table 31: MoEVT expenditure, teacher numbers and enrolment in 2008 and 2012			
	2008	**2012**	**% real change**
GDP Implicit Price Deflator (2001 = 100)	221	308*	
Total RGoZ-funded MoEVT recurrent expenditure (TSH million): • Current prices • 2008 prices	 27,874.3 27,874.3	 67,698.9 48,576.2	 + 74.3%
Total RGoZ-funded MoEVT development expenditure (TSH million): • Current prices • 2008 prices	 1,920.0 1,920.0	 3,016.7 2,164.6	 +12.7%
Total RGoZ funded MoEVT spending on PE (TSH million) • Current prices • 2008 prices	 22,111.1 22,111.1	 56,103.3 40,255.9	 +82.1%
Number of RGoZ primary and secondary teachers (Standard I – Form VI)	9,773	10,037	+ 2.7%
Number of enrolees in RGoZ primary and secondary schools	288,807	300,306	+ 4.0%
Number of enrolees in RGoZ pre-primary, primary and secondary schools	292,842	307,988	+ 5.2%
Sources: GDP Price Deflator from 2012 Economic Survey; Financial Accounts July 2012 – 30th June 2013; Financial Accounts July 2009 – 30th June 2009; Teacher numbers and enrolees from EMIS. *Predicted			

From the start of the ZEDP period in 2008 to 2012, MoEVT total RGoZ funded expenditure rose by 70% in real terms compared to a 5.2% increase in enrolment in government pre-primary, primary and secondary schools over this period. The rise in total RGoZ funded expenditure was driven primarily by a 74.3% increase in real recurrent expenditure. An increase in spending on PE for teachers and ministry employees (excluding subvention spending on PE) accounts for around 88% of the overall real increase in recurrent expenditure.

Figure 20: MoEVT Recurrent Expenditure 2012/13

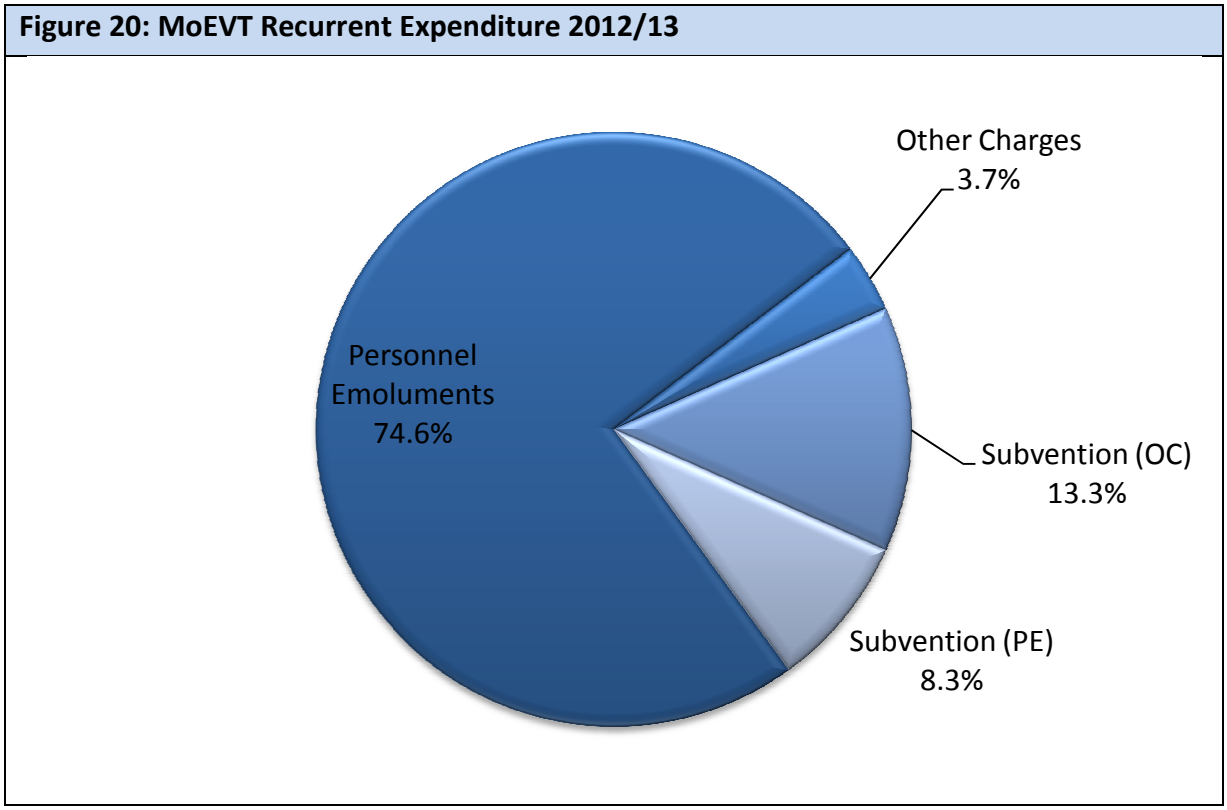


Table 32: Development spending by RGoZ and DPs by project 2011/12 – 2013/14						
Project Description	**Expenditure 2011/12 (million TSH)**		**Expenditure 2012/13 (million TSH)**		**Budget Estimates 2013/14 (million TSH)**	
	RGoZ	**Loans/ Grants**	**RGoZ**	**Loans/ Grants**	**RGoZ**	**Loans/ Grants**
Rehabilitation of MoEVT headquarters	25					
Strengthening of Technical Education	223		100		500	
Strengthening of Compulsory Education	407	19,595	525	18,857	1,000	17,647
Science and Technology in Higher Education				277		
Strengthening of Library Services	155		55		400	
Strengthening of Pre-Primary Education	110	445	50	23	150	1,568
Strengthening of Primary Education	1,000		407	4,644	1,000	7,212
Construction of two Primary Schools in West District			135		850	
Strengthening of Alternative Education	35		65	1,230	500	1,530
Construction of Islamic College Pemba	50		20		100	
Construction of SUZA Phase II	1,610	760	1,660	595	850	2,241
TOTAL	**3,615**	**20,800**	**3,017**	**25,627**	**5,350**	**30,198**

Annex 1: Comments on Data Quality

Any statistic is only as reliable as the raw data that it is based on. In the preparation of this Abstract it became clear that data from the EMIS system, as well as other data contained in the budget speech, is not fully accurate. In part this is a result of the current paper based system. This system creates four major areas where errors are likely to occur:

1) School record keeping
2) Data entry into paper questionnaires
3) Data entry into Excel
4) Data processing in Excel.

The first area with potential for error, school record keeping, is not specific to the paper based EMIS system. However, without improvements at this level, discrepancies will persist between the situation as portrayed by statistics and the situation on the ground. Currently, some private schools do not complete the questionnaires, meaning that data is only collected on indicators needed for the budget speech, i.e. total enrolment. This leaves gaps in our knowledge of other important indicators, such as net enrolment rates and teachers' subject of qualification. Furthermore, there are clear errors in some of the information entered in the questionnaires. For example, if it is assumed that the enrolment and repetition information in the questionnaires is correct then the questionnaires must underreport drop-out, alternatively there may be errors in all three figures. Schools must be given assistance to improve their record keeping and must be sensitised on the importance of providing correct and complete information to the MoEVT.

The second area with the potential for error is data entry into the paper questionnaires. This could result from misunderstanding of the question or from erroneous mental arithmetic leading to incorrect totals being calculated given the data. The EMIS Division aims to avoid this by training its data collectors and double-checking totals once the questionnaires arrive at the Ministry. Schools are contacted if any errors are identified. Data from the questionnaires must be processed rapidly if the budget speech is to be produced on time. This time-pressure, combined with manual checking, means that even though questionnaires are double checked, some errors are overlooked. Furthermore, correct

information from phone conversations with schools is often only recorded in the Budget Speech tables and is not input into the main Excel files, making it difficult to cross check data in the Budget Speech with that recorded from the questionnaires at a later date.

The timing of the questionnaires can also lead to erroneous data being recorded. The questionnaires take place in March. This is to allow for the fact that some students enrol late and students often only find out whether they have a secure place in Form III after the release of their Form II results, which often happens at the end of January. However, even when the questionnaires are distributed in March, many schools are uncertain of their enrolment in Forms V and VI as Form IV results often have not yet been fully disseminated. This means many secondary schools must guess at their Form V and VI enrolment. The questionnaires cannot be distributed later than they currently are as the EMIS Division is already at full stretch to process the information in time for the budget speech.

Data from the questionnaires is currently processed in Excel. All required information from the questionnaires must therefore be entered into Excel templates. This process suffers from many limitations. Firstly, data must be entered into summary tables in Excel as it would be too complicated to have a separate Excel file for each school where information is entered exactly how it appears in the questionnaires. This means that information is lost as data is only entered when it is needed for report writing purposes. Secondly, when entering large amounts of data there is the potential for typing errors. In some cases tables can be used to cross-reference each other, e.g. given the format of the questionnaires any difference in the total number of pupils counted by age and the total number counted by grade must be due to errors in data entry. This type of cross-checking is supposed to happen during data entry and the templates have cross-checking formulas included, however, in some cases these formulas get deleted for one reason or other and no check is done.

The final area with significant potential for errors is in data processing in Excel. Time pressures and shortages in Excel competency result in basic mistakes being made. Among others, summations are not always extended to include all schools and transfers of information between Excel Workbooks create the potential for values to be omitted or to be updated in one Workbook and not the other.

Once the new EMIS system, supported by TZ-21 and SIDA, is introduced it should help to improve the quality of data by enabling schools to enter data directly into an electronic system, which automatically computes key statistics. This skips the issues of entering data into paper questionnaires, entering data into Excel and processing data in Excel. Furthermore, it is hoped that the annual preparation of this Statistical Abstract will present an opportunity to identify areas where data inconsistencies are most common, such that efforts may be taken to address these. This potential for improvement extends beyond the EMIS data as data can be cross-checked across systems, e.g. reconciling EMIS data with human resource information. By making data more accessible, it will be easier for education stakeholders to check that the data held by the MoEVT is an accurate reflection of the situation on the ground.

Enrolment Data

A specific reference must be made to the treatment of enrolment data in this Abstract. While attempting to compute the net enrolment rate (NER), it became clear that in 2012 there were large discrepancies between data reported by grade, which was reported in the budget speech, and data reported by age. Furthermore, in some cases the figures in the budget speech did not match the figures in the raw data files. In two cases schools were included in the wrong districts. An additional problem was that, where schools had failed to provide any information on enrolment, they were requested to provide just the summary figures so that the budget speech could be produced. This meant that for some schools data on enrolment by age was missing. The EMIS team took steps to improve the quality of the data by going back to original questionnaires where discrepancies arose and making corrections to the Excel files where possible. The revised 2012 enrolment figures have been used throughout this report, as these reflect the situation on the ground more accurately. Revisions were made for the pre-primary, primary and ordinary secondary levels. The table below details where changes were made or where data was identified as missing. Districts are not mentioned if no changes were made.

Table A1: Details on changes made to 2012 enrolment data and missing data				
District	**Enrolment reported in budget speech**	**Enrolment by grade from raw data**	**Enrolment by age from raw data**	**Comments**
PRE-PRIMARY (Government)				
North A	758	796	720	Data by age missing for Mkwajuni School
Central	1028	1028	963	Data by age missing for Charawe school
PRE-PRIMARY (Private)				
North A	236	236	206	Data by age missing for Tahafidhi Pale
North B	300	300	244	Data by age missing for Mangapwani
Central	937	937	748	Data by age missing for 6 schools
West	8663	8770	8144	Data by age missing for 6 schools
Urban	6057	6144	5572	Data by age missing for 6 schools
Wete	805	805	795	Data inconsistencies for Selemu Islamic
Micheweni	505	505	507	Data inconsistencies for Tahdhibul – Aulad
Chake Chake	709	739	739	Data for Ahuda school moved from Mkoani to Chake Chake
Mkoani	814	784	784	
PRIMARY (Government)				
North A	20997	20997	20891	Data by age missing for Kidagoni
Wete	22824	22750	22750	Corrections made using questionnaires
PRIMARY (Private)				
South	216	216	211	Incorrect data for DALAILU KHAIRATI school
West	9050	9050	7161	Data by age missing for 9 schools
Urban	3597	3945	3785	Data by age missing for 3 schools
Micheweni	1626	0	0	No private schools recorded
Chake Chake	915	1011	1011	Data for Ahuda school moved from Mkoani to Chake Chake
Mkoani	96	0	0	
FORM I-II (Government)				
Central	3193	3193	3203	Error in the count for females at Uroa school
Wete	4418	4376	4376	Discrepancies fixed for Kisiwani, Mitiulaya, Limbani and Pandani
Micheweni	3022	3022	3022	Discrepancies for fixed for Wingwi and Mgogoni
Mkoani	3927	3927	3927	Entered by age data
FORM I-IV (Private)				
West	4178	4178	3604	Data by age missing for 3 schools
Wete	62	62	0	Data incorrect for private schools
Chake Chake	232	296	296	Correction Farahedy School moved from Mkoani to Chake Chake
Mkoani	88	0	0	

Census Data

Census data on the school age population is used in the calculation of numerous indicators including gross enrolment rates, net enrolment rates, intake rates and completion rates. All of these indicators are therefore sensitive to the quality of population estimations. The two most recent censuses in Zanzibar were conducted in 2002 and 2012. Population projections from the 2002 Census underestimated population growth, evinced by net enrolment rates of over 100%. The 2012 data, while likely to be more accurate, also appears to suffer from underestimation as it indicates an NER of over 100% in South District in 2012. It is true that enrolment could be over-reported; however this seems unlikely as there is little incentive for schools to over-report enrolment and some private schools (especially those which are unregistered) do not report their enrolment, suggesting if anything that enrolment is under-reported. Given queries over the accuracy of the Census data, all indicators which rely on it should be treated with caution.