

DEVELOPMENT of INDICATORS for EDUCATIONAL PLANNING in EASTERN and SOUTHERN AFRICA

Botswana • Ethiopia • Kenya • Lesotho • Malawi
Mozambique • Somalia • Tanzania
Uganda • Zambia • Zimbabwe



International Institute
for Educational Planning

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Results of the work
carried out by the national teams at
an intensive subregional training course on:

Using indicators in planning basic education:
methodological aspects and technical tools

Nairobi, 15-26 July 1996



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Introduction

African countries in general have a large amount of data on their education systems at their disposal. Statistical departments have been set up in almost all ministries of education, and school censuses are carried out practically everywhere. Even if the quality of these data is far from perfect, their importance for decision-making is obvious. Nevertheless, one can notice, in most countries, that decision-makers scarcely integrate these data into the process of defining educational policies. One part of the problem is that the choice of data available in statistical documents often lacks relevance: it does not allow for proper monitoring and control of the functioning of the system, nor does it adequately respond to the needs of decision-makers. Data processing and making data available is most of the time a long and tedious process, resulting in the production of information which is often obsolete. If countries manage to more or less overcome the above difficulties a final problem crops up: the statistical reports are too cumbersome, containing too many data and information. Decision-makers need a document which is easier to read and to interpret, hence more analytical and more relevant.

Documents of this kind have recently been prepared in certain countries both developed and developing, and, with the support of the International Institute for Educational Planning, in Lesotho and Mali. In general these different documents outline the state of the education system, as well as its evolution, in approximately thirty indicators. Each indicator is presented in the form of tables and figures, and is accompanied by a brief analysis. The indicators are chosen in function of the country's educational policy. Therefore, they provide decision-makers with an essential instrument for evaluating and guiding their actions with respect to education.

Computer tools facilitate significantly the preparation of this type of document. Computers

are spreading rapidly in planning departments, at central level and sometimes at regional. But educational planners have expressed a serious need for training which would result in a more effective use of computers to the advantage of their work. It is therefore necessary to meet this growing demand to ensure efficient production of information, and in so doing bridge the gap between the production and utilization of information at different levels of administration.

In an attempt to address this problem the IIEP has prepared a methodological guide on the development and dissemination of indicators. This document is based, *inter alia*, on the experiences of Lesotho and Mali. In addition, the IIEP is launching a series of intensive sub-regional training courses with the aim of disseminating the concepts, methods and techniques necessary for the development of an indicators system.

The first course of this type, organized jointly with the UNESCO Office for the Sahel, and in co-operation with UNICEF, took place in Ouagadougou in September 1995, in which nine French-speaking West-African countries participated (Benin, Burkina Faso, Côte d'Ivoire, Guinea, Mali, Mauritania, Niger, Senegal and Togo). The second one was held in Nairobi, in co-operation with the Kenyan Ministry for Education, in July 1996, and gathered together countries from the sub-region of Eastern and Southern Africa (Botswana, Ethiopia, Kenya, Lesotho, Malawi, Mozambique, Somalia, South Africa, Tanzania, Uganda, Zambia, Zimbabwe).

The overall objective of the courses was to strengthen national capacities and, in particular, to provide planners and managers with the skills necessary to improve the use of data bases and to develop indicators on the functioning of the education system. More specifically, the objectives

were to improve the knowledge and the technical skills of the participants regarding the:

- strengths and weaknesses of some components of the information systems in their respective countries;
- identification of information needs and the appropriate use of the necessary data banks;
- development and analysis of indicators (the development of an indicators system);
- preparation of a document, on relevant indicators for monitoring the functioning of the education system, within a limited period of time;
- utilization of computerized text-processing software and spreadsheets to facilitate information processing and transmission.

The following areas were covered during the courses:

Part I:

The role of indicators in educational planning

Part II:

The use of computer tools in preparing indicators

Part III:

Analysis and communication of information

The first part examined the extent to which weaknesses in information systems can call into question the validity of certain indicators. The process of establishing indicators was then analysed and discussed, on the basis of national reports, prepared by the participants, and of studies carried out by IIEP on indicator systems. Each national team was asked to outline the objectives of their national education policy and to identify indicators pertaining to those objectives. More precisely, the topics covered by this first part were:

- the role of indicators on the functioning of the education system in educational management;
- identification of information needs, and their availability;
- selection of indicators;
- calculation and consistency of results.

The second part demonstrated the advantages of using computers to prepare and present indicators,

in particular the use of spreadsheets, text-processing software, and where necessary a geographic information system. The following themes were covered:

- data entering and calculating indicators using a spreadsheet;
- introduction to a geographic information system for analysing regional disparities;
- preparation of the national documents—making tables and figures;
- updating the documents.

Once the above tasks have been accomplished, the analysis of the results is the remaining challenge: it has to be done in an explicit, short but comprehensive, and useful way for decision-makers. The participants were invited to prepare such an analysis of the various indicators to be presented in the document. More specifically, the following issues were examined:

- process of analysing indicators;
- presentation of the results in the document.

The organization of the courses involved various pedagogical methods; the most common ones being practical exercises, group discussions, and hands-on practice on computers.

The course in Nairobi, as in Ouagadougou, achieved two major results. Firstly, the participants were made aware of the use of an indicators report, and of its feasibility, even within the context of budgetary constraints. They also acquired the skills necessary to complete such a document in a relatively short period of time. Secondly, every national team identified and analysed a few essential indicators on its education system, in order to demonstrate what could be done with existing data. This analysis should appear in an attractive 'double-page' format presenting both tables and figures, as well as written comments on each indicator. In the wake of these courses, several countries have moreover begun to set up an education indicators system. Senegal, for instance, managed to publish, in 1995 and 1996, an indicators report on basic education. Mali has finalized a second report which will be published in the near future (the first one was prepared with the assistance of the IIEP in

1993). Different English-speaking countries of Eastern and Southern Africa foresee to publish the first issue of their national indicators report in 1997.

This publication presents the practical work carried out by the participants at the course held for the Eastern- and Southern-African region, except for South Africa which was not officially represented. A similar type of document has already been published on the work realised by the participants at the course for French-speaking Western Africa. The IIEP felt that it would be both interesting and useful to publish this work for three reasons. First and foremost, in presenting the results of a two-week training course, this publication demonstrates that the completion of an indicators' report is a task that can be accomplished in a reasonable lapse of time. However, this does not imply that it is a simple exercise, but rather that technical difficulties should not be seen as an obstacle in this endeavour. An intensive training course of two weeks duration can, in fact, provide planners with the basic technical skills necessary for such an achievement.

Furthermore, the documents prepared by the national teams illustrate, as in a catalogue, the different possibilities for presenting the same indicator. The teams chose different types of figures to represent, for example, the evolution of the gross enrolment rate, or regional disparities or disparities between the sexes. The commentaries do not always follow the same outline and do not always place the emphasis on the same elements. Indeed, a specialist with a similar task would get a source of inspiration from this document by taking a close look at each teams' approach, even if sometimes the accounts are not perfect. The choice of figures is open to discussion in certain cases, and the text containing the analysis could, here and there, be improved upon. The Institute felt that it would be preferable, nevertheless, to publish the work as it is, the main aim being simply to present the results of an intensive course as an illustration of what can be done, within a specific time frame, with available data.

Finally, although this is not the primary objective, the document contains statistics on the situation of the education system in ten English-speaking

Eastern- and Southern-African countries. For the most part, this information is based on the most recent statistical data available from educational planning offices. They provide a fairly detailed picture of the development of education in an African region on which few recent data are available. The IIEP hopes that the publication will reinforce the idea that the setting up of an indicators system on the development of education is both useful and feasible, and that its dissemination will encourage the responsible government officials to support the implementation of such systems within their ministries.

A FEW INDICATORS ON PRIMARY EDUCATION

BOTSWANA

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Gross and net enrolment ratios in Botswana

For the years 1986-1989 the gross enrolment ratio (GER) was constant at around 111 per cent. From 1990 it started declining gradually from 109.9 to 102.1 per cent in 1994. During 1986-1989 there were many over-age children enrolled in primary schools. The delay in enrolling children might have been due to the distance that children had to travel to schools. Moreover, some children did not go to school at all because they helped their parents at home. The decline in GER experienced in 1990-1994 can be explained by the important

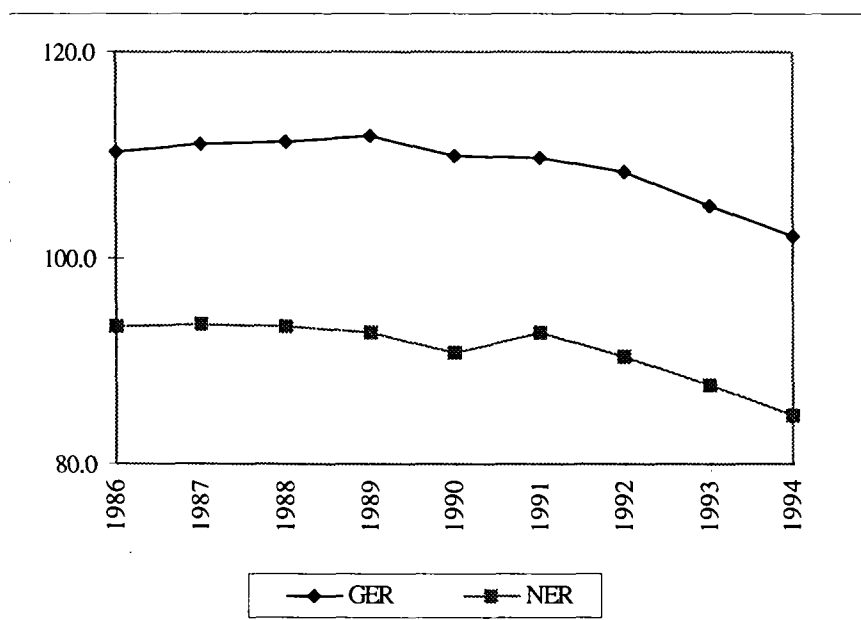
increase in the number of private English-medium schools, which admit most of the under-age children: they have risen from 23 to 57, an increase of 147.8 per cent.

The net enrolment ratio (NER) from 1986 to 1989 shows that 7 per cent of school-age children were not enrolled in formal schools. NER declined from 90.7 per cent in 1990 to 84.6 percent in 1994 due to the mushrooming of English-medium schools. This means that children completed primary education earlier than expected.

Table 1. Evolution of enrolment

Year	GER	NER
1986	110.3	93.3
1987	111.0	93.5
1988	111.3	93.2
1989	111.9	92.6
1990	109.9	90.7
1991	109.7	92.7
1992	108.3	90.3
1993	105.0	87.6
1994	102.1	84.6

Figure 1. Evolution of enrolment



Intake rates in Botswana

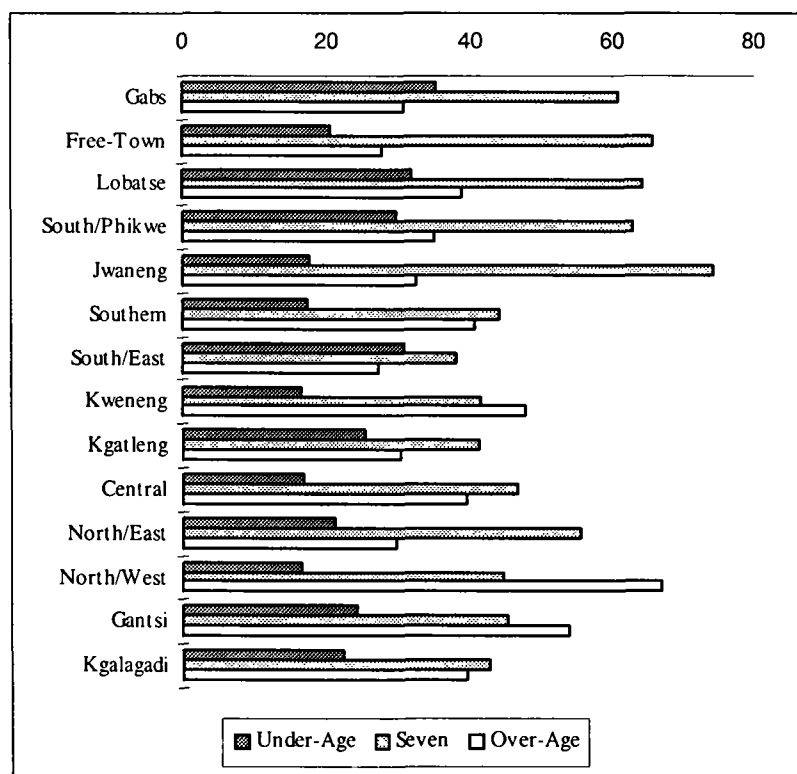
Although the official entry age stands at seven years, almost all districts admit children who are under-age (*Table 2*). The national percentage of

under-age children is 19.6 which might explain the decline in NER (*Table 1*) from 1990 to 1994.

Table 2. Admission by age and region, 1994

DISTRICT	INTAKE RATES		
	Under-age	Seven	Over-age
Gabs	35.5	61.0	31.0
Free Town	20.5	65.8	27.9
Lobatse	32.0	64.4	38.9
South/Phikwe	29.8	62.8	35.1
Jwaneng	17.5	74.0	32.7
Southern	17.0	44.1	40.7
South/East	30.8	38.2	27.1
Kweneng	16.4	41.5	47.7
Kgat leng	25.3	41.2	30.3
Central	16.5	46.7	39.6
North/East	21.1	55.7	29.8
North/West	16.2	44.6	66.9
Gantsi	24.2	45.1	53.9
Kgalagadi	22.1	42.7	39.5
Total	19.6	47.5	41.2

Figure 2. Distribution of admission by age and region, 1994



Pupil/teacher ratio by district

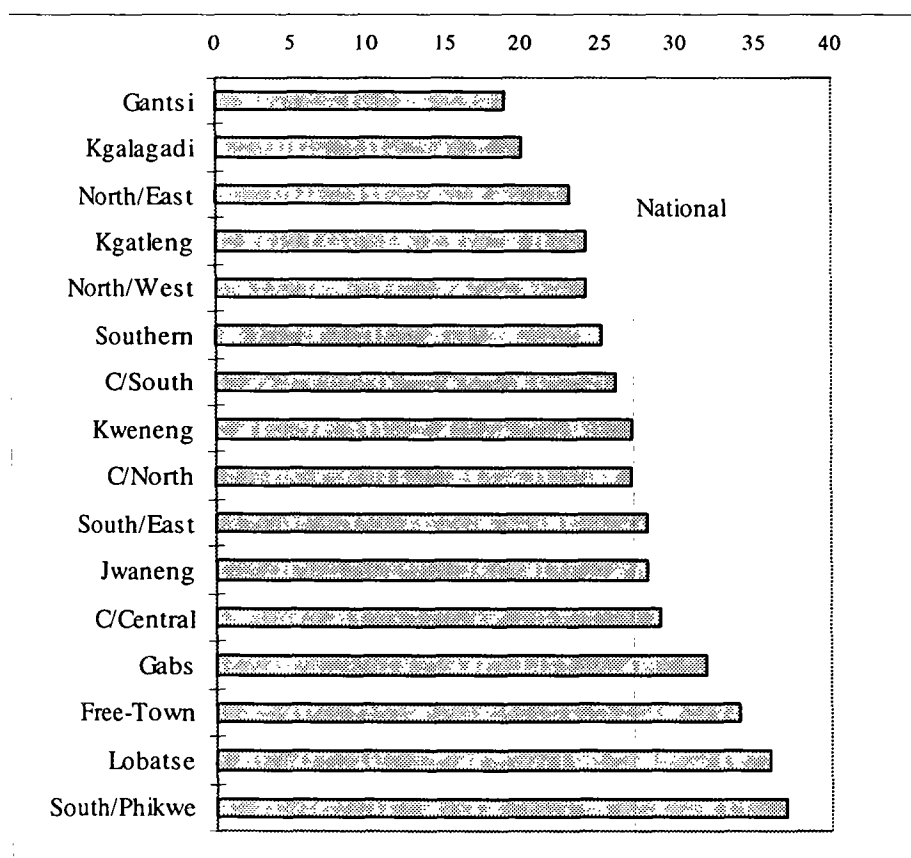
The pupil/teacher ratio in urban areas is high compared with that of rural areas (*Table 3*). The pupil/teacher ratio ranges from 19:1 in Kgalagadi (remote) to 37:1 in South Phikwe (urban area).

Most of the semi-urban areas have a pupil/teacher ratio ranging from 23:1 to 28:1 comparing well with the national average of 27:1.

Table 3. Pupil/teacher ratio by region, 1994

Districts	Ratio
Gantsi	19
Kgalagadi	20
North/East	23
Kgatleng	24
North/West	24
Southern	25
C/South	26
NATIONAL	27
Kweneng	27
C/North	27
South/East	28
Jwaneng	28
C/Central	29
Gabs	32
Free-Town	34
Lobatse	36
South/Phikwe	37

Figure 3. Pupil/teacher ratio



Trained teachers and percentage of passes by district in Botswana

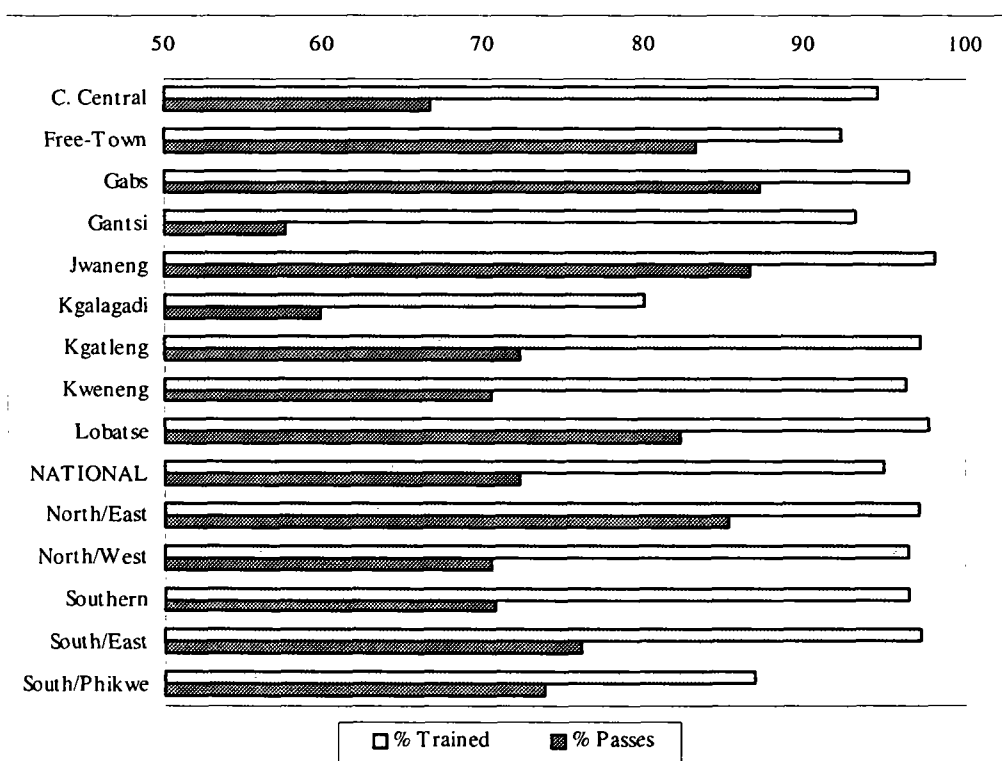
Most of the districts are well staffed with trained teachers, the least being Kgalagadi with 80 per cent (Table 4). Although the percentage of trained teachers does not appear to differ greatly, the performance of some districts is very low, e.g. 57.7 per cent passes in Gantsi despite 93.2 per cent of trained teachers. This shows that the quality of

education cannot be evaluated by one indicator. Some of the other indicators that may be considered are pupil/teacher ratio, pupils/book ratio, physical facilities, pupils attendance, etc. The percentage of passes in urban areas is higher than that in rural areas. The reason may be that the environment in urban areas is more conducive to learning.

Table 4. Percentage of trained teachers and passes by district, 1994

Districts	% Trained	% Passes
C. Central	94.6	66.8
Free-Town	92.4	83.3
Gabs	96.5	87.2
Gantsi	93.2	57.7
Jwaneng	98.1	86.6
Kgalagadi	80.0	59.9
Kgat leng	97.2	72.2
Kweneng	96.4	70.5
Lobatse	97.7	82.2
NATIONAL	95.0	72.2
North/East	97.1	85.2
North/West	96.5	70.5
Southern	96.5	70.8
South/East	97.2	76.0
South/Phikwe	86.9	73.7

Figure 4. Percentage of trained teachers and passes by district



A FEW INDICATORS ON PRIMARY EDUCATION

ETHIOPIA

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Gross enrolment ratio¹

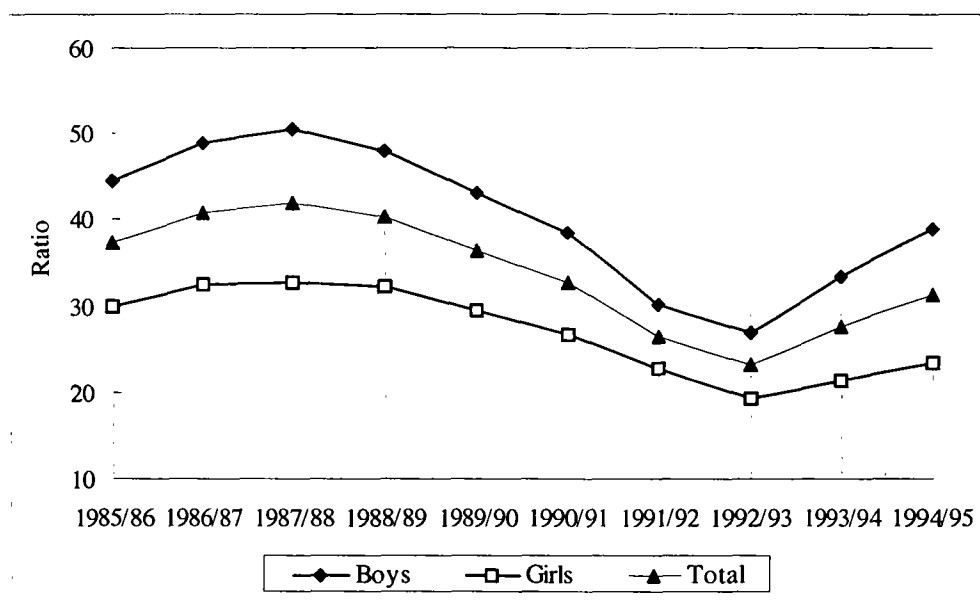
Throughout the 10 years under consideration, the gross enrolment ratio at primary level for boys has been greater than for girls. The gross enrolment ratio exhibited an increasing trend between 1985 and 1988, but experienced a continuous decline in the five years (1988/89-1992/93) that followed. However, it has started to grow again since 1993/

94. This recent increase in the gross enrolment ratio, however is accompanied by a simultaneous increase in the gap between boys and girls. As can be seen clearly from Figure 1, the recent rise in the gross enrolment ratio has not been sufficient to make up for the preceding loss in enrolment. The level reached in 1987/88 has not yet been attained.

Table 1. Gross enrolment ratio at primary (1-6) level

Year	Boys	Girls	Total
1985/86	44.5	30.0	37.4
1986/87	48.9	32.4	40.8
1987/88	50.5	32.8	41.9
1988/89	47.9	32.3	40.3
1989/90	43.0	29.5	36.5
1990/91	38.5	26.7	32.7
1991/92	30.2	22.7	26.5
1992/93	26.9	19.2	23.1
1993/94	33.4	21.4	27.5
1994/95	39.0	23.4	31.3

Figure 1. Gross enrolment ratio at primary (1-6) level, 1985-1994



¹ With the New Education and Training Policy (NETP), the structure of primary education in Ethiopia has changed and consists of two cycles of four grades: 1-4 and 5-8. However, as the change in the curriculum is not yet completed, the former structure of primary education (Grades 1-6) is operational to date. Therefore the analysis that follows has to confine itself to the former structure of Grades 1-6. In order to calculate the enrolment ratio, data on the school-age population are a prerequisite. But as the data on the latter are not available, UN's estimates and projections are utilized. As the following indicators are calculated for training purposes only, they are not to be quoted or utilized for any official purpose.

Pupil/teacher ratio

The norm for the pupil/teacher ratio set by the Ministry of Education is 50:1. But the average national pupil/teacher ratio ranged over the past 10 years from 27:1 in 1992/93 to 49:1 in 1987/88. The pupil/teacher ratio has thus been below the national standard in all the years under consideration. The fact that the lowest pupil/teacher ratio was recorded in 1992/93 could be explained by a comparison with the evolution of

the gross enrolment ratio, which was at a low in the same year.

A look into the pupil/teacher ratio on a regional basis shows that the national norm is exceeded in only one region: Addis Ababa (51:1). Two other regions have a ratio close to the national standard. The Somale region has the lowest pupil/teacher ratio (21:1). For most of the other regions the ratio lies between 23:1 and 38:1.

Table 2. Pupil/teacher ratio

Year	Ratio
1985/86	48
1986/87	48
1987/88	49
1988/89	43
1989/90	41
1990/91	36
1991/92	30
1992/93	27
1993/94	30
1994/95	33

Figure 2. Pupil/teacher ratio

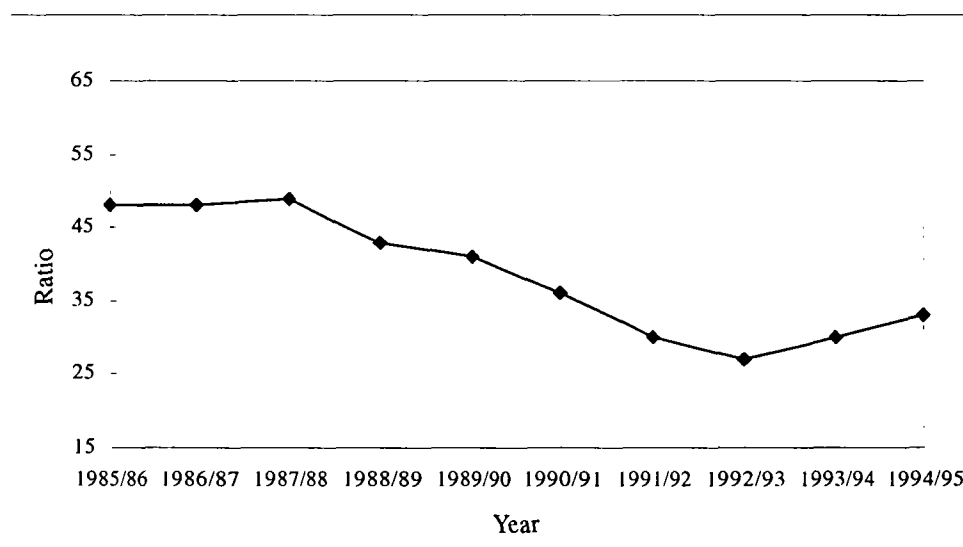
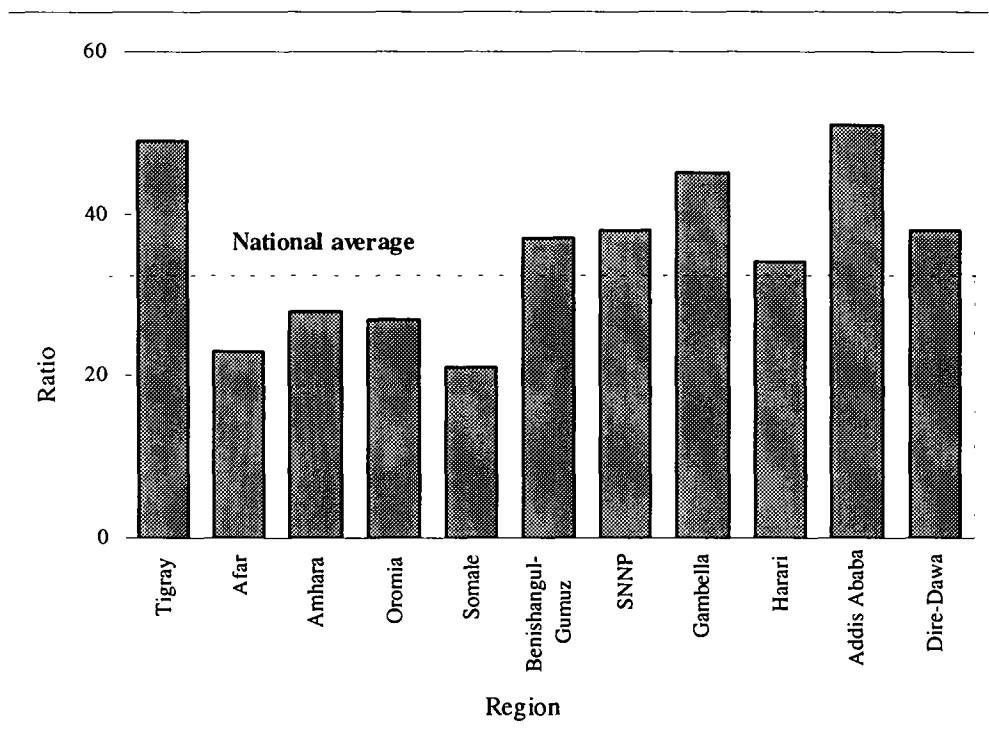


Table 3. Pupil/teacher ratio by region, 1994/95

Region	Ratio
Tigray	49
Afar	23
Amhara	28
Oromia	27
Somale	21
Benishangul-Gumuz	37
SNNP	38
Gambella	45
Harari	34
Addis Ababa	51
Dire-Dawa	38
National average	33

Figure 3. Pupil/teacher ratio by region, 1994/95



Proportion of teachers by gender, qualification and region

At the national level, the proportion of male and female teachers is 72.6 per cent and 27.4 per cent respectively, while the proportion of qualified and non-qualified teachers stands at 85.8 per cent and 14.2 per cent respectively. This implies that there is not only a need to employ more females in the teaching profession, but also to upgrade the level of the 14.2 per cent of underqualified teachers.

The non-qualified teachers are to be found mainly in four regions (in decreasing order, the Southern

Nations, Nationalities and Peoples (SNNP) region, Oromia, Addis Ababa and Amhara). Together they account for more than 90 per cent of all non-qualified teachers. Regions such as Afar, Somale, Gambella and Harari together account for just over 1 per cent of all non-qualified teachers.

Hence, in providing in-service training for the 14.2 per cent of underqualified teachers, due emphasis should be given to those regions with a higher proportion of under-qualified teachers.

Table 4. Proportion of teachers by gender and qualification

Gender	Qualification		
	Qualified	Non-qualified	Total
Male	62.4	10.2	72.6
Female	23.4	4.0	27.4
Total	85.8	14.2	100

Figure 4. Proportion of teachers by gender, 1994/95

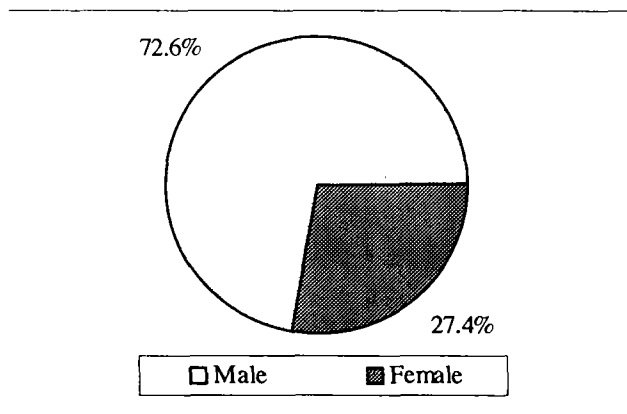
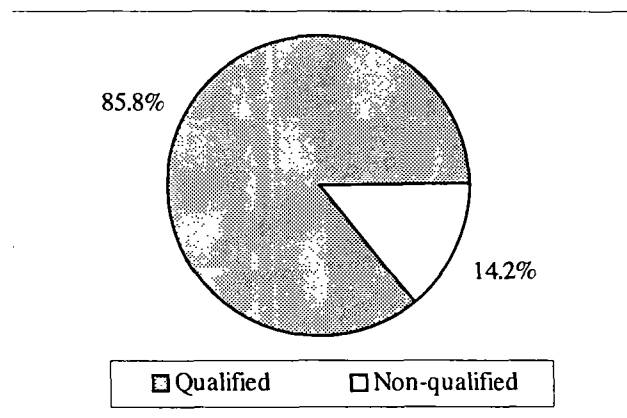


Table 5. Distribution of underqualified teachers by region, 1994/95

Region	Proportion
Tigray	4.7
Afar	0.7
Amhara	8.8
Oromia	28.7
Somale	0.02
Benishangul-Gumuz	1.6
SNNP	38.2
Gambella	0.1
Harari	0.3
Addis Ababa	15.9
Dire-Dawa	1.1
Total	100

Figure 5. Proportion of teachers by qualification, 1994/95



Proportion of teachers by gender

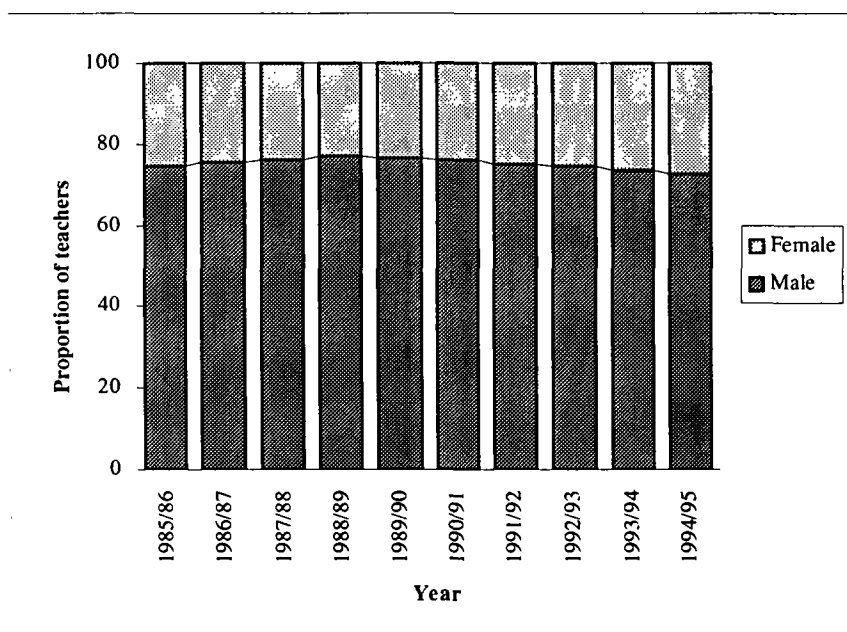
Over the past 10 years, notwithstanding some changes, the proportion of female teachers has never exceeded 27.4 per cent. Between 1985/86 and 1988/89, the share of female teachers in the total teaching force actually declined, slowly but continuously, from 25.6 to 23.0 per cent. However,

it has slowly but continuously started to increase since 1989/90. However, as the present rate of increase in the proportion of female teachers is nearly not sufficient to bring about gender balance in the near future, it is important to take necessary measures which will help to close this gap.

Table 6. Proportion of primary teachers by gender, 1985/86-1994/95

Year	Male	Female
1985/86	74.4	25.6
1986/87	75.7	24.3
1987/88	76.0	24.0
1988/89	77.0	23.0
1989/90	76.3	23.7
1990/91	76.1	23.9
1991/92	75.0	25.0
1992/93	74.4	25.6
1993/94	73.4	26.6
1994/95	72.6	27.4

Figure 6. Proportion of primary teachers by gender, 1985/86-1994/95



A FEW INDICATORS ON PRIMARY EDUCATION

KENYA

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Gross Enrolment Rates

The Gross Enrolment Rates (GER) in primary school in Kenya have been declining continuously (*Table 1* and *Figure 1*), dropping from 94.7 per cent in 1989 to 79.1 per cent in 1995.

Table 1 shows that the gender gap in GER has been closing, which conforms to Government policy (to make available equal opportunities to all children regardless of sex). In this regard there have been Girl child education programmes to sensitize the community to the education of girls.

GER in all provinces show a general decline over the 1989-1995 period (*Table 2* and *Figure 1*). The most worrying decline was recorded in North-

Eastern province, which had a GER of 30 per cent in 1989 falling to 19.7 per cent in 1995. The possible explanations for this scenario could be the following factors: that the province is inhabited by nomadic people, the difficult terrain and socio-economic conditions.

In Central and Western Provinces the decline in GER was marginal, possibly because these areas have high potential. However, it should be noted that the implementation of structural adjustment programmes has had an impact on the poor and vulnerable groups which could be associated with the declining GER.

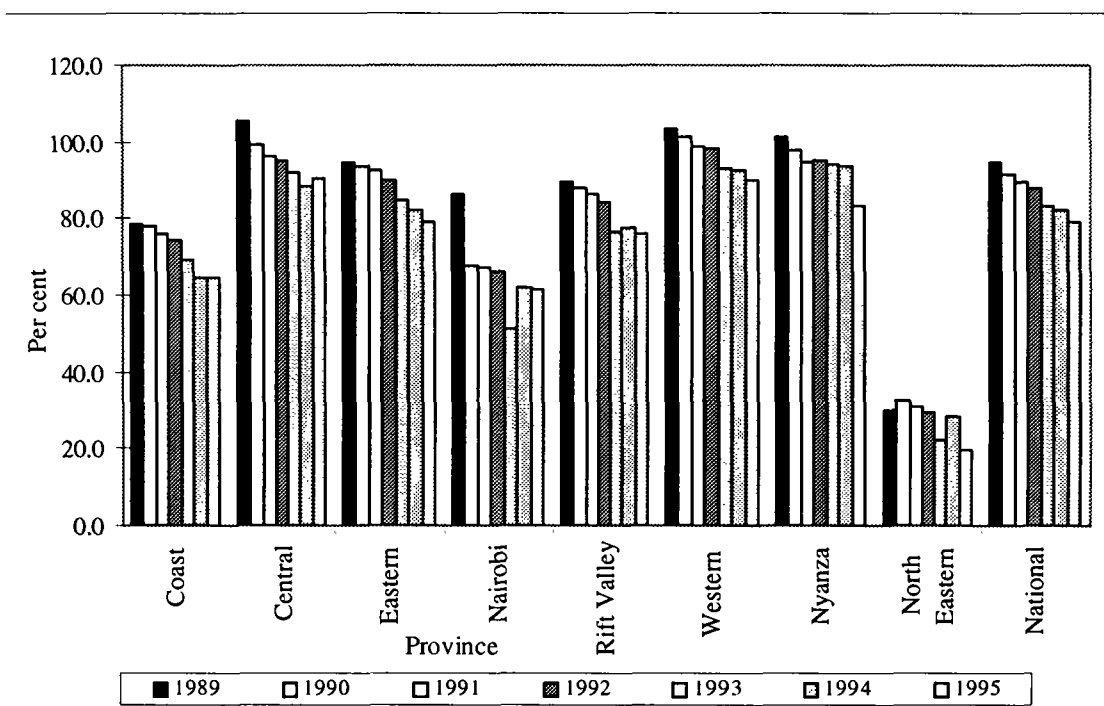
Table 1. Primary schools gross enrolment rates by sex, 1989-1995

Year	Boys	Girls	Total
1989	96.4	92.8	94.7
1990	93.2	89.8	91.5
1991	91.1	87.8	89.5
1992	89.4	86.9	88.1
1993	84.0	82.2	83.1
1994	82.7	81.6	82.2
1995	79.6	78.9	79.1

Table 2. Primary schools gross enrolment rates by province, 1989-1995

Province	1989	1990	1991	1992	1993	1994	1995
Coast	78.6	78.2	75.8	74.3	69.4	64.5	64.7
Central	105.4	99.3	96.4	95.2	92.3	88.5	90.5
Eastern	94.9	93.6	92.7	90.1	84.8	82.5	79.0
Nairobi	86.4	68.0	67.1	66.0	51.3	62.1	61.4
Rift Valley	89.5	87.9	86.5	84.4	76.7	77.4	75.8
Western	103.5	101.3	98.8	98.1	93.2	92.4	89.8
Nyanza	101.6	97.7	94.5	95.2	94.3	93.7	83.4
North Eastern	30.0	32.4	30.8	29.4	22.1	28.6	19.7
National	94.7	91.5	89.5	88.1	83.1	82.2	79.2

Figure 1. Gross enrolment rates by province, 1989-1995



Pupil/teacher ratios

The pupils/trained teacher ratio and the pupil/teacher ratio have been improving over the period under review (see *Table 3* and *Figure 2*). Whereas it is the official policy to have a pupil/teacher ratio of 40:1, in 1988 the pupil/teacher ratio was 33:1 compared to 30:1 in 1995. It is worth noting that the pupil/trained teacher ratio also improved from 47:1 in 1988 to 34:1 in 1995. The improvement of the ratio, though deviating from the set norm, offers adequate time for individual pupil-teacher interaction which is central to improving the quality of education, especially in a practically oriented curriculum.

The improving trends in the pupils/trained teacher ratio could be attributed to the government policy of non-recruitment of untrained teachers and the phasing-out training programme through in-service and pre-service teacher training. The expansion and

building of new colleges under government/IDA funding has led to an increase in the number of trained teachers in the country. This explains why the gap between the two ratios is closing as illustrated in *Figure 2*.

Generally, the pupils/trained teacher ratio was not very different across the provinces in 1995 (*Table 4*). It was lowest in North Eastern (31:1) and highest in Western (36:1). The national average stood at 34:1 which was below the set target of 40. This implies that factors other than the supply of trained teachers led to the decline in GER.

If the country had achieved universal primary education in 1995 (*Table 4*), the ratio would surpass the target of 40:1 to 43:1 as indicated in the table. Coast, Nairobi, Rift Valley, and particularly North-Eastern provinces would have a shortage of trained teachers.

Table 3. Pupil/teacher ratios in primary schools, 1988-1995

Year	Pupils/trained teacher ratio	Pupil/teacher ratio*
1988	47	33
1989	47	33
1990	44	31
1991	42	31
1992	41	32
1993	38	31
1994	36	31
1995	34	30

* Includes both trained and untrained teachers.

Figure 2. Pupil/teacher ratios, 1988-1995

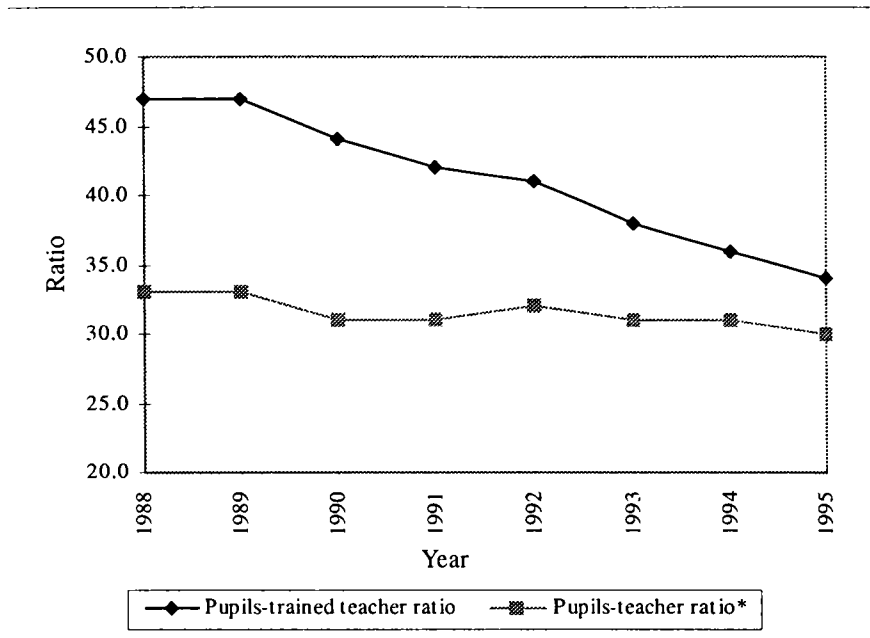
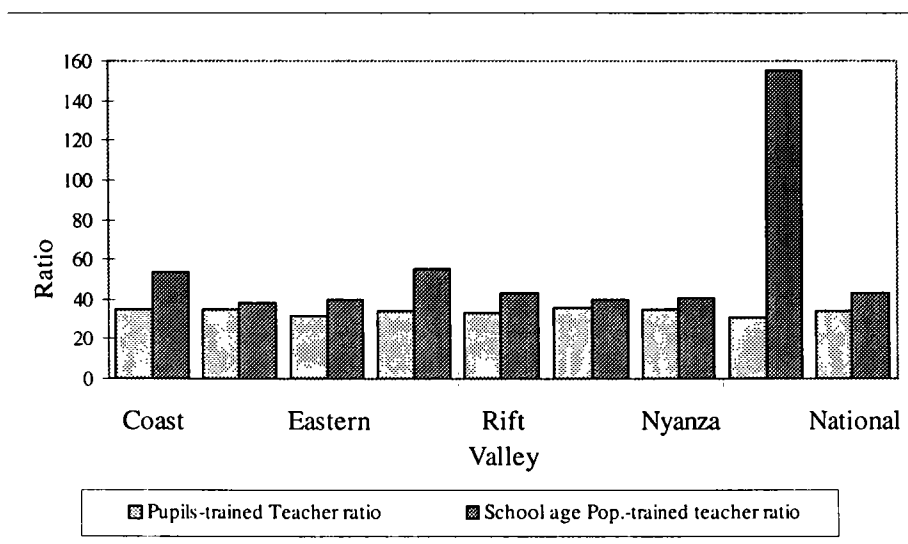


Table 4. Pupil/teacher ratios by province, 1995

Province	Pupils-trained Teacher ratio	School age Pop.-trained teacher ratio
Coast	35	54
Central	35	38
Eastern	32	40
Nairobi	34	55
Rift Valley	33	43
Western	36	40
Nyanza	35	41
North Eastern	31	155
National	34	43

Figure 3. Pupil/teacher ratios by province



Drop-out and repetition rates

The analysis of the drop-out rates by province in 1993 shows that in Nairobi boys were dropping out more than girls, whereas the contrary was true for North Eastern (Table 6). In the other provinces gender parity had almost been achieved. The national repetition rate stood at 15.4 per cent in 1993, where the boys and girls rates were 15.6 per

cent and 15.2 per cent respectively. Most of the provinces recorded nearly the same rates for both sexes except North Eastern, where gender disparity was much higher. Nairobi province, and to a lesser extent North Eastern, exhibited very low rates, compared to the other provinces.

Table 5. Drop-out rates in primary schools by province, 1993

Province	Boys	Girls	Total
Coast	4.2	3.9	4.1
Central	2.2	2.2	2.2
Eastern	5.8	5.4	5.6
Nairobi	6.7	3.3	5.1
Rift Valley	5.7	5.8	5.8
Western	8.0	8.0	8.0
Nyanza	6.5	6.6	6.5
North Eastern	8.7	11.2	9.4
National	5.5	5.3	5.4

These are sample data from about 8,000 primary schools.

Figure 4. Primary school drop-out rates, 1993

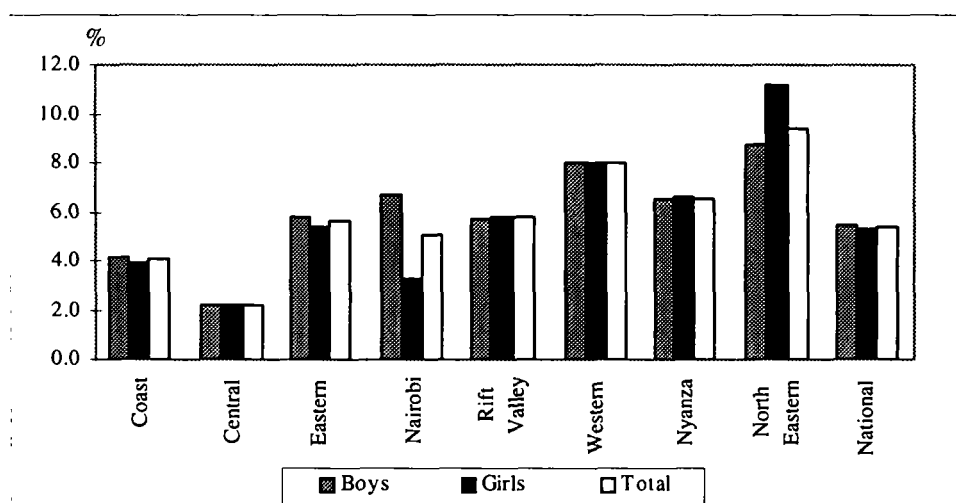
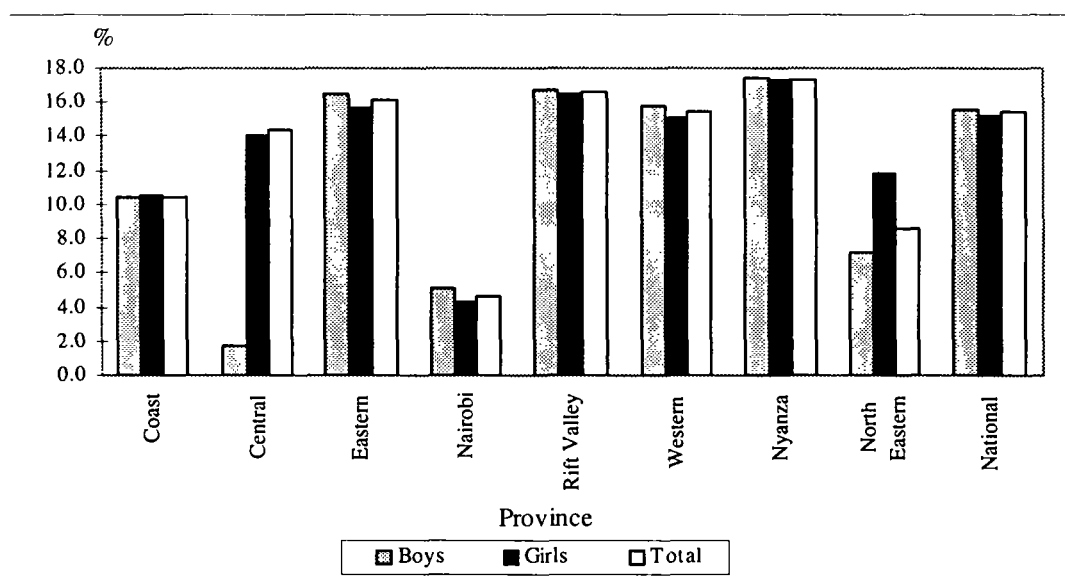


Table 6. Drop-out rates in primary schools by province, 1993

Province	Boys	Girls	Total
Coast	10.5	10.6	10.5
Central	1.7	14	14.4
Eastern	16.5	15.7	16.1
Nairobi	5.1	4.3	4.7
Rift Valley	16.7	16.5	16.6
Western	15.8	15.1	15.5
Nyanza	17.4	17.3	17.3
North Eastern	7.2	11.9	8.6
National	15.6	15.2	15.4

Figure 5. Drop-out rates in primary schools by province, 1993



Primary school completion rates

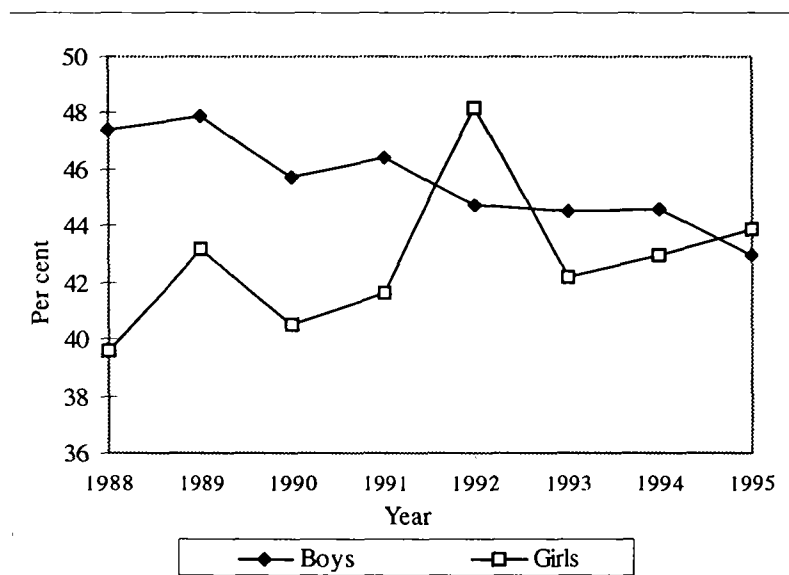
The completion rates in the country have been relatively stable over the years (*Table 7* and *Figure 6* below). However, the rate for girls has been increasing marginally, while that of boys has been declining. In 1995, the completion rate

for girls had surpassed that of boys. The higher completion rates for girls may be attributed to gender sensitization programmes which have reduced the drop-out and repetition rates, a scenario depicted in *Tables 5* and *6*.

Table 7. Primary school completion rates by sex, 1988-1995

Year	Boys	Girls	Total
1988	47.4	39.6	43.6
1989	47.9	43.2	45.6
1990	45.7	40.5	43.2
1991	46.4	41.6	44.1
1992	44.7	48.2	46.1
1993	44.5	42.2	43.4
1994	44.6	43.0	43.9
1995	43.0	43.9	43.5

Figure 6. Completion rates by sex, 1988-1995



A FEW INDICATORS ON PRIMARY EDUCATION

LESOTHO

Document prepared by :

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Department of Educational Planning

Ministry of Education

Net enrolment ratios (NER) in Lesotho

For policy-makers and all concerned with the development of education in Lesotho, NER is a measure by which they can see how far they are from achieving the objective of universal primary education by the year 2000 and to gauge the magnitude of the problem of children of primary-school age who are not in the school system.

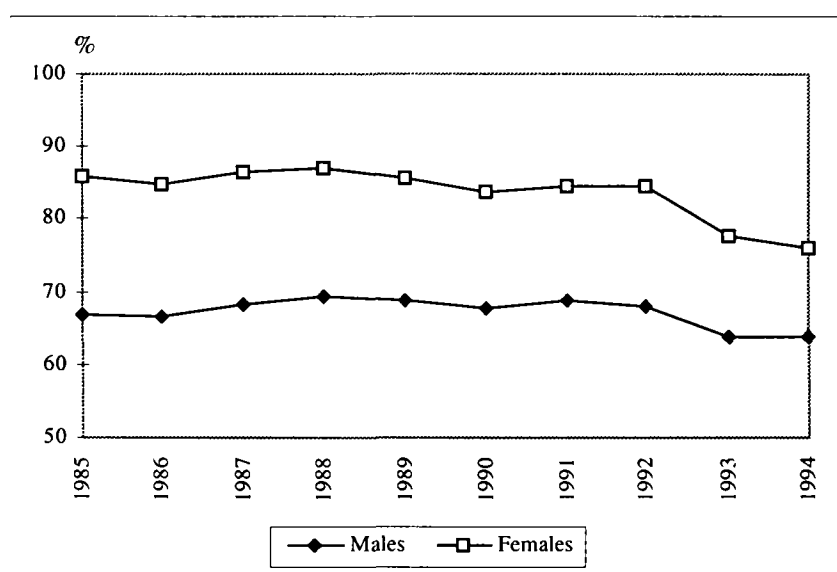
According to *Table 1*, NER, while staying fairly stable between 1985 and 1992, saw a sudden, rather

steep, drop in 1993. This could be attributed to the general decline in enrolment as a result of many pupils recently leaving Lesotho to enrol in schools in South Africa. NER hovered at around 67 per cent and 86 per cent in 1985 for males and females respectively to the 1994 levels of 63.8 per cent and 76.1 per cent for males and females respectively; the gap has been decreasing slowly.

Table 1. Net enrolment ratios in primary schools, 1985-1994

Year	Total	Males	Females
1985	76.4	66.8	85.8
1986	75.8	66.7	84.8
1987	77.3	68.1	86.4
1988	78.3	69.4	87.1
1989	77.3	68.8	85.7
1990	75.8	67.8	83.7
1991	76.8	68.9	84.6
1992	76.3	68.0	84.6
1993	70.7	63.8	77.7
1994	69.9	63.8	76.1

Figure 1. Evolution of NER



Pupil/teacher ratios in Lesotho

The official pupil/teacher ratios for primary schools in Lesotho is 40:1 but the actual pupil/teacher ratios have been significantly higher than the official ratio during the 10 year period ending in 1994 (Table 2 and Figure 2). The pupil/teacher ratio in 1993 and 1994 were lower compared to the previous years. This could be due to the general decline of enrolment in 1993 and 1994 relative to the stock of the teaching force in the same period. The variations of this ratio by district are shown in

Figure 3. The districts of Leribe and Quthing had the highest pupil/teacher ratios, of over 52:1 in 1994. Mokhotlong as a district, had the lowest ratio and was the only region below the norm of 40:1. Improving this ratio for all other districts will help to achieve the following policy objectives of :

- upgrading the quality of primary education ;
- supplying and retaining teachers in primary schools ; and
- reducing overcrowding in primary schools.

Table 2. Pupil/teacher ratios in primary schools, 1985-1994

Year	Number of pupils	Number of teachers	Pupil/teacher ratios
1985	314,003	5,663	55.4
1986	319,128	5,773	55.3
1987	331,858	5,880	56.4
1988	345,524	6,210	55.6
1989	348,818	6,275	55.6
1990	351,652	6,452	54.5
1991	361,144	6,685	54.0
1992	362,657	7,051	51.4
1993	354,275	7,292	48.6
1994	366,506	7,428	49.3

Figure 2. Evolution of pupil/teacher ratio by year

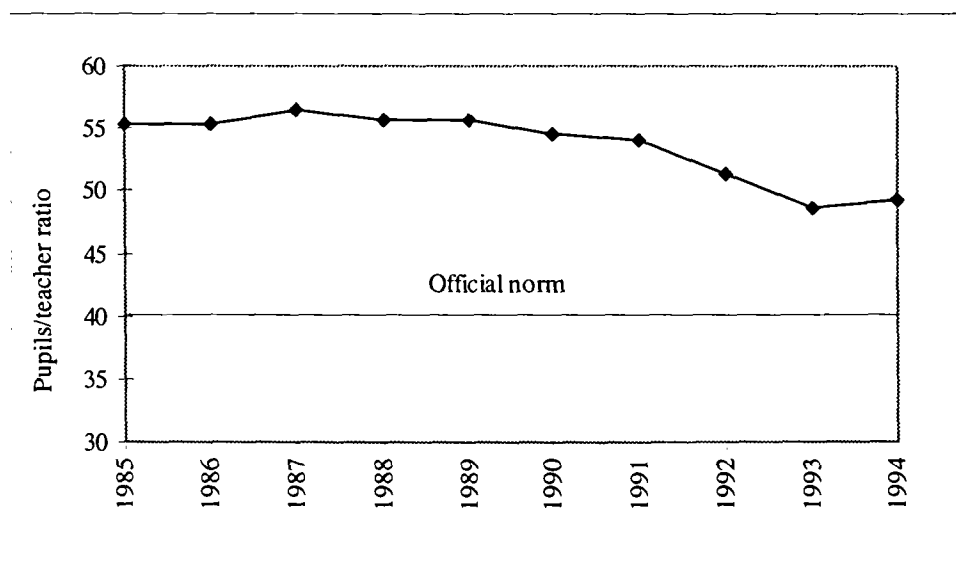
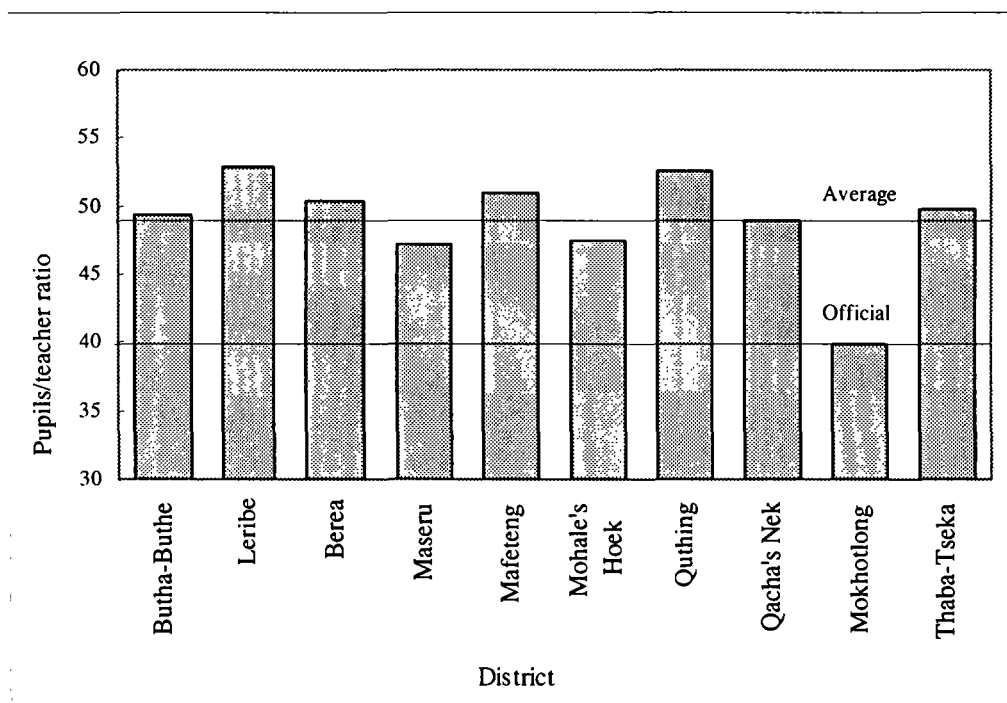


Table 3. Pupil/teacher ratios in primary schools by district

District	Number of pupils	Number of teachers	Pupil/teacher ratios
Butha-Buthe	25,742	522	49.3
Leribe	63,407	1,199	52.9
Berea	49,207	976	50.4
Maseru	73,452	1,555	47.2
Mafeteng	44,563	876	50.9
Mohale's Hoek	34,990	737	47.5
Quthing	23,773	452	52.6
Qacha's Nek	15,980	326	49.0
Mokhotlong	14,967	375	39.9
Thaba-Rseka	20,425	410	49.8
Total	366,506	7,428	49.3

Figure 3. Pupil/teacher ratios by district



Repetition rate in Lesotho

The repetition rates have been improving lately, although they are still high for males (*Table 4*). However, for males, they have decreased from levels of about 23 per cent in 1985 and 1986 to levels of 19.9 in 1992 and 1993. Repetition rates in 1990 are considerably higher, as shown in *Figure 4*. This could be due to the most massive teacher strike, in 1990, ever seen in the country.

In 1994, Butha-Buthe, Leribe, Mokhotlong and Thaba-Tseka reported higher repetition rates compared to other districts (*Table 5*). Qacha's Nek, a mountain district, surprisingly reported the lowest rate of 14.3. As for the other mountain and remote districts of Mokhotlong and Thaba-Tseka, it was

not that surprising that they reported high repetition rates of 18.4 and 18.0. Schools in these districts are characterized by poor facilities, inaccessibility due to scattered settlements and high pupils/classroom ratios. Thus, the mountain and remote districts do not have the best educational inputs to make learning effective.

In all the districts nationwide, repetition rates for females are lower than for males (*Figure 5*). For socio-economic reasons, a male child in Lesotho has been more disadvantaged than his female counterpart as far as schooling is concerned. But lately, new avenues are opening up for equal opportunities in education for both boys and girls.

Table 4. Repetition rate in primary schools, 1984-1993

Year	Male	Female
1987	21.1	19.6
1985	23.0	20.3
1986	22.8	19.7
1987	21.9	18.9
1988	22.4	18.5
1989	21.9	18.1
1990	23.1	19.3
1991	21.5	17.6
1992	19.9	15.8
1993	19.9	15.5

Figure 4. Repetition rates by year

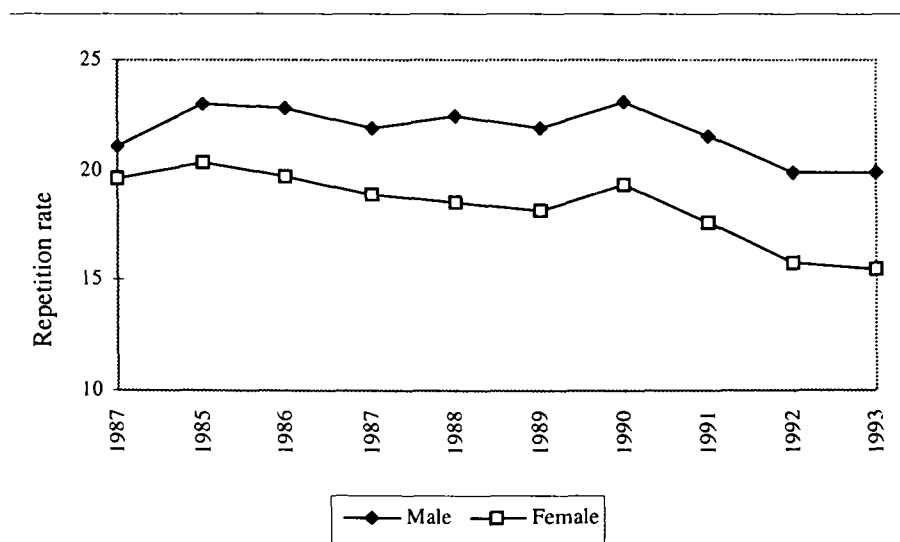
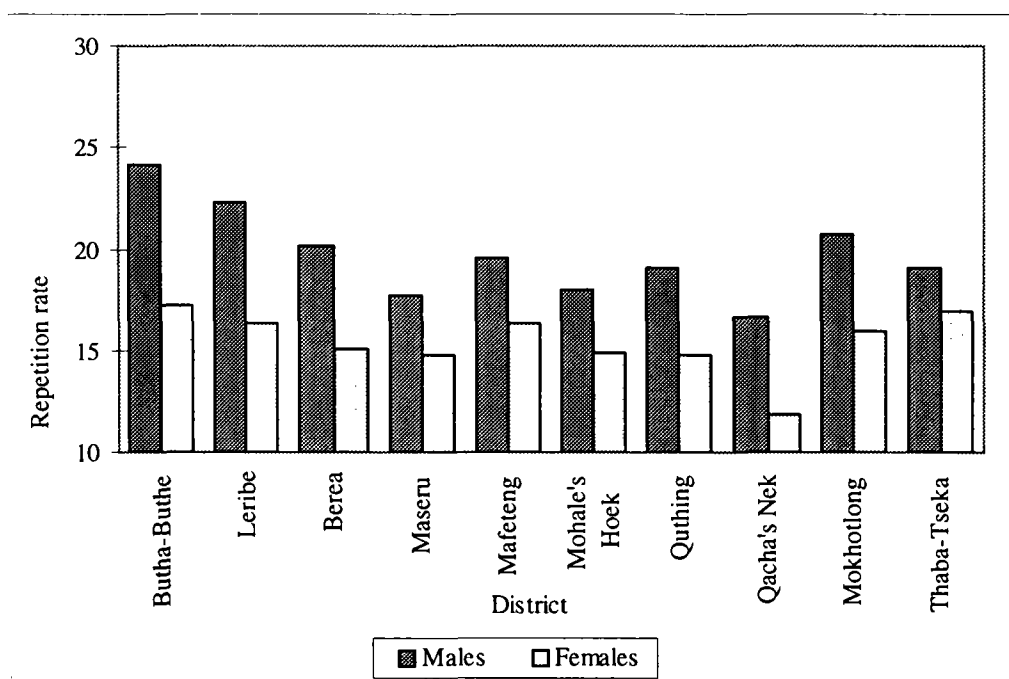


Table 5. Repetition rates in primary schools by district, 1993

Districts	Repetition rates by district	
	Males	Females
Butha-Buthe	24.1	17.2
Leribe	22.3	16.3
Berea	20.1	15.1
Maseru	17.7	14.8
Mafeteng	19.6	16.3
Mohale's Hoek	18.0	14.9
Quthing	19.1	14.8
Qacha's Nek	16.6	11.9
Mokhotlong	20.7	16.0
Thaba-Tseka	19.1	16.9
Total	19.9	15.5

Figure 5. Repetition rates by district



Percentage of pupils reaching Standard 4

Percentage of pupils reaching Standard 7

Percentage of pupils passing PSLE (Primary School Leaving Examination)

There were no vast differences observed in how the pupils would normally move and be retained in the system—move from Standard 1 to Standard 4 and consequently reach Standard 7 in almost all the regions (districts) of the country, except for the mountain and remote districts of Mokhotlong and Thaba-Tseka, which had relatively lower percentages of pupils reaching Standard 4 and Standard 7. The two districts had percentages in the 50s for males and 70s for females, while other districts had higher percentages reaching Standard 4 (Table 6). The flow rates show that, finally, only one out of three boys would reach Standard 7 in

these districts.

In the percentages of pupils reaching Standard 4 then proceeding to Standard 7, differences between the male and female pupils are marked. In all regions of the country, girls are doing better than boys. Maseru and Berea, in particular, would appear to have succeeded in retaining more pupils, especially girls, in the system to reach the last grade of the primary cycle - Standard 7. Sustainable literacy would be assured if the education system were better geared towards retaining pupils to Standard 7.

Table 6. Percentage of pupils reaching Standard 4 and Standard 7 by district, 1993

District	Percentage reaching			
	Standard 4		Standard 7	
	Male	Female	Male	Female
Butha-Buthe	74	84	43	36
Leribe	74	86	44	67
Berea	71	89	39	69
Maseru	72	88	53	72
Mafeteng	63	85	36	67
Mohale's Hoek	71	85	46	62
Quthing	70	80	42	58
Qacha's Nek	65	83	48	68
Mokhotlong	53	78	36	59
Thaba-Tseka	56	74	34	54
Total	69	84	43	66

Figure 6. Percentage of pupils reaching Standard 4

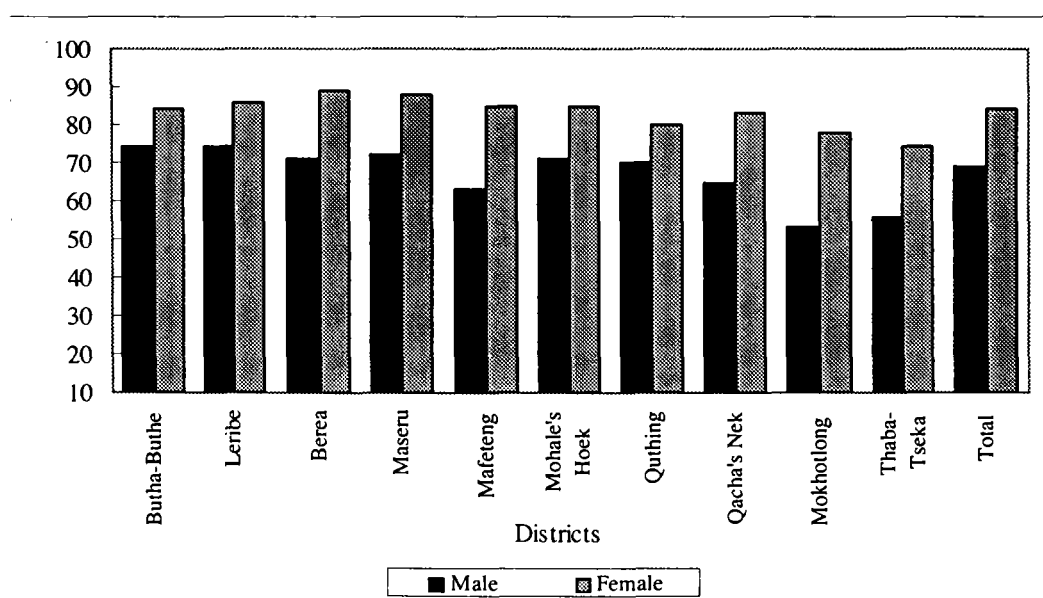
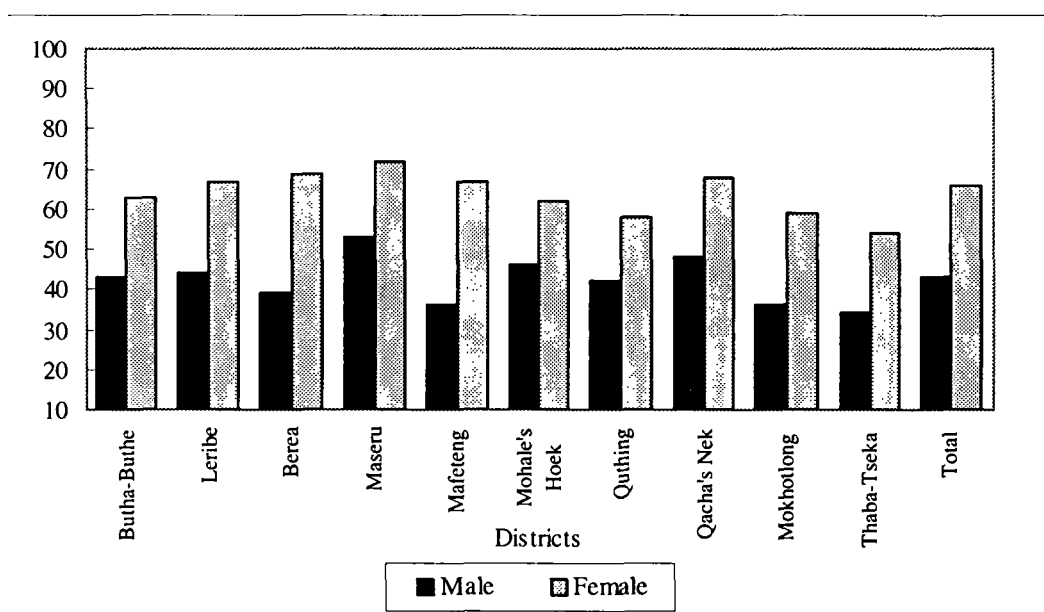


Table 7. Percentage of pupils reaching Standard 4 and Standard 7 and percentage passing PSLE

	% reaching		% passing
	Standard 4	Standard 7	PSLE
Butha-Buthe	79.0	53.0	89.5
Leribe	80.0	55.5	84.0
Berea	80.0	54.0	87.3
Maseru	80.0	62.5	89.2
Mafeteng	74.0	51.5	84.2
Mohale's Hoek	78.0	54.0	84.1
Quthing	75.0	50.0	83.3
Qacha's Nek	74.0	5.0	84.1
Mokhotlong	65.5	47.5	86.0
Thaba-Tseka	65.0	44.0	84.4
Total	76.5	54.5	86.1

Figure 7. Percentage of pupils reaching Standard 7



A FEW INDICATORS ON PRIMARY EDUCATION

MALAWI

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Gross enrolment rate

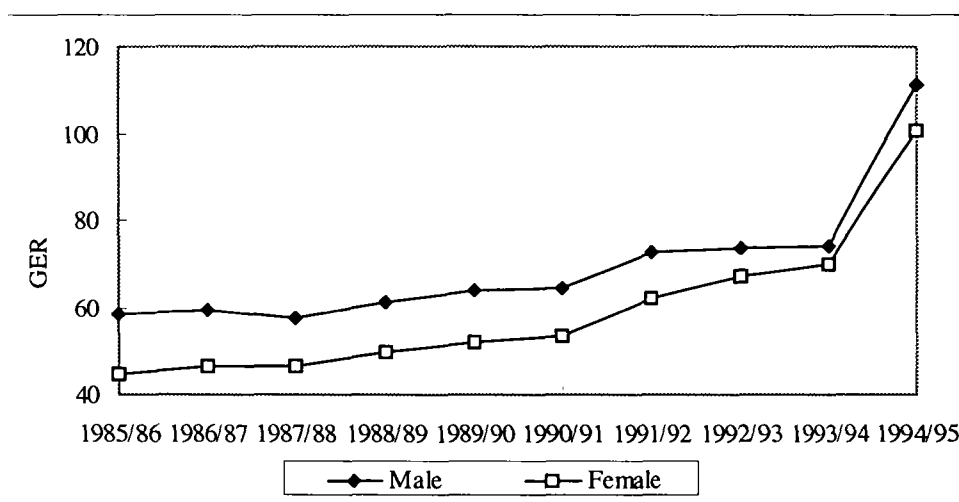
The gross enrolment rate (GER) increased steadily between 1985/86 and 1993/94. The yearly increase ranged from about one to three percentage points. Between the 1993/94 and the 1994/95 school years, GER suddenly shot up from 72.1 to 105.9 per cent. This remarkable increase is probably unique to Malawi. It came about due to the abolition of

direct and indirect school fees in primary schools. It can be argued that, through this important change, universal primary education has almost been achieved in Malawi. Disparity between the sexes, while it decreased significantly up to 1993/94, has widened again and remains worrying.

Table 1. Evolution of the gross enrolment rate

	Gross enrolment ratio		
	Male	Female	Total
1985/86	58.6	44.7	51.6
1986/87	59.3	46.5	52.9
1987/88	57.7	46.4	52.0
1988/89	61.2	49.8	55.5
1989/90	63.9	52.1	58.0
1990/91	64.5	53.4	59.0
1991/92	72.5	62.2	67.4
1992/93	73.6	67.1	70.4
1993/94	74.1	70.1	72.1
1994/95	111.1	100.6	105.9

Figure 1. Evolution of the gross enrolment rate



Enrolment by sex and standard

Over the past three years, enrolment in Standard 1 has been high and increasing. It is notable also that disparities between sexes are negligible at this grade: there were actually more girls than boys in grade 1 in the two previous years. But as soon as it comes to standard 2, there is a sharp decrease in enrolment for both sexes, though more marked for girls. The reason for this early and worrying drop-out is related to the fact that it is relatively easy for most parents to enrol a child in school, but much more difficult to keep him/her there: many parents

need to assign the children to duties at home, especially girls, who usually assist their mother in various domestic duties. At every stage, there is a continued drop in enrolments due to many disincentives such as long distances from school, poor school environment, inadequate teaching and learning facilities and poor health, just to mention a few. One can also note that enrolment in 1994/95 was much higher, in all grades, than in the preceding year, a result of the abolition of fees.

Table 2. Enrolment by sex and standard

Standard	1992/93		1993/94		1994/95	
	Male	Female	Male	Female	Male	Female
1	273,287	284,960	309,367	322,581	509,337	496,857
2	180,530	168,035	191,663	188,081	270,012	246,640
3	131,484	120,843	139,551	129,968	215,792	193,428
4	95,593	82,026	98,036	87,681	149,663	127,810
5	78,580	65,876	80,268	67,069	118,660	97,537
6	60,555	48,179	62,568	49,501	90,534	72,046
7	49,631	36,291	51,055	36,906	73,353	56,014
8	77,817	41,758	50,789	30,348	87,811	57,979

Figure 2a. Enrolment by sex and standard, 1992/93

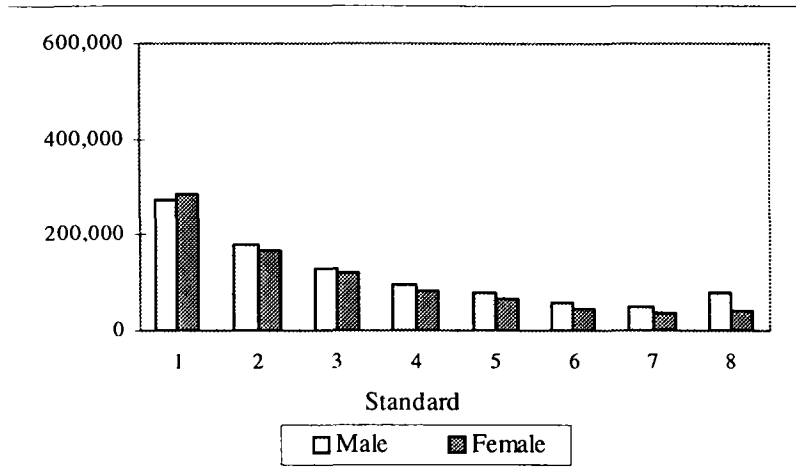


Figure 2b. Enrolment by sex and standard, 1993/94

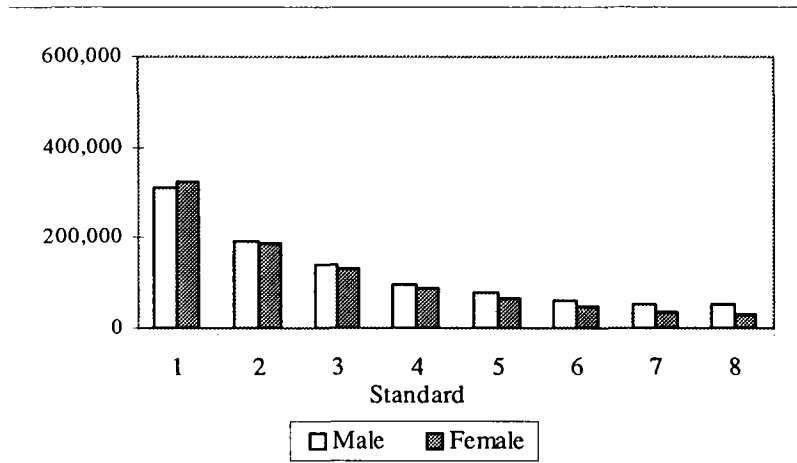
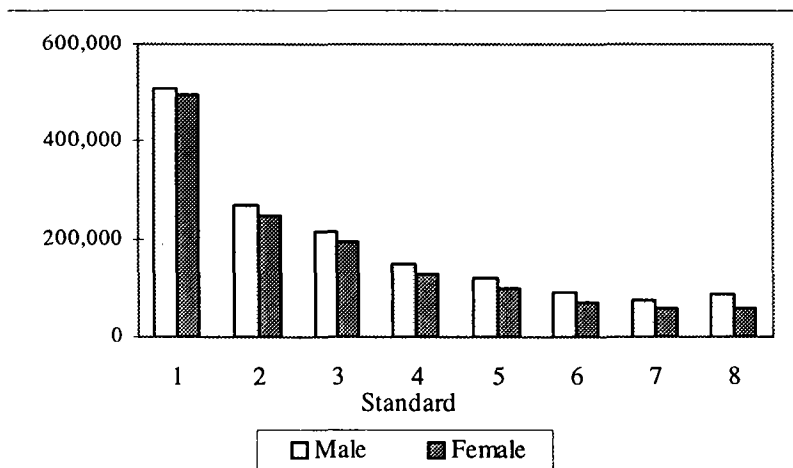


Figure 2c. Enrolment by sex and standard, 1994/95



Admission rates and new entrants

The gross admission rate (GAR) and the net admission rate (NAR) have evidenced an exponential increase over the past year, because of the abolition of both direct and indirect school fees. The gap between the GAR and NAR, however, is very wide because of the large proportion of new entrants which are under- and over-age. A large proportion of the over-age pupils in Standard 1

are drop-ins. *Table 4* and *Figure 3* show the distribution of all new entrants in Standard 1 by age (5 to 14+). In both 1993/94 and 1994/95 the proportion of six-year olds (the official entry age) was the highest. But the share of over-age pupils is impressive: indeed, about 70 per cent of all new entrants are seven years or older, with a sizeable group being over ten years of age.

Table 3. Gross and net admission rates

	GAR	NAR
1993/1994	155.2	42.2
1994/1995	244.9	68.0

Table 4. New entrants in Standard 1 by age

	1993/94		1994/95	
	Boys	Girls	Boys	Girls
5	17,158	21,056	28,493	32,472
6	65,402	74,040	117,330	114,316
7	44,592	48,152	75,181	75,383
8	36,846	38,185	61,959	59,750
9	23,366	23,566	39,360	36,959
10	22,813	23,653	38,098	36,801
11	13,140	12,183	22,004	19,057
12	16,429	13,115	27,061	20,339
13	4,936	2,863	8,220	4,526
14+	7,416	3,428	12,068	5,309

Figure 3a. New entrants in Standard 1, 1993/94

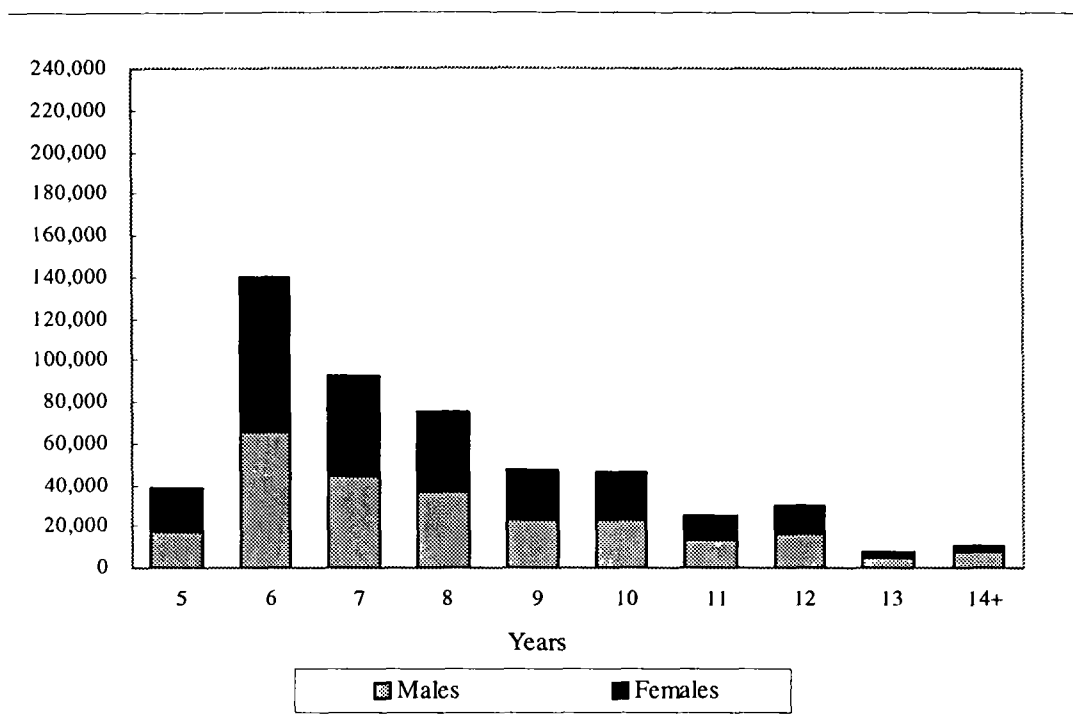
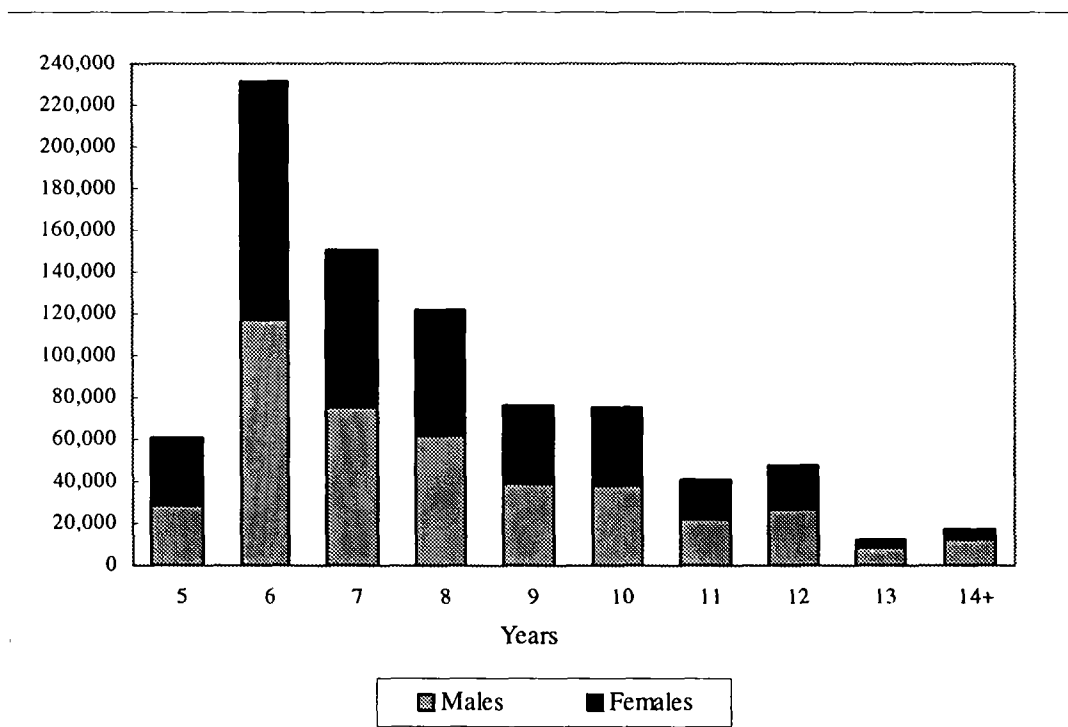


Figure 3b. New entrants in Standard 1, 1994/95



Pupil/teacher ratio

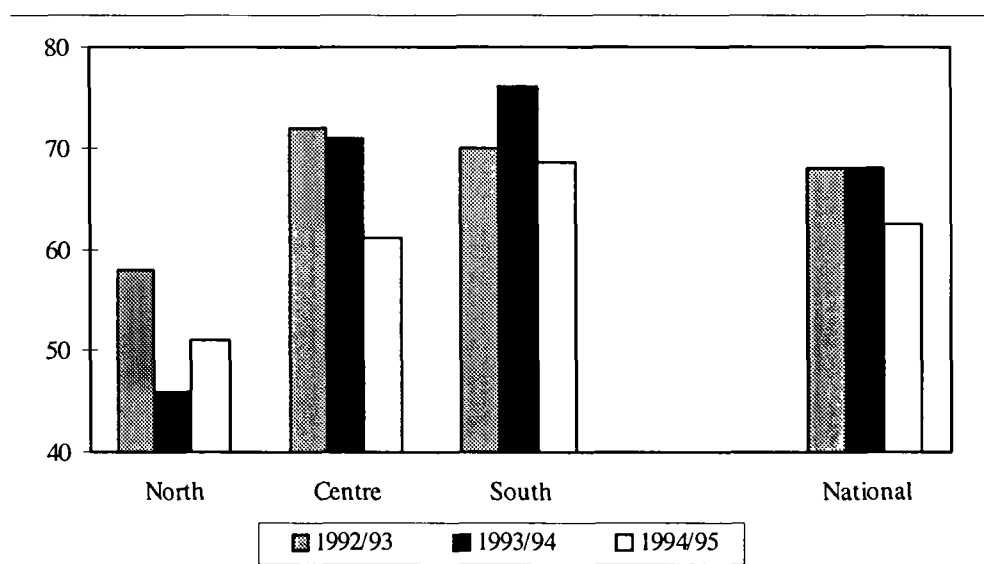
For Malawi as a whole, the pupil/teacher ratio stood at 68:1, both in 1992/93 and 1993/94, and went down to 62:1 in 1994/95. This decrease was accompanied by a large increase in pupil enrolment. The Government, which had expected the enrolment increase in 1994/95, with the introduction of free primary education, recruited 15,000 paraprofessional teachers and re-employed 4,000 retired qualified teachers. It is the Ministry's policy to reach a pupil/teacher ratio of 60:1 by the

year 2005. There exist differences between the three regions: the pupil/teacher ratio for the north is significantly lower, as compared to both the central and the southern regions. This is mainly because many people in the northern region emigrate in search of employment in either the centre or south, where there are more job opportunities, both in the government and private sectors.

Table 5. Pupil/teacher ratio by region

	1992/93	1993/94	1994/95
North	58	46	51
Centre	72	71	61
South	70	76	69
National	68	68	62

Figure 4. Pupil/teacher ratio by region



A FEW INDICATORS ON
PRIMARY EDUCATION

MOZAMBIQUE

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1st level of primary

Enrolment

Between 1990 and 1992 enrolment decreased by 4,8 per cent due to the war.

However, following the signature of the Peace Agreement in 1992, enrolments witnessed an increase of 8.5 per cent in the 1992-94 period. This increase was the result of the building and renovation of schools destroyed during the war.

The proportion of girls participating at this level has in general remained constant, 43.1 per cent in 1990 to 42 per cent in 1994: but in urban zones the proportion of girls equals that of boys.

These indicators illustrate that more boys are attending school than girls in rural areas.

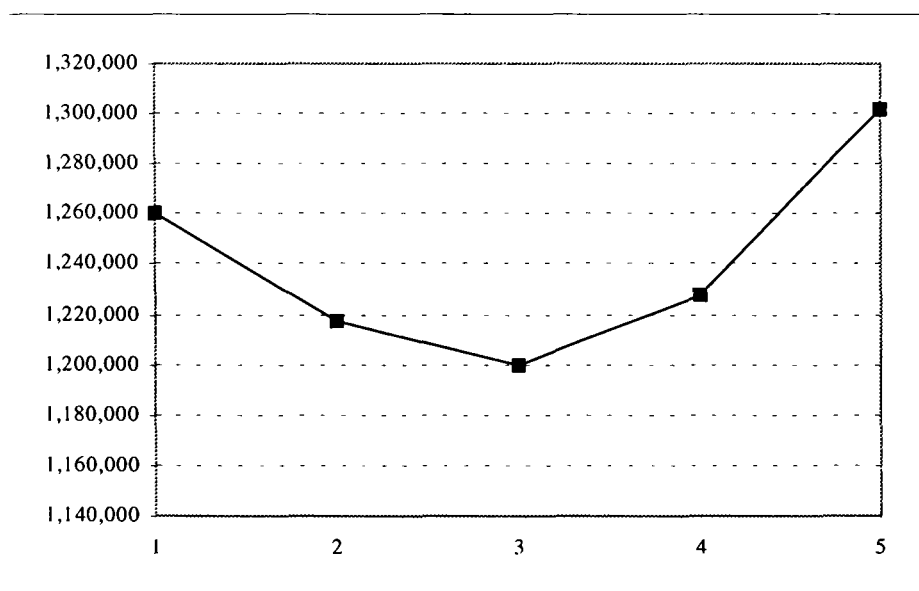
The gross enrolment rate decreased from 62.9 per cent in 1990 to 54.2 per cent in 1994, while the net enrolment rate witnessed, during the same period, a decrease of 11.9 percentage points (from 43.5 per cent to 31.6 per cent).

The net enrolment rate shows that many pupils are over-aged at first level of primary. This can be explained, *inter alia*, by late entrance into the education system, and repetitions.

Table 1. Evolution of enrolment in the first level of primary, 1990-1994

Sex	1990	1991	1992	1993	1994
Total	1,260,218	1,217,364	1,199,476	1,227,341	1,301,833
Girls	542,908	519,927	511,099	521,422	547,066
Boys	717,310	697,437	688,377	705,919	754,767
% Girls	43.1	42.7	42.6	42.5	42.0

Figure 1. Enrolment in the first level of primary



NB: This publication concerns primary education, which includes two levels, the first covers Grades 1 to 5, and the second, Grades 6 and 7 (5+2).

Overall primary education in 1994 comprised 3953 schools, 95.2 per cent at 1^o level and 4.8 per cent at 2nd level. It is obvious that there exists a huge disparity between these two levels, with implications on the level of the supply.

Following primary education comes secondary-level education (Ensino Secundário Geral), which consists of two cycles: the first covering grades 8 to 10, while the second covers grades 11 and 12 (3+2).

Table 2. Gross and net enrolments rates, 1st primary level

Rate	Sex	1990	1991	1992	1993	1994
Gross enrolment	Total	62.9	59.4	55.6	53.8	54.2
	Girls	54.0	50.6	47.2	45.7	45.5
	Boys	71.9	68.2	64.1	62	62.8
Net enrolment	Total	43.5	41.7	33.8	31.4	31.6
	Girls	38.6	36.6	33.8	27.8	27.8
	Boys	48.5	46.8	43.6	35.0	35.3

Figure 2. Gross enrolment rate, 1st level

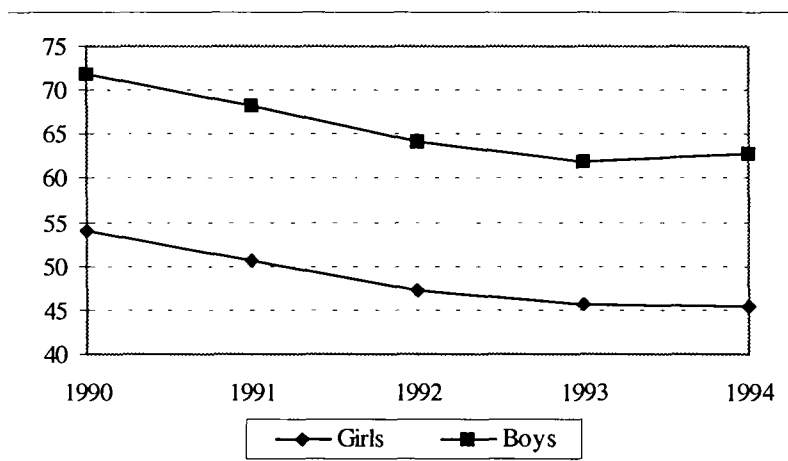
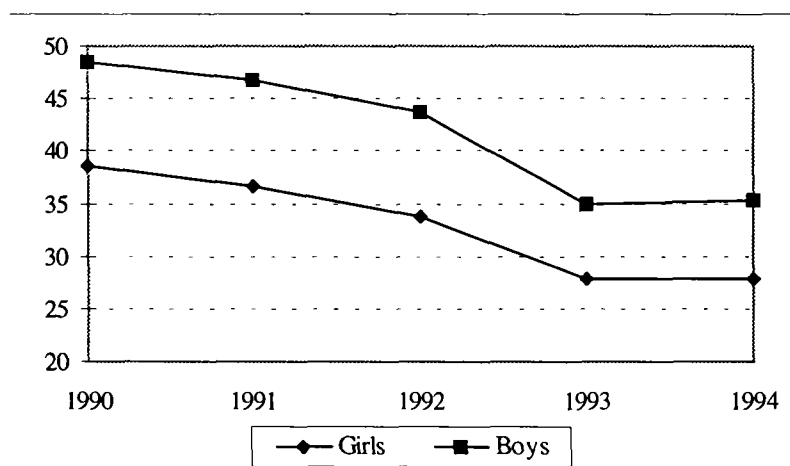


Figure 3. Net enrolment rate, 1st level



A few indicators on internal efficiency

The promotion rate as shown in *Figure 5* at Primary 1st level, decreased from 58.5 per cent in 1990 to 54.2 per cent in 1992. It later increased to 56.4 per cent in 1994, but remains at a rather low level. Among several other reasons, one can highlight the following:

- lack of teachers;
- high pupil/teacher ratio;
- scarcity of textbooks as well as teacher manuals;
- lack of incentives for teachers.

The drop-out rate rose from 10 per cent in 1990 to 16.3 per cent in 1992. However, since 1992 it has decreased and was recorded at 10.7 per cent in

1994. Female drop-out figures, during the same period, resemble those of boys and this phenomenon remains a serious problem, deserving attention in the education management system.

The repetition rate increased from 31.4 per cent in 1990 to 32.9 per cent in 1994. Both repetitions and drop-outs have contributed to an increase of repeaters and therefore a reduction in admittance of new pupils to grade 1.

Although the number of teachers is increasing each year, the pupil/teacher ratio remains high, 58:1 in 1994, with a clear negative impact on promotion rates.

Table 3. Indicators on internal efficiency 1st level, 1990-1994

Rates	Sex	1990	1991	1992	1993	1994
Drop-out	Total	10.0	12.3	16.3	12.0	10.7
	Girls	9.9	12.0	15.2	11.9	10.2
	Boys	10.0	12.5	17.0	12.1	11.0
Repetition	Total	31.4	30.7	29.5	31.9	32.9
	Girls	33.7	33.0	31.9	34.2	35.5
	Boys	29.7	29.0	27.8	30.2	31.1
Promotion	Total	58.6	56.9	54.2	56.1	56.4
	Girls	56.3	54.9	52.9	54.0	54.3
	Boys	60.3	58.4	55.2	57.7	57.9

Figure 4. Promotion rate, primary education 1st level

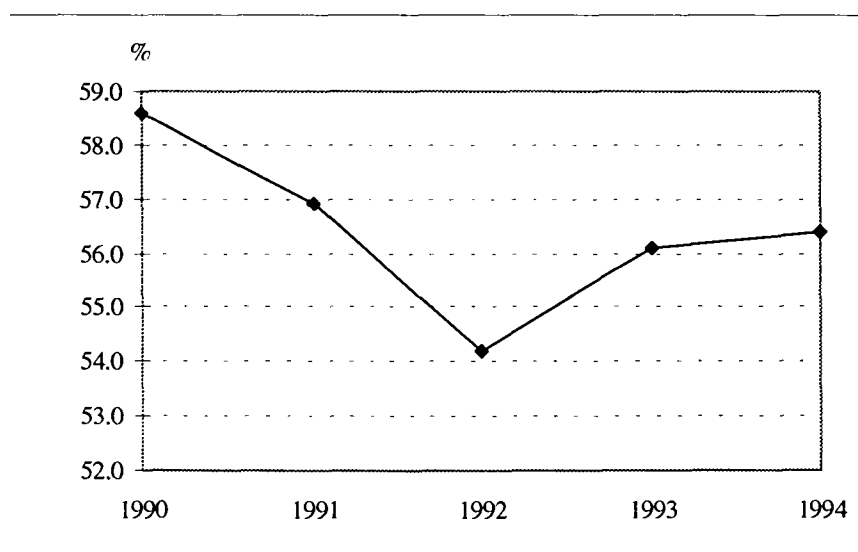


Figure 5. Drop-out rate, primary education, 1st level

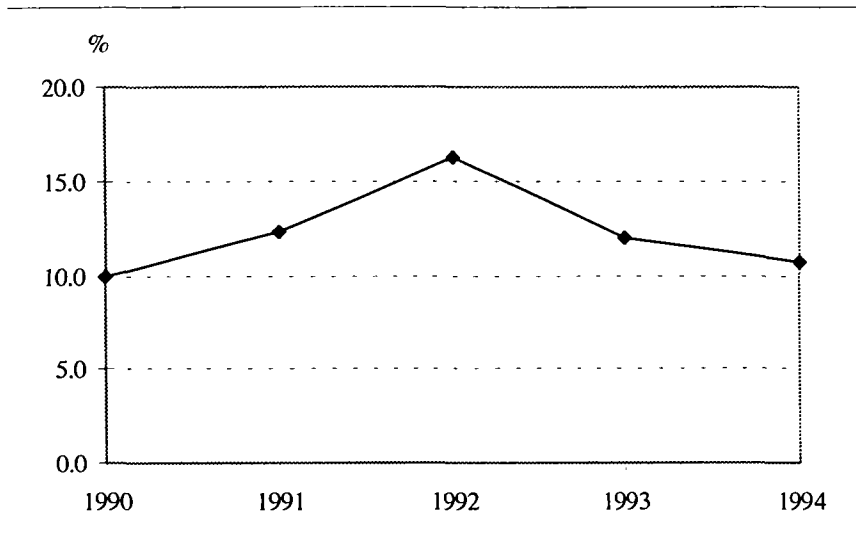
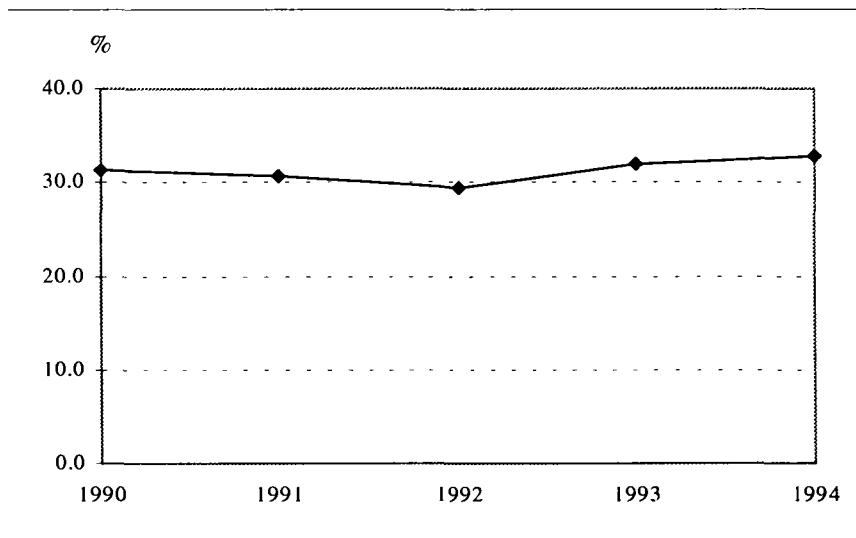


Figure 6. Repetition rate, primary education, 1st level



Pupils by grade

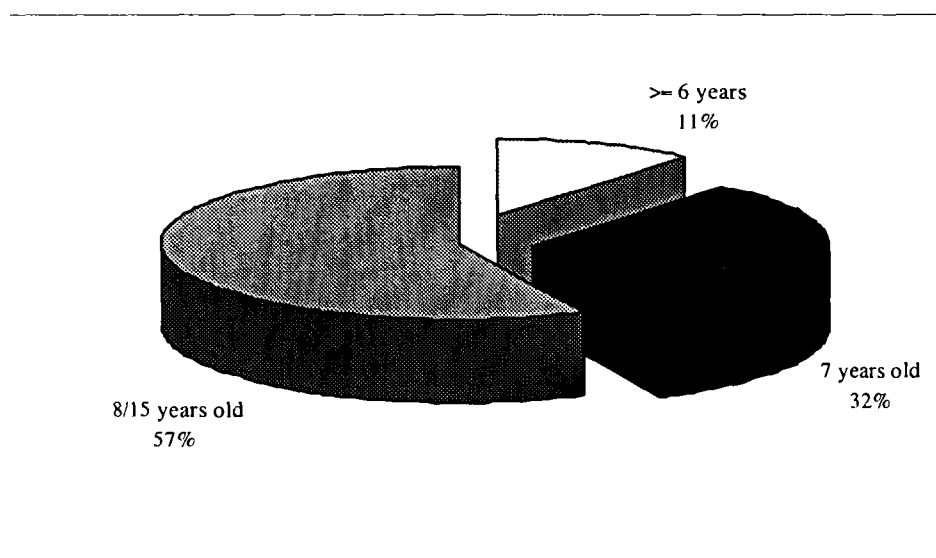
Since 1992, the number of pupils by grade has been increasing annually, although the trend concerning girls participation is in decline. While the proportion of girls in 1st grade is 44 per cent, it is about 40 per cent in 5th grade. *Figure 4* illustrates the

preponderance in 1st grade of the 8-15 year-old group compared to the 6 year-old group which corresponds to the official admission age. This situation, again, is a result of late entrance and repetition.

Table 4. Enrolment by sex and grade, primary 1st level

Grade	Sex	1990	1991	1992	1993	1994	1995
Grade 1	Total	421,823	376,435	371,321	407,247	439,087	483,361
	Girls	191,900	169,921	165,758	180,401	193,768	214,465
	%Girls	45.5%	45.1%	44.6%	44.3%	44.1%	44.4%
Grade 2	Total	323,473	314,985	298,363	293,900	317,870	349,023
	Girls	138,311	132,936	126,377	122,584	131,042	143,064
	% Girls	42.8%	42.2%	42.4%	41.7%	41.2%	41.0%
Grade 3	Total	220,381	239,581	240,733	235,607	245,734	269,284
	Girls	92,869	100,279	100,683	99,512	101,478	109,472
	% Girls	42.1%	41.9%	41.8%	42.2%	41.3%	40.0%
Grade 4	Total	171,079	162,455	167,863	167,928	172,302	179,393
	Girls	71,343	67,296	69,064	69,233	70,301	72,094
	% Girls	41.7%	41.4%	41.1%	41.2%	40.8%	40.2%
Grade 5	Total	123,462	123,908	121,196	122,659	126,840	134,367
	Girls	48,485	49,495	49,217	49,692	50,477	53,038
	% Girls	39.3%	39.9%	40.6%	40.5%	39.8%	39.5%
Total	Total	1,260,218	1,217,364	1,199,476	1,227,341	1,301,833	1,415,428
	Girls	542,908	519,927	511,099	521,422	547,066	592,133
	% Girls	43.1%	42.7%	42.6%	42.5%	42.0%	41.8%

Figure 7. Pupils of 1st grade, 1995



Pupil/teacher, pupil/stream

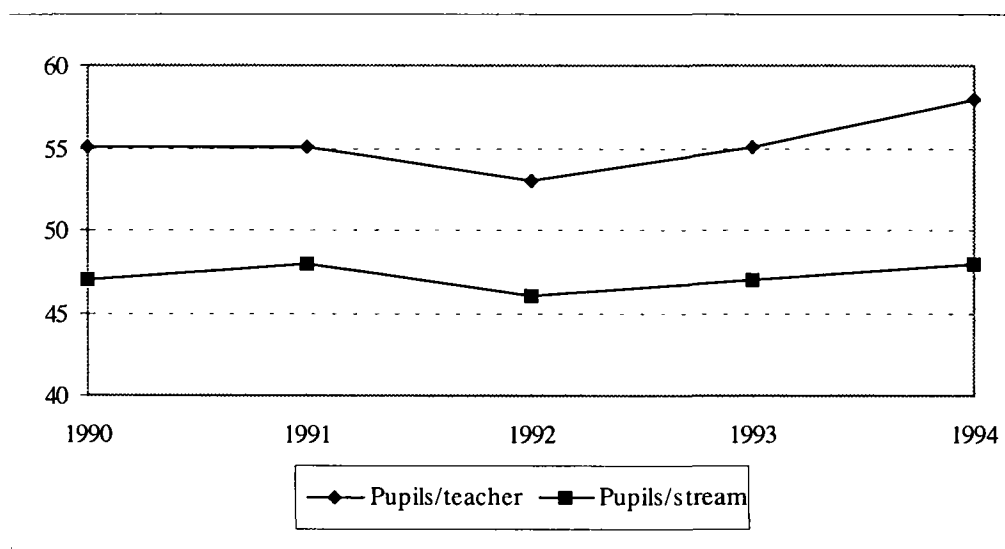
The number of trained teachers has increased each year, from 71.9 per cent in 1990 to 75.7 per cent in 1994. However, it is important to point out that teacher qualifications vary and are of little relevance. The pupil/teacher ratio saw an increase

in the last year for which data were available (1994), while the pupil/stream ratio did not vary with the apparent trend. The difference between the two ratios may be explained by the fact that a teacher teaches several streams.

Table 5. Number of teachers and pupil/teacher, pupil/stream ratio

	1990	1991	1992	1993	1994
Total	23,107	22,236	22,474	22,396	22,544
Trained	16,610	15,720	16,411	16,700	17,060
% Trained	71.9%	70.7%	73.0%	74.6%	75.7%
Pupils/teacher	55	55	53	55	58
Pupils/stream	47	48	46	47	48

Figure 8. Pupil/teacher and pupil/stream, primary education, 1st level



Graduates, and transition from 1st to 2nd level

Since the 1990 school year, the number of graduates of primary education at 1st level has decreased. The proportion of female graduates, during the same time, is almost the same (*Table 6* and *Figure 9*). The transition rate from 1st level to

2nd level of primary education, between 1990 and 1993, increased by 2.8 per cent. The increase during this period was higher for boys (4.2 per cent) than for girls (0.7 per cent).

Table 6. Graduates, 1st level of primary education

Sex	1990	1991	1992	1993	1994
Total	79,622	75,744	70,731	74,061	73,693
Girls	30,905	29,810	28,874	29,365	28,825
Boys	48,717	45,934	41,857	44,696	44,868
% Girls	38.8%	39.4%	40.8%	39.6%	39.1%

Figure 9. Graduates, 1st level of primary education

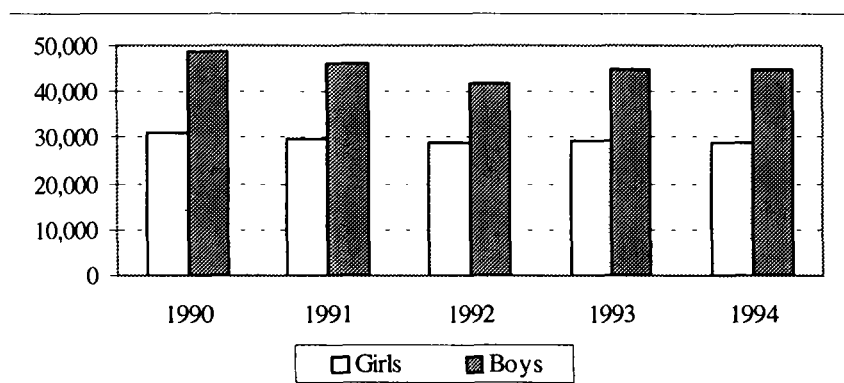
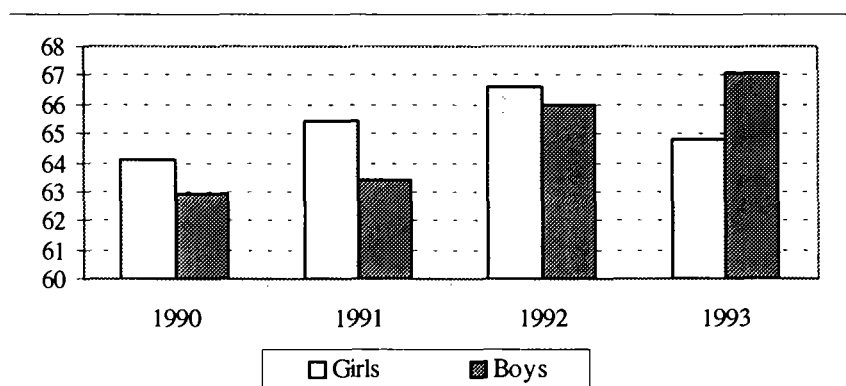


Table 7. Transition rates from 1st to 2nd level of primary education

Sex	1990	1991	1992	1993
Total	63.4	64.2	66.3	66.2
Girls	64.1	65.4	66.6	64.8
Boys	62.9	63.4	66.0	67.1

Figure 10. Transition rates from 1st to 2nd level of primary education



2nd Level of primary education, grades 6 and 7

This level admits the graduates of first level. The number of pupils in this second level of primary education decreased by 1.8 per cent between 1991 and 1994. In 1995, the second level witnessed an increase of 2.2 per cent.

The proportion of girls rose from 39 per cent in 1990 to 40.2 per cent in 1992, and then remained relatively stable until 1995. This proportion is, as at first level, higher in the south of Mozambique

(provinces of Maputo, Gaza, Inhambane and the city of Maputo). In 1994 the proportion of girls attending the second level of primary, in the southern region was 47.9 per cent while in the centre and north of the country, it was 33.9 per cent and 29.1 per cent respectively.

As can be observed from transition rates, in *Table 7*, the capacity of the second level of primary as it now stands is very limited.

Table 8. Pupils, 2nd level of primary education, grades 6 and 7

Grade	Sex	1990	1991	1992	1993	1994	1995
Grade 6	Total	73,488	71,883	69,163	67,681	70,300	75,548
	Girls	29,165	28,690	28,148	28,061	28,137	30,536
	% Girls	39.7%	39.9%	40.7%	41.5%	40.0%	40.4%
Grade 7	Total	43,230	46,892	45,637	46,477	46,348	51,746
	Girls	16,120	17,683	18,005	18,444	18,301	20,850
	% Girls	37.3%	37.7%	39.5%	39.7%	39.5%	40.3%
Total	Total	116,718	118,775	114,800	114,158	116,648	127,294
	Girls	45,285	46,373	46,153	46,505	46,438	51,386
	% Girls	38.8%	39.0%	40.2%	40.7%	39.8%	40.4%

A FEW INDICATORS ON PRIMARY EDUCATION

SOMALIA

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Elementary school education in Somalia

It has been very difficult to obtain education statistics in Somalia for the past six years. But during 1994 UNESCO–Somalia tried to collect the lower primary enrolment in the regions. This was done during the presence of United Nations forces in Somalia. This information is based on estimations, therefore it does not represent the school-going population in Somalia, because this estimation covers only 11 of the 18 regions. *Figure 1* shows enrolment according to region in 1994. The three regions Banadir, Bay and Hiran have the highest number of enrolled children, with over half of all children enrolled in Banadir. This is because

a large number of United Nations forces were stationed in these areas, which therefore attracted a number of donor agencies and NGOs. An additional reason for the Banadir region having such high enrolment is that many displaced people were living there during 1994. Not unexpectedly, the number of pupils decreases from Grade 1 to Grade 4. In two regions, however, lower Shabelle and Bay, enrolment is highest in Grade 3 and Grade 2 respectively. In the case of lower Shabelle, the displaced people are returning back to their farmlands.

Table 1. Enrolment by region 1994, grades 1 to 4¹

Region	Grade 1	Grade2	Grade3	Grade4	Total
Banadir	35,349	31,564	13,133	8,773	88,819
Bay	5,457	14,983	3,451	476	24,367
Bari	816	504	204	110	1,634
Hiran	12,000	6,000	304	203	18,507
Lower Shabelle	134	31	2,456	1,251	3,872
North West	3,947	2,922	1,443	511	8,823
Sanag	904	538	293	60	1,795
Awdal	702	428	284	191	1,605
Togdher	2,012	690	372	267	3,341
Sole	392	277	169	127	965
Nugal	863	476	331	0	1,670
Total	62,576	58,413	22,440	11,969	161,511

Table 2. Percentage enrolment by grade 1994

Region	G 1	G2	G3	G4
Banadir	39.8%	35.5%	14.8%	9.9%
Bay	22.4%	61.5%	14.2%	2.0%
Bari	49.9%	30.8%	12.5%	6.4%
Hiran	64.8%	32.4%	1.6%	1.1%
L.Shabelle	3.5%	0.8%	63.4%	32.3%
N.West	44.7%	33.1%	16.4%	5.8%
Sanag	50.4%	30.0%	16.3%	3.3%
Awdal	43.7%	26.7%	17.7%	11.9%
Togdher	60.2%	20.7%	11.1%	8.0%
Sole	40.6%	28.7%	17.5%	13.2%
Nugal	51.7%	28.5%	19.8%	

¹ The source for all data is UNESCO-Somalia.

Figure 1. Enrolment by region

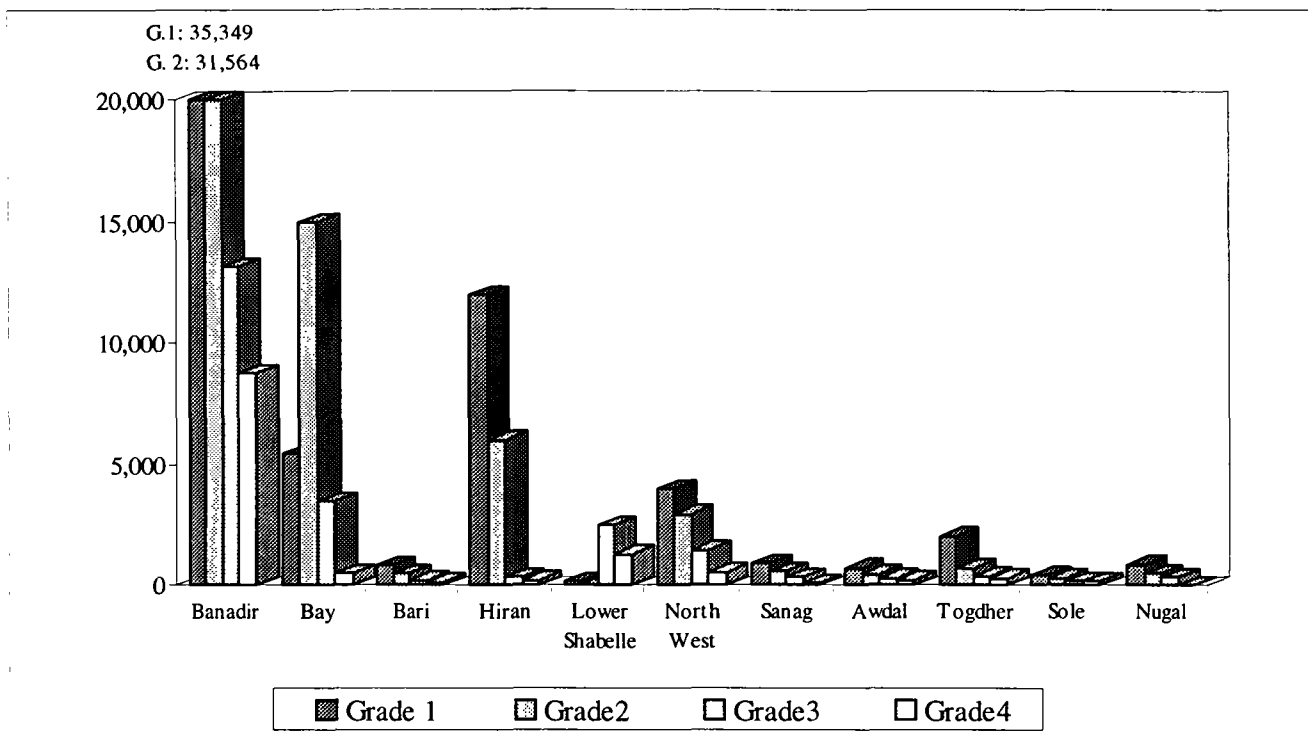
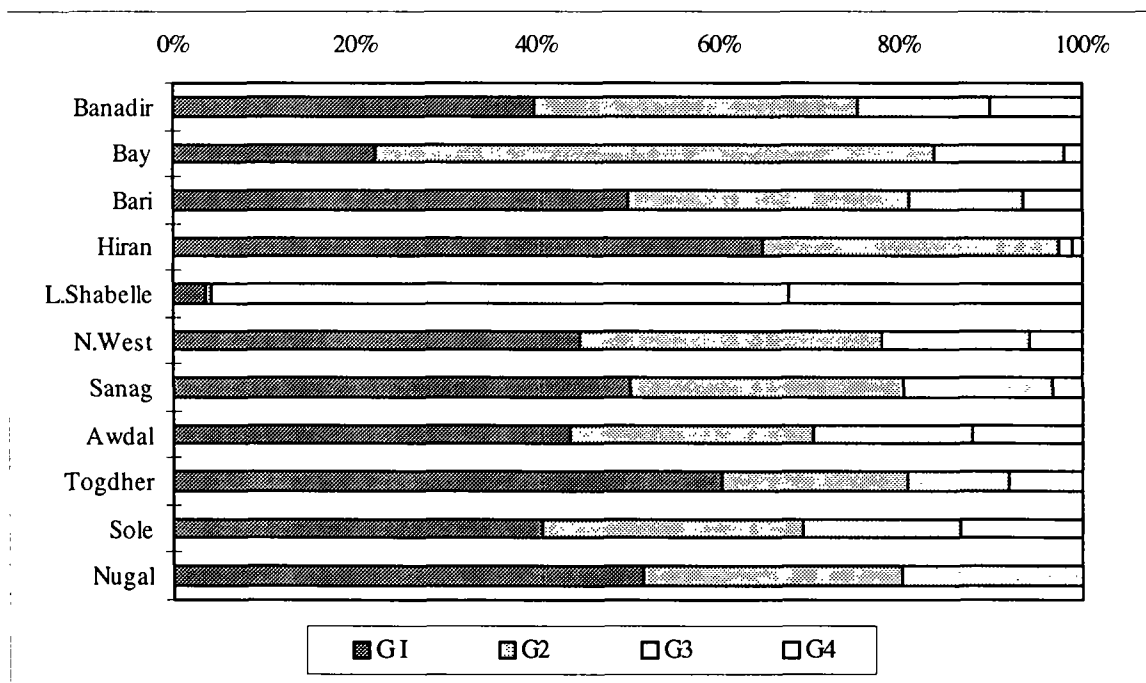


Figure 2. Percentage enrolment per grade



A FEW INDICATORS ON PRIMARY EDUCATION

TANZANIA

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Gross and net enrolment rates

Both the gross enrolment rate (GER) and the net enrolment rate (NER) have experienced a decline of a few percentage points between 1992 and 1995. This decrease has been more evident in the past few years than between 1992 and 1994. The NER, which stood at 52.5 per cent in 1992, has now dropped to under 50 per cent. There is a significant difference of about 20 percentage points between gross and net enrolment ratios, which implies that

a sizeable number of under- and especially over-age children are in the primary education system. The differences between boys and girls are fairly minor: the GER for boys is somewhat higher than for girls, who on the other hand have a higher NER. This implies that the problem of over-age enrolment is more of a male than a female problem. There has been little change in gender disparity during the period under review.

Table 1. Gross enrolment rate by sex

	Girls	Boys	Total
1992	73.0	70.0	71.9
1993	73.2	71.0	72.1
1994	71.8	70.1	70.9
1995	69.1	67.7	68.4

Figure 1. Gross enrolment rate by sex

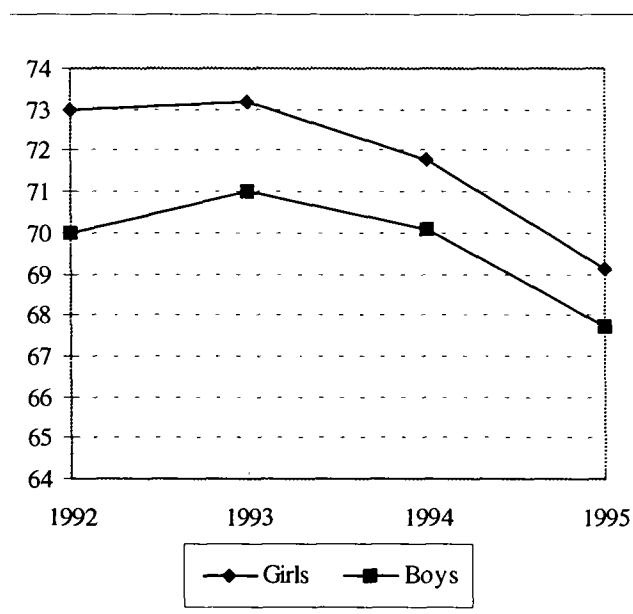
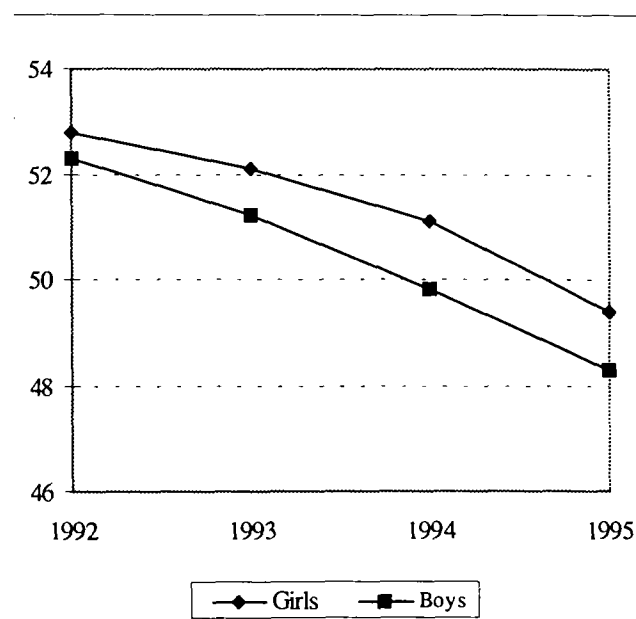


Table 2. Net enrolment rate by sex

	Girls	Boys	Total
1992	52.8	52.3	52.5
1993	52.1	51.2	51.7
1994	51.1	49.8	50.4
1995	49.4	48.3	48.8

Figure 2. Net enrolment rate by sex



Tanzania Mainland

Gross enrolment rates

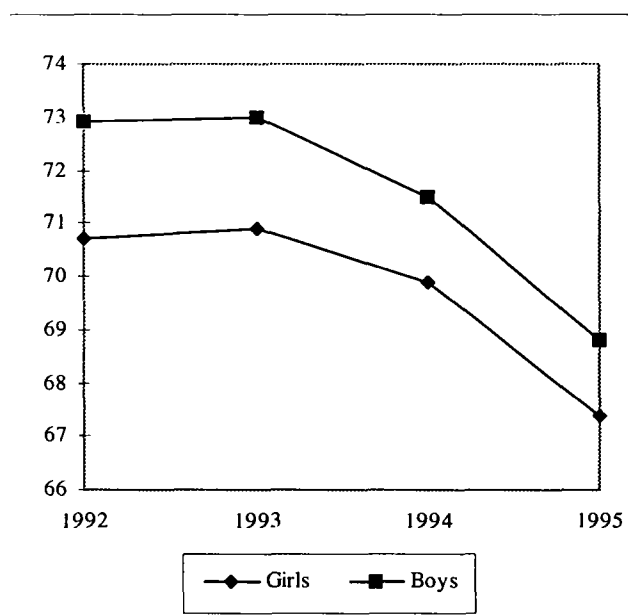
The gross enrolment rate (GER) at primary level, after remaining steady between 1992 and 1993, experienced a considerable decrease between 1993 and 1995: from 72 to 68 per cent. During this whole

period, the gross enrolment rate for girls was about 2 percentage points lower than that of boys. Boys GER, however, has decreased slightly more than girls, thus narrowing the gender gap.

Table 3. Net enrolment rate by sex

	Girls	Boys	Total
1992	70.7	72.9	71.8
1993	70.9	73.0	71.9
1994	69.9	71.5	70.7
1995	67.4	68.8	68.1

Figure 3. Net enrolment rate by sex



Net enrolment rates

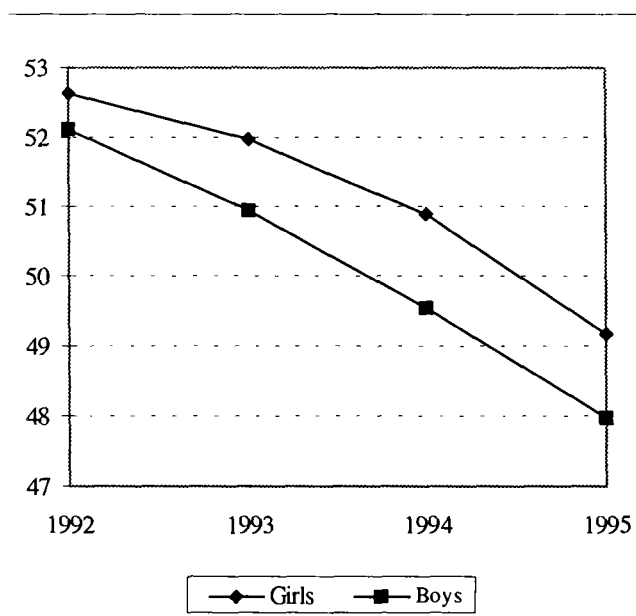
The net enrolment rate (NER) experienced a similar evolution to that of the gross enrolment rate between 1992 and 1995. It decreased by about 4 percentage points and stands now at less than 50 per cent. For both boys and girls, the drop has been similar. The rate for girls decreased from 52.6 per cent in 1992 to 49.2 per cent in 1995. The rate for boys decreased from 52.1 per cent in 1992 to 48.0 per cent in 1995. The explanation for this could

lie, in part, in the establishment of private education institutions, following the liberalization of education and training in 1994. The enrolment of these institutes has not been taken fully into account in these figures. It is noteworthy that, unlike GER, NER for girls is higher than for boys. This implies that less under- and over-age girls than boys are enrolled.

Table 4. Net enrolment rates by sex

	Girls	Boys	Total
1992	52.6	52.1	52.4
1993	52.0	50.9	51.5
1994	50.9	49.5	50.2
1995	49.2	48.0	48.6

Figure 4. Net enrolment rates by sex



Tanzania-Zanzibar

Gross enrolment rates

The gross enrolment rate for primary education witnessed a steady upward trend, between 1985 and 1995, rising from about 55 per cent to 80 per cent. There was a sharp increase in GER in 1992, due to a change in the official school entry age from six to

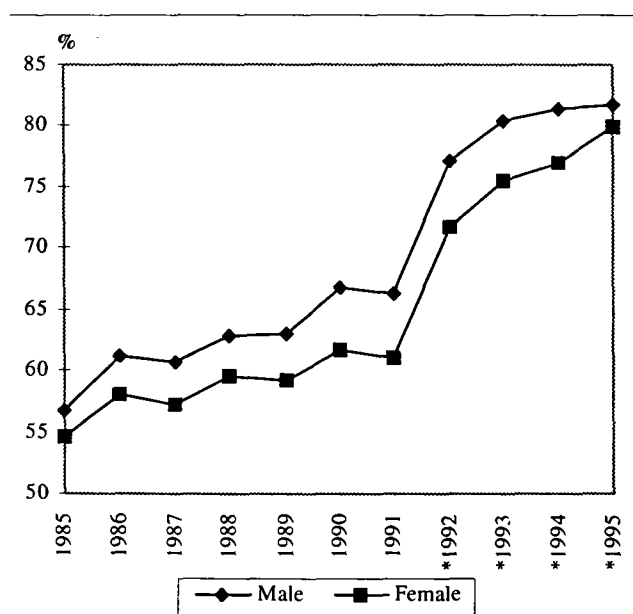
seven years. The trends for male and female follow the same pattern. Throughout this decade, GER for males has been slightly above females. In the past year, the gap between the sexes has become smaller and is now about 2 percentage points.

Table 5. Gross enrolment rate by sex

	Male	Female	Total
1985	56.8	54.7	55.7
1986	61.2	58.1	59.6
1987	60.7	57.2	59.0
1988	62.9	59.5	61.2
1989	63.0	59.3	61.1
1990	66.7	61.6	64.2
1991	66.3	61.0	63.7
*1992	77.1	71.7	74.4
*1993	80.4	75.4	77.9
*1994	81.5	76.9	79.2
*1995	81.8	79.8	80.8

* change of entry age from 6 to 7 years

Figure 5. Gross enrolment rate by sex



Net enrolment rates

The net enrolment rate (NER) at primary level has exhibited a less steady trend than the gross enrolment rate. There has been a noteworthy increase in NER between 1988 and 1994, the period under review, but this is due only to the sharp rise in 1992. This rise is to be attributed to the change in official school entry age from six to seven years. Neither before 1992 nor after, can an increasing trend be discerned. The NER stands now at just under 60 per cent. The NER of males has remained higher than that of females by about 2 per cent during the period, except in 1994, where NER of males decreased and that of females rose slightly,

thus reducing the difference. The net enrolment rate varies substantially from district to district, with the highest rate in the West and the lowest in Micheweni. This could be explained by the existence of high adult illiteracy rates in the districts with low rates. In addition, districts like Micheweni are mainly fishing areas, with many children engaged in fishing. The West district has a net enrolment rate above 100 per cent because it enrolls children coming from Town district, which has insufficient facilities and resources to provide for its population of school-age children.

Table 6. Net enrolment rate by sex

	Male	Female	Total
1988	51.5	49.0	50.2
1989	49.4	47.4	48.4
1990	52.7	49.7	51.2
1991	50.6	48.0	49.3
*1992	60.0	57.8	58.9
*1993	60.1	57.9	59.0
*1994	59.2	58.8	59.0

* change of entry age from six to seven 7 years

Figure 6. Net enrolment rate by sex

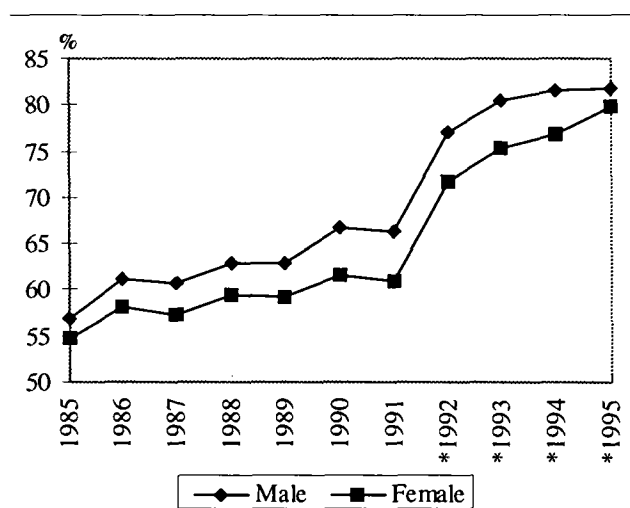
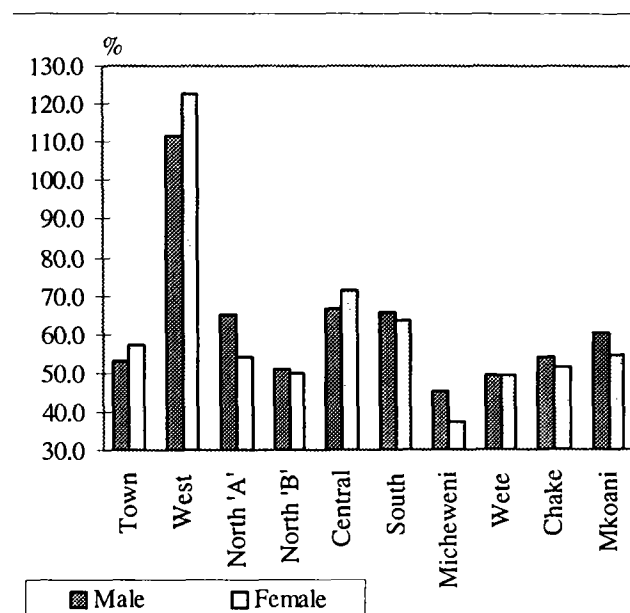


Table 7. Net enrolment rate by district

	Male	Female	Total
Town	52.8	57.0	55.0
West	111.6	122.6	117.1
North 'A'	65.3	53.9	59.5
North 'B'	50.8	49.9	50.4
Central	66.5	71.4	68.8
South	65.4	63.5	64.4
Micheweni	45.1	37.5	41.3
Wete	49.1	49.2	49.2
Chake	54.2	51.3	52.7
Mkoani	60.2	54.7	57.5

Figure 7. Net enrolment rate by district



A FEW INDICATORS ON PRIMARY EDUCATION

UGANDA

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Gross enrolment rates¹

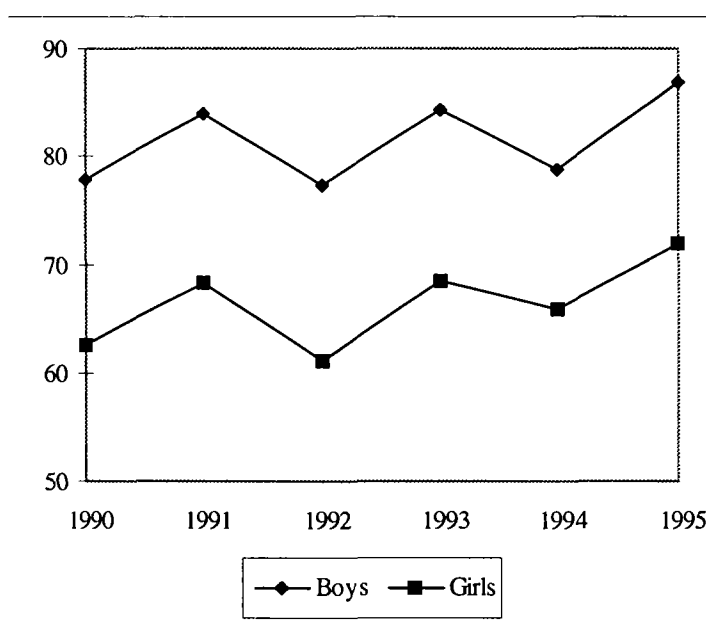
The gross enrolment rate (GER) increased between 1990 and 1995, but in a very irregular way, as can be seen in *Figure 1*. The fluctuations which occurred could be related to the effects of structural adjustment programmes being implemented. It is also possible that the school census in some years was not complete, in view of the insecurity in some

border regions. There are large differences in GER between boys and girls, which have changed little over the past few years. Both males and females reached their highest GER of 86.9 per cent and 72.0 per cent respectively in 1995, and their lowest GER of 77.2 per cent and 61.0 per cent respectively in 1992.

Table 1. Gross enrolment rate by sex, 1990-1995

Year	Boys	Girls	Total
1990	77.9	62.6	70.3
1991	83.9	68.3	76.1
1992	77.2	61.0	69.1
1993	84.2	68.4	76.3
1994	78.8	65.8	72.3
1995	86.9	72.0	79.5

Figure 1. Gross enrolment rate by sex, 1990-1995



¹ School enrolment figures are taken from the attendance register of pupils enrolled in full-time education and include children registered at school, but who may not be attending class daily.

Internal efficiency

The proportion of pupils who complete the primary cycle of those who were enrolled in P.1 seven years earlier, has shown a disquieting decrease over the past few years. Over the last seven cycles, the completion rate has dropped from what was already a low 41.4 per cent (in 1989) to 31.5 per cent (in 1995). However, as some repeaters and drop-ins might have gone unreported, the actual rates could be still lower than this. Of those who reach Grade 7, about two thirds pass the end-of-primary-school examination. However, the pass rate was much higher in the 1980s (with the exception of 1988) when more than three-quarters of the P.7 candidates passed PLE. Over the past four years, the pass rate went down from 81 to 66 per cent. Among the possible causes could

be lack of adequate instructional materials and poor remuneration of teachers. With the implementation of the Primary Education Reform programme, this trend is likely to change in the near future. Not all pupils who pass the end-of-primary-school examination can continue to secondary education. The transition rate from primary to secondary has indeed been under 50 per cent for most of the period under review. This rate has slightly increased from 1984 to date. But the evolution has not been a regular one: there was a growth in the rate by about 20 percentage points in the first five years from 1984 to 1988, a decrease of about 10 percentage points from 1988 to 1993, whence it increased by 5.5 percentage points from 1993 to 1994.

Table 2. Internal efficiency: completion, pass and transition rates

YEAR	Completion rate	Pass rate	Transition rate
1983		77.0	
1984		77.7	31.6
1985		80.6	33.1
1986		81.2	43.4
1987		82.8	45.6
1988		70.4	51.1
1989	41.4	82.2	47.3
1990	36.0	82.6	46.0
1991	37.0	81.0	41.9
1992	34.0	69.4	40.5
1993	31.8	69.2	40.2
1994	29.5	65.7	45.7
1995	31.5		

Figure 2. Internal efficiency: completion rate

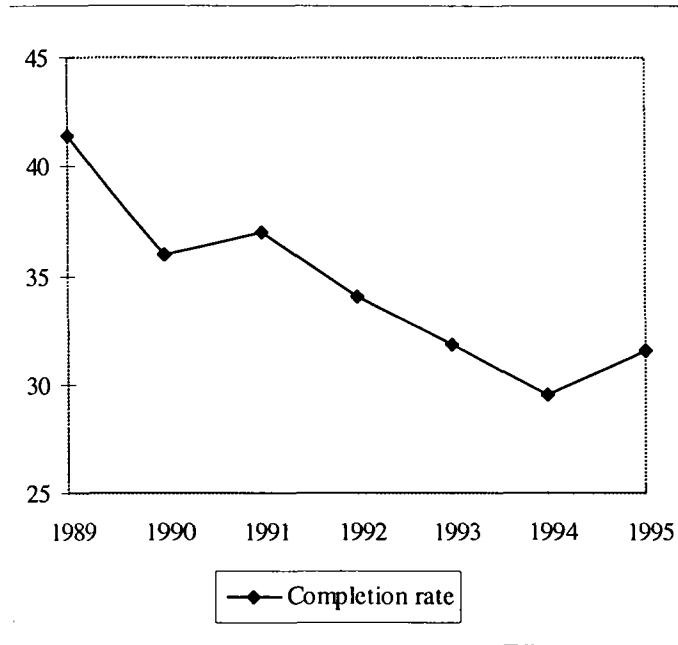
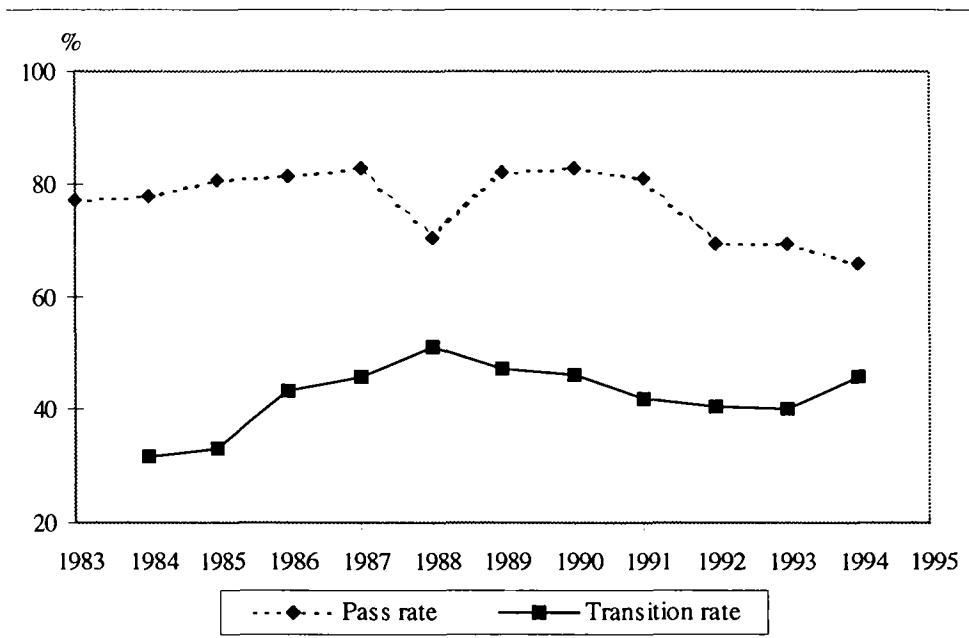


Figure 3. Internal efficiency: pass and transition rates



Repeaters, drop-outs and orphans at the primary level

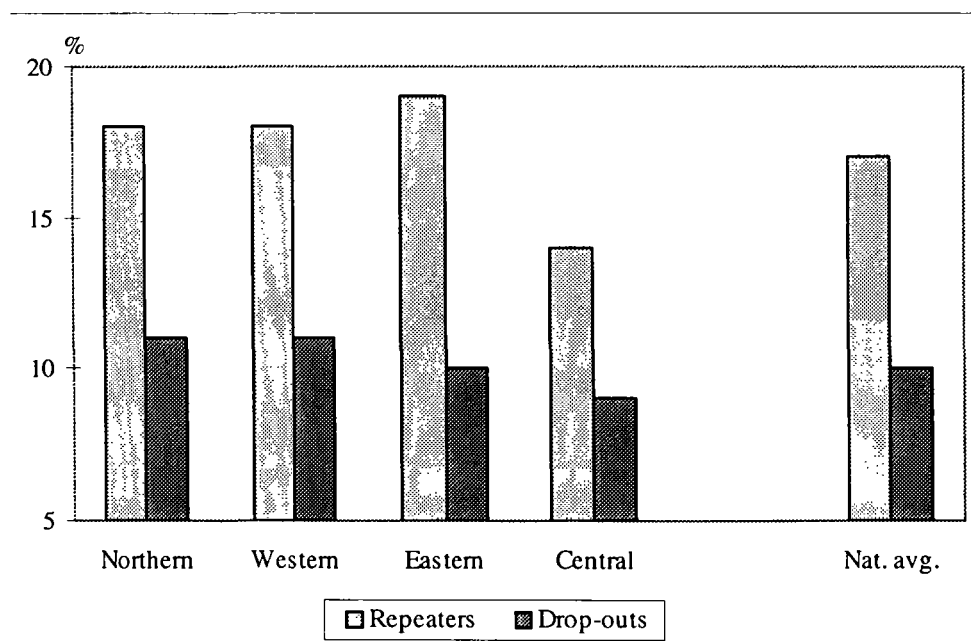
The percentage of repeaters for the whole of Uganda stood in 1995 at 17. About 10 per cent of pupils drop out of primary school. Regional disparities do exist, particularly with respect to the phenomenon of repetition. A distinction can thus be made between, on the one hand, the central region, and, on the other hand, the northern, western and eastern regions. The central region has lower percentages of repeaters and drop-outs than the rest of the country, where almost one out of

five pupils are repeaters. The central region however is disadvantaged in relation to another indicator: the percentage of orphans in primary schools. While for the country as a whole, a distressing 13 per cent of all pupils are orphans, this increases to 16 per cent in the central region. The specific problems and needs of such a large group of orphaned children must be seriously considered.

Table 3. Repeaters, drop-outs and orphans by region

Regions	Repeaters	Drop-outs	Orphans
Northern	18	11	13
Western	18	11	10
Eastern	19	10	11
Central	14	9	16
Nat. avg.	17	10	13

Figure 4. Repeaters and drop-outs by region



A FEW INDICATORS ON PRIMARY EDUCATION

ZAMBIA

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Access to education opportunities

Between 1985 and 1994, the annual increase of new entrants to Grade 1 was less than that of the school admission-age population, resulting in a decrease in the apparent intake rate from 107 per cent in 1985 to 83 per cent in 1994. Over the past decade, there has been a decline of about 29 per cent in the intake capacity at first level. The implications of this are that there is a backlog of eligible children who are not enrolled in the system, and the policy objective of increasing access capacity has yet to be achieved. Access to first grade is limited especially in the urban areas, but disparities do not exist between males and females. The net intake rates were approximately less than half of the apparent intake rate. This significant difference could essentially be explained by the

amount of new entrants outside the official age. In 1994, only 42 per cent of the total new entrants in Grade 1 were in the *official* admission-age category, 5 per cent were under age and 53 per cent over age. The figures also show that somewhat more boys started school at an older age compared to girls.

Regional differentials in capacity to take on new entrants at grade 1 do exist. Urbanized regions such as Lusaka (capital city) and Copperbelt (mining town) have lower apparent intake rates compared to other regions. These lower rates in the most urbanized regions signify the high demand for education and the limited capacity of the system to satisfy this demand.

Table 1. Evolution of apparent intake rate, 1985-1994

Year	Total	Rates		
		Girls	Boys	Gender gap
1985	107	106	108	2
1986	98	98	99	1
1987	98	97	98	1
1988	96	95	96	1
1989	93	92	93	1
1990	90	89	90	1
1991	88	87	88	1
1992	86	85	86	1
1993	84	84	84	0
1994	83	82	83	1

Table 2. Over-age and under age new entrants to first grade, 1994

Ages	Percentages		
	Total	Girls	Boys
under 7	5	6	5
7	42	44	40
8	31	31	32
9	15	14	15
10	4	3	4
over 10	3	2	4

Figure 1. Entrance to 1st grade by age

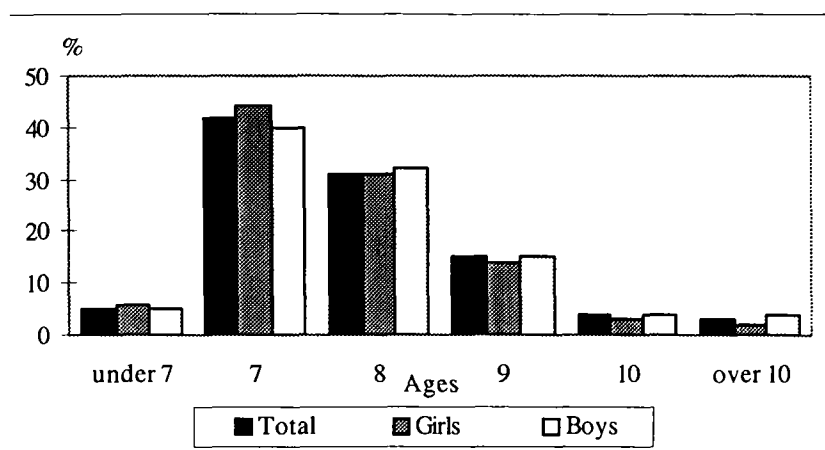
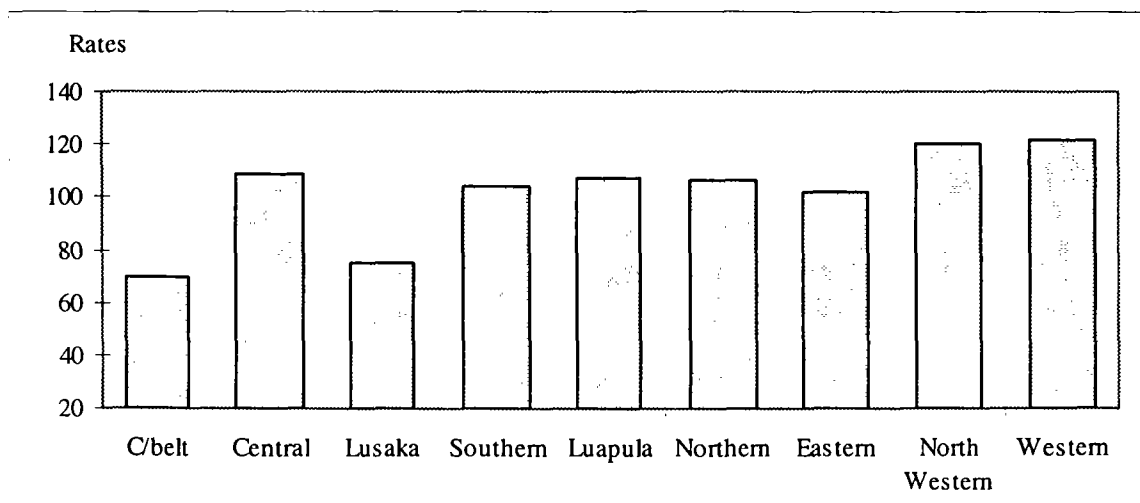


Table 3. Apparent intake rate by region, 1994

Region	Rates
C/belt	70
Central	109
Lusaka	75
Southern	104
Luapula	107
Northern	106
Eastern	102
North Western	120
Western	122

Figure 2. Apparent intake rate by region



Primary school participation rates by sex and region

In Zambia, despite the fact that the national education policy strives for universal primary education for all eligible children aged 7-13 years, there has been little progress towards this goal, as can be evidenced by the continued decline in participation over the past decade. Whereas the gross enrolment figures present a slightly more impressive scenario, they do conceal a large proportion of pupils enrolled outside (mostly older) the official age group of 7-13 years. In 1994, for instance, about 15 per cent of the pupils enrolled in primary were outside the official age group of 7-13 years.

If the target of enrolling all the eligible children by the year 2000 is to be achieved, the participation rate must increase by 3 points per annum. Government efforts therefore will have to increase substantially. The gender differentials in participation are paramount. In virtually all the

years under observation, there is a gender gap of about 10 per cent confirming the existence of discrimination within the education system.

Regional imbalances do exist. The urbanized regions of Copperbelt, Lusaka, Central and Southern (*situated along the rail line*) tend to have greater participation compared to the less urbanized regions of Luapula, Northern, Eastern, Northern/Western and Western (*regions not located along the rail line*) respectively. It can further be observed that gender disparities are higher in the less urbanized regions than in the urbanized ones. In addition to weaknesses in the education delivery system, there are other factors that militate against fair participation of girls, such as pregnancy, early marriage and other socio-cultural factors. This is the most significant reason why rural regions, where traditional values and norms are stronger, register lower female participation rates.

Figure 3. Evolution of gross enrolments

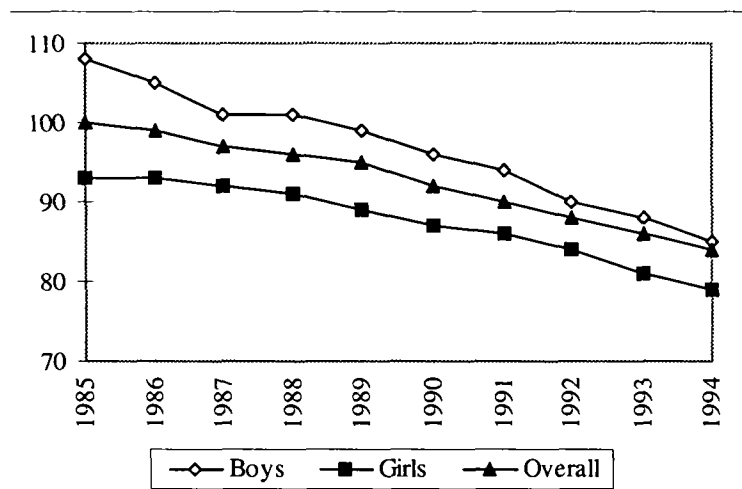


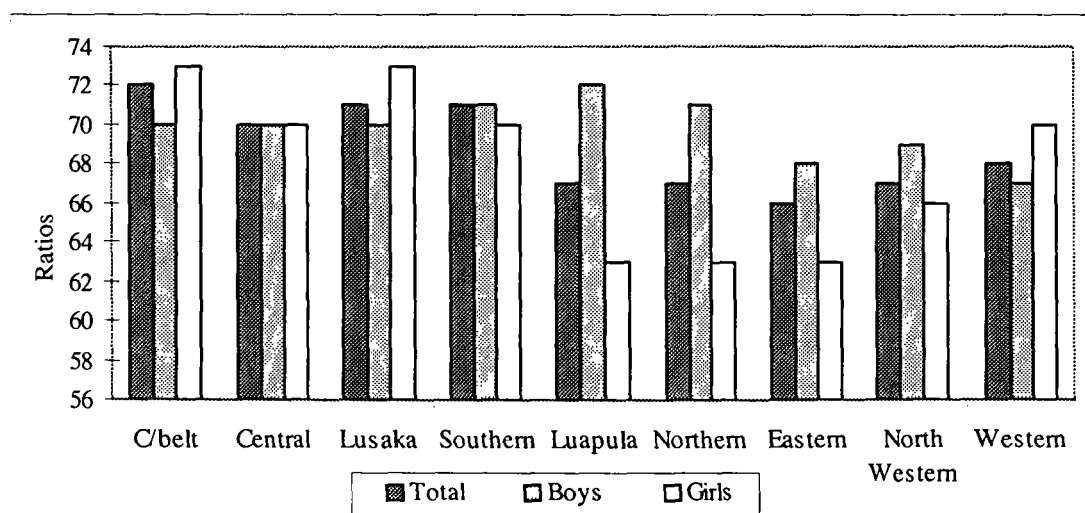
Table 4. Gross enrolment rate by sex and year

Year	Gross enrolment ratio		
	Total	Boys	Girls
1985	100	106	94
1986	99	105	94
1987	97	101	93
1988	96	100	92
1989	94	98	90
1990	92	96	88
1991	89	93	85
1992	87	90	83
1993	84	88	81
1994	82	85	79

Table 5. Net enrolment rate by region

Region	Net enrolment rates		
	Total	Boys	Girls
C/belt	72	70	73
Central	70	70	70
Lusaka	71	70	73
Southern	71	71	70
Luapula	67	72	63
Northern	67	71	63
Eastern	66	68	63
North Western	67	69	66
Western	68	67	70

Figure 4. Net enrolment rates by region, 1994



Pupils per teacher and per class

In Zambia, 40 pupils per teacher is considered to be an acceptable ratio for effective learning to take place. The 1995 ratio of 39 implies that, as a country, effective learning could be assumed to be taking place, provided that all other factors remain constant. However, there are marked differences between various regions. Urbanized regions tend to have more trained teachers than less urbanized ones. Lack of incentives and the absence of social infrastructure *inter alia* are believed to be among the reasons for this discrepancy. As a result, rural areas are under-

staffed and hence the observed relatively high pupil/teacher ratios in the less urbanized regions. The problem as a whole is, however, circumvented by the employment of non-qualified teachers, especially in the rural areas. The recommended average class size is 40 pupils per class. The situation however reflects adherence to this norm in the urbanized regions and a lower ratio in the less-urbanized regions. A higher teacher-per-class ratio in less urbanized regions can explain the difference between pupil/class and pupil/teacher ratios.

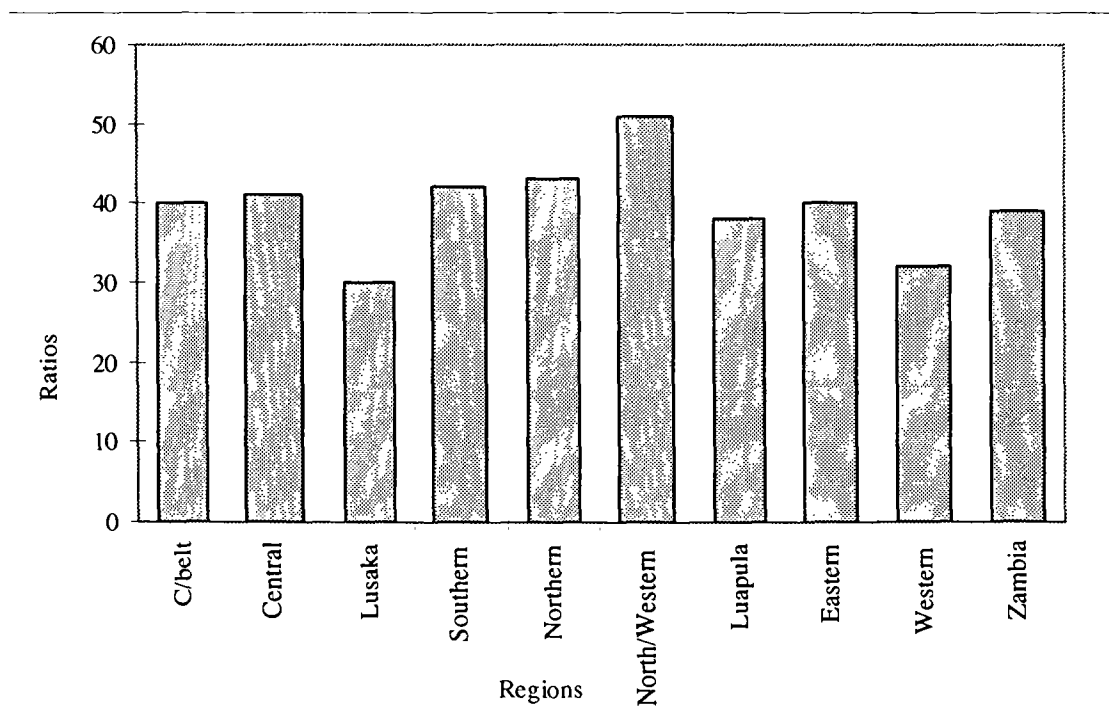
Table 6. Pupil/teacher ratio by region, 1995

Region	Ratio
C/belt	40
Central	41
Lusaka	30
Southern	42
Northern	43
North/Western	51
Luapula	38
Eastern	40
Western	32
Zambia	39

Table 7. Pupils/class ratio by region, 1995

Region	Ratio
C/belt	39
Central	37
Lusaka	46
Southern	39
Northern	35
North/Western	43
Luapula	33
Eastern	33
Western	29
Zambia	38

Figure 5. Pupil/teacher ratio by region, 1995



Internal efficiency of the system

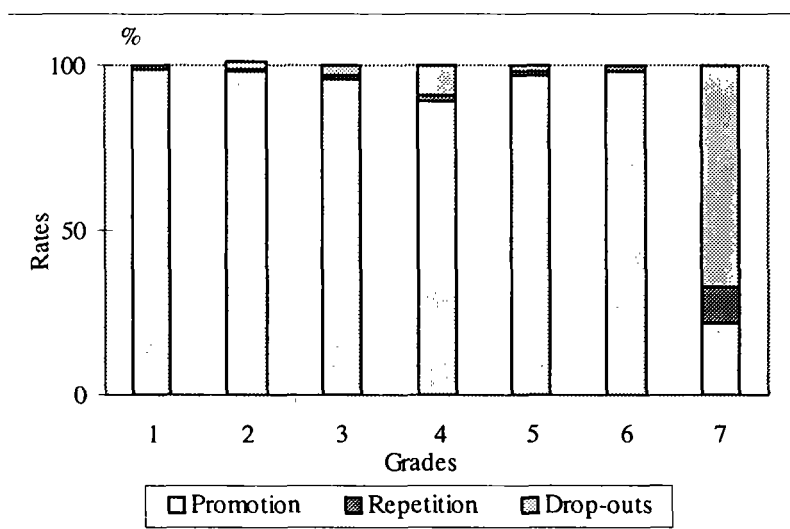
There is a system in place of automatic promotion at all grades of primary education. There is no examination to determine progress to the next grade level. Past research has revealed a number of factors that are associated with the high dropouts with financial constraints, early marriages, pregnancy etc. cited as the prime factors. Due to limitations in access to upper primary schools,

a considerable number of pupils drop out at grade 4, especially in the less urbanized regions. The grade 7 drop-outs are the most significant. Lack of secondary school places is one explanation for this. Though repetition is not legally acceptable, there is evidence of a considerable number of such cases. Generally more boys than girls repeat.

Table 8. Promotion, repetition and drop out rates

Grade	Rates		
	Promotion	Repetition	Drop-outs
1	99	1	0
2	98	1	2
3	96	1	3
4	89	2	9
5	97	1	2
6	98	2	0
7	22	11	67

Figure 6. Internal efficiency rates



A FEW INDICATORS ON PRIMARY EDUCATION

ZIMBABWE

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Primary school enrolment and number of schools

The period after independence witnessed a massive expansion in the education sector in response to the government's policy objective of ensuring access to schools by all children. The latter could only be achieved through the improvement of physical infrastructure and the establishment of more primary schools. The period 1980-95 experienced a growth rate of 46.57 per cent, as the number of primary schools increased from 3,161 in 1980 to 4,633 in 1995. However, since 1986 the policy has shifted from a quantitative expansion to the consolidation of quality education, hence the stabilization in the establishment of

schools. Indeed, while between 1980 and 1985 the number of schools increased by 34 per cent, the increase in the second half of the previous decade was less than 7 per cent and only about 2 per cent between 1990 and 1995 (see *Table 2*). The expansion in the number of schools is accompanied by a similar expansion in enrolment. The number of pupils enrolled almost doubled between 1980 and 1985. The growth has levelled off since then. Girls who were slightly underrepresented in 1980, have now achieved near equal representation with boys.

Table 1. Primary schools, 1980-1995

1980	3,161
1981	3,698
1982	3,880
1983	3,960
1984	4,161
1985	4,234
1986	4,297
1987	4,439
1988	4,471
1989	4,504
1990	4,530
1991	4,559
1992	4,569
1993	4,578
1994	4,611
1995	4,633

Figure 1. Evolution in the number of schools

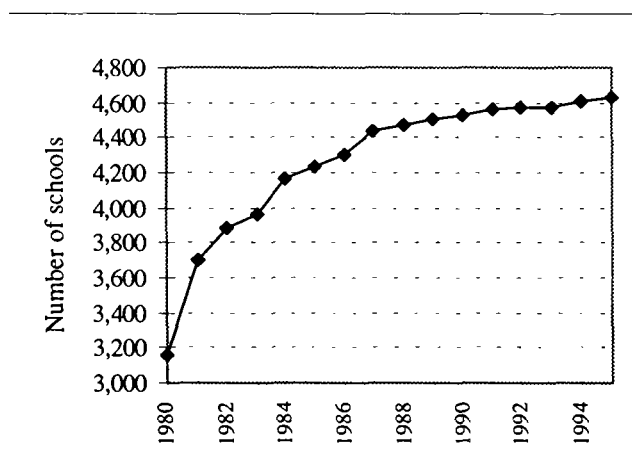


Table 2. Growth in number of primary schools

	5-year growth rate %	Average annual growth rate %
1980-85	33.95	6.79
1986-90	6.79	1.40
1991-95	2.27	0.46

Figure 2. Evolution of primary school enrolment

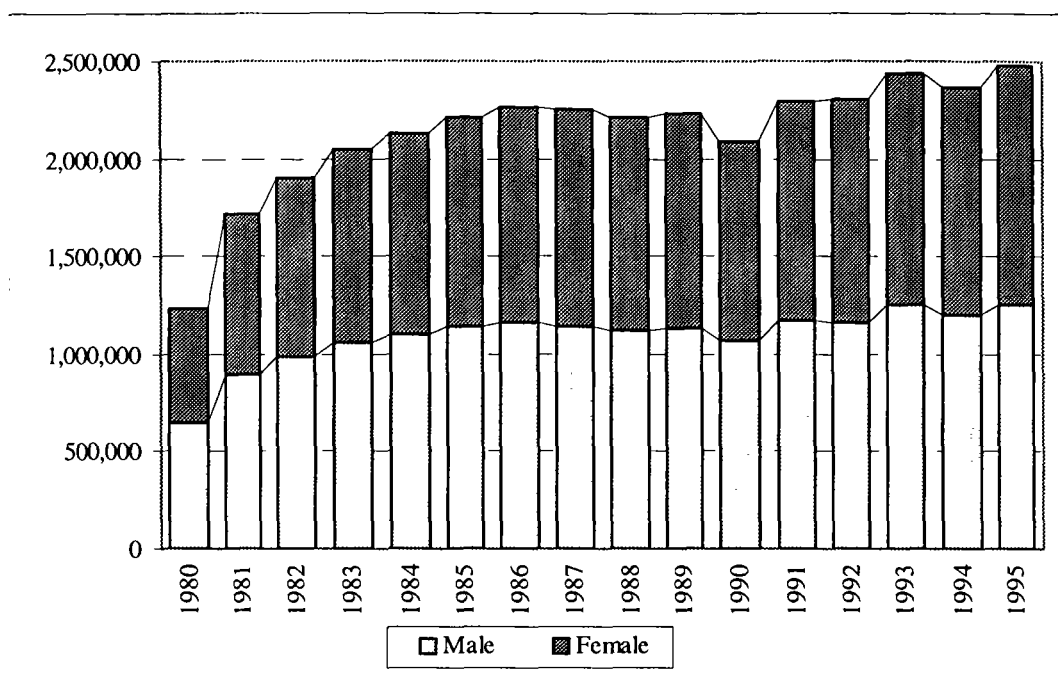


Table 3. Primary school enrolment trends, 1980-1995

	Male	Female	Total
1980	647,761	588,233	1,235,994
1981	892,680	822,489	1,715,169
1982	991,111	916,114	1,907,225
1983	1,060,154	984,333	2,044,487
1984	1,101,899	1,030,405	2,132,304
1985	1,142,480	1,074,398	2,216,878
1986	1,160,166	1,104,887	2,265,053
1987	1,146,361	1,104,958	2,251,319
1988	1,122,662	1,089,441	2,212,103
1989	1,126,992	1,106,348	2,233,340
1990	1,072,846	1,010,660	2,083,506
1991	1,168,450	1,126,484	2,294,934
1992	1,162,565	1,143,200	2,305,765
1993	1,258,465	1,178,206	2,436,671
1994	1,202,569	1,163,651	2,366,220
1995	1,259,891	1,222,686	2,482,577

Net enrolment rate

In Zimbabwe the official entry age is six years. Only 37.7 per cent of the six year-olds are actually enrolled. This *net enrolment rate* (NER) for the six year-olds can be assumed to be the *Net Intake Rate* (NIR) for the country. The delayed entry of children at the official age may be attributed to long distances between school and home, especially for the rural-based communities, and the re-introduction of school fees in the urban areas.

These factors may in some cases cause parents to hold back sending their children to school until they are mature. For ages 8-12 years, the enrolment rate actually increases to above 90 per cent. The NER for 6 to 12 year-olds stands at 81.9 per cent, with parity between the sexes at this stage. In order to achieve Basic Education for All by the year 2000, Zimbabwe needs an annual growth of its net enrolment rate of 3.6 percentage points.

Figure 3. Net enrolment rate by gender and age

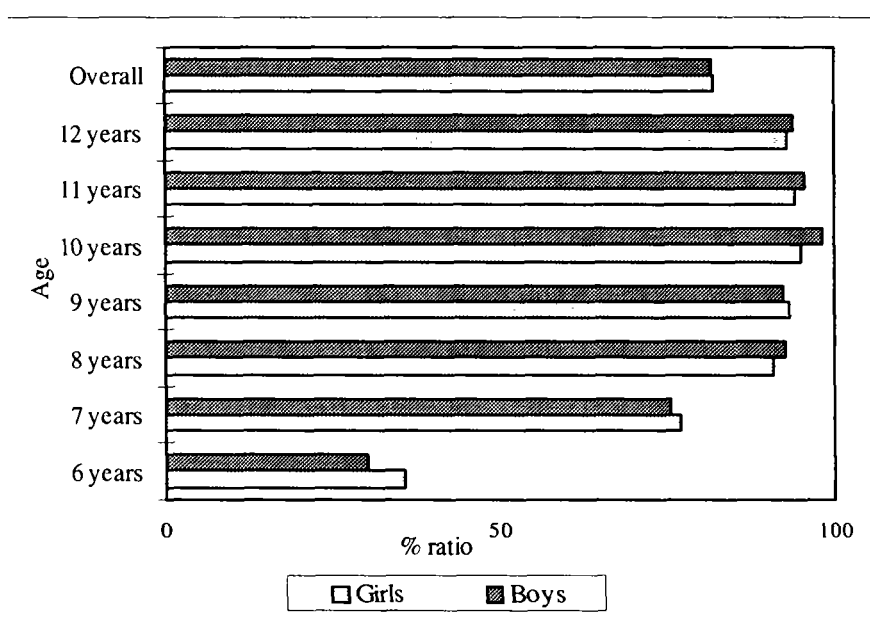


Table 4. Net enrolment rate by gender and age

	National	Girls	Boys
6 years	32.7	35.4	30.0
7 years	76.3	77.1	75.6
8 years	91.6	90.8	92.4
9 years	92.6	93.0	92.1
10 years	96.6	95.0	98.2
11 years	94.9	94.1	95.6
12 years	93.2	92.7	93.8
Overall	81.9	81.9	81.8

Net enrolment rate by region

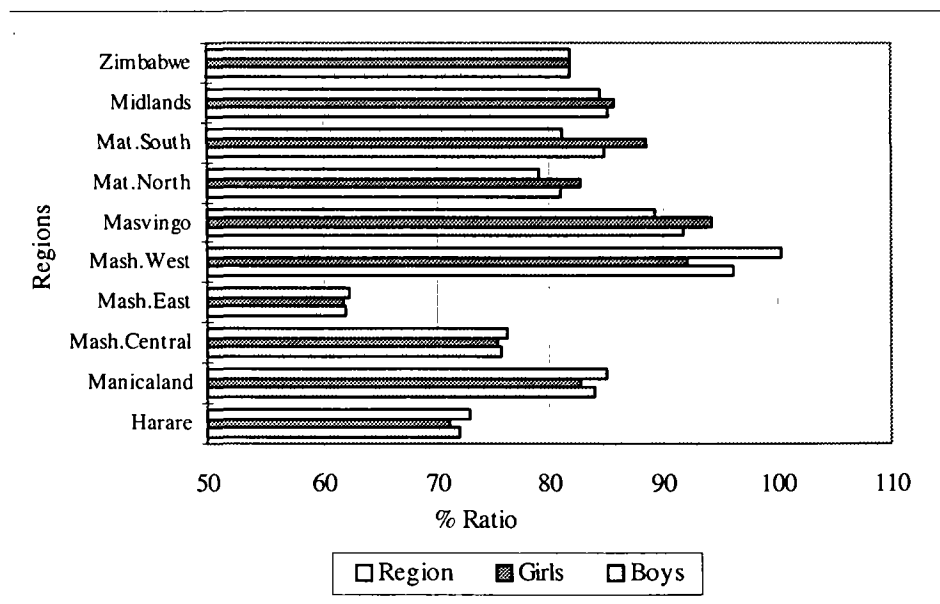
The regional comparative figure and table (Figure 4, Table 5), below, depict a scenario characterized by striking disparities. Midlands, Mat.South, Mat.North and Manicaland regions have an NER close to the national average of 81.9 per cent. Harare region is below the national average, although it is an urban area. The low NER may be caused by the re-introduction of tuition fees and retrenchments of teachers in urban areas. Mash West has reported a NER of just above 100 per cent for boys. This situation may be the result of over-reporting by the region, coupled with unreported repeaters and drop-ins, but equally by immigration from other regions. Mash Central is a rural region with difficult terrain and large commercial farming areas. This may account for the lower NER. Mash East has the lowest NER,

which may in part be attributed to under-reporting, submission of incorrect information or incomplete data. While at the national level, there exists almost complete equality in net enrolment between boys and girls, this is not the case for many regions. In some, in particular Masvingo and Mat. South and, to a lesser extent, Mat. North and the Midlands, girls record a higher NER. In Manicaland, Harare and particularly Mash. West, the opposite situation prevails. These differences between regions require further investigation and research. In order to achieve Basic Education For All (EFA) by the year 2000, regions such as Harare, Mash.Central and Mash.East will have to make particularly strong efforts: they have to increase their NER by 5.6 per cent, 4.8 per cent and 7.6 per cent points respectively.

Table 5. Net enrolment rate by region and gender

	Region	Girls	Boys
Harare	72.0	71.2	72.9
Manicaland	83.9	82.8	85.0
Mash.Central	75.8	75.4	76.2
Mash.East	62.0	61.7	62.3
Mash.West	96.2	92.0	100.4
Masvingo	91.7	94.1	89.3
Mat.North	80.9	82.8	79.1
Mat.South	84.9	88.5	81.2
Midlands	85.1	85.8	84.5
Zimbabwe	81.9	81.9	81.8

Figure 4. Net enrolment rate by region



Pupil/teacher Ratio

The average pupil/teacher ratio in Zimbabwe is 40:1 at primary-school level. Over the past few years, the actual national average has hovered around this limit, but did not exceed it, except in 1993 when the ratio rose to a peak of 42:1. The number of teachers indeed decreased by 5,000 between 1992 and 1993. The current ratio of 39:1 seems to indicate a balance between the increase in enrolments and in teacher recruitment within the system. This can be attributed to the government's policy of consolidating earlier gains/achievements

with a view to providing quality education by the year 2000. Differences in pupil/teacher ratios between the regions were more marked in 1995 than in 1996. In 1995 two regions, Manicaland and Mashonaland West, recorded ratios above the national average, respectively 44:1 and 41:1, while three regions had a ratio of only 37:1. In 1996, the national pupil/teacher ratio remained at the same level as in 1995, but regional differences decreased significantly, with all regions having a ratio between 38:1 and 40:1.

Table 6. Evolution of pupil/teacher ratio

	Pupils/Teacher		
	Enrolment	Teachers	Ratio
1990	2,119,865	60,886	35
1991	2,294,934	58,436	39
1992	2,305,765	60,814	38
1993	2,436,671	61,506	40
1994	2,365,564	56,695	42
1995	2,482,508	63,475	39

Figure 5. Evolution of pupil/teacher ratio

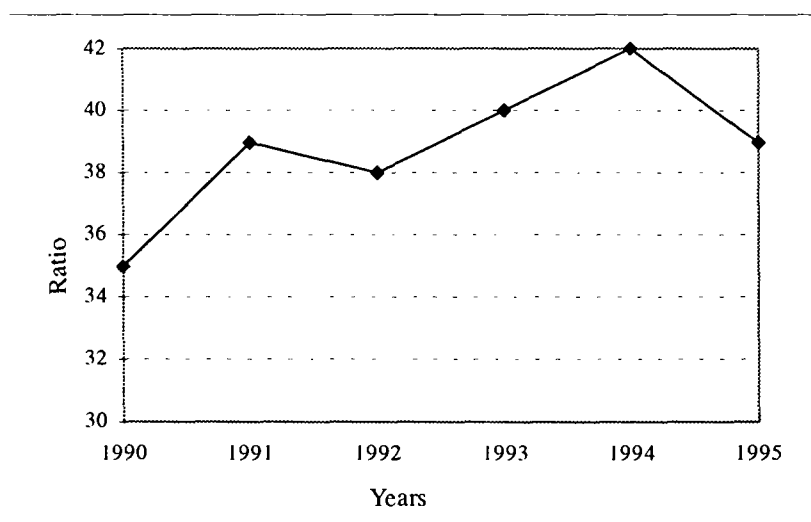
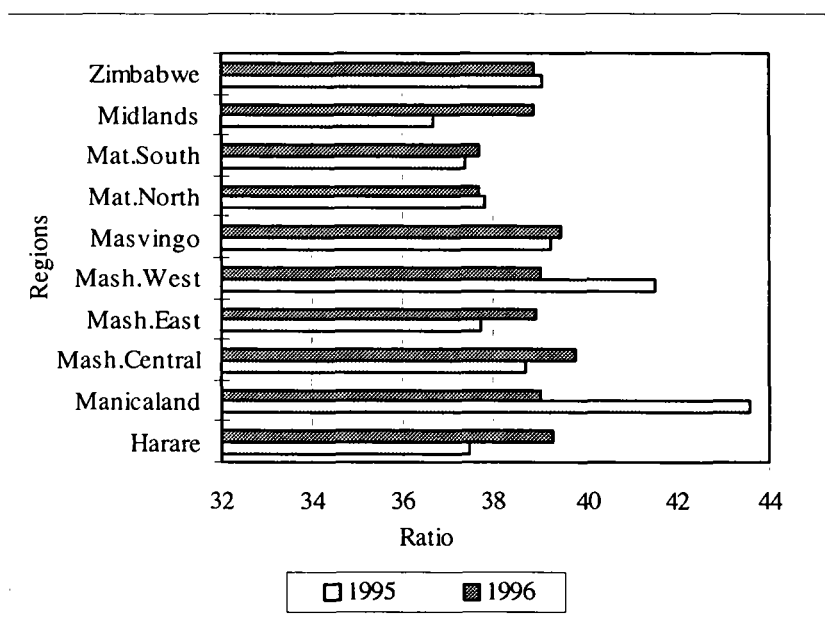


Table 7. Pupil/teacher ratio by region

	1995	1996
Harare	37.5	39.3
Manicaland	43.6	39
Mash.Central	38.7	39.8
Mash.East	37.8	38.9
Mash.West	41.5	39
Masvingo	39.2	39.5
Mat.North	37.8	37.7
Mat.South	37.4	37.7
Midlands	36.7	38.9
Zimbabwe	39.1	38.9

Figure 6. Pupil/teacher ratio by region



Trained and untrained teachers

The period immediately after independence witnessed a great increase in the number of untrained teachers due to the massive expansion of the system and the resulting recruitment of many untrained teachers. The proportion of untrained teachers increased from about a quarter in 1980, to over half in 1983 and to 60 per cent in 1985. Since then, their percentage has steadily declined, except in 1987, the year which witnessed the removal of ghost teachers from the system following the incorporation of the majority of teachers into the Public Service from the Unified Teaching Service. In 1995, only a quarter of primary teachers remained untrained. The government's objective of providing a quality

teaching service will require an annual increase of 5 percentage points in the number of trained teachers, to meet the target set for the year 2000. Regional differences do exist between the capital region Harare and all the other regions. In the Harare region almost all teachers, i.e. 96 per cent, are trained. The other regions all count between 20 and 35 per cent untrained teachers. Regions with a large rural setting/component, e.g. Mashonaland Central (65 per cent), have the lowest percentage of trained teachers. This can be attributed to the reluctance of trained personnel to serve in the rural areas. However, the current recruitment and deployment policy is aimed at redressing these regional disparities.

Table 8. Share of trained teachers

	Trained	Untrained
1980	71.8	28.2
1981	60.0	40.0
1982	52.1	47.9
1983	49.4	50.6
1984	40.7	59.3
1985	39.8	60.2
1986	50.2	49.8
1987	45.7	54.3
1988	51.0	49.0
1989	50.9	49.1
1990	51.5	48.5
1991	64.1	35.9
1992	67.1	32.9
1993	67.9	32.1
1994	71.1	28.9
1995	74.8	25.2

Table 9. Share of trained teachers by region

Region	Trained	Untrained
Harare	96.0	4.0
Manicaland	72.3	27.7
Mash.Central	65.0	35.0
Mash.East	72.6	27.4
Mash.West	72.8	27.2
Masvingo	80.7	19.3
Mat.North	70.2	29.8
Mat.South	76.4	23.6
Midlands	70.0	30.0
ZIMBABWE	74.8	25.2

Figure 7. Trained and untrained teachers

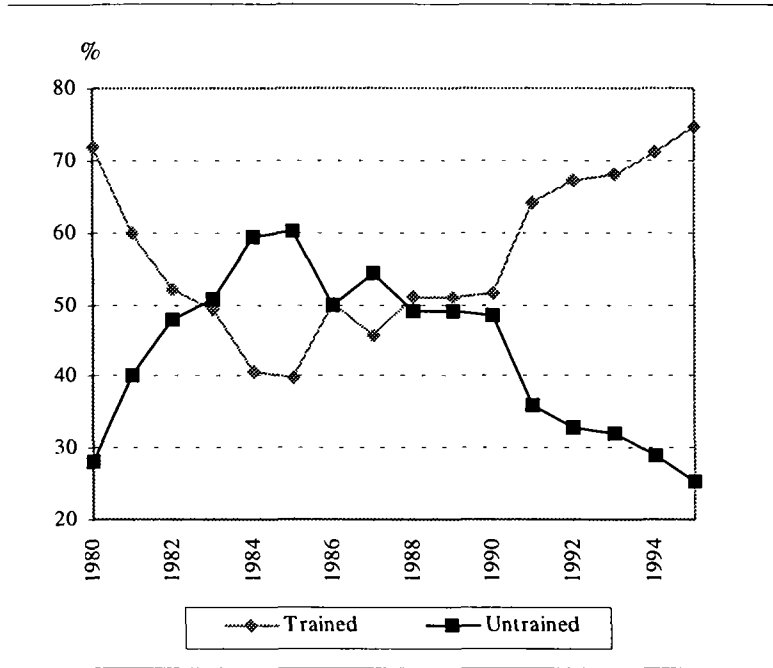


Figure 8. Trained and untrained teachers by region

