



Pocket
*Fact
Book*
on Education
in Eastern Africa Region



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Preface

The UNESCO Nairobi Office was asked by the National Assembly of Kenya to organise a meeting and documentation for the Eastern Africa Group of the Forum for African Parliamentarians on Education (FAPED). The Eastern Africa Group is composed of Burundi, Djibouti, Eritrea, Ethiopia, Kenya, Rwanda, Somalia, Sudan, Uganda and the United Republic of Tanzania. This fact book has been prepared for these countries. It presents existing information from various sources on indicators of development with specific attention to education. Its intent is to provide a brief synopsis of education.

A key objective of FAPED is to raise awareness among parliamentarians about issues relating to education and through that influencing them to give close attention to problems facing education in their respective countries. FAPED is expected to promote the right to education by ensuring that parliamentarians work effectively with governments, civil society, communities and other partners to introduce or strengthen legislation on the provision of free and compulsory primary education. FAPED will work to mobilise political commitment and advocate for the resources needed to achieve Education For All (EFA) by 2015.

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List of Abbreviations

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AGEI	<i>African Girls' Education Initiative</i>
AIDS	<i>Acquired Immune Deficiency Syndrome</i>
EFA	<i>Education For All</i>
ESDP	<i>Education Sector Development Programme</i>
ESIP	<i>Education Strategic Investment Plan</i>
GDP	<i>Gross Domestic Product</i>
GNP	<i>Gross National Product</i>
HIPC	<i>Heavily Indebted Poor Countries</i>
HIV	<i>Human Immunodeficiency Virus</i>
KCSE	<i>Kenya Certificate of Secondary Education</i>
KCPE	<i>Kenya Certificate of Primary Education</i>
KIE	<i>Kenya Institute of Education</i>
KISE	<i>Kenya Institute of Special Education</i>
KNEC	<i>Kenya National Examinations Council</i>
MOEC	<i>Ministry of Education and Culture</i>
MTEF	<i>Medium Term Expenditure Framework</i>
NGOs	<i>Non-governmental organisations</i>
PRSP	<i>Poverty Reduction Strategy Paper</i>
TTC	<i>Teacher Training College</i>
UNDP	<i>United Nations Development Programme</i>
UNESCO	<i>United Nations Educational, Scientific and Cultural Organisation</i>
UNICEF	<i>United Nations Children's Fund</i>
UPE	<i>Universal Primary Education</i>

Overview

The World Education Forum was held in April 2000, in Dakar, Senegal, and was attended by 164 countries. The meeting came after the 1990 World Conference on Education For All (EFA) that took place a decade earlier in Jomtien, Thailand, where countries committed themselves to achieving EFA by 2000. The Jomtien conference came up with a broad vision of basic education that included early childhood development, primary education, non-formal learning (literacy) for youth and adults, and learning conveyed through the media and social action. To achieve this broad vision, countries committed themselves to achieving the following goals:

- Expand early childhood education.
- Improve learning achievement.
- Reduce the gender gap.
- Expand basic education opportunities for youths and adults.
- Use all available communication channels to promote knowledge, skills and values for better living.

A decade later, the international community met in Dakar, Senegal, to evaluate the progress made on meeting the targets agreed upon at Jomtien and to reaffirm the commitments towards achieving them. Prior to the conference, global, regional and country EFA assessments were undertaken that showed the targets were far from being met. By 2000, some 113 million school-age children, the majority in



developing countries, were out of school and 880 million adults, two thirds of them women, were illiterate. Education systems were characterised by gender inequalities, poor quality and did not offer human values and skills the youth needed for life survival. Further, the HIV/AIDS pandemic and unending civil strife in many countries had negated efforts towards achieving the EFA targets.

The Dakar conference came up with a framework of action and set the year 2015 as the new deadline for achieving EFA. The Dakar goals are as follows:

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
 - Ensuring that by 2015 all children, with emphasis on girls, children in difficult circumstances and from ethnic minorities have access to and complete free and compulsory primary of good quality;
 - Ensuring that the learning needs of all young people and adults are met through
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equitable access to appropriate learning and life skills programmes;

- Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and
- Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Countries and the international community committed themselves to twelve strategies for achieving EFA:

- Mobilise strong national and international political commitment for education for all, develop national action plans and enhance investment in basic education;
 - Promote EFA policies within a sustainable and well-integrated sector framework linked to poverty elimination and development strategies;
 - Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development;
 - Develop responsive, participatory and
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accountable systems of educational governance and management;

- Meet the needs of education systems affected by conflict, natural calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and help to prevent violence and conflict;
- Implement integrated strategies for gender equality in education which recognise the need for changes in attitudes, values and practices;
- Urgently implement education programmes and actions to combat the HIV/AIDS pandemic;
- Create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning and clearly defined levels of achievement for all;
- Enhance the status, morale and professionalism of teachers;
- Harness new information and communication technologies to help achieve EFA goals;
- Systematically monitor progress towards EFA goals and strategies at the national, regional and international levels; and
- Build on existing mechanisms to accelerate progress towards education for all.

Domesticating the Dakar Framework of Action at the country level

To achieve the EFA targets, the Dakar conference resolved that all countries would develop national EFA plans within their broader education sector plans and Poverty Reduction

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Strategy Papers (PRSP) within two years – by December 2002. The plans should spell out the programme of action of achieving the six goals. The EFA plans would also form the basis for support of education programmes in any country, especially in the developing world. The international community pledged that "no country seriously committed to EFA will be thwarted in their achievement of this goal by a lack of resources..."

Process of formulating an action plan for EFA

A credible EFA plan

- *Relates directly to national plans for poverty reduction, HIV/AIDS.*
- *Realistic and achievable.*
- *Time-phased and measurable.*
- *Reflects extensive stakeholder consultation.*
- *Addresses the six EFA targets.*

A credible EFA action plan should have a broader planned framework of education development that is consistent and linked to broader development policies including the PRSPs, the Medium Term Expenditure Frameworks (MTEFs), education sector-wide strategies and other related policy

documents. The document should be developed through extensive consultation with all stakeholders, including parents, communities, civic society, the media, and the private sector.

Components of the EFA plan

- 1) Policy framework and strategic plan
- 2) Implementation plan
- 3) Finance and investment plan
- 4) Mechanisms for monitoring and evaluation

Challenges to achieving EFA in Africa

- Reducing or eradicating poverty — more than half the African population lives on less than a dollar a day.
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- Managing the debt burden — sub-Saharan Africa owes some \$300 billion to foreign creditors.
- Ending wars and civil conflicts — armed conflict in Africa is one of the major causes of poverty, displacement of people, destruction of institutions and livelihoods.
- HIV/AIDS pandemic leading to the death and high levels of morbidity.

BURUNDI

Introduction

Burundi is a landlocked country and covers an area of 26,338 square kilometres. The country that attained independence in 1962 from France, has gone through a lot of crisis in



the past 40 years, the worst being the genocide of 1993/94 that saw thousands of people killed in ethnic violence. The violence paralysed all government operations and destroyed all sectors of the economy. Burundi has a population of 6.3 million people. Its official languages are French and Kirundi. Life expectancy is 46 years and the illiteracy rate is 53 per cent.

The main ethnic groups are Hutus, 85 per cent, Tutsi 14 per cent and Twa one per cent. Majority of the people, 67 per cent, are Christians, indigenous religions 33 per cent and Muslims 10 per cent.

Basic development indicators

Indicators	Figures
Adult illiteracy	53 per cent
Pre-primary enrolment ratio	2 per cent
Female illiteracy	61
Male illiteracy	44
Primary education	6 years
Primary enrolment ratio	63
Secondary enrolment ratio	3
Female youth illiteracy	21
Male youth illiteracy	16
Expenditure per primary pupil	11.1 % of GNP per capita
Number of children living HIV/AIDS	19,000
HIV/AIDS orphans	150,086
Human development index ranking	171

Source: UNDP (2002): *World Development Report*, UNESCO (2002): *EFA Monitoring Report*, UNICEF (2001): *African Girls Initiative*.

Structure of education system

■ School education

Primary education lasts for six years leading to the 'Certificat d'études primaires'. Secondary education is divided into lower and upper secondary education. Lower secondary education is available to those who pass the National Entrance Examination and it lasts four years. Students sit a national test imposed on all those who complete lower secondary education. Their records are submitted to a National Orientation Commission. Schooling at upper secondary level lasts three years and leads to the 'Diplôme d'état', which gives access to higher education. Technical secondary education lasts seven years. A Diplôme A2 sanctions success in tech-



nical studies and a Diplôme A3 is conferred after a cycle of five years (after primary education).

■ Higher education

Higher education is mainly provided by the University of Burundi, which is financed by the State. There are four other private universities that also provide higher education. Other institutions also exist that provide various courses, including technical, business and management. The Institut Supérieur de Gestion d'Entreprise, for example, offers diplomas and certificates in business courses.

■ Teacher education

Primary school teachers are trained in 'lycées pédagogiques', which offer studies divided into two cycles of two years each. In-service training of primary teachers is a regular activity of the Office for Rural Education ('Bureau d'éducation rurale'), a curriculum development agency. Secondary school teachers are trained at the University of Burundi from which they graduate after four years in the various specialities. Some teachers, specifically trained for secondary education, are also trained at the Pedagogical

Institute for three to five years. They may also be trained in the 'Ecoles normales supérieures'.



DJIBOUTI

Introduction

Djibouti covers an area of 23,000 square kilometres. The country that attained independence in 1977 has a population of 600,000 people and its main town is Djibouti.

The languages spoken are French, Somali, Arabic and Afar. The main ethnic groups are Somali, who constitute 60 per cent of the population, Afar 35 per cent and Ethiopians 5 per cent. The dominant religion is Muslim, accounting for 96 per cent of the population and only four per cent being Christians. It has been recording an economic growth of 0.7 per cent. It was ranked 149 in the 2002 human development index.

Basic development indicators

Indicators	Figures
Population	600,000
Life expectancy	46 years
Primary school gross enrolment	45 per cent
Gross secondary school enrolment	17 per cent
Primary school teacher/pupil ratio	34
Human development index ranking	149

Source: Source: UNDP (2002): World Development Report, UNESCO (2002): EFA Monitoring Report, UNICEF (2001): African Girls Initiative

Structure of education

Primary education takes six years. Enrolment at the primary is 45 per cent and 17 per cent at the secondary level. Secondary education is divided into two -- lower, which takes four years and upper three years. At the primary level, the teacher/pupil ratio is 1:34 and 1: 28 at secondary. Enrolment at the tertiary level is low, with only 26 per 100,000 inhabitants.

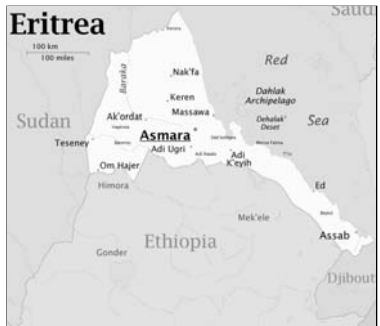
Education financing

The government is responsible for funding education at all levels. Expenditure on education represents 3.4 per of the GDP. Primary education takes 58 per cent, secondary 21.7 per cent and tertiary 11.5 per cent.

ERITREA

Introduction

Eritrea, a country of 4.1 million people, gained independence in May 1993. It covers an area of 101,000 square kilometres. The country has nine ethnic groups and about 80 per cent of the population live in rural areas. About 20 per cent of the population are pastoralists. The life expectancy is 50 years of age and the illiteracy rate is 53 per cent, with 33 per cent for males and 61 per cent for females. Due to the devastation caused by more than 30 years of war, the economy is still in the process of reconstruction. It ranked 157 in the 2002 world human development index.



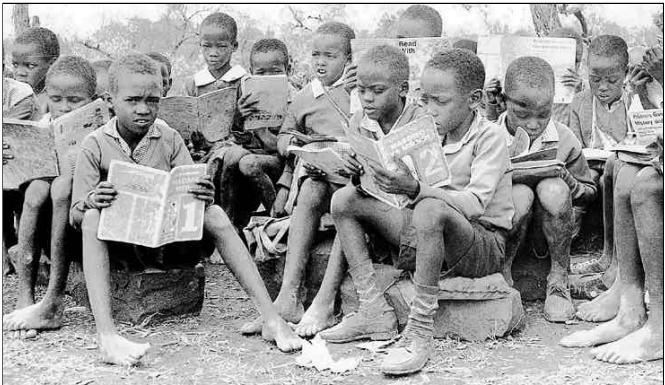
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Eritrea's national development strategy includes improving agricultural production; enhancing the productivity of the pastoralists; developing capital and knowledge-intensive export-oriented industries and services; and upgrading and improving the informal sector.

To achieve these objectives, the government developed an education system that seeks to provide broad-based knowledge that incorporates dissemination of attitudes, skills and languages that are considered essential for creating the necessary human capital. The education system also puts heavy premium on peace, tolerance and co-existence, which are a prerequisite for national reconstruction and development.

The general education objectives are:

- To educate and equip the population with the necessary skills, knowledge and culture for a self-reliant and modern economy;
- To develop self-consciousness and self-motivation in the population to fight poverty, disease and attendant causes of backwardness and ignorance; and



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- To make basic education available to all.

Given the need for comprehensive change in the education system following liberation, policies for every sub-sector have had to be developed. The following are the major policies developed since 1991:

- The promotion of equal educational opportunity in terms of access, equity, relevance and continuity of education.
- Encourage provision of education by the private sector.
- A steady increase in enrolments in secondary, technical and vocational schools to meet skilled manpower requirements.
- The provision of continuing education through formal and non-formal channels to achieve a more literate and skilled population.
- The selective expansion of tertiary education to meet the forecast manpower requirements of the nation.

Basic development indicators

Indicators	Figures
Population	4.1 million
Life expectancy	50
Economic growth	0.3 per cent
Public expenditure on education	1.8 per cent of the GNP
Illiteracy rate	47 per cent
Primary school gross enrolment	53 per cent
Secondary school gross enrolment	20 per cent
Human development index ranking	157

Sources: UNDP (2002): *Human Development Report*, UNESCO (2002): *EFA, Global Monitoring Report*

Structure of the education system

■ Pre-school education

Pre-school education takes two years and admits children at the age of five. Only five per cent of the eligible population is enrolled, with boys constituting six per cent and girls five per cent.

■ Primary education

Elementary primary education takes five years and children enrol at age seven. Enrolment at primary level stands at 55 per cent, with 60 per cent boys and 49 per cent girls.

■ Secondary education

Secondary education is divided in two parts -- junior and senior. Junior secondary takes two years, while senior takes four years.



■ Higher education

Higher education is offered at certificate, diploma and degree levels. There are professional, vocational and technical training colleges that offer training and higher education to post-secondary school students. Enrolments are still low at this level, with only 90 out of every 100,000 people enrolled. The country has only one university.

■ Education financing

The government spends 1.8 per cent of the GNP on education. Primary education consumes the largest proportion of the education sector budget at 44.5 per cent while secondary education consumes 17.6 per cent. Recurrent expenditure has been rising rapidly due to a number of factors, including the increase in the number of teachers and higher spending on supplies caused by the rapid rise in the number of schools. Most capital expenditure is financed by communities, parents and non-governmental organisations (NGOs).

ETHIOPIA

Introduction

Ethiopia has a population of 64.3 million people. It is one of the few African countries that was never colonised.

However, it has gone

through economic hardships caused by climatic conditions, political strife and social instability.

Between 1974 and 1991, the country was under military rule, which had a negative impact on the national economy. The civilian government, which took over after the military rulers, set out to revamp the economy and streamline the socio-political environment. It embarked on a policy market liberalisation aiming at accelerating development. In 1999/2000, it registered an economic growth of 1.4 per cent, with agriculture accounting for about 40-50 per cent of the GDP. Life expectancy rate is 42. About 64 per cent of the population live below the poverty



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line and it ranks 168 on the human development index.

The country is divided into nine administrative states and has eight main ethnic groups. The main languages are English, Amharic, Tigrinya, Oromigna, Guaragigna, Somali and Arabic. The illiteracy rate stands at 62 per cent, with 57 per cent for males and 68 per cent for females.

Basic development indicators

Indicators	Figures
Population	64.3 million
Economic growth	1.4 per cent
Life expectancy	42
Public expenditure on education	4.0 per cent of the GNP
Illiteracy rate	62 per cent
Primary school gross enrolment	63 per cent
Secondary school gross enrolment	12 per cent
Number of children living with HIV/AIDS	150,000
HIV/AIDS orphans	903,372
Human development index ranking	168

Source: UNDP (2002): World Development Report, UNESCO (2001): Monitoring Report on EFA, UNICEF (2001): African Girls' Education Initiative (AGEI)

Principles and general objectives of education

The objectives and goals of education in the country as contained in the various government policy documents are as follows:

- To develop the physical and mental potential and the problem-solving capacity of individuals by expanding education and in particular by providing basic education
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for all.

- To bring up citizens who can take care of resources and utilise them wisely, who are trained in various skills.
- To bring up citizens who respect human rights, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline.
- To bring up citizen who differentiate harmful practices from useful ones, who seek and stand for truth, appreciate aesthetics and show a positive attitude towards the development and dissemination of science and technology in society.
- To cultivate the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environmental and societal needs.

Issues and concerns in education

The government has formulated an Education Sector Development Programme (ESDP), whose focus is expanding access to basic education, improving quality as well as retention and completion rates. A lot of improvements have been registered in the past five years, with primary enrolments increasing with significant margins. The number of girls in primary schools increased from 28 per cent in 1997 to 48 per cent in 2000. Despite these gains, the education system still suffers serious problems such as inequalities in enrolment by gender and region as well as poor learning outcomes.

Structure and organisation of the education system

Pre-school – two years and starts at age four

Primary – eight years and begins at age seven

Junior secondary – two years

Senior secondary – two years

■ Higher education

The country has several universities and colleges offering higher education. They include: Addis Ababa University, Awassa College of Agriculture, Alemaya University of Agriculture, Bahirdar Teachers College, Gonder College of Medical School, Ambo College of Agriculture, Bahir Dar Polytechnic Institute, Jimma College of Agriculture, Addis Ababa College of Commerce, Kotebe College of Teacher Education, Arba Minich Water Technology Institute, Ethiopian Civil Service College, Jimma Institute of Health Sciences, Wondogenet College of Forestry, Makalle Business College, Makalle University College and Nazareth Technical College. On average, there are 272 students per 100,000 inhabitants pursuing higher education.



Education financing

The government is responsible for financing education. About four per cent of the GNP goes to education. Communities provide physical facilities and other learning and

teaching materials.

Teaching staff

The country has more than 100,000 teachers, the majority in primary schools. There are 13 primary teacher training institutes, three diploma colleges and a faculty of education at the Addis Ababa University. They produce an average of 8,000 teachers annually.

KENYA

Introduction

Kenya attained independence in 1963 from the British from which it inherited its socio-political and educational structures. The country, which occupies an area of 582,646 square kilometres

and lies on the Equator, has a population of 30.1 million spread in eight administrative regions. Its capital city is Nairobi, with a population of about two million people. English and Kiswahili are the official and national languages respectively. Life expectancy is 48 years of age. Mainly an agricultural country, Kenya has had poor economic performance in the past five years. In 2002, it recorded a growth rate of 1.2, an improvement over the previous -0.5 per cent. About 60 per cent of the population live below the poverty line, a reflection is the poor economic performance in the past five years. The country was ranked 134 in the human



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development index rating.

Public expenditure on education represents 6.5 per cent of the GNP. Primary education consumes the largest share of about 56 per cent followed by 23 per cent for secondary and 14 per cent for university. About 85 per cent of the eligible primary school-age group is enrolled in school and only 24 per cent are in secondary schools. About 82 per cent of the population is literate.

Basic development indicators

Indicators	Figures
Population	30.1 million
Economic growth (2002)	1.2 per cent
Life expectancy	48
Literacy rate	82 per cent
Primary school gross enrolment	85 per cent
Secondary school gross enrolment	24 per cent
Enrolment in universities	49,000*
Enrolment in other institutions	39,700*
Primary teacher/pupil ratio	1:33
Secondary teacher/pupil ratio	1:16
Number of children living with AIDS	78,000
HIV/AIDS orphans	546,965
Human index developing ranking	134

Source: UNDP (2002): *World Development Report*, UNESCO (2001): *Monitoring Report on EFA*
* 1998/99 figures

Principles and general objectives of education

- Foster national unity based on adaptation of the rich cultural heritage of the people of the country.

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- Serve the needs of national development through production of skilled manpower, dissemination of knowledge and the inculcation of the right attitudes and relating attributes of learning to the real problems of society.
 - Prepare and equip youth with the knowledge, skills and expertise necessary to enable them collectively and individually to play an effective role in the life of the nation and to enable them to engage in activities that enhance the quality of life, while ensuring that opportunities are provided for the full development of their individual talents and personality.
 - Promote social justice and morality by instilling the right attitudes necessary for training in social obligations, and responsibilities.
 - Foster, develop and communicate the rich and varied cultures of the country and foster positive attitudes and consciousness towards other nations.





Educational priorities and concerns

The country targets achieving universal primary education (UPE) by 2005 and EFA by 2015. Current priorities include: expanding access to education at the primary and secondary levels, especially for girls and children from disadvantaged areas and increase retention and progression rates throughout the education system.

It also seeks to eliminate inequalities and improve quality of teaching and learning.

A critical concern is the rising costs of education that put off many eligible children, especially from poor households. The cost-sharing policy introduced in the late 1980s and early 1990s requires parents and communities to contribute physical facilities and other requisite teaching and learning materials. But this is not possible because of poverty. It is estimated that some three million children are out of school because they cannot pay levies, buy uniforms and textbooks due to poverty. Children from arid and semi-arid areas are worst hit.

Another concern is low enrolment in pre-school programmes. The national enrolment figure is 40 per cent but this masks regional and gender inequalities. While the bulk of children in urban

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centres are enrolled in pre-schools because of available facilities, fewer are enrolled in rural areas. Further, because the pre-schools are run by individuals, communities, churches, local authorities, among others, they are hardly inspected to ensure that they are of high standards. While some high-cost pre-schools attract qualified teachers and provide high quality facilities, which leads to high quality education, many lack qualified teachers and lack the necessary facilities.

Given the increasing numbers of out-of-school children, the government and other development agencies have been experimenting with non-formal education and other alternative approaches to basic education to equip that lot with life survival skills. The other challenge is expanding adult education programmes to cater for illiterate adults.

Laws and other basic regulations concerning education

The following main documents constitute the legal framework of the country's education:

- The Education Act (1968, revised in 1980) assigned the responsibility for education to the Ministry of Education and instituted various organs for the organization and management of education at all levels.
 - The Board of Adult Education Act (1966) established a Board which co-ordinates adult education activities.
 - The Teachers Service Commission Act
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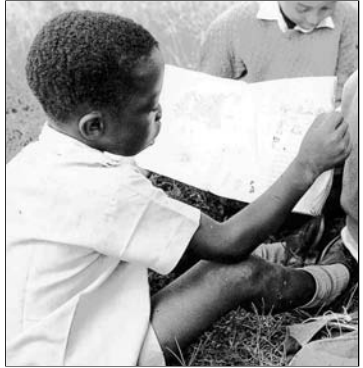
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- (1967) established a single employer and unified terms of service for teachers.
 - The National Council for Science and Technology Act (1978) created a body to co-ordinate research in science and technology and to advise the government on relevant policy matters.
 - The National Examinations Council Act (1980) established a body to administer national examinations.
 - The Literature Bureau Act (1980) established a Bureau to print and publish books and other educational materials.
 - The Universities Act (1985) created the Commission for Higher Education which regulates university education in Kenya.
 - Sessional Paper No. 6 (1988) mapped out policy changes on education and manpower training for the last decade of the 20th century and beyond.
 - The Children's Act (2002) which provides for free and compulsory primary education.

Administration and management of the education system

The formal education system is managed by the Ministry of Education through a network that extends from the headquarters to the provinces, districts, divisions and zones. The minister is the political head while the permanent secretary is

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the accounting head and the director of education is the professional head. There is provincial director of education for each province, while district education officers take charge of educational administration at this level, supervising the division and zone officers.



The Ministry of Culture and Social Services, through the Department of Adult Education (established in 1979), promotes adult education and literacy programmes. The Ministry of Health, through the Medical Training Centre, provides training for paramedical personnel, while the Ministry of Agriculture trains agricultural extension workers.

The universities operate as autonomous institutions guided by their individual Acts of Parliament. The Head of State is the Chancellor of all the six public universities. The Commission for Higher Education is responsible for regulating and co-ordinating university education.

Structure and organisation of the education system

• **Pre-school education**

Pre-primary education is provided by local authorities and private organisations, and it is not compulsory. The entry age is between three and five years, and, at the age of 6 years, children graduate and enrol into primary school.

- **Primary education**

Primary education is the first cycle of the national 8-4-4 system of education, introduced in 1986. The course lasts eight years and ensures the provision of practical-oriented education, while also catering to the needs of those who are continuing into the secondary cycle. The entry age for this level is six years and at the end the candidates sit the Kenya Certificate of Primary Education examination (KCPE).

- **Secondary education**

Secondary education lasts four years and the entry age is 15 years. At the end of the course (normally, at 19 years of age), students sit an examination administered by the Kenya National Examinations Council (KNEC) leading to the award of the Kenya Certificate of Secondary Education (KCSE). This examination is used for selection of students for universities courses, and for training in other post-secondary institutions.

- **Higher education**

The country has 4 national polytechnics, 21 teacher training colleges, 17 institutes of technology and 20 technical training institutes. There are six national universities and 13 private ones. Teacher training colleges admit Form Four leavers with C grade at the KCSE for certificate courses and C+ grades for diploma courses. The minimum entry requirement to the universities is C+ at the KCSE but because of high demand, only those with B grades get places. University education takes four years, while certificate and diploma courses take two and three years, respectively.

- **Special education**

Special education programmes cater for the needs of children with various types of learning and physical disabilities. There are about 251 programmes in operation, enrolling a total of 10,310 pupils. In addition, a total of 11,702 pupils with various disabilities are integrated into regular schools. Rehabilitation programmes are provided for the disabled. Training in a variety of skills is offered in five institutions with the aim of making the children self-reliant in life. Artisan and craft courses are offered in masonry, carpentry, joinery, garment making, motor rewinding and home sciences.

Private education

The private sector has participated in the provision of education in the country for many years. The legal basis of this participation is the Education Act, which vests in the Minister of Education the powers to keep a register of all unaided schools in the country.

Education financing

The government spends about 40 per cent of its recurrent expenditure on education, with more than 80 per cent going for teachers' salaries. Parents and communities provide for teaching and learning materials, textbooks, physical infrastructure at primary and secondary level, and the necessary indirect costs to education at large. Primary education consumes the largest share of the education budget, 56 per cent, followed by secondary (23 per cent) and university (14 per cent). The details are contained in the table below.

Expenditure	1993/94	1994/95	1995/96	1996/97	1997/98
General administration	04	04	03	03	04
Pre-primary	0.08	0.01	0.02	0.13	0.17
Primary	57	53	53	54	55
Secondary	16	20	20	22	23
Teacher training	03	06	04	04	04
Special education	0.084	0.016	0.22	0.59	0.29
University	17	17	19	16	14
Miscellaneous	0.3	0.31	0.3	0.4	0.31

Source: Ministry of Education, Public Expenditure Review, 1998
Note: Teachers salaries are included in the respective sectoral budgets

The main constraint in the implementation of the cost-sharing policy in public education has been the lack of sustained economic growth to absorb the short-term reform shocks. The level of poverty in the country has gone up to an extent where many people can no longer get access to basic education services, because they simply cannot afford to cost-share. For example, it has been estimated that the number of primary school pupils in absolute need of textbooks increased from 1.7 million to 4.2 million and only 13.8 per cent of the schools have libraries or a book corner. At the secondary level, about a third of the students are in need of bursaries.



Teaching staff

There are 243,000 teachers in the government payroll, with about 200,000 being in primary schools. Pre-school teachers, estimated at 42,000, are employed by communities, local authorities and private establishments. Primary school teachers are trained at the teacher training colleges, while secondary and post-secondary teachers are trained at diploma and degree levels in teacher training colleges and universities. Special education teachers are trained at the Kenya Institute of Special Education (KISE). Technical education teachers are trained at the Kenya Technical Training College, national polytechnics and other technical training institutions.

The Department of Adult Education operates an in-service, model training programme for the adult education and literacy teachers. This is a three-year course based on a curriculum prepared with the technical assistance of the Kenya Institute of Education (KIE). The course is conducted through distance learning by correspondence, radio and face-to-face sessions. At the end of the course, teachers sit a professional examination administered by the KNEC for the award of the Adult Education Teacher Certificate.

Challenges

- Declining access to and enrolment in basic education.
 - Increased cost of education.
 - Increased dropouts and repetition.
 - Poor quality of education.
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- Inequalities in access in terms of gender and regions.
- Inadequate policies, laws and regulations.
- Centralisation of education management.
- HIV/AIDS pandemic.



RWANDA

Introduction

Rwanda is a landlocked country occupying an area of some 26,338 square kilometres with a population of 8.1 million people. Its capital city is Kigali. The official languages are

Kinyarwanda and French, but Swahili is widely spoken. The country is dominated by Hutus, who comprise 80 per cent of the population, followed by Tutsis 19 per cent and Twa one per cent. Roman Catholic is the dominant denomination with 65 per cent of the population, indigenous religions 25 per cent, Protestants 9 per cent and Muslims one per cent.

In its 40 years of independence, the country has gone through turbulence occasioned by political intolerance. The worst happened in 1994, when about a million people were killed in a genocide that shocked the world. The civil strife grounded the economy to a halt, destroyed the infrastructure and paralysed all activities. Its greatest challenge now is rehabilitation, reconstruction and integration.

Rwanda's economy is agriculture based, with



coffee and tea being grown for export while cereals, vegetables and rice are grown as food crops. The country has a fledgling mining industry that has been severely disrupted by the political strife. Despite the political turbulence of the 1990s, the country's road to recovery looks impressive.

The impressive growth recorded from 1996-1998 dimmed slightly in 1999 and 2000, although at still above five per cent was nevertheless encouraging. Droughts in some areas and high fuel and transport costs were largely responsible for the slowdown, although the mixed results in the privatisation drive have not helped. The government is committed to greater social spending in 2001 and a recovery in the agricultural sector.

Basic development indicators

Indicators	Figures
Population	8.1 million
Adult literacy	53 per cent
Gross primary school enrolment	97.1 per cent
Gross secondary enrolment	7 per cent
Transition from primary to secondary	38.1 per cent

Universities	2 universities
Enrolment in higher education	7,224 students
Number of children living with HIV/AIDS	22,000
HIV/AIDS orphans	172,393
Human development index ranking	162

Source: UNDP(2002): World Development Report, UNESCO (2002): EFA Monitoring Report, UNICEF (2001): African Girls Initiative

Issues in education

The Rwanda Vision 2020, the Poverty Reduction Strategy Paper (PRSP) and Medium Term Expenditure Framework (MTEF) provide the framework for the country's socio-economic development. They focus on three main goals: economic growth, national unity and reconciliation and the reduction of poverty. Education is seen as the vehicle for achieving these goals. It provides the human capital necessary for poverty reduction, combats prejudice and fosters common citizenship and national reconciliation.

In line with these broader principles, the education sector seeks to achieve the following objectives:

- Increased access at all levels of training.
- Improved quality of teaching and training.
- Greater equity across urban and rural populations and gender.
- Partnership at the international, regional, national, school and community levels.
- Encouraging the private sector at all levels.
- Decentralising education management.
- Instituting prudent financial management at all levels of the education system.

The specific objectives are as follows:

- Increasing access to primary education with

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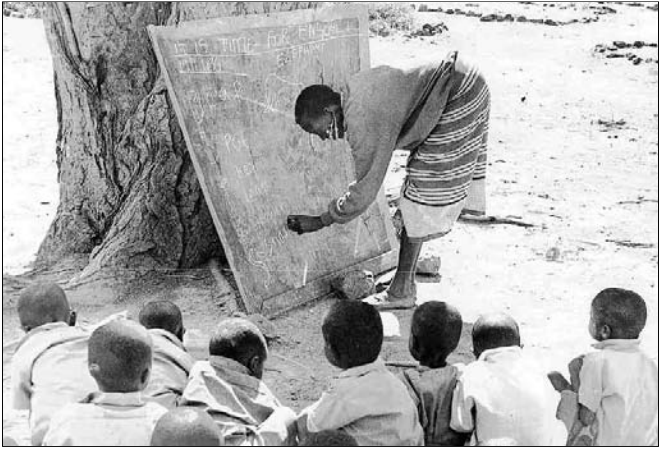
the aim of achieving UPE by 2015 and the retention of pupils at all levels of the education system.

- Reviewing the curriculum and providing textbooks and other teaching and learning materials to improve quality.
- Improving the quality of teaching through in-service training for unqualified teachers and expanding opportunities for pre-service training.
- Improving science teaching through provision of facilities, such as laboratory equipment.
- Expanding secondary and higher education places.
- Encouraging private sector participation in education at all levels.
- Involving communities in the construction, management and supervision of their schools.
- Improving financial management at the school level and increasing efficient resource utilisation at all levels.

Education structure

- **Pre-primary**

Pre-primary education admits children from age four. Pre-school education is not widely developed. There are only 255 pre-schools, the majority run by private investors, communities, churches and local authorities. Enrolments are generally low.



- **Primary**

Primary schools admit children from age six and the cycle takes six years. The number of children enrolling in primary schools has been increasing since 1996. The gross enrolment now stands at 97.1 per cent while the net enrolment is 72.1 per cent. The key challenges at this level are high repetition rates, shortage of teaching and learning facilities and inadequate teachers.

- **Secondary**

Secondary education is divided into two - lower and upper - each taking three years. The first cycle called 'Tronc Commun', is an extension of basic education. The second cycle provides students with the chance to specialise in either sciences or humanities. Secondary education has registered increased enrolment in recent years, with the population reaching 125,124 in 1999/2000, up from 105,292 in 1998/99.

- **Higher education**

Higher education is offered at certificate, diploma and degree levels. There are many vocation-

al and skills-based colleges. At least, there are some 7,224 students enrolled in higher education institutions, an increase of 21 per cent from the 1999 figures.

Education financing

The government is responsible for financing education in Rwanda. It pays teachers' salaries and provides books and other learning materials. Communities assist by building schools and providing teaching and learning materials.

Challenges

- Reconstruction and recovery.
- Shortage of qualified teachers at all levels.
- Lack of classrooms, equipment and other educational materials.
- Inadequate textbooks and other relevant educational materials.
- High wastage rates – repetition and dropouts.
- Limited funds for procuring educational materials.
- Creating harmony among communities.

SOMALIA

Somalia occupies an area of 637,600 square kilometres. It has a population of 9.7 million people. The languages spoken are English, Somali, Italian and Arabic. Its capital city is Mogadishu and the





other major towns are Hargiesa and Chisamio. Continuing political strife has effectively divided the country into northern and southern regions. The civil strife has affected the economy and disrupted education.

Before the war, Somalia was a sparsely populated country with a population of about six million, growing at the rate of about six per cent. About half of the population consisted of nomadic pastoralists, who depended on livestock production that was the mainstay of the economy, accounting for some 40 per cent of the GDP and 75 per cent of exports. The bulk of recurrent government expenditures were absorbed by security needs. As a result, economic and social sectors, like education, were severely under-funded.

Education has suffered due to the civil strife. Before the war, Somalia had witnessed remarkable achievements in education in terms of enrolment and transition rates. For example, the number of schools increased from 287 in 1970 to 844 in 1975 and 1,407 in 1980. With the onset of the war, the numbers declined such that by 1985, there were only some 644 primary

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schools. With the war, many families were displaced leading to a reduced number of children and teachers. Supply of educational materials became difficult so the existing institutions went without required teaching and learning resources.

Basic development indicators

Indicators	Figures
Population	9.7 million
Life expectancy	48
Economic growth	0.0 per cent
Primary school gross enrolment (1980)*	22 per cent
Secondary school gross enrolment (1980)*	9 per cent

Source: World Bank (2001): African Development Indicators
 * Since the war in the mid 1980s, the country does not have national statistics on education

Education goals in 1970s and 1980s

- Expansion of the school system to accommodate all eligible children.
- Introduction of courses geared to the country's social and economic requirements.
- Expansion of technical education.
- Provision of higher education to post-secondary students.

Structure and organization of the education system

• Primary education

In the late 1970s, the government introduced an eight-year primary education system. Before, primary education took six years which was found to be unsatisfactory. The entry age was six. The curriculum consisted of reading, writing, arithmetic and social studies.



■ Secondary education

Secondary education takes four years. By the late 1980s, only 10 per cent of primary school leavers got places in secondary schools. Most secondary schools are in urban areas, with only a few, mostly boarding, in rural areas.

■ Higher education

The main institution of higher learning is the Somali National University in Mogadishu, which was established in 1970. It admitted about 700 students — 15 per cent of secondary school leavers — annually. It had the following faculties: agriculture, economics, education, engineering, geology, law, medicine, sciences, veterinary science, journalism and Islamic studies. The College of Education, which prepared secondary school teachers in a two-year programme, was part of the university. There are other colleges and institutes also admitting secondary school leavers. They include nursing, telecommunications, and veterinary science, and a polytechnic institute.

Literacy education

In the late 1970s and early 1980s, the government introduced a three-year education pro-

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gramme for nomadic children. The lessons were conducted six months a year, when the seasons permitted. Those who wanted their children to learn throughout the year had the chance of taking them to boarding schools.

There were also other programmes for adults but which collapsed with the war. The adult programmes were coordinated by the National Adult Education Centre and largely targeted rural areas. By 1990, the literacy rate was 24 percent.

Issues and concerns of education

- Rehabilitation and reconstruction of the education system.
- Lack of educational authority at the local, regional and national levels.
- Lack of educational infrastructure and resources.
- Acute shortage of teachers and poor remuneration for those in service.
- Lack of supervision and coordination to ensure standards and quality.
- Lack of standard curriculum.

SUDAN

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Introduction

Sudan, which became independent in 1956, occupies an area of 2,376,000 square kilometres with a population of 30 million people. Its capital city is Khartoum. About 70 per cent of the population



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are Muslims, 25 per cent members of indigenous religious groups and five per cent Christians. The life expectancy is 52 years of age and illiteracy rate is 42 per cent, with 31 per cent for males and 55 per cent for females.

Basic development indicators

Indicators	Figures
Population	30 million
Life expectancy	52
Human development index ranking	139
Public expenditure on education	1.4 per cent of the GNP
Literacy levels	58 per cent
Primary school enrolment	55.7 per cent
Secondary school enrolment	21 per cent
Economic growth	0.6 per cent

Sources: UNDP (2002): *Human Development Report*, UNESCO (2002): *EFA, Global Monitoring Report*

Principles and general objectives of education

The objectives of general education as stated in the 1992 Education Act and the educational strategy are as follows:

- To instil in the young religious ideas, beliefs and morals, and social values so as to build responsible character.
 - Develop the thinking abilities of learners through experience and science and to strengthen their bodies by physical education.
 - Encourage self-esteem and national pride
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and to develop a sense of patriotism and loyalty within an improved spirit of national unity.

- Create a self-reliant community and activate the spiritual and material energies and encourage ambition.
- Encourage creativity and build up the individual's abilities and skills through technological training so as to fulfil the goals of comprehensive development.
- Develop environmental awareness among learners and promote the preservation of natural resources.

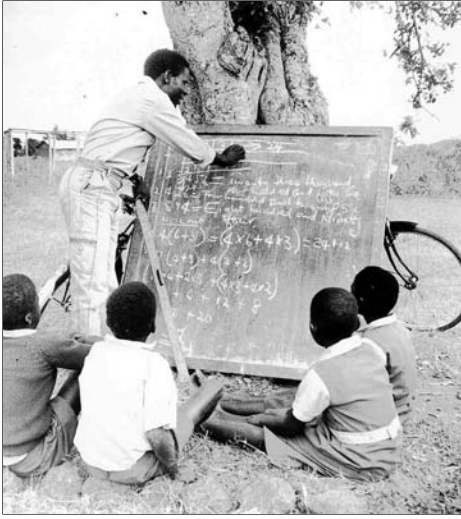
Structure and organisation of the education system

■ Pre-school education

Admission is open to children of four years of age and the cycle lasts for two years. By 1999, enrolment at this level stood at 24 per cent, with 22 per cent for boys and 26 per cent for girls.

■ Primary education

Primary schools admit children at age six. The cycle takes eight years and is not compulsory. The estimated enrolment and attendance is 55.2 per cent, which is above its target of EFA of 44.7 per cent for the 1999/2000 period. The problem affecting primary education is gender inequality, where 60 per cent of the boys and 51 per cent of the girls are in school.



■ Secondary education

Secondary education takes three years and the enrolment stands at 21 per cent, with 21 per cent for boys and 20 per cent for girls.

■ Higher education

Higher education institutions

include universities, colleges (including teacher training colleges), and three institutes (polytechnic, health sciences and water technology). The duration of study for diploma programmes is two years. First degree courses take four to five years. Postgraduate courses require one to three years of study.

Education financing

The government spends about 6.6 per cent of its GDP on education. The central government is responsible for sourcing and distributing the funds to individual states, which in turn take responsibility over schools in their areas of jurisdiction. About 25 per cent of the budget of the local authorities is for general education. Higher education continues to be funded centrally. Government's expenditure on education mainly covers salaries and administrative costs. Expenditure on education represents 1.4 per cent of the GNP.

UGANDA

Introduction

Uganda occupies a landmass of 197,000 square kilometres and has a population of 22.21 million. Its capital city is Kampala, with a population of 774,000. The other major towns are Jinja (65,000 people), Mbale (54,000 people), Masaka (50,000 people), Entebbe (43,000 people) and Mbarara (41,000 people). For its 40 years of independence, Uganda has gone through political turbulence that has destroyed its economy and institutions. It was not until 1986, when Yoweri Museveni toppled the military government of General Tito Okello, that Uganda begun to enjoy peace. For the past 16 years of the National Resistance Movement rule, the country has witnessed major recovery of its institutions and most significantly, its economy.

After years of political instability, President Museveni succeeded during the 1990s in restoring order and a measure of prosperity to most of the country. The economy has registered remarkable growth at an average rate of 3.7 per cent. To a large extent, President Museveni's government is credited for instituting several reforms in the social sectors, especially education, that have yielded good results. In 1996, the government introduced the Education Sector Review, whose high point was the declaration of free UPE for up to four children in each family (2 boys and 2 girls). The immediate result was increased school enrolment from less than 2.8 million in 1996 to four million in 1997 and 7.2 million in 2002. But the policy has its downside. A disproportionately high enrolment over-

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stretched the existing schools and put a lot of pressure on teachers. It also led to high dropouts and low learning achievements. Schools have had to introduce double shifts and in several cases, children learn under trees or incomplete structures.

Basic development indicators

Indicators	Figures
Population	22.21 million
Economic growth	3.7 per cent
Life expectancy	42
Primary school enrolment	7.2 million
Secondary school enrolment	15 per cent
Adult literacy	67 per cent
Children living HIV/AIDS	53,000
HIV/AIDS orphans	997,426
Human development index ranking	150

Sources: UNDP (2002): Human Development Report, UNESCO (2002): EFA, Global Monitoring Report

Issues in education

The Education Strategic Investment Plan (ESIP) 1999-2003 outlines the vision for Uganda's education development. It prioritises the following:

- Achieving UPE by 2003.
- Enhancing the quality and relevance of instruction.
- Increasing equity at all levels.
- Enhancing partnerships between private and public sectors in providing education.

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- Strengthening the role of central government in management and formulation of laws and policy on education.
 - Enhancing the capacity of the districts and local government to provide public educational services.

Education structure

The existing structure of the education system in Uganda has been in force since the early 1960s. It consists of seven years of primary education followed by the lower secondary cycle of four years and the upper secondary cycle of two years, after which there are three to five years of university studies.

On successful completion of the primary school cycle, one can either join lower secondary school or take a three-year craft course in a technical school. However, only about 40 per cent of the primary school graduates are absorbed into the secondary cycle, which implies that there are fewer schools than available students, presenting an investment opportunity to private investors.

■ Pre-primary education

The demand for pre-primary education is still low and only about 10 percent of the total school-going children pass through pre-primary schools. There has so far been a lack of government control over this sector resulting into questionable trends regarding the content and quality of the curriculum, teaching methods, facilities, age of entry, quality of teachers and school charges to mention but a few.

■ Primary education

The demand for primary education has radically increased with the introduction in 1997 of free primary education for four children in every family. This saw school enrolments increase from two million pupils in 1986 to more than six millions pupils by 1999. By 2002, the figure reached a high of 7.2 million children in primary schools. There are variations however, between urban and rural areas with the former having more permanent schools and better teaching and instructional materials than the latter.

■ Secondary education

This sector has witnessed a growth of more than 20 per cent in the number of government-aided secondary schools over the last 10 years and a 15 per cent increase in the number of registered private secondary schools in the same period. Still the sector is yet to attain the necessary capacity to cope with the large number of primary school leavers. Graduates of upper secondary have several options depending on their performance in advanced level examinations.

■ Higher education

Higher education is offered at certificate, diploma and degree levels. There are four diploma and eight certificate teacher training colleges, one national polytechnic and one diploma technical college, four business colleges offering diploma courses and several certificate institutions.

On average, between 9,000 and 12,000 students qualify every year to join post-secondary

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institutions. But only about 25 percent get opportunities in higher education. The country has 13 universities: Makerere, Mbarara University of Science and Technology, Ndejje Christian University, Bishop Tucker Theological University, Uganda Christian University, Nkozi University, Bugema Seventh Day Adventist University, Mbale Islamic University, Nkumba University, Kampala University, Busoga University, Uganda Martyrs University and Namasagali University.

Makerere, the oldest and leading institution of higher learning, accounts for 95 per cent of university enrolments. The enrolments into tertiary institutions over the past decade has increased by more than 90 percent while the number of tertiary institutions increased by 1.8 percent in the same period. This indicates that there is need for more institutions at tertiary level to absorb the high numbers of students.

United Republic of Tanzania

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Introduction

The United Republic of Tanzania comprises two former sovereign states, namely Tanganyika and Zanzibar, which merged to form the Union Government in 1964. Tanganyika attained independence in 1961. The United Republic of Tanzania occupies an area of 884,000 square kilometres with a population of 33.7 million people. Life expectancy is 42 years of age. Its capital city is



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Dodoma and Dar es Salaam is the political and economic hub. It registered an economic growth of 0.5 per cent in 2001. The main languages are Kiswahili and English.

Tanzania pursued a socialist policy for most of the early years of its independence until the mid 1980s when it opted for the liberalised policy. The education system that was developed after independence fitted within this ideological framework. The Education Act of 1962, whose slogan was "Education for Self-Reliance", sought to establish an education system that provided learners with skills for survival.

However, the socialist policy had several impacts on education, including slowing enrolments particularly at the higher levels. The education system was aimed at producing people who would go back to the land, thus it de-emphasised examinations, competition and upward progression. Instead, many people left school after completing the primary cycle to go for skills training, denying the country a chance to develop a pool of highly skilled personnel in various sectors of the economy. But to its credit, the government under President Mwalimu Julius Nyerere emphasised functional literacy, with the results that most of its adult population is literate.

Basic development indicators

Indicators	Figures
Adult literacy	75
Female illiteracy	36
Male illiteracy	17
Primary enrolment ratio	65

Secondary enrolment ratio	6
Public expenditure on education	23
Mean years of schooling	2
Female youth illiteracy	12
Male youth illiteracy	7
Pupil per teacher	37
Repeaters – primary	2.1
Enrolment in tertiary education	---
Number of universities	9
Number of children living with AIDS	59,000
HIV/AIDS orphans	666,697
Human development index ranking	151

Source: UNDP (2002): World Development Report, UNESCO (2000): World Education Report

Objectives of education in Tanzania Mainland

- To guide and promote the development and personality enhancement of the citizens of Tanzania.
 - Promote the acquisition and appreciation of the culture, customs and traditions of the peoples of Tanzania.
 - Promote the acquisition and appropriate use of literacy, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding for the development and improvement of the condition of people and society.
 - Develop and promote self-confidence and an inquiring mind, understanding and respect for human dignity and human rights, and readiness to work hard for personal self-advancement and educational improvement.
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- Enable and expand the scope of acquisition, improvement and upgrading of life-skills needed to meet the changing needs of industry and the economy.
 - Enable every citizen to understand the fundamentals of the National Constitution as well as the enshrined human and civic rights, obligations and responsibilities.
 - Promote the love of and respect for work and improved performance in the production and service sectors.
 - Inculcate principles of the national ethic and integrity, national and international co-operation, peace and justice through the study, understanding and adherence to the provisions of the national constitution and international basic charters.
 - Enable a rational use, management and conservation of the environment.

Current educational priorities and concerns

- High learning costs due to the cost-sharing policy in education that has locked out many children. Given that more than 50 per cent of the population live below the poverty line, they cannot afford to cost-share the learning costs.
 - Implementation of the UPE policy is far from satisfactory. It is estimated that only about 60 per cent of school-age children are enrolled in primary schools, and about 30
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per cent of those enrolled do not complete the primary cycle (data refer to 1994).

- Learning achievements are also low with children registering poor performance at the Primary School Leaving Examination. Poor learning environments are characterised by overcrowded classes with inadequate teaching and learning materials, poor buildings and furniture.
- The performance of the education sector has rapidly deteriorated over the years. The main concern continues to be the rapid growth of the sector as compared with available resources. Although attempts have been made to mobilise community participation, the sector still needs foreign aid. Further, there is inequality in access to education in terms of gender and regions.

Laws and other basic regulations concerning education

- Education Act of 1962 on Education for Self-Reliance abolished racial discrimination in education, streamlined the curriculum, examinations and management, promoted use of Kiswahili in schools and made local authorities responsible for education, among others.
 - The Institute of Adult Education Act of 1975 that promotes adult education programmes.
 - The Education Act No. 25 of 1978
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(amended in 1995) is the basic legal document governing the provision of education in Tanzania. It stipulates the roles and powers of different actors in education including the Ministry, the Commissioner, Local Authorities as well as private owners and managers of private institutions.

- Local Government Council Acts of 1982 and 1986 concerning the management of primary schools.

Administration and management of the education system

Formal education is the responsibility of three ministries namely, Ministry of Education and Culture (MOEC), the Department of Local Government and Regional Administration and the Ministry of Science, Technology and Higher Education. Formal education is managed by the Education Ministry. The minister is the political head and is assisted by the principal secretary, who is the accounting officer. The commissioner for education is the professional head of the ministry. The ministry has seven departments and units - primary, secondary education, teacher education, adult education, administration and personnel as well as the department of culture.

Most public secondary schools and all colleges are established, managed and controlled by the MOEC. However, in recent years many communities through the self-help scheme have built a

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number of secondary schools. The MOEC is responsible for their management and control. Private education institutions are administered and managed by the owners according to the guidelines and regulations issued from time to time by the MOEC. The Inspectorate is responsible for inspection of all schools and education colleges, both public and private. Functionally the department is divided into seven zones with representatives up to district level.

Structure and organisation of the education system

- **Pre-school education**

In Tanzania Mainland pre-school education caters to children between the ages of five and six and lasts for two years. Pre-school education in Zanzibar is provided by public and private schools and caters for children of ages four to six. Despite the efforts to expand pre-school education facilities, enrolment is still insignificant.

- **Primary education**

In Tanzania Mainland primary education is compulsory and lasts seven years. At present the official enrolment age is seven years and children leave at age 14. After successful completion, the pupils get a Primary School Leaving Certificate.

- **Secondary education**

Secondary education consists of two cycles: the Ordinary level that lasts four years and Advanced level that lasts for two years.

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Graduates of primary education may also join post-primary technical centres, which offer a two-year course in crafts.

- **Higher education**

Higher education is provided by nine universities and several training colleges and institutes. In addition there are several training centres designed primarily for Form Four leavers. All higher education institutions are under the Ministry of Science, Technology and Higher Education. The Universities are semi-autonomous and manage their own affairs under the Vice-Chancellor, who is appointed by the President of Tanzania. Their running costs are subsidised by the government. There are several middle-level colleges, including technical, vocational, and professional colleges that offer diploma and certificate courses.

- **Special education**

There are 16 primary schools for children with special learning needs in Tanzania Mainland. All of them except one are owned by NGOs, which receive subsidies from the government. Special education establishments include: four schools for the blind, seven schools for the deaf, four schools for the mentally handicapped, and one school for the physically handicapped. Besides attending these special schools, children with special learning needs attend ordinary schools under the itinerant programme.

Special education in Zanzibar is still an innovation. Only a few mainstream schools have some special education facilities. However, despite

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having very limited facilities, enrolment of children with special learning needs in these schools is still not encouraging. Low awareness of parents, distance from schools to homes, and lack of qualified teachers have been cited as the major reasons for poor enrolment of children with special learning needs. Plans for the future are to involve NGOs in the provision of special education and integration of special education courses in the current teacher education curriculum.

Private education

Private educational institutions in Tanzania Mainland are known as non-governmental educational institutions. NGOs, communities and individuals are allowed to establish, own and manage educational institutions of all levels. However, they must abide by laws and regulations issued by the Ministry of Education or any other ministry responsible for the type of education and/or training concerned.

In Zanzibar there have been recent efforts to promote private education in response to the government policy to allow the private sector to play a role in the educational process. The Ministry of Education through its office of the Registrar oversees the registration and licensing of private schools. A few of these schools use their own syllabuses that are approved by the education ministry. Efforts to introduce private schools have concentrated mainly on the pre-primary and primary levels, but their number is not yet significant.

Adult and non-formal education

Non-formal and adult education programmes serve as an alternative for those who lack the opportunity to gain access to formal schooling. They also serve as an extension of formal schooling for those who need additional training for productive employment or who become self-employed, as well as a means of upgrading the skills of those already employed.

Post-literacy programmes provide a solid base for adult literates to pursue further education in professional training. They are designed to enable participants to make use of the acquired functional literacy skills as well as making learning a permanent feature in their lives. While levels five to seven of these programmes largely cover the academic-related subjects, the lower, intermediate and advanced levels aim at the development of functional skills.

Education financing

In Tanzania Mainland the financing of education and training is shared between the government, communities, parents and NGOs. On average, the government's financial contribution for education stands at 15.3 per cent of the total recurrent budget.

The Government of Zanzibar has committed itself to providing free education to all citizens at all levels. Though the policy allows the establishment of private education institutions, private participation in education is insignificant and the Government still funds the bulk of education. However, the share of the education budget as compared to the total government expenditure is among the lowest in Africa.

Though the official government policy is to pro-

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vide free education, communities are encouraged to contribute in various ways in the development of education. Currently the major community contribution is through the construction of classrooms on a self-help basis, purchase of uniforms and of school materials and ad hoc cash contributions set by school committees and agreed by parents. Several donors are also engaged in supporting the government's efforts to improve education services in Zanzibar.

Teaching staff

There are 31 government teachers' colleges offering courses at 'Grade A' certificate and diploma levels. Two of these colleges offer courses at Diploma level only, 21 of them offer pre-service training at 'Grade A' Certificate while eight cater for in-service training. In 1995 the total number of students in these colleges was 16,388, of whom 1,584 were in diploma courses, 10,833 in 'Grade A' courses, and 3,007 in 'Grade B' courses. Teacher education programmes leading to a degree are designed and offered by the Faculty of Education of the University of Dar es Salaam. There are two teacher training institutions in Zanzibar: the Nkrumah Teacher Training College (TTC) which trains primary ('Grade A') and secondary (Diploma in Education) school teachers, and the Islamic College which specialises in training teachers at both primary and secondary levels for Arabic language and Islamic studies at Certificate and Diploma levels, respectively. Some teachers are also trained at the Institute of Kiswahili and Foreign Languages (where, in addition to Language Diploma courses, students also take Education) and at the University of Dar es Salaam.

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ANNEXES

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Box One: Impact of HIV/AIDS on education

What HIV/AIDS can do to education

- Affect demand for education
- Affect supply of education
- Affect the availability of resources for education
- Affect the potential clientele for education
- Affect the content of education
- Affect the process of education
- Affect the role of education
- Affect the organisation of education
- Affect the planning of education
- Affect donor support for education

Table 2: Public expenditure on education in percentages

Country	% of total expenditure			% of GDP		
	1980	1990	1993-97	1980	1990	1993-97
Burundi	—	—	3.2	—	3	3.7
Djibouti	—	—	—	—	3	3.4
Eritrea	—	—	13.7	—	—	0.5
Ethiopia	10.2	10	14.0	—	3	3.6
Kenya	22.9	23	21.4	5.2	5	6.1
Rwanda	—	—	—	2.2	—	2.5
Somalie	—	—	—	—	—	—
Sudan	9.8	—	7.0	3.8	—	0.8
Tanzania	13.3	—	—	—	—	—
Uganda	—	—	—	—	3	—

Source: World Bank (2001): African Development Indicators, UNESCO (2001): Monitoring Report on Education for All.

Table 3: Adult literacy in percentages

Country	1990			2000		
	Total	Male	Female	Total	Male	Female
Burundi	37.0	48.4	26.6	48.0	56.1	40.4
Eritrea	46.4	58.5	34.8	55.7	67.3	44.5
Ethiopia	28.6	37.3	19.8	39.1	47.1	31.0
Djibouti*	53	67	44	63	75	53
Kenya	70.8	80.9	60.8	82.4	88.9	76.0
Rwanda	53.3	62.9	44.0	66.8	73.6	60.4
Somalia	—	—	—	—	—	—
Sudan*	46	61	32	57	69	45
Tanzania	62.9	75.5	51.0	75.0	83.9	66.5
Uganda	56.1	69.3	43.5	67.0	77.5	56.8

Note: *Figures of 1999

Source: UNESCO (2002): *Monitoring Report on Education for All*, World Bank (2001): *African Development Indicators*

Table 4: Gross enrolment ratio in primary schools

Country	Age group	School age pop in thousands		Gross enrolment ratio 1990/91			Gross enrolment ratio 1999/2000		
		1990	1999	Total	Male	Female	Total	Male	Female
Burundi	7-12	870	1137	72.8	79.4	66.2	62.5	69.4	55.5
Djibouti	6-11	83	103	38.1	44.6	31.6	36.9	42.5	31.2
Eritrea	7-11	452	483	-	-	-	61.2	67.3	55.1
Ethiopia	7-10	7552	6886	32.7	38.9	26.2	70.8	84.8	56.7
Kenya	6-12	5676	6055	95.0	96.6	93.3	82.5*	89*	76*
Rwanda	7-12	1580	1170	69.6	70.4	68.9	122.4	123.8	120.9
Somalia	6-12	1726	1645	—	—	—	—	—	—
Sudan	6-11	3871	4663	52.8	60.3	45.2	55.0	59.3	50.6
Uganda	7-12	3370	4656	71.3	79.2	63.3	140.9	145.7	136.1
United Rep of Tanzania	7-13	4847	6646	69.7	70.3	69.1	63.0	62.9	63.2

*1998/199 figures

Source: UNESCO (2002): *EFA Global Monitoring Report*, UNICEF (2001): *African Girls Initiative (AGEI)*

Table 5: Gross enrolment ratios in secondary school

Country	Age group	School age pop in 000	Gross enrolment ratio 1990/91			Gross enrolment ratio 1999/2000		
			Total	Male	Female	Total	Male	Female
Burundi	13-19	1067	5.6	7.1	4.1	7.1	8.1	6.1
Djibouti	12-18	96	11.9	14.4	9.4	14.7	12.9	16.6
Eritrea	12-17	480	-	-	-	28.2	33.2	23.1
Ethiopia	11-18	11197	14.2	15.9	12.5	5.2	6.2	4.2
Kenya	13-17	3987	24.1	27.6	20.6	29.9	31.5	28.2
Rwanda	13-18	1071	8.0	9.1	6.9	12.1	12.4	11.8
Somalia	—	699	—	—	—	—	—	—
Sudan	12-16	3401	24.0	26.9	21.1	28.8	21.7	36.2
Uganda	13-18	3157	13.2	16.9	9.5	6*	15*	9*
United Rep of Tanzania	14-19	4621	4.9	5.8	4.1	5.3	5.7	4.9

*1998/199 figures

Source: UNESCO (2002): *EFA Global Monitoring Report*, UNICEF (2001): *African Girls Initiative (AGEI)*

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