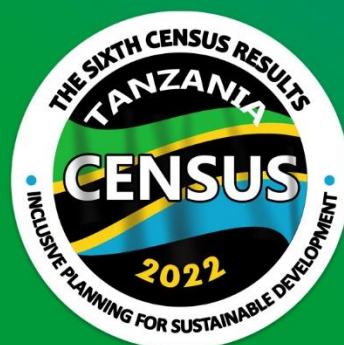


THE UNITED REPUBLIC OF TANZANIA

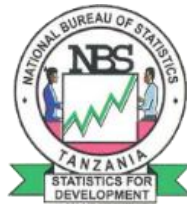
EDUCATION AND LITERACY ANALYSIS
IN TANZANIA





The United Republic of Tanzania

EDUCATION AND LITERACY ANALYSIS IN TANZANIA



National Bureau of Statistics

Ministry of Finance

Tanzania

and



Office of the Chief Government Statistician

Presidents' Office - Finance and Planning

Zanzibar

May, 2025



Map 1.1: UNITED REPUBLIC OF TANZANIA, ADMINISTRATIVE BOUNDARIES



Citation

National Bureau of Statistics and Office of the Chief Government Statistician (2025). Education and Literacy Analysis in Tanzania. Dodoma: Ministry of Finance & Tanzania Zanzibar: President's Office - Finance and Planning, The United Republic of Tanzania (URT).

Foreword



The 2022 Population and Housing Census (PHC) for the United Republic of Tanzania was conducted with a reference date set at midnight on August 22nd and 23rd, 2022. This marked the sixth census since the Union of Tanganyika and Tanzania



Zanzibar in 1964 and was the first digital census. Previous censuses were conducted in 1967, 1978, 1988, 2002, and 2012. The Sixth Phase Government of Tanzania, led by Her Excellency Dr. Samia Suluhu Hassan, along with the Eighth Phase Government of Tanzania Zanzibar, led by Dr. Hussein Ali Mwinyi, successfully fulfilled their obligation to conduct the 2022 PHC in accordance with the United Nations Principles and Recommendations for Population and Housing Censuses. **We sincerely thank them for their commitment and support during the implementation of the census.**

The 2022 PHC was conducted in accordance with the Statistics Act Cap 351, which mandates that the Government of the United Republic of Tanzania conduct a Population and Housing Census every ten years. It also followed the United Nations Principles and Recommendations for conducting the 2020 Round of Population and Housing Census, including the adoption of advanced Information and Communication Technology (ICT) at all stages of Census implementation. Indeed, the country's decision to use more advanced technology for capturing data during cartographic mapping, enumeration, data transmission, and processing made the 2022 PHC the first fully digital census conducted in Tanzania.

The Government of the United Republic of Tanzania conducted the 2022 Tanzania Buildings Census (2022 TBC) for the first time, alongside the 2022 Population and Housing Census. Buildings are crucial infrastructure that significantly impacts the lives of people in Tanzania and around the world. They play a vital role in enhancing the lives of individuals, families, and society as a whole across economic, social, political, and cultural dimensions. Additionally, buildings are an important measure of the non-income economy of both individuals and communities.

In both rural and urban areas, buildings serve various essential purposes, including residential, commercial, commercial-residential, institutional, and industrial uses.

The 2022 TBC was conducted not only to address the long-standing issue of insufficient information on buildings in the country but also to fulfil the requirements set by various

national, regional, and international policies related to human settlement development. This significant national effort is rooted in the understanding that building censuses are the primary method for obtaining complete, accurate, adequate, timely, and reliable information about buildings.

The results from the 2022 PHC and the TBC are vital for creating integrated plans and promoting sustainable development within the country. These results will enhance awareness and transparency in the allocation of resources at all levels of administration, reflecting the actual population.

The government and other stakeholders will utilize these findings to monitor and evaluate various national, regional, and international development frameworks, including the Tanzania Development Vision 2025, Tanzania Zanzibar Development Vision 2050, and the Third National Five-Year Development Plan 2021/22 - 2025/26, along with the Tanzania Zanzibar Development Plan 2021/22 - 2025/26. Additionally, the results will inform the East African Community Vision 2050, the Southern African Development Community Vision 2050, and the African Development Agenda 2063.

The census results will enable the country to assess its progress in implementing the Sustainable Development Goals outlined in the United Nations Agenda 2030. These goals aim to achieve equality and eradicate all forms of poverty, including extreme poverty, by 2030, ensuring that no one is left behind. Additionally, the census data will serve as a foundation for calculating various indicators such as enrolment and literacy rates, as well as infant and maternal mortality rates, unemployment rates, and more.

The Education and Literacy Analysis Monograph is the eleventh publication in a series of analytical publications based on the 2022 PHC. Preceding publications include the *Administrative Units Population Distribution Reports, Age and Sex Reports, the Tanzania Basic Demographic and Socio-Economic Profile, and the Constituency Population Distribution Report (Ripoti ya Idadi ya Watu katika Majimbo ya Uchaguzi)*, which is published in two volumes, one for the United Republic of Tanzania and another for Tanzania Zanzibar. The first three reports are presented in three volumes each, providing data for the United Republic of Tanzania, Mainland Tanzania, and Tanzania Zanzibar.

This monograph presents detailed analysis on education and literacy levels in Tanzania derived from the 2022 PHC. It provides insights into literacy levels, enrolment patterns, school attendance, and educational attainment across diverse demographic and geographical groups. By shedding light on the state of education, this analysis offers policymakers, educators, and development stakeholders a critical evidence base for

planning, monitoring, and reforming the education sector. Understanding the dynamics of literacy and education is essential not only for tracking progress towards national development goals but also for promoting inclusive and equitable access to quality learning opportunities, cornerstones for achieving Tanzania's broader socio-economic transformation agenda.

The success of both the 2022 PHC and the TBC was made possible through extensive collaboration across government, civil society, development partners, and the public. At the heart of this achievement was the active engagement of government institutions, including a broad network of Census Committees operating at every level, from national to hamlet. Notable among these were the National Central Census Committee, National Census Advisory Committee, and the National Census Technical Committee, alongside regional, district, ward, village/mtaa, and hamlet-level structures. Equally vital was the involvement of non-state actors, who contributed meaningfully through platforms such as the Collaborators Forum, alongside inputs from the private sector, civil society organisations, and the public at large.

We extend our heartfelt thanks to government leaders at all levels, with special appreciation for the following individuals: The Minister for Finance; the Minister for Lands, Housing, and Human Settlements Development; the Minister of State in the President's Office for Finance and Planning in Tanzania Zanzibar; and the Minister for Lands and Housing Development in Tanzania Zanzibar.

We also recognise the invaluable support of Members of Parliament, Members of the House of Representatives, and Councillors/Shehas.

Our gratitude extends to the dedicated teams of Census Coordinators (both in Mainland Tanzania and Tanzania Zanzibar), Regional and District Census Coordinators, Supervisors, Enumerators, local leaders, and most importantly, the millions of respondents, including heads of households, household members, and other household members, who willingly shared their information.

We extend our special gratitude to the following Development Partners: The United Nations Population Fund (UNFPA), the World Bank (WB), the United Nations Children's Fund (UNICEF), UN Women, the International Organization for Migration (IOM), the United States Agency for International Development (USAID), the Foreign, Commonwealth and Development Office (FCDO), the United States Census Bureau (USCB), the Republic of South Korea, the People's Republic of China, and other partners. Their contributions of

equipment, expertise, training, and financial support were instrumental in making the 2022 Population and Housing Census a success.

We also thank religious, traditional, and political leaders, as well as non-governmental organization leaders, the media, and non-citizens who played a part in making the Census a success.

We extend our special thanks to Honourable Anne Semamba Makinda, the Census Commissioner for Mainland Tanzania and former Speaker of the National Assembly, as well as Honourable Ambassador Mohamed Haji Hamza, the Census Commissioner for Tanzania Zanzibar. Their visionary leadership and commitment to educating and raising awareness among both citizens and non-citizens significantly increased national participation, ensuring a timely, smooth, and high-quality census exercise.

Finally, we commend the management and staff at the National Bureau of Statistics, under the leadership of Dr. Amina Msengwa, the Statistician-General, the staff at the Office of the Chief Government Statistician in Tanzania Zanzibar, led by Mr. Salum Kassim Ali, the Chief Government Statistician and Albina Chuwa, former Statistician General for their exceptional professionalism, coordination, and execution. We further appreciate the dedicated teams from the Ministry of Lands, Housing and Human Settlements Development, the Ministry of Information, Communication, and Information Technology, and other collaborating government institutions whose tireless efforts were instrumental in the success of the 2022 Population and Housing Census.



Kassim Majaliwa Majaliwa (MP)
Prime Minister of
The United Republic of Tanzania



Hemed Suleiman Abdulla (MRC)
Second Vice President of Zanzibar

Acknowledgement

The Government of the United Republic of Tanzania, through the Ministry of Finance and in collaboration with the National Bureau of Statistics (NBS) and the Office of the Chief Government Statistician in Tanzania Zanzibar (OCGS), successfully conducted the 2022 PHC, a nationwide exercise that gathered comprehensive demographic, social, and economic data essential for policy formulation, planning, monitoring, and evaluation. In addition to providing critical insights into population size, distribution, and characteristics, the Census captured information on education and literacy to support data-driven decision-making and development programming.

This report offers a detailed analysis of education and literacy indicators disaggregated by sex and region, forming a robust evidence base to guide inclusive and equitable policy interventions across the country.

We would like to express our heartfelt appreciation to all the experts who devoted their time, knowledge and efforts to the production of this report. In particular, we extend our gratitude to Prof. Akim Mturi, the Internal Technical Advisor who provided oversight throughout the writing of the monograph; Prof. Maurice Mbago, the Lead Author; Dr. Ruth Davison Minja, Director of Population Census and Demographic Statistics; Fahima Mohamed Issa, Director of the Social Statistics Department at OCGS; Seif Ahmad Kuchengo, Manager of Population Census and Vital Statistics and the National Census Coordinator. We also extend our sincere thanks to Abdul-Majid Jecha Ramadhan, Census Coordinator for Tanzania Zanzibar; Steven Lwendo, IT Expert responsible for data processing and table generation; as well as the National Census Technical Team, including statisticians, demographers, information technology experts, and geographic information system officers. Their leadership, technical expertise, and unwavering commitment were instrumental in the successful completion of this report.

We are equally grateful to all the professionals, including regional and district supervisors, enumerators, field supervisors, and members of the media, for their exemplary dedication and hard work. The success of the census would not have been possible without their commitment. Additionally, we extend our gratitude to the public for their cooperation throughout the entire census period.



Dr. Amina Suleiman Msengwa
Statistician General
National Bureau of Statistics



Salum Kassim Ali
Chief Government Statistician
Office of the Chief Government
Statistician, Zanzibar

Executive Summary

Education and Literacy Analysis in Tanzania is a monograph based on data from the 2022 Population and Housing Census (PHC). It provides a detailed analysis of literacy status, enrolment, educational attendance and attainment, as well as disparities in education across demographic and geographic groups. The Monograph comprises five chapters.

Chapter One outlines the background and objectives of the 2022 PHC and introduces the purpose of the education and literacy analysis. It presents the education and literacy-related questions included in the census, procedures for quality assurance, an overview of the education system, historical trends, sources of education statistics, and the structure of the monograph.

Chapter Two focuses on literacy levels among the population. Results show that, about eight out of ten (83.0%) persons aged 15 years and above are literate. Literacy is higher among males (86.8%) than females (79.5%), resulting in a Gender Parity Index below one, meaning that more males are literate than females. Literacy rate is notably higher in Tanzania Zanzibar (90.6%) compared to Mainland Tanzania (82.8%). Results further show that literacy rate ranges from 68.0 percent in Tabora Region to 97.5 percent in Dar es Salaam Region.

Chapter Three presents detailed information on school enrolment and education attainment across different formal education levels. Results show that the Net Enrolment Rate (NER) in primary education rose from 76.8 percent in 2012 to 82.1 percent in 2022. Urban areas recorded a higher NER (91.3%) than rural areas (78.2%), with regional variation from 63.2% in Tabora to 95.1% in Kusini Unguja. Furthermore, results reveal that Net enrolment rate declines with each successive level of education, dropping to 43.8 per cent for lower secondary and 7.8 per cent for upper education, indicating a low transition from primary to secondary education. Net enrolment in lower secondary education ranges from 26.3 percent in Tabora to 66.3 percent in Mjini Magharibi Region.

Chapter Four presents school attendance based on the existing education system in the country. Results show that 31.4 percent of the population aged four and above attend school/learning institution, with attendance slightly higher in Tanzania Zanzibar (38.0%) than in Mainland Tanzania (31.2%). Results further show that attendance is higher in urban areas (33.3%) than rural areas (30.4%), though in Tanzania Zanzibar the reverse is true, 39.0% in rural areas versus 36.9% in urban. The overall dropout rate stands at 10.6%, higher

in Tanzania Zanzibar (16.6%) than on Mainland Tanzania (10.4%), and greater in rural areas (11.6%) than urban areas (8.8%).

Chapter Five synthesises key findings, policy implications, and recommendations. The census results indicate high level of adult literacy and enrolment, particularly among younger age groups, yet reveal notable regional disparities. While some regions have either achieved or are close to meeting the 2026 national targets of reducing adult illiteracy (18.4% under FYDP III and 15.0% under ZADep), others lag behind. The findings also demonstrate gender equity among young males and females in terms of education, which is a positive sign towards achieving parity in the education sector. Despite these gains, further action is needed to narrow gender and geographic disparities in literacy and enrolment. Most critically, the government should address the challenges associated with low transition rates from primary to secondary and tertiary levels by enhancing access to secondary and tertiary education.

Key Indicators

Indicator	Tanzania		Mainland Tanzania		Tanzania Zanzibar	
	Number	Percentage	Number	Percentage	Number	Percentage
Adult Literacy Rate						
Total	29,336,514	83.0	28,323,159	82.8	1,013,355	90.6
Rural	16,632,723	76.5	16,168,531	76.2	464,192	85.6
Urban	12,703,791	93.5	12,154,628	93.4	549,163	95.4
Male	14,638,046	86.8	14,145,938	86.6	492,108	92.9
Female	14,698,468	79.5	14,177,221	79.2	521,247	88.5
Youth Literacy Rate (15-24 years)	10,458,013	88.3	10,087,291	88.0	370,722	96.4
Youth Literacy Rate (15-35 years)	18,694,762	87.7	18,026,390	87.5	668,372	95.5
Net Enrolment Rates						
Primary School (7 - 13 years)	11,596,930	82.1	11,255,659	81.7	341,271	94.4
Lower Secondary School (14 - 17 years)	5,403,988	43.8	5,238,895	43.2	165,088	61.5
Upper Secondary School (18 - 19 years)	2,371,695	7.8	5,189,857	7.7	76,537	9.3
Tertiary (20 - 24 years)	5,368,070	5.0	5,189,857	4.9	178,213	7.8
Gross Enrolment Ratio in Primary School	11,596,930	96.8	11,255,659	96.4	341,271	106.1
School Attendance Status						
Attending	16,594,471	31.8	15,982,287	31.6	612,184	38.0
Dropout	5,726,391	11.0	5,448,719	11.0	277,672	17.0
Completed	20,647,645	39.5	20,074,919	39.6	572,726	36.0
Never Attended	9,288,443	17.8	9,137,991	18.0	150,452	9.3
Highest Level of Educational Attained						
Total Number	20,095,590	99.8	19,546,313	99.8	549,277	99.8
Primary School	14,148,837	70.3	14,079,961	72.0	68,876	12.5
Training after Primary	58,536	0.2	58,060	0.3	476	0.1
Secondary School	4,314,553	21.5	3,902,443	20.0	412,110	74.7
Training after Secondary	243,185	1.2	239,709	1.2	3,476	0.6
University and Others	1,330,479	6.6	1,266,140	6.5	64,339	11.7

Table of Content

Citation	ii
Foreword	iii
.....	iii
Acknowledgement	vii
Executive Summary	viii
Key Indicators	x
List of tables.....	xiv
List of Figures	xvi
List of Maps.....	xix
Abbreviations and Acronyms.....	xx
Concepts and Definitions	xxi
Chapter One	1
Introduction.....	1
1.1 Background on 2022 Population and Housing Census	1
1.2 Objectives of the 2022 Population and Housing Census.....	1
1.3 Purpose of Education and Literacy Analysis	2
1.4 Census Questions on Education and Literacy	3
1.5 Quality and Control Procedures.....	3
1.6 Structure of Education System	4
1.7 Sources of Education Statistics in the Country	4
1.7.1 Administrative Statistics	4
1.7.2 Sample Surveys.....	4
1.7.3 Population Censuses	5
1.8 Organisation of the Monograph	5
Chapter Two	6
A: Literacy and Numeracy Status	6
2.1 Introduction.....	6
2.2 Literacy Status by Age and Sex.....	7
2.3 Literacy among Special Age Groups.....	12
2.4 Adult Literacy Rate	14
2.5 Literacy Trend from 2002 to 2022 Censuses	15
2.6 Literacy Status by Place of Residence, Sex and Age	16
2.7 Literacy Level by Language Type	20
2.8 Regional Differentials	21
2.9 Numeracy Status by Age and Sex	23
2.10 Numeracy among Special Age Groups.....	25
2.11 Numeracy Rate for Selected Levels of Education	25
2.12 Adult Numeracy Rate	26
Chapter Three	36
School Enrolment and Attainment.....	36

3.1	Introduction.....	36
3.2	School Enrolment	37
3.2.1	Pre-Primary Enrolment Ratio	37
3.2.2	Primary School Net Enrolment Rate	40
3.2.3	Secondary Net Enrolment Rate	40
3.2.4	Primary Net Enrolment Rate by Region	43
3.2.5	Secondary Net Enrolment Rate by Region.....	44
3.2.6	Primary Net Enrolment Rate by Place of Residence and Region	47
3.2.7	School Enrolment Rates in Lower Secondary School by Sex and Region.....	49
3.2.8	Primary School Net Enrolment Rates in 2012 and 2022 Censuses	51
3.2.9	Regional Differentials Trend in Net Enrolment Rate	52
3.2.10	Gross Enrolment Ratio.....	54
3.3	Education Attainment	59
3.3.1	Primary Education Attainment.....	59
3.3.2	Lower Secondary Education Attainment	66
3.3.3	Upper Secondary Education Attainment	73
Chapter Four	.....	80
School Attendance	.....	80
4.1	Introduction.....	80
4.2	School Attendance Status	80
4.3	Population Attending School by Age.....	88
4.4	Drop-out Status	88
4.5	Population Never Attended School by Sex	91
Chapter Five	.....	92
Summary, Conclusions, Policy Implications and Recommendations	.....	92
5.1	Introduction.....	92
5.2	Literacy and Numeracy Status.....	92
5.2.1	Summary	92
5.2.2	Policy implications	93
5.2.3	Policy Recommendations.....	93
5.2.3.1	Improving Access to Quality Education	93
5.2.3.2	Teacher Training and Development	94
5.2.3.3	Curriculum and Teaching Methods.....	94
5.2.3.4	Community Engagement and Support	95
5.3	School Enrolment	95
5.3.1	Summary	95
5.3.2	Policy implications	95
5.3.3	Policy recommendations.....	96
5.4	School Attendance	97
5.4.1	Summary	97

5.4.2	Policy implications	97
5.4.3	Policy Recommendations.....	97
5.5	Conclusion.....	98
References	.....	99
Appendices	.....	100

List of tables

Table 2.1: Literacy Rates for Population Aged Five Years and Above by GPI and Five-Year Age Groups; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2022 PHC.....	8
Table 2.2: Literacy Rate by Place of Residence, Sex and Selected Age Groups; Tanzania, 2022 PHC	12
Table 2.3: Literacy Rate for School Age Population by Place of Residence and Sex; Mainland Tanzania and Tanzania Zanzibar, 2022 PHC	13
Table 2.4: Literacy Rates for Persons Aged 15 Years and Above by Sex and Five-Year Age Groups, and; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2022 PHC....	15
Table 2.5: Literacy Rates for Rural Population Aged 15 Years and Above by Sex and Five-Year Age Groups: Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC ...	18
Table 2.6: Literacy Rates for Urban Population Aged 15 Years and Above by Sex and Five-year Age Groups: Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC ...	20
Table 2.7: Literacy Rate of Population Aged 15 Years and Above by Type of Language and Sex: Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC	21
Table 2.8: Literacy Rates for Persons Aged 15 Years and Above by Place of Residence and Region; Tanzania, 2022 PHC	22
Table 2.9: Numeracy Rate for Persons Aged Five Years and Above by Place of Residence, Sex and Five-Year Age Groups; Tanzania, 2022 PHC	24
Table 2.10: Numeracy Rate for Selected Age Groups by Place of Residence and Sex; Tanzania, 2022 PHC	25
Table 2.11: Numeracy Rates for School Age Population by Place of Residence and Sex; Tanzania, 2022 PHC.....	26
Table 2.12: Numeracy Rates for Adult Population Aged 15 Years and Above by Place of Residence and Region; Tanzania, 2022 PHC.....	28
Table 2.13: Numeracy Rates for Adult Population Aged 15 Years and Above by Sex, Place of Residence and Region; Tanzania, 2022 PHC.....	29
Table 3.1: Population in Pre-Primary and Net Enrolment Rate by Place of Residence and Region; Tanzania, Mainland Tanzania, Tanzania Zanzibar 2022 PHC	39
Table 3.2: Population Aged 7 – 24 Year and Net Enrolment Rate by Level of Education, Place of Residence and Sex; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2022 PHC	42
Table 3.3: Population Aged 7 – 24 and Net Enrolment Rate by Level of Education and Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2022 PHC	46
Table 3.4: Population Aged 6 – 23 Years and Net Enrolment Rate by Level of Education and Region; Tanzania Zanzibar, 2022 PHC.....	47
Table 3.5: Primary Net Enrolment Rates by Place of Residence, Sex and Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2022 PHC	48
Table 3.6: Primary Net Enrolment Rates by Place of Residence, Sex and Region; Tanzania Zanzibar 2022 PHC	49
Table 3.7: Net Enrolment Rates in Lower Secondary Schools by Place of Residence, Sex and Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar, 2022 PHC	50

Table 3.8: Net Enrolment Rates in Lower Secondary Schools by Place of Residence, Sex and Region; Tanzania Zanzibar, 2022 PHC.....	51
Table 3.9: Net Enrolment Ratio in Primary School by Residence; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2012 and 2022 PHCs	52
Table 3.10: Population and Net Enrolment Rates in Primary Schools by Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2012 and 2022 PHCs	53
Table 3.11: Primary and Lower Secondary Gross Enrolment Ratios by Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC - Total	56
Table 3.12: Primary and Lower Secondary Gross Enrolment Ratios by Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC - Rural	57
Table 3.13: Primary and Lower Secondary Gross Enrolment Ratios by Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC - Urban	58
Table 3.14: Percentage Distribution of Population Aged 5 Years and Above who Completed Primary Education as the Highest Level by Place of Residence and Region, Tanzania, Mainland Tanzania and Tanzania Zanzibar: 2022 PHC	62
Table 3.15: Percentage Distribution of Population Aged 5 Years and Above who Completed Lower Secondary as the Highest Level by Place of Residence and Region, Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC	69
Table 3.16: Percentage Distribution of Population Aged 5 Years and Above who Completed Upper Secondary as the Highest Level by Place of residence and Region, Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC	76
Table 4.1: Percentage Distribution of Population Aged Four Years and Above by School Attendance Status and Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2022 PHC.	85
Table 4.2: Percentage Distribution of Population Aged Four Years and Above in Rural Areas by School Attendance Status and Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2022 PHC.....	86
Table 4.3: Percentage Distribution of Population Aged Four Years and Above in Urban Areas by School Attendance Status and Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2022 PHC.....	87
Table 4.4: Percentage Distribution of Population Aged 7-17 Years who Dropped out of School by Sex, Level of Education and Region: Tanzania, Mainland Tanzania and Tanzania Zanzibar, 2022 PHC.....	90

List of Figures

Figure 2.1: Literacy Rates for Population Aged Five Years and Above by Sex and Five-Year Age Groups, Tanzania, 2022 PHC	9
Figure 2.2: Literacy Rates for Population Aged Five Years and Above by Sex and Five-Year Age Groups, Mainland Tanzania, 2022 PHC	10
Figure 2.3: Literacy Rates for Population Aged Five Years and Above by Sex and Five-Year Age Groups, Tanzania Zanzibar, 2022 PHC	11
Figure 2.4: Adult Literacy Rates by Sex: Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC	14
Figure 2.5: Literacy Rates for Persons Aged 15 Years and Above: Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2002, 2012 and 2022 PHCs	16
Figure 2.6: Literacy Rates for Rural Population Aged 15 Years and Above by Age Groups and Sex: Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC	17
Figure 2.7: Literacy Rates for Urban Population Aged 15 Years and Above by Five-year Age Groups and Sex: Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC	19
Figure 2.8: Literacy Rate of Population Aged 15 Years and Above by Language Type: Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC	21
Figure 2.9: Numeracy Rate for Persons Aged Five Years and Above by Sex and Place of Residence; Tanzania, 2022 PHC	24
Figure 2.10: Numeracy Rates for Adult Population Aged 15 Years and Above by Sex, Tanzania, Mainland Tanzania and Tanzania Zanzibar, 2022 PHC	27
Figure 2.11: Numeracy Rates for Adult Population Aged 15 Years and Above by Sex, Place of Residence; Tanzania, 2022 PHC	27
Figure 3.1: Pre-Primary Net Enrolment Rate by Region; Tanzania, Mainland Tanzania, Tanzania Zanzibar 2022 PHC	38
Figure 3.2: Net Enrolment Rates for Persons Aged 7 - 24 Years by Level of Education Attending; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2022 PHC	41
Figure 3.3: Net Enrolment Rates for Persons Aged 6 - 23 Years by Level of Education Attending; Tanzania Zanzibar 2022 PHC	41
Figure 3.4: Primary School Net Enrolment Ratio, Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2012 and 2022 PHCs	51
Figure 3.5: Primary Gross Enrolment Ratio by Place of Residence; Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC	54
Figure 3.6: Primary Schools Gross Enrolment Ratio by Sex, Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC	55
Figure 3.7: Percentage Distribution of Population Aged 5 Years and Above Completed Primary Education as the Highest Level by Place of Residence; Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC	60
Figure 3.8: Percentage Distribution of Population Aged 5 Years and Above completed Primary Education as the Highest Level by Sex; Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC	60

Figure 3.9: Percentage Distribution of Population Aged 5 Years and Above who Completed Primary Education as the Highest Level by Region, Tanzania: 2022 PHC.....	61
Figure 3.10: Percentage Distribution of Population Aged 5 Years and Above Completed Primary as the Highest Level of Education Attained by Age Group, Tanzania; 2022 PHC ..	64
Figure 3.11: Percentage Distribution of Population Aged 5 Years and Above who Completed Primary as the Highest Level by Age Group, Mainland Tanzania; 2022 PHC	65
Figure 3.12: Percentage Distribution of Population Aged 5 Years and Above who Completed Primary as the Highest Level by Age Group; Tanzania Zanzibar; 2022 PHC.....	65
Figure 3.13: Percentage Distribution of Population Aged 5 Years and Above who Completed Secondary as the Highest Level by Place of Residence, Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC	66
Figure 3.14: Percentage Distribution of Population Aged 5 Years and Above who Completed Lower Secondary as the Highest Level by Sex, Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC	67
Figure 3.15: Percentage Distribution of Population Aged 5 Years and Above who Completed Lower Secondary as the Highest Level by Region, Tanzania; 2022 PHC	68
Figure 3.16: Percentage Distribution of Population Aged 15 Years and Above who completed Lower Secondary Education as the Highest Level by Age Group, Tanzania; 2022 PHC	71
Figure 3.17: Percentage Distribution of Population Aged 15 Years and Above who Completed Lower Secondary Education as the Highest Level by Age Group, Mainland Tanzania; 2022 PHC	72
Figure 3.18: Percentage Distribution of Population Aged 15 Years and Above who Completed Lower Secondary Education as the Highest Level by Age Group, Tanzania Zanzibar: 2022 PHC	72
Figure 3.19: Percentage Distribution of Population Aged 5 Years and Above Completed Upper Secondary as the Highest Level by Place of Residence; Tanzania, Mainland Tanzania and Tanzania, 2022 PHC	73
Figure 3.20: Percentage Distribution of Population Aged 5 Years and Above Completed Upper Secondary as the Highest Level by Sex; Tanzania, Mainland Tanzania and Tanzania Zanzibar, 2022 PHC	74
Figure 3.21: Percentage Distribution of Population Aged 5 Years and Above who Completed Upper Secondary as the Highest Level by Region, Tanzania: 2022 PHC	75
Figure 3.22: Percentage Distribution of Population Aged 15 Years and Above who Completed any Class in Upper Secondary Education as the Highest Level by Age Group, Tanzania: 2022 PHC.....	78
Figure 3.23: Percentage Distribution of Population Aged 15 Years and Above who Completed Upper Secondary Education as the Highest Level of Education Completed by Age Group, Mainland Tanzania: 2022 PHC	79
Figure 3.24: Percentage Distribution of Population Aged 15 Years and Above who Completed Upper Secondary Education as the Highest Level of Education Completed by Age Group, Tanzania Zanzibar: 2022 PHC	79

Figure 4.1: Percentage Distribution of Population Aged 4 Years and Above by School Attendance Status; Tanzania, Mainland Tanzania and Tanzania Zanzibar, 2022 PHC.	82
Figure 4.2: Percentage Distribution of Population Aged 4 Years and Above by Sex and School Attendance Status; Tanzania 2022 PHC.....	83
Figure 4.3: Percentage Distribution of Population Aged 4 Years and Above by School Attendance Status and Place of Residence; Tanzania 2022 PHC.	83
Figure 4.4: Percentage Distribution of Population Aged 5 Years and Above by School Attendance Status; Tanzania 2002, 2012 and 2022 PHCs.	84
Figure 4.5: Percentage Distribution of the Population Aged (6-19) Attending School by Single Years; Tanzania, Mainland Tanzania and Tanzania Zanzibar, 2022 PHC	88
Figure 4.6: School Dropout Rate for Persons Aged 6-19 years by Single Years; Tanzania, Mainland Tanzania and Tanzania Zanzibar, 2022PHC.	89
Figure 4.7: Percentage Distribution of Population Aged 6-19 Years who Never Attended School by Single Age; Tanzania, Mainland Tanzania and Tanzania Zanzibar, 2022 PHC.	91

List of Maps

Map 1.1: UNITED REPUBLIC OF TANZANIA, ADMINISTRATIVE BOUNDARIES	i
Map 2.1: Literacy Rates for Persons Aged 15 Years and Above by Region; Tanzania, 2022 PHC	23
Map 2.2: Numeracy Rate for Adult Population Aged 15 Years and Above by Region; Tanzania, 2022 PHC	30
Map 3.1: Net Enrolment Rate in Primary Schools by Region; Tanzania, 2022 PHC.....	43
Map 3.2: Net Enrolment Ratio in Lower Secondary Schools by Region; Tanzania, 2022 PHC	45

Abbreviations and Acronyms

CESA	Continental Education Strategy for Africa
EA	Enumeration Area
EAC	East Africa Community
EMIS	Education Management Information System
FYDP	Five Year Development Plan
GER	Gross Enrolment Ratio
GIS	Geographical Information System
GPI	Gender Parity Index
GPS	Global Positioning System
NA	Not Applicable
NBS	National Bureau of Statistics
NER	Net Enrolment Rate
OCGS	Office of the Chief Government Statistician
PHC	Population and Housing Census
SADC	Southern African Development Cooperation
SDGs	Sustainable Development Goals
SG	Statistician General
STD	Standard
URT	United Republic of Tanzania
ZADEP	Zanzibar Development Plan

Concepts and Definitions

Attendance Status is the distribution of individuals attending a formal education level, Drop Out, Completed or Never Attended.

Dropout Rate is the proportion of population who do not complete a cycle of formal education level.

Educational Attainment is the highest level completed according to the country's educational system.

Gross Enrolment Ratio (GER) is defined as the number of children who are attending school regardless of age divided by the total number of children in an official age group.

Literacy Rate is the percentage of a population that can read and write in Kiswahili and/or English, or in any other language(s).

Net Enrolment Rate (NER) is defined as the number of children in official age group who are attending school divided by the total number of children in that age group.

Never Attended: is the number of persons never attended a formal education programme.

Numeracy is the ability to access, use, interpret and communicate simple mathematical information and ideas, to engage in and manage basic mathematical demands for a range of situations in adult life.

Numeracy Rate is the percentage of a population with the ability to access, use, interpret and communicate simple mathematical information and ideas.

Quality Assurance is a planned and systematic activity implemented in a quality system so that quality requirements for the product are fulfilled.

Quality Control refers to observations, techniques and activities used to fulfil requirements for quality.

School Attendance refers to attendance at any regular authorized or licensed educational institution or programme for organized learning at any level of education at the time of the Census.

Chapter One

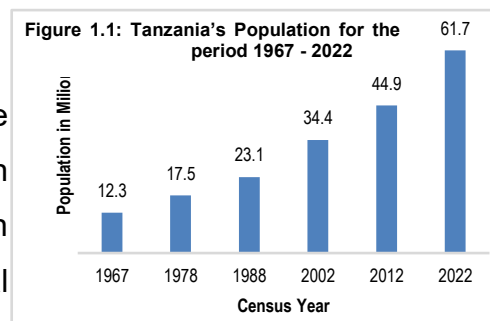
Introduction

1.1 Background on 2022 Population and Housing Census

The 2022 Tanzania Population and Housing Census (PHC) was carried out in accordance with the Statistics Act CAP 351. The Act, inter alia, mandates the NBS, in collaboration with OCGS Tanzania Zanzibar, to conduct population and housing censuses within the United Republic of Tanzania every ten years. This was the sixth Census after the Union of Tanganyika and Tanzania Zanzibar in 1964 and was conducted in accordance with the United Nations Principles and Recommendations for population counts. The other censuses were carried out in the years 1967, 1978, 1988, 2002 and 2012.

The census was undertaken on a *de-facto* basis and the reference was the night of 22nd/23rd August, 2022. Like the previous censuses, the 2022 PHC enumerated people by the place of residence on the census night. All persons found within the country were enumerated, regardless of their nationalities or citizenship. The enumeration was planned for seven days; however, it was completed in nine days. Unlike previous censuses, the 2022 PHC is the first digital census in Tanzania to apply mobile technology in Census data and information collection.

The censuses show that Tanzania's population increased from 12.3 million in 1967 to 61.7 million people in 2022 (Figure 1.1). Also, average annual population growth rate of Tanzania increased from 2.7 percent in 2002-2012 to 3.2 percent in 2012-2022 intercensal periods.



1.2 Objectives of the 2022 Population and Housing Census

The main objective of 2022 PHC was to provide information to Government and other stakeholders on population size, distribution, composition and other social economic characteristics as well as on housing conditions. It would improve accessibility to reliable current data for policy formulation, development planning, evidence-based decision making and service delivery improvement as well as population and socio-economic programmes monitoring and evaluation.

The specific objectives of the 2022 PHC were to:

- a) Increase availability and accessibility of accurate, timely and reliable data on demographic, socio-economic characteristics and environment;
- b) Enhance knowledge of stakeholders on socio-economic, demographic characteristics and environment of the Tanzanian population as well as patterns and trends of population growth;
- c) Promote better use of lower administrative levels disaggregated socio-economic and demographic data;
- d) Strengthen capacity of NBS and OCGS in carrying out population and housing censuses, and other statistical data; and
- e) Establish a comprehensive buildings and National Physical Addresses database that enables evidence-based decisions as a key tool for enhancing access to social services, expansion of tax base and to inform development programmes in general.

1.3 Purpose of Education and Literacy Analysis

The Education and Literacy Analysis monograph provides valuable insights into educational landscape in the country. Education is a cornerstone for sustainable development, influencing economic growth, social cohesion, and individual empowerment. This monograph serves as an essential resource for policymakers, educators, and researchers as Tanzania is striving to enhance its educational outcomes across diverse populations.

The monograph enables a better understanding on the challenges and opportunities through compiling comprehensive data on literacy rates, educational attainment and demographic variations within the education sector. It highlights disparities that exist in different regions, demographics, gender, age and urban-rural divisions, thereby informing required interventions and resource allocation.

The monograph is a platform for evidence-based decision-making and enable stakeholders to identify priority areas for intervention. For instance, knowing the regional literacy rates disparities guides resources allocation for underperforming areas and provision of equitable access to educational opportunities for all citizens. This is important in a country where geographic and socio-economic factors would impact significantly the quality and access to education.

The monograph also plays an essential role in progress monitoring over time. Stakeholders could assess impact of educational policies and interventions and where necessary allow adjustments and improvements through comparison of 2022 PHC data with data from

previous censuses. This continuous evaluation process on achievements of the national education goals is a necessity since it enables alignment with global commitments such as Goal 4 of the Sustainable Development Goals (SDGs), aiming at ensuring inclusive and equitable quality education for all.

On the other hand, the monograph contributes to discussions on gender equity in education since it provides data disaggregated into sex and enables a thorough analysis of gender disparities in education attainment and literacy. This is crucial in developing strategies that target on promoting equal opportunities for males and females, therefore creating a more equitable society.

The Education and Literacy Analysis is a catalyst for stakeholders' engagement. It promotes collaboration among government agencies, non-governmental organisations, community leaders and educational institutions. These partnerships are essential for addressing the multifaceted challenges in education sector as well as mobilising resources to implement effective educational programmes.

1.4 Census Questions on Education and Literacy

Five questions were asked on literacy and education in the 2022 Population and Housing Census. The first two questions on literacy and numeracy sought to assess the literacy and numeracy status of the population aged four years and above. The other three questions assessed the status of population school attendance by asking whether all persons aged four years and above were attending school, partially attended, completed or never attended. Responses on these questions determined the education status by grouping the population in four major categories (Appendix 2).

1.5 Quality and Control Procedures

Quality assurance procedures are extremely important during any data collection process, i.e. in pre-enumeration, enumeration and post enumeration. To minimize errors during the 2022 PHC, quality standards were established and applied in throughout all operational phases. Quality control teams from NBS and OCGS together with other stakeholders worked hand in hand with the respective regional and district Census personnel to ensure compliance with the required standards for performing census activities. In this regard, a Quality Control Procedure Handbook for the 2022 PHC was developed and served as a key reference tool throughout the Census operation.

1.6 Structure of Education System

Mainland Tanzania follows a slightly different education structure from that of Tanzania Zanzibar. Both structures are organised into four levels namely pre-primary, primary, secondary (lower and upper) and tertiary education. In Mainland Tanzania, the education structure is 1+ 6 +4+2/ 3+3+, comprising one-year of pre-primary education, 6 years of primary education, 4 years of ordinary secondary education (Form One to Form Four), two years of advanced secondary education (Form Five and Six) or three years of technical education and minimum of three years of tertiary education.

In contrast, Tanzania Zanzibar adopts a 2–6–4–2–3+ structure; that is, two years in preparatory education, six years in primary education, four years in ordinary secondary education, two years in upper secondary education and three or more years in university education. This structure provides twelve years of compulsory education, encompassing two years of preparatory education, six years of primary education and four years of lower secondary education.

1.7 Sources of Education Statistics in the Country

1.7.1 Administrative Statistics

Ministry of Education, Science, and Technology oversees and coordinates education in Tanzania. It plays a key role in the education-related data collection and dissemination for various departments and interventions. The Ministry in collaboration with Local Government Authorities and Development Partners through Tanzania Education Management Information System (EMIS) is an essential tool for collecting and managing education data in Tanzania. It captures students, teachers, schools, and educational resources data in all parts of the country. Information is mostly collected at school levels using electronically designed questionnaire.

1.7.2 Sample Surveys

Sample survey is an essential method used in generating Tanzania education and literacy statistics, specifically obtaining data which may not be readily available in routine administrative systems or provide more details of specific populations. Tanzania National Bureau of Statistics and the Office of the Chief Government Statistician, Zanzibar play a key role in collecting various statistics, including the ones related to education in household-based surveys. These are the Tanzania Demographic and Health, Households and Budget and Integrated Labour Force Surveys.

1.7.3 Population Censuses

Population and Housing Censuses in Tanzania, held after every ten-year period also collect education statistics. Population census includes questions on school attendance, enrolment, and educational attainment providing benchmark information on education and literacy rates for all census disaggregated data, which are instrumental in shaping educational policies and strategies. The collection of this data has become more sophisticated over time due to the needs of national development goals and global frameworks like the Sustainable Development Goals (SDGs).

The 2012 PHC expanded education-related questions to include literacy (both reading and writing), school enrolment, and educational attainment for all aged 5 years and older individuals. The 2012 census data also started to incorporate education ICT access and technology as a way to show that there is an increasing digital learning tools in modern education systems importance.

The 2022 Population and Housing Census provided even more detailed data on education indicators, reflecting the evolving educational priorities of Tanzania in line with international goals.

- School attendance and enrolment data was collected and categorized by level of education (pre-primary, primary, secondary, and post-secondary).
- Literacy rates for both youth and adults, broken down by gender and rural/urban classifications.
- Educational attainment and dropout rates, reflecting national efforts to assess and address barriers to education.

1.8 Organisation of the Monograph

The Education and Literacy Analysis of the 2022 PHC provides a detailed analysis of the education and literacy status as collected from the Census. The Monograph comprises five chapters. Chapter One offers an introductory note including the overview of the 2022 Census and Chapter Two focuses on literacy and numeracy status. Chapter Three analyses school enrolment and attainment and Chapter Four addresses school attendance. Chapter Five presents the conclusion and policy implications.

Chapter Two

A: Literacy and Numeracy Status

Key Points

- Eight out of ten (79.1%) persons aged five years and above in Tanzania are literate. The literacy rate is higher in Tanzania Zanzibar (88.1%) than in Mainland Tanzania (78.8%).
- Over eight out of ten (83.0%) adult persons aged 15 years and above in Tanzania are literate; the adult literacy rate is higher in Tanzania Zanzibar (90.6%) than Mainland Tanzania (82.8%).
- The literacy rate for persons aged 15 years and above ranges between 68.0 percent in Tabora Region and 97.5 percent in Dar es Salaam Region.
- Almost eight out of ten (78.6%) persons aged 5 years and above in Tanzania are numerate. The numeracy rate is higher (87.9%) in urban than in rural areas (73.6%).
- About eighty five percent (84.7%) of adults aged 15 years and above in Tanzania are numerate. The numeracy rate is higher in Tanzania Zanzibar (90.6%) than in Mainland Tanzania (84.5%).

2.1 Introduction

This chapter provides a comprehensive analysis of literacy and numeracy levels across different population groups in Tanzania. Literacy and numeracy are foundational skills that empower individuals, enhance educational outcomes, and drives economic growth, making them essential for national development. The chapter aims to assess the current state of literacy and numeracy, identify regional and demographics disparities, and examine the factors influencing educational attainment.

Education remains a vital instrument for personal development and societal progress. While the government has made significant strides in expanding access to education, challenges persist, particularly in rural areas and marginalized communities. This chapter draws on the most recent data from the 2022 PHC, highlighting key trends, improvements and areas requiring immediate attention.

By analysing literacy and numeracy rates across ages, gender, geographic location, and socio-economic status in Tanzania, the chapter seeks to inform policy makers, educators, and other stakeholders on current educational landscape. The findings will support refinement of strategies aimed at improving accessibility and quality of education, ensuring that all Tanzanians are equipped with the skills needed to thrive in an increasingly complex and interconnected to the world.

2.2 Literacy Status by Age and Sex

The results in Table 2.1 show that 79.1 percent of the population aged five years and above in Tanzania is literate. Literacy rate is notably higher in Tanzania Zanzibar at 88.1 percent compared to 78.8 percent in Mainland Tanzania. The data further reveal that literacy rates exceed 80 percent among individuals aged 10 to 49 years, but drop significantly to less than 41 percent among elderly population aged 80 years and above. This pattern is partly attributed to the recent expansion of primary school education, which has led to improved literacy rates among younger age groups.

Generally, the results indicate a declining trend in literacy with increasing age. Notably, among individuals aged 5 – 19 years, literacy is slightly higher among females than males. However, in all subsequent age groups, the reverse is true, with males exhibiting higher literacy rates than females. The same pattern is observed in Mainland Tanzania and Tanzania Zanzibar (Figure 2.1, 2.2, 2.3 & Appendix 3).

The Gender Parity Index (GPI) for individuals aged 5 to 19 years is slightly above 1, indicating a marginal advantage for females. However, the GPI gradually declines below 1, ultimately reaching 0.5 for individuals aged 80 years and above, indicating a historical disparity favouring males. This trend reflects a positive sign for achieving gender parity in the education sector (Table 2.1 and Appendix 3).

This data highlights generational improvements in literacy and gender parity, particularly among the youth, while also pointing to regional disparities and the continued need to address historical inequalities in education access.

Table 2.1: Literacy Rates for Population Aged Five Years and Above by GPI and Five-Year Age Groups; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2022 PHC

Age Group	Tanzania		Mainland Tanzania		Tanzania Zanzibar	
	Both Sexes	GPI	Both Sexes	GPI	Both Sexes	GPI
Total	79.1	1.0	78.8	1.0	88.1	1.0
5 - 9	57.0	1.1	56.6	1.1	70.8	1.1
10 - 14	86.2	1.1	86.0	1.1	95.3	1.0
15 - 19	88.9	1.0	88.7	1.0	96.6	1.0
20 - 24	87.5	1.0	87.2	1.0	96.1	1.0
25 - 29	88.5	1.0	88.2	1.0	95.5	1.0
30 - 34	86.4	0.9	86.1	0.9	94.0	1.0
35 - 39	82.4	0.9	82.1	0.9	90.6	1.0
40 - 44	82.3	0.9	82.1	0.9	87.6	0.9
45 - 49	80.9	0.9	80.8	0.9	85.1	0.9
50 - 54	79.6	0.9	79.5	0.9	83.6	0.9
55 - 59	78.9	0.8	78.9	0.8	80.3	0.8
60 - 64	70.1	0.7	69.9	0.7	78.3	0.8
65 - 69	65.1	0.7	65.0	0.7	69.6	0.7
70 - 74	57.8	0.6	57.6	0.6	64.8	0.7
75 - 79	52.7	0.6	52.7	0.6	56.1	0.6
80+	40.6	0.5	40.5	0.5	48.8	0.6

**Figure 2.1: Literacy Rates for Population Aged Five Years and Above by Sex and Five-Year Age Groups, Tanzania, 2022
PHC**

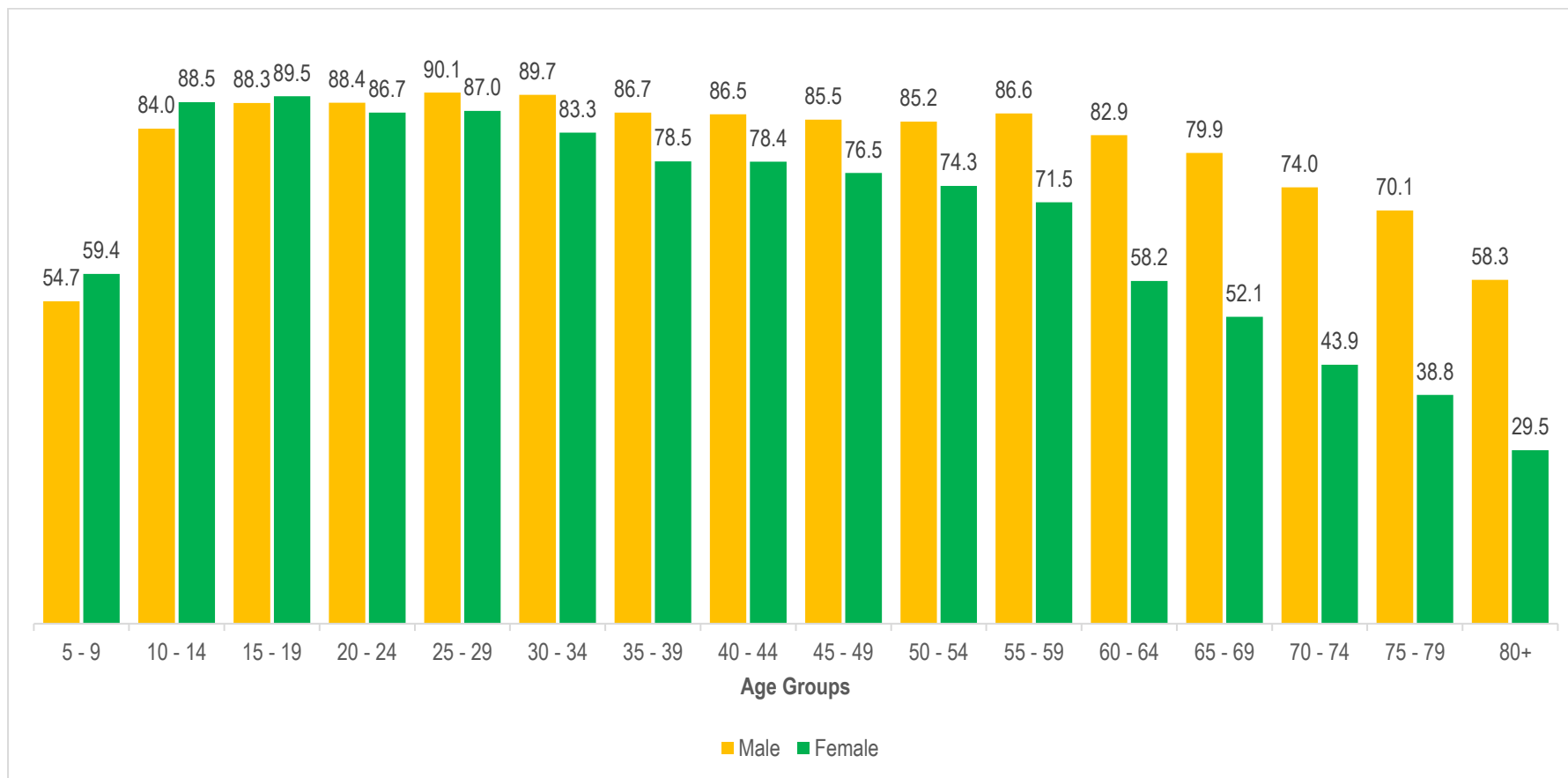


Figure 2.2: Literacy Rates for Population Aged Five Years and Above by Sex and Five-Year Age Groups, Mainland Tanzania, 2022 PHC

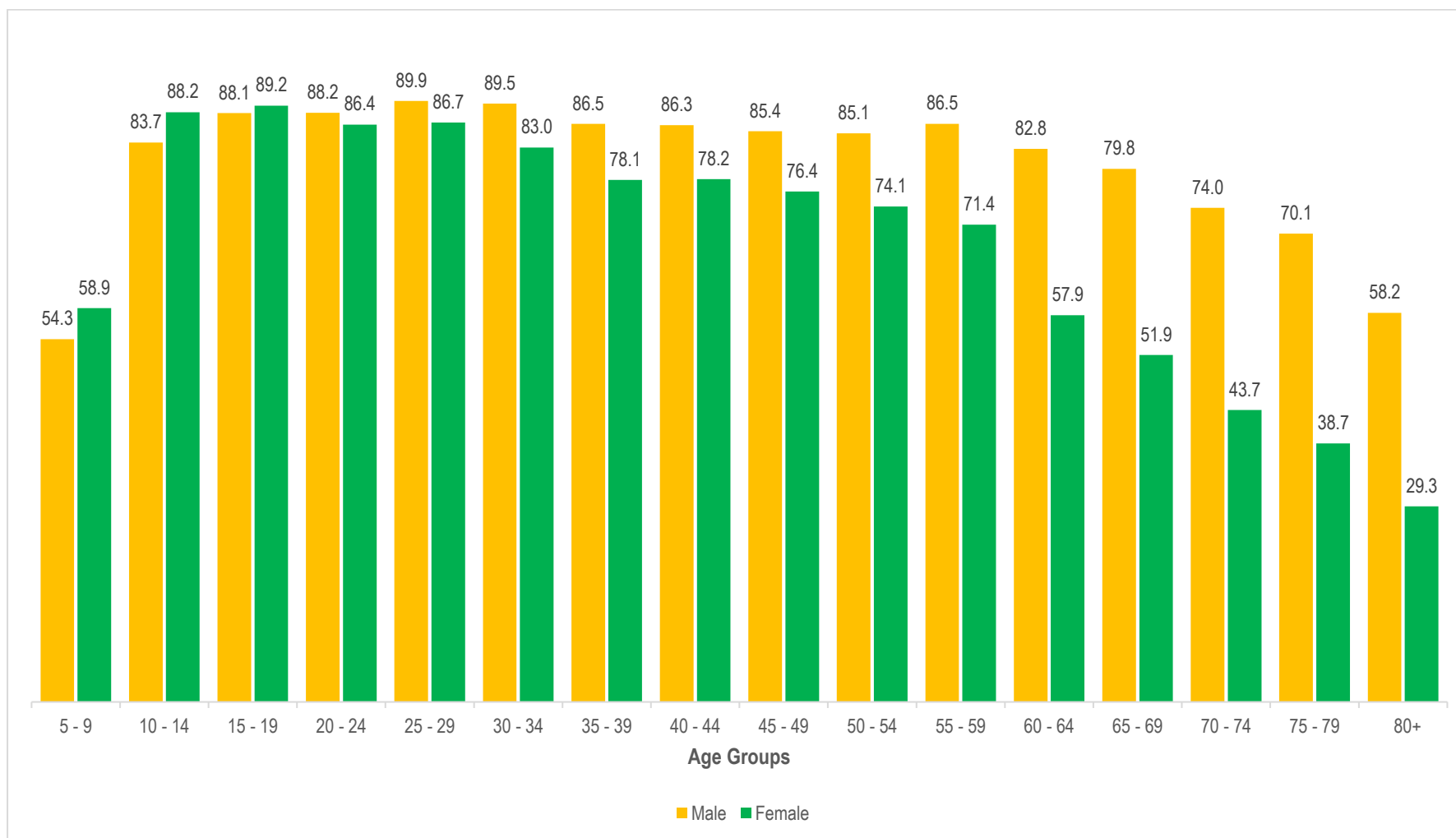
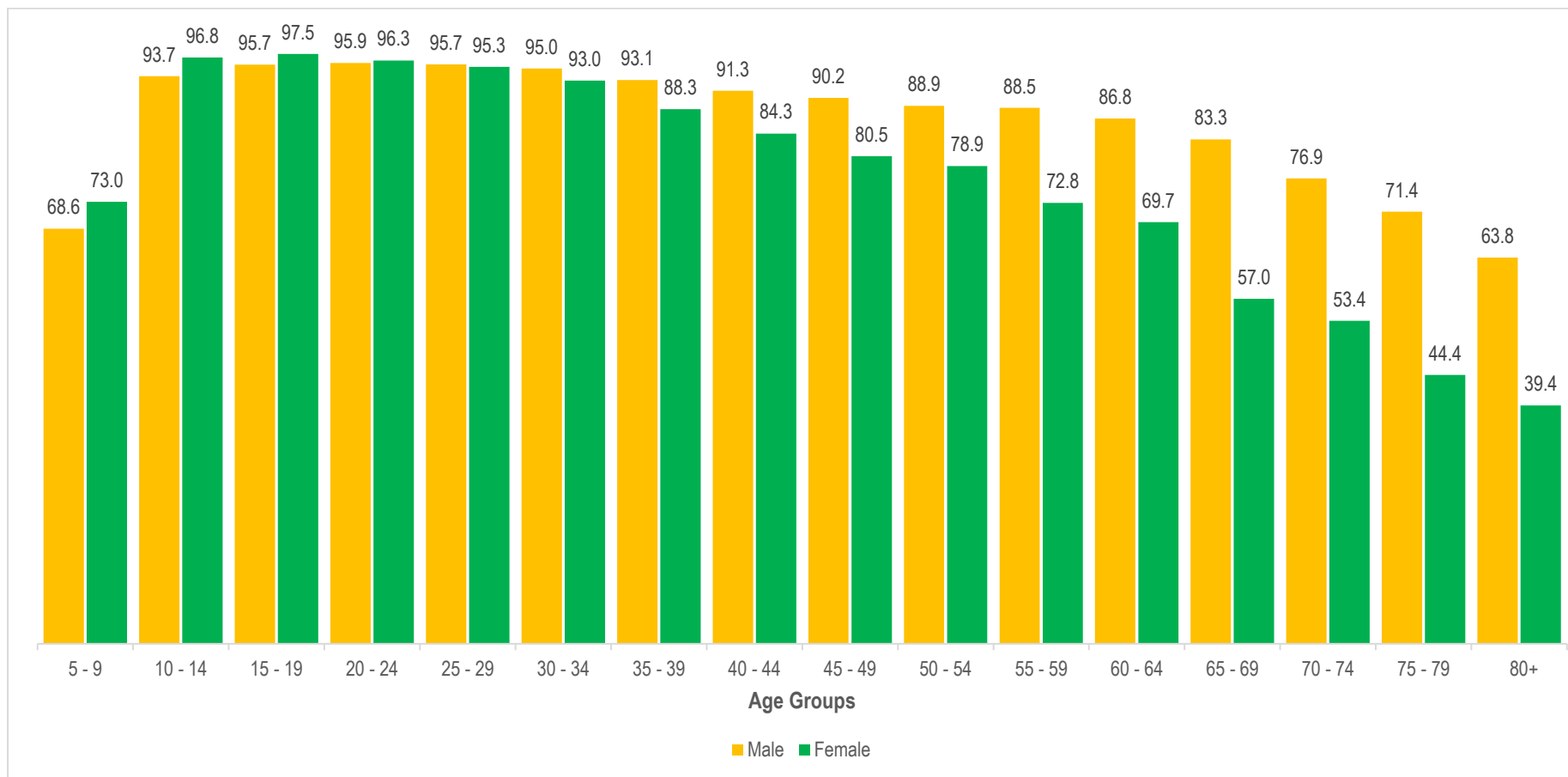


Figure 2.3: Literacy Rates for Population Aged Five Years and Above by Sex and Five-Year Age Groups, Tanzania Zanzibar, 2022 PHC



2.3 Literacy among Special Age Groups

The data for special age groups are highly required by planners and policy makers for planning development activities and assessing the country performance in comparison with the other countries. Such special age groups include: the teenagers (13-19 years), youth (15-24 years), the working-age population (15-64 years), the elderly population (60 years and above), adults aged 18 years and above population. Access to such disaggregated data supports monitoring progress towards international commitments such as the SDGs, regional plans including Agenda 2063 and East Africa 2050 Vision, and national development strategies such as FYDP III and ZADEP.

The results show that youth who are defined using international criteria, have a literacy rate of 88.3 percent. This is an increase of 2.4 percent compared with literacy rate recorded in 2012. This result shows a positive progress towards attainment of the target number 4.6 of SDGs which aspires that by 2030, all youth and a substantial proportion of adults, both men and women, will achieve literacy and numeracy. The consistent literacy rates observed across the three youth subgroups further suggest equitable improvements within this cohort. These achievements indicate that government efforts and interventions aimed at improving youth literacy are yielding results.

Furthermore, the literacy rate among the working-age group (15 to 64 years) stands at 85.0 percent, while that of the elderly population aged 60 years and above is considerably lower at 59.7 percent, highlighting a generational disparity. Across all selected age groups, literacy rates are consistently higher in urban areas than in rural settings, underscoring the persistent rural-urban divide in educational access and quality (Table 2.2 and Appendices 4 & 5).

Table 2.2: Literacy Rate by Place of Residence, Sex and Selected Age Groups; Tanzania, 2022 PHC

Selected Age Group	Total			Rural			Urban		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
Youth Population									
Teenagers (13–19 years)	88.7	87.6	89.8	84.7	83.6	85.8	96.5	96.2	96.8
Youth Population (15–24 years)	88.3	88.4	88.2	83.1	83.7	82.6	96.5	96.4	96.5
Youth Population (15–35 years)	87.8	88.9	86.6	82.0	84.0	80.1	96.1	96.5	95.7
Other Population Groups									
Working Age Population (15-64 years)	85.0	87.8	82.5	78.9	82.7	75.2	94.6	95.9	93.4
Elderly population (60+ years)	59.7	75.5	46.5	53.5	70.5	39.4	75.3	88.1	64.5
Population Aged 4 years and above	77.1	78.6	75.6	69.9	72.0	67.9	90.1	91.0	89.3
Population Aged 14+ years and above	83.2	86.8	80.0	76.9	81.6	72.5	93.6	95.4	91.9
Adult Population Aged 18+ years and above	82.2	86.6	78.2	75.2	81.1	69.9	93.1	95.3	91.1

Note: Special age groups are not mutually exclusive

The results in Table 2.3 reveal notable variations in literacy rates among the school-age population across Mainland Tanzania and Tanzania Zanzibar, disaggregated by education level, sex, and place of residence. At the primary school level, literacy in Tanzania Zanzibar stands at 84.3 percent, exceeding 78.0 percent in Mainland Tanzania. This gap is evident across both rural and urban settings. In rural areas, the primary school literacy rate in Tanzania Zanzibar is 80.2 percent, compared to 72.0 percent in Mainland Tanzania. Urban rates are considerably higher: 89.2 percent in Tanzania Zanzibar and 92.3 percent in Mainland Tanzania. In both urban and rural contexts, literacy among females is higher than males. The literacy rate in secondary school is also higher in Tanzania Zanzibar (96.6%) than in Mainland Tanzania (89.1%). Urban students consistently outperform rural peers. Females slightly outperform males across all settings.

These differences can be attributed to structural and resource disparities between urban and rural settings:

- Schools in urban areas generally benefit from better infrastructure, higher teacher quality, and access to learning materials and extracurricular opportunities.
- Schools in rural areas often face logistical challenges such as long travel distances, limited transportation, under-resourced classrooms, and shortages of qualified teachers, which collectively hinder regular attendance and quality of instruction.

Overall, the data highlight the continued need to prioritise gender-responsive and geographically equitable educational policies, particularly for rural communities, to bridge literacy gaps and support inclusive learning outcomes.

Table 2.3: Literacy Rate for School Age Population by Place of Residence and Sex; Mainland Tanzania and Tanzania Zanzibar, 2022 PHC

Selected Age Group	Total			Rural			Urban		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
Mainland Tanzania									
Primary School (7–13 years)	78.0	75.7	80.3	72.0	69.4	74.7	92.3	91.3	93.3
Secondary School (14-17 years)	89.1	87.6	90.6	85.4	83.8	87.1	96.6	96.2	96.9
Tanzania Zanzibar									
Primary School (6–12 years)	84.3	82.2	86.3	80.2	77.7	82.7	89.2	87.8	90.6
Secondary School (13-16 years)	96.6	95.4	97.7	95.3	93.7	96.9	98.0	97.4	98.7

2.4 Adult Literacy Rate

The results indicate that adult literacy rate for individuals aged 15 years and above in Tanzania is 83.0 percent. The literacy rate is higher in Tanzania Zanzibar (90.6%) than Mainland Tanzania (82.8%). The rate increased from 78.1 percent in 2012 to 83.0 percent in 2022. The results indicate that this increase is more pronounced among females, with a difference of 6.2 percentage points, compared with 3.4 percentage point increase for males (Figure 2.4 and Appendix 8).

The recorded literacy rate in Mainland Tanzania exceeds the target of 81.6 percent in the Third National Five-Year Development Plan 2021/22 to 2025/2026. Similarly, the recorded literacy rate in Tanzania Zanzibar is also beyond the target of ZADEP which was set at 85.0 percent by 2026. These targets aimed to significantly improve literacy among children and adults, enhancing access to education and ensuring equitable opportunities for marginalized groups.

Literacy rates are higher among males (86.8%) than females (79.5%) in Tanzania, a pattern also reflected in both Mainland Tanzania and Tanzania Zanzibar. Except for the 15 – 19 age group, the GPI remains below 1 across all other age groups, indicating a persistent male advantage (Table 2.4 & Appendices 6 and 7).

Figure 2.4: Adult Literacy Rates by Sex: Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC

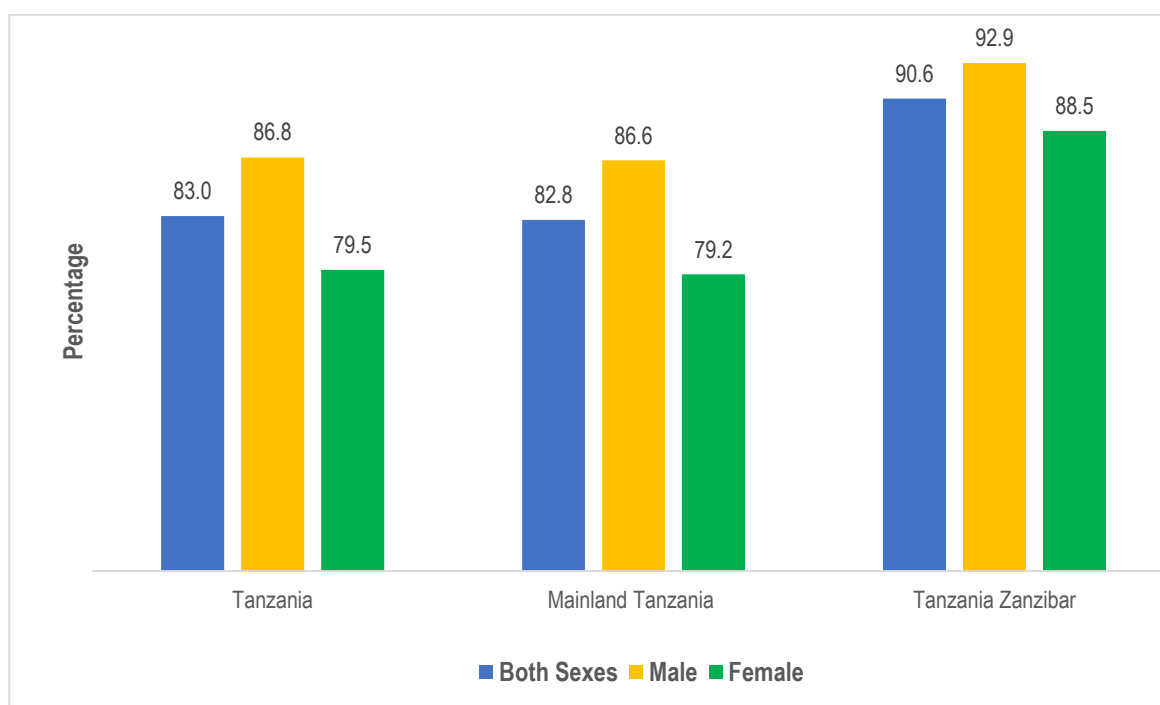


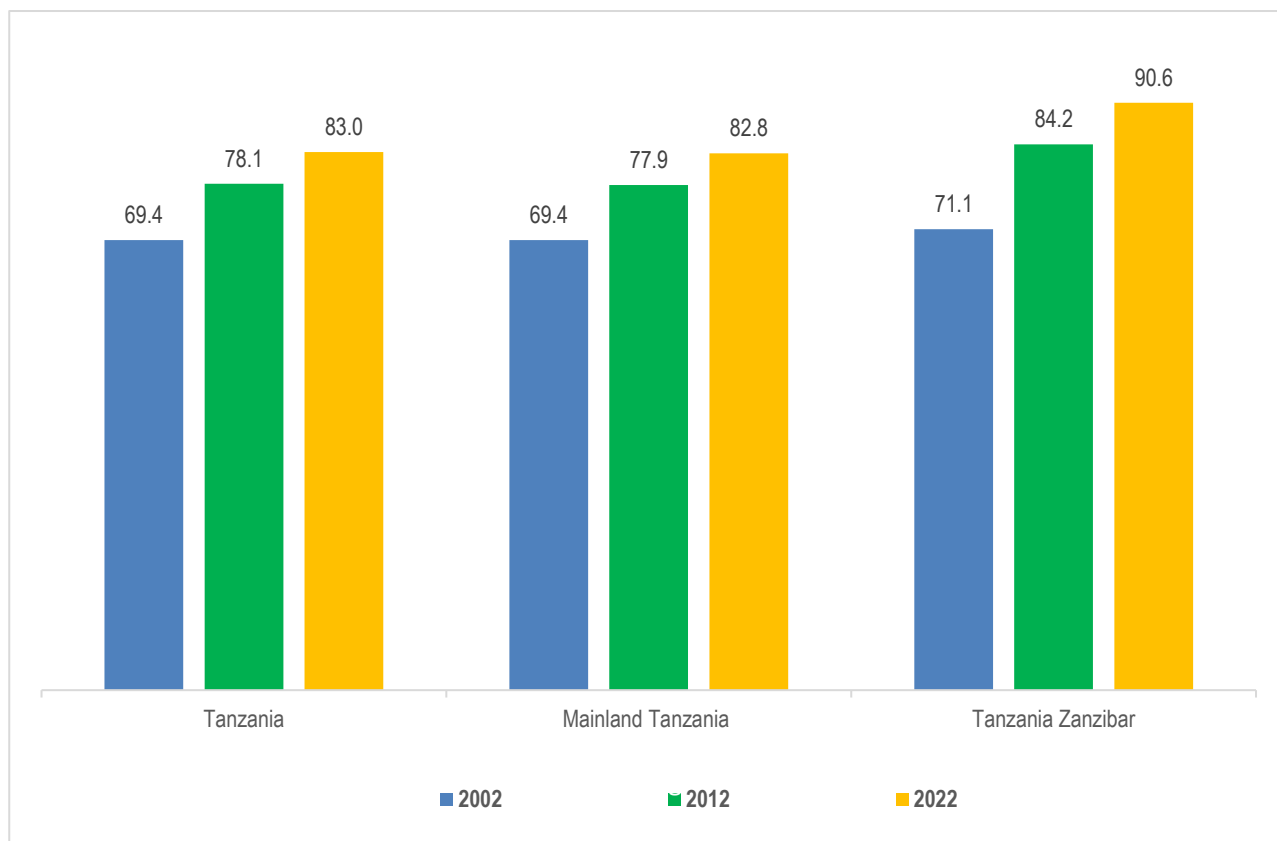
Table 2.4: Literacy Rates for Persons Aged 15 Years and Above by Sex and Five-Year Age Groups, and; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2022 PHC

Age Group	Tanzania				Mainland Tanzania				Tanzania Zanzibar			
	Both Sexes	Male	Female	GPI	Both Sexes	Male	Female	GPI	Both Sexes	Male	Female	GPI
Total	83.0	86.8	79.5	0.9	82.8	86.6	79.2	0.9	90.6	92.9	88.5	1.0
15 - 19	88.9	88.3	89.5	1.0	88.7	88.1	89.2	1.0	96.6	95.7	97.5	1.0
20 - 24	87.5	88.4	86.7	1.0	87.2	88.2	86.4	1.0	96.1	95.9	96.3	1.0
25 - 29	88.5	90.1	87.0	1.0	88.2	89.9	86.7	1.0	95.5	95.7	95.3	1.0
30 - 34	86.4	89.7	83.3	0.9	86.1	89.5	83.0	0.9	94	95	93.0	1.0
35 - 39	82.4	86.7	78.5	0.9	82.1	86.5	78.1	0.9	90.6	93.1	88.3	1.0
40 - 44	82.3	86.5	78.4	0.9	82.1	86.3	78.2	0.9	87.6	91.3	84.3	0.9
45 - 49	80.9	85.5	76.5	0.9	80.8	85.4	76.4	0.9	85.1	90.2	80.5	0.9
50 - 54	79.6	85.2	74.3	0.9	79.5	85.1	74.1	0.9	83.6	88.9	78.9	0.9
55 - 59	78.9	86.6	71.5	0.8	78.9	86.5	71.4	0.8	80.3	88.5	72.8	0.8
60 - 64	70.1	82.9	58.2	0.7	69.9	82.8	57.9	0.7	78.3	86.8	69.7	0.8
65 - 69	65.1	79.9	52.1	0.7	65	79.8	51.9	0.7	69.6	83.3	57	0.7
70 - 74	57.8	74.0	43.9	0.6	57.6	74	43.7	0.6	64.8	76.9	53.4	0.7
75 - 79	52.7	70.1	38.8	0.6	52.7	70.1	38.7	0.6	56.1	71.4	44.4	0.6
80+	40.6	58.3	29.5	0.5	40.5	58.2	29.3	0.5	48.8	63.8	39.4	0.6

2.5 Literacy Trend from 2002 to 2022 Censuses

Adult literacy trends, based on data from 2002, 2012, and 2022 Population and Housing Censuses, show notable progress. Nationally, the literacy rate rose by 13.6 percentage points, from 69.4 percent in 2002 to 83.0 percent in the 2022. Mainland Tanzania recorded a similar increase of 13.4 percentage points. In Tanzania Zanzibar, gains were even more substantial, with literacy rates rising by 19.5 percentage points, from 71.1 percent in 2002 to 90.6 percent in 2022. In terms of residence, rural areas saw a 13.4-point increase, compared to a 6.0-point rise in urban areas over the same period (Figure 2.5).

Figure 2.5: Literacy Rates for Persons Aged 15 Years and Above: Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2002, 2012 and 2022 PHCs



2.6 Literacy Status by Place of Residence, Sex and Age

The literacy rate among the population aged 15 years and above is significantly higher in urban areas (93.5%) compared to rural areas (76.5%) (Table 2.5 & Table 2.6). Across both settings, male literacy rates are consistently higher than those of females. The GPI is below 1 in both urban and rural contexts, indicating a gender disparity in favour of males. Notably, the GPI approaches one (1) among younger age groups, indicating progress towards gender equity in education sector in recent years. However, it declines significantly among older age cohorts, reflecting historical inequalities that favour males (Appendices 5 & 6).

Figure 2.6: Literacy Rates for Rural Population Aged 15 Years and Above by Age Groups and Sex: Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC

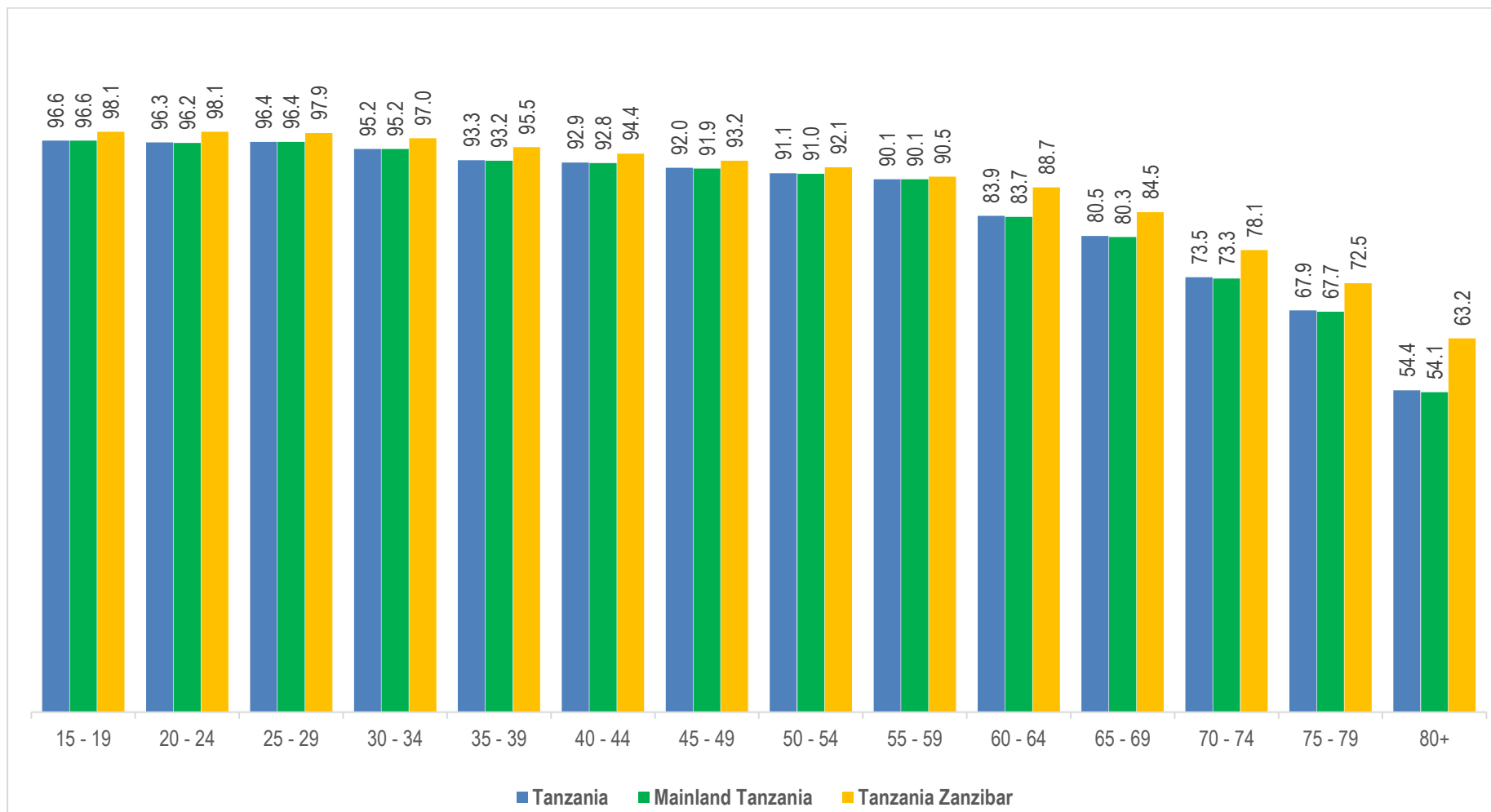


Table 2.5: Literacy Rates for Rural Population Aged 15 Years and Above by Sex and Five-Year Age Groups: Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC

Age Group	Tanzania				Mainland Tanzania				Tanzania Zanzibar			
	Both Sexes	Male	Female	GPI	Both Sexes	Male	Female	GPI	Both Sexes	Male	Female	GPI
Total	76.5	81.6	71.8	0.9	76.2	81.4	71.5	0.9	85.6	89.0	76.5	81.6
15 - 19	84.6	84.3	85.0	1.0	84.4	84.1	84.7	1.0	95.1	94.0	84.6	84.3
20 - 24	81.2	82.9	79.8	1.0	80.9	82.6	79.4	1.0	93.9	93.7	81.2	82.9
25 - 29	82.2	84.9	79.9	0.9	82.0	84.7	79.5	0.9	92.7	93.1	82.2	84.9
30 - 34	79.7	84.5	75.3	0.9	79.4	84.3	74.9	0.9	90.7	92.2	79.7	84.5
35 - 39	74.8	80.6	69.6	0.9	74.5	80.4	69.2	0.9	85.6	89.5	74.8	80.6
40 - 44	75.5	80.8	70.6	0.9	75.4	80.7	70.5	0.9	80.3	86.3	75.5	80.8
45 - 49	74.5	80.2	69.2	0.9	74.5	80.1	69.2	0.9	76.1	84.0	74.5	80.2
50 - 54	73.7	80.4	67.5	0.8	73.7	80.4	67.5	0.8	74.5	81.8	73.7	80.4
55 - 59	73.5	82.6	64.9	0.8	73.6	82.6	65.0	0.8	70.4	81.7	73.5	82.6
60 - 64	64.0	78.5	50.5	0.6	63.9	78.5	50.4	0.6	68.0	79.5	64.0	78.5
65 - 69	58.5	74.9	44.3	0.6	58.5	74.9	44.4	0.6	56.7	74.5	58.5	74.9
70 - 74	51.9	69.1	37.2	0.5	51.8	69.1	37.2	0.5	53.3	67.3	51.9	69.1
75 - 79	47.5	65.5	33.0	0.5	47.5	65.6	33.0	0.5	44.3	60.6	47.5	65.5
80+	36.4	54.2	24.8	0.5	36.4	54.2	24.7	0.5	38.6	53.8	36.4	54.2

Figure 2.7: Literacy Rates for Urban Population Aged 15 Years and Above by Five-year Age Groups and Sex: Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC

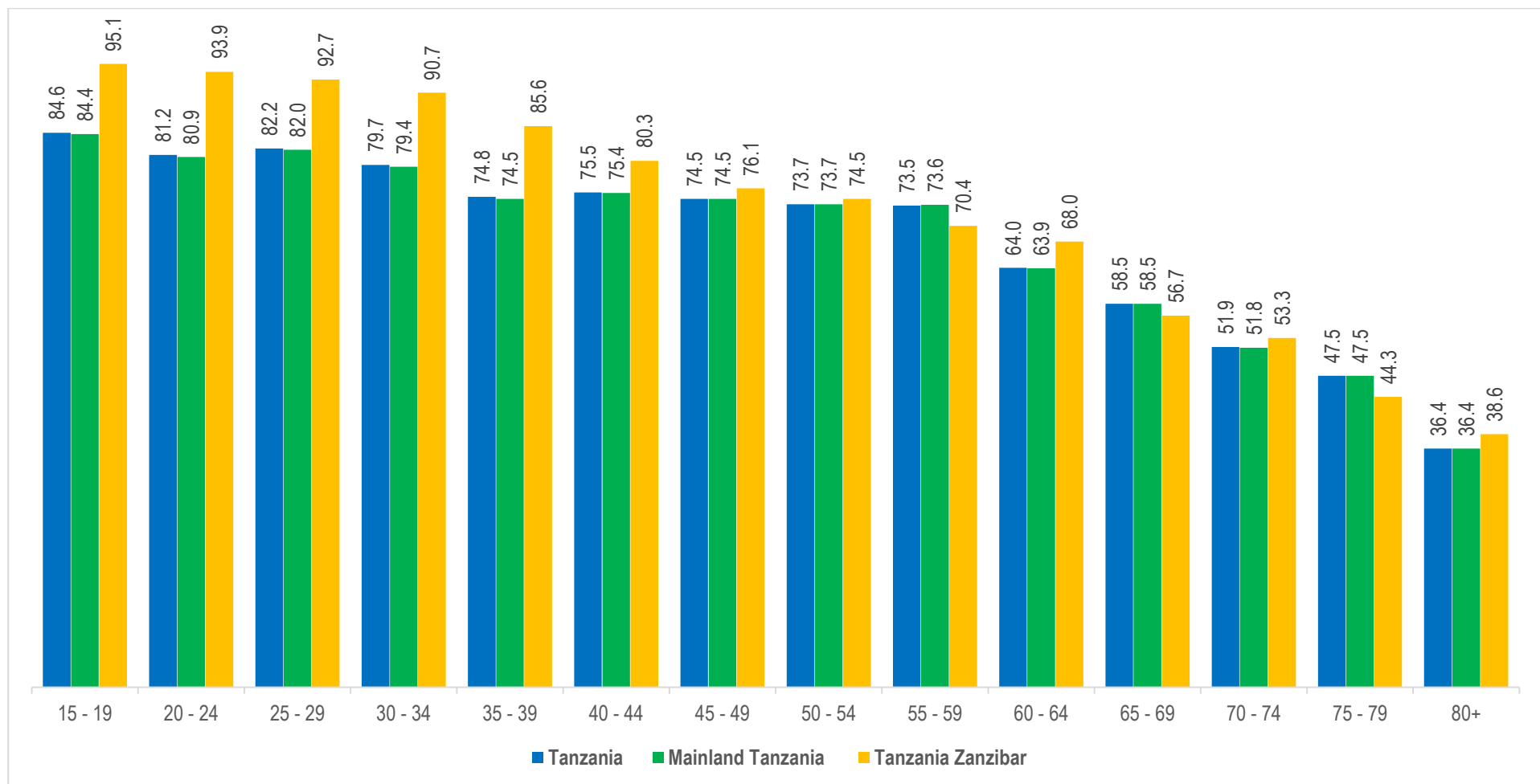


Table 2.6: Literacy Rates for Urban Population Aged 15 Years and Above by Sex and Five-year Age Groups: Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC

Age Group	Tanzania				Mainland Tanzania				Tanzania Zanzibar			
	Both Sexes	Male	Female	GPI	Both Sexes	Male	Female	GPI	Both Sexes	Male	Female	GPI
Total	93.5	95.4	91.7	1.0	93.4	95.3	91.6	1.0	95.4	96.7	94.2	1.0
15 - 19	96.6	96.4	96.8	1.0	96.6	96.3	96.8	1.0	98.1	97.5	98.6	1.0
20 - 24	96.3	96.5	96.1	1.0	96.2	96.4	96.0	1.0	98.1	97.8	98.3	1.0
25 - 29	96.4	96.9	96.0	1.0	96.4	96.8	96.0	1.0	97.9	97.9	97.8	1.0
30 - 34	95.2	96.6	94.0	1.0	95.2	96.6	93.9	1.0	97.0	97.7	96.5	1.0
35 - 39	93.3	95.3	91.5	1.0	93.2	95.2	91.3	1.0	95.5	96.7	94.4	1.0
40 - 44	92.9	95.0	90.8	1.0	92.8	94.9	90.7	1.0	94.4	96.1	92.9	1.0
45 - 49	92.0	94.4	89.6	1.0	91.9	94.4	89.5	1.0	93.2	95.7	91.0	1.0
50 - 54	91.1	94.1	87.9	0.9	91.0	94.1	87.9	0.9	92.1	95.2	89.3	0.9
55 - 59	90.1	94.7	85.5	0.9	90.1	94.7	85.5	0.9	90.5	95.4	86.0	0.9
60 - 64	83.9	92.7	75.6	0.8	83.7	92.6	75.3	0.8	88.7	94.5	83.0	0.9
65 - 69	80.5	91.2	70.7	0.8	80.3	91.1	70.4	0.8	84.5	92.9	76.3	0.8
70 - 74	73.5	87.0	61.7	0.7	73.3	86.9	61.4	0.7	78.1	88.7	68.7	0.8
75 - 79	67.9	83.4	55.5	0.7	67.7	83.3	55.3	0.7	72.5	86.4	61.9	0.7
80+	54.4	73.0	43.9	0.6	54.1	72.8	43.6	0.6	63.2	79.2	54.0	0.7

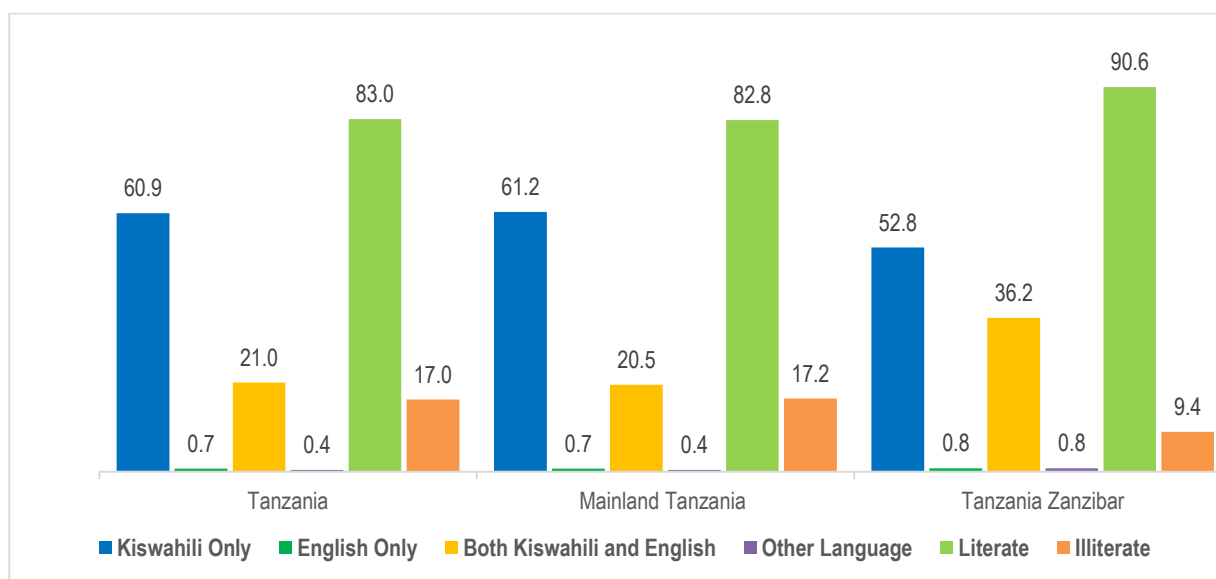
2.7 Literacy Level by Language Type

Kiswahili and English are the most commonly spoken languages in Tanzania and are used for official and business communication. The highest literacy rates in Tanzania, Mainland Tanzania, and Tanzania Zanzibar are recorded in Kiswahili only (60.9%, 61.2% and 52.8% respectively), while literacy in other languages remains comparatively low. Notably, the proportion of the population literate in both English and Kiswahili is higher in Tanzania Zanzibar (36.2%) than in Mainland Tanzania (20.5%) (Table 2.7, Figure 2.8 and Appendix 8).

Table 2.7: Literacy Rate of Population Aged 15 Years and Above by Type of Language and Sex: Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC

Sex and Area	Literacy Status				Total	
	Kiswahili Only	English Only	Both Kiswahili and English	Other Language	Literate	Illiterate
Tanzania	60.9	0.7	21.0	0.4	83.0	17.0
Male	62.5	0.7	23.2	0.5	86.8	13.2
Female	59.6	0.7	18.9	0.4	79.5	20.5
Mainland Tanzania	61.2	0.7	20.5	0.4	82.8	17.2
Male	62.8	0.7	22.7	0.5	86.6	13.4
Female	59.8	0.7	18.4	0.4	79.2	20.8
Tanzania Zanzibar	52.8	0.8	36.2	0.8	90.6	9.4
Male	52.9	0.9	38.1	1.0	92.9	7.1
Female	52.7	0.8	34.5	0.6	88.5	11.5

Figure 2.8: Literacy Rate of Population Aged 15 Years and Above by Language Type: Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC.



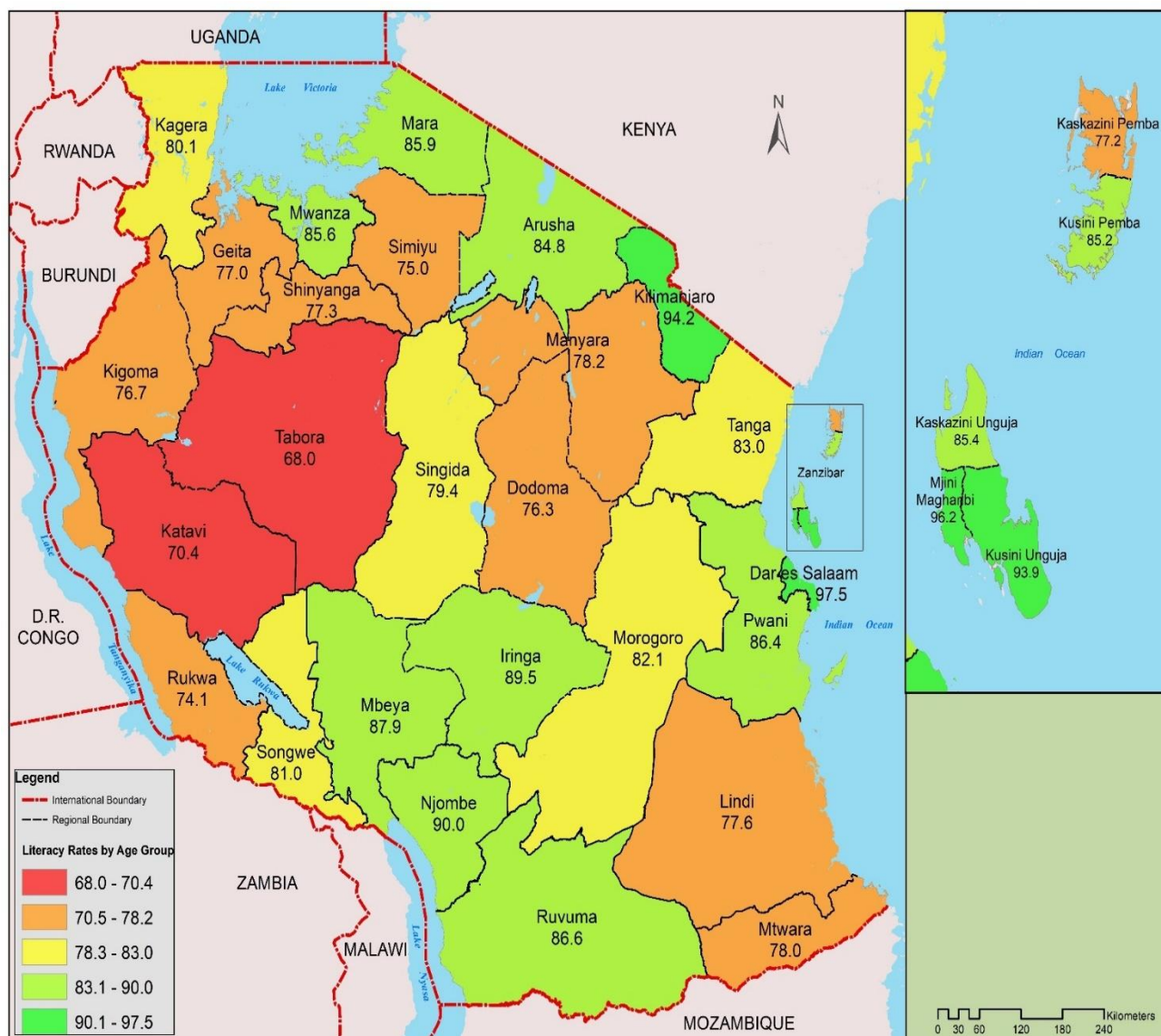
2.8 Regional Differentials

Adult literacy rates in Tanzania stand at 83.0 percent, with significant regional and urban-rural disparities. Urban areas (93.5%) outperform rural areas (76.5%) across all regions. Dar es Salaam has the highest literacy rate at 97.5%, while Tabora records the lowest at 68.0%. Tanzania Zanzibar performs well overall (90.6%), with Mjini Magharibi leading at 96.2%. These gaps highlight the need for targeted efforts to improve rural literacy, particularly in underperforming regions such as Tabora, Katavi, and Rukwa (Table 2.8 and Map 2.1).

Table 2.8: Literacy Rates for Persons Aged 15 Years and Above by Place of Residence and Region; Tanzania, 2022 PHC

Region	Population			Literacy Rate		
	Total	Rural	Urban	Total	Rural	Urban
Tanzania	35,341,131	21,748,559	13,592,572	83.0	76.5	93.5
Mainland Tanzania	34,222,966	21,206,107	13,016,859	82.8	76.2	93.4
Dodoma	1,777,834	1,081,562	696,272	76.3	68.3	88.8
Arusha	1,381,206	760,684	620,522	84.8	74.8	97.1
Kilimanjaro	1,207,636	909,887	297,749	94.2	93.3	97.3
Tanga	1,521,158	1,085,387	435,771	83.0	78.7	94.0
Morogoro	1,921,353	1,120,153	801,200	82.1	74.9	92.1
Pwani	1,263,422	729,145	534,277	86.4	82.0	92.2
Dar es Salaam	3,689,630	NA	3,689,630	97.5	NA	97.5
Lindi	768,641	604,758	163,883	77.6	75.4	85.6
Mtwara	1,056,814	797,695	259,119	78.0	74.8	88.0
Ruvuma	1,109,183	846,244	262,939	86.6	84.1	94.7
Iringa	726,160	494,954	231,206	89.5	86.2	96.7
Mbeya	1,398,614	815,467	583,147	87.9	82.5	95.5
Singida	1,065,403	870,381	195,022	79.4	76.5	92.5
Tabora	1,723,654	1,419,315	304,339	68.0	63.5	89.2
Rukwa	778,803	604,720	174,083	74.1	70.4	86.7
Kigoma	1,267,636	930,142	337,494	76.7	73.0	86.9
Shinyanga	1,205,869	780,695	425,174	77.3	71.2	88.4
Kagera	1,631,330	1,427,058	204,272	80.1	78.2	93.9
Mwanza	2,035,947	1,155,881	880,066	85.6	79.0	94.3
Mara	1,234,042	826,408	407,634	85.9	83.6	90.5
Manyara	1,032,288	853,304	178,984	78.2	75.2	92.5
Njombe	550,502	383,186	167,316	90.0	87.4	95.9
Katavi	576,444	427,349	149,095	70.4	64.7	86.9
Simiyu	1,043,451	809,059	234,392	75.0	72.2	84.6
Geita	1,511,818	952,690	559,128	77.0	71.6	86.2
Songwe	744,128	519,983	224,145	81.0	75.3	94.0
Zanzabar	1,118,165	542,452	575,713	90.6	85.6	95.4
Kaskazini Unguja	154,819	126,991	27,828	85.4	83.9	92.1
Kusini Unguja	122,547	97,434	25,113	93.9	93.5	95.4
Mjini Magharibi	553,188	105,697	447,491	96.2	95.1	96.5
Kaskazini Pemba	142,447	109,964	32,483	77.2	74.2	87.7
Kusini Pemba	145,164	102,366	42,798	85.2	82.4	91.8

Map 2.1: Literacy Rates for Persons Aged 15 Years and Above by Region; Tanzania, 2022 PHC



2.9 Numeracy Status by Age and Sex

Fundamental numeracy skills include understanding basic arithmetic operations such as addition, subtraction, multiplication and division. The numeracy rate in this report, is defined as the percentage of population aged five years and above capable of performing simple arithmetic calculations.

The results show that, 78.6 percent of population aged five years and above is numerate, with rates slightly higher among males (79.5%) than females (77.9%). It is observed that numeracy rates exceed 87.0 percent for young people aged 15 to 34 years, while for younger children aged 5 to 14 years and persons aged 35 years and above show lower numeracy levels, ranging between 47.9 percent and 85.9 percent. The numeracy rate in urban areas (87.9%) is higher than rural areas (73.6%) but the rate remains higher for males than females in rural and urban areas (Table 2.9 and Figure 2.9).

Figure 2.9: Numeracy Rate for Persons Aged Five Years and Above by Sex and Place of Residence; Tanzania, 2022 PHC

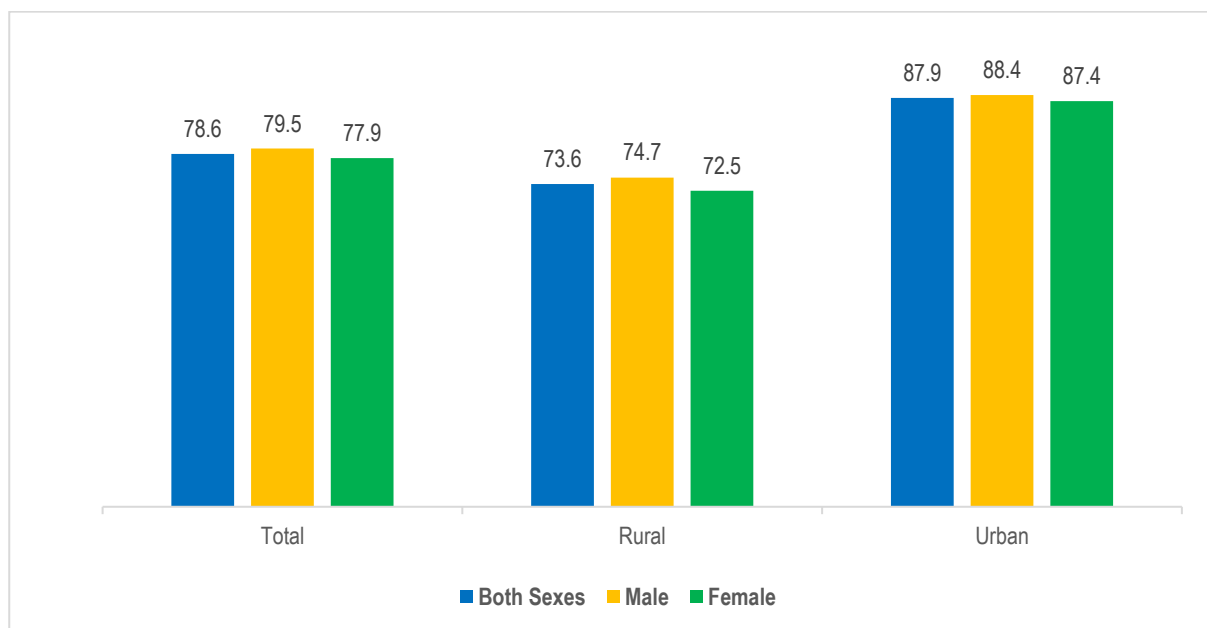


Table 2.9: Numeracy Rate for Persons Aged Five Years and Above by Place of Residence, Sex and Five-Year Age Groups; Tanzania, 2022 PHC

Age Group	Total			Rural			Urban		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
Total	78.6	79.5	77.9	73.6	74.7	72.5	87.9	88.4	87.4
5 - 9	50.9	48.7	53.1	43.8	41.5	46.0	67.8	66.0	69.4
10 - 14	83.2	81.3	85.1	79.8	77.6	82.1	91.1	90.4	91.8
15 - 19	87.3	86.8	87.8	84.3	83.9	84.6	92.8	92.6	93.0
20 - 24	86.8	87.3	86.4	82.7	83.6	82.0	92.6	92.7	92.6
25 - 29	88.2	89.4	87.2	84.2	86.0	82.6	93.4	93.7	93.0
30 - 34	87.6	89.7	85.6	83.5	86.5	80.8	93.0	93.9	92.1
35 - 39	85.8	88.4	83.4	81.5	84.9	78.4	92.0	93.3	90.8
40 - 44	85.9	88.5	83.6	82.1	85.4	79.1	91.9	93.2	90.6
45 - 49	85.2	88.1	82.5	81.7	85.3	78.3	91.4	93.0	89.9
50 - 54	84.1	87.8	80.7	80.8	85.2	76.8	90.6	92.8	88.5
55 - 59	83.3	88.3	78.6	80.2	86.0	74.7	89.9	93.1	86.8
60 - 64	77.2	85.7	69.4	73.6	83.2	64.8	85.4	91.6	79.7
65 - 69	73.5	83.6	64.7	69.6	80.6	60.2	82.7	90.4	75.7
70 - 74	67.1	79.1	57.0	63.6	76.0	53.1	76.4	86.9	67.4
75-79	61.8	75.4	51.0	58.7	72.6	47.7	70.7	83.5	60.6
80+	47.9	63.6	38.0	45.5	61.1	35.3	55.8	72.7	46.3

2.10 Numeracy among Special Age Groups

The findings indicate that the numeracy rate among young people aged 15 to 35 years stands at 87.3 percent. This rate is marginally higher for males at 88.0 percent than females at 86.7 percent. However, among teenagers, females demonstrate a higher numeracy rate of 87.7 percent than 85.9 percent of males. Urban areas consistently show higher numeracy than rural ones. For the 15–35 group, urban numeracy is 92.7% compared to 83.6% in rural areas. This urban–rural gap is evident across all age groups. For the working-age population (15-64 years), the numeracy rate is at 86.3 percent, with urban areas higher (92.9%) than in rural areas (82.5%). Elderly numeracy remains low overall (67.7%) and lowest among rural women (53.6%), reflecting historical disparities (Table 2.10). These results highlight ongoing urban and gender inequalities, despite progress among younger age groups.

Table 2.10: Numeracy Rate for Selected Age Groups by Place of Residence and Sex; Tanzania, 2022 PHC

Selected Age Groups	Total			Rural			Urban		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
Youth Population									
Teenagers (13–19 years)	86.8	85.9	87.7	83.8	82.9	84.8	86.0	86.4	85.7
Youth Population (15–24 years)	87.1	87.0	87.2	83.6	83.8	83.4	92.6	92.3	92.9
Youth Population (15–35 years)	87.3	88.0	86.7	83.6	84.7	82.5	92.7	92.7	92.8
Other Selected Groups									
Working Age Population (15-64 years)	86.3	88.0	84.7	82.5	84.9	80.3	92.9	92.6	93.3
Elderly population (60+ years)	67.7	79.5	57.8	63.9	76.4	53.6	92.2	93.1	91.5
Population Aged 14+ years and above	84.8	87.2	82.6	80.8	83.9	77.9	86.0	86.4	85.7
Adult Population Aged 18+ years and above	84.3	87.4	81.6	80.0	84.0	76.5	91.3	92.7	90.1

Note: Special age groups are not mutually exclusive

2.11 Numeracy Rate for Selected Levels of Education

The results reveal that, the numeracy rate for persons with primary school age in Mainland Tanzania is 74.1 percent and secondary school age is 87.3 percent. The numeracy rate is

higher in females than males for primary and secondary school levels and a similar pattern is observed in rural and urban areas.

The numeracy rate for primary school age is 67.4 percent and is higher among females (69.4%) than males (65.3%) in Tanzania Zanzibar. On the other hand, the numeracy rate for secondary school age is 92.0 percent and is higher among females (93.2%) than males (90.8%). Similar pattern is observed in rural and urban areas (Table 2.11).

Table 2.11: Numeracy Rates for School Age Population by Place of Residence and Sex; Tanzania, 2022 PHC

Selected Age Group	Total			Rural			Urban		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
Mainland Tanzania									
Primary School (7–13 years)	74.1	72.0	76.1	69.1	66.8	71.4	80.8	79.6	82.1
Secondary School (14-17 years)	87.3	86.1	88.5	84.5	83.2	85.9	85.6	84.5	86.6
Tanzania Zanzibar									
Primary School (6–12 years)	67.4	65.3	69.4	61.7	59.5	63.9	92.9	93.2	92.6
Secondary School (13-16 years)	92.0	90.8	93.2	90.4	88.8	91.9	94.0	93.2	94.7

2.12 Adult Numeracy Rate

The results in Figure 2.10 and Figure 2.11 show that the national numeracy rate for individuals aged 15 years and above in Tanzania stands at 84.7 percent. The rate is higher in urban areas (91.3%) than in rural areas (80.6%). Numeracy is also higher in Tanzania Zanzibar (90.6%) compared to Mainland Tanzania (84.5%). The rates vary across regions ranging from a low of 72.9 percent in Katavi to a high of 94.0 in Mjini Magharibi. In all regions, numeracy rates are consistently higher in urban than rural areas and among males than females (Table 2.12 and Table 2.13).

Figure 2.10: Numeracy Rates for Adult Population Aged 15 Years and Above by Sex, Tanzania, Mainland Tanzania and Tanzania Zanzibar, 2022 PHC

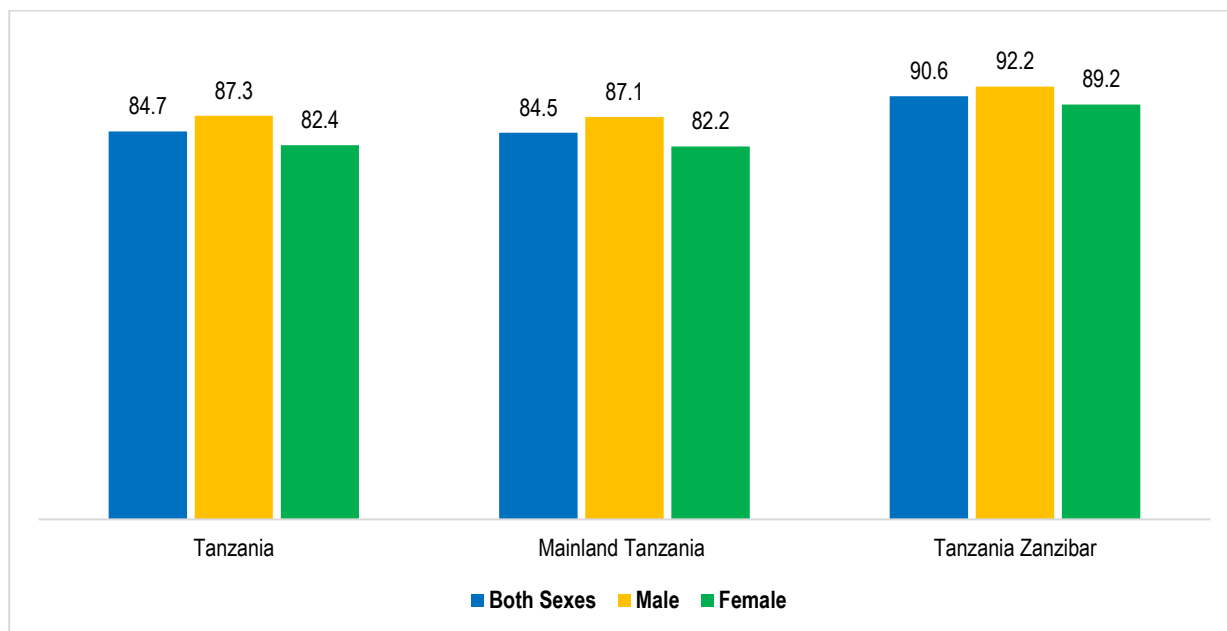


Figure 2.11: Numeracy Rates for Adult Population Aged 15 Years and Above by Sex, Place of Residence; Tanzania, 2022 PHC

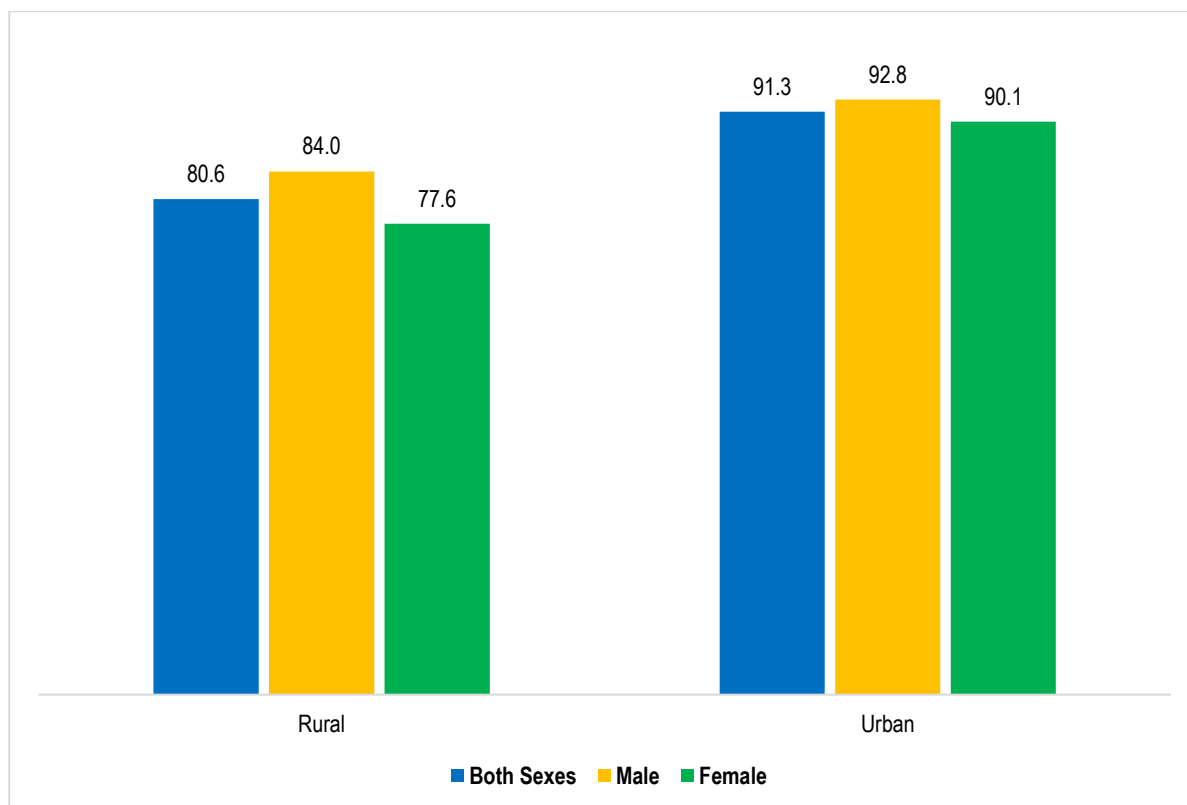


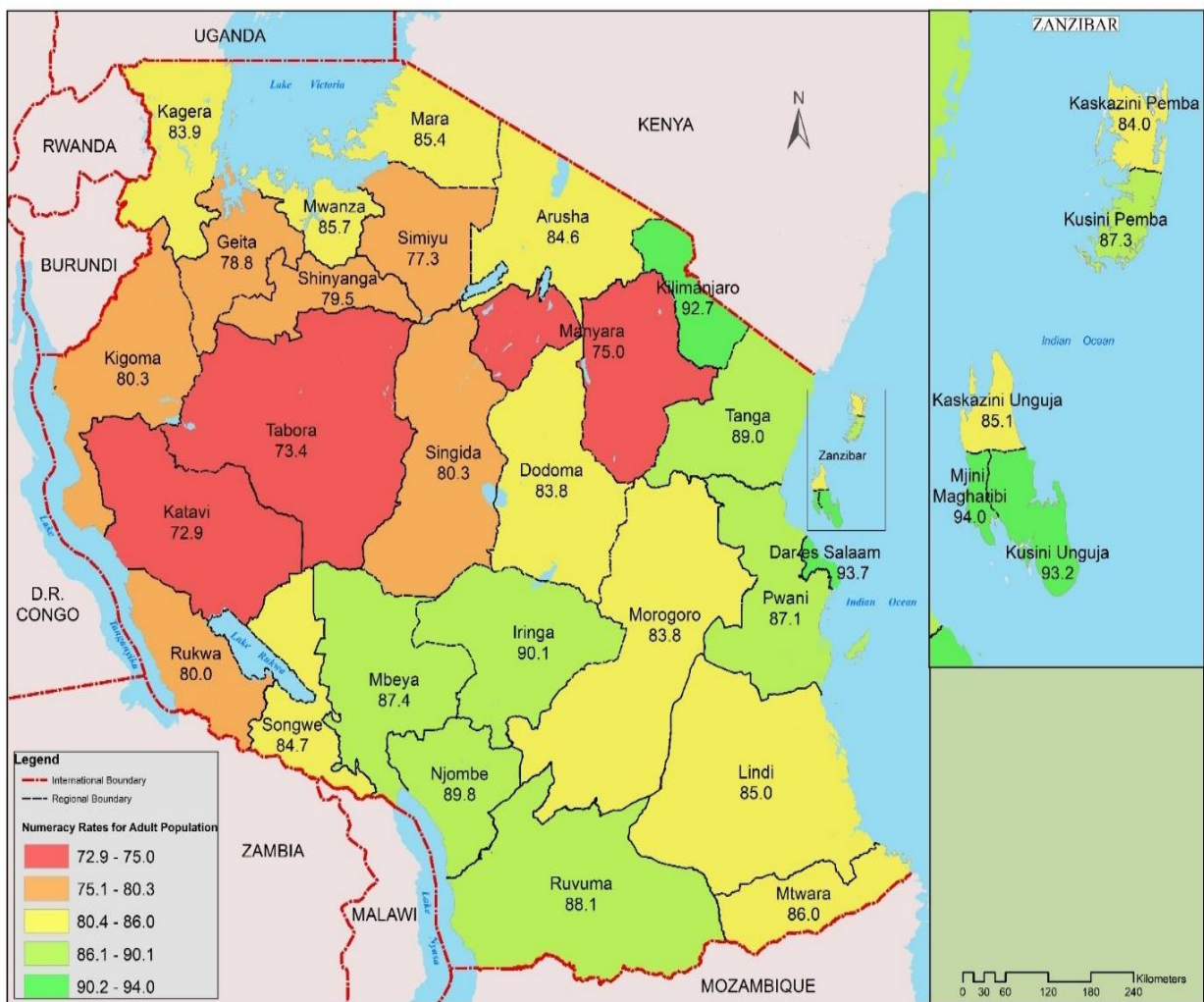
Table 2.12: Numeracy Rates for Adult Population Aged 15 Years and Above by Place of Residence and Region; Tanzania, 2022 PHC

Region	Population			Numeracy Rate		
	Total	Rural	Urban	Total	Rural	Urban
Tanzania	34,475,324	21,291,058	13,184,266	84.7	80.6	91.3
Mainland Tanzania	33,389,842	20,765,719	12,624,123	84.5	80.5	91.2
Dodoma	1,752,814	1,077,343	675,471	83.8	79.5	90.5
Arusha	1,357,602	750,473	607,129	84.6	77.3	93.5
Kilimanjaro	1,183,637	901,767	281,870	92.7	92.1	94.7
Tanga	1,492,654	1,071,744	420,910	89.0	87.0	94.0
Morogoro	1,878,981	1,102,151	776,830	83.8	79.3	90.2
Pwani	1,221,650	697,934	523,716	87.1	84.9	90.1
Dar Es Salaam	3,629,802	NA	3,629,802	93.7	NA	93.7
Lindi	752,005	592,461	159,544	85.0	84.1	88.2
Mtwara	1,047,289	794,271	253,018	86.0	84.9	89.3
Ruvuma	1,087,814	831,148	256,666	88.1	87.0	91.8
Iringa	709,617	485,724	223,893	90.1	88.3	93.9
Mbeya	1,367,262	803,186	564,076	87.4	83.6	92.7
Singida	1,048,606	860,782	187,824	80.3	78.2	90.0
Tabora	1,682,972	1,393,114	289,858	73.4	70.3	88.4
Rukwa	767,252	598,791	168,461	80.0	78.0	87.3
Kigoma	1,151,439	841,757	309,682	80.3	77.5	87.9
Shinyanga	1,173,044	765,118	407,926	79.5	75.7	86.7
Kagera	1,601,205	1,402,445	198,760	83.9	82.9	91.5
Mwanza	1,979,253	1,117,542	861,711	85.7	81.8	90.7
Mara	1,209,964	813,090	396,874	85.4	83.6	89.0
Manyara	1,004,101	832,114	171,987	75.0	72.2	88.8
Njombe	537,780	377,557	160,223	89.8	88.5	92.9
Katavi	562,111	417,418	144,693	72.9	68.4	85.6
Simiyu	996,485	800,064	196,421	77.3	75.9	83.4
Geita	1,468,756	929,014	539,742	78.8	75.1	85.2
Songwe	725,747	508,711	217,036	84.7	81.3	92.5
Zanzabar	1,085,482	525,339	560,143	90.6	87.2	93.8
Kaskazini Unguja	146,000	121,709	24,291	85.1	84.2	89.9
Kusini Unguja	113,469	90,537	22,932	93.2	93.0	94.1
Mjini Magharibi	545,327	104,359	440,968	94.0	92.6	94.4
Kaskazini Pemba	140,219	108,837	31,382	84.0	82.1	90.4
Kusini Pemba	140,467	99,897	40,570	87.3	85.3	92.0

Table 2.13: Numeracy Rates for Adult Population Aged 15 Years and Above by Sex, Place of Residence and Region; Tanzania, 2022 PHC

Region	Population			Numeracy Rates		
	Both Sexes	Male	Female	Both Sexes	Male	Female
Tanzania	34,475,324	16,285,772	18,189,552	84.7	87.3	82.4
Rural	21,291,058	10,140,173	11,150,885	80.6	84.0	77.6
Urban	13,184,266	6,145,599	7,038,667	91.3	92.8	90.1
Mainland Tanzania	33,389,842	15,778,198	17,611,644	84.5	87.1	82.2
Dodoma	1,752,814	839,444	913,370	83.8	86.2	81.5
Arusha	1,357,602	621,326	736,276	84.6	87.8	81.9
Kilimanjaro	1,183,637	560,994	622,643	92.7	93.8	91.8
Tanga	1,492,654	702,417	790,237	89.0	91.3	86.9
Morogoro	1,878,981	911,183	967,798	83.8	86.4	81.4
Pwani	1,221,650	584,431	637,219	87.1	89.6	84.9
Dar es Salaam	3,629,802	1,723,508	1,906,294	93.7	94.4	93.0
Lindi	752,005	357,829	394,176	85.0	88.6	81.6
Mtwara	1,047,289	481,716	565,573	86.0	89.7	82.8
Ruvuma	1,087,814	519,604	568,210	88.1	90.0	86.4
Iringa	709,617	331,587	378,030	90.1	92.3	88.1
Mbeya	1,367,262	632,740	734,522	87.4	89.4	85.6
Singida	1,048,606	510,333	538,273	80.3	83.6	77.2
Tabora	1,682,972	800,191	882,781	73.4	76.9	70.2
Rukwa	767,252	359,692	407,560	80.0	83.8	76.7
Kigoma	1,151,439	526,836	624,603	80.3	84.2	76.9
Shinyanga	1,173,044	563,149	609,895	79.5	82.5	76.8
Kagera	1,601,205	762,007	839,198	83.9	86.5	81.7
Mwanza	1,979,253	932,268	1,046,985	85.7	87.9	83.7
Mara	1,209,964	552,109	657,855	85.4	88.7	82.6
Manyara	1,004,101	498,435	505,666	75.0	78.6	71.5
Njombe	537,780	244,418	293,362	89.8	92.1	88.0
Katavi	562,111	273,095	289,016	72.9	76.8	69.2
Simiyu	996,485	452,587	543,898	77.3	81.2	74.2
Geita	1,468,756	704,343	764,413	78.8	82.6	75.4
Songwe	725,747	331,956	393,791	84.7	87.9	82.0
Tanzania Zanzibar	1,085,482	507,574	577,908	90.6	92.2	89.2
Kaskazini Unguja	146,000	69,728	76,272	85.1	87.5	83.0
Kusini Unguja	113,469	55,420	58,049	93.2	94.1	92.5
Mjini Magharibi	545,327	254,467	290,860	94.0	94.9	93.3
Kaskazini Pemba	140,219	63,972	76,247	84.0	87.5	81.0
Kusini Pemba	140,467	63,987	76,480	87.3	89.7	85.3

Map 2.2: Numeracy Rate for Adult Population Aged 15 Years and Above by Region; Tanzania, 2022 PHC



B: Digital Literacy

Key Points

- More than eight out of ten (82.5%) persons aged 15 years and above in Tanzania own mobile phones. Mobile ownership is higher in Tanzania Zanzibar (88.8%) than Mainland Tanzania (82.3%)
- Mobile ownership is higher in urban areas (89.7%) than in rural areas (78.1%), whereas male ownership consistently exceeds female ownership across all regions.
- Household internet access remains very low, 0.6% nationally, with only 0.2% in rural areas.
- Communication (83.4%) and money transfer (53.1%) are the most common uses of ICT equipment. ICT use for learning is low at 10% nationally, but higher in Tanzania Zanzibar (16.1%) than in Mainland Tanzania (9.8%).
- In all ICT use categories; communication, money transfer, learning, and online business; males report slightly higher usage rates than females.

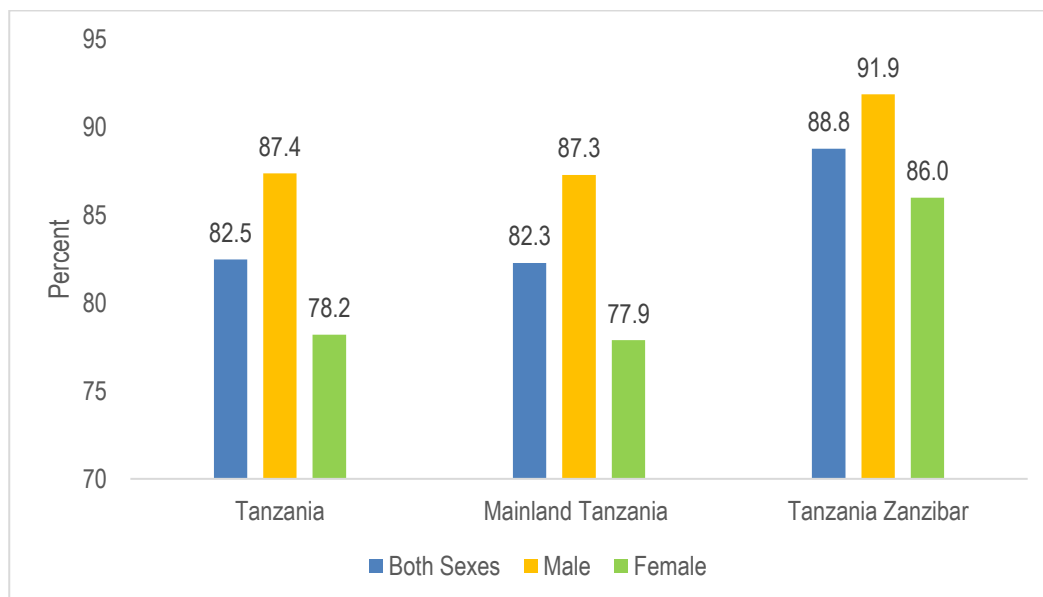
2.13 Introduction

Digital literacy refers to the ability to ownership, access, use, evaluate and communicate information through digital platforms. It encompasses a range of competencies, including the operation of digital devices, internet navigation, online communication and the use of digital tools for learning, financial transactions, and entrepreneurship. The 2022 PHC, however, assessed key indicators including mobile phone ownership by age, sex, and location; types of phones used; household internet availability; and various ICT uses such as communication, financial transactions, learning, and online business.

2.14 Ownership of Mobile Phones by Individuals

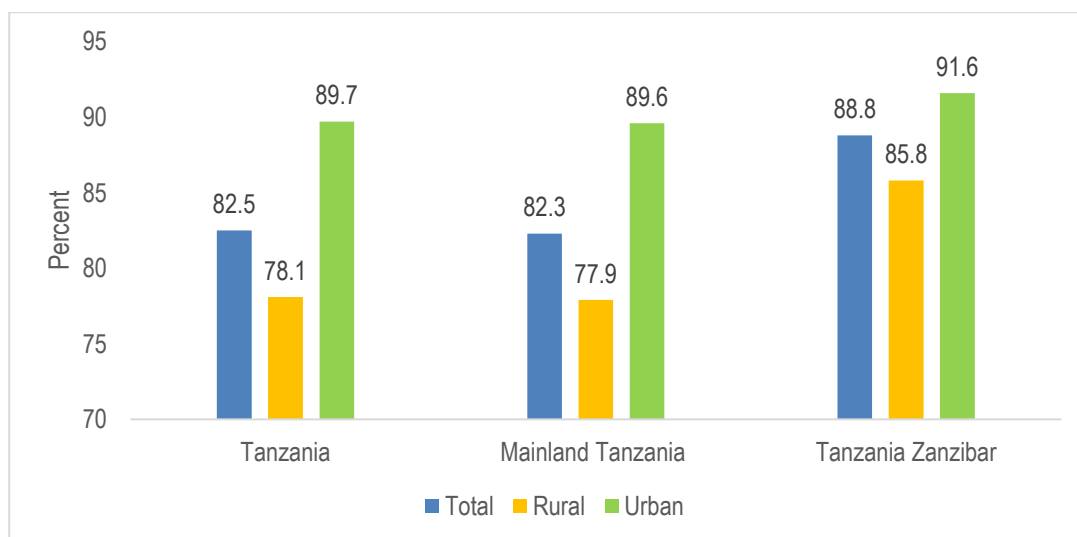
The 2022 Population and Housing Census results reveal that more than four-fifth (82.5%) of the population aged 15 years and above in Tanzania own mobile phones. The results further, show that the proportion of individuals owning mobile phones is slightly higher in Tanzania Zanzibar (88.8%) compared to Mainland Tanzania (82.3%). Across all areas, males report higher ownership rates than females.

Figure 2.12 Ownership of Mobile Phones by Individuals Aged 15 Years and Above by Sex, Place of Residence; Tanzania, 2022 PHC



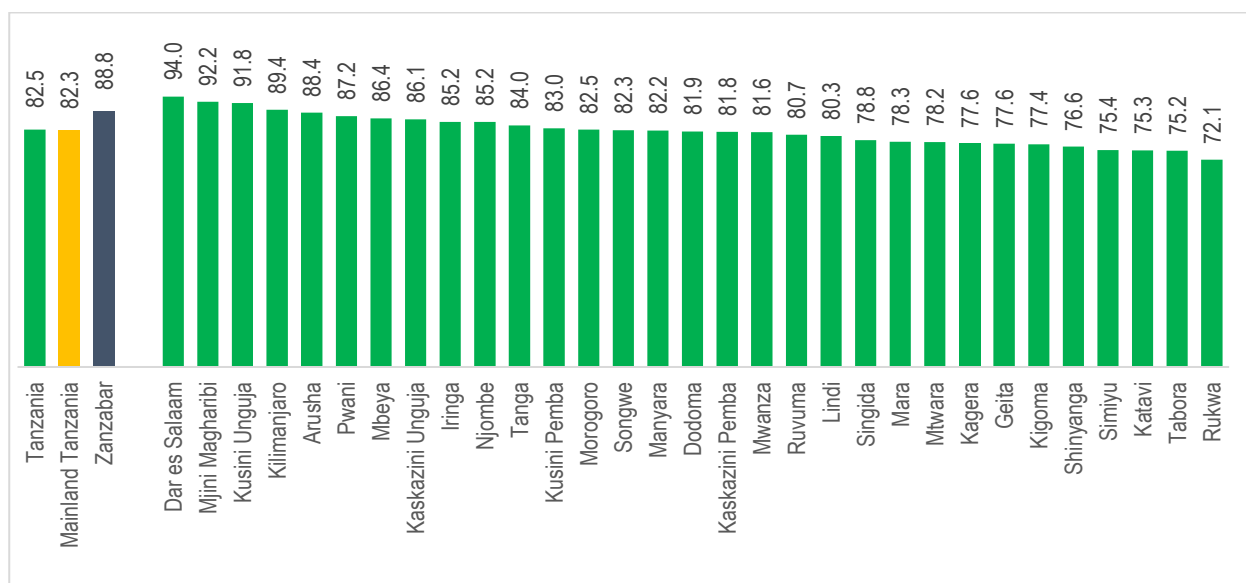
The results further reveal that, mobile ownership is more prevalent in urban areas (89.7%) as compared to 78.1 percent in rural areas. The same ownership pattern was observed for Mainland Tanzania (urban 89.6%; rural 77.9%) and Tanzania Zanzibar (urban 91.6%; rural 85.8%). These figures reflect significant progress in mobile access but also highlight persistent disparities across geographic and gender lines.

Figure 2.13 Ownership of Mobile Phones by Individuals Aged 15 Years and Above by Place of Residence; Tanzania, 2022 PHC



Across regions, Dar es Salaam Region recorded the highest proportion of mobile phone ownership, with 94.0 percent of individuals aged 15 years and above owning a mobile phone. This is followed by Mjini Magharibi (92.2%) and Kusini Unguja (91.8%). In all regions, more than 70 percent of persons in this age category own mobile phones.

Figure 2.14 Ownership of Mobile Phones by Individuals Aged 15 Years and Above by Regions; Tanzania, 2022 PHC

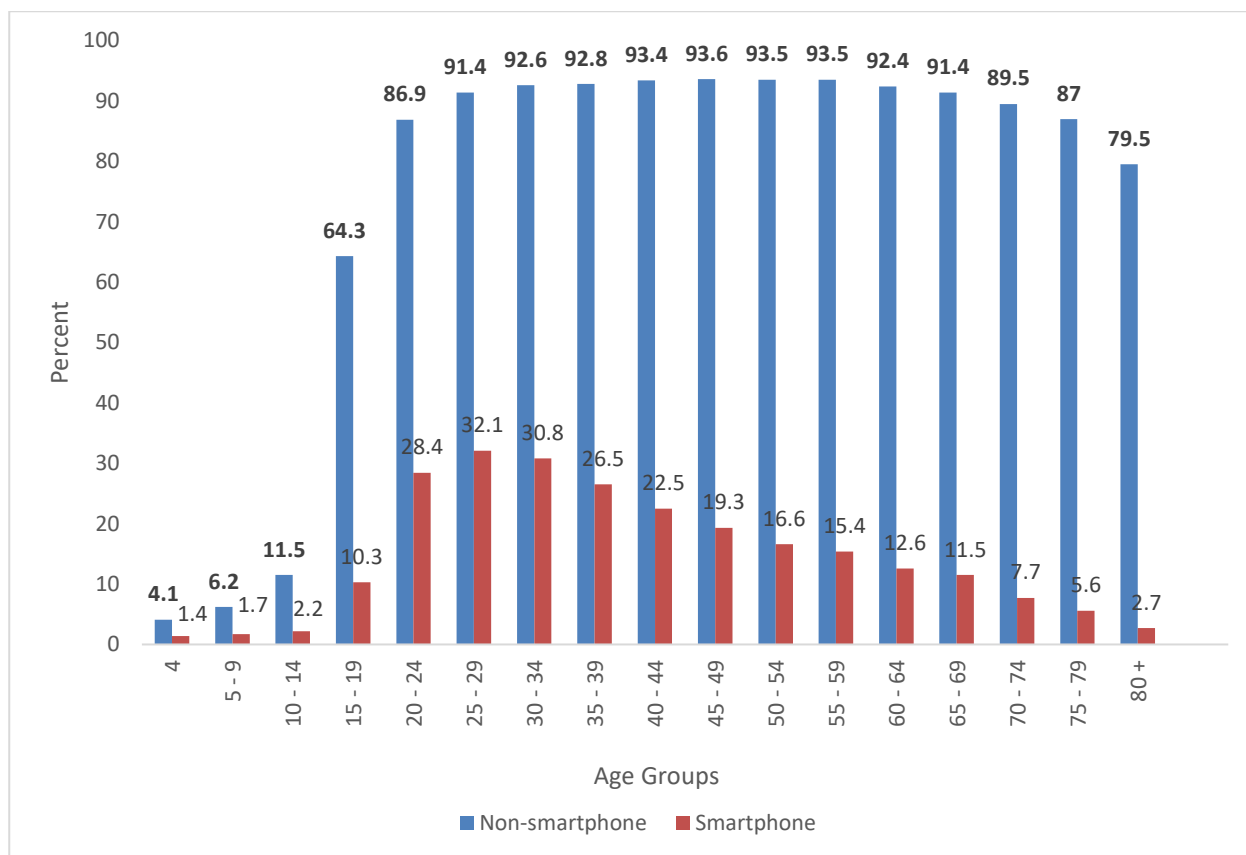


2.15 Usage of Mobile Phones

The results reveal that non-smartphones were the most commonly used type of mobile phone among individuals aged four years and above in the three months preceding the Census, accounting for 58.9 percent of users. The gender disparity in the use of non-smartphones is minimal, with 59.8 percent for male and 57.9 percent for female reporting usage. More than half (54.8%) of population in rural area use non-smartphone which is lower compared with 66.3 percent of the population in urban areas. However, smartphone usage exhibits the opposite trend, with significantly higher adoption in urban areas (26.1%) than in rural settings (6.1%).

Non-smartphone are mostly used by individuals in the age group 45-49 years (93.6%), followed by individuals in the age group 50-54 years and 55-59 years (93.5% each). The use of smartphones increases steadily from age 5-9 before peaking at age group 25 – 29 (32.1%), thereafter starting to decline to 2.7 percent at age group 80 and above. These findings underscore significant disparities in mobile phone usage by age, location, and type of technology.

Figure 2.15 Usage of Mobile Phones by Individuals Aged Four Years and Above by age and type of Phone

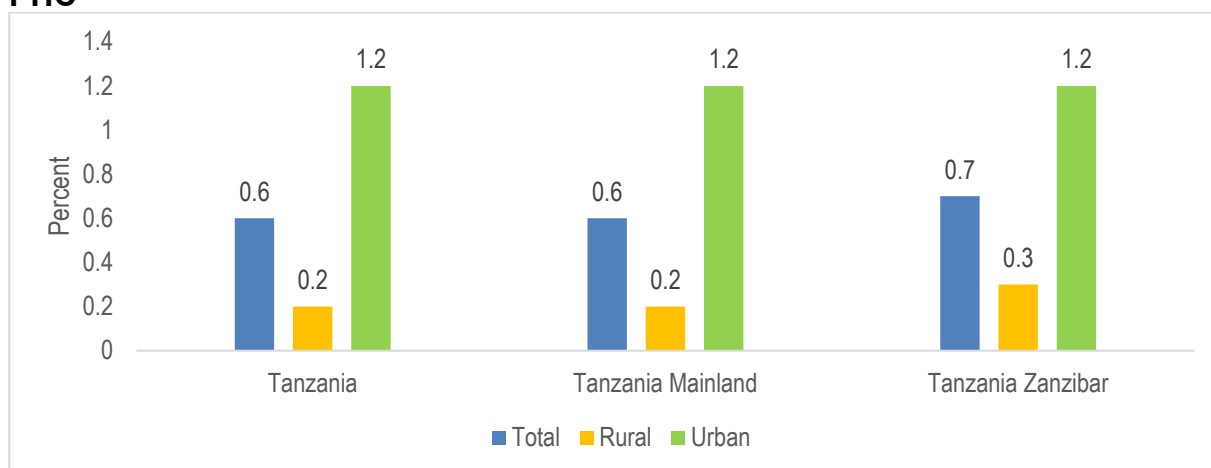


2.16 Households with Internet Facility

The 2022 PHC results reveal that 0.6 percent of households in Tanzania and Mainland Tanzania have Internet¹ facilities. In Tanzania Zanzibar, 0.7 percent of households have Internet facilities. Urban areas have higher proportion (1.2%) of households with Internet facilities than in rural areas (0.2%).

¹ 'HOUSEHOLD WITH INTERNET ACCESS' MEANS THAT THE INTERNET IS GENERALLY AVAILABLE FOR USE BY ALL MEMBERS OF THE HOUSEHOLD AT ANY TIME, REGARDLESS OF WHETHER IT IS ACTUALLY USED.

**Figure 2.16 Households with Internet Facility by Place of Residence; Tanzania, 2022
PHC**

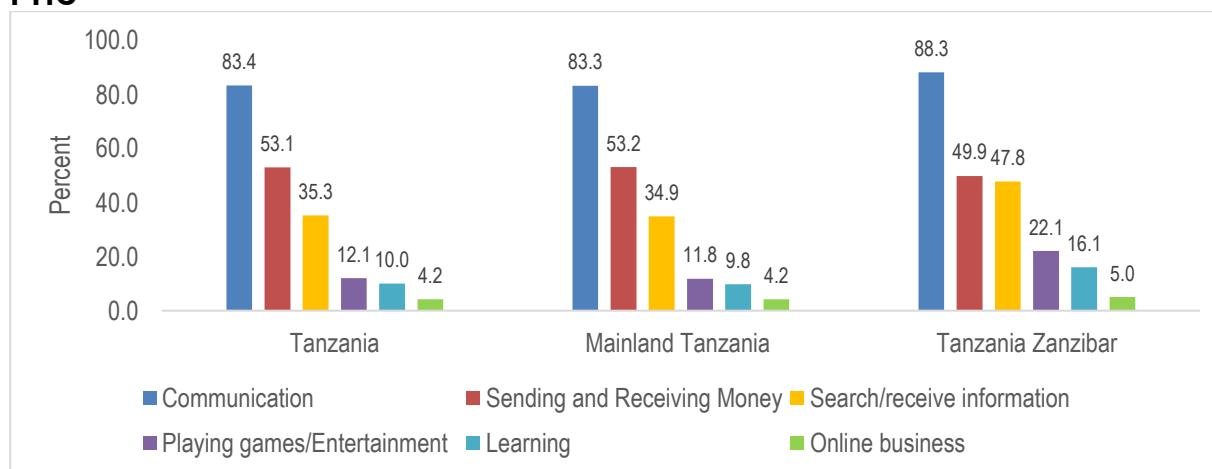


2.17 Type of Use of ICT Equipment

The results show that the most common use of ICT equipment among persons in Tanzania is for communication, reported by 83.4 percent of users. This is followed by use of ICT for sending and receiving money (53.1%). The least reported use is for engaging in online businesses, with only 4.2 percent of individuals indicating such activity. These usage patterns are consistent across both Mainland Tanzania and Tanzania Zanzibar.

Further results show that only 10.0 percent of persons aged 15 years and above in Tanzania use ICT equipment for learning purposes. Notably, the proportion is high in Tanzania Zanzibar (16.1%) than in Mainland Tanzania (9.8%). Across all categories of ICT use, males exhibit slightly higher usage rates compared to females.

**Figure 2.17 Use of ICT Equipment by Type and Place of Residence; Tanzania, 2022
PHC**



Chapter Three

School Enrolment and Attainment

Key Points

- About thirty eight percent (37.9%) of children aged 5 - 6 years were enrolled in pre-primary education in Tanzania.
- Eight out of ten (82.1%) children aged 7 - 13 years were enrolled in primary school in Tanzania.
- About forty-four percent (43.8%) of children aged 14 – 17 years were enrolled in lower secondary school (lower secondary NER) in Tanzania.
- About one out of four (26.2%) persons aged five years and above completed primary education as the highest level of education in Tanzania.
- About seven percent (7.2%) of persons aged five years and above completed lower secondary education as the highest level of education in Tanzania.

3.1 Introduction

The 2022 PHC collected data on school enrolment and educational attainment across various levels of education. Enrolment rate refers to the proportion of children currently attending school and serves as an important indicator in assessing access to education within a population.

The government of Tanzania introduced and is implementing several education initiatives including Fee-Free Basic Education Policy with a major objective of increasing enrolment and achieving national and international targets such as Sustainable Development Goals (Goal 4, target 4) which seeks to ensure inclusive, equitable and quality education for all children. The government also supports the establishment of private schools to further expand enrolment in both primary and secondary education.

This chapter presents enrolment and attainment rates based on school attendance for pre-primary, primary, secondary (both lower and upper) and tertiary (university and other related levels). In some cases, comparisons are drawn with data from previous censuses to highlight trends. The determination of enrolment rates took into account the fact that, Tanzania Zanzibar has a slightly different education structure from that of Mainland Tanzania. For example, official primary school age group in Tanzania Zanzibar is 6 – 12 years while Mainland Tanzania is 7- 13 years.

3.2 School Enrolment

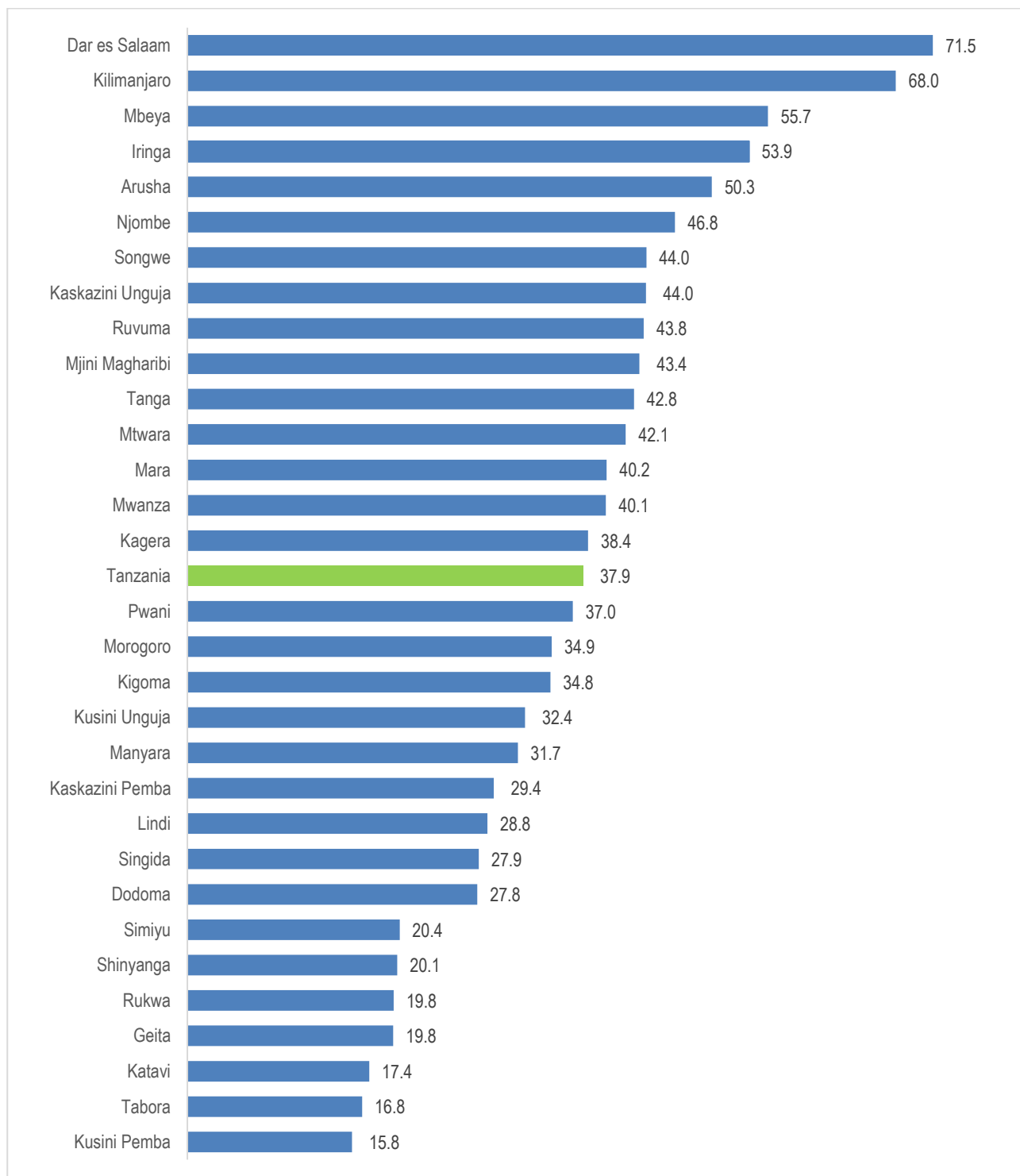
School enrolment refers to total number of children/students registered to all schools in a country or specific administrative structure. School enrolment is important in measuring access to education in a given community and commonly measured by net and gross enrolment rates. These rates, especially the net enrolment is the best indicator for measuring participation levels for an expected age group in a given level of education.

3.2.1 Pre-Primary Enrolment Ratio

Pre-primary education is the first official education level in Tanzania. Its purpose is to ensure that all girls and boys have equitable access to quality early childhood development, care, and education in preparation for entry into primary schooling.

According to the 2022 PHC data, 37.9 percent of children aged 5 - 6 years in Tanzania are enrolled in pre-primary education. The enrolment rates are relatively similar across the country, with Mainland Tanzania at 37.5% and Tanzania Zanzibar at 35.4%. However, significant regional disparities exist: Net Enrolment Rates (NER) range from 15.8 percent in Kusini Pemba to 71.5 percent in Dar es Salaam Region (Figure 3.1, Table 3.1 and Appendices 9 and 12). Notably, 16 regions fall below the national average (37.9%), have a Net Enrolment Rate below the national average (37.9%), underscoring the need for targeted interventions to expand access and equity in early childhood education.

Figure 3.1: Pre-Primary Net Enrolment Rate by Region; Tanzania, Mainland Tanzania, Tanzania Zanzibar 2022 PHC



Note: Net enrolment rate in pre-primary schools in Mainland Tanzania is based on children aged 5 – 6 years while that of Tanzania Zanzibar is calculated for children aged 4 – 5 years

Table 3.1: Population in Pre-Primary and Net Enrolment Rate by Place of Residence and Region; Tanzania, Mainland Tanzania, Tanzania Zanzibar 2022 PHC

Region	Population			Attending			NER		
	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban
Tanzania	2,830,539	2,168,830	661,709	1,073,765	650,951	422,814	37.9	30.0	63.9
Male	1,405,692	1,095,723	309,969	522,452	315,322	207,130	37.2	28.8	66.8
Female	1,424,847	1,073,107	351,740	551,313	335,629	215,684	38.7	31.3	61.3
Mainland Tanzania	2,687,718	2,071,564	616,154	1,009,060	613,437	395,623	37.5	29.6	64.2
Male	1,353,573	1,095,723	257,850	491,025	297,086	193,939	36.3	27.1	75.2
Female	1,334,145	975,841	358,304	518,035	316,351	201,684	38.8	32.4	56.3
Dodoma	142,549	127,471	15,078	39,656	30,047	9,609	27.8	23.6	63.7
Arusha	99,606	75,216	24,390	50,123	30,529	19,594	50.3	40.6	80.3
Kilimanjaro	80,260	62,625	17,635	54,546	41,223	13,323	68.0	65.8	75.5
Tanga	127,672	105,315	22,357	54,698	40,196	14,502	42.8	38.2	64.9
Morogoro	133,671	102,111	31,560	46,718	28,736	17,982	34.9	28.1	57.0
Pwani	63,593	45,191	18,402	23,516	13,237	10,279	37.0	29.3	55.9
Dar es Salaam	191,996	-	191,996	137,306	-	137,306	71.5	-	71.5
Lindi	48,802	41,112	7,690	14,050	10,397	3,653	28.8	25.3	47.5
Mtwara	66,980	53,494	13,486	28,166	20,531	7,635	42.1	38.4	56.6
Ruvuma	84,987	66,857	18,130	37,209	25,692	11,517	43.8	38.4	63.5
Iringa	55,661	43,723	11,938	29,993	20,637	9,356	53.9	47.2	78.4
Mbeya	98,740	62,970	35,770	55,003	30,120	24,883	55.7	47.8	69.6
Singida	96,096	87,483	8,613	26,856	21,833	5,023	27.9	25.0	58.3
Tabora	163,369	149,130	14,239	27,387	19,365	8,022	16.8	13.0	56.3
Rukwa	75,446	59,991	15,455	14,931	10,132	4,799	19.8	16.9	31.1
Kigoma	146,793	125,477	21,316	51,138	39,357	11,781	34.8	31.4	55.3
Shinyanga	106,865	93,824	13,041	21,514	14,165	7,349	20.1	15.1	56.4
Kagera	161,607	150,357	11,250	62,135	53,993	8,142	38.4	35.9	72.4
Mwanza	186,736	134,817	51,919	74,967	42,476	32,491	40.1	31.5	62.6
Mara	129,102	110,569	18,533	51,930	40,324	11,606	40.2	36.5	62.6
Manyara	98,423	88,382	10,041	31,208	24,500	6,708	31.7	27.7	66.8
Njombe	41,700	33,106	8,594	19,506	13,351	6,155	46.8	40.3	71.6
Katavi	40,502	30,067	10,435	7,066	4,234	2,832	17.4	14.1	27.1
Simiyu	119,628	113,095	6,533	24,363	20,400	3,963	20.4	18.0	60.7
Geita	126,934	109,181	17,753	25,075	17,962	7,113	19.8	16.5	40.1
Songwe	65,326	52,871	12,455	28,768	20,786	7,982	44.0	39.3	64.1
Tanzania Zanzibar	82,097	46,940	35,157	29,042	13,679	15,363	35.4	29.1	43.7
Male	41,333	23,885	17,448	14,373	6,845	7,528	34.8	28.7	43.1
Female	40,764	23,055	17,709	14,669	6,834	7,835	36.0	29.6	44.2
Kaskazini Unguja	11,511	10,567	944	5,064	2,359	2,705	44.0	22.3	286.5
Kusini Unguja	6,437	6,051	386	2,085	1,440	645	32.4	23.8	167.1
Mijini Magharibi	35,150	6,185	28,965	15,245	1,513	13,732	43.4	24.5	47.4
Kaskazini Pemba	15,203	12,698	2,505	4,469	1,836	2,633	29.4	14.5	105.1
Kusini Pemba	13,796	11,439	2,357	2,179	1,095	1,084	15.8	9.6	46.0

Note: Net enrolment rate in pre-primary schools in Mainland Tanzania is based on children aged 5 – 6 years while that of Tanzania Zanzibar is calculated for children aged 4 – 5 years

3.2.2 Primary School Net Enrolment Rate

Figure 3.2 illustrates that 82.1 percent of within the official primary school age range (7 – 13 years) are enrolled in schools in Tanzania. This figure falls notably short of the national target of 100 as outlined in the Third Five Year Development Plan 2021/22 – 2025/26 (URT 2021). Mainland Tanzania reports a similar rate of 81.7%, while Tanzania Zanzibar outperforms with an enrolment rate of with 94.4 percent exceeding its own target of 90 percent set in ZADep 2021 – 2026 (the Revolutionary Government of Tanzania Zanzibar, 2022).

Figure 3.3 reveals that NER in Tanzania Zanzibar based on children aged 6 – 12 years is 86.4 percent, slightly lower than the 94.4 percent based on children aged 7 – 13 years. This difference is likely due to the inclusion of six years old children, some of whom may not yet be enrolled in school (Appendices 9 and 12).

Results from other countries in Africa that carried out 2020 Round Population and Housing Censuses show that primary NER in Kenya was 75.8 percent (Kenya National Bureau of Statistics, 2022) in 2019 and 89.3 percent each for Rwanda (Ministry of Finance and Economic Planning, 2022) and Zimbabwe in 2022 (Zimbabwe National Statistical Agency, 2023). Comparison with regional data reveals that Tanzania's national NER of 82.1 percent is slightly above the average rate for sub-Saharan African countries (78.6%) for the year 2022 (UNESCO. www.data.uis.unesco.org)

3.2.3 Secondary Net Enrolment Rate

The results show that 43.8 percent of children aged 14 – 17 years and about eight percent (7.8%) of boys and girls aged 18 – 19 years are enrolled in lower and upper secondary schools, respectively. Lower secondary education in Tanzania Zanzibar has been compulsory for some time and as a result, enrolment in lower secondary schools is relatively higher in Tanzania Zanzibar (61.5%) than in Mainland Tanzania (43.2%) (Table 3.2, Figures 3.2, 3.3 and Appendices 9 and 12).

Enrolment rates are slightly above the national targets of 42 and 6 percent for lower and upper secondary schools respectively as projected in the third FYDP 2021/22 – 2025/26 (URT, 2021). The implementation of “Free Basic Education Policy”, of improving resource allocation, teaching and learning environment, rehabilitation and construction of infrastructure as well as strong partnership between the Government, private sector, Faith-Based and Community-Based Organisations, mainly attributed to this achievement. These efforts for example, resulted to the increase in number of secondary schools by 26 percent from 4,367 in 2011 to 5,926 schools in 2023 (URT, 2023).

Figure 3.2: Net Enrolment Rates for Persons Aged 7 - 24 Years by Level of Education Attending; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2022 PHC

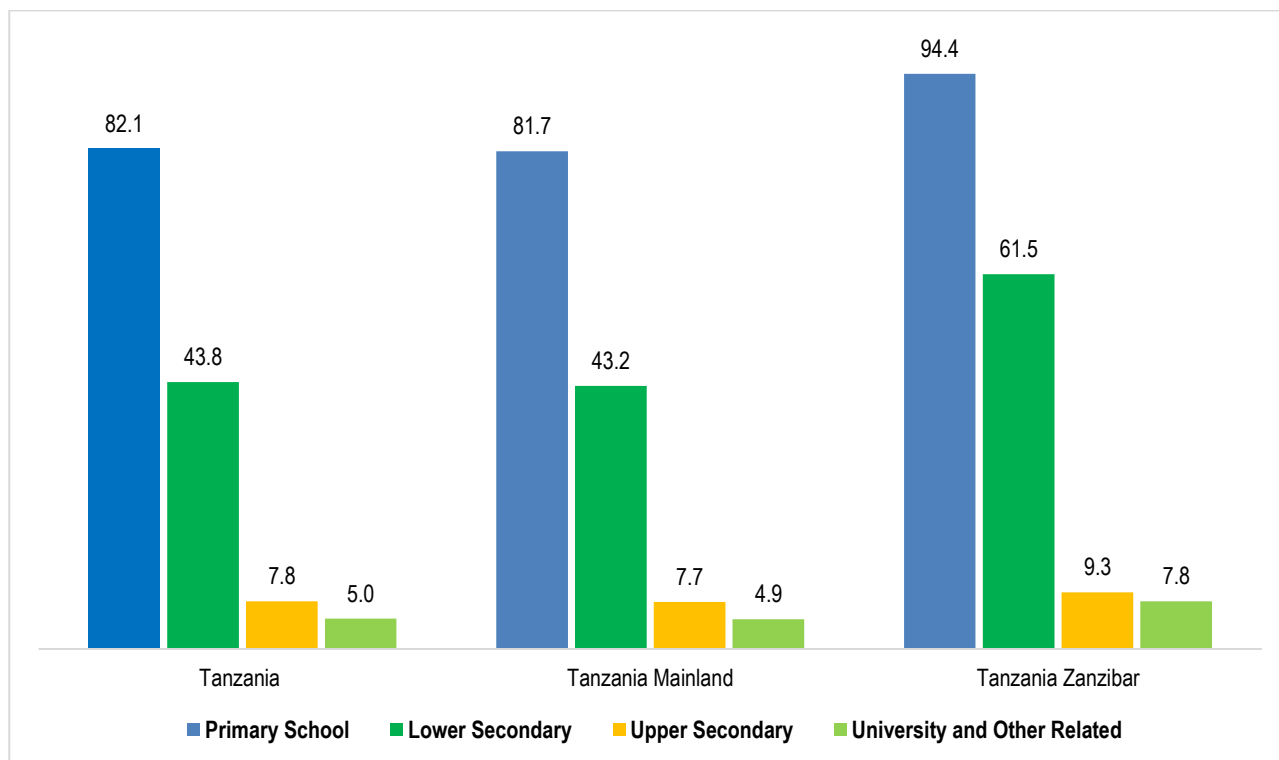
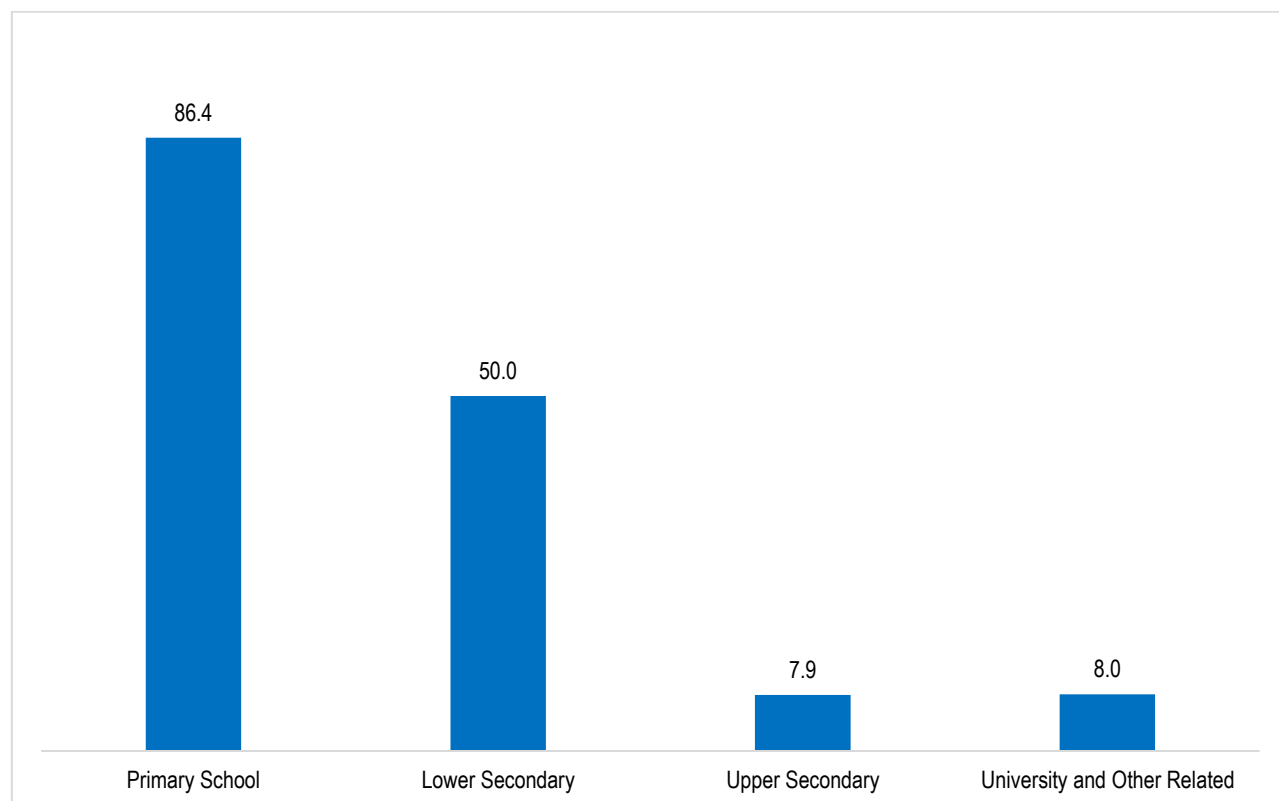


Figure 3.3: Net Enrolment Rates for Persons Aged 6 - 23 Years by Level of Education Attending; Tanzania Zanzibar 2022 PHC



The NER for upper secondary education is significantly lower than that of primary and lower secondary levels, highlighting a low transition rate into higher education, including tertiary and university levels. Results show that the national enrolment rate is 82.1 percent in primary education and drops sharply to 5.0 percent in tertiary level, a pattern mirrored in mainland Tanzania. In contrast, Tanzania Zanzibar records higher enrolment at both the primary (94.4%) and lower secondary (61.5%) levels than Mainland Tanzania. However, enrolment steadily declines at higher levels, reaching 7.8 percent at the university and equivalent education levels. (Table 3.2 and Appendices 9 and 12).

The results show that Gender Parity Index (GPI) is above one at both the primary and lower secondary education levels, indicating a relatively higher female enrolment rates than that of male in Tanzania. However, GPI falls below one at the upper secondary and tertiary levels, indicating fewer females than males advance to these stages. Despite this, the trend reflects progress towards SDG Target 4.5, which aims to eliminate gender disparities in education by 2030 (Table 3.2). Notably, female enrolment exceeds that of males at all educational levels in Tanzania Zanzibar, suggesting more balanced or favourable conditions for girls in that context.

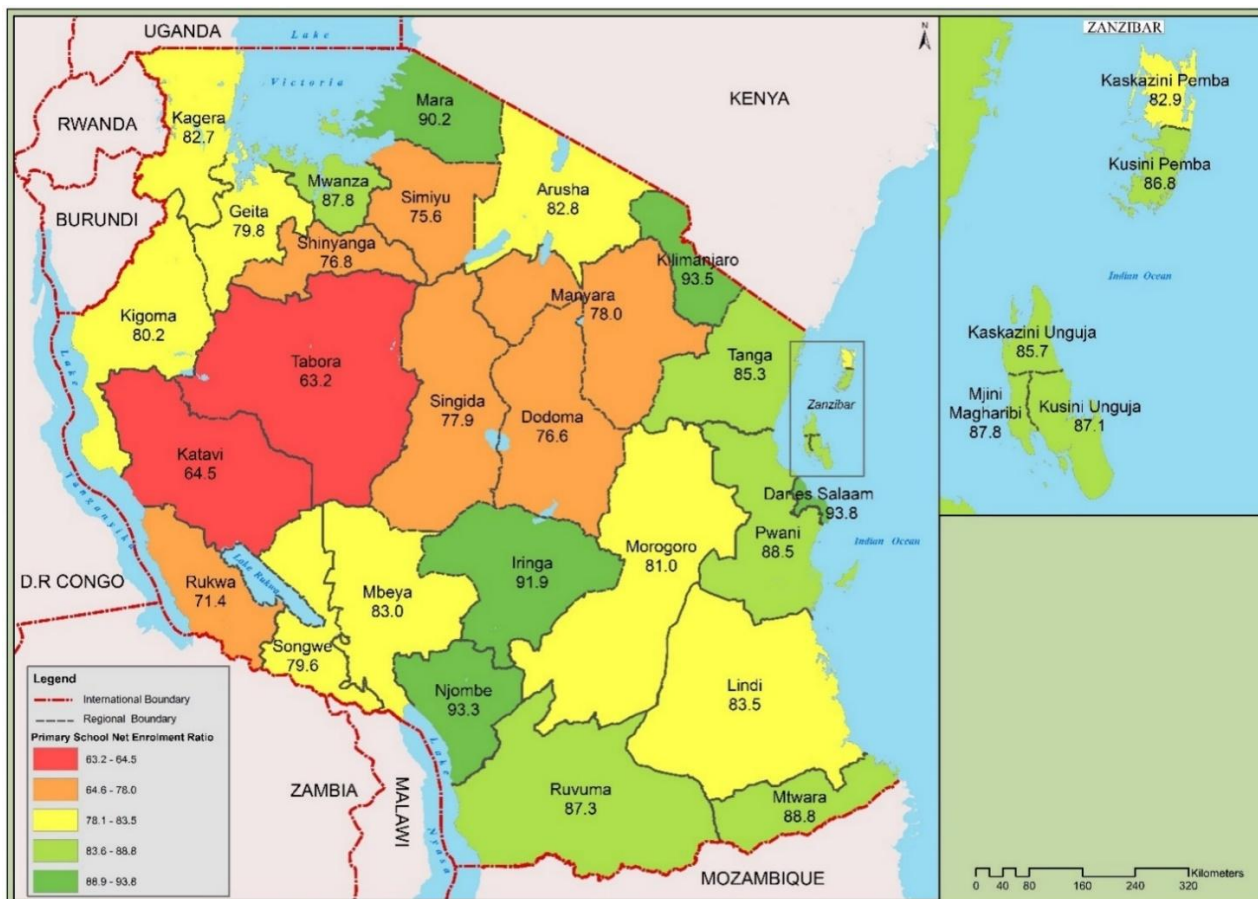
Table 3.2: Population Aged 7 – 24 Year and Net Enrolment Rate by Level of Education, Place of Residence and Sex; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2022 PHC

Region	Primary School (Age 7-13)			Lower Secondary (Age 14-17)			Upper Secondary (Age 18-19)			University and Other Related (Age 20-24)		
	Population	NER	GPI	Population	NER	GPI	Population	NER	GPI	Population	NER	GPI
Tanzania	11,596,930	82.1	1.04	5,403,983	43.8	1.15	2,371,695	7.8	0.89	5,368,070	5.0	0.74
Rural	8,129,726	78.2		3,601,840	36.7		1,477,249	4.6		3,152,111	3.0	
Urban	3,467,204	91.3		1,802,143	57.9		894,446	13.0		2,215,959	7.9	
Male	5,799,951	80.3		2,708,945	40.8		1,130,440	8.2		2,434,849	5.9	
Female	5,796,979	83.9		2,695,038	46.8		1,241,255	7.3		2,933,221	4.3	
Mainland Tanzania	11,255,659	81.7	1.05	5,238,895	43.2	1.14	2,295,158	7.7	0.88	5,189,857	4.9	0.72
Rural	7,942,769	77.8		3,515,089	36.2		1,440,305	4.5		3,070,782	2.9	
Urban	3,312,890	91.1		1,723,806	57.6		854,853	13.1		2,119,075	7.8	
Male	5,629,210	79.9		2,628,368	40.3		1,094,362	8.2		2,353,439	5.8	
Female	5,626,449	83.6		2,610,527	46.1		1,200,796	7.2		2,836,418	4.2	
Tanzania Zanzibar	341,271	94.4	1.00	165,088	61.5	1.2	76,537	9.3	1.1	178,213	7.8	1.02
Rural	186,957	94.3		86,751	57.1		36,944	6.0		81,329	5.5	
Urban	154,314	94.6		78,337	66.4		39,593	12.3		96,884	9.7	
Male	170,741	94.5		80,577	55.9		36,078	8.8		81,410	7.7	
Female	170,530	94.4		84,511	66.9		40,459	9.7		96,803	7.9	

3.2.4 Primary Net Enrolment Rate by Region

Map 3.1 presents marked variations in primary NER for regions, ranging from 63.2 percent in Tabora to 93.8 percent in Dar es Salaam (Map 3.1 and Appendices 9 and 12).

Map 3.1: Net Enrolment Rate in Primary Schools by Region; Tanzania, 2022 PHC



Note: NER in Mainland Tanzania is based on children aged 7 – 13 years. Tanzania Zanzibar NER is calculated for children age 6 – 12 years.

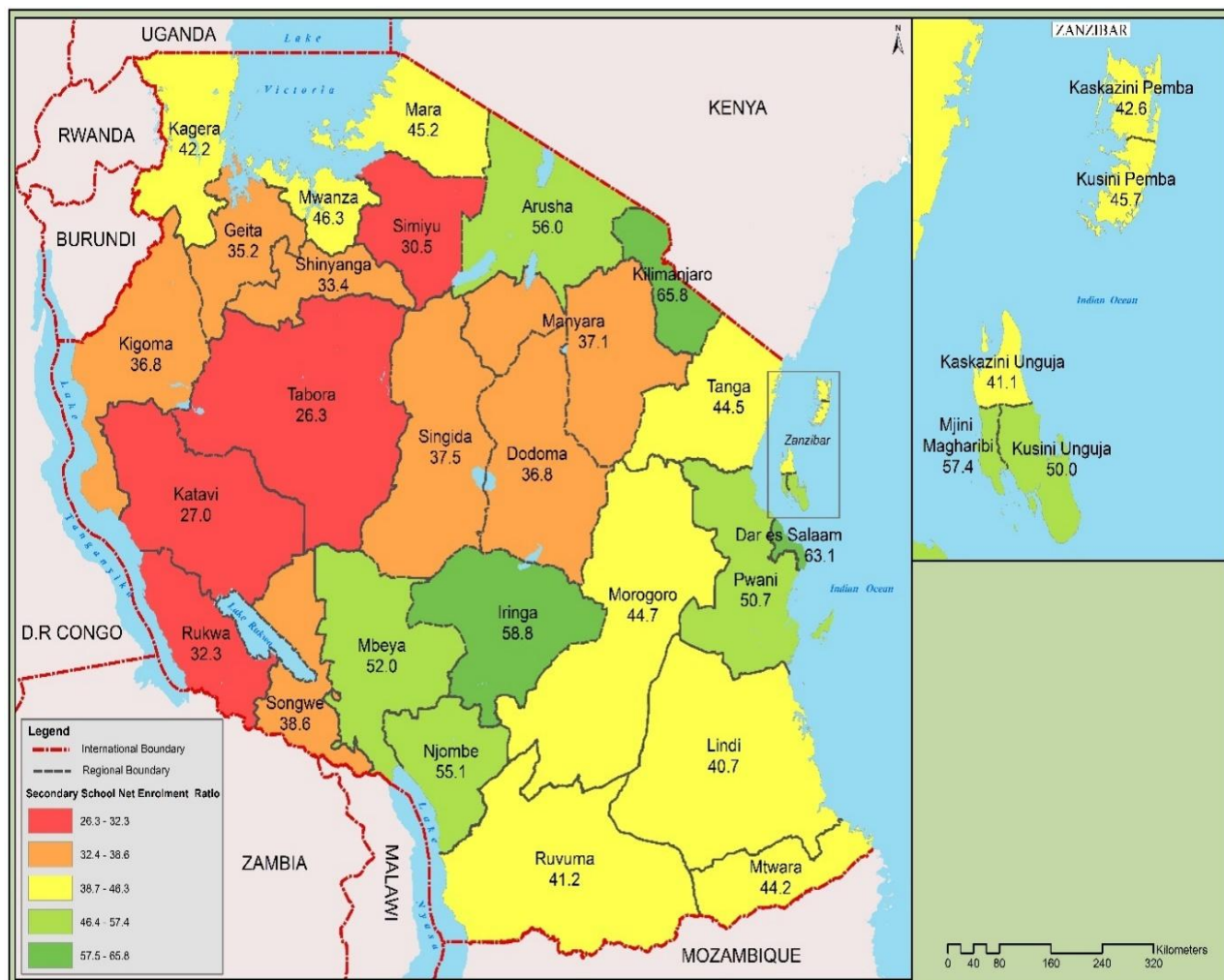
3.2.5 Secondary Net Enrolment Rate by Region

Net Enrolment Rates in lower secondary schools differ across regions. The results show that, Kilimanjaro Region in Mainland Tanzania has the highest enrolment rate at 65.8, while Tabora Region records the lowest at 26.3 percent. A similar pattern is observed in upper secondary enrolment, with rates ranging from 3.6 percent in Tabora Region to 15.5 percent in Kilimanjaro Region (Map 3.2).

The regional secondary school net enrolment rates in Tanzania Zanzibar are higher than Mainland Tanzania. Lower secondary NERs in Tanzania Zanzibar range from 41.1 percent in Kaskazini Unguja to 57.4 percent in Mjini Magharibi.

Nationally, eleven out of thirty-one regions have lower secondary NERs below the national target of 42 percent projected in third year 2025/26 of Five-Year Development Plan. Conversely, only ten regions have NER in upper secondary school above the projected target of six percent in the year 2025/26. Across the country, enrolment drops sharply from 43.2 to 7.7 percent in upper secondary education in Mainland Tanzania, and from 61.5 to 9.3 percent in Tanzania Zanzibar indicating a low transition rate to upper education levels. (Map 3.2 and Table 3.3).

**Map 3.2: Net Enrolment Ratio in Lower Secondary Schools by Region; Tanzania, 2022
PHC**



Note: NER in Mainland Tanzania is based on children aged 14 - 17 years. Tanzania Zanzibar NER is calculated for children aged 13 - 16 years.

Table 3.3: Population Aged 7 – 24 and Net Enrolment Rate by Level of Education and Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2022 PHC

Region	Primary School (Age 7-13)		Lower Secondary (Age 14-17)		Upper Secondary (Age 18-19)		University and Other Related (Age 20-24)	
	Population	NER	Population	NER	Population	NER	Population	NER
Tanzania	11,596,930	82.1	5,403,983	43.8	2,371,695	7.8	5,368,070	5.0
Mainland Tanzania	11,255,659	81.7	5,238,895	43.2	2,295,158	7.7	5,189,857	4.9
Dodoma	594,114	76.6	278,249	36.8	120,634	6.0	262,877	4.8
Arusha	416,985	82.8	189,436	56.0	90,443	14.4	212,539	8.1
Kilimanjaro	298,675	93.5	153,021	65.8	65,842	15.5	153,273	9.1
Tanga	503,154	85.3	231,390	44.5	90,837	6.0	196,084	4.3
Morogoro	566,138	81.0	267,854	44.7	118,523	7.1	276,166	4.3
Pwani	340,727	88.5	164,698	50.7	73,896	6.8	179,034	4.1
Dar es Salaam	739,317	93.8	397,587	63.1	225,594	14.5	635,176	9.2
Lindi	188,327	83.5	98,786	40.7	42,680	4.8	100,349	2.3
Mtwara	266,717	88.8	134,071	44.2	58,028	6.1	136,858	2.9
Ruvuma	334,183	87.3	158,801	41.2	70,082	6.7	156,639	3.3
Iringa	212,669	91.9	102,198	58.8	41,665	13.6	100,303	6.6
Mbeya	409,052	83.0	199,247	52.0	92,169	11.7	218,807	6.5
Singida	418,331	77.9	180,127	37.5	72,910	5.3	153,583	3.3
Tabora	715,461	63.2	304,730	26.3	132,954	3.6	287,108	2.4
Rukwa	332,046	71.4	140,692	32.3	61,286	4.8	128,855	2.4
Kigoma	481,697	80.2	216,058	36.8	85,657	5.4	180,307	3.8
Shinyanga	452,440	76.8	206,348	33.4	92,629	4.6	203,860	3.0
Kagera	598,733	82.7	285,904	42.2	111,721	7.2	239,499	3.4
Mwanza	736,603	87.8	351,712	46.3	152,938	8.6	329,266	6.2
Mara	513,318	90.2	239,727	45.2	95,355	5.6	182,269	4.6
Manyara	372,051	78.0	164,684	37.1	71,111	6.6	154,649	3.9
Njombe	157,252	93.3	77,527	55.1	30,842	11.7	74,495	5.0
Katavi	243,086	64.5	99,721	27.0	44,050	3.6	97,707	2.1
Simiyu	472,488	75.6	203,213	30.5	82,622	3.6	163,045	3.2
Geita	631,710	79.8	278,314	35.2	118,500	4.3	252,576	3.1
Songwe	260,385	79.6	114,800	38.6	52,190	6.3	114,533	3.0
Tanzania Zanzibar	341,271	94.4	165,088	61.5	76,537	9.3	178,213	7.8
Kaskazini Unguja	45,123	95.0	20,938	55.3	9,639	4.5	23,836	5.3
Kusini Unguja	31,955	95.1	14,508	59.0	6,801	5.9	18,304	4.0
Mjini Magharibi	148,494	94.7	73,346	66.3	37,867	12.3	95,019	9.5
Kaskazini Pemba	58,952	92.5	28,468	57.0	11,137	7.0	20,175	6.7
Kusini Pemba	56,747	94.9	27,828	59.6	11,093	7.6	20,879	7.0

Table 3.4: Population Aged 6 – 23 Years and Net Enrolment Rate by Level of Education and Region; Tanzania Zanzibar, 2022 PHC

Region	Primary School (Age 6-12)		Lower Secondary (Age 13-16)		Upper Secondary (Age 17-18)		University and Other Related (Age 19 - 23)	
	Population	NER	Population	NER	Population	NER	Population	NER
Tanzania Zanzibar	346,674	86.4	168,629	50.0	82,838	7.9	182,804	8.0
Kaskazini Unguja	45,609	85.7	21,879	41.1	10,402	3.5	24,109	5.6
Kusini Unguja	32,278	87.1	15,150	50.0	7,274	5.7	18,202	4.4
Mjini Magharibi	151,622	87.8	72,717	57.4	39,538	11.1	96,013	10
Kaskazini Pemba	59,683	82.9	29,977	42.6	12,935	5.1	21,986	6.5
Kusini Pemba	57,482	86.8	28,906	45.7	12,689	5.8	22,494	6.7

3.2.6 Primary Net Enrolment Rate by Place of Residence and Region

Primary NERs are higher in urban than rural areas across all regions. In Mainland Tanzania, rural NERs is more noticeable, ranging from 59.2 percent in Katavi to 93.6 percent in Kilimanjaro Region. In Tanzania Zanzibar, rural enrolment rates are relatively closer, ranging ifrom 82.0 percent in Kaskazini Pemba to 87.0 percent Kusini Unguja. On the other hand, variation in urban areas of Mainland Tanzania is from 83.4 percent in Rukwa Region to 93.9 percent in Kilimanjaro Region while in Tanzania Zanzibar is 85.6 percent in Kaskazini Pemba to 87.9 percent in Kusini Pemba. Gender Parity Index across all regions is around one in both rural and urban areas, indicating equitable enrolment of boys and girls in primary education (Table 3.5 and Table 3.6 Appendices 10, 11, 13 and 14).

Table 3.5: Primary Net Enrolment Rates by Place of Residence, Sex and Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2022 PHC

Region	Total				Rural				Urban			
	Both Sexes	Male	Female	GPI	Both Sexes	Male	Female	GPI	Both Sexes	Male	Female	GPI
Tanzania	82.1	80.3	83.9	1.04	78.2	75.7	80.7	1.05	91.3	91.3	91.3	1.04
Mainland Tanzania	81.7	79.9	83.6	1.1	77.8	75.3	80.3	1.05	91.1	91.1	91.2	1.04
Dodoma	76.6	72.7	80.5	1.0	71.3	66.5	76.3	1.11	89.3	88.4	90.2	1.06
Arusha	82.8	82.4	83.2	0.98	77.4	76.7	78.2	0.98	93.6	94.3	92.8	1.03
Kilimanjaro	93.5	93.8	93.2	1.02	93.4	93.6	93.1	0.97	93.9	94.5	93.4	1.0
Tanga	85.3	83.7	87.0	1.04	83.0	81.0	85.1	1.02	93.4	93.2	93.6	1.01
Morogoro	81.0	79.3	82.7	1.01	75.4	73.0	77.8	1.04	91.3	91.1	91.5	1.03
Pwani	88.5	87.4	89.6	1.02	85.8	84.1	87.5	0.99	92.7	92.6	92.8	1.03
Dar es Salaam	93.8	94.6	93.1	1.06	NA	NA	NA	NA	93.8	94.6	93.1	1.02
Lindi	83.5	80.5	86.5	1.05	81.9	78.7	85.2	1.06	89.9	88.2	91.5	1.08
Mtwara	88.8	86.7	91.0	1.04	87.9	85.4	90.4	1.04	92.2	91.5	92.8	1.07
Ruvuma	87.3	85.8	88.7	1.04	85.8	83.9	87.7	1.03	92.4	92.7	92.1	1.06
Iringa	91.9	91.1	92.6	1.03	91.6	90.2	92.9	1.04	92.7	93.8	91.7	1.03
Mbeya	83.0	82.4	83.5	1.05	79.1	77.8	80.4	1.01	90.0	91.1	89	1.05
Singida	77.9	75.3	80.5	1.1	75.6	72.9	78.4	1.04	92.7	91.8	93.6	1.07
Tabora	63.2	60.1	66.2	1.11	59.8	56.6	63.1	1.1	87.1	86.1	88.1	1.09
Rukwa	71.4	68.5	74.2	1.05	68.6	65.3	71.9	1.12	83.4	82.9	83.9	1.09
Kigoma	80.2	78.4	82.0	1.1	77.2	75.3	79.2	1.04	90.3	89.5	91.1	1.06
Shinyanga	76.8	73.2	80.5	1.04	73.1	68.8	77.6	1.11	86.4	84.9	87.7	1.09
Kagera	82.7	81.4	84.0	1.05	81.9	80.5	83.4	1.04	90.7	91.3	90.1	1.06
Mwanza	87.8	85.8	89.7	1.01	85.5	82.4	88.5	1.05	92.1	92.5	91.8	1.05
Mara	90.2	89.1	91.2	1.02	89.2	87.9	90.6	0.99	92.5	92.1	92.8	1.05
Manyara	78.0	75.9	80.1	1.02	75.9	73.7	78.2	1.02	91.3	90.8	91.8	1.04
Njombe	93.3	92.8	93.8	1.08	93.5	92.5	94.5	1.02	92.7	93.6	91.9	1.03
Katavi	64.5	62.2	66.8	1.12	59.2	56.6	61.8	1.09	84.4	83.9	84.9	1.07
Simiyu	75.6	71.5	79.6	1.07	73.6	69.3	78	1.12	85.5	83.2	87.8	1.09
Geita	79.8	77.5	82.2	1.07	76.7	73.8	79.8	1.06	86.4	85.7	87.1	1.08
Songwe	79.6	77.4	81.6	1.0	75.8	73.1	78.6	1.07	90.5	90.7	90.2	1.06
Tanzania Zanzibar	94.4	94.5	94.4	1.0	94.3	93.8	94.8	0.98	94.6	95.3	93.9	1.02
Kaskazini Unguja	95.0	94.5	95.6	1.01	94.8	94.2	95.5	1.01	96.1	96.0	96.2	1.02
Kusini Unguja	95.1	95.7	94.4	0.95	95.2	95.8	94.6	0.95	94.6	95.3	93.8	0.98
Mjini Magharibi	94.7	95.5	93.9	1.02	95.1	95.5	94.7	1.01	94.5	95.4	93.6	1.02
Kaskazini Pemba	92.5	91.2	93.9	0.98	92.0	90.3	93.7	0.98	94.6	94.6	94.7	0.98
Kusini Pemba	94.9	94.7	95.2	0.97	95.0	94.7	95.4	0.95	94.6	94.7	94.5	1.03

Table 3.6: Primary Net Enrolment Rates by Place of Residence, Sex and Region; Tanzania Zanzibar 2022 PHC

Region	Total				Rural				Urban			
	Both Sexes	Male	Female	GPI	Both Sexes	Male	Female	GPI	Both Sexes	Male	Female	GPI
Tanzania Zanzibar	86.4	85.7	87.1	1.01	85.1	84.3	86.0	1.02	88.0	87.6	88.4	1.04
Kaskazini Unguja	85.7	85.0	86.4	1.02	85.3	84.6	86.0	1.02	88.0	87.6	88.5	1.03
Kusini Unguja	87.1	86.6	87.5	0.97	87.0	86.6	87.4	1.01	87.4	86.6	88.2	1.00
Mjini Magharibi	87.8	87.4	88.1	1.04	86.6	86.1	87.1	1.01	88.1	87.8	88.4	1.05
Kaskazini Pemba	82.9	81.4	84.4	0.99	82.0	80.4	83.7	1.04	86.6	85.6	87.5	0.99
Kusini Pemba	86.8	86.0	87.6	0.98	86.2	85.4	87.0	1.02	88.6	87.9	89.3	1.05

3.2.7 School Enrolment Rates in Lower Secondary School by Sex and Region

The results show that with the exception of Dar es Salaam and Mjini Magharibi, the girls' enrolment rates in lower secondary schools are slightly higher than that of boys across all regions. The same pattern is observed in rural areas with a slight change in urban areas where 15 regions have more boys than girls enrolled in secondary education.

The Net Enrolment Rates based on official school age (13–16 years) in Tanzania Zanzibar are above rates calculated based on children aged 14 – 17 years. In both cases, Enrolment rates in Tanzania Zanzibar are higher than those in rural and urban areas of Mainland Tanzania (Tables 3.7 and 3.8).

Table 3.7: Net Enrolment Rates in Lower Secondary Schools by Place of Residence, Sex and Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar, 2022 PHC

Region	Total				Rural				Urban			
	Both Sexes	Male	Female	GPI	Both Sexes	Male	Female	GPI	Both Sexes	Male	Female	GPI
Tanzania	43.8	40.8	46.8	1.14	36.7	33.2	40.4	1.1	57.9	57.7	58.2	1.2
Mainland Tanzania	43.2	40.3	46.1	1.1	36.2	32.8	39.8	1.1	57.9	57.7	58.2	1.2
Dodoma	36.8	32.6	41.1	1.2	29.6	25.3	34.5	1.2	57.6	57.4	57.7	1.2
Arusha	56.0	52.7	59.0	1.2	47.5	42.2	52.9	1.2	50.9	48.9	52.6	1.2
Kilimanjaro	65.8	61.7	69.8	1.1	65.3	60.3	70.3	1.1	69.1	70.9	67.6	1.2
Tanga	44.5	40.0	49.2	1.1	39.6	35.0	44.8	1.1	67.6	67.2	68.0	1.2
Morogoro	44.7	41.3	48.3	1.1	35.9	32.2	40.0	1.1	58.5	55.8	61.2	1.1
Pwani	50.7	47.4	53.9	1.1	45.2	41.2	49.5	1.1	58.6	57.2	59.9	1.2
Dar es Salaam	63.1	65.9	60.8	1.1	NA	NA	NA	NA	58.6	57.6	59.5	1.1
Lindi	40.7	36.6	45.2	1.1	37.5	33.4	42.1	1.1	63.1	65.9	60.8	1.2
Mtwara	44.2	39.8	48.7	1.2	40.7	36.1	45.7	1.1	52.5	49.6	55.2	1.2
Ruvuma	41.2	36.4	46.2	1.2	36.9	32.0	42.2	1.2	55.0	52.4	57.4	1.2
Iringa	58.8	52.5	65.3	1.2	55.2	47.3	64.0	1.2	54.7	51.5	57.5	1.2
Mbeya	52.0	48.0	55.8	1.2	45.2	39.7	50.9	1.2	67.8	67.5	68.0	1.2
Singida	37.5	32.8	42.5	1.2	33.8	29.3	38.9	1.2	62.6	62.7	62.5	1.2
Tabora	26.3	24.5	28.2	1.1	22.3	20.9	23.8	1.1	57.9	55.0	60.5	1.2
Rukwa	32.3	31.3	33.4	1.1	27.5	26.6	28.5	1.0	49.9	48.2	51.5	1.2
Kigoma	36.8	36.7	37.0	1.0	32.2	32.0	32.4	1.0	50.2	50.5	50.0	1.0
Shinyanga	33.4	30.5	36.3	1.2	27.6	24.6	30.8	1.2	49.7	50.7	48.9	1.2
Kagera	42.2	39.6	45.0	1.1	40.3	37.6	43.3	1.1	46.9	45.3	48.4	1.2
Mwanza	46.3	44.3	48.3	1.1	37.8	35.0	40.8	1.1	57.6	57.7	57.5	1.2
Mara	45.2	44.1	46.4	1.0	40.9	39.9	42.1	0.9	60.0	61.6	58.7	1.1
Manyara	37.1	32.4	42.2	1.2	33.9	29.2	39.1	1.2	54.6	54.0	55.1	1.2
Njombe	55.1	47.5	62.7	1.3	51.4	42.1	61.4	1.4	55.1	51.4	58.6	1.2
Katavi	27.0	26.1	27.9	1.0	21.9	21.3	22.6	1.0	63.9	61.9	65.7	1.1
Simiyu	30.5	28.4	32.5	1.2	27.4	25.4	29.4	1.2	43.9	43.3	44.5	1.2
Geita	35.2	34.0	36.5	1.0	30.1	28.9	31.4	1.0	44.7	42.9	46.3	1.1
Songwe	38.6	33.7	43.4	1.3	31.9	26.8	37.3	1.3	45.6	45.4	45.8	1.3
Tanzania Zanzibar	61.5	55.9	66.9	1.3	57.1	50.1	64.2	1.3	66.4	62.8	69.7	1.2
Kaskazini Unguja	55.3	46.9	63.5	1.4	55.4	46.7	64.0	1.4	54.8	48.1	61.1	1.4
Kusini Unguja	59.0	51.2	66.9	1.3	58.6	50.3	67.4	1.3	60.6	55.4	65.1	1.3
Mjini Magharibi	66.3	63.0	69.3	1.2	61.7	56.5	66.5	1.3	67.4	64.6	70.0	1.2
Kaskazini Pemba	57.0	51.1	63.0	1.2	54.8	48.9	60.8	1.2	65.3	59.3	71.1	1.2
Kusini Pemba	59.6	52.5	66.7	1.3	57.2	49.9	64.7	1.3	66.4	60.3	71.8	1.3

Table 3.8: Net Enrolment Rates in Lower Secondary Schools by Place of Residence, Sex and Region; Tanzania Zanzibar, 2022 PHC

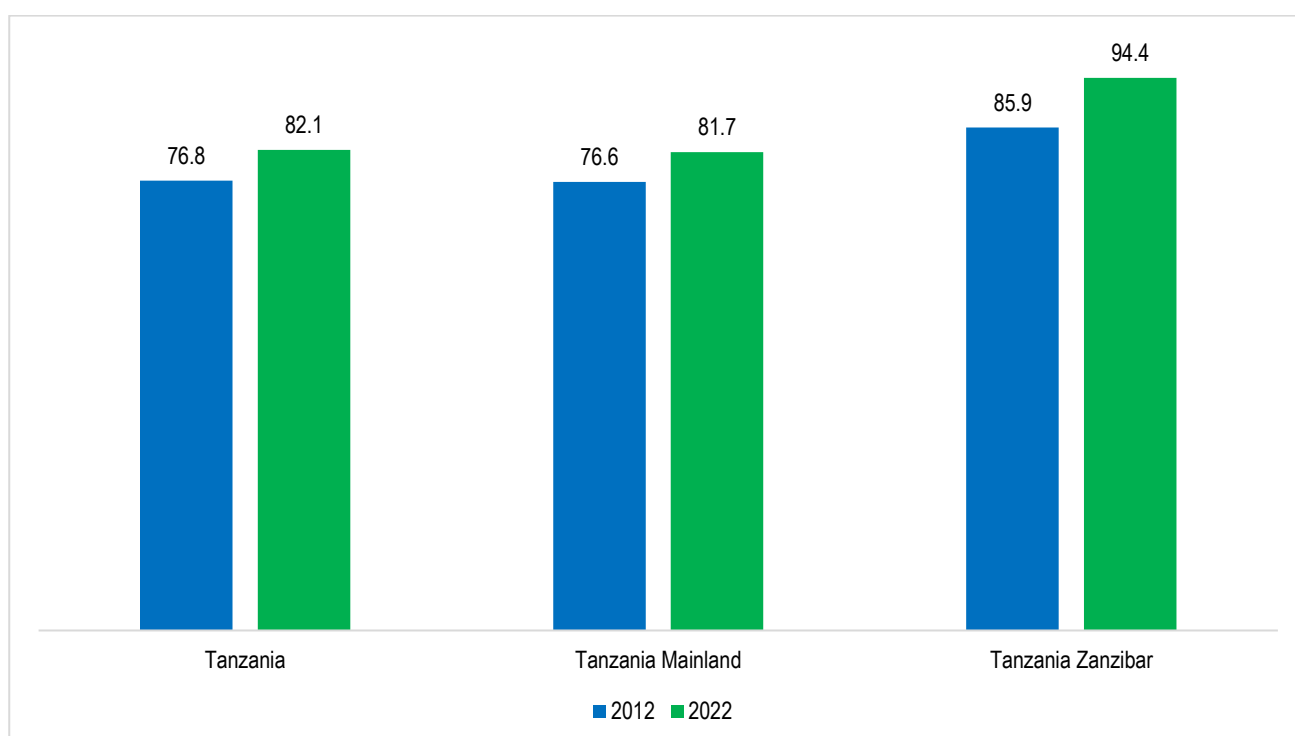
Region	Total				Rural				Urban			
	Both Sexes	Male	Female	GPI	Both Sexes	Male	Female	GPI	Both Sexes	Male	Female	GPI
Tanzania Zanzibar	50	43.4	56.4	1.3	43.8	36.9	50.8	1.4	57.2	51.3	62.7	1.3
Kaskazini Unguja	41.1	33.8	48.4	1.4	40.8	33.5	48.3	1.4	42.6	36.0	49.1	1.4
Kusini Unguja	50	41.5	58.8	1.4	49.3	40.6	58.4	1.4	53.2	45.6	60.2	1.4
Mjini Magharibi	57.4	51.7	62.7	1.3	51.2	44.7	57.2	1.4	59	53.5	64.0	1.3
Kaskazini Pemba	42.6	36.9	48.5	1.3	40.0	34.6	45.8	1.3	52.7	46.2	59.0	1.3
Kusini Pemba	45.7	38.3	53.2	1.4	42.4	35.3	49.8	1.4	55.1	47.3	62.3	1.4

3.2.8 Primary School Net Enrolment Rates in 2012 and 2022 Censuses

The results from the 2012 and 2022 PHCs show notable progress in primary school NERs over the past decade. Nationally, NER increased from 76.8 percent in 2012 (URT, 2015) to 82.1 percent in 2022. The increase reflects the government’s sustained efforts to strengthening education sector in the country in the recent years. Key reforms such as the removal of lower and upper secondary school fees in 2016 and 2022, respectively, have contributed to this improvement.

The increase in primary NER is relatively higher in Tanzania Zanzibar than in Mainland Tanzania. Net Enrolment Rate in Tanzania Zanzibar increased by 8.5 percentage points between 2012 and 2022 compared to 5.1 percentage points in Mainland Tanzania over the same period (Figure 3.4).

Figure 3.4: Primary School Net Enrolment Ratio, Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2012 and 2022 PHCs



Although, rural areas had comparatively low NER in 2012, the increase is relatively more noticeable than in urban areas. The Net Enrolment Rate in rural areas increased by about six percentage points from 72.3 percent in 2012 to 78.2 percent in 2022 while in the urban areas, it increased by less than one percentage points from 90.6 percent to 91.3 percent over the same period.

Gender Parity Index in primary schools was about one in 2012 and 2022 indicating that females and males have equal chances of being enrolled, which is a good indication that education sector is achieving parity (Table 3.9).

Table 3.9: Net Enrolment Ratio in Primary School by Residence; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2012 and 2022 PHCs

Region	Net Enrolment Ratio		GPI	
	2012	2022	2012	2022
Tanzania	76.8	82.1	1.04	1.04
Rural	72.3	78.2	1.04	1.05
Urban	90.6	91.3	1.06	1.04
Mainland Tanzania	76.6	81.7	1.04	1.05
Rural	72.1	77.8	1.04	1.05
Urban	90.6	91.1	1.06	1.04
Tanzania Zanzibar	85.9	94.4	1.06	1.00
Rural	80.8	94.3	0.98	0.98
Urban	92.3	94.6	1.13	1.02

3.2.9 Regional Differentials Trend in Net Enrolment Rate

The results show variations in NER change across regions between 2012 and 2022. Regions with high primary enrolment ratios in 2012 recorded a little increase in enrolment over a ten-year period. Three regions, Geita (17.6 percentage point change), Kusini Pemba (16.9 percentage point change) and Kaskazini Pemba (16.7 percentage point change) had the highest percentage point change between 2012 and 2022 (Table 3.10).

Table 3.10: Population and Net Enrolment Rates in Primary Schools by Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2012 and 2022 PHCs

Region	2012		2022		NER	
	Population	Attending	Population	Attending	2012	2022
Tanzania	8,468,362	6,506,020	11,596,930	9,520,491	76.8	82.1
Mainland Tanzania	8,227,118	6,298,896	11,255,659	9,198,271	76.6	81.7
Dodoma	423,832	287,040	594,114	454,862	67.7	76.6
Arusha	313,897	251,577	416,985	345,336	80.1	82.8
Kilimanjaro	302,655	284,820	298,675	279,237	94.1	93.5
Tanga	406,329	331,287	503,154	429,105	81.5	85.3
Morogoro	404,004	304,893	566,138	458,401	75.5	81.0
Pwani	194,203	151,147	340,727	301,509	77.8	88.5
Dar es Salaam	570,647	522,825	739,317	693,741	91.6	93.8
Lindi	159,382	117,150	188,327	157,225	73.5	83.5
Mtwara	223,654	181,539	266,717	236,891	81.2	88.8
Ruvuma	262,860	219,554	334,183	291,597	83.5	87.3
Iringa	183,641	166,575	212,669	195,347	90.7	91.9
Mbeya	511,158	432,671	409,052	339,422	84.6	83.0
Singida	272,045	196,421	418,331	325,863	72.2	77.9
Tabora	457,874	255,835	715,461	452,010	55.9	63.2
Rukwa	208,098	134,530	332,046	236,978	64.6	71.4
Kigoma	398,025	297,159	481,697	386,454	74.7	80.2
Shinyanga	301,607	204,918	452,440	347,569	67.9	76.8
Kagera	498,554	380,048	598,733	495,311	76.2	82.7
Mwanza	537,949	433,939	736,603	646,539	80.7	87.8
Mara	359,123	299,524	513,318	462,815	83.4	90.2
Manyara	285,462	205,327	372,051	290,028	71.9	78.0
Njombe	139,931	125,520	157,252	146,741	89.7	93.3
Katavi	112,101	64,252	243,086	156,766	57.3	64.5
Simiyu	335,378	223,481	472,488	357,051	66.6	75.6
Geita	364,709	226,807	631,710	504,336	62.2	79.8
Songwe	NA	NA	260,385	207,137	NA	79.6
Tanzania Zanzibar	241,244	207,124	341,271	322,220	85.9	94.4
Kaskazini Unguja	33,718	29,074	45,123	42,874	86.2	95.0
Kusini Unguja	19,585	18,108	31,955	30,381	92.5	95.1
Mjini Magharibi	102,985	94,625	148,494	140,559	91.9	94.7
Kaskazini Pemba	43,835	33,232	58,952	54,538	75.8	92.5
Kusini Pemba	41,121	32,085	56,747	53,868	78.0	94.9

3.2.10 Gross Enrolment Ratio

The results show that 96.8 percent of school age children in Tanzania were enrolled in primary school irrespective of age. Gross Enrolment Ratio (GER) for primary school is higher in urban areas (106.3%) than in rural areas (92.7%) while the rate in Tanzania Zanzibar is more or less the same in urban and rural areas. A Gross Enrolment Ratio of more than 100 percent indicates that children above or below official school age in a particular level are enrolled (Figure 3.5 and Appendices 9, 15, 16 and 17).

Figure 3.5: Primary Gross Enrolment Ratio by Place of Residence; Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC

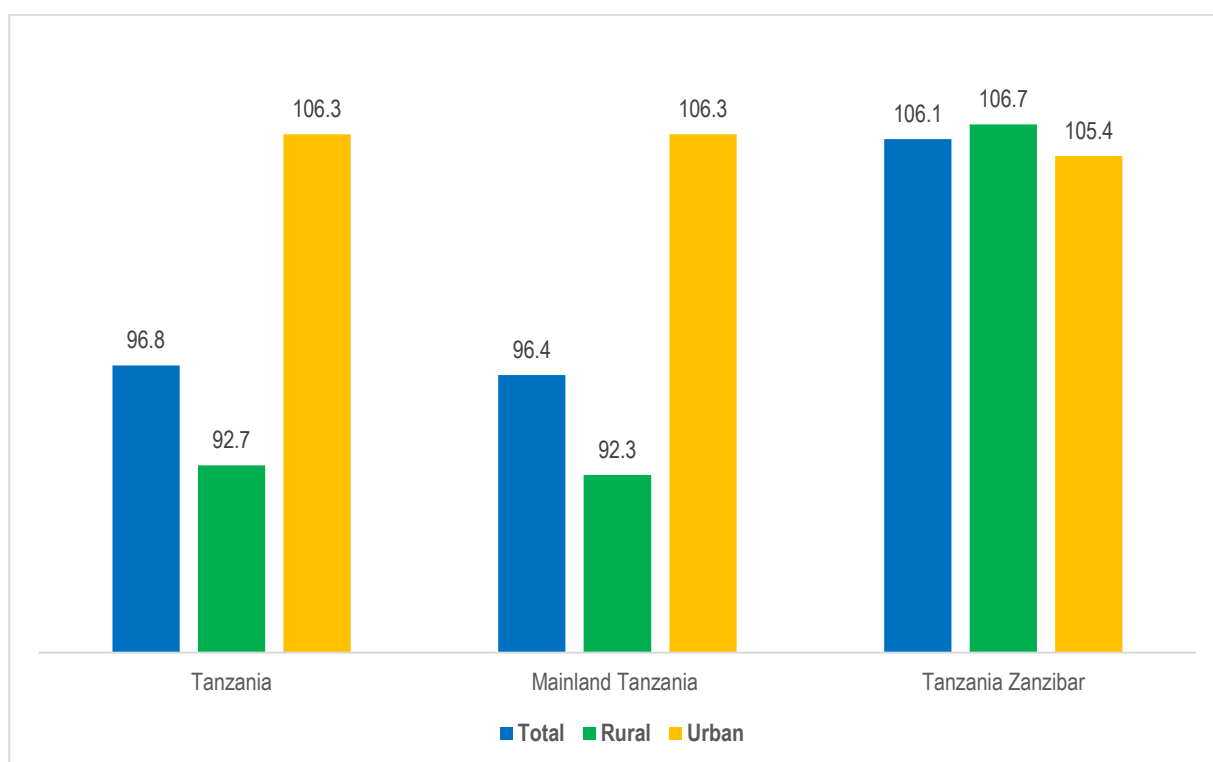
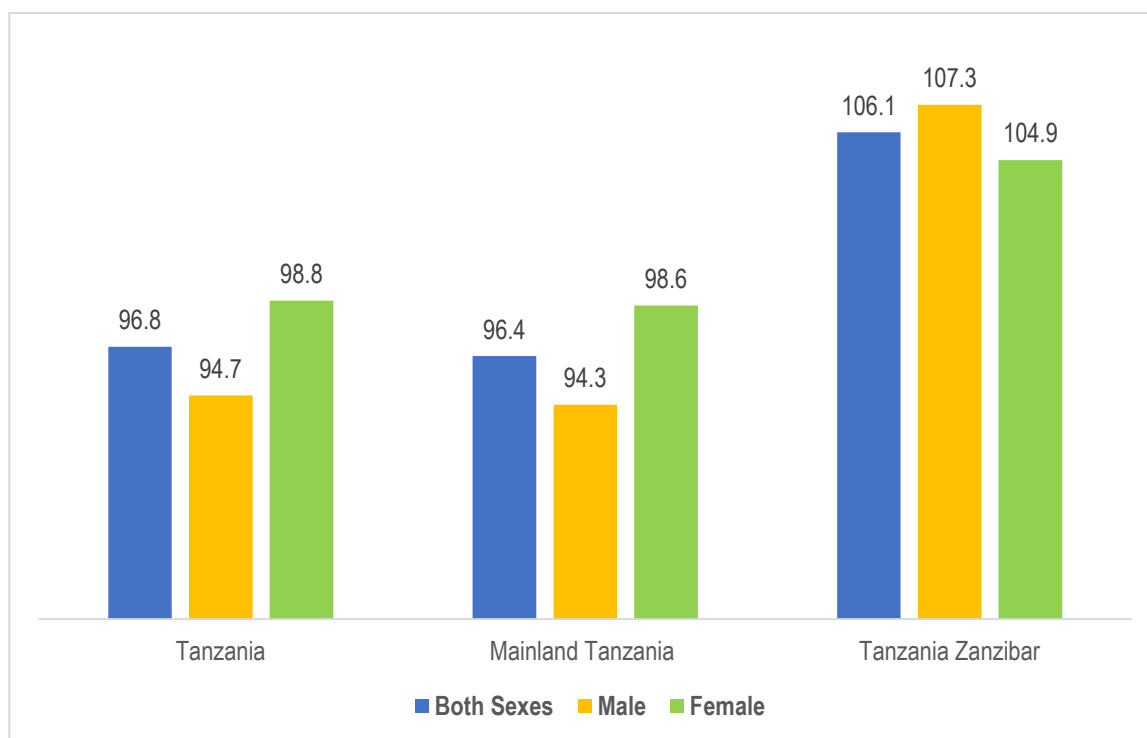


Figure 3.6 reveals that GER in Mainland Tanzania is relatively higher for females than for males which means more girls who are under or over age are enrolled in primary schools as compared with males. GER in Tanzania Zanzibar is higher for males than females.

Figure 3.6: Primary Schools Gross Enrolment Ratio by Sex, Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC



GER for the primary schools in Mainland Tanzania ranges from 75.2 in Tabora to 108.9 percent in Kilimanjaro Region while for secondary schools; the range is from 32.8 percent in Tabora to 78.9 percent in Kilimanjaro Region. All five regions in Tanzania Zanzibar have primary GER of more than 100 percent. Gross Enrolment Ratios decline significantly between primary and lower secondary schools. National level GER is 54.1 and 74.9 percent at lower secondary level in Mainland Tanzania and Tanzania Zanzibar respectively. Results further reveal that Gender Parity Index is slightly above one implying that relatively more girls than boys are enrolled in primary and lower secondary schools (Table 3.10). Gross Enrolment Ratios in both primary and lower secondary schools are relatively higher in urban than in rural areas in most of the regions in the country (Table 3.11, 3.12 and 3.13)

Table 3.11: Primary and Lower Secondary Gross Enrolment Ratios by Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC - Total

Area	Primary School				Lower Secondary School			
	GER			GPI	GER			GPI
	Total	Male	Female		Total	Male	Female	
Tanzania	96.8	94.7	98.8	1.0	54.1	51.4	56.8	1.1
Mainland Tanzania	96.4	94.3	98.6	1.1	53.4	50.9	56.0	1.1
Dodoma	90.2	85.4	95.0	1.1	44.9	40.8	49.3	1.2
Arusha	96.9	96.5	97.3	1.0	69.2	66.1	72.1	1.2
Kilimanjaro	108.9	109.5	108.2	1.0	78.8	74.7	82.8	1.1
Tanga	101.7	100.1	103.4	1.0	55.3	50.8	60.2	1.1
Morogoro	94.4	92.8	96.1	1.0	54.7	51.7	57.8	1.1
Pwani	103.6	102.5	104.7	1.0	61.9	58.9	64.8	1.1
Dar es Salaam	106.8	107.4	106.3	1.0	76.1	80.1	72.8	1.1
Lindi	98.0	94.7	101.3	1.1	48.6	44.9	52.7	1.1
Mtwara	102.5	100.2	104.9	1.1	51.6	47.2	56.2	1.1
Ruvuma	101.8	100.4	103.2	1.0	49.5	44.6	54.6	1.2
Iringa	108.0	107.3	108.7	1.0	71.2	63.9	78.7	1.2
Mbeya	97.2	96.3	98.1	1.0	63.3	58.6	67.7	1.2
Singida	92.0	89.2	94.8	1.0	46.1	41.7	51.0	1.1
Tabora	75.2	72.0	78.5	1.1	32.8	31.4	34.2	1.0
Rukwa	84.3	80.6	88.0	1.1	40.5	40.1	40.8	1.0
Kigoma	96.3	94.1	98.5	1.1	47.0	48.0	45.8	0.9
Shinyanga	92.5	88.1	96.8	1.1	42.1	39.5	44.7	1.1
Kagera	98.6	97.1	100.0	1.0	52.9	50.5	55.4	1.1
Mwanza	104.9	102.3	107.4	1.1	59.3	58.3	60.2	1.1
Mara	107.1	106.0	108.2	1.0	56.9	57.1	56.7	0.9
Manyara	91.6	89.2	94.0	1.0	46.2	40.9	51.8	1.2
Njombe	108.8	108.4	109.2	1.0	65.7	57.0	74.5	1.3
Katavi	76.4	73.7	79.0	1.1	33.9	33.9	34.0	1.0
Simiyu	89.6	84.7	94.6	1.1	39.4	38.1	40.6	1.1
Geita	96.8	93.9	99.6	1.1	46.2	45.9	46.6	1.0
Songwe	93.2	90.5	95.8	1.1	46.8	41.6	52.0	1.2
Tanzania Zanzibar	106.1	107.3	104.9	1.0	74.9	68.5	81.1	1.2
Kaskazini Unguja	110.1	110.5	109.7	1.0	66.6	56.9	76.4	1.3
Kusini Unguja	104.1	105.4	102.8	0.9	67.1	57.8	76.7	1.3
Mjini Magharibi	104.8	106.8	102.9	1.0	82.6	78.1	86.8	1.2
Kaskazini Pemba	106.8	107.7	106.0	1.0	68.1	62.7	73.7	1.1
Kusini Pemba	107.1	108.7	105.5	1.0	72.7	65.7	79.8	1.2

Note: GER rates in Mainland Tanzania are based on children aged 7- 13 and 14 -17 years for primary and secondary schools respectively while those for Tanzania Zanzibar are based on children aged 6 - 12 and 13 -16 years.

Table 3.12: Primary and Lower Secondary Gross Enrolment Ratios by Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC - Rural

Area	Primary School				Lower Secondary School			
	GER			GPI	GER			GPI
	Total	Male	Female		Total	Male	Female	
Tanzania	92.7	89.9	95.5	1.0	45.6	42.3	49.1	1.1
Mainland Tanzania	92.3	89.5	95.2	1.0	44.9	41.8	48.4	1.1
Dodoma	84.4	78.5	90.6	1.1	36.4	32.0	41.4	1.1
Arusha	91.2	90.5	91.9	1.0	59.4	53.7	65.1	1.2
Kilimanjaro	108.8	109.5	108.2	1.0	78.0	72.8	83.4	1.1
Tanga	99.6	97.6	101.8	1.0	49.5	44.6	55.0	1.1
Morogoro	88.3	86.0	90.7	1.0	43.9	40.5	47.8	1.0
Pwani	101.1	99.5	102.7	1.0	55.4	51.5	59.7	1.0
Dar es Salaam	NA	NA	NA	NA	NA	NA	NA	NA
Lindi	96.5	92.8	100.2	1.1	44.6	40.8	48.9	1.1
Mtwara	101.7	98.9	104.5	1.0	47.4	42.8	52.5	1.1
Ruvuma	100.3	98.4	102.2	1.0	44.3	39.3	49.7	1.1
Iringa	107.8	106.6	108.9	1.0	66.8	57.6	76.9	1.2
Mbeya	92.6	90.9	94.2	1.0	54.5	48.1	61.1	1.2
Singida	89.5	86.6	92.5	1.0	41.6	37.2	46.7	1.1
Tabora	71.5	68.1	75.0	1.1	27.8	26.8	28.9	1.0
Rukwa	81.2	77.0	85.3	1.1	34.5	34.4	34.7	1.0
Kigoma	92.7	90.3	95.2	1.0	40.9	41.8	40.0	0.9
Shinyanga	88.1	83.0	93.4	1.1	34.9	32.3	37.7	1.1
Kagera	97.8	96.1	99.4	1.0	50.6	48.0	53.4	1.0
Mwanza	102.8	99.1	106.6	1.0	49.4	47.5	51.5	1.0
Mara	106.1	104.8	107.4	1.0	52.1	52.3	51.8	0.9
Manyara	89.4	86.9	92.1	1.0	42.4	37.2	48.0	1.2
Njombe	109.2	108.4	110.0	1.0	60.9	50.4	72.2	1.3
Katavi	70.0	66.9	73.0	1.1	27.7	27.8	27.5	0.9
Simiyu	87.4	82.1	92.7	1.1	35.5	34.1	36.8	1.1
Geita	93.3	89.7	97.0	1.1	39.8	39.5	40.1	0.9
Songwe	88.2	84.9	91.6	1.1	38.3	32.8	44.3	1.3
Tanzania Zanzibar	106.7	107.4	106.1	1.0	68.1	60.6	75.7	1.2
Kaskazini Unguja	108.9	109.5	108.3	1.0	66.7	56.9	76.6	1.3
Kusini Unguja	106.3	108.7	103.8	0.9	66.1	56.5	76.3	1.4
Mjini Magharibi	103.3	104.7	101.9	1.0	74.0	67.8	79.8	1.2
Kaskazini Pemba	104.7	103.8	105.6	1.0	65.3	59.8	71.0	1.2
Kusini Pemba	110.1	110.8	109.4	0.9	69.4	62.3	76.7	1.2

Table 3.13: Primary and Lower Secondary Gross Enrolment Ratios by Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC - Urban

Place of Residence	Primary School				Lower Secondary School			
	GER			GPI	GER			GPI
	Total	Male	Female		Total	Male	Female	
Tanzania	106.3	106.2	106.4	1.0	71.2	71.9	70.5	1.1
Mainland Tanzania	106.3	106.1	106.5	1.0	70.6	71.6	69.9	1.1
Dodoma	104.2	103.0	105.5	1.1	61.7	60.4	62.9	1.2
Arusha	108.1	108.8	107.4	1.0	84.3	87.5	81.8	1.1
Kilimanjaro	109.0	109.7	108.2	1.0	81.4	82.1	80.9	1.1
Tanga	109.1	109.2	109.0	1.0	72.2	70.2	74.1	1.1
Morogoro	105.7	105.6	105.9	1.0	71.6	71.4	71.8	1.1
Pwani	107.5	107.4	107.6	1.0	71.3	71.2	71.4	1.2
Dar es Salaam	106.8	107.4	106.3	1.0	76.1	80.1	72.8	0.9
Lindi	104.2	102.5	105.9	1.1	63.0	61.1	64.8	1.2
Mtwara	105.5	104.9	106.1	1.1	64.6	62.4	66.6	1.2
Ruvuma	107.0	107.5	106.6	1.1	65.8	63.0	68.3	1.2
Iringa	108.7	109.5	108.0	1.0	82.6	82.2	82.9	1.2
Mbeya	105.7	106.5	104.9	1.1	76.9	77.0	76.8	1.2
Singida	108.0	106.7	109.2	1.1	71.0	69.4	72.4	1.2
Tabora	102.0	100.8	103.1	1.1	62.0	61.3	62.6	1.2
Rukwa	98.2	96.8	99.4	1.1	62.9	64.3	61.7	1.1
Kigoma	108.5	107.4	109.6	1.1	63.7	66.6	61.1	1.0
Shinyanga	103.6	101.9	105.3	1.1	58.8	57.6	59.8	1.1
Kagera	106.6	107.1	106.2	1.1	71.5	73.4	69.9	1.1
Mwanza	108.7	108.7	108.8	1.1	75.0	78.4	72.2	1.1
Mara	109.6	109.2	110.0	1.0	67.5	68.5	66.6	1.0
Manyara	105.3	104.8	105.7	1.0	67.5	63.5	71.3	1.2
Njombe	107.8	108.6	107.1	1.0	77.1	74.7	79.3	1.2
Katavi	100.5	100.0	100.9	1.1	55.0	55.9	54.2	1.0
Simiyu	101.3	98.0	104.4	1.1	57.6	57.6	57.5	1.1
Geita	104.0	103.1	104.9	1.1	59.3	60.4	58.3	1.1
Songwe	107.6	107.4	107.8	1.1	68.1	66.6	69.4	1.2
Tanzania Zanzibar	105.4	107.1	103.6	1.0	82.9	78.1	87.2	1.1
Kaskazini Unguja	110.1	110.5	109.7	1.0	66.2	57.0	75.1	1.3
Kusini Unguja	104.1	105.4	102.8	1.0	71.4	63.8	78.5	1.2
Mjini Magharibi	104.8	106.8	102.9	1.0	84.8	80.7	88.5	1.1
Kaskazini Pemba	106.8	107.7	106.0	1.0	79.3	74.4	84.0	1.1
Kusini Pemba	107.1	108.7	105.5	1.0	82.2	75.8	88.1	1.2

3.3 Education Attainment

Educational attainment refers to the highest level of education that a person has successfully completed. This is different from the level of schooling that an individual is attending or ever has ever attended. Successful completion of a level of education refers to the achievement of the learning objectives at that level, usually validated through assessment of acquired knowledge, skills and competencies.

3.3.1 Primary Education Attainment

The primary education attainment, as presented in this section, comprises all individuals who completed Standard VI, VII and VIII based on enrolment cohort. The analysis excludes those who dropped out or progressed beyond the primary education cycle. Since independence, Tanzania has implemented various primary education cycles. In Mainland Tanzania, some cohorts completed Standard VII, while others completed Standard VIII as the final level of primary education. In Tanzania Zanzibar, the completion of primary education depended on the cohort in which a student was enrolled. There were Standard VI, Standard VII, and Standard VIII cohorts, with each representing a completed primary level.

The results show that about a quarter (26.2%) of individuals aged five years and above in Tanzania completed primary education as their highest completed level. Mainland Tanzania mirrors the national rate at 27.0% percent, while Tanzania Zanzibar records a significantly lower rate of 3.9 percent. The education policy of compulsory primary education for all citizens has likely contributed to these relatively high completion rates (Figure 3.7).

The attainment in primary education level varies with place of residence. The findings show that primary education attainment in Tanzania is slightly higher for the population living in urban (26.9%) than rural (25.9%) areas. Mainland Tanzania and Tanzania Zanzibar portray a similar pattern to that of Tanzania (Figure 3.7). Marginal disparities between males and females are observed in Tanzania, Mainland Tanzania and Tanzania Zanzibar. The results also show that, the proportion of persons who completed primary education in Tanzania is slightly higher among females (26.8%) than males (25.6%) which is also observed in Mainland Tanzania and Tanzania Zanzibar (Figure 3.8).

Figure 3.7: Percentage Distribution of Population Aged 5 Years and Above Completed Primary Education as the Highest Level by Place of Residence; Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC

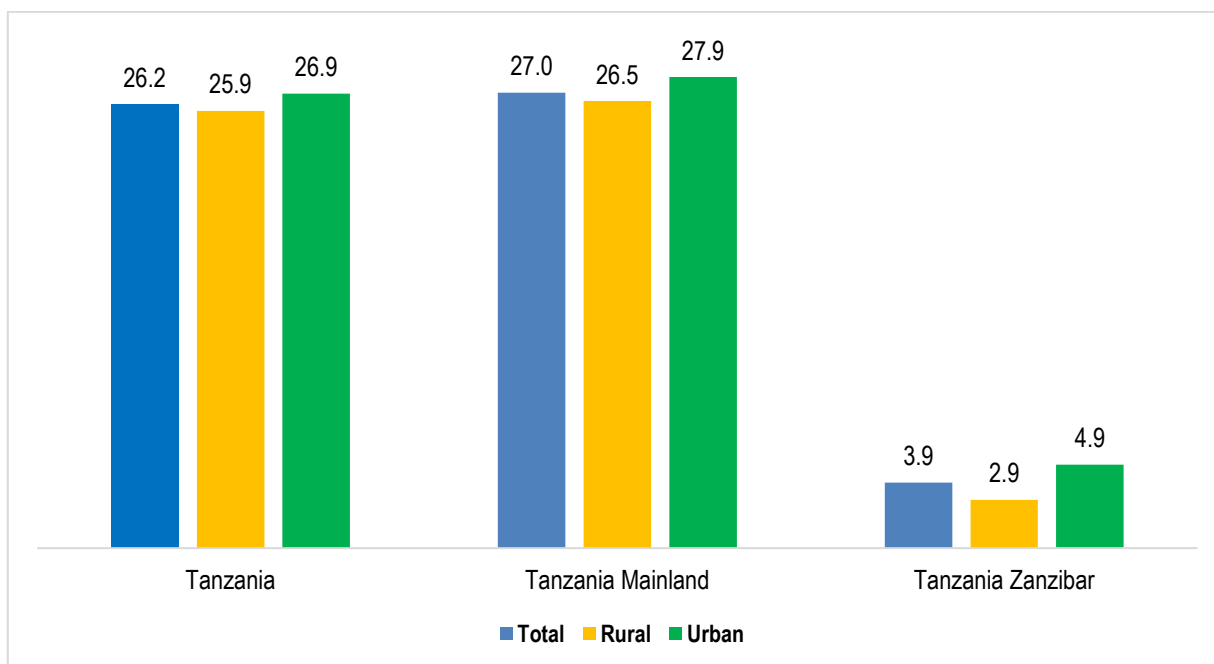


Figure 3.8: Percentage Distribution of Population Aged 5 Years and Above completed Primary Education as the Highest Level by Sex; Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC

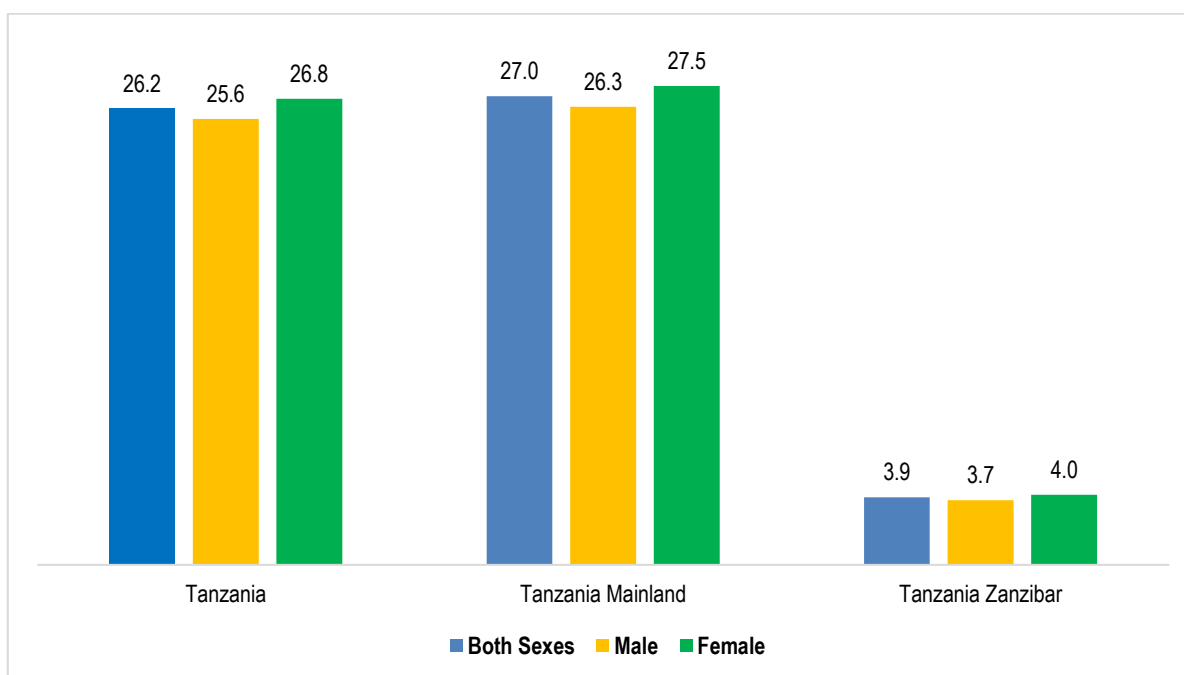


Figure 3.9 shows that Ruvuma Region has the highest percentage (36.2%) of persons aged five years and above who completed primary school while Kaskazini Pemba has the lowest (1.2%). Fourteen regions recorded a higher percentage of persons aged five years and above who completed primary education than the national average. All the regions in Mainland Tanzania have a proportion above 20 percent of persons who completed primary

education as the highest level, while regions in Tanzania Zanzibar have below six percent. Although, Mainland Tanzania shows a higher percentage of persons with primary education the transition rate from primary to secondary is lower than that of Tanzania Zanzibar (Figure 3.9).

The findings further show that, only eight among 31 regions have higher percentage of persons aged five years and above in rural than urban areas. All regions in Tanzania Zanzibar have higher percentage of persons aged five years and above in urban areas than rural areas who completed primary school (Table 3.14).

Figure 3.9: Percentage Distribution of Population Aged 5 Years and Above who Completed Primary Education as the Highest Level by Region, Tanzania: 2022 PHC

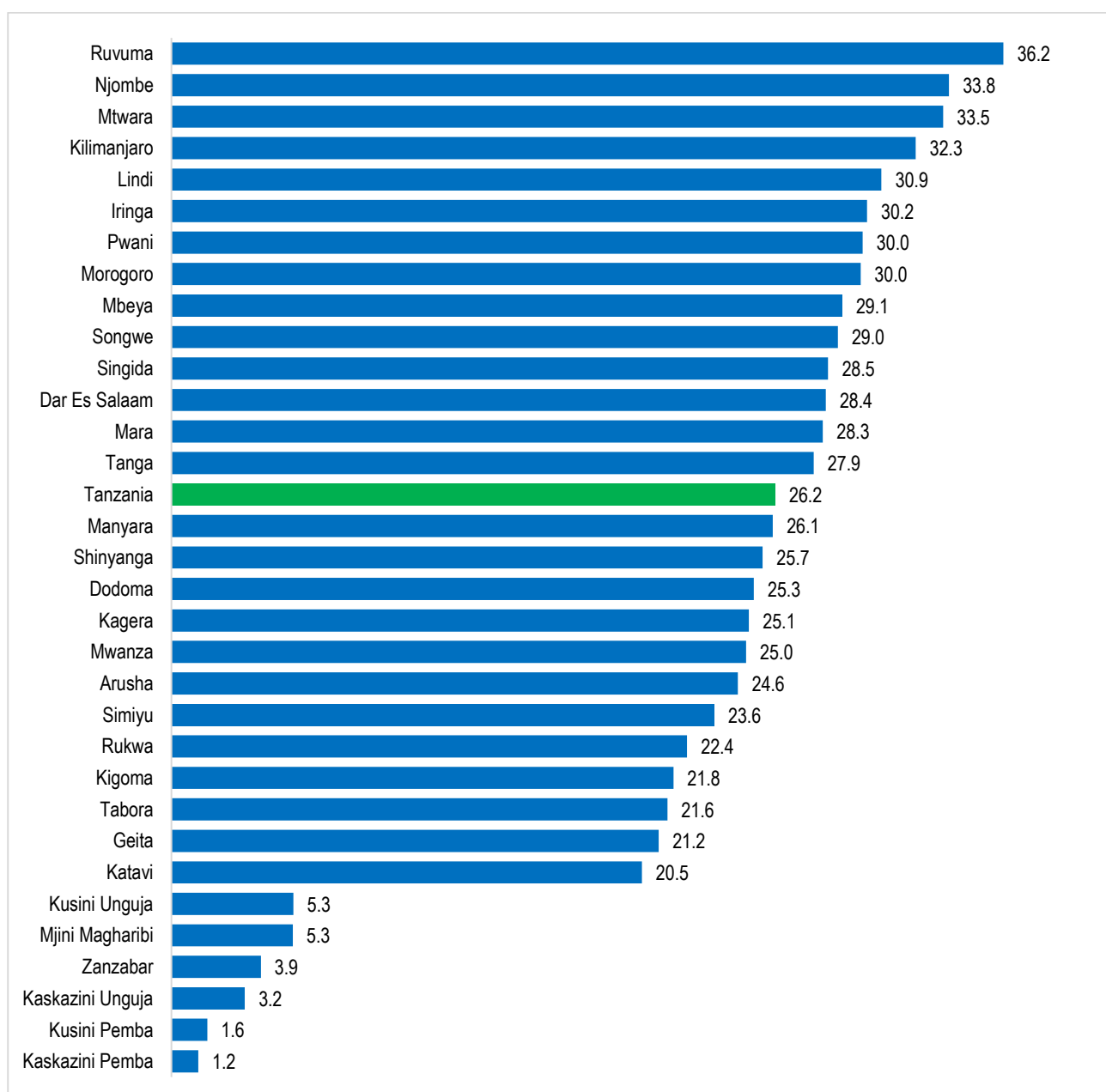


Table 3.14: Percentage Distribution of Population Aged 5 Years and Above who Completed Primary Education as the Highest Level by Place of Residence and Region, Tanzania, Mainland Tanzania and Tanzania Zanzibar: 2022 PHC

Place of Residence	Total			Rural			Urban		
	Population 5+	Number of Persons Completed Primary	Percentage of Persons Completed Primary	Population 5+	Number of Persons Completed Primary	Percentage of Persons Completed Primary	Population 5+	Number of Persons Completed Primary	Percentage of Persons Completed Primary
Tanzania	52,256,950	13,711,660	26.2	33,621,432	8,701,115	25.9	18,635,518	5,010,545	26.9
Mainland Tanzania	50,643,916	13,648,979	27.0	32,808,005	8,677,865	26.5	17,835,911	4,971,114	27.9
Dodoma	2,628,802	665,219	25.3	1,684,127	414,464	24.6	944,675	250,755	26.5
Arusha	1,997,032	491,645	24.6	1,172,674	269,157	23.0	824,358	222,488	27.0
Kilimanjaro	1,637,154	529,566	32.3	1,247,957	419,883	33.6	389,197	109,683	28.2
Tanga	2,243,505	626,260	27.9	1,649,218	451,306	27.4	594,287	174,954	29.4
Morogoro	2,741,389	821,092	30.0	1,653,542	486,249	29.4	1,087,847	334,843	30.8
Pwani	1,755,756	527,444	30.0	1,028,804	306,629	29.8	726,952	220,815	30.4
Dar Es Salaam	4,758,973	1,353,351	28.4	NA	NA	NA	4,758,973	1,353,351	28.4
Lindi	1,042,943	321,817	30.9	825,362	258,530	31.3	217,581	63,287	29.1
Mtwara	1,433,850	480,841	33.5	1,091,821	369,910	33.9	342,029	110,931	32.4
Ruvuma	1,586,342	573,563	36.2	1,218,478	448,143	36.8	367,864	125,420	34.1
Iringa	1,034,023	312,595	30.2	723,673	228,102	31.5	310,350	84,493	27.2
Mbeya	1,997,582	582,218	29.1	1,200,814	361,637	30.1	796,768	220,581	27.7
Singida	1,672,980	477,406	28.5	1,396,621	394,364	28.2	276,359	83,042	30.0
Tabora	2,779,284	599,166	21.6	2,347,755	479,980	20.4	431,529	119,186	27.6
Rukwa	1,262,336	282,851	22.4	998,949	223,928	22.4	263,387	58,923	22.4
Kigoma	2,028,305	442,537	21.8	1,518,022	320,379	21.1	510,283	122,158	23.9
Shinyanga	1,864,563	479,134	25.7	1,257,465	311,025	24.7	607,098	168,109	27.7
Kagera	2,500,742	627,650	25.1	2,215,333	548,658	24.8	285,409	78,992	27.7
Mwanza	3,105,786	775,805	25.0	1,854,758	457,528	24.7	1,251,028	318,277	25.4
Mara	1,980,824	560,662	28.3	1,358,787	388,867	28.6	622,037	171,795	27.6
Manyara	1,578,958	412,697	26.1	1,327,761	337,700	25.4	251,197	74,997	29.9
Njombe	775,544	262,014	33.8	547,263	194,191	35.5	228,281	67,823	29.7

Place of Residence	Total			Rural			Urban		
	Population 5+	Number of Persons Completed Primary	Percentage of Persons Completed Primary	Population 5+	Number of Persons Completed Primary	Percentage of Persons Completed Primary	Population 5+	Number of Persons Completed Primary	Percentage of Persons Completed Primary
Katavi	934,864	191,185	20.5	711,303	133,721	18.8	223,561	57,464	25.7
Simiyu	1,740,476	410,597	23.6	1,390,807	333,791	24.0	349,669	76,806	22.0
Geita	2,438,450	516,317	21.2	1,584,226	312,832	19.7	854,224	203,485	23.8
Songwe	1,123,453	325,347	29.0	802,485	226,891	28.3	320,968	98,456	30.7
Tanzania Zanzibar	1,613,034	62,681	3.9	813,427	23,250	2.9	799,607	39,431	4.9
Kaskazini Unguja	219,932	7,015	3.2	182,674	4,853	2.7	37,258	2,162	5.8
Kusini Unguja	168,912	8,951	5.3	134,746	6,949	5.2	34,166	2,002	5.9
Mjini Magharibi	768,530	40,505	5.3	153,640	7,450	4.8	614,890	33,055	5.4
Kaskazini Pemba	227,996	2,670	1.2	178,810	1,809	1.0	49,186	861	1.8
Kusini Pemba	227,664	3,540	1.6	163,557	2,189	1.3	64,107	1,351	2.1

Attainment in primary education varies with increasing age. The results show that nine out of ten (90.0%) children aged 10–14 years completed primary education as highest level. The remaining percentage in this age group consists of individuals who are still attending primary school, dropped out, or continuing with further education. The proportion of individuals who completed primary education decreases in the next three age groups (15–19, 20–24, and 25–29) due to a high dropout rate or a high number continuing with lower secondary education. This pattern shows that the proportion of individuals who completed primary education decreases with increasing age from 50–54 years due to limited education opportunities for older generation. The results also show that the pattern for Mainland Tanzania is similar to that of Tanzania (Figure 3.10 & 3.11).

On the other hand, the pattern for Tanzania Zanzibar differs from that of Mainland Tanzania. The results show that over half (57.9%) of individuals aged 10–14 years in Tanzania Zanzibar completed primary education. The pattern shows that the proportion of individuals completing primary education increased with age implying that, a larger proportion of the population managed to continue with further studies than in the previous years (Figure 3.12).

Figure 3.10: Percentage Distribution of Population Aged 5 Years and Above Completed Primary as the Highest Level of Education Attained by Age Group, Tanzania; 2022 PHC

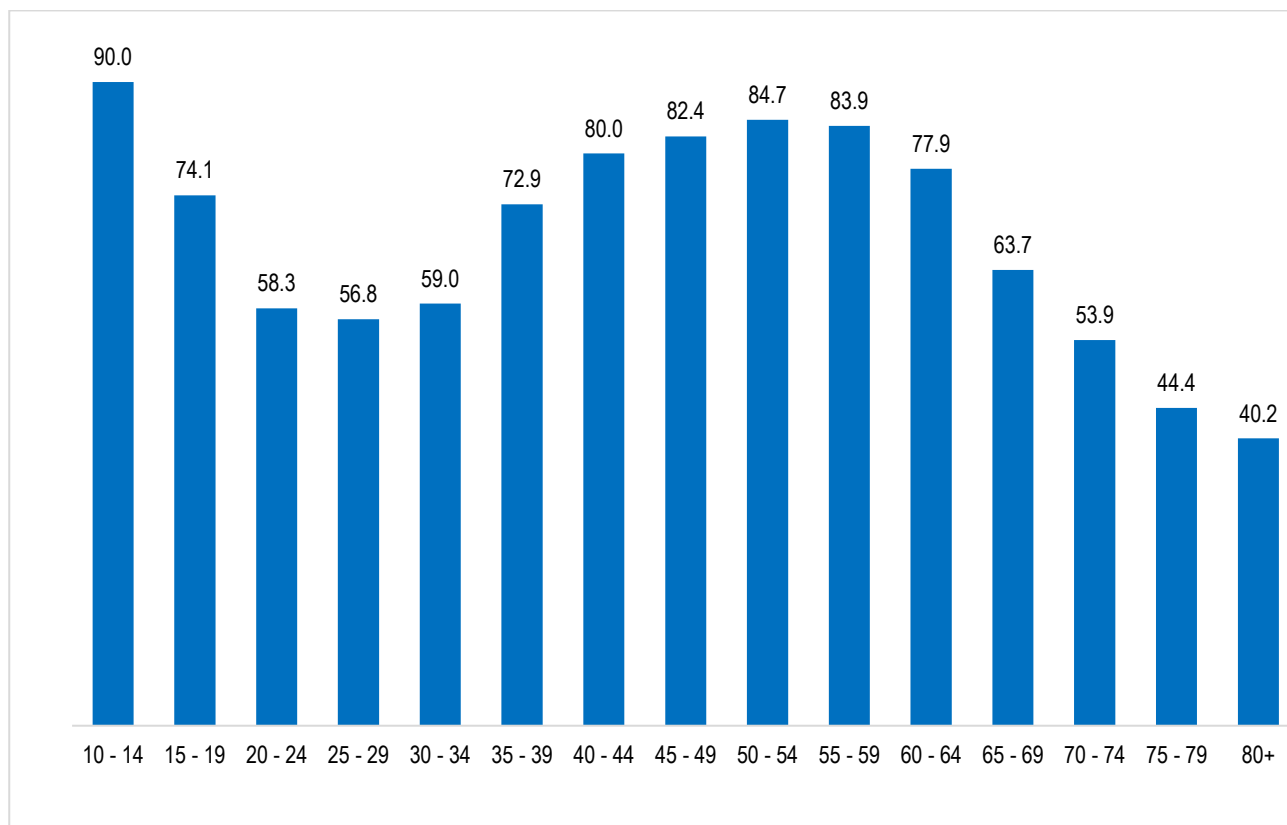


Figure 3.11: Percentage Distribution of Population Aged 5 Years and Above who Completed Primary as the Highest Level by Age Group, Mainland Tanzania; 2022 PHC

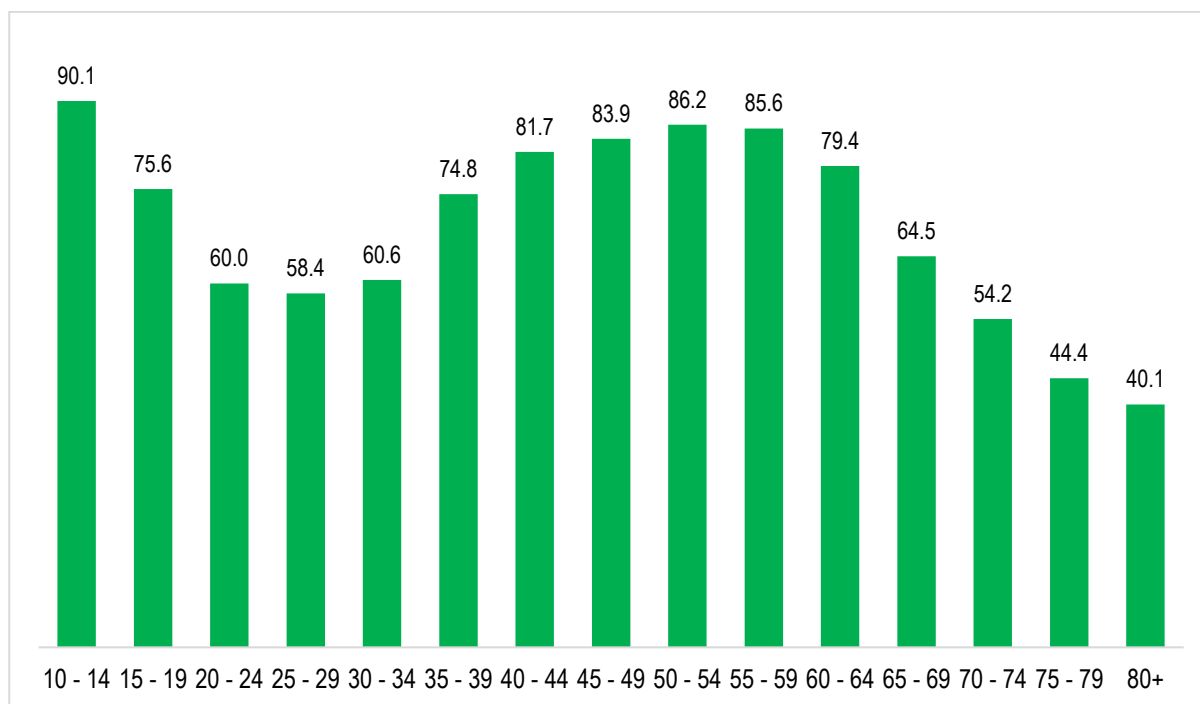
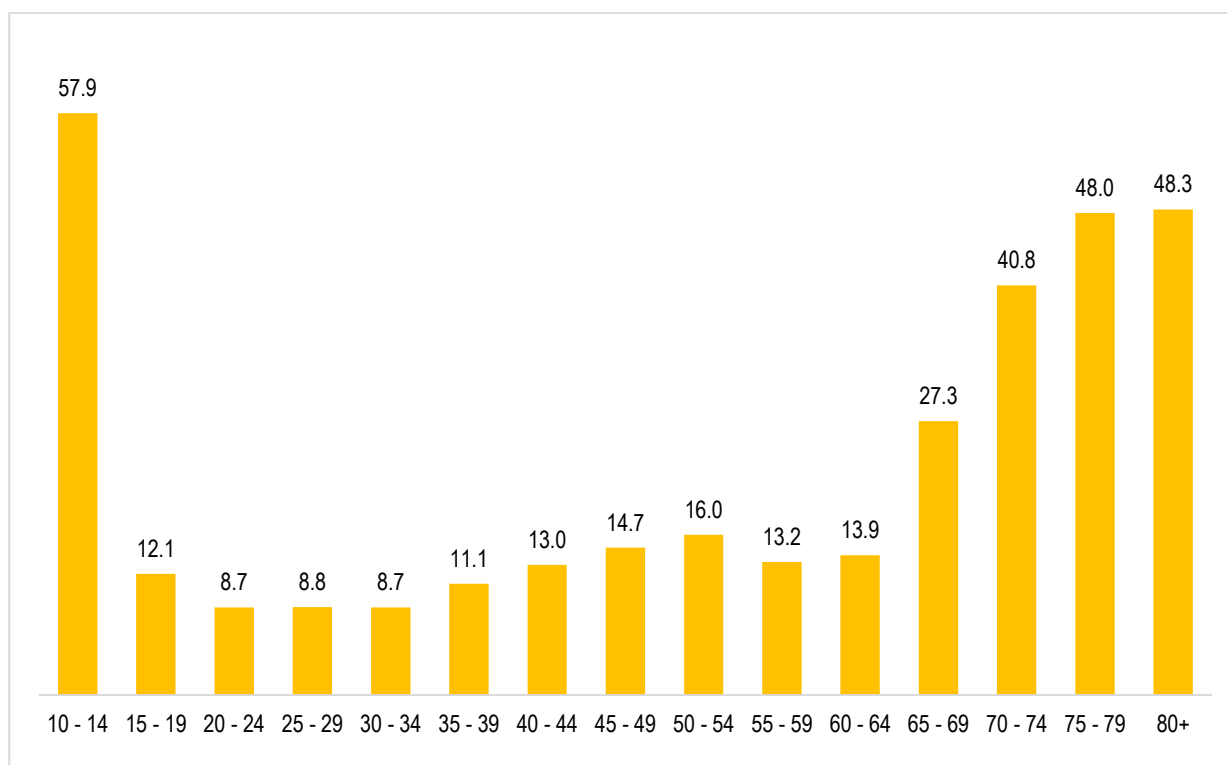


Figure 3.12: Percentage Distribution of Population Aged 5 Years and Above who Completed Primary as the Highest Level by Age Group; Tanzania Zanzibar; 2022 PHC



3.3.2 Lower Secondary Education Attainment

Lower Secondary education attainment in this section comprises all persons who completed Form IV. The section excludes dropouts or those who continued further than the lower secondary cycle. The results show that about seven percent (7.2%) of persons aged five years and above in Tanzania completed lower secondary education as the highest level. The findings also show that Mainland Tanzania is almost similar to that of the entire country (7.0%) but lower than 13.8 percent for Tanzania Zanzibar (Figure 3.13).

Attainment in lower secondary education varies with place of residence. The findings show that attainment in lower secondary education is three times higher in urban (12.8%) than (4.0%) rural areas in Tanzania. Mainland Tanzania and Tanzania Zanzibar show similar pattern to that observed for the entire country, but the percentage is higher in Tanzania Zanzibar than Mainland Tanzania for both rural and urban areas (Figure 3.13). The results also show that percentage of persons who completed lower secondary education is almost similar among males and females in Tanzania and Mainland Tanzania but the proportion is higher among females (15.1%) than males (12.5%) in Tanzania Zanzibar (Figure 3.14).

Figure 3.13: Percentage Distribution of Population Aged 5 Years and Above who Completed Secondary as the Highest Level by Place of Residence, Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC

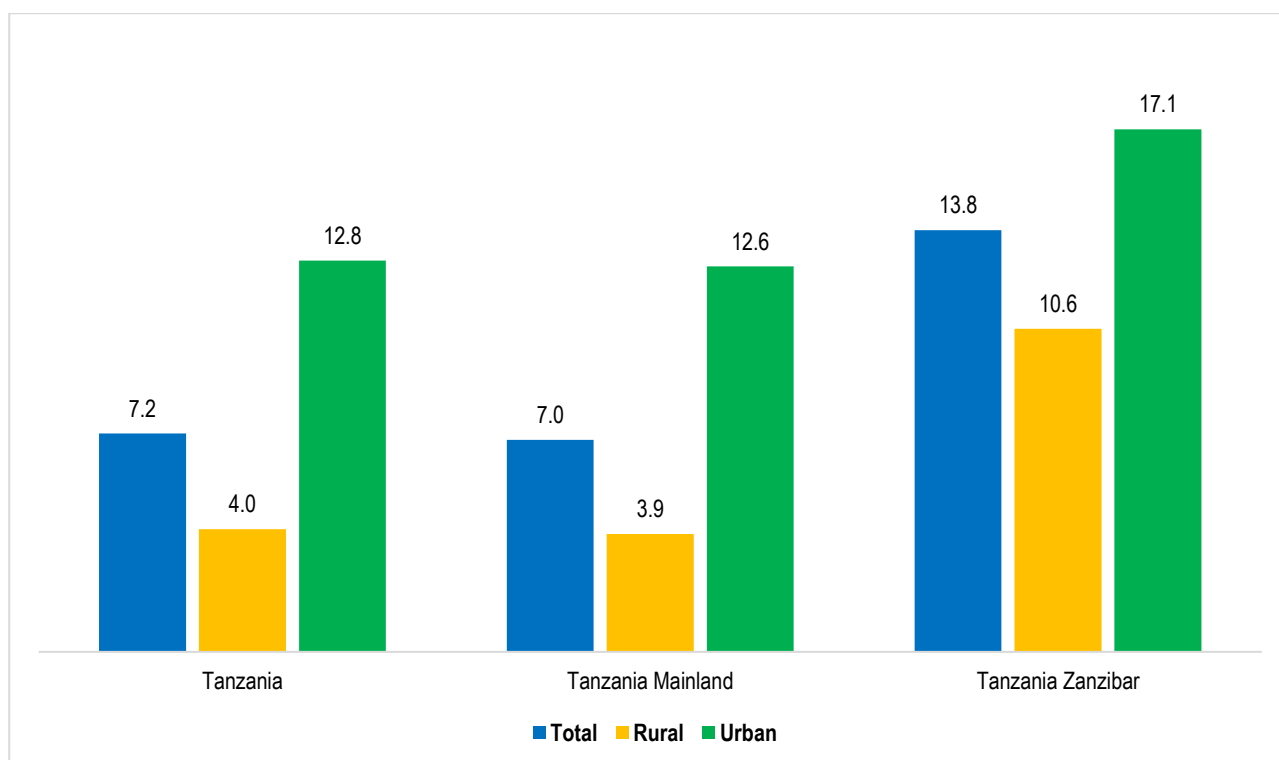
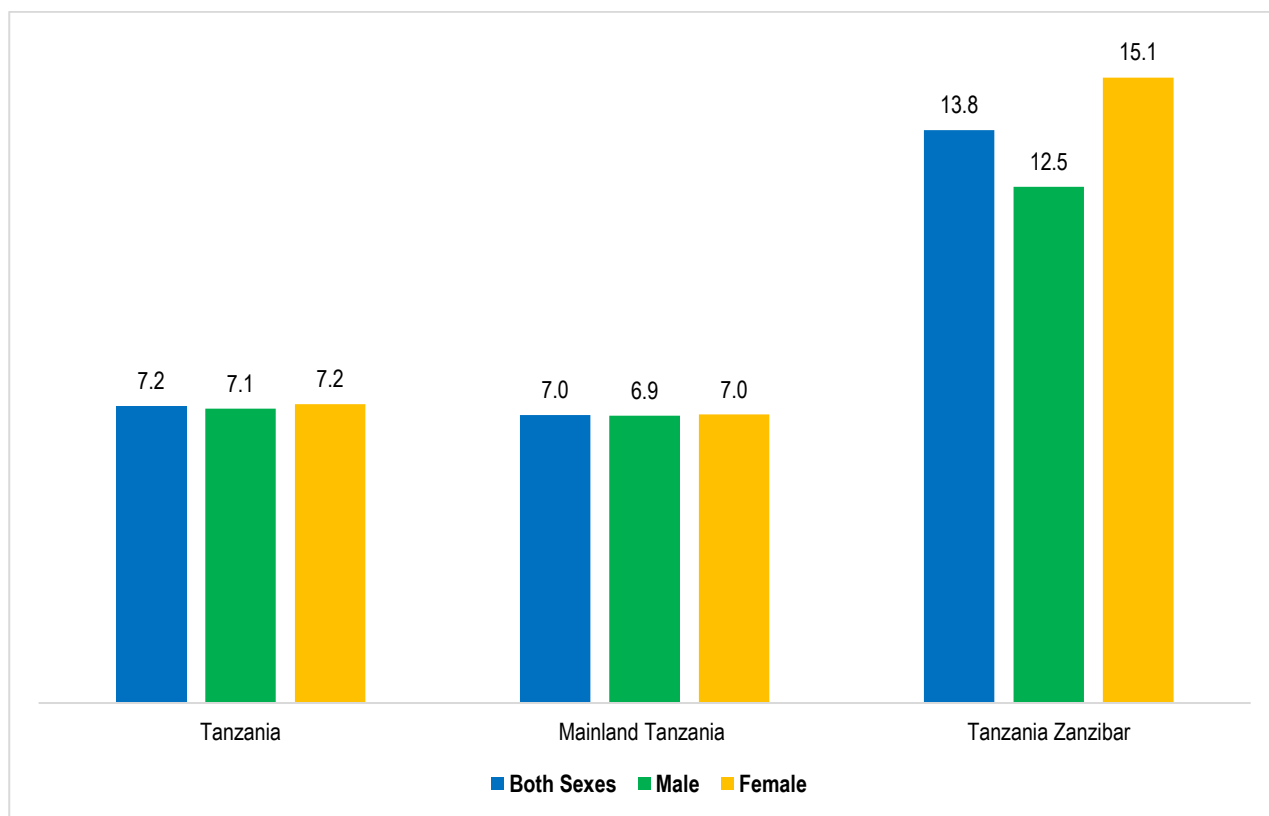


Figure 3.14: Percentage Distribution of Population Aged 5 Years and Above who Completed Lower Secondary as the Highest Level by Sex, Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC



The results show that Mjini Magharibi Region has the highest percentage of persons aged five years and above (17.8%) who completed lower secondary school while Simiyu has the lowest (3.0%). Only 13 regions have percentages above national average (7.2%), including all regions in Tanzania Zanzibar (Figure 3.15). The results also show that across all regions, urban areas have higher percentage of persons who completed lower secondary education compared to rural areas (Table 3.15).

Figure 3.15: Percentage Distribution of Population Aged 5 Years and Above who Completed Lower Secondary as the Highest Level by Region, Tanzania; 2022 PHC

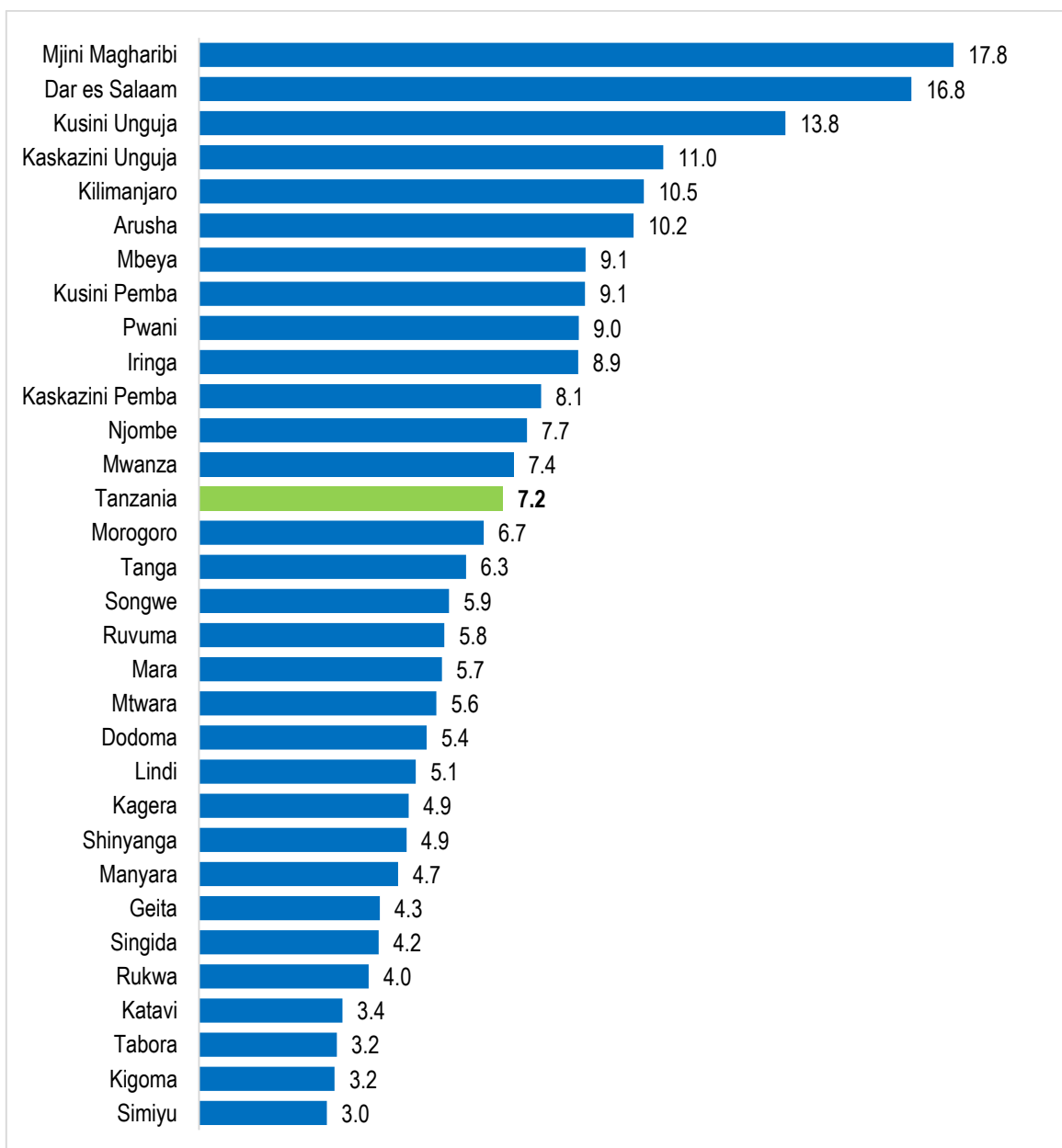


Table 3.15: Percentage Distribution of Population Aged 5 Years and Above who Completed Lower Secondary as the Highest Level by Place of Residence and Region, Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC

Place of Residence	Total			Rural			Urban		
	Population 5+	Number of Persons Completed Lower Sec.	Percentage of Persons Completed Lower Sec	Population 5+	Number of Persons Completed Lower Sec.	Percentage of Persons Completed Lower Sec	Population 5+	Number of Persons Completed Lower Sec.	Percentage of Persons Completed Lower Sec
Tanzania	52,256,950	3,747,682	7.2	33,621,432	1,354,412	4.0	18,635,518	2,393,270	12.8
Mainland Tanzania	50,643,916	3,524,325	7.0	32,808,005	1,268,181	3.9	17,835,911	2,256,144	12.6
Dodoma	2,628,802	141,156	5.4	1,684,127	41,550	2.5	944,675	99,606	10.5
Arusha	1,997,032	204,675	10.2	1,172,674	70,647	6.0	824,358	134,028	16.3
Kilimanjaro	1,637,154	171,792	10.5	1,247,957	114,773	9.2	389,197	57,019	14.7
Tanga	2,243,505	141,338	6.3	1,649,218	68,487	4.2	594,287	72,851	12.3
Morogoro	2,741,389	184,131	6.7	1,653,542	61,522	3.7	1,087,847	122,609	11.3
Pwani	1,755,756	157,272	9.0	1,028,804	64,584	6.3	726,952	92,688	12.8
Dar Es Salaam	4,758,973	799,738	16.8	0.0	0.0	0.0	4,758,973	799,738	16.8
Lindi	1,042,943	53,342	5.1	825,362	32,717	4.0	217,581	20,625	9.5
Mtwara	1,433,850	80,291	5.6	1,091,821	43,048	3.9	342,029	37,243	10.9
Ruvuma	1,586,342	91,822	5.8	1,218,478	53,476	4.4	367,864	38,346	10.4
Iringa	1,034,023	92,463	8.9	723,673	45,626	6.3	310,350	46,837	15.1
Mbeya	1,997,582	182,197	9.1	1,200,814	73,508	6.1	796,768	108,689	13.6
Singida	1,672,980	70,866	4.2	1,396,621	42,301	3.0	276,359	28,565	10.3
Tabora	2,779,284	90,314	3.2	2,347,755	49,502	2.1	431,529	40,812	9.5
Rukwa	1,262,336	50,555	4.0	998,949	27,553	2.8	263,387	23,002	8.7
Kigoma	2,028,305	64,905	3.2	1,518,022	32,467	2.1	510,283	32,438	6.4
Shinyanga	1,864,563	91,298	4.9	1,257,465	34,726	2.8	607,098	56,572	9.3
Kagera	2,500,742	123,659	4.9	2,215,333	88,932	4.0	285,409	34,727	12.2
Mwanza	3,105,786	230,484	7.4	1,854,758	69,957	3.8	1,251,028	160,527	12.8
Mara	1,980,824	113,491	5.7	1,358,787	55,673	4.1	622,037	57,818	9.3
Manyara	1,578,958	74,157	4.7	1,327,761	49,464	3.7	251,197	24,693	9.8
Njombe	775,544	60,002	7.7	547,263	30,575	5.6	228,281	29,427	12.9

Place of Residence	Total			Rural			Urban		
	Population 5+	Number of Persons Completed Lower Sec.	Percentage of Persons Completed Lower Sec	Population 5+	Number of Persons Completed Lower Sec.	Percentage of Persons Completed Lower Sec	Population 5+	Number of Persons Completed Lower Sec.	Percentage of Persons Completed Lower Sec
Katavi	934,864	31,643	3.4	711,303	14,638	2.1	223,561	17,005	7.6
Simiyu	1,740,476	52,518	3.0	1,390,807	31,500	2.3	349,669	21,018	6.0
Geita	2,438,450	103,970	4.3	1,584,226	40,018	2.5	854,224	63,952	7.5
Songwe	1,123,453	66,246	5.9	802,485	30,937	3.9	320,968	35,309	11.0
Tanzania Zanzibar	1,613,034	223,357	13.8	813,427	86,231	10.6	799,607	137,126	17.1
Kaskazini Unguja	219,932	24,085	11.0	182,674	18,834	10.3	37,258	5,251	14.1
Kusini Unguja	168,912	23,363	13.8	134,746	17,911	13.3	34,166	5,452	16.0
Mjini Magharibi	768,530	136,777	17.8	153,640	24,253	15.8	614,890	112,524	18.3
Kaskazini Pemba	227,996	18,402	8.1	178,810	12,618	7.1	49,186	5,784	11.8
Kusini Pemba	227,664	20,730	9.1	163,557	12,615	7.7	64,107	8,115	12.7

Attainment in lower secondary education varies with age. The results show that persons aged 20–24 years are more likely to complete lower secondary education than other age groups in Tanzania. The pattern shows that attainment of lower secondary education decreases with increasing age (Figure 3.16).

The results also show that Mainland Tanzania exhibits a similar pattern of attainment in lower secondary education to that of the entire country. The data show that individuals aged 15–19 years have the highest proportion (54.1%) of persons who completed lower secondary education compared with other age groups in Tanzania Zanzibar. The proportion of persons who completed lower secondary education in Tanzania Zanzibar decreases as age increase. Generally, the proportion of persons who completed lower secondary education is higher in Tanzania Zanzibar than in Mainland Tanzania for all age groups (Figures 3.17 & 3.18).

Figure 3.16: Percentage Distribution of Population Aged 15 Years and Above who completed Lower Secondary Education as the Highest Level by Age Group, Tanzania; 2022 PHC

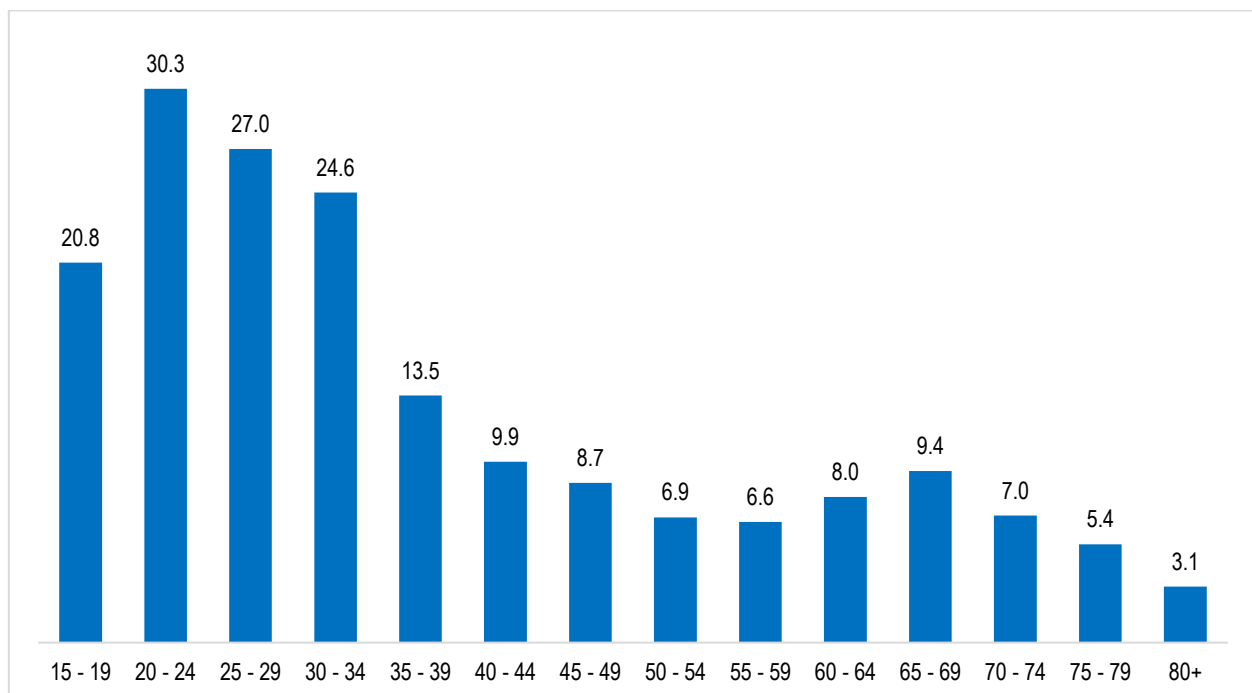


Figure 3.17: Percentage Distribution of Population Aged 15 Years and Above who Completed Lower Secondary Education as the Highest Level by Age Group, Mainland Tanzania; 2022 PHC

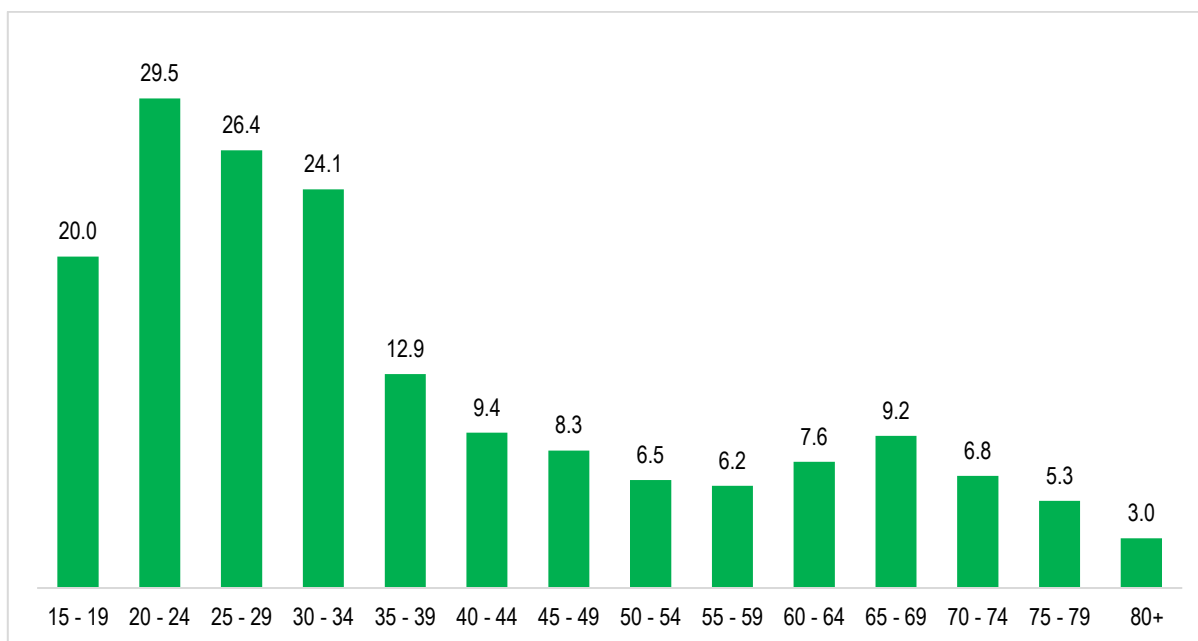
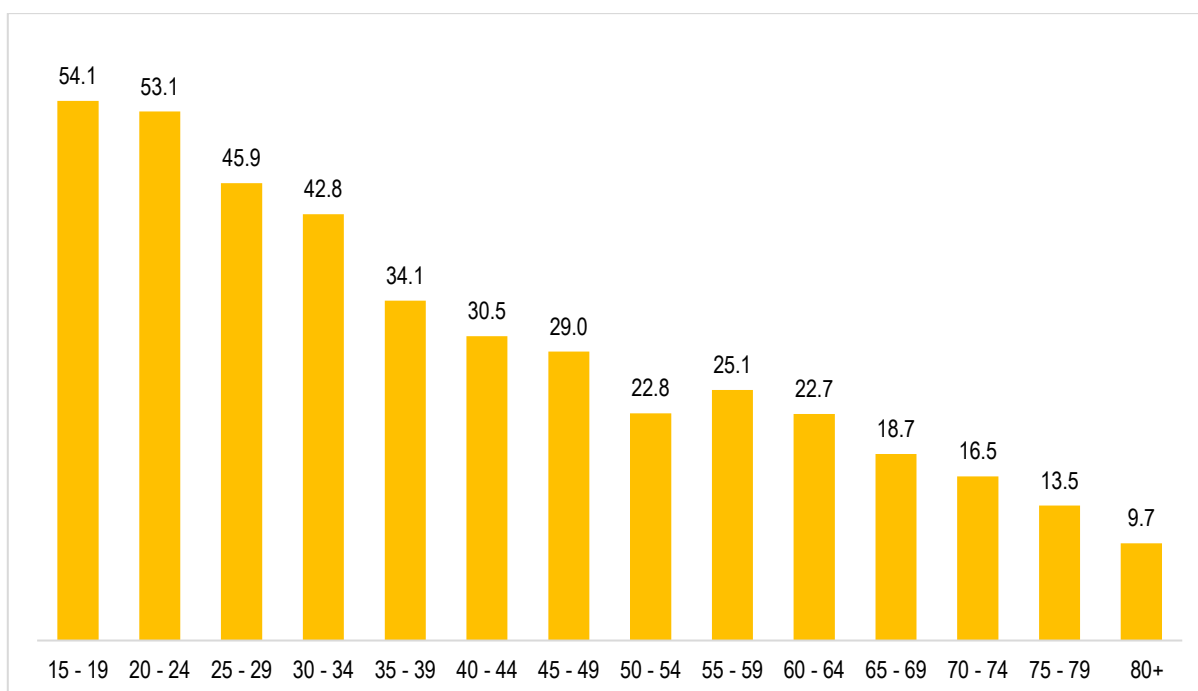


Figure 3.18: Percentage Distribution of Population Aged 15 Years and Above who Completed Lower Secondary Education as the Highest Level by Age Group, Tanzania Zanzibar: 2022 PHC



3.3.3 Upper Secondary Education Attainment

The results show that less than one percent of persons aged five years and above in Tanzania, Mainland Tanzania, and Tanzania Zanzibar completed upper secondary education as the highest level (Figure 3.19). Attainment in upper secondary education varies with place of residence. The findings show that attainment in upper secondary education is higher among persons living in urban (0.8%) than rural (0.2%) areas. Mainland Tanzania and Tanzania Zanzibar have similar patterns to that of Tanzania. The proportion of persons who completed upper secondary education is slightly higher in Tanzania Zanzibar than Mainland Tanzania for urban and rural areas (Figure 3.19).

There is a marginal disparity in the proportion of persons who completed upper secondary education between males and female in Tanzania, Mainland Tanzania and Tanzania Zanzibar. The results show that the percentage of persons who completed upper secondary education is higher among males than females for Tanzania, Mainland Tanzania and Tanzania Zanzibar. The results further show that males and females' proportion is higher in Tanzania Zanzibar than Mainland Tanzania (Figure 3.20).

Figure 3.19: Percentage Distribution of Population Aged 5 Years and Above Completed Upper Secondary as the Highest Level by Place of Residence; Tanzania, Mainland Tanzania and Tanzania, 2022 PHC

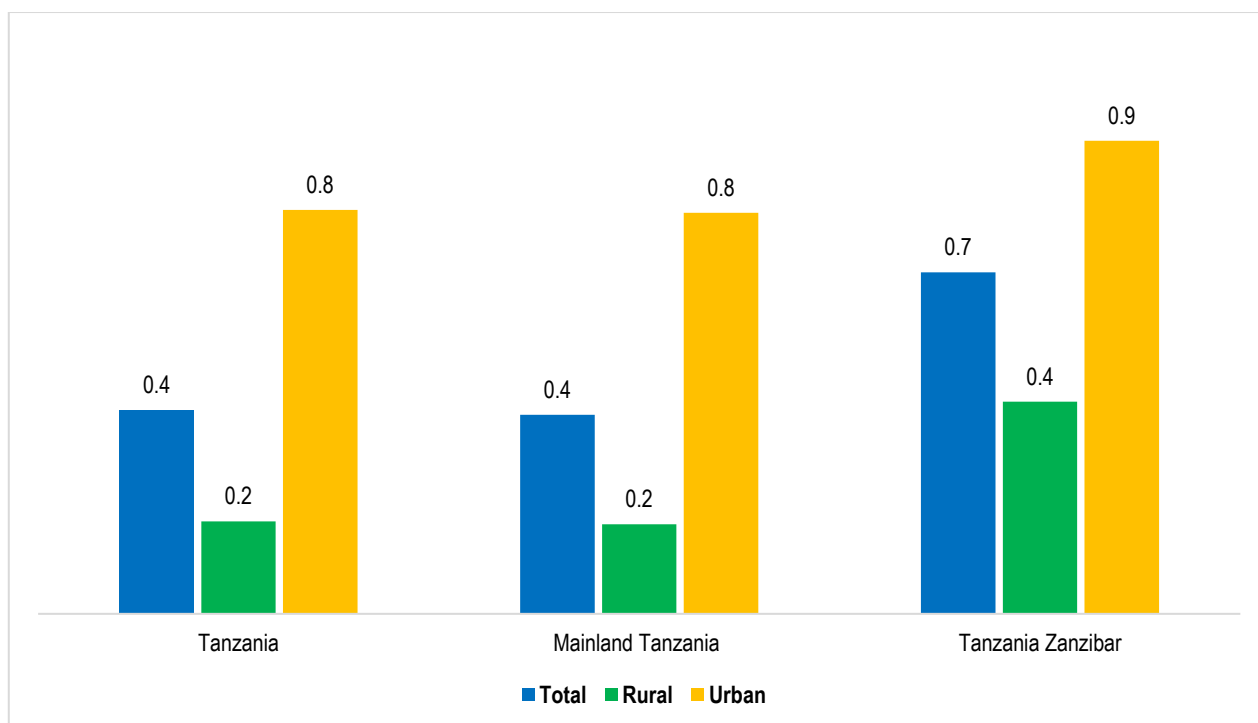
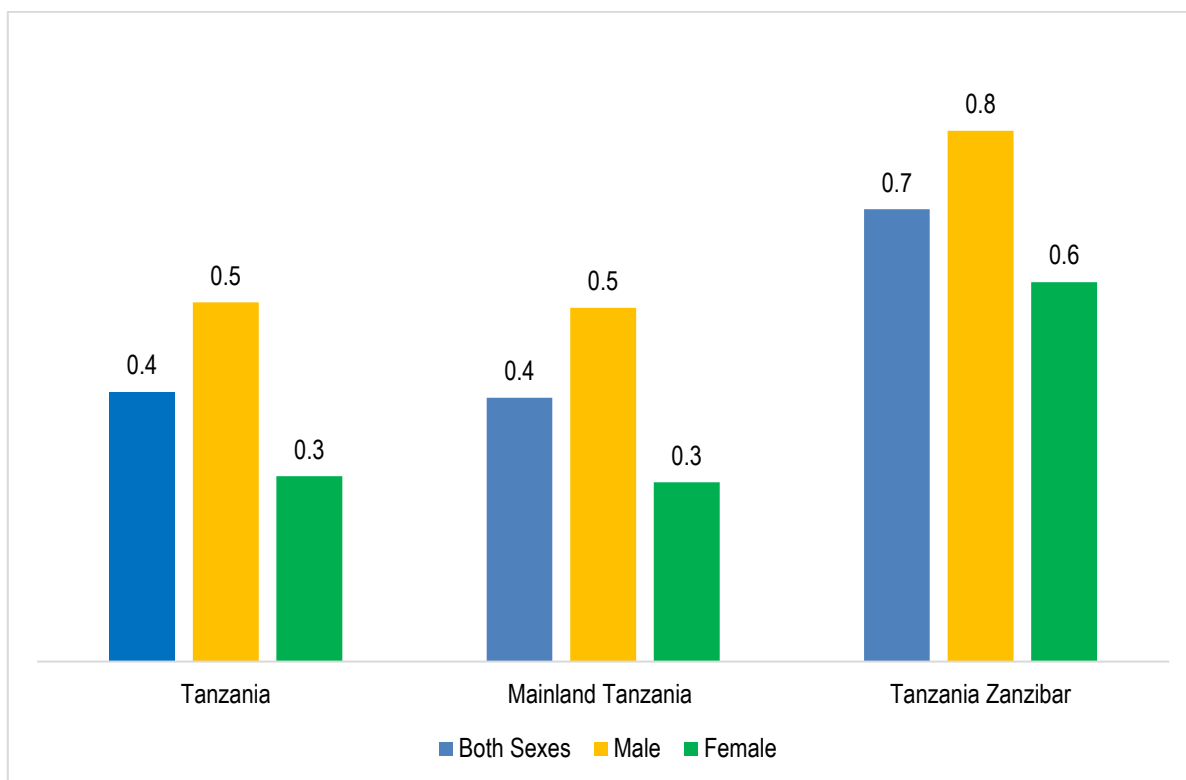


Figure 3.20: Percentage Distribution of Population Aged 5 Years and Above Completed Upper Secondary as the Highest Level by Sex; Tanzania, Mainland Tanzania and Tanzania Zanzibar, 2022 PHC



The percentage of persons aged five years and above who completed upper secondary school is less than one in all regions except for Dar es Salaam Region which has about one percent (1.1%). Only 11 regions have a percentage above the national average (0.4%). (Figure 3.21). The results also show that across all regions, urban areas have slightly higher percentage of persons who completed upper secondary education than rural areas (Table 3.16).

Figure 3.21: Percentage Distribution of Population Aged 5 Years and Above who Completed Upper Secondary as the Highest Level by Region, Tanzania: 2022 PHC

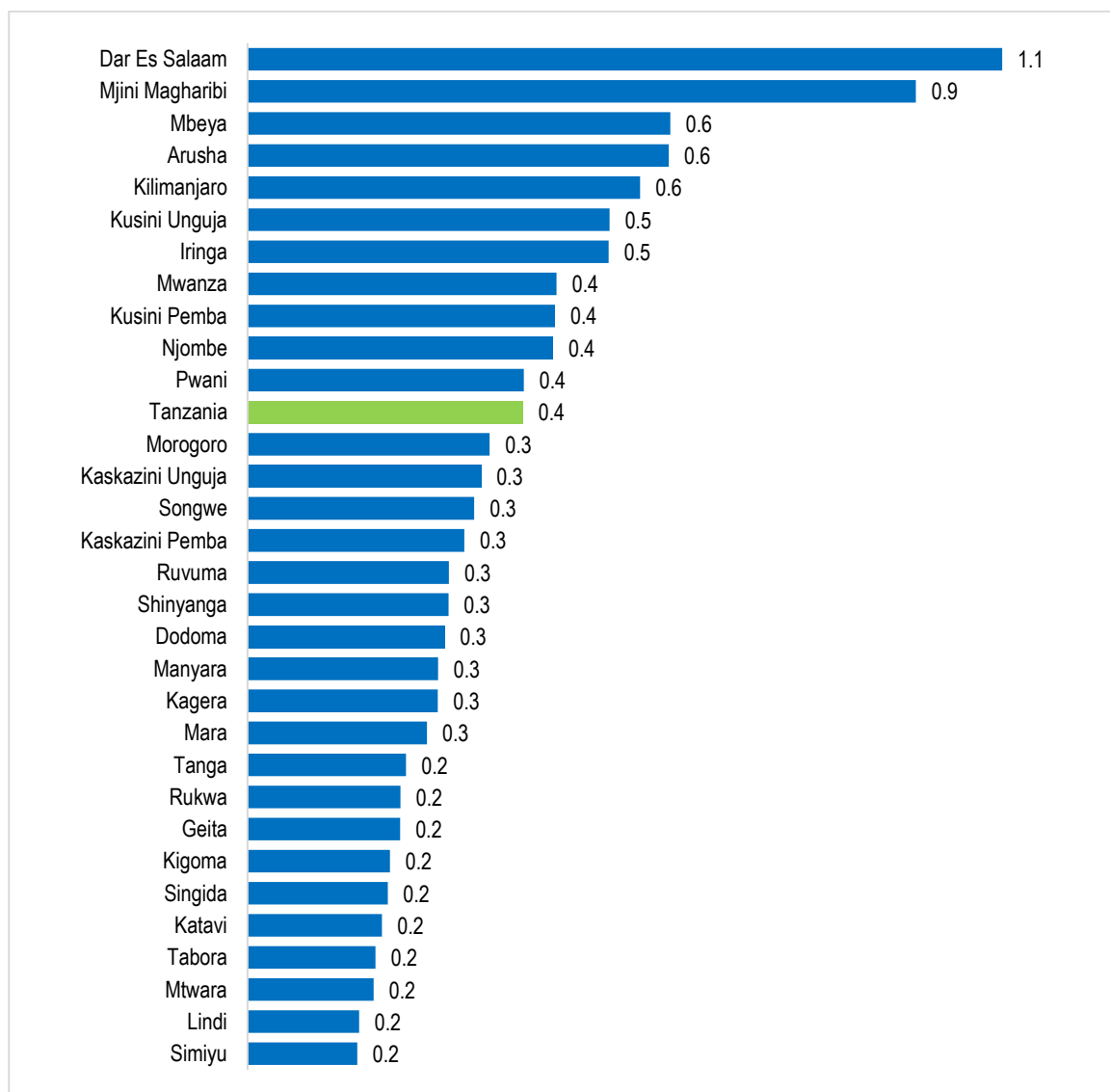


Table 3.16: Percentage Distribution of Population Aged 5 Years and Above who Completed Upper Secondary as the Highest Level by Place of residence and Region, Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC

Place of Residence	Total			Rural			Urban		
	Population 5+	Number of Persons Completed Upper Sec.	Percentage of Persons Completed Upper Sec	Population 5+	Number of Persons Completed Upper Sec.	Percentage of Persons Completed Upper Sec	Population 5+	Number of Persons Completed Upper Sec.	Percentage of Persons Completed Upper Sec
Tanzania	52,256,950	204,382	0.4	33,621,432	59,719	0.2	18,635,518	144,663	0.8
Mainland Tanzania	50,643,916	193,795	0.4	32,808,005	56,402	0.2	17,835,911	137,393	0.8
Dodoma	2,628,802	7,349	0.3	1,684,127	1,489	0.1	944,675	5,860	0.6
Arusha	1,997,032	11,943	0.6	1,172,674	3,253	0.3	824,358	8,690	1.1
Kilimanjaro	1,637,154	9,123	0.6	1,247,957	5,826	0.5	389,197	3,297	0.8
Tanga	2,243,505	5,048	0.2	1,649,218	2,118	0.1	594,287	2,930	0.5
Morogoro	2,741,389	9,424	0.3	1,653,542	2,608	0.2	1,087,847	6,816	0.6
Pwani	1,755,756	6,890	0.4	1,028,804	2,354	0.2	726,952	4,536	0.6
Dar Es Salaam	4,758,973	50,985	1.1	0.0	0.0	0.0	4,758,973	50,985	1.1
Lindi	1,042,943	1,651	0.2	825,362	928	0.1	217,581	723	0.3
Mtwara	1,433,850	2,564	0.2	1,091,821	1,211	0.1	342,029	1,353	0.4
Ruvuma	1,586,342	4,535	0.3	1,218,478	2,242	0.2	367,864	2,293	0.6
Iringa	1,034,023	5,303	0.5	723,673	2,184	0.3	310,350	3,119	1.0
Mbeya	1,997,582	11,988	0.6	1,200,814	3,897	0.3	796,768	8,091	1.0
Singida	1,672,980	3,330	0.2	1,396,621	1,756	0.1	276,359	1,574	0.6
Tabora	2,779,284	5,046	0.2	2,347,755	2,487	0.1	431,529	2,559	0.6
Rukwa	1,262,336	2,741	0.2	998,949	1,343	0.1	263,387	1,398	0.5
Kigoma	2,028,305	4,100	0.2	1,518,022	1,816	0.1	510,283	2,284	0.4
Shinyanga	1,864,563	5,320	0.3	1,257,465	1,742	0.1	607,098	3,578	0.6
Kagera	2,500,742	6,758	0.3	2,215,333	4,459	0.2	285,409	2,299	0.8
Mwanza	3,105,786	13,626	0.4	1,854,758	2,961	0.2	1,251,028	10,665	0.9
Mara	1,980,824	5,043	0.3	1,358,787	2,031	0.1	622,037	3,012	0.5
Manyara	1,578,958	4,273	0.3	1,327,761	2,690	0.2	251,197	1,583	0.6
Njombe	775,544	3,365	0.4	547,263	1,504	0.3	228,281	1,861	0.8

Place of Residence	Total			Rural			Urban		
	Population 5+	Number of Persons Completed Upper Sec.	Percentage of Persons Completed Upper Sec	Population 5+	Number of Persons Completed Upper Sec.	Percentage of Persons Completed Upper Sec	Population 5+	Number of Persons Completed Upper Sec.	Percentage of Persons Completed Upper Sec
Katavi	934,864	1,783	0.2	711,303	882	0.1	223,561	901	0.4
Simiyu	1,740,476	2,709	0.2	1,390,807	1,465	0.1	349,669	1,244	0.4
Geita	2,438,450	5,281	0.2	1,584,226	1,729	0.1	854,224	3,552	0.4
Songwe	1,123,453	3,617	0.3	802,485	1,427	0.2	320,968	2,190	0.7
Tanzania Zanzibar	1,613,034	10,587	0.7	813,427	3,317	0.4	799,607	7,270	0.9
Kaskazini Unguja	219,932	729	0.3	182,674	552	0.3	37,258	177	0.5
Kusini Unguja	168,912	868	0.5	134,746	622	0.5	34,166	246	0.7
Mjini Magharibi	768,530	7,294	0.9	153,640	1,216	0.8	614,890	6,078	1.0
Kaskazini Pemba	227,996	702	0.3	178,810	416	0.2	49,186	286	0.6
Kusini Pemba	227,664	994	0.4	163,557	511	0.3	64,107	483	0.8

Attainment in upper secondary education varies with age. The results show that persons aged 20-27 years in Tanzania are more likely to complete only lower secondary education (1.9%) than the other age groups. The patterns also shows that attainment in upper secondary education decrease as the age increases (Figure 3.22). A similar pattern to that of the entire country of attainment in upper secondary education is shown in Mainland Tanzania but differ with that of Tanzania Zanzibar. The proportion of individuals who completed upper secondary education across age group in Tanzania Zanzibar does not portray specific direction rather fluctuates in some age groups. The proportion is higher across all age groups in Tanzania Zanzibar than in Mainland Tanzania (Figures 3.23 & 3.24).

Figure 3.22: Percentage Distribution of Population Aged 15 Years and Above who Completed any Class in Upper Secondary Education as the Highest Level by Age Group, Tanzania: 2022 PHC

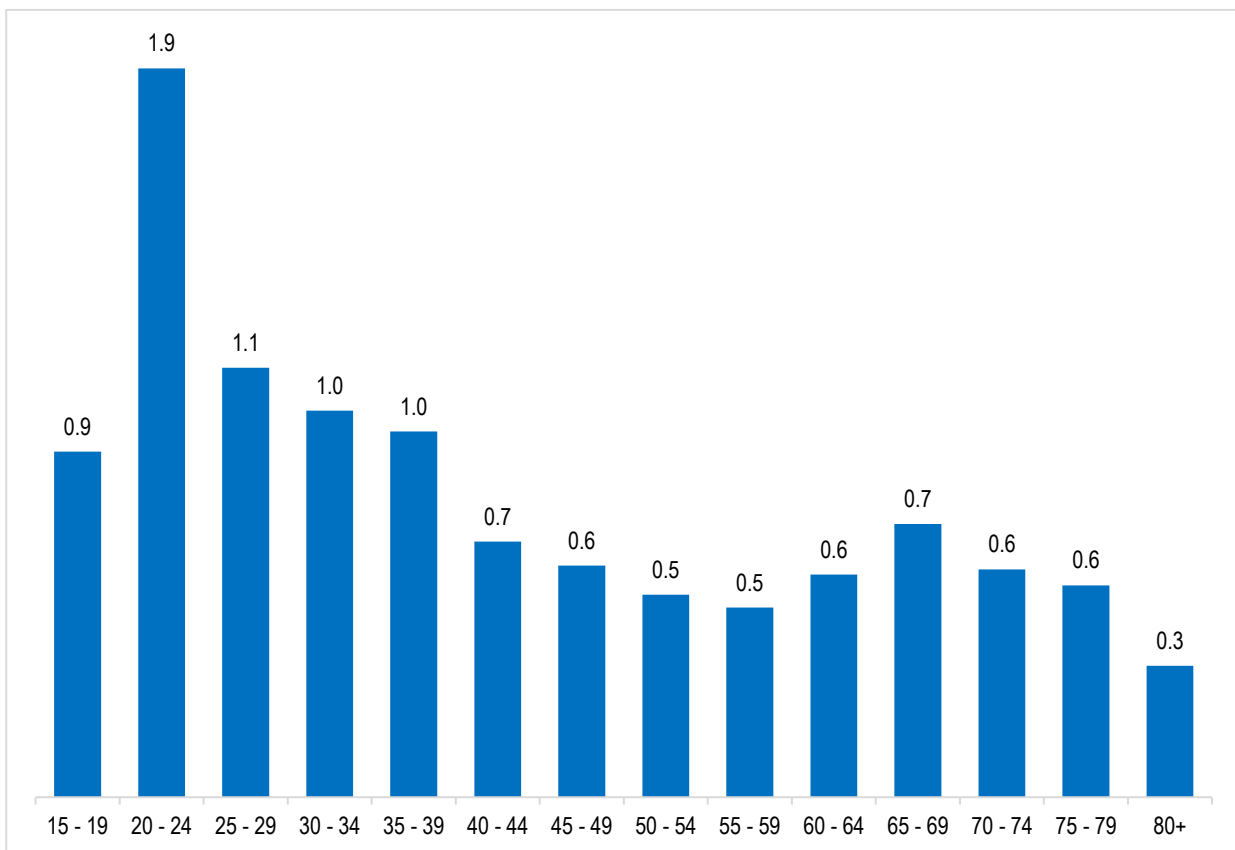


Figure 3.23: Percentage Distribution of Population Aged 15 Years and Above who Completed Upper Secondary Education as the Highest Level of Education Completed by Age Group, Mainland Tanzania: 2022 PHC

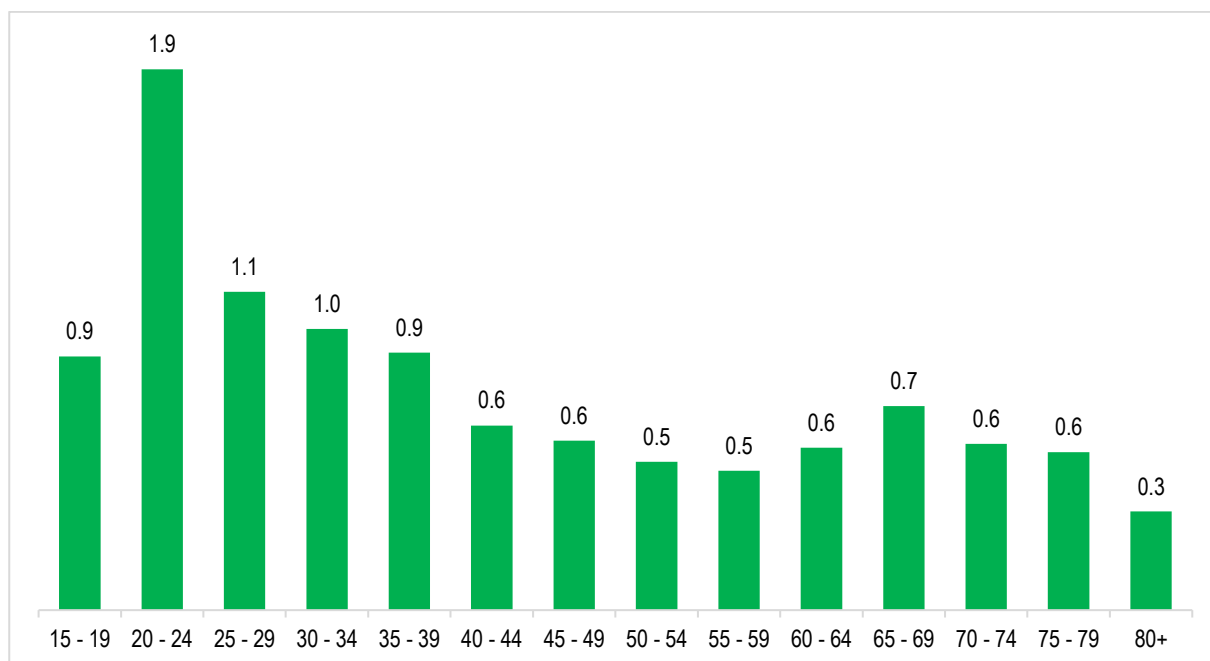
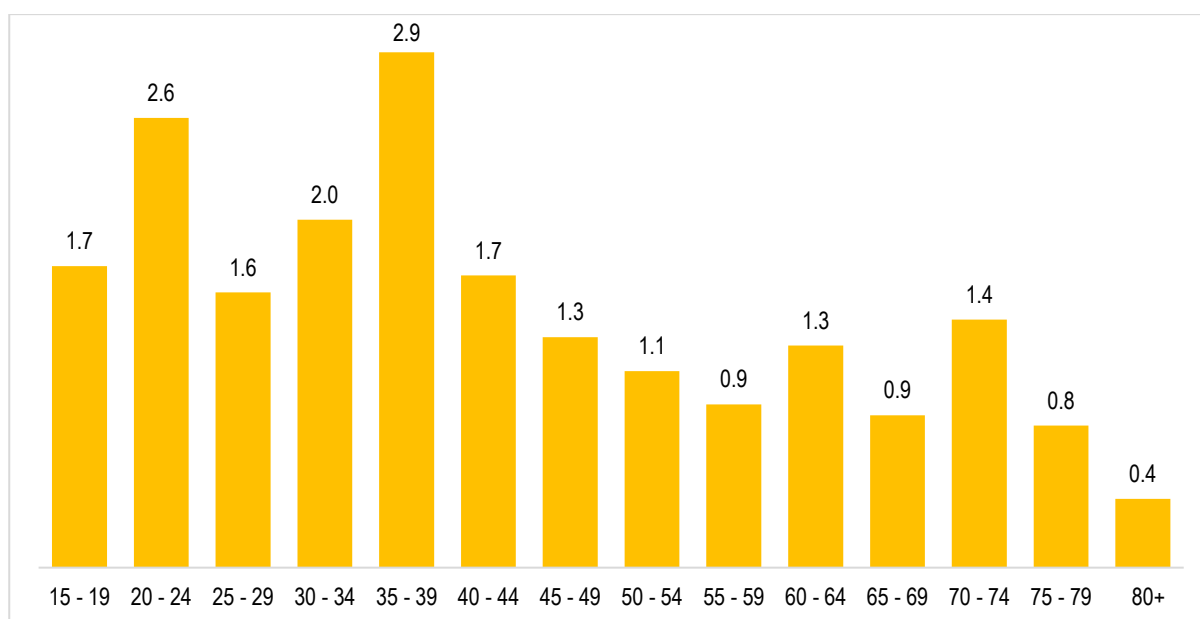


Figure 3.24: Percentage Distribution of Population Aged 15 Years and Above who Completed Upper Secondary Education as the Highest Level of Education Completed by Age Group, Tanzania Zanzibar: 2022 PHC



Chapter Four

School Attendance

Key Points

- Almost one third (31.4%) of persons aged four years and above in Tanzania are attending school.
- The proportion of persons aged four years and above attending school is higher in Tanzania Zanzibar (38.0%) than Mainland Tanzania (31.2%).
- The proportion of persons aged four years and above attending school in urban areas is higher (33.3%) than rural (30.4%) areas.
- One out of ten (10.6%) persons aged four years and above dropped out from school in Tanzania.
- Dropout rate is higher in Tanzania Zanzibar (16.6%) than Mainland Tanzania (10.4%).
- The dropout rate is higher in rural (11.6%) than urban (8.8%) areas.

4.1 Introduction

School attendance refers to participation in any form of organised learning in a regular authorised or licensed educational institution or programme for a level of education, at the time of the Census. Informal training in specific skills that falls outside a recognised educational framework, such as apprenticeships, was not considered as school attendance. All respondents aged four years and above were asked of their educational status in the 2022 PHC. Specifically, respondents were required to state whether attended, partially attended, completed or never attended school. A follow-up question regarding attendance level was posed on those attending, dropped out or completed school.

This chapter presents 2022 PHC results on school attendance based on existing education system in the country. Attendance rates reflect the proportion of individuals enrolled in a specific grade or level relative to the population officially eligible to attend that grade or level. The chapter also examines school attendance patterns across different education levels, disaggregated by sex, age, and place of residence. It also presents disparities and trends, highlighting the Gender Parity Index (GPI) as an important educational policy indicator for selected metrics.

4.2 School Attendance Status

School attendance remains a critical indicator for educational access and quality, offering insights into both progress made and the ongoing challenges within. While many African

nations, including those in East African Community (EAC), have made significant achievements in expanding access to education, school attendance are uneven with disparities due to economic, cultural, and geographic factors. It is in this context that, the education landscape in Africa, particularly Tanzania provides a compelling example on how national policies, regional dynamics and socio-economic conditions may shape education opportunities.

Across sub-Saharan Africa, there has been significant progress in increasing school attendance, especially at the primary school level, largely due to the introduction of free primary education in many countries. Challenges however, persist in achieving universal education particularly at the secondary and tertiary levels and in ensuring that all children complete their education.

School attendance within EAC increased due to introduction of free primary education among member states. Therefore, the introduction of free primary education in Tanzania (2002), Kenya (2003) and Rwanda (2003) improved the NER for primary schools in Tanzania by 82.1 percent in 2022, Kenya by 75.8 percent in 2019 (Kenya National Bureau of Statistics, 2019) and Rwanda by 89.3 percent in 2022 (Ministry of Finance and Economic Planning, 2022).

Figure 4.1 shows that overall, 31.4 percent of the population aged 4 years and above is attending school/learning institution whereby Mainland Tanzania has lower proportion (31.2%) than Tanzania Zanzibar (38.0%). The proportion of persons attending school in Tanzania is more or less the same for males (31.8%) and females (31.1%) (Figure 4.2).

The results further indicate that the proportion of persons aged four years and above in Tanzania attending school in rural (30.4%) is lower than urban (33.3%) areas (Figure 4.3). The same pattern is observed for Mainland Tanzania; however, for Tanzania Zanzibar the proportion is higher in rural (39.0%) than urban areas (36.9%) (Appendix 21). The results show that there is a progressive increase in school attendance from 24.5 percent in 2002 to 31.4 percent in 2022. The increase is attributed to government initiatives to ensure that all eligible children are enrolled in school (Figure 4.4).

The proportion of persons who dropped out of school in Tanzania is 10.6 percent. The drop-out rate is higher in Tanzania Zanzibar (16.6%) than in Mainland Tanzania (10.4%) (Figure 4.1). Likewise, percentage of dropout in males (12.2%) is slightly higher than that of females (9.8%) (Figure 4.2). Dropout rate is also higher in rural (11.6%) than urban (8.8%) areas. The same pattern is observed in Mainland Tanzania and Tanzania Zanzibar; although, the

rates are significantly higher in Tanzania Zanzibar (Appendix 21). Dropout rates decreased from 8.9 percent in 2002 to 7.2 percent in 2012, and increased to 10.6 percent in 2022 (Figure 4.4).

Regarding those who have never attended school, the percentage is higher among females (21.8%) than males (17.9%). Encouragingly, the proportion of people aged four years and above who have never attended school decreased substantially from 32.8 percent in 2002 to 19.9 percent in 2022 (Figures 4.2 & 4.4).

Figure 4.1: Percentage Distribution of Population Aged 4 Years and Above by School Attendance Status; Tanzania, Mainland Tanzania and Tanzania Zanzibar, 2022 PHC.

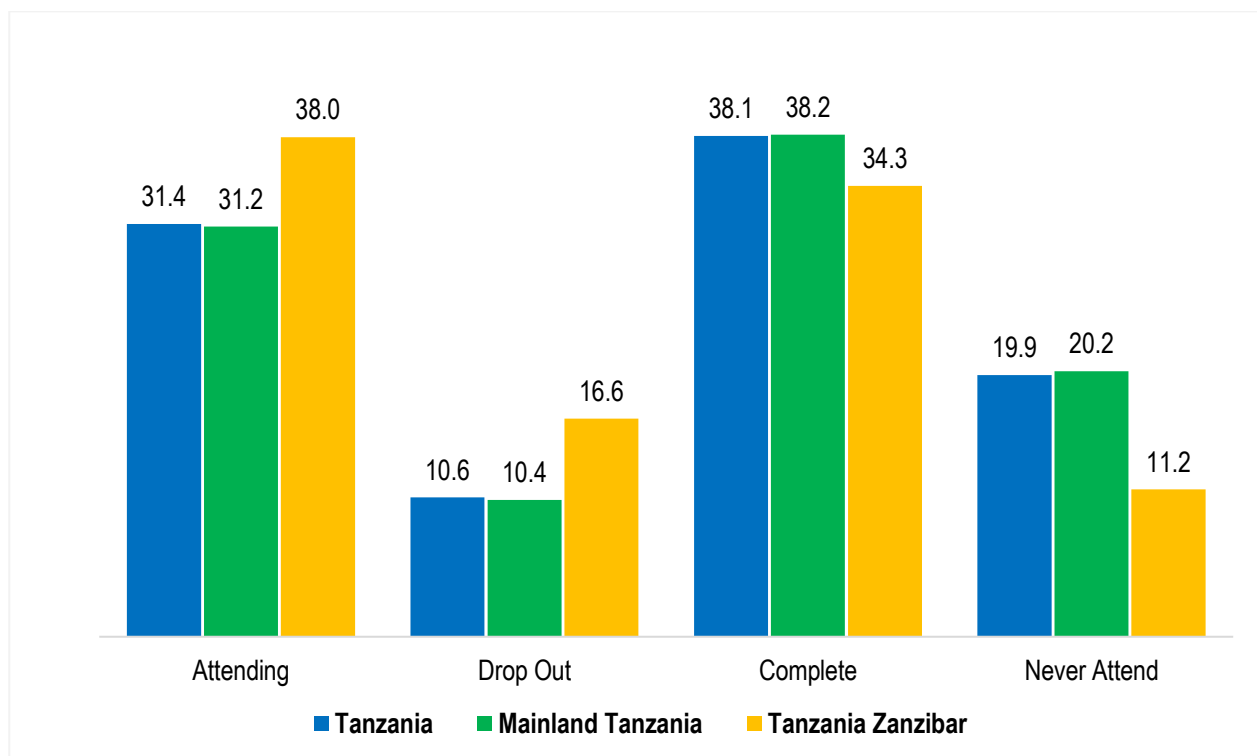


Figure 4.2: Percentage Distribution of Population Aged 4 Years and Above by Sex and School Attendance Status; Tanzania 2022 PHC.

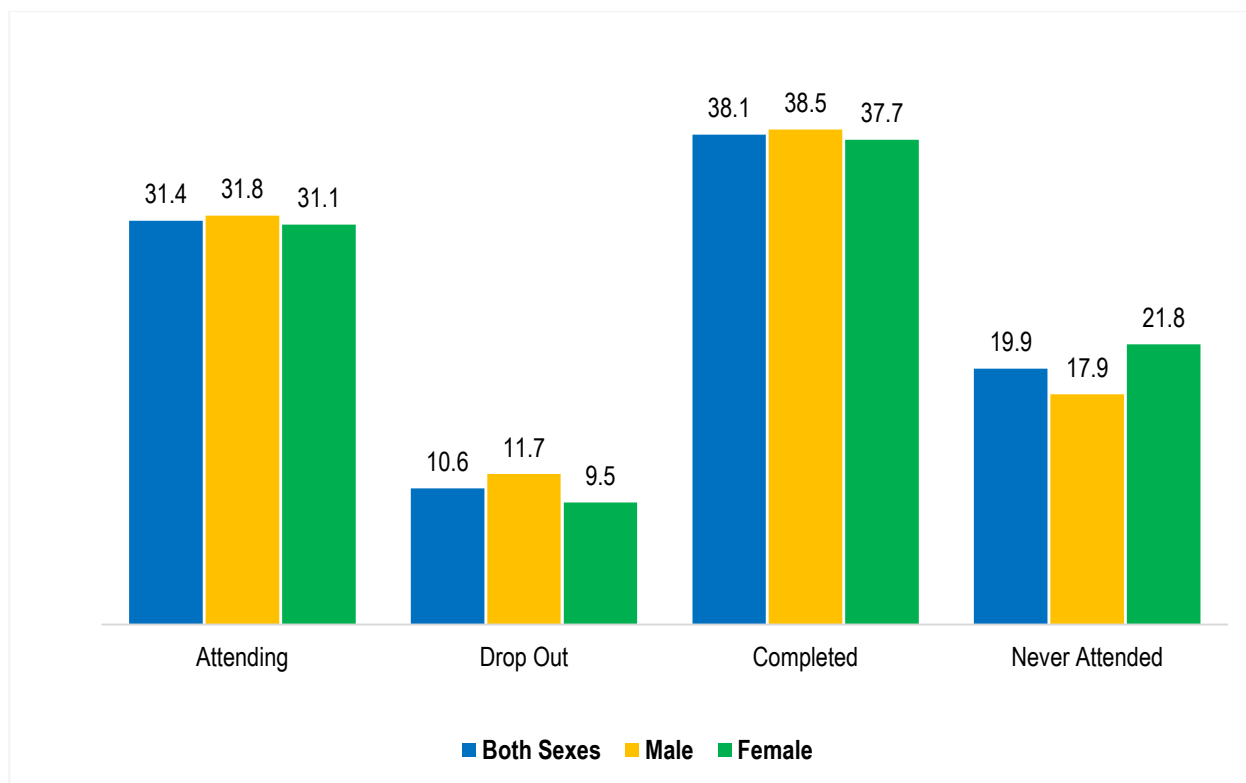


Figure 4.3: Percentage Distribution of Population Aged 4 Years and Above by School Attendance Status and Place of Residence; Tanzania 2022 PHC.

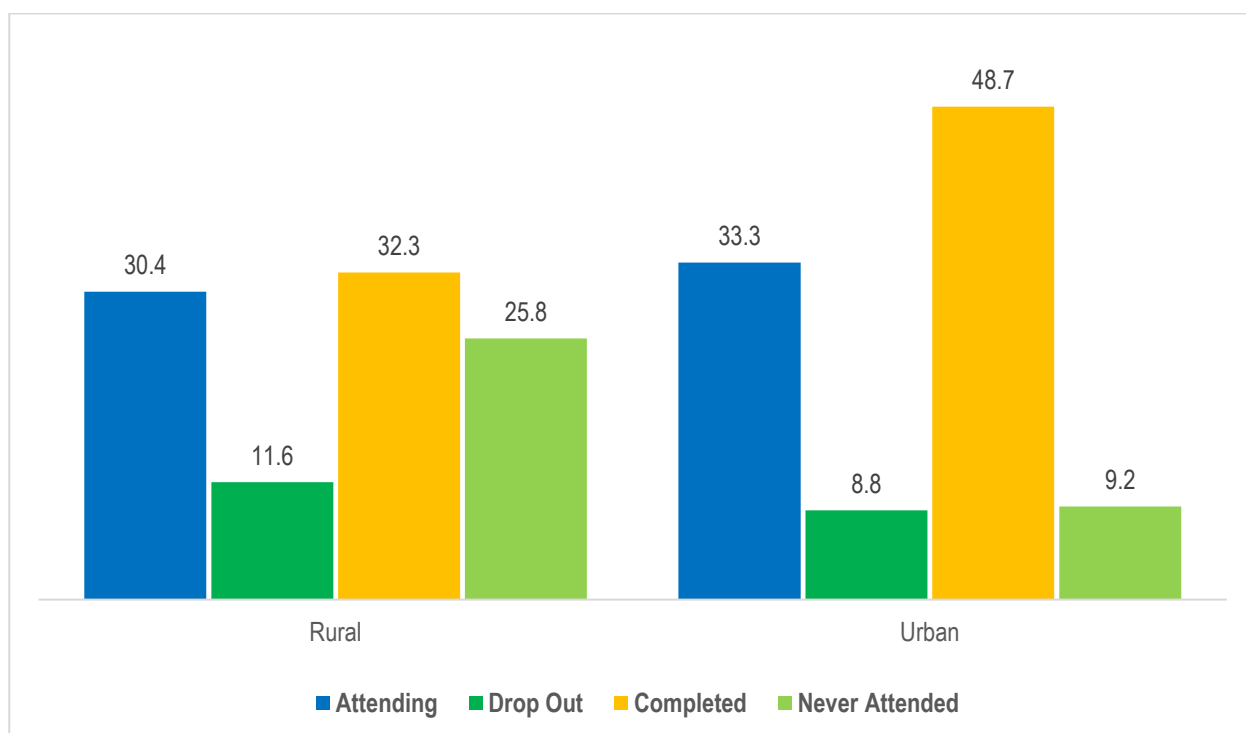
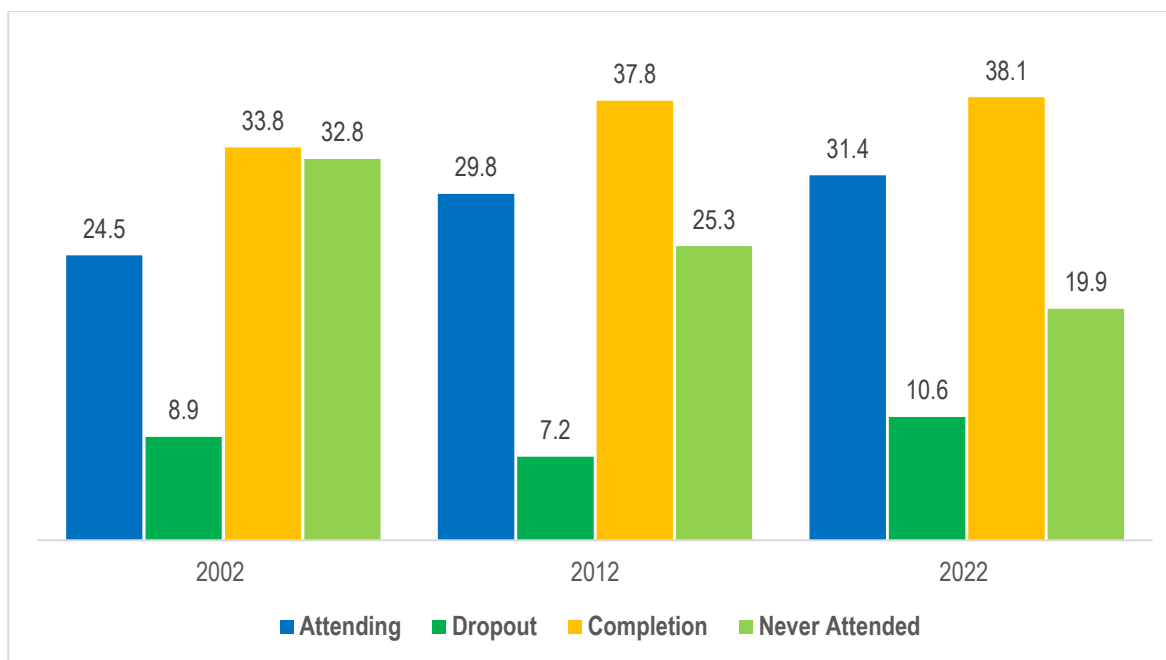


Figure 4.4: Percentage Distribution of Population Aged 5 Years and Above by School Attendance Status; Tanzania 2002, 2012 and 2022 PHCs.



School attendance status differs substantially among regions. The percentage of population aged four years and above attending school range from 24.8 percent in Tabora Region to 43.8 percent in Kusini Pemba Region. Dropout rate ranges from 6.5 percent in Arusha Region to 19.7 percent in Kusini Unguja (Table 4.1).

The percentage of the population aged four years and above attending school in rural areas ranges from 23.1 percent in Katavi Region to 44.2 percent in Kusini Pemba Region. In urban areas, it ranges from 28.5 percent in Lindi Region to 42.7 percent in Kusini Pemba Region. The results also shows that the proportion of population aged four years and above attending school is higher in urban than rural areas for all regions of Mainland Tanzania while it is higher in rural than urban areas for all regions of Tanzania Zanzibar.

Additionally, the dropout rate in rural areas ranges from 8.0% in Iringa Region to 20.2 percent in Kusini Unguja Region, while in urban areas, the lowest dropout rate is in Arusha and Iringa Regions, each at 6.3 percent and the highest is in Kaskazini Unguja at 19.1 percent. The dropout rate is higher in rural than urban areas across all regions (Tables 4.2 and 4.3).

Table 4.1: Percentage Distribution of Population Aged Four Years and Above by School Attendance Status and Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2022 PHC.

Region	School Attendance Status				
	Total	Attending	Drop Out	Completed	Never Attended
Tanzania	54,195,240	31.4	10.6	38.1	19.9
Mainland Tanzania	52,523,787	31.2	10.4	38.2	20.2
Dodoma	2,719,645	28.8	10.5	34.6	26.0
Arusha	2,072,590	33.0	6.5	41.4	19.1
Kilimanjaro	1,683,481	33.8	8.3	50.9	7.0
Tanga	2,319,362	32.6	10.7	38.6	18.1
Morogoro	2,835,569	28.8	9.0	40.8	21.5
Pwani	1,812,420	30.3	8.5	44.1	17.1
Dar es Salaam	4,882,714	30.8	7.7	56.9	4.6
Lindi	1,074,341	25.1	13.5	38.9	22.5
Mtwara	1,476,597	27.2	12.7	42.0	18.1
Ruvuma	1,640,028	30.2	9.4	46.0	14.4
Iringa	1,067,392	35.0	7.5	44.9	12.6
Mbeya	2,068,479	31.8	9.5	43.2	15.6
Singida	1,740,551	31.0	8.8	34.9	25.4
Tabora	2,906,329	24.8	11.4	26.6	37.2
Rukwa	1,319,246	29.4	14.1	28.2	28.3
Kigoma	2,117,452	34.0	13.8	27.5	24.7
Shinyanga	1,940,303	29.3	11.5	33.4	25.8
Kagera	2,598,342	33.2	12.0	33.0	21.8
Mwanza	3,227,021	36.2	11.3	36.6	15.9
Mara	2,060,759	39.0	8.9	36.6	15.5
Manyara	1,642,728	29.6	8.5	33.9	28.0
Njombe	799,468	33.9	7.7	46.8	11.6
Katavi	979,561	25.3	13.8	25.4	35.5
Simiyu	1,822,306	31.4	11.4	29.2	28.1
Geita	2,548,891	32.7	14.3	27.5	25.5
Songwe	1,168,212	30.1	11.7	37.6	20.7
Tanzania Zanzibar	1,671,453	38.0	16.6	34.3	11.2
Kaskazini Unguja	227,704	35.3	19.2	30.0	15.4
Kusini Unguja	174,664	32.8	19.7	40.1	7.4
Mjini Magharibi	794,689	36.7	14.3	42.6	6.5
Kaskazini Pemba	237,574	42.9	17.5	17.8	21.8
Kusini Pemba	236,822	43.8	18.8	22.6	14.8

Table 4.2: Percentage Distribution of Population Aged Four Years and Above in Rural Areas by School Attendance Status and Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2022 PHC.

Region	School Attendance Status				
	Total	Attending	Drop Out	Completed	Never Attended
Tanzania	34,980,065	30.4	11.6	32.3	25.8
Mainland Tanzania	34,134,803	30.1	11.4	32.4	26.1
Dodoma	1,747,769	27.3	11.4	28.1	33.2
Arusha	1,224,972	31.9	6.6	32.2	29.2
Kilimanjaro	1,283,729	34.1	8.6	49.4	7.9
Tanga	1,708,088	32.2	11.4	34.6	21.8
Morogoro	1,715,442	26.6	9.9	35.1	28.4
Pwani	1,063,156	28.9	9.3	40.1	21.7
Dar es Salaam	N.A	N.A	N.A	N.A	N.A
Lindi	850,835	24.2	14.1	37.5	24.2
Mtwara	1,125,187	26.5	13.8	39.6	20.1
Ruvuma	1,260,326	29	10.1	44.4	16.4
Iringa	747,958	35	8	41.3	15.7
Mbeya	1,245,767	30	10.2	38.6	21.2
Singida	1,455,173	30.2	9.1	32.4	28.3
Tabora	2,460,077	23.4	11.8	23.4	41.4
Rukwa	1,045,382	28	14.6	26.1	31.2
Kigoma	1,587,745	32.5	14.5	25	28
Shinyanga	1,312,132	28.4	12.1	28.8	30.8
Kagera	2,303,451	33	12.6	31.1	23.4
Mwanza	1,933,568	35.5	13.1	30.6	20.8
Mara	1,415,784	38.7	9.7	34.3	17.3
Manyara	1,383,583	28.9	8.6	31.5	31.1
Njombe	564,308	33.5	8.1	44.7	13.7
Katavi	747,038	23.1	14.1	21.7	41.1
Simiyu	1,459,008	30.8	11.8	26.9	30.5
Geita	1,658,752	31.8	15.2	23.4	29.7
Songwe	835,573	28.3	12.4	33.7	25.6
Tanzania Zanzibar	845,262	39	18.8	27.1	15.2
Kaskazini Unguja	189,258	36.1	19.3	28.1	16.5
Kusini Unguja	139,303	32.8	20.2	39.3	7.6
Mjini Magharibi	159,922	37.6	16.5	38.1	7.8
Kaskazini Pemba	186,497	42.9	18.1	14.8	24.2
Kusini Pemba	170,282	44.2	19.8	19.2	16.7

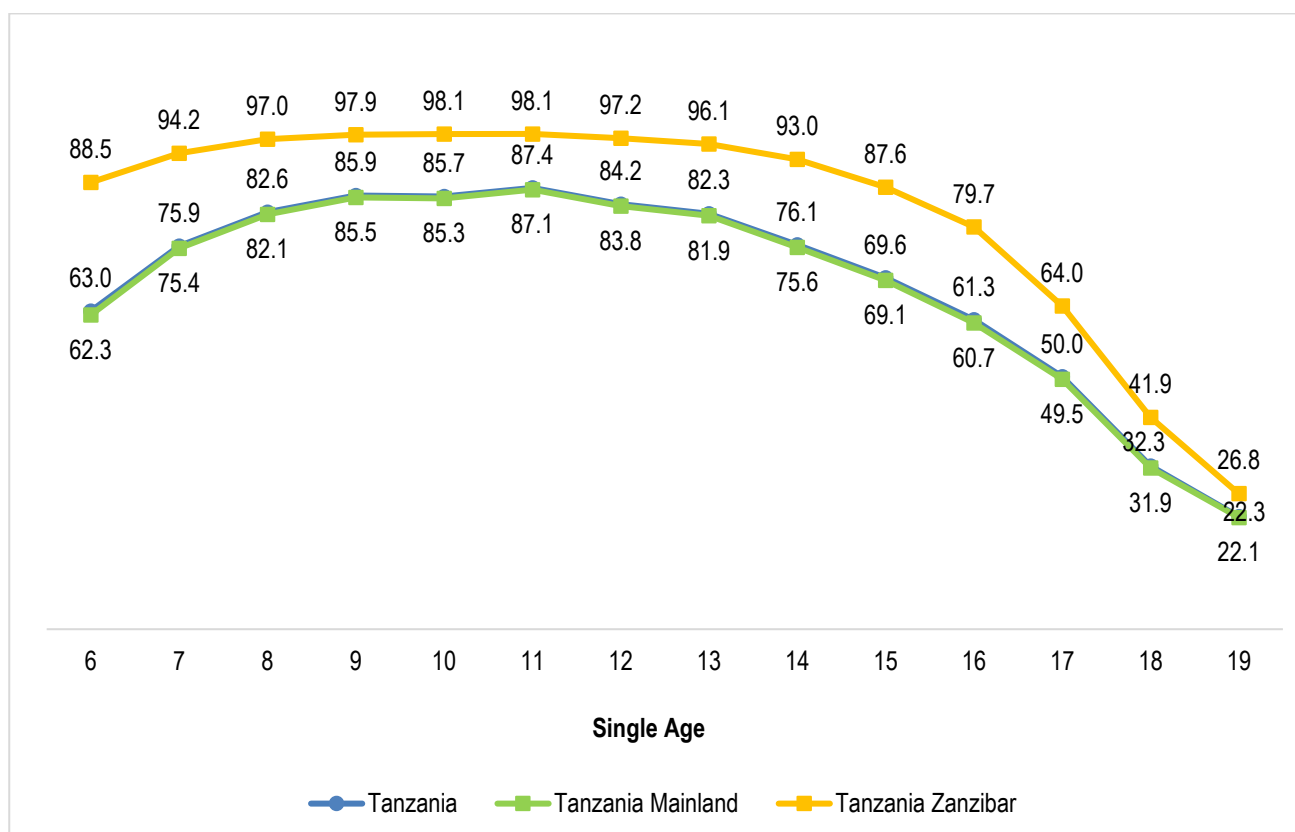
Table 4.3: Percentage Distribution of Population Aged Four Years and Above in Urban Areas by School Attendance Status and Region; Tanzania, Mainland Tanzania and Tanzania Zanzibar 2022 PHC.

Region	School Attendance Status				
	Total	Attending	Drop Out	Completed	Never Attended
Tanzania	19,215,175	33.3	8.8	48.7	9.2
Mainland Tanzania	18,388,984	33.2	8.5	49.1	9.2
Dodoma	971,876	31.6	8.9	46.3	13.2
Arusha	847,618	34.6	6.3	54.6	4.6
Kilimanjaro	399,752	32.8	7.3	55.6	4.3
Tanga	611,274	33.8	8.6	49.9	7.7
Morogoro	1,120,127	32	7.7	49.4	10.8
Pwani	749,264	32.3	7.5	49.7	10.5
Dar es Salaam	4,882,714	30.8	7.7	56.9	4.6
Lindi	223,506	28.5	11.3	44.2	16
Mtwara	351,410	29.4	9.4	49.6	11.6
Ruvuma	379,702	33.9	7	51.4	7.7
Iringa	319,434	35	6.3	53.4	5.3
Mbeya	822,712	34.4	8.4	50.1	7.1
Singida	285,378	34.6	7.5	47.4	10.5
Tabora	446,252	32.5	9.1	44.2	14.1
Rukwa	273,864	34.8	11.9	36.5	16.9
Kigoma	529,707	38.4	11.9	34.9	14.8
Shinyanga	628,171	31.2	10.4	42.9	15.5
Kagera	294,891	34.8	7.7	48.1	9.4
Mwanza	1,293,453	37.3	8.7	45.5	8.5
Mara	644,975	39.7	7.2	41.8	11.4
Manyara	259,145	33.6	7.9	47.1	11.4
Njombe	235,160	34.8	6.7	51.9	6.5
Katavi	232,523	32.3	12.9	37.1	17.6
Simiyu	363,298	33.7	9.6	38.2	18.5
Geita	890,139	34.6	12.5	35.1	17.8
Songwe	332,639	34.5	10	47.2	8.3
Tanzania Zanzibar	826,191	36.9	14.4	41.6	7.1
Kaskazini Unguja	38,446	31.3	19.1	39.6	10
Kusini Unguja	35,361	32.6	17.7	43.1	6.6
Mjini Magharibi	634,767	36.4	13.7	43.7	6.1
Kaskazini Pemba	51,077	42.9	15.4	28.8	12.9
Kusini Pemba	66,540	42.7	16.1	31.4	9.8

4.3 Population Attending School by Age

The proportion of individuals attending school in Tanzania generally increases between ages 6 and 9 years, after which it steadily declines. This trend is consistent in both Mainland Tanzania and Tanzania Zanzibar. Notably among the younger age groups (6-19 years), school attendance is slightly higher among females than males across all regions (Appendix 18 & Figure 4.5).

Figure 4.5: Percentage Distribution of the Population Aged (6-19) Attending School by Single Years; Tanzania², Mainland Tanzania and Tanzania Zanzibar, 2022 PHC

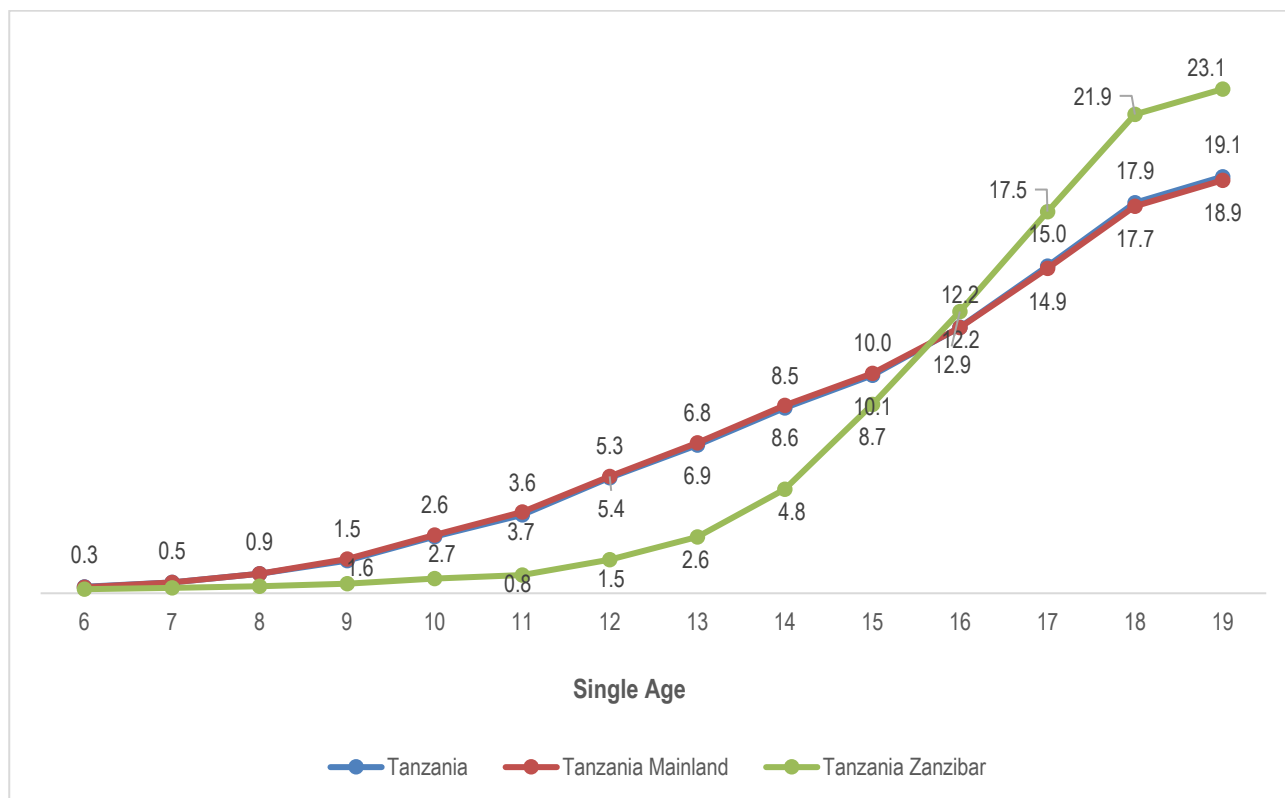


4.4 Drop-out Status

The dropout rate increases with age between age 6 and 19 years. Mainland Tanzania and Tanzania Zanzibar have a similar pattern to that of Tanzania. The dropout rate is higher in Mainland Tanzania than Tanzania Zanzibar for persons aged 6-15 years but lower than in Tanzania Zanzibar for persons aged 16-19 years. The dropout rate is higher in all age groups among males than females (Figure 4.6 and Appendices 18, 19 and 20).

² The blue line representing Tanzania is barely visible, as the data for Tanzania and Mainland Tanzania are more or less the same.

Figure 4.6: School Dropout Rate for Persons Aged 6-19 years by Single Years; Tanzania, Mainland Tanzania and Tanzania Zanzibar, 2022PHC.



The results further indicate that the dropout rate for primary school is 2.9 percent while for lower secondary is 11.3 percent. The dropout rate is higher among males than females for primary and lower secondary levels. Rukwa has the highest primary school dropout rate of 5.9 percent while Dar es Salaam, Kilimanjaro and Mjini Magharibi have the least dropout rates of less than one percent each. Simiyu Region has the highest dropout rate (19.0%) in lower secondary school level while Kilimanjaro Region has 4.6 percent which is the lowest (Table 4.4).

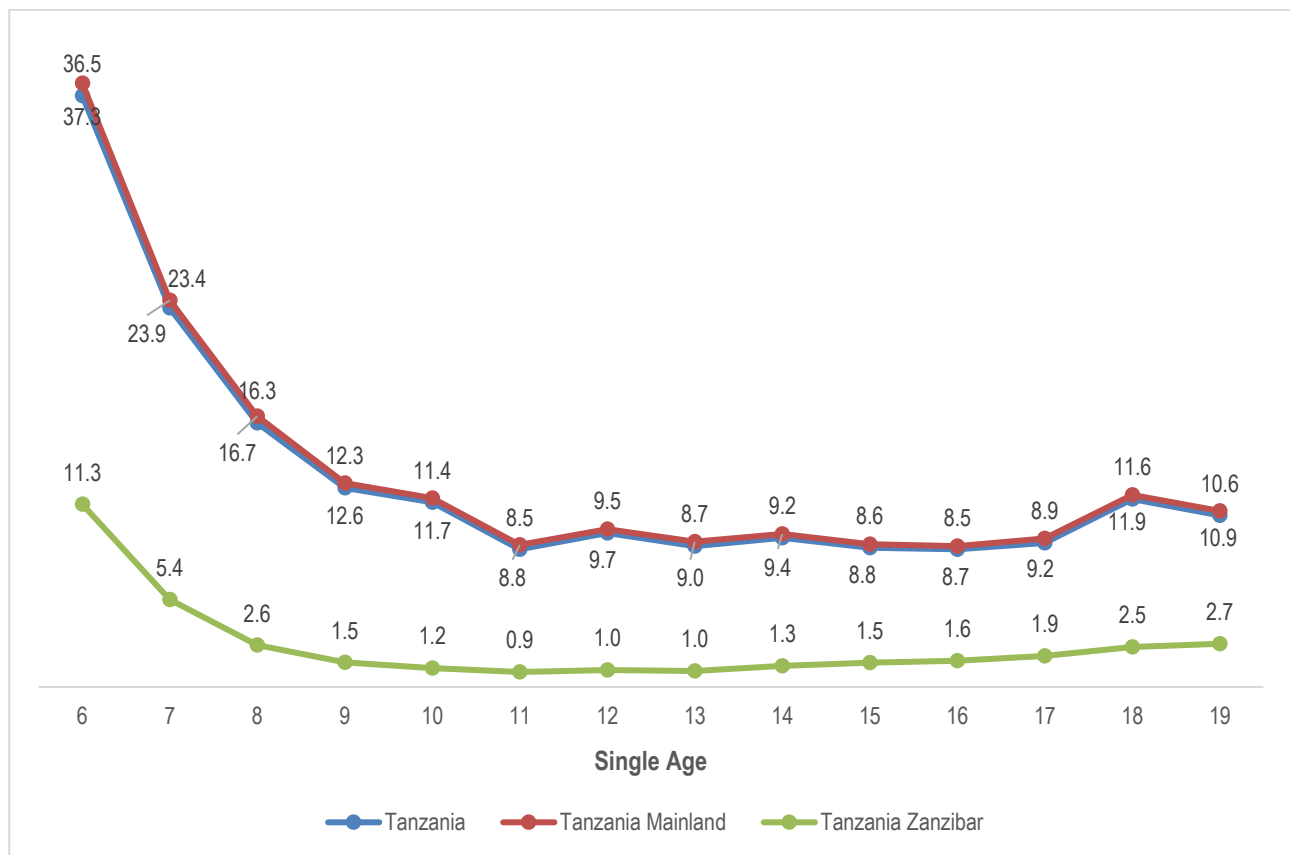
Table 4.4: Percentage Distribution of Population Aged 7-17 Years who Dropped out of School by Sex, Level of Education and Region: Tanzania, Mainland Tanzania and Tanzania Zanzibar, 2022 PHC.

Region	Both Sexes		Male		Female	
	Primary	Lower Secondary	Primary	Lower Secondary	Primary	Lower Secondary
Total	2.9	11.3	3.7	13.7	2.2	13.2
Mainland Tanzania	3.0	11.3	3.7	13.6	2.2	13.4
Dodoma	4.1	13.5	5.5	17.2	2.8	15.2
Arusha	0.9	5.2	1.2	6.4	0.5	5.4
Kilimanjaro	0.5	4.6	0.6	5.5	0.3	4.6
Tanga	2.1	8.5	2.8	10.7	1.5	8.3
Morogoro	2.1	8.5	2.7	10.0	1.6	10.4
Pwani	1.5	7.9	2.0	9.7	1.0	8.4
Dar Es Salaam	0.5	5.8	0.5	5.3	0.5	8.9
Lindi	3.9	14.7	5.5	18.9	2.3	15.4
Mtwara	3.0	12.9	4.4	16.4	1.7	13.8
Ruvuma	2.3	10.4	3.1	12.2	1.6	13.1
Iringa	1.2	6.7	1.9	9.3	0.6	4.9
Mbeya	2.0	9.4	2.6	11.6	1.4	11.1
Singida	2.6	10.2	3.6	13.5	1.7	9.6
Tabora	4.3	14.8	5.1	17.5	3.5	24.4
Rukwa	5.9	17.3	6.9	19.7	4.9	27.2
Kigoma	5.0	15.2	6.0	17.0	4.1	21.2
Shinyanga	4.2	14.9	5.3	18.1	3.1	19.0
Kagera	3.6	11.8	4.2	13.9	3.0	13.8
Mwanza	2.7	11.2	3.5	13.8	1.8	12.0
Mara	2.0	8.2	2.5	9.9	1.5	8.8
Manyara	2.1	9.5	3.0	13.1	1.2	8.6
Njombe	1.2	7.4	1.8	10.2	0.6	5.8
Katavi	4.8	18.4	5.4	20.4	4.3	34.8
Simiyu	5.5	19.0	6.8	23.2	4.2	25.2
Geita	4.0	15.9	4.6	18.1	3.3	21.0
Songwe	4.2	14.5	5.4	17.6	3.0	19.6
Tanzania Zanzibar	0.9	10.8	1.3	14.4	0.5	8.7
Kaskazini Unguja	1.1	12.9	1.7	19.5	0.4	7.4
Kusini Unguja	0.7	11.2	1.0	15.3	0.5	8.7
Mjini Magharibi	0.5	8.3	0.6	10.4	0.4	7.8
Kaskazini Pemba	1.8	13.8	2.5	17.7	1.0	12.0
Kusini Pemba	1.2	12.4	1.8	16.8	0.6	9.2

4.5 Population Never Attended School by Sex

The proportion of persons aged 6 – 19 years who never attended school in Tanzania is generally decreasing with increasing age. Mainland Tanzania and Tanzania Zanzibar also have a similar pattern as that of Tanzania. The percentage of males aged 6-19 years in Tanzania who never attended school is higher than females. The proportion of persons who never attended school is higher in Mainland Tanzania than Tanzania Zanzibar across all ages (Figure 4.7 & Appendices 18, 19, 20 and 21).

Figure 4.7: Percentage Distribution of Population Aged 6-19 Years who Never Attended School by Single Age; Tanzania, Mainland Tanzania and Tanzania Zanzibar, 2022 PHC.



Chapter Five

Summary, Conclusions, Policy Implications and Recommendations

5.1 Introduction

Education is a basic human right and a driver of sustainable development and inclusive growth. It equips individuals with essential knowledge and skills for active participation in society and national development. Access to quality education, equitable school attendance, and strong educational attainment are vital for personal and societal progress. Literacy and numeracy are foundational competencies that reflect the effectiveness of the education system and are essential for lifelong learning and navigating the modern world.

This chapter summarises the key findings derived from analysis of the 2022 Population and Housing Census (PHC) data. It also provides conclusions and offers recommendations to inform policy, planning, and programme implementation aimed at strengthening educational outcomes in Tanzania.

5.2 Literacy and Numeracy Status

5.2.1 Summary

About 83 percent of the population aged 15 years and above are literate. Adult literacy rate ranges from 68.0 percent in Tabora Region to 97.5 in Dar es Salaam Region with a higher literacy rate in urban (93.5%) than rural areas (76.5%). Tabora Region also reported the lowest adult literacy rates of 59.0 percent in 2012. On the other hand, eighty five percent (85.0%) of the population aged 15 years and above are numerate with numeracy rate ranging from 72.9 percent in Katavi Region to 93.7 percent in Dar-es-Salaam Region. The numeracy rate is higher in urban (91.3%) than in rural (80.6%) areas.

In addition, more than eight out of ten (82.5%) persons aged 15 years and above in Tanzania own mobile phones. Mobile ownership is higher in Tanzania Zanzibar (88.8%) than Mainland Tanzania (82.3%). Mobile ownership is higher in urban areas (89.7%) than in rural areas (78.1%), whereas male ownership consistently exceeds female ownership across all regions. Household internet access remains very low, 0.6% nationally, with only 0.2% in rural areas. Communication (83.4%) and money transfer (53.1%) are the most common uses of ICT equipment. ICT use for learning is low at 10% nationally, but higher in Tanzania Zanzibar (16.1%) than in Mainland Tanzania (9.8%). In all ICT use categories; communication, money transfer, learning, and online business; males report slightly higher usage rates than females.

5.2.2 Policy implications

- i. All regions in Tanzania Zanzibar except Kaskazini Pemba surpassed the adult literacy rate of 85.0 percent in 2022 as stipulated in ZADEP targeted by 2025/26. In Mainland Tanzania, the regional variation ranges from 68 percent in Tabora to 97.5 percent in Dar es-Salaam which implies that some regions in Mainland Tanzania may not achieve the intended national literacy goal of 81.6 percent by 2025/26 as stipulated in the third FYDP 2021/22 – 2025/26.
- ii. Persistent regional and rural-urban disparities in both literacy and numeracy could deepen socio-economic inequality. Individuals and communities with limited foundational skills are more likely to face challenges in accessing decent employment, health services, and civic participation. Such gaps hinder inclusive development and can reinforce cycles of poverty and marginalisation, especially in underserved rural areas,
- iii. The high rate of mobile phone ownership signals potential for scaling up digital engagement; however, the predominance of non-smartphone usage, especially in rural areas and older populations, limits access to advanced digital services and platforms.
- iv. The extremely low internet access at the household level suggests that the majority of Tanzanians are digitally marginalised, especially in rural areas, undermining equitable access to information, e-learning, and e-commerce.
- v. Gender, age, and geographical disparities point to a digital divide that could deepen socio-economic inequalities if not addressed.
- vi. Low use of ICT for learning and online business highlights underutilisation of digital tools for economic empowerment and skill acquisition, particularly among youth and women.

5.2.3 Policy Recommendations

5.2.3.1 Improving Access to Quality Education

Infrastructural Development: The government should continue to sustain efforts to construct, rehabilitate, and equip schools, especially in rural areas and underserved regions, where adult literacy and numeracy remain below national target.

5.2.3.2 Teacher Training and Development

- i. **Quality Teacher Training:** The government should continue developing and implementing a teacher training and skills improvement programme for short, medium- and long-term teachers' professional development. It should include creating better environment in training institutions, improvement of stakeholder participation and incentives towards continuous teachers training,
- ii. **Equitable allocation of teachers:** The government should ensure even distribution of teaching staff across the country.
- iii. **Incentives for Teachers:** The government should consider providing incentives like transport and housing allowances for teachers working in remote or underdeveloped areas.
- iv. **Strengthening Pre-Primary Enrolment:** The government should strengthen and encourage parents and guardians to enrol their children at a pre-primary education as a preparation for primary education entrance.
- v. **Digital Literacy:**
 - a. Prioritise the rollout of affordable and reliable internet in rural and underserved areas.
 - b. Embed digital skills training across formal and informal education systems, targeting youth and adult learners.
 - c. Develop targeted initiatives that promote women's access to digital tools and training, closing the digital gender gap.
 - d. Conduct regular national assessments of digital literacy and access to guide inclusive policy responses.
 - e. Track progress on digital equity indicators across regions, gender, and age groups.

5.2.3.3 Curriculum and Teaching Methods

Innovative Teaching Techniques: The government should keep promoting use of technology, digital learning and other alternative teaching methods, particularly in regions with limited resources in order to enhance achievement of equal learning outcomes.

5.2.3.4 Community Engagement and Support

- i. **Parental Involvement:** The government should continue promoting the involvement of parents in education and child development affairs through awareness campaigns and training on importance of education.
- ii. **Local Community Leaders:** The government and other stakeholders should continue working with local leaders in creating awareness on value of education and encouraging communities to take an active role in supporting schools and advocating the importance of literacy in social and economic development.

5.3 School Enrolment

5.3.1 Summary

The net enrolment rate (NER) in pre-primary education is 37.9 percent while the NER at primary school level increased from 76.8 percent in 2012 to 82.1 percent in 2022. Primary NERs range from 63.2 percent in Tabora Region to 95.0 percent in Kaskazini Unguja Region. The NER at lower secondary level is 43.8 percent, ranging from 26.3 percent in Tabora Region to 66.3 percent in Mjini Magharibi Region.

The Gender Parity Index in primary and lower secondary schools is approximately one, indicating equality in opportunities for both males and females. However, this ratio falls below one at the upper secondary and tertiary education levels, reflecting a higher enrolment of males than females in these education levels.

Results show that about a quarter (26.2%) of population aged five years and above in Tanzania completed primary education as the highest education level. Results further show that 7.2 percent completed lower secondary education and less than one percent of the population aged five years and above completed upper or tertiary levels of education. Relatively, the percentage of population aged five years and above with secondary education is higher in Tanzania Zanzibar (13.0%) than in Mainland Tanzania (7.0%). This difference is mainly due to different education structures in Mainland Tanzania and Tanzania Zanzibar where secondary education is compulsory. The outcome of different education structures is also reflected in the percentage of population aged five years and above with primary education whereby about one quarter (27.0%) of the population in Mainland Tanzania completed primary education compared with 3.9 percent in Tanzania Zanzibar.

5.3.2 Policy implications

The Net Enrolment Rate (NER) for primary education in Tanzania indicates that a significant proportion of children of official primary school age are enrolled in schools. This reflects the

improved access to primary education, which in turn translates into better educational outcomes for Tanzania's children and, in the long term, contributes to reduction in poverty and inequality. However, regional disparities still exist despite this achievement.

Regional disparities would negatively affect persons living in regions with low performance, hence putting them at a risk of being caught in a vicious cycle of poverty. The uneducated could also miss opportunities related to better education which may lead to unhealthy population, low economic growth and poor labour market participation. Moreover, disparities in education attainment may also cause lack of harmony in the society.

High and increased net enrolment rate in both primary and secondary schools implies that the government will need to allocate more resources to finance education including more capitation grants, facilities, and human resources within the education sector.

5.3.3 Policy recommendations

- i. The government to conduct research for poor performing regions to identify the reasons for such performance despite the investment that the government has put in place.
- ii. The government to continue providing conducive environment for private sector to build more schools for improving enrolment at all levels.
- iii. The government needs to address regional disparities in education achievement by fully implementing key initiatives and guidelines that are already in place. These policies and programmes include, **Inclusive Education Policy, Infrastructure Development** and **Teachers Training**. Specifically, the government and other stakeholders need to:
 - Target the root causes of unequal access to education by investing in infrastructure, providing financial support, implementing gender-sensitive policies, and promoting inclusive education.
 - Adopt a combination of policy reforms, infrastructure investments, and targeted interventions in order to manage challenges associated with over- and under- age enrolment in order to achieve the goal of 100% GER by 2025/26 as stipulated in the third FYDP and hence ensure that every child has access to education at the appropriate age.
 - Strengthen its routine data collection mechanisms for monitoring and evaluation of the implementation of various education programmes.

5.4 School Attendance

5.4.1 Summary

Almost one third (31.8%) of the population aged 4 years and above is attending school/learning institution. The proportion of persons attending school increased from 29.8 percent in 2012 to 31.8 percent in 2022. The proportion of persons aged 4 years and above who are attending school ranges from 25.3 percent in Lindi Region to 44.3 percent in Kusini Pemba. On the other hand, about 11.0 percent of persons aged 4 years and above had dropped out of school and the drop-out rate has slightly increased from 7.2 percent in 2012. The drop-out rates range from 6.8 percent in Arusha Region to 20.4 percent in Kusini Unguja Region. Furthermore, the drop-out rates increase as age increases; the rate is less than 10 percent for boys and girls aged less than 14 years but increases to 23.1 percent for those aged 19 years.

5.4.2 Policy implications

The increase in the proportion of population attending school is attributed to government policies to increase access to primary and secondary education. These policies include Free Primary and Secondary Education, training of more teachers and infrastructure development which include building of new classrooms.

Results further show an increasing drop-out rate especially for a lower secondary school level. Cultural beliefs, absenteeism, grade retention, special education placement, low performance and low education expectations are possible causes of poor school attendance. Likewise, poor academic achievement may also be related to the increased likelihood of dropping out of school. Other possible causes of poor attendance may be associated with issues like child labour and long distance to school.

5.4.3 Policy Recommendations

- i. The government needs to continue implementing policies and programmes that aim at addressing issues of relatively high drop-out rate including:
 - **Re-Entry Policy** that allows school dropouts, including pregnant girls and young mothers, to return to formal education and hence reducing dropout rates and provide second chances for students.
 - **Support Programmes:** Supporting various programmes meant to help students stay in school, including addressing issues of inadequate sanitation facilities, menstruation and child marriage.

- ii. The government should continue implementing policies and programmes that support efforts to re-integrate school dropout in the education system such as Tanzania Community Development Policy and Sustainable Community Development Programme (SCDP) that focus on empowering marginalized communities, including youth and women, to achieve sustainable economic and social development.

Specifically, the government, and other stakeholders need:

- i. To increase efforts on implementation of education policy priorities including the free education policy and improve education system in order to achieve national, regional and international goals;
- ii. To sustain the increasing population attending school or learning institution and manage the drop-out rates;
- iii. To strengthen the school feeding programme that aims at improving children's health, and increasing school attendance and academic performance; and
- iv. To continue with enforcement of the legal framework for the provision of compulsory primary and secondary education as stipulated in the Education and Training Policy-2014, 2023 Edition.

5.5 Conclusion

The 2022 PHC results indicate that Tanzania has made progress on education sector particularly on areas of enrolment and literacy. However, despite this achievement, there are challenges that need attention. These challenges include significant regional variations in literacy and school attendance as well as relatively high drop-out rates especially at lower secondary school level.

References

Ministry of Finance and Economic Planning, National Institute of Statistics of Rwanda, (2023). *Thematic Report Education Characteristics of the Population*, Fifth Rwanda Population and Housing Census, 2022, Kigali, Rwanda.

National Bureau of Statistics, National Treasury and Planning (2022). *Analytical Report on Education and Training*, Volume XVII, Nairobi, Kenya.

National Statistical Agency (2023). *Zimbabwe 2022 Population and Housing Census Report*, Volume I, Harare, Zimbabwe.

Revolutionary Government of Tanzania Zanzibar, Tanzania Zanzibar Planning Commission (2022): *Tanzania Zanzibar Development Plan 2021 – 26*, Tanzania Zanzibar.

Serikali ya Mapinduzi Tanzania Zanzibar, Wizara ya Elimu na Mafunzo ya Amali, (2010)' *Miaka 10 ya Maendeleo ya Elimu Kuanzia 2000 – 2010*, Wizara ya Elimu na Mafunzo ya Amali.

Serikali ya Jamhuri ya Muungano wa Tanzania, (2022). *Mwongozo wa Udhhibiti Ubora: Sensa ya Watu na Makazi Mwaka 2022*, Ofisi ya Taifa ya Takwimu Tanzania na Ofisi ya Mtakwimu Mkuu wa Serikali Tanzania Zanzibar.

United Republic of Tanzania (URT), Ministry of Education and Vocational Training, (1996). *Education and Training Policy of 1995*, Dar es Salaam, Tanzania.

United Republic of Tanzania, Ministry of Finance (2014). *National Economic Survey 2023*, Dodoma.

United Republic of Tanzania (URT), Ministry of Finance and Planning, National Bureau of Statistics and Ministry of State, President's Office, State House and Good Governance, Office of the Chief Government Statistician, (2015). *Literacy and Education Monograph*, Dar es Salaam, Tanzania.

United Republic of Tanzania, Ministry of Finance and Planning (2021). *National Five-Year Development Plan 2021/22 – 2025/26*, Dodoma.

United Republic of Tanzania (URT), Ministry of Education Science and Technology, (2023). *Education and Training Policy of 2014*, 2023 Edition, Dodoma, Tanzania.

www.data.uis.unesco.org

Appendices

Appendix 1: List of Contributors

Contributors to the Education and Literacy Analysis in Tanzania:

Census Commissars

Hon. Anne Semamba Makinda (Mainland Tanzania)

Amb. Mohamed Haji Hamza (Tanzania Zanzibar)

NBS/OCGS Chief Government Statistician

Dr. Amina Msengwa(NBS)

Salum Kassim Ali (OCGS)

NBS and OCGS Directors

Dr. Ruth Minja (NBS)

Emilian Karugendo (NBS)

Daniel Masolwa (NBS)

Daniel Ulindula Andrew (NBS)

Fahima Mohamed Issa (OCGS)

Bakari Kitwana Makame (OCGS)

Said Mohamed Said (OCGS)

Abdalla Khamis Abdalla (OCGS)

Census Coordinator

Seif Kuchengo (NBS)

Abdul-Majid Jecha Ramadhan (OCGS)

Authors

Prof. Maurice Chakusaga Mbago
(University of Dar es Salaam)

Irenius Joseph Ruyobya (Retired
Director of Statistical Operation)

Dr. Jastine Augustine Katabaro (Lecturer
Local Government Training Institute)

Erick William Simule (Admission Officer I –
Institute of Rural Development Planning)

Bakari Khamis Kondo (OCGS)

Servus Amo Sagday (TSNP National
Consultant)

Kombo Mdachi Kombo (OCGS)

Spatial Data Analysts

Khalid Lewenga (NBS)

Yunis Nota (NBS)

Sarah Mohamed (NBS)

Data Processing

Steven Lwendo (NBS)

Beatrice K. Rwegoshora (NBS)

Bakar K. Omar (OCGS)

Editorial Team

Akim Mturi

Professor of Demography-Retired

Appendix 2: Questionnaire



The United Republic
of Tanzania

QUESTIONNAIRE FOR THE 2022 POPULATION AND HOUSING CENSUS



The Sixth Post
Union Census

Strictly Confidential

This census is conducted in accordance with Section 6(2)(a) of the Statistics Act Cap. 351 || All responses collected in this census are protected under this Act

SECTION A: IDENTIFICATION

Region	District	Council	Constituency	Division/Wadi	Ward/Shehia	Village/Mtaa	Hamlet/Enumeration Area (EA)	Household Number	CONFIDENTIAL
--------	----------	---------	--------------	---------------	-------------	--------------	------------------------------	------------------	--------------

A01 Please State the number all persons who Spent here at the Census Night

SECTION B: DEMOGRAPHICS INFORMATION

B01	B02 HOUSEHOLD MEMBERS	B03 RELATIONSHIP TO THE HEAD	B04 SEX	B05 AGE	B06 MARITAL STATUS (APPLICABLE TO AGE 10+)	B07 MOBILE PHONE (AGE 15+)																																
No.	<p>Please state the names of all persons who spent the census night, that is Monday night before Tuesday 23rd August, 2022 in your household, starting with the name of the head of household.</p> <p>DO NOT FORGET TO INCLUDE ALL INFANTS, HOUSEHOLD MEMBERS WHO SLEPT IN A NEARBY FUNERAL AND THOSE WORKING NIGHT SHIFTS SUCH AS NURSES, DOCTORS, POLICE, GUARDS, ETC.</p> <p>WRITE DOWN FULL NAME OF EACH HOUSEHOLD MEMBER</p>	<p>What is the relationship of [NAME] to the head of the household?</p> <table border="1"> <tr> <td>Head</td> <td>Spouse</td> <td>Son/Daughter</td> <td>Biological Parent</td> <td>Grand Child</td> <td>Other Relative</td> <td>Not Related</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> </tr> </table>	Head	Spouse	Son/Daughter	Biological Parent	Grand Child	Other Relative	Not Related	1	2	3	4	5	6	7	<p>Is [NAME] a male or a female?</p> <table border="1"> <tr> <td>Male</td> <td>Female</td> </tr> <tr> <td>1</td> <td>2</td> </tr> </table>	Male	Female	1	2	<p>How old is [NAME]?</p> <p>WRITE AGE IN COMPLETE YEARS. IF UNDER ONE YEAR WRITE "00" FOR 97 YEARS AND ABOVE WRITE '97'</p>	<p>What is current marital status of [NAME]? never married, married, living together, divorced, separated, widowed?</p> <table border="1"> <tr> <td>Never Married</td> <td>Married</td> <td>Living Together</td> <td>Divorced</td> <td>Separated</td> <td>Widowed</td> <td>Not Stated</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>9</td> </tr> </table>	Never Married	Married	Living Together	Divorced	Separated	Widowed	Not Stated	1	2	3	4	5	6	9	<p>Please give the mobile number of [NAME]?</p> <p>WRITE THE MOBILE NUMBER OF ALL HOUSEHOLD MEMBERS AGED 15+.</p>
Head	Spouse	Son/Daughter	Biological Parent	Grand Child	Other Relative	Not Related																																
1	2	3	4	5	6	7																																
Male	Female																																					
1	2																																					
Never Married	Married	Living Together	Divorced	Separated	Widowed	Not Stated																																
1	2	3	4	5	6	9																																
0 1																																						
0 2																																						
0 3																																						
0 4																																						
0 5																																						
0 6																																						
0 7																																						
0 8																																						

SECTION A: IDENTIFICATION

Region	District	Council	Constituency	Division/Wadi	Ward/Shehia	Village/Mtaa	Hamlet/Enumeration Area (EA)	Household Number	CONFIDENTIAL

SECTION C: INFORMATION ON DISABILITIES/DIFFICULTIES

B01	C01 ALBINISM	C02 SEEING	C03 HEARING	C04 WALKING	C05 REMEMBERING	C06 SELFCARE
No.	Is [NAME] an albino?	Does (NAME) have difficulty seeing, even if wearing glasses?	Does (NAME) have difficulty hearing, even if using a hearing aid?	Does [NAME] have difficulty walking or climbing steps?	Does (NAME) have difficulty remembering or concentrating?	Does (NAME) have difficulty with self-care, such as washing all over or dressing?
	Yes 1 No 2	No Difficulty 1 Some Difficulty 2 A Lot of Difficulty 3 Unable to See 4 Not Applicable 5	No Difficulty 1 Some Difficulty 2 A Lot of Difficulty 3 Unable to Hear 4 Not Applicable 5	No Difficulty 1 Some Difficulty 2 A Lot of Difficulty 3 Unable to Walk 4 Not Applicable 5	No Difficulty 1 Some Difficulty 2 A Lot of Difficulty 3 Unable to Remember 4 Not Applicable 5	No Difficulty 1 Some Difficulty 2 A Lot of Difficulty 3 Unable to Care 4 Not Applicable 5
0 1						
0 2						
0 3						
0 4						
0 5						
0 6						
0 7						
0 8						

SECTION A: IDENTIFICATION

Region	District	Council	Constituency	Division/Wadi	Ward/Shehia	Village/Mtaa	Hamlet/Enumeration Area (EA)	Household Number	CONFIDENTIAL
--------	----------	---------	--------------	---------------	-------------	--------------	------------------------------	------------------	---------------------

SECTION C: INFORMATION ON DISABILITIES/DIFFICULTIES

B01	C07 COMMUNICATION	C08 OTHER DISABILITIES	C09 CAUSE OF DISABILITY	C10 ASSISTIVE DEVICES AND MATERIALS																																																								
No.	<p>USING THE COMMON LANGUAGE: Does [NAME] have difficulty communicating; for example understanding or being understood?</p> <p>READ ALL TYPES OF DISABILITIES/ DIFFICULTIES TO RESPONDENT</p> <p>Yes = 1 No = 2 Don't know = 9</p> <table border="1" style="width:100%; text-align:center; font-size: small;"> <tr> <td>No Difficulty</td> <td>Some Difficulty</td> <td>A Lot of Difficulty</td> <td>Unable to communicate</td> <td>Not Applicable</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	No Difficulty	Some Difficulty	A Lot of Difficulty	Unable to communicate	Not Applicable	1	2	3	4	5	<p>Does, [NAME] have other type of disabilities/difficulties among the following?</p> <p>READ ALL TYPES OF DISABILITIES/ DIFFICULTIES TO RESPONDENT</p> <p>Yes = 1 No = 2 Don't know = 9</p> <table border="1" style="width:100%; text-align:center; font-size: x-small;"> <tr> <td>Cleft Palate</td> <td>Hydrocephalus</td> <td>Spinal bifida</td> <td>Spinal cord injuries</td> <td>Epilepsy or seizures</td> <td>Psoriasis</td> <td>Storiasis</td> <td>Autism</td> <td>Mental Health</td> <td>Mental Disorder</td> <td>Person with short stature</td> <td>Leprosy</td> <td>Person with hunchback</td> <td>Other disability</td> </tr> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> <td>G</td> <td>H</td> <td>I</td> <td>J</td> <td>K</td> <td>L</td> <td>M</td> <td>X</td> </tr> </table>	Cleft Palate	Hydrocephalus	Spinal bifida	Spinal cord injuries	Epilepsy or seizures	Psoriasis	Storiasis	Autism	Mental Health	Mental Disorder	Person with short stature	Leprosy	Person with hunchback	Other disability	A	B	C	D	E	F	G	H	I	J	K	L	M	X	<p>ASK FOR EVERY TYPE OF DISABILITY FROM C02 TO C07 IF CODE 3 OR 4 OR CODE 1 IN QUESTION C08</p> <p>What is the cause of disability for [NAME]?</p> <p>MULTIPLE RESPONSE IS ALLOWED</p> <table border="1" style="width:100%; text-align:center; font-size: x-small;"> <tr> <td>Inborn</td> <td>Disease</td> <td>Accident</td> <td>Old age</td> <td>Beaten</td> <td>Contaminated water</td> <td>Stress</td> <td>Drug abuse</td> <td>Pregnancy/birth complications</td> </tr> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> <td>G</td> <td>H</td> <td>I</td> </tr> </table>	Inborn	Disease	Accident	Old age	Beaten	Contaminated water	Stress	Drug abuse	Pregnancy/birth complications	A	B	C	D	E	F	G	H	I	<p>ASK IF QC01 = 1 OR ANY QUESTION FROM QC02 TO Q07 = 3 OR 4 OR QC08 IS CODE 1 FOR B,C,D</p> <p>Does [NAME] has disability assistive devices or materials?</p> <p>Yes = 1 No = 2</p>
No Difficulty	Some Difficulty	A Lot of Difficulty	Unable to communicate	Not Applicable																																																								
1	2	3	4	5																																																								
Cleft Palate	Hydrocephalus	Spinal bifida	Spinal cord injuries	Epilepsy or seizures	Psoriasis	Storiasis	Autism	Mental Health	Mental Disorder	Person with short stature	Leprosy	Person with hunchback	Other disability																																															
A	B	C	D	E	F	G	H	I	J	K	L	M	X																																															
Inborn	Disease	Accident	Old age	Beaten	Contaminated water	Stress	Drug abuse	Pregnancy/birth complications																																																				
A	B	C	D	E	F	G	H	I																																																				
0 1																																																												
0 2																																																												
0 3																																																												
0 4																																																												
0 5																																																												
0 6																																																												
0 7																																																												
0 8																																																												

SECTION A: IDENTIFICATION

Region	District	Council	Constituency	Division/Wadi	Ward/Shehia	Village/Mtaa	Hamlet/Enumeration Area (EA)	Household Number	CONFIDENTIAL

SECTION D: MIGRATION INFORMATION

B01	D01 CITIZENSHIP	D02 DUAL CITIZENSHIP	D03 PLACE OF RESIDENCE	D04 WHERE RESPONDENT SPENDS MOST OF THE DAY TIME	D05 PLACE OF BIRTH
No.	<p>What is (NAME) country of citizenship?</p> <p>IF TANZANIAN, WRITE CODE 001</p> <p>IF NON-TANZANIAN WRITE APPROPRIATE CODE, FOR DUAL CITIZENSHIP WRITE "888"</p> <p>► IF THE ANSWER IS CODE OF RESPECTIVE COUNTRY GO TO DO3</p>	<p>What is (NAME) countries of citizenship?</p> <p>WRITE CODES FOR THE COUNTRIES</p> <p>MULTIPLE RESPONSE IS ALLOWED</p> <p>FISRT COUNTRY SECOND COUNTRY</p>	<p>Which region/country does [NAME] usually live?</p> <p>WRITE CODE FOR THE COUNTRY, REGION AND DISTRICT IF LIVING IN TANZANIA, OR COUNTRY CODE IF LIVING OUTSIDE TANZANIA THEN GO TO THE NEXT QUESTION</p>	<p>Where do you spend most of your time during the day?</p> <p>WRITE COUNTRY, REGION AND DISTRICT CODES IF SPENDS MOST OF THE DAY TIME IN TANZANIA OR COUNTRY CODE IF OUTSIDE TANZANIA THEN GO TO THE NEXT QUESTION</p> <p>CODES FOR THE 8th BOX Rural =1 Regional /District Headquarters =2 Other Urban= 3</p>	<p>In which region/country was [NAME] born?</p> <p>WRITE CODE FOR COUNTRY, REGION AND DISTRICT IF BORN IN TANZANIA OR COUNTRY CODE IF BORN OUTSIDE TANZANIA.</p> <p>IF COUNTRY OF BIRTH IS UNKNOWN WRITE "9999999"</p> <p>► IF THE RESPONDENT WAS BORN IN THE REGION WHERE THE INTERVIEW IS TAKING PLACE GO TO D10</p>
0 1	|_|_|	|_|_|	|_|_|_|	|_|_|_|_|	|_|_|_|_|
0 2	|_|_|	|_|_|	|_|_|_|	|_|_|_|_|	|_|_|_|_|
0 3	|_|_|	|_|_|	|_|_|_|	|_|_|_|_|	|_|_|_|_|
0 4	|_|_|	|_|_|	|_|_|_|	|_|_|_|_|	|_|_|_|_|
0 5	|_|_|	|_|_|	|_|_|_|	|_|_|_|_|	|_|_|_|_|
0 6	|_|_|	|_|_|	|_|_|_|	|_|_|_|_|	|_|_|_|_|
0 7	|_|_|	|_|_|	|_|_|_|	|_|_|_|_|	|_|_|_|_|
0 8	|_|_|	|_|_|	|_|_|_|	|_|_|_|_|	|_|_|_|_|

SECTION A: IDENTIFICATION

Region	District	Council	Constituency	Division/Wadi	Ward/Shehia	Village/Mtaa	Hamlet/Enumeration Area (EA)	Household Number	CONFIDENTIAL

SECTION D: MIGRATION INFORMATION

B01	D06 TIME OF ARRIVE	D07 LIVING PERIOD	D08 PREVIOUS RESIDENCE	D09 MAIN REASON FOR MIGRATION	D10 PLACE OF RESIDENCE IN YEAR 2012	D11 PLACE OF RESIDENCE IN YEAR 2021																																		
No.	When did [NAME] arrive to live in this region/country? WRITE MONTH AND YEAR OF ARRIVAL OF A CURRENT PLACE MM YYYY	How long has [NAME] been living in this region/Country? WRITE COMPLETE YEARS. IF LESS THAN ONE YEAR WRITE "00"	Where was [NAME] living before coming here? IF IN TANZANIA WRITE CODE 01 FOR RURAL, 02 FOR URBAN AREA AND COUNTRY CODE FOR OUTSIDE TANZANIA AND IF COUNTRY IS UNKNOWN WRITE CODE 999	What was [NAME's] main reason for moving to this region/to Tanzania? <table border="1" style="width:100%; border-collapse: collapse; font-size: 8px;"> <tr><td style="width:10%;">01</td><td>To take up a paid job</td></tr> <tr><td>02</td><td>Job transfer</td></tr> <tr><td>03</td><td>To look for work/green pasture/clients</td></tr> <tr><td>04</td><td>Study/training</td></tr> <tr><td>05</td><td>Marriage</td></tr> <tr><td>06</td><td>Family moved/joining family</td></tr> <tr><td>07</td><td>Medical treatment/health care</td></tr> <tr><td>08</td><td>Conflict/insecurity/natural disaster</td></tr> <tr><td>09</td><td>Looking for suitable land for agriculture</td></tr> <tr><td>10</td><td>Looking for suitable site for fishery activities</td></tr> <tr><td>11</td><td>Looking for suitable grazing land</td></tr> <tr><td>12</td><td>Cost of living</td></tr> <tr><td>13</td><td>Moving into a new homestead</td></tr> <tr><td>14</td><td>Visit friend/family</td></tr> <tr><td>15</td><td>Conflict of Marriage/Family</td></tr> <tr><td>16</td><td>Death of parent (s)</td></tr> <tr><td>17</td><td>To be cared</td></tr> </table>	01	To take up a paid job	02	Job transfer	03	To look for work/green pasture/clients	04	Study/training	05	Marriage	06	Family moved/joining family	07	Medical treatment/health care	08	Conflict/insecurity/natural disaster	09	Looking for suitable land for agriculture	10	Looking for suitable site for fishery activities	11	Looking for suitable grazing land	12	Cost of living	13	Moving into a new homestead	14	Visit friend/family	15	Conflict of Marriage/Family	16	Death of parent (s)	17	To be cared	In which Region /Country was [NAME] living during 2012 census? WRITE CODE FOR THE COUNTRY, REGION AND DISTRICT IF LIVING IN TANZANIA, OR COUNTRY CODE IF LIVING OUTSIDE TANZANIA THEN GO TO THE NEXT QUESTION IF COUNTRY IS UNKNOWN WRITE CODE 999 ► TO BE ASKED FOR PERSONS AGED 11 YEARS OR ABOVE	In which Region /Country was [NAME] living in 2021? WRITE CODE FOR THE COUNTRY, REGION AND DISTRICT IF LIVING IN TANZANIA, OR COUNTRY CODE IF LIVING OUTSIDE TANZANIA THEN GO TO THE NEXT QUESTION ► FOR CHILDREN AGED '00' DON'T ASK THIS QUESTION SKIP TO E01
01	To take up a paid job																																							
02	Job transfer																																							
03	To look for work/green pasture/clients																																							
04	Study/training																																							
05	Marriage																																							
06	Family moved/joining family																																							
07	Medical treatment/health care																																							
08	Conflict/insecurity/natural disaster																																							
09	Looking for suitable land for agriculture																																							
10	Looking for suitable site for fishery activities																																							
11	Looking for suitable grazing land																																							
12	Cost of living																																							
13	Moving into a new homestead																																							
14	Visit friend/family																																							
15	Conflict of Marriage/Family																																							
16	Death of parent (s)																																							
17	To be cared																																							
0 1																																								
0 2																																								
0 3																																								
0 4																																								
0 5																																								
0 6																																								
0 7																																								
0 8																																								

SECTION A: IDENTIFICATION

Region

District

Council

Constituency

Division/Wadi

Ward/Shehia

Village/Mtaa

Hamlet/Enumeration Area (EA)

Household Number

CONFIDENTIAL

SECTION E: INFORMATION ON POSSESSION OF NATIONAL DOCUMENTS AND ORPHANHOOD

B01	E01	BIRTH CERTIFICATE, PASSPORT, AND HEALTH INSURANCE	E02	OTHER DOCUMENTS - FOR PERSON AGED 18+	E02F	ENTREPRENEUR ID - FOR PERSON AGED 5+	E03	SURVIVAL OF PARENTS (APPLICABLE TO PERSONS BELOW AGE 18)																															
No.		<p>Does [NAME] have the following Identification? Yes = 1 No = 2 Don't know = 9</p> <p>QUESTION E01F SHOULD BE ASKED FOR A PERSON AGED 60 YEARS OR ABOVE</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td>Birth Certificate</td> <td>Birth Notification</td> <td>Travel Passport</td> <td>National Health Insurance/ Community Health Insurance</td> <td>Other Health Insurance</td> <td>Card for elderly treatment</td> </tr> <tr> <td></td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> </table>		Birth Certificate	Birth Notification	Travel Passport	National Health Insurance/ Community Health Insurance	Other Health Insurance	Card for elderly treatment		A	B	C	D	E	F		<p>Does [NAME] have the following National Documents? Yes = 1 No = 2 Don't know = 9</p> <p>► IF D01 NOT TANZANIAN DON'T ASK CODE C, E AND F</p> <p>E02A1: IF A or B IS CODE 1, ASK, Please, mention National ID number of [NAME]</p> <p>E02C1: IF CODE C IS 1, ASK, Please, mention Zanzibar ID number of [NAME]</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td>National ID (NIDA)</td> <td>National ID Number (NIDA)</td> <td>Zanzibar ID</td> <td>Driving Licence</td> <td>Voter's ID</td> <td>FILL ID NUMBER</td> </tr> <tr> <td></td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td></td> </tr> </table>		National ID (NIDA)	National ID Number (NIDA)	Zanzibar ID	Driving Licence	Voter's ID	FILL ID NUMBER		A	B	C	D	E			<p>► IF D01 NOT TANZANIAN DON'T ASK THIS QUESTION</p> <p>Does [NAME] have small entrepreneur ID? Yes = 1 No = 2 Don't know = 9</p> <p>IF CODE 2 OR 9 SKIP TO E03</p> <p>E02F1: IF CODE 1, ASK, Please, mention Entrepreneur ID number of [NAME]</p> <p>IF ID IS NOT FOUND OR DOES NOT REMEMBER THE ID NUMBER WRITE CODE "999999999"</p> <p align="center">FILL ID NUMBER</p>		<p>Is [NAME]'s Father alive? Is [NAME]'s Mother alive?</p> <p>Yes = 1 No = 2 Don't Know = 9</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td>Father</td> <td>Mother</td> </tr> </table>		Father	Mother
	Birth Certificate	Birth Notification	Travel Passport	National Health Insurance/ Community Health Insurance	Other Health Insurance	Card for elderly treatment																																	
	A	B	C	D	E	F																																	
	National ID (NIDA)	National ID Number (NIDA)	Zanzibar ID	Driving Licence	Voter's ID	FILL ID NUMBER																																	
	A	B	C	D	E																																		
	Father	Mother																																					
0	1																																						
0	2																																						
0	3																																						
0	4																																						
0	5																																						
0	6																																						
0	7																																						
0	8																																						

SECTION A: IDENTIFICATION

Region	District	Council	Constituency	Division/Wadi	Ward/Shehia	Village/Mtaa	Hamlet/Enumeration Area (EA)	Household Number	CONFIDENTIAL
--------	----------	---------	--------------	---------------	-------------	--------------	------------------------------	------------------	--------------

SECTION F: EDUCATION INFORMATION - ALL PERSONS AGED 4 YEARS OR ABOVE

B01	F01 READING AND WRITING	F01A NUMERACY	F02 SCHOOL ATTENDANCE	F03 REASON FOR SCHOOL DROPOUT - 4 TO 24 YEARS	F04 LEVEL OF EDUCATION																										
No.	Can [NAME] read and write a short sentence in Kiswahili, English, Kiswahili and English or any other language? Kiswahili = 1 English = 2 Kiswahili and English = 3 Other Languages = 4 Illiterate = 5	Can [NAME] do a simple arithmetics addition, subtraction, division or multiplication? Yes = 1 No = 2	Is [NAME] currently attending, partially attended, completed or never attended school? Now attending =1 Partially attended =2 Completed =3 Never attended =4 ► IF CODE 1 OR 3 SKIP TO F04	What was the main reason for [NAME] school dropout/never attended? <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <td>Financial Constraints</td> <td>School too far away</td> <td>Ill/Sick</td> <td>Disability</td> <td>Pregnancy</td> <td>Truancy/Refusal</td> <td>Indispline behaviour /Expulsion</td> <td>To work/looking for work</td> <td>Caring for the sick/children</td> <td>Marriage</td> <td>Difficulty/dangerous environment</td> <td>Unfriendly infrastructure</td> <td>Not started school</td> </tr> <tr> <td>01</td> <td>02</td> <td>03</td> <td>04</td> <td>05</td> <td>06</td> <td>07</td> <td>08</td> <td>09</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> </tr> </table>	Financial Constraints	School too far away	Ill/Sick	Disability	Pregnancy	Truancy/Refusal	Indispline behaviour /Expulsion	To work/looking for work	Caring for the sick/children	Marriage	Difficulty/dangerous environment	Unfriendly infrastructure	Not started school	01	02	03	04	05	06	07	08	09	10	11	12	13	► ASK IF F02 CODED 1, 2 OR 3 What level of education has [NAME] completed or is currently attending? WRITE THE APPROPRIATE CODE
Financial Constraints	School too far away	Ill/Sick	Disability	Pregnancy	Truancy/Refusal	Indispline behaviour /Expulsion	To work/looking for work	Caring for the sick/children	Marriage	Difficulty/dangerous environment	Unfriendly infrastructure	Not started school																			
01	02	03	04	05	06	07	08	09	10	11	12	13																			
0 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																										
0 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																										
0 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																										
0 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																										
0 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																										
0 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																										
0 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																										
0 8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																										

CODES FOR F03

Education level	Code
Pre Primary	00
Std 1	01
Std 2	02
Std 3	03
Std 4	04
Std 5	05
Std 6	06
Std 7	07
Std 8	08

Secondary Education

Education level	Code
Pre form one	18
Form 1	09
Form 2	10
Form 3	11
Form 4	12
Form 5	13
Form 6	14

Education after Primary/Secondary School

Education level	Code
University and other related	15
Training after Primary Education	16
Training after secondary education	17
Unit (People with mental disabilities/mental health disabilities)	19

SECTION A: IDENTIFICATION

Region	District	Council	Constituency	Division/Wadi	Ward/Shehia	Village/Mtaa	Hamlet/Enumeration Area (EA)	Household Number	CONFIDENTIAL
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

SECTION G: INFORMATION ON ECONOMIC ACTIVITY - ALL PERSONS AGED 5 YEARS OR ABOVE

B01	G01	WORK DURING LAST WEEK					G02	TEMPORARY ABSENCE		G03	SEEKING WORK		G04	AVAILABLE TO WORK	
No.	During the period of Last week, which of the following work/activity did [NAME] do for many hours?					Even though [NAME] did not work last week, did [NAME] have a paid job, or any kind of business, or farming or other activity to generate income that you were absent from and definitely you will return to?		Did [YOU/NAME] taken any steps during the past four weeks to look for a paid job or start a business or an activity to generate income?		At present are [YOU/NAME] available to take up a paid job, or do any kind of business, farming or any activity to generate income if such opportunity arises?					
	ENUMERATOR: READ CATEGORIES					EXAMPLES OF TEMPORARY ABSENCE • WAGE JOBS: LEAVE, STOOD DOWN, ILLNESS, STUDY LEAVE BUT STILL ATTACHED TO A JOB • BUSINESS/AGRIC: TEMPORARY ABSENCES WHILE ACTIVITY CONTINUES DURING THAT ABSENCE; • UNPAID WORKERS AND CASUAL WORKERS SHOULD NOT BE INCLUDED UNDER TEMPORARY ABSENT.				Yes	No	Yes	No		
	To take up a paid job	Do activity or business for generate income/help a family member in paid job or business?	Work or help in family agricultural activities including crop farming, livestock or fishing?	Own account work - Prepare or preserved food or drinks for storage/Construction work or help a family member with similar	Did not do any work or activity					1	2	1	2		
	1	2	3	4	5		Yes 1	No 2							
	▶ IF CODE 1, 2, 3 OR 4 SKIP TO G05					▶ IF CODE 1 SKIP TO G05						▶ FOR ANY ANSWER SKIP TO G08			
0	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						<input type="text"/>	<input type="text"/>		
0	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						<input type="text"/>	<input type="text"/>		
0	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						<input type="text"/>	<input type="text"/>		
0	4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						<input type="text"/>	<input type="text"/>		
0	5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						<input type="text"/>	<input type="text"/>		
0	6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						<input type="text"/>	<input type="text"/>		
0	7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						<input type="text"/>	<input type="text"/>		
0	8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						<input type="text"/>	<input type="text"/>		

SECTION A: IDENTIFICATION

Region	District	Council	Constituency	Division/Wadi	Ward/Shehia	Village/Mtaa	Hamlet/Enumeration Area (EA)	Household Number	CONFIDENTIAL

SECTION G: INFORMATION ON ECONOMIC ACTIVITY - ALL PERSONS AGED 5 YEARS OR ABOVE

B01	G05	OCCUPATION	G06	OWNER OF THE ENTERPRISE	G07	MAIN ECONOMIC ACTIVITY	G08	MINING AND QUARRYING ACTIVITY	G09	EMPLOYMENT STATUS																																																
No.		<p>ENUMERATOR: THE FOLLOWING QUESTIONS ARE ABOUT [NAME'S] MAIN JOB OR BUSINESS. YOUR MAIN JOB IS THE ONE ON WHICH YOU USUALLY SPEND MOST OF YOUR WORKING TIME INCLUDING THOSE WHO WERE TEMPORARY ABSENT</p> <p>In main job, what kind of work does [NAME] usually do?</p> <p>WRITE OCCUPATION FULLY OR AT LEAST IN TWO WORDS</p>		<p>In your main work, who is the owner of the enterprise?</p> <table border="1" style="width:100%; border-collapse: collapse; font-size: 8px;"> <tr> <td style="width:10%; text-align:center;">Central Government</td> <td style="width:10%; text-align:center;">Local Government</td> <td style="width:10%; text-align:center;">Parastatal Organization</td> <td style="width:10%; text-align:center;">NGO/religious organisation, political party, Non-profit institution</td> <td style="width:10%; text-align:center;">International organization or foreign embassy</td> <td style="width:10%; text-align:center;">Private business (non-farm)</td> <td style="width:10%; text-align:center;">Registered partnership or cooperative</td> <td style="width:10%; text-align:center;">Own or family farm</td> <td style="width:10%; text-align:center;">Household(s) domestic worker</td> <td style="width:10%; text-align:center;">Household - Other economic activities</td> <td style="width:10%; text-align:center;">Other Private</td> </tr> <tr> <td style="text-align:center;">01</td> <td style="text-align:center;">02</td> <td style="text-align:center;">03</td> <td style="text-align:center;">04</td> <td style="text-align:center;">05</td> <td style="text-align:center;">06</td> <td style="text-align:center;">07</td> <td style="text-align:center;">08</td> <td style="text-align:center;">09</td> <td style="text-align:center;">10</td> <td style="text-align:center;">11</td> </tr> </table>	Central Government	Local Government	Parastatal Organization	NGO/religious organisation, political party, Non-profit institution	International organization or foreign embassy	Private business (non-farm)	Registered partnership or cooperative	Own or family farm	Household(s) domestic worker	Household - Other economic activities	Other Private	01	02	03	04	05	06	07	08	09	10	11		<p>What is the main activity of the business or place where [NAME] work[s]?</p> <p>WRITE ACTIVITY FULLY OR AT LEAST IN TWO WORDS</p>		<p>During the period of 12 Months that is from August 2021 to the day before the census Night, Did [YOU/NAME] work on the following mining or quarrying activities?</p> <p>► IF CODE "Z" SKIP TO QN. G10</p> <p>READ RESPONSES</p> <table border="1" style="width:100%; border-collapse: collapse; font-size: 8px;"> <tr> <td style="width:10%; text-align:center;">Tanzanite</td> <td style="width:10%; text-align:center;">Gold</td> <td style="width:10%; text-align:center;">Diamond</td> <td style="width:10%; text-align:center;">Sands</td> <td style="width:10%; text-align:center;">stone/gravel</td> <td style="width:10%; text-align:center;">Other precious gems</td> <td style="width:10%; text-align:center;">Other non-precious gems</td> <td style="width:10%; text-align:center;">Not Applicable</td> </tr> <tr> <td style="text-align:center;">A</td> <td style="text-align:center;">B</td> <td style="text-align:center;">C</td> <td style="text-align:center;">D</td> <td style="text-align:center;">E</td> <td style="text-align:center;">F</td> <td style="text-align:center;">G</td> <td style="text-align:center;">Z</td> </tr> </table>	Tanzanite	Gold	Diamond	Sands	stone/gravel	Other precious gems	Other non-precious gems	Not Applicable	A	B	C	D	E	F	G	Z		<p>In [YOUR/NAME'S] job, [do/does] [YOU/NAME] work as....?</p> <table border="1" style="width:100%; border-collapse: collapse; font-size: 8px;"> <tr> <td style="width:10%; text-align:center;">Paid Employee</td> <td style="width:10%; text-align:center;">Self Employed without employees</td> <td style="width:10%; text-align:center;">Self employed with employees</td> <td style="width:10%; text-align:center;">casual worker</td> <td style="width:10%; text-align:center;">Workers not classifiable by status</td> </tr> <tr> <td style="text-align:center;">1</td> <td style="text-align:center;">2</td> <td style="text-align:center;">3</td> <td style="text-align:center;">4</td> <td style="text-align:center;">5</td> </tr> </table>	Paid Employee	Self Employed without employees	Self employed with employees	casual worker	Workers not classifiable by status	1	2	3	4	5
Central Government	Local Government	Parastatal Organization	NGO/religious organisation, political party, Non-profit institution	International organization or foreign embassy	Private business (non-farm)	Registered partnership or cooperative	Own or family farm	Household(s) domestic worker	Household - Other economic activities	Other Private																																																
01	02	03	04	05	06	07	08	09	10	11																																																
Tanzanite	Gold	Diamond	Sands	stone/gravel	Other precious gems	Other non-precious gems	Not Applicable																																																			
A	B	C	D	E	F	G	Z																																																			
Paid Employee	Self Employed without employees	Self employed with employees	casual worker	Workers not classifiable by status																																																						
1	2	3	4	5																																																						
		DESCRIPTION		TASCO CODES		DESCRIPTION		ISIC CODES																																																		
0	1																																																									
0	2																																																									
0	3																																																									
0	4																																																									
0	5																																																									
0	6																																																									
0	7																																																									
0	8																																																									

SECTION A: IDENTIFICATION

Region

District

Council

Constituency

Division/Wadi

Ward/Shehia

Village/Mtaa

Hamlet/Enumeration Area (EA)

Household Number

CONFIDENTIAL

SECTION G: INFORMATION ON ECONOMIC ACTIVITY - ALL PERSONS AGED 5 YEARS OR ABOVE

B01	G10	AGRICULTURAL ACTIVITIES	G11	TYPES OF CROPS	G11A	LEGAL RIGHT OVER THE OWNERSHIP	G12	TYPES OF LIVESTOCK	G13	TYPES OF FISHERY AND ACQUACULTURE	G14	TYPES OF FOREST TREES	
No.	Does [NAME] involved in agricultural activities during 2021/22 agricultural year? MULTIPLE RESPONSE IS ALLOWED ► IF CODE Z SKIP TO QN. G15		Fill Crop Type Codes (At most two)		What legal right do you have over the ownership of the land used for crop production in the agricultural year 2021/22?		Fill Livestock Type Codes (At most two)		Fill Capture Fishery, Acquaculture Activity and Sea Weeds production Codes (At most two)		Fill Forestry/Tree Activity Type Codes (At most two)		
		Crop Farming A	Livestock Keeping B	Capture Fishery and Acquaculture (Fish farming, Crab, Sea Weeds production etc) C	Forestry/Tree Activity D	Not Applicable Z			1st LIVESTOCK	2nd LIVESTOCK	1st ACTIVITY	2nd ACTIVITY	
				FIRST CROP	SECOND CROP	Title deed A	Customary law B	Contract C	Rented D	Share cropped E	Land under other forms of tenure F	Does not own G	Don't know Z
0	1												
0	2												
0	3												
0	4												
0	5												
0	6												
0	7												
0	8												

Codes for COL. G11

Maize	11
Paddy	12
Sorghum	13
Buirush Millet	14
Finger Millet	15
Wheat	16
Barley	17
Cassava	21
Sweet Potatoes	22
Irish potatoes	23
Yams	24
Cocoyams	25
Onions	26
Ginger	27
Garlic	28
Beans	31
Cowpeas	32
Green gram	33
Pigeon pea	34
Lentils	35
Bambara nuts	36

Field peas	37
Fiwi	101
Sunflower	41
Sesame	42
Groundnut	43
Palm Oil	44
Coconut	45
Soyabeans	47
Caster seed	48
Cotton	50
Malay apple	38
Bread fruit	67
Jack fruit	69
Passion Fruit	70
Solanum Nigrum	903
collard greens	904
Grapefruit	77
Pomelo	68
Bilimbi	98
Star fruit	39
Nutmeg	65

Banana	71
Avocado	72
Mango	73
Papaw	74
Pineapple	75
Orange	76
Grapes	78
Mandarin	79
Guava	80
Plums	81
Apples	82
Pears	83
Peaches	84
Durian	97
Rambutan	99
Custard Apple	200
God Fruit	201
Plum	203
Date	210
Vanilla	212
Strawberry	213

soursop	215
Rassberry	216
flower	217
Lime	851
Lemon	852
Cabbage	86
Spinach	88
Carrot	89
Chilies	90
Amaranth	91
Pumpkins	92
Cucumber	93
Egg Plant	94
Water Melon	95
Cauliflower	96
Okra	100
Coriander seed	102
Tomatoes	871
White eggplant	872
Green pepper	901
Brocol	905

Seaweed	19
Cashew nut	46
Tobacco	51
Pyrethrum	52
Sisal	53
Coffee	54
Tea	55
Cocoa	56
Rubber	57
Sugar cane	60
Cardamom	61
Jute	62
Cinnamon	64
Clove	66
Olive	110
Green Tomato	300
Lemon grass	307
Other	998
Pumpkin leaves	906
Black Pepper	18
Not applicable	999

Codes for COL. G12

Cattle	1
Goat	2
Sheep	3
Pig	4
Horse	5
Donkey	6
Chicken	7
Duck	8
Turkey	9
Rabbit	10
Other livestock	98
Not Applicable	99

Codes for COL. G13

Capture Fishery	1
Acquaculture (fish farming, crab, etc exclude sea weed)	2
Sea Weed Production	3
Not Applicable	9

Codes for COL. G14

Bee Keeping	1
Production of Seedling	2
Tree Plantation	3
Forest Product	4
Gathering and Hunting	5
Other forestry activities	8
Not Applicable	9

SECTION A: IDENTIFICATION

Region	District	Council	Constituency	Division/Wadi	Ward/Shehia	Village/Mtaa	Hamlet/Enumeration Area (EA)	Household Number	CONFIDENTIAL

SECTION G: INFORMATION ON ECONOMIC ACTIVITY - ALL PERSONS AGED 5 YEARS OR ABOVE

B01	G15	INFORMAL ECONOMIC ACTIVITIES	G16	ECONOMIC ACTIVITY	G17	BUSINESS LOCATION	G18	MACHINGA UNION FEDERATION - SHIUMA MEMBERSHIP	G19	CURRENT CAPITAL (TZS)	G20	MAIN SOURCE OF CAPITAL										
No.		Does [NAME] engage in any informal economic activity? Yes = 1 | No = 2 ▶ IF CODE 2 SKIP TO H01		What is the main activity of [NAME]'s business? WRITE ACTIVITY FULLY OR AT LEAST IN TWO WORDS DESCRIPTION ISIC CODE		In which area does [NAME] mostly work?		Is [NAME] a member of Machinga Union Federation (SHIUMA)? Yes = 1 | No = 2		Currently, how much capital does [NAME] have? Less than 10,000 10,000 - 49,999 50,000 - 99,999 100,000 - 199,999 200,000 - 499,999 500,000 - 999,999 1,000,000 - 9,999,999 10,000,000 or more		What is the main source of [NAME]'s capital? Own sources (Personal savings from salary/crops Government assistance Loan from Government TASAF Private persons assistance (friends, Donor Assistance/Loan Loan from Banks Loan from Pension Funds (PSSSF, NSSF, etc) Loan from Cooperatives associations Employer Assistance Loan from Employer Loan from SACCOs/WCOBA Loan from SHIUMA										
									1	2	3	4	5	6	7	8	9	10	11	12	13	
0	1																					
0	2																					
0	3																					
0	4																					
0	5																					
0	6																					
0	7																					
0	8																					

CODES FOR QUESTION G17

WITHOUT PERMANENT PREMISES

Hawking/mobile	01
Improvised post on the roadside	02
Permanent post on the roadside	03
Vehicle, motor bike, Tricycle, Bicycle	04
Customer's home	05
In my own/partner's home without special installation	06
Online bussiness	07
Improvised post in a market	08
Garbage area	09
Construction sites	10
Other without permanent premises	11

WITH PERMANENT PREMISES

Permanent premises in a market (shop, kiosk, shed)	12
Workshop, shop, restaurant, hotel	13
Taxi station in permanent structure/ Public transport with fixed route	14
Bicycle /Boda boda/ Tricycle stations	15
Mining site	16
Farm/fishing or grazing area	17
Industrial area	18
Other area with permanent premises	19
In my own/partner's home with special installation	20

SECTION A: IDENTIFICATION

Region	District	Council	Constituency	Division/Wadi	Ward/Shehia	Village/Mtaa	Hamlet/Enumeration Area (EA)	Household Number	CONFIDENTIAL

SECTION H: LAND OWNERSHIP AND INFORMATION REGARDING ICT

B01	LAND OWNERSHIP - ALL PERSONS					INFORMATION REGARDING ICT - 4 YEARS OR ABOVE																							
No.	H01	OWNERSHIP OF LAND				H02	TITLE DEED				H03	EQUIPMENTS OWNERSHIP				H04	EQUIPMENTS USED				H05	EQUIPMENT USE							
		Does [NAME] own any agricultural or non agricultural land either alone or jointly with someone else? ▶ IF THE ANSWER IS 4 OR 9 SKIP TO H03					Does [NAME] have title deed with his/her name on it?					Did [NAME] own the following equipments in the past 3 months? YES = 1 | NO = 2 | Don't Know = 9					Did [NAME] use the following equipments in the past 3 months? Yes = 1 | No = 2 | Don't Know = 9 ▶ IF CODE 2 OR/AND 9 FOR ALL, SKIP TO QN. I01					In which of the following activities did [YOU/NAME] you use the equipments? Yes = 1 | No = 2 | Don't Know = 9 READ ALL CATEGORIES							
		Alone	Jointly	Both alone and jointly	Does not own	Don't Know		Alone	Jointly	Both alone and jointly	No title deed	Don't Know		Smart phone/Tablet	Mobile phone	Desktop	Laptop		Smart phone/Tablet	Mobile phone	Desktop	Laptop		Communication	Search/receive information	Online business	Learning	Playing games/Entertainment	Sending and receiving money
		1	2	3	4	9		1	2	3	4	9		A	B	C	D		A	B	C	D		A	B	C	D	E	F
0 1																													
0 2																													
0 3																													
0 4																													
0 5																													
0 6																													
0 7																													
0 8																													

SECTION A: IDENTIFICATION

Region	District	Council	Constituency	Division/Wadi	Ward/Shehia	Village/Mtaa	Hamlet/Enumeration Area (EA)	Household Number	CONFIDENTIAL

SECTION I: INFORMATION ON FERTILITY - FEMALES AGED 10 YEARS OR ABOVE

B01	CHILDREN EVER BORN - CHILDREN SURVIVING				FERTILITY IN LAST 12 MONTHS FOR WOMEN AGED 10 TO 49 YEARS	
No.	101 BIRTH	102 BORN ALIVE IN HOUSEHOLD	103 BORN ALIVE LIVING ELSEWHERE	104 CHILDREN DIED	105 CHILDREN BORN ALIVE	
	Have you ever given live birth? Yes = 1 | No = 2 ► IF CODE "2" SKIP TO 104	How many male/female children were born alive to [NAME] and are now living with you/her in this household? IF SHE IS NOT LIVING WITH ANY OF HER CHILDREN WRITE "00" FEMALE MALE	How many male/female children were born alive to [NAME] and are now living elsewhere? IF SHE HAS NO CHILDREN LIVING ELSEWHERE WRITE "00" FEMALE MALE	How many male/female children were born alive to [NAME] and are now unfortunately dead? IF NONE OF HER CHILDREN HAS DIED WRITE "00" ► IF QN 101 = 2 AND 104 = 0 SKIP TO J01 FEMALE MALE	How many of the male/female children who were born alive to [NAME] in the last 12 months? (22 AGOST, 2022 BACK TO 23 AGOST, 2021) IF THERE IS NO CHILD SURVIVING WRITE "0" ► IF THERE IS NO CHILD BORN ALIVE IN THE LAST 12 MONTHS WRITE "0" THEN GO SECTION J. DON'T ASK FEMALES AGED 50 YEARS OR ABOVE MALE FEMALE	
0 1						
0 2						
0 3						
0 4						
0 5						
0 6						
0 7						
0 8						

SECTION A: IDENTIFICATION

Region	District	Council	Constituency	Division/Wadi	Ward/Shehia	Hamlet/Enumeration Area (EA)	Kitongoji/Eneo la Kuhesabia Watu (EA)	Household Number	CONFIDENTIAL

SECTION J: INFORMATION ON GENERAL AND MATERNAL DEATHS IN THE HOUSEHOLD

PLEASE RECORD INFORMATION ON DEATHS THAT OCCURRED IN THE HOUSEHOLD DURING THE LAST 12 MONTHS. DO NOT FORGET CHILDHOOD MORTALITY

<p>J01 Was there any death which occurred in this household during the last 12 months? (i.e. 22 AUGUST 2022 - 23 AUGUST 2021)</p> <p>Yes = 1 | No = 2 <input type="checkbox"/></p> <p>▶ IF THE ANSWER IS NO, SKIP TO SECTION K</p>	<p>J02 How many number of death occurred in this household during the last 12 months</p> <p>RECORD THE NUMBER OF DEATHS <input type="text"/> <input type="text"/></p>
--	---

J03	SEX AND AGE OF DECEASED; AND CAUSE OF DEATH					IF DEATH IS OF A WOMAN AGED 10 TO 49 YEARS																	
	J04	SEX OF DECEASED	J05	AGE OF DECEASED	J06	CAUSE OF DEATH	J07	DURING PREGNANCY	J08	DURING CHILDBIRTH	J09	DURING SIX WEEKS	J10	PLACE OF DEATH									
	Death Serial Number	Was the deceased a male or a female? Male =1 Female =2	How old was the deceased at the time of death? WRITE AGE IN COMPLETE YEARS. IF UNDER ONE YEAR WRITE "00" IF 97 YEARS OR ABOVE WRITE '97'	What was the main cause of death? <table border="1" style="width:100%; border-collapse: collapse; font-size: 8px;"> <tr> <td style="text-align:center;">Road Accident</td> <td style="text-align:center;">Other Accidents</td> <td style="text-align:center;">Suicide</td> <td style="text-align:center;">Domestic Violence/Homicide</td> <td style="text-align:center;">Sickness/Disease</td> <td style="text-align:center;">Maternal Death</td> <td style="text-align:center;">Killed</td> <td style="text-align:center;">Unspecified reasons</td> </tr> <tr> <td style="text-align:center;">1</td> <td style="text-align:center;">2</td> <td style="text-align:center;">3</td> <td style="text-align:center;">4</td> <td style="text-align:center;">5</td> <td style="text-align:center;">6</td> <td style="text-align:center;">7</td> <td style="text-align:center;">8</td> </tr> </table>	Road Accident	Other Accidents	Suicide	Domestic Violence/Homicide	Sickness/Disease	Maternal Death	Killed	Unspecified reasons	1	2	3	4	5	6	7	8	Did the death occur during pregnancy? Yes = 1 No = 2 ▶ IF CODE 1 SKIP TO QUESTION J10	Did the death occur during childbirth? Yes = 1 No = 2 ▶ IF CODE 1 SKIP TO QUESTION J10	Did the death occur during the 6 weeks period following the end of pregnancy, irrespective of the way the pregnancy ended? Yes = 1 No = 2
Road Accident	Other Accidents	Suicide	Domestic Violence/Homicide	Sickness/Disease	Maternal Death	Killed	Unspecified reasons																
1	2	3	4	5	6	7	8																
0 1	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
0 2	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
0 3	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
0 4	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
0 5	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
0 6	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
0 7	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
0 8	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											

SECTION A: IDENTIFICATION

Region	District	Council	Constituency	Division/Wadi	Ward/Shehia	Village/Mtaa	Hamlet/Enumeration Area (EA)	Household Number	CONFIDENTIAL

SECTION K: HOUSING OWNERSHIP, CONDITIONS, CHARACTERISTICS AND ASSETS

<p>K01 OWNERSHIP OF THE HOUSE/BUILDING</p> <p>What is the ownership status of the main dwelling used by this household?</p> <p>► IF CODE 2 or ABOVE SKIP TO K03</p> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 10px auto;"></div> <table border="1" style="width:100%; border-collapse: collapse; margin-top: 10px;"> <tr><td style="text-align:center;">1</td><td style="text-align:center;">Owned by household</td></tr> <tr><td style="text-align:center;">2</td><td style="text-align:center;">Lived in without paying any rent</td></tr> <tr><td style="text-align:center;">3</td><td style="text-align:center;">Rented privately</td></tr> <tr><td style="text-align:center;">4</td><td style="text-align:center;">Rented by employer</td></tr> <tr><td style="text-align:center;">5</td><td style="text-align:center;">Rented by Government at subsidize rent</td></tr> <tr><td style="text-align:center;">6</td><td style="text-align:center;">Owned by employeir - free of charge</td></tr> <tr><td style="text-align:center;">7</td><td style="text-align:center;">Owned by employer - with rent</td></tr> </table>	1	Owned by household	2	Lived in without paying any rent	3	Rented privately	4	Rented by employer	5	Rented by Government at subsidize rent	6	Owned by employeir - free of charge	7	Owned by employer - with rent	<p>K02 LEGAL RIGHT OVER THE OWNERSHIP</p> <p>What legal right do you have over the ownership of this land where your house is built?</p> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 10px auto;"></div> <table border="1" style="width:100%; border-collapse: collapse; margin-top: 10px;"> <tr><td style="text-align:center;">1</td><td style="text-align:center;">Title deed</td></tr> <tr><td style="text-align:center;">2</td><td style="text-align:center;">Residential licence</td></tr> <tr><td style="text-align:center;">3</td><td style="text-align:center;">Letter of offer/Acknowledgement of payments</td></tr> <tr><td style="text-align:center;">4</td><td style="text-align:center;">Customary ownership</td></tr> <tr><td style="text-align:center;">5</td><td style="text-align:center;">Contract</td></tr> <tr><td style="text-align:center;">6</td><td style="text-align:center;">Land Registration Card (Zanzibar)</td></tr> <tr><td style="text-align:center;">7</td><td style="text-align:center;">Official document from Mtaa/Kijiji/Shehia</td></tr> <tr><td style="text-align:center;">8</td><td style="text-align:center;">No legal right</td></tr> </table>	1	Title deed	2	Residential licence	3	Letter of offer/Acknowledgement of payments	4	Customary ownership	5	Contract	6	Land Registration Card (Zanzibar)	7	Official document from Mtaa/Kijiji/Shehia	8	No legal right	<p>K03 ROOFING MATERIALS</p> <p>What is the main roofing material used for the main building of this household?</p> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 10px auto;"></div> <table border="1" style="width:100%; border-collapse: collapse; margin-top: 10px;"> <tr><td style="text-align:center;">1</td><td style="text-align:center;">Iron sheets</td></tr> <tr><td style="text-align:center;">2</td><td style="text-align:center;">Tiles</td></tr> <tr><td style="text-align:center;">3</td><td style="text-align:center;">Concrete</td></tr> <tr><td style="text-align:center;">4</td><td style="text-align:center;">Asbestos</td></tr> <tr><td style="text-align:center;">5</td><td style="text-align:center;">Grass/Leaves</td></tr> <tr><td style="text-align:center;">6</td><td style="text-align:center;">Mud and Leaves</td></tr> <tr><td style="text-align:center;">7</td><td style="text-align:center;">Plastics/Box</td></tr> <tr><td style="text-align:center;">8</td><td style="text-align:center;">Tent</td></tr> </table>	1	Iron sheets	2	Tiles	3	Concrete	4	Asbestos	5	Grass/Leaves	6	Mud and Leaves	7	Plastics/Box	8	Tent	<p>K04 FLOORING MATERIALS</p> <p>What is the main flooring material used for the main building of this household?</p> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 10px auto;"></div> <table border="1" style="width:100%; border-collapse: collapse; margin-top: 10px;"> <tr><td style="text-align:center;">1</td><td style="text-align:center;">Cement</td></tr> <tr><td style="text-align:center;">2</td><td style="text-align:center;">Ceramic tiles</td></tr> <tr><td style="text-align:center;">3</td><td style="text-align:center;">Parquet or Polished wood</td></tr> <tr><td style="text-align:center;">4</td><td style="text-align:center;">Terazzo</td></tr> <tr><td style="text-align:center;">5</td><td style="text-align:center;">Vinyl or Asphalt strips</td></tr> <tr><td style="text-align:center;">6</td><td style="text-align:center;">Wood Planks</td></tr> <tr><td style="text-align:center;">7</td><td style="text-align:center;">Palm/Bamboo</td></tr> <tr><td style="text-align:center;">8</td><td style="text-align:center;">Earth/Sand</td></tr> <tr><td style="text-align:center;">9</td><td style="text-align:center;">Dung</td></tr> <tr><td style="text-align:center;">10</td><td style="text-align:center;">Tent/Containers</td></tr> </table>	1	Cement	2	Ceramic tiles	3	Parquet or Polished wood	4	Terazzo	5	Vinyl or Asphalt strips	6	Wood Planks	7	Palm/Bamboo	8	Earth/Sand	9	Dung	10	Tent/Containers	<p>K05 WALL MATERIALS</p> <p>What is the main wall material used for the main building of this household?</p> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 10px auto;"></div> <table border="1" style="width:100%; border-collapse: collapse; margin-top: 10px;"> <tr><td style="text-align:center;">1</td><td style="text-align:center;">Stones</td></tr> <tr><td style="text-align:center;">2</td><td style="text-align:center;">Cement bricks/rock bricks</td></tr> <tr><td style="text-align:center;">3</td><td style="text-align:center;">Sundried bricks</td></tr> <tr><td style="text-align:center;">4</td><td style="text-align:center;">Burnt bricks</td></tr> <tr><td style="text-align:center;">5</td><td style="text-align:center;">Timber</td></tr> <tr><td style="text-align:center;">6</td><td style="text-align:center;">Timber and Sheets</td></tr> <tr><td style="text-align:center;">7</td><td style="text-align:center;">Poles and mud</td></tr> <tr><td style="text-align:center;">8</td><td style="text-align:center;">Grass</td></tr> <tr><td style="text-align:center;">9</td><td style="text-align:center;">Glass/Aluminium</td></tr> <tr><td style="text-align:center;">10</td><td style="text-align:center;">Tent/Containers</td></tr> </table>	1	Stones	2	Cement bricks/rock bricks	3	Sundried bricks	4	Burnt bricks	5	Timber	6	Timber and Sheets	7	Poles and mud	8	Grass	9	Glass/Aluminium	10	Tent/Containers
1	Owned by household																																																																																									
2	Lived in without paying any rent																																																																																									
3	Rented privately																																																																																									
4	Rented by employer																																																																																									
5	Rented by Government at subsidize rent																																																																																									
6	Owned by employeir - free of charge																																																																																									
7	Owned by employer - with rent																																																																																									
1	Title deed																																																																																									
2	Residential licence																																																																																									
3	Letter of offer/Acknowledgement of payments																																																																																									
4	Customary ownership																																																																																									
5	Contract																																																																																									
6	Land Registration Card (Zanzibar)																																																																																									
7	Official document from Mtaa/Kijiji/Shehia																																																																																									
8	No legal right																																																																																									
1	Iron sheets																																																																																									
2	Tiles																																																																																									
3	Concrete																																																																																									
4	Asbestos																																																																																									
5	Grass/Leaves																																																																																									
6	Mud and Leaves																																																																																									
7	Plastics/Box																																																																																									
8	Tent																																																																																									
1	Cement																																																																																									
2	Ceramic tiles																																																																																									
3	Parquet or Polished wood																																																																																									
4	Terazzo																																																																																									
5	Vinyl or Asphalt strips																																																																																									
6	Wood Planks																																																																																									
7	Palm/Bamboo																																																																																									
8	Earth/Sand																																																																																									
9	Dung																																																																																									
10	Tent/Containers																																																																																									
1	Stones																																																																																									
2	Cement bricks/rock bricks																																																																																									
3	Sundried bricks																																																																																									
4	Burnt bricks																																																																																									
5	Timber																																																																																									
6	Timber and Sheets																																																																																									
7	Poles and mud																																																																																									
8	Grass																																																																																									
9	Glass/Aluminium																																																																																									
10	Tent/Containers																																																																																									
<p>K06 ROOMS FOR SLEEPING</p> <p>How many rooms are available for sleeping in this household?</p> <p>RECORD NUMBER OF ROOMS FOR SLEEPING</p> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 10px auto;"></div>	<p>K07 MAIN SOURCE OF DRINKING WATER</p> <p>What is the main source of drinking water for this household?</p> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 10px auto;"></div> <table border="1" style="width:100%; border-collapse: collapse; margin-top: 10px;"> <tr><td style="text-align:center;">01</td><td style="text-align:center;">Piped water into dwelling</td></tr> <tr><td style="text-align:center;">02</td><td style="text-align:center;">Piped water in the yard/plot</td></tr> <tr><td style="text-align:center;">03</td><td style="text-align:center;">Public tap/standpipe</td></tr> <tr><td style="text-align:center;">04</td><td style="text-align:center;">Neighbours tap/standpipe</td></tr> <tr><td style="text-align:center;">05</td><td style="text-align:center;">Tubewell/borehole</td></tr> <tr><td style="text-align:center;">06</td><td style="text-align:center;">Protected dug well</td></tr> <tr><td style="text-align:center;">07</td><td style="text-align:center;">Unprotected dug well</td></tr> <tr><td style="text-align:center;">08</td><td style="text-align:center;">Protected spring</td></tr> <tr><td style="text-align:center;">09</td><td style="text-align:center;">Unprotected spring</td></tr> <tr><td style="text-align:center;">10</td><td style="text-align:center;">Rain water</td></tr> <tr><td style="text-align:center;">11</td><td style="text-align:center;">Bottled water</td></tr> <tr><td style="text-align:center;">12</td><td style="text-align:center;">Bicycle/Motorcycle/Cart with small tank/drum</td></tr> <tr><td style="text-align:center;">13</td><td style="text-align:center;">Tanker truck</td></tr> <tr><td style="text-align:center;">14</td><td style="text-align:center;">Surface water (river, dam, lake, pond, stream, charco, canal, irrigation channels)</td></tr> </table>	01	Piped water into dwelling	02	Piped water in the yard/plot	03	Public tap/standpipe	04	Neighbours tap/standpipe	05	Tubewell/borehole	06	Protected dug well	07	Unprotected dug well	08	Protected spring	09	Unprotected spring	10	Rain water	11	Bottled water	12	Bicycle/Motorcycle/Cart with small tank/drum	13	Tanker truck	14	Surface water (river, dam, lake, pond, stream, charco, canal, irrigation channels)	<p>K08 MAIN SOURCE OF ENERGY FOR COOKING</p> <p>What is the main source of energy used by this household for cooking?</p> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 10px auto;"></div> <table border="1" style="width:100%; border-collapse: collapse; margin-top: 10px;"> <tr><td style="text-align:center;">01</td><td style="text-align:center;">Electricity (TANESCO/ZECO)</td></tr> <tr><td style="text-align:center;">02</td><td style="text-align:center;">Solar</td></tr> <tr><td style="text-align:center;">03</td><td style="text-align:center;">Generator/private sources</td></tr> <tr><td style="text-align:center;">04</td><td style="text-align:center;">Gas</td></tr> <tr><td style="text-align:center;">05</td><td style="text-align:center;">Biogas</td></tr> <tr><td style="text-align:center;">06</td><td style="text-align:center;">Wind generated Electricity</td></tr> <tr><td style="text-align:center;">07</td><td style="text-align:center;">Paraffin</td></tr> <tr><td style="text-align:center;">08</td><td style="text-align:center;">Coal</td></tr> <tr><td style="text-align:center;">09</td><td style="text-align:center;">Charcoal</td></tr> <tr><td style="text-align:center;">10</td><td style="text-align:center;">Firewood</td></tr> <tr><td style="text-align:center;">11</td><td style="text-align:center;">Wood/ residuals</td></tr> <tr><td style="text-align:center;">12</td><td style="text-align:center;">Animal residuals</td></tr> <tr><td style="text-align:center;">13</td><td style="text-align:center;">Charcoal briquette</td></tr> <tr><td style="text-align:center;">99</td><td style="text-align:center;">Not Applicable</td></tr> </table>	01	Electricity (TANESCO/ZECO)	02	Solar	03	Generator/private sources	04	Gas	05	Biogas	06	Wind generated Electricity	07	Paraffin	08	Coal	09	Charcoal	10	Firewood	11	Wood/ residuals	12	Animal residuals	13	Charcoal briquette	99	Not Applicable																																
01	Piped water into dwelling																																																																																									
02	Piped water in the yard/plot																																																																																									
03	Public tap/standpipe																																																																																									
04	Neighbours tap/standpipe																																																																																									
05	Tubewell/borehole																																																																																									
06	Protected dug well																																																																																									
07	Unprotected dug well																																																																																									
08	Protected spring																																																																																									
09	Unprotected spring																																																																																									
10	Rain water																																																																																									
11	Bottled water																																																																																									
12	Bicycle/Motorcycle/Cart with small tank/drum																																																																																									
13	Tanker truck																																																																																									
14	Surface water (river, dam, lake, pond, stream, charco, canal, irrigation channels)																																																																																									
01	Electricity (TANESCO/ZECO)																																																																																									
02	Solar																																																																																									
03	Generator/private sources																																																																																									
04	Gas																																																																																									
05	Biogas																																																																																									
06	Wind generated Electricity																																																																																									
07	Paraffin																																																																																									
08	Coal																																																																																									
09	Charcoal																																																																																									
10	Firewood																																																																																									
11	Wood/ residuals																																																																																									
12	Animal residuals																																																																																									
13	Charcoal briquette																																																																																									
99	Not Applicable																																																																																									

SECTION A: IDENTIFICATION

Region	District	Council	Constituency	Division/Wadi	Ward/Shehia	Village/Mtaa	Hamlet/Enumeration Area (EA)	Household Number	CONFIDENTIAL

SECTION K: HOUSING OWNERSHIP, CONDITIONS, CHARACTERISTICS AND ASSETS

<p>K09 What is the main source of energy used by this household for lighting?</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;">01</td><td>Electricity (TANESCO/ZECO)</td> </tr> <tr> <td>02</td><td>Solar</td> </tr> <tr> <td>03</td><td>Generator (private source)</td> </tr> <tr> <td>04</td><td>Gas (Industrial)</td> </tr> <tr> <td>05</td><td>Gas (Biogas)</td> </tr> <tr> <td>06</td><td>Wind generated Electricity</td> </tr> <tr> <td>07</td><td>Acetylene lamp</td> </tr> <tr> <td>08</td><td>Kerosene (lantern/chimney)</td> </tr> <tr> <td>09</td><td>Kerosene (Wick lamps)</td> </tr> <tr> <td>10</td><td>Candles</td> </tr> <tr> <td>11</td><td>Firewood</td> </tr> <tr> <td>12</td><td>Torch/Chimes lamp</td> </tr> <tr> <td>13</td><td>Electricity (Generated from plant residues)</td> </tr> </table>	01	Electricity (TANESCO/ZECO)	02	Solar	03	Generator (private source)	04	Gas (Industrial)	05	Gas (Biogas)	06	Wind generated Electricity	07	Acetylene lamp	08	Kerosene (lantern/chimney)	09	Kerosene (Wick lamps)	10	Candles	11	Firewood	12	Torch/Chimes lamp	13	Electricity (Generated from plant residues)	<p>K10 What is the main type of toilet facility used by this household?</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;">01</td><td>Flush/pour flush to piped sewer system</td> </tr> <tr> <td>02</td><td>Flush/pour flush to septic tank</td> </tr> <tr> <td>03</td><td>Flush/pour flush to covered pit</td> </tr> <tr> <td>04</td><td>Flush/pour flush to somewhere else</td> </tr> <tr> <td>05</td><td>Ventilated improved pit (VIP) latrine</td> </tr> <tr> <td>06</td><td>Pit latrine with washable slab and with lid</td> </tr> <tr> <td>07</td><td>Pit latrine with washable slab without lid</td> </tr> <tr> <td>08</td><td>Pit latrine with not-washable/ soil slab</td> </tr> <tr> <td>09</td><td>Pit latrine without slab/ open pit</td> </tr> <tr> <td>10</td><td>Bucket</td> </tr> <tr> <td>11</td><td>No facility/bush/field/ beach</td> </tr> </table>	01	Flush/pour flush to piped sewer system	02	Flush/pour flush to septic tank	03	Flush/pour flush to covered pit	04	Flush/pour flush to somewhere else	05	Ventilated improved pit (VIP) latrine	06	Pit latrine with washable slab and with lid	07	Pit latrine with washable slab without lid	08	Pit latrine with not-washable/ soil slab	09	Pit latrine without slab/ open pit	10	Bucket	11	No facility/bush/field/ beach	<p>K11 How does the household dispose solid waste?</p> <p>► IF RESPONSE IS CODE 3-9 SKIP TO K13</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;">01</td><td>Regularly collected</td> </tr> <tr> <td>02</td><td>Irregularly collected</td> </tr> <tr> <td>03</td><td>Burnt</td> </tr> <tr> <td>04</td><td>Roadside dumping</td> </tr> <tr> <td>05</td><td>Burying/pit</td> </tr> <tr> <td>06</td><td>Open space</td> </tr> <tr> <td>07</td><td>Ocean/Lake/River/Shores</td> </tr> <tr> <td>08</td><td>In the farm/manure</td> </tr> <tr> <td>09</td><td>Bush/ravine</td> </tr> </table>	01	Regularly collected	02	Irregularly collected	03	Burnt	04	Roadside dumping	05	Burying/pit	06	Open space	07	Ocean/Lake/River/Shores	08	In the farm/manure	09	Bush/ravine																																							
01	Electricity (TANESCO/ZECO)																																																																																																										
02	Solar																																																																																																										
03	Generator (private source)																																																																																																										
04	Gas (Industrial)																																																																																																										
05	Gas (Biogas)																																																																																																										
06	Wind generated Electricity																																																																																																										
07	Acetylene lamp																																																																																																										
08	Kerosene (lantern/chimney)																																																																																																										
09	Kerosene (Wick lamps)																																																																																																										
10	Candles																																																																																																										
11	Firewood																																																																																																										
12	Torch/Chimes lamp																																																																																																										
13	Electricity (Generated from plant residues)																																																																																																										
01	Flush/pour flush to piped sewer system																																																																																																										
02	Flush/pour flush to septic tank																																																																																																										
03	Flush/pour flush to covered pit																																																																																																										
04	Flush/pour flush to somewhere else																																																																																																										
05	Ventilated improved pit (VIP) latrine																																																																																																										
06	Pit latrine with washable slab and with lid																																																																																																										
07	Pit latrine with washable slab without lid																																																																																																										
08	Pit latrine with not-washable/ soil slab																																																																																																										
09	Pit latrine without slab/ open pit																																																																																																										
10	Bucket																																																																																																										
11	No facility/bush/field/ beach																																																																																																										
01	Regularly collected																																																																																																										
02	Irregularly collected																																																																																																										
03	Burnt																																																																																																										
04	Roadside dumping																																																																																																										
05	Burying/pit																																																																																																										
06	Open space																																																																																																										
07	Ocean/Lake/River/Shores																																																																																																										
08	In the farm/manure																																																																																																										
09	Bush/ravine																																																																																																										
<p>K12 Which authorities usually collect waste from your household?</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;">1</td><td>Contractor</td> </tr> <tr> <td>2</td><td>Waste collecting groups</td> </tr> <tr> <td>3</td><td>Council</td> </tr> <tr> <td>4</td><td>Private individual(s)</td> </tr> </table>	1	Contractor	2	Waste collecting groups	3	Council	4	Private individual(s)	<p>K13 Does your household usually sort kitchen waste, plastic waste, glass waste, metal waste and electronic waste?</p> <p>YES = 1 NO = 2</p>	<p>K14 What is the main method that is used by your household to dispose E-Waste?</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;">1</td><td>Mixed with other Refused</td> </tr> <tr> <td>2</td><td>Collected by Government</td> </tr> <tr> <td>3</td><td>Collected by Private Company</td> </tr> <tr> <td>4</td><td>Dumped in the compound/street</td> </tr> <tr> <td>5</td><td>Dumped in the Latrine</td> </tr> <tr> <td>6</td><td>Burnt in open/pit</td> </tr> <tr> <td>7</td><td>Buried</td> </tr> <tr> <td>8</td><td>Sold/given as gift</td> </tr> <tr> <td>9</td><td>Collected by individual (s)</td> </tr> </table>	1	Mixed with other Refused	2	Collected by Government	3	Collected by Private Company	4	Dumped in the compound/street	5	Dumped in the Latrine	6	Burnt in open/pit	7	Buried	8	Sold/given as gift	9	Collected by individual (s)	<p>K15 OWNERSHIP OF EQUIPMENTS/ASSETS</p> <p>Does your household have/own the following assets? Yes = 1 No = 2</p> <p>FOR CODE 1, ASSETS SHOULD BE IN WORKING CONDITION. SELECT THE APPROPRIATE ANSWER FOR EACH ITEM</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:5%;">A</td><td style="width:15%;">Radio</td> <td style="width:5%;">T</td><td style="width:15%;">Tri motorcycle (Baja)</td> <td style="width:5%;">V</td><td style="width:15%;">Draft animals (Donkey/Camel)</td> </tr> <tr> <td>B</td><td>Telephone (Land Line)</td> <td>U</td><td>Television</td> <td>W</td><td>House</td> </tr> <tr> <td>C</td><td>Mobile Phone</td> <td>X</td><td>Electric Iron</td> <td>X</td><td>Land/Farm</td> </tr> <tr> <td>D</td><td>Bicycle</td> <td>Y</td><td>Charcoal Iron</td> <td>Y</td><td>Tractor</td> </tr> <tr> <td>E</td><td>Motor vehicle</td> <td>Z</td><td>Cooker (Electric or Gas)</td> <td></td><td>Don't have/own</td> </tr> <tr> <td>F</td><td>Motorcycle/Vespa</td> <td></td><td>Refrigerator/Freezer</td> <td></td><td></td> </tr> <tr> <td>G</td><td>Tricycle (Guta)</td> <td></td><td>Computer /Laptop</td> <td></td><td></td> </tr> <tr> <td>H</td><td></td> <td></td><td>Internet Facility</td> <td></td><td></td> </tr> <tr> <td>I</td><td></td> <td></td><td>Plough</td> <td></td><td></td> </tr> <tr> <td>J</td><td></td> <td></td><td>Power tiller</td> <td></td><td></td> </tr> <tr> <td>K</td><td></td> <td></td><td>Hand hoe</td> <td></td><td></td> </tr> <tr> <td>L</td><td></td> <td></td><td>Wheelbarrow</td> <td></td><td></td> </tr> <tr> <td>M</td><td></td> <td></td><td>Oxen</td> <td></td><td></td> </tr> </table>	A	Radio	T	Tri motorcycle (Baja)	V	Draft animals (Donkey/Camel)	B	Telephone (Land Line)	U	Television	W	House	C	Mobile Phone	X	Electric Iron	X	Land/Farm	D	Bicycle	Y	Charcoal Iron	Y	Tractor	E	Motor vehicle	Z	Cooker (Electric or Gas)		Don't have/own	F	Motorcycle/Vespa		Refrigerator/Freezer			G	Tricycle (Guta)		Computer /Laptop			H			Internet Facility			I			Plough			J			Power tiller			K			Hand hoe			L			Wheelbarrow			M			Oxen		
1	Contractor																																																																																																										
2	Waste collecting groups																																																																																																										
3	Council																																																																																																										
4	Private individual(s)																																																																																																										
1	Mixed with other Refused																																																																																																										
2	Collected by Government																																																																																																										
3	Collected by Private Company																																																																																																										
4	Dumped in the compound/street																																																																																																										
5	Dumped in the Latrine																																																																																																										
6	Burnt in open/pit																																																																																																										
7	Buried																																																																																																										
8	Sold/given as gift																																																																																																										
9	Collected by individual (s)																																																																																																										
A	Radio	T	Tri motorcycle (Baja)	V	Draft animals (Donkey/Camel)																																																																																																						
B	Telephone (Land Line)	U	Television	W	House																																																																																																						
C	Mobile Phone	X	Electric Iron	X	Land/Farm																																																																																																						
D	Bicycle	Y	Charcoal Iron	Y	Tractor																																																																																																						
E	Motor vehicle	Z	Cooker (Electric or Gas)		Don't have/own																																																																																																						
F	Motorcycle/Vespa		Refrigerator/Freezer																																																																																																								
G	Tricycle (Guta)		Computer /Laptop																																																																																																								
H			Internet Facility																																																																																																								
I			Plough																																																																																																								
J			Power tiller																																																																																																								
K			Hand hoe																																																																																																								
L			Wheelbarrow																																																																																																								
M			Oxen																																																																																																								

SECTION A: IDENTIFICATION

Region	District	Council	Constituency	Division/Wadi	Ward/Shehia	Village/Mtaa	Hamlet/Enumeration Area (EA)	Household Number	CONFIDENTIAL

SECTION L: INFORMATION ON AGRICULTURE, LIVESTOCK, FISHERIES AND FORESTRY

L01 AGRICULTURE	L02 CROPS	L03 LIVESTOCK	L04 NUMBER OF LIVESTOCK	L05 TYPE OF GRAZING																																																																											
<p>Did this household use the land for crop production in the agricultural year 2021/22?</p> <p>Yes = 1 No = 2 <input style="width: 30px; height: 20px;" type="checkbox"/></p> <p>▶ IF CODE 2 SKIP TO L03 IF CODE 1, how many acres is the land used for agriculture?</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> <p>LAND FOR CROP PRODUCTION SHOULD BE AT LEAST 25 SQUARE METERS</p>	<p>Which of the following crops did the household grow during 2021/22 agricultural year?</p> <p>MULTIPLE RESPONSE IS ALLOWED</p> <p>Yes = 1 No = 2</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Maize</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Paddy</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Cassava</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Banana</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Sunflower</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Other food crops</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Cash crops</td> </tr> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> <td>G</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	Maize	Paddy	Cassava	Banana	Sunflower	Other food crops	Cash crops	A	B	C	D	E	F	G								<p>Did this household raise or care cattle, goats, sheep or poultry for the agricultural year 2021/22?</p> <p>Yes = 1 No = 2 <input style="width: 30px; height: 20px;" type="checkbox"/></p> <p>▶ IF CODE 2 SKIP TO L06</p>	<p>How many cattle, goats, sheep, pig, donkey or poultry were available during the Census night</p> <p>IF NO LIVESTOCK , WRITE CODE "00000"</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr><td>Cattle</td><td style="width: 30px;"></td><td style="width: 30px;"></td><td style="width: 30px;"></td><td style="width: 30px;"></td><td style="width: 30px;"></td></tr> <tr><td>Goat</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Sheep</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Pig</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Donkey</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Poultry</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	Cattle						Goat						Sheep						Pig						Donkey						Poultry						<p>What type of grazing is practiced in this household?</p> <p>Free range = 1 Zero grazing = 2 Ranch = 3 Pastoralism = 4</p> <p>THIS QUESTION SHOULD BE ASKED FOR EACH TYPE OF LIVESTOCK MENTIONED IN QUESTION L04</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr><td>Cattle</td><td style="width: 30px;"></td><td style="width: 30px;"></td></tr> <tr><td>Goat</td><td></td><td></td></tr> <tr><td>Sheep</td><td></td><td></td></tr> <tr><td>Pig</td><td></td><td></td></tr> <tr><td>Donkey</td><td></td><td></td></tr> <tr><td>Poultry</td><td></td><td></td></tr> </table>	Cattle			Goat			Sheep			Pig			Donkey			Poultry		
Maize	Paddy	Cassava	Banana	Sunflower	Other food crops	Cash crops																																																																									
A	B	C	D	E	F	G																																																																									
Cattle																																																																															
Goat																																																																															
Sheep																																																																															
Pig																																																																															
Donkey																																																																															
Poultry																																																																															
Cattle																																																																															
Goat																																																																															
Sheep																																																																															
Pig																																																																															
Donkey																																																																															
Poultry																																																																															
L06 FISHING/SEAWEED FARMING	L07 OWNERSHIP OF PLANTATION		L08 BEEKEEPING																																																																												
<p>Did this household engaged in fishing/fish farming/Sericulture/crabs/seaweed farming activities for the agricultural year of 2021/22?</p> <p>MULTIPLE RESPONSE ALLOWED</p> <p>Yes = 1 No = 2</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width: 10px; text-align: center;">A</td> <td style="width: 100px;">Fishing</td> <td style="width: 30px;"></td> </tr> <tr> <td style="text-align: center;">B</td> <td>Fish farming/Sericulture/Crabs</td> <td></td> </tr> <tr> <td style="text-align: center;">C</td> <td>Seaweed farming</td> <td></td> </tr> </table>	A	Fishing		B	Fish farming/Sericulture/Crabs		C	Seaweed farming		<p>Did this household operate any land for woodlot(s) during 2021/22 agricultural year?</p> <p>Yes = 1 No = 2 <input style="width: 30px; height: 20px;" type="checkbox"/></p> <p>LAND FOR WOODLOTS SHOULD BE AT LEAST 0.5 ACRES</p>		<p>Is there any person in this household involved in beekeeping business/activity?</p> <p>Yes, individually = 1 Yes, in groups = 2 No= 3 <input style="width: 30px; height: 20px;" type="checkbox"/></p>																																																																			
A	Fishing																																																																														
B	Fish farming/Sericulture/Crabs																																																																														
C	Seaweed farming																																																																														

SECTION A: IDENTIFICATION

Region	District	Council	Constituency	Division/Wadi	Ward/Shehia	Village/Mtaa	Hamlet/Enumeration Area (EA)	Household Number	CONFIDENTIAL
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

INFORMATION ON PHYSICAL ADDRESS

A01A	Does this household have a physical address?	Yes = 1 | No = 2	▶ IF CODE 2 SKIP TO SECTION Z	<input type="text"/>
A01B	Please, state the Physical Address Number	<input type="text"/>		
A01C	Name of the Road/Hamlet	<input style="width: 100%;" type="text"/>		

SECTION Z: TOTAL NUMBER OF HOUSEHOLD MEMBERS

Male	<input type="text"/>	<input type="text"/>
Female	<input type="text"/>	<input type="text"/>
Total	<input type="text"/>	<input type="text"/>

Date of Interview	D	D	M	M	Y	Y	Y	Y
<input style="width: 100%;" type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Numeracy and Literacy Status

Appendix 3: Percentage Distribution of Literacy Rates for Population Aged Five Years and Above by Five Year Age Groups, Sex and GPI: Tanzania, Mainland Tanzania, Tanzania Zanzibar, 2022 PHC

Age Group	Tanzania			Mainland Tanzania			Tanzania Zanzibar		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
Total	52,256,950	25,329,772	26,927,178	50,643,916	24,552,667	26,091,249	1,613,034	777,105	835,929
5 - 9	8,918,580	4,434,206	4,484,374	8,654,737	4,302,577	4,352,160	263,843	131,629	132,214
10 - 14	7,997,239	4,035,586	3,961,653	7,766,213	3,919,610	3,846,603	231,026	115,976	115,050
15 - 19	6,282,393	3,096,585	3,185,808	6,083,499	3,000,551	3,082,948	198,894	96,034	102,860
20 - 24	5,565,955	2,560,784	3,005,171	5,380,204	2,474,238	2,905,966	185,751	86,546	99,205
25 - 29	4,728,151	2,220,552	2,507,599	4,569,999	2,146,049	2,423,950	158,152	74,503	83,649
30 - 34	3,955,941	1,902,813	2,053,128	3,824,900	1,840,518	1,984,382	131,041	62,295	68,746
35 - 39	3,208,344	1,532,158	1,676,186	3,103,526	1,483,248	1,620,278	104,818	48,910	55,908
40 - 44	2,711,502	1,315,192	1,396,310	2,626,931	1,275,090	1,351,841	84,571	40,102	44,469
45 - 49	2,290,053	1,121,985	1,168,068	2,221,504	1,089,455	1,132,049	68,549	32,530	36,019
50 - 54	1,853,386	906,156	947,230	1,795,503	878,671	916,832	57,883	27,485	30,398
55 - 59	1,253,338	616,932	636,406	1,210,350	596,373	613,977	42,988	20,559	22,429
60 - 64	1,151,071	555,221	595,850	1,120,149	539,597	580,552	30,922	15,624	15,298
65 - 69	704,085	329,840	374,245	684,439	320,457	363,982	19,646	9,383	10,263
70 - 74	626,867	288,952	337,915	610,755	281,113	329,642	16,112	7,839	8,273
75 - 79	374,322	166,376	207,946	365,503	162,556	202,947	8,819	3,820	4,999
80+	635,723	246,434	389,289	625,704	242,564	383,140	10,019	3,870	6,149

**Appendix 4: Distribution of Rural Literate Aged 15 Years and Above by Sex and Five-Year Age Groups: Tanzania; 2022
PHC**

Age Group	Both Sexes		Male		Female	
	Total	Literate	Total	Literate	Total	Literate
Total	21,748,559	16,632,723	10,446,522	8,519,363	11,302,037	8,113,360
15 - 19	4,026,626	3,407,574	2,061,774	1,738,359	1,964,852	1,669,215
20 - 24	3,247,360	2,638,232	1,516,675	1,256,695	1,730,685	1,381,537
25 - 29	2,653,091	2,182,117	1,252,923	1,063,803	1,400,168	1,118,314
30 - 34	2,256,607	1,799,587	1,085,036	917,348	1,171,571	882,239
35 - 39	1,892,168	1,415,640	897,085	723,289	995,083	692,351
40 - 44	1,647,039	1,243,444	791,916	640,071	855,123	603,373
45 - 49	1,450,827	1,081,336	702,527	563,604	748,300	517,732
50 - 54	1,222,456	901,360	589,187	473,736	633,269	427,624
55 - 59	844,670	621,028	412,801	340,949	431,869	280,079
60 - 64	797,588	510,213	384,016	301,469	413,572	208,744
65 - 69	492,641	288,064	228,388	170,959	264,253	117,105
70 - 74	454,016	235,417	208,477	143,956	245,539	91,461
75 - 79	277,694	131,845	123,533	80,948	154,161	50,897
80+	485,776	176,866	192,184	104,177	293,592	72,689

Appendix 5: Distribution of Rural Literate Aged 15 Years and Above by Sex and Five-Year Age Groups: Mainland Tanzania and Tanzania Zanzibar; 2022 PHC

Age Group	Mainland Tanzania						Tanzania Zanzibar					
	Both Sexes		Male		Female		Both Sexes		Male		Female	
	Total	Literate	Total	Literate	Total	Literate	Total	Literate	Total	Literate	Total	Literate
Total	21,206,107	16,168,531	10,186,964	8,288,290	11,019,143	7,880,241	542,452	464,192	259,558	231,073	282,894	233,119
15 - 19	3,926,229	3,312,101	2,011,613	1,691,218	1,914,616	1,620,883	100,397	95,473	50,161	47,141	50,236	48,332
20 - 24	3,161,827	2,557,957	1,476,347	1,218,904	1,685,480	1,339,053	85,533	80,275	40,328	37,791	45,205	42,484
25 - 29	2,580,464	2,114,807	1,218,590	1,031,833	1,361,874	1,082,974	72,627	67,310	34,333	31,970	38,294	35,340
30 - 34	2,193,529	1,742,385	1,054,720	889,384	1,138,809	853,001	63,078	57,202	30,316	27,964	32,762	29,238
35 - 39	1,840,068	1,371,046	872,546	701,317	967,522	669,729	52,100	44,594	24,539	21,972	27,561	22,622
40 - 44	1,606,438	1,210,840	772,435	623,266	834,003	587,574	40,601	32,604	19,481	16,805	21,120	15,799
45 - 49	1,418,139	1,056,445	687,207	550,740	730,932	505,705	32,688	24,891	15,320	12,864	17,368	12,027
50 - 54	1,194,463	880,492	576,170	463,084	618,293	417,408	27,993	20,868	13,017	10,652	14,976	10,216
55 - 59	822,897	605,702	402,526	332,556	420,371	273,146	21,773	15,326	10,275	8,393	11,498	6,933
60 - 64	782,096	499,682	376,015	295,112	406,081	204,570	15,492	10,531	8,001	6,357	7,491	4,174
65 - 69	482,089	282,080	223,504	167,319	258,585	114,761	10,552	5,984	4,884	3,640	5,668	2,344
70 - 74	445,364	230,804	204,149	141,045	241,215	89,759	8,652	4,613	4,328	2,911	4,324	1,702
75 - 79	272,575	129,579	121,311	79,602	151,264	49,977	5,119	2,266	2,222	1,346	2,897	920
80+	479,929	174,611	189,831	102,910	290,098	71,701	5,847	2,255	2,353	1,267	3,494	988

Appendix 6: Distribution of Urban Literate Aged 15 Years and Above by Sex and Five-Year Age Groups: Tanzania; 2022 PHC

Age Group	Both Sexes		Male		Female	
	Total	Literate	Total	Literate	Total	Literate
Total	13,592,572	12,703,791	6,413,458	6,118,683	7,179,114	6,585,108
15 - 19	2,255,767	2,179,844	1,034,811	997,460	1,220,956	1,182,384
20 - 24	2,318,595	2,232,363	1,044,109	1,007,422	1,274,486	1,224,941
25 - 29	2,075,060	2,000,941	967,629	937,336	1,107,431	1,063,605
30 - 34	1,699,334	1,618,292	817,777	789,936	881,557	828,356
35 - 39	1,316,176	1,228,180	635,073	605,222	681,103	622,958
40 - 44	1,064,463	988,560	523,276	497,020	541,187	491,540
45 - 49	839,226	772,094	419,458	396,177	419,768	375,917
50 - 54	630,930	574,503	316,969	298,381	313,961	276,122
55 - 59	408,668	368,137	204,131	193,289	204,537	174,848
60 - 64	353,483	296,566	171,205	158,692	182,278	137,874
65 - 69	211,444	170,192	101,452	92,474	109,992	77,718
70 - 74	172,851	126,985	80,475	69,974	92,376	57,011
75 - 79	96,628	65,592	42,843	35,722	53,785	29,870
80+	149,947	81,542	54,250	39,578	95,697	41,964

Appendix 7: Distribution of Urban Literate Aged 15 Years and Above by Sex and Five-Year Age Groups: Mainland Tanzania, Tanzania Zanzibar; 2022 PHC

Age Group	Mainland Tanzania						Tanzania Zanzibar					
	Both Sexes		Male		Female		Both Sexes		Male		Female	
	Total	Literate	Total	Literate	Total	Literate	Total	Literate	Total	Literate	Total	Literate
Total	13,016,859	12,154,628	6,143,516	5,857,648	6,873,343	6,296,980	575,713	549,163	269,942	261,035	305,771	288,128
15 - 19	2,157,270	2,083,187	988,938	952,712	1,168,332	1,130,475	98,497	96,657	45,873	44,748	52,624	51,909
20 - 24	2,218,377	2,134,046	997,891	962,203	1,220,486	1,171,843	100,218	98,317	46,218	45,219	54,000	53,098
25 - 29	1,989,535	1,917,234	927,459	898,002	1,062,076	1,019,232	85,525	83,707	40,170	39,334	45,355	44,373
30 - 34	1,631,371	1,552,337	785,798	758,706	845,573	793,631	67,963	65,955	31,979	31,230	35,984	34,725
35 - 39	1,263,458	1,177,859	610,702	581,658	652,756	596,201	52,718	50,321	24,371	23,564	28,347	26,757
40 - 44	1,020,493	947,050	502,655	477,193	517,838	469,857	43,970	41,510	20,621	19,827	23,349	21,683
45 - 49	803,365	738,655	402,248	379,715	401,117	358,940	35,861	33,439	17,210	16,462	18,651	16,977
50 - 54	601,040	546,965	302,501	284,612	298,539	262,353	29,890	27,538	14,468	13,769	15,422	13,769
55 - 59	387,453	348,928	193,847	183,482	193,606	165,446	21,215	19,209	10,284	9,807	10,931	9,402
60 - 64	338,053	282,883	163,582	151,492	174,471	131,391	15,430	13,683	7,623	7,200	7,807	6,483
65 - 69	202,350	162,509	96,953	88,295	105,397	74,214	9,094	7,683	4,499	4,179	4,595	3,504
70 - 74	165,391	121,158	76,964	66,860	88,427	54,298	7,460	5,827	3,511	3,114	3,949	2,713
75 - 79	92,928	62,911	41,245	34,342	51,683	28,569	3,700	2,681	1,598	1,380	2,102	1,301
80+	145,775	78,906	52,733	38,376	93,042	40,530	4,172	2,636	1,517	1,202	2,655	1,434

Appendix 8: Percentage Distribution of Population Aged 15 Years and Above by Literacy Status and Sex: Tanzania, Mainland Tanzania and Tanzania Zanzibar; 2022 PHC

Place of Residence	Literacy Status						
	Total	Swahili only	English Only	Both Swahili & English	Other Language	Literate	Illiterate
Tanzania							
Both Sexes	54,195,240	32,494,136	23,761,065	8,733,071	246,902	41,769,759	12,425,481
Male	26,294,651	15,889,091	11,375,856	4,513,235	126,773	20,672,862	5,621,789
Female	27,900,589	16,605,045	12,385,209	4,219,836	120,129	21,096,897	6,803,692
Mainland Tanzania							
Both Sexes	52,523,787	31,565,395	23,321,187	8,244,208	236,682	40,330,458	12,193,329
Male	25,488,276	15,439,311	11,164,857	4,274,454	120,739	19,972,565	5,515,711
Female	27,035,511	16,126,084	12,156,330	3,969,754	115,943	20,357,893	6,677,618
Tanzania Zanzibar							
Both Sexes	1,671,453	928,741	439,878	488,863	10,220	1,439,301	232,152
Male	806,375	449,780	210,999	238,781	6,034	700,297	106,078
Female	865,078	478,961	228,879	250,082	4,186	739,004	126,074

School Enrolment and Attainment

Appendix 9: Distribution of Population by Official School Age Groups Population by Region; Tanzania, Mainland Tanzania, Tanzania Zanzibar, 2022 PHC

Place of Residence	4 - 5 Years	6 - 12 Years	13 - 16 Years	17 - 18 Years	19 - 23 Years	5 - 6 Years	7 - 13 Years	14 - 17 Years	18 - 19 Years	20 - 24 Years
Tanzania	3,747,457	11,900,187	5,588,168	2,579,955	5,531,842	3,592,877	11,596,930	5,403,983	2,371,695	5,368,070
Mainland Tanzania	3,633,866	11,553,513	5,419,539	2,497,117	5,349,038	3,487,644	11,255,659	5,238,895	2,295,158	5,189,857
Dodoma	180,400	606,178	285,775	132,012	274,598	175,867	594,114	278,249	120,634	262,877
Arusha	147,586	436,953	193,296	96,238	215,828	142,443	416,985	189,436	90,443	212,539
Kilimanjaro	90,404	303,181	152,691	75,226	156,364	87,712	298,675	153,021	65,842	153,273
Tanga	149,841	510,041	246,582	101,861	205,918	147,317	503,154	231,390	90,837	196,084
Morogoro	182,225	578,037	275,980	129,005	281,898	172,391	566,138	267,854	118,523	276,166
Pwani	109,039	346,728	166,876	80,905	182,831	101,315	340,727	164,698	73,896	179,034
Dar es Salaam	240,299	754,760	379,649	227,967	623,482	225,232	739,317	397,587	225,594	635,176
Lindi	58,600	190,544	98,868	46,523	104,042	54,177	188,327	98,786	42,680	100,349
Mtwara	80,397	266,980	134,622	64,770	141,655	72,563	266,717	134,071	58,028	136,858
Ruvuma	102,510	340,152	161,817	75,904	162,414	96,261	334,183	158,801	70,082	156,639
Iringa	65,642	216,136	105,822	46,904	99,927	63,902	212,669	102,198	41,665	100,303
Mbeya	137,753	420,256	202,811	98,889	221,452	130,988	409,052	199,247	92,169	218,807
Singida	134,046	432,004	191,580	79,090	159,926	131,820	418,331	180,127	72,910	153,583
Tabora	243,594	742,797	324,916	143,918	299,359	234,880	715,461	304,730	132,954	287,108
Rukwa	110,976	344,779	150,653	65,169	135,444	107,371	332,046	140,692	61,286	128,855
Kigoma	155,207	489,992	233,220	96,482	188,600	148,035	481,697	216,058	85,657	180,307
Shinyanga	146,676	464,778	215,127	99,041	212,248	140,756	452,440	206,348	92,629	203,860
Kagera	186,729	609,727	301,484	128,209	250,951	181,533	598,733	285,904	111,721	239,499
Mwanza	235,829	757,079	360,227	168,166	343,162	227,003	736,603	351,712	152,938	329,266
Mara	158,458	525,871	252,598	105,995	195,661	155,781	513,318	239,727	95,355	182,269
Manyara	126,298	387,225	172,086	76,855	160,438	123,234	372,051	164,684	71,111	154,649
Njombe	46,078	158,600	79,841	35,488	74,664	44,562	157,252	77,527	30,842	74,495
Katavi	84,754	253,801	106,243	47,432	100,740	80,473	243,086	99,721	44,050	97,707
Simiyu	160,490	493,241	213,542	90,480	175,301	155,822	472,488	203,213	82,622	163,045
Geita	212,695	655,553	292,358	128,736	264,167	202,869	631,710	278,314	118,500	252,576
Songwe	87,340	268,120	120,875	55,852	117,968	83,337	260,385	114,800	52,190	114,533
Tanzania Zanzibar	113,591	346,674	168,629	82,838	182,804	105,233	341,271	165,088	76,537	178,213
Kaskazini Unguja	15,021	45,609	21,879	10,402	24,109	13,670	45,123	20,938	9,639	23,836
Kusini Unguja	10,824	32,278	15,150	7,274	18,202	9,658	31,955	14,508	6,801	18,304
Mjini Magharibi	50,612	151,622	72,717	39,538	96,013	46,350	148,494	73,346	37,867	95,019
Kaskazini Pemba	19,023	59,683	29,977	12,935	21,986	18,222	58,952	28,468	11,137	20,175

Place of Residence	4 - 5 Years	6 - 12 Years	13 - 16 Years	17 - 18 Years	19 - 23 Years	5 - 6 Years	7 - 13 Years	14 - 17 Years	18 - 19 Years	20 - 24 Years
Kusini Pemba	18,111	57,482	28,906	12,689	22,494	17,333	56,747	27,828	11,093	20,879

Appendix 10: Distribution of Population by Official School Age Groups Population by Region; Tanzania, Mainland Tanzania, Tanzania Zanzibar, Rural 2022 PHC

Place of Residence	4 - 5 Years	6 - 12 Years	13 - 16 Years	17 - 18 Years	19 - 23 Years	5 - 6 Years	7 - 13 Years	14 - 17 Years	18 - 19 Years	20 - 24 Years
Tanzania	2,631,473	8,363,954	3,811,194	1,633,317	3,296,064	2,539,222	8,129,726	3,601,840	1,477,249	3,152,111
Mainland Tanzania	2,569,305	8,174,037	3,720,340	1,592,255	3,211,590	2,481,298	7,942,769	3,515,089	1,440,305	3,070,782
Dodoma	127,241	430,831	194,644	82,935	159,449	125,157	421,162	184,690	74,452	149,388
Arusha	102,361	293,335	121,228	54,846	115,605	98,796	277,057	114,716	50,599	112,588
Kilimanjaro	70,271	239,167	120,162	56,763	111,895	68,517	236,195	119,073	48,597	108,767
Tanga	116,931	398,942	187,730	71,830	140,962	115,754	392,940	172,085	63,237	133,728
Morogoro	119,809	377,395	172,339	75,938	161,514	113,834	367,639	163,842	69,508	156,863
Pwani	66,078	210,673	100,508	46,042	99,120	61,433	207,217	97,569	41,295	96,015
Dar Es Salaam	-	-	-	-	-	-	-	-	-	-
Lindi	47,186	153,179	77,909	36,106	80,183	43,624	151,049	77,420	33,012	77,214
Mtwara	62,719	208,841	102,998	47,785	103,780	56,583	208,444	101,332	42,702	99,887
Ruvuma	79,704	265,687	123,978	56,479	121,512	74,726	261,134	120,197	52,324	117,083
Iringa	47,891	160,487	77,842	31,535	61,958	46,652	158,676	73,345	27,119	61,442
Mbeya	88,032	270,878	126,444	57,646	122,807	84,506	263,460	120,934	53,113	120,343
Singida	116,245	374,428	163,814	65,711	130,515	114,668	362,013	152,676	60,232	124,899
Tabora	215,797	653,252	280,821	121,301	249,322	208,461	627,609	260,763	112,182	238,427
Rukwa	90,764	281,865	120,140	51,095	106,252	88,156	270,666	111,096	48,434	100,782
Kigoma	121,566	380,441	173,981	68,975	135,193	116,429	371,907	158,724	61,164	129,435
Shinyanga	106,328	336,268	152,930	66,836	137,297	102,781	326,494	144,522	62,072	130,235
Kagera	168,519	553,583	270,781	112,480	217,238	164,376	543,465	254,744	97,248	206,822
Mwanza	154,222	495,962	226,721	97,103	185,124	149,665	480,678	216,106	86,748	174,800
Mara	113,260	376,042	175,661	70,731	128,697	111,674	366,106	164,429	63,695	119,300
Manyara	110,605	336,269	147,265	64,268	133,053	107,877	322,326	139,820	59,273	128,314
Njombe	32,782	115,678	57,567	23,740	48,604	31,788	115,320	54,566	20,134	48,285
Katavi	67,571	200,793	82,649	36,028	74,909	64,048	191,967	76,813	33,406	72,140
Simiyu	134,754	414,055	176,546	73,358	140,919	131,484	395,660	167,121	66,888	130,818
Geita	143,947	446,077	197,785	83,683	165,186	138,334	429,528	186,316	76,583	155,700
Songwe	64,722	199,909	87,897	39,041	80,496	61,975	194,057	82,190	36,288	77,507
Tanzania Zanzibar	62,168	189,917	90,854	41,062	84,474	57,924	186,957	86,751	36,944	81,329

Place of Residence	4 - 5 Years	6 - 12 Years	13 - 16 Years	17 - 18 Years	19 - 23 Years	5 - 6 Years	7 - 13 Years	14 - 17 Years	18 - 19 Years	20 - 24 Years
Kaskazini Unguja	12,814	39,106	18,800	8,809	19,819	11,712	38,726	17,929	8,085	19,506
Kusini Unguja	8,603	25,987	12,246	5,814	14,445	7,725	25,789	11,686	5,385	14,515
Mjini Magharibi	11,981	34,259	14,502	7,236	17,342	10,902	32,960	14,190	6,894	17,092
Kaskazini Pemba	15,307	48,018	23,910	10,075	17,046	14,716	47,399	22,500	8,693	15,601
Kusini Pemba	13,463	42,547	21,396	9,128	15,822	12,869	42,083	20,446	7,887	14,615

Appendix 11: Distribution of Population by Official School Age Groups Population by Region; Tanzania, Mainland Tanzania, Tanzania Zanzibar Urban 2022 PHC

Place of Residence	4 - 5 Years	6 - 12 Years	13 - 16 Years	17 - 18 Years	19 - 23 Years	5 - 6 Years	7 - 13 Years	14 - 17 Years	18 - 19 Years	20 - 24 Years
Tanzania	1,115,984	3,536,233	1,776,974	946,638	2,235,778	1,053,655	3,467,204	1,802,143	894,446	2,215,959
Mainland Tanzania	1,064,561	3,379,476	1,699,199	904,862	2,137,448	1,006,346	3,312,890	1,723,806	854,853	2,119,075
Dodoma	53,159	175,347	91,131	49,077	115,149	50,710	172,952	93,559	46,182	113,489
Arusha	45,225	143,618	72,068	41,392	100,223	43,647	139,928	74,720	39,844	99,951
Kilimanjaro	20,133	64,014	32,529	18,463	44,469	19,195	62,480	33,948	17,245	44,506
Tanga	32,910	111,099	58,852	30,031	64,956	31,563	110,214	59,305	27,600	62,356
Morogoro	62,416	200,642	103,641	53,067	120,384	58,557	198,499	104,012	49,015	119,303
Pwani	42,961	136,055	66,368	34,863	83,711	39,882	133,510	67,129	32,601	83,019
Dar Es Salaam	240,299	754,760	379,649	227,967	623,482	225,232	739,317	397,587	225,594	635,176
Lindi	11,414	37,365	20,959	10,417	23,859	10,553	37,278	21,366	9,668	23,135
Mtwara	17,678	58,139	31,624	16,985	37,875	15,980	58,273	32,739	15,326	36,971
Ruvuma	22,806	74,465	37,839	19,425	40,902	21,535	73,049	38,604	17,758	39,556
Iringa	17,751	55,649	27,980	15,369	37,969	17,250	53,993	28,853	14,546	38,861
Mbeya	49,721	149,378	76,367	41,243	98,645	46,482	145,592	78,313	39,056	98,464
Singida	17,801	57,576	27,766	13,379	29,411	17,152	56,318	27,451	12,678	28,684
Tabora	27,797	89,545	44,095	22,617	50,037	26,419	87,852	43,967	20,772	48,681
Rukwa	20,212	62,914	30,513	14,074	29,192	19,215	61,380	29,596	12,852	28,073
Kigoma	33,641	109,551	59,239	27,507	53,407	31,606	109,790	57,334	24,493	50,872
Shinyanga	40,348	128,510	62,197	32,205	74,951	37,975	125,946	61,826	30,557	73,625
Kagera	18,210	56,144	30,703	15,729	33,713	17,157	55,268	31,160	14,473	32,677
Mwanza	81,607	261,117	133,506	71,063	158,038	77,338	255,925	135,606	66,190	154,466
Mara	45,198	149,829	76,937	35,264	66,964	44,107	147,212	75,298	31,660	62,969
Manyara	15,693	50,956	24,821	12,587	27,385	15,357	49,725	24,864	11,838	26,335
Njombe	13,296	42,922	22,274	11,748	26,060	12,774	41,932	22,961	10,708	26,210
Katavi	17,183	53,008	23,594	11,404	25,831	16,425	51,119	22,908	10,644	25,567

Place of Residence	4 - 5 Years	6 - 12 Years	13 - 16 Years	17 - 18 Years	19 - 23 Years	5 - 6 Years	7 - 13 Years	14 - 17 Years	18 - 19 Years	20 - 24 Years
Simiyu	25,736	79,186	36,996	17,122	34,382	24,338	76,828	36,092	15,734	32,227
Geita	68,748	209,476	94,573	45,053	98,981	64,535	202,182	91,998	41,917	96,876
Songwe	22,618	68,211	32,978	16,811	37,472	21,362	66,328	32,610	15,902	37,026
Tanzania Zanzibar	51,423	156,757	77,775	41,776	98,330	47,309	154,314	78,337	39,593	96,884
Kaskazini Unguja	2,207	6,503	3,079	1,593	4,290	1,958	6,397	3,009	1,554	4,330
Kusini Unguja	2,221	6,291	2,904	1,460	3,757	1,933	6,166	2,822	1,416	3,789
Mjini Magharibi	38,631	117,363	58,215	32,302	78,671	35,448	115,534	59,156	30,973	77,927
Kaskazini Pemba	3,716	11,665	6,067	2,860	4,940	3,506	11,553	5,968	2,444	4,574
Kusini Pemba	4,648	14,935	7,510	3,561	6,672	4,464	14,664	7,382	3,206	6,264

Appendix 12: Distribution of Population Attending School by Official School Age Groups Population by Region; Tanzania, Mainland Tanzania, Tanzania Zanzibar Total 2022 PHC

Place of Residence	4 - 5 Years	5 - 6 Years	6 - 12 Years	7 - 13 Years	13 - 16 Years	14 - 17 Years	17 - 18 Years	18 - 19 Years	19 - 23 Years	20 - 24 Years
Tanzania	1,141,942	1,336,218	8,932,069	9,520,491	1,879,086	2,364,768	132,328	184,075	270,192	269,350
Mainland Tanzania	1,080,286	1,265,503	8,632,438	9,198,271	1,794,779	2,263,160	125,758	176,981	255,509	255,472
Dodoma	47,035	59,577	423,195	454,862	79,376	102,285	5,068	7,214	12,102	12,582
Arusha	61,101	60,256	332,472	345,336	87,789	106,096	10,279	13,046	18,136	17,117
Kilimanjaro	53,660	48,720	271,962	279,237	83,864	100,664	8,061	10,181	14,815	13,999
Tanga	53,719	63,552	397,200	429,105	79,814	102,893	3,748	5,480	8,588	8,523
Morogoro	53,354	68,079	425,197	458,401	94,300	119,699	5,617	8,452	11,890	11,985
Pwani	45,513	45,091	284,406	301,509	66,316	83,435	3,749	5,049	7,547	7,269
Dar es Salaam	175,667	145,979	674,086	693,741	211,248	250,849	26,643	32,722	58,417	58,622
Lindi	14,840	20,409	143,948	157,225	30,954	40,246	1,223	2,046	2,379	2,312
Mtwara	27,167	32,277	220,865	236,891	46,299	59,213	2,166	3,533	4,170	3,943
Ruvuma	31,803	41,302	273,711	291,597	52,193	65,408	3,137	4,672	5,194	5,132
Iringa	31,579	31,841	188,381	195,347	50,534	60,079	4,218	5,663	6,619	6,638
Mbeya	59,630	55,776	335,171	339,422	91,716	103,669	8,484	10,783	14,129	14,303
Singida	25,287	41,104	299,203	325,863	50,963	67,469	2,178	3,849	4,973	4,992
Tabora	29,420	39,377	414,599	452,010	60,955	80,155	2,832	4,721	6,708	6,842
Rukwa	19,698	30,146	222,030	236,978	36,124	45,457	1,885	2,953	3,011	3,099
Kigoma	31,521	43,835	359,902	386,454	60,406	79,599	2,716	4,650	6,471	6,784
Shinyanga	22,297	28,922	322,924	347,569	52,086	68,877	2,731	4,248	5,983	6,089
Kagera	42,741	68,804	453,633	495,311	90,688	120,665	4,802	8,058	8,313	8,257
Mwanza	70,172	85,937	608,956	646,539	126,221	162,999	9,258	13,175	19,755	20,322
Mara	47,067	67,930	428,228	462,815	84,345	108,369	3,355	5,375	8,338	8,398
Manyara	23,165	35,531	264,613	290,028	46,697	61,174	2,719	4,673	5,984	6,002
Njombe	22,704	24,026	140,074	146,741	36,079	42,733	2,803	3,594	3,904	3,690
Katavi	10,832	14,414	146,971	156,766	20,551	26,900	916	1,564	1,962	2,016
Simiyu	19,630	34,121	327,771	357,051	44,873	61,964	1,638	2,958	4,987	5,205
Geita	35,139	47,539	472,464	504,336	72,203	97,998	3,122	5,053	7,716	7,954
Songwe	25,545	30,958	200,476	207,137	38,185	44,265	2,410	3,269	3,418	3,397
Tanzania Zanzibar	61,656	70,715	299,631	322,220	84,307	101,608	6,570	7,094	14,683	13,878
Kaskazini Unguja	7,510	8,827	39,080	42,874	8,991	11,575	362	434	1,344	1,269
Kusini Unguja	6,323	7,123	28,102	30,381	7,578	8,559	417	403	809	728
Mjini Magharibi	30,348	32,782	133,074	140,559	41,754	48,654	4,404	4,643	9,596	9,060

Place of Residence	4 - 5 Years	5 - 6 Years	6 - 12 Years	7 - 13 Years	13 - 16 Years	14 - 17 Years	17 - 18 Years	18 - 19 Years	19 - 23 Years	20 - 24 Years
Kaskazini Pemba	8,581	11,016	49,477	54,538	12,772	16,229	654	776	1,419	1,353
Kusini Pemba	8,894	10,967	49,898	53,868	13,212	16,591	733	838	1,515	1,468

Appendix 13: Distribution of Population Attending School by Official School Age Groups Population by Region; Tanzania, Mainland Tanzania, Tanzania Zanzibar, Rural 2022 PHC

Place of Residence	4 - 5 Years	5 - 6 Years	6 - 12 Years	7 - 13 Years	13 - 16 Years	14 - 17 Years	17 - 18 Years	18 - 19 Years	19 - 23 Years	20 - 24 Years
Tanzania	559,267	790,234	5,872,619	6,355,144	1,014,330	1,320,493	42,010	67,399	94,574	95,028
Mainland Tanzania	528,560	752,715	5,710,946	6,178,912	974,542	1,270,933	40,077	65,168	89,835	90,554
Dodoma	21,337	34,324	275,160	300,360	40,939	54,705	1,195	2,031	3,222	3,231
Arusha	29,730	34,247	202,975	214,429	43,722	54,499	3,379	4,556	6,736	6,376
Kilimanjaro	40,356	37,626	213,950	220,569	64,700	77,705	5,461	7,106	9,912	9,268
Tanga	34,581	44,881	300,100	326,193	52,400	68,174	1,634	2,511	3,952	3,999
Morogoro	23,676	36,769	253,514	277,141	45,222	58,761	1,421	2,552	3,637	3,673
Pwani	21,122	23,241	165,265	177,723	34,258	44,087	1,248	1,760	2,716	2,605
Dar es Salaam	-	-	-	-	-	-	-	-	-	-
Lindi	10,115	15,050	112,893	123,729	22,212	29,024	673	1,235	1,383	1,372
Mtwara	18,349	23,608	170,052	183,160	32,007	41,193	1,018	1,795	2,033	1,974
Ruvuma	20,960	29,919	208,428	224,108	34,639	44,301	1,428	2,390	2,895	2,909
Iringa	19,845	22,522	137,506	145,275	33,118	40,519	1,801	2,691	2,496	2,463
Mbeya	31,412	33,632	201,497	208,360	47,111	54,629	2,873	4,081	4,272	4,334
Singida	18,411	32,725	249,467	273,656	38,300	51,586	1,193	2,361	3,077	3,128
Tabora	18,968	28,305	341,724	375,447	43,203	58,199	1,351	2,491	3,385	3,597
Rukwa	13,252	22,771	172,823	185,776	23,754	30,597	859	1,547	1,656	1,715
Kigoma	19,265	30,310	266,156	287,289	38,258	51,076	1,070	2,188	3,259	3,454
Shinyanga	10,630	17,591	217,482	238,802	28,698	39,885	917	1,698	2,719	2,855
Kagera	34,339	59,969	405,299	445,180	76,041	102,711	3,275	5,821	6,100	6,135
Mwanza	30,612	49,295	378,634	410,776	58,981	81,586	1,791	3,334	6,248	6,664
Mara	28,560	46,303	299,801	326,685	51,400	67,284	1,333	2,340	4,482	4,646
Manyara	16,395	27,492	221,813	244,640	35,617	47,467	1,674	3,110	4,216	4,302
Njombe	14,415	16,975	101,305	107,855	23,265	28,062	1,263	1,731	1,822	1,741
Katavi	6,212	9,210	105,439	113,615	12,705	16,844	369	703	1,031	1,086
Simiyu	13,487	25,865	266,000	291,363	32,699	45,838	854	1,734	3,300	3,464
Geita	17,641	28,372	304,128	329,639	39,368	56,004	1,112	2,005	3,703	3,918
Songwe	14,890	21,713	139,535	147,142	21,925	26,197	885	1,397	1,583	1,645

Place of Residence	4 - 5 Years	5 - 6 Years	6 - 12 Years	7 - 13 Years	13 - 16 Years	14 - 17 Years	17 - 18 Years	18 - 19 Years	19 - 23 Years	20 - 24 Years
Tanzania Zanzibar	30,707	37,519	161,673	176,232	39,788	49,560	1,933	2,231	4,739	4,474
Kaskazini Unguja	6,276	7,543	33,356	36,728	7,678	9,925	305	377	1,103	1,052
Kusini Unguja	4,983	5,750	22,603	24,551	6,034	6,849	290	282	564	495
Mjini Magharibi	6,712	7,538	29,669	31,357	7,429	8,759	568	626	1,278	1,166
Kaskazini Pemba	6,514	8,668	39,380	43,605	9,575	12,334	395	484	918	900
Kusini Pemba	6,222	8,020	36,665	39,991	9,072	11,693	375	462	876	861

Appendix 14: Distribution of Population Attending School by Official School Age Groups Population by Region; Tanzania, Mainland Tanzania, Tanzania Zanzibar Urban 2022 PHC

Place of Residence	4 - 5 Years	5 - 6 Years	6 - 12 Years	7 - 13 Years	13 - 16 Years	14 - 17 Years	17 - 18 Years	18 - 19 Years	19 - 23 Years	20 - 24 Years
Tanzania	582,675	545,984	3,059,450	3,165,347	864,756	1,044,275	90,318	116,676	175,618	174,322
Mainland Tanzania	551,726	512,788	2,921,492	3,019,359	820,237	992,227	85,681	111,813	165,674	164,918
Dodoma	25,698	25,253	148,035	154,502	38,437	47,580	3,873	5,183	8,880	9,351
Arusha	31,371	26,009	129,497	130,907	44,067	51,597	6,900	8,490	11,400	10,741
Kilimanjaro	13,304	11,094	58,012	58,668	19,164	22,959	2,600	3,075	4,903	4,731
Tanga	19,138	18,671	97,100	102,912	27,414	34,719	2,114	2,969	4,636	4,524
Morogoro	29,678	31,310	171,683	181,260	49,078	60,938	4,196	5,900	8,253	8,312
Pwani	24,391	21,850	119,141	123,786	32,058	39,348	2,501	3,289	4,831	4,664
Dar es Salaam	175,667	145,979	674,086	693,741	211,248	250,849	26,643	32,722	58,417	58,622
Lindi	4,725	5,359	31,055	33,496	8,742	11,222	550	811	996	940
Mtwara	8,818	8,669	50,813	53,731	14,292	18,020	1,148	1,738	2,137	1,969
Ruvuma	10,843	11,383	65,283	67,489	17,554	21,107	1,709	2,282	2,299	2,223
Iringa	11,734	9,319	50,875	50,072	17,416	19,560	2,417	2,972	4,123	4,175
Mbeya	28,218	22,144	133,674	131,062	44,605	49,040	5,611	6,702	9,857	9,969
Singida	6,876	8,379	49,736	52,207	12,663	15,883	985	1,488	1,896	1,864
Tabora	10,452	11,072	72,875	76,563	17,752	21,956	1,481	2,230	3,323	3,245
Rukwa	6,446	7,375	49,207	51,202	12,370	14,860	1,026	1,406	1,355	1,384
Kigoma	12,256	13,525	93,746	99,165	22,148	28,523	1,646	2,462	3,212	3,330
Shinyanga	11,667	11,331	105,442	108,767	23,388	28,992	1,814	2,550	3,264	3,234
Kagera	8,402	8,835	48,334	50,131	14,647	17,954	1,527	2,237	2,213	2,122
Mwanza	39,560	36,642	230,322	235,763	67,240	81,413	7,467	9,841	13,507	13,658
Mara	18,507	21,627	128,427	136,130	32,945	41,085	2,022	3,035	3,856	3,752
Manyara	6,770	8,039	42,800	45,388	11,080	13,707	1,045	1,563	1,768	1,700
Njombe	8,289	7,051	38,769	38,886	12,814	14,671	1,540	1,863	2,082	1,949

Place of Residence	4 - 5 Years	5 - 6 Years	6 - 12 Years	7 - 13 Years	13 - 16 Years	14 - 17 Years	17 - 18 Years	18 - 19 Years	19 - 23 Years	20 - 24 Years
Katavi	4,620	5,204	41,532	43,151	7,846	10,056	547	861	931	930
Simiyu	6,143	8,256	61,771	65,688	12,174	16,126	784	1,224	1,687	1,741
Geita	17,498	19,167	168,336	174,697	32,835	41,994	2,010	3,048	4,013	4,036
Songwe	10,655	9,245	60,941	59,995	16,260	18,068	1,525	1,872	1,835	1,752
Tanzania Zanzibar	30,949	33,196	137,958	145,988	44,519	52,048	4,637	4,863	9,944	9,404
Kaskazini Unguja	1,234	1,284	5,724	6,146	1,313	1,650	57	57	241	217
Kusini Unguja	1,340	1,373	5,499	5,830	1,544	1,710	127	121	245	233
Mjini Magharibi	23,636	25,244	103,405	109,202	34,325	39,895	3,836	4,017	8,318	7,894
Kaskazini Pemba	2,067	2,348	10,097	10,933	3,197	3,895	259	292	501	453
Kusini Pemba	2,672	2,947	13,233	13,877	4,140	4,898	358	376	639	607

Appendix 15: Distribution of Population by Level Attending: Tanzania, Mainland Tanzania and Tanzania Zanzibar, Total; 2022 PHC

Place of Residence	Pre-Primary			Primary			Lower Secondary			Upper Secondary			University and Other Related		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Tanzania	1,764,034	869,550	894,484	11,220,441	5,491,819	5,728,622	2,924,057	1,393,534	1,530,523	316,894	175,576	141,318	502,306	269,745	232,561
Mainland Tanzania	1,670,996	823,664	847,332	10,852,586	5,305,684	5,546,902	2,797,786	1,336,587	1,461,199	305,370	169,840	135,530	476,514	257,663	218,851
Dodoma	76,271	36,748	39,523	535,921	255,050	280,871	124,982	58,053	66,929	12,027	6,471	5,556	24,224	13,103	11,121
Arusha	86,368	43,967	42,401	403,941	202,126	201,815	131,140	60,317	70,823	20,230	9,711	10,519	30,162	15,583	14,579
Kilimanjaro	71,279	36,780	34,499	325,167	164,971	160,196	120,534	56,722	63,812	15,016	7,062	7,954	25,240	12,570	12,670
Tanga	83,047	41,429	41,618	511,718	254,747	256,971	127,976	60,822	67,154	9,601	5,386	4,215	16,190	8,634	7,556
Morogoro	86,429	42,072	44,357	534,657	263,372	271,285	146,442	70,742	75,700	14,144	7,693	6,451	23,207	12,636	10,571
Pwani	63,956	32,082	31,874	352,995	176,075	176,920	101,903	48,583	53,320	8,165	4,256	3,909	14,194	7,463	6,731
Dar Es Salaam	228,105	115,999	112,106	789,748	390,849	398,899	302,485	142,045	160,440	48,448	23,533	24,915	100,508	52,655	47,853
Lindi	25,365	12,317	13,048	184,566	89,693	94,873	48,023	22,940	25,083	3,616	2,230	1,386	4,955	2,840	2,115
Mtwara	41,497	20,461	21,036	273,437	133,685	139,752	69,184	32,352	36,832	5,369	3,236	2,133	7,906	4,314	3,592
Ruvuma	51,543	25,428	26,115	340,187	167,487	172,700	78,603	36,320	42,283	7,627	4,271	3,356	11,204	6,023	5,181
Iringa	44,290	22,026	22,264	229,682	113,002	116,680	72,782	33,143	39,639	8,772	4,386	4,386	12,182	6,223	5,959
Mbeya	79,604	39,836	39,768	397,735	195,723	202,012	126,082	56,596	69,486	17,356	9,048	8,308	25,432	13,713	11,719
Singida	48,279	23,117	25,162	384,909	188,604	196,305	83,064	39,181	43,883	6,856	3,794	3,062	10,652	5,734	4,918
Tabora	49,889	23,661	26,228	538,335	257,993	280,342	99,833	49,043	50,790	9,537	6,082	3,455	13,780	7,762	6,018
Rukwa	35,940	17,053	18,887	280,066	132,182	147,884	56,950	28,261	28,689	5,547	3,511	2,036	6,258	3,739	2,519
Kigoma	53,093	25,939	27,154	464,077	226,581	237,496	101,444	52,395	49,049	10,314	6,878	3,436	13,677	7,759	5,918
Shinyanga	36,937	17,484	19,453	418,294	199,005	219,289	86,831	41,066	45,765	8,354	5,007	3,347	11,819	6,684	5,135
Kagera	81,268	39,820	41,448	590,170	289,402	300,768	151,192	73,908	77,284	15,521	9,115	6,406	16,592	8,923	7,669
Mwanza	111,565	54,688	56,877	772,493	376,193	396,300	208,492	101,691	106,801	25,306	15,373	9,933	35,281	20,147	15,134
Mara	83,274	41,025	42,249	549,774	274,204	275,570	136,465	70,697	65,768	11,212	7,387	3,825	16,180	9,539	6,641
Manyara	43,050	21,179	21,871	340,633	168,330	172,303	76,107	34,676	41,431	8,777	4,656	4,121	12,808	6,888	5,920
Njombe	32,847	16,314	16,533	171,133	84,785	86,348	50,957	22,167	28,790	5,570	2,697	2,873	6,820	3,357	3,463
Katavi	18,085	8,534	9,551	185,664	89,272	96,392	33,854	17,155	16,699	3,207	2,030	1,177	4,509	2,582	1,927
Simiyu	40,264	18,238	22,026	423,509	199,867	223,642	80,037	38,219	41,818	7,179	4,688	2,491	10,749	6,233	4,516
Geita	59,641	28,281	31,360	611,192	295,321	315,871	128,693	65,544	63,149	12,245	8,432	3,813	15,015	8,835	6,180
Songwe	39,110	19,186	19,924	242,583	117,165	125,418	53,731	23,949	29,782	5,374	2,907	2,467	6,970	3,724	3,246
Tanzania Zanzibar	93,038	45,886	47,152	367,855	186,135	181,720	126,271	56,947	69,324	11,524	5,736	5,788	25,792	12,082	13,710
Kaskazini Unguja	11,568	5,648	5,920	49,749	24,977	24,772	14,575	6,235	8,340	716	417	299	2,403	1,147	1,256
Kusini Unguja	9,487	4,786	4,701	34,168	17,761	16,407	10,170	4,443	5,727	608	279	329	1,610	776	834

Place of Residence	Pre-Primary			Primary			Lower Secondary			Upper Secondary			University and Other Related		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Mjini Magharibi	44,239	21,758	22,481	158,367	79,227	79,140	60,080	27,236	32,844	7,094	3,217	3,877	16,291	7,411	8,880
Kaskazini Pemba	13,911	6,822	7,089	62,728	31,923	30,805	20,425	9,533	10,892	1,471	893	578	2,595	1,280	1,315
Kusini Pemba	13,833	6,872	6,961	62,843	32,247	30,596	21,021	9,500	11,521	1,635	930	705	2,893	1,468	1,425

Appendix 16: Distribution of Population by Level Attending: Tanzania, Mainland Tanzania and Tanzania Zanzibar, Rural; 2022 PHC

Place of Residence	Pre -Primary			Primary			Lower Secondary			Upper Secondary			University and Other Related		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Tanzania	970,124	471,461	498,663	7,533,881	3,689,767	3,844,114	1,641,774	792,870	848,904	132,079	80,793	51,286	200,281	111,084	89,197
Mainland Tanzania	921,991	447,735	474,256	7,331,174	3,586,350	3,744,824	1,579,943	765,146	814,797	128,122	78,471	49,651	191,149	106,576	84,573
Dodoma	40,413	18,941	21,472	355,623	167,811	187,812	67,232	31,559	35,673	4,125	2,568	1,557	7,536	4,201	3,335
Arusha	45,745	23,104	22,641	252,663	127,579	125,084	68,120	30,990	37,130	7,591	3,826	3,765	12,074	6,288	5,786
Kilimanjaro	54,167	28,052	26,115	257,085	130,959	126,126	92,885	43,829	49,056	10,470	5,007	5,463	16,994	8,432	8,562
Tanga	56,331	27,947	28,384	391,435	194,837	196,598	85,150	40,537	44,613	4,900	3,013	1,887	8,724	4,695	4,029
Morogoro	43,707	20,948	22,759	324,754	160,118	164,636	71,919	35,299	36,620	4,725	2,915	1,810	8,542	4,792	3,750
Pwani	31,369	15,676	15,693	209,477	105,423	104,054	54,053	26,411	27,642	3,126	1,775	1,351	5,750	3,113	2,637
Dar es Salaam	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lindi	18,271	8,778	9,493	145,705	70,985	74,720	34,553	16,709	17,844	2,243	1,482	761	3,232	1,899	1,333
Mtwara	29,311	14,396	14,915	211,969	103,977	107,992	48,040	22,720	25,320	2,896	1,933	963	4,375	2,470	1,905
Ruvuma	36,127	17,846	18,281	261,996	129,458	132,538	53,206	24,847	28,359	4,104	2,470	1,634	7,081	3,803	3,278
Iringa	29,609	14,624	14,985	170,985	84,200	86,785	48,963	22,202	26,761	4,370	2,362	2,008	5,226	2,672	2,554
Mbeya	44,847	22,408	22,439	243,868	120,869	122,999	65,887	29,588	36,299	6,778	3,756	3,022	9,021	4,830	4,191
Singida	37,619	17,788	19,831	324,095	159,233	164,862	63,582	30,143	33,439	4,529	2,627	1,902	7,447	4,078	3,369
Tabora	34,673	16,144	18,529	448,739	215,000	233,739	72,556	36,399	36,157	5,721	3,955	1,766	7,950	4,679	3,271
Rukwa	26,262	12,252	14,010	219,814	103,572	116,242	38,340	19,511	18,829	3,075	2,048	1,027	3,888	2,442	1,446
Kigoma	35,312	17,099	18,213	344,934	168,917	176,017	64,897	34,066	30,831	5,407	3,775	1,632	7,680	4,434	3,246
Shinyanga	20,952	9,591	11,361	287,772	136,613	151,159	50,508	24,137	26,371	3,979	2,646	1,333	5,743	3,461	2,282
Kagera	69,235	33,717	35,518	531,242	260,799	270,443	128,906	63,327	65,579	11,860	7,230	4,630	12,823	6,966	5,857
Mwanza	58,169	27,967	30,202	494,187	241,154	253,033	106,798	53,754	53,044	8,700	6,099	2,601	12,561	7,742	4,819
Mara	54,816	26,848	27,968	388,461	195,378	193,083	85,618	45,419	40,199	5,916	4,233	1,683	9,442	5,721	3,721
Manyara	32,490	15,898	16,592	288,295	142,666	145,629	59,313	27,074	32,239	6,152	3,310	2,842	9,689	5,231	4,458
Njombe	22,114	10,993	11,121	125,919	62,610	63,309	33,245	14,212	19,033	2,718	1,317	1,401	3,439	1,745	1,694
Katavi	11,241	5,242	5,999	134,313	64,406	69,907	21,249	11,006	10,243	1,620	1,109	511	2,751	1,560	1,191
Simiyu	29,861	13,316	16,545	345,705	162,809	182,896	59,265	28,302	30,963	4,714	3,193	1,521	7,615	4,420	3,195
Geita	33,790	15,741	18,049	400,918	194,366	206,552	74,144	39,122	35,022	5,984	4,421	1,563	7,792	4,827	2,965
Songwe	25,560	12,419	13,141	171,220	82,611	88,609	31,514	13,983	17,531	2,419	1,401	1,018	3,774	2,075	1,699
Tanzania Zanzibar	48,133	23,726	24,407	202,707	103,417	99,290	61,831	27,724	34,107	3,957	2,322	1,635	9,132	4,508	4,624
Kaskazini Unguja	9,788	4,757	5,031	42,588	21,414	21,174	12,536	5,369	7,167	603	359	244	1,999	946	1,053
Kusini Unguja	7,568	3,821	3,747	27,618	14,425	13,193	8,096	3,553	4,543	422	206	216	1,132	566	566

Place of Residence	Pre-Primary			Primary			Lower Secondary			Upper Secondary			University and Other Related		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Mjini Magharibi	10,042	4,927	5,115	35,382	17,770	17,612	10,735	4,730	6,005	967	469	498	2,394	1,084	1,310
Kaskazini Pemba	10,798	5,287	5,511	50,265	25,549	24,716	15,615	7,301	8,314	1,011	685	326	1,791	948	843
Kusini Pemba	9,937	4,934	5,003	46,854	24,259	22,595	14,849	6,771	8,078	954	603	351	1,816	964	852

Appendix 17: Distribution of Population by Level Attending: Tanzania, Mainland Tanzania and Tanzania Zanzibar, Urban; 2022 PHC

Place of Residence	Pre-Primary			Primary			Lower Secondary			Upper Secondary			University and Other Related		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Tanzania	793,910	398,089	395,821	3,686,560	1,802,052	1,884,508	1,282,283	600,664	681,619	184,815	94,783	90,032	302,025	158,661	143,364
Mainland Tanzania	749,005	375,929	373,076	3,521,412	1,719,334	1,802,078	1,217,843	571,441	646,402	177,248	91,369	85,879	285,365	151,087	134,278
Dodoma	35,858	17,807	18,051	180,298	87,239	93,059	57,750	26,494	31,256	7,902	3,903	3,999	16,688	8,902	7,786
Arusha	40,623	20,863	19,760	151,278	74,547	76,731	63,020	29,327	33,693	12,639	5,885	6,754	18,088	9,295	8,793
Kilimanjaro	17,112	8,728	8,384	68,082	34,012	34,070	27,649	12,893	14,756	4,546	2,055	2,491	8,246	4,138	4,108
Tanga	26,716	13,482	13,234	120,283	59,910	60,373	42,826	20,285	22,541	4,701	2,373	2,328	7,466	3,939	3,527
Morogoro	42,722	21,124	21,598	209,903	103,254	106,649	74,523	35,443	39,080	9,419	4,778	4,641	14,665	7,844	6,821
Pwani	32,587	16,406	16,181	143,518	70,652	72,866	47,850	22,172	25,678	5,039	2,481	2,558	8,444	4,350	4,094
Dar Es Salaam	228,105	115,999	112,106	789,748	390,849	398,899	302,485	142,045	160,440	48,448	23,533	24,915	100,508	52,655	47,853
Lindi	7,094	3,539	3,555	38,861	18,708	20,153	13,470	6,231	7,239	1,373	748	625	1,723	941	782
Mtwara	12,186	6,065	6,121	61,468	29,708	31,760	21,144	9,632	11,512	2,473	1,303	1,170	3,531	1,844	1,687
Ruvuma	15,416	7,582	7,834	78,191	38,029	40,162	25,397	11,473	13,924	3,523	1,801	1,722	4,123	2,220	1,903
Iringa	14,681	7,402	7,279	58,697	28,802	29,895	23,819	10,941	12,878	4,402	2,024	2,378	6,956	3,551	3,405
Mbeya	34,757	17,428	17,329	153,867	74,854	79,013	60,195	27,008	33,187	10,578	5,292	5,286	16,411	8,883	7,528
Singida	10,660	5,329	5,331	60,814	29,371	31,443	19,482	9,038	10,444	2,327	1,167	1,160	3,205	1,656	1,549
Tabora	15,216	7,517	7,699	89,596	42,993	46,603	27,277	12,644	14,633	3,816	2,127	1,689	5,830	3,083	2,747
Rukwa	9,678	4,801	4,877	60,252	28,610	31,642	18,610	8,750	9,860	2,472	1,463	1,009	2,370	1,297	1,073
Kigoma	17,781	8,840	8,941	119,143	57,664	61,479	36,547	18,329	18,218	4,907	3,103	1,804	5,997	3,325	2,672
Shinyanga	15,985	7,893	8,092	130,522	62,392	68,130	36,323	16,929	19,394	4,375	2,361	2,014	6,076	3,223	2,853
Kagera	12,033	6,103	5,930	58,928	28,603	30,325	22,286	10,581	11,705	3,661	1,885	1,776	3,769	1,957	1,812
Mwanza	53,396	26,721	26,675	278,306	135,039	143,267	101,694	47,937	53,757	16,606	9,274	7,332	22,720	12,405	10,315
Mara	28,458	14,177	14,281	161,313	78,826	82,487	50,847	25,278	25,569	5,296	3,154	2,142	6,738	3,818	2,920
Manyara	10,560	5,281	5,279	52,338	25,664	26,674	16,794	7,602	9,192	2,625	1,346	1,279	3,119	1,657	1,462
Njombe	10,733	5,321	5,412	45,214	22,175	23,039	17,712	7,955	9,757	2,852	1,380	1,472	3,381	1,612	1,769
Katavi	6,844	3,292	3,552	51,351	24,866	26,485	12,605	6,149	6,456	1,587	921	666	1,758	1,022	736
Simiyu	10,403	4,922	5,481	77,804	37,058	40,746	20,772	9,917	10,855	2,465	1,495	970	3,134	1,813	1,321

Place of Residence	Pre-Primary			Primary			Lower Secondary			Upper Secondary			University and Other Related		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Geita	25,851	12,540	13,311	210,274	100,955	109,319	54,549	26,422	28,127	6,261	4,011	2,250	7,223	4,008	3,215
Songwe	13,550	6,767	6,783	71,363	34,554	36,809	22,217	9,966	12,251	2,955	1,506	1,449	3,196	1,649	1,547
Tanzania Zanzibar	44,905	22,160	22,745	165,148	82,718	82,430	64,440	29,223	35,217	7,567	3,414	4,153	16,660	7,574	9,086
Kaskazini Unguja	1,780	891	889	7,161	3,563	3,598	2,039	866	1,173	113	58	55	404	201	203
Kusini Unguja	1,919	965	954	6,550	3,336	3,214	2,074	890	1,184	186	73	113	478	210	268
Mjini Magharibi	34,197	16,831	17,366	122,985	61,457	61,528	49,345	22,506	26,839	6,127	2,748	3,379	13,897	6,327	7,570
Kaskazini Pemba	3,113	1,535	1,578	12,463	6,374	6,089	4,810	2,232	2,578	460	208	252	804	332	472
Kusini Pemba	3,896	1,938	1,958	15,989	7,988	8,001	6,172	2,729	3,443	681	327	354	1,077	504	573

School Attendance

Appendix 18: Percentage Distribution of Population Aged 4 Years and Above by Sex, School Attendance Status and Age; Tanzania, 2022 PHC

Age	Both Sexes					Male					Female				
	Total	Attending	Drop Out	Completed	Never Attended	Total	Attending	Drop Out	Completed	Never Attended	Total	Attending	Drop Out	Completed	Never Attended
Total	54,195,240	31.4	10.6	38.1	19.9	26,294,651	31.8	11.7	38.5	17.9	27,900,589	31.1	9.5	37.7	21.8
6	1,780,789	63	0.3	0.2	36.5	886,563	60.6	0.3	0.2	38.9	894,226	65.4	0.2	0.2	34.2
7	1,811,049	75.9	0.5	0.2	23.4	912,318	73.7	0.6	0.2	25.5	898,731	78.2	0.4	0.2	21.2
8	1,775,247	82.6	0.9	0.2	16.3	875,404	80.9	1	0.3	17.8	899,843	84.3	0.7	0.2	14.7
9	1,707,987	85.9	1.5	0.3	12.3	827,838	84.5	1.8	0.3	13.4	880,149	87.2	1.3	0.3	11.2
10	1,671,384	85.7	2.6	0.4	11.4	857,357	83.6	3.3	0.4	12.8	814,027	87.8	1.9	0.3	9.9
11	1,433,177	87.4	3.6	0.4	8.5	720,379	85.4	4.6	0.5	9.6	712,798	89.4	2.7	0.4	7.5
12	1,813,398	84.2	5.3	1.1	9.5	914,921	81.6	6.6	1.2	10.6	898,477	86.7	3.9	1	8.4
13	1,474,831	82.3	6.8	2.2	8.7	738,305	79.5	8.6	2.1	9.8	736,526	85.1	5	2.2	7.7
7-13'	11,687,073	83.3	2.9	0.7	13.1	5,846,522	81.2	3.7	0.7	14.5	5,840,551	85.4	2.2	0.7	11.8
14	1,604,449	76.1	8.5	6.1	9.2	804,624	73	10.8	5.9	10.4	799,825	79.3	6.3	6.4	8
15	1,274,076	69.6	10	11.7	8.6	642,974	66.8	12.5	11.2	9.5	631,102	72.6	7.5	12.3	7.6
16	1,287,608	61.3	12.2	18	8.5	639,074	59.1	14.7	17.2	8.9	648,534	63.4	9.7	18.8	8
17	1,295,523	50	15	26.1	8.9	653,780	49.4	17.2	24.3	9.1	641,743	50.6	12.7	28	8.7
14 - 17	5,461,656	64.9	11.3	15	8.8	2,740,452	62.6	13.7	14.2	9.5	2,721,204	67.2	8.9	15.8	8.1
18	1,325,781	32.3	17.9	38.3	11.6	642,964	34.9	19.9	34.4	10.7	682,817	29.7	15.9	42	12.4
19	1,099,405	22.3	19.1	48	10.6	517,793	26.1	21	43.1	9.8	581,612	18.9	17.3	52.4	11.4
18 - 19	2,425,186	27.7	18.4	42.7	11.1	1,160,757	31	20.4	38.3	10.3	1,264,429	24.7	16.6	46.8	11.9

Appendix 19: Percentage Distribution of Population Aged 7 Years and Above by Sex, School Attendance Status and Age; Mainland Tanzania, 2022 PHC

Age	Both Sexes					Male					Female				
	Total	Attending	Drop Out	Completed	Never Attended	Total	Attending	Drop Out	Completed	Never Attended	Total	Attending	Drop Out	Completed	Never Attended
Total	50,643,916	31.6	10.8	39.6	18	24,552,667	32	12	40.2	15.9	26,091,249	31.1	9.6	39.1	20.1
6	1730731	62.3	0.3	0.2	37.3	861,598	59.8	0.3	0.2	39.7	869,133	64.7	0.2	0.2	34.9
7	1759985	75.4	0.5	0.2	23.9	886,667	73.2	0.6	0.2	26	873,318	77.7	0.4	0.2	21.7
8	1718817	82.1	0.9	0.2	16.7	847,416	80.3	1.1	0.3	18.3	871,401	83.9	0.7	0.2	15.1
9	1657248	85.5	1.6	0.3	12.6	802,863	84.1	1.8	0.3	13.8	854,385	86.9	1.3	0.3	11.5
10	1623772	85.3	2.7	0.4	11.7	833,113	83.2	3.3	0.4	13.1	790,659	87.5	2	0.3	10.2
11	1390579	87.1	3.7	0.5	8.8	699,024	85	4.7	0.5	9.8	691,555	89.2	2.7	0.4	7.7
12	1763620	83.8	5.4	1.1	9.7	889,704	81.2	6.7	1.2	10.9	873,916	86.4	4	1	8.6
13	1430075	81.9	6.9	2.2	9	716,047	79.1	8.7	2.2	10	714,028	84.7	5.1	2.3	7.9
7-13'	11,344,096	82.9	3	0.7	13.5	5674834	80.7	3.7	0.7	14.9	5,669,262	85	2.2	0.7	12.1
14	1558167	75.6	8.6	6.3	9.4	781,722	72.4	10.9	6	10.6	776,445	78.9	6.3	6.6	8.2
15	1234835	69.1	10.1	12	8.8	623,284	66.2	12.6	11.5	9.8	611,551	72	7.5	12.6	7.8
16	1247927	60.7	12.2	18.4	8.7	619,941	58.6	14.6	17.6	9.2	627,986	62.8	9.7	19.2	8.2
17	1254091	49.5	14.9	26.4	9.2	633,959	49	17.1	24.6	9.3	620,132	50.1	12.7	28.3	9
14 - 17	5,295,020	64.4	11.3	15.3	9.1	2,658,906	62.1	13.6	14.4	9.8	2,636,114	66.7	8.9	16.1	8.3
18	1283023	31.9	17.7	38.5	11.9	622,321	34.7	19.7	34.7	11	660,702	29.3	15.9	42	12.7
19	1063623	22.1	18.9	48.1	10.9	501,046	26	20.7	43.2	10	562,577	18.7	17.3	52.3	11.7
18 - 19	2,346,646	27.5	18.3	42.8	11.4	1,123,367	30.8	20.1	38.5	10.5	1,223,279	24.4	16.6	46.8	12.2

**Appendix 20: Percentage Distribution of Population Aged 6 Years and Above by Sex, School Attendance Status and Age;
Tanzania Zanzibar, 2022 PHC**

Age	Both Sexes					Male					Female				
	Total	Attending	Drop Out	Completed	Never Attended	Total	Attending	Drop Out	Completed	Never Attended	Total	Attending	Drop Out	Completed	Never Attended
Total	1,613,034	38	17.2	35.5	9.3	777,105	32	12	40.2	15.9	835,929	37.2	15	36.6	11.1
6	50058	88.5	0.2	0.1	11.3	24,965	87.2	0.2	0.1	12.4	25,093	89.7	0.1	0.1	10.1
7	51064	94.2	0.3	0.1	5.4	25,651	93.5	0.3	0.1	6.1	25,413	95	0.2	0.1	4.7
8	56430	97	0.3	0.1	2.6	27,988	96.4	0.4	0.1	3.1	28,442	97.6	0.2	0.1	2.1
9	50739	97.9	0.4	0.1	1.5	24,975	97.4	0.6	0.1	1.9	25,764	98.5	0.3	0.1	1.1
10	47612	98.1	0.7	0.1	1.2	24,244	97.5	1	0.1	1.4	23,368	98.7	0.3	0.1	0.9
11	42598	98.1	0.8	0.1	0.9	21,355	97.6	1.2	0.2	1.1	21,243	98.6	0.5	0.1	0.8
12	49778	97.2	1.5	0.2	1	25,217	96.3	2.1	0.2	1.3	24,561	98.1	0.9	0.2	0.8
06-Dec	348,279	95.8	0.6	0.1	3.5	174,395	95.1	0.8	0.1	4	173,884	96.6	0.4	0.1	3
13	44756	96.1	2.6	0.3	1	22,258	94.8	3.8	0.3	1.2	25,093	85	2.2	0.7	12.1
14	46282	93	4.8	0.9	1.3	22,902	91.3	6.4	0.6	1.6	25,413	78.9	6.3	6.6	8.2
15	39241	87.6	8.7	2.3	1.5	19,690	84.8	11.9	1.6	1.7	28,442	72	7.5	12.6	7.8
16	39681	79.7	12.9	5.8	1.6	19,133	76.2	17.6	4.5	1.7	25,764	62.8	9.7	19.2	8.2
13 - 16	169,960	89.5	7.8	31.7	60.3	83,983	87.3	9.5	1.6	1.6	104,712	91.6	4.5	2.8	1.1
17	41432	64	27.3	94.8	11.5	19,821	62	23.2	12.8	2	21,611	65.8	12.3	20	1.8
18	42758	41.9	52.3	153.3	7.3	20,643	42.9	28.4	26	2.7	22,115	41.1	15.9	40.8	2.3
19	35782	26.8	23.1	47.4	2.7	16,747	28.9	30	38.5	2.6	19,035	25	17.1	55.2	2.7
17 - 18	84,190	53	20	25	2	40,464	28.9	30	38.5	2.6	43,726	3.2	23	57.6	16.3

Appendix 21: Percentage Distribution of Population Aged Five Years and Above by School Attendance Status, Sex and Place of Residence; Tanzania, Mainland Tanzania and Tanzania Zanzibar, 2022 PHC.

Place of Residence		Attendance Status											
		Attending			Drop Out			Completed			Never Attended		
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Tanzania	Total	31.8	32.2	31.3	11.0	12.2	9.8	39.5	40.0	39.1	17.8	15.6	19.8
	Rural	31.0	31.2	30.8	12.0	13.7	10.4	33.6	34.4	32.8	23.4	20.7	25.9
	Urban	33.0	34.0	32.2	9.0	9.4	8.7	50.2	50.4	50.1	7.7	6.2	9.0
Mainland Tanzania	Total	31.6	32.0	31.1	10.8	12.0	9.6	39.6	40.2	39.1	18	15.9	20.1
	Rural	30.8	31.0	30.7	11.8	13.5	10.3	33.7	34.5	32.9	23.6	20.9	26.2
	Urban	32.9	33.8	32.0	8.8	9.1	8.5	50.6	50.8	50.4	7.8	6.3	9.1
Tanzania Zanzibar	Total	38.0	38.8	37.2	17.2	19.6	15	35.5	34.3	36.6	9.3	7.4	11.1
	Rural	39.2	40.0	38.5	19.5	22.5	16.6	28.2	27.1	29.2	13.1	10.5	15.7
	Urban	36.7	37.5	35.9	14.9	16.5	13.4	43	41.8	44	5.4	4.1	6.6

