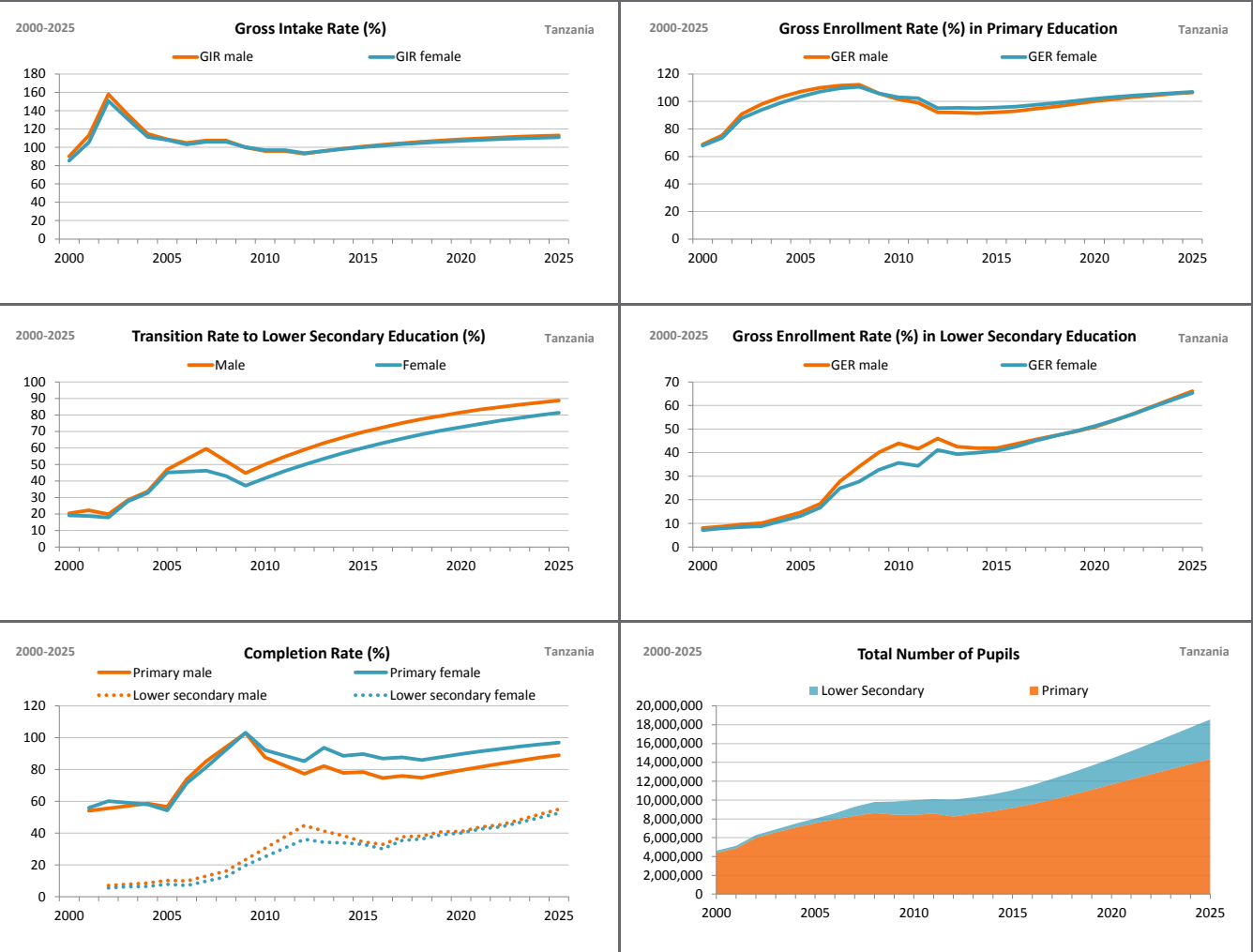


**EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025**

**Tanzania**



**DEFINITIONS**

Source: UNESCO Institute for Statistics (UIS)

**Gross Intake Ratio (GIR)** Total number of new entrants in first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.

**Gross Enrollment Rate (GER)** Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year. Often higher than 100% because of repetition and overage students.

**Transition Rate** The number of pupils admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the first grade of the lower level of education in the previous year.

**Completion Rate** The total number of students completing (or graduating from) the final year of primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age.

**Primary Education** At the primary education level, the program of study is normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Religious instruction may also be featured. The average duration of primary education is six years but cycles vary by country, ranging from a minimum of three years to a maximum of eight years. Please note that these profiles take definitions of the entry age and duration of primary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at [www.epdc.org](http://www.epdc.org).

**Lower Secondary Education** At the lower secondary education level, the program of study is typically designed to complete the development of basic skills and knowledge which began at the primary level. In many countries, the educational aim is to lay the foundation for lifelong learning and individual development. The duration of lower secondary education varies by country but averages three years internationally. Please note that these profiles take definitions of the entry age and duration of lower secondary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at [www.epdc.org](http://www.epdc.org).

PRIMARY	Number of Pupils	Gross Intake Rate into Primary (GIR, %)		Primary Gross Enrollment Rate (GER, %)		Primary Completion Rate (%)	
	TOTAL, Both Genders	Male GIR	Female GIR	Male GER	Female GER	Male %	Female %
	2000	4,382,410	90	85	69	68	#N/A
2001	4,881,588	113	106	75	74	54	56
2002	5,981,338	158	150	91	88	#N/A	60
2003	6,562,772	136	130	98	94	#N/A	#N/A
2004	7,083,063	114	111	103	99	59	58
2005	7,541,208	109	108	107	103	56	54
2006	7,959,884	105	103	110	107	74	71
2007	8,316,925	107	106	111	110	85	81
2008	8,626,825	107	106	112	111	#N/A	#N/A
2009	8,441,553	100	100	106	106	103	103
2010	8,419,305	96	97	101	103	88	92
2011	8,569,642	96	97	99	102	#N/A	#N/A
2012	8,247,172	93	94	92	95	77	85
2013	8,539,162	96	96	92	95	82	94
2014	8,805,357	98	98	92	95	78	89
2015	9,169,145	101	100	92	96	78	90
2016	9,566,137	103	102	93	96	75	87
2017	10,043,538	105	103	95	97	76	88
2018	10,544,628	106	105	96	99	75	86
2019	11,095,920	107	106	98	100	77	88
2020	11,645,161	109	107	100	102	79	90
2021	12,192,879	110	108	102	103	82	91
2022	12,739,203	111	109	103	104	84	93
2023	13,282,019	111	110	104	105	86	94
2024	13,819,218	112	110	106	106	87	96
2025	14,344,557	113	111	107	107	89	97

LOWER SECONDARY	Number of Pupils	Transition to Lower Secondary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary Completion Rate (%)	
	TOTAL, Both Genders	Male %	Female %	Male GER	Female GER	Male %	Female %
	2000	238,194	20	19	8	7	#N/A
2001	264,892	22	19	9	8	#N/A	#N/A
2002	296,529	20	18	10	8	7	6
2003	319,487	28	28	10	9	8	6
2004	402,285	34	33	12	11	8	6
2005	491,073	47	45	15	13	10	8
2006	631,431	#N/A	#N/A	18	17	10	7
2007	967,087	60	46	28	25	#N/A	#N/A
2008	1,164,250	52	43	34	28	16	13
2009	1,401,559	45	37	40	33	23	20
2010	1,566,685	50	42	44	36	#N/A	#N/A
2011	1,531,339	55	46	42	34	#N/A	#N/A
2012	1,802,810	59	50	46	41	45	36
2013	1,741,008	63	54	43	39	41	34
2014	1,797,100	66	57	42	40	38	34
2015	1,874,339	70	60	42	41	34	33
2016	2,023,799	72	63	44	43	33	30
2017	2,201,271	75	66	46	45	38	35
2018	2,372,265	77	68	47	47	38	36
2019	2,551,527	80	71	49	49	41	39
2020	2,754,694	81	73	51	51	41	40
2021	3,002,703	83	75	54	54	44	43
2022	3,271,299	85	76	57	56	45	44
2023	3,574,644	86	78	60	59	48	47
2024	3,888,880	88	80	63	62	52	50
2025	4,211,355	89	81	66	65	55	53

EPDC PROJECTION METHODOLOGY

EPDC education projections were developed using a progress-based methodology, based on trends from 2000-2010 across the group of low-income countries included in this exercise, and using past trends to set expectations for the future. Enrollments are projected using a cohort method, where student cohorts calculated based on UN population estimates are followed throughout the education system. Therefore, sudden spikes in primary intake in a given historical year can be expected to produce spikes in primary and, a few years later, lower secondary enrollment projections. Assumptions imposed on gross intake, dropout, repetition, and transition rates are used to drive the calculations for the rest of the indicators, including estimates of pupil enrollments, and - with the relevant population as a denominator - the gross and net enrollment rates by gender and school level. The projection assumptions set countries on a gradual rate of improvement across all key driver indicators, and countries that experienced negative trends in the most recent historical period are set to improve according to average trend across all countries. The full methodology for the projections is available upon request: email [epdc@fhi360.org](mailto:epdc@fhi360.org).

DISCLAIMER: EPDC education projections are a result of statistical modeling and contain a degree of prediction error. In some cases, trends do not follow the country specific trajectory, but are in line with the trends observed across the group of low-income countries as a whole. For these reasons, EPDC projections can only be used as a guide for research and policy, with the understanding that the actual levels of progress can only be known for present and past periods of time. FHI 360 bears no responsibility for incorrect predictions. Projection assumptions do not take into account crises, natural disasters, sudden population shifts, and other extraordinary circumstances.



Education Policy and Data Center (EPDC) is a research unit within the FHI 360 Global Learning Group. EPDC serves as a resource for education data, profiles and data reports on education status at the country level, research on issues and challenges in education around the world, as well as medium-term education projections. The FHI 360 Global Learning Group portfolio encompasses a wide range of programs and interventions in educational development. Visit us at [www.fhi360.org](http://www.fhi360.org) and [www.epdc.org](http://www.epdc.org).

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