

SUSTAINABLE DEVELOPMENT GOAL (SDG) 4  
**COUNTRY PROFILE**

Country or territory

**United Republic of Tanzania**

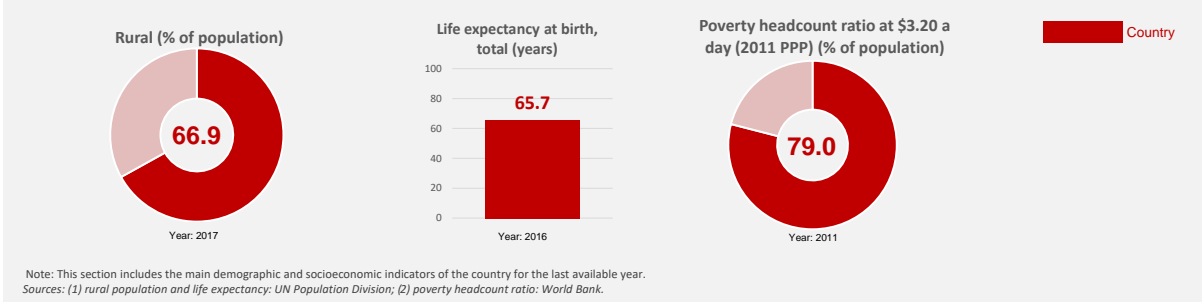
Region

Sub-Saharan Africa

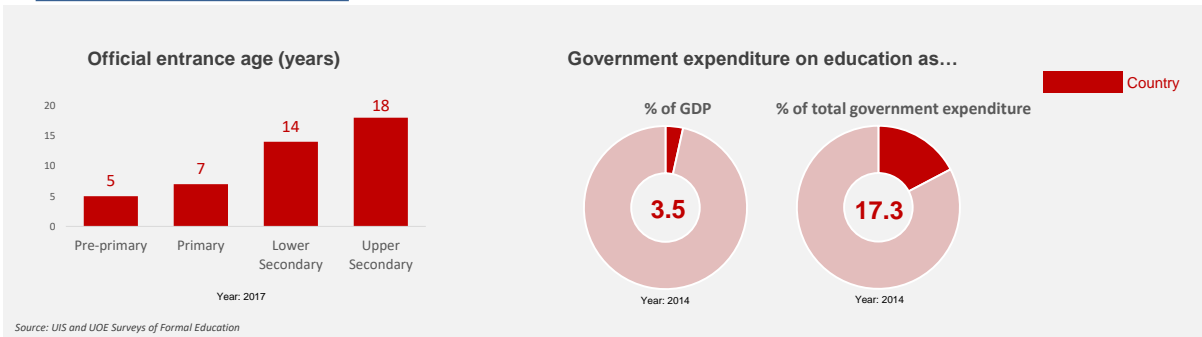
Income group

Low income

**National Context**



**Education System**



**4.1 - Free, equitable and quality primary and secondary education**



## 4.2 - Quality early childhood development, care and pre-primary education

**Indicator 4.2.1 - Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex**

Country

Data for the country is not available

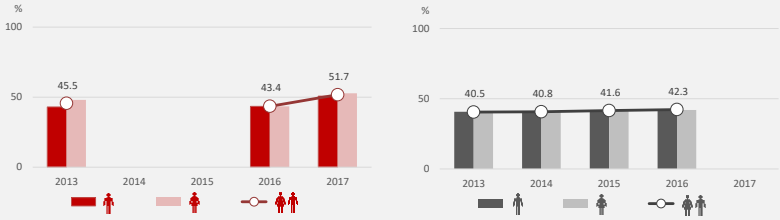
**What is this?**

The slices represent the percentage of children aged 36-59 months who are developmentally on-track in at least three of the following four domains: literacy-numeracy – to identify at least 10 letters of the alphabet, read 4 simple words and recognise and name all numbers from 1 to 10; physical – to pick up small objects easily and are generally well enough to play; socio-emotional – to undertake simple activities independently, get along with other children and do not usually kick, bite or hit other children or adults; and learning – participate in any type of organized learning including early childhood education, kindergarten or community care.

Source: Early Childhood Development Index from UNICEF's Multiple Indicator Cluster Surveys (MICS) and USAID's Demographic and Health Surveys (DHS)

**Indicator 4.2.2 - Participation rate in organized learning (one year before the official primary entry age), by sex**

Country  
Region



**What is this?**

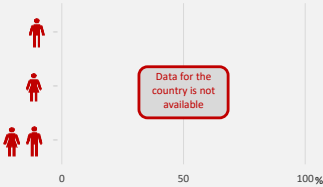
The lines represent the percentage of children in the given age range who participate in one or more organized learning programmes, including programmes which offer a combination of education and care. Participation in early childhood education and in primary education are both included. The age range will vary by country depending on the official age for entry to primary education.

Source: UIS and UOE Surveys of Formal Education and UN Population Division's World Population Prospects

## 4.3 - Quality TVET and tertiary education

**Indicator 4.3.1 - Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex**

Country



**What is this?**

The percentage of youth and adults who have participated in a formal or non-formal education and training programme in the previous 12 months.

**Data sources**

Source: National household surveys coordinated by the EU Adult Education Survey (AES, target population 25-64 years) and OECD Survey of Adult Skills (PIAAC, target population 16-65 years).

Sources: Eurostat's Adult Education Survey (AES) and OECD's Survey of Adult Skills (PIAAC)

## 4.4 - Technical and vocational skills

**Indicator 4.4.1 - Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill**

Proportion of youth and adults who have... (%)

Country



**Data sources**

Source: National household surveys. Data compiled by Eurostat and International Telecommunications Union (ITU).

**?** The percentage of the population who declared that they can copy or move a file or a folder on a desktop computer, a laptop (portable) computer or a tablet (or similar handheld computer)

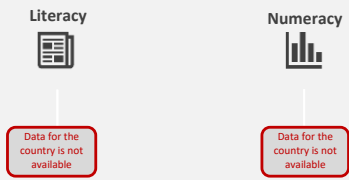
**?** The percentage of the population who declared that they can connect and install new devices (e.g. modem, camera, printer)

**?** The percentage of the population who declared that they can create electronic presentations with presentation software (including text, images, sound, video or charts)

Sources: Eurostat and International Telecommunication Union (ITU)

## 4.6 - Youth and adult literacy and numeracy

Indicator 4.6.1 - Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex



Country

### What is this?

The slices represent the percentage of the population (aged 15 years and above) who have achieved or exceeded a given level of proficiency in literacy and numeracy.

### Data sources

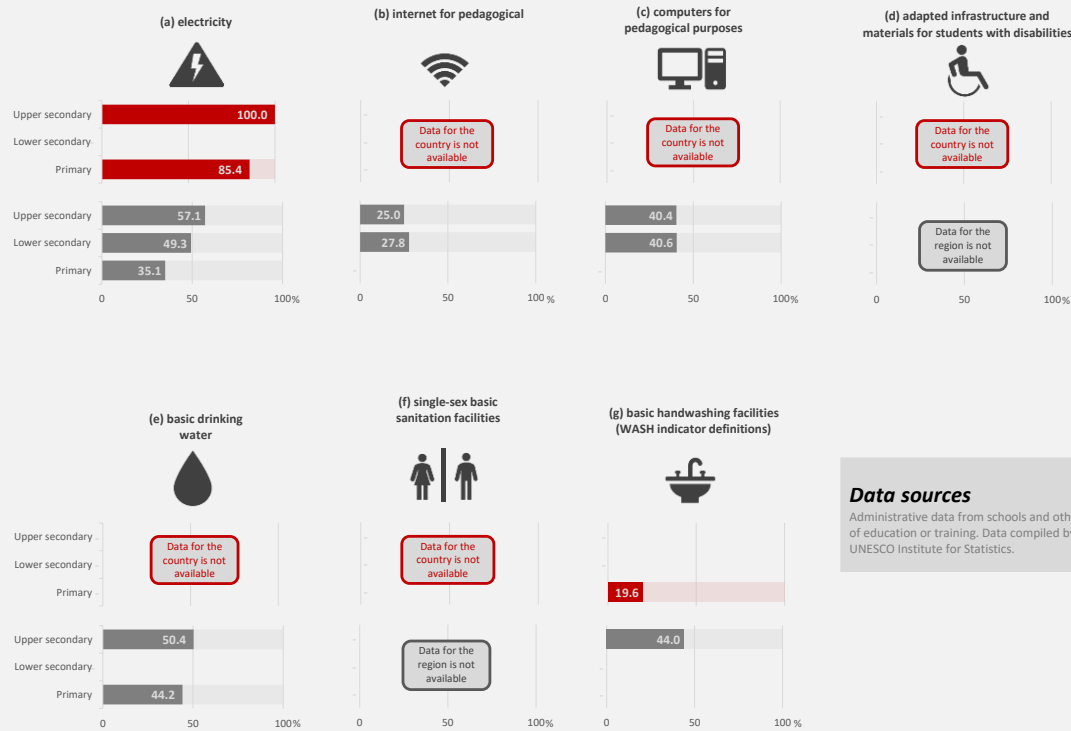
National household surveys coordinated by the OECD Programme for the International Assessment of Adult Competencies (PIAAC) and the World Bank's Skills Towards Employment and Productivity (STEP).

Sources: OECD's Programme for the International Assessment of Adult Competencies (PIAAC), World Bank's STEP Skills Measurement Programme (STEP)

## 4.a - Education facilities

Indicator 4.a.1 - Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)

Country  
Region

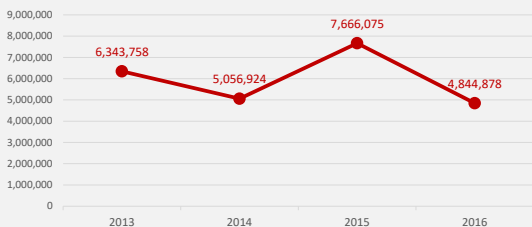


**Data sources**  
Administrative data from schools and other providers of education or training. Data compiled by the UNESCO Institute for Statistics.

Sources: UIS and UOE Surveys of Formal Education  
Year (country): 2016  
Year (region): 2017 or most recent year available

## 4.b - Scholarships

Indicator 4.b.1 - Volume of official development assistance flows for scholarships, constant US\$



Sources: The Development Assistance Committee of the Organisation for Economic Co-operation and Development (OECD)

Country

### What is this?

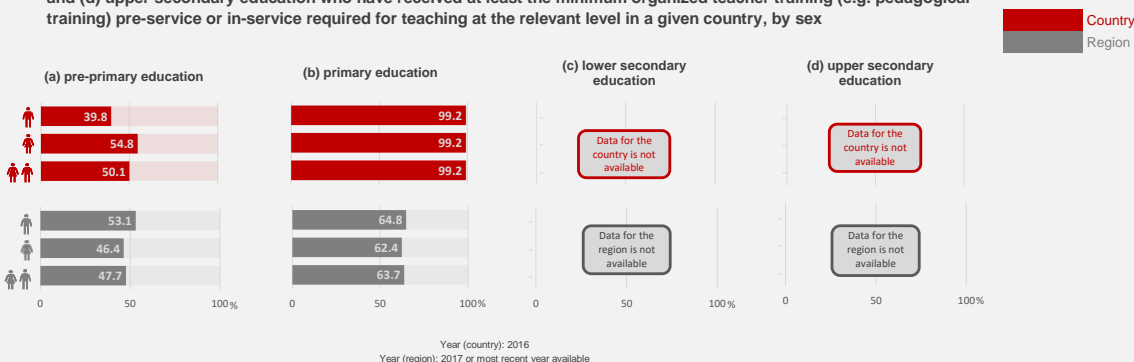
Total net official development assistance (ODA) for scholarships in donor countries expressed in US dollars at the average annual exchange rate.

### Data sources

Administrative data from donor countries and other aid providers on net official development assistance to education. Data compiled by the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development from returns submitted by its member countries and other aid providers.

## 4.c - Qualified teachers

Indicator 4.c.1 - Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex



Sources: UIS Surveys of Formal Education

### What is this?

Percentage of teachers by level of education taught (pre-primary, primary, lower secondary and upper secondary education) who have received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the relevant level in a given country.

### Data sources

Administrative data from schools and other providers of education or training. Data compiled by the UNESCO Institute for Statistics.