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WORKSHOP ON THE PROMOTION OF GIRLS'  
EDUCATION IN TANZANIA.

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**TITLE** Situational Analysis of the Education of  
Girls/Women in Tanzania

by

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**Abbreviations:**

1. Std= Standard
2. PR= Promotion Rate
3. RR = Repetition Rate
4. DR = Dropout Rate
5. T = Total
6. M = Male
7. F = Female
8. GER = Gross Enrollment Ratio
9. NER = Net Enrollment Ratio.

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While I appreciate the support and contributions of these individuals and organisations, the interpretation and misinterpretation of the data and the findings falls entirely on the author.

Ruth Meena.

## **Annex 1.**

### **Proposal for the Promotion of Girls and Women Education in Tanzania <sup>1</sup>**

#### **Who are the key actors in the reform process?**

Improvement of women education generally entails changes addressing two level. That is, the national level and the community level. What is strategically required at national level is the political will and commitment to the improvement of the girls education. Three principal actors at national level are:

Central government,  
NGO,  
Donor agencies .

#### **Problems and Issues:**

**Q.1. How can Government, NGOs and Donor agencies work together for the successful improvement of women and girls education?**

**Q.2. What support mechanisms are required at national level to enhance political commitment to the improvement of girls and women education?**

**Q.3. Which institutions have the will, and resources to support the process?**

**Q.4. What is needed to support these institutions to enhance their capacity to support the process?**

**Q.5. What are some of the determinant factors at national level, which will make a difference in the initiative to improve girls/women's education?**

We do not intend to provide answers to the questions posed in this section. We have however, attempted to provide some highlights to the questions as a way of provoking discussions around the problem areas. We underscore the need for a clear division of roles, collaboration and networking for the sustainability of the process.

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<sup>1</sup>this is a revised version of a girl child proposal prepared by the author for Unicef Tanzania Country Office. The concrete recommendations might guide discussions around the issues being raised.

### **1.1. The Role of the Government:**

The government has to mobilise political support and resources in order to give legitimacy to the efforts of the process and build a system which is sustainable. In this division of labour the government is essentially responsible for staff development at national level, institution building, develop capabilities of important actors including institutions, support curriculum reform, provide materials and provide resources. It has to map out the needs of communities in the implementation process. Political will can be demonstrated through:

i. Making girls and women education part of national priority. This can be done by:

- \* Deliberate allocation of resources to redress gender imbalances in all levels.

- \* Ministry responsible to organise gender sensitisation seminars which will also remind the ministry of its International commitment towards eliminating gender discrimination in the educational process, as well as its international commitment towards supporting the girl child.

- \* Allocate resources to strengthen administrative capacity at both national and local level. This includes strengthening policy and planning institutions. Which includes among others, commissioners office, the directorate of primary education and the Institute of curriculum development.

#### **Areas to Support at National level:**

- \* A national operational commitment to improving girls education. A national effort that is made concrete through systematic management and professional support structure, and an effort that is sustained over a long period of time.

- \* A coherent link system between central district and local schools levels via information system most effective engagement and commitment between levels, not bureaucratic rule driven control.

#### **Specific Activities:**

- \* Establish an administrative network which links the centre and the communities. In this process, policy planners are expected that the implementation of the activities for achieving the objectives of improving girls primary education will be facilitated and at the same time a closer relationship between the policy planners and implementers will be established.

- \* What is needed to establish this linkage? what are support mechanisms to facilitate a working relationship which is sustainable? Need training, and supervision.

\* Strengthen the linkage factor in the district level. The district should play a lead administrative role. The districts should be able to listen to users and should also provide support to the process. Support a process which will establish a linkage system between the centre \_the district and the local communities. Creative and innovative strategies of communication which minimises red tape and bureaucratic rule should be established and supported.

\*Support training to re-orient district educational managers, in supporting the reform process. Develop and train district inspectors who will be able to pay particular attention to the performance of girls and identify specific gender needs for girls in primary schools.

\*Organise training and workshops for school staff, inspectors and policy makers to enable them to establish a new working relationship.

\* Revision of curriculum from a gendered perspective.

\*Writing of text books which depict non-stereotyped gender roles.

\* Support counselling services particularly directed to girls and boys on specific gender rights. Such seminars and counselling should also include gender violence and the rights of girls and boys to life and liberty and rights to security.

\* Support production of simple legal literacy booklets which spell out legal rights to all citizens and particularly rights of children girls and boys to life and liberty.

\* Support in service training for teachers with special focus on the girl child and differential gender needs. The starting point should be training for trainers. This facility should be a continuous process.

\*Finally and not least, the national level should realise that there are no blue prints to successful changes in educational process. The process should be regarded as a learning process, the key to success is therefore to get information, data from all the process on a continuous basis which will provide a basis for initiatives, changes and improvements at all levels, the school, district, and national level.

#### **The Role of NGOs.**

Some NGOs have the advantage of local base, which gives them a better opportunity to work closely with local communities. Some NGOs might reliably channel resources needed to the communities to support the reform process. Some have mobilisational skills needed to conscientise the communities to pay more attention to gender discrimination in all walks of life and in the learning process in particular. And yet, other NGOs have a resource capability to pressurize government into taking actions. This includes professional NGOs such as

Women's lawyers Association, Women in Education, Women Research and Documentation, Environmental and Human Rights Care Association, TAMWA and so forth.

#### **What is needed?**

\* Identify NGOs which have a base both at national and community level to act as partners in supporting the process. The national level NGOs will be putting pressure on the actors and particularly central government in supporting girls equal opportunities.

\*Support research on and about girl child on a continuous basis.

\*There is a need to support and identify a strong national team of experts or educational leaders with knowledge and commitment to the cause. A national support team of experts will also provide the human resource to the pedagogic needs of the project process.

#### **What are the Roles of the Development Partners (Donors).**

The resources required to effectively pursue the necessary changes, including mapping out local needs, effecting curriculum changes, consciousness raising, training staff and re-oriented old staff, changes in text books and audio visual materials to mention but few, cannot be met by one single donor. There is need for donor coordination in this process. Donors tend to work individually in 'pilot, piecemeal project process which fail to holistically address the learning process generally. Piecemeal measures which are adhoc fail to capture in a holistic manner the nature of the problem and its magnitude. Most pilot projects never end up in a process that is sustainable.

Reforming the educational process which holistically address gender imbalances in the educational process is a complex process which demands building structures, and capabilities at all levels. Donor coordination in this effort will facilitate institution building based on sustained commitment.

#### **What should be done**

The United Republic of Tanzania, should assume responsibility of donor coordination in this process for effective resource mobilisation. If this effort is to sustain, resources have to be pulled together so that the reform adequately address the learning process in its totality. Adhoc measures are never sustainable.

**The Role of Community: The school, family, community:**

**The Role of the School:**

\*It is very important for the government to realise that the " school" and indeed the " community" is the centre of change, not the ministry, not a donor and not the district administration.

Schools, noted one educational expert: " determine the degree of success, they can block implementation, enfeeble or bring it to effective life". For this to happen, schools have to be supported to play a key role. Central support is essential. Community participation is not a substitute to a strong support structure from the centre. For the national level, it means a division of labour is needed to effectively support local communities.

**What is to be done?**

Empower the schools to own the process. This will only be possible if the schools and particularly teachers are part of problem identification, and part of implementation as well as monitoring and evaluation. This means among other things motivating teachers through various incentive schemes. Eg. Attending workshops such as those discussing curriculum changes, participating in rewriting of text books from a gendered perspective, attend in service courses which address the problems of girl child, participation in programmes which address changes in classroom practices from a gendered perspective. The teachers should not only master the demands of the change process, but should also input their vision of the proposed outcome.

\* Support a process which will empower communities to collect folklores, explore positive cultural practices which enhanced the position of women in the society.

\*Support publication of popular literature, drama and popular theater which condemn stereotyping and which promote gender equality at community level.

\*Support teachers in the mastery of the change process. This will be determined by availability of in service teacher training on a continuous basis, empowerment through their engagement in the process, as well as staff development which is not gender biased. Teachers will only be motivated and supportive of the initiative if it provides them with new opportunities to learn and practice the new changes, and if there is a spirit of cooperation between major actors.

Although teachers and particularly committed teachers will be key to success of the project process, they are not masters of the environment within which the changes are taking place. They should therefore be looked at as learners. It is therefore necessary to build into the



process, a systematic learning process that includes in service training, supervision and consciousness raising.

#### **Concrete Activities at School level:**

- i. Provide teachers with in service training and retraining programmes, to enhance their support of the process.
  - ii. Empower teachers to supervise and monitor the change process. This can be done through engaging them as agents of change and not passive recipient of change.
  - iii. Support counselling services which are directed at enabling the girl child to re-assert her role as an equal citizen at school, community and at household level.
  - iv. Produce simple readable texts which educate boys and girls of the existing gender violence and strategy to self defence.
  - v. Encourage girls to participate in extra curriculum activities which will facilitate in re-discovering their potentials as human beings. eg. Sports, drama and debates.
  - vii. Encourage schools to change the stereotyped gender roles which perpetuate the existing stereotyped gender division of labour.
  - viii. Support and introduce essay writing and publication of short stories and folklores which encourage positive changes in gender relations and provide reasonable awards to boys and girls who do best. {{Is essential for boys to participate in some of these activities so that they influence their attitudes and values on the female gender}}.
  - ix. With the support from the centre, encourage communities to rehabilitate the physical infrastructure, and provide support to provision of basic needs to improve the learning environment.
  - x. Creatively establish mechanisms which will involve the private sector contribution in promoting girls education. This could be in forms of scholarship to best performing girls in certain subjects, or and sponsorship of girls from disadvantaged household. Sponsoring sports and other competitions which will enhance confidence building and assertiveness.
- But successful change process will also be determined by the degree and nature of support which local communities offer to the process.

#### **The Role of Communities:**

The socialisation of children into gender roles starts at home, and reinforced by communities and schools. In some instances, communities will only support the process after they have experienced successful change, in other communities, the possibility of change is a driving force for community support. Community support should thus be

considered as both a result of and a determinant factor. It is therefore necessary for parents and communities to do the following:

- i. The process should support the building of a strong local capacity that emphasises on school, classroom practice and building positive community attitudes towards a girl child.
- ii. Create and support local efforts to manage implementation, latitude of adopting the programme to be maximally effective locally.

#### **Concrete Activities:**

- i. Facilitate parents participation in the management of the change process through play a greater role in promoting and defending the rights of girls to quality education. There must be a strategy which facilitates a process which makes the parents owners of the reform process.
- ii. Support training programmes and sensitisation programmes to parents in order to re-orient them with the focus on girl child.
- iii. Where the communities are already conscientised, and depending on the resources, communities should participate in providing material support to the process. Eg. Community funds to support girls from disadvantaged household. Award best performing girls. Sponsor girls in sports and other activities which will enhance their confidence.
- iv. . Parents to support changes in the division of labour at household level. Communities could reward best parents or best villages in terms of changes in the division of labour.
- v. Communities to arrange cultural activities which promote changes in the division of labour.

N.B. Success Experience is the key to a sustainable change process. There must be mechanism of monitoring success through visible outcomes of the reform at school level, community level and national level.

#### **What are expected outcomes?**

1. At school level, increase female enrollment is one of the indicators of success, declining drop out rates, higher completion rates, and higher transition rates to higher levels of learning. In addition, improvement of physical facilities, increased recruitment of female teachers, improved extra activities and greater participation of girls in sports and other extra activities eg. debates, ngojera and so.

2. Changes in the school division of labor which depicts changed gender typing. Eg Boys are assigned roles such as washing dishes, cleaning floors, and where students participate in cooking, boys as well as girls do it.

3. Community Level: Greater involvement by the community in school activities, and in discussions which challenge the traditional division of labour. Increased women's participation in leadership roles at community level. Gradual but visible changes in gender roles in community services. Changed parents attitudes towards the girl child

4. National Level: Increased access of girls to institutions of higher learning. increased access to decision making process, improved women's rights to life and liberty and to ownership of property.

5. While some of the immediate project process outcome are visible and quantifiable, some aspects of the project process are invisible and more difficult to assess and quantify. The focus should be both visible outcomes and the invisible outcomes.