

GENDER AND EDUCATION OPPORTUNITIES IN TANZANIA: DO WE BRIDGE THE GAP OF QUALITY?

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ABSTRACT

Tanzania in response to the World Declaration on Education for All (EFA) – Universal Primary Education by 2000, Millennium Development Goals, and the Dakar EFA Goals embarked on different programmes and initiatives to address the issue of education as the major strategy to development challenges. The adoption of Education and Training Policy (1995) and subsequently the launching of Education Sector Development Programme (1997) were fundamental in reforming education in the country. Then, in the 2000s, two programmes [Primary Education Development Programme and Secondary Education Development Programme] were launched to deal with issues of education in primary and secondary schools. By 2010, Tanzania has attained gender parity in primary school enrolment and near parity in lower secondary school enrolment. However, it remained difficult to resolve gender inequalities through education as many gender disparities persevere in higher levels of education and science fields; education for vulnerable and disadvantaged population groups is not well addressed; and, the quality of education has deteriorated overtime. It is high time then, for Tanzania to address gender equality through education and improve the quality of education by investing in Early Childhood Education and Development (ECED), educating the vulnerable and disadvantaged population groups, developing learning curiosity among women and girls, and improving quality of teachers.

Keywords: Gender inequality, quality education, Tanzania

INTRODUCTION

‘Meeting basic learning needs of all children, youths and adults is the ultimate target of most of the international and national communities as well as governments across the world’ (Kayombo, 2011). ‘Over the years, education has focused on access and parity—that is, closing the enrolment gap between girls and boys—while insufficient attention has been paid to retention and achievement or the quality and relevance of education’ (EQUATE Project, 2008). Manion (2011) states, ‘Girls’ education has been promoted by the international development community for over two decades; however, it has proven harder to promote gender equality through education than it has been to promote gender parity in education’. Since the inception of the 21st century, Tanzania embarked on implementing the Millennium Development Goals (MDGs) in education and Education for All (EFA) goals. ‘In 2010, the country [Tanzania] won the United Nations award (Education MDGs’ Award) for its impressive progress towards attaining universal primary education’ (Daily News, 2010, September 20, cited by Kayombo, 2011). This was a very good progress indicator for the country in achieving the EFA goals in a few years. However, I will be of the argument that, ‘although more children are being educated, the quality of education they receive leaves much to be desired’ (Moraes, 2011).

In 2000, when the World Education Forum was convened in Dakar, Senegal, many countries in the world; including ‘...many African countries have pursued their EFA goals, launched several bold initiatives, and registered some notable successes’ (UNESCO. 2000a). The 2000 Dakar, World Education Forum was a follow-up conference of the World Declaration on EFA – Universal Primary Education (UPE) by 2000 made at the 1990 Jomtien, Thailand World Conference on Education for All (Mundy, 2006). It was argued that, ‘in the year 2000, it was unacceptable that more than 113 million children had no access to primary education, 880 million adults were illiterate, gender discrimination continued to permeate education systems, and the quality of learning and the

acquisition of human values and skills fallen far short of the aspirations and needs of individuals and societies' (UNESCO. 2000).

The World Education Forum's participants saw the basic learning needs of all can and must be met as a matter of urgency, and therefore, collectively committed to the attainment of the following EFA goals: (1) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children; (2) Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality; (3) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes; (4) Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults; (5) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and, (6) Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (UNESCO. 2000).

In the same year, 2000, the United Nations' Millennium Summit was convened, during which the Millennium Development Goals (MDGs) were officially launched, which include: (1) Eradicate extreme poverty and hunger, (2) Achieve universal primary education, (3) Promote gender equality and empower women, (4) Reduce child mortality, (5) Improve maternal health, (6) Combat HIV/AIDS, malaria and other diseases, (7) Ensure environmental sustainability, and (8) Develop global partnerships for development (UNESCO, 2002). Goals one through three concern poverty eradication, primary education, and gender equality respectively. Tanzania Development Vision 2025 and MKUKUTA – the National Strategy for Growth and Reduction of Poverty (NSGRP) – identified education as one of the strategies of combating poverty due to personal benefits and other associated externalities (URT. 2008). And, the establishment of the Primary Education Development Programme (PEDP) in 2001* was geared to accomplish the following four main education components: (a) expanding enrolment (b) improving the quality of teaching and learning processes (c) building capacity within the education system and other public and private sectors with a stake in education provision and (d) strengthening the institutional arrangements that support the planning and delivery of education services (URT. 2001; URT. 2006).

It is over 12 years now since the world committed to the attainment of the EFA goals and the MDGs in education, and I concur with Joan C. Tronto's argument that 'the United Nations' Millennium Goals to mitigate world poverty will not be achieved by 2015' (Tronto, 2011). The argument was made in reference to MDG number one; however, its truth is also to MDGs two and three as well as to all the EFA goals. The reason given by Joan and which I accord is that, 'few states, politicians, or citizens have committed themselves very seriously to the achievement of the UN's Millennium Goals [including EFA goals] or to making any other changes that would significantly reduce global poverty' (Tronto, 2011); promote gender equality and empower women, and more specifically, provide education of good quality.

Definitions

The definition of gender is still controversial to many people around the globe. Taylor, Whittier and Rupp (2007) state, 'our gender, and what it means to us affects the ways we interact with each other, the kind of relationships we form, and our positions in our communities'. Shortly, 'gender refers to the societal meaning assigned to male and female, and to the socially constructed roles, behaviours, activities, and attributes that any given society considers appropriate for men and women' (Schwenke, 2011). However, it is difficult to agree with this definition because, "Even the definition of who is a man and who is a woman can be contested" (Connell, 2009 quote by Schwenke, 2011). Then, gender is the social and psychological dimensions of being male or female (Santrock, 2006).

* PEDP was established in 2001 and its first phase of operation (PEDP I) was from 2002 to 2006 and the second phase (PEDP II) came into operation from 2007 to 2011.

EFA goals two, five and six insist on a phrase, “education of good quality”. ‘Quality is at the heart of education, and what takes place in classrooms and other learning environments is fundamentally important to the future well-being of children, young people and adults’ (UNESCO. 2000). My question which I, and even other people, may ask is, “*what is quality education?*” This can be a tricky question; however, I will borrow from Tanzania Development Vision 2025 document on educational targets’ statement as quoted in Education Sector Development Programme (ESDP) document, to explain the concept of quality education that:

“...Education should be treated as a strategic agent for mindset transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problem solving.”
(Tanzania Development Vision 2005, quote in URT. 2008).

A quality education is one that satisfies basic learning needs, and enriches the lives of learners and their overall experience of living (UNESCO. 2000). Quality education should be the type of education that creates well-educated people with a high quality of life; people who are competent, competitive, creative, and can solve problems and come out with solutions of the current development challenges.

Tanzanian Context

As noted in the first paragraph of this essay, Tanzania has worked hard to achieve the MDGs in education and the EFA goals since the inception of the 21st century. Notable efforts made by the country, in the first decade of the century, include the launching and implementation of PEDP I, 2002-2006 and SEDP I – Secondary Education Development Programme –, 2004-2009. Before, in 1995 the country adopted the Education and Training Policy (ETP) with a total of 149 policy statements (URT. 1995). The statements were the cornerstone for the implementation of the World Declaration on EFA – UPE by 2000. To implement ETP (1995), Tanzania in 1997 launched the ESDP which was revised in 2001 as a strategy towards systemic public sector reform that is supporting MKUKUTA (URT. 2008). Within ESDP, the two sub-programmes PEDP and SEDP were launched as strategies to address issue of education, including infrastructure and enrolment in primary schools and transition to secondary education (URT. 2008).

By 2007, the trend of primary school enrolment in Tanzania for both males and females reached a Net Enrolment Ratio (NER) of 97.3% from 80.7% in 2002. By 2010, data show that the NER decreased a beat to 95.4% (URT. 2010). On the other side, the Gross Enrolment Ratio (GER) for primary schools rose from 98.6% in 2002 to 112.7% in 2006; however, from then, it slightly decreased to 106.4% by 2010 (Ibid). While the trend of enrolment in primary schools seems to be very high in terms of GER and NER, the problem arises when we turn to looking at the transition to secondary schools. In 2006, when SEDP I was launched the transition rates rose drastically to 67.5% from 21.7% in 2000; though it slowly decreased to reach 49.4% in 2009 (Ibid). The transition rate from primary to secondary school, in Tanzania, is still low. For example in 2010, the country enrolled 948532 pupils in Grade VII (Primary schools) but, in the same year, only 202427 students were enrolled in Form I (Secondary schools) (Ibid). If the situation remained the same in 2011, pupils who completed Grade VII in 2010; a total of 746105 students could not enrol for secondary education.

Inequality in Education

Inequalities in education do not happen as a matter of chance. In my 2011 paper, ‘*Gender Inequalities in Education and Employment: The Results of Gendered Socialisation*’, I correlated inequality with socialisation when I presupposed that, ‘the socio-cultural socialisation processes can be attributed to the current inequalities between men and women as exemplified in education and employment or career choice’ (Petro, 2011). ‘...women everywhere suffer restrictions, oppression, and discrimination because they are living in patriarchal societies’ (Taylor, Whittier & Rupp, 2007). Women have been oppressed through history and across the globe (Keeping & Shapiro, 2011). However, ‘Gender inequality is more pronounced in some aspects of the educational systems than in others’ (Jacobs, 1996). Inequalities in education can be categorised into aspects such that between men/boys and

women/girls, or between the rich and the poor/disadvantaged population groups like street children, people with disabilities, and nomadic communities.

Inequalities in education occur into two forms: horizontal inequality (by fields of study) and vertical inequality (by levels of education). 'Women fare relatively well in the area of access, less well in terms of the college experience, and are particularly disadvantaged with respect to the outcomes of schooling' (Jacobs, 1996). In Tanzania, gender inequality in higher learning institution is critical; and it starts during the transition from primary to secondary schools. Tanzania has one of the lowest secondary enrolment ratios in the world, and the majority of places at public secondary schools are taken by families from the richer end of society (Wedgwood, 2005). Although Tanzania has achieved gender parity in primary school enrolments and near parity in lower secondary enrolments, girls' performance in the primary school leaving examination results remains lower than boys', and gender differentials in enrolment widen in higher secondary and in tertiary levels of education (Poverty Eradication and Economic Empowerment Division, 2010). For example, in 2011, out of 325,799 (136,629-girls, 187,170-boys) 'Form IV' present candidates [means students who were examined for the final Certificate of Secondary Education Examination], those who qualified for Form V and Technical Education selection were 31,658 (9.72%) of present candidates. Total selected candidates were 31,423 (9.64%), of which girls were 9,369 (6.76% of all present girls) and boys were 22,054 (11.78% of all present boys) (URT, 2012); this means, very few girls will complete Form VI and Technical Education, and consequently be eligible to enrol for university studies.

Females' enrolment at tertiary levels of education has continued to be less compared to males'. For instance, in 2008/2009 only 34 per cent of those enrolled in higher education institutions were female students (31,820 female students out of a total of 95,525) (Ministry of Education and Vocational Training [MoEVT], 2009 cited by Poverty Eradication and Economic Empowerment Division, 2010). In 2009/2010, the number rose to 42107 (35.97%) female students out of a total of 117057, who enrolled in universities of Tanzania [both public and private universities] ; this number, however, includes students enrolled for certificate, diploma, advanced diploma, undergraduate, postgraduate, masters, and PhD (Tanzania Commission for Universities [TCU], 2010). Undergraduate female students enrolled in the academic year 2009/2010 were 34924 (36.1%) out of a total of 96751 enrolled undergraduate students. It is astounding to note that this figure is reached after the introduction of a pre-entry programme and lowering entry cut off points for women with lower qualifications to enrol at university.

Gender inequality in fields of studies for Tanzanian students is common and typically based of Science subjects (fields) and Arts subjects (fields). Petro, (2011) mentioned, '...at the University of Dar es Salaam, in Tanzania, very few female students are enrolled in the College of Engineering and Technology, especially, in Mining Engineering, Mechanical Engineering, and Civil Engineering [programmes]...' there are reasons attributed to this, one being masculinity association of the programmes, and two, poor performance of girls in science subjects. The University of Dar es Salaam (UDSM) lowered entry cut off points for female applicants to increase enrolment of female students in the by then Faculty of Science, currently known College of Natural and Applied Sciences (CoNAS). This affirmative action increased women's enrolment in the Science Faculty at UDSM from 28 per cent in 2001/02 to 40 per cent in 2005/06 (UDSM, 2006 cited by Poverty Eradication and Economic Empowerment Division, 2010).

Tanzania has failed to address the learning needs of the poor and marginalised population groups. The group includes the population living in rural, remote and resource poor areas, difficult urban contexts like slums and squatter settlements, nomadic groups, street children, physically handicapped and mentally retarded; women and girls cutting across all categories (Kayombo, 2011). Street children and those from nomadic populations are confronted with huge obstacles to regular attendance and are routinely co-opted into household and economically productive tasks, resulting in poor attendance and high dropout rates (Wood, 2007 cited by Kayombo, 2011). The majority of students [from of these backgrounds] don't manage to last the four years at school under these conditions, with large numbers dropping out after the form II examinations (Wedgwood, 2005).

The Quality issues in Education

'7 out of 10 Standard 3 pupils cannot read; even many Standard 7 pupils still cannot read Kiswahili; some cannot even pronounce words and recognise syllables' (Uwezo[†], Tanzania, 2011).

The quality of education in Tanzania is decreasing; and this can be exemplified by the poor performance of students at different levels of education. Starting with primary education, Uwezo, Tanzania, in 2010 and 2011, released two astonishing Annual Learning Assessment Reports concerning the quality of education in Tanzania. The reports showed, 'the stark reality is that, despite the enormous advances in education made possible by investing trillions of shillings each year, the vast majority of children in Tanzania are not learning' (Uwezo, Tanzania, 2010); in other words, 'our children are not learning nearly as well as we would like them to (Uwezo, Tanzania, 2011). These conclusive statements emanated from the findings made by Uwezo initiatives to find out if schooling has led to children attaining basic literacy and numeracy competencies. Information on literacy and numeracy is generated through a large scale, household based survey carried out annually (Uwezo, Tanzania, 2011).

The first Uwezo Tanzania assessment, which assessed a total, 42,033 children in 22,800 households, was conducted in May 2010 involving 38 out of 133 districts. In each district 30 villages were randomly selected, and in each village all children aged 5-16 in 20 households were assessed (Uwezo, Tanzania, 2010). The second assessment was done in 2011 covering 132 districts, 3,849 villages, 76,796 households, and 128,005 children (Uwezo, Tanzania, 2011). The following were the key findings reported in the two *Annual Learning Assessment Report* documents:

Table 1. Uwezo's Findings of Primary School Leavers' Competencies in Literacy and Numeracy

Findings (Uwezo, Tanzania, 2010)	Findings (Uwezo, Tanzania 2011)
1. One in five primary school leavers cannot read Standard 2 level Kiswahili	1. Too many of our children cannot read Kiswahili: Only 3 in 10 Standard 3 pupils can read a basic story
2. Half the children who complete primary school cannot read in English	2. Too many of our children cannot read English: Only 1 in 10 Standard 3 pupils can read a basic story.
3. Only 7 in 10 primary school leavers can do Standard 2 level Mathematics	3. Too many of our children cannot solve basic mathematics: Only 3 in 10 Standard 3 pupils can add, subtract and multiply.
4. Urban-based children perform better than rural-based children	4. Our children learn in strikingly unequal conditions.
5. Girls do slightly better than boys	5. Our teachers are often absent.
6. Children with educated mothers perform better	

Source: Uwezo, Tanzania (2010 & 2011) Annual Learning Assessment Report documents

Secondary school quality performance also has continued to deteriorate in the current years. As exemplified by students' performance in their final examinations. The trends of secondary schools have shown that students are not getting education of good quality as the EFA goals emphasise. Students' performance in Tanzanian secondary schools are categorised into divisions I, II, III, IV, and 0. A candidate who sits for final examinations, commonly known as NECTA[‡] examinations is awarded a *Division One (I)* if he/she passes in at least 7 subjects, at grade A or B or C, or in at least five subjects, and reaches an aggregate of more than or equal to 7 points but less than or equal to 17 points, taking the candidates' best seven subjects (URT. 2012). *Division Two (II)* is awarded to candidate who passes at grade A or B or C in at least four subjects and reach an aggregate of more than or equal to 18 points but less than or equal to 21 points, taking the candidates' best seven

[†] Uwezo, meaning "capability" in Kiswahili, is a four year initiative to measure competencies in literacy and numeracy among children aged 7-16 years in Tanzania.

[‡] NECTA is the National Examination Council of Tanzania; it is the agency responsible for the administration of all National Examinations in Tanzania and also awards official diploma in Primary, Secondary and Post Secondary Education excluding Universities.

subjects (Ibid). *Division Three (III)* is awarded to candidate who passes in at least seven subjects one of which must be at grade A or B or C, or passes in at least five subjects two of which must be at grade A or B or C, and reaches an aggregate of more than or equal to 22 points but less than or equal to 25 points, taking the candidates' best seven subjects (Ibid). *Division Four (IV)* is awarded to candidate who passes in at least one subject at grade A, B or C or pass in two subjects at grade D and reach an aggregate of more than or equal to 26 points to 33 points but less than or equal to 33 points, taking the candidate's best seven subjects (Ibid). *Division zero (0)* is awarded to candidates who do not fulfil the conditions for awards of the Divisions I-IV (Ibid).

In Tanzania, candidates with division zero (0) do not get certificates and therefore they cannot be recognised anywhere for employment or further studies if secondary education is used as minimum qualification. Very few candidate with division four (IV) can be considered to enrol in colleges specifically teachers' colleges, vocational training colleges, and secretarial course and non – certified trainings or be recruited in semi-skilled jobs. Few 'lucky ones' with division three (III) can be selected for Advanced Secondary Education or Technical Training. The tendency of secondary education performance, in Tanzania, has been that, the majority candidates are falling into divisions four (IV) and zero (0). These poor performances leave secondary school leavers with very limited prospects for employment or further training (Wedgwood, 2005).

Table 2. General Quality Performance of Candidates – CSEE[§] 2007 – 2011

Year	Division			**No. of Candidates Examined
	I – III	I – IV	0	
2011	33,869 (7.94%)	225,126 (53.37%)	196,679 (46.63%)	426,314
2010	40,807 (9.28%)	223,085 (50.74%)	216,559 (49.26%)	439,644
2009	42,790 (12.95%)	222,800 (67.42%)	107,651 (32.58%)	330,451
2008	41,915 (17.96%)	171,387 (73.42%)	62,054 (26.58%)	233,441
2007	44,567 (23.53%)	163,170 (86.15%)	26,228 (13.85%)	189,398

Source: URT. 2012

Table 2 above shows that, the rate of failure (division zero) in secondary schools has increased from 13.85 per cent in 2007 to 49.26 per cent in 2010, and decreased a beat in 2011 to 46.63 per cent. Passes in divisions I to III have fallen, moving from 23.53 per cent in 2007 to 7.94 per cent in 2011. If 'the major aim of giving education to all Tanzanians is to provide them with a concrete and reliable basis for a self-reliant life (Chonjo), then, this performance informs us that, the majority of candidates leave secondary schools with little knowledge and skills for better living as well – educated members of the community, as well, very few students qualify for selection to advanced studies. There is no doubt, with this performance that, 'in Tanzania a greater part of the available resources are primarily devoted to quantitative expansion of primary and secondary school education at the expense of quality' (Kayombo, 2011).

Easons for Poor Quality Education

In the 1994, when Peter C. Chonjo made an assessment of physical facilities and teaching learning materials in Tanzanian primary schools, he found that classrooms which were designed to serve 45 pupils were serving 80 or more pupils; children were attending classes under trees and sitting on the ground; newly constructed classrooms were falling apart due to poor construction or lack of adequate resources to put up strong structures; and some classrooms were small and hazardous (Chonjo, 1994). The current status in government primary schools is 1:73, which means one classroom accommodates an average of 73 pupils (URT. 2010). Infrastructure and teaching learning materials were the concern of deterioration of education in the country. Though these are addressed during the implementation of PEDP and SEDP in primary and secondary schools respectively, it has been difficult to provide all

[§] CSEE is the Certificate of Secondary Education Examination administered to 'Form IV' candidates in Tanzania.

** The number of candidates examined excludes the candidates whose results were withheld by NECTA for various reasons.

schools with enough and quality teaching and learning materials, and in some areas pupils are still sitting on the floor – no desks, no chairs no tables in their classrooms to sit and study comfortably. Efforts to expand enrolment must be accompanied by attempts to enhance educational quality if children are to be attracted to school, stay there, and achieve meaningful learning outcomes (UNESCO. 2000).

In attempt to address the issue of classrooms by building secondary schools in each ward^{††} during the implementation of SEDP and phasing out boarding schools, the country created another problem which is associated to poor performance of lower secondary school students. The problem is living conditions of students who rent rooms in towns as the catchment area but there are no boarding facilities, and as many students live in poverty, they have to work out of school hours to earn enough money for food and rent (Wedgwood, 2005). This is critical in rural areas and especially for girls; and Tanzania has to rethink on the issue of phasing out boarding schools. Originally boarding schools were the norm at secondary level, access was based on merit, and they were giving equitable access to students from all backgrounds (Ibid). But, government is gradually phasing out boarding [at lower secondary] schools due to underrepresentation of students from the poorer families; thus, by providing boarding facilities, the government is subsidising the living costs of what is largely a middle class population. It is for this reason that government wants to phase out government boarding schools, along with strong encouragement from the World Bank who see boarding schools as an inefficient and inequitable use of resources (World Bank 1996 cited in Wedgwood, 2005)

As the matter of fact, one of the requirements to ensure basic education of good quality for all is well-trained teachers and active learning techniques (UNESCO. 2000). The ratio of students per teacher should be low to give a good opportunity of a teacher to attend students effectively and efficiently. In Tanzania the teacher – student ratio is high at both primary and secondary schools. In 2010, the average teacher – student ratio in secondary schools was 1:40 [1:46 in government schools and 1:23 in non – government schools], while in primary schools was 1: 51 [teacher – pupil ratio including unqualified teachers] or 1:54 [qualified teacher – pupil ratio] (URT. 2010). Apart from the teacher/student ratio, Tanzania has continued to enrol poor candidates in the teaching profession. Minimum qualification for teacher colleges is low compared with professions, which devalues the teaching profession. By the end of PEDP I in 2006, pupil/teacher ratio was at 1:52 and the target in PEDP II 2007 – 2011, was to achieve a pupil teacher ratio of 1:40 in primary schools (URT. 2006), which has been difficult to achieve.

Another area, which is forgotten in Tanzanian education, is investing in Early Childhood Education and Development (ECED). Tanzania has not fully invested in ECED despite its significance in preparing children for successful learning in primary education and consequently higher education. In the ECD Biennial National Forum in February 21 – 23, 2012, held in Arusha, Tanzania, organised by World Bank, Maniza Ntekim of UNICEF told the participants, in her presentation, that, ‘58% of [5 and 6 year olds] children do not go to pre-primary school. This is an important issue given Tanzania’s already late primary school start (Ntekim, 2012). In emphasising on the importance of ECED, she added that ‘children who participate in pre-primary education are more likely to stay on and succeed in school achieving better educational outcomes than children who do not (Ibid).

Student-book ratio is another critical issue in addressing education of good quality. Students need access to learning materials especially books. It is unlucky for Tanzanian students particularly in rural areas where the reading materials are unevenly distributed. Though Tanzania has tried to address this during implementation of PEDP I (2002 – 2006) and the book pupil ratio improved from 1:20 in 2001 to 1:3 in 2006 (URT. 2006), this is undesirable and does not represent the real picture of schools in remote rural areas. This situation creates a poor reading foundation to students in the country. In addition to undesirable book pupil ratio, Tanzania needs to have a competent Quality Assurance Bureau to ensure quality education; there must be a clear mechanism for monitoring education delivery in the country. Despite the fact that the country has inspectorate office in each district for monitoring and evaluating the education standards, implementation of education policy, promoting

^{††} A ward is an administrative sub-division of a district in Tanzania.

school improvement and advising stakeholders on various aspects of education (Ibid), it has proven inefficiency in improving education in Tanzania.

CONCLUSIONS AND RECOMMENDATIONS

Education of good quality that empowers the poor and the marginalized groups remains a challenging task in Tanzania (Kayombo, 2011). Although, Tanzania has taken important steps in the past decade towards addressing gender equality, much remain to be desired, specifically the quality of education at all levels of education. Gender disparities in education, in terms of enrolment, have been reduced; in primary schools enrolment parity has been attained. However, as (Wedgwood, 2005) suggested, 'the quality of education has been so poor that the potential benefits of education has not been realised'. Tanzania has not invested much in ECED, and less efforts is directed to providing education of good quality to the poor, vulnerable and disadvantaged population groups, and people who are intellectually challenged, which are very dangerous for the future of the country and her citizens. The MDGs in education and EFA goals to provide education of quality to every individual – child, youth, and adult – will not be realised if much attention is geared towards increasing enrolment at the expense of quality.

Many recommendations as regards to improvement of education and providing education of good quality in Tanzania are suggested. Therefore, the government should not underestimate the importance of investing in ECED if it has to achieve its education targets. It is very difficult to achieve the full potentials of young people if the foundations of their education are not built from early years of their development. Investing in ECED is very important for achieving education of good quality and subsequently mitigating poverty.

Tanzania also faces a great challenge as many of her people live in poverty. As it sets to address poverty reduction through MKUKUTA, Tanzania has to help the poor and disadvantaged population groups through education. Unless the poor are helped to access education of good quality, Tanzania will never alleviate poverty; and a poverty vicious cycle will prevail.

Tanzania needs to develop learning curiosity among women and girls from early stage of their development. Competition between girls and boys in schools disadvantages and leaves girls lagging behind in terms of educational achievements. Lowering entry cut off points for girls to enrol in higher education can reduce the gender gap; yet, it is not the solution for improving the quality of education in the country. Parity in education, therefore, should not overshadow the quality. Education provision in Tanzania should reflect what the Late Mwalimu Julius Kambarage Nyerere, the former president of the United Republic of Tanzania said concerning 'basic education':

“...the education given in our primary schools must be a complete education in itself. It must not continue to be simply preparation for secondary school. Instead of primary school activities being geared to the competitive examination which will select the few who go on to secondary school, they must be a preparation for the life which the majority of the children will lead” (Nyerere 1967:17 quoted in Wedgwood, 2005).

Moreover, Tanzania has to improve the teaching profession, by training competent teachers and make them motivated to teach in both rural and urban situations. Tanzania has continued to enrol the 'leftovers' in the teacher colleges. For example, primary school teachers, most of them are 'Form IV leavers with Division IV' trained in teacher colleges for two years. Form IV leavers with Division IV did not qualify for advanced studies. Secondary teachers with Diploma in teaching most of them did not qualify for tertiary education and resorted into teaching. At university level, many students in teaching programmes chose the profession as their last resorts. The country has to develop a competent cadre of teachers and staff its schools and other education institutions with qualified teachers.

In addition, Tanzania has to readdress the issue of incentives and remunerations for teachers, which is still a big problem despite efforts made by government to make the teaching profession more attractive (Chonjo, 1994). In many areas of the country, working environment is not conducive to

attract teachers work comfortably. Teachers are not motivated to work in these discouraging situations. To improve education delivery and its quality, Tanzania has to improve rural services and opportunities, so that teachers in rural areas can be attracted and motivated to work in rural schools. Teaching – environment hardship allowances should be introduced to motivate teachers working in remote rural areas.

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