



United Nations
Educational, Scientific and
Cultural Organization



Basic Data

| Primary Education Enrollment | | | Secondary Education Enrollment | | | Out-of-school Adolescents | | Adult Literacy (15 and over) | |
|------------------------------|-----|------------------|--------------------------------|-----|------|---------------------------|-----------|------------------------------|-----|
| M | F | GPI ¹ | M | F | GPI | M | F | M | F |
| 96% | 97% | 1.00 | 31% | 24% | 0.78 | 1 081 000 | 1 161 000 | 79% | 67% |

Source: EFA Global Monitoring Report statistical tables (school year ending in 2009).

Girls' education

As the data above show, although enrolment is close to universal at primary level, with gender parity almost achieved, at secondary level only 31% of boys and 24% of girls are enrolled in school, with significant gender disparities. This means that 76% of girls are missing out on secondary education, compared to just 3% at primary education level.

Women's literacy

In 2009, the adult literacy rate for women in Tanzania was estimated at 67%. In other words, roughly one in three women (or 33%) still lacks basic literacy skills. The persistence of low literacy among women is a critical concern as women's education attainment level is known to have a crucial positive influence on social, economic and health spheres. For example, according to the 2011 UNDP Human Development Report, women who had never attended school had an average of 4.5 children, while those who attended secondary school for at least one or two years had an average of 1.9 children².

Challenges and Issues

Poverty still remains the main challenge to the improvement of girls' secondary education. Since secondary education is neither free nor compulsory, school fees represent a major obstacle for parents in keeping their children in school, thus increasing the risk of girls' dropping out of school. Furthermore, the low value placed on education by parents, is often related with the high level of adult illiteracy, particularly among women. This has resulted in the strengthening of the perception among girls that education has low importance, therefore reinforcing the vicious circle of women's illiteracy and girls' low educational achievement.

Social and cultural factors such as early marriage, early pregnancies, polygamy, also negatively affect girls' secondary education opportunities.

¹The gender parity index (GPI) is the ratio of female to male values of a given indicator. A GPI of 1 indicates parity between sexes.

²Information extracted from UNDP (2011). Human Development Report, p.61-66. UNDP.

In school-factors, such as the absence of role-models, the lack of qualified teachers and outdated pedagogy are also some issues that need to be addressed.

Crowd-sourcing girls' education: a community based approach to supporting girls' retention and performance in secondary education in Tanzania

The project "*Crowd-sourcing Girls' Education: a community-based approach to lowering drop-out rates in secondary schools in Ethiopia and Tanzania*" was initiated in July 2011 with funding from the Packard Foundation. This project, which covers a three-year period (2011-2014) for a total amount of US\$ 1.5 million, divided equally between the two countries, aims at supporting girls in the critical period of transition from primary to secondary education, in view of mitigating drop-out and ensuring their retention in schools.

The project in Tanzania was officially launched in March 2012 at a consultative workshop for district and national education stakeholders. At this workshop, the objectives and activities of the project were presented together with the findings of a situation analysis which was carried out on adolescent girls' education in the three districts where the project will be piloted: Shinyanga Rural, Kahama and Micheweni. The districts were chosen for their low performance on retention of girls in secondary education. Shinyanga Rural and Kahama are two districts in Shinyanga region in the northern part of Tanzania. In Shinyanga, social and cultural norms often serve as barriers to entry and completion of education, as the community and family environment are not always supportive of girls' education. Early pregnancies, poverty and an inadequate learning environment in schools are other factors that affect adolescent girls' education. Micheweni is a remote coastal community in Zanzibar where girls face similar challenges such as early marriage and low prioritization of education, which affects their education, especially in attendance and performance.

As with the Ethiopian branch of this project this initiative will support adolescent girls at three levels: the school, the community and the girls themselves. This includes supporting inclusive and gender-responsive teaching methods to improve girls' participation in learning; providing functional literacy programmes to parents, especially mothers, to allow them to support their daughters' education; creating safe spaces in schools for girls, and providing them with leadership and entrepreneurial skills in order to empower them to become actors of change in their communities.

As of April 2012, a total of ten schools have been identified in Shinyanga Rural and Kahama, and five more schools will be selected shortly in Micheweni. School-based activities in these 15 selected schools in the three districts are starting in May-June 2012, and include mentoring; peer counseling skills; identifying and profiling successful female role models from the local community and alternative education classes for drop-outs.

“Better Life, Better Future”

UNESCO Global Partnership for Girls' and Women's Education

One Year On

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