

# Perceptions and approaches of heads and teachers in relation to girls' education in Tanzania

Dr Christina Raphael  
Dr Emmanuel Kwayu  
Dr Alcuin Mwalongo



# Contents

|   |           |
|---|-----------|
| <b>EXECUTIVE SUMMARY</b>  | <b>5</b>  |
| <b>ACKNOWLEDGMENTS</b>  | <b>7</b>  |
| <b>1. INTRODUCTION</b>  | <b>8</b>  |
| 1.1 Background to the study                                       | 8         |
| 1.2 Main questions  | 9         |
| <b>2. RESEARCH FRAMEWORK</b>                                      | <b>10</b> |
| 2.1 Introduction  | 10        |
| 2.2 The conceptual framework                                      | 10        |
| <b>3. RESEARCH METHODOLOGY</b>                                    | <b>11</b> |
| 3.1 Introduction  | 11        |
| 3.2 Geographical focus  | 11        |
| 3.3 Schools selected for the study                                | 11        |
| 3.4 Research approaches   | 11        |
| 3.5 Ethical considerations  | 12        |
| 3.6 Limitations of the study                                      | 12        |
| <b>4. STUDY FINDINGS</b>  | <b>14</b> |
| 4.1 Introduction  | 14        |
| 4.2 Makeup of the sample  | 14        |
| 4.2.1 School type, composition and ownership                      | 15        |
| 4.2.2 Education level, age and teaching experience of respondents | 16        |
| 4.3 Teachers' perceptions of disadvantaged pupils                 | 17        |
| 4.4 Enrolment levels of school-age girls                          | 18        |
| 4.5 The importance of girls' and boys' education                  | 19        |
| 4.6 Challenges in relation to teaching girls                      | 20        |
| 4.6.1 In-class challenges   | 20        |
| 4.5.2 Cultural challenges   | 20        |
| 4.5.3 Subject-specific challenges                                 | 21        |
| 4.5.4 Social and gender-related challenges                        | 23        |
| 4.6.5 Biological challenges                                       | 23        |
| 4.6 Efforts to overcome the challenges of girls' education        | 23        |
| 4.7 Initiatives to support girls' education                       | 25        |
| 4.7.1 School initiatives  | 25        |
| 4.7.2 Government initiatives                                      | 27        |
| 4.7.3 Initiatives by non-governmental organisations               | 28        |
| 4.8 Teacher training on gender mainstreaming                      | 29        |
| 4.9 The most effective approaches to support girls' learning      | 31        |

|  |           |           |
|--|-----------|-----------|
| <b>5. CONCLUSIONS AND RECOMMENDATIONS</b>  | <b>33</b> |           |
| 5.1 Conclusions  |           | 33        |
| 5.2 Recommendations  |           | 33        |
| <b>REFERENCES</b>  |           | <b>34</b> |
| <b>APPENDICES</b>  |           | <b>35</b> |
| Appendix 1: Questionnaire for heads of school                                    |           | 35        |
| Appendix 2: Questionnaire for teachers   |           | 43        |
| Appendix 3: Location of respondents  |           | 52        |
| Appendix 4: School ownership, composition, type and level                        |           | 53        |
| Appendix 5: Teachers and heads' perceptions of disadvantaged girls               |           | 54        |
| Appendix 6: Reasons school-age girls are not enrolled                            |           | 55        |
| Appendix 7: Reasons school-age girls are not enrolled, per region                |           | 56        |
| Appendix 8: Number of teachers facing challenges when teaching girls, per region |           | 57        |
| Appendix 9: In-class challenges teachers face when teaching girls                |           | 58        |
| Appendix 10: Cultural challenges teachers face when teaching girls               |           | 59        |
| Appendix 11: Subject-specific challenges teachers face when teaching girls       |           | 60        |
| Appendix 12: Biological challenges teachers face when teaching girls             |           | 61        |

**LIST OF TABLES**

|   |    |
|---|----|
| Table 1: School ownership, composition, type and level                  | 24 |
| Table 2: Dropouts due to pregnancy from 2016 to 2021                    | 15 |
| Table 3: School ownership, composition, type and level                  | 27 |
| Table 4: Teachers and heads' knowledge of school-age girls not enrolled | 29 |

**LIST OF FIGURES**

|  |    |
|--|----|
| Figure 1: The model of girls' education  | 16 |
| Figure 2: Regional distribution of teachers and heads of school  | 24 |
| Figure 3: Age of teachers (n=1003) and heads of school (n=108)   | 25 |
| Figure 4: Education level of teachers (n=1014) and heads of school (n=108)   | 26 |
| Figure 5: Teaching experience of teachers (n=1013) and heads of school (n=108)   | 26 |
| Figure 6: How heads of school define disadvantaged girls   | 28 |
| Figure 7: Factors keeping school-age girls out of school   | 29 |
| Figure 8: Teachers' views on the importance of boys' and girls' education  | 31 |
| Figure 9: To what extent teachers agree with gender stereotyping statements  | 35 |
| Figure 10: Gender breakdown of teacher responses to the statement: 'I would like my daughter to be able to work outside the home so that she can support herself if necessary' (n=989) | 36 |
| Figure 11: Gender breakdown of teacher responses to statement: 'it is important that boys have more education than girls' (n=997)  | 37 |
| Figure 12: Approaches used by teachers to overcome challenges related to girls' education (n=929)  | 39 |
| Figure 13: Extent to which teachers believe they create supportive classroom environments and discourage gender stereotypes  | 40 |
| Figure 14: Ways in which teachers are overcoming challenges related to girls' education  | 42 |
| Figure 15: Extent to which school leadership supports gender responsiveness and equity   | 43 |
| Figure 16: Efforts by heads of school to improve the teaching and learning environment for girls   | 43 |
| Figure 17: Government initiatives to improve gender equity (n=862)   | 44 |
| Figure 18: Initiatives by non-governmental organisations to improve the learning environment in schools (n=837)  | 45 |
| Figure 19: Proportion of teachers who have received gender training  | 46 |
| Figure 20: Types of gender training received (n=442)   | 46 |
| Figure 21: Training needs identified by teachers and heads of school   | 47 |
| Figure 22: Most effective approaches used by teachers  | 48 |
| Figure 23: Challenges to implementing effective teaching approaches  | 49 |

## EXECUTIVE SUMMARY

This study explores teacher perceptions and actions in relation to girls' education and gender equity in Tanzanian schools. The aim was to identify promising approaches and practices being carried out in the classroom and wider school environment, in addition to understanding the current situation of girls' education in Tanzania. The study methodology was based on a similar study funded by the British Council in 2021, which was conducted in two states in Nigeria (Kano and Lagos), and was adapted to fit the Tanzanian context. It adopted a 'mixed methods' approach, by collecting data through interviews, focus groups, surveys and field observations.

### Key findings

**1. The concept of being a 'gender responsive teacher' was typically not well understood by participants, and was often linked to issues of biology (e.g., the provision of sanitary towels, and physical changes related to puberty), rather than issues of gender**

Head teachers and teachers typically considered being gender responsive to mean providing girls with sanitary towels, letting girls leave school early or stay home during their menstrual cycle, and letting girls go to the toilets during class. Although some teachers did refer to classroom management and practices in relation to being gender responsive (such as seating girls and boys together), this was not a typical response. When teachers indicated using gender responsive teaching practices, they were typically unable to elaborate on how they used these in reality.

Although head teachers and teachers were aware of the various cultural and social barriers that girls may face (see key finding two), there was a lack of understanding about how to address these in their role as educators, and how to overcome them in the classroom. While head teachers and teachers indicated in their survey responses that they use a wide variety of teaching practices to support girls' learning, they were unable to elaborate on or describe these when asked during interviews. Overall, however, there was a strong willingness among teachers to better support girls, and to implement gender responsive practices in the classroom and wider school environment.

**2. While, overall, head teachers and teachers were able to articulate the wider social and cultural barriers negatively impacting girls' education, they were typically unable to articulate their own role in overcoming these barriers**

During the survey and interviews, head teachers and teachers described a wide range of biological, social and cultural barriers that can negatively impact girls'

education. They also indicated that they identify disadvantaged students through observation and by talking to them about their home lives. Their perception of disadvantaged girls includes those from poor families and single-parent households, and those living with relatives. They also reported that girls can come to class tired due to the number of chores they have to do at home, and are more likely to miss school than boys. They cited cultural rituals, perceived shyness and difficulty with interacting with male teachers as barriers to effectively teaching girls. Participants were also able to identify girls they were aware of who were not attending school.

Despite head teachers and teachers being able to effectively identify disadvantaged girls, they reported a lack of appropriate tools for supporting these girls at school. A common response to challenges related to teaching girls was to send students for guidance and counselling within the school, but teachers were typically unable to describe exactly what type of counselling was being provided or how it supported students. While head teachers and teachers were aware of girls not attending school, they could not identify their own role in supporting girls' enrolment or helping girls return to school after dropping out.

**3. While there was a strong willingness to support girls' education, head teachers and teachers also demonstrated gender biases that need to be addressed to better support girls**

Despite the general belief among heads of school and teachers that girls' education is important, some head teachers and teachers displayed their own gender biases when describing the challenges with teaching girls, and there was a tendency to blame girls for their poor educational attainment. For example, the sexualising of girls and the belief that girls are seducing male teachers was reported by approximately one-third of teachers. A particular bias was also noted in relation to girls' willingness and ability to learn science subjects. These beliefs reflect wider social beliefs, and highlight the need for teacher training to address the perceptions of girls. Overall, heads of school and teachers showed a strong willingness and desire to participate in training, to enable them to better support girls' learning and experiences of school.

## Recommendations

The following recommendations are suggested to better support heads of school and teachers to provide a quality education to both girls and boys.

### **1. Work with teachers to help them understand their biases**

Although teachers displayed gender bias towards girls, there was also a strong willingness to learn how to better support girls. Helping teachers to understand and overcome their biases will create a more positive environment in both the classroom and wider school community.

### **2. Provide training for schools to support girls to return to school**

While heads of school and teachers reported being aware of girls who had dropped out of school, they could not articulate their role in helping these girls return to school. Support and training for schools to understand the ways they can support in such cases will strengthen their role in helping girls return to school.

### **3. Provide training for teachers on gender responsive pedagogy and classroom practices.**

The typical response among teachers when it comes to supporting girls is to send them for guidance and counselling, rather than taking action in the classroom. With proper training on gender responsive classroom practices, teachers can gain a greater sense of ownership over girls' education.

### **4. Provide additional training required on guidance and counselling**

Teachers typically reported that, if they were having issues with girls in class, they would offer guidance and counselling – which would either be provided by themselves or from those teachers responsible for guidance and counselling within the school. Yet it soon became apparent that teachers, in general, lack an understanding of what constitutes effective guidance and counselling for girls, especially in relation to girls' issues, and that in many cases, the support required could not be provided by counselling. It is recommended that all teachers – and especially those who hold guidance and counselling positions – are offered more discrete training in how to provide effective counselling to girls.

### **5. Conduct a thorough gender analysis in Tanzanian schools**

To ensure gender mainstreaming includes effective strategies to address the concerns about girls' education highlighted in this report, a thorough gender analysis is needed for Tanzanian schools. This will help to also address longstanding biases that act as a barrier to girls' education.

### **6. Support teachers to use more neutral, less-biased language when describing issues around girls' education**

Some of the language used by both male and female teachers implied blame on the part of the girls, instead of focusing on the structures for learning (which is a matter of huge concern). Support for teachers to be more supportive and neutral in terms of how they approach the issue is a good starting point to improving girls' education.

### **7. Provide safeguarding training for heads and teachers**

Given the belief of some heads of school and teachers that girls adopt seductive behaviours in the classroom highlights a need for safeguarding training, to prevent girls' behaviours from being sexualised by their teachers.

## Overall reflections

This study set out to identify promising gender-related practices within Tanzanian schools. In doing so, it identified the various challenges faced by both girls and teachers, and obvious areas where leadership and teacher training is needed. The findings also highlight challenges in terms of the language and understanding of gender responsiveness within schools, with participants mainly viewing gender responsive practices as relating purely to biological factors, such as menstruation and physical changes during puberty.

## ACKNOWLEDGMENTS

This report is the outcome of a collaborative effort to identify solutions to support girls' education in Tanzania. The research is indebted to the help of several people, who've each played an important role in contributing to the overall project. From conceiving the research and developing the tools for data collection, to carrying out the field work and analysing the data, this study would not have been possible without people willing to work together towards a common goal.

We would like to thank the following people and institutions, who have helped to shape this study.

Firstly, we would like to recognise the role of the British Council in Tanzania, who provided grants and support to conduct this study.

We would like to recognise those who directly supported this study, in particular, Yvette Hutchinson, Artur Taevere, Catherine Sinclair Jones and Ephraim Kapungu at the British Council, who provided logistical support, valuable connections with schools and technical advice. We also wish to acknowledge Rachael Fitzpatrick and Dr Ruth Naylor at the Education Development Trust, for their analytical and editorial support.

We wish to extend our appreciation to local governments – the regional and district offices of Dar es Salaam, Tanga (Tanga Municipality) and Pwani (Bagamoyo and Kisarawe District Councils) – for allowing the researchers to collect data from primary and secondary schools. We are grateful to all heads and teachers for participating in the study – both online and face to face. Your participation will pay big dividends in future.

Last but not least, we would like to thank the management at the University of Dar es Salaam, who issued clearance for the study to take place, and Dar es Salaam University College of Education, who prepared and signed a joint MoU to work with the British Council.

## 1. INTRODUCTION

### 1.1 Background to the study

There is a significant global drive to improve girls' education and promote gender equity. These efforts all aim to empower girls to make decisions about their own lives and contribute to their communities and their world. However, girls in many countries still trail behind boys in terms of school enrolment, participation, completion and performance (UNESCO, 2018; UIS, 2018; UIS, 2017). In Tanzania, there is less representation of girls at the higher secondary level, where enrolment is by pass-grades. In 2022, for example, enrolment figures for government and non-government higher secondary schools show that 43,566 girls and 53,296 boys were enrolled in Form 5, the first year of higher secondary education, while just 35,806 girls and 45,805 boys were enrolled in Form 6 (BEST, 2022). This significant reduction in enrolment figures signals a reduction in the number of girls remaining in school across the different levels.

A report jointly published by UNESCO Institute for Statistics and UNICEF, in 2018, estimated that around two million children, aged seven to 13, were out-of-school in Tanzania. In addition, almost 70 per cent of children aged 14 to 17 were not enrolled in secondary education, while just 3.2 per cent were enrolled in the final two years of schooling (URT, 2018). Table 1 summarises the enrolment trend in Tanzanian primary and secondary schools between 2017 and 2021.

Note: Table 1 shows the trend of enrolment, dropout and completion rates from 2017 to 2021. Enrolment and completion rates do not refer to the same cohort, but rather to the number of students who were enrolled and those who completed schooling in a given year.

**Table 1:** Enrolment, dropout and completion rate by gender, from 2017 to 2021

| Level     |            | Year and gender |         |         |           |           |           |           |           |           |           |
|-----------|------------|-----------------|---------|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
|           |            | 2017            |         | 2018    |           | 2019      |           | 2020      |           | 2021      |           |
|           |            | M               | F       | M       | F         | M         | F         | M         | F         | M         | F         |
| Primary   | Enrolment  | 957,251         | 931,638 | 910,730 | 900,214   | 849,314   | 840,788   | 812,652   | 818,803   | 843,939   | 836,467   |
|           | %          | 50.7            | 49.3    | 50.3    | 49.7      | 50.3      | 49.7      | 49.8      | 50.2      | 50.2      | 49.8      |
|           | Dropout    | 36,434          | 29,708  | 54,241  | 40,394    | 96,683    | 71,151    |           |           |           |           |
|           | %          | 1.9             | 1.6     | 3.0     | 2.2       | 5.7       | 4.2       |           |           |           |           |
|           | Completion | 432,754         | 484,294 | 454,664 | 502,406   | 451,399   | 495,910   | 493,826   | 530,989   | 546,818   | 582,311   |
|           | %          | 47.2            | 52.8    | 47.5    | 52.5      | 47.7      | 52.3      | 48.2      | 51.8      | 48.4      | 51.6      |
| Secondary | Enrolment  | 863,718         | 904,172 | 965,305 | 1,025,716 | 1,045,441 | 1,139,596 | 1,103,810 | 1,218,449 | 1,192,225 | 1,319,319 |
|           | %          | 48.9            | 51.1    | 48.5    | 51.5      | 47.8      | 52.2      | 47.5      | 52.5      | 47.5      | 52.5      |
|           | Dropout    | 34,079          | 31,621  | 40,027  | 37,927    | 50,509    | 48,440    |           |           |           |           |
|           | %          | 1.9             | 1.8     | 2.0     | 1.9       | 2.3       | 2.2       |           |           |           |           |
|           | Completion | 152,989         | 155,842 | 138,643 | 139,595   | 162,745   | 171,509   | 205,419   | 222,192   | 231,359   | 254,525   |
|           | %          | 49.5            | 50.5    | 49.8    | 50.2      | 48.7      | 51.3      | 48.0      | 52.0      | 47.6      | 52.4      |

Source: National Basic Education Statistics in Tanzania (2018, 2019, 2020, 2021)



Several factors appear to conspire against girls' education – globally and locally. Gender discrimination and stereotypes, cultural beliefs, poverty, poor school environments, early marriage and incidental (unplanned) pregnancies are all significant barriers that can lead to devastating results. According to a study by the HakiElimu organisation (2019), teenage pregnancy is the key factor behind high dropout rates among girls in Tanzania, at both the primary and secondary level. In 2016, approximately 4,442 girls dropped out of secondary school due to early pregnancy (URT, 2017), and this number rose 6,237 in 2018. Dropouts at the primary level are not uncommon, with an average of 988 girls dropping out annually between 2016 and 2020. Table 2 provides an overview of dropout rates due to early pregnancy between 2016 and 2020.

**Table 2:** Dropouts due to pregnancy from 2016 to 2021

| School level | 2016  | 2017  | 2018  | 2019  | 2020  |
|--------------|-------|-------|-------|-------|-------|
| Primary      | 594   | 1,040 | 1,185 | 1,135 | 989   |
| Secondary    | 4,442 |       | 6,237 | 5,398 | 4,543 |

Source: BEST (2017, 2019, 2020, 2021)

It has also been reported that many girls are exposed to multiple discriminatory practices that make it uncomfortable to continue with school or to resume studies after dropping out (Iddy, 2021).

Much is being done by the government of Tanzania and local and international educational stakeholders to get girls back into school and improve their learning outcomes. Despite these efforts (including free education, as stipulated in the Education and Training Policy 2014) to create gender equity and equality in developing girls' education, there are still challenges that perpetuate the low participation of girls in education.

The ability of girls to learn and progress in their studies, and succeed in their future careers, depends significantly on their classroom experiences at all levels of education. However, the prevailing pedagogical practices of teachers themselves demonstrate a lack of awareness around issues of inclusion and practices that can engage girls and boys equally. As a result, teachers not only perpetuate gender inequality in classrooms, but also set a negative precedence for girls in their future life.

Previous studies, such as the Global Initiative on Out-of-School Children (URT, 2018), have explored issues around access to education and gender disparities in education, by looking at the factors that lead to children not wanting to participate. This report highlights various social-cultural and economic factors that combine to push children – both girls and boys

– away from schools, with a more devastating impact on girls than boys.

This study explored the activities teachers employ to ensure girls can reach their educational potential, despite cultural norms and practices that propagate male supremacy and superiority over females, and the institutionalisation and internalisation of such beliefs within society, the education system and policy-making.

The approach and methodology used in this study builds on a previous study focusing on teachers as agents of change in relation to girls' education and gender equity in schools in Kano and Lagos, in Nigeria. While the study in Nigeria used a survey and interviews to collect data, it was decided to add a process of general school teaching and learning environment observations for the study in Tanzania, which could provide further evidence of the state of girls' education. This evidence could also contribute to our recommendations for interventions to ensure that the educational system is three-dimensional and gender-responsive.

## 1.2 Main questions

This study sought to answer the question: how are teachers overcoming challenges to improve girls' education and gender equity in schools?

It explored the following issues.

1. Are girls included in schools' current classification of disadvantaged pupils? In what way?
2. Are there any special initiatives focused on improving girls' education?
3. Do the school, government or local agencies have specific priorities in relation to girls' education?
4. Do the strategies teachers use to improve girls' education and equity work?
5. What are the main challenges in relation to girls' education?
6. How are teachers overcoming these challenges?

## 2. RESEARCH FRAMEWORK

### 2.1 Introduction

Here we look at the model of data collection used during the research. This model shows the main assumptions behind the study, and how different parts and variables of the study combine to form a whole.

### 2.2 The conceptual framework

This study sought to answer the question: how are teachers overcoming challenges to improve girls' education and gender equity in schools? To provide valid answers, the study explored the activities of the teachers themselves, to see how they are working to improve girls' participation. It looked at the barriers to girls' education and what can be done to improve gender equity in schools.

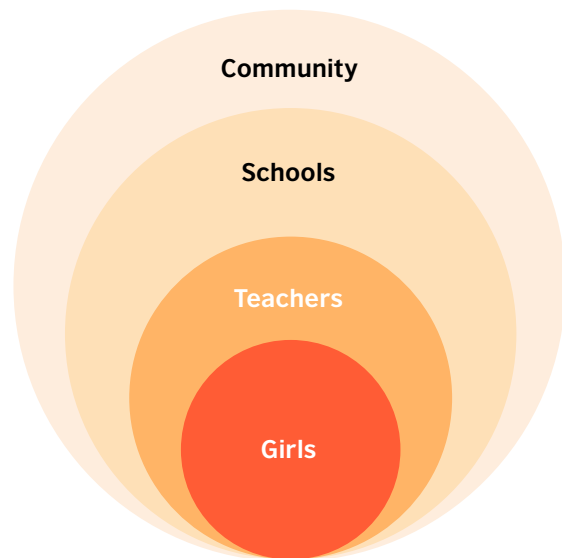
The conceptual framework for this study focuses on teachers as key agents for change in relation to girls' education and gender equity within education. This focus on teachers is informed by the fact that they spend more time in schools, interacting with children. The study considers how the interplay of school policies, culture and overall environment can serve to either support or thwart teachers' efforts to promote gender equity and girls' participation in the learning process.

Figure 1 provides the schematic conceptualisation of girls' education used for this study. This model assumes that girls' education is multifaceted and influenced by multiple interacting agents – so those who take on the role of teacher in schools and wider communities. Tanzania is diverse. There are more than 120 ethnic groupings, each with its own vernacular language, traditions and customs – some of which may not be supportive of girls' education.

In general, there are some differences between urban and rural attitudes. In pastoralist communities, which are male-dominated, girls' education is not highly regarded. With an increasing number of rural workers moving to urban settings, their attitudes and expectations move with them. Given such prevailing attitudes, it is unsurprising that teachers as change agents, living within these communities, are influenced by these cultural values. However, despite the general perception of what girls can achieve still being quite low, as girls' educational performance improves, there is hope that attitudes towards girls' education will also improve.

The conceptual model, therefore, assumes that most activities at school are informed by this diverse, wider community, and filter through to schools via teachers as change agents. Teachers play a role in incorporating community perceptions of girls through their teaching, the curriculum and pedagogy. To some extent, it is the teachers' belief systems and how they act that will be part of the overall driving forces that may eventually effect change.

Figure 1: The model of girls' education



### 3. RESEARCH METHODOLOGY

#### 3.1 Introduction

To explore the practical activities that teachers use to improve girls' education and gender equity in Tanzania, this study employed a mixed methods approach, with activities conducted sequentially.

#### 3.2 Geographical focus

This study was carried out in the regions of Dar es Salaam, Tanga and Pwani. Dar es Salaam represents an urban setting, while Tanga and Pwani represent rural settings. These regions were selected to provide a range of contexts.

#### 3.3 Schools selected for the study

The schools that participated in the study were both government schools and privately owned schools, the majority of which had participated in the British Council's Connecting Classrooms through Global Learning programme<sup>1</sup>. The fact the heads and teachers of these schools had previously attended seminars and workshops led by the British Council made it easier for the researchers to build those initial connections. Heads and teachers either participated in the study physically, during in-person school visits, or online, via Google Forms.

#### 3.4 Research approaches

The research was conducted over five key phases, adopting both qualitative and quantitative data collection and analysis approaches. The first and second phases involved designing an interview guide to collect qualitative data and conducting pilot interviews with 44 teachers and 15 head teachers in schools previously identified as potential 'bright spots' (schools who could demonstrate promising practices related to girls' education). The third phase focused on designing and piloting questionnaires to collect quantitative data from teachers and heads during phase four (via surveys). Phase five was concerned with analysis and report writing. These phases are explained in more detail below.

##### *Phase one: developing the research tools*

During the first phase of the study, separate interview guides were designed for teachers and head teachers. These were based on the questionnaire used in the previous Nigeria study, which was customised to the Tanzania context. The research team also worked to identify schools that were currently implementing promising practices regarding girls' education ('bright spots').

##### *Phase two: verifying the research tools*

Following an approach taken in the previous Nigeria study, in the second phase, pilot interviews were conducted with 44 teachers and 15 head teachers in schools potentially identified as 'bright spots' – so those who could potentially demonstrate some examples of effective practice – in Temeke Municipality, Dar es Salaam and Tanga Municipality. Respondents were drawn from both mixed schools and girls' schools. The size and type of the sample was deemed sufficient to generate high-quality data. This phase also served as a mechanism for verifying whether the questions could provide expected answers.

##### *Phase three: analysing and coding the tool items*

The third phase of the study involved analysing the interview findings to support the design of a semi-structured questionnaire, used to target teachers in the fourth phase. The analysis of qualitative data from the second phase used a thematic approach to identify common themes, topics, quotes, ideas and patterns of meaning from the interviews. This happened through a five-step process, which involved the research team familiarising themselves with the data, coding the data, generating themes, reviewing themes, and defining and naming themes.

The designed questionnaires were piloted with a small number of teachers and head teachers in Dar es Salaam, immediately after the training of the enumerators, which helped to enhance the clarity of individual items to avoid vagueness and ambiguity, where necessary, before the survey was used. After the pilot, the researchers conducted an item response analysis aimed at refining the quality of the items used during the pilot phase. This also highlighted where items could be restructured, rephrased or removed to improve the survey items.

##### *Phase four: data collection*

In phase four, the tools developed, piloted and adapted in the previous phases were used to collect data from the sample heads and teachers. Both face-to-face and online data collection approaches were used, in order to reach the desired number of respondents.

The online survey was sent out via Google Forms to primary and secondary school teachers and heads, using contacts from the British Council team in Tanzania.

<sup>1</sup>Connecting Classrooms is a flexible journey for schools around the world of learning, knowledge sharing and international collaboration. It entails the following: Partnering with schools with peers in the UK and other countries on school activities focusing on global themes. Partnerships offer teachers the chance to share experiences and learn from each other.

Developing skills by completing training courses, available online and face-to-face. Classroom activities – completing activities with partner schools based on the Sustainable Development Goals (SDGs). Schools are also invited to make use of the many classroom resources, free online training courses and other opportunities to partner with overseas schools with and through a range of other organisations. <https://wales.britishcouncil.org/en/connecting-classrooms-through-global-learning>

The face-to-face interviews were usually conducted in cases where teachers did not have smartphones to complete the online questionnaire. If teachers and head teachers did have smartphones, they were directed by the researchers and enumerators to complete the online form/questionnaire in their presence. Paper field questionnaires were also entered online, so they could be downloaded as a CSV (comma-separated values) file.

In total, 1,043 teacher questionnaires and 108 heads teacher questionnaires were collected from Dar es Salaam, Tanga and Pwani. This represents a response rate of 70 per cent for teachers (from a total of 1,500 questionnaires) and 72 per cent for heads of school (from a total of 150 questionnaires).

The proposed approach to investigate schools identified as 'bright spots' (who could demonstrate exemplary teaching and learning practices aligned with girls' education) didn't bear fruit, as field visits and subsequent interviews with heads and teachers failed to identify schools that could fit this description. Thus, the report findings do not include any such promising examples. This is explored further in the limitations section below.

#### *Phase five: analysing data and writing the report*

Analysis of the collected data involved rigorous triangulation of both qualitative and quantitative data. Quantitative data was transferred from the downloaded Google CSV file to an SPSS (Statistical Package for the Social Sciences) programme for the quantitative analysis of the data. This then went through data cleansing and descriptive analysis, whereby proportions, frequencies, graphs and cross tables were generated accordingly.

The analysis of qualitative data used the previously described five-step thematic approach, which required a thorough examination of the data to identify common themes, topics, quotes, ideas and patterns of meaning from the interviews. Quotes from selected schools are presented in relevant sections.

### **3.5 Ethical considerations**

The data collection process adhered to ethics, guidelines and regulations provided by Dar es Salaam University College of Education and the British Council. Both organisations issued research permission to introduce the study and the researchers to local government offices and schools in the study.

Respondents participated both face-to-face (during in-person school visits) and online (via a Google Form survey). In both cases, safeguarding measures included providing participants with the details of the study beforehand, so they could give informed consent for their participation. In terms of confidentiality and data protection, all responses were

anonymised, and all data was stored securely.

The research team ensured smooth communication with respondents by using direct calls, WhatsApp messages and emails, to ensure they could meet all the necessary research protocols including time, convenience and readiness to participate in the study. These factors also helped to avoid disruptions to regular teaching activities in schools.

The instruments of data collection were all piloted before data collection proper, and items in the questionnaires were reviewed collectively by the researchers and experts at the British Council, before the final instruments were administered in the field.

### **3.6 Limitations of the study**

The study endeavoured to explore the practical activities of teachers in schools, especially in basic education, to support girls' education. The research team expected to identify common practices among teachers that can support the mainstreaming of gender responsiveness in schools, in order to improve girls' education. However, the research showed a lack of understanding among educators around the issues facing girls' education (mainly limited to helping girls cope with biological changes during puberty). Many teachers referred to gender responsiveness in terms of supporting girls during menstruation, with less focus on supporting girls' academic progress.

Gender responsive education is a recent innovation among teachers in Tanzania. Hence, there is no general understanding of what it means to be a gender-responsive teacher. Because of this, certain activities that teachers claimed to be gender responsive were quite the opposite, or not entirely gender responsive. According to this understanding, teachers or schools that issued sanitary protection or considered allowing pupils days off during menstruation considered themselves to be implementing a gender responsive pedagogy.

While many of the participating schools had previously received British Council training opportunities, some of which were related to inclusive pedagogies, not all of the teachers who participated in this study had received such training. And while there was an implicit expectation that the trained teachers would act as change agents in their schools, by demonstrating gender responsive pedagogies among colleagues, this expectation was not outlined in the framing of the research questions or in the methodology. The data collected during this study – from both teachers who received the training and those who didn't – was not robust enough to demonstrate the link between the training and gender responsive pedagogies.

Initially, the study sought to observe exemplary practices ('bright spots') in schools to support girls'

education. Such observations may have been possible if the researchers had sufficient time to interact with pupils and teachers in classrooms or during extra-curricular activities. However, the nature of the data collection methods – questionnaires and interviews – provided limited opportunities for observations, given school visits were kept as brief as possible, so not to disrupt school activities.

The understanding of guidance and counselling in the context of the Tanzania education system needs some clarification. In Tanzania, teachers themselves have responsibility for guidance and counselling, but while they assume counselling' responsibilities, many haven't received discrete training on guidance and counselling, outside of the general training they receive during teacher training college. Although it is worth noting that some may have attended seminars or workshops on issues like guidance and counselling, gender mainstreaming and alternative punishments. Thus, when teachers report to provide counselling services, this does not imply they are employed as or trained as professional counsellors, but either volunteer or are given responsibility to support children in that respect.

Another limitation was the lack of voices from girls themselves. The research framework was such that only heads and teachers responded to questionnaires. Hence, girls' own views about their schooling or how they are treated could not be captured to confirm what teachers were reporting. The report findings could most likely be enriched with the perspectives of the girls themselves.

## 4. STUDY FINDINGS

### 4.1 Introduction

The focus of this study was to examine the perceptions and approaches of heads and teachers in relation to girls' education in Tanzania. This included practical activities that teachers use to promote girls' education and gender equity. Here we look at the make-up of the research sample, before exploring the findings of the data collected.

### 4.2 Make-up of the sample

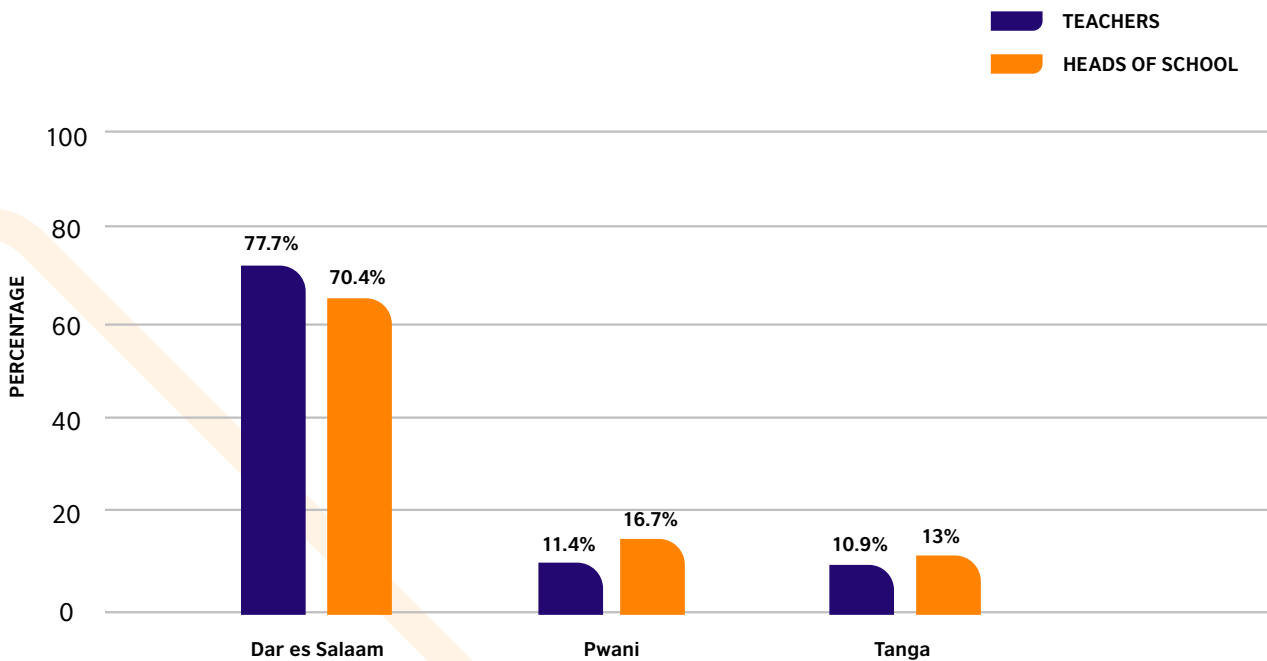
In total, 1,043 teachers and 108 heads of schools were reached, either through an online survey or face-to-face interviews, in the regions of Dar es Salaam, Tanga and Pwani. The response rate was 70 per cent for teachers (from a total of 1,500) and 72 per cent for heads (from a total of 150). Regionally, this represents 810 teachers and 76 heads of schools in Dar es

Salaam, 119 teachers and 18 heads of schools in Pwani, and 114 teachers and 14 heads of schools in Tanga. Respondents in Dar es Salaam were defined as 'urban', while those in Pwani and Tanga were defined as 'rural'. Figure 2 shows the distribution of respondents.

In addition, 44 interviews were conducted with teachers and heads in initially identified 'bright spot' primary and secondary schools in the study areas.

What follows is an overview of respondents in terms of locality and demographic characteristics such as education, age and teaching experience, as well as school type, ownership and composition.

**Figure 2:** Regional distribution of teachers and heads of school



#### 4.2.1 School type, composition and ownership

Respondents in this study belonged to schools of various types, ownership and composition. These include government-owned schools (86.6 per cent of teachers and 89.7 per cent of school heads), mixed schools (97.4 per cent of teachers), day schools (84.7 per cent of teachers), primary schools (68.5 per cent of teachers) and secondary schools (31.3 of teachers). Table 3 summarises the characteristics of participating schools.

**Table 3:** School ownership, composition, type and level

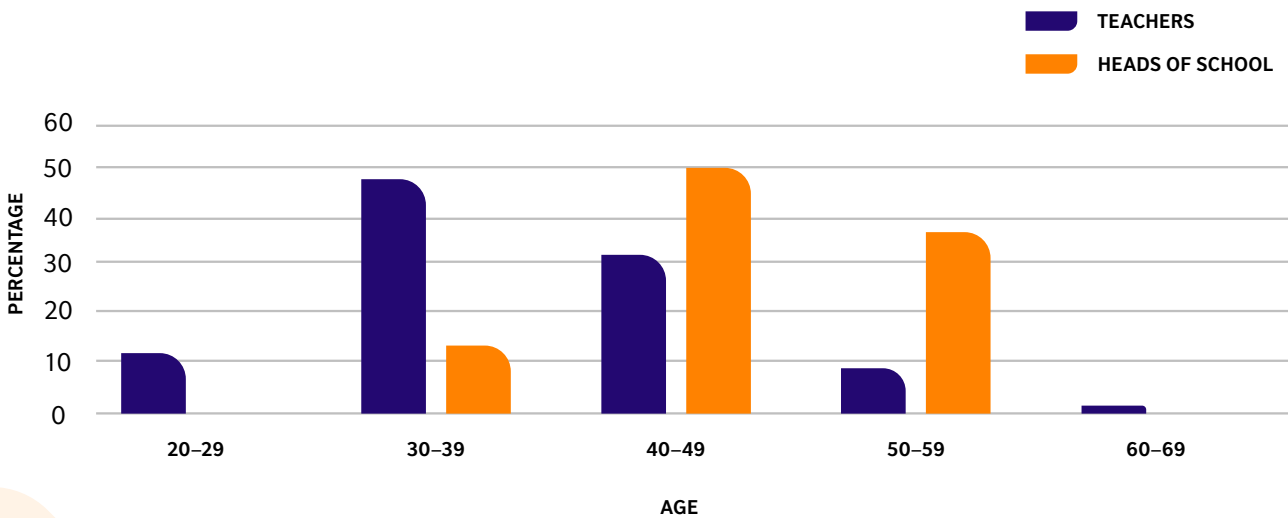
| School      |                         | Teachers     |            | Heads of school |            |
|-------------|-------------------------|--------------|------------|-----------------|------------|
|             |                         | Frequency    | Per cent   | Frequency       | Per cent   |
| Ownership   | Government              | 901          | 86.6       | 96              | 89.7       |
|             | Private                 | 139          | 13.4       | 11              | 10.3       |
|             | Total                   | 1,040        | 100        | 107             | 100        |
| Composition | Mixed                   | 1011         | 97.4       |                 |            |
|             | Girls                   | 27           | 2.6        |                 |            |
|             | Total                   | 1,038        | 100        |                 |            |
| Type        | Boarding school         | 29           | 2.8        | 15              | 14         |
|             | Day school              | 871          | 84.7       | 92              | 86         |
|             | Boarding and day school | 128          | 12.5       |                 |            |
|             | Total                   | 1,028        | 100        | 107             | 100        |
| Level       | Primary                 | 718          | 68.5       | 80              | 76.2       |
|             | Secondary               | 328          | 31.3       | 23              | 21.9       |
|             | Combined                | 2            | 0.2        | 2               | 1.9        |
|             | <b>Total</b>            | <b>1,048</b> | <b>100</b> | <b>105</b>      | <b>100</b> |

#### 4.2.2 Education level, age and teaching experience of respondents

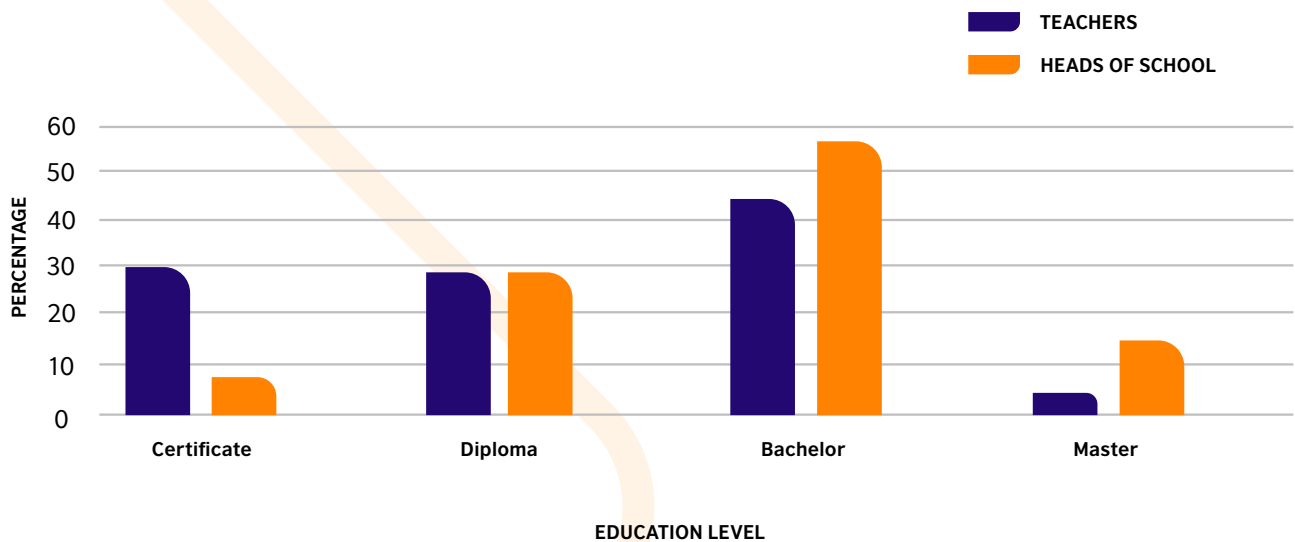
In terms of gender, the proportion of female teachers (64.3 per cent) was higher than male teachers (35.7 per cent), while the proportion of female heads of school (47.2 per cent) was lower than male (52.8 per cent). In terms of the age of respondents, most teachers were aged 20 to 49, while most heads of school were aged 30 to 59. The majority of heads of school held bachelor's degrees (51.9 per cent), diplomas (25.9 per cent) or master's degrees

(15.7 per cent). The teaching experience of both teachers and heads of school ranged from one to 40 years, with a high proportion of teachers (76.3 per cent) having between six and 20 years of experience, and most heads of school (78.7 per cent) having between 11 and 30 years of experience. Figures 3 to 5 show the education level, age and teaching experience of teachers and heads of school. The findings show that most heads of school are older, have a higher level of education and are more experienced than teachers.

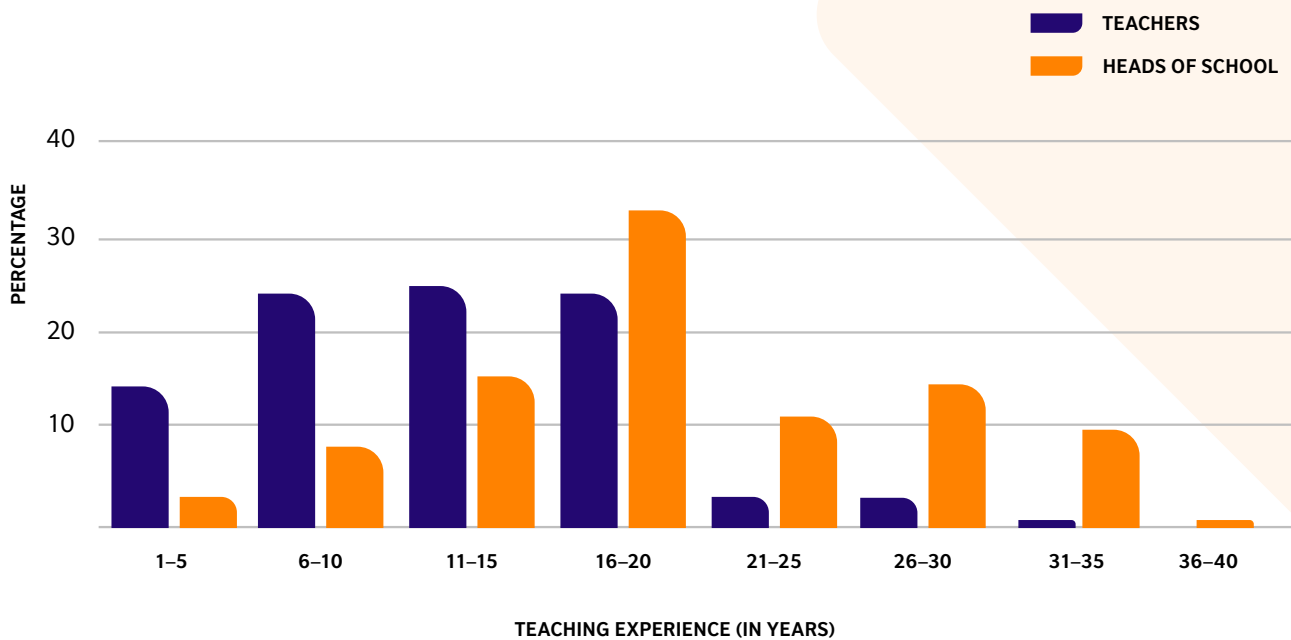
**Figure 3:** Age of teachers (n=1003) and heads of school (n=108)



**Figure 4:** Education level of teachers (n=1014) and heads of school (n=108)





**Figure 5:** Teaching experience of teachers (n=1013) and heads of school (n=108)

### 4.3 Teachers' perceptions of disadvantaged pupils

Almost all teachers (86.2 per cent) and heads of school (90.4 per cent) interviewed as part of phase one reported having disadvantaged pupils in their classes and school, with girls included among those considered as 'disadvantaged'. Many consider disadvantaged pupils as those coming from single-parent families (78.9 per cent), those having to travel long distances to and from school (75.4 per cent), those lacking school supplies such as pens, exercise books and pencils (71.5 per cent) and orphans (69.4 per cent). One primary school teacher made the following comment about disadvantaged children.

*'It is very easy to identify disadvantaged pupils. These pupils come late to school, sleep in classrooms always, do not work hard, are not [dressed] smartly, and always live in solitude. Included in this group are children with disability. For example, pupils who are mentally challenged and those with physical impairment are considered disadvantaged.'* (Female teacher, primary school in Dar es Salaam)

This description of disadvantaged students could apply to both girls and boys. Children from poor families or single-parent households were considered among the most disadvantaged. Teachers reported identifying disadvantaged children by observing their behaviours, hygiene and how they dressed. Teachers also reported speaking to students to try and understand their situations at home. One secondary school teacher observed the following.

*'One girl used to sleep a lot in the class. When we inquired, the girl narrated her misery – she stayed with an exploitative father and stepmother who overburdened her with home chores to the extent that she hardly had time to do homework. We came to learn that this girl used to go to bed late because of the loads of work the stepmother piled on her. The father did not care about the girl's welfare; hence this girl's name was added to the list of disadvantaged girls in the class.'* (Female teacher, secondary school)

Some girls were considered disadvantaged because they came from disrupted families (e.g., divorced parents or living with relatives). This was assumed to affect the academic progress of the children, as the head of one secondary school reported.

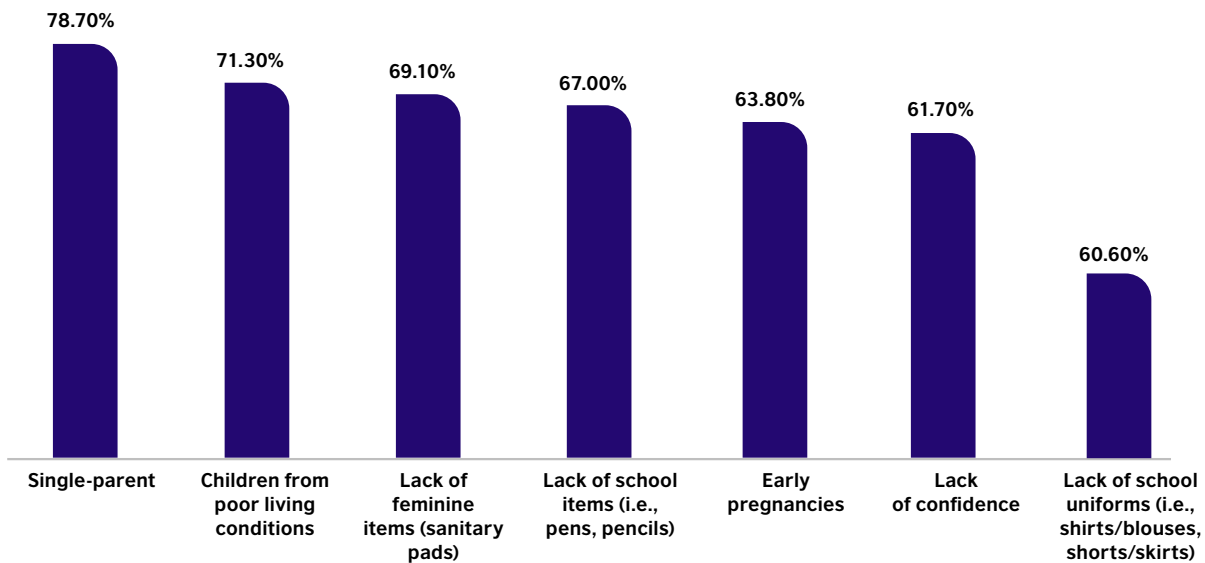
*'Some girls stay with their grannies, who are not able to monitor their school progress. In such situations, the grandparents would not recognise when the girls become less serious with studies or when they begin not attending school regularly.'* (Female head of school, secondary school)

Some teachers believed that it is more difficult for relatives or single-parents to keep track of girls' learning and progress at school, compared to two-parent households. When girls stay with relatives, it was also reported that schooling may become unaffordable or not considered a priority.

The surveys from heads of school reveal a similar understanding when it comes to disadvantaged children, specifically girls. Figure 6 summarises the

aspects that frequently define disadvantaged children.

**Figure 6:** How heads of school define disadvantaged girls



#### 4.4 Enrolment levels of school-age girls

Although there has been considerable effort by the government of Tanzania to ensure all school-age pupils are enrolled, there are still girls in some communities who are not enrolled. All schools in Tanzania were directed to implement Education Secular No. 5 of 2015 – the government's policy on free and compulsory education, which coincided with the removal of fees and contributions. In some schools cited in this study, the government set aside funds to build dormitories for girls in secondary schools. It was not reported whether or not this has had a positive impact on girls' enrolment. According to 30.6 per cent of teachers and 34.3 per cent of heads of school, some school-aged girls in their area are not enrolled in schools (see

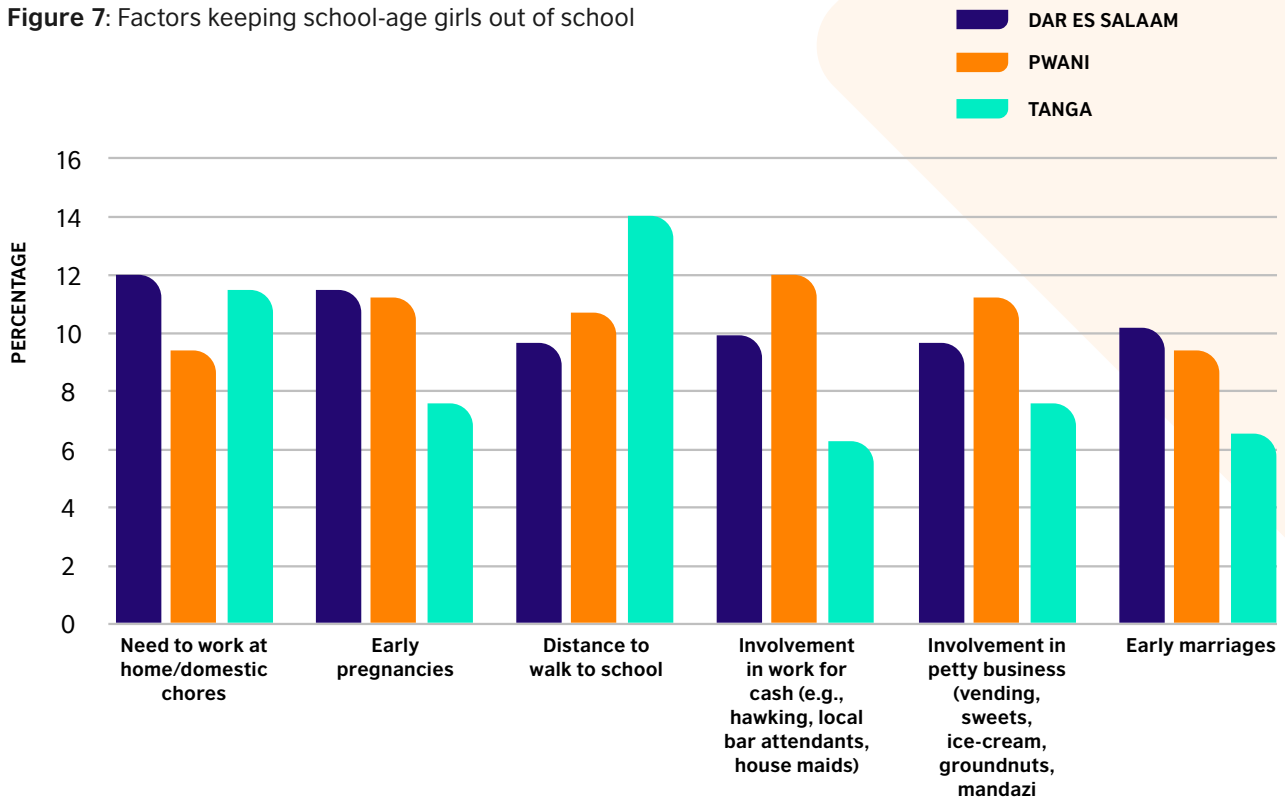
Table 4).

The main reasons for girls not to be enrolled, according to teachers and heads of school, are responsibility for domestic chores (52.6 per cent), early pregnancies (49 per cent), distance to school (47 per cent) and involvement in work for cash and petty business (45 per cent). In Dar es Salaam, domestic chores, early pregnancies and early marriages are the main reasons for girls not being in school, while in Pwani and Tanga, the main factors include distance to school and involvement in work for cash and petty business (see Figure 7).

**Table 4:** Teachers and heads' knowledge of school-age girls not enrolled

|                | Teachers   |            | Heads of school |            |
|----------------|------------|------------|-----------------|------------|
|                | Frequency  | Percent    | Frequency       | Percent    |
| No knowledge   | 652        | 69.4       | 65              | 65.7       |
| Have knowledge | 288        | 30.6       | 34              | 34.3       |
| <b>Total</b>   | <b>940</b> | <b>100</b> | <b>99</b>       | <b>100</b> |

**Figure 7:** Factors keeping school-age girls out of school



The teacher interviews in secondary and primary schools give several reasons for school-age girls to either drop out of school or not enrol. Some drop out of school to hawk merchandise of different kinds, such as sweets, ice-creams, pancakes, groundnuts and vitumbua (coconut rice cakes) in the streets, to provide for their siblings.

Others drop out to help their families with domestic chores, as illustrated by one primary school teacher.

*‘Some girls do not attend school all the time because they are at their homes helping parents do domestic activities. Some families have small-scale businesses, hence girls, in the absence of boys, sell items for the parents.’ (Female teacher, primary school)*

Other girls drop out of school to engage in the local sex industry, as indicated by a secondary school teacher.

*‘It is unfortunate that some girls engage in the sex business at a very young age. It appears that the community has failed to provide proper teaching to these girls because the main customers come from the same community the girls live in.’ (Male teacher, secondary school)*

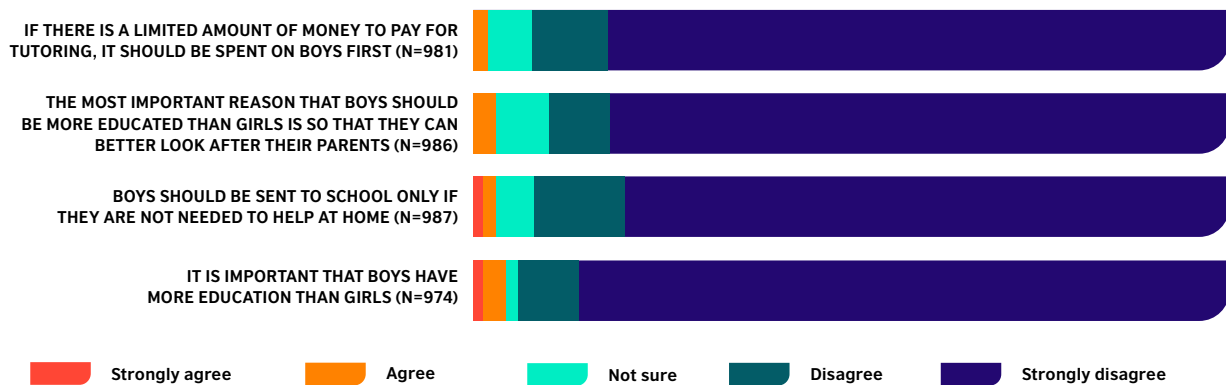
Another teacher reported girls associating with ‘bad company’.

*‘These students are loiterers. Some students engage in petty businesses and others get into bad company of smokers and drunkards.’ (Male teacher, secondary school)*

Where heads and teachers reported factors in the community forming barriers to girls attending school, they did not reflect on their role in supporting girls to stay in school or to return to school after dropping out.

#### 4.5 The importance of girls’ and boys’ education

Overall, heads of school and teachers had a positive attitude towards girls’ education and believed girls should be given the same opportunities as boys. As Figure 8 shows, 92 per cent (n=915) of teachers disagreed with the statement: ‘it is more important that boys have more education than girls.’ There were no gender differences in the proportion of teachers who disagreed. However, three per cent (n=16) of female teachers strongly agreed with this statement, compared to one per cent (n=4) of male teachers.

**Figure 8:** Teachers' views on the importance of boys' and girls' education

Meanwhile, 73 per cent (n=470) of female teachers, compared to 56 per cent (n=234) of male teachers, strongly disagreed with the statement: 'the most important reason that boys should be more educated than girls is so that they can better look after their parents when they are older'. Although similar proportions disagreed overall.

#### 4.6 Challenges in relation to teaching girls

Of the teachers surveyed, 87 per cent (n=878) reported encountering challenges in relation to teaching girls. These challenges are explored below through the categories: in-class, social, subject-specific, cultural and biological. It is important to note that, given no data was collected from the girls themselves, this section solely represents the views of teachers and heads of school about the challenges girls face and the difficulties in relation to teaching them. Girls may have a different perception of their experiences and the challenges they face.

##### 4.6.1 In-class challenges

A majority teachers (84.6 per cent, n=843) reported that most girls are shy in class, that they lack confidence and have low self-esteem. Teachers reported that girls are often silent and do not concentrate on learning. This shyness was typically reported as being related to the physical changes girls experience during puberty (see biological factors below).

*'Some girls feel shy in classrooms when they see physical changes occurring in their bodies during the onset of puberty. Other pupils including boys laugh about the changes; and in turn, girls decide to quit school unless intervention measures are taken well in advance.'* (Female teacher, primary school)

However, as this study did not directly gather the views of girls, it is not possible to determine whether this perception among teachers is accurate.

Heads of school had similar views about the in-class challenges teachers face in teaching girls, reporting a lack of confidence among girls (72.6 per cent), a lack of concentration (62.1 per cent) and not being ready to

learn (58 per cent) can all negatively impact teachers in the classroom.

There was also a perception among some heads of school and teachers that girls attempt to seduce male teachers. These perceptions raise concerns over the safeguarding of girls, and the prevalence of gender biases, where adolescent girls are sexualised by heads of school and teachers.

*'Some girls deliberately dress indecently to seduce male teachers, making teachers uncomfortable to teach in classrooms. The school has a well-defined dress code for uniforms and other clothes to be put on while outdoors. However, some girls would have dresses that are too tight or that leave bare their thighs and breasts. All these are done to distract male teachers.'* (Male head of school, secondary school)

##### 4.5.2 Cultural challenges

Some challenges identified by teachers included girls missing classes due to traditional dances (Ngoma) (63 per cent, n=628) and rite of passage ceremonies (57.1 per cent, n=569). In some communities, initiation ceremonies (commonly called 'kuchezwa unyago' for girls and 'jando' for boys) are compulsory rites of passage for both girls and boys, and are accompanied by rituals that take place in initiation camps. According to some teachers, these ceremonies can negatively impact girls more than boys, as girls can be prone to dropping out of school once the rituals are over, as one primary school head explained.

*'In some ethnic communities, girls miss classes to attend the traditional rite of passage ceremonies after the break of their first menstrual cycle. These are the ceremonies which are sanctioned by long-held traditions, marking a significant change in the status of girls in their communities. Since the ceremonies teach girls to become grown women, the girls do not fit in schools after passing – hence, they drop out of school.'* (Male head of school)

Another head of school highlighted other traditional ceremonies that can negatively impacts girls' education.

*'Children come to school tired following all-night dances in 'vigodoro' – a traditional ceremony in the coastal area, throughout the season. These girls teach other girls in school bad manners taken from their night dances.'* (Male head of school, primary school)

The impact of these traditional ceremonies is best captured by one primary school teacher.

*'Some girls distract other students because, after they attend initiation ceremonies, they put around their bodies cultural things that look like bracelets, amulets and beads. These items create fear of superstition among other pupils and are a cause of uproar in school premises.'* (Female teacher, primary school)

4.5.3 Subject-specific challenges

Many teachers indicated that girls may not be comfortable with being taught the menstrual cycle in biology (53 per cent, n=566). Here, there was little difference in the views of male and female teachers, with 52 per cent of male teachers and 54 per cent of female teachers agreeing with this belief. There were perceptions among some teachers that girls struggle to study science subjects, with 36 per cent (n=136) of male and 34 per cent (n=233) of female teachers agreeing with this statement. Approximately one-quarter of both male and female teachers (26 per cent, n=260) agreed that girls should not take difficult

science subjects. This is a relatively high proportion of teachers, indicating a need to address perceptions around girls' abilities in science, and the value of them participating in science education.

4.5.4 Social and gender-related challenges

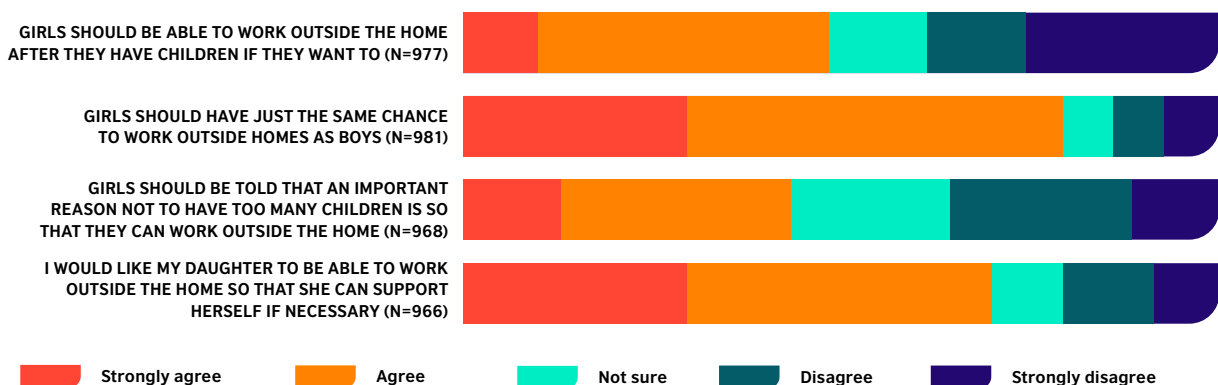
These challenges include girls being given responsibilities to look after their families (63 per cent, n=628), girls being overtasked with domestic chores, which make them late for school (54 per cent, n=538), and the belief that they will be married (40.1 per cent, N=400). A small proportion of teachers indicated that not allowing girls to mix/play with boys (five per cent, n=46) and not allowing girls to speak in public (five per cent, n=46) also created challenges with teaching girls.

Other teachers indicated that some parents warn girls to not interact with (or even talk to) boys or men. As a result, this leads to girls not interacting with male teachers at school, as indicated by one secondary school teacher.

*'Some girls cannot stand and express themselves in class. Even if you point at them to speak, they speak slowly due to a lack of confidence. What's more, some girls refuse to be put together with boys in group discussion in any class activity.'* (Male teacher, secondary school).

The survey results indicate that the teachers, overall, have positive social beliefs about women and girls, although a relatively large proportion show some level of gender bias.

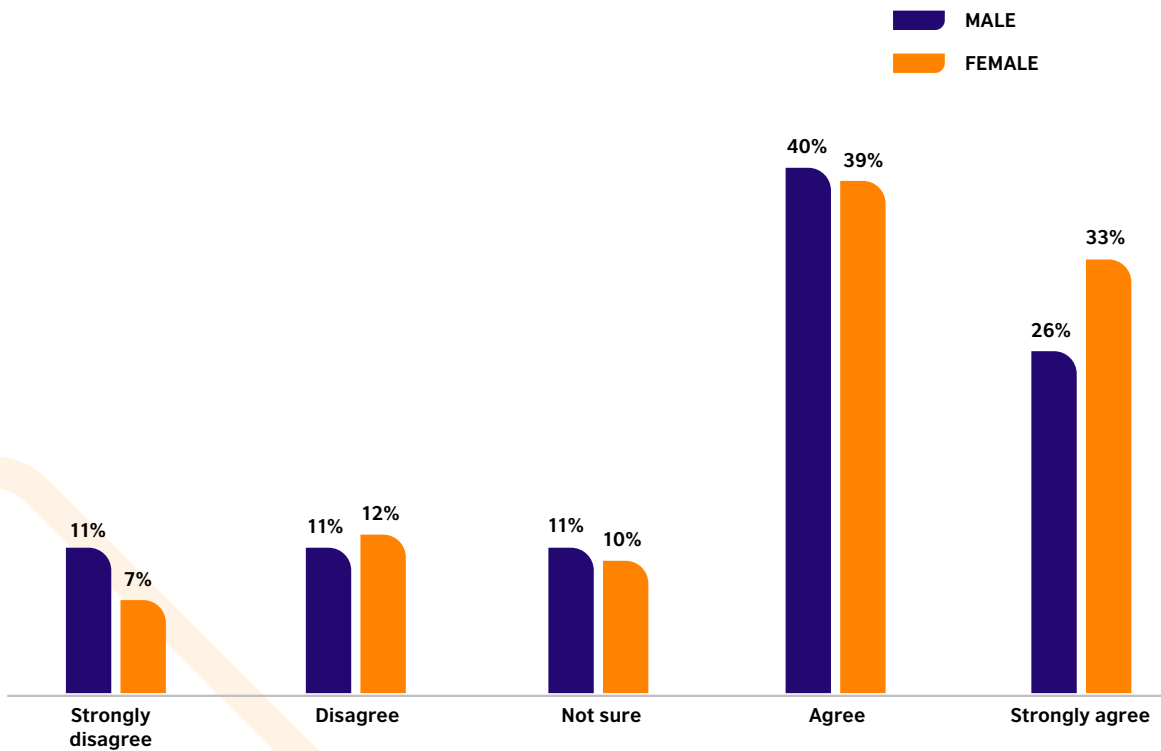
Figure 9: To what extent teachers agree with gender stereotyping statements

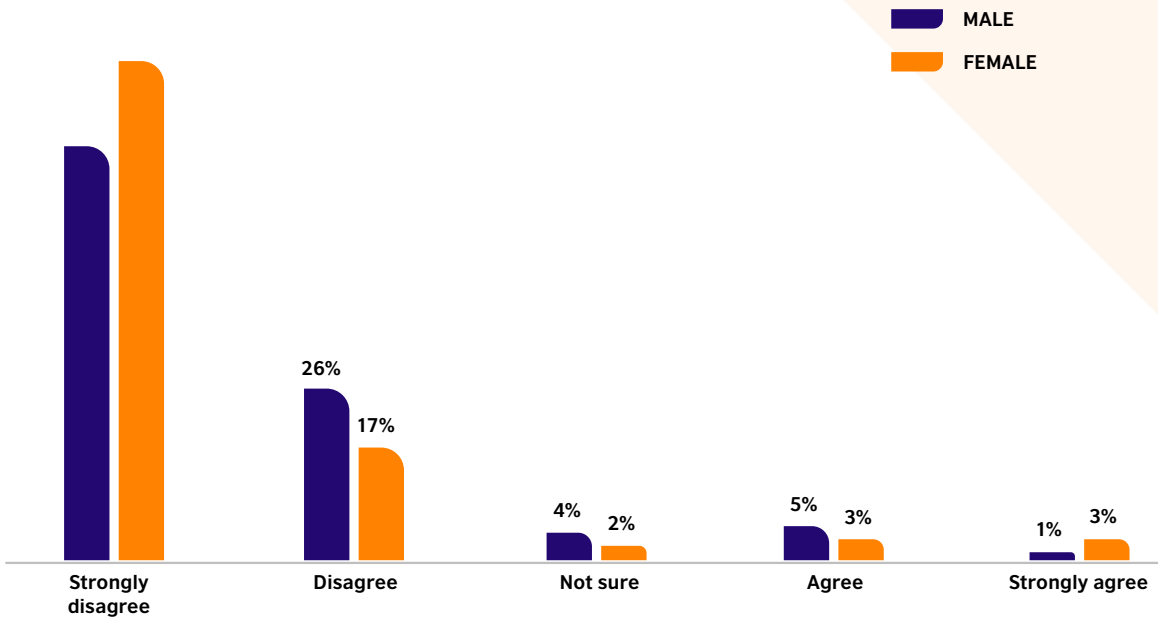


When looking at the breakdown of responses by gender of teacher, the biggest differences between male and female teachers is to what extent they agreed with certain statements on gender stereotypes. For example, 26 per cent of male teachers, compared to 33 per cent of female teachers, strongly agreed with the statement: 'I would like my daughter to be able to work outside the home so that she can support herself if necessary.' Meanwhile, 23 per cent (n=81) of male teachers and 19 per cent (n=38) of female teachers disagreed with this

statement, with ten per cent (n=44) of female teachers and 11 per cent (N=40) of male teachers were unsure. Female teachers were more likely to strongly disagree with the statement: 'it is important that boys have more education than girls' (76 per cent, n=594). This is compared to 63 per cent (n=321) of male teachers).

**Figure 10:** Gender breakdown of teacher responses to the statement: 'I would like my daughter to be able to work outside the home so that she can support herself if necessary' (n=989)



**Figure 11:** Gender breakdown of teacher responses to statement: 'it is important that boys have more education than girls' (n=997)

#### 4.6.4 Biological challenges

Many teachers (82.3 per cent, n=820) indicated that girls are considerably uncomfortable with studying during their menstrual period, as many girls lack proper sanitary towels (70.9 per cent, n=700). Many (68.7 per cent, n=680) also believe that the physiological changes girls undergo during puberty makes them uncomfortable in the learning environment, as they can be teased by boys.

#### 4.6 Efforts to overcome the challenges of girls' education

The study sought to identify ways teachers are overcoming the challenges related to girls' education. Most teachers reported offering guidance and counselling to girls, either themselves or by those teachers within the school who have been given the responsibility of guidance and counselling (90.6 per cent, n=898). During the face-to-face semi-structured interviews, however, they could not provide a clear outline of the type of counselling required or what should be offered.

However, some teachers did provide examples of reflective practice where they had attempted to overcome challenges with teaching girls. For example, one female teacher in a primary school had tried to arrange her classroom to seat boys and girls together.

*'I usually make girls and boys share a desk and benches. Mixing pupils at one desk helps girls to gain confidence and develop life skills – how to respond when boys try to assault them and make informed decisions.'* (Female teacher, primary school)

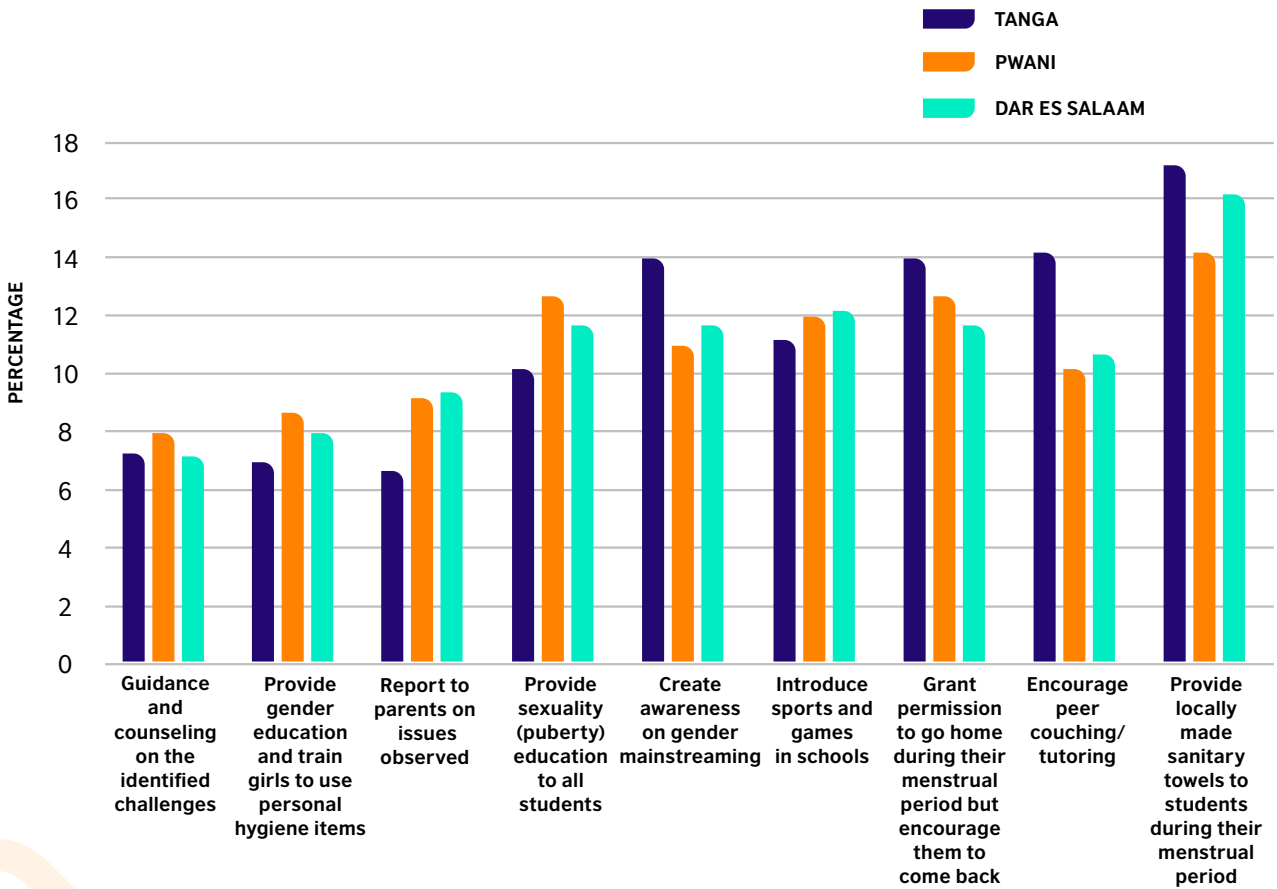
While this is one way to address challenges related to girls' education, the underlying perception that girls are expected to behave submissively before boys must be addressed in order for it to be effective, as the same teacher recognises.

*'Girls are always shy to sit together with boys at one desk. You know that many families ban girls from playing with boys, hence it is extremely difficult to mix girls and boys without making girls feel uneasy at school.'*

Other steps teachers are taking include reporting the girls to parents (73.1 per cent, n=730), granting girls special permission to go home during menstruation and training girls in personal hygiene.

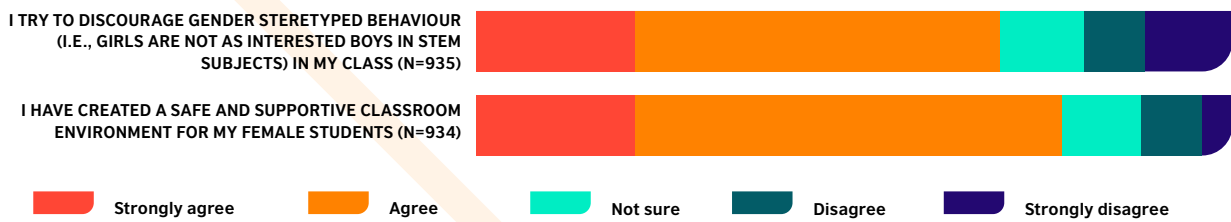
There were no significant differences in the approaches being taken across the surveyed regions, although a higher proportion of teachers in Tanga stated they provide guidance and counselling, train girls in the use of personal hygiene items, report to parents on the identified challenges, and raise awareness on gender mainstreaming compared to the other regions (as shown in Figure 12). These results show that most of the strategies identified as being gender responsive, are actually related to supporting girls during menstruation or other factors related to biology, rather than gender. Responses given during the interviews also suggest that teachers consider supporting girls during menstruation to be synonymous with being gender responsive. Where teachers in the survey selected items such as 'create awareness on gender mainstreaming', it is unclear whether they are referring to gender or biology.

Figure 12: Approaches used by teachers to overcome challenges related to girls' education (n=929)



Respondents were asked to rank the statement: 'I have created a safe and supportive classroom environment for my female students'. And the majority of teachers believe they have created supportive spaces in their classrooms for girls (see Figure 13), with 77.3 per cent (n=721) strongly agreeing.

Figure 13: Extent to which teachers believe they create supportive classroom environment and discourage gender stereotypes





However, a relatively large proportion of teachers don't believe that they try to discourage gender stereotyped behaviours in their classrooms. Broken down by gender, 21 per cent (n=74) of male teachers and 16 per cent (n=96) of female teachers do not attempt to discourage gender stereotyped behaviour. This coincides with approximately one-quarter of teachers believing that girls should not take difficult science subjects, which could go some way to explaining why they make no attempt to discourage such behaviours. These beliefs also raise questions around what teachers believe a supportive classroom looks like. For example, a small proportion of teachers who believe they have created a safe and supportive classroom for female students also believe that female students should not participate in science, and that it is not their role to discourage gender stereotyped behaviours.

#### 4.7 Initiatives to support girls' education

The study also sought to explore strategies being taken by schools, the government and non-government organisations to overcome challenges related to girls' education.

##### 4.7.1 School initiatives

Similar to individual efforts, school-based initiatives typically centred around biology (i.e., physical changes during puberty and menstruation), rather than addressing challenges associated with gender.

When asked about special initiatives by schools to address the challenges of teaching girls, most heads of school acknowledged the existence of several initiatives and strategies to address these challenges. The most common were providing counselling

services to girls, separately to boys (85 per cent, n=92), giving girls leadership positions in student governments (72 per cent, n=78), constructing separate dormitories for girls and boys (67 per cent, n=72), supplying sanitary towels (58 per cent, n=63), and creating special rooms for girls to change their sanitary towels (42 per cent, n=45).

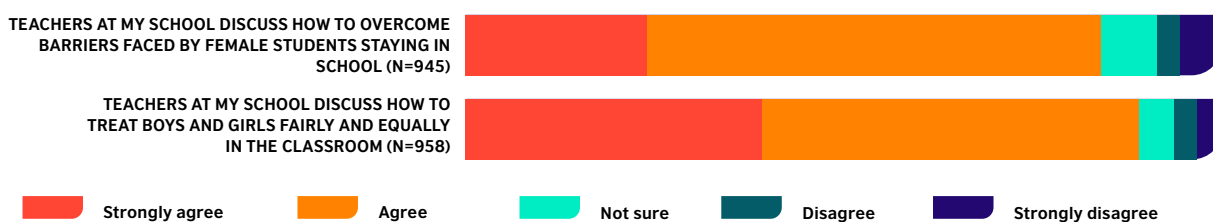
Some schools also organised talks with both boys and girls about the physical biological changes they experience during puberty, as well as sessions to help girls understand what is expected from them at schools and in the wider community. On this, a primary head and a secondary head made the following observations.

*'Teachers spend time educating children about their physical changes at puberty. Teachers do this by talking to girls in groups and or separately, individually.'* (Male head of school, primary school)

*'Some girls are not aware of the biological changes that accompany their growth to maturity. Because of not knowing what to do, these girls come to school crying when some men tout [taunt] them on their way to school. The school arranges seminars to train girls to be themselves and get along.'* (Female head of school, secondary school)

Teachers also reported engaging with one another on a school level to ensure girls and boys are treated fairly (see Figure 14). For example, 90 per cent of teachers agreed with the statement: 'teachers at my school discuss how to treat boys and girls fairly and equally in the classroom.'

Figure 14: Ways in which teachers are overcoming challenges related to girls' education

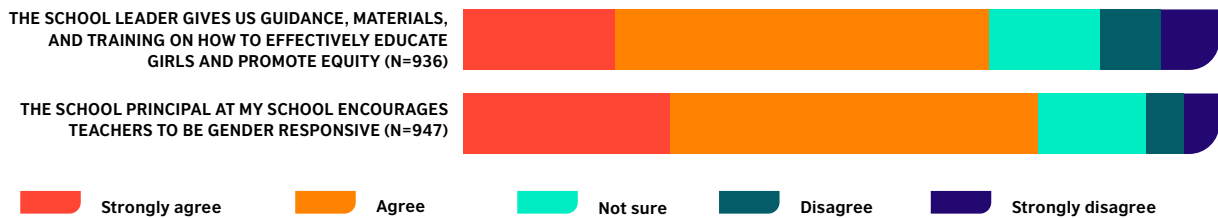


Some schools have been providing girls with sanitary pads during their menstrual periods, in collaboration with girls' education stakeholders such as individual sanitary pad donors and non-governmental organisations. On this, a primary teacher made the following observation.

*'Our school works jointly with stakeholders to support girls' education. 'Help to Kids', for example, has been of great help to our girls – they donated first aid kits, offered to cover for taking pupils to hospital, and supplied sanitary towels to our girls. These donations have been helpful, as there has been a sharp decrease in the number of girls asking for permission to go home because of menstrual periods.'* (Male teacher, primary school)

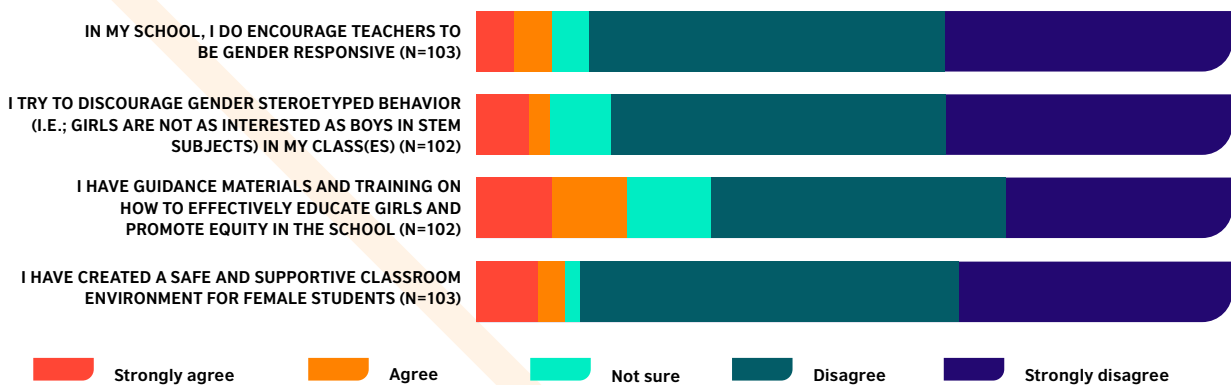
When asked whether they thought their school leadership plays a role in supporting girls' education and promoting equity, many teachers agreed. As shown in Figure 15, more than 70 per cent of teachers agreed that 'the school leader gives us guidance, materials, and training on how to effectively educate girls and promote equity' and that 'the school principal at my school encourages teachers to be gender-responsive.' As noted, however, it is possible that this is related to supporting girls during menstruation.

**Figure 15:** Extent to which school leadership supports gender responsiveness and equity



At the same time, there is a relatively large proportion of heads of school who do not believe it is their role to discourage gender stereotyped behaviour, with 19 per cent (n=19) saying they do not attempt to discourage gender stereotyped behaviour in classrooms.

**Figure 16:** Efforts by heads of school to improve the teaching and learning environment for girls



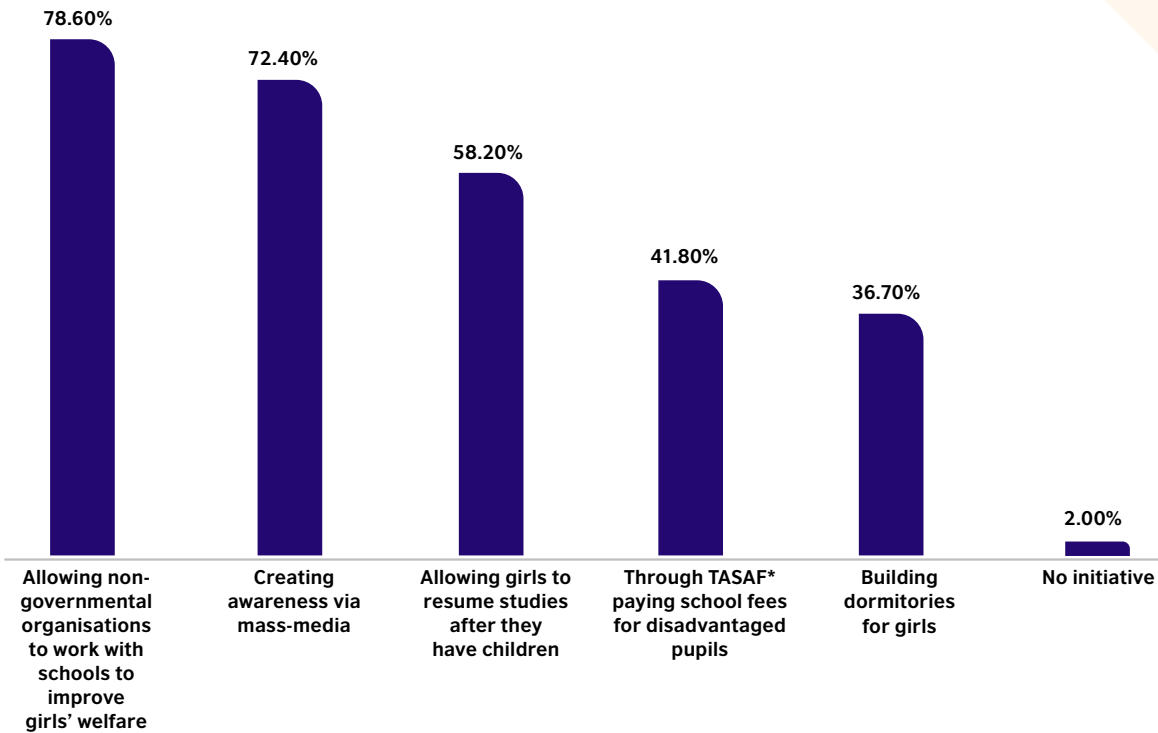
**4.7.2 Government initiatives**

The responses highlight various initiatives being taken by the government of Tanzania to improve gender equity, such as increasing enrolment of both boys and girls and improving the learning environment for girls in schools.

welfare, creating awareness via mass media and allowing girls to resume studies after they have children (see Figure 17). Overall, there was no difference in terms of the government initiatives highlighted across the different regions.

The most commonly mentioned government initiatives by heads of school include allowing non-governmental organisations to work with schools to improve girls' welfare

**Figure 17:** Government initiatives to improve gender equity (n=862)



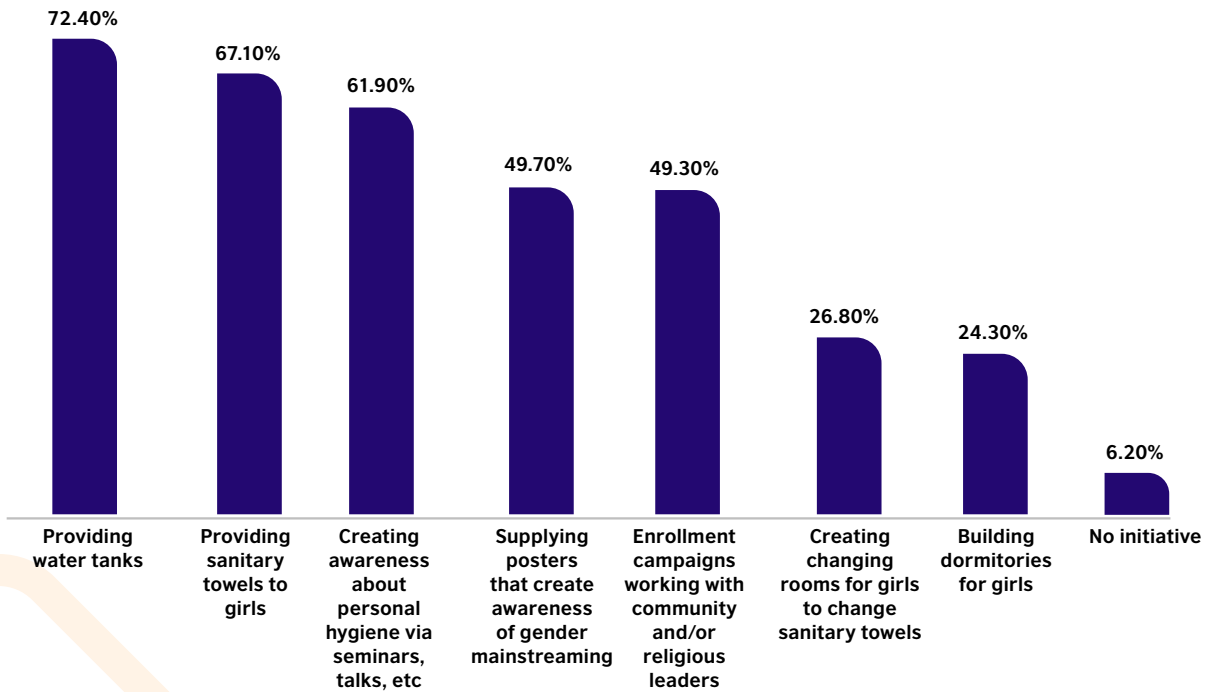
\*Tanzania Social Action Fund

#### 4.7.3 Initiatives by non-governmental organisations

Non-governmental organisations were also noted for their involvement in improving the learning environment for girls in schools (see Figure 18). Initiatives include donating facilities like water tanks to improve hygiene in schools, providing sanitary towels for girls, and organising and facilitating seminars for teachers and students to creating awareness about

gender issues and personal hygiene. Through posters, mass media and collaborations with communities and/or religious leaders, non-governmental organisations have also conducted enrolment campaigns to increase the enrolment of girls and to create awareness of gender mainstreaming. They have also supported the construction of changing rooms and dormitories for girls.

**Figure 18:** Initiatives by non-governmental organisations to improve the learning environment in schools (n=837)



### 4.8 Teacher training on gender mainstreaming

Just 45.4 per cent of respondents surveyed reported that they have received training on gender issues. The findings show that more teachers in Tanga have received such training, compared to the other two regions (see Figure 19). Types of training received include life skills education, gender equity and gender issues, inclusive education and empowerment of girls. Teachers state they have been using these experiences to offer guidance and counselling to girls (88.1 per cent, n=880), to implement gender-sensitive pedagogies (66.2 per cent, n=660), to advise students to receive medical check-ups, in particular, cervical cancer check-ups.

During the interviews, teachers were not able to elaborate on what gender-responsive pedagogies involved, so it is, therefore, unclear what teachers consider gender-responsive pedagogies to constitute.

There was no significant difference between the types of training reported by teachers to those reported by heads of school. However, the findings suggest that teachers require training on gender mainstreaming and empowerment, in order to enhance their capabilities in addressing gender-related challenges in schools.

Figure 19: Proportion of teachers who have received gender training

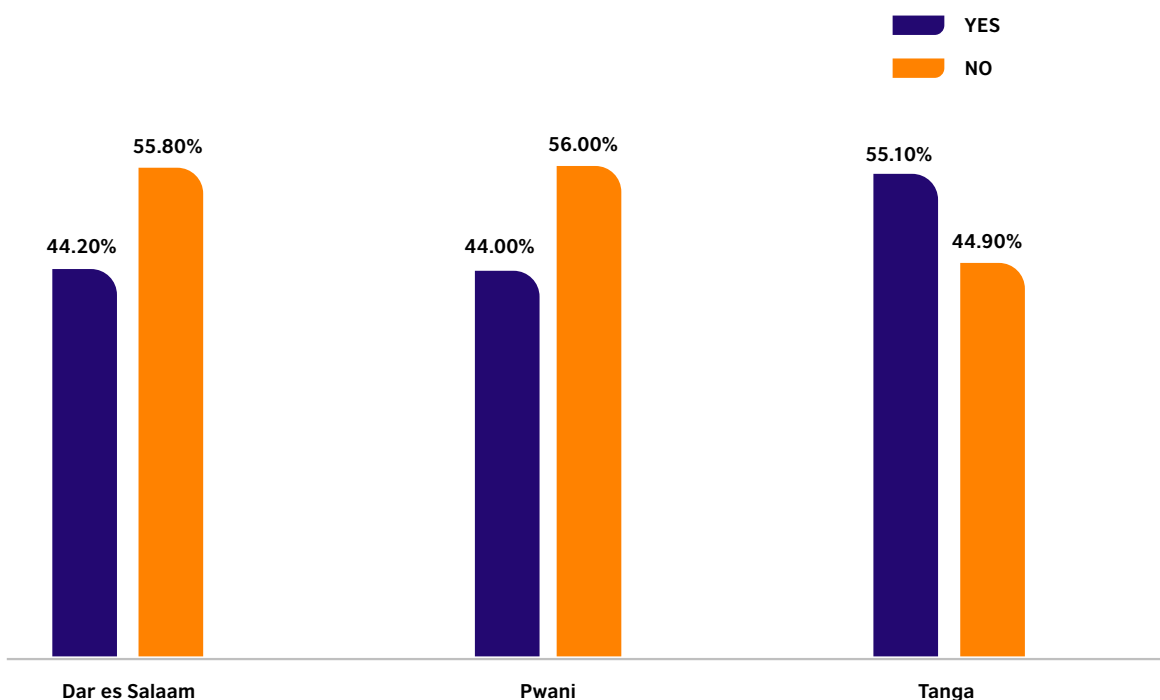
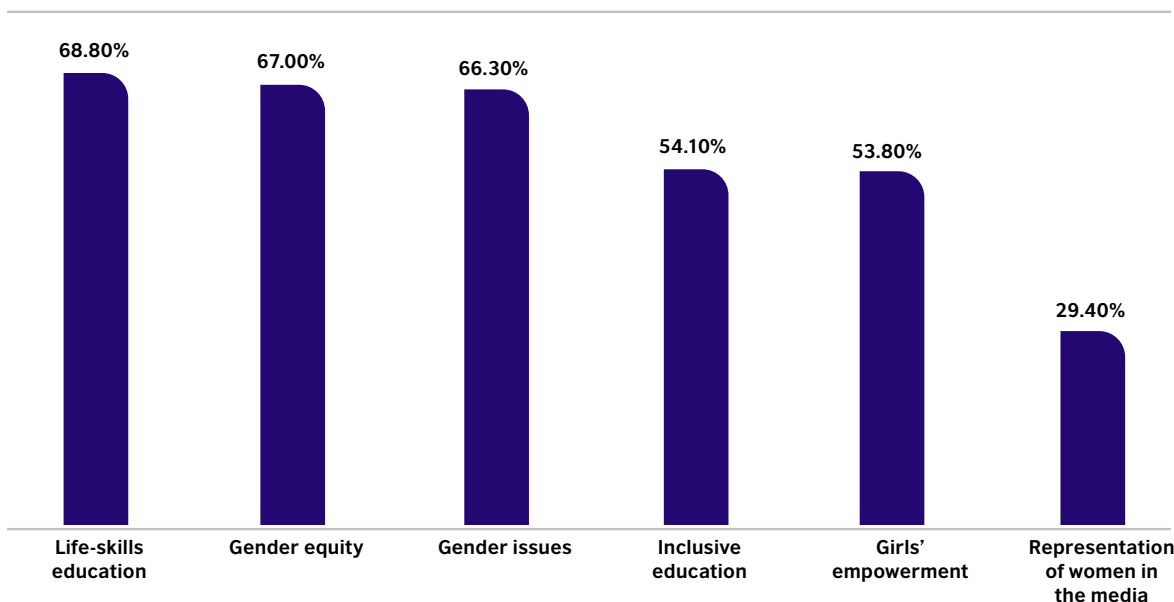


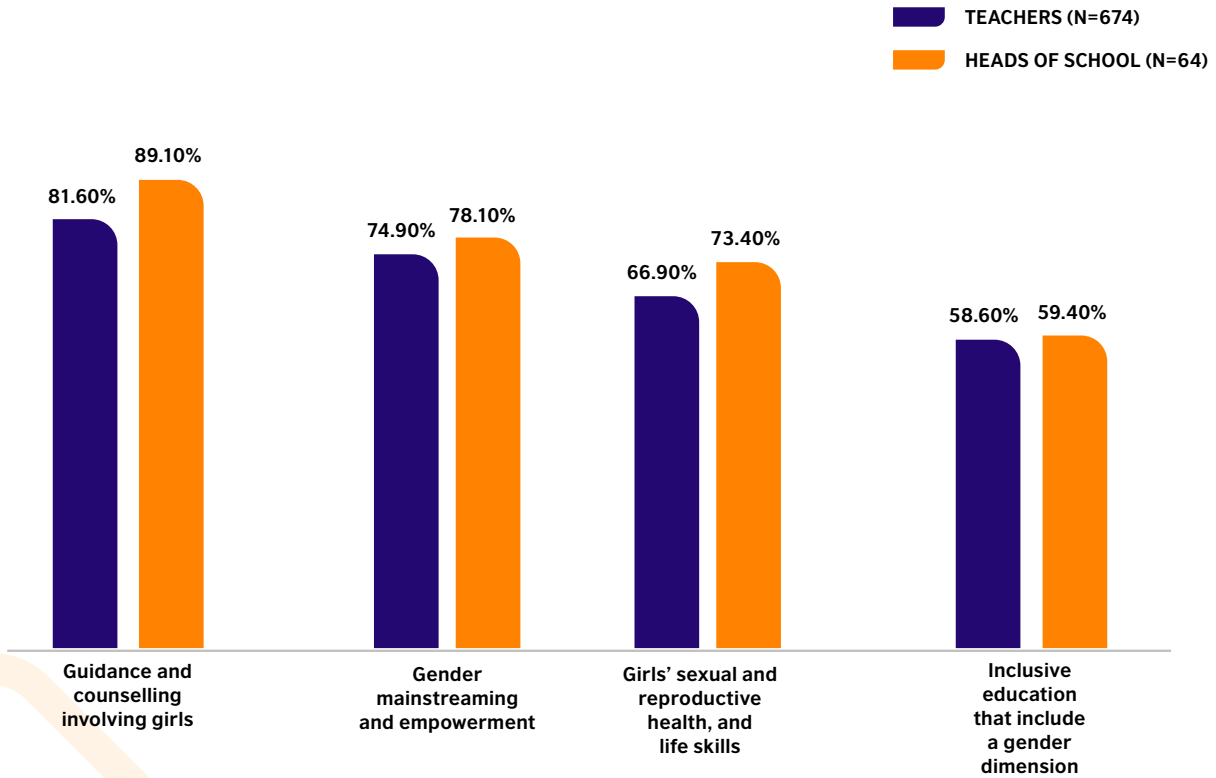
Figure 20: Types of gender training received (n=442)



When teachers were asked about the types of training they would like to receive to help them improve their approaches to teaching girls, the majority favoured training on guidance and counselling, followed by gender mainstreaming and empowerment, sexuality

and inclusive education. These responses were not significantly different to the training requirements proposed by the heads of school, as shown in Figure 21.

**Figure 21:** Training needs identified by teachers and heads of school

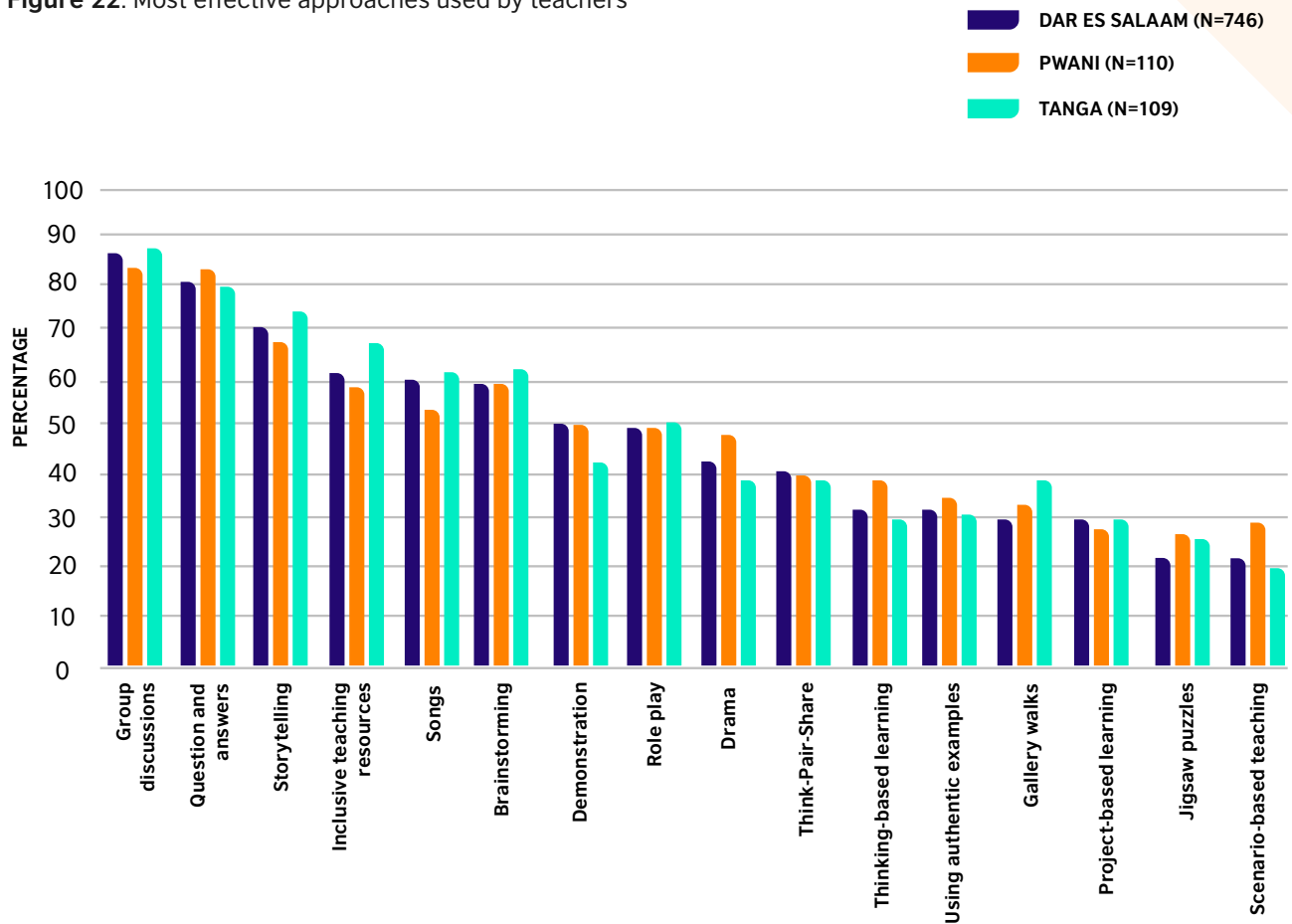


### 4.9 The most effective approaches to support girls' learning

The study sought to identify effective teaching methods, so teachers were asked to indicate the approaches they use from a pre-populated list of common approaches (see Figure 22). Although these teaching approaches are not significantly different across study regions, some approaches are slightly more dominant in certain regions. For example, approaches such as group discussions, storytelling, use of inclusive teaching and learning resources, songs and brainstorming are more predominant in Tanga than in Dar es Salaam and Pwani. The

demonstration approach is dominant in Dar es Salaam, while drama and task-based approaches are dominant in Pwani. These approaches were not observed during the research, and teachers were unable to elaborate on what they involved, when asked during the interviews. As stated, this had implications for the 'bright spots' approach that was initially been proposed.

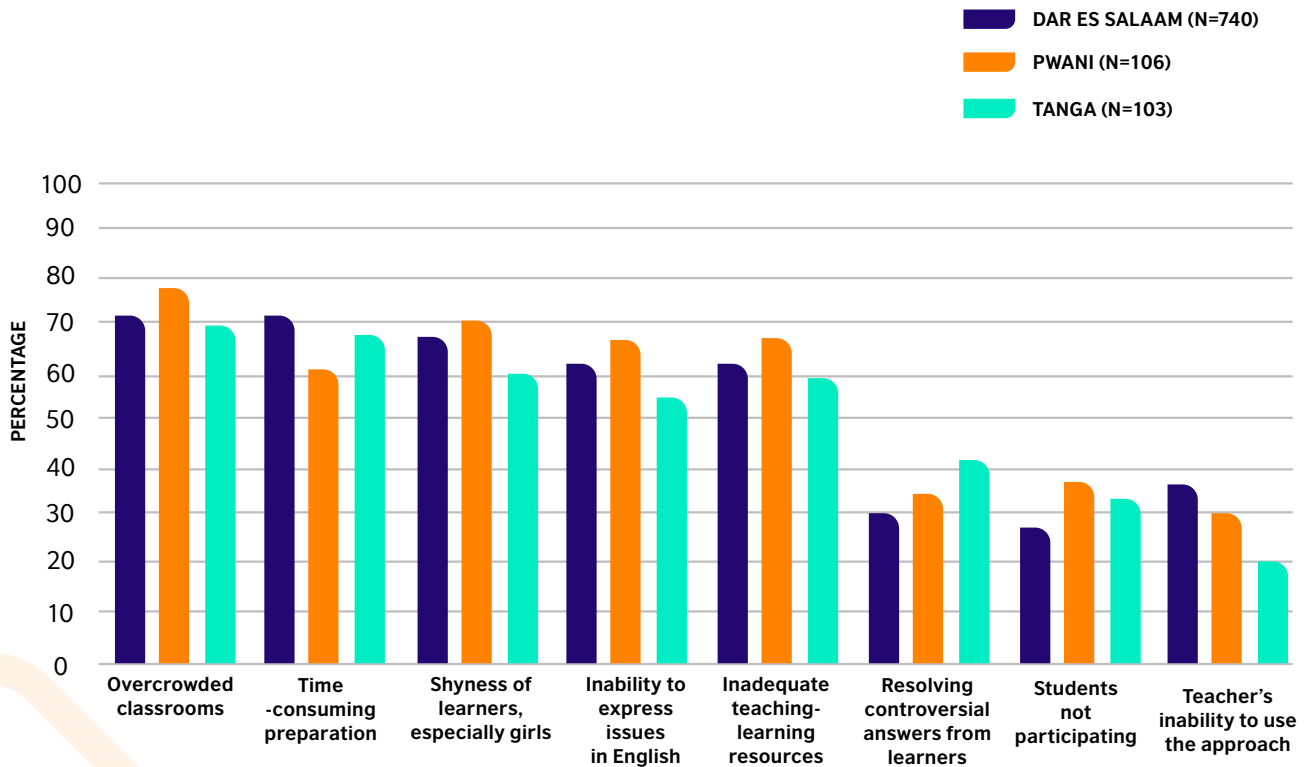
Figure 22: Most effective approaches used by teachers



Teachers reported several challenges when it came to implementing these approaches, including overcrowded classrooms, time-consuming preparation, shyness of some learners, especially girls,

the inability of some students to express themselves in English, and the inadequacy of teaching resources, as shown in Figure 23.

**Figure 23:** Challenges to implementing effective teaching approaches



It should be noted that class size in many cases is well above the recommended. According to the Southern and Eastern Consortium for Monitoring Education Quality (SACMEQ, 2011), in 2007, the number of pupils per class at the Standard 6 level was beyond the set benchmark of 40; there was an average of 56 pupils per class in rural areas and 64 in urban areas.

According to the Human Rights Watch (2017), in 2010, secondary schools had an average class size of over 70 students, which is, again, far above the 40 standard set by government (Human Right Watch, 2017). Large class sizes are thus recognised as a key issue when it comes to improving girls' education in the country.



## 5. CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Conclusions

This study aimed to examine practical activities teachers employ to improve girls' education and promote gender equity in schools. Based on the findings, it can be concluded that teachers need to invest more time in gaining effective pedagogies to improve girls' education.

### 5.2 Recommendations

This study explored the approaches teachers use to teach girls in schools, and reveals several factors that conspire against girls' education. It shows that teachers are aware of girls not being enrolled in school, and that teachers have limited pedagogical practices for improving girls' education. The study also reveals that several cultural practices tend to impact on girls' education.

Based on these findings, this study makes the following recommendations.

1. Since most teachers indicated that they don't know the exact number of school-age girls out of school, there is a need to raise awareness among teachers about how to identify children that should be enrolled.
2. Given the findings reveal that most girls lack confidence and self-esteem, teachers should be supported to gain pedagogical practices that can promote these and encourage girls to fully engage in learning.
3. As the findings show that most girls struggle with maths and science, and given the importance of these subjects, mechanisms need to be put in place to encourage girls to engage meaningfully with them. At the school level, girls can be encouraged by their teachers to engage in maths and science, while at the government level, there should be mechanisms for encouraging learners to take up these subjects (e.g., by making them compulsory).

4. The findings reveal that most teachers require training on gender mainstreaming and gender equity. Given, pedagogies related to gender mainstreaming and empowerment are likely to improve girls' education and gender equity, such training should be provided for all teachers.

5. The language teachers use to address girls should be neutral and unbiased, but the findings show that teachers – both female and male – use language that can be seen to imply blame on the girls' part. For girls' education to improve, there is a need for teachers to be more supportive. And it should be noted that blaming girls, instead of looking at the structures for learning, is a matter of huge concern.

6. Local communities and health services should work jointly to ensure that pupils identified in this study are supported and protected against harm, health issues and victimisation. This can be achieved through seminars, workshops and other related research outlets on reproductive health, sexuality education and gender mainstreaming.

Aside from these recommendations, it is worth noting that overcrowded classrooms are not conducive to learning for boys or girls, and prevent some of the most effective pedagogies identified by teachers from being effectively implemented. Also, any wide-scale approaches and initiatives to support pupils to complete their education and realise their potential require key government support.

## REFERENCES

British Council. (2021). Teachers as Agent of Change: How Teachers are Working in Schools to Improve Girls' Education and Gender Equity in two States in Nigeria

Centre for Reproductive Rights (2013). Forced out mandatory pregnancy testing and the expulsion of pregnant students in Tanzania schools. Tanzania: Centre for Reproductive Rights.

Creswel, J.W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods (4thEdn.). Sage Publications Ltd; London.

HakiElimu (2019). A study on girls' basic education in Tanzania: A focus on factors that affect girls' retention and transition. Dar es Salaam: HakiElimu.

Human Right Watch. (2017). I had a dream to finish school: Barriers to secondary education in Tanzania.

Iddy, H. (2021). Girls' right to education in Tanzania: Incongruities between legislation and practice. *Gend.* 38, 324–343

Johnson, B.R. & L. Christensen. (2014) Educational Research, Quantitative, Qualitative, and Mixed Approaches (5thEdn.). Sage Publications; London.

Kothari, C.R (2004). Research Methodology: Methods and Techniques (2ndEdn). New Age International Publishers; New Delhi.

SACMEQ (2011). Quality of Primary School Inputs in Tanzania Mainland. Dar es Salaam

Sommer, M. (2010). Where the education system and women's bodies collide: The social and health impact of girls' experiences of menstruation and schooling in Tanzania. *Journal of Adolescence*, Vol. 33(4), 521–526

Unterhalter, E; Heslop, J; (2011) Transforming education for girls in Tanzania: Baseline research full report. Action Aid.

UNESCO (2018). Global education monitoring report gender reviews 2018. Meeting our commitments for gender equality in education. Paris: UNESCO.

TEN/MET (2021). Investigating the existing educational initiatives for out of schoolgirls and teenage mothers in Tanzania Mainland. Dar es Salaam.

UIS (2018). One in five children, adolescents and youth is out of school. UIS fact sheet No.48. Montreal; UIS.

UIS (2017). Literacy rates continue to rise from one generation to the next. UIS fact sheet No. 45, Montreal: UIS.

URT. (2018). Global Initiative on Out-of-School Children: Tanzania Country Report. Dar esSalaam.

URT. (2017). Basic Education Statistics in Tanzania (BEST) 2012–2016): National data. Dar es Salaam; Ministry of Education, Science, and Technology.

URT. (2007). Curriculum for Ordinary Level Secondary Education in Tanzania. Tanzania Institute of Education, Dar es Salaam.

## APPENDICES

### Appendix 1: Questionnaire for heads of school

Dar es Salaam University College of Education in collaboration with the British Council Tanzania would like to have your views on practical activities that can improve girls' education and gender equity. Your views are highly appreciated.

**Demographic information**

**Phone number:** \_\_\_\_\_

**Gender:**  Female  Male

**Age in years:** \_\_\_\_\_

**Highest level of education:**

Certificate  Diploma  Bachelor  Master/PhD

**Other (specify):** \_\_\_\_\_

**Teaching experience in years:** \_\_\_\_\_

**Name of school:** \_\_\_\_\_

**School location:**

Rural-urban  Semi-rural  Semi-urban

**School ownership:**

Private  Government

**School composition:**

Boys  Girls  Mixed

**School type:**

Boarding school  Day school  Boarding and day school

**School level:**

Primary  Secondary  Combined  Primary special  Secondary special

Other (specify) \_\_\_\_\_

**Information related to pupils/students**

How many students are in your school?  (indicate) : girls  boys

In your school or class, do you have disadvantaged pupils?  Yes  No

If 'Yes', what makes you think they are disadvantaged? (Tick all that apply)

- |  |  |  |  |  |
|--|--|--|--|--|
| <input type="checkbox"/> Physical or mental disabilities   | <input type="checkbox"/> Chronic diseases (HIV, TB, sickle cell, epilepsy, asthma) | <input type="checkbox"/> Overburdened with domestic chores (cooking, fetching water/firewood, babysitting) | <input type="checkbox"/> Unable to pay school fees                       | <input type="checkbox"/> Lack of school supplies(pens, pencils, exercise books, school bags) |
| <input type="checkbox"/> Lack of school uniforms (shirts/blouses, shorts/skirts, shoes, socks, t-shirts, sweaters) | <input type="checkbox"/> Dirty and/or tattered uniforms                            | <input type="checkbox"/> Lack of fares to and from school  | <input type="checkbox"/> Lack of food/starvation                         | <input type="checkbox"/> Early pregnancy   |
| <input type="checkbox"/> Orphans   | <input type="checkbox"/> Single-parent homes                                       | <input type="checkbox"/> Broken marriages  | <input type="checkbox"/> Distance from school                            | <input type="checkbox"/> Poor living conditions  |
| <input type="checkbox"/> Poor living conditions  | <input type="checkbox"/> Violent families (fighting/drink problems)                | <input type="checkbox"/> Violent families (fighting/drink problems)  | <input type="checkbox"/> Harassment (family, community, peers, bullying) | <input type="checkbox"/> Hostile stepmothers   |
| <input type="checkbox"/> Hostile stepfathers   | <input type="checkbox"/> Irresponsible parents/guardians/grandparents              |  |  |  |

Others, specify

Are girls included in those considered as disadvantaged pupils?  Yes  No

In what ways are these girls considered disadvantaged? (Tick all that apply)

- |   |  |  |  |  |
|---|--|--|--|--|
| <input type="checkbox"/> Lack of confidence   | <input type="checkbox"/> Lack of feminine hygiene items (sanitary pads, kerchiefs, wipes)                          | <input type="checkbox"/> Physical or mental disabilities | <input type="checkbox"/> Chronic diseases (HIV, TB, sickle cell, epilepsy, asthma) | <input type="checkbox"/> Overburdened with domestic chores (cooking, fetching water/firewood, babysitting) |
| <input type="checkbox"/> Lack of school supplies (pens, pencils, exercise books, school bags) | <input type="checkbox"/> Lack of school uniforms (shirts/blouses, shorts/skirts, shoes, socks, t-shirts, sweaters) | <input type="checkbox"/> Dirty and/or tattered uniforms  | <input type="checkbox"/> Lack of fares to and from school                          | <input type="checkbox"/> Lack of food/starvation   |
| <input type="checkbox"/> Early pregnancies  | <input type="checkbox"/> Orphans   | <input type="checkbox"/> Single-parent homes             | <input type="checkbox"/> Broken marriages  | <input type="checkbox"/> Distance from school  |

question continued...

- Poor living conditions
- Violent families (fighting/drink problems)
- Harassment (family, community, peers, bullying)
- Hostile stepmothers
- Hostile stepfathers

Irresponsible parents/guardians/grandparents

Others, specify

**In your area/community, are all school-age girls enrolled in schools?**  Yes  No

**If 'No', why are the girls not enrolled in schools? (Tick all that apply)**

- Come from poor families
- Involved in petty business (selling sweets, ice-cream, groundnuts, *mandazi/vitumbua*)
- Ignorance of parents/guardians
- Outdated cultural practices that discourage girls' education
- Early marriages
- Early pregnancies
- They are housemaids
- They are local bar attendants
- They take care of siblings

Others, specify

**When teaching girls, what in-class challenges do your teachers face? (Tick all that apply)**

- Some girls are shy due to physiological changes at puberty (do not answer questions, afraid to make mistakes)
- Lack of concentration (distracted)
- Girls having intimate relationships
- Quiet in classes
- Indecent dressing
- Missing classes during their menstrual period
- Inferiority complex
- Disrespecting teachers

Others, specify

**What cultural related challenges do your teachers face when teaching girls? (Tick all that apply)**

- Rite of passage ceremonies (i.e. *kuchezwa unyago* and *jando*)
- Traditional dances (*ngoma*)
- Girls not allowed to speak in public
- Superstitions/beliefs (*kuanguka*)
- Kept inside during their first menstrual period
- Not allowed to mix/play with boys

Others, specify

**What subject-specific challenges do your teachers face when teaching girls? (Tick all that apply)**

Girls wish to be taught certain topics like reproduction in biology by male teachers

Girls wish to be taught certain topics like reproduction in biology by female teachers

Girls feel uncomfortable when they are taught the menstrual cycle in biology

Girls struggle to study all science subjects

Others, specify

**What gender-related challenges do your teachers face when teaching girls? (Tick all that apply)**

Girls having to take care of their siblings

Girls assumed to be less confident than boys

Girls should not take difficult science subjects

Girls prefer male teachers, while boys prefer female teachers

Girls are not allowed to speak before men

Girls come late to school due to house chores, while boys don't

Girls do not work hard, believing that they will be married

**What biological challenges do your teachers face when teaching girls? (Tick all that apply)**

Girls not comfortable with studying during their menstrual period

Girls drop out from school when they become pregnant

Girls do not have sanitary towels during their menstrual period

Physical changes during puberty make girls uncomfortable

Girls are teased when physical changes occur during puberty

**How do your teachers overcome these challenges? (Tick all that apply)**

Report to parents on the issues observed

Guidance and counselling on the identified challenges

Provide gender education and training to girls on how to use personal hygiene items

Create awareness on gender mainstreaming

Provide sexuality (puberty) education to all students

Provide locally made sanitary towels to students during their menstrual period

Grant permission to go home during their menstrual period, but encourage them to come back

Encourage peer coaching/tutoring

Introduce sports and games in schools

Others, specify

**Are there special initiatives you take or that are taken by the school, government or non-governmental organisations to improve girls' learning?**  Yes  No

**If 'Yes', what initiatives are taken by your school? (Tick all that apply)**

- Counselling girls separately from boys
- Supplying sanitary towels
- Creating a special changing room for girls to change sanitary towels
- Giving girls leadership positions in student government
- Constructing separate dormitories for girls and boys
- Sponsoring girls from unfavourable backgrounds
- Conducting meetings with parents/guardians
- No initiatives
- Other, specify

Others, specify

**What initiatives are taken by the government? (Tick all that apply)**

- Allowing non-governmental organisations to work with schools to improve girls' welfare
- Allowing girls to resume studies after they have children
- Building dormitories for girls
- Creating awareness via mass-media
- Paying school fees through the Tanzania Social Action Fund
- No initiatives

Others, specify

**What initiatives are taken by non-governmental organisations? (Tick all that apply)**

- Providing sanitary towels to girls
- Providing water tanks
- Supplying posters that create awareness of gender mainstreaming
- Creating awareness about personal hygiene via seminars, talks, etc.
- Creating changing rooms for girls to change sanitary towels
- Building dormitories for girls
- No initiatives

Others, specify

**Have any of your teachers ever received any training on gender mainstreaming?)**

Yes  No

**If 'Yes', what specifically was the training about? (Tick all that apply)**

- Gender equity
- Gender issues
- Inclusive education
- Life skills education
- Girls' empowerment
- Women's representation in the media

**How has the training helped your teachers improve their teaching? (Tick all that apply)**

- Helped to implement gender sensitive pedagogy
- Helped to advise students to undergo cervical cancer check-ups
- Helped to advise students to undertake medical check-ups
- Helped to offer guidance and counselling

**If 'No', what type of support/training would your teachers need to improve teaching girls? (Tick all that apply)**

- Training in gender mainstreaming and empowerment
- Training in guidance and counselling involving girls
- Training in female sexuality (reproductive health) and life skills
- Training in inclusive education that includes a gender dimension

**Based on the experience of your teachers, what teaching approaches do you think are most effective for supporting girls' learning? (Tick all that apply)**

- Using inclusive teaching-learning resources
- Drama
- Songs
- Group discussions
- Question and answer
- Task-based approach
- Using authentic examples
- Roleplay
- Gallery walks
- Brainstorming
- Project-based learning
- Demonstration
- Jigsaw puzzles
- Scenario-based teaching
- Think-Pair-Share
- Storytelling

**What are the most effective approaches your teachers have implemented in the classroom or school to promote gender equity? (Tick all that apply)**

- Using inclusive teaching-learning resources
- Drama
- Songs
- Group discussions
- Question and answer
- Task-based approach
- Using authentic examples
- Roleplay
- Gallery walks
- Brainstorming
- Project-based learning
- Demonstration
- Jigsaw puzzles
- Scenario-based teaching
- Think-Pair-Share
- Storytelling

**What difficulties are likely to be encountered when using these approaches? (Tick all that apply)**

- Overcrowded classrooms
- Some approaches are time-consuming to prepare and use
- Inadequate teaching-learning resources
- Resolving controversial answers from learners
- Failure to accommodate fast learners

question continued...



- Some learners, especially girls, tend to feel shy
- Some learners are not confident to speak in front of the class
- Some students don't participate
- Problems with expressing in English
- Problems with expressing in English

Teachers' incompetence to use the approaches

**How do the teachers overcome these difficulties? (Tick all that apply)**

- Use a small number of learners in each group
- Give homework to learners
- Use the immediate environment as a teaching-learning resource
- Proper time management
- Motivate learners to engage in learning tasks
- Motivate learners to engage in learning tasks
- Giving roles to learners in the classroom
- Form groups of mixed-ability learners
- Inform school leadership
- Use extra time for slow learners
- Use familiar teaching-learning resources
- Use friendly language

**Please state your agreement with the following statements by ticking one of the following options: Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A) or Strongly Agree (SA). Give reasons to support your choice.**

| Statements  | SD                       | D                        | NS                       | SA                       |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Teachers at my school discuss how to overcome barriers faced by female students staying in school.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In my school, I do encourage teachers to be gender-responsive.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teachers at my school discuss how to treat boys and girls fairly and equally in the classroom.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I try to discourage gender stereotyped behaviour (i.e. girls are not as interested as boys in STEM subjects) in my class(es). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I give guidance, materials and training on how to effectively educate girls and promote equity in the school.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have created a safe and supportive classroom environment for female students.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Do you have girls who are truant in your school?**  Yes  No

**What are they doing when they are out of school? (Tick all that apply)**

- Babysitting   
  Betting   
  Doing petty business   
  Loitering (uzururaji)   
  Being involved in criminal gangs (smoking, drug use, pick-pocketing, etc.)
- Prostitution   
  Employed by food vendors (mama n'tilie)   
  Supporting family business (food venting, bar attending, shopkeeping, fishing, carpentry, etc.)   
  Jobless   
  Taking care of siblings
- House girls   
  Married

**What family background do they come from? (Tick all that apply)**

- Single parent family   
  Poverty-stricken families   
  Orphans   
  Separated/divorced families   
  Widows and widowers
- Business families   
  Peasants   
  Pastoralists   
  Fishers

**Would they want to come back to school?**

- Yes   
  No

**What should be done to bring them to school? (Tick all that apply)**

- Involve local government authorities   
  Consult parents   
  Create awareness about the importance of education   
  Use guidance and counselling   
  Build dormitories
- Build more boarding schools   
  Carter for their needs (stationary, uniforms, etc.)   
  Engage non-governmental organisations

**If a girl in your class does not show up to school repeatedly, what actions would you take? (Please tick all the options you have used in the past)**

- Punishment (corporal, alternative punishment)   
  Consult parents   
  Guide and counsel the child   
  Assign them responsibilities   
  Use participatory pedagogies
- Encourage and appreciate them

**If a girl in your class becomes pregnant, what actions would you take? (Please tick all the actions that apply)**

- Inform school leadership   
  Inform parents or guides   
  Guide and counsel the child   
  Ask for the responsible person   
  Suspend them from school

**What challenges are teachers likely to encounter when teaching girls? (Tick all that apply)**

- Teaching girls who are not ready to learn   
  Lack of confidence in girls   
  Girls missing classes because of their menstrual period   
  Girls disrespect teachers after they mature and undergo the rite of passage   
  Girls intentionally seducing teachers

Thank you very much for taking the time to fill in this questionnaire.

## Appendix 2: Questionnaire for teachers

Dar es Salaam University College of Education in collaboration with the British Council Tanzania would like to have your views on practical activities that can improve girls' education and gender equity. Your views are highly appreciated.

**Demographic information**

**Email or phone number:** \_\_\_\_\_

**Gender:**

Femail

Male

**Indicate your age in years:** \_\_\_\_\_

**Highest level of education:**

Certificate          Diploma          Bachelor          MasterPhD

**Other (specify):** \_\_\_\_\_

**Your teaching experience in years:** \_\_\_\_\_

**School name:** \_\_\_\_\_

**The location of the school:**

Rural-urban          Urban          Semi-rural          Semi-urban

**School ownership:**

Private          Government

**School type:**

Boys          Girls          Mixed

**My school is a:**

Boarding school          Day school          Boarding and day school

Other (specify) \_\_\_\_\_

**School level:**

Primary          Secondary          Combined          Primary special          Secondary special

Other (specify) \_\_\_\_\_

**Information related to pupils/students**

**How many students are in a typical class you teach?**  (indicate the number)

**What is the percentage of girls in your classroom?**  Less than 50%  About 50%  More than 50%

**In your school or class, do you have pupils identifiable as disadvantaged?**

Yes  No

**If 'Yes', what ways/how do you consider them disadvantaged? (Tick all that apply)**

- |  |  |  |  |  |
|--|--|--|--|--|
| <input type="checkbox"/> Physical or mental disabilities   | <input type="checkbox"/> Chronic diseases (HIV, TB, sickle cell, epilepsy, asthma) | <input type="checkbox"/> Overburdened with domestic chores (cooking, fetching water/firewood, babysitting) | <input type="checkbox"/> Unable to pay school fees | <input type="checkbox"/> Lack of school supplies(pens, pencils, exercise books, school bags) |
| <input type="checkbox"/> Lack of school uniforms (shirts/blouses, shorts/skirts, shoes, socks, t-shirts, sweaters) | <input type="checkbox"/> Tattered uniforms   | <input type="checkbox"/> Lack of fares to and from school  | <input type="checkbox"/> Lack of food/starvation   | <input type="checkbox"/> Early pregnancy   |
| <input type="checkbox"/> Orphans   | <input type="checkbox"/> Single parent homes                                       | <input type="checkbox"/> Broken marriages  | <input type="checkbox"/> Distance from school      | <input type="checkbox"/> Poor living conditions  |
| <input type="checkbox"/> Violent families (fighting/drink problems)  | <input type="checkbox"/> Harassment (family, community, peers, bullying)           | <input type="checkbox"/> Hostile stepmothers   | <input type="checkbox"/> Hostile stepfathers       | <input type="checkbox"/> Irresponsible parents/guardians/grandparents                        |

Others, specify

**Are girls included in those considered as disadvantaged pupils?**  Yes  No

**In what ways are these girls considered disadvantaged? (Tick all that apply)**

- |   |  |  |  |  |
|---|--|--|--|--|
| <input type="checkbox"/> Lack of confidence   | <input type="checkbox"/> Lack of feminine hygiene items (sanitary pads, kerchiefs, wipes)                          | <input type="checkbox"/> Physical or mental disabilities | <input type="checkbox"/> Chronic diseases (HIV, TB, sickle cell, epilepsy, asthma) | <input type="checkbox"/> Overburdened with domestic chores (cooking, fetching water/firewood, babysitting) |
| <input type="checkbox"/> Lack of school supplies (pens, pencils, exercise books, school bags) | <input type="checkbox"/> Lack of school uniforms (shirts/blouses, shorts/skirts, shoes, socks, t-shirts, sweaters) | <input type="checkbox"/> Tattered uniforms               | <input type="checkbox"/> Lack of fares to and from school                          | <input type="checkbox"/> Lack of food/starvation   |
| <input type="checkbox"/> Early pregnancies  | <input type="checkbox"/> Orphans   | <input type="checkbox"/> Single parent homes             | <input type="checkbox"/> Broken marriages  | <input type="checkbox"/> Distance from school  |

**question continued...**

- Poor living conditions
- Violent families (fighting/drink problems)
- Harassment (family, community, peers, bullying)
- Hostile stepmothers
- Hostile stepfathers

Irresponsible parents/guardians/grandparents

Others, specify

**In your area/community, are all school-age girls enrolled in schools?**  Yes  No

**If 'No', why are the girls not enrolled in schools? (Tick all that apply)**

- From poor families
- Involved in petty business (selling sweets, ice-cream, groundnuts, *mandazi/vitumbua*)
- Ignorance of parents/guardians
- Outdated cultural practices that discourage girls' education
- Early marriages
- Early pregnancies
- They are housemaids
- Local bar attendants
- They take care of siblings

Others, specify

**Have you ever faced any challenges with teaching girls?**  Yes  No

**What in-class challenges do you face in relation to teaching girls? (Tick all that apply)**

- Some girls are shy due to physiological changes at puberty (do not answer questions, afraid to make mistakes)
- Lack of concentration (distracted)
- Girls having intimate relationships
- Quiet in classes
- Indecent dressing
- Missing classes during their menstrual period
- Inferiority complex
- Disrespecting teachers

Others, specify

**What cultural related challenges do your teachers face when teaching girls? (Tick all that apply)**

- Early marriage after their menstrual period begins
- Rite of passage ceremonies (i.e. *Kuchezwa unyago and jando*)
- Traditional dances (*ngoma*)
- Girls are not allowed to speak in public
- Superstition beliefs (*kuanguka*)

question continued...

- Kept inside during their first menstrual period
- Not allowed to mix/play with boys

Others, specify

**What subject-specific challenges do your teachers face when teaching girls? (Tick all that apply)**

- Girls wish to be taught by male teachers certain topics like reproduction in biology
- Girls wish to be taught by female teachers certain topics like reproduction in biology
- Girls feel uncomfortable when being taught about the menstrual cycle in biology
- Girls struggle to study all science subjects

Others, specify

**What gender-related challenges do you face in relation to teaching girls?(Tick all that apply)**

- Girls having to take care of siblings
- Girls assumed to be less confident than boys
- Girls should not take difficult science subjects
- Girls prefer male teachers, while boys prefer female teachers
- Girls are not allowed to speak before men
- Girls come late to school due to house chores, while boys don't
- Girls do not work hard, believing that they will be married

**Mention sex/biological related challenges in relation to teaching girls. (Tick all that apply)**

- Girls are not comfortable studying during their menstrual period
- Girls drop out from school when they become pregnant
- Girls do not have sanitary towels during their menstrual period
- Physical changes during puberty make girls uncomfortable
- Girls are teased when physical changes occur during puberty

**How do your teachers overcome these challenges? (Tick all that apply)**

- Report to parents on the issues observed
- Guidance and counselling on the identified challenges
- Provide gender education and training to girls on personal hygiene
- Create awareness of gender mainstreaming
- Provide sexuality (puberty) education to all students
- Provide locally made sanitary towels to students during their menstrual period
- Grant permission to go home during their menstrual period, but encourage them to come back
- Encourage peer coaching/tutoring
- Introduce sports and games in schools

Others, specify

**Are there special initiatives you take or that are taken by the school, government or non-governmental organisations to improve girls' learning?**  Yes  No

**If 'Yes', what initiatives have you taken? (Tick all that apply)**

- Encouraging girls to overcome fear (the belief that certain subjects are for men) and build self-confidence
- Encouraging cleanliness and maintaining personal hygiene
- Creating subject clubs that encourage girls' participation

Others, specify

**What about initiatives taken by your school? (Tick all that apply)**

- Counselling girls separately to boys
- Supplying sanitary towels
- Creating a special room for girls to change sanitary towels
- Giving girls leadership positions in student government
- Constructing separate dormitories for girls and boys
- Sponsoring girls from unfavourable backgrounds
- Conducting meetings with parents/guardians

Others, specify

**What about initiatives taken by the government? (Tick all that apply)**

- Allowing non-governmental organisations to work with schools to improve girls' welfare
- Allowing girls to resume studies after they have children
- To build dormitories for girls
- Creating awareness via mass-media
- Paying school fees through the Tanzania Social Action Fund
- No initiatives

Others, specify

**What about initiatives taken by non-governmental organisations? (Tick all that apply)**

- Providing sanitary towels to girls
- Providing water tanks
- Supplying posters that create awareness of gender mainstreaming
- Creating awareness about personal hygiene via seminars, talks, etc
- Creating rooms for girls to change sanitary towels
- Building dormitories for girls

Others, specify

**Have you ever received any training on gender mainstreaming?**

Yes  No

**If 'Yes', what was the training about specifically? (Tick all that apply)**

- Gender equity  Gender issues  Inclusive education  Life skills education  Girls' empowerment
- Women's representation in the media

**How did the training help you improve your teaching? (Tick all that apply)**

- Helped to implement gender sensitive pedagogy  Helped to advise students to undergo cervical cancer check-ups  Helped to advise students to undertake medical check-ups  Helped to offer guidance and counselling

**If 'No', what type of support/training would you want to receive to improve your teaching of girls? (Tick all that apply)**

- Training in gender mainstreaming and empowerment  Training in guidance and counselling involving girls  Training in female sexuality (reproductive health) and life skills  Training in inclusive education that includes a gender dimension

**Based on the experience of your teachers, what teaching approaches do you think are most effective for supporting girls' learning? (Tick all that apply)**

- Using inclusive teaching-learning resources  Drama  Songs  Group discussions  Question and answer
- Task-based approach  Using authentic examples  Roleplay  Gallery walks  Brainstorming
- Project-based learning  Demonstration  Jigsaw puzzles  Scenario-based teaching  Think-Pair-Share teaching
- Storytelling

**What are the most effective approaches you have implemented in your classroom to promote gender equity? (Tick all that apply)**

- Using inclusive teaching-learning resources  Drama  Songs  Group discussions  Question and answer
- Task-based approach  Using authentic examples  Roleplay  Gallery walks  Brainstorming
- Project-based learning  Demonstration  Jigsaw puzzles  Scenario-based teaching  Think-Pair-Share teaching
- Storytelling



**What difficulties have you encountered or are likely to encounter when using these approaches? (Tick all that apply)**

- Overcrowded classrooms
- Some approaches are time-consuming to prepare and use
- Inadequate teaching-learning resources
- Resolving controversial answers from learners
- Failure to accommodate fast learners
- Some learners, especially girls, tend to feel shy
- Some learners are not confident to speak in front of the class
- Some students don't participate
- Problems with expressing in English
- Problems with expressing in English
- Teachers' incompetence to use the approaches

**How do you overcome these difficulties? (Tick all that apply)**

- Use a small number of learners in each group
- Give homework to learners
- Use the immediate environment as a teaching-learning resource
- Proper time management
- Motivate learners to engage in learning tasks
- Giving roles to learners in the classroom
- Form groups of mixed-ability learners
- Inform school leadership
- Use extra time for slow learners
- Use familiar teaching-learning resources
- Use friendly language

**Please state your agreement with the following statements by choosing one of the following options: Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A) or Strongly Agree (SA).**

| Statements  | SD                       | D                        | NS                       | A                        | SA                       |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Boys must have more education than girls.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Boys should be sent to school only if they are not needed to help at home.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The most important reason that boys should be more educated than girls is so that they can better look after their parents when they are older. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If there is a limited amount of money to pay for tutoring, it should be spent on boys first.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A woman should take good care of her children and not worry about other people's affairs.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Women should leave politics to the men.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**question continued...**

| Statements  | SD                       | D                        | NS                       | A                        | SA                       |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A woman has to have a husband or boys or some other male kinsman to protect her.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The only thing a woman can rely on in her old age is her sons.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A good woman never questions her husband's opinions, even if she is not sure she has to agree with him. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When it is a question of children's health, it is best to do whatever the father wants.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please state your agreement with the following issues on equity for girls by choosing one of the options: Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A), or Strongly Agree (SA)

| Statements  | SD                       | D                        | NS                       | A                        | SA                       |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Girls should be able to work outside the home after they have children if they want to.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Girls should have just the same chance to work outside their homes as boys.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Girls should be told that an important reason not to have too many children is so that they can work outside the home and earn money. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would like my daughter to be able to work outside the home so that she can support herself if necessary.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please state your agreement with the following statements by ticking one of the following options: Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A), or Strongly Agree (SA) and then give reasons to support your choice.

| Statements  | SD                       | D                        | NS                       | A                        | SA                       |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Teachers at my school discuss how to overcome barriers faced by female students staying in school                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The school principal at my school encourages teachers to be gender-responsive.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teachers at my school discuss how to treat boys and girls fairly and equally in the classroom.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I try to discourage gender stereotyped behaviour (i.e. girls are not as interested as boys in STEM subjects) in my class(es).         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The school leader gives us guidance, materials, and training on how to effectively educate girls and promote equity in the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have created a safe and supportive classroom environment for my female students.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Have you had girls who are truant in your school?

Yes

No

**What are they doing when they are out of school? (Tick all that apply)**

- Babysitting
- Betting
- Doing petty business
- Loitering (uzururaji)
- Being involved in criminal gangs (smoking, drug use, pick-pocketing, etc.)
- Prostitution
- Employed by food vendors (mama n'tilie)
- Supporting family business (food venting, bar attending, shopkeeping, fishing, carpentry, etc.)
- Jobless
- Taking care of siblings
- House girls
- Married

**What family background do they come from? (Tick all that apply)**

- Single parent family
- Poverty-stricken families
- Orphans
- Separated/divorced families
- Widows and widowers
- Business families
- Peasants
- Pastoralists
- Fishers

**Would they want to come back to school?**  Yes  No

**What should be done to bring them to school? (Tick all that apply)**

- Involve local government authorities
- Consult parents
- Create awareness about the importance of education
- Use guidance and counselling
- Build dormitories
- Build more boarding schools
- Carter for their needs (stationary, uniforms, etc.)
- Engage non-governmental organisations

**If a girl in your class does not show up to school repeatedly, what actions would you take? (Please tick all the options you have used in the past)**

- Punishment (corporal, alternative punishment)
- Consult parents
- Guide and counsel the child
- Assign them responsibilities
- Use participatory pedagogies
- Encourage and appreciate them

**If a girl in your class becomes pregnant, what actions would you take? (Please tick all the actions that apply)**

- Inform school leadership
- Inform parents or guides
- Guide and counsel the child
- Ask for the responsible person
- Suspend them from school

**Thank you very much for taking the time to fill in this questionnaire.**

### Appendix 3: Location of respondents

| Region        | Teachers     |            | Heads of school |            |
|---------------|--------------|------------|-----------------|------------|
|               | Frequency    | Percent    | Frequency       | Percent    |
| Dar es Salaam | 810          | 77.7       | 76              | 70.4       |
| Pwani         | 119          | 11.4       | 18              | 16.7       |
| Tanga         | 114          | 10.9       | 14              | 13         |
| <b>Total</b>  | <b>1,043</b> | <b>100</b> | <b>108</b>      | <b>100</b> |

## Appendix 4: School ownership, composition, type and level

| School ownership | Teachers     |                  | Heads of school |                  |
|------------------|--------------|------------------|-----------------|------------------|
|                  | Frequency    | Valid percentage | Frequency       | Valid percentage |
| Government       | 901          | 86.6             | 96              | 89.7             |
| Private          | 139          | 13.4             | 11              | 10.3             |
| <b>Total</b>     | <b>1,040</b> | <b>100</b>       | <b>107</b>      | <b>100</b>       |

| School composition | Teachers     |                  | Heads of school |                  |
|--------------------|--------------|------------------|-----------------|------------------|
|                    | Frequency    | Valid percentage | Frequency       | Valid percentage |
| Mixed              | 1011         | 97.4             |                 |                  |
| Girls              | 27           | 2.6              |                 |                  |
| <b>Total</b>       | <b>1,038</b> | <b>100</b>       |                 |                  |

| School type             | Teachers     |                  | Heads of school |                  |
|-------------------------|--------------|------------------|-----------------|------------------|
|                         | Frequency    | Valid percentage | Frequency       | Valid percentage |
| Boarding school         | 29           | 2.8              | 15              | 14               |
| Day school              | 871          | 84.7             | 92              | 86               |
| Boarding and day school | 128          | 12.5             |                 | 100              |
| <b>Total</b>            | <b>1,028</b> | <b>100</b>       | <b>107</b>      |                  |

| School level | Teachers     |                  | Heads of school |                  |
|--------------|--------------|------------------|-----------------|------------------|
|              | Frequency    | Valid percentage | Frequency       | Valid percentage |
| Primary      | 718          | 68.5             | 80              | 76.2             |
| Secondary    | 328          | 31.3             | 23              | 21.9             |
| Combined     | 2            | 0.2              | 2               | 1.9              |
| <b>Total</b> | <b>1,048</b> | <b>100</b>       | <b>105</b>      | <b>100</b>       |

## Appendix 5: Teachers and heads' perceptions of disadvantaged girls

|   | Number of responses | Percentage  | Percent of cases |
|---|---------------------|-------------|------------------|
| Single parent   | 74                  | 7.7%        | 78.7%            |
| Children from poor living conditions  | 67                  | 7%          | 71.3%            |
| Lack of feminine items (sanitary pads, kerchiefs, wipes)                                  | 65                  | 6.7%        | 69.1%            |
| Lack of school supplies (pens, pencils, exercise books, school bags)                      | 63                  | 6.5%        | 67%              |
| Early pregnancies   | 60                  | 6.2%        | 63.8%            |
| Lack of confidence  | 58                  | 6%          | 61.7%            |
| Lack of school uniforms (shirts/blouses, shorts/skirts, shoes, socks, t-shirts, sweaters) | 57                  | 5.9%        | 60.6%            |
| Broken marriages  | 54                  | 5.6%        | 57.4%            |
| Irresponsible parents/guardians/grandparents  | 47                  | 4.9%        | 50%              |
| Hostile stepmothers   | 45                  | 4.7%        | 47.9%            |
| Dirty and/or tattered uniforms  | 44                  | 4.6%        | 46.8%            |
| Lack of food/starvation   | 44                  | 4.6%        | 46.8%            |
| Overburden with domestic chores (cooking, fetching water/ firewood, babysitting)          | 39                  | 4%          | 41.5%            |
| Harassment (family, community, peers, bullying)   | 38                  | 3.9%        | 40.4%            |
| Hostile stepfathers   | 37                  | 3.8%        | 39.4%            |
| Having chronic diseases (HIV, TB, sickle cell, epilepsy, asthma)                          | 36                  | 3.7%        | 38.3%            |
| Harassment (family, community, peers, bullying,)  | 35                  | 3.6%        | 37.2%            |
| Distance from school  | 32                  | 3.3%        | 34%              |
| Lack of fares to and from school  | 30                  | 3.1%        | 31.9%            |
| Physical and mental disabilities  | 22                  | 2.3%        | 23.4%            |
| Early pregnancies   | 16                  | 1.7%        | 17%              |
| <b>Total</b>  | <b>963</b>          | <b>100%</b> | <b>1,024.5%</b>  |

## Appendix 6: Reasons school-age girls are not enrolled

|  | Responses    | Percentage  | Percentage of cases |
|--|--------------|-------------|---------------------|
| Need to work at home/domestic chores   | 132          | 11.5%       | 52.6%               |
| Early pregnancies  | 123          | 10.7%       | 49%                 |
| Distance to walk to school   | 119          | 10.3%       | 47.4%               |
| Involvement in work for cash (e.g. hawking, local bar attendants, housemaids)        | 115          | 10%         | 45.8%               |
| Involved in petty business (vending sweets, ice-cream, groundnuts, mandazi/vitumbua) | 113          | 9.8%        | 45%                 |
| Early marriages  | 111          | 9.6%        | 44.2%               |
| Taking care of siblings  | 100          | 8.7%        | 39.8%               |
| Religious beliefs  | 75           | 6.5%        | 29.9%               |
| Learning disability  | 68           | 5.9%        | 27.1%               |
| Physical disability  | 66           | 5.7%        | 26.3%               |
| Not being familiar with the language of instruction                                  | 47           | 4.1%        | 18.7%               |
| Insecurity/ not safe for girls to get to school                                      | 42           | 3.6%        | 16.7%               |
| There are no barriers for girls  | 37           | 3.2%        | 14.7%               |
| No money for school fees, uniforms and supplies                                      | 3            | 0.3%        | 1.2%                |
| <b>Total</b>   | <b>1,151</b> | <b>100%</b> | <b>458.6%</b>       |

## Appendix 7: Reasons school-age girls are not enrolled, per region

|    |  | Region        |     |       |     |       |     |       |
|----|--|---------------|-----|-------|-----|-------|-----|-------|
|    |  | Dar es salaam |     | Pwani |     | Tanga |     | Total |
| 1  | Need to work at home/domestic chores   | 12.1%         | 99  | 9.3%  | 21  | 11.2% | 12  | 132   |
| 2  | Early pregnancies  | 11.1%         | 91  | 10.7% | 24  | 7.5%  | 8   | 123   |
| 3  | Distance to walk to school   | 9.8%          | 80  | 10.7% | 24  | 14%   | 15  | 119   |
| 4  | Involvement in work for cash (e.g. hawking, local bar attendants, housemaids)        | 9.9%          | 81  | 12.0% | 27  | 6.5%  | 7   | 115   |
| 5  | Involved in petty business (vending sweets, ice-cream, groundnuts, mandazi/vitumbua) | 9.8%          | 80  | 11.1% | 25  | 7.5%  | 8   | 113   |
| 6  | Early marriages  | 10.1%         | 83  | 9.3%  | 21  | 6.5%  | 7   | 111   |
| 7  | Taking care of siblings  | 8.4%          | 69  | 9.3%  | 21  | 9.3%  | 10  | 100   |
| 8  | Religious beliefs  | 6.6%          | 54  | 4.9%  | 11  | 9.3%  | 10  | 75    |
| 9  | Learning disability  | 6.1%          | 50  | 4.9%  | 11  | 6.5%  | 7   | 68    |
| 10 | Physical disability  | 6.1%          | 50  | 4.4%  | 10  | 5.6%  | 6   | 66    |
| 11 | Not being familiar with the language of instruction                                  | 3.8%          | 31  | 4.4%  | 10  | 5.6%  | 6   | 47    |
| 12 | Insecurity/not safe for girls to get to school                                       | 3.3%          | 27  | 4.4%  | 10  | 4.7%  | 5   | 42    |
| 13 | There are no barriers for girls  | 2.8%          | 23  | 4.4%  | 10  | 3.7%  | 4   | 37    |
| 14 | No money for school fess, uniform and supplies                                       | 0.1%          | 1   | –     | 0   | 1.9%  | 2   | 3     |
|    |  | 100%          | 819 | 99.8% | 225 | 99.8% | 107 | 1,151 |



## Appendix 8: Number of teachers facing challenges when teaching girls, per region

|     | Dar es salaam | Pwani      | Tanga     | Total       |
|-----|---------------|------------|-----------|-------------|
| Yes | 641 (86.6%)   | 87 (83.7%) | 92(87.6%) | 820 (86.4%) |
| No  | 99 (13.4%)    | 17(16.3%)  | 13(12.4%) | 129(13.6%)  |
|     |               |            |           |             |

## Appendix 9: In-class challenges teachers face when teaching girls

|   | Responses | Percentage | Percentage of cases |
|---|-----------|------------|---------------------|
| Some girls are shy due to physiological changes at puberty (do not answer questions, afraid to make mistakes) | 763       | 18.4%      | 84.6%               |
| Missing classes during their menstrual period   | 658       | 15.9%      | 72.9%               |
| Lack of concentration (distracted)  | 597       | 14.4%      | 66.2%               |
| Quiet in classes  | 558       | 13.5%      | 61.9%               |
| Inferiority complex   | 540       | 13%        | 59.9%               |
| Having relationships  | 473       | 11.4%      | 52.4%               |
| Indecent dressing   | 292       | 7.1%       | 32.4%               |
| Disrespecting teachers  | 259       | 6.3%       | 28.7%               |

## Appendix 10: Cultural challenges teachers face when teaching girls

|           |   | Responses    | Percentage  | Percentage of cases |
|-----------|---|--------------|-------------|---------------------|
| 1         | Traditional dances (ngoma)  | 499          | 16.2%       | 63%                 |
| 2         | Rite of passage ceremonies (i.e., kучезwa unyago and jando)   | 452          | 14.6%       | 57.1%               |
| 3         | Superstition beliefs (kuanguka)   | 396          | 12.8%       | 50%                 |
| 4         | Kept inside during their first menstrual period   | 330          | 10.7%       | 41.7%               |
| 5         | Early marriages after the menstrual period begins and/or attending rite of passage ceremonies             | 318          | 10.3%       | 40.2%               |
| 6         | Pushback/resistance from parents  | 257          | 8.3%        | 32.4%               |
| 7         | Disagreement from community members (religious and/or community leaders) on girls' rights to an education | 219          | 7.1%        | 27.7%               |
| 8         | Girls are not allowed to speak in public  | 203          | 6.6%        | 25.6%               |
| 9         | Girls are not allowed to mix/play with boys   | 188          | 6.1%        | 23.7%               |
| 10        | Pushback/resistance from school principals  | 113          | 3.7%        | 14.3%               |
| 11        | Disagreement from male teachers on girls' rights to an education  | 112          | 3.6%        | 14.1%               |
| <b>12</b> | <b>Total</b>  | <b>3,087</b> | <b>100%</b> | <b>389.8%</b>       |

## Appendix 11: Subject-specific challenges teachers face when teaching girls

|  | Responses    | Percentage  | Percentage of cases |
|--|--------------|-------------|---------------------|
| Girls feel uncomfortable when they are taught the menstrual cycle in biology           | 519          | 34.0%       | 67.3%               |
| Girls wish to be taught by male teachers certain topics like reproduction in biology   | 364          | 24.3%       | 47.2%               |
| Girls struggle to study all science subjects   | 362          | 24.2%       | 47%                 |
| Girls wish to be taught by female teachers certain topics like reproduction in biology | 252          | 16.8%       | 32.7%               |
| <b>Total</b>   | <b>1,497</b> | <b>100%</b> | <b>194.2%</b>       |

## Appendix 12: Biological challenges teachers face when teaching girls

|  | Responses    | Percentage  | Percentage of cases |
|--|--------------|-------------|---------------------|
| Girls are not comfortable studying during their menstrual period | 731          | 25%         | 82.3%               |
| Girls do not have sanitary towels during their menstrual period  | 630          | 21.6%       | 70.9%               |
| Physical changes during puberty make girls uncomfortable         | 610          | 20.9%       | 68.7%               |
| Girls drop out of school when they conceive                      | 518          | 17.7%       | 58.3%               |
| Girls are teased when physical changes occur during puberty      | 430          | 14.7%       | 48.4%               |
| <b>Total</b>   | <b>2,919</b> | <b>100%</b> | <b>328.7%</b>       |

