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1. Education system in Tanzania

Pre-primary level 2 years, Primary level 7 years, Ordinary secondary level 4 years, Advanced secondary level 2 years, University level 3+ years

The overall objectives of public education in Tanzania are to equip students with academic and vocational skills, morals and ethics. However, these objectives have not been achieved equitably for all young people, due to variation in school attendance and academic performance at both primary and secondary levels.

2. Mbeya Rural District



- One of eight Districts in Mbeya Region
- Population of 310,000
- Main economic activities are agriculture and livestock keeping
- I worked with six secondary school: Itundu, Santlya, Mpesu, Ilembu, Mwakipesile and Isuto.

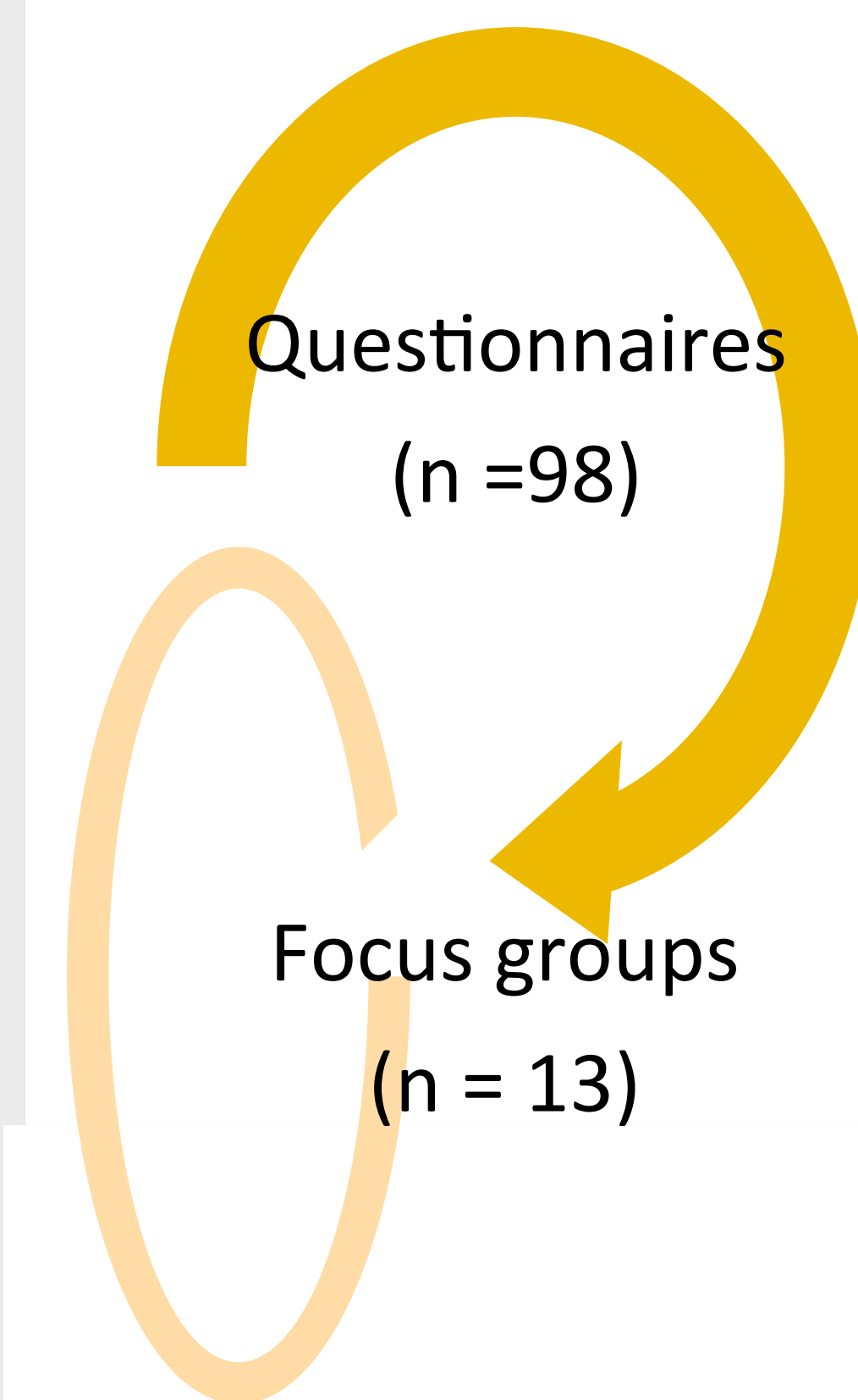
3. Host: Salvation Army (SA)

Christian Organization introduced in Tanzania in 1933



- Supports vulnerable groups: orphan children and women
- Operates microfinance programs for women
- Runs two schools:
 - Matumain primary school for children with disabilities
 - Itundu ordinary level secondary school

4. Objectives and Methods



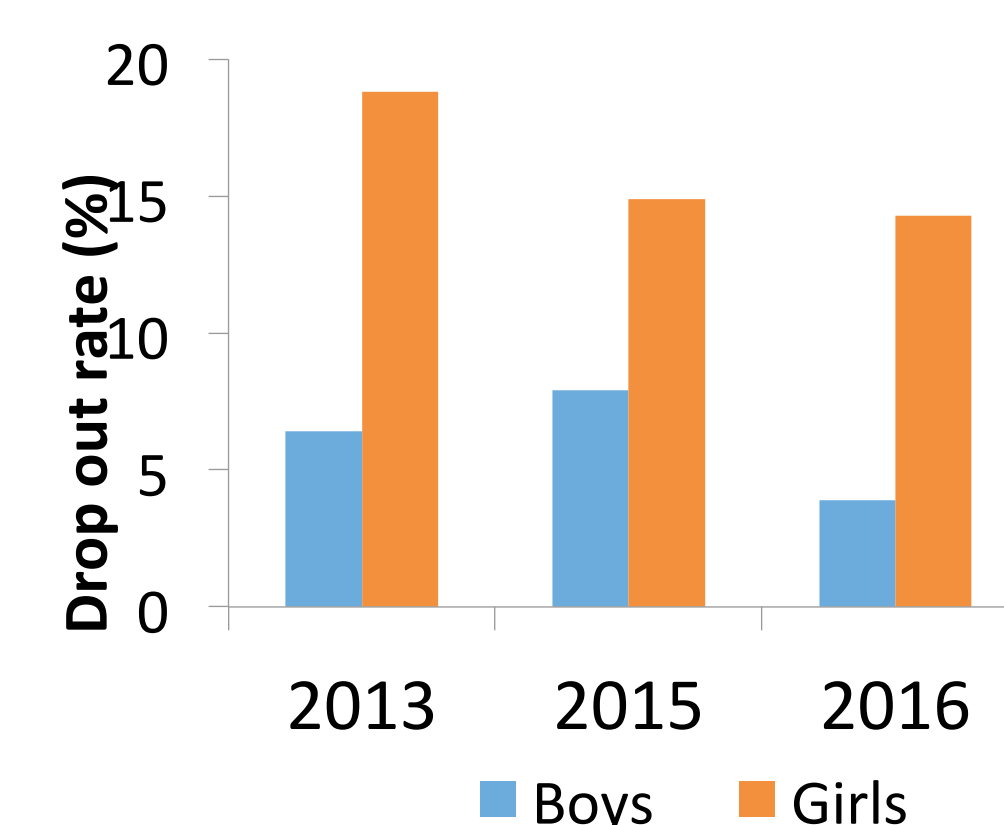
General

- ✓ Identify factors that affect girls' school attendance and academic performance.

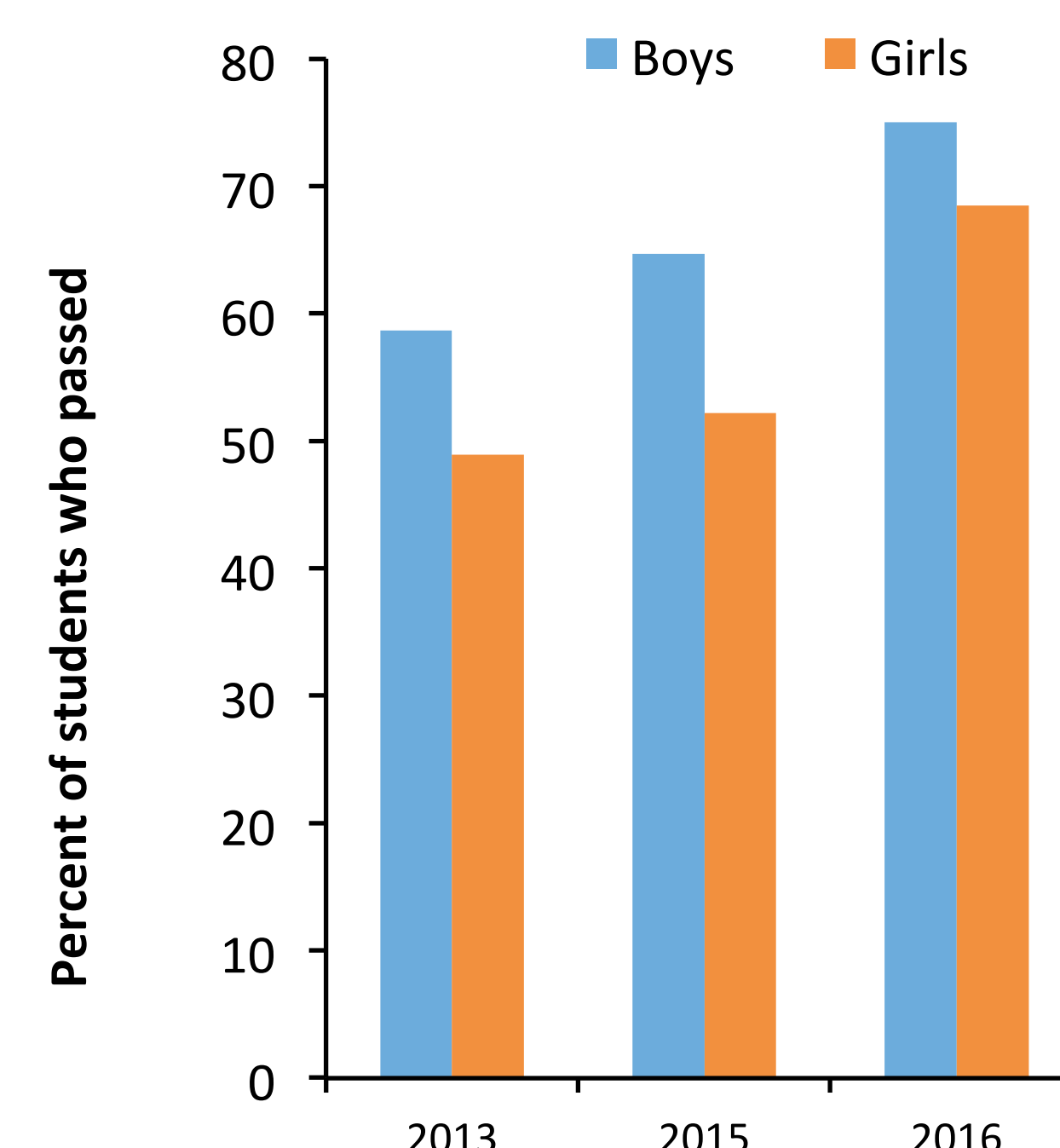
Specific

- ✓ Compare attendance and performance between girls and boys
- ✓ Identify factors affecting attendance and performance among girls compared to boys
- ✓ Identify ways to improve attendance and performance among girls
- ✓ Identify which stakeholders can help to improve girls' attendance and academic performance

5. Results



In all schools I visited more girls were enrolled in Form Four, but their dropout was higher than boys'.



Girls' pass rate on Form Four national examinations was lower than boys'.

Challenges to girls' education

- Pregnancies
- Long distance from and to school
- Poor school infrastructure
- Poor cooperation between teachers and parents
- Corporal punishment

Stakeholders

Government
Parents
Teachers
Students

6. Conclusions

Tanzania has made great progress in promoting girls education and now girls enrolment are equal and sometime outnumber boys in primary and secondary ordinary level.

However, attendance and academic performance are still serious problems among girls in Mbeya Rural District, especially on Form Four national exams.

Girls' pass rate is 10% lower, and their dropout rate three times higher, than boys' in Form Four.

The Tanzanian government must resolve this problem to meet commitments to the Sustainable Development Goals (SDGs), most important SDG 4 "To ensure equitable and inclusive quality education.

7. Acknowledgements

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