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Transforming Education for Girls in Tanzania: Endline research summary report



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The 'Transforming Education for Girls Project' is run by Maarifa ni Ufunguo in Tanzania and Community Action for Popular Participation in Nigeria, supported by ActionAid and funded by Comic Relief and the Tubney Charitable Trust



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Louise Wetheridge

International TEGINT Project Manager,
ActionAid International, November 2012

Foreword

As a human rights based anti-poverty organisation, ActionAid promotes education as a fundamental right in itself, and as a crucial instrument to realise other rights. As a part of this commitment to education and to marginalised groups, Transforming Education for Girls in Nigeria and Tanzania (TEGINT) is a collaborative initiative among ActionAid, national implementing partners Maarifa ni Ufunguo in Tanzania and Community Action for Popular Participation in Nigeria and several research partners, with Institute of Education, University of London playing a coordinating role in conducting the research.

Between 2007 and 2012, TEGINT undertook systematic research and analysis of barriers to girls' participation in education and mobilisation and advocacy initiatives to address the systemic causes of those barriers. These methodologically rigorous researches, initiated as baseline for the project, and culminating in this endline research, have distilled a wide spectrum of knowledge on social perceptions of girls' education, school systems within a broader

learning discourse and most importantly, crucial components of wider and effective empowerment processes that can lead to positive systemic reforms.

TEGINT has been a flagship project for ActionAid, and it has become even more influential in the context of a new Global Strategy, where education and women's rights are key priorities. The streamlined programme framework of ActionAid will be informed by the wealth of knowledge generated by TEGINT (some of which are documented in this report), but I believe this report will be of interest beyond ActionAid, to practitioners and activists within the broader development community, who have the strong conviction that education for girls can be the game changing catalyst for an egalitarian society.

Tanvir Muntasim

Senior Programme Manager, Education and Youth,
ActionAid International
November 2012

1. Introduction

The Transforming Education for Girls in Nigeria and Tanzania (TEGINT) project is a special education initiative to transform the education of girls in Northern Tanzania and Northern Nigeria, enabling them to enrol and succeed in school by addressing key challenges and obstacles that hinder their participation in education and increase their vulnerability to gender violence and HIV/AIDS. TEGINT ran between 2007 and 2012 as a partnership between ActionAid, Maarifa ni Ufunguo in Tanzania and Community Action for Popular Participation (CAPP) in Nigeria, funded by Comic Relief and the Tubney Charitable Trust in the United Kingdom. As well as interventions to enhance girls' education, the project included a substantial research component involving researchers from Nigeria, Tanzania and the Institute of Education, London.

This report on the Endline Research Study for the project analyses data collected in Tanzania in May to June 2012. This document is a summary of a full research report led and authored by Professor Ophelia Mascarenhas and a team of national and international researchers and enumerators. It is the product of discussions within the project partnership to critically appraise the outcomes, best practices and results of the project.

A series of research studies were conducted as part of the TEGINT project. Between 2008 and 2010 Baseline Studies were carried out in Tanzania and Nigeria. These studies provided five key findings:

- 1:** Girls have high aspirations for their education, despite concerns with poverty, gender-based violence, the consequences of early pregnancy and marriage, and lack of school facilities. Girls' views about overcoming obstacles tend to focus on short-term and less sustainable interventions, like sponsorship to pay school fees.
- 2:** Girls identify poverty, lack of school facilities, and distance to school as major obstacles to schooling in places where they can easily see other girls who do not experience such obstacles. They tend to be silent on these obstacles in places where poverty levels are higher and there are greater distances to walk to school. In addition, there is considerable silence on gender-based violence.
- 3:** Where teachers have higher levels of qualifications, girls are more able to articulate a wider range of demands for their schooling. Where there are larger

numbers of women teachers there is more gender parity in attendance, progression and attainment. Teacher training colleges have given more attention to HIV/AIDS than gender.

- 4:** Government funding for schooling is insufficient. Many schools where gender parity in attendance, progression and attainment is not a problem are supplementing government funding with very high levies from parents and communities.
- 5:** Better levels of gender parity in attendance, progression and attainment are found in schools where SMCs have more women members and are highly proactive. However, SMCs have limited capacity to respond to gender-based violence.

This endline study was designed to examine changes in girls' schooling and empowerment since the baseline research was conducted and assess the relationship of the changes with key project inputs. The key areas of investigation are:

- (i) **Gender equality in schooling:** whether the gender profiles in enrolment, attendance and progression in the project schools have changed, and whether changes are similar or different to district averages;
- (ii) **Girls' empowerment:** whether aspects of girls' empowerment have changed and whether there is a relationship between these aspects (obstacles and solutions to schooling, knowledge of HIV and confidence about gender inequalities and violence) and major project inputs (girls' clubs, teacher



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training and supporting school management) and related activities;

- (iii) **Teaching and teachers:** girls' experiences of participatory teaching methods and how this relates to teacher conditions - class size, qualifications and training - and levels of girls' attainment and empowerment;
- (iv) **School management:** how the gender management profile has changed since the baseline and how this is related to the gender profile, girls' empowerment, teacher qualifications, teacher engagement and project interventions;

- (v) **School funding:** Whether levies charged have changed and how these relate to activities of school management committees and girls' attendance and attainment;
- (vi) **Community mobilisation:** views of community members on gender equality in school and girls' vulnerability to HIV/AIDs and gender violence and how these are related to training.

Thirty schools (23 primary schools and seven secondary schools) were selected for the study using stratified random sampling. Of these 18 are rural schools and 12 located in urban areas. At least three primary schools and one secondary school were sampled in each of six project districts.

Data was collected using survey instruments to six categories of respondents and collection of school and district administrative data (Table 1).

Table 1: Endline research instruments

Instrument	Target	Data to be gathered
Girls'	10 per school (5 in girls' club + 5 not in girls' club)	Aspirations, obstacles and solutions to schooling; girls' club activities; knowledge and attitudes to HIV/AIDS and gender; confidence dealing with gender violence.
Girls' club facilitator (matron)	1 per school	Girls' club activities, logistics and management
School Management Committee Chair	1 per school	Committee membership and leadership; training and activities
Head Teacher	1 per school	Teacher numbers, qualifications and conditions; teacher training; fees and levies
Teacher	5 per school	In-service training received and utilised
Community Circle members	4 per primary school (2 males ; 2 females)	Training; knowledge, attitudes & action on gender, HIV/AIDs and gender violence.
School administrative data – school	1 per school	Pupil enrolment, attendance, attainment; teachers' qualifications over time
School administrative data – district	1 per district	Pupil enrolment, progression and attainment for 2007-2012
Maarifa Programme Officer	1 per school	Details of TEGINT interventions per school

A pilot study and training workshop were carried out to test the validity of the research instruments, approve logistical arrangements and check ethical issues. Each research team comprised at least two females to interview girls, girls' club facilitators and female community members.

The surveys attained a 98% rate of return (618 / 632). Surveys were completed with 295 girls; 149 teachers; 29 girls' club facilitators; 30 Head teachers; 24 School Management Committee Chairpersons; and 91 community members.

Girls surveyed ranged between 11 to 22 years of age; the majority (68%) were 12 to 14 years of age and 30% were over 15.

Over 92% of all respondents were surveyed in total privacy.

The data analysis included composite indices that bring together information from diverse data in the surveys. Each of these indicators is at school level, so each school has a 'score'. All of the indices and profiles are described in detail in Appendix I. They describe:

- the strength of the TEGINT intervention (Intervention index)
- how well girls do relative to boys in school (Gender profile)
- how active the school is on girls' education (Gender Management profile)
- how empowered the girls are (Girls' Empowerment index)
- how well qualified the teachers are (Teacher Qualification profile)
- how engaged the teachers are (Teacher Engagement index).

2. Context

TEGINT in Tanzania worked in six districts in three northern regions: Arusha Municipality and Monduli districts in Arusha Region; Hai and Moshi Rural districts in Kilimanjaro Region; and Babati and Mbulu districts in Manyara Region. There is very little documented change to the socio-economic conditions in the districts since 2008 so the profiles given in the baseline research reports remain valid.

Tanzania is committed to providing education within the goals and targets of the Framework for Action on Education for All (EFA) and the Millennium Development Goals (MDGs). The government abolished primary school fees and made primary education mandatory for all children aged 7 to 13 years in 2002. Significant investments in basic education have yielded important results, especially for expanding educational access for all. However, regional disparities affect the provision and quality of education including in the districts in which TEGINT

operated. Throughout the project period **Manyara** region has had particularly high levels of poverty, high pupil: teacher ratios and the lowest net and gross enrolment rates of all the regions. There is a high prevalence of female genital mutilation (FGM) and almost one third of girls have never attended school (Table 2). Child labour has become a particular concern for children's schooling in Mbulu district as a result of a new mining industry. In comparison, **Arusha** region, which includes the regional centre, has had relatively high enrolment rates compared to the rest of northern Tanzania and a high number of education NGOs providing support to the provision of basic education. Districts in both Arusha and Manyara regions have been prone to drought in the project period. **Kilimanjaro**, similarly to Arusha, continues to have a strong commitment among NGOs, local government and communities to education and gender equality with lower rates of poverty.

Table 2: Socio-economic conditions of TEGINT project regions

Indicator	Arusha	Kilimanjaro	Manyara
Poverty levels			
Lowest quintile	23.1%	1.1%	31.5%
Highest quintile	19.7%	30.0%	9.4%
Pupil: teacher ratio			
Primary	42:1	34:1	49:1
Secondary	36:1	37:1	50:1
Never attended school			
Boys	19.9%	4.0%	23.2%
Girls	23.1%	10.0%	32.7%
NER (F/M) Primary	98.5% (F); 95.8% (M)	93.3% (F); 92.6% (M)	91.9% (F); 90.4% (M)
GER (F/M) Primary	105.8% (F); 106.6% (M)	96.4% (F); 96.0% (M)	96.6% (F); 95.7% (M)
Gender Based Violence	29.4%	22.6%	24.6%
Female Genital Mutilation prevalence	58.6%	21.7%	70.8%
Number of education NGOs	50	39	15

Source: MOEVT, 2010; Kilimanjaro Regional Secretariat, Strategic Plan, 2011/12 to 2015/16; Manyara Regional Secretariat, Manyara Regional Socio-Economic Profile, 2010.

At national level, the 1995 Education and Training Policy (ETP) governs the current provision of education. The ETP is under-going a revision in 2012. However, a number of strategies are in place to implement the Policy including the Education Sector Development Programme (ESDP II, 2008-17); the Primary Education Development Plan (PEDP II, 2007-2011) and the Secondary Education Development Plan (SEDP II, 2010–2015). The main aim of ESDP II is to ensure equitable access to quality education within the goals of the Tanzania Development Vision 2025. For basic education there is a special emphasis on primary school access needs of vulnerable groups and girls (MOEVT, 2008). Tanzania has made good progress in equitable access to primary schools: national averages show gender parity in pre-primary and primary school enrolment. In 2010 primary school completion rates were higher for girls (97%) than for boys (93%). A recent evaluation of PEDP II found that national efforts to enhance teacher training and curtail pupil repetition rates at primary level were highly satisfactory; addressing cross-cutting issues (gender and HIV/AIDS) were moderately satisfactory; improving school infrastructure (classrooms, desks) were moderately unsatisfactory and provision of teaching and learning materials were highly unsatisfactory (MOEVT, 2012).

SEDP II coincided with a Presidential directive in 2010 to provide one secondary school in every ward in Tanzania. SEDP II aims to improve the quality, equity and relevance of secondary education with a special focus on the participation and performance girls and children from vulnerable groups (as PEDP II). Girls' enrolment in lower secondary schools increased by 11% in one year from 699,000 in 2010 to 775,106 in 2011 (URT, 2011). However, income disparities affect children's access to education especially at the secondary level and above and girls perform relatively poorly in the national Certificate of Secondary Education Examinations (CSEE) compared to boys (MOEVT, 2010).

Several recent national trends give further cause for concern. At primary level, net enrolment rates have dropped from 100% in 2006 to 92% in 2012. Secondly, there remains a persistent and significant difference in the performance of girls compared to boys in national examinations. In the Primary School Leaving Examination pass rates have varied little

from 62.5% for boys and 45.4% for girls in 2007 to 59% and 48.3% respectively in 2010. There are wide regional disparities, although girls performed worse than boys in all regions in 2010 (MOEVT, 2010). Almost a quarter (22%), of Tanzanians believe that educating boys is more important than educating girls (UN, 2010).

Declining funding for the education sector adds to concerns about education quality and the political will to achieve education for all. While overall funding for education has increased, the allocation to primary education has declined significantly from 344 billion Tanzania shillings in 2008/09 to 314 billion in 2011/2012 (Policy Forum/ Hakielimu, 2010). Schools often receive much lower funds than stipulated by PEDP II and SEDP II (Clausen and Assad, 2010).

In acknowledgement and response to these trends, TEGINT intervened through five key approaches to improve girls' education in the project sites:

1. Establishing girls' clubs to empower girls (and boys) with understanding about gender and education rights and provide girls with information, confidence and skills to challenge in-school and out-of-school obstacles to their schooling. Each club consists of 40 girls and 20 boys facilitated by two teachers (matron and patron);
2. In-school teacher training to over 1,300 teachers on HIV/AIDS, gender and participatory methodologies in the classroom to improve the quality of teaching and learning;
3. Capacity building for primary school management committees and community structures including traditional leaders groups, delivering training on education rights, gender, HIV/AIDS, budget tracking, and school governance to enhance parents, managers and community members' commitment to girls' education;
4. Promoting legal and policy frameworks for girls' education, engaging with local government officials on teacher qualifications, deployment and support, especially for female teachers in rural areas, and working with the national education organisations on policy issues;
5. Partner institutional capacity building, working with Maarifa ni Ufunguo to become a leading authority on education and gender.

3. Research findings

3.1 Gender equality in schooling

The Endline Study assessed the strength of the overall project intervention and three sub-components (girls' clubs, teacher training and support to school management). The Intervention Index summarised the strength of the inputs by district, location and school type. The Index showed that there were no significant differences in the overall strength of the project or its components between districts or between rural and urban schools. This indicates that the project delivered its planned inputs fairly. However, the intensity of interventions seems to have been higher in primary schools than secondary schools and highest overall for teacher training.

To ascertain changes to gender equality in TEGINT schools the research compiled the school Gender Profile score, as constructed for the TEGINT baseline research. The Gender Profile includes school-level data on enrolment, attendance, progression and completion. The analysis of data gives a mixed picture.

The Gender Parity Index (GPI) for primary enrolment overall remained at parity (0.99 in 2008 and 2012). However, **girls' enrolment** in primary schools decreased by 11% between 2008 and 2012, comparable to the 8% decline recorded across all schools in the six districts. The only district where there has been a notable increase in girls' enrolment in TEGINT schools, an increase greater than the district average, is Monduli district, a predominantly Maasai pastoralist area with historically low girls' enrolment and retention rates. The general reduction in enrolment at primary level reflects a national trend of net enrolment decline that may be one result of PEDP II's requirement for a strict adherence to the standard age of enrolment into primary one (children aged 6-7 years only)¹ and/or a result of a rise in the number of private primary schools. Nationally from 2006 to 2010 enrolment in private primary schools rose by 90% compared with a 0.4% rise in enrolment for government schools (MOEVT, 2010).

Girls' enrolment in project secondary schools increased overall by 32% over the period (and by 62% in Monduli). This reflects national policy of expanding access to secondary schools and

increasing secondary school enrolment. It may also be linked in TEGINT schools to increased completion and attainment rates for girls at primary school (Table 3) and the project focus on disadvantaged and poor communities giving a particular boost to poor girls who may not have been well enough served through national secondary school expansion.

Attendance in primary schools was high in 2008 and remained high overall at 93% of girls enrolled. Hai district experienced the most significant increase in girls' attendance from 85% to 100% of girls enrolled. In secondary schools there was a notable increase between baseline and endline in attendance as a proportion of enrolment on the census day (February 15) to 17% across all districts (except Babati). In Arusha, the GPI attendance dropped from 1.01 to 0.92 and attendance rates for girls enrolled in both primary and secondary schools are the lowest of all the districts. The GPI attendance for girls enrolled in primary and secondary schools surveyed remained positive for girls at 1.0. The GPI for retention in TEGINT schools rose from 1.17 to 1.20 while the GPI for completion increased from 1.03 to 1.13.

In **examinations**, there has been a strong increase by 12% of girls' enrolled sitting for their Primary School Leaving Examination (PSLE) since the baseline survey in 2008. This reflects the high attendance rates and indicates that more girls now are progressing through primary school to the final year. In absolute terms, 53 more primary school girls in the 23 surveyed schools sat for their final examination in 2011 than in 2008. Girls' learning outcomes, measured by the pass rate at PSLE, have improved by 6% from the baseline to 73% overall. The pass rate for girls in TEGINT schools and district-wide is now over 70%, an increase since 2007. The GPI for attainment rose from 0.99 to 1.09 with girls in the urban project schools doing even better with an increase in the GPI from 1.04 to 1.14. This is higher than the national trend where the GPI in 2009 was 0.78 and has been consistently less than 1 since (MOEVT, 2010). Overall it is clear that **more girls in TEGINT schools are staying in school, completing primary education, passing the PSLE and qualifying for progression to secondary schools** than at the time of the baseline.

¹ Prior to the start of PEDP II all children between 7 to 15 years who were not in primary school were allowed to enroll in primary school. More recently only children aged 6-7 years are allowed to enroll in Standard One while older children join alternative education programmes such as the Complementary Basic Education in Tanzania (COBET) programme.

Table 3: Girls' pass rates at Primary School Leaving Examination

District	Baseline (2007)		Endline (2011)			
	TEGINT schools (%)	All schools in district (%)	TEGINT schools (%)	Change	All schools in district (%)	Change
Arusha	75	76	81	+8%	90	+8.5%
Babati	43	53	40	-6%	90	+48.7%
Hai	19	60	97	+417%	74	-22.9%
Mbulu	95	57	87	-9%	62	-25.1%
Monduli	52	54	22	-58%	70	+47.9%
Moshi	62	50	48	-21%	80	+31.3%
Overall	68	56	73	+6%	78	+5.6%

The Gender Profile score, the composite indicator of school administrative data on enrolment, attendance, progression and attainment, remains greater than one indicating stronger performance of girls than boys in project schools. Decreases in primary school

enrolment in particular have contributed to the slight decline in the score overall from 1.07 to 1.03, despite improvements in gender parity for secondary school enrolment and attendance and primary level retention, completion and attainment.

Table 4: TEGINT schools' Gender Profile score

	Baseline	Endline
Urban	0.99	1.03
Rural	1.12	1.04
Overall	1.07	1.03
Primary		1.04
Secondary		0.99

Key Finding 1 : Gender Equality in Schooling

Girls' secondary school enrolment and attendance have increased significantly since 2008. This gain is likely to be linked to increases in the proportion of girls attending and completing primary school and passing their Primary School Leaving Examination. The Gender Profile Score is 1.03 in 2012, showing that girls continue to perform marginally better than boys in school.



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3.2 Girls' empowerment

Girls' aspirations remain high: 94% hope to obtain a degree or diploma. While employment was still the major reason cited by girls (89%) for reaching their desired level of education the proportion of girls who wanted to have a profession almost doubled (from 41% in 2008 to 76% in 2012). Furthermore, 45% of girls want more knowledge and capabilities, an entirely new reason for education given by girls in the endline study. These are clear signs of attitudinal change and a greater confidence among girls about their rights, capacity and opportunity to gain education to improve their socio-economic status.

The Girls' Empowerment Index is a new indicator for this study, developed to compile information that illustrates changes in girls' confidence and capacity and assess whether and how project interventions, teacher qualifications and school management contribute towards girls' empowerment. The Index is comprised of: (i) the range of obstacles and solutions to schooling identified by girls; (ii) knowledge and attitudes about HIV/AIDS; (iii) knowledge and attitudes to gender equality; (iv) girls' confidence in dealing with gender-based violence.

Girls' views on the obstacles and solutions to achieving their educational aspirations identified in 2012 were compared with those that girls had identified in 2008.

Table 5: Girls' perceptions of obstacles and solutions to achieving their desired level of education

	Baseline % who mentioned (N=564)	Endline % who mentioned (N=295)
Obstacles		
Poverty	61	58
Pregnancy	54	41
Early marriage	35	33
Lack of facilities (including teachers)	31	22
Ill health	28	23
Failure in final exam	Not categorised in baseline	29
Solutions		
Sponsorship	56	51
Provision of facilities	38	31
Enlightenment of parents	42	31
Stop early marriage	34	24
Abolish fees and levies	20	7
Family Life Education	40	15
Focus on studies	Not categorised in baseline	65
Avoid early sex	Not categorised in baseline	17

SECTION 3

The range of obstacles and solutions cited by girls has expanded. However, girls who report having received training or information at school in the past two years related to girls' or women's rights mention fewer obstacles to achieving their desired level of education. There are likely to be many possible explanations. It may be that girls are more confident and empowered to solve their perceived obstacles, perhaps as a result of girls' club activities and awareness-raising interventions; or it may be that the actual obstacles are decreasing possibly because of an expansion of school provision and policy change, including provisions for the Re-entry policy.

Persistent obstacles to girls' schooling remain: poverty is still identified as the number one barrier, followed by pregnancy and early marriage, although the percentage citing all those obstacles, particularly pregnancy, has decreased. A new obstacle categorised and mentioned by nearly a third of girls in 2012 was failure in final examinations. Given that the education data in section 3.1 of this report shows increased enrolment rates for girls into secondary school, it is unsurprising that this is a new area of concern and attention among girls but it also suggests greater mindfulness of the education system and is an indicator of empowerment. In order to reach their aspirations of a tertiary qualification for employment and profession, girls not only have to enrol and attend school but also perform well in examinations. Solutions to obstacles reflect these changes. Although sponsorship is still one of the major solutions identified (51%) it is not now mentioned by as high a proportion of girls as focussing on studies (65%), suggesting girls' increased self-reliance and awareness of the system.

Girls' highly scoring responses to a range of questions on HIV/AIDS and gender equality evidence that a wide range of topics have been covered in TEGINT training and awareness-raising. Over two-thirds of girls responded to questions about HIV transmission, prevention and protection correctly and over two-thirds showed positive attitudes to inclusion of people living with HIV/AIDS. 73% of girls affirmed that a woman has the right to request a condom if her husband is infected with an STI, and 65% said that she can refuse sex in that situation. This compares favourably to the high level of awareness among an older age group of 15-24 year olds surveyed

nationally about HIV/AIDS (Tanzania Demographic and Health Survey, 2010). Inclusion and tolerance to family members with HIV/AIDS was significantly higher among TEGINT school girls than women nationally (71% versus 44%).

Over two-thirds girls' also responded correctly and positively on questions exploring their knowledge and attitudes to girls' and women's rights. 98% agreed that girls and boys have an equal right to education; 95% affirmed that girls should be supported to take up any career that they wish and 77% said that teachers who have a sexual relationship with pupils should be dismissed and never allowed to teach again.

Assessing girls' confidence and avenues to report gender-based violence, the study asked girls how they would respond if a friend at school was sexually assaulted near school. 57% of girls said that they would advise the friend to report the incident through formal channels to a teacher; importantly only 2% would tell no one (Table 6). District disaggregation reveals some trends: most girls in Arusha, Monduli, Babati and Mbulu (Arusha and Manyara regions) would tell a teacher, while most girls in Hai and Moshi (Kilimanjaro region) would tell a parent or guardian.

Table 6: Girls responses to gender-based violence scenario

In response to an attempted sexual assault scenario	% responding (all responses that apply)
Tell teacher	57
Tell mother/father/guardian	53
Tell village chair	53
Tell police	33
Tell matron of girls' club	25
Tell no one	2

The Girls' Empowerment Index compiled data on obstacles, solutions, knowledge and attitudes. The closer the indicator is to 1.0, the greater the level of empowerment (Table 7). The Index was closer to 1.0 and fairly uniform across the districts. Girls' empowerment is higher among girls in secondary schools, which suggests that age and sexual maturity

matter (girls surveyed in secondary schools are likely to have been at least 15 years of age) to levels of knowledge and confidence, despite the project intervening more strongly in primary schools. Girls' empowerment is also greater for girls in urban schools.

Table 7: Girls' Empowerment Index

District	Mean Index of girls' empowerment
Arusha	0.665
Babati	0.624
Hai	0.643
Mbulu	0.683
Monduli	0.627
Moshi	0.613
Location of schools	
Rural	0.624
Urban	0.668
Primary	0.695
Secondary	0.766

If girls go to schools that are more equitable in terms of enrolment, attendance, progression and attainment are they able to articulate more empowered views - does the level of girls' empowerment increase as the gender profile increases? The data shows that there is a positive relationship between the girls' empowerment index and the school gender profile. However, the correlation is not statistically significant, probably due to the relatively small sample size. The relationship proposes that girls' empowerment increases hand-in-hand with educational progression and achievement.

The endline study surveyed members and non-members of **girls' clubs**. Among members, by far the majority (85%) joined the club due to the 'benefits of being a member'. This includes getting information on education and girls' rights, HIV/AIDS and health, and participating in exchange visits to other schools. Less than a third of girls said they joined because they were instructed to do so by the matron. The category 'other' covered a number of distinct reasons

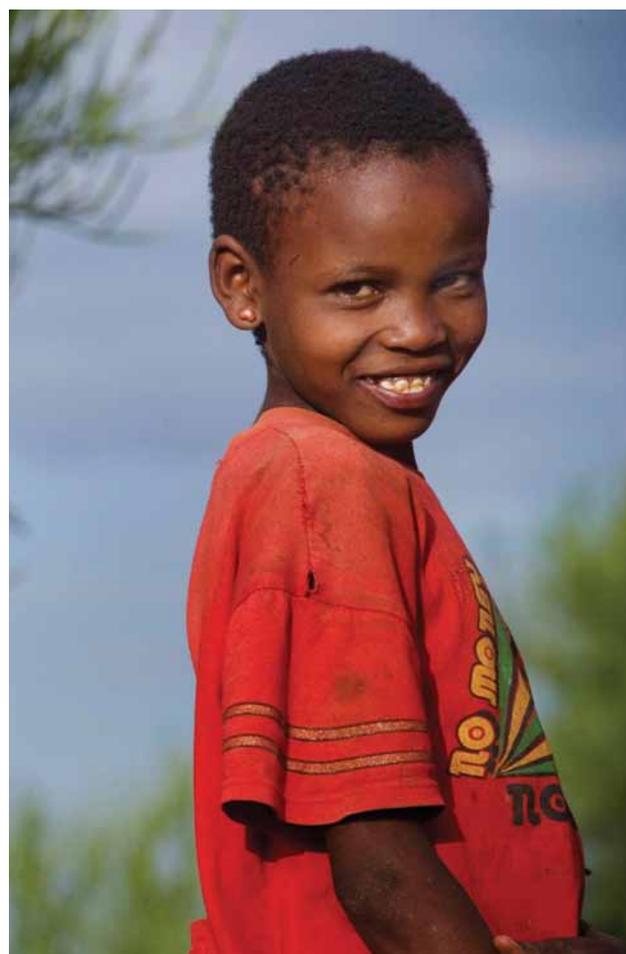


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with differences between urban and rural girls. Girls in urban schools stated that they joined the club to 'avoid bad habits'; 'educate other girls' and 'learn about girls' rights'. Nearly half of these girls also said 'to learn more about FGM'. Girls in rural schools said they joined to get 'more knowledge about HIV and reproductive rights'; 'educate others about HIV;' 'help other girls avoid early marriage;' and two-thirds also mentioned learning about girls' rights.

There was a surprisingly wide range of activities undertaken by the clubs. The most frequently mentioned by both matrons and girls were debating, drama, exchange visits, learning new skills and competitions. 83% girls in clubs and 25% girls not in clubs affirmed that clubs have helped them learn about gender and girls' rights. 71% and 7% respectively said the club has helped them gain confidence, and over one third of girls in clubs also cited material things and friendship as important ways in which the club has helped them (Table 8).

Table 8: Girls in and out of clubs by reasons they think girls' clubs have helped them

	% Girls in clubs	% Girls out of clubs	% all girls
Learning about gender and girls' rights	83	25	83
Confidence	71	7	61
Material things	37	9	34
Friendship	38	3	31
Exchange visits	36	2	29
Having fun	28	3	23
Reading & writing skills	21	5	20
Learning other skills	18	5	17
Money raising skills	10	1	8
Learning about pregnancy, early marriage, FGM	.	.	7

To understand whether membership of girls' clubs made a tangible difference to girls' school experience or attainment, we related the class position to membership of the girls' club. Girls' positions in class are based on their performance at end of term examinations. Each girls' class position was attributed a number between 0 and 1 (relative position). A number closer to 0 represents a higher position in class. The research found that there is a strong and highly significant correlation between being a member of the girls' club and having a better class position. The mean class position for girls' club members was 0.22; for girls not in a club it was 0.32.

The strongest statistical relationship found across the endline study is between membership of a girls' club and the girls' empowerment index. Girls in clubs have a higher level of empowerment than girls not in clubs. A significantly larger proportion of girls in clubs mention early marriage and lack of school facilities as obstacles to schooling, whereas a larger proportion of girls out of clubs mention pregnancy. The project hypothesis that girls in clubs have a greater awareness of problems they face and that this is part of their capacity to try to overcome them, is partially sustained in relation to aspects of school provision (school facilities and distance) and household and community relations (early marriage, poverty and parents' needs).

There is a significant relationship between girls being members of clubs and citing more solutions to overcome barriers to schooling, which implies that girls in clubs have access to more information than girls not in clubs.

Girls who are members of clubs have significantly better knowledge of HIV and gender, and have attitudes that are more challenging of gender inequalities and violence. However, members are no less likely to have stigmatising attitudes towards people living with HIV/AIDS.

The mean index of girls' empowerment for girls in clubs was 0.64; the mean index for girls not in clubs was 0.57. The relationship between club membership and empowerment is slightly stronger in rural than urban schools. Girls' club members are more aspirational, more able to identify obstacles and solutions to their schooling, have better knowledge and attitudes to HIV/AIDs and gender equality and greater confidence in dealing with gender violence. While the research cannot attribute girls' high levels of empowerment to girls' clubs alone it is feasible to propose that girls' clubs, trained club facilitators, exchange visits, and knowledge, confidence and skills acquired by girls (and boys) in the club contribute significantly to increasing girls' empowerment.

Key Finding 2: Girls' Empowerment

Girls continue to have very high aspirations for their schooling to gain employment and a profession. Girls identify a wide range of obstacles and solutions to achieving their aspirations, showing their confidence and awareness of the education system, their rights and opportunities. Girls' empowerment is very strongly related to membership of girls' clubs. Girls in clubs are more aspirational, have better knowledge HIV/AIDS and gender and hold attitudes and behaviours that are more challenging of inequalities and violence.

3.3 Teaching and teachers

The number of teachers in the 30 surveyed TEGINT schools has increased by 22% from baseline to endline, from 397 to 486. This is in line with a national emphasis on teacher recruitment and deployment in the period and a result of project advocacy for more and better teachers in marginalised schools. The increase occurred in all districts except Arusha where there was an unexplained decrease of 5%. The pupil: teacher ratio norm, set by MOEVT for both primary and secondary schools, is 40 pupils to 1 teacher. In



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2008 the national ratio was 64:1; in 2011 it declined to 49:1. The average PTR in 2012 for TEGINT schools based on school records is less than national norm: at 38:1 in primary and 29:1 in secondary schools.

The main characteristic of the change for teachers between baseline and endline is an enhancement of qualifications, notably decreases in the lower qualifications of Grade IIIb and compensating increases in Grade IIIa at primary school level, and more teachers having a degree with a at secondary school level (Table 9).

Table 9: Qualifications for male and female teachers by school level

Qualification	% teachers with qualification at Baseline				% teachers with qualification at Endline			
	III b	III a	Diploma	Degree	III b	III a	Diploma	Degree
Primary								
Female	16	82	2	0	0	95	2	2
Male	7	90	3	0	0	88	5	7
All	13	85	2	0	0	93	3	4
Secondary								
Female	0	0	96	4	0	0	54	46
Male	0	0	93	7	0	0	58	42
All	0	0	95	5	0	0	56	44

The Teacher Qualification Profile was developed as a composite indicator based on these data. The Profile was correlated with the Girls' Empowerment Index and its sub-components. The research finds a borderline significant relationships between the two indices, suggesting that girls' are more empowered

in schools where teachers have higher qualifications. This is consistent with the findings of the baseline study, which showed that girls spoke up more when teachers had better levels of qualification. However, curiously, in schools where teachers qualifications have increased the most, the number of girls saying

they have been taught about girls' rights reduces. This suggests that the relationship between teacher qualifications and empowerment may be as much to do with other factors (such as socio-economic context of school) than the teacher qualifications themselves, or it could be that major qualification improvements experienced in schools are due to influxes or redeployment of new teachers who have not been involved in project training and activities, and are less oriented towards empowering girls. More qualified teachers may not necessarily be conveying their knowledge and information to the girls they teach, or there may be more 'social distance' and less empathy between more highly educated teachers (perhaps from cities) and rural girls.

There are many other processes at work affecting girls' empowerment and the indicator of teacher qualification is insufficient explanation. Teachers' strikes due to poor remuneration and poor working conditions affect teachers' morale, motivation and performance, and there are high levels of teacher mobility, making it difficult to establish relationships. The negative correlations suggest that being a better qualified teacher does not necessarily equal a better or more gender sensitive and inclusive teacher. There is no significant relationship between teacher qualification profile and the school gender profile, suggesting that schools with good levels of gender parity do not necessarily have better qualified teachers.

A Teacher Engagement Index attempted to broaden our understanding of teachers' capacity and performance in school looking at the extent to which teachers had been able to put TEGINT training in participatory methods, HIV and gender into practice. There was no significant relationship between teachers' qualification and teachers' engagement, so better qualified teachers do not necessarily engage more at school. 98% of all teachers surveyed affirmed that children learn better through participatory learning; 84% stated that participatory methods encourages critical understanding, problem solving and builds children's confidence. The Intervention Index analysis also shows that there is a positive relationship between teacher training and girls' clubs: the more and longer teachers have been trained in gender, HIV and participatory methods, the stronger the girls' club, and girls in clubs are also more empowered.

Key Finding 3: Teachers and teaching

Between 2008 and 2012 teachers' qualifications in TEGINT schools increased significantly. All primary school teachers are qualified to the minimum national standard (IIIa) and all secondary school teachers hold a diploma or degree. The borderline positive relationship between teachers' qualifications and girls' empowerment indicates that qualifications matter with regard to some indicators of empowerment although the evidence is unclear.

3.4 School management

The average ratio of women to men for SMC membership increased slightly from 0.67 in 2008 to 0.70 in 2012. There were significant increases in communities where the SMC had a re-election in the project period – from 0.38 to 0.87 in Babati and to over parity (1.14) in Mbulu district. The improvement can be interpreted in several ways: more females were being elected to be members of the SMC, more female teachers being deployed to schools and increasing the likelihood that at least one of the two teacher representatives on the SMC will be female, and/or greater awareness of gender equality due to the training supported by TEGINT.

The Gender Management Profile developed to assess a range of activities by the SMC increased overall from 0.40 to 0.53 (Table 10). A score closer to 1 indicates better gender management performance. The profile is higher in secondary schools than in primary schools, which is somewhat surprising since the intensity of the project interventions was lower for secondary schools. The GMP was also higher in rural schools than urban schools.

Table 10: Gender Management Profile change 2008 – 2012

District	Baseline	Endline	Change in the mean GMP
Arusha	0.398	0.487	0.089
Babati	0.439	0.604	0.165
Hai	0.376	0.360	-0.016
Mbulu	0.383	0.605	0.222
Monduli	0.399	0.516	0.117
Moshi	0.414	0.578	0.164
Total	0.402	0.526	0.124
Urban	n.a	0.549	
Rural	n.a	0.597	
Primary	n.a	0.609	
Secondary	n.a	0.453	

There is a positive and significant relationship between the gender management profile and the intervention index so that as the intervention strengthens so does the gender management profile. This shows that the project support to a school affects equitable and strong governance including outreach work, school monitoring and actions to address gender discrimination. In particular the relationship between the teacher training component of the intervention index and the community mobilisation component of the gender management profile was very significant and is an indication of project achievement.

A related aspect of school management that was assessed was the extent to which the school responded to incidences of gender-based violence. In this case the main elements of management were identified as the SMC, Head teachers and the community circle members. Each of these groups was asked: (i) if there were any reports of violence against girls in 2011; (ii) what actions had been taken.

The rate of reports of violence against girls in 2011 was fairly even across the three management groups: 28% of community circle members; 28% of SMC members and 23% of Head Teachers. Those who reported action taken mentioned formal procedures and institutional mechanisms including report to Village Chair, to school management committee or to the police, much more than informal sanctions such as punishing or ostracising the perpetrator. These findings were compared to the girls' responses

to reporting gender-based violence (Table 6) and together suggest a behavioural shift since 2008 towards more formal routes for redress. When we compare girls' responses to gender-based violence with the responses of SMC members, community circle members and head teachers, there appears to be a positive, though not statistically significant, correlation between girls' capacity to report violence and the schools' capacity to respond by taking actions formally.

Key Finding 4: School management

Gender Management Profile improvements since 2008 show that schools are taking more action on issues affecting girls' education, especially in rural schools. There is a positive and significant relationship between the gender management profile and the intervention index, particularly for the teacher training component, indicating that there is a relationship between teachers being trained by the project and schools taking more action on girls' education. School management groups who reported incidences of gender-based violence mentioned reporting through formal rather than informal procedures, predominantly reporting to the SMC, village chair, or police. Girls' confidence to report violence relates positively to schools' capacity to respond by taking actions formally.

3.5 School management

Primary education in Tanzania is nominally free. However, the baseline research evidenced a very wide range of charges being made by the project schools and a wide variation between districts. A recent study by UNESCO also found that 'school fees represent a major obstacle for parents in keeping their children in school thus increasing the risk of girls dropping out of school (UNESCO, 2012). TEGINT endline research indicates that parental contributions to schools have not reduced in the last five years (Table 11). This connects with the 58% of girls who identified poverty as a major obstacle to achieving their educational aspirations. The majority of all respondent groups (SMC members, head teachers and girls) say that contributions have increased. In Arusha, Hai and Babati districts there is the greatest consensus among the different groups that contributions have increased (in Hai the baseline noted already exceptionally high levies).



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Table 11: Perceptions of change to parental contributions to school funding

	% SMC (24 schools)	% Head teachers (30 schools)	% Girls (5 unanimous responses)
Parents' contributions gone up	67	60	60
Parents' contributions gone down	8	13	0
Parents' contributions stayed the same	25	27	40

The two most frequently mentioned reasons for levies going up are inflation and increased running costs. By contrast only half as many respondents mentioned that the capitation grant had decreased or that the government development fund had been reduced, although members of community circles who felt that

the contributions had gone up were much bolder than others in mentioning the fact that government grants had been reduced. The wide range of responses provides useful insights into expenses covered by parental contributions (Table 12).

Table 12: Community circle members' reasons for increased parental contributions to schools

Reasons / % responding	Arusha	Babati	Hai	Mbulu	Monduli	Moshi
Inflation	50	92	25	50	21	21
Reduction in government grant	42	58	6	18	----	----
Reduction in capitation grant	42	42	69	25	21	32
School running costs going up	33	83	6	44	5	13
Other						
Parents paying for lunch and watchmen	8	8	13	13	79	69

With regard to correlations between the endline data on school funding and other school and project characteristics the research finds that in schools where SMC and community members have received more training on school development, levies are less likely to have increased. This indicates that with training SMCs may be better able to manage funds to their school, fundraise and advocate for additional resources.

Key Finding 5: School funding

Over half the girls, school management committee and community members surveyed perceive that parental contributions to schooling had increased since 2008. Schools continue to charge levies to parents. In schools where SMC and community members have received more training on school development, levies are less likely to increase.

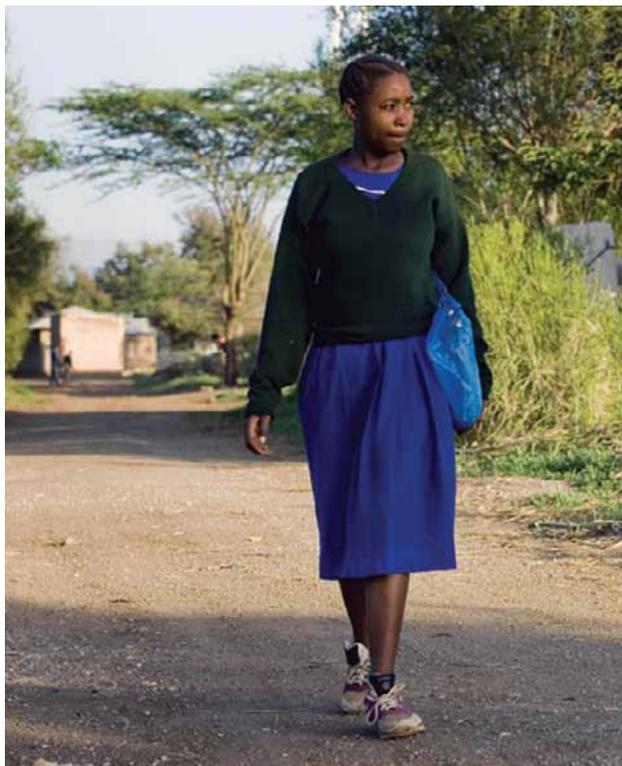


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3.6 Community mobilisation

The TEGINT project established community groups ('circles') around project primary schools and delivered training to members on education rights, gender equality and HIV/AIDS. This research intended to uncover the views of community members on these topics and how these views relate to training received. 56% of community members surveyed attended over half of all training workshops provided by the project.

Over two-thirds of community members across all districts responded correctly and positively to a range of questions about HIV transmission, prevention and protection correctly. Over two-thirds also showed positive attitudes to inclusion of people living with HIV/AIDS. One exception was inclusion to family members living with HIV/AIDS in Moshi district, where only 31% of community members responded positively.

Over two-thirds community members also responded correctly and positively on questions exploring their knowledge and attitudes to girls' and women's rights.

98% affirmed that girls and boys have an equal right to education and 91% said that girls should be supported to take any career they wish. Over 70% also responded appropriately on the importance of challenging gender violence. The similarity of responses between girls and community circle members overall is notable, despite some specific question differences (Table 13).



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Table 13: Community members and girls' knowledge and attitudes on HIV/AIDS and gender

Question	% answering correctly, or with positive attitudes that challenge discrimination and violence	
	Community Circle members	Girls
Knowledge and attitudes to HIV		
A healthy looking person can have HIV or AIDS	97	73
HIV or AIDS can be transmitted by mosquito	86	89
HIV or AIDS can be prevented by using condoms	66	66
HIV or AIDS can be prevented by limiting sexual intercourse to one uninfected partner	87	75
Inclusion and tolerance to community members with HIV	87	70
Inclusion and tolerance to family members with HIV	63	71
Attitudes on girls and women's rights		
Girls can lead a school as well as boys	64	74
Women can engage in politics on equal terms as men	88	93
Girls should be supported to take any career they wish	91	95
A woman driving a truck should be respected	77	80
Girls and boys have an equal right to education	98	98
Gender inequality should be ended	73	64
Women's rights to refuse sex if husband infected	78	65
Women's rights to request condom if husband infected	80	73
Attitudes to gender violence		
It is not okay for teachers to whip a girl who comes late to school because she was caring for a sick relative	70	87
Teachers who have a sexual relationship with a school pupil should be dismissed and never be allowed to teach again	87	77
It is not a girls fault if a man or boy makes unwanted sexual advances towards her	78	59
Girls should be allowed to return to school after giving birth	96	75

Just 7-10% more community members responded more positively/correctly than girls on HIV/AIDS, girls/women's rights and attitudes to gender violence. Girls had notably better responses on girls' ability to lead a school as well as a boy and corporal punishment, but less affirmative views on issues related to sexual relationships and other forms of violence.

Of the community circle members who said that violence had been reported in the last year, 80% stated that the response was through a formal or institutional procedure. There is a highly significant relationship between community circle members' attitudes to HIV/AIDS and their attitudes to gender, and a statistically significant correlation between community circle training received and attitudes to gender, indicating that TEGINT training workshops

have been successful in developing more inclusive, positive attitudes to gender.

Key Finding 6: Community mobilisation

Over two-thirds of community circle members responded positively and correctly to questions about HIV/AIDS, girls' and women's rights and gender-based violence. Responses of community members and girls are similar, except for questions related to violence on which community members respond more positively. There is a positive and statistically significant correlation between the training received by community circle members and knowledge and attitudes to gender equality.

4. Conclusion

The Transforming Education for Girls project has worked in complex and challenging environments in northern Tanzania where educational and socio-economic conditions vary considerably. The education system and policies are characterised by equitable access and quality goals, to which the project has contributed. Increased girls' enrolment and attendance in TEGINT secondary schools is one such achievement of the project set within a national trend of increased access to secondary schools.

Girls' membership of girls' clubs is very positively related to their empowerment and academic performance. The research finds that girls in clubs have significantly higher and more positive aspirations, knowledge, attitudes and behaviour related to education rights, gender and HIV/AIDS than girls not in clubs. In order that clubs do not create siloes of 'advantaged girl groups', researchers and programmers need to critically consider how girls' become engaged (or excluded) and refine methods for improving knowledge exchange mechanisms and whole-school activities that benefit the whole school community. **From the TEGINT experience, we propose that the principles of girls' clubs and their achievements should be widely publicised and replicated. In addition, further research on girls' clubs formation, structure, practices and outcomes would be welcome.**

Reporting gender-based violence through formal confidential procedures has increased over the last five years. Girls are now highly unlikely to 'tell no one' and adults are likely to report to the school management committee, village chair or police. This behavioural shift away from informal sanctions and punishment to formal avenues for redress is encouraging. However, these are the first steps in a change process; during the project the implementing partner recorded less than a quarter of cases of sexual assault resulting in a conviction. **Efforts to eliminate violence against girls in schools require more resources and support.**

The surprising gaps and complexities in correlations between teacher qualifications and girls' empowerment require further reflection and research. The working conditions of male and female teachers, payment of salaries, training and motivation clearly all affect the quality of teaching and girls' experiences in class. Female teachers have created the spaces for girls' increased empowerment through girls' clubs in their roles as matrons. They have imparted knowledge and skills to girls and encouraged them to aim high and challenge barriers to their schooling. Their capacity and potential as role models to transform education for all should not be under-valued. **All aspects of teachers' professional roles and potential must be captured in advocacy for quality education by education organisations and coalitions.**

Lastly, the research shows that schools continue to charge significant levies to parents for their children's education, despite primary schooling being nominally free. Over 50% girls, SMC and community members said that parental contributions to schools increased between 2008 and 2012. Training school managers on school development planning, budget tracking and fundraising have a positive effect of not increasing levies. However, the reductions in government grants have contributed significantly to schools' need to raise charges. Girls' number one obstacle to achieving their desired level of education remains poverty. The combination of increasing contributions and perpetual poverty will have devastating effects on girls' achieving their aspirations. **The gap between education policy and goals of equitable, relevant, quality education for all and the reality of increased charges and persistent poverty must be addressed through adequate education financing and effective civil society lobbying that utilises rigorous research.**

Appendices

Appendix A: TEGINT Composite Indices

A. Intervention Index (school level)

A composite index that looks at how 3 main project interventions worked together. The intervention index was calculated from:

Sub-index: Girls' clubs

- how long girls' club has been running (Matron instrument)
- how often it meets (Matron instrument)
- how long exchange programme running and the number of visits arranged (PO instrument)
- number of girls attending last 2 meetings (Matron)
- range of activities covered in girls' club (Matron)

Sub-index: Teacher training

- how long, and how much training in HIV (PO, Head teacher & Teacher instruments)
- how long, and how much training in gender (PO, Head teacher & Teacher instruments),
- how long and how much training in participatory teaching (PO, Head teacher & Teacher instruments)

Sub-index: SMC support

- how long and how much training for SMC (PO, SMC, HT instruments)
- how much training given to community circle (Community circle instrument)

B. Gender Profile

This was used to calculate girls' enrolment, progression & attainment relative to boys comparing the baseline, endline, by district, and in terms of what girls say and other variables. It was calculated as a composite of:

- Gender parity in girls to boys enrolled in Classes 1-7 in 2012.
- Gender parity in the proportions of girls to boys enrolled in Classes 1-7 in 2012 who were attending on February 15th 2012.
- Gender parity in proportions of girls compared with proportions of boys who progressed from junior primary (Class 1) to senior primary (Class 5) between 2008 and 2012.
- Gender parity in the proportion of Class 7 girls compared with Class 7 boys who were entered for end of primary school exams in 2011.
- Gender parity in the proportions of girls compared with boys entered for Class 7 exams who then passed Class 7 exams in 2011.
- Gender parity in proportions of girls compared with proportions of boys who were retained between Class 1 in 2005 and Class 7 in 2011.
- Gender parity in proportions of girls compared with proportions of boys who progressed from Class 2 (in 2005) and went on to pass Class 7 exams (in 2011).

Weighting: Enrolment indicators were weighted x 1; attendance, progression and exam entry indicators weighted x 2; indicators related to the passing of exams weighted x 3.

C. Gender Management Profile

This enables calculation of activities of SMC, Head Teacher in outreach, training, responses to violence, presence of women in key committees; how these have changed relative to baseline, by district, and in terms of what girls say, and other composite variables. This was calculated from:

(i) Interviews with Head teachers

- Work with the following disadvantaged groups in the community on girls' education in 2011:
 - Pastoralists/ nomads
 - Families who have children living with a disability
 - Families who cannot pay school fees
 - Girls involved in hawking or household chores
 - Orphans or vulnerable children
 - Children infected with or affected by HIV/ AIDS
 - Children of internally displaced persons or refugees
- Provision of workshops for teachers, parents and SMC members on school funding, employing teachers, improving girls' enrolment and attendance and HIV/AIDS.

(ii) Interviews with teachers

- Averages calculated for all teachers interviewed within each school on the extent to which they had received training on HIV/AIDS and gender and education/ girls' schooling *in the last 3 years*. Data on the extent to which training received had been put into practice was included.

(iii) Interviews with SMC members

- Attendance at workshops on: HIV/AIDS, gender, school management, the Millennium Development Goals/ Education for All, reproductive health, budget tracking and resource mobilisation *in the last 3 years*.
- Work on girls' education with key disadvantaged groups in the community (as listed above for head teachers)
- Action in 2011 in the following areas:
 - Monitoring school enrolments
 - Checking on attendance
 - Monitoring numbers passing exams
 - Checking on gender balance in exam passes
 - Contacting families where children do not attend
 - Ensuring teachers both teach lessons and mark homework
 - Encouraging action on HIV/AIDS and gender equality
 - *Other – e.g. providing school lunches*

(iv) Interviews with girls

As with data for teachers, averages were calculated for all (usually 10) girls interviewed in each school on the extent to which:

- detailed information on HIV/AIDS had been given (e.g. information on HIV transmission and prevention, use of condoms, where to get help, and stigma and discrimination);
- detailed information on girls' and women's rights had been given (e.g. the right to stay at school, not to be married before 18, to participate in school governing bodies and to hold senior positions within government).

D. Girls' Empowerment Index

A new indicator to bring together information on girls' confidence and allows us to see whether project interventions align with particular levels of girls' empowerment, how gender profiles and teacher qualifications align with girls' empowerment. This was calculated from:

- the range of obstacles and solutions girls identify – weighted;
- knowledge of HIV, attitudes towards HIV (non-discrimination, negotiating safer sex);
- knowledge of and attitudes towards gender equity and violence;
- level of confidence dealing with gender-based violence.

E. Teachers' Qualification profile

Schools were grouped in terms of the proportion of teachers (women and men) with particular levels of qualification. This allowed us to see changes from baseline and relationship with other composite variables. It was calculated from:

- No. of teachers in the school with qualification 1 x1 (IIIB)
- No. of teachers in the school with qualification 2 x2 (IIIA)
- No. of teachers in the school with qualification 3 x3 (Diploma)
- No. of teachers in the school with qualification 4 x4 (Degree)

1 is the lowest grade and 4 is the highest qualification.

Scores for all staff within a school were then summed, giving each school an overarching score for the qualifications/grades of its staff.

F. Teacher Engagement profile

This is a new profile that allows us to see at school level whether teachers have been able to use their training. This was calculated as follows:

- whether and how (i.e. range of activities) teachers report putting HIV, gender and participatory teaching training into practice (Teachers instrument)
- Girls' experience of participatory teaching (Girls instrument)
- Girls' reports that they have received information on HIV and gender and the range of topics covered (Girls instrument)

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