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**1. Research Aim & Objectives:**  
Aim: To determine how educational gender equity is understood and constructed within the official publications of the Tanzanian Government and its agencies.

**Objectives:**  
1. Exploring the equivocality of policies regarding commitments to educational equity for females.  
2. Investigating degrees of equivocality in the policy documents regarding the acknowledged and unacknowledged barriers to educational equity for females.  
3. Exploring the extent to which female rights and voices are present in the policies.

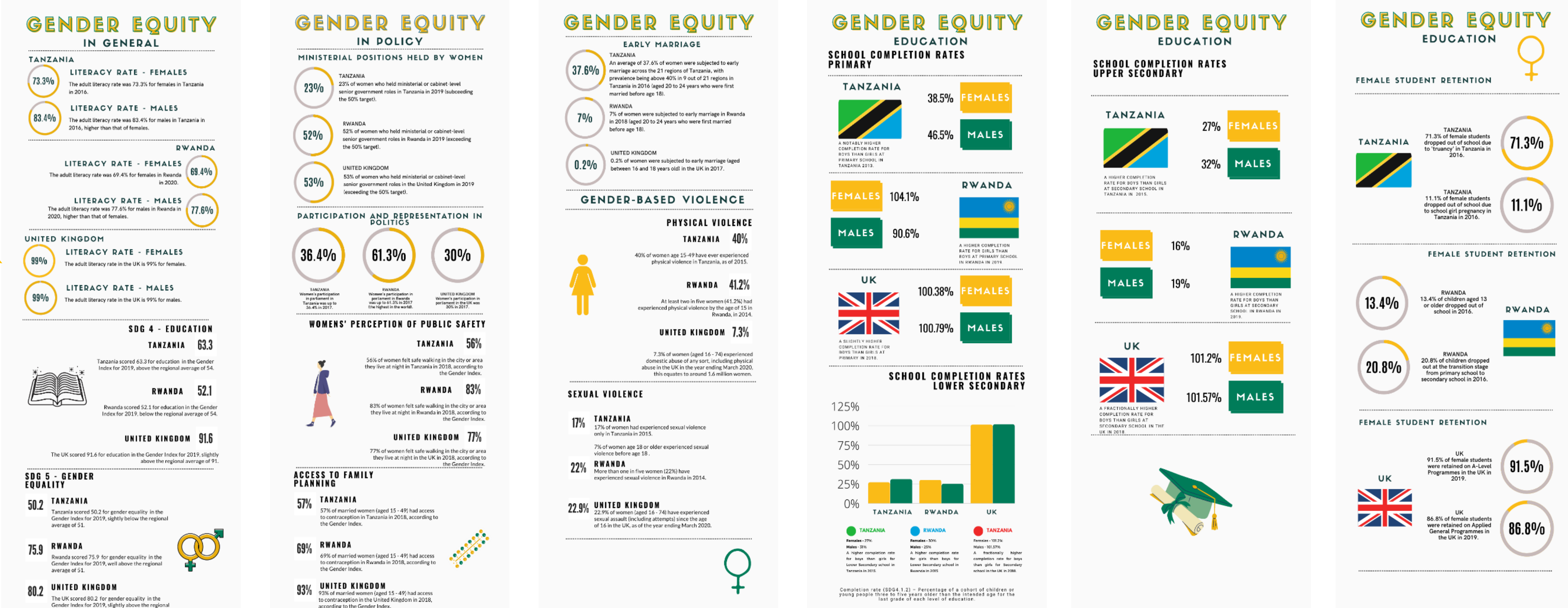
**2. Research Methods:**  
We conducted text analysis using authentic texts, acknowledging any bias that may be present.

Text was chosen based on:  
1. Have they been published between 2011 and 2021?  
2. What is the source of the document?  
3. Is there sufficient data within the document to analyse in sufficient depth?  
4. Acknowledge any bias within the document e.g. is it from a Government source?

We then conducted thematic analysis using Braun and Clarke, followed by thematic reduction.

### 3. Data Research:

We conducted research on existing statistics and compared Tanzania with Rwanda and the United Kingdom (UK) to provide context. Comparing Tanzania with Rwanda also helped to prevent Western-bias (through only comparing with the UK) and provided a comparison with a similar sub-Saharan country.



### 4. Analysis and Discussion:

We examined five Governmental policy documents and one quasi-Governmental document to consider statements made by the Tanzanian Government or implied commitments present in these policies to achieving gender equity within the Education System. Below is an analysis and discussion of these findings.

#### Thematic Structure and Summary of Findings

Major Theme:	Commitment to Gender Equity	Commitment to Education	Commitment to Equity	Equivocacy of Commitment	Policy	Socioeconomic
<b>Description of Code:</b>	This theme contains codes that relate to declarations made in policy documents by the Tanzanian Government regarding their commitment to gender equity. The relationship between these codes is that they all seemingly work towards the goal of achieving gender equity.	This theme contains codes that relate to Tanzania's commitment to providing quality education. It contains declarations made by the Tanzanian Government that demonstrate their commitment to education overall but do not specifically highlight gender as a factor. The relationship between these codes is that they show a commitment to providing quality education e.g. through acknowledging barriers to education.	This theme contains codes that relate to Tanzania's commitment to achieving equity overall. It contains declarations made by the Tanzanian Government that demonstrate their commitment to equity but do not specifically reference gender.	This theme contains codes that relate to the equivocal or unequivocal commitment by the Tanzanian Government to achieve gender equity in education. The relationship between these codes is that they demonstrate the level of dedication by the Government in achieving gender equity.	This theme contains codes that relate to commitments made by the Tanzanian Government through their published Policies. The relationship between these codes is that they are all directly linked to policy documents and declarations made within these.	This theme contains codes that relate to the social and economic factors that affect the equal provision of education. The relationship between these codes is that there are additional factors affecting or driving the equal provision of education in Tanzania.
<b>Related Codes:</b>	<ul style="list-style-type: none"> <li>Impediments to Gender Equity</li> <li>Sex and Pregnancy</li> <li>Response to Sex and Pregnancy</li> <li>Early Marriage</li> <li>Gender-Based Violence (GBV)</li> <li>Response to GBV</li> <li>Response to Impediments</li> <li>Effectiveness of Response</li> </ul>	<ul style="list-style-type: none"> <li>Impediments to Education</li> <li>Response to Education Impediments</li> <li>Benefits of Education</li> <li>Effectiveness of Education</li> </ul>	<ul style="list-style-type: none"> <li>There are no related codes for this theme.</li> </ul>	<ul style="list-style-type: none"> <li>Unequivocal Commitment</li> </ul>	<ul style="list-style-type: none"> <li>Politics</li> <li>Statistics</li> <li>Women in Policy</li> <li>Barriers to Women in Policy</li> <li>Response to Barriers</li> <li>Policy Impact</li> <li>Policy Concerns</li> <li>Policy Response</li> <li>Policy Commitment</li> </ul>	<ul style="list-style-type: none"> <li>Economy</li> <li>Economic Impact of Gender Equity</li> <li>Economic Incentives for Gender Equity</li> <li>Cultural Issues</li> <li>Response to Cultural Issues</li> </ul>
<b>Examples of Coded Content:</b>	<p>Tanzania has pledged that 'education and training opportunities are available to every Tanzanian without discrimination as regards gender, colour, race, religion, disability and social status or income.'</p> <p>They have also pledged that: 'The Government in collaboration with stakeholders shall ensure that gender equality in education and training is observed.' (Education and Training Policy (2014)).</p> <p>The Government commit to 'ensure schools are adequately resourced with infrastructure (including gender-segregated toilets), facilities and equipment to be safe, inclusive and child-friendly.' (Education Sector Development Plan (2016 – 2021)).</p>	<p>Tanzania's Education and Training Policy 'sets the Vision for education and training in the country as being an educated and knowledgeable Tanzanian, skilled, proficient, with ability and positive outlook so as to be able to contribute in bringing about National development'.</p> <p>Their mission is "to enhance the quality of education and training and provide for structures and procedures that will produce many educated Tanzanians and those willing to educate themselves further so that they could contribute in the attainment of the development goals of our Nation".</p> <p>However, '...various challenges have emerged including weakness in the education and training structure, shortage of teachers, shortage of equipment, resources, poor teaching and learning infrastructure including challenges in the approval and control of the quality of schools and colleges.' (Education and Training Policy (2014)).</p>	<p>Tanzania commit to 'Equitable participation in and completion of fee-free basic education for all, with particular attention to excluded groups, children with disabilities, out-of-school children, and through multiple pathways, formal and non-formal.' (Education Sector Development Plan (2016 – 2021)).</p> <p>They state that 'The Government is dedicated to do more to create the opportunity for these groups to engage and re-engage in the education system and make the education experience enriching and inspiring for all children of all communities in Tanzania.' (National Strategy for Inclusive Education (2017)).</p> <p>Tanzania declare their commitment '...to providing twelve years of free and compulsory Basic Education to the entire population, leaving no one behind...' (Education Sector Development Plan (2016 – 2021)).</p>	<p>Tanzanian policies state that 'The Government in collaboration with stakeholders shall ensure that gender equality in education and training is observed.'</p> <p>They further commit to 'The population [being] equipped with key knowledge, skills and attitudes to promote a healthy, peaceful, equitable, safe and environmentally-friendly society.' (Education and Training Policy (2014)).</p> <p>The Education Sector Development Plan sets out objectives including 'Equitable access to and successful completion of basic education for all, improving internal efficiency and addressing the causes of dropout, with particular attention to excluded and marginalized groups, to reduce disparities based on gender, disability and geographical location.' (Education Sector Development Plan (2016 – 2021)).</p>	<p>The Tanzania Country Gender Profile highlights that 'Women constitute more than half of the population in Tanzania...However their participation and representation in key leadership positions, governance and decision-making organs is significantly lower than that of their male counterparts in Government...'</p> <p>It goes on to emphasise remaining challenges including 'Patriarchal ideology and its systems [which] still have a strong influence on women's effective participation in decision-making at all levels (household to national government)'. (Tanzania Country Gender Profile (2016))</p> <p>The Government determine that 'Governance must be made an instrument for the promotion and realisation of development, equity, unity and peace buttressed by the rule of law and involving public participation in the war against corruption and other vices in society.' (Tanzania Development Vision (2025)).</p>	<p>Economy is a huge driving-force behind improving gender equity in education as 'Tanzania intends to become a medium income economy country by 2025 whereas the education and training sector has been entrusted with the responsibility to mobilize enough human resource to meet the requirements of those changes.' - (Education and Training Policy (2014)).</p> <p>Tanzania acknowledges that '...the education sector cannot improve and become more inclusive without participation of the communities.' - (National Strategy for Inclusive Education (2017)).</p> <p>They commit that 'In particular, by the year 2025, racial and gender imbalances will have been redressed such that economic activities will not be identifiable by gender or race.' (Tanzania Development Vision (2025)).</p>
<b>Interpretation:</b>	<p>We searched the data for a specific reference to gender or for issues that particularly relate to females such as menstruation or pregnancy.</p> <p>We found that the Tanzanian Government largely acknowledged barriers to achieving gender equity in education and are committed to achieving Sustainable Development Goal (SDG) 5: Gender Equality.</p>	<p>We examined the data for acknowledgements of impediments to education or a commitment to improving the provision of education overall.</p> <p>We discovered that the Tanzanian Government are seemingly committed to improving the education system and achieving SDG 4 of ensuring inclusive and equitable quality education. However, resources are a tremendous issue.</p>	<p>We scrutinised the data for a commitment to equity overall, without specific mention of gender.</p> <p>We determined that the Tanzanian Government show a considerable commitment to equity overall but sometimes fail to make specific reference to underrepresented groups such as females within the wording of their policies. This is likely to hinder their abilities to meet SDG's 4 and 5.</p>	<p>We considered a statement equivocal if it contained caveats that limited the statements effect or was worded in such a way that did not indicate a strong commitment to gender equity in education.</p> <p>We found few caveats which shows that in Tanzania there is a strong commitment to gender equity. The Tanzanian Government are largely unequivocal except for some avoidance of phrases relating to women's bodies such as menstruation, demonstrating that certain subjects are still taboo even in official documents. This unequivocal commitment to gender equity accords with Tanzania's pledge to meet SDG 5: Gender Equality.</p>	<p>We explored the data for policies and policy statements that were implemented with the intention of improving gender equity, education or both. We also looked for the participation of women in creating these documents or within Government bodies in general.</p> <p>We discovered that Tanzanian has implemented several policies with the intention of improving gender equity, education or both but the effectiveness of these is questionable. There is also an issue with sustaining any positive outcomes.</p> <p>We also determined that women's involvement in policymaking or roles in Government is limited, largely due to cultural expectations and stigma. However, the implementation of these policies shows positive action in meeting SDG's 4 and 5.</p>	<p>We analysed the data to look for additional factors that may affect gender equity in education or the rationale for wanting to achieve SDGs 4 and 5.</p> <p>We determined that cultural ideologies play a huge part in both gender equity and education as the role of females is still considered to be 'homemaker'.</p> <p>We established that finances are a huge-driving force in achieving gender equity in education as there are not only economic incentives for this but the Tanzanian Government wish to increase their labour force to become a medium-sized economy by 2025, enabling them to compete on the Global Market.</p>

**5. Key Findings:**  
We discovered the following:  
1. The Tanzanian Government has a largely unequivocal commitment to achieving gender equity within the Education System. They make numerous statements that strive to achieve SDG's 4 and 5, with very few caveats placed on these (RQ1).  
2. The Policy documents primarily acknowledge key barriers to achieving gender equity in education but omit some key factors such as menstruation, most likely due to taboo (RQ2).  
3. We determined that although Tanzania have the intention to achieve SDG's 4 and 5, they face barriers to this as a developing country with a low GDP such as a lack of financial resources and infrastructure. The result of this is that although they may be able to have somewhat of an impact, this is generally temporary. (RQ2).  
4. The motivation for achieving gender equity in education is largely to provide the human resource to enable Tanzania to become a medium-sized economy by 2025 and compete on the Global Market (RQ1 and 2).  
5. Although there is some evidence that women are able to contribute to policymaking such as the Tanzania Country Gender Profile, the views towards women in policy are generally antiquated, by Western-comparison. Overall, the findings show that women are not sufficiently represented in either Government, local Government or policymaking (RQ3).

**6. Context (key literature):**  
This study focuses on the issue of gender equity in education in sub-Saharan Africa, specifically, Tanzania. Gender equity in education is a fundamental commitment internationally. For example, the United Nations (UNESCO, 2019) has listed gender equality as part of the most recent SDG's (The 17 Goals, 2021), and Tanzania has committed to meeting these, therefore, it would be expected that they implement policies that support gender equity in education.  
  
If the education policies in Tanzania are biased and unbalanced, this may result in a lack of gender equity (Burke, 2004). Furthermore, there may be barriers to accessing education based on wealth, gender and cultural ideologies (Lindsay, 2018). For example, adolescent girls in Tanzania are least likely to receive a secondary education and education policies allow for pregnant and married women to be discriminated against, requiring them to pay a re-entry fee after pregnancy, ultimately barring their return (Thelwell, 2021).  
  
This research has looked through a feminist lens to determine how equivocal or unequivocal Tanzania's commitment is to ensuring gender equity in education. It has analysed whether the policies acknowledge the barriers to women accessing education such as marriage and menstruation, acknowledging any systemic, discriminatory practices and their impact. It has also considered the voice of women in policymaking.  
  
This research is important because Tanzania has committed to achieving SDG's 4 and 5. However, from reviewing the statistics on this, it is evident that more must be done to achieve gender equity in education in Tanzania. Therefore, by conducting this research this has enabled us to ascertain the level of commitment and understand the implications. In turn, this has allowed us to highlight what changes must be made to ensure that Tanzania meet their commitment to the Sustainable Development Goals.

**7. Conclusions:**  
• Tanzania has committed to meeting SDG's 4 and 5.  
• The Government makes numerous commitments within their policy documents to achieving gender equity in education and set out clear actions to achieve these.  
• The Government acknowledge many barriers to females accessing education but this is not exhaustive.  
• Lack of financial resources and infrastructure hinders Tanzania in achieving their goals.  
• Consequently, sustained impact is not accomplished.  
• Finance is a driving-force behind accomplishing gender equity in education as this would enable Tanzania's economy to grow and allow them to compete globally.  
• Culture is hugely influential on women being permitted to contribute to policymaking.  
• Although Tanzania commit to improving gender equity in education, the statistics show that this is not necessarily effective. For example, the completion rate for females at secondary level is only 27%.  
• Furthermore, the statistics demonstrate that issues such as early marriage and GBV are prevalent in Tanzania so more must be done to eliminate these, thus reducing some key barriers to females accessing education.  
• It is also clear from the statistics that more must be done to provide equity in policymaking. For example, only 23% of ministerial positions are held by women in Tanzania compared with 52% in Rwanda.

**8. Implications:**  
• If we are committed to achieving gender equity within education globally, as detailed in the SDG's, more must be done to ensure developing countries with a low GDP such as Tanzania receive appropriate financial resources to support them in attaining this.  
• Similarly, working with sub-Saharan countries whose GDP's are low to provide support and an action plan to attain long-term outcomes would be crucial to ensuring sustained impact.  
• More must be done to guarantee that adequate supplies of basic educational tools such as textbooks and pens are available to Tanzanians.  
• In addition, providing support to build infrastructure in Tanzania so that appropriate facilities are available would further aid them in achieving gender equity in education. For example, providing appropriate sanitation facilities to afford females privacy, particularly during menstruation.  
• Moreover, supporting Tanzania in advancing technology would enable the most vulnerable students (including females who become pregnant) to access education remotely.  
• It is clear that countries like Tanzania have a commitment to gender equity in education and wider social policy. However, it is also clear that financial support is needed to ensure that these commitments can be realised, and that they can be sustained.