

## Is Tanzania Fulfilling the Right to Education?

### The Right to Education Index Findings for Tanzania, 2018

#### 1.0. Introduction

The Right to Education Index (RTEI) is a global action organised by RESULTS Education Fund (REF) in efforts to monitor and urge countries commitment and accountability towards right to education. The index is a questionnaire based developed to establish and track countries pledges, efforts, and progress towards realisation of quality education for all. The questionnaire is divided into five main themes namely, governance, availability, accessibility, acceptability and adaptability.

**Governance** → Legal structure of education in the state

**Availability** → Quantity of educational institutions

**Accessibility** → Accessibility of available institutions to all students

**Acceptability** → Quality of available education.

**Adaptability** → Ability of education to be flexible in meeting the needs of a diverse range of students

The questionnaire has been completed with 21 countries, Tanzania being one of them. The process towards ranking, involves survey conducted by independent researchers in each respective country and thereafter subjected to peer review. After the review each theme is given scores and thereafter overall score for a country is calculated.

#### 2.0. RTEI Results for Tanzania

After the survey and review, the overall score for Tanzania after calculating average of the five main themes is 58%, ranking last among 21 countries that participated in the RTEI exercise. When it was conducted in 2015, the score was 74% ranking number 12 among 15 countries which participated. In comparison to scores in other countries, and in scores for African countries, Tanzania ranks the last in terms of ensuring quality education for all.

S/N	COUNTRY	SCORE	S/N	COUNTRY	SCORE	S/N	COUNTRY	SCORE
1	S. KOREA	90%	9	PALESTINE	81	17	UGANDA	66%
2	UK	88%	10	US	79%	18	DRC	65%
3	INDONESIA	86%	11	AUSTRALIA	78%	19	ETHIOPIA	63%
4	ALBANIA	86%	12	KENYA	78%	20	PAKISTAN	62%
5	CANADA	85%	13	ZIMBABWE	77%	21	TANZANIA	58%

6	CHILE	85%	14	BRAZIL	75%			
7	PHILIPPINES	83%	15	NIGERIA	69%			
8	HONDURAS	81%	16	HAITI	69%			

**Figure 1: Scores of 21 countries which participated in RTEI, 2018.**

The availability theme revealed availability of classrooms by 90% and teachers by 91%, the subthemes of sanitation and classrooms have no scores due to insufficient data. In legal framework that governs education issues, the score is 81%. The lowest score is on the theme of adaptability which scored 42% and which amongst other things contain issues of students with disability. Issues relating to children with disabilities scored 67% and out of school education scored 25%.

### **3.0. Issue Area 1: Girls Education**

In the area of girls' education, Tanzania received a score of 48%. Girls education being a global agenda, has not been realised to a satisfactory extent according to RTEI results. The sub themes score in this area are very low in a way that; -

- Girls' education environment scored 13%;
- Structure and support in relation to girls' education scored 13%;
- Participation and achievement 58%;
- Overall state of girl's education 35%; and
- Relative state of girl's education 97%.

It's worth noting that re-entry in Tanzania is forbidden following a public statement by the President of the United Republic. Further, Issues relating to support for girls' sanitation that has acquired 13% in RTEI results, raises an alert on allocation and execution of budget set for development projects, i.e. SWASH (which in FY 2017/18 has been executed by 16%) that directly impacts girl's attendance in schools. Other challenges facing girls and hinders completion are such as unavailability of dormitories for girls to be school inbound and early marriages to mention a few.

### **4.0. Issue Area 2: Students living with Disability**

The RTEI assessed also the state of students living with disability by looking into their learning and teaching environment. The test score was an average of 58%. The RTEI results has indicated inadequate number of teachers trained to teach students living with disability and further indicated challenges in relation to accommodation for such students.

According to Basic Education Statistics, 2017, there is a substantial number of students in primary schools living with nine different types of disability. Almost 32% of students living with disability do

have physical disability followed with a group of students living with mental impairment, forming 24% of the total number of students living with disability. This is one of the areas needing huge investment as a way of ensuring equity to all students, that all students access same knowledge without being barred by disability, especially now that Tanzania has come up with a new inclusive strategy.

### **5.0. Issue Area 3: Data Availability**

During RTEI exercise of researching and filling the questionnaire some data couldn't be accessed. While basic general data in relation to education affairs could easily be accessed, thorough and detailed data in relation to other key components couldn't be accessed. To mention a few examples, data on percentage of teachers who have been properly trained to teach students living with disability was not available. Further where the basic data on youth and adult literacy was available, i.e. the number of male and female, but more detailed data on the level of literacy for adults and youth living in urban and rural, literacy for lower, second, middle, fourth, highest income quintile and people living with disability is not accessible.

### **6.0. Recommendations**

#### **Issue Area 1**

##### **Need for strengthening political will or commitment**

Issues challenging girls' education are known from time to time to which most of them requires political commitment. Issues relating to re-entry, early marriages and improved environment that support girls learning are issues that requires more of a political commitment to achieve. This includes advocating for policies that will guarantee girl's re-entry, retention and completion. This will ensure sustainability even where there is change of regime.

##### **Increased budget allocation and commitment**

Budget allocation in issues ancillary to girls' education, such as WASH programme and building of girl's dormitories particularly should be increased. For, example, according to CAG report 2016/17, secondary schools have shortage of 88% dormitories for boys and girls. The outmost victims when there are inadequate dormitories are women and hence, budget allocation should be increased in efforts to strengthen infrastructure that supports girl's education.

##### **Strengthening community participation**

Societies in which girls are born and groomed can play huge role in retaining girls in schools through discouraging bad traditions such as female genital mutilation and early marriages. Communities

should be engaged directly in setting and safeguarding best practices that helps girls retention and completion.

## **Issue Area 2**

### **Investment for children living with disabilities**

Investment in learning and teaching environment in schools should be paramount in living the spirit of inclusivity. Infrastructures, i.e. classrooms, pathways, toilets, libraries, laboratories should be renovated for comfortability of students living with disability. In achieving right to quality education for all, one of the key components is proper in-service training for teachers to be able to teach students living with disability.

## **Issue Area 3**

### **Improve availability of reliable official education statistics**

The Basic Education Data Statistics (BEST) is one of the core documents providing for education data. It is important that this document be released early every year so as basic data on education are easily accessible. Further, data in BEST should be further disaggregated for there are key information missing. Data such as the mean teacher salary that is relative to the national mean salary, gross enrolment rates for primary, secondary, vocational and technical colleges in terms of the lowest income quintile, the second income quintile, the middle-income quintile, the fourth income quintile, the highest income quintile and for students with disabilities is as well missing.