

## Introduction

RTEI is a global index designed to catalyze reform across select indicators of the right to education, leading to a multi-country advocacy campaign that will drive accountability and progress towards realizing the right to education. The project facilitates ongoing research, analysis, and advocacy in partnership with civil society in the Global North and South alike and unites education advocacy campaigns with a concentrated focus. In partnership with in-country civil society coalitions and organizations, the project develops and administers a questionnaire to biennially track progress on key national-level right to education indicators in the areas of Governance and the 4 As (Availability, Accessibility, Acceptability, and Adaptability) as well as a number of subthemes and issue areas.

### RTEI's themes and Subthemes

**Governance:** Speaks to legal structure of education in a State. This includes State ratification of international declarations or treaties, education financing, and education standards and regulations. Subthemes include: International Framework, Domestic Law, Plan of Action, Monitoring and Reporting, and Data Availability;

**Availability:** Speaks to specific quantity of educational institutions available and the condition of such institutions. Subthemes include: Classrooms, Sanitation, Teachers, and Textbooks.

**Accessibility:** Speaks to whether available institutions are accessible to all students regardless of their socio-economic, familial, or demographic status. Subthemes include: Free Education, Discrimination, and Participation.

**Acceptability:** Speaks to the quality of available education. This moves beyond learning outcomes to also capture the cultural relevance and security of the educational environment as well as the aims and content of education. Subthemes include: Aims of Education, Learning Environment, and Learning Outcomes.

**Adaptability:** Speaks to the ability of education to be flexible in meeting the needs of a diverse range of students. Subthemes include: Children with Disabilities, Children of Minorities, and Out of School Education.

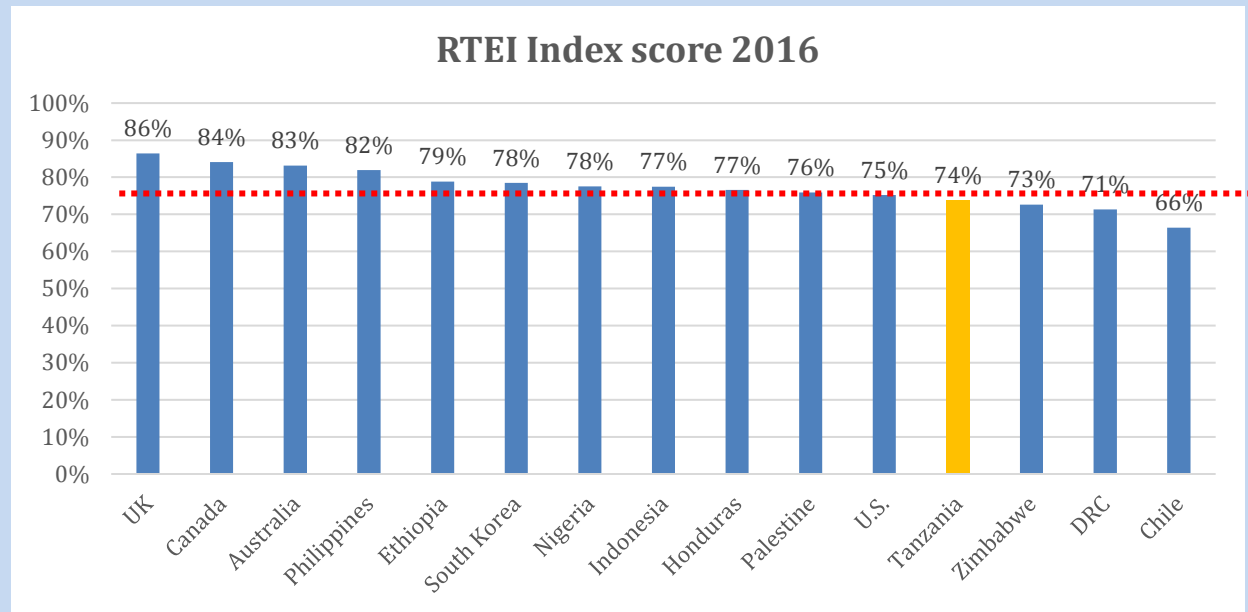
### Facts about RTEI 2016

- Tanzania RTEI was conducted by HakiElimu in collaboration with Results Education Fund(REF).
- Researcher's responses were reviewed by REF and two independent peer reviewers
- RTEI 2016 involved 15 Countries.
- All scores are on a scale of 0 to 100, with 100 being best.
- RTEI is calculated using the average of theme scores with weighting for progressively realized rights and missing data.

# How Did Tanzania Performed in RTEI 2016

## Tanzania RTEI score

Over all, Tanzania has scored 74 out of 100, which is below the average level of 77 of all countries included in the RTEI. In the RTEI score of 2016, Tanzania ranked 12<sup>th</sup> out of 15 countries included in the survey, meaning that Tanzania is the third lowest. Tanzania scored high in Governance (85 score), Accessibility (82 score), and Acceptability (76 score). Two themes which have lower scores are Availability and adaptability with the score of 64 and 62 respectively



## Themes Score 2016

Governance	Availability	Accessibility	Acceptability	Adaptability
<b>85</b>	<b>64</b>	<b>76</b>	<b>82</b>	<b>62</b>
Out of 100	Out of 100	Out of 100	Out of 100	Out of 100
2016 Average 82	2016 Average 81	2016 Average 77	2016 Average 76	2016 Average 70

# Key Issues for Advocacy in RTEI 2016

## **Issue 1: Children of Minorities (Adaptability)**

Despite the existence of national laws that protect the right of minorities to establish their own school such as private and religious schools, children in nomadic societies do not enjoy their right to basic education in Tanzania. This is due to nomadic' mobility life style in search for pasture. As a result of their mobility, pastoralist and nomadic children are unable to attend a static school during the usual daytime hours of a conventional school year. According to 2016 RTEI findings, the sub-theme on children of minorities had an index score of 28%, and lack of mobile schools to serve children of minorities especially in nomadic societies was found one of the major reasons. The findings therefore imply that Tanzania education system does not accommodate children of minorities such as Masai, Hadzabe and Akiye people in the Northern Tanzania.

## **Issue 2: Classroom and Text books (Availability)**

According to RTEI 2016, the score for sub themes of classroom and text books were 58 and 45 respectively. RTEI 2016 shows that, the Pupil Classroom ratio in primary level is 1:75 in 2014 which is much higher than the national standard of 1:40. The Pupil Text Book ratios are 1:3 and 1:2 for primary and secondary respectively, which are also above the minimum standard of 1:1.<sup>1</sup> This presents a serious challenge of shortage of learning materials and poor learning environment in school, which in most cases affects quality of learning and teaching in school and hence declining quality of education in Tanzania (World Bank<sup>2</sup>, 2016)

## **Issue 3: Girls Education (Cross cutting issue)**

RTEI 2016 has indicated girls' education as one of the major challenge in Tanzania education system. Poor state of girls' education and discriminatory environment affect girls in school in terms of accessing higher secondary education because of high dropout rate due to pregnancy and low transition rate from Lower secondary to higher secondary. RTEI shows that discriminatory environment for girls are aggravated by lack of national laws to prohibit early marriage<sup>2</sup> below the age of 18 and expulsion of girls from school because of pregnancy or having a baby. However, in July 2016, the Tanzanian High Court<sup>3</sup> ruled that provisions of the Marriage Act that set the minimum age of marriage at eighteen for boys and fourteen for girls are unconstitutional because they violate the right to equality and non-discrimination. The Court ordered that the Marriage Act be amended and the minimum age of marriage for both sexes be set at eighteen. See: <http://www.right-to-education.org/blog/monitoring-right-education-out-school-girls-tanzania>. The Tanzanian government must now ensure it complies with the Court Order, ensure that the amended Act is properly enforced, and implement policies and measures to ensure that married and/or pregnant girls are not subject to discrimination in education especially regarding access.

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<sup>1</sup> This is a minimum standard of Pupil book ratio as required by education and Training Policy

<sup>2</sup> World Bank (2016), Social Delivery Indicator Report for Tanzania.

Poor provision for girls, such as for cultural belief, or lack of hostel and pit latrines affect girls education in the learning process, and hence low performance in national examination. For example, the transition rate to higher secondary is only 5% which means only 5 girls out of 100 progress to higher secondary leaving majority with no chance for higher learning education such as university education.

## Recommendations

- From 2016, Tanzania abolished school fees in basic education to facilitate access to school for all children. However, this may not be the case as there are other challenges that hinder children especially in nomads' societies to get their right to basic education. If children of minorities will continue to miss out their right to basic education, then strategies and National Plans for achieving SDG 4 especially access and equity may as well be compromised. Government and other stakeholders should establish mobile school to help children of minorities to get their right to basic education. Governments should allocate adequate budget for pastoralist education support establishment of mobile schools.
- HakiElimu pre budget statement of 2016 shows that, primary education alone has a shortage of 95,945 classrooms which needs an investment of Tsh 1.2 Trillion. It is high time for government to invest more in education especially capital expenditure. The required amount of money to make classroom shortage a history is too big, and therefore there should be short term strategies to allocate a quarter of the estimated cost at least in three to four years for classroom construction.
- Gender imbalances remain the key challenges and girls are mostly affected due to high dropout rate for reasons of pregnancies and early marriage. It is therefore high time for the government to introduce re entry program that will allow girls to go back to school after delivery. Civil Society Organizations and other stakeholders should continue to advocate for the government to fast track the preparation of guidelines for the re entry program. Lessons from neighbouring countries such as Malawi and Uganda can be useful best practices to learn on what works to adapt and implement re-entry program in Tanzania. However, this should go hand in hand with preventing unwanted and early pregnancies by addressing the causes of such pregnancies some of which; cultural practices, insecurity in schools and the routes to and from school, Poverty and lack of knowledge about reproductive health by teenagers.