

Addressing Quality of Education and Gender Issues Collaboratively from the Policy Level for Sustainability

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Tanzania Institute of Education has been collaborating with different education stakeholders from public and private sectors including Tanzania Education Network (TEN/MET) in various initiatives such as curriculum development, trainings, capacity building to mention few. *“We have been collaborating with Tanzania Education Network in different ways, whenever we have needs or require improving the curriculum we must involve TEN/MET. For example, we worked together in the past few days as we were improving the primary school curriculum and preschool curriculum. We are also expecting to improve the secondary school curriculum as well as teachers’ curriculum of which TENMET will be involved”.*

Capacity building as one of the major priority areas for Tanzania Institute of Education and overall Education sector has been receiving a deserved attention from TEN/MET as well. This is to ensure Education institutions, colleges and schools have the capacity to deliver quality trainings and services and alongside addressing crosscutting issues such as Gender.

We have also collaborated with TEN/MET and Forum for African Women Educationalists (FAWE) in trainings. For instance, in the past few days we had one week training on gender responsive pedagogy. We looked at how we can create information materials, and how our teachers can deliver sessions with consideration of gender issues. The training came at a right time since many curricula such as ordinary level, advanced level and college curriculums were due for improvement. In the previous curriculum we also considered gender issues but you know, when you get a training you improve what you have even more. Also, preschool curriculum, books and summaries were in final stage of improvement which provided an opportunity to richly incorporate gender issues.

The immediate changes at individual level were achieved through the trainings and collaborative approaches by working as a team with TEN/MET. Skills transformation especially on gender issues contributed to changing mindset and ultimately the way of doing things.

We learnt a lot from that training, the existing gender gaps have been identified and key actions developed. We also learnt how teachers can consider gender issues in teaching and learning activities. A teacher might be teaching in the classroom but he or she is not considering or unaware of

gender issues. In arranging roles, teacher might be considering certain roles as being feminine and others being masculine while unaware that he/she is discriminating them. Personally, I think there are biological roles which are played by males and those which are played by females. For example, giving birth is a female role, a male cannot give birth. Gender roles are those which any one can play, even a father or a mother can cook, a mother or a father can drive a car. Therefore, there is a significance of knowing that because there are children who think because maybe he is a boy, he is not supposed to mop or to cook or to wash utensils something which is not true. We have included such gender issues in the curricula.

Tackling quality of education and gender issues collaboratively from the policy level provides an opportunity to easily rollout and paving a way for sustainability. This therefore calls for accelerated efforts in enhancing stakeholders' engagement in the education sector especially in the era of free Primary and Secondary education.