• A Case Study of the Special Pre-Entry Program for the College of Engineering and Technology of the University of Dar es Salaam

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• Gender Equity in Tertiary Education in Tanzania

Educational Equity: Global and National Strategies
May 2, 2009
McGill University
Goal 3: “Promote gender equity and empower women”

Target 3a: “Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015”

Primary and secondary education enrollment:
- Developed: 100%
- Developing: 94%
Why encourage gender equity in tertiary education? (1)

- Young girls that stay in school longer:
  - Higher wages/household income
  - Delay marriage
  - Lower fertility
  - Greater use of contraception
  - Delayed age of first childbirth
  - Lower childhood mortality rate
  - Greater desire for smaller families
  - Increase use of health services
Why encourage gender equity in tertiary education? (2)

- Tertiary education especially:
  - Role models: more women teachers
  - Pull up effect
  - Raising status of women in society
  - Creating women’s rights advocates
Official language: Swahili
Population: 40,213,160
Area: 945,203 km²
Per capita income: $1,255
HDI: 159th (low with 0.467)
Life expectancy at birth:  
  male: 50.06 years
  female: 52.88 years

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Gender inequity in attendance and performance in secondary school = Discrimination in access to tertiary education

- Walk large distances to school
- Harassment during transport
- Domestic chores
- Not encouraged to do sciences
- Early marriages
- Teenage pregnancy

.: University of DeS: 24% female

Engineering: 7.3% female
Description of the Program:

- Gender club
- Supplementary classes and textbooks
- Affirmative action in high cadres of administration
- Workshop on leadership and professional development for female academics
- Gender sensitive environment at UDSM
- Promotion of engendered research
- Counselor trained on gender issues
- FUSP scholarships
- Gender sensitization workshops
- Gender and Sexual Harassment Policies
Quantitative Results (1): Enrollment

- Percentage of CoET students that are female
  - 2003/2004: 7%
  - 2004/2005: 15.5%
  - 2007/2008: 24.5%
Quantitative Results (2): Performance
Qualitative Results

- Decrease in discrimination: Changing in mentality of staff and male students
  - Less criticism
  - Recognition of performance
  - Administration of program taken up by CoET

- Increased self-confidence and ambition of girls
1) Providing quality secondary education

MDG:
- development of policies aimed at reducing girls’ domestic responsibilities
- preventing early pregnancy and marriages
- increasing in the number of female teachers to act as role models for young girls
- providing curricula that is gender-sensitive
- gender sensitization programs for teachers and school administrators
- ensuring safe transportation to school for girls
- providing separate school sanitation facilities for girls and boys
UNESCO:
- Establishing appropriate goals for the curriculum
- Developing relevant content
- Using time well
- Ensuring that teaching styles are effective
- Carefully considering the language of instruction
- Developing a sound assessment policy
- Supply, distribution and use of learning materials and a secure, accessible physical environment with appropriate facilities
2) Creating a conducive environment for performance in tertiary education for women

- Pre-entry training
- Remedial courses
- Scholarships for those coming from low socio-economic backgrounds
- Gender-sensitive environment at the University through gender mainstreaming initiatives
- Enrolling a critical mass of female students
SOME OF THE FUSP GRADUANDS OF THE 1ST COHORT