TANZANIA YOUTH VISION ASSOCIATION
(TYVA)

Report of the Survey on Girls' School Dropout in the Regions of Dodoma, Singida, Lindi and Pwani

Girls' Rights Project

2017

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LIST OF ABBREVIATIONS

DFID   Department for International Development

FGD's   Focus Group Discussions

GBV   Gender Based Violence

HRW   Human right watch

LGA's   Local Government Authorities

PSLE   Primary School Leaving Examination

TYVA   Tanzania Youth Vision Association

UNESCO   United Nations Educational Scientific and Cultural Organization

UNICEF   United Nations International Children's Emergence Fund

1.0 Introduction

Tanzania Youth Vision Association (TYVA) is a youth-led, non-partisan, non-profit, non-governmental and membership based organization. It was found in the year 2000 and got registered under Ministry of home affairs in 2002 with a registration number S.O NO. 11454. The organization was established by active, visionary and passionate young Tanzanian who wanted to enhance youth participation in democratic and development processes in Tanzania. Over the past 15 years, TYVA has been making a significant contribution to improve youth civic awareness and participation in democratic and development processes in Tanzania. TYVA has also managed to take part in shaping national policies and legislations through advocacy on youth interest policy issues.

Given TYVA's mandate, this report shall present the survey that was undertaken by the organization in order to find out factors contributing to school dropout among girls in public primary and secondary schools in the regions of Dodoma, Singida, Lindi and Pwani. The survey was undertaken so as to inform advocacy interventions under the Girls' Rights Project being implemented by the organization. Girls' Rights Project aims at contribute into reducing girls' school dropout which is higher in Tanzanian secondary schools compared to boys' school dropout. Additionally, primary – Secondary transition rate has been very low (less than 50%) among school girls in Tanzania.

The report is organized in five sections and sub-sections thereof. Apart from this first section, there is a section on situational analysis that presents secondary data on school dropout, the third section presents the methodology that was used during the survey, the fourth section presents findings of the survey, and the last section (section 5) presents conclusion and recommendation based on the findings of the survey.

2.0 Situational Analysis

In the past ten years, the world has been making progress with regard in ensuring access to basic education to all children. However, 130 million girls are currently not attending school globally[1]. They are deprived of a decent future and opportunity to engage in businesses of skilled workers.

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[1] Julia Gillard (2017), Closing the Education Gender Gap, Journal of International Politics and Society
http://www.ips-journal.eu/regions/global/article/show/closing-the-education-gender-gap-2377/, retrieved 23/10/2017

The progress has also been evident in the Sub- Saharan Africa as reported in the UNESCO Education for All (E4A) Global Monitoring Report which informs that the ratio of children attending school rose by 75% to reach 144 million between 1999 and 2012. Governments have been implementing a number of interventions including abolition of school fees in countries like Tanzania, Ethiopia, Ghana and Kenya, as well as an increase in the number of teachers[2]. However, data by World Bank Group[3] indicate that ratio of students completing lower secondary school is still lower at 42% compared to the global ration of 75%. This shows that many young people ends their education career at lower levels of the education pyramid compared to enrolments.

In Tanzania, the gross enrolment rate in primary education is 93% for both girls and boys combined. The rate decreases to 46% in lower secondary indicating failure of over 50% of primary school students to pass through the primary- secondary education transition[4]. Despite impressive achievement in school enrolments, Tanzania is faced with a challenge of school dropout as for primary school completion rate is 81% and about 35% for lower secondary respectively[5].

Report by Human Rights Watch (HRW, 2017)[6] informs that a total of 5.1 million children aged 7 to 17 are estimated to be out of school, including about 1.5 million of lower secondary school age. For many children in Tanzania, education ends after primary school. Evidence shows that only three out of five Tanzanian adolescents (52 percent of the eligible school population), are enrolled in lower-secondary education and fewer completes. Formal vocational training is unavailable to many of the children who want it. Alternatively, many children resort to child labor, mostly in exploitative, abusive, or hazardous conditions in order to contribute in family's income. In comparison, Girls face many challenges with regard to dropout than boys given patriarchal social system that exist among Tanzanians societies. Nearly two out of five girls marry before 18 years and thousands of them drop out of school because of pregnancy and are not allowed to re-join school after delivery.

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[2] https://qz.com/379709/more-children-are-going-to-school-in-african-countries-but-there-are-still-30-million-who-never-will/
[3] http://datatopics.worldbank.org/sdgatlas/SDG-04-quality-education.html
[4] https://www.epdc.org/sites/default/files/documents/EPDC%20NEP_Tanzania.pdf
[5] https://data.worldbank.org/indicator/SE.SEC.CMPT.LO.ZS
[6] https://www.hrw.org/report/2017/02/14/i-had-dream-finish-school/barriers-secondary-education-tanzania

Although there is a high completion rate of boys than girls in Secondary schools in Tanzania, there is emerging evidence that boys drop out is on the rise among primary school students. A study by Ngondu "*Alarming Dropout Rate: A threat of Internal Efficiency in Tanzania Primary Education*" reports that boys accounts for 56% of school dropout in primary schools[7]. However, girls who miss an opportunity to access education at any level suffers more the consequences of being without education compared to boys given their gender position within a society under patriarchal/male dominance society.

Results from the Tanzania Demographic and Health Survey (2010) shows that 12.2% of all girls 9-13 were out of school in Tanzania by the year 2010 whereas 84.9% were in primary education and only 1.7% in secondary schools. Moreover, the out of school rate differed for urban and rural girls, the rate was 9.3% in urban and 13.1% in rural areas. That means in urban areas 85.7% attended primary and 4.7% attended secondary education whereby 84.6% attended primary education and 0.9% were attending secondary schools in rural areas. The situation suggest that girls in both urban and rural areas are more likely to join and complete primary education and less likely to join and complete secondary education. Furthermore, rural girls are three times more likely to not join and complete secondary education compared to urban girls of the same age. In terms of geographical location, many of the Districts (40%) with highest dropout rates are reported to be in the lake zone regions. The leading Districts by the financial year 2012/2013 were Sengerema (with 2, 495 dropouts) and Geita (with 1,178 dropouts)[8].

Drop out becomes a challenge in ensuring that all children and girls in particular successfully completes primary and secondary education. Children in vulnerable groups including orphans, children of uneducated mothers, children from rural areas, children from low income families, children living in conflicts and families affected with HIV/AIDS faces a number of barriers from in accessing education[9]. There are several reasons reported to cause school dropout for girl children including financial barriers, primary school exams, poor infrastructure and inadequate

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[7] http://natcomreport.com/Tanzania/pdf-new/alarming.pdf
[8] http://www.thecitizen.co.tz/News/Alarm-as-more-boys-than-girls-drop-out-of-school/1840340-3385772-15r0hhwz/index.html
[9] http://natcomreport.com/Tanzania/pdf-new/alarming.pdf

transport, corporal punishment, sexual harassment, limited options to re-join studies after dropout[10] as explained in the following paragraphs.

Girls from poor families still face significant financial barriers in access education despite abolition of school fees. Students and girls in particular from poorer families still lack the means to meet school-related costs. Some parents do not afford to pay for transport to and from schools, uniforms, and learning material including books. When secondary schools are far away, girl students are sometimes forced to stay in private hostels or boarding facilities near schools. This is not affordable for many poor families hence becomes a barrier.

Primary school examination system is outdates and blocks students from continuing the education journey to secondary schools. This is because the Primary School Leaving Exam (PSLE) is still being used a means to control the number of students who enter secondary education instead of being a means of examining students understanding. Students who do not pass the PSLE cannot continue with formal schooling and often leads to drop out. Since 2012, more than 1.6 million adolescents could not continue with secondary education due PSLE failure[11]. This affects most of the girls in rural areas due to their partial participation in schools because of being busy with domestic duties at home.

Corporal punishment scares away many girls from schools. School officials and teachers in many schools relays on corporal punishment as a means of disciplining children. It is a practice that is still lawful but violates Tanzania's international obligations. Girl students becomes victims of violence and psychological abuse leading to humiliation in this regard. There are still teachers who beat students with bamboo or wooden sticks, or with their hands or other objects. This situation is not friendly for girls to stay in schools and complete their studies.

Girls in schools face sexual harassment, discrimination, and expulsion due to Pregnancy or Marriage: evidence shows that less than a third of girls that enter lower-secondary school graduate[12]. Many girls are prone to sexual harassment by teachers, fellow students and male

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[10] https://www.hrw.org/report/2017/02/14/i-had-dream-finish-school/barriers-secondary-education-tanzania

[11] Tanzania, Government Open Data Portal, "Primary Schools Leaving Certificate Examination Performance Ranking," August 23, 2015, http://opendata.go.tz/dataset/upangaji-shule-zamsingi-kutokana-na-ufaulu (accessed September 28, 2016); The National Examinations Council of Tanzania, "National Overall Performance In PSLE - 2012 Examination,"

[12] https://www.hrw.org/sites/default/files/accessible_document/tanzania0217_-_accessible.pdf

community members. Girls also face sexual exploitation and abuse by bus drivers and adults who often ask them for sex in exchange for gifts and favours such as a rides, or money while on the way to school. Sexual abuse incidences especially those involving teachers and close family members of a girl students are normally not reported to the police, schools protects their teachers while family wants to keep the good relationships between relatives. Girls in most schools are obliged to undergo pregnancy testing in school and those found pregnant are expel from studies. While girls are forced into early marriages, the government has expulsion guidelines for those entering into marriage. Once out, girls struggle to get back into education because of discrimination and stigma against adolescent mothers, financial challenges, and the absence of a re-admission policy for young mothers who are still at schooling age. As a result of poor infrastructure, girls lack access to adequate sanitation facilities especially with regard menstrual hygiene hence leading to missing schools during their monthly periods.

Most girls remain out of school because limited options available after dropping out. For instance, the current government regime has made publically announced that girls wound not be allowed to go after to school after becoming pregnant[13]. There are fewer alternatives for out of school youth especially young mothers. A return to secondary education is only possible if students enrols in private centres. However, there are financial barriers keeping prospects from accessing the option. At the same time, formal vocational training requires the successful completion of lower-secondary. This means that when students drop out of school there is a higher possibility of not being able to have another opportunity for skills development.

Some of the children in pastoralists' societies are denied access to education given the nature of labor division at household level. As reported by Mwananzila (2017), parents in pastoralists' societies demanded that boys and girls look after livestock instead of going to school.[14] The movement from one place to another seasonally or annual also affects sons and daughters of pastoralists in terms of education progress. Given the context, some children from pastoral societies fails to attend schools and others drops out before completion due to domestic

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[13] https://qz.com/1013111/tanzanias-john-magufuli-does-not-want-young-mothers-to-go-back-to-school/ BBC, 22nd June 2017
[14] http://www.irinnews.org/report/72628/tanzania-concern-over-school-drop-out-rate

responsibilities of taking care of cattle as well as the sessional movements of their families to search for pastures.

Apart from the above factors for dropout, analysis of secondary data also revealed disability as a challenge affecting completion of studies for children in Tanzania. There is no functioning national system for the identification and assessment of children with physical or mental impairments, and no coherent data to track or respond to their needs. For both girl and boy children with disabilities who gets to be enrolled in schools, regular attendance becomes extremely difficult. Girls with disability are more vulnerable to abuse especially sexually compared to boys[15]. The level of services received (amount of time designated for special education service), the way services are delivered (pull-out or mainstream) and the kinds of services being provided (counseling, vocational guidance) have also been associated with dropout for students with disabilities. Students with emotional/behavioral disorders at least stays in school after receiving proper counselling and guidance services[16].

Methodology

The survey was undertaken in 4 regions of Tanzania namely Pwani, Lindi, Dodoma and Singida. From each of the three regions, one district (1- District/rural) was selected and involved in the study. The sample of respondents included education stakeholders (parents, teachers, NGOs, and legal enforcers, school students, and dropout students). Purposive sampling and simple random sampling techniques were used were used during the survey. Purposive sampling is a sampling approach whereby a researcher selects respondents by default due to their perceived knowledge on the subject under investigation. For instance, selection of Districts and group of stakeholders were done purposively. The Districts were selected on the basis that TYVA had been implementing programmes in those areas and also they were among of the Districts with reported cases of dropout. However, Simple random sampling, the basic sampling technique whereby each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample was also applied as explained earlier in this paragraph.

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[15] https://www.unicef.org/tanzania/6911_10874.html

[16] Lehr, C. A., Johnson, D. R., Bremer, C. D., Cosio, A., & Thompson, M. (2004). *Essential tools: Increasing rates of school completion: Moving from policy and research to practice.* Minneapolis, MN: University of Minnesota, Institute on Community Integration, National Center on Secondary Education and Transition.

Simple random sampling was especially used during selection of the 315 respondents as shown in table 1 below

Table 1: Sample Size and Sample Distribution

Regions	Education Stakeholders	In school Students	Drop-out Students	Total Population
Singida	25	25	25	75
Dodoma	25	25	25	75
Lindi	25	25	25	75
Pwani	30	30	30	90
Total	105	105	105	**315**

Data collection methods included questionnaire, interviews and Focus Group Discussion (FGDs). Questionnaires with both open and closed ended questions were administered to the respondents whereby interviews were conducted for in-depth exploration of the phenomenon particularly with representatives from LGAs, NGOs and School administrations.

FGDs were used to gather data at stakeholders' meetings which brought together the students, LGA officials, representatives from school administrations and dropout students. Moreover, a stakeholders' workshop was held with key informants involving about 30 representatives of organizations dealing with children and education related issues. Those key informants provided deeper information based on the preliminary findings that were presented to them after field work for discussion. On the other hand, secondary data was used as the researchers used secondary from published reports on school dropout in Tanzania and beyond as shown in the situational analysis. Below is the list of some of the reports used for to secondary data.

i. Citizens' Education Report for Tanzania: Kilwa and Singida Rural Districts: NORAD PROJECT done by Actionaid + Kingonet + MEDO + TENMET; Report presented on 28th February 2017.

ii. Report from the ministry of education showing the school dropout rates in Dodoma, Lindi, Pwani and Singida.

iii. UNICEF report (2011): Young girls in rural parts of Tanzania face a number of health and social challenges

iv. DFID report (2016): Girls suffer a number of disadvantages compared to boys; GBV forms in most schools

v.   UNESCO report (2016): UNESCO Global Monitoring report on school dropout rate

vi.   Human Rights Watch – HRW (2016): I had a Dream to Finish School, Barriers for Secondary Education in Tanzania

4.0 Survey Findings

4.1 Respondents' Social Demographic Information

As show explained in the methodological party, respondents included education stakeholders (parents, teachers, NGOs, and legal enforcers), in school students and drop-out students. Regarding respondents' gender, table 2 below show that majority of the respondents were female accounting for 51% and male were 49%. Among interviewed students, majority of the students were female making 63% while majority of drop-out respondents were male who made 57% of sampled school dropouts.

Table 2: Gender of the Respondents

Stakeholders			Students			Drop-Out			Grand Total
Gender	Freque ncy	Percent age	Gend er	Freque ncy	Percenta ge	Gend er	Freque ncy	Percent age	
Male	51	49%	Male	39	37%	Male	60	57%	
Female	54	51%	Femal e	69	63%	Femal e	45	43%	
Total	105	100%		105	100%		105	100%	**315**

In terms of respondents' age groups, it was found out that over 99% of the drop-out respondents from all four regions were above 18 years old while 1% were below 18 years old. As shown the on the table below 46% of the stakeholder respondents were those aged 37 years and above whereas 44% were those who aged between 26-36 and 11% were those who aged between 15-25. For students, 16% of the respondents were those who aged between 7-14 years old while 84% were those who aged between 15 and 21 (see table 3).

Table 3: Age Structure of the Respondents

Stakeholders			Students			Drop-Out			Grand total
Age	Frequency	Percentage	Age	Frequency	Percentage	Age	Frequency	Percentage	
15-25	11	11%	7-14	17	16%	Under 18	1	1%	
26-36	46	44%	15-21	88	84%	Above 18	104	99%	
37+	48	46%							
Total	105			105			105		315

## 4.2 Reported Incidences of School dropout

The survey explored on the occurrence of drop-out incidences in the schools within their localities. Results are differentiated based on the social groups that were involved during data collection. Majority of the respondents who in this case were school students, reported that drop-out incidences were happening in their schools as reported by 91% of the interviewed students. Apart from that, education stakeholders (including parents, teachers, education officers at ward and municipal levels), most of them (83%) reported to have experienced school dropout within their localities. Moreover, even students who had already dropped out of school during this survey, 79% of them reported to have once seen other student dropping out of school when they were still studying.

**Figure 1: Incidence of Drop-out**
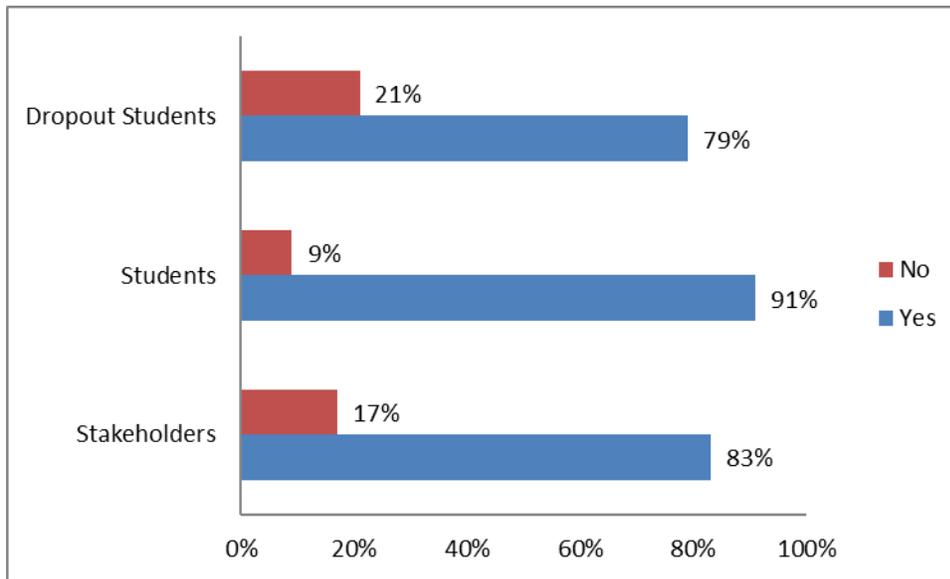
Connected to the above, responses provided by the respondents indicates that there is higher school drop-out among girls compared to boys. As shown in figure 2 below, Dodoma was highly (88%) reported to have female student school dropout, Pwani ranked second (83%), Singida ranked third (72%) while Lindi was reported to have less female school dropout by 68%. Similarly, Singida was reported to have large number of male drop-out students compared to all four regions as 16% of respondents reported male student dropout cases. Female dropout cases were also reported in Pwani by 14%, and Lindi by 12%. It should be observed that the regions of Pwani, Singida and Lindi has many citizens who are Muslims. Religious beliefs such as Madrasa education was reported to be the cause for male school dropout in those regions. However, during in-depth interview with some of the parents and teachers in Lindi, Male student dropout was associated more to poverty than religious beliefs.

Figure 2: Dropout Students by Gender as Reported by Respondents
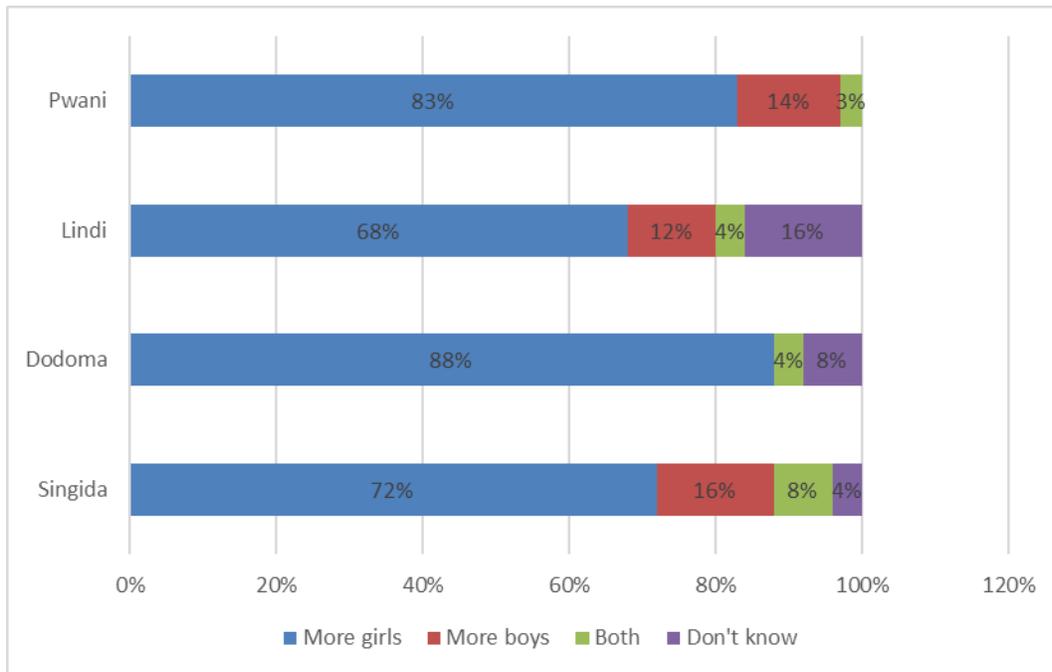
Despite the higher female dropout as it was reported by respondents during the survey, observation based on literature review (see section 2 - situational analysis) shows higher rate of boys drop out especially in primary schools due to economic hardships, they resort into joining labor market at early ages to be able to support themselves and their families, families also contributing to drop-out of boys by using them for labor. In this regard, the survey looked explored further to find out male – female and secondary – primary distribution of the school dropouts who were involved in the study. As shown in Figure 3 below, out of 105 school dropouts out of the 315 sampled population, majority (56%) of female had dropped out of schools when they were in secondary school whereby for boys, majority of them had dropped out of school when in primary school by 65%.

Figure 3: Comparing School Dropout in Primary and Secondary Schools
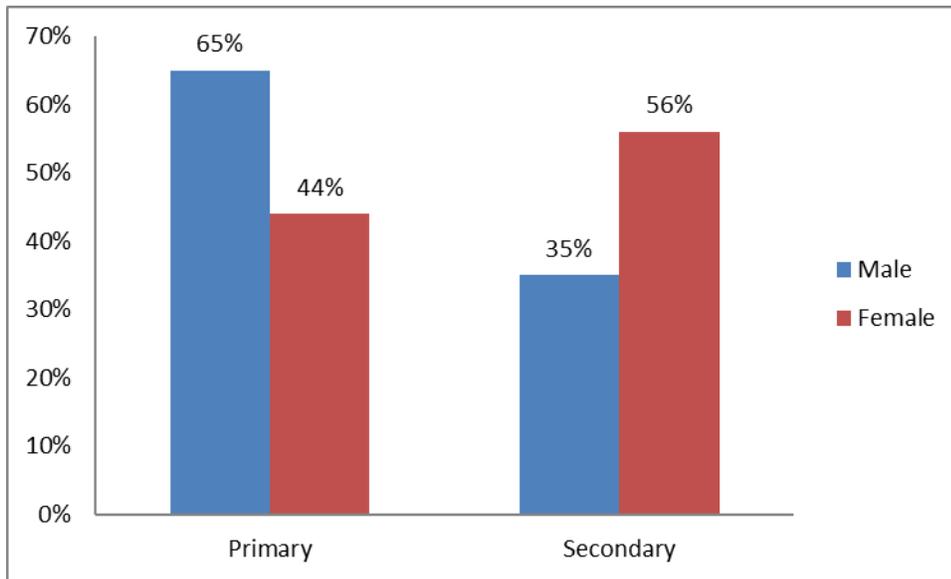
4.3 Factors Contributing to School Dropout

There are several factors contributing to school dropout based on the responses by interviewed stakeholders. Most of them contribute to drop out of girls than those contributing to boys' dropout. Among the factors, early pregnancy was reported by 88%, early forced marriage by 84%, long walking distance to and from schools by 80%, alcoholism by 72%, and absence of school feeding program was reported by 64%. Other mentioned factors includes gender based violence (56%) such as rapping od school girls, beating of girls by boys or school teachers or parents as the result. And lastly, domestic responsibilities/chores was reported by 52%. Most of girls are tied up in domestic responsibilities compared to boys due to patriarchal social system

Figure 4: Factors leading to School Dropouts
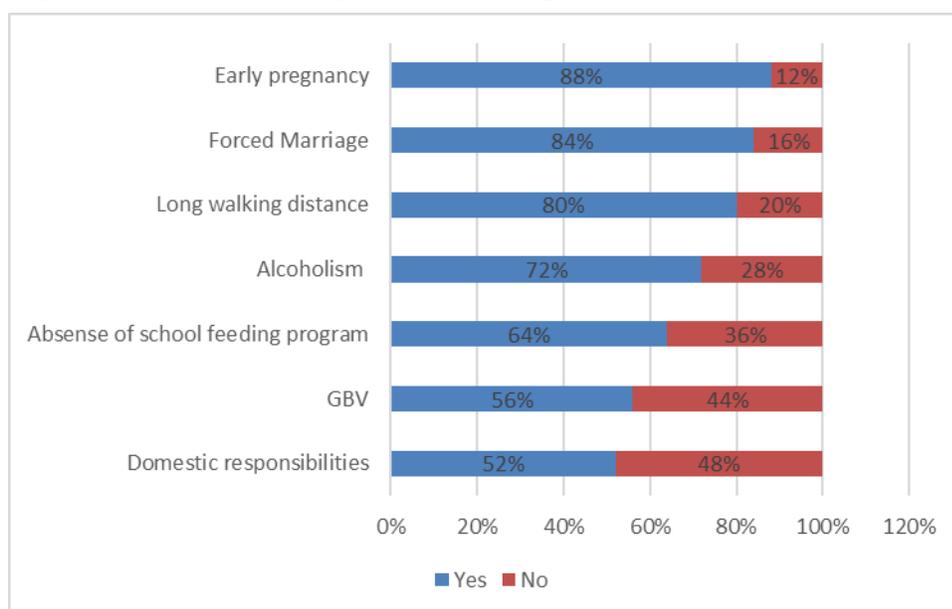
Apart from the general factors reported by most of the respondents as shown in figure 4, there are some specific issues leading to school dropouts. It was explained by the respondents that issues such as religious extremism, poverty, heavy corporal punishment from teachers, peer pressure, and irresponsible parents were contributing to school dropout. Region extremism was not an issue in Lindi, Pwani and Dodoma but it was found that, in Singida region majority of respondents reported this to be an issue which contribute much to girls and boys dropout.

Respondents explained, "*Some of the Muslim parents believe that religious education which provided through Madrasa programme is the right education path children are supposed to take and not the one offered in schools*". In other cases, especially in Lindi, respondents reported that some of the children fails to complete their studies due to poverty at family level to the extent that even though school fee is no longer paid, some families still cannot afford school related costs such as transport costs for the child (to and from the school), covering student uniform, books, and meals in cases applicable. There is also peer pressure that is causing some of the students to dropout. In this case, some of the students admires good life being lived by those either who did not complete school or attend school but are perceived as successful in their communities. Furthermore, respondents also explained that some of the parents are irresponsible.

They cannot provide moral and material support for the children's education. They afford buying alcohol but are incapable to meet their child's school expenses and cannot avail time to supervise their children's education at large. Additionally, responses also showed that some of the students were dropping out of school due to heavy corporal punishment provided by teachers.

4.3.1 Factors Reported by School Dropouts

The study was keen to find out factors that lead to school dropout of from the group of respondents who were school dropouts at time the survey was taking place. Reasons for not continuing with school were reported to be household poverty and lack of parents' support, heavy corporal punishment and while others did not know want to say about why they decided to quit studies. Out of 105 interviewed school dropouts, 54% reported that poverty and lack of parents' support was a factor why they did not continue studying, 30% did not want to say as to why they decided not continue studying whereby 16% reported corporal punishment being the reason why they decided not to go on with schooling programme as shown the figure below

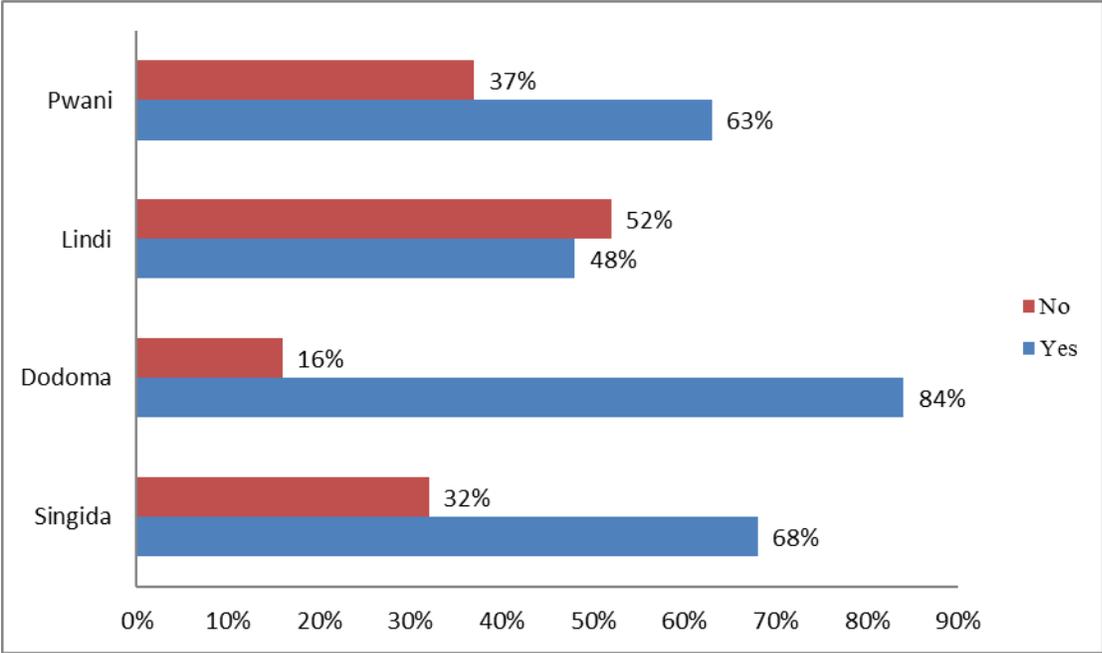**Figure 5: Factors reported by School Drop-outs**
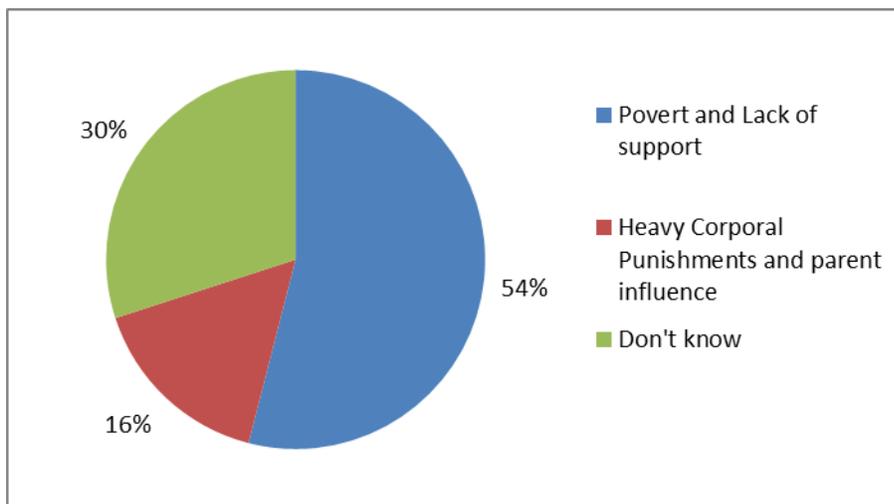
Apart from factors discussed as shown on figure 5, during interview in Pwani and Lindi majority of respondents reported that, the level of poverty at family level is so high to the extent that parents or other family members cannot afford to pay for students' school related expenses. In additional, cultural issue also reported to be one among the major factor contributing to girls and boys dropout in Lindi and Pwani.

4.3.2 Early Forced Marriage

In the surveyed regions, data as presented in the following figure indicate that Dodoma was highly reported to have school dropout associated to early forced marriages by 84% of the respondents. Early forced marriage was also highly reported in Singida by 68% and in Pwani by 63% of the respondents.

**Figure 6: Early Forced Marriage and School Dropout**

4.2.3 Early Pregnancy and School Drop out

Early pregnancy as cause to school dropout was highly (over 80) reported in all regions. However Singida and Lindi lead in the results as the factor was reported by more than 90% of the respondents in the two regions. Connected to the early forced marriage discussed above, the survey found that, early forced marriage is not an issue in Lindi compared to other regions while

early pregnancy seems to be a very serious issue which contributes much to girl's dropout in Lindi and Singida as reported by 92% respondents in both regions. Figure 7 below shows the results with regard to early pregnancy and school dropout per regions.

**Figure 7: Early Pregnancy and School Dropout**
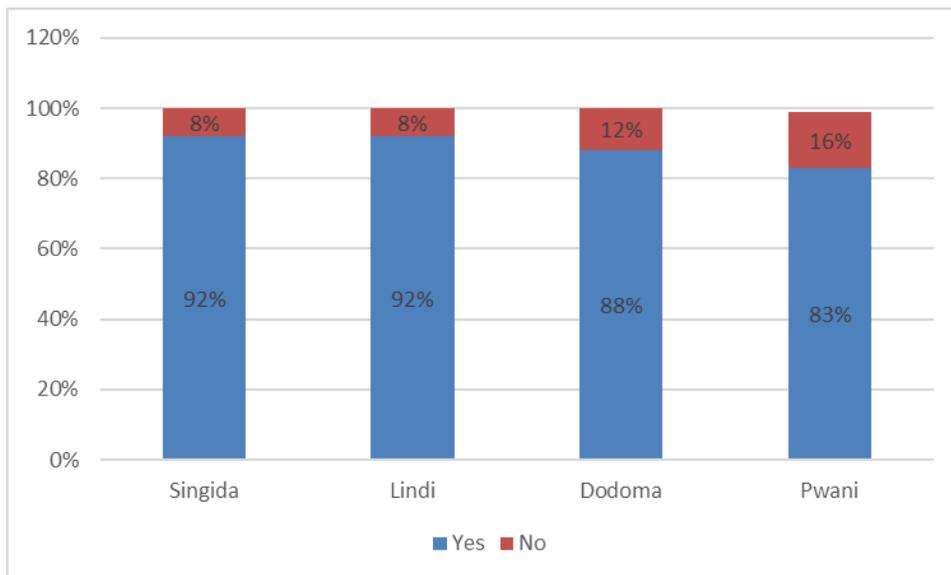
In discussion with selected key informants as explained in the the medhodology section, if was revealed that early pregrancies are the resutls of not having a programatic Sexual Reproductive Health (SRH) training. Students are partially and unsystematically training on SRH in schools but their parents lacks infomration and understanding on the right approaches and time to discuss reproductive health issues with their children. one of the key informants commented "*there is no proper system/ curricular that teachers can use to teach students about their SRH in schools at young ages so that issues like early pregrancy can be avoided*". The informant gave an example of a child who had dropped out of school due to pregnancy and she did not know how she got impregnated saying, "*my mom taught me that if I will get pregnant if I sleep with a man but the boy told me that we will not sleep, we will do it while standing*". This shows how awareness on SRH for young girls is not done properly both by parents and teachers.

4.2.4 GBV and School Dropout

During the survey, respondents spoke about Gender Based Violence – GBV as among main contributing factors for school dropout. GBV in this case included physical and emotional torturing of girls/women, rapping of young girls, and child commercial sex exploitation. Based

on the findings, Dodoma, Pwani and Singida had many respondents who associated GBV and school dropout by 72%, 57% and 56% respectively (see below figure 8).

Figure 8: GBV and School Dropout
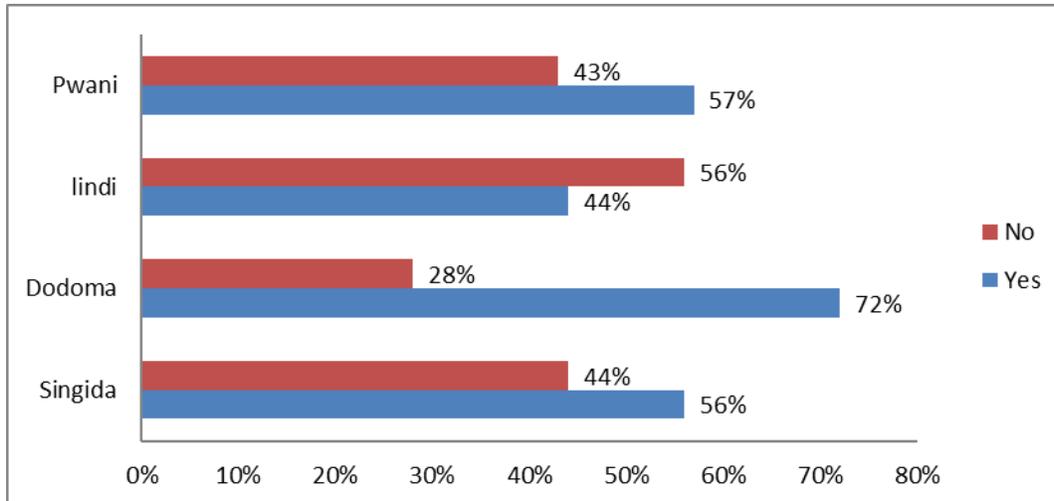
4.3.5 Domestic Chores and School Dropout

Regarding domestic chores/responsibilities as contributing factor to school dropout. According to the findings, it shows many of the respondents from Singida and Pwani reported domestic chores as cause to school dropout by 76% and 63% respectively. Reported domestic chores included fetching water, collecting firewood, looking after children, looking after cattle, family farming activities, looking after home business especially petty trading and other care activities at household level.

Figure 9: Domestic Chores and School Dropout
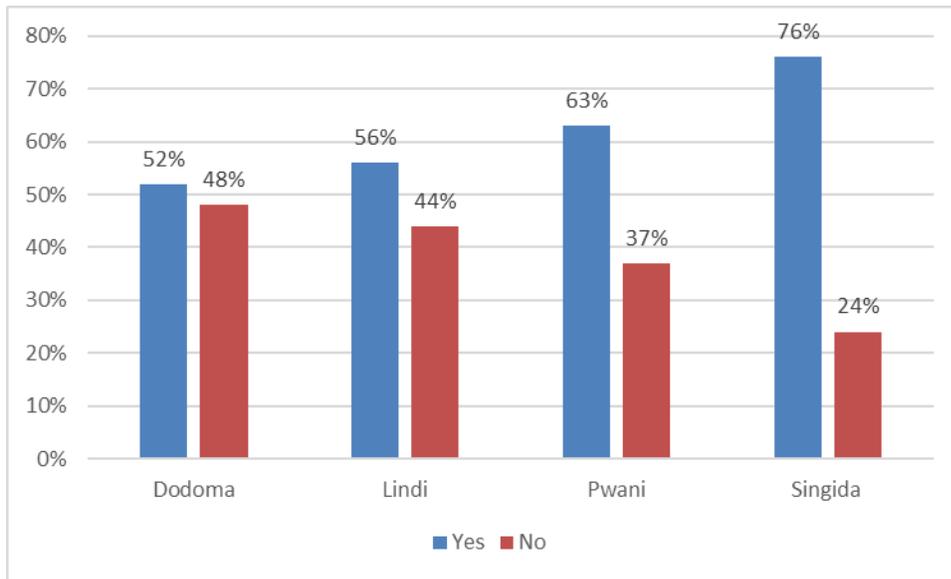
4.3.6 Disability and School Dropout

Based on consultation of key informants, it was found out that disabilities is among of the factors that contributes to school dropout. Despite the fact that the Government of Tanzania is implementing all-inclusive education policy, challenges still exist for children with disabilities. As one of the key informants explained "*in some schools there are still unfriendly social and physical infrastructure for children with disabilities. There are many schools whose physical infrastructure does not accommodate the needs of children with disabilities for instance the stairs to the class rooms, toilets that were built without considering the needs of disabled children, desks, chairs and also learning equipment, making it difficult for children with disabilities to study. The school societies (children and teachers) are still not used to interact and cooperate with children with special needs as before they used not to attend schools*". Furthermore, disability challenges differs from one form of disability to the other. Sometimes parents fail to afford the cost related to their disabled children during school attendance. As a result lead to school dropout.

4.3.7 Culture and Economic Activities

During the study, it was found out that there are culture issues and economic activities that contributes to school dropout as well. For instance, Jando and Unyago traditions whereby boys and girls respectively undergoes training about how to live in the society, start a family and most importantly take care of a spouse. The Unyago tradition is mostly exposes girls on how to take care of a man and how to be a good wife. Young girls at puberty age (12 – 15) are exposed to such issues which in one way or the other leads them to school dropout as they start thinking they are ready to get married. Another culture issue is that children face language barriers both in primary and secondary schools. For instance, primary schools children from villages they are normally accustomed to their local languages, they find Kiswahili to be the second language as they join schools. Situation becomes complicated as the media of instruction changes in secondary schools and becomes English which in primary it is studied as a subject and Kiswahili (a media of instruction in primary) becomes a single subject. One of the respondent stated, "*My brother stopped going to school because he could not understand Kiswahili when he was in primary school and it became much more difficult for him to learn in English as he joined Secondary Education, as a result he dropped out of school*".

Another point in connection to social- culture is nomadism. The population of pastoralists in Tanzania has been gradually increasing while land scarcity for grazing also increases leading to endless conflicts involving pastoralist and farmers. Based on secondary data and based on the consulted stakeholders, this survey found out that children from pastoralists societies drops out of school because their families keeps shifting from one area to another to search for pastures hence affecting the school life of children in pastoralist families. Children are also the ones that pastoralist's families depend on for taking care of cattle. Male children are responsible for grazing and security of the animals while girls are responsible for milking and taking care of the calves. Pastoralists societies are scattered allover Tanzania involving several regions including Arusha, Manyara, Mwanza, Geita, Simiyu, Dodoma, Morogoro, and Pwani.

4.4 Practice of Measures to Address School Dropout

During the survey, TYVA wanted to find out if stakeholders including LGA authorities, legal enforcement machineries, school administration and parents were taking any measure to address school dropout especially for girls. Actions were identified and their practicability questioned. In this case, it was found out that an intervention that has been being practiced oftenly is making follow-up after a child has stop going to school to find out what were the reasons behind, this was reported to be done oftenly by 40% of the respondents whereby 31% said follow-up happens rarely and 27% said no follow-up is done after a child has dropout of school. Provision of psycho-social support was also reported by the respondents as one of the intervention. However only 27% reported it to be oftenly provided to school dropouts especially of gender related issues such as rape, early pregnancy and physical torture while other respondents said such support never exist (40%) or rarely happens (30%). Other actions that were identified to mostly being taken by stakeholders though with insignificant percentage includes reporting of dropout cases to the police (19%), opportunity for girls to rejoin classes following dropout resulted from early pregnancy, early marriage and forms of GBV (8%), filling court cases related to student dropout (6%), and protection of students victims of GBV during court trials (4%). However, over 60% of the respondents reported that those actions are never taken while less than 25% of the respondents indicating that those interventions are rarely practiced as shown in figure 10 below.
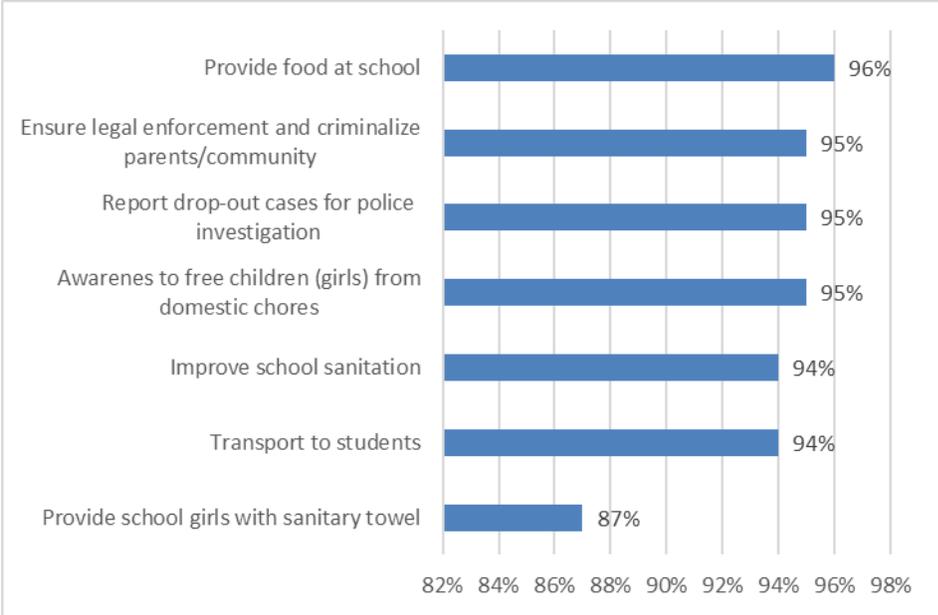
Figure 10: Action taken to Address Drop-out Cases
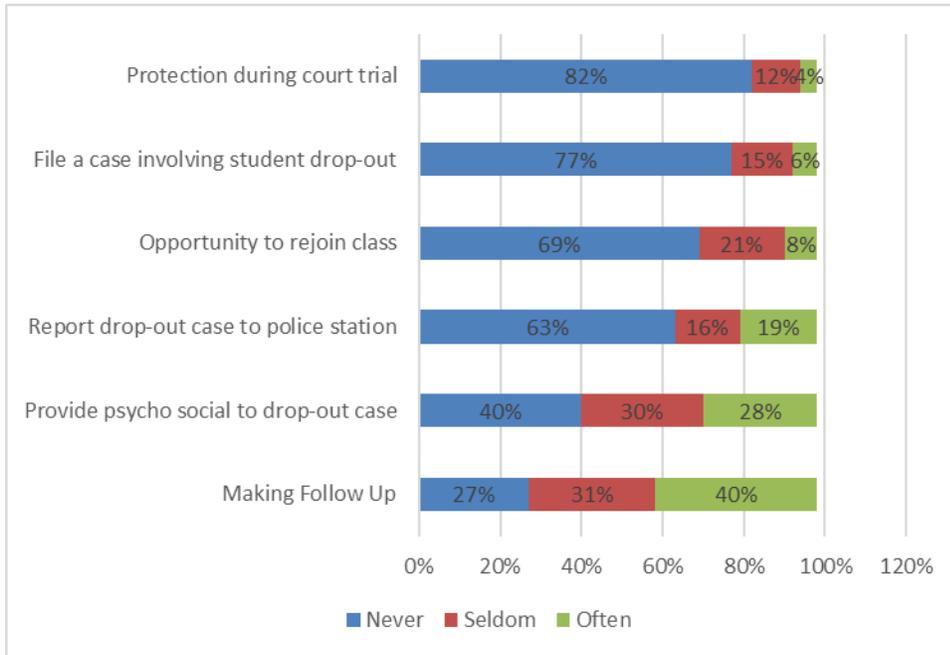
4.5 Interventions Suggested by Respondents

During the survey, respondents were asked to provide suggestion on what should be done to address the problem of school dropout in their localities. As presented in figure 11 below, 96% of the respondents suggested provision of food in school as a means to address school dropout while 95% recommended raising awareness to parents to free children especially girls from domestic responsibilities as another measure. Furthermore, reporting of drop-out cases for police investigation and to ensure legal enforcement and criminalize parents and community members who contribute to students drop-out was suggested by 95%. Similarly, 94% suggested improvement of school sanitation and same percentage suggested either provision of school transport or improving access to schools by constructing hostels to accommodate students who walk long distances to schools. Lastly, it was suggested by 87% of the respondents that school girls should be provided with sanitary towels.

Figure 11: Measure Recommended by Respondents

Horizontal bar chart showing measures recommended by respondents:

- Provide food at school: 96%
- Ensure legal enforcement and criminalize parents/community: 95%
- Report drop-out cases for police investigation: 95%
- Awarenes to free children (girls) from domestic chores: 95%
- Improve school sanitation: 94%
- Transport to students: 94%
- Provide school girls with sanitary towel: 87%

5.0 Conclusion and Recommendations

5.1 Conclusion

The survey found out that there is school dropout for both girls and boys in public schools. From the secondary and primary data, boys' dropout is reported mostly among students in primary schools due to families' economic hardships and religious reasons whereby parents think madrassa religious training programme is the only education path for their children. On the other hand, girls' dropout is high in both primary and secondary level but higher in secondary education level. Similarly, boys have higher primary secondary transition rate meaning that there are more girls going to street while more boys continues to achieve higher in education.

Connected to the above, factors reported by stakeholders to be contributing to school dropout, most of them are those that are more likely to affect girls compared to boys. Causes of school dropout frequently reported were respondents were early pregnancies, absence of school feeding programmes, domestic duties/chores, early forced marriage, gender based violence, long walks from schools, and alcoholism among parents leading to failure to support their children's education.

In addressing school dropout, the survey found out that stakeholders including school administration, parents, LGAs, school administration and legal enforcers have not been taking necessary follow-up and legal actions needed to address school dropout. Among actions, making follow-up to know why students have dropout out of school is the only measure that was at least reported by 40% of respondents as being regularly practiced. Interventions such as filling cases involving girls' school dropout, providing support to GBV victims during court trials, reporting dropout cases to police stations and provision of psycho-social support to school dropouts so that they may consider going back to school was reported not to be taking place by over 60% except for psycho-social support (40%) while 21% and below reported actions are rarely taken to address school dropout.

5.1 Recommendations
- The ministry of education through LGAs, school administrations and interested CSOs should raise community awareness regarding school dropout especially for girls.

Sensitization should include the reasons that contribute to school dropout and measures each stakeholder may take to address school dropout

- LGAs, school administration and interest groups (CSOs and media) should sensitize the community to be reporting school dropout cases to the police especially through the gender desks that are existing or come up with a mechanisms that is more friendly and accessible to community members.

- School administration and parents should work closely with legal enforcers including the police and the judiciary in order to address all bad cultural practices affecting girls' school completion though legal means. This is especially for cases involving early pregnancies, early forced marriages and GBV.

- School feeding programme should be introduced in public schools in order to improve completion rates. Since parents are no longer paying school fees, they may contribute in paying for school feeding programmes that could be established within by schools.

- The Ministry responsible for education through LGAs and school administrations should raise awareness for the community on the importance of educating a girl and to release both school boys and girls from domestic duties/family labor so that they can attend school to completion.

- School teachers and administration should be made aware about the effects of heavy corporal punishments to the welfare of students because it contributes to school dropout. On the other hand, existing gender desks at police stations should be used to report cases by students who are victims of corporal punishment.

- SRH education should be properly provided to students, school teachers and parents, it should also be included in education curricular for effective implementation.