

Women's rights and Gender Equality in Tanzania

milestones and issues

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1.0: Introduction

- Pursuit for women's rights and gender equality in Tanzania – an historical project – inter-twined with cultures and dominant politics of the times
- Space for activism – especially if addressing power is not controversial, but beneficial
- Some silencing – if deemed intrusive
- Much leverage has been achieved, much more needs to be done,

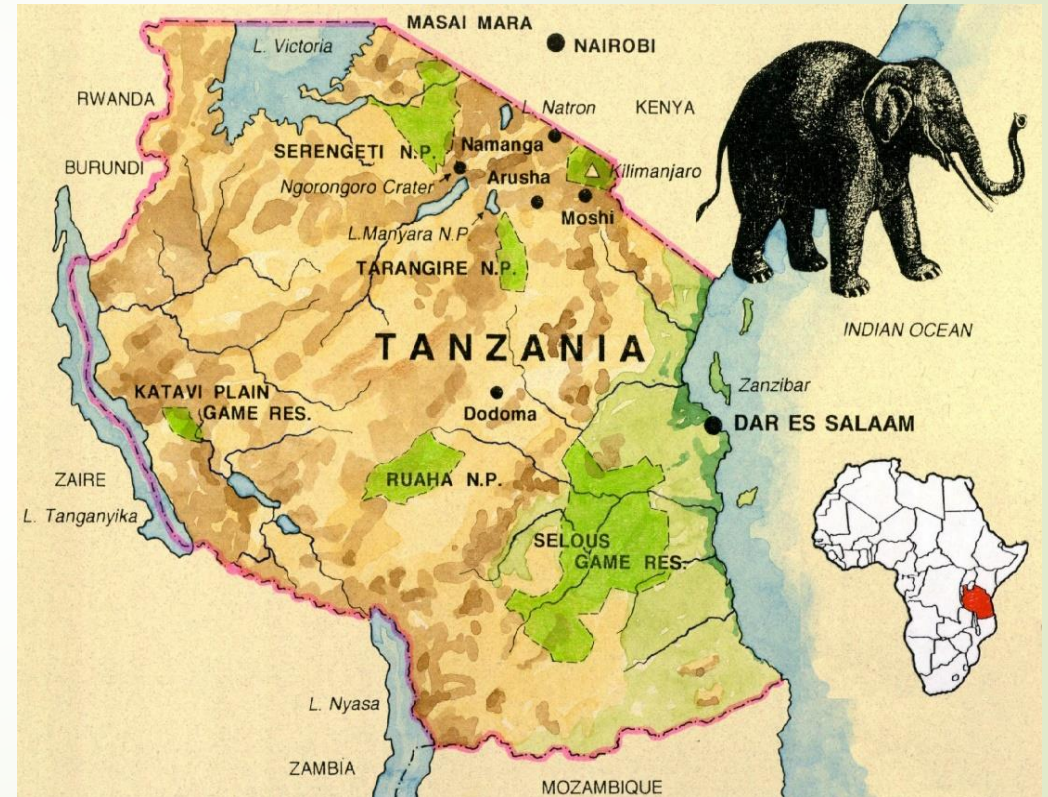


1.1 The contexts for addressing gender issues

- Traditions and customary contexts
- Historical experiences including colonialism
- International citizenship
- Politics of the times
- Education and related aspects

1.2 United Republic of Tanzania

- ▶ Tanganyika + Zanzibar
- ▶ Population 55.5 million – [females 51%, youth: 25% - 60%]
- ▶ Area 945,087 sq km (364,900 sq miles)
- ▶ Major languages – KiSwahili, [English in HEI]
- ▶ Major religions - Christianity, Islam
- ▶ Life expectancy 63 years (men), 67 years (women)
- ▶ Resource rich – minerals, wildlife, land
- ▶ Eco growth – 7%, basic needs poverty declining - 20% of pop



African Gender Development Index (2015)

AGDI Group						
	1	2	3	4	5	No analysis-
Number of countries	5	2	8	5	25	6
Examples	South Africa	Madagascar Mauritius	Tanzania Libya Rwanda	Mozambique Zimbabwe	Nigeria S.Sudan Comoros	Eritrea Somalia

2.1: Cultures and socialization

- ▶ Culturally influenced gender and age-based hierarchies
- ▶ Declining but still relatively influential
- ▶ Traditional practices – Heterogeneous societies – 112 ethnic groups and different cultural practices
- ▶ Religion and gender
 - ▶ Egalitarian communities
 - ▶ Matriarchal tendencies
 - ▶ Patriarchal tendencies



- ▶ Inequality in HH decision making
- ▶ Inequality in access to resources
- ▶ Early and arranged/forced marriages
- ▶ Investment in male education over girls
- ▶ Female circumcision – FGM
- ▶ ISSUE: Right to an identity? Religious virtue?

2.2: Legacy of the Colonial project and Missionaries

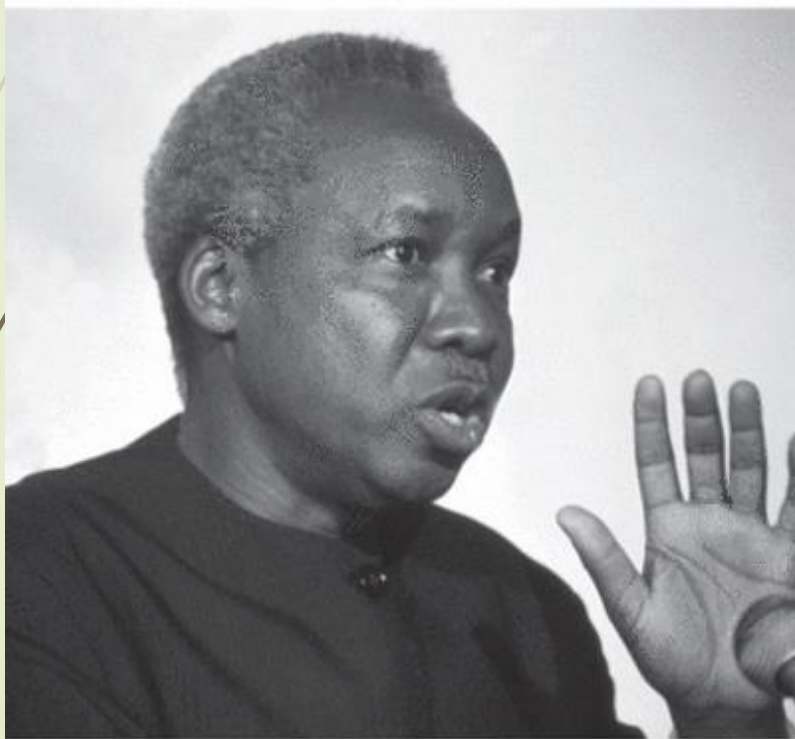
- ▶ Colonial Education for employment
 - ▶ Location specific
 - ▶ High Schools for boys; Science schools – still issues
 - ▶ Girls for nursing, teaching, social work - influence
- ▶ Missionary schools
 - ▶ Geographical localities – also exclusive
 - ▶ Some egalitarianism – 1950s = 1st three females to Makerere facilitated by Moravian Church in SW Tanzania
 - ▶ Traditional Muslim communities – negative, but some boys for education
- ▶ Property ownership
 - ▶ Cash crop farms registration – Male head of HH = legalized resource control

2.3 Member of the international community

- ▶ **Ratification of all major Gender Instruments**
 - ▶ **Beijing declaration, CEDAW, African Union Gender Decrees, SADC Gender Policy; East African Community Gender processes**
- ▶ **Customizing and informing gender sensitivity and gender mainstreaming processes**
 - ▶ **Gender mainstreaming in teaching in HLI**

2.4: Politics of the times: Gender equality and women's rights through education:

**Mwl. Julius K. Nyerere
(1922-1999)**



Julius Nyerere (1922-1999).

- ▶ Ignorance, poverty and disease
- ▶ Educating women
- ▶ Mwl Nyerere = Women are eagles, not chicken (1944)... so ... spread their wings
- ▶ *Send women to big schools ... those schools that men are sent to ...*
- ▶ Moral: Educate women and it should be women who move forward their agenda!
 - ▶ Build their capacities

(b) Public decision making and Political participation

- **Samia Suluhu = 1st Female Vice President (2015-2020)**
- **Females in Cabinet: 4/19 full Ministers; 8/20 Deputies(2015-2020)**
- **30% representation in Parliament, LG councilors, VG – Special Seats in Constitution**
- **Special seats Local Councils – since 1984 [should know to read and write]**



(c) Politics as Legitimizing systems

- ▶ Primarily strategic for the political process than for women's cause - issues
- ▶ Women – active mobilisers – esp for political processes
- ▶ Female VP – strategic selection of running mate, 2015 elections most contested with Opposition, female appeals to the electorate
- ▶ Also Self questioning
 - ▶ Special Seats – parliament - nomination for representation with no geographical accountability v/s elected representative (Ward, parliamentary Seat)
- ▶ Backlash – Why special seats for Women's rights
 - ▶ Favouritism weakens them, , historical disadvantages

2.5 National policy processes

- ▶ **Government: National policy reviews, Structures = Ministries/Departments, Gender Desks**
- ▶ **Government Policies – mandatory to mainstream, integrate gender aspects**
 - ▶ **Eg: Representation, women’s issues in sector (training, opportunities)**
- ▶ **Outcomes**
 - ▶ **Significant achievements - structures**
 - ▶ **Behaviour,? Attitudes: Nominal, insensitivity, impunity?**
 - ▶ **YET: Sometimes - Influence policy implementation**

2.6 Platforms for struggles

- **Civil Society: Activism (anti-FGM), sensitization – Local & International NGOs**
 - **Land access rights = changes in the Land Policy and Land Act 1997**
 - **YET: Some property issues persist**
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 - **Sexual Offences Special Provision Act SOSPA (1998);**
 - **YET: Rape; GBV, FGM, Early marriages continue,**
- **'We Can End VAW' Campaign = *TUNAWEZA* and Change Agents (Male and Female)**
- **Capacity building – eg enter/participate in politics- women in political leadership - UNWomen**

2.7 The Education platform

- National Education and Training Policy 2014
- Fee-free education – increased enrolment, girls participation
- Schools in every ward
- Gender parity – Primary, Secondary school level.
- Capitation grant – health clause – female sanitary pads
- Drop-out rates almost similar by sex – different reasons – truancy and pregnancies



(b) Higher education

- **Musoma Resolution – 1976**
 - **Females straight to Higher Education, Males 2 yrs service**
 - **1990s - Preferential access, cut-off points; pre-entry programmes (STEM), female scholarships**
 - **Mainstreaming gender in programmes, plans and policies including teaching and research**
- **Impact:**
 - **Increasing enrolment over the years but still fewer in the STEM specializations**
 - **UDSM – 50-60% f in Social Sciences, Humanities, Laws, and 17-22% in STEM**
 - **Recruitment – less than 30% in HEI, reflected in HEI leadership.**

2.8: Employment and Labour force participation,

➤ Government

- policies – no discrimination in recruitment, promotion,
- Income generation: special funds LGA = 10% --special groups
- too meagre; capacity to use profitably

➤ National Economic Empowerment Policy

- Small funds for capital – competitive

(b) Education level and employment (ILFS 2014)

- ▶ Active population in labour force similar by gender
- ▶ Gross disparities in employment by sector
- ▶ Highest gender gap – university level
- ▶ Female presence highest with those of Vocational training
- ▶ Youth unemployment (15-35yrs) rate = 8.9 (m) by 14.5 (f), sharply urban than rural

		Working age population		
	Sector	Male	Female	
1	Government	365,568	260,844	
2	Parastatal enterprises	59,306	12,899	
3	Agriculture	6,402,954	6,882,189	
4	Informal Sector	2,126,349	2,218,230	
5	Other Private enterprises	1,130,688	442,641	
6	HH economic activities	58,534	69,935	
7	Total	10,143,400	9,886,739	20,030,139

(c) Informal sector and women's rights



- Strategic for confidence, networks
- Easier entry for educated women
- Less educated – own income, less choices – YET proud – ownership, active

- BUT:
 - Vulnerable:
 - If employed - weekly/daily pay – ‘come easy, go easy’
 - delicate job security, no insurance or pension – educated = seek alternatives - CHF,
 - No care-taker or maternity packages

2.9 Health - Reproductive Health Care



- Address: Strategic and practical needs of women
- Training service providers
- Community Health Insurance
- Health Facilities, services nearer the people – reduce Maternal Health issues
 - Declining attendance to TBAs
- Men engage – HIV, pre-natal care
- YET:
 - Resources, staffing esp per distance
 - Free medical care – inadequate to satisfy

(b) Gender-based violence and VAW - ??

- Patriarchy – traditions [bride-wealth]
- Witchcraft beliefs, accusations
- Jealousy and revenge;
- lack of legal awareness and legal assistance – eg inheritance eg;
- drunkenness among men;
- poor educational background;
- Cultures = impunity to harmful practices –fgm;
- inequality in resource ownership-
- Complacency – poverty strips dignity

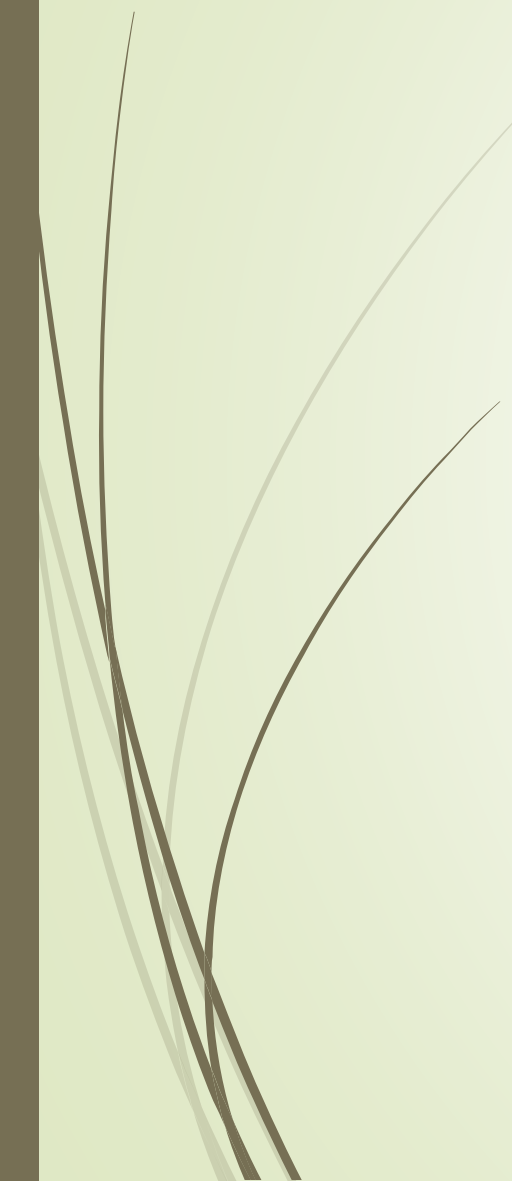
2.10: What can be done and is tried!

- ▶ Repositioning the social and cultural positions of the persons – male and female – beginning with the individual
 - ▶ Active engagement and pursuant for opportunities,
 - ▶ BUT through access to information
- ▶ Confronting masculinities – why such impunity?
 - ▶ Policy level insensitivity, attitudes??
- ▶ Activism – individuals, Civil Society – confronting inequalities, making demands
- ▶ BUT - Sensitized communities, still docility





Education, education and education

- ▶ **Gender equality should start at the home**
 - ▶ **Socialization males/females**
 - ▶ **Opportunities for schooling – different socialization**
 - ▶ **Gender Education - At school – still questions/debates about culture, traditional ethics**
 - ▶ **What should the girl child, or youth be taught, and at what level?**
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3.0 Persistent questions

- ▶ Teaching about gender – gender as the norm, v/s reservation in the activist critical interrogation of the knowledge industry and generating knowledge
- ▶ Academics – much success in addressing the gender aspect, but critically - more of ‘adding’ a gender component, than effectively mainstreaming a gender perspective in the thinking, the data collection and analysis.
 - ▶ –Are methodologies critical. Empowering to women
- ▶ Institutional limitations – eg: policies that generalize about gender equality, or insensitivity – nominal address of women
 - ▶ speaking truth to power – *fear* - a critique of the state = and status quo
 - ▶ Simple reference to culture – *is early marriage sanctioned????*

3.2 Down the ladder

Gender-based Violence against Children

- TUSEME 'Lets Speak Out' Programmes in Schools
- 2018 (LHRC) – sexual violence against children's freedom - the most violated human right
- Child marriages – still prevalent:
- Politics about the child = Double standards – who is the child?
 - Debates on the Marriage Act (1971) although violators apprehended

More politics – the school girl

- Child pregnancy - great concern in 2018. LHRC documented over 1000 cases of child pregnancy reported in less than 10 regions
 - vulnerability to HIV
- 2017 declaration to expel pregnant school-girls, UPROAR
 - Pressure by Civil Society and WB (2018) – government conceding to accept them in alternative sector, MEMKWA
- WHY????? = Declining Morals and ethical relationships Sexual abuses - rape – teachers,

3.3 Is Poverty a factor?



- To some extent – eg. resource shortage
- LGA – minimal resources to maintain quality
- Affecting access to
- Infrastructure, services, facilities
- Making bold decisions (women) and taking action
- But age ... is a factor (protect, demand),



4.0 Conclusions

Advancing the gender equality/equity debate

- Policy: Emphasizing fairness with equality
- Multi-stakeholder Gender platforms – Communities, Academia, NGOs, Government
 - Strengthening support to the girl and boy child
- Innovative learning, sharing experiences (global learning – networking)-
 - bringing in more men = male/female

Thank you, *Ahsante sana*

