

**AN ASSESSMENT OF EDUCATION POLICIES AND POLICY
DEVELOPMENT PROCESSES FOR GIRLS' EDUCATION IN TANZANIA,
(1995 – 2005): A CASE STUDY OF NZEGA DISTRICT**

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ABSTRACT

Education is universally recognized and accepted as a human right. The fulfillment of this right is a challenge to many governments, in spite of the numerous local, regional, continental and international commitments towards this end. In this context, governance is seen to influence education policy direction and practices.

The current state of affairs in Tanzania reveals that in most cases, girls at primary level have not reached their full potential in the provision of quality education, despite the acclaimed achievements drawn from implementing the Primary Education Development Programme (PEDP). More so that, for Tanzania, basic education has been identified as a gender issue linked to poverty and that it is also a key strategy for poverty reduction in the overall national development. Education policy development and its implementation, therefore, have to ensure that there is a “gender transformation” by addressing the prevailing gender issues and concerns in the sector.

For this particular research, the case study method was used so as to acquire a rich and in depth understanding from policy implementers at school level as to why the persistence and lagging behind for girls in the provision of quality basic education at primary level.

The study was conducted in Nzega District from which the researcher believed that the data generated would offer lessons learnt to all other districts within Tanzania Mainland implementing PEDP. The findings from the analysis of the 4 primary schools have confirmed that though education is a human right, girls in particular, have not been fulfilled in this right. And that, effective provision of quality education can only be acquired when all intended participants, including girls, have actively taken part in its design.