

Terms of Reference to Conduct Analysis on

*Access to Decent work for Rural female Teachers in Public Schools and its Impact to
Service Delivery*

1. Background

Education in Tanzania is a right for all citizens. In an effort to achieve this goal, the government of the United Republic of Tanzania has set out its vision, overarching policy, and strategic objectives for the education sector and has captured these in the Education Sector Development Plans (ESDP) since 1997. The government recognizes that education is a key cornerstone for the human capital development of the country.

Despite the country's effort to ensure provision of 'fee-free education, the education sector is facing several challenges including poor learning environment, shortage of qualified and motivated teachers¹, overcrowded classrooms, the increase in pupils/ teacher ratio (PTR), inadequate number of female teachers and counsellors for adolescent girls, and inadequate teaching and learning, materials.

1.1. Teachers' living and working conditions in public schools.

The government of the United Republic of Tanzania has embraced the employment and Decent Work Agenda as a social commitment to the development and well-being of the country. Accordingly, good living environments, such as good houses, clean water, and the availability of electricity at home, have positive influences both on schools and where teachers live. Some of these positive influences are reducing teachers' stress, turnover, burnout and absenteeism as well as increasing teachers' motivation, job satisfaction, cooperation, and effectiveness in classrooms and increasing student's academic performance (TEN/MET 2008).

Tanzania has put into place legislations such as the Employment and Labour Relations Act of 2006 and the Education Sector Development Plan (ESDP) 2016/17-2020/21 to address the decent work agenda, among others. Several efforts have been made by the government to

¹https://actonaïd.org/sites/default/files/publications/Tanzania_country_report.pdf

address the decent work agenda for public servants in different sectors, and the progress of these achievements varies between sectors.

However, there is no significant progress in addressing the decent work agenda, especially for primary and secondary school employees. Some of the notable areas that have made little progress in the education sector include decent working time and the aspect of combining work, family, and personal life balance. This is due to a shortage of teachers considering a pupil- teacher Ratio (PTR). This is inconsistent with the Employment and Labour Relations Act of 2004, which provides a maximum of 45 hours per week with a daily limit of 9 hours and 28 days of paid leave per year; many primary and secondary school teachers continue to work excessive hours (i.e., more than 48 hours per week) due to overload and thus cannot balance work and personal life. Moreover, low salaries, and poor working conditions for teachers, poor living environments, such as poor housing and a lack of potable clean water, have a negative impact on teachers' work performance and productivity which contributes to a general decline in the status of the teaching profession, (TEN/MET 2008). The poor living environment for most public-school teachers in Tanzania such as poor housing facilities and non-conducive working environments, have negative impact to teachers' ability to perform their duties effectively. Over time seriously eroded many teachers' motivation to carry out their teaching and non-teaching roles in an acceptable manner (HakiElimu (2011) &TEN/MET (2012).

1.2 Social Security and Safety for Teachers in Tanzania

The Social Security Policy 2003 recognizes both informal and traditional social security systems as well as the formal social security. The structure of social security schemes can be categorized into social assistance programmes, mandatory schemes, and supplementary schemes. Social assistance programmes constitute the government's efforts to provide services such as primary health care, primary education, water, food security, and social welfare services to vulnerable groups such as people with disabilities, the elderly, and children. The liberalization of domestic and foreign trade, privatization, and the reduction of government expenditure has affected employment in both the government and public as cited in ESRF Discussion Paper No. 68 | 15 sectors.

The health and safety of teachers and pupils is one of the areas that constrain most of the public schools in Tanzania. Most public schools have dilapidated infrastructures, which exposes both teachers and pupils at risk. Some teachers live in dilapidated houses, and others are forced to travel a long distance from their schools to their homes, passing through bushes and other dangerous routes. All these things expose teachers to risky environments and tarnish their right to a decent working environment. While good efforts have been made to

support school infrastructures improvements, less effort has been made by the government to improve working conditions for teachers, through the construction of teacher's houses for both primary and secondary schools.

2. Rationale of the study

The Country Strategy Paper (CSP V) of the ActionAid Tanzania defines strategic intent towards contributing to economic justice, climate justice, gender equality and ending poverty in the coming five years (2022- 2026). Accordingly, ActionAid Tanzania made commitments to advocate for decent living and working environment in the education sector. Therefore, the anticipated analysis is expected to provide the context in area of decent working conditions particularly for the female teachers in primary and secondary schools and benchmarking information that will serve as a basis for advocacy work.

The Baseline study will primarily aim at collecting data against ILO Decent Work indicator with the following key elements/characteristics: (1) employment opportunities, (2) adequate earnings and productive work, (3) decent working time, (4) combining work, family, and personal life, (5) work that should be abolished, (6) stability and security of work, (7) equal opportunity and treatment in employment, (8) safe work environments, (9) social security, and (10) social dialogue, employers' and workers' representation.

3. Purpose of the study:

Based on the above background, AATZ intends to collect both primary and secondary information on decent working and living condition for female teachers. Secondary information will focus on desk review of the national labour policies, strategies, laws, social and cultural systems to understand the status and issues associated with Women's Decent Work in Public schools. The analysis is expected to assess the situation, establish facts and issues that will help to frame the advocacy and interventions to promote decent work in the education sector. The analysis will mainly focus on assessing the existing national government policies, legislations and strategies on public services schemes. The assignment is also expected to analyse how these issues are connected from the local to national, regional and international levels. Moreover, the analysis will identify systematic data and information and overall situation analysis on working and living conditions of female teachers in general and its implications on education service delivery.

Moreover, the analysis is expected to address the following key questions among others:

- I. What are the existing national policies, legislations and strategies on ensuring women's access to decent work in public services? Do these laws/policies support women workers' rights? What laws are missing/lacking?
- II. What labour laws exist in the country that are obstacles to achieving decent work for women? What labour laws are being eroded that are increasing precarious, contractualised and insecure work for women?
- III. What are the conditions of women workers in the education sector? Are they entitled to social security, paid maternity leave, pensions, unemployment benefits, right to collective bargaining, etc?.Do working conditions support female teachers to balance between work, family and personal life?
- IV. What is the state of public services Education in the country? Is there any movement to challenge social sector spending cuts, privatisation and PPPs? Does the analysis include a robust gendered analysis on the impact of privatization of public services on women's rights and their work burden?
- V. Which agencies of the State and other duty bearers are accountable for enforcing policies related to women's decent work and gender responsive public services Education and reviewing/amending them? What gaps exist in key legislations/policies, and their implementation that need amendments? Are there contradicting Laws and Policies?
- VI. How do regional and international agreements and frameworks on decent work, economic, social and cultural rights, including access to social security, public services, etc., influence national level work? Are there conflicts between the government's obligations under international agreements and the economic policy trajectory adopted by your governments?
- VII. What is the trade, investment, tax, macroeconomic and social policy environment in the country, and does it hinder or help support women's access to decent work and the provisioning of public education services?

4. Scope of the Study

The scope of the study will cover the areas of Chamwino, Mafia, Kilwa, Unguja, and based on the replicable sampling approach. Selection of the scope of work is based on the geographical location where ActionAid Tanzania is working.

5. Methodology and Process

ActionAid intends to commission a consultancy to deliver the assignment described above. It is highly anticipated that the consultant will take up both quantitative and qualitative methods for the study. The consultant/agency will be appreciated for using Participatory Tools and

techniques and feminism research approach for data collection, which may include but not be limited to in-depth interview, key informant interview, focus group discussion etc.

The consultant is also expected to conduct a comprehensive desk review of relevant documents i.e. laws, policies, strategies and programs. This includes review of related literature, and records, reports and other documents And submit raw data along with reports for ActionAid archives.

4. Indicative time frame to deliver the assignment

The assessment is assumed to take a total of 25 working days to complete the entire work (5 days for desk review of documents, 10 days for field work and 10 days for report writing.

5. Deliverables

- Inception report that outlines detailed content and process of the study
- Draft report for review and comment by ActionAid Tanzania
- Final consolidated report. The report should be submitted in soft and hard copy
- Final reports should at least have the following contents;
 - Executive summary
 - Background
 - Objectives of the study
 - Methodology used
 - Major findings of the analysis/assessment
 - Conclusions
 - Recommendations
 - References
 - Appendices/Annexes (including raw data etc

6. Qualifications

ActionAid Tanzania is looking for a qualified and experienced consultant or team of consultants. The consultant is expected to have experience on studies related to women rights and gender, gender analysis, political economy, human rights, social work and related areas as well as other social science research, monitoring and evaluation areas. Moreover, the consultant should have a registration licence for consultancy services.

How to apply;

Interested consultants are invited to submit the following application documents:

- **Two (2)** copies of technical and **two (2)** copies of financial proposals in two separate envelopes signed and sealed if physically submitted through the address indicated below OR you can email your proposals through the email indicated below.
- A copies of the CV or CVs of the consultant or consultants who will be assigned to conduct the work.
- A copy of Registration Certificates.
- A sample of relevant reports or publications of similar work.
- Contact details of 2 referances.

Please send your applications to the following address:

*Acting Human Resources & Administration Officer,
ActionAid Tanzania,
Mikocheni B Area, Makuyuni Street,
Plot No 79, P.O.Box 21496,
Dar es Salaam,
Tanzania.*

Or Email your bid to: Rachel.Muze@actionaid.org

The deadline for applications is ----- (Ten (10) days from the announcement date.)