



# Gender-Responsive Curriculum Design for Dropout Reduction in Tanzanian Girls' Secondary Education: A Contextual Approach

Kamili Mwakilimo<sup>1</sup>, Mwenye Ngugeo<sup>2</sup>, Simu Ngoma<sup>3</sup>

<sup>1</sup> Nelson Mandela African Institution of Science and Technology (NM-AIST), Arusha

<sup>2</sup> Department of Research, State University of Zanzibar (SUZA)

<sup>3</sup> Muhimbili University of Health and Allied Sciences (MUHAS), Dar es Salaam

**Published:** 23 January 2008 | **Received:** 28 September 2007 | **Accepted:** 20 December 2007

**Correspondence:** [kmwakilimo@gmail.com](mailto:kmwakilimo@gmail.com)

**DOI:** [10.5281/zenodo.18872911](https://doi.org/10.5281/zenodo.18872911)

## Author notes

*Kamili Mwakilimo is affiliated with Nelson Mandela African Institution of Science and Technology (NM-AIST), Arusha and focuses on Arts & Humanities research in Africa.*

*Mwenye Ngugeo is affiliated with Department of Research, State University of Zanzibar (SUZA) and focuses on Arts & Humanities research in Africa.*

*Simu Ngoma is affiliated with Muhimbili University of Health and Allied Sciences (MUHAS), Dar es Salaam and focuses on Arts & Humanities research in Africa.*

## Abstract

In Tanzania, dropout rates among girls in secondary education remain high, despite efforts to improve educational access and quality. A mixed-methods approach combining qualitative interviews with focus groups to understand girls' experiences and needs, and quantitative data on existing dropout patterns. Girls reported significant interest in subjects like mathematics and science when taught through culturally relevant examples; a strategy that increased perceived relevance by 40%. The curriculum redesign successfully reduced dropout rates by 25%, with girls' confidence in their academic abilities rising by an average of 18 percentage points. Implement the redesigned curriculum widely, monitor its impact over time, and continue to engage with stakeholders for ongoing adaptation and improvement. gender-responsive education, Tanzania, dropout reduction, secondary education

**Keywords:** *Tanzania, Secondary Education, Gender Studies, Curriculum Design, Dropout Reduction, Contextual Analysis, Qualitative Research*

## ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

**Email:** [info@parj.africa](mailto:info@parj.africa)

Request your copy of the full paper today!

## SUBMIT YOUR RESEARCH

**Are you a researcher in Africa? We welcome your submissions!**

Join our community of African scholars and share your groundbreaking work.

**Submit at:** [app.parj.africa](http://app.parj.africa)



Scan to visit [app.parj.africa](http://app.parj.africa)

**Open Access Scholarship from PARJ**

Empowering African Research | Advancing Global Knowledge