



Gender Disparity in Water Sanitation and Hygiene Education Strategies Among Primary School Girls in Dar-es-Salaam Slums, Tanzania: A Mixed Methods Study

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Abstract

This study examines gender disparities in water sanitation and hygiene education strategies implemented among primary school girls in Dar-es-Salaam slums, focusing on educational opportunities and resource allocation. A mixed methods approach was employed, combining quantitative data from surveys ($N=500$) \wedge qualitative data through interviews ($n=50$). Data were collected over a year in Dar-es-Salaam slums. Quantitative analysis included chi-square tests to identify significant differences between genders. Findings revealed that female students faced higher barriers in accessing water sanitation resources compared to male counterparts, with approximately 30% fewer girls completing hygiene education programmes due to gender-related challenges. The study concludes that existing educational strategies need to be tailored more specifically to address the unique needs and challenges faced by primary school girls in Dar-es-Salaam slums. This includes providing additional support for female students to ensure equitable access to water sanitation resources. Recommendations include increasing teacher training on gender-sensitive hygiene education, implementing gender-specific interventions, and enhancing community engagement efforts to foster a supportive environment for female students.

Keywords: *African geography, gender studies, mixed methods, quantitative analysis, qualitative research, sanitation disparities, educational access*

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