

Gender Equality and Women Empowerment in African Universities: Setting Grounds for Sustainability Development Goals (SDGs)

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Abstract

The Millennium Development Goals (MDGs) have made enormous progress but the poverty has not yet been ended. The World Bank measure of poverty revealed, 1 billion people still live on less than USD 1.25 a day and more than 800,000 million do not have enough food. Women are still fighting for their rights and still dying in child labour. The sustainable Development Goals (SDGs) have been defined as part of a new agenda to finalize the job started by MDGS.

This paper explains, the achievement of gender equality and women empowerment in the Universities and its contribution towards the MDGs in Tanzania; the challenges faced in the achieved gender equality and women empowerment in primary, secondary and tertiary education; the achievement and challenges of gender equality and women empowerment in non-agricultural employment sectors; the gender equality and women empowerment in the leadership and the still existing challenges to achieve the SDGs.

This paper recommends the following measures in minimizing the aforesaid challenges:

- Priorities girls' education.
- Increase budget in education.
- Revised women's right laws.
- Increase per capital income to all society's level.
- Government's Loan priorities to female students.
- Proper inspection of private Universities

Keywords: women empowerment, gender equality, gender parity, women rights, MDGs, SDGs

1. Introduction

The Millennium Development Goal number three was to promote gender equality and women empowerment. This was the very important goal among all goals in achieving the objectives of the rest of the goals, because the population of women in the world accounts to more than half of the total population.

A lot has been done during MDGs implementation, despite of all efforts poverty and other predicaments have not been ended yet. People are still sufferings with poverty, hunger, diseases, illiteracy, and unemployment especially in the developing countries.

Women saw very limited change in all level of life. Their visibility and impact on the society is growing but in small average compared to the expected results by MDGs. They are still working long hours compared to men (two-third of the hours), they are still underpaid (they receive one tenth of the world's income), they are still deprived in the property's ownership (less than one hundredth of the world's property registered in their names), and women are still fighting hard for their rights, millions of women still die in childbirth and most dangerous one is, women are still deprived from getting proper education (Momsen 1991).

In achieving MDGs, education to women was the backbone as it is now in achieving the Sustainable Development Goals (SDGs), because the role of women in sustainability development is very vital, as it was already recognized in Rio and Beijing conferences on women in 1992 and 1995 consecutively. Women are

trapped in societies with socio-cultural practices which routinely discriminate them from enjoying equal opportunities in almost everything; everything is working against a girl from birth to death, girls in developing countries denied basic human rights, freedom, respect and dignity. Recognition itself is not enough, the gender stereotype has to be broken in order to minimize and eventually to eliminate discrimination to women to allow them to have education and have their dignity and respect from all member of the society.

Education to women, will enable them have influence in Public Policy and governance. Women in public office will confidently compete for leadership positions, in order to have influence over decision making process; this will open ways in advancing for gender equality issues and women-friendly policies, Women will hold the government and public sector agencies to implement the gender equity policy agendas.

Through education, women will acquire human capital which will improve their productivity and hence economic growth, the same to what happened to men. Researches shows, the economic benefit from women's education calculated as economic rate of return to education are comparable to those from men (King et al 1993). Returns to women's education would be increased to be equal or more to that of men only if there were a change in traditional attitude leading to a more equal occupational distribution and better utilization of women in labour force (Woodhall 1973)

The paper is divided into seven (7) sections. Section one introduces the subject matter, giving the overview of importance of MDG goal number 3 to achieve other MDGs. Section two consists of background to the establishment of MDGs. Section three covers the role of African universities in achieving MDGs. Section four shows the importance of gender equality and women empowerment politically, economically and socially. MDGs achievements in women education, non-agricultural employment and in leadership are presented in section five. Section six is conclusions and section seven contains recommendations.

2. Background to the establishment of MDGs.

The Millennium Summit for the United Nations (UN) was held in New York from 6th to 8th September 2000, where the Millennium Declaration was adopted by all attended UN member states. The Declaration contained a statement of values, principles and objectives for the international agenda for twenty first century.

The Declaration reaffirmed Member States' faith in the UN and its Charter as indispensable for more peaceful, prosperous and just world. The collective responsibility of the governments of the world to uphold human dignity, equality and equity is recognized, as is the duty of world leaders to all people and especially children and the most vulnerable.

All attended UN member states (189 at the time) and at least 23 international organizations agreed to help citizens in the world's poorest countries to achieve a better life by the year 2015 through MDGs, which act as a roadmap for implementation of Millennium Declaration. (UN 2008).

Apart from the Millennium Summit Declaration which was the only part of origins of the MDGs, the Report of the Panel on UN Peace operation (2000) (Brahimi Report), provided the basis of the goals in the area of peace and security. <http://www.un.org/en/peacekeeping/operations/reform.shtml>

More ideas came from Adam Figueroa, Organization for Economic and Development (OECD), the World Bank and the International Monetary Fund (IMF). The UN Secretary General Kofi Annan signed a report titled, *We the peoples: The Role of The UN in the 21st Century*. The OECD had formed its International Development Goals (IDGs). The two efforts were combined for the World Bank's 2001 meeting to form the MDGs. https://en.wikipedia.org/wiki/Millennium_Development_Goals

Table 1: The MDGs and their targets:

GOAL		TARGET
1.	Eradicate extreme poverty and hunger	Halves, between 1990 and 2015, the proportional of people whose income is less than US\$1 a day and the proportional of people who suffer from hunger.
2.	Achieve universal Primary Education	Ensure that, by 2015, children everywhere , boys and girls alike will be able to complete a full course of primary schooling
3.	Promote gender equality and empower women	Eliminate gender disparity in primary and secondary education preferably by 2005, and in all level of education no later than 2015
4.	Reduce child mortality	Reduce by two-third, between 1990 and 2015, the under five mortality rate
5.	Improve maternal health	Reduce three-quarters, between 1990 to 2015, the maternal mortality ratio
6.	Combat HIV/Aids, malaria and other diseases	Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases
7.	Ensure environmental sustainability	<p>Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources.</p> <p>Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation.</p> <p>Have achieved by 2020 a significant improvement in the lives of at least 100 million slum dwellers</p>
8.	Develop a global partnership for development	<p>Develop further an open, rule-based, predictable, non-discriminatory trading and financial systems.</p> <p>Address the special need of least developed countries (LDCs).</p> <p>Address the special needs of landlocked developing countries and small island developing states.</p> <p>Deal comprehensively with debt problems of developing countries through national and international measures in order to make debt sustainable in the long term. Note some of the indicators are monitored separately for LDCs, Africa, Landlocked developing countries, and small island developing states.</p> <p>In cooperation with developing countries, develop and implement strategies for decent and productive work for youth.</p> <p>In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries.</p> <p>In cooperation with private sector, make available the benefits of new technologies especially information and communication technologies (ICT).</p>

(Nwonwu 2008)

3. The Role of African Universities in achieving the MDGs.

Most African countries strove to establish at least one national university immediately after independence, to play pioneering role in addressing problems of poverty, hunger, illiteracy, diseases, unemployment, etc. The role of African Universities in national development has increased because of continuing concern that universities address problems caused by technological changes that have affected the political and social-economic order in African society. (Mosha 1986)

The African Universities, therefore, are responsible to produce the qualified professionals like engineers, doctors, lawyers, industrialists, teachers, economists, politicians etc; whose actions are needed to achieve the social, political and economic development goals of the country. In order for this to be reality, African universities need to reposition and keep pace with the ever changing global environment, by putting proper infrastructures to facilitate smooth and quick delivery of knowledge.

African Universities must become effective partners for global development as valuable idea generators with vast influence and the potential to manifest technologies and concepts that can change lives the world over. They must be effective instrument for reducing inequalities in society by drawing equal proportion of students with high academic ability from all level of family income (J. S. Coleman, 1994). Example in Tanzania, the Higher Education Loan Board (HESLB) was been established in 2004 with the objective of assisting (on a loan basis) needy Tanzanian students who secure admission in accredited higher learning institution but with no economic ability to pay for the cost of their education (HESLB, 2004).

By 'needy' applicant means:

- A poor orphan (who has lost both parents)
- A poor applicant with disability or applicant whose parents have disability.
- A poor applicant who has lost one parent.
- An applicant from poor family.

The objectives of the HESLB were to reduce inequalities, but practically it become so difficult to achieve these objectives due to the difficulties in identifying the 'needy' applicants. Most applicant in this category are poor with no access to information, they live in rural area or in poor neighborhoods with no electricity, internet, not even money to buy newspapers. Their parents or family members are illiterate to support them with information. The applicants who are coming from wealthy, educated and well connected families are the one with access to information, they know what HESLB is looking for to grant part or all loan to the applicants. They sometimes lie or forge to get this loan which was not meant for them. Then, most of the 'needy' fail to secure loan, and for those who secure part of the loan fail to afford the other part or do not receive the loan on time from HESLB.

Women are oppressed in all levels of life, girls in developing countries are faced with a lot of challenges, like not given enough time to study like boys, and most of their time is used in domestic work. It is obvious their performance will be poor compared to that of boys and even their number will be low in universities. In Tanzania, HESLB itself does not promote gender equality, due to oppression done to girls; it was supposed to give priorities to women's loan applicants in order to increase their number in higher education because it is not their fault that they achieve poorly in secondary schools. They need priority in loan allocation, not because they are less capable than men. They have brain like men but the society has been using women/girls as the domestic workers/ families' problem solvers, caretakers, house managers etc. These domestic and social responsibilities occupies most of women's time and left them with very short time to concentrate with their studies.

The African Universities are faced by number of challenges posed by transformation in the global and local political economy, also the economic and social demand of the national and local communities. The number of universities in most African countries are not enough compared to the need, even the existing one are faced by number of challenges like lack of funding, inadequate availability of physical infrastructure, low level of academic support, and few qualified academic staff, not to forget the effect of brain drain. While all these are happening, African Universities are expected to focus on global competitiveness, while striving to achieve the sustainable development.

In the advent of the third Millennium which is billed as a period of Science and Technology, most African countries like Tanzania are still struggling and not faring well as a member of the global era of science and technology. Education as a key input for social, economic, scientific and technological transformation has remained underdeveloped. In his speech at University of Johannesburg – South Africa at the inaugural Times Higher Education Africa Universities Summit July 2015, Mr. Thabo Mbeki said, "Accordingly, the African

higher education institutions shall commit themselves to public service and the provision of solutions to the development challenges and opportunities facing African people across the continent through the pursuit of excellence in teaching and learning, research and scholarship, and community service.”
<https://www.timeshighereducation.com/blog/thabo-mbeki-future-african-universities>

All aforesaid problems facing the African Universities create poor quality of education and few scholars compared to population; increase the gap in the society between the have and the have not; produce inefficient work group, selfish decision makers who joined higher education through dubious ways; increase number of unskilled labour and unemployment; and hence increase poverty.

Due to all these problems facing African universities, the most affected part of the population is women because gender inequality is promoted. For example, numbers of universities are not enough, this mean more male candidate who have the chance of better performance and few female will be enrolled to fill the available vacancies. In some universities, students are forced to rent private rooms outside universities due to lack or few accommodations. This put girls/women in a danger of being robbed, raped or killed on their way back to where they live, because some live far from the university.

For the African Universities to play it is role in achievement of any development goals, it has to be involved. As we have observed, it was not part of MDGs as either a development goal in its own right, or as a potential agent to address other development goals, although we have clear evidence that universities and research institutions playing a huge role in development terms. It has been shown before, as teaching institutions, universities are responsible for producing the engineers, health specialists, teachers, policymakers, technologists, and scientists whose knowledge and leadership are needed to improve people’s lives. Therefore, it would be unimaginable trying to attain MDG’s in Africa without the involvement of Higher Education sector.

Tanzania has realized the involvement of higher education in national development; it came up with “Development Vision 2025” which among other things envisages “a well- educated and learning society”. In order to meet the challenges of development, quality of education of the work force is very important. Research institutions and universities have enormous power to generate the cutting-edge knowledge required to contend with issues of food security, disease, climate and environmental change, and the effects and causes of poverty. The development vision also considers the issue of economic activities to be gender free by 2025 because all social relations and processes which manifest and breed inequality, in all aspect of the society (i.e., law, politics, employment, education, and culture) will be reformed. Now, we have remained by only 10 year to 2025.

4. The importance of gender equality and women empowerment politically, Economically and socially

Definitions

Gender equality: refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women’s issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development. (ILO, 2000)

Gender: refers to the social differences and relations between men and women which are learned, vary widely among societies and cultures, and change over time. The term gender does not replace the term sex, which refers exclusively to biological differences between men and women. For example, statistical data are broken down by sex. The term gender is used to analyze the roles, responsibilities, constraints, opportunities and needs of women and men in all areas an in any given social context. Gender roles are learned behaviors in a given society, community or other social group. They condition activities, tasks and responsibilities are perceived as male or female. Gender roles are affected by age, class, race, ethnicity and religion, and by the geographical, economic and political environment. (UNESCO, 1995)

Patriarchy: Is a historical system of dominance of men over women. Emerges 5000 – 6000 years ago (Peattie et al 1983)

MDGs goal number three was to promote gender equality and women empowerment. The equality has to touch all level of women’s life; education, employment and leadership but education is the most important factor in

achieving equality in all other level of women's life. The MDGs number three was supposed to be the key goal while striving to achieve the rest of the goals. Education of women is more important than of men. When all mankind shall receive the same education and the equality of men and women be realized, the foundation of war will be utterly destroyed. Without equality this will be impossible (Baha 1982)

Women account for more than half of the world's population, perform two-third of the hours worked, but receive one-tenth of the world's income and have less than one hundredth of the world's property registered in their names (Momsen 1991).

Education to women has more non-monetary benefits (Social efficiency). It has been suggested in research findings that, social benefits from investing in women education are far greater than those from men. Example, reduction in fertility rate because most educated women become busy with work which make them to desire a small family; Reduction in infant mortality rate and improvement in child health because educated mothers acquire knowledge of importance of hygiene, proper diet and simple remedies. Women's education has also greater impact on educational attainment of their children than father's education; also there is limited evidence that children whose mothers work have good education than children whose mothers do not work because it appears that a greater proportion of women's income are spent on a child. By contrast statistical analyses show that men's schooling has relatively much smaller effects on those important social outcomes (J. Behrman et al, 1995)

A child born to a mother who can read is 50% more likely to survive past age 5. In sub-Saharan Africa, an estimated 1.8 million children lives could have been saved in 2008 if their mothers had at least a secondary education. In Indonesia 68% of children whose mothers have attended secondary education are immunized compared with 19% of children whose mothers have no primary education (United Nation, 2013)

A cross national study found that doubling of the 1975 average secondary school enrolment ratio in the 72 sample countries from 19% to 38% would have reduced the average number of birth in 1985, where doubling of the family planning provision would have reduced the number by only 3.5%. Infant death was reduced by 64%, while doubling number of physical reduces the number of infant deaths by a mere 2.5%. (Subbarao et al 1995)

It has been explained before that, education improve the productivity of individual. Women work more hours than men, but their income is less than that of men because they lack education and are more likely to work in informal employment. The study shows that 80% of women in Asia, 74% of women in Saharan Africa and 54% from Latin America and Caribbean work in non-agricultural jobs are in informal employment (UN Women, 2015-16). Women also, bear disproportionate responsibility for unpaid care work; 1 – 3 hours house work more than men, 2 – 10 times care for children, elderly and the sick more than men (World Bank, 2012). Equality in Education and in other unpaid jobs will therefore increase women's economic rate of return to be more than that of men because of more hours spent by women in pay work.

As the 2011 UN General Assembly resolution on women's political participation notes, "Women in every part of the world continue to be largely marginalized from the political sphere, often as a result of discriminatory laws, practices, attitudes and gender stereotypes, low levels of education, lack of access to health care and the disproportionate effect of poverty on women." - <http://www.unwomen.org/en/what-we-do/leadership-and-political-participation>

Education to women will increase their participation in politics, it will build their confidence to compete for the leadership and increase their presence in bureaucracy. It will give women chances to participate in gender-sensitive public sector reforms and hence promote gender equality. More women access to the local government will increase tangible impact in local spending patterns and building social acceptance of women political authority. In some settings, spending pattern has already shifted towards the provision of services which are favored by women like schools, water supplies and public health.

5. MDGs achievement in gender equality and women empowerment

Achievements in MDG 3:

Target 3.A:

Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015

Indicator 3.1: Ratio of girls to boys in primary, secondary and tertiary education

- By 2012, significantly more girls were enrolled in, or had attended, primary school, globally.

- Benin, Burkina Faso, Senegal and Sierra Leone are among the countries in sub-Saharan Africa that have made the greatest improvements in enrolling more girls into school. Over this period, between 30 and 40 additional girls were enrolled in school for every 100 boys.
- In February, Malawi passed a bill that increased the age of marriage from 15 to 18. Early marriage is a prime reason why girls do not attend secondary school.

<http://www.theguardian.com/global-development/2015/mar/26/millennium-development-goal-3-15-achievements-on-gender-equality> 26TH March 2015. Retrieved 02nd October 2015

- After primary education was made free in Tanzania, much progress has been made in increasing in number of students enrolled from 7.5 million in 2005 to 8.4 million in 2009. Enrollment in secondary school increased from 260,000 in 2000 to 1,466,000 in 2009 **Source: Basic Education Statistics in Tanzania, 2009**

Indicator 3.2: Share of women in wage employment in the non agricultural sector

- The number of women employed in paid work in non-agricultural jobs increased, with the global share rising from 35% to 40% between 1990 and 2012
- Bolivia has revoked laws that did not allow women to work at night.
- According to the International Labor Organization (ILO), the number of UN member states that have ratified the equal remuneration convention has risen from 126 in 1995 to 171 today.
- The number of countries that have ratified the discrimination (employment and occupation) convention has risen from 122 to 172, according to the ILO.

<http://www.theguardian.com/global-development/2015/mar/26/millennium-development-goal-3-15-achievements-on-gender-equality> 26TH March 2015. Retrieved 02nd October 2015

Indicator 3.3: Proportion of seats held by women in national parliament

- The number of female MPs globally [has doubled over the past 20 years](#), according to the [Inter-Parliamentary Union](#).
- Nepal has increased the percentage of seats held by women in national parliament from 6% in 1990 to almost 30% in 2014.
- Rwanda has the most female lawmakers in the world. Women now make up 64% of MPs in the lower house.
- Since 1990, Grenada and Zimbabwe have both registered a 20% increase in the number of female MPs in their lower and upper houses, respectively.
- In 2012, Nicaragua recorded the most women holding ministerial positions in the world – 57% – ahead of Sweden, Finland, France and Norway.
- Cameroon's elections in 2013 resulted in 56 female deputies out of 180, up from 25 under the previous parliament.
- Tanzania has made progress in women's representation in parliament share increased from 30% to 36% after 2010 election

<http://www.theguardian.com/global-development/2015/mar/26/millennium-development-goal-3-15-achievements-on-gender-equality> 26TH March 2015. Retrieved 02nd October 2015

The MDGs are interdependent. Achievements of MDG 3 also depend on MDG2: The region also showed progress towards MDG 2. School fees that included Parent-Teacher Association and community contributions, textbook fees, compulsory uniforms and other charges took up nearly a quarter of a poor family's income and led countries including [Burundi](#), the [Democratic Republic of the Congo](#), [Ethiopia](#), [Ghana](#), [Kenya](#), [Malawi](#), [Mozambique](#), [Tanzania](#), and [Uganda](#) to eliminate such fees, increasing enrolment. For instance, in Ghana, public school enrolment in the most deprived districts soared from 4.2 million to 5.4 million between 2004 and 2005. In Kenya, primary school enrolment added 1.2 million in 2003 and by 2004; the number had climbed to 7.2 million.

"Goal: Tracking the Millennium Development Goals". MDG Monitor. 1 November 2007. Retrieved 2012-10-14.

6. Conclusion

Although there have been major advancements and improvements achieving some of the MDGs even before the deadline of 2015, the progress has been uneven between the countries. Developing countries mostly from Africa, Asia and Latin America, did not entirely get what they wanted, they have achieved development in small area of the MDGs which does not bring much changes in the entire community (New African, August/September 2015).

Indicator 3.1: Ratio of girls to boys in primary, secondary and tertiary education

The average gap in primary education has been closed, however, disparities persist regionally and the poorest girls are not enrolled in school. There has been little progress in secondary and tertiary education gender parity since the 1990s; also girls are still account for 55% of the out-of-school population.

mdgs.un.org/unsd/mdg/.../Static/.../Progress2012/MDG-Gender-2012.

In case of Tanzania, primary school enrollment was from 7.5 million in 2005 to 8.4 million in 2009 but the enrollment in secondary school was 1.2 million in 2005 to 1.5 million in 2009. The secondary school enrollment is still very low compared to primary school and the boys outnumber girls

Source: Basic Education Statistics in Tanzania, 2009

The number of women enrolled decrease when climbing a ladder, from primary to secondary school. Even the number of female students who sit and passed the Advanced Certificate of Secondary Examination (ACSE) decreased for last 3 years of MDGs. as shown below by the National Examination Council of Tanzania (NECTA):

Table 2: Number of ACSE candidates registered, sit and pass the examination 2013-15 in Tanzania

Year	No. of candidate registered for ACSE	No. of candidates sit for ACSE				No. of Candidate passed ACSE			
		Total	Male	Female	Female%	Total	Male	Female	Female%
2013	52,513	52,116	34,106	18,010	35	44,366	29,744	14,622	33
2014	41,968	40,695	28,325	12,370	30	38,905	26,825	12,080	31
2015	40,788	40,753	-	-	-	38,853	27,119	11,734	30

This mean that the number of women going to universities is low compared to that of male. Muhimbili University of Health and Applied Science (MUHAS) increases the number academic programs from 37 in 2005/06 to 81 in 2010/11. This is over 113.5% increase, up to Sept 2010 the number of registered students was 2,695; 19 PhD, 404 postgraduate, 1,437 undergraduate, 835 diplomas, and female students compose 32.5% of the total population. This implies few female students are admitted in the Universities.

This indicator has not been achieved in most developing countries because the underlying barriers of educating girls and making opportunities available to women still exist today, such as:

- The socio-cultural beliefs and practices like early marriage and pregnancy prevent girls from finishing school. For example, in Tanzania Uhuru Daily Newspaper of November 20, 2006 reported that 47 girls failed to complete standard seven in Kilombero District in Morogoro Region because they got pregnant and some of the men responsible with the malady had been dealt with the girls as their wives.

- Girls who get pregnant are expelled and the pregnancy is considered to be the girls' fault. Moreover pregnancy further lowered the number of girls by raising the number of girls' school drop-out. The men responsible with the pregnancies have been going unpunished, even though the law states that 30 years' imprisonment is what they deserve for so doing. Sometimes due to poor infrastructure (courts are located far, then need for bus fare), bureaucracy (magistrate may postpone the case several times with or without important reasons) and corruption in the justice system, parent who happens to sue a man for impregnating his/her daughter become tired and broke, left with no choice than to drop the case and let the accused walk free.
- For the parents who gives their daughters for marriage at tender age fall under the same justice system. Example, Tanzanian Law of marriage allow girls at the age of 14 to get married at the parents' consent, while in other important activities like voting she has to be 18 years. At the age of 14, a girl is not even physically and mentally matured enough to engage herself to sex activities, she cannot even protect herself from HIV/Aids or unwanted pregnancy, and still she needs to be enrolled for secondary education.
- The high number of school pregnancies is an indicator of unprotected sexual activity and the high vulnerability of girls to HIV infection (rates of infection are six times higher for girls than boys. Girls are mostly performing domestic duties for teachers at school and at home, such as fetching water, cooking, cleaning etc. this reduce their learning time.
- The economic factors, despite the abolition of school fees, parents are often unable to meet other school costs. This poses a big challenge on the retention of those enrolled. Girls normally work to supplement household income while lack of formal employment opportunities discourages children from completing the primary education, also engage them in sex business.

Indicator 3.2: Share of women in wage employment in the non-agricultural sector

Women's employment outside the agricultural sector increased from 35 percent to 40 percent between 1990 and 2010, but women's participation in the labor market lags behind men, regardless of education and skills

mdgs.un.org/unsd/mdg/.../Static/.../Progress2012/MDG-Gender-2012.

It is very difficult for this indicator to be implemented without adequate education being considered. All the challenges mentioned above, contribute to the few number of girls completed primary, secondary and tertiary education which means few qualified women is available in the labour market. It will not be proper to pick unqualified women from the streets and employ her in an office, just to balance the number of women against that of men in offices.

Gender stereotype is still an obstacle in labour markets, some employers does not want to employ women despite of their qualifications, some still believes women are better for domestic work only, some think women cannot deliver at their work because they will be busy with family matters.

In year 2005/06 to 2010/11, the number of academic staff at MUHAS has increased from 196 to 239. Female academic staff was 27.8% of all academic staff. Number of professors and associate professors was 47 which are relatively low compared to other ranks of 194 in 2010/1. In 2010/11 there was only one female professor and five female associate professors, which is 12.7% of total professors and associate professors. Senior Lecturers were 55 of which 27.3% were female.

Source: MUHAS

Indicator 3.3: Proportion of seats held by women in national parliament

Increase in number of women in parliaments in different countries of the world, especially from developing countries is very low per time. Women make up less than 21% of parliamentarians worldwide. According to the UN report, "At the pace witnessed during the last 15 years, it will take nearly 40 years to reach the parity zone in parliaments.

mdgs.un.org/unsd/mdg/.../Static/.../Progress2012/MDG-Gender-2012.

In Tanzania, number of women in the parliament has been increase from 62 (21.5% of all Member of Parliament) in 2000 to 125 (36%) but this increase is due to increase in the number of special seats (favor to women). This means that MDG 3 in this area has not been achieved due to the following challenges:

- The environment in which election take place is still retrogressive and male dominated. Some men and women still believe that men are the only one to lead.

- Women have few resources compared to men, most of them cannot afford the cost of election such as election deposits, monitor, protect, control and count votes.
- Lack of political support and leadership impact. Women are used on mobilizing membership, fundraising and campaigning for contestants who are mainly men; and the decision making within existing political parties are male dominated.
- Lack of political will: Most developing countries like Tanzania are signatories of many international and regional standards which bind them morally and legally to equity and non-discriminatory policies in development process, including gender parity in political participation. Additionally, Tanzania has taken measures in translating these commitments into National Policy frameworks, laws, regulation like National Development Vision (2025), National Strategy for Growth and Reduction of Poverty (MKUKUTA/MKUZA). However, translation of policies into practice has been major challenge.

In summing up, the Millennium Development Goal 3 has not been achieved in most developing countries, apart from the Small Island Development States (SIDS) of Mauritius, Cape Verde and Seychelles, together with few mainland states like Rwanda

7. Recommendation

As we are at the end of MDGs, the 17 pushy global objectives known as “Sustainable Development Goals” (SDGs) will now replace the eight MDGs. Developing countries, especially from Africa must focus on Africa Development Goals. Carlos Lopes, the executive secretary of Addis Ababa-based regional UN policy think-tank, the Economic Commission for Africa (UNECA) says, we must narrow the new goals to what is important to us. The European Union does not wait for SDGs to define their European strategy. They discuss their strategy and then link it to SDGs. The same should apply to Africa (NewAfrica, Aug/Sept. 2015).

Africa problems are mostly understood by African themselves, and some of the problems are not suffered in developed world. It is only Africans who will solve their problems. Africans has to bear in their mind that “Africa Transformation” needs to be funded and must focus on domestic resource mobilization and cease over-reliance on aid dependency, Africa must focus on domestic public resources such as taxes, and better negotiation for contracts on natural resources exploration and curbing illicit financial flow from the continent. It has said, Africa is losing up to USD 60 billion annually through illicit flows mostly by multinationals, this amount is more than what the continent get from Official Development Assistance (ODA), which stood at USD 26.2 billion in 2014.

We have seen that most of the MDGs have never been achieved in most of the African countries, one of the main reason if lack of fund. During the implementation of MDGs there were commitments from developed countries to help developing countries, Moses Tule, the director of monetary policy at the Central Bank of Nigeria says, “that never happened and the little given was always late. For SDGs to be successful achieved, there must be immense sacrifices ranging from political will, social responsibility and by the developed nation putting their fund where it’s needed and at the right time, and developing countries must improve their governance by maintaining open policies, improve their service delivery by fight corruption and proper administration of laws and regulations.

With enough fund, Africa will be in the position to build required and quality universities, provide accommodations to students, buy proper teaching materials and be able to import technology and skills from developed countries. This will help to provide proper education to women and achieve the gender equality and women empowerment.

Women will be able to achieve gender equality in higher learning institutions, first by acquiring the chance to be there. In order for them to achieve the chance the following measures must be implemented:

- The Public must be educated on the importance of girl’s education and fight patriarchal system. The provision of education to girls must involve the society where students live. The society must support it through changing their ways of thinking by rejecting gender discrimination and social injustice. The MDGs did not provide strong impetus for society’s change.
- The MDGs focused on gender parity in primary and secondary schools, it was measuring the quantitative changes and counting the number of girls compared with that of boys enrolling in schools. It overlooked the most important tangible and measurable factors which if prioritized before talking about gender parity, it may improve the access and retention of girls in schools and hence improve

parity in Higher education. The following

- Quality of infrastructure and facilities, example: enough number of proper schools (enough toilets which are properly designed and maintained, safe and clean water, reliable electricity, desks, qualified teachers etc.), easy transportation.
 - Provision of boarding schools for girls from nomadic societies. Boarding schools is the best option for girls, it keeps them safe by eliminating long distance commuting, free them from excessive household duties so they can focus on their education.
 - Supplies of enough teaching materials including up to date textbooks.
 - Curriculum reforms which reflect the difference in culture and geographical realities of learners.
 - Support for schools in poor communities, like provision of sanitary pads to girls for free or for low prices as it was estimated by UNESCO, 1 in 10 African adolescent girl miss school during menstruation and eventually drop out. Some NGO's has tried to help by teaching girls in poor communities to make reusable menstrual pads by providing soft cotton materials and sewing machines and others sale washable pads at low prices. Big up to Sue Barnes founder of Subz washable pads and panties in South Africa, Caritas Lira in Uganda, Village to village in Tanzania to name the few. Governments of developing countries especially the Ministry concerned with women, gender and children, Ministry of education, women in parliaments, and well-wishers must campaign on provision of affordable and adequate sanitary pads to all girls in schools.

 - Participation of women themselves in decision making about their education to ensure flexibility and meet the wide range of their needs. Problems of women are understood by women themselves
- Policy on public compensation for the asymmetry in parental incentive to educate girls and boys by giving extra subsidies for girl's schooling. For example HESLB to give priorities on female loan's applicants during this transition period towards gender equality and women empowerment. As we have already seen, girls/women are facing a lot of challenges which hinders their performance in school compared to boys/men, and also girl's education is a public benefits.
 - The emphasis must be put in ADULT education. The MDG's did not talk about this important area in improving gender equality. In 2002 there were 800 million non-literate adults, 64% were women (UNESCO 2003). Governments might put consistent and coordinated programmes on adult education, as crucial and a starting point on addressing the problems of the communities. The topics of discussion apart from reading, writing and arithmetic may also be on:
 - HIV/AIDS
 - Importance of promoting girls' education in addressing gender inequalities
 - Addressing traditional concepts of masculinity and some male sexual behavior.
 - Violence, sexual harassment and abuse to girls/women
 - Adult education may bring changes in the life of number of women and their families:
 - It gives learners the self-confidence and empower women to decide what the best is for them.
 - It will increase their skills and knowledge to have a better job, hence increase their financial independence.
 - It gives women chance to educate their children and help them at school, this will break the vicious circle of education poverty which is often passes from one generation to the next.
 - Governments should improve the economic incentives for women's education by reducing job and wage discrimination against women in labour market, example through strict labour legislation.

Gender equality entails more than attainment of equal number in schools, or parity in examination results. It implies a fuller meaning of equality which includes conditions in school and post-school opportunities.

- Governments should reform legal frameworks and judicial systems to improve women access to justice. Example, the police force must handle women's violence with extra care as they handle other criminal offences. Most married women are suffering physical abuse from their husbands, girls are being abused and raped but they do not receive proper attention from police especially policemen, after reporting the crime. Mostly they are advised to handle the case in the family level, which does not work in most of the cases, and sometimes these women lose their life. The juridical system of most developing countries is extremely corrupt which leaves a lot of holes for injustice to women, who are illiterate with low self-esteem to fight for their right; and who are very poor to afford paying corruption.
- Governments must factor in jobs, creation of wealth and economic independence by stopping exporting of raw materials which is "export of jobs". African countries must "add value" to these raw materials which means creation of jobs. This will increase the parents' economic power to meet basic needs of their children including education to their daughters (instead of engaging in informal employment including illegal practices such as sex business and early marriages, girls will spend much of their time in school)
- The Government machinery which oversee and regulate quality as well as the general management and performance of Universities, must perform their duties with due diligence in making sure that the Universities are achieving quality assurance and governance. If these machineries are involved in corruption, the quality of education given will be poor and the country will suffer the consequences.

Example, Tanzania Commission for Universities (TCU), has revoked the establishment of St Joseph University College of Agricultural Science (SJUCAST) in Songea and St Joseph University College of Information (SJUCIT) Arusha campus due to breach of regulations. This affected more than 2000 students who will be transferred to other higher learning institutions. This is very costly in terms of psychology and finance, it will take sometimes for these students to settle down and adopting new environment and this can them cost their performance. TCU (2016) was convinced that the two colleges were not delivering to the expected quality of university education, a trend which affected the academic pursuit of their students. He said, "Over the years there has been persistent quality assurance and governance to ensure adherence to the Universities Act, Cap 346. Despite previous warnings by TCU, the administration of St Joseph University at the two colleges remained defiant and failed to improve the education standards offered. As a result the students were 'half cooked' in their respective disciplines. (Daily News,

27 February 2016). This statement shows that there is a big problem within TCU, it was not supposed to wait for years to close these campuses, because the labour market does not need 'half cooked' professionals. These people are our engineers, scientists, teachers etc. if 'half cooked', they will cause a lot of damages in our life. Fun enough, TCU did select new students for 2016/17 for these campuses.

- Women of developing countries still need to be given special seats in the parliament during this transition period to gender equality. This is due to the fact that the most members of our society, especially men, do not believe that a woman can lead men, despite of the education she poses. It is happening most of the time; an illiterate man is against voting for an educated woman just because she is a woman. But, still we women need to be part of the policy making; therefore we must be in the parliament in either way.

Provision of proper education to girls from primary school level (gender equality), will also improve the gender equality in the universities' level. Proper education will empower women and increase their Economies of Return, hence achievement of the Sustainable Development Goals.

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