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# Context Matters

## — RESEARCH GRANTS —

2019 Grant Recipients

### **Research title: Investigating Girls' Literacy Practices In and Out of School in Rural Tanzania**

**Principle Investigator:** Dr. Daniel Fussy, with Mkwawa University College of Education, Iringa, Tanzania

**Research location:** Tabora Region, Tanzania

**Research dates:** January 2020 – April 2021

**Dr. Fussy** is a Lecturer at Mkwawa University College of Education Iringa, Tanzania. He holds a PhD in Education from the University of Glasgow, United Kingdom; a Master of Arts in Education, University of Dar es Salaam, Tanzania; and a Bachelor of Education in Arts, University of Dar es Salaam, Tanzania.

**Summary:** This research will examine girls' literacy practices in the home, school, and community at the secondary school level. It will assess whether or not such practices constitute girls' empowerment; examine the types of support provided by families, schools, and communities in supporting and strengthening girls' literacy practices; identify the major challenges facing families, schools, and communities in improving girls' literacy practice; and explore possibilities of better improving literacy practices for empowering girls. This project will be guided by Indigenous Standpoint Theory (IST), and the research will take place in one location in the Igunga district in Tabora region and include a cohort of 18 participants, along with a committee of local stakeholders to provide input and guidance to the researchers.

This research will be guided by the following questions:

1. What are the girls' literacy practices in the homes, schools and communities, and how do they promote girls' empowerment in rural Tanzania?
2. In what ways do families, schools and communities support girls literacy development and practices in rural Tanzania?
3. What are the challenges facing families, schools, and communities in supporting girls' literacy practices in rural Tanzania?
4. And how can girls' literacy practices be improved in rural Tanzania?

The main purpose of the research is to generate new knowledge that will lead to initiatives in improving literacy practices in and out of school for empowering girls in rural Tanzania. The findings from this research will be useful to ministries responsible for education, for policy makers, local education officials, parents, teachers, and village leaders to help establish, implement, support, and strengthen effective literacy practices that are shown to lead to girls' empowerment in Tanzania.