

2007 Education & Poverty Reduction Strategies: Issues of Policy Coherence

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**“Challenges facing the
implementation of a policy
on girls’ education in Zanzibar”**

Dr. Issa Ziddy, The State University of Zanzibar

Quranic School (Madrasa)



Historical background: Zanzibar

- Part of the United Republic of Tanzania
- Autonomy over Zanzibar's development policy, recurrent capital activities, non higher education.
- 1991: First Zanzibar Education policy- (ZEP)
- 1995: Amendment of ZEP
- 1996: The Zanzibar Education Master Plan (ZEMAP)

Background: Girls' education

- Before 1890: provided in Qur-anic schools.
- Girls remained at home
- 1902: Establishment of secular schools.
- Few girls were sent to school
- 1964: Declaration of free education for all.
- No decrees or policies to support free ed.
- gender disparity remained high.

Background: Girls' education (cont)

- Zanzibar girls' education aiming at:
 - Getting many educated females
 - enhancing national and social development - involving in different economic activities - bringing up healthier children - decrease mortality and reproduction rate - reducing poverty
 - gender equity and human right

Aim of the paper

- Revise 8 key targets of ZEP with regard to girls' education in Zanzibar
- Discuss facts about implementation, experience, performance and challenges facing girls' education policy in Zanzibar
- Indicate successful areas or gaps that need to be strengthened or urgent attentions

Compulsory basic education

- Provided for 10 years. The target is to
- **“eliminate gender disparities in primary ed. by 2005 and at all levels in 2015”**
- 2004: female students (50.5%)
- Target has been reached, but the **quality** of that education for girls to help poverty reduction among them and their society is still debatable issue

Primary education

- Disparities in enrolment in some districts:
- 2004:Urban has (21.1%) **F** and (19.7%)**M**, South U. has (3.8%) **F** and **M**, Micheweni has (7.3%)**M** and (6.5%)**F**. **The challenge:**
- how should we improve efficient utilization of increased financial resources? how should we combat with the general poor economic situation of the parents?

Secondary education

- **Biased sec. schools** F1 - F4 (O-Level) and then F5 – F6 (A-Level). Only (3%) of students selected to join this type.
- **Ordinary sec. schools**. **a** = 3 years up to F2 (**lower sec. level**). **b** = F3 – F4, In 2004: (40%) joined this 2nd cycle. **c** = F5 – 6 (Advance)
- 2004: (50.4%) of girls enrolled in lower sec. and (48.7%) in F3 – F4

Secondary ed. continue

- Target: **“To increase proportion of girls who join lower and higher secondary ed. by (5%) annually so as to fill the increasing gaps of female students dropping out from school”**
- 1997: 112 girls and in 2003: 249 girls enrolled. But the gap of achieving the target can not be accomplished
- Disparities among districts

Secondary ed. continue

- **Higher Sec Schools** (F5 – 6): Enrolment of girls in 2000 (29.6%), 2001 (29.2%), 2004 (37.1%)
- **Full Technical Education** (FTC): Enrolment of girls in 2000 (30.8%), 2001 (33.2%) and in 2004 (24.2%). **Strengths:**
 - Near gender equity.
 - involvement of NGOs specializing in women's ed. like “FAWE”**Gaps:**
 - Few girls joined biased sec. ed.
 - No hostel facilities

Non – Formal education

- Operational target “**to increase literacy rate of women from (76.8%) 2004 to (85%) 2010 so as to decrease the high percentage of illiterate female**”
- 2004: 72 post **literacy centres** (92.3%) women. **Alternative ed.** In 2005 (20%) are female. **Continuing ed.** By 2004 (54.4%) were women

Non – Formal education cont.

- 2002: Literacy among females is (61.2%)
- **The gap:** There is still need of public debate on gender based violence, division of labour and work load to help:
- Youth who could not complete formal ed.
- Parents to give their dropout daughters another chance to return to school

Challenges of poor enrolment

- Targets: **“empower women and give them access to knowledge”, “increase their participation in social, cultural and political life”**
- How do we reach those targets if there is low enrolment at a higher sec. ed. And technical ed.?

Challenges of poor enrolment cont.

- **Social factors:** **a:** - Boys are favoured
 - Girls prepared as mothers and housewives.
 - Boys have lighter duties.**b:** Sexual harassment from the home, way to school, *lifts* on the road, male students, teachers. **c:** Lack of support after school and tough restrictions. **d:** Lack of role models. **e:** Early pregnancies and early marriages

Challenges of poor enrolment cont.

- **Economic factors:** **a:** - Unemployment: (23%) for labour force aged 15 – 19 years and (7%) for that aged 25 – 29. - Poor marketing of agricultural produce. **b:** Family poverty contributes to poor performance of students and dropout (Girls are more affected compared with boys). **c:** Insufficient resource to manage the girls hostel
- **Geographical challenges:**

Higher education

- - By 2004: Female population was (21.8%)
Targets: **“to provide knowledge, skills, attitudes and values to improve women living conditions”** , **“to empower and give them access to knowledge”** , **“to increase their participation in social, cultural and political life”**
- **The gape:** how can we achieve the targets without expanding higher ed. to female?

Higher education cont.

- **Strengths:** - The Government University (SUZA) increases opportunities for female students. - Special concessions for female students as in the guidelines for granting student loans. - Funds to upgrade female students to join SUZA to study science. - Science camps, tuition fees and hostel facilities. **Urgent attention:** Enrolment of more female students

Conclusion

- Formulation of ZEP, declaration of ed. for all, planning of strategies, co-operation between government with private sectors, NGOs, FBOs and development partners in the issues of women ed. is the first step to recognizing the issue of ed. and poverty reduction.
- Economic poverty among families hinder the implementation of girls' ed. policy



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