

**IMPLEMENTATION OF EDUCATION POLICY IN REDUCING
SCHOOL DROPOUT IN ZANZIBAR:
A CASE OF TUMBE WARD PEMBA**

**IMPLEMENTATION OF EDUCATION POLICY IN REDUCING
SCHOOL DROPOUT IN ZANZIBAR:
A CASE OF TUMBE WARD PEMBA**

By

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**A Dissertation submitted in Partial Fulfilments for the requirements for the
award of the Master in Development Policy (MSc DP) of the Mzumbe
University**

2015

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled *the implementation of Education policy in reducing school dropout in Zanzibar: A case of Tumbe Ward Pemba*, in partial fulfilment of the requirements for award of the degree of Master of Science in Development Policy at Mzumbe University.

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Accepted for the Board of Institute of Development Studies

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DIRECTOR, INSTITUTE OF DEVELOPMENT STUDIES

DECLARATION AND COPYRIGHT

I, Rashid Mohamed Ussi, declare that this dissertation titled “*The Implementation of Education Policy in reducing school dropout in Zanzibar, A case of Tumbe Ward Pemba*” is my own original work, and that it has not been presented to any other University for a similar or any other degree award.

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DEDICATION

The dissertation is dedicated to my lovely children Ashfia Rashid Mohamed and Mohamed Rashid Mohamed, my dear wife Mrs Time Mcha Makame for their tolerance, prayers and encouragement for the success of my studies.

LIST OF ACRONYMS AND ABBREVIATIONS

ABEK	Alternative Basic Education for Karamoja
APBE	Alternative Provision to Basic Education
CBE	Complementary Basic Education
CBOs	Civil Society Organizations
COBET	Complementary Basic Education Tanzania
COPE	Complementary Opportunities to Primary Education
DEO	District Education Officer
ECE	Early Child Education
EFA	Education for All
FAWE	Forum for African Women Educationalists
HDI	Human Development Index
HIV/ AIDS	Human Immunodeficiency Virus/ Acquire Immune Deficiency Syndrome
ICBAE	Integrated Community Based Adult Education
MDGs	Millennium Development Goals
MOERT	Ministry of Education of the Republic of Tajikistan
MoEVT	Ministry of Education and Vocational Training
NGOs	Non-Governmental Organizations
REO	Regional Education Officer
RGoZ	Revolutionary Government of Zanzibar
SADC	Southern African Development Community
UNDP	United Nation Development Programmes
UNESCO	United Nation Education, Scientific, and Cultural Organization
UNICEF	United Nation International Children's Emergency Fund
UPE	Universal Primary Education
URT	United Republic of Tanzania
USA	United State of America
ZEMP	Zanzibar Education Master Plan
ZGPRS	Zanzibar Growth and Poverty Reduction Strategy
ZPRP	Zanzibar Poverty Reduction Programme

ABSTRACT

The study sought to examine the implementation of the existing Zanzibar education policy in reducing school dropout at Tumbe Ward of Micheweni District Pemba in Zanzibar. Specifically, the study examined the status of dropout, strategies used in reducing dropout, and the socio-economic effects; such as educational, economic and social effects. The study further assessed the existing Zanzibar education policy in reducing dropout rate. It was a comparative study; it was set to compare the rate of dropout between primary and secondary levels. Interviews was used to 06 key informants, while questionnaires were used for other 89 respondents through which both qualitative and quantitative data were collected and analysed in this study.

The study revealed the causes of dropout as poverty, early marriages and teenage pregnancies, illiterates of parents, parents' separation and in adequate of school teachers. The study further revealed that, females' dropout in Primary level was higher compared to males' dropout rates and males' dropout rate at secondary level was higher compared to that of females. Generally, it emerged from the study that, the dropout rate in secondary level was higher than primary level. Apart from the provision of alternative education, the study established other strategies used in reducing dropout rates; these include Community Police and parents meetings with school committee members that were helpful in reducing dropout.

The results of the study further showed that there were socio-economic effects caused by dropouts in Tumbe Ward. The alternative education programme was helpful in reducing dropout, while the law that allowed the pregnant girls to returning back to school after delivery was not effectively implemented in the area. Lastly, the study recommends measures to address dropout rate; such as punishment to parents who allow their children to dropout; recruitment of adequate and qualified teachers; provision of assistance to poor students; increased awareness to the parents on the need for school students' retention; and the advocacy for alternative education to be diversified specifically in rural areas.

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CHAPTER ONE

INTRODUCTION TO THE PROBLEM

1.1 Back ground to the study

Internationally, the individual right to education has been reiterated in many treaties and conventions such as the 1948 Convention on the Rights of the Child and the 1990 World Conference on Education for all (UNESCO, 2000). There is general consensus that the school dropout problem has reached epidemic proportions Internationally and has become a global problem facing the education sector (Patrick, 2008; Bridgeland, and Shadreck, 2013). Despite the considerable progress made towards universal access to education, there were still 130 million children depressed of their right to basic schooling; two thirds of them were girls. One third of those enrolled never complete primary school and many of those who do were lacking the necessary skills and knowledge they should have acquired (UNICEF, 1998). There is an increasing requirement that the problem of dropping out be the concern of every member of society since it has negative consequences to an individual and the society at large (Jamil *et al.*, 2010).

In Yemen, many children dropout of school early, especially girls in rural areas of the country; Nearly 2 million of 6 to 15 year olds were out of school in the year 2011 (World Bank, 2013). Evidence indicate that Sub-Saharan Africa is a home to 43% of the World's out of school children. It is estimated that around 10 million children in Sub-Saharan Africa dropout of primary school every year (UNICEF and UNESCO, 2011).

The World Bank report indicates that almost a quarter of young women aged 15-24, (116 million) in developing countries have never completed primary school. Young women make up 58% of those who did not complete the primary school (UNESCO, 2013). Apart from that, Sub-Saharan African countries are experiencing steady progress in education but children leave school early without being able to read or write (UNESCO, 2012). The latest edition of the Global Education Digest reveals

that, Africa has the World's highest dropout rate in the World. For instance 42% of African school children leave school early, with about one in six leaving before Grade 2. This means that more than two in five children who start school do not reach the last grade of primary education in Africa (UNESCO, 2012). The state of dropout rates was however relatively higher in Niger; for example in 2006, where 30% of the 56% of 16 and 17 years old who were ever enrolled in school dropped out (Sabates *et al.*, 2010).

In Madagascar, about 14% of 16 and 17 years old people did not have access to school but 30% of those who had been to school dropped out (Sabates *et al.*, 2010). Other countries where dropout rates are highest include Chad (72%), Uganda (68%) and Angola (68%). More than two out of three children starting primary school in these countries are expected to leave before reaching the last grade (UNESCO, 2012).

Tanzania is ranked as one of the poorest countries in the world; it had a Human Development Index HDI, of 0,466, and was thereby ranked 152 out of 187 countries (Elofsson and Jartsjö (2012). Children dropping out without completing primary school remains a key restriction for achieving Univesal Primary Education (UPE). According to the Ministry of Education and Vocational Training in Tanzania, the number of girls in secondary schools had decreased from 48 to 45 percent (URT, 2005). In 2010, more than 8,000 girls dropped out of school due to teenage pregnancy, as well as about 1,760 girls in primary school and over 6,300 in secondary school in Tanzania. More girls dropped out of school due to pregnancy in Mbeya, Shinyanga, Mwanza and Tabora than other areas in the country (UNICEF, 2011:36).

The Zanzibar Development Vision 2020 guides education development in Zanzibar; it sees education as fundamental right in the reduction of poverty and it set the target of 100% primary school enrolment by 2015. Due to Raja and Sultan (2000:19-20), Pupils in Zanzibar frequently face many problems encountered in schools, including

poor school facilities, ineffective teaching methods, a curriculum that leaves little space for student interaction, violence and sexual harassment and high dropout rate. Therefore, the Zanzibar education policy of 2006 translated the broader vision of the Government set out in vision 2020. This is congruence to articulation of the Zanzibar Growth and Poverty Reduction Strategy (ZGPRS) as well as the International commitments on education such as Education for All of 2000-2015 and Millennium Development Goals (MDGs) by the year 2015 (Revolutionary Government of Zanzibar, 2006).

The major weakness in attaining EFA, Vision 2025 for Tanzania Mainland and vision 2020 for Zanzibar in education is the rising cases of school dropout. Of course, this is a problem facing many countries whether developed, developing or under developed (Brown, 2004). Studies such as RGoZ (2006), Ziddy (2007), MoEVT (2012), Elofsson and Jartsjo (2012), Raja and Sultan (2000) observed different reasons for school dropout; these includes poverty, overcrowded class rooms, inadequate professional teachers, sexual harassment, early marriages and teenage pregnancies, and illiterates of some parents on the importance of education especially for girls education.

Several cases of early marriages and teenage pregnancies are a cause of an increased dropouts among girls especially at basic education level in Zanzibar. These are mainly due to poverty and illiterates of parents on the importance of education. For example, in 2000/2003 about 650 girls were expelled in schools due to early marriage and teenage pregnancies in Zanzibar (RGoZ, 2006). Also, there were 56 recorded cases of teenage pregnancies and 74 marriages among school girls. In some cases, parents still prefer to marryoff their daughters at an early age before completing their basic education cycle. Moreover, up to 20% of primary school children in Zanzibar are out of school and 25 % of children dropout before completing basic education. Most of these children grow into illiterates or semi illiterates since they have not benefited from universal basic education (RGoZ, 2006).

The target of girls' educational policy is to increase the percentage of girls joining lower and higher secondary education by (5%) annually in order to reduce the increasing number of female students' dropping out from schools due to teenage pregnancies and marriages. In this view, the Zanzibar Government established alternative education centres where as one year of effective teaching of a lower primary integrated curriculum is provided (standard I-III) and those who pass the examination are mainstreamed to standard III (Ziddy, 2007).

Furthermore, in order to meet EFA goals, the Zanzibar alternative education centres were established in different schools in Zanzibar. This targeted a group of 12-14 years old as primarily focusing on providing a "second chance" education for dropouts or for those who have never been to school, especially at primary education level. The plan here was to mainstream them to primary school for further studies (RGoZ, 2007). With a focus on age group 15-19 years old, the new Rahaleo Alternative Education Centre was established in the late 2006 in Urban Unguja. This was thought as an attractive option for learners who have either dropped out from primary school or never been enrolled to any primary school at all. The Centre offers primary education based on the three years squeezed together curriculum. A certificate will be received after having passed primary school examination. The centre introduced various skills training such as cookery, tailoring, carpentry, computer training in addition to primary education (RGoZ, 2007).

The alternative education programme was still at an infancy stage and had not reached the entire country; since there were only 13 alternative education centres with enrolment of 501 learners of whom 102 or 20.4% of the total enrolment were females. These children attend alternative education for one year which is organized in regular schools but in different classes and then mainstreamed in normal school classes. The programme has got some challenges such that it has not yet reached the remote rural communities where a great number of children are not schooling or drop out of school early (RGoZ, 2006). As the alternative education programme has focused much on primary education, married pregnant girls and vulnerable groups

have not benefited significantly from the programme; there is also inadequate funding and minimal involvement of Non-Governmental Organisations (NGOs) and Civil Society Organisations (CSOs).

Above all, there is no formal training of teachers for this programme and inadequate professional teachers (RGoZ, 2006). Although, in the light of reducing the rate of school dropout, the Forum for African Women Educationalists (FAWE) Zanzibar organizes science camps as to increase the participation of girls in science subjects and to improve their performance in that field. Moreover FAWE Zanzibar paid the tuition fees of 300 girls' students in secondary schools, which helped to return back to school more than 176 dropout girls from different districts in Zanzibar (Ziddy, 2007:9).

1.2 Statement of the problem

The issue of school dropout has been occurring in Zanzibar for a decade now; children have been dropping out from schools for various reasons including teenage pregnancies and early marriages, illiterates of parents on the importance of education, poverty and inadequate qualified teachers. Communities and parents as well as government, NGOs, CBOs and other stakeholders of education have been witnessing a significantly large number of children who dropout of school at different ages and levels of educations particularly primary and secondary schools especially in remote areas of Zanzibar.

Despite the fact that, many studies on school dropout had been conducted in Zanzibar, like that of Ziddy (2007); RGoZ (2007); and MoEVT (2012), none of them dealt specifically with the issues of education policy that was formed for the purpose of reducing or controlling school dropout at both primary and secondary levels of education in Zanzibar particularly in Tumbe Ward Pemba. It was also not well documented whether such policy was well implemented in order to reduce the rate of school dropout.

Therefore, this study was set to examine the implementation of the existing education policy in reducing school dropout in Tumbe Ward of Micheweni District Pemba in Zanzibar.

1.3 Objectives of the study

1.3.1 General objective

The general objective of this study was to examine the implementation of the existing Zanzibar education policy in reducing school dropout in Tumbe Ward in Micheweni Pemba.

1.3.2 Specific objectives

The study was meant to accomplish the following specific objectives:

- i. To examine the status of school dropout in Tumbe Ward.
- ii. To examine the strategies used in implementation of the policy in reducing school dropout in Tumbe Ward.
- iii. To examine, socio-economic effects of school dropout in Tumbe Ward.
- iv. To assess the implementation of the existing Zanzibar education policy in reducing the school dropout in Tumbe Ward.

1.4 Research questions

In line with its objectives, the study was structured to answer the following questions

- i. Does the problem of school dropout exist in primary and secondary schools in Tumbe Ward?
- ii. How are the strategies for the policy in reducing school dropout in Tumbe Ward being implemented?
- iii. What are socio-economic effects of school dropout in Tumbe Ward?
- iv. Is there any policy, regulations or laws that currently deals with reducing the school dropout in Tumbe Ward?

1.5 Scope of the study

The study was conducted at Tumbe Ward in Micheweni District Pemba Zanzibar, whereas the purpose was to examine the implementation of the existing education policy in reducing school dropout. Therefore, challenges concerned the implementation of the alternative education policy was not included in the study. The researcher was conscious of the fact that it would be difficult to study the many things concerning the policy as well as to study the whole of the Tumbe Ward Population and MoEVT Officers, thus there was necessity to select these areas as sample for completion of the study.

1.6 Significance of the study

The study is expected to the Revolutionary Government of Zanzibar and other educational stakeholders to clearly understand and assess the performance of implementation of the existing Zanzibar education policy in reducing school dropout in order for the policy makers to adapt more appropriate policies and strategies in reducing the school dropout in Zanzibar.

The study also adds aspects of knowledge for researchers and academicians interested in the subject matter. The researchers and academicians may use the findings obtained from this study as reference and guidelines to meet dropout problem and suggesting appropriate measures in reducing school dropout.

1.7 Limitations and Delimitations

The study was conducted under the following constraints;

- i. Limited time during the study was a problem that leads the researcher failed to meet deadlines. To solve this, the researcher worked hard to compensate time wasted so as to accomplish the study on time.
- ii. Lack of enough funds to collect data from the field. To minimise this problem the researcher used the nearby relatives to support in meals as well as accommodation and transport costs.

1.8 Organisation of the Dissertation

This dissertation is divided into five chapters; whereby chapter one describes the background of the problem, statement of the problem, objectives of the study, study questions, scope of the study, significance of the study, limitations and delimitations of the study. Whereas chapter two presents literature review (theoretical and empirical reviews) accompanied with conceptual framework. Chapter three focuses on research methodology which includes the research approach, research design, study area, study population, sample techniques and sample size, data collection methods as well as how data were analysed, presented and discussed. Chapter four is concerned with analysis, presentation and discussion of findings. Lastly, chapter five gives the summary of findings, conclusion, policy implications and areas for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The Zanzibar Education Policy of 2006 is in line with the broader vision of the Government of Zanzibar set out in vision 2020, the Zanzibar Growth and Poverty Reduction Strategy (ZGPRS) as well as International commitments on education such as EFA by the year 2015 and MDGs. This policy replaced the 1991 Zanzibar Education Policy that was revised in 1995 and translated into concrete actions by the development and implementation of the Zanzibar Education Master Plan (ZEMP) for the year 1996 to 2006 (RGoZ, 2006).

Moreover, the existing Zanzibar education policy acknowledges the school dropout problem in Zanzibar. In order to reduce the problem, the Revolutionary Government of Zanzibar adopted an alternative education programme in 2006 and the law that allow the pregnant girls returning back to school after delivery as strategies for reducing school dropout. Alternative education centres were established in different parts of Zanzibar in the normal schools for the age group of 12-14 years old. In Pemba Island, there were only two centres as founders, such as Mitiulaya C in Wete District and Kinowe in Micheweni District; other schools which were established later include Tumbe, Micheweni, Makangale, Wingwi and Shumba Mjini in Micheweni District, Uwandani and Pujini in Chake Chake District, Ng'ombeni and Kengeja in Mkoani District. Also the new Rahaleo alternative education centre was established in the late of 2006 for the 15-19 years old in Unguja (RGoZ, 2006).

The detail of this chapter presents the theoretical review (the definition of terms such as education, dropout, policy, education policy and alternative education); it also explains the perspective of alternative education in different countries. The chapter also details the empirical review of studies done and cited in relation to the problem and conceptual framework in this study.

2.2 Definition of Key Terms

This section of the study defines the terms used in this study; such as education, dropout, policy, education policy and alternative education.

2.2.1 Education

Education is defined by Tanzania Education and Training Policy (1995) as a process by which individuals acquire knowledge and skills necessary for appreciating and adopting to the environment and the ever changing social, political and economic conditions of society as well as a means to realize one's full potential. Education is therefore one of the fundamental rights for realization of other rights as it promotes empowerment and freedom (Tanzania Human Rights Report, 2010:132). UNESCO (1975) as cited in Wosyanju, (2010) defines education as to include organized and sustained communication designed to bring about learning. For the purpose of the study the researcher accepts the first definition as it consists the peculiar aspects such as education as a process to acquire knowledge and skills that can allow the individuals to adopt according to the changing social, political and economic environments. While the second definition recognises only education as a fundamental human rights and the last definition simply appreciates it as a communication tool to bring about learning.

2.2.2 Dropout

Dropout is defined by Ramirez and Carpenter (2008) as cited in Molosiwa and Moswela (2012) as state of a student who has discontinued school before graduation with no intention of returning. According to (Motala *et al.*, 2007) as cited in Nkonyane and DuToit (2014), dropout commonly refers to a learner leaving school before the official exit grade level; and Brown (2004: 11) defined the term dropout as a student who exits the education system before completing the programme for which he or she was registered. The study draws from definitions provided by (Motala *et al.*, 2007) and Brown (2004) as they seem more feasible that there is possibility for the dropped out to return back to school; in contrast, Ramirez and

Carpenter's (2008) definition argues that, dropped out have no intention of returning back to school, that do not really work along the current study.

2.2.3 Policy

Anderson (1975:3) defined policy as “a purposive course of action which has to be followed by a particular group or actors to address a particular problem or matter of concern”. According to Sapru (2010), policy is a purposive course of action taken or adopted by those in power in pursuit of certain goals or objectives. The definition of Anderson was very practicable because he defined the term policy as a guide lines used by a particular groups or actors to address a particular problem while the definition of (Sapru, 2010) insisted that policy is used only by those in power to reach a certain objectives whereas it neglect other groups.

2.2.4 Education policy

Education Policy entails principles and government policy making in educational sphere, as well as the collection of laws and rules that govern the operation of education systems (wikipedia.org). Education policy is high on the agenda of governments across the world. Global pressures focus increasingly attention on the outcomes of education policy and on their implications for economic achievement and social citizenship to speed up quality education (Bell and Stevenson, 2006).

2.2.5 Alternative education

According to Raywid (1988), Koetzsch (1997), Aron (2003) and Carnie (2003), the term “alternative education” expresses different approaches of teaching and learning other than state provided mainstream education, usually in the form of public or private schools with a special, often new curriculum and a flexible programme of study which is based to a large extent on the individual student's needs and interests. Even though in its broadest sense, the alternative education covers all educational activities that fall outside the traditional school system (including special programmes for school dropouts and exceptional students and home schooling).

2.3 Alternative education of different countries

The study was conceptualised the alternative education of different countries;

2.3.1 Alternative education in Malawi

Complementary Basic Education (CBE) model was set up with the purpose to help out of school children and youth to acquire the essential knowledge, skills and values to promote self-reliance, promote lifelong learning and to participate in society and its development. CBE targets children and youth aged between 9 and 17 years who have never attended school or dropped out before completing standard 5, and its three year course is so designed that on successful completion, learners can re-enter into standard 6, if desired. The CBE model aimed to provide a relatively cost effective alternative to primary education, delivered in a more appropriate, flexible and relevant way for children and youth who faced difficulties in accessing formal schools, at the same time as ensuring equivalency with the formal system (Moleni & Nampota, 2006) as cited in (UNESCO, 2012).

2.3.2 Alternative education in Uganda

2.3.2.1 Alternative Basic Education for Karamoja (ABEK).

This is a program designed particularly for the marginalized population of Karamoja (a nomadic society) to overcome its cultural resistance against formal school system (Eilo, 2003). Also, Universal Primary Education provided for alternative basic education opportunities to children of nomadic communities and urban poor in Uganda, dropouts and those needing special education (Elliott, 2005).

2.3.2.2 Complementary Opportunities to Primary Education (COPE).

COPE is non-formal education programme designed for children aged 10–16 years who have never attended school or who had enrolled but dropped out before acquiring basic skills and literacy (Eilo, 2003).

2.3.3 Alternative Provision to Basic Education in Kenya (APBE)

This programme formerly referred to as non-formal education play a critical role in increasing access to basic education mainly in informal settlements and marginalized areas. These regions have low participation rates in formal primary education schools. In most instances APBE centres and schools follow a formal curriculum, although greater flexibility exists with regard to standards of learning facilities and the wearing of uniforms. In 2010, there were 392 registered APBE Institutions in the country with the majority in the Nairobi region (Republic of Kenya, 2012).

2.3.4 Tanzania Mainland education system

The system for Basic Education in Tanzania consists of 2 years; pre-primary Education and 7 years primary Education. Secondary education has two stages Ordinary level (4years) form I up to Form IV and (2 years) of Advanced level Form V up to Form VI. A National Examination is administered at the end of each level and Technical and Higher Education Level consists of 3+ years (URT, 2000).

2.3.4.1 Complementary Basic Education in Tanzania (COBET)

The Complementary Basic Education in Tanzania was an alternative education programme aimed at the provision of alternative education opportunity to dropout children, especially for girls. It was also a measure towards clearing the accumulation of over aged school children, including the dropouts and push-outs (URT, 2000:47). COBET was introduced in 1999 as a pilot project as an effort to ensure that illiteracy is eradicated. In this programme, school children who were not enrolled in school and those who dropped out of school were given an opportunity to undertake primary education in 3 years instead of 7 years, where as good performers enter formal education for further studies (URT, 2005).

2.3.4.2 Integrated Community Based Adult Education (ICBAE)

The Integrated Community Based Adult Education (ICBAE) was a programme designed to increase access to quality and sustainable basic for adults and out-of

school youth in rural Tanzania. The programme aimed at enabling the target group to acquire sustainable writing reading, numeracy communication, and other life skills for the improvement of human life (URT, 2000:47).

2.3.5 Zanzibar education system

According to RGoZ (2006), the current structure of the formal education system in Zanzibar is 2-6 4-2-3⁺ (that is 2 years of pre-primary education, 6 years of primary education, 4 years of secondary education ordinary level, 2 years of secondary education advanced level and a minimum of 3 years of higher education).

From this system, Zanzibar has embarked upon motivated education policy to make 12 years of education compulsory for all children. This structure was proposed in the Zanzibar education policy of 2006 and this system required to be completed in its implementation in the year 2015. Among the proposed strategies to accomplish the structure, English was introduced as a language of instruction in mathematics and science subjects from standard five in primary schools; and the entry policy for girls who become pregnant while at school to continue their education after delivery. Other strategies include the commitment to re-structuring educational management and the devolution of decision making power to the lower levels of the system; the inspectorate becoming an independent body, working in close collaboration with teacher training centres; and the need to address different forms of child abuse including the use of corporal punishment so as to make learning more child friendly (RGoZ, 2006).

2.3.5.1 Alternative education in Zanzibar

In Zanzibar, the so called alternative education programme for school dropouts was established since 2006. The programme has been well received by members of the community. NGOs are also harmonizing government efforts in training young mothers/girls who dropped out of school because of pregnancy (URT, 2005). Several centres for the out-of-school youth have been established in various schools in Zanzibar and the Alternative education centres have been increased from 13 in 2006

up to 18 schools in 2007, with the total enrolment was of up to 760 students (RGoZ, 2007).

In 2006/2007, a total of 317 children and youth from the alternative education classes were mainstreamed into formal schools. About 5 out of 17 youth who sat for the National Standard Seven Examinations passed and joined technical secondary schools in Zanzibar. The task of developing curriculum for eight subjects in alternative education, namely English, Kiswahili, Arabic, Mathematics, Sciences, Social Sciences, Vocational Training and Islamic studies has been accomplished and is used in the existing education policy in Zanzibar (RGoZ, 2007).



Figure 2.1: Rahaleo alternative education centre

Source: RGoZ, 2006

Figure 2.1 presents the Rahaleo Alternative Education Centre in Zanzibar inaugurated in 2006 as an option for learners who have either dropped out from primary school or never have been enrolled in any primary school at all.

This centre offers primary education based on the three year condensed curriculum, mainly for out of school youth of age group 15-19 years old. A certificate will be received after having passed primary school examination. The centre also, has introduced various skills training, such as cookery, tailoring, carpentry, computer training in addition to primary education (RGoZ, 2007).

2.4 Empirical studies

Justus (2009) states that without reviewing previous works it is not possible to inform how the new study will advance the previous ones. Therefore, the researcher visited various studies concerning the problem in order to establish and therefore fill the gap therein.

A study conducted in the United State of America by Bridgeland *et al.* (2006) identified five major reasons why students drop out of school as including; firstly classes not interesting, secondly, missing school for many days and could not cope again, thirdly spending a lot of time with those not interested in school, fourthly having absolute freedom to do what I like and lastly failing in school. A survey of gender and education carried out by Silova & Magno (2004) in Eastern Europe and Russian Federation indicates that due to economic hardships boys were pressured to leave school. Either they dropped out of school or parents pulled them out to earn an income or to work in family farms (Mapani & Mushaandja, 2013).

According to the study of the Ministry of Education of the Republic of Tajikistan (2005), the number of girls in general education is decreasing steadily from one grade to another; the evidence indicates that girls were dropped out before the end of compulsory schooling in greater numbers than boys. This was true that in some developing contries girls were affected more for school dropout. The study conducted by Rani (2011) in India found that, financial difficulties, children lack of interests in studies, parents' lack of interested in studies, lack of education facilities in the nearby village, lack of quality education, burden of parents' choices upon adolescents, lack of privacy and toilet facilities for girls in school and security

reasons as motive for dropout. Another study in India on girls' dropouts in rural schools identified causes of dropping out of girls from school in rural areas as reluctance of parents and participation in domestic activities. Also a major reason was problem of financial constraint. The parents' educational status was poor and they did not give much importance to the education of girls as they did to their sons. They perceived that sons may support them at their old age (Kotwal & Rani, 2007).

In Pakistan, Mohsin, Aslam & Bashir (2004) noted the weak primary education system, non-availability of trained teachers, and parent-teacher relationship as the major causes of dropouts. The study of Hussain (2011) in Pakistan indicate lack of physical facilities as also one of the major reasons of students' dropout in Pakistan; others include inadequate provision of physical facilities in schools, poor standards of health and nutrition and poor condition of school buildings as also the main causes of high dropout rate in Pakistan.

In Africa, poverty is one of the major factors causing boys and girls to drop out of school, hence African states are trying to abolish school fees so as to reduce the school dropout (UNICEF, 2010). The study by (Reyhner, 1992) as cited by Molosiwa and Moswela (2012) in Botswana attributes school related factors such as uncaring teachers, passive teaching methods, inappropriate curriculum and poor school conditions are the causes for school dropout in Botswana. Also in Botswana, pupils could drop out of school for a variety of reasons related to early pregnancy, expulsion for deviant conduct, death of parents, illness, escaping and even adolescence marriage. In the Southern African Development Community (SADC) region, much attention has been given to girls' than to boys' educational issues. And due to poverty, some of them look for jobs especially in South African mines so they can send money to their home countries for development issues.

According to the study by Gubert and Robilliard (2006) in Ghana, administrative factors such as policies on discipline, school uniforms, school fees as well as repetition tend to act as push factors causing students to dropout.

Students who do not afford school uniforms or were financially indebted to their schools were either excluded from classes or expelled from school until the debts were settled. Similarly those who could not afford the prescribed school uniforms were either excluded from classes or even expelled.

The study conducted in Zimbabwe by Shadreck (2013) indicated that, long distances of schools from homes and poor transportation facilities are also main causes of dropout. The school physical environment had influence on dropout rates; in this regard, the study revealed that the majority of students agreed that lack of facilities (95%), lack of resources (90%), and poor condition of infrastructure (90%), geographical factors (85%) and administrative factors (80%) are the main causes of dropout at secondary level in Zimbabwe. Swada and Lokshin (2001) also maintained that accessibility to school within the village seems to contribute to about 18% increase in a school entry and a decline in school dropout by about 16%.

According to the URT (2000), there are higher dropout rates among enrolled children (girls dropping out more than boys) in Tanzania. Only 65.3% of the enrolled children complete primary cycle. The factors such as unfavourable environment including decaying school buildings, unmotivated and poorly trained teachers, and poor management of schools contributes to high dropout. Swedish Agency for Development Evaluation (2010) argued that four to six per cent of school dropouts are due to early pregnancies in Tanzania.

Moreover in Zanzibar, the report from the Ministry of Education and Vocational Training provides that in 2012 a total of 610 primary school students dropped out school due to pregnancies (MoEVT, 2012). According to Ziddy (2007) argued that Zanzibar families are poor to the extent that family poverty contributes to poor performance of students and dropout. Girls are more affected compared with boys. If a family has limited resources, it was preferred to buy school materials for boys and decide to marry the girl child to any potential husband. On the other hand, boys can go to school with ragged and dirty uniforms and without wearing shoes but Zanzibar

culture stresses that girls should wear clean uniforms and good shoes; which therefore implies that, family poverty and lack of this affordance can cause her to leave school or engage in sex for the sake of getting money. Evidence indicates this to result into teenage pregnancy, early marriage, HIV/AIDS infections and finally dropout in schools (Ziddy, 2007).

Furthemore in Zanzibar, there is a link between overcrowded classrooms and dropouts as mentioned in several studies such as (Colclough, Rose, and Tembon, 2000). Children in Zanzibar tend to dropout early, especially in Standards 2, 3, 4 and 5. The high and early dropout rate is largely attributed to the ‘unfriendliness’ of the school environment; children often experience overcrowded classrooms and little attention from teachers (UNICEF, 2011).

None of the cited studies have fully explained the implimentation of the existing Zanzibar education policy in reducing school dropout rates, specificaly at Tumbe Ward of Micheweni District in Pemba. Therefore, this indicated that the studies concerning the topic are scant in Zanzibar especially in Tumbe Ward. The researcher was interested to conduct this study as to examine whether there is any policy or strategy that is implemented in reducing school dropout. Furthemore, the study aimed to examine the implementation of the existing education policy in reducing school dropout in Zanzibar using Tumbe Ward in Micheweni District Pemba as a case study.

2.5 Conceptual framework

Elliot, J. (2005) defines the conceptual frame work as an abstract idea indicating the relationship between the study topics with other variables for the study; it can be descriptively or graphically represented.

The Revolutionary Government of Zanzibar through the United Republic of Tanzania is a signatory to several international conventions and agreements. Some of these were such as the Universal Declaration on Human Rights (1948), the Convention on the Rights of the Child (1989), the Education for All (EFA) Jomtien

Declaration (1990), the EFA Dakar Framework for Action (2000), the Millennium Development Goals (2000), the Convention on the Rights of Persons Living with Disabilities (2006) and the Convention on the Elimination of All forms of Discrimination Against Women (UNESCO, 2014). There was also introduced the alternative education programme and the law that allow the pregnant girls to return back to school after delivery as means of reducing school dropout in Zanzibar. Despite these policy statements, the school dropout still persist in Zanzibar because of reasons like illiterate of the parents on the importance of education, poverty, as some parents cannot afford to pay contribution fees to their children, lack of enough qualified teachers, early marriages and teenage pregnancies. Therefore, this problem can compel students to engage in child labour and street children, theft, drug abuse etc.

The Revolutionary Government of Zanzibar established the alternative education centres like the Rahaleo in Urban Unguja, and other alternative education centres in different parts of Zanzibar (Unguja and Pemba) as to combat with this challenge. The government made regulations that allow pregnant girls to return back to school after delivery. NGOs and other stakeholders like FAWWE participate to encourage and mobilize the participation of girls' students in science subjects in order to improve the quality education, and reduce gender gap and school dropout in Zanzibar particularly in Tumbe Ward. The researcher is cognizant of fact that, in order to reduce or control the school dropout in Zanzibar there is a need to ensure pregnant girls returning back to school after delivery, parents' awareness improved alternative education centres increased with adequate qualified teachers and reduced socio-economic effects such as increased illiterates, street children and child labour, theft and drug abuse, early marriages and teenage pregnancies reduced and finally the number of school dropout reduced. These explanations can be expressed graphically as follows:-

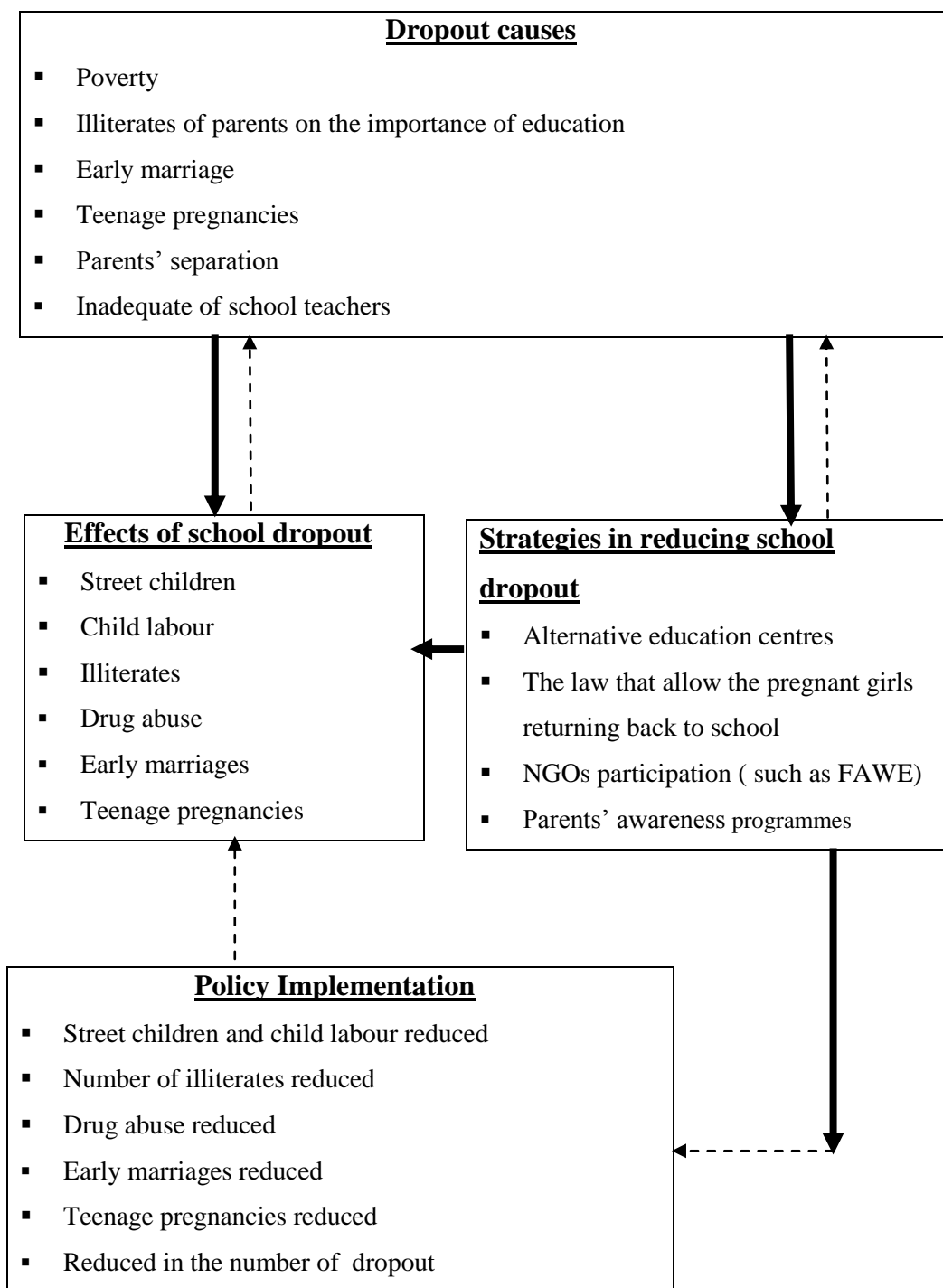


Figure 2.2: The Conceptual framework of the study

Sources: Researchers' construction, 2015

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodological aspects of this study. It entails the research approach, study area, research design, study population, sample techniques and sample size, data collection methods, data analysis presentation and discussion, research permit and ethical consideration.

3.2 Research approach

The study was used a triangulation research approach. This is defined as “the use of multiple methods, mainly qualitative and quantitative methods, in studying the same phenomenon for the purpose of increasing study credibility (Jick, 1979) as cited in Kigali (2009). The study used these methods so as to improve the validity and reliability of findings and to explore in depth information in understanding the study phenomenon and to depicts the findings that encourage the responsible authority to take appropriate measures in reducing the problem.

3.3 Research design

The study used a comparative research design. A comparative research is concerned with understanding “if there are differences, say, between past and present, men and women, rich and poor, villages and cities” (Ndunguru, 2007). The design was used in this study on the grounds that, it allows comparing the status of school dropout at both primary and secondary levels in Tumbe Ward. In the same view, the study was designed to compare the status of dropout between boys and girls in primary and secondary level in Tumbe Pemba.

3.4 Study area

The study was conducted in Tumbe Ward, which is located in Micheweni District North Region Pemba in Zanzibar. The area comprises of two Shehias which are

Western and Eastern Tumbe. On the other hand, it is surrounded with other Shehia such as Shumba Vyamboni and Mihogoni Shehias South, Kinowe Shehia West, Chimba Shehia South West. Moreover, other Shehias were such as Sizini South East, Shumba Mjini East and at North bordered with Indian Ocean. The main income generating activities in the area are fishing and sea weed plantations. The few residents of the area work in offshore fishing market, businesses and in subsistence farming.

The area has only one primary and one secondary school; both of which were selected for the purpose of this study. The primary reasons for selecting Tumbe Ward was that, most of the people in the area are engaging in fishing for men and seaweed plantations for both men and women. There is also offshore fishing market where many children are involved in Child labour (petty businesses) for girls and preparing fish for boys, and they were paid some money that support their family income. These activities attract many children to engage in such businesses and hence accelerate the school dropout. Moreover, Tumbe primary school is one among the alternative education centres which attracted the researcher's interest to investigate how the programme was successful in reducing school dropout rate.

3.5 Study population

Is a group of study units which the researcher is interested in gathering the information as well as drawing conclusions (Crowl, 1993). The population of this study included all students in primary and secondary schools in Tumbe Ward, primary and secondary teacher, school committee members as well as educational officers such as Officer in charge of MoEVT, Alternative and study skills Officer, REO and DEO.

3.6 Sampling techniques

In this study purposive and random sample were used to achieve the representatives' sample of the study.

3.6.1 Purposive sampling

According to Kothari (2004), purposive sampling entails purposely handpicking individuals from the population based on the authority or the researcher's knowledge and judgment. This technique was used in this study for selecting key informants who held managerial position who know much about the problem and could provide adequate information to suit the requirement of this study. These key informants included 06 people, such that one (01) primary and 01 secondary Head teachers, one (01) Alternative learning and study skills Officer, one (01) Officer in charge MoVET, one (01) DEO and one (01) REO who were purposively selected.

Apart from that, ten (10) primary school committee members and 12 secondary school committee members were purposively selected as representatives of the parents in Tumbe Ward. One (01) female secondary teacher was also selected purposively since she was the only one available in secondary school. Moreover, only 20 primary students ten (10) males standard VI and ten (10) females standard VII students were purposively selected as the only talented students who could provide the in-depth information concerning the study. These were obtained through assistance from respective class teachers who had known the capacity of these students that could provide the required information to suit the study. Apart from that, Form I and Form III classes were purposively selected as the only available class during data collection period, and that other students were out of schools after finishing national examinations. But the students from these classes were randomly selected as seen in random sampling techniques. At the end, a total of 49 respondents were selected to constitute sample of the study.

3.6.2 Random sampling

According to Kothari (2004), random sampling is also known as Probability sampling or 'chance sampling' that every item of the universe has an equal chance of inclusion in the sample, not deliberately but by some mechanical process. This sampling technique was used so as to eliminate bias in selecting the respondents. In this sample, stratified sampling was used to divide the respondents in to their respective homogeneous group (males and females), as shown in the Table 3.1, after

which systematic random sampling was applied in each stratum to select the respondents by using intervals designed by the researcher for each group. Therefore, a total of 34 secondary students were selected such that 18 form I students (10 males and 08 females), about 16 form III students out of 10 males and 06 females were selected randomly as everyone had an equal chance of being selected. Moreover, a total of 12 primary and secondary school teachers were randomly selected such that 05 males and 04 females primary teachers and 03 males' secondary teachers. These were selected from a group in which everyone had an equal chance of being randomly selected. At the end, a total of 46 respondents were randomly included to represent population of the study.

3.7 Sample size

This refers to the number of items to be selected from the universe to constitute a sample (Kothari, 2004). Adam and Kamuzora (2008) defined sample size as the number of items selected from a study population to constitute a sample. The sample size for this study consisted of 95 respondents; this was due to the fact that it was not easy to deal with all Tumbe Ward population, teachers and all educational Officers in the MoEVT. The composition and size of the sample proposed to participate in the study is presented in Table 3.1:

Table 3.1: Population and composition of sample size

Respondents	Sample selected		Total
	M	F	
Primary Head teacher	01	-	01
Secondary Head teacher	01	-	01
Secondary teachers	03	01	04
Primary teachers	05	04	09
Form I students	10	08	18
Form 111 students	10	06	16
Primary committee members	08	02	10
Secondary committee members	07	05	12
Standard VI and VII Primary students	10	10	20
DEO	01	-	01
REO	01	-	01
Alternative learning and study skills Officer	-	01	01
Officer in charge MoEVT	01	-	01
GRAND TOTAL	58	37	95

Source: Researcher's construction, 2015

3.8 Data collection methods

Multiple methods for data collection, mainly questionnaires and interview for primary data and documentary review for secondary data were also used in this study. This was done to enhance the validity and reliability of the data as to meet the requirement of the study.

3.8.1 Primary data collection methods

Two major techniques were used to obtain primary data; namely questionnaire and interview.

3.8.1.1 Questionnaires

Are instruments of data collection consisting of a set of predetermined and structured questions given to the subject to respond in writing or to be filled by the researcher through self-administered questionnaire (Adam and Kamuzora, 2008). Therefore, questionnaires were used in this study to collect primary data from the respondents, particularly school teachers, students and committee members. Open-ended questions were used to allow the respondents in providing adequate information concerning the study, while closed-ended questions were also used to enable the respondents in answering the questions upon the requirement of the study. This method was used as the most flexible tool in studying respondents' perception and opinions, and due to its peculiar advantage over other tools in obtaining both, qualitative and quantitative data. The instrument was used by 89 respondents for data collection.

3.8.1.2 Interview

Kothari (2004) defined interview as a method of collecting information which involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. A semi-structured interview schedule was used for the primary data collection where by key informants (primary and secondary head teachers, Alternative learning and study skills Officer, Officer in charge of the MoEVT, DEO

and REO) were interrogated through this instrument. Semi-structured interview was designed for the purpose of getting in-depth information about the major aspects of the study focus. Because of the position, administrative duties and time limit for key informants, this instrument was viable to provide the required information as it also saved time and cost of the researcher. The method encourages participants to respond more openly and confidentially. The researcher was also able to clarify questions which were not clear or need more clarification using probing questions. Also, the use of interview schedule was important for collecting additional information, which other methods were not able to collect. A total of 06 respondents were used this instrument for data collection.

Table 3.2: Classification of respondents

Category of respondents	Quantity		Sampling techniques	Data collection methods
	M	F		
Officer in charge MoEVT	01	-	Purposive	Interview
Alternative learning and study skills Officer	-	01	Purposive	Interview
REO	01	-	Purposive	Interview
DEO	01	-	Purposive	Interview
Primary Head teacher	01	-	Purposive	Interview
Secondary Head teacher	01	-	Purposive	Interview
Primary teachers	05	04	Random	Questionnaire
Secondary teachers	03	01	Random/purposive	Questionnaire
Primary students	10	10	Purposive	Questionnaire
Secondary students	20	14	Random	Questionnaire
Primary committee members	08	02	Purposive	Questionnaire
Secondary committee members	07	05	Purposive	Questionnaire
TOTAL	58	37		

Source: Researcher's construction, 2015

3.8.2 Secondary data collection method

Kothari (2004) defines secondary data as those data which have already been collected by someone else and which have already been passed through the statistical process. Reviewing secondary data widens the scope of the researcher towards the study. Secondary data entailed gathering information through reviewing extensively relevant documents; these data can be obtained by using documentary review.

3.8.2.1 Documentary review

A Documentary review refers to the study of documents that contain information about the phenomenon we wish to study (Bailey 1994). Payne and Payne (2004) describe the documentary review as the techniques used to classify, investigate, interpret and identify the limitations of physical sources, most normally written documents whether in the private or public domain. In respect to this study the MoEVT annual reports were reviewed for seeking the necessary information to suit the study phenomenon. This was also due to the fact that some information might not be attained through other methods rather than this method. Documentary review was a very useful method because helped the researcher to support primary data and to compare the status of dropout at both primary and secondary schools in Tumbe Ward.

3.9 Data Analysis, presentation and discussion

Data analysis is a process of examining, cleaning, transforming raw data with the purpose of drawing conclusions about the information. Data presentation is the process of putting results of experiments into graphs, charts, figures and tables and to see what happened and make interpretations of the findings. Discussion means interpreting the results and trying to explain what they mean and why they are important. The data were collected, cleared, edited, coded as well as drew up analysis, presentation and discussion of the findings to compare the status or levels of school dropout at both primary and secondary school levels in Tumbe Ward. The quantitative data were analysed by the aid of Microsoft Excel Software and the findings were presented by using tables, charts and figures. Qualitative data was analysed using the content analysis techniques in which components of verbal discussions from different respondents were broken down into smallest meaningful units of information relevant to the study themes and presented by statements in boxes. Lastly, the data were discussed as revealed from each objective of the study.

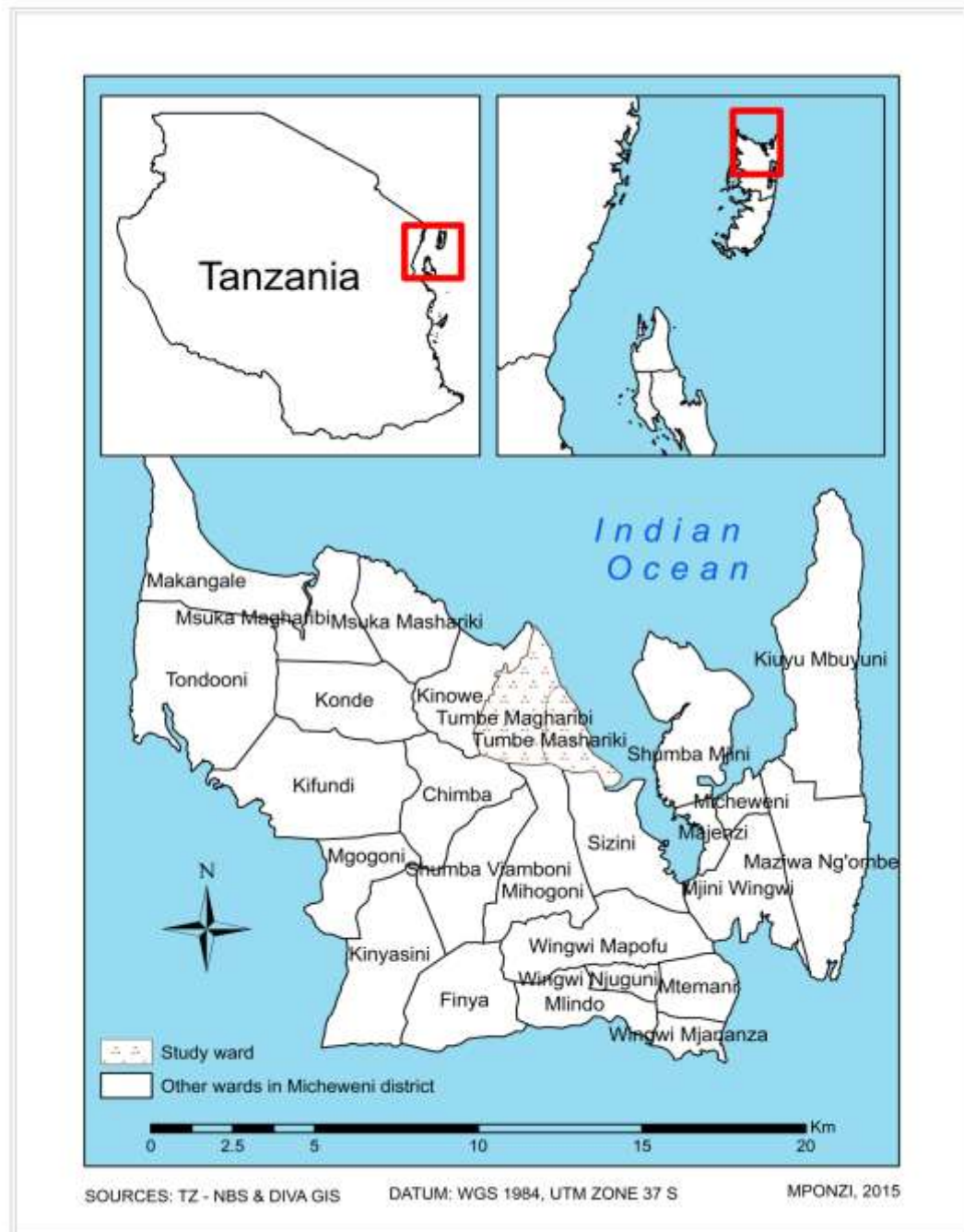
3.10 Research permission

The researcher requested for the research permission to undertake the study. This would help to reduce respondents' rejection in delivering any information concerning the study. The researcher received a letter of permission from Mzumbe University main campus, and sent to the Ministry of education and vocational Training Zanzibar as a responsible office concerning the topic. The ministry granted me a permission letter, which sent to the field and explained the purpose of the study exercise to the respondents and requested their consent to accomplish the requirement of the study.

3.11 Ethical considerations

Trochim (2002), Mellville and Wayne (2001) cited in Kgadima (2009) accepted that any sort of research that involves human beings needs the consideration for ethical aspects. In the same view, Berg (2007), Leed and Ormrod (2005) mention four issues that critically need ethical consideration in the social science research, namely; respondent's consent, right to privacy and honesty with professional colleagues. Ethical consideration was also taken into account and that the procedures were followed effectively. In reflection to this, ethical issue in this study was therefore one of the major concerns. Nevertheless, the researcher made a close follow-up to encourage high return rate of the questionnaires and responses from other tools. The idea of the right to privacy was also highly considered in the study. This is a reason to why anonymity and confidentiality of the respondents were prior guaranteed. Respondents were informed that the information shared would be maintained and used for academic purposes only. Furthermore, neither of the respondent's names is mentioned so as to reduce any possible harm (see the introduction part in Appendix I, II and III).

Figure 3.1: The map of Tumbe Ward



Source: Tanzania National Bureau of Statistics and DIVA GIS-Mponzi, 2015

CHAPTER FOUR

ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The chapter is presented in five sections and some sub-sections in the light of the study objectives. In its entirety, the chapter presents the demographic information of the respondents such as age, sex, and socio economic characteristics of the respondents like marital status, educational level and working experience. The chapter also highlights the status of school dropout in Tumbe Ward. Furthermore, the chapter discusses the measures or strategies used in reducing school dropout in the study area and the socio-economic effects (educational, economic and social) of school dropout in Tumbe Ward. Lastly, the chapter presents the assessment of the implementation of the existing Zanzibar Education policy in reducing the school dropout in Tumbe Ward.

4.2 Demographic information of the respondents

According to Salkind (2010), demographic information provides data regarding research participants and it is essential for the determination of whether the individuals in a particular study are representative sample of the target population for generalization purposes. It was important to strike a careful consideration of demographic and socio-economic characteristics of the respondents so as to see their impacts to school dropout. The demographic variables of the respondents used in this study were particularly on age, sex, and socio economic characteristics of the respondents like marital status, educational level and working experience. The demographic data of the respondents were found useful in this study as they have significant implication towards understanding the nature of the study problem in the context of this study.

4.2.1 Distribution of respondents' age

Demographers and other social scientists have a special interest in age and sex of populations because most of the decisions of human beings and socio-economic activities of the society depend on the age and sex (Riyaza, 2001). Age was a necessary consideration in this study because schooling is historically determined by age; so children may sometimes decide to attend or not to attend school in the influence of peer groups. Younger ages are more vulnerable to different things that are attractive like money, friends and general activities conducted in the area that encourage school dropout tendencies. This study analyzed information regarding age of the respondents. Results in Figure 4.1 indicate that close to half 45(47.4%) of the respondents were in age group 14-19 years, whereas 23(24.21%) of the respondents were above age of 50.

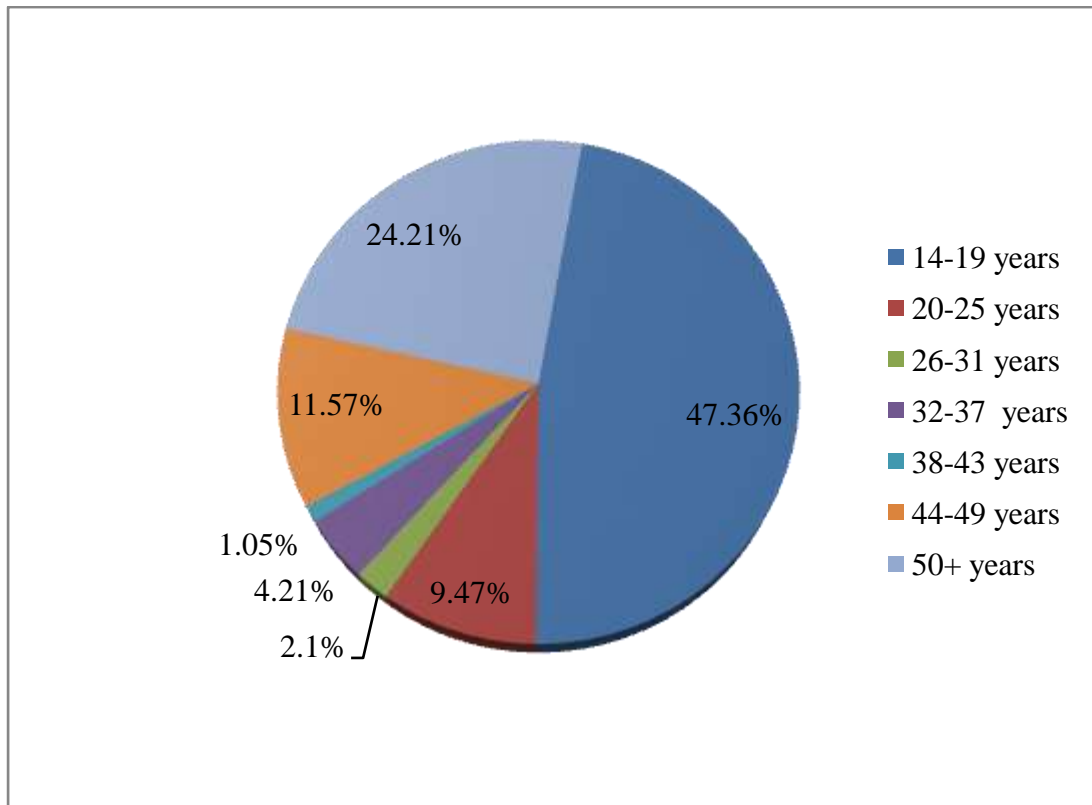


Figure 4.1: Distribution of respondents' age (N=95)

Source: Field data, 2015

The results from Figure 4.1 reveal that, majority of the respondents (47.36%) was in the age group of 14-19 years; this mainly represented school students because most of them were less than 25 years. Moreover, many of the MoEVT Officers 24.21% have the age group of 50+ years; the respondents who are in the age group of 44-49 years equals to 11.57%; this group mainly represented school teachers. The school teachers also represent the age group of 26-31 years, the respondents who have 32-37 years and 38-43 years were only 1.05% in this study. Therefore, the study indicates that young school teachers were few compared to older teachers and this may affects the teaching process since it believed that young school teachers were better performing compared to old teachers, this might lead to lower performance in teaching that can cause school dropout in Tumbe Ward.

4.2.2 Respondents' sex

The respondents' sex was used in this study as an important aspect of social science research, because information on human being are more centered on their sex, since males and females have different responses according to their nature. Males and females may respond differently and they may be affected differently from dropout. Sex was used in this study also for the purpose of determining the nature of the respondents, their representation and influence in decision-making positions. In this study the representation of females in decision making position were low compared to males. All these are reflected in this study as 56 (58.94%) respondents were males compared to 39 (41.05%) female respondents. The sex based representation composition is presented in the Figure 4.2.

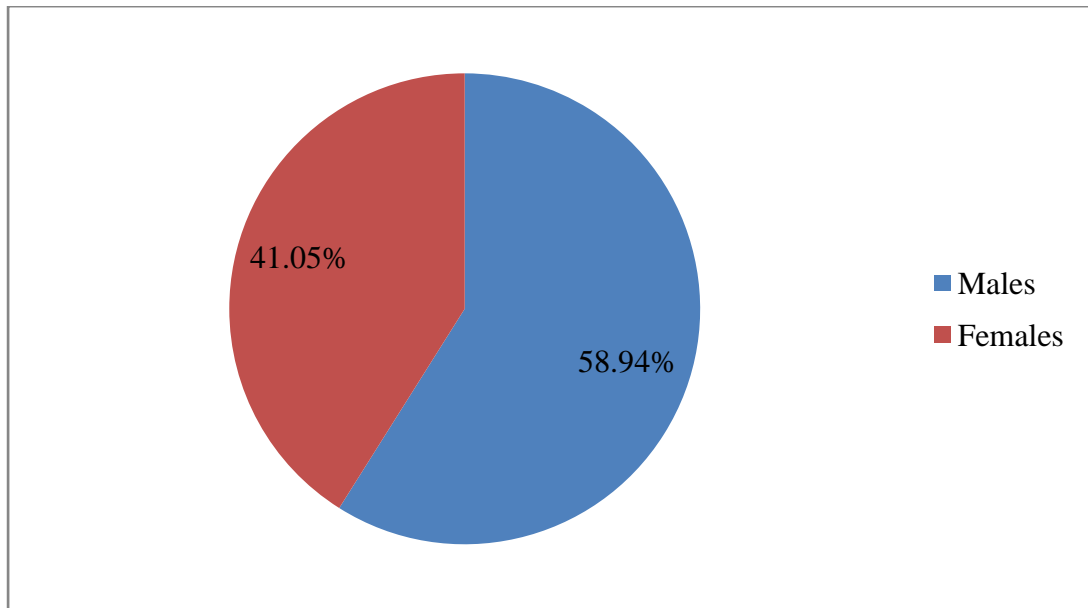


Figure 4.2: respondents' sex structure (N=95)

Source: Field data, 2015

The findings of this study reveal more than half (58.94%) of the respondents were males and close to half 41.05% of the respondents were females. This indicates that, many school teachers in Tumbe Ward were males compared to females. This suggests a situation which may lead to school dropout especially for females students as they may lack assistance in case of any sex sensitive problem. There was evident for example in Tumbe secondary school which had only one female teacher. This also suggests non participation of females in decision-making position due to the representation gap compared to males. Also, it suggests the likelihood the female students' dropout due to lack of counselling attention from their females partners.

4.2.3 Respondents' marital status

Marital status was seen as an important aspect in this study because is concurrent with school dropout as parents' separation such as divorced, widowed and separated parents may stimulate school dropout while married parents may attract school attendances. Therefore, it is important to study this phenomenon as to observe how marital status influences the school dropout in Tumbe Ward. The findings reveal more than half 30(73.17%) of the respondents were married, up to 06(14.63%) of the

respondents were divorced, a total of 04(09.75%) of the respondents were widowed and only 01(02.43%) of the respondents was separated. Apart from that, there was none of the respondent who was single. Figure 4.3 summarises these findings;

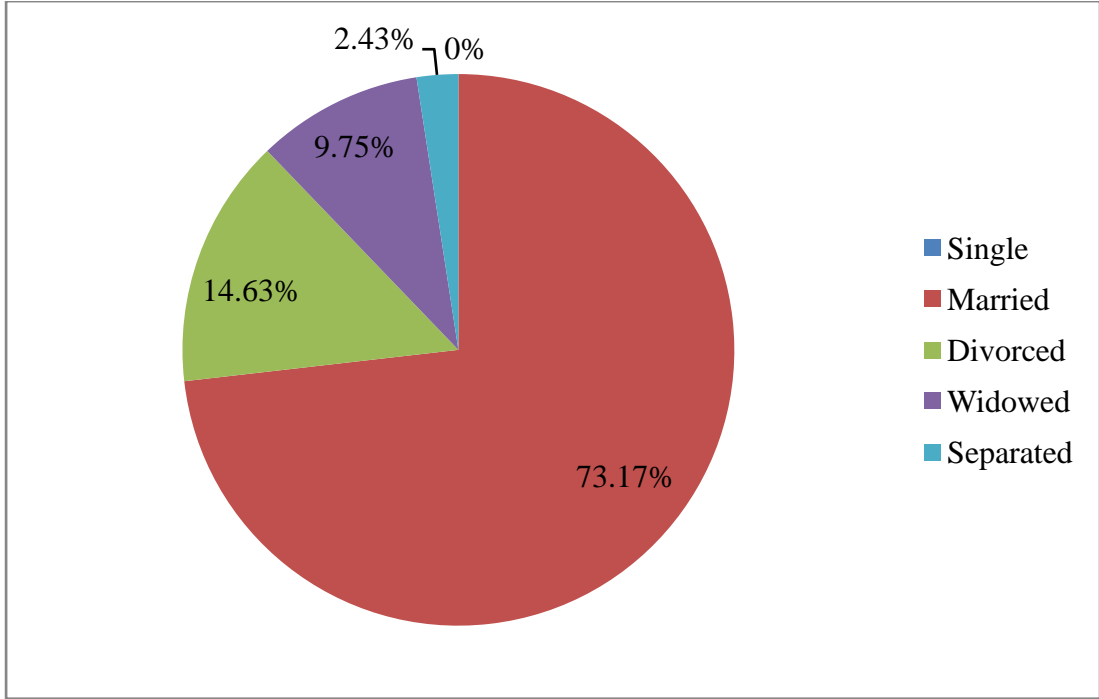


Figure 4.3: Respondents’ marital status (N=41)

Source: Field data, 2015

The results presented in Figure 4.3 depict that, a total of (14.63%) of the respondents were divorced, up to (09.75%) of the respondents were widowed and only (02.43%) of the respondents was separated. This indicates that, the respondents who were divorced, widowed and separated were likely to be affected more by dropout problem as they were encountered with a lot of obligations including family care. In its general meaning parents’ separation in this study means those parents who were divorced, widowed and separated as their children were influenced more on school dropout than married ones.

4.2.4 Respondents’ levels of education

Education empowers individuals in decision-making and liberates people from shackles of nature, including poverty and other social, economic, political and

environmental aspects (UNICEF, 2007). Level of education was used in this study so as to measure the level of education of the respondents and students dropout. This study was backed up by the assumption that, if there is school teachers who have lower level of education that would cause school dropout as some students may not understand well their teaching. The study responses indicated that, majority 08 (19.51%) of the responses had primary education, 12 (29.26%) of the respondents had the secondary education, more than half 07 (12.19%) of the respondents had attained a certificate level of education. Moreover, up to 10 (24.39%) of the respondents had Diploma education and 04 (09.75%) of the respondents had completed undergraduate education. Figure 4.4 summarises the distribution on educational levels.

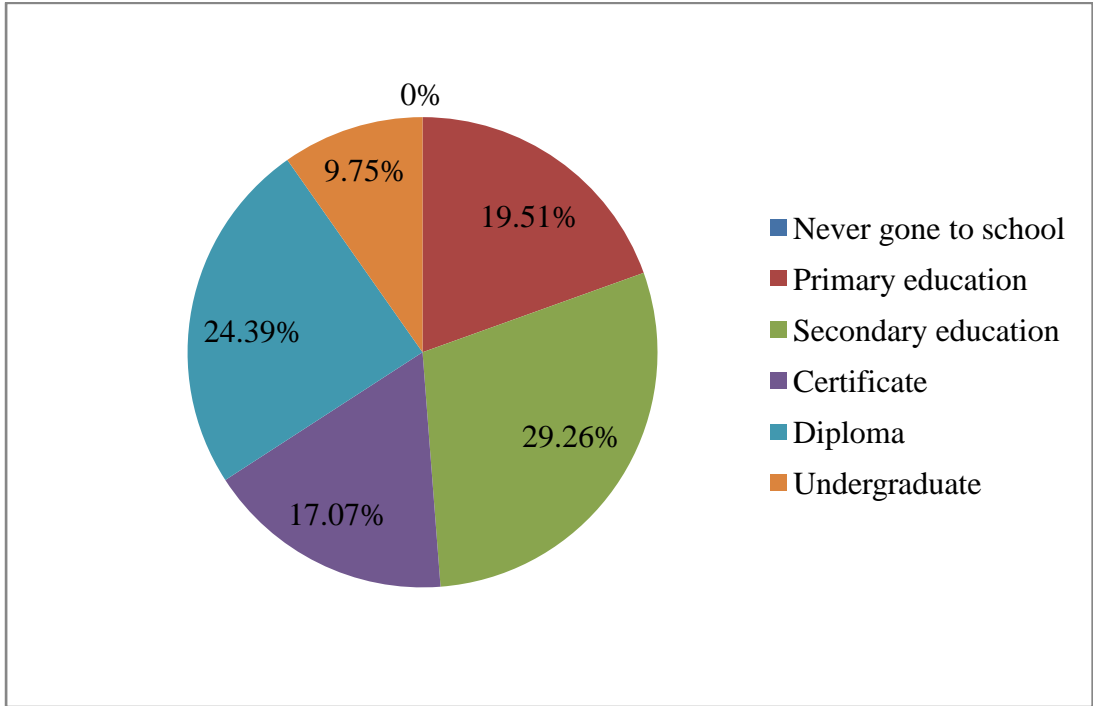


Figure 4.4: Respondents' levels of education (N=41)

Source: Field data, 2015

The findings in Figure 4.4 reveal that, the respondents who finished primary education formed 19.51% of the respondents while those who had completed secondary education formed 29.26% of the respondents, who were the committee members. Participants who finished Diploma formed 24.39%; these had position like

Alternative learning and staff skills Officer, DEO and primary and secondary head teachers. Moreover, the respondents who have certificate education formed 12.19% of the respondents; these were mainly the primary teachers; whereas the respondents who had attained the undergraduate education constituted 09.75% of the respondents; and these (two) were secondary teachers, whereas one was REO and another one was Officer in charge at the MoEVT. This implies that, many primary teachers have certificate level of education that is the lower level in teaching field. The certificate teachers were however required to teach nursery levels instead of primary level. This suggests a low level and therefore unqualified teachers who have low education may be a reason for some students' dropout from school due to low level of delivery from the teachers.

4.2.5 Respondents' working experience

It was important to understand the working experience of the respondents in this study; as a crucial determinant of the teachers' level of handling students matters; school teachers' low experience may trigger school dropout since they may not understand well the background and behaviour of their students. Teachers who have long experience can perform well in their duties, including finding out solutions for reducing school dropout. Study findings depict that, up to 07 (36.84%) of the respondents had the working experience of 0-5 years, out of 03(15.78%) of the respondents had the working experience of 6-10 years, the respondents who had the working experience of 11-15 years were 06(31.57%) of the respondents, only 01(05.26%) of the respondents had the working experience of 16-20 years. Moreover, up to 02(10.52%) of the respondents had the working experience of 26-30 years and none of the respondents had the working experience of 21-25 years and 31+ years.

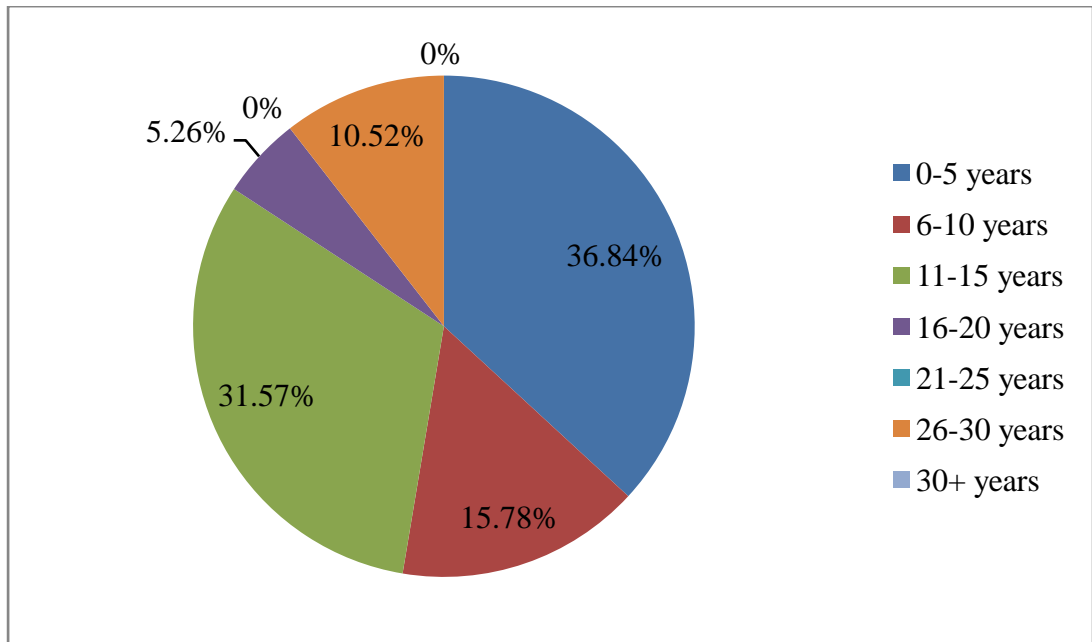


Figure 4.5: Respondents' working experience (N=19)

Source: Field data, 2015

The findings in Figure 4.5 indicate that, majority of the respondents had the working experience of 0-5 years, in teaching field under five years' experience is too low in studying behaviour and background of the students. The situation in Tumbe schools presents a critical shortage of teachers who have rich experience to control dropout. This suggests some difficulties to control and curb the increasing students' school dropout.

4.3 The status of school dropout in Tumbe Ward

This is the first question of the study which meant to examine the status of school dropout in Tumbe Pemba.

4.3.1 The existence of school dropout in Tumbe Ward

The study was interested to understand the existence of school dropout in Tumbe Ward. The responses indicated that, among 13 school teachers 10 (76.92%) of the respondents said school dropout in Tumbe Ward existed, while 02(15.38%) of school teachers said there was no dropout at all and only 01(07.69%) of school teachers did not know.

Whereas, among 22 committee members 15 (68.18%) of the respondents acknowledged the existence of dropout, about 05(22.72%) of the respondents said it was not existing at all and only 02(09.09%) of the respondents did not know. Moreover, among 54 students, more than a half 42 (77.77%) of the respondents acknowledged the existence of dropout, out of 07(12.96%) of the respondents said dropout was not existing at all and only 05(09.25%) respondents did not know. Figure 4.6 summarises the responses as follows;

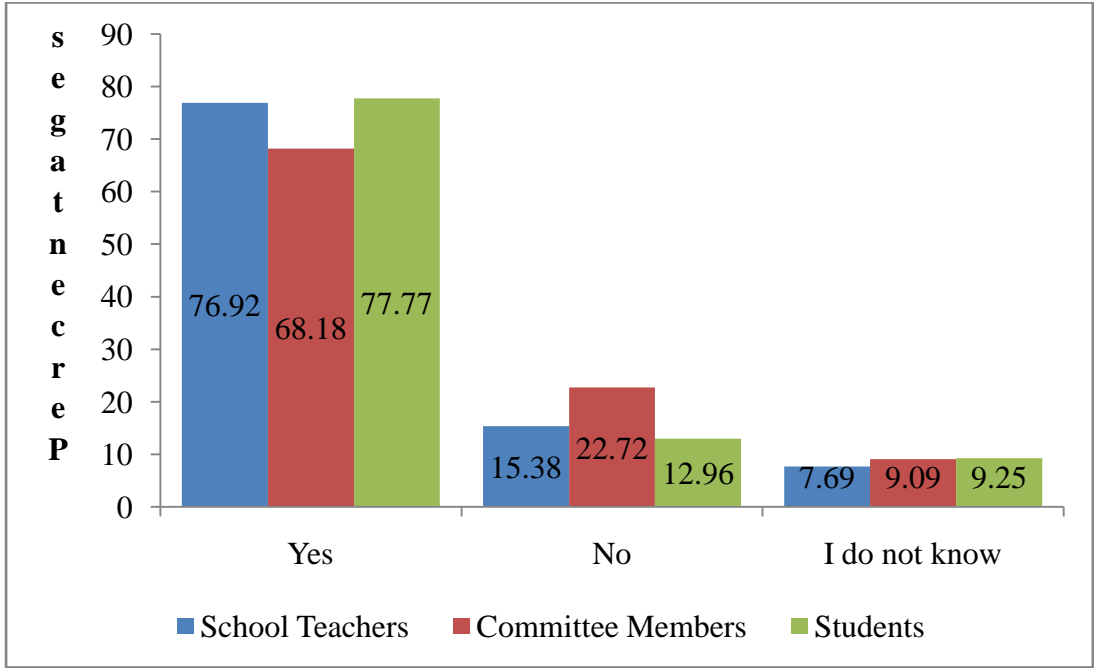


Figure 4.6: The existence of school dropout in Tumbe Ward (N=89)

Source: Field data, 2015

The findings in Figure 4.6 also reveal that, majority (76.92%) of school teachers, majority (68.18%) of committee members and majority (77.77%) of students acknowledged the existence of school dropout in Tumbe Ward; the findings indicate that there is persuasive environment to school dropout in Tumbe Ward (like fishing activities, offshore fish market and sea weed plantation where some dropout victims were employed). The responses imply that the school dropout is still a challenge that may lead socio-economic effects such as illiterates, drug abuse, street children and child labour, early marriages and teenage pregnancies in Tumbe Pemba and Zanzibar

in particular. Moreover, the results relate to the interview response as narrated by the MoEVT Officers quoted as follows;

Box 4.1: The MoEVT Officer’s narration

Honestly, school dropout is a big challenge in Zanzibar, especially for schools which have persuasive environment including those schools that are near to the sea and off shoe fishing markets, which lead some students to engage in child labour for the reason of life hardship.

On the whole, the findings indicate that, school dropout is a challenge in many schools including Tumbe Ward and in Zanzibar particularly in schools which are around sea zones where many people depend on sea for their income. This situation attract school dropout in these areas.

4.3.2 Causes of school dropout in Tumbe Ward

The respondents were requested to mention the causes for school dropout in Tumbe Pemba it emerged from the study that, the common causes of dropout include poverty, early pregnancies, lack of co-operations between parents and teachers, in adequate teachers, illiterates of parents on the importance of education and parent’s separation. Therefore, among 13 school teachers 04(30.76%) of the respondents mentioned poverty as cause of school dropout, out of 01(07.69%) of the respondents mentioned early pregnancies as the causes of school dropout, only 01(07.69%) of the respondents mentioned lack of enough co-operation between parents and teachers as the causes of school dropout, up to 02(15.38%) mentioned inadequate teachers 02(15.38%) mentioned illiterates of the parents on the importance of education while 03(23.07%) of the respondents mentioned parent’s separation as the causes of school dropout in Tumbe Pemba.

Moreover, a total of 12 (54.54%) committee members mentioned poverty 02(09.09%) committee members mentioned lack of enough co-operations between parents and teachers, whereas 04(18.18%) committee members mentioned inadequate of school teachers, only 01(04.54%) committee members mentioned illiterates’ parents on the importance of education while 03(13.63%) committee

members mentioned parents' separation is the causes of school dropout in Tumbe Pemba. About the students perspective indicates that, close to half 25(46.29%) students mentioned poverty, while 03(05.55%) students mentioned early pregnancies, only 02(03.7%) students mentioned lack of enough co-operations between parents and teachers, a total of 12(22.22%) students mentioned inadequate teachers, only 04(07.4%) students listed illiterates of the parents on the importance of education and 08(14.81%) mentioned parent's separation as causes of school dropout in Tumbe Ward. Figure 4.7 presents the summary of these responses;

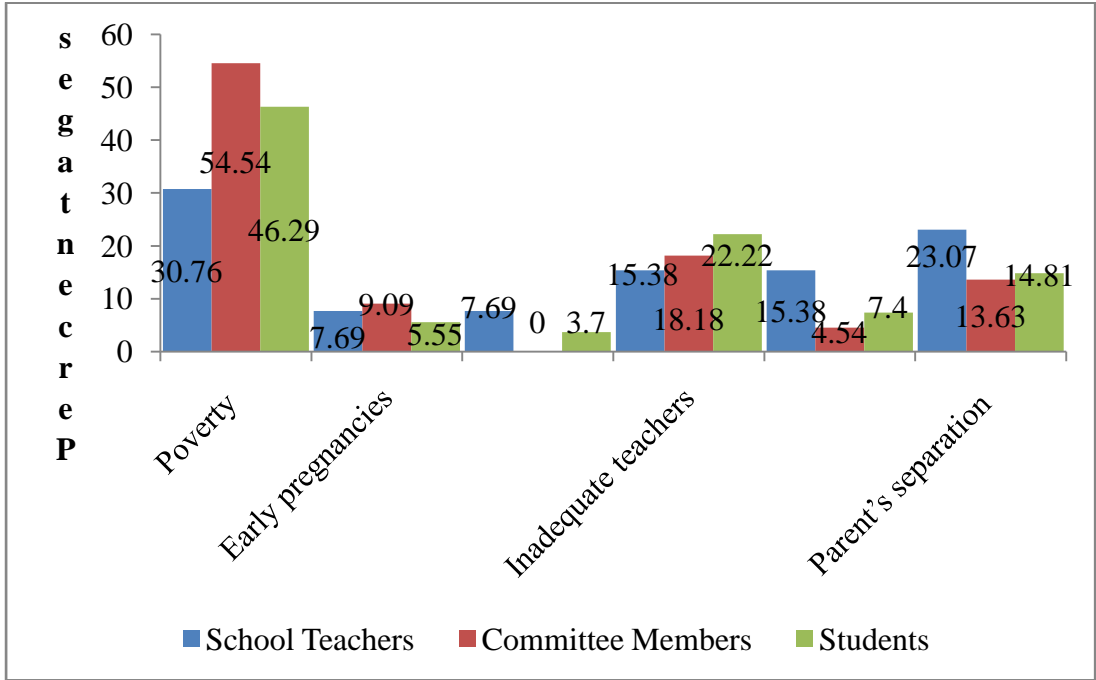


Figure 4.7: Causes of school dropout in Tumbe Ward (N=89)

Source: Field data, 2015

The responses summary in figure 4.9 indicates that, poverty is the major cause of school dropout in Tumbe Ward, since it was replied by the majority of the repondents such as school teachers where as (30.76%), committee members (54.54%) and students (46.29%). This confirms the position that, if parents are poor they can not afford to pay educational fees for their children and this may lead to dropout and thus engagement of children in income generating activities.

The conclusion from the responses above are also backed up by interview responses by the alternative education and study skills Officer is consistence with the these findings who stated as follows;

Box 4.2: Alternative education and study skills Officer’s response

“Poverty is a major factor for school dropout; this requires therefore MoEVT-Zanzibar through NGOs like Fawe to provide subsidies to the students who are with environmental hardships”

The results also shows that poverty is a big cause to school dropout in Zanzibar especially in Tumbe Ward where students dropped out from school and engage in petty businesses and child labour for helping their families life. Ziddy (2007) argued that, in Zanzibar, families are poor at the extent of contributing to low performance of students and cause school dropout. The scenario is not unique to Tumbe, but rather Africa as widely, as poverty constitute the major factors causing boys and girls to dropout from school. This is reflected in African states regarding different strategies established to minimise the dropout rates; such strategies include the attempts to abolish school fees so as to reduce the school dropout (The World Bank and UNICEF, 2009). Several other reasons contribute to students’ dropout; for example, the report from the Ministry of Education and Vocational Training indicated a total of 610 primary school students dropped out from school due to pregnancies (MoEVT, 2012).

4.3.3 More affected level on school dropout in Tumbe Ward

The study meant to interrogate the school level which is most affected by the students’ dropout problem. The respondents were required to state which level between Primary and Secondary they perceived more affected by the school dropout. Responses indicated that 09(69.23%) of school teachers said primary school was the most affected by school dropout in Tumbe Pemba, whereas only 01(07.69%) suggested secondary level as the most affected level and 03(23%) were not sure of the level which was most affected by school dropout in Tumbe Ward.

In the same view, more than half 15(68%) Committee Members said Primary level was more affected on school dropout, whereas 02(09%) Committee Members viewed Secondary level as the most affected by school dropout and 05(23%) Committee Members were not sure which level was most affected by school dropout. Also, the respondents were further required to state why they thought Primary or Secondary was more affected. Those who said primary level had more dropout, the responses was that in Primary level students were not well matured thus it is easy to be convinced by the existing environment leading to dropout from school. For those who said Secondary schools had higher dropout, gave out reasons that many students at this age engage in income generating activities such as fishing and seaweed plantations and preparing fish in fish market to help their fammily earn income. Figure 4.8 expresses shotly the the results summary.

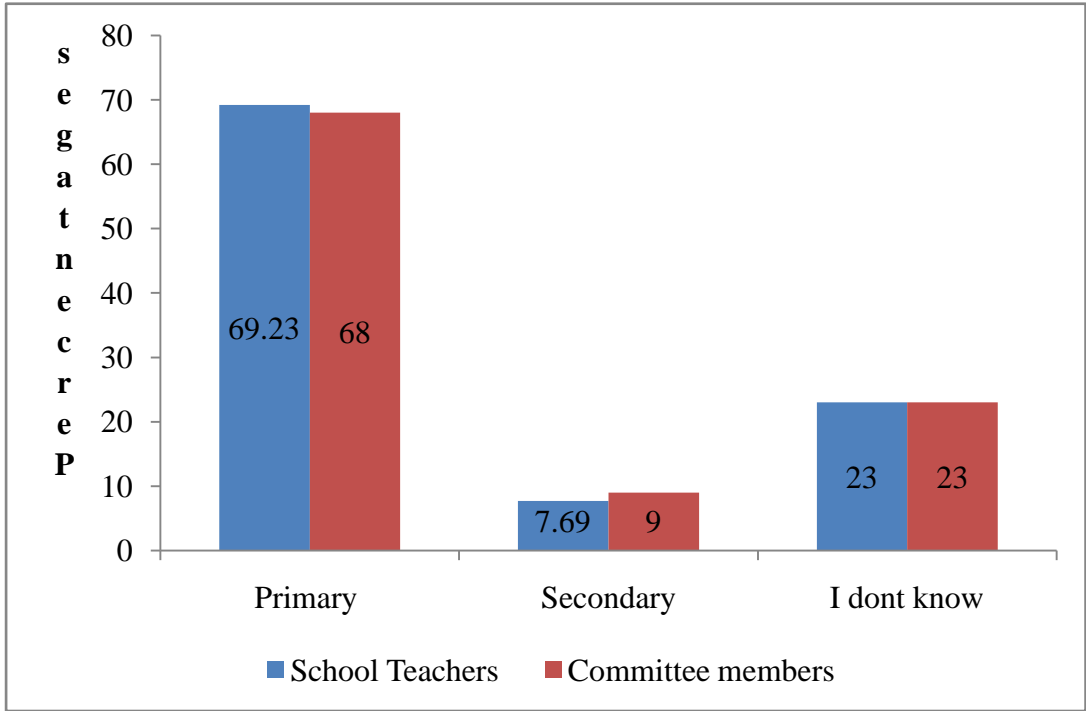


Figure 4.8: More affected level on school dropout (N=35)

Source: Field Data, 2015

The findings in Figure 4.8 reveal that, majority of the respondents agreed that primary level is more affected on school dropout in Tumbe Ward, it is in primary level that many students do not understand the importance of education and therefore

easy to be convinced to engage in petty businesses and child labour like fishing, prepare fish in fish market and be employed in seaweed plantation for generating income that can help their families. Therefore, when a researcher tried to compare the results from primary and secondary school in Tumbe Ward with the secondary data, the results indicates that in the past four years results in aggregate the data were contrary with those in Figure 4.7 which show that the secondary level is more affected on school dropout. In this regard, 136(76 males and 60 females) in secondary level dropped out compared to 135(46 males and 89 females) dropout from school in primary level whereas to males in secondary level was higher compared to females and females in primary level was higher compared males (MoEVT, 2015). The findings were concurred with results revealed by the Ministry of Education and Vocational Training in Tanzania, the number of girls in secondary schools had decreased from 48 to 45 percent (URT, 2005). These results summarised in Table 4.1 and 4.2.

Table 4.1: The status of primary school dropout in Tumbe Ward

Years	Sex		Total
	M	F	
2011	09	23	32
2012	03	29	32
2013	19	28	47
2014	15	09	24
Total	46	89	135

Source: MoEVT, 2015

Table 4.2: The status of secondary school dropout in Tumbe Ward

Year	Sex		Total
	M	F	
2011	10	05	15
2012	29	19	48
2013	13	01	14
2014	24	35	59
Total	76	60	136

Source: MoEVT, 2015

Therefore, the results imply that females awareness in secondary level on the importance of education increased compared to primary level while, the findings were contrary to males such that students in primary level were more aware

compared to secondary level. This indicates that more males were dropped out in secondary level and engaging in income generating activities available in the area for helping their families income.

4.4 Measures used in reducing school dropout in Tumbe Ward

The study sought to establish whether there were some measures or strategies in reducing school dropout in Tumbe Ward.

4.4.1 Strategies used to reduce school dropout in Tumbe Ward

The respondents were asked whether there were some strategies used in reducing the school dropout in Tumbe Ward. The findings indicate that, a total of 08(61.53%) school teachers 18 (81.81%) committees members and 47(87.03%) students acknowledged the presence of some strategies used in reducing the school dropout. However, out of 02(15.38%) school teachers, only 01(04.54%) committee members and 02(03.70%) students refuted that there are any strategy available to reduce dropout whereas 05(38.46%) school teachers, out of 03(13.63%) committee members and 05(11.11%) students said were not aware. Figure 4.9 presents the summary of findings.

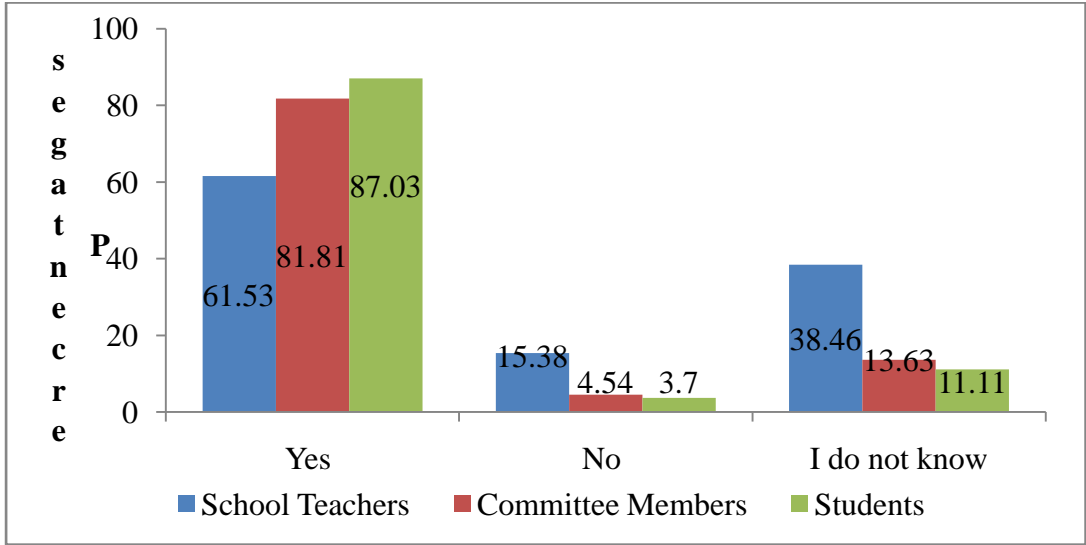


Figure 4.9: Strategies used to reduce the school dropout (N=89)

Source: Field data, 2015

The researcher further probed the respondents to identify the strategies that were used in reducing the school dropout in Tumbe Ward, the responses indicate some strategies like involvement of community police and parents meeting with school committee members were the strategies used to reduce dropout in Tumbe Ward. Therefore, majority of the respondents acknowledged these strategies in combination with other policies which helped in reducing school dropout and sometimes absorbing the socio-economic effects such as illiterates, street children and child labour, drug abuse, early marriages and teenage pregnancies.

4.4.2 Successful strategies in reducing dropout in Tumbe Ward

The study was interested to understand whether the strategies were successful to reduce school dropout. The findings indicated a varying levels of successfulness of the strategies; that among 13 school teachers, about 03(23.07%) rated the strategies as highly successful, a total of 07(53.84%) of the respondents rated the strategies somehow successful, only 01(07.69%) among school teachers rated the strategies not successful and 02(15.38%) school teachers were not aware. On the other hand, among 22 committee members, 03(13.63%) rated the strategies as highly successful, more than half 16(72.72%) committee members rated at somehow successful, only 01(04.54%) committee members rated at not successful and 02(09.09%) committee members were not aware. Furthermore, among the 54 students up to 16(29.62%) rated the strategies as highly successful, near to half 25(46.29%) students rated at somehow successful, out of 08(14.81%) students rated at not successful and only 05(09.25%) students were not aware. These results are presented in figure 4.10.

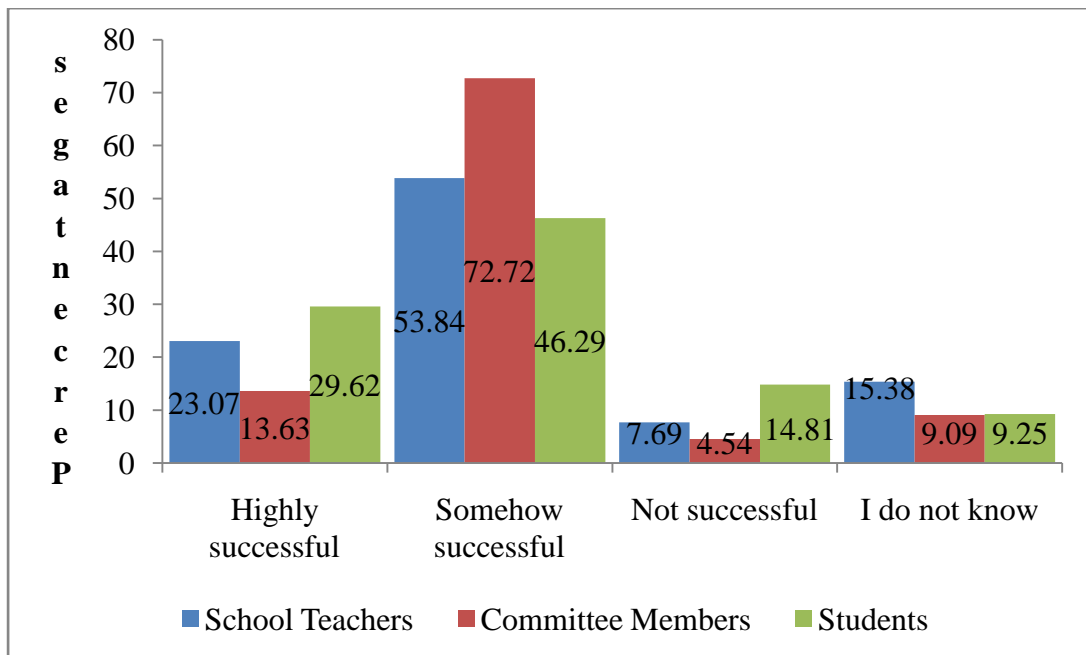


Figure 4.10: Successful strategies in reducing school dropout (N=89)

Source: Field Data, 2015

The findings in figure 4.10 reveal that, majority of the respondents indicated that the strategies were somehow successful. When they asked of the most successful strategy in reducing the school dropout in Tumbe Ward, majority of them mentioned the community police strategy as most successful in reducing the school dropout in Tumbe Ward. It is however despite this perception over the successfulness of the strategies that the school dropout had changed year after year; the trend is presented in Table 4.1 and Table 4.2. It however presents a picture for decline because the number of school students increased yearly. The results also relate with the interview response as narrated by primary head teacher;

Box 4.3: Primary teachers’ narration

“The community police has helped us reduce the .dropout rate and return the drop outs back to school through frequent operations ”

Although, some strategies proved successful in reducing school dropout, it is however critical to note that dropout remained a challenge in Tumbe Ward and Zanzibar in particular.

4.5 Socio-economic effects of school dropout in Tumbe Ward

The study was interested to know the socio-economic effects such as (educational, economic and social) caused by school dropout in Tumbe Ward.

4.5.1 Educational effects caused by school dropout in Tumbe Ward

The respondents were asked whether and what were the educational effects caused by the school dropout in Tumbe Ward. In their reply, among 13 school teachers, more than half 07(53.84%) school teachers perceived the presence of educational effects, only 01(07.69%) school teachers perceived the absence of any educational effects and 05(38.46%) school teachers had no idea.

Moreover, among 22 committee members, more than half 14(63.63%) perceived the presence of educational effects, only 02(09.09%) committee members perceived absence of educational effects and 06(27.27%) committee members had no idea of any educational effects. In the other perspective, among 54 students, majority 38(70.37%) perceived the presence of educational effects, only 04(07.40%) students perceived an absence of educational effects and majority 12(22.22%) students had no idea whether any educational effects were available in Tumbe Ward. Figure 4.11 summarises the findings;

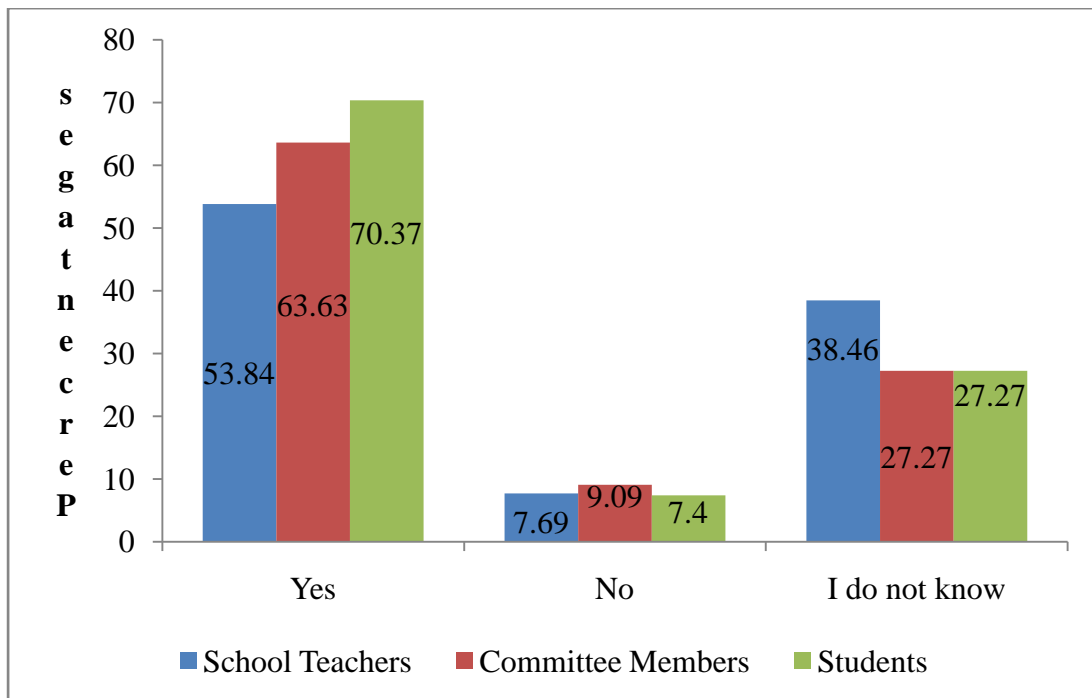


Figure 4.11: The educational effects on school dropout (N=89)

Source: Field Data, 2015

The findings in Figure 4.11 reveal that a total of 53.84% school teachers, more than half 63.63% committee members and majority of students 70.37% perceived some educational effect caused on school dropout in Tumbe Ward. When respondents required to mention the effect, they pointed out an illiterates problem caused on school dropout in Tumbe Ward. The findings were substantiated by the Zanzibar education policy which articulates while 20% of primary school children are out of school and 25% of children dropout before completing basic education. Most of these children grow into illiterates or semi illiterates since they have not benefited from universal basic education (RGoZ, 2006).

4.5.2 Economic effects caused by school dropout in Tumbe Ward

The respondents were asked to mention economic effects caused by the school dropout in Tumbe Development. In their reply among 13 school teachers more than half 10(79.62%) perceived some economic effects, only 01(07.69%) school teachers perceived absence of economic effects and 03(23.07%) school teachers had no idea.

Also, among 22 committee members, more than half (19(86.36%)) perceived the presence of economic effects, out of 02(09.09%) committee members perceived an absence of economic effects and only 01(04.54%) committee members had no idea. Among the 54 students, majority15(66.66%) indicated the presence of economic effects, out of 03(05.55%) students indicated the absence of economic effects and 15(27.77%) students had no idea if there were any economic effects in Tumbe Ward. Respondents were further required to mention those effects; the responses indicated an increased street children and child labour in Tumbe Ward that promote school dropout as the critical effect.

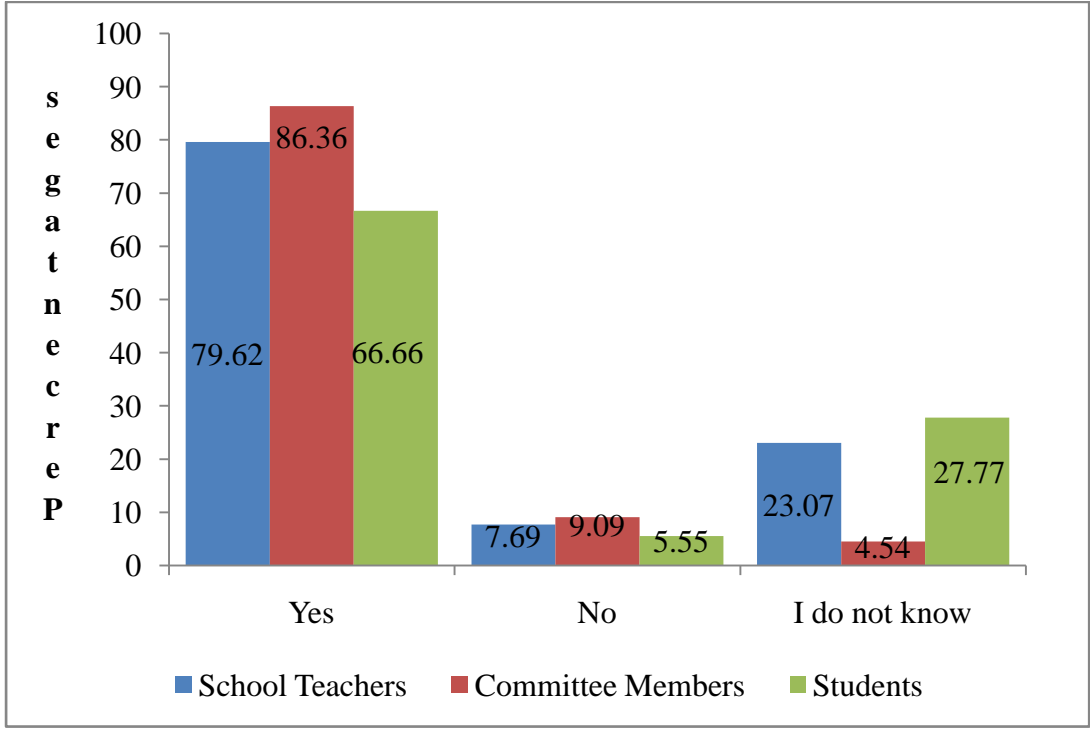


Figure 4.12: The economic effects on school dropout (N=89)

Source: Field Data, 2015

The findings in Figure 4.12 reveal that, more than half of respondents such that 76.62% school teachers, majority 86.36% committee members, more than 66.66% of students perceived some economic effects caused by school dropout in Tumbe Ward. The respondents reiterated the effects of increased street children and child labour, as these dropout students were then forced to engage in fishing, sea weed plantation

and petty businesses and prepare fish in offshore fishing market available in Tumbe Ward. The students who dropped out of school also had to work in non skills/professionals work with low payment that increased poverty in their families.

4.5.3 Social effects on school dropout in Tumbe Ward

The respondents were required to state the social effects caused on school dropout in Tumbe Ward. They were too required to mention those social effects caused by the school dropout in Tumbe Ward. In their response, more than half 07(53.84%) of school teachers perceive the presence of social effects, only 02(15.38%) of school teachers perceived no social effects; and 03(23.07%) of school teachers had no idea if there was social effects. Similarly, among 22 committee members, up to 16 (72.72%) replied there are social effects on school dropout in Tumbe Ward, only 01(4.54%) of committee members replied that there are no social effects and 05(22.72%) committee members had no idea. Moreover, majority 47(87.03%) of students indicated the presence of social effects, only 03(5.55%) of students perceived no social effects and up to 04(7.4%) of students had no idea. When further required to mention those social effects, there responses indicated an increased early marriages and teenage pregnancies, increased theft and drug abuse. The finding summary is presented in the Figure 4.13;

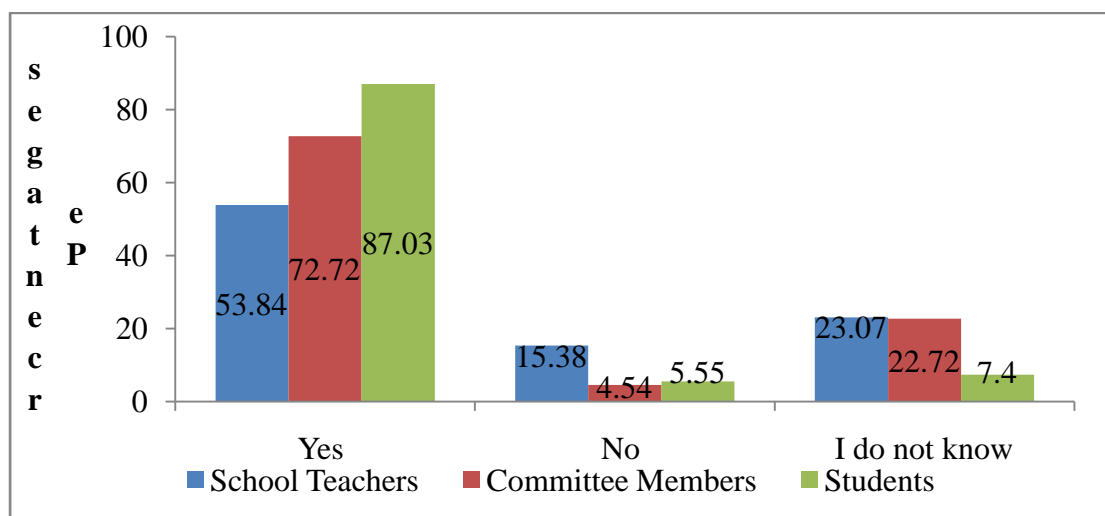


Figure 4.13: The social effects on school dropout (N=89)

Source: Field data, 2015

The findings in Figure 4.13 reveal that majority of the respondents acknowledged the presence of social effects caused by school dropout in Tumbe Ward. The social effects influence school attendance because students may be easily be convinced to engage in immoral behaviours that can in turn affect their studies and even dropped out.

4.6 Implementation of the education policy in reducing school dropout

The study aimed to assess the implementation of the existing Zanzibar Education Policy in reducing the school dropout in Tumbe Ward. In this question the study was intrested to know how the respondents were familiar with the implementation of the Zanzibar education policy in reducing the school dropout specifically in Tumbe Ward. The following subsections provide the detailed information concerning the question;

4.6.1 Law that allows pregnant girls to return back to school

The study was meant to examine whether the respondents were familiar with the law that allow the pregnants girls to return back to school after delivery. Among 13 school teachers who were asked this question, up to 11(84.61%) were aware of the law that allows the pregnant girls to return back to school; while 02(15.38%) were not aware of the law. Moreover, a total of 16(72.72%) committee members indicated to understand the law that allow the pregnant girls to return back to school whereas 06(27.27%) committee members did not understand it. Furdhermore, among 54 students, majority 42(77.77%) students indicated to understand the law that allow the pregnant girls to return back to school after delivery but, out of 10(18.51%) did not understand it. Table 4.3 presents the summary of the results.

Table 4.3: Law that allow pregnant girls to return back to school (N=89)

Responses	School Teachers	%	Committee Members	%	Students	%
Yes	11	84.61	16	72.72	42	77.77
No	02	15.38	06	27.27	10	18.51
Total	13	100	22	100	54	100

Source: Field data, 2015

The responses in Table 4.5 depicts that, more than half of the respondents i.e. school teachers (84.61%), committee members (72.72%) and students (77.77%) understand the law that allow the pregnant girls to return back to school after delivery. the response imply that, majority of the respondents understand the law that allow the pregnant girls to return back to school after delivery but also there were some respondents who do not understand such law. Therefore, those who did not understand the law lack important information concerning the existing Zanzibar education policy that might precipitate the dropout tendency especially in rural areas.

4.6.2 Effectiveness of law that allows pregnant girls returning back to school

The objective of the study was to assess the effectiveness of law that allow the pregnant girls to return back to school after delivery in Tumbe Ward. The findings indicate that, more than half 10(76.92%) of school teachers rated the law as not effectively implemented in Tumbe Ward and only 03(23.07%) school teachers had no idea. Among the 22 committee members, a total of 16(73%) committee members rated the law as not effective, while 06(27%) committee members had no idea on the effectiveness of the law. On the other side, majority (40(74%)) students rated the law as not effective while 14(26%) students had no idea on the effectiveness of the law that allow the pregnant girls to return back to school after delivery. Table 4.4 summarises the results as follows;

Table 4.4: Effectiveness of law that allows the pregnant girls to return back to school (N=89)

Responses	School Teachers	%	Committee Members	%	Students	%
Highly effective	-	-	-	-	-	-
Somehow effective		-	-	-	-	-
Not effective	10	76.92	16	73	40	74
I do not know	03	23.07	06	27	14	26
Total	13	100	22	100	54	100

Source: Field data, 2015

The findings in Table 4.4 denote that, the law that allow the pregnant girls to return back to school after delivery in general is not effectively implemented in Tumbe

Ward. This is evident as, majority (76.92%) of school teachers, more than half (73%) committee members and (74%) students rated the law that allow the pregnant girls to return back to school as being not effectively implemented in Tumbe Ward. Otherwise, only 23.07% teachers and 26% students had no idea on the effectiveness of the law; none of the respondent who rated the law as highly effective and somehow effective. This implies that, many pregnant girls in rural areas were not returning back to school after delivery because of the lack the important information concerning the law. The results also relate to the interview response from both primary and secondary head teachers as narrated as follows;

Box 4.4: Narration of primary and secondary head teachers

“There are opportunities, but our norms are setback, for girls to go back to school after delivery”

In contrast, from the alternative education and study skills Officer who had a different perspective regarding the matter; the respondent said the following;

Box 4.5: Alternative education and study skills officer narration

“I personally assisted some pregnant girls in rural areas to go back to schools after delivery and some of them continued up to secondary level as well as to higher level”

The findings are also justified by a critical review of the secondary data from the MoEVT (2015). From the ministry report document about 27 pregnant girls in Pemba 24 who returned back to school after delivery; however, many of these came from urban areas. Evidence from the reviewed documents also indicates high awareness in urban areas compared to rural areas on the importance of education. Therefore, this indicates further that, there are less counselling programmes from parents to school girls in remote areas that cause school dropout in Tumbe Ward and Zanzibar in particular, compared to some urban areas, which require a more focussed attention.

4.6.3 Alternative education as dropout reduction strategy in Tumbe Ward

The respondents were required to state whether the alternative education had helped in reducing the school dropout in Tumbe Ward. The findings in Figure 14 indicate that, out of 13 teachers, majority 09(69.23%) teachers appreciated the alternative education as a helpful strategy in reducing school dropout; only 01(07.69%) of teachers perceived that alternative education as not helpful in reducing school dropout; whereas 03(23.07%) teachers had no idea.

Drawing from 22 committee members, more than half (16 72.72%) committee members appreciated alternative education as helpful in reducing school dropout; among 02(09.09%) committee members perceived the alternative education as not helpful; and at least 04(18.18%) committee members had no idea. Drawing from 54 students, more than half 38 (70.37 %) appreciated alternative education as helpful in reducing school dropout; up to 03(05.55%) perceived alternative education as not helpful; and 13(24.07%) students had no idea if the alternative education is helpful in reducing school dropout at the study case. Figure 4.14 shows the summary of the above responses.

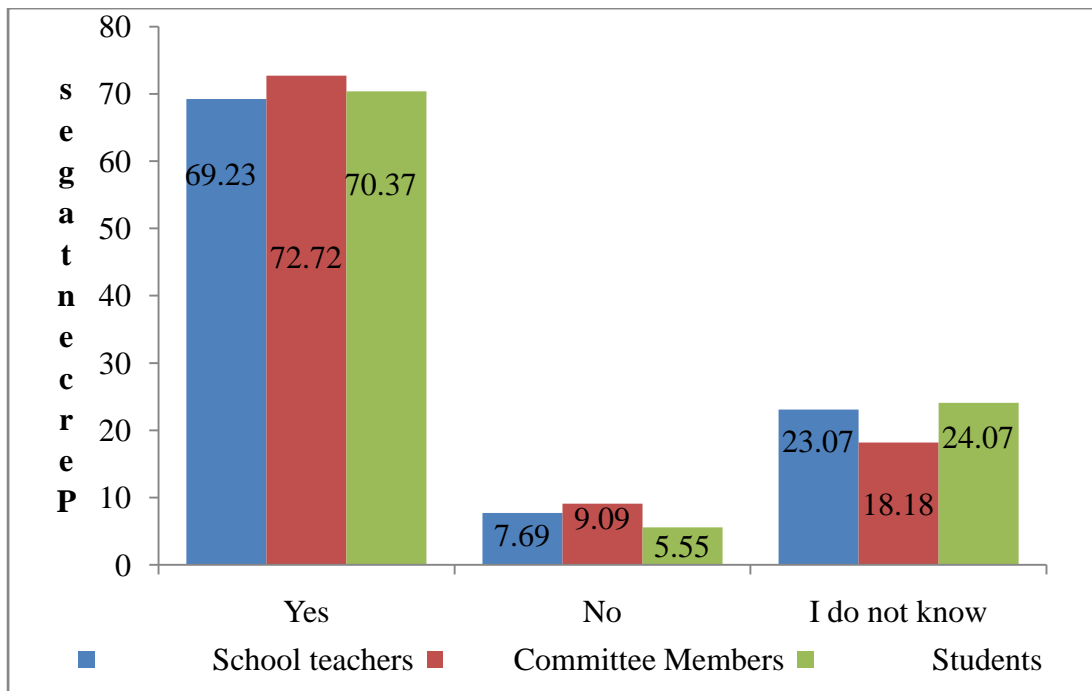


Figure 4.14: Alternative education as dropout reduction strategy (N=89)

Source: Field data, 2015

The results in Figure 4.14 indicate that, majority of the respondents, more than 69.23% school teachers, out of 72.72% of committee members and 70.37% of students appreciated the alternative education as helpful strategy in reducing school dropout in Tumbe Ward. This imply the need to strengthen the capacity of the education stakeholders at Tumbe to implement the alternative education in order to ensure that the school dropout is put to an end; The findings also indicate that, the alternative education has been a suitable strategy to reduce the socio-economic effects such as illiterates, street children and child labour, early marriages and teenage pregnancies, theft and drug abuse, which all root from the high school dropout in Tumbe Ward.

4.6.4 Level of helpfulness of alternative education in reducing dropout

The objective of the study was to explore the extent of the helpfulness of the alternative education in reducing school dropout in Tumbe Ward. From 13 interrogated school teachers, more than half (07), translating to 53.84% rated alternative education as highly helpful in reducing school dropout in Tumbe Ward;

up to 04 (30.76%) of school teachers rated the strategy as somehow helpful; and only 02(15.38%) of school teachers had no idea of the helpfulness level. Moreover, among 22 committee members who were interrogated, more than half 13(59.09%) rated it as highly helpful; a total of 07(36.36%) of committee members rated it is somehow helpful and only 01(04.54%) of committee members had no idea. Furthermore, among 54 students 43(79.62%) rated the strategy as highly helpful; out of 07(12.96%) students rated it as somehow helpful; and only 04(07.40%) students had no idea. Figure 4.15 summaries the above findings;

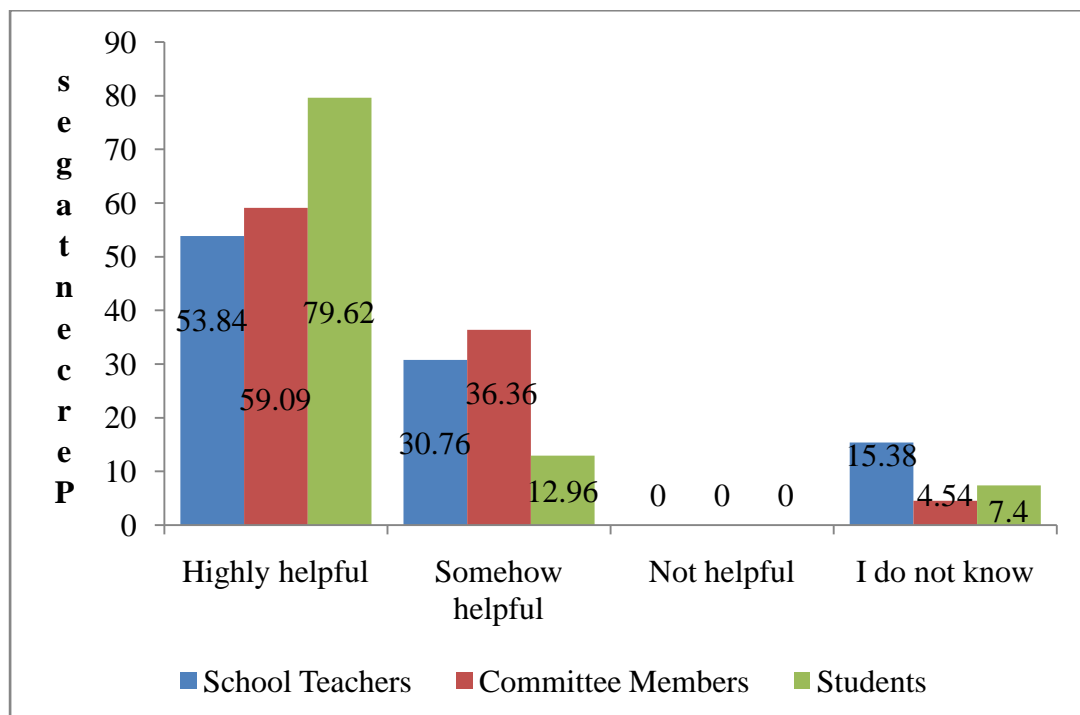


Figure 4.15: Level of helpfulness of alternative education in reducing dropout (N=89)

Source: Field data, 2015

The findings presented in Figure 4.15 reveal that, the alternative education is highly helpful in reducing school dropout in Tumbe Ward as it was supported by majority of respondents such as 53.84% school teachers, more than half 59.09% of committee members and 79.62% students. The results also relate with the views from all key informant, as one of which stated that;

Box 4.6: The MoEVT officer's narration.

“The alternative education policy in Zanzibar has been helpful in reducing the drop out rates because it has tended to encourage the pregnant students go back to school and that others have been able to pursue higher education levels”

This view is also in line with the existing Zanzibar education policy which articulated the strategy positively that some students under this innovative programme have performed well and have been selected to join bias schools to continue for further studies (RGoZ, 2006).

4.6.5 Policies suggested in reducing school dropout

To write on the policy aspect, respondents were required to provide their suggestions on the policies that can be put in place to reduce school dropout in Tumbe Ward. In their responses, they recommended the following policies necessary to reduce school dropout.

The first one was on a policy to punish the parents who allow their students to dropout. This can be done through the RoGZ in co-operation with MoEVT to pass laws or by-laws that can bind the parents who allow their children to dropout. The second policy areas required the need to recruit enough qualified teachers. Participants' suggestions reiterated a call to the government through the ministry of education to set enough budget for employing adequate qualified teachers. It also emerged from the study the need to increase awareness to the parents and students on the importance of education. This can be done through the Ministry of education and Vocational Training by creating regularly sensitization programmes on the importance of education to parents and students specifically in remote areas where there is acute dropout problem.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND POLICY IMPLICATIONS

5.1 Introduction

This chapter presents the summary and conclusions regarding the findings of the study. The chapter also provides the policy implications in reflection to the study findings. Finally, it gives the areas for further study.

5.2 Summary of the study findings

The study was conducted in Tumbe Ward in Micheweni District, Pemba Zanzibar. The respondents were teachers, committee members and other educational officers in the District, Region and even in the Ministry of Education and Vocational Training in Pemba. The main objective of the study was to examine the implementation of the existing Zanzibar education policy in reducing school dropout. Specifically, the study examined the status of school dropout and the strategies used in reducing school dropout in Tumbe Ward. The study also examined the socio-economic effects of school dropout; and finally assessed the implementation of the existing Zanzibar education policy in reducing school dropout in Tumbe Ward.

The study was a comparative in its nature that it was set to compare the rate of school dropout in primary and secondary levels. The study entailed both qualitative and quantitative data, also as a way of strengthening validity and reliability of findings. The interview guide was used mainly to collect the qualitative data from the 06 key informants who were selected purposively, while questionnaires were used mostly to collect quantitative data from the school teachers, committee members and students who were about 89 selected randomly. Also, the documentary review was applied to collect secondary data.

The first objective of the study was to examine the status of school dropout in Tumbe Ward. The respondents were required to state whether there is school

dropout or not in Tumbe Ward. They were also required to mention the causes of school dropout.

They were further required to identify the school level which is more affected by school dropout. The findings revealed a high level of school dropout in Tumbe Ward as a result of as poverty, early pregnancies and teenage pregnancies, lack of enough co-operations between parents and teachers, inadequate teachers, illiterates of parents on the importance of education and parent's separation. It however emerged from the study that poverty was a critical cause for school dropout in Tumbe Ward. The findings indicated further that the secondary level is most affected by the school dropout problem in Tumbe Pemba compared to the primary level, and that, males were affected more in secondary level and females affected more in primary level as the reason behind that females were more conscious at secondary level compared to females at the primary level.

The second objective of the study was to examine the strategies that were used in reducing school dropout. The results revealed that there were strategies like community police and parents' meetings with school committee members which were being used. It is however noted that, despite majority responses which indicated that the strategies were some how successful in reducing school dropout in Tumbe Ward such as the awareness of the parents was somehow increased, it is unfortunate that the dropout problem still persisted at the study area.

The third objective was to find out the socio-economic effects of school dropout in Tumbe Ward. The findings depicted that more than half of the respondents indicated that there were educational, economic and social effects resulting from school dropout in Tumbe Ward. The findings point out an increased illiterates, increased street children and child labour, early marriages and teenage pregnancies, theft and drug abuse as a consequence of school dropout.

The last objective of the study was to assess the implementation of the existing Zanzibar education policy in reducing school dropout.

The aim of this objective was to understand law that allow the pregnant girls to return back to school after delivery, and how the alternative education had been helpful in reducing school dropout. The results revealed that majority of the respondents were aware of presence of the law that allow the pregnant girls to return back to school after delivery.

However, participants were suspicious that the law is not effectively implemented especially in the remote areas. Thus, alternative education was rated as a highly helpful in reducing the school dropout in Tumbe Ward.

5.3 Conclusions

On the light of the study findings, despite many interventions conducted in reducing school dropout in Tumbe Ward, the problem still persist. Primary and secondary levels as well as men and women were affected differently in this problem.

Specifically, there were contributing factors to school dropout such as poverty, illiteracy of parents on the importance of education, early marriages and teenage pregnancies, lack of enough qualified teachers and parents' separation. Also, when it was compared the status of dropout between primary and secondary levels, the results indicated that males in secondary level were affected more compared to females and females in primary level were affected more compared to males.

On the other hand, community police and parents meetings with school committee members were the strategies used to reduce school dropout whereas community police strategy was somehow successful in reducing school dropout, these strategies were helped in reducing the socio-economic effects such as illiterates, street children and child labour, theft, early marriages, teenage pregnancies and drug abuse.

Fortunately, the law that allow the pregnant girls to return back after delivery was not effectively implemented in the study area. Also, the alternative education programme was highly helpful in reducing school dropout as a lot of dropped out were returned back to school.

Based on the study findings observed in this study, school dropout is a matter of concern since it affects many countries especially developing countries including Zanzibar particularly at Tumbe Ward Pemba. Therefore, the Revolutionary government of Zanzibar through the ministry of education and vocational Training in relation with other educational stakeholders like NGOs such as FAWE to improve their efforts to combat with this problem. Furthermore, apart from those efforts the following recommendations should be taken into consideration in order to reduce the socio-economic effects as well as the number of dropout reduced in Tumbe Ward;

5.4 Policy Implications

In respect to the study findings, the study recommends the following:-

Firstly, there should be appropriate laws that bind the parents to allow their children to retain at school and severe punishment for those who allow their children to dropout. This may be done through the RGoZ passing the bills in the house of Representatives or make by laws within the Ministry of education to combat the problem. In doing this school dropout may be reduced in Zanzibar especially in rural areas where the problem rampant.

Secondly, there is a need for RGoZ to put in place proper plan and adequate budget to recruit enough qualified teachers so as to make sure that the ratio between students and teachers is balanced, to atleast 40 students in a class.

Thirdly, there is a high need for the RGoZ through MoEVT, the NGOs and other educational stakeholders to provide more assistance for poor students who can not afford to pay the education fees. This may be done by creating special programme from government in co-operation with the ministry of education, NGOs like FAWE

to initiate special funds in helping the poor students who can not afford to pay for education charges especially in remote areas.

Fourthly, there is a necessity that the RGoZ through the MoEVT in co-operation with other stakeholders creating more mobilization programmes for enhancing more awareness to the parents on the importance of education that can allow their children to stay in school.

Fifthly, this study is a call for the MoEVT and other educational stakeholders to provide more awareness and counselling services to pregnant girls and encourage them to return back to school after delivery especially in rural areas.

This can be done by the Ministry to adopt special unit in making regular meetings with parents and students for providing counselling services so as to reduce school dropout in Zanzibar.

Sixthly, there is a need for alternative education programme to be provided in larger part of the Zanzibar, specifically in rural areas where the dropout problem is more rampant. This may be done by the RGoZ through setting special fund to diversify the programme and to recruit professional teachers or train more teachers to deal with this programme to reduce school dropout in Tumbe Ward and Zanzibar in particular.

Seventhly, the community police strategy should be encouraged as a sustainable measure in reducing school dropout at Tumbe Ward and other areas in Zanzibar, the strategy can be done as the RoGZ in relation with the MoEVT and other educational stakeholders at Ward, District, Region and national level to offer required resources such as office facilities, transport, fund as to motivate the group in combating school dropout in Tumbe Ward.

Lastly, the RGoZ through the MoEVT should establish more appropriate measures and strategies that can be well monitored and evaluated so as to ensure that school dropout is being reduced to minimize socio-economic effects and to reduce dropout in Tumbe Ward.

5.5 Area for further studies

The school dropout is a big challenge to access quality education in Zanzibar. Therefore, the study recommends that more studies of the same title be conducted at different places in Zanzibar in order to understand more the problem for the responsible authority take appropriate measures in reducing the problem. Comparative studies between urban and rural areas as well as primary and secondary levels should be done to explore more on the awareness of the problem.

Moreover, the studies concerning challenges facing the alternative education in Zanzibar is very crucial. Findings may be helpful to enhance efforts by the RGoZ and other educational partners geared in minimizing those challenges and to reduce school dropout in Zanzibar. Furthermore, the studies that can assess the effectiveness of the law that allow the pregnant girls to return back to school after delivery is well implemented in other areas of Zanzibar may be of a high demand. The current study also recommends the need for studies that can examine the strategies which were used in reducing the school dropout in other areas of Zanzibar. Finally, the researcher perceives the need for studies that can examine the effects of school dropout in other areas of Zanzibar in order to have a country-wide picture of the dropout problem.

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APPENDICES

APPENDIX I

Interview guide for Alternative Education and study skills Officer, Officer in charge MoEVT, REO, DEO and Primary and Secondary Head Teachers.

This interview aimed at collecting information concerning the study: Assessment on the implementation of Zanzibar education policy in reducing the school dropout at Tumbe Ward of Micheweni District Pemba in Zanzibar. The study will be on a voluntary basis and refusal or abstaining from participating will be permitted. Also the respondent's names will not be disclosed so as to protect them against any physical or even psychological harm. Therefore, your cooperation is highly requested and any given information will be treated with high confidentiality and will be used for academic purpose only.

Demographic Information

1. Your Age

Age Group	Code number/symbol
14-19	1
20-24	2
25-29	3
30-34	4
35-39	5
40-44	6
45-49	7
50+	8

2. Sex: Male [] Female []

3. Your marital status

- Single 1
 - Married 2
 - Divorced 3
 - Widowed 4
 - Separated 5
- } []

4. Your educational level

- 1. Never gone to School
 - 2. Primary Education
 - 3. Secondary Education
 - 4. Certificate
 - 5. Diploma
 - 6. Undergraduate
- } []

5. Your working experience.

Experience in years	Code number/symbol
0-5	1
6-10	2
11-15	3
16-20	4
21-25	5
26-30	6
31+	7

PART ONE

The extent of School dropout in Tumbe Pemba.

6. Do you think there is dropout in Tumbe School?
- i) Yes []
 - ii) No []
 - iii) I do not know []

7. If the answer in question No 6 is “yes”, what are the main causes of School dropout in Tumbe Pemba?
8. On your view which level is more affected on School dropout in Tumbe Pemba?
 - a) (i) Primary [] ii) Secondary [] iii) I do not know
 - b) Why do you think primary/ secondary is more affected on school dropout in Tumbe Pemba?
9. In your opinion what policies can be used to reduce School dropout in Tumbe Pemba?

PART TWO

The implementation of the present Zanzibar education policy on reducing the school dropout.

10. Do you know the law that allow the pregnant girls to return back to school after delivery?
 - i) Yes [] ii) No []
11. If the answer in question No 10 is “yes”, is it effective?
 - i) Highly effective [] ii) Somehow effective [] iii) Not effective []
12. Is the alternative education helpful on reducing school dropout?
 - i) Yes [] ii) No [] iii) I do not know []
13. If the answer in question number 12 is “yes”, to what extent is helpful in reducing school dropout?
 - i) Highly helpful [] ii) Somehow helpful [] iii) Not successful []

THANK YOU FOR YOUR CO-OPERATION

APPENDIX II

Questionnaire guide for Primary and Secondary School Teachers and Primary and Secondary School Committee Members

This questionnaire aimed at collecting information concerning the study: Assessment on the implementation of Zanzibar education policy on reducing the school dropout at Tumbe Ward of Micheweni District Pemba in Zanzibar. The study will be on a voluntary basis and refusal or abstaining from participating will be permitted. Also the respondents' names will not be disclosed so as to protect them against any physical or even psychological harm. Therefore, your cooperation is highly requested and any given information will be treated with high confidentiality and will be used for academic purpose only.

Demographic Information

1. Your Age

Age Group	Code number/symbol
14-19	1
20-24	2
25-29	3
30-34	4
35-39	5
40-44	6
45-49	7
50+	8

2. Sex: Male [] Female []

3. Your marital status

- Single 1
 - Married 2
 - Divorced 3
 - Widowed 4
 - Separated 5
- []

4. Your educational level

- 11. Never gone to School
 - 12. Primary Education
 - 13. Secondary Education
 - 14. Certificate
 - 15. Diploma
 - 16. Undergraduate
- []

5. Your working experience.

Experience in years	Code number/symbol
0-5	1
6-11	2
12-16	3
17-22	4
23-28	5
29-34	6
35+	7

PART ONE

The Status of school dropout in Tumbe Pemba.

6. Do you think there is dropout in your School?

- i) Yes [] ii) No [] iii) I do not know []

7. If the answer in question No 6 is “yes”, what are the main causes of dropout in your School?

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.....
.....

8. On your view which level between primary and secondary is more affected on School dropout in Tumbe Pemba?

a(i) Primary [] ii) Secondary [] iii) I do not know []

b) Why do you think primary/ secondary is more affected on school dropout in Tumbe Pemba?

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.....
.....

PART TWO

Strategies used to reduce School dropout in Tumbe Pemba

9. What strategies have been used on reducing School dropout in Tumbe Pemba?

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.....
.....

10. Were the strategies successful on reducing dropout in Tumbe Pemba?

i) Highly successful [] ii) Somehow successful []

ii) Not successful [] iv) I do not know []

PART THREE

The socio-economic effects of school dropout in Tumbe development

11. What are the educational effects on school dropout in Tumbe Pemba?

.....
.....
.....

12. What are the economic effects on school dropout in Tumbe Pemba?

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13. What are the social effects on school dropout in Tumbe Pemba?

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14. On your views what policies can be done to reduce dropout in Tumbe Pemba?

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PART FOUR

The implementation of the present Zanzibar education policy on reducing the schooldropout in Tumbe Pemba.

15. Do you know the law that allow the pregnant girls to return back to school after delivery?

- i) Yes []
- ii) No []

16. If the answer in question No 15 is “yes”, how is it effective in your school?

- i) Highly effective []
- ii) Somehow effective []
- iii) Not effective []

17. Is the alternative education helpful on reducing the school dropout in your school?

- i) Yes [] ii) No [] iii) I do not know []

18. If the answer in question number 17 is “yes”, to what extent is helpful?

- i) Highly helpful [] ii) Somehow helpful [] iii) I do not know []

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THANK YOU FOR YOUR CO-OPERATION

APPENDIX III

Questionnaire guide for students

This interview aimed at collecting information concerning the study: Assessment on the implementation of Zanzibar education policy on reducing the school dropout at Tumbe Ward of Micheweni District Pemba in Zanzibar. The study will be on a voluntary basis and refusal or abstaining from participating will be permitted. Also the respondent's names will not be disclosed so as to protect them against any physical or even psychological harm. Therefore, your cooperation is highly requested and any given information will be treated with high confidentiality and will be used for academic purpose only.

Demographic Information

1. Your Age

Age Group	Code number/symbol
14-19	1
20-24	2
25-29	3
30-34	4
35-39	5
40-44	6
45-49	7
50+	8

2. Sex: Male [] Female []

PART ONE

The extent of school dropout in Tumbe Pemba.

3. Do you think there is dropout in your School?

ii) Yes [] ii) No [] iii) I do not know []

4. If the answer in question No 3 is “yes”, what are the main causes of dropout in your School?

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5. On your view which level between primary and secondary is more affected on School dropout in Tumbe Pemba?

a) (i) Primary [] ii) Secondary [] iii) I do not know []

b) Why do you think primary/ secondary is more affected on school dropout in Tumbe Pemba?

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PART TWO

The effects of school dropout in Tumbe development

6. What are the educational effects on school dropout in Tumbe Pemba?

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7. What are the economic effects on school dropout in Tumbe Pemba?

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8. What are the social effects on school dropout in Tumbe Pemba?

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9. On your views what policies can be done to reduce dropout in Tumbe Pemba?

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PART THREE

The implementation of the present Zanzibar education policy on reducing the school dropout in Tumbe Pemba.

10. Do you know the law that allow the pregnant girls to return back to school after delivery?

- i) Yes [] ii) No []

11. If the answer in question No 10 is “yes”, how is it effective in your school?

- i) Highly effective [] ii) Somehow effective [] iii) Not effective []

12. Is the alternative education helpful on reducing the school dropout in your school?

- i) Yes [] ii) No [] iii) I do not know []

13. If the answer in question number 12 is “yes”, to what extent is helpful?

(i) Highly helpful [] ii) Somehow helpful [] iii) I do not know []

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THANK YOU FOR YOUR CO-OPERATION