

IMPACT OF POVERTY ON CHILDREN EDUCATIONAL RIGHTS IN ZANZIBAR

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Accepted date: 5 March 2018

Published date: 15 April 2018

To cite this document:

Hamdan, S. O., & Yusoff, R. (2018). Impact of Poverty on Children Educational Rights in Zanzibar. *International Journal of Law, Government and Communication*, 3(7), 127-142.

Abstract: *In Zanzibar, educational right is guaranteed under Zanzibar Constitution, and also under Zanzibar Education Act no.6 of 1982 inconformity with the United Nation's Convention on the Rights of the Child 1989. However, poverty is a main contributing factor and the main reason for the inadequate educational rights protection in Zanzibar. Many people in Zanzibar live below the standard of life, they cannot afford the school fees payments, hence the children become victims. The government of Zanzibar initiates various programmes and set aside resources for the implementation of child educational right. Nevertheless, it is evident that the impact is not been effective. Education is not affordable because quality education is expensive for children who live below standard. Such children are therefore vulnerable and deprived. Due to the prevailing poor economic conditions, many families continue to live in severe poverty. The reasons for writing this paper are; to discuss the inadequacy of educational rights protection and difficulties in accessing a quality education due to poverty in Zanzibar, to highlight the government's efforts in combating poverty by organizing different programmes and the extents of the effectiveness of the programmes organized to reduce such poverty so as the educational rights should be adequately protected. The paper involved an exploratory legal research, therefore it employs an analysis of both primary and secondary documented data. The findings show that the government policies and effort on education are inadequate and therefore there is a need to reform the whole educational system to ensure the success welfare of children of getting a quality education is preserved.*

Keywords: *Children, Education, Impact, Poverty, Zanzibar.*

Introduction

Education as a right is provided by number of international instruments such as; The Child Rights Convention (CRC) under article 29, Universal Declaration of Human Right of 1948 under article 26(1), the International Covenant on Economic, Social and Cultural Rights 1966

under section 13), the African Charter on human and people's rights. In Zanzibar, the right is guaranteed under Zanzibar Constitution as part of fundamental objectives and directive principles and policies, which one can enforce in the Court of law (Article 10 (f) of the Constitution of Zanzibar). It is also provided under section 1 of the Zanzibar Education Act no.6 of 1982 as amended by Act no. 4 of 1993, which explains the aims of protecting and promoting education for all people without discrimination (Report: Revolutionary Government of Zanzibar, (2016)). Accordingly, every Zanzibar people have the rights to education, that is to say, every child between the age of 7 and 13 years, must be enrolled for primary education. However, in reality, many of the children have no opportunity to have access to education because of poverty and illiteracy.

Statement of the Problem

In Zanzibar, the Ministry of education and Vocational Training is responsible to administer the education affairs. Section 1 of the Education Act No.6 of 1982 as amended by the Education Amendment Act No. 3 of 1993 establishes and provides the right to education for all (The Ministry of Education and Vocational training (July, 2004), Education for All Assessment 2001-2013 Zanzibar). The 2006 Zanzibar Education Policy strives for equitable access, quality education for children and promote lifelong learning. The policy also makes pre-primary education compulsory for all (Zanzibar Education Development Programme 2008/2009 – 2015/2016).

The Education Act was introduced in Zanzibar before its policy comes into being. The Education Act and education policy is inconformity with the United Nation's Convention on the Rights of the Child 1989. Besides, poverty is a main contributing factor toward the inadequate educational rights protection in Zanzibar. The parents in Zanzibar live below the standard which makes them fails to equip properly their children for the educational right. The education sector needs strategic reforms to afford the quality implementation of child educational right. However, the implementation until today is not effective due to the prevailing poor economic conditions. The inadequacy of educational rights protection and difficulties in accessing a quality education due to poverty in Zanzibar, clicking the mind of many people in Zanzibar.

Methodology

The paper involved an exploratory legal research, it employs an analysis of both primary and secondary documented data. The primary data were mainly based on interviews. The interviews conducted only in Unguja Zanzibar. Care has been taken to ensure the reliability of primary data through real-time transcribing. The issue of poverty reduction in access to education was focused during the data collection through relevant questions. Interviews conducted with a focus group of 3 students aged 6-13 years 5 teachers and 5 parents. The schools involved in interviews were Kilimahewa, Kwamtipura and Mtopepo schools. Therefore only three schools were involved. The environment observed especially on the family status and family background of the students.

Scope

The study mainly based on the inadequacy of the child educational rights in Zanzibar. The limitation focuses on protection of children educational rights in relation to poverty. The intention is to examine the relationship between poverty factor and protection of educational

rights in hindering the quality education. It also focuses on the analyses of the causes of deprivation of educational rights in Zanzibar. The goal is to improve access to educational rights.

Literature Review

The review was undertaken in various studies in the areas of education and poverty in Zanzibar. It was explained that the Strategy for Growth and the Reduction of Poverty as a sequence to the first strategy was provided by MKUZA I, which sustained for three years (2007-2010). The presentation of this second strategy, which last for five years (2010-2015), accords with the remaining period of the implementation of the MDGs. Beyond the broad aspirations of the Vision 2020 of transforming and modernizing Zanzibar's economy and eradicating poverty, MKUZA II is a tool that the Revolutionary Government of Zanzibar organized to realize the Millennium Development Goals. The reason is to improve the living standards and strengthen good governance (Report: The Revolutionary Government of Zanzibar (RGOZ):October 2010). The remarkable achievements have been made in the implementation of MKUZA I. the realizing that economic growth was necessary for social development, interventions that aimed at enhancing economic growth. The average real rate of economic growth was 6 percent in the last three years. The result was 6.7 percent in 2009 against a target of between 8 and 10 percent in 2010. On revenue collection, the target for revenue yield established in MKUZA I (18.5 percent of GDP) was achieved. This was a remarkable performance considering the economic turmoil that overwhelmed the world at the time due to global financial, fuel and food crisis (Report: URT 2016).

Besides, the effort made to identify policy instruments that can help to change the environment. There were various strategies that have been implemented in countries (e.g. China, Vietnam, and Uganda) which are known and successful reducing poverty are reviewed. The article, therefore, discusses the literature regarding poverty, with a particular emphasis on the way forward reducing poverty in relation to educational right in Zanzibar. (Bhekizizwe NtuthukoMbuli: 2015).

The Article written by (Amran Said Suleiman et al., 2017), assessed the implementation of the education policy for primary education in Zanzibar so as to enhance the quality of education as well as to ensure that every child has access to education in Zanzibar. The descriptive statistics were employed in the article to analyze the data from the period 2012-2016. The results indicated that the implementation of education policy in Zanzibar has a real influence on the access to education in primary schools. The number of students' enrolment in Zanzibar and teachers increased remarkably over every year. However, enrolment rates were fluctuated by genders and geographical distributions among Zanzibar population. The lowest rate of enrolment, for example, was in the North "B" which was 72.0% compared with other districts. The results also revealed that dropout rate was reasonably decreased up to 6.87%. The paper suggested that the Ministry of Education Vocational Training collaborate with the other education partners to strengthen the capacity of the teachers so as to ensure the quality of education in Zanzibar and reduce poverty.

In relation to, (Report: Ministry of Education and Vocational Training Zanzibar Education Development Programme (ZEDP) 2008/09 – 2015/16, (February 6, 2007)), it was explained that, the Zanzibar Education Development Programme (ZEDP) represents the first comprehensive and sector-wide approach to the educational challenges facing Zanzibar in relation to poverty.

It identified, established and planned for substantial targets for the education system development, both in terms of equitable access and quality. The ZEDP is strategic in its approach, seeking to develop immediate, medium-term and long-term goals for education which are achievable and sustainable. The process of developing the various programme by the government has been participatory and open with local expertise making a major contribution to the process. The government also get the direct support of development partners in the development of the Programme. For many years education in Zanzibar, the responsibility was taken by parties from the school and community level to the private sector plus key actors at Government level. This collaborative approach will need to be continued and strengthened if the educational goals encapsulated in the ZEDP are to be achieved.

Next, (Report: United Republic of Tanzania (January 2015)) intended to assist practitioners to identify the key national laws and policies relevant to the right to education, analyse their strengths and weaknesses, and detect the gaps between law and policies and practice exists in Zanzibar, in order to help an effective methods and strategy to increase quality of education and poverty reduction. The information gives an authoritative analysis of the situation in the country, but rather, to be a useful tool for reflection on the right to education in Zanzibar. Also, The Global Partnership for Education (GPE) Programme (2014-2016) is a US\$5.2 million, which supports the implementation of the Zanzibar Education Development Plan (ZEDP) 2008/9-2015/16. The GPE support contributes to the success of the policy objectives of ZEDP of achieving equitable access, improved quality and improved efficiency and effectiveness in the education sector as introduced in the (SIDA Report: Zanzibar Final Report (2014–2016) 2017). The implementation of the programme is now completed and it was agreed between the Ministry of Education and Vocational Training of Zanzibar (MOEVT) and Sida as the Supervising Entity for the GPE support to Zanzibar, to conduct an end-term review in every year.

It was narrated that, the government effort on the (Report: Ministry of Education and Vocational Training, Zanzibar 2017/18 – 2021/22) in building on the national development plan (MKUZA III), addressed the objectives of the global Sustainable Development Goal (SDG):4. This was made to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all children in Zanzibar and convert poverty. The Zanzibar Education Development Programme (ZEDP II) lays out the Government determination for education in Zanzibar over the next five years. This is the second comprehensive sector-wide strategic plan for education in Zanzibar. The plan presents the significances, approaches, and actions to accomplish accurate and justifiable outcome-oriented goals that place quality and relevance at the center of work of Zanzibar. The chosen theme focuses on areas which will make a significant contribution to the development of the skills and knowledge of children and youth, allow them to realize their full potential and contribute to the goal of a growing, prosperous Zanzibar society.

Moreover, (Report: The Revolutionary Government of Zanzibar(RGoZ) (October 2010)),on the second Strategy for Growth and the Reduction of Poverty as a sequence to the first strategy known as MKUZA I, which lasted for three years (2007-2010) was organized. It launched the second strategy, which lasted for five years (2010-2015). Beyond the broad aspirations of the Vision 2020 of transforming and modernizing Zanzibar's economy and eradicating poverty. MKUZA II was a tool that the Revolutionary Government of Zanzibar established and realize the Millennium Development Goals, improve living standards and strengthen good governance.

Next, the (UNICEF Report: Republic of Tanzania June 2015) the United Republic of Tanzania ratified the Convention on the Rights of the Child in 1991, committing the Government to undertaking all necessary steps legislative, administrative and other measures to implement the rights pledged in it. This commitment includes the obligation to ensure protection of all children from violence, abuse, neglect and exploitation. The Convention was incorporated into Tanzanian law with passage of the Law of the Child Act in 2009. However, violence, abuse, neglect and exploitation, including child trafficking and child labour, are still the reality for large numbers of girls and boys in Tanzania. A report on violence against children in Tanzania found that nearly one in three girls and one in seven boys experience some form of sexual violence before turning 18. Most do not report their experience, few seek services and even fewer receive any care, treatment or support. Rates of physical and emotional violence are high; almost three quarters of girls and boys experience some form of physical violence while emotional violence affects approximately one quarter of boys and girls. In response to these findings the Government has taken a number of strategic steps towards creating an enabling environment for child protection, as evidenced in implementation of commitments across sectors at national and local levels. Districts, wards and villages have been engaged in building a system of care and protection services for children.

According, the (UNICEF Annual Report: United Republic of Tanzania, (2015)). In 2015 the UNICEF Programme in Tanzania was substantially affected by two major emergencies that required a significant reorientation in focus in order to respond. Between May and December 2015 over 122,000 refugees from Burundi crossed into Tanzania. UNICEF responded with life-saving interventions in health, nutrition, and WASH, addressed critical child protection issues and set up child-friendly spaces and schools to help the refugee children experience a sense of normalcy. The second emergency was a major outbreak of cholera which spread from Dar as Salaam to 19 of the 22 regions on the mainland as well as the islands of Zanzibar. Between July and December, 2015 over 12,000 cases were reported, with 202 deaths. UNICEF responded with supplies for treatment of cholera cases, water treatment chemicals, and behavior-change communication activities to provide vital information to households to help them protect themselves from the outbreak. Finally, the reviews found that the poverty in Zanzibar is an unmanaged issue which requires many cooperative efforts from government, community, and partners to activate the situation. To the large extent, the issue of poverty undermines the quality education in Zanzibar (MKUZA 11:2010).

Results and Discussions

The discussion is mainly based on the deprivation of educational right in Zanzibar due to poverty as the main contributing factor. The attention will be drawn on government policies and its implementation on education and poverty, poverty as a causative factor which creates the inadequacy of educational rights protection and government efforts towards poverty reduction.

Government's Policy on Education

Education means knowledge, skills, norms, values transferred from one generation to another. On the other hand, poverty means living below standard. Considering Zanzibar education system presently offers 10 years of compulsory education beginning from standard one to form two. This changed from 2015 when the education policy of 2006 is set in a motion and Zanzibar begins offering two years of secondary schooling (Report: Education Policy, 2016; MKUZA II; Vision 2020).

All children in Zanzibar are expected to complete the first seven years of primary school and despite a number of challenges, the education sector has been prioritized as a key area for action in recent macro-development frameworks (Report: Revolutionary Government of Zanzibar, (2011)). The education sector has received considerable funding from the government from Tanzania Shillings 59 billion in 2010/11 90 billion in 2014/15. With the majority of expenditure being taken up by salaries, there is little scope to address the wider needs of the education system. As a result of the low level of capital investment, “there are limited opportunities for core activities around education quality, such as teacher development, improvements to teaching and learning materials, school inspections and professional teacher support.(Report: Policy Management 2016). In building the capacity of the education sector, the Ministry of Education and Vocational Training and its partners are joining efforts to step up progress. With support from UNICEF, the Ministry implemented a plan of Early Childhood Education Standards. To alleviate the severe shortage of professional pre-primary teachers, the State University of Zanzibar (SUZA) has developed a two-year diploma course, to be launched in October 2015 (Report: UNICEF, (2015)).

Policy on Poverty and Government Programmes towards Poverty Reduction

As poverty is the main factor of inadequate educational right in Zanzibar, children’s issues have also been integrated into Zanzibar’s Strategy for Growth and the Reduction of Poverty 2010-2015 (Report: MKUZA I 2007-2010 and MKUZA II 2010-2015), which includes a focus on improving equitable access to quality social services both as an end in itself to improve quality of life and promote social well-being, and also as an instrument for fostering economic growth. The government’s commitment to ensuring children’s well-being has been integrated into national goals under (Project: Cluster II: Social well-being and Equitable Access to Services), particularly to ensure equitable access to quality education and improved safety nets and social protection for poor and vulnerable groups.

Until this time this remains as a plan and more children become vulnerable. The findings of the interview revealed that, out of ten teachers 6 estimated that 60 percent of the law and policies need the updates, it was indicated that the education policy was enacted 2006 while the Education Act was in existence since 1982. Besides 4 teachers suggested that the government of Zanzibar works to updates the law, however, the challenges remain on the implementation of the policy to the effect of quality education for all. In addition 7 out of ten teachers estimated that the poverty in Zanzibar is higher and estimated that among every 10 family 3 of them are in severe poverty, 4 live below standard and only 3 family live in the standard life, this is supported by (Vision 2020 and ZSGRP (MKUZA II), the Zanzibar Strategy for Growth and Reduction of Poverty (ZSGRP) popularly known in Kiswahili as “*Mpango wa Kupunguza Umasikini Zanzibar*”(MKUZA II), and the Zanzibar Education Development Program (ZEDP). The matrix below shows the targets set for each action plan at the specified time.

The frameworks for national development in Zanzibar are also supported by a number of sectoral laws and policies governing different aspects of children’s well-being and development, examples of laws and policies of Zanzibar relating to children are:- Children’s Act, No.6 of 2011, National Health Policy 2010; Education Act No. 4 of 1993; Education Policy, 2006; Zanzibar Social Protection Policy, 2014; Spinsters and Single Parent Children Protection Act 2005; Penal Act No. 6 of 2004; Sexual Offences Special Provisions Act, 1998; National Plan to Respond to Violence against Children 2011-2015; Children’s Court Rules 2015; Education of Offenders Act 2015; Criminal Procedure Act No. 7 of 2004; The Kadhis’

Courts Act No. 9 of 2017 (An Act to Repeal the Kadhis' Court Act No. of 1985 and to provide for the re-establishment of the Kadhis' Court, to prescribe certain matters relating to the Kadhis' Court and matters incidental thereto); Evidence Decree (Cap 5.)1957; Zanzibar Persons with Disabilities Act Rights and Privileges (2006); Employment Act No. 11 of 2005. The estimation of the primary school teachers examined that the implementation of the provisions of law is not strict in Zanzibar, for instance the law requires that the parents have duty to register their children at school at the age of 6 but till today many children stay home helping their parents due to poverty and illiteracy, at the same time there is no single case before the court of law in such relation. The findings show that the Kwamtipura school in 2015(35.8%) registered and the highest is 51.0% in the year 2016. The number of females students show slightly higher compared to males students. Overall in all three schools demonstrates the large percentage of children registered in Standard I are over aged. The most significant is Mtopepoin2018 which recorded the lowest number of students about 20.2 % registered and about 79.8% are over-aged. The teachers suggested that there are still children who are enrolled in Standard I while they are already over-aged and is against the law. To address this gap, more targeted campaign to explain the new entry age under the new education policy should be undertaken.

Causes of Deprivation of Educational Rights

The High Rate of Poverty

According to government reports and policies, Zanzibar continues to grapple with high rates of poverty and inequality, despite maintaining a healthy economic growth rate. Currently, there are two official measures of poverty. These are:-

“Food poverty”, which measures the inability to meet minimum food consumption needs. In 2010, “the food poverty line was set at TSh. 960 per adult per day”, The food poverty rate, which is used as a measure of extreme poverty, “remained unchanged at 13 percent between 2005 and 2010, partly due to high inflation of food prices (averaging 14 per cent per year) which made food unaffordable for low-income consumers whose incomes did not keep pace with price rises. In the real sense, parents cannot afford educational cost as they suffer or not afford the daily costs. The 2010 Demographic and Health Survey (DHS) found that “almost half (46.4%) of Zanzibar households reported being food insecure (they had problems satisfying their food needs in the past year), while slightly over half (53.6%) reported that they were not food insecure (Report: The Zanzibar Social Protection Policy, Revolutionary Government of Zanzibar (2011)).

The findings of the interview from the parents revealed that, the food insecurity in Zanzibar was disaggregated by wealth, 31% of poorest quintile households, but less than 10% of richest quintile households, reported having frequent problems in satisfying their food needs, this was supported also by (Report: UNICEF, 2015 and Situation Analysis of Children and Women in Tanzania - draft version, Dar as-Salaam).These findings clearly establish the close links between poverty and food insecurity and point to a reality where children are simultaneously facing a number of different determinants of vulnerability as they grow and develop, hence drop of education.

“Basic needs poverty”, which measures the inability to meet a broader range of basic consumption needs, including education, clothing, shelter, as well as food”. In 2010 “basic needs poverty line was set at TSh.1, 465, or approximately one US dollar a day”. However, the

basic needs poverty rate measure of moderate poverty and fell from 49.1 percent in 2005 to 44.4 per cent in 2010” (Report: Ministry of Empowerment, Social Welfare, Youth, Women, and Children (2014)). Statistically, poverty “is much higher in rural Zanzibar than in urban Zanzibar.

Poverty in Zanzibar geographically is higher in Pemba. More than half of all farmers (58%) and fisherfolk (55%) are living in poverty, above the national poverty rate in 2010 (44%)”. The population of Zanzibar is urbanizing rapidly and as a consequence, the proportion of people living in poverty in urban areas increased from 9.4% in 2005 to 42.9% in 2010. Although two-thirds of the population still live in rural areas, there is an increase in the urbanization of poverty and the proportion of people living in poverty in urban areas is rising and now estimated to be just over 35% (Report: Stopping Violence Against Children, A National Plan to Respond to Violence Against Children in Zanzibar (2011)). The interview estimated that in Kilimahewa school the enrolment was about 70.9% in 2016 to 94.6% in 2017. In relation to gender the enrolment in 2017, were 12,642 (males) and (13,592 females), the total 26, 234 where those who complete were 75.8 male 81.0 female, 78.4

Early Pregnancies and Marriages

It is found that many young female students drop out of school each year because of early marriage and pregnancy. This becomes a common problem in Zanzibar even though the Education Act of 1982 strictly prohibits a school child from getting married. Students shall be expelled if they contracted a marriage while studying at primary or junior secondary school. Article. 20 (40) of this Act therefore stress the importance for a child to complete his/her compulsory (Form II) basic and secondary education. The early child marriage deters the girl child from pursuing their education. In the year 2014, about 21 cases of early pregnancy had been reported together with 18 cases of early marriage. This leads to school dropout, a factor that contributes to gender education deprivation. (Report: The speech of the Minister of, Employment, social welfare, Youth and Women and Child Development on the Implementation Report on the Rights and welfare of the Child by the year (2013/2014).

Cost contribution to education

Another challenge and constraint facing educational sector in Zanzibar are the indirect costs that are incurred by families in accessing education. In 1964 the revolutionary government of Zanzibar through its president the late Abeid Amani Karume (the first President of Zanzibar) announced free education to all of Zanzibar. However, it is difficult for the government of Zanzibar to continue covering education expenses without the support of the parents. In this regard, the parents are asked to make a nominal contribution to public school which ranges from TZS 20,000 to TZS 30,000 per a year. (Report: Legal and Human Rights Centre and Zanzibar Legal Services Centre, Tanzania Human Rights Report, (2014). Nevertheless, the majority of the parents could not afford to pay due to poverty and this lead to more school dropout. Access to education and achievement of learning outcomes needs to be understood within the context of students and communities living in poverty. (Report: UNICEF, Children, and Women in Tanzania (2013). The interview indicated that there is no direct government support for families, 75% of the community members do not rely upon the government as a source of support because they generally consider it ineffective to address their problems.

Failure of early school enrolment

Although the Education Policy (2006) calls for two years of compulsory pre-primary education and a starting age of six for primary education, progress on achieving this objective has been slow. In 2015, net enrolment in Kwamtipura Primary school was estimated to be 17.9 percent, which is equal to 68,678 children were not in school, the gross enrolment was 26.5%, in (2016) in this regard, there is considerable variation in quality of the education to the primary school's learners.(Report: URT 2013).

Despite prioritizing education as an area for government spending and the development of new plans and strategies, a number of challenges still remain. In 2014, out of the population of 247,504 children aged 6 to 12 years, only 176,512 were in school, leaving 71,082 6-12 year olds out of school. Females and males are equally likely to attend school, with a gender parity index of 1.02 in Zanzibar. Retention is an on-going challenge, almost three in ten eligible children (71,082 in total) in Zanzibar aged 6 to 12 were out of school. The parent's views are the government to arrange more programme in creating awareness to the community level. (Barlett Sheridan, 2014).

Large number of family

The majority of poor households have a larger number of dependents and low or no education attainment of the household head. According to the Social Protection Policy Report 2014, larger households are more likely to struggle with poverty than smaller ones. Less than 10% of households with 1-3 members are poor, but more than 50% of households with more than 6 members are poor. The tendency to have larger families is both a consequence and cause of poverty, especially given the high rates of child mortality. In such a context, large families are more often a response to poverty than a cause. In a context of high child mortality rates and in the absence of social security, having more children increases the number of family members who cannot be provided with care and support in times of illness and old age (Report: Ministry of Empowerment, Social Welfare, Youth, Women and Children (2014)). It is found that, in Zanzibar the main contributory factor facing education sector is “**poverty**” which contributes to other multiple cause in education. The interview analyses that, 8 respondents found the infant mortality rate has been decreasing from 89 % 1,000 live births in 2012/33 to 51 % 1,000 live births in 2017, and two interviewees indicate mortality rate declined from 141 % 1,000 live births to 73 % 1,000 live births in the same period. The interview was also supported by (National Health Surveys (Tanzania Demographic Health Survey, 2010) and the Zanzibar Health Bulletin (2010). The annual population growth rate almost doubled from 2.8% in 2012 to 53.7% in 2017. The population growth rate undermines the Government's growth and poverty reduction efforts. The population of children younger than 15 years of age make up 42.5% of the total population. This population still depends on families support of their and government to ensure that they receive quality education.

Illiteracy and lack of awareness

In Zanzibar most of the parents are illiterate due to poverty, this also affects many children in Zanzibar, some of the children end up with studying in Madrasa and helping their parents in handling the daily activities in daily life (Report: Ministry of Empowerment, Social Welfare, Youth, Women, and Children (2014)).The standard of awareness in Zanzibar is very low (UNICEF Annual Report: 2016)) due to the illiteracy. The low literacy level in Zanzibar seems to affect many community members. The community members and children require education

to improve the awareness. It was estimated during interviews that in Zanzibar, about 67% of the teachers do not update their knowledge and satisfied with what the already acquired before. The situation which holds back the child bringing and the child educational development. There is the limited application of Information Communication Technology in Zanzibar. Some of the member's society are unaware of the news events happening in the modern world, and unaware of the existing knowledge. The research improvements and research writing are also very limited (RGoZ Report: 2017) (Unpublished)). On another hand, the situation leads to the poverty rate and education quality reduction.

The Zanzibar Revolutionary government should identify the positive role that the media and civil societies to help in distributing relevant, effective and serviceable updating which can help the community members to realize the situation. The effective method is needed by the Revolutionary Government of Zanzibar to plan, widen, strengthen and support the social media networks. The purpose is to contribute knowledge in different perspectives, dissemination about strategies for poverty and knowledge for the self-awareness to the members of the society (see URT (2013), Moh'd Makame: 2016). There is a need also for the member community to understand the real economic conditions and take measures to improve the situation. The parents should encourage their children to focus on their study rather than engaged to do any economic gain. This will result the good performance and increase opportunity, dependence and awareness to the young generation (MoEVT (2013)). The need of poverty reduction mechanisms in Zanzibar still higher despite many government efforts.

Child labor

The Zanzibar Government made a pilot project working to eliminate the worst forms of child labor focusing on legal frameworks, strengthening the capacity of local and national institutions, providing educational alternatives, alternative income-generating activities for families, and enhanced corporate social responsibility. By February 2014 a total of 3,094 children under 18 years of age who were either working or were at risk of entering into labour were prevented from entering into labour in Zanzibar. These children were sent back to school and were given scholastic materials such as uniforms, stationery; pens, pencils and exercise books. By the end of 2013, a total of 672 most vulnerable families of children withdrawn from labour had been supported to start income generating activities (IGAs). Some of the families are engaged in goat keeping, poultry keeping, beekeeping, horticulture, and tailoring. However, poverty and culture reduce the governmental efforts in implementing its projects example. According to the norms and traditions of the people living along the coast, their main activity is fishing. It is commanding to encourage and facilitate female students to join in vocational training at least 52% of the entire population should be involved so as to be aware of the labour market. To remove the illiteracy and raise the awareness to the students.

During the interview 4 out of 5 parents related that the participation of boys in fishing activities such as scraping fish, picking bait and other related activities is not regarded as child labour but ordinary activities of fishermen community. However, researchers have witnessed some children engaging in activities that seem to be the worst form of child labour, which is against, International Labour Organization Convention of 1982, and some laws of the land, which prohibit worst forms of child labour. This portrays a bad image of the country since there are some laws e.g. employment Act no.6 Of 2005 etc, to implement programmes that prohibit worst forms of child labour. Children have rights to be protected from economic exploitation, performing any work that is likely to be hazardous. These works interfere with the child's education, 63 or likely to be harmful to the child's health, physical, mental, spiritual and moral

or social development. Children's rights are violated when parents/guardians are forced economically to employ children to do difficult work for the sake of earning family income and other expenditures. (Report: Social Protection Policy (2014).

Recommendations and conclusion

Firstly, it was found that the basis of a violation of the educational right to children is government management system and poverty which contributes to lack of scholastic materials, basic education, adequate finances and lack of cost contribution in education. In spite of high enrolment of girls at primary levels of education, yet the proportion of children attaining a higher education is lower compared to the total number of students attaining basic or primary education. Reasons for this could be attributed to dropout, early marriages, sexual harassment and inadequate gender policy environment. It is recommended that the government of Zanzibar should allocate sufficient fund in ensuring the educational system is work properly and systematically.

Secondly, the government fails to the adequately monitoring of systematic and appropriate plans which can reduce early pregnancies. In addition to that, it fails to view global changes and make necessary adjustments to benefit their recipients. It fails to create structures and strengthen existing structures that respect local culture and educational traditions and draw on local movement mechanisms e.g. reduce a large number of pupils in the classes. It also fails to investigate community responses to the need for the educational right. Accordingly, the government effort to allocate fund is still needed for restructuring the school buildings and increase more, so as to reduce the number of students in one class. Furthermore, parents' participation is paramount in assisting children in the sector of education.

Thirdly, the government is not functioning effectively at the local level to support children or assist their parents. In Zanzibar children's do not depend on government aids even though there is child policy which requires the government to support children e.g. "free education for all", which indicates it is the duty of government to take care and make sure that all children in Zanzibar get necessary materials for schools and ensure the access to free education. It is therefore recommended that the policy should be called a "Family Policy", not a Child Policy, as the issues facing children and families are inseparable and most of the time leads to illiteracy.

Fourthly, the laws and policies have been developed in the past but were not fully implemented. The policies are designed to advance commitments under international treaties and conventions. The International treaties and conventions provide a useful reference as to what ultimately might need to be achieved, therefore, it is upon the government to make sure that the Education policy is domesticated accordingly so as to achieve the goal put by the International treaties. The policies have to be reviewed and the laws have to be properly checked as for the smooth protection measures to the children at all level against any forms of discrimination. It is very important that the government should put the harsh punishment to all offenders of the children. On the other hand, civil society organizations are encouraged to facilitate information services for dispensing public information on government policies, programs and other intervention to all members of the society. The reason is to make the government accountable to its citizens at large and to fit with the real situation. Government unit responsible for publishing Official Gazette must ensure that the Gazette is printed and distributed regularly. By doing this the members will become aware of the laws and the punishments, hence the reduction rate of crimes against children (Moh'd Makame: 2016).

Fifthly, lack of human and financial resource in Zanzibar is a challenge in terms of building human resource capacity or to meet all proposed program activities. It will, therefore, be necessary to analyze the resources across different sectors. The capacity building in terms of equipment, human and financial resources should also be taken into consideration. The focal persons should be the embers society includes parents, children, and elders or she has.

Besides, the government workers need special consideration in relation to capacity so as to understand the need and protection of the children (MSWYWCD (2009)). The government should support the parents in terms of education fees and school materials. The government and other non-government organizations should support the education sectors so as to improve the quality education. The programmes for the poverty reduction should be implemented at all level.

Sixthly, there is a large number of populations in Zanzibar community, yet the government did not put any effort into having a policy in relation to mortality rate reduction. The problems create a large number of children whose less care and unable to pursue their studies due to the lack of support e.g. scholastic materials; such as pencil, pen, book, uniform etc. It is, therefore, recommended that the government should put the policy for mortality rate reduction.

Seventhly, the child labour has created a big impact toward the achievement of adequate educational rights. Therefore, the children are fighting for money rather fighting for their education right. Due to rising unemployment rate every year, there is a need to improve the employ ability of the young labor force. The government shall, therefore, improve human capital through reforming education and vocational system. The policy and rules in combating child labour in Zanzibar should be well implemented to reduce the problem.

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