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Project Impact Report: Education for Rural Livelihoods and Food Sovereignty in Zanzibar

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Summary
Food insecurity and under-education is still common in Zanzibar.
The challenges are enormous, especially in rural areas where food insecurity, poverty and educational deprivation often create a vicious circle. Climbing out of this 'poverty trap' can not be achieved by addressing one sector alone. It is therefore essential to build on feasible measures in which these interrelated issues can be tackled together and focus on interventions which have the greatest effect on poverty reduction.

The impact assessment of the ERLAFS initiative in focused on the following key aspects:

1. Progress against a base line set in 2007 for school and curriculum development
2. The use of community and environmental experience as a means of making teaching and learning more relevant
3. The potential impact of this kind of approach on food security and sustainable rural livelihoods

The study involved the 17 participating schools, teacher centre coordinators and curriculum advisors and the Ministry of Education in Zanzibar.

This was carried out through a mixture of methods including desk top research of evaluation reports and presentations linked to and about the project since 2007 . It also looked at a range of different policies, initiatives and analyses that supported the project in Zanzibar. This was complemented with field work in Zanzibar. The field work involved a participatory assessment of teachers learning outcomes in 2010 using a Likert scale and comparing this to 2007 data and focus group discussions to identify the key successes to date and opportunities for future development.

Potential implications for policy and suggested areas for increased investment are proposed .No current data was available from the Government that covered the life span of the project. The most recent data available was from the SAMEQ report in 2005. Also the Government of Zanzibar is in the process of rewriting its Education Strategy for the next ten years.

Main findings include the following:

PROGRESS TOWARDS INCLUDING PRIORITY AREAS IDENTIFIED IN 2007 1 POOR, 5 EXCELLENT	Zanzibar Schools 2007					Zanzibar Schools 2010				
	5	4	3	2	1	5	4	3	2	1
Citizenship				X				X		
Conflict resolution				X	X		X	X		
Diversity / equality				X			X	X		
Human rights				X	X		X	X		
Healthy Eating				X			X	X		
Social justice				X	X			X		
Sustainable development				X	X		X			
Values and perceptions				X			X			

HOW WOULD YOU RATE ERLAFS OVERALL IMPACT IN YOUR SCHOOLS PERFORMANCE 1=poor; 10=outstanding									
1	2	3	4	5	6	7	8	9	10
						X	X	X	

IMPACT OF PROJECT ON THE FOLLOWING IN 2010 with participating schools	**Dramatic**	**Significant**	**Some**	**Minimal**	**None**
Learning resources	X				
Curriculum development		X			
Teachers' knowledge		X			
Teachers' attitudes		X			
Teacher motivation	X				
Teachers English language ability		X			
Pupils' knowledge		X			
Pupils' attitudes		X			
Pupils' ability in problem solving		X			
Pupils ability in critical thinking		X			
Pupils ability in decision making		X			
School policy		X			
School ethos	X				

Raising standards		X			

- Relevant education provided through ERLAFS has contributed to the quality and relevance of schooling.
- English language competencies of teachers involved has been improved
- Relevant education has helped to impart basic life skills which are useful in alleviating poverty in rural areas.
- Transition between primary and secondary level schooling had been given a positive focus through the link and associated activities
- School curricula are often overloaded and leave little room for local interpretation; rural teachers are often poorly equipped.
- Teachers feel better equipped to use participatory teaching methods with large classes
- Teaching and learning support materials are in many cases inadequate support provided through the project has helped teachers to supplement and develop additional teaching resources.
- Community and environmental experiences can be used as a way of making basic education in rural areas more relevant to the local situation.
- Community ownership is crucial for relevant and effective basic education.

Implications for further support include:

- A concerted effort in rural schools of Zanzibar to develop basic education geared towards rural livelihoods should be expanded.
- School curricula should be meaningful regarding the life situations of rural children and relevant to local needs and conditions.
- Pre-service and in-service teacher training should be supported and expanded.
- Adequate teaching and learning materials should be provided and developed with teachers.
- Basic and life skills education in rural areas should focus on learners' needs in and out of school..
- School- school and community linkages should be encouraged within Zanzibar and with Wales.
- More effective monitoring and sound scientific research and analysis of education in rural areas should be supported.