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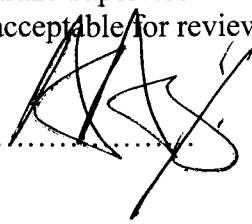
**ALTERNATIVE LEARNING AND SKILLS
DEVELOPMENT PROJECT AT ZANZIBAR AND THE
IMPACT OF
GENDER EQUITY TESTING CERTIFICATION AND
EVALUATION**

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Supervisor certification

I Dr Alli Mcharazo supervisor of Maria Ngowi, hereby confirm that I have read the project and have found it acceptable for review.

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Signature

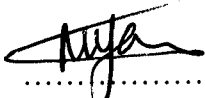
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Declaration

I Maria Ngowi hereby declared that this project paper is my own original work and that I have not submitted this paper in other University for a similar degree.



.....
Signature

To my sons Joachim, Joel and Moses for their obedience and patience. My husband Ainaso Ngowi for his prayers and support. My mother and my father for their guidance.

To God Be The Glory, And Honor And Power Forever And Ever. Amen.

ABSTRACT

In Tanzania a number of people especially women in both urban and rural areas are unemployed. Many people are also lacking trade skills and knowledge to be able to employ them. However, those who are trying to increase their income through income generating activities do not have enough tools they lack knowledge to produce quality products for their customers. The existing system of the vocational training school especially in Zanzibar is limited and do not emphasize in enrolling women because of cultural and traditions that keeps women as homemaker and denies them to do business outside their homes. In addition, the poor curriculum development hinders women to join the vocational training.

This paper analyses the impact of the existing system of VETA Tanzania with special reference to The Alternative Learning and Skills Development Project in Zanzibar a project under the Ministry Of Education Culture And Sports. The project is intending to establish a good reputable Vocational Education Centre in Zanzibar, as that would provide excellence for both male and female. The center is expected to carry a number of trades that would be responsive to gender requirements.

The paper discusses on the findings of the research study conducted by the Canadian Technical Vocational (CTVG) in collaboration with local firm Merit International Limited together with VETA gender office of Tanzania. The gender component is much more analyzed in this study especially on how women in Arabic oriented culture are expected to behave. The paper discusses on how culture relate to employments and choice of the skills one wants to learn. The areas of study in this paper include literature review which discusses thoroughly about biological and sociological differences between men and women and how that affects their choices of trade skills and type of jobs. It analyses such areas as curriculum, Skills centre management, Social marketing strategy, and Business incubators and gender equity, testing certification and evaluation. The paper advocates for women participation through improved curricula designs that includes those trades skills that women desire the most. At the end, the paper gives recommendation on how the project in Zanzibar should carry out their activities. Although the study serves to improve all VETA schools in Tanzania, this paper is solid foundation and provide basis for future development of women in Zanzibar.

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Lastly, I would like to thank my employer, Vocational Education and Training Authority particularly my supervisor Eng. J. N. Kaganda who offered permission for me to attend this program.

LIST OF ABBREVIATIONS

CTVG:	Canadian Technical Vocational Group
IFI:	International Financial Institution
ILO:	International Labor Organization
IMF:	International Monetary Fund
JNCW:	Jordanian National Committee for women
JNFW:	Jordanian National Forum for Women
MIL:	Merit International Limited
MOECS:	Ministry of Education Culture and Sports
NGO:	Non-Governmental Organization
NVTD:	National Vocational Training Division
PPF:	Parastatal Pension Fund
QAF:	Queen Alia Fund NGO
SAPs:	Structure Adjustment Program
TNGP:	Tanzania Gender Networking Program
TVET:	Technical Vocational Education Training
UNDP:	United Nations Development Program
VETA:	Vocational Education and Training Authority
ZPRP:	Zanzibar Poverty Reduction Plan
ZTC:	Zanzibar Tourists Corporation

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1.0 MERIT INTERNATIONAL LIMITED

1.1 Background

Merit International limited (MIL) is a registered private Education and Agri – business-consulting company. It was registered in Tanzania in February, 1994 and incorporated under the Company Ordinance (cap 212) as a limited liability Company in April 1995. Located at Kibaha town in the Coast Region, MIL is 40 kms west of Dar es Salaam city along the Dar es Salaam Morogoro highway. A Board of Directors comprising of well-experienced senior consultants manages it. The consultants have long working experience in the field of consultancy both at local and international level. It offers technical and management consulting services in education and agri- business. The company extends these services to government, public and private organizations and individuals. MIL pays attention particularly to the development of technical education, vocational training and agri- business.

1.1 Mission

The mission for MIL is to offer technical and management consulting services in education and agri- business to government, public and private organization or individual.

1.2 Objectives

The objective of MIL is to offer consultancy services to Education and Agri- Business to government, public and private organization or individual projects.

1.3 Activities/ Programs

Education

In the field of education, Merit International Limited does the following:

- Advise and conduct staff development programs.
- Advise on curriculum design, development, implementation and evaluation for both formal and non- formal education programs.
- Conducts needs assessment on education and training programs.
- Advises and conducts tailor- made courses to suit specific felt needs for individuals and organizations
- Advises on business skills development for entrepreneurs.

- Advises on competent based education and training including development of self – learning materials
- Advises on how to establish sustainable maintenance systems of facilities in Training Institutions.
- Advises on strategies for self- employment creation by conducting detailed community needs assessment leading to identification of viable projects.
- Advises on marketing opportunities for produced goods and services.
- Advises on establishing projects monitoring and evaluations systems
- Advises on production and distribution of instructional materials.

Agri – Business

In Agri – business MIL consults on the following areas

- Technicalities of crop and livestock production, processing presentation, storage and marketing
- Improved production through application of appropriate technology
- The application and use of appropriate farming system.
- Identification preparation, appraisal, management and evaluation of agri – business projects.
- Development of crop production modules for income generation
- Development of irrigation schemes for small scale farming for income generation
- Development of livestock production modules for farming income generation
- Advise technical, financial, markets and marketing strategies and business organization skills as part of agribusiness development and promotion.

Other Areas of MIL Consultancy

Apart from the above specific sector, MIL also undertakes projects identification, feasibility studies, management of micro- enterprises and consults in general business management

Project Feasibility Studies

In project Feasibility studies MIL carries out the following activities for project sustainability.

- Project identification

- Project preparation
- Strategic marketing Analysis
- Financial analysis
- Technical analysis
- Economic analysis
- Risk Analysis
- Financial structures
- Project recovery strategies, Management Monitoring and Evaluation

15. 0. Mil assignment - gender equity testing certification and evaluation

1.5. 1 Introduction

The CTVG contracted the Tanzanian local firm, MIL to undertake an intensive research on the establishment of an Alternative Skills Development center in Zanzibar particularly on the following areas:

- The skill training curriculum
- Skill center management
- Social marketing strategy
- Business incubators and
- Gender equity testing certification and evaluation

Gender equity testing certification and evaluation is one of the major components in this research study. As experienced gender specialist and a staff of VETA Tanzania I was offered opportunities to undertake this research project component. (Details of Project objective and terms of references are explained below). The research was designed for two years starting from March 2004 to May 2006.

1.5.2 Objective

The main objectives of the assignment is to ensure that, project is engendered i.e. being responsive to gender equity testing certification and evaluation. The specific objectives are,

1. Identify gender equity issues to be addressed in
 - The skills training curriculum
 - Facilities development
 - Skills center management
 - Social marketing strategy
 - Testing certification and evaluation
 - Business incubators.
2. Conduct sensitization workshops to stake holders
3. Review the current skills testing and certification system used in Zanzibar.
4. Develop a new system that will ensure recognition of qualification in mainland Tanzania Eastern and Southern Africa.
5. Produce technical recommendations on gender equity for the skills training centers.

1.5.3 Terms Of Reference (Phase 1)-Gender Equity, Testing, Certification And Evaluation Specialist.

1. Review and assess current gender equity policies and practices in education and training in Zanzibar.
2. Identify gender equity issues to be addressed in:
 - The skills training curriculum,
 - Facilities development
 - Skills center management
 - Social marketing strategy
 - Testing, certification and evaluation
 - Business incubators.
3. Consult with project stakeholders during the review and assessment
4. Conduct a gender sensitization workshop with MOESC and key project stakeholders, including the private sector.

5. Ensure that gender issues are addressed in all project components
6. Review the current skills testing and Southern Africa.
7. Prepare a detailed work plan prior to the commencement of the assignment. The work plan will show the tasks to be conducted, the methodology to be used, the outputs to be produced, and the estimated number of consulting days (field days and home office days) to complete the Phase 1 assignment.
8. Produce a technical report with recommendations on gender equity for the skills training centers.
9. The technical report will include a draft work plan for phase 2. The technical report will be produced in Microsoft Word according to a format to be supplied by CTVG. The report will be submitted electronically to Mr. Charles Omari no later than 14 May 2005.
10. Participate in the consultative workshop at the end of Phase 1 in June 2005.

The project has five components and each component has terms of reference for evaluation. The component of gender Equity, Testing certification and Evaluation terms of reference No. 4, the consultant was expected to conduct a gender sensitization workshop with the Ministry of Education Sports and Culture. The workshop will include the project stakeholders of the Ministry of women & children and the private sector.

According to the primary data collected the gender awareness workshop will emphasize the importance of compulsion of Gender policy, which is now being established, by the Ministry of Women and Children. The objective of the workshop is to give them the status report of the project and specifically focus on Gender issues such as;

- Enable the participants to understand and appreciate the rationale for Gender and organizational development/ and change management
- Develop and strengthen participants capacities for gender auditing and / or assessment of organizations including external and internal influencing factors
- Enable participants to acquire necessary skills for developing Gender responsive organization vision.
- Enable participants to articulate the operational steps in programming with a gender focus including the art of mainstreaming gender in the organization planning cycle

Also, we used some of secondary data to convince the stakeholder the importance of adding new skills to the training component.

The experience of Tanzania Vocational Education and Training Authority, on the issue of increasing girls/ female participation from 2% 1986 to 30% 1999 will be discussed in the workshop. There is also a strategy to introduce new skills both to alleviate labor market demand and girls/ female oriented trades. Another factor to be discussed in the workshop is the issues of biological and psychological differences between men and women. This will emphasize the negative effects of forcing girls/ female to take hard trades skills when they are not willing to do so.

2.0 LITERATURE REVIEW- (THEORETICAL EMPIRICAL AND POLICY REVIEW).

2.1 Theoretical Review

2.1.1 Impact Of Biological Differences Between Men And Women In The Learning Process.

Though men and women train equally, but scientists do suggest that, the biological differences between men and women can affect choice of trade or field specialization for both men and women. This is more observed in the vocational training institutes where significant difference is observed between men and women choices. (William Morrow & Co., Inc., 1985, p. 79)

There is a relationship between the types of trade and tasks evolved, some require strength in terms of brain and muscles and some require more brain and less masculine. The careers guidance and counseling team should be aware of such implications when carrying counseling to trainees.

Scientists now recognize that sex hormones play an important part in the way male and female fetuses develop. At about six weeks in the male fetus, the Y chromosome causes the testes to develop and to begin to produce the male hormone testosterone. This hormone affects every part of the developing fetus from his brain to his physical structure. But at about the twelve week, the female fetus begins producing the hormones estrogen and progesterone, which create special feminine characteristics. (Jane Barr Stump, Ph.D., (William Morrow & Co., Inc., 1985}, p. 79)

Morrow contend that men, especially young men, excel in pure brute strength. When men and women train equally, the woman possesses only about two thirds of the overall strength of the man. Yet the woman displays only about one third of the man's strength in her upper body. The man's massive bones, larger joints, and longer arms and leg segments all work together to give him greater leverage and power. The woman utilizes about thirds of the man's strength in her legs. Only a woman's stomach muscles contain as much as men. Another sources of a man's strength come from his large muscle mass that results from the action of the hormone testosterone. During the man's adolescence testosterone builds his muscles by adding bulk and fiber. Likewise, a man's muscle cells increase in size until he turns forty. But a woman's muscle

cells stop growing by the time she is in ten or eleven. Stump also adds that men possess about 50 percent more muscles than women. (Stump, 1985 p. 134). In contrast, the female hormone estrogen creates a greater fat storage in the woman, 27 percent to the man's 15 percent, to make her soft and lovely in appearance. Weight and height charts easily demonstrate this as men always weigh more than women of the same height and bone structure. The extra fat in the female plus her lack of comparative muscle fibers significantly lowers her physical strength a condition that may challenge her to choose the type of career. The man exhibits greater physical strength than the woman simply because his body contains more lean muscles with which to lift objects and work.

Scientist also urges that a man's larger lungs also affect his physical strength by supplying him with about two quarts more air than a woman's do. He also has a larger heart and 20 percent more red blood cells to transport the oxygen to his cells. This gives a man more quick energy than a woman normally utilizes and explains why a woman is more prone to faint. Of course, when a man fails to exercise his body and lungs properly, he may get out of breath quicker than a woman who maintains excellent physical condition. However, general experience has shown us that in the normal situation man enjoys a greater capacity for doing laborious work than a woman.

Through the influence of the modern feminist movement, the workplace has conducted social experiments that also show the great differences in the physical strength of men and women. John Stossel who opposes the idea of sameness claimed in ABC news special titled "Boys and Girls Are Different: Men, Women and the Sex Difference" attempted to explain what happened after the courts started forcing the hiring of woman firefighters in United States of America- USA. It is well known that firefighters need to be strong. However, in USA the law enforcement requires that there should be equal employment opportunities for both male and female.

Experience has shown that on the strength test given to applicants, women just don't do as well as men. Many contend that it doesn't matter because they suggest that departments must do what the bureaucrats call a 'reach-down'. The reach down system implies that, Instead of simply hiring applicants who do best on the qualification tests, you reach down to women who score lower and also boost them. In my opinion, this is a kind of affirmative action to raise women's standard of living. However, Stossel argues that, the department wants firefighters to be able to climb over a wall. Of course, this requires upper body strength that many women just

don't have. Likewise, firefighters need to be able to use an axe to chop through a door, so they train on logs where by men can split them, but the women often cannot. In some cases women lack interest even if they are capable to do so. (Stossel, "Boys and Girls Are Different," pp. 6-7.)

Stossel advocates that we should embrace those differences between men and women. As a social scientist myself, and yet a believer of creationism, I believe these differences between men and women are by design created by God. While John Stossel fails to give God the credit for the differences in the man's and the woman's strength, the design of the woman's body shows the efficiency of God's creation women should be encouraged not to see the difference but to see opportunities for being flexible. This is true because sometimes differences are socially constructed and psychologically reinforced through myths. Differences in characteristics can be there, but what is important is on how we view ourselves in relation to types of work. For instance, many animals possess unique characteristics that help them adapt to their specific environments. The polar bear benefits from built-in sunglasses that other bears don't have or need. A duck's feathers contain natural waterproofing that other birds wouldn't use because they don't swim. In similar manner, the man's muscles and fast metabolism would be just as wasted on a woman as sunglasses would be on a grizzly bear and waterproofing would be on a chicken. For example, taking care of children and the home rarely requires the same strength and energy from a woman that plowing a field or doing construction work demands of a man. Powerful, gripping muscles don't help a woman teach and love her children, wash dishes, run the vacuum cleaner, or make the beds.

According to the religious belief, not only do racial differences reflect God's wisdom and love, but the differences between the sexes also show God's care. Theologians urge that biologically God gave the woman what she needs to successfully accomplish her work, not the man's. In fact, some theologians believe that the woman's weaknesses bless both the man and woman.

A woman's voice sounds differently from a man's because her smaller larynx and shorter vocal cords give her a higher pitch. Her range of five tones to the man's three also produces a softer voice. (Stump, p. 214.) In addition, she enjoys a way with words that few men rival. From the moment of birth, while baby boys ignore voices to busily observe novel objects and their surroundings, baby girls respond less to objects and more to what they hear. And so it will be for the rest of their lives. (Annie Gottlieb, [Mademoiselle, 7/81], p. 80). Researchers think this

excellent verbal ability is connected to the woman's superior tactile sensitivity." For the most part, a woman's physical senses, such as touch, taste, and hearing are more sensitive than a man's. Bright lights, repetitious sounds, and loud noises often found in earning a living and freeway driving distress women more quickly than men. Yet these sensitivities translate into the feminine "affinity for precision and detail." As a result, women usually make better typists, bookkeeper, needle workers, and neurosurgeons than men. This devotion to detail helps girls talk faster than boys, carry a better tune, and remember conversations longer than men. On the other hand, boys are more likely to stutter, spell worse, and suffer more learning disabilities. (Gelman in "Just How the Sexes Differ," p. 73.)

A woman uses her voice tones and verbal specialties as either a blessing or a weapon. For example, a woman's soft, sweet voice soothes her husband into rest when he needs it the most; cheers him up when he suffers discouragement; and expresses soft, tender affectionate love when he feels alone. A wife who acts like a hawk instead of a dove can easily destroy a man, even a strong man. Religious teachers urge that men who cannot receive tender love of a woman are more likely to suffer a nervous breakdown because of the tension at home that can compound the frustrations at work. While biologically weaker, a woman possesses all the strength she needs to do her work. she also enjoys a body, which provides physical pleasure for both her husband and herself. Thus, her weakness become an even greater strengthens in lovemaking.

However the strengths that is in woman's soft sweet voices can be used in careers such as front desk telephone operators, customer service sections, etc. A woman's thin skin also contributes to her soft and fragile nature. On the average, a woman's skin is 20 to 25 percent thinner than the man's ("Women More Thin-Skinned," *Spokane Daily Chronicle*, 11/20/75].)

Although some of the above religious based arguments are very strong in some parts of the world, and embedded in culture and beliefs systems of people in the communities. They are more often than not criticized by feminists, and disputed by women rights activist that it has increased women oppression. This calls for more in depth analysis especially when designing courses, and planning to support the poverty alleviation initiatives through training of vocational skills. From the above arguments, it will be more profitable for the Alternative Learning And Skills Development project at Zanzibar to put into consideration the effects of biologically different between Men and Women during enrollment and selection of trades. Motor Vehicle Mechanics, Fitter Machinery, and the like can be better for men while Secretarial and Computer,

Electronics, personal care services, Hairdressing and beauty can be more suitable to women. This does not mean that the program is not gender sensitive, but it simply accommodates peoples believe system and culture. Although, in gender and development we would like to see more participation of women in the “so called men’s jobs, and that both men and women are treated equally during selection of trades – but one should be aware that biological differences between men and women may affects career choices and employment as well. As the scientists pointed out that the men muscles are stronger and many than that of women it may play well for both sexes by showing great advantages such as, men to carry out hard skills such as Motor Vehicle while women will automatically be in advantage of carrying out soft skills such as computer skills, Food and Fashion etc. Therefore, career guidance and counseling should be in place during the enrollment of trainees.

2.1.2 Effect Of Psychologically Different Between Men & Women And How It Relates With Biological Differences.

This section discusses on how psychological differences between men and women can affect the effectiveness of the training or running a project during implementation. The superiority of women’s as explained sensitivity by scientists can be cultivated to be effectively by introducing various new skills such as typists, computer programs, physiotherapy, front office, telephone operator etc.

David Gelman’s excellent article, “Just How the Sexes Differ,” discusses some of the findings. He explains how the sex hormones hold the “key to the difference” by “masculinizing” or “feminizing” fetal brains in the womb. These hormones affect the way the male and the female brains develop which greatly influences their mental abilities and temperaments. (Gelman, p. 83.). Like wise the effective acquiring vocational skills can be affected with such different abilities between men and women.

The recent research findings have found that the two sides of the male’s brain work independently of each other instead of together as the woman’s brain does. This gives the man an edge over the woman in mathematics, especially higher mathematics such as geometry and trigonometry. This also provides the male with visual- spatial abilities that women often lack. Thus, many mechanical tasks prove much easier for men than women because of their greater perception of space and depth. (Stump, What’s the Difference? pp 38, 127 – 128.) For such

reasons is where the career guidance and counseling is much required in the enrollment of trainees.

Likewise, the man's specialized brain helps him to know the root of problems once he has all the facts and to solve them better than women generally can. (Gelman, p. 81.) This gives the man the potential of becoming an excellent leader at work, in the home, and in the church when he develops this skill. This is true only when a man is able to develop their brains without too much being defensive, bullying or using of their strong muscle for disciplining others.

Furthermore, the research has shown that, the man's brain helps him concentrate on two thinking projects at the same time such as running a computer program while watching the news. (Daniel Gelman, "Special Abilities of the Sexes: Do They Begin in the Brain?" (Psychology Today, 11/78], p.54.) This ability makes the man more situated than the woman for worrying about problems. He can worry and fulfill his obligations at the same time. While many women exhibit financial resourcefulness, personal problems can so occupy their thinking that it incapacitates them and prevents them from successfully doing their work.

While no measurable difference in intelligence exists between men and women, a woman's brain much differently than the man's. The two halves of her brain are more closely connected and work together. Also, a woman possesses a larger corpus calosum, or bridge between the two brain halves, than a man. Scientists theorize that this gives the woman "more room for neural pathways" and better inner brain communication. (Stump, pp. 54-55.)

This ability to transmit information back and forth more rapidly than the man produces the female intuition—the woman's ability to interpret facial expressions, bodily movements, voice tone, etc. Rather than being specialized like the man's brain, the two sides of the woman's brain work together on problems. This generalized way of looking at things makes the woman more perceptive to her emotional environment than the man is. (Stump, pp. 106-107.)

Even though at this point the above facts have shown that there are some of disadvantages of women brain when thinking of vocation hard skills career, but there are other health related advantages of characteristics of a women brain that need to be considered. For example scientists first discovered these differences in the male and the female brains when they studied stroke patients. A woman who suffers a stroke can usually train the undamaged side of her brain to take over for the damaged half. Unfortunately, when a man suffers a stroke, the damage is more permanent since the two sides of his brainwork independently of each other. (Stump, p. 38). Due to advancing technology, these brain differences were actually seen by Dr. Sally Shaywitz, a

behavioral scientist at the Yale University School of Medicine, along with her husband Bennett, a neurologist and colleague. Through a state-of-the-art form of magnetic resonance image (MRI) scan that showed brain-activity patterns, they tested nineteen men and nineteen women while they performed various mental tasks. The scans provided “definitive evidence” that men and women use their brains differently when thinking and coming up with the same answers a condition in my opinion that need to be considered when discussing feminist and gender theories of development. While many social scientists attempt to explain the way differences between men and women by attributing them to some phase in their theory of evolution, these doctors could not. Although there’s no measurable difference in intelligence exist between men and women, but the ability of women to interpret facial expressions, body movement and voice tone gives them more room to be good in some area such as intelligence, personal care skills, electronics, security guards etc.

2.1.3 Capital, Labor And Land Relations In Africa.

According to the recent report, A gender analysis of the World Bank’s Policy research report on land institutions and Land Policy suggests that AL&SD in Zanzibar should care fully observe the land policies in relation to the project sustainability as it is anticipated that at the end of the project we shall prepare business nursery for the graduates.

The aspect of land relation become an important aspect for the effectiveness of project especially for female trainees who will require employing themselves and required to access credit.

More than a decade after debates on the purpose and direction of land reform first began to take place in Africa many countries are now considering the implications of the new legislative changes in land relations with which they are faced. Eritrea, Ethiopia, Rwanda, Tanzania, Uganda, Malawi, Zambia, Mozambique, South Africa and Namibia have all passed wide ranging new land law. Main thrust of the new legislation is to liberalize land tenure and to facilitate the creation of land markets in Africa. In this context, attention now appears to be focusing at the international level on the role which land might play on the wider macroeconomic plane by promoting economic growth and good governance. As in the past, the World Bank continues to take a lead in setting the policy agenda. The recent publication by the World Bank of the Policy Research Report on Land Institutions, and Land Policy is therefore an important development. In setting out the Bank’s thinking on a range of issues such as land

reform, land administration, customary tenure, land markets, and formal rural credit, the Policy Research Report provides an opportunity to explore the organization's vision for the future of land relations. Given the influence exerted by previous publication for World Bank policy, there is good reason to suggest that the current policy research will determine the land agenda for some time to come. The most important aspect of the Report is its promotion of the idea of rural credit markets. According to the Bank, land does more than simply provide a shelter and a means of livelihood. It is also the main vehicle to invest, accumulate wealth, and transfer it between generations.

Access to land affects incentives to make investments and the ability of the poor to access financial markets. Thus, land is fundamental not just to poverty reduction but to economic growth. Policies that make it possible to use land as mean to access credit turn it from dead asset into an economically viable resource resulting in what the World Bank report terms "major equity benefits". The ability of households to access credit using their land as collateral has widespread implications on two levels according to the World Bank. Firstly, it impacts on the household's ability to make indivisible investments, and secondly, it affect is the emergence and workings of rural credit markets. From this perspective, economic growth as a whole is held back if rural land is allowed to remain a 'dead asset'.

The Bank's overall advocacy of rural credit markets is summed up in the suggestion that without them "poor people would fail to get out of poverty not because they are unproductive or lack skills, but because, due to credit market imperfections, they never get the opportunity to utilize their inborn ability.

The current Policy Research Report from the World Bank takes the land debate in Africa a stage further. If they are to avoid being left behind once again, women's groups will need analyze its implications and engage in influencing the policy agenda. The questions which now need to be addressed are no longer of women's rights to land. As the analysis of the report above suggests, issues of labor and of capital are now of central importance. It remains to be seen whether gender progressive groups will respond to this new dispensation and to the need to see women not just as potential land owners but as having a multitude of possible interests in the land as laborers, mortgagors, co-owners or holders of registered interests.

Whilst the report acknowledges that the extent to which land markets should be promoted has been debated in Africa recently, it may be inferred from its strong advocacy of land markets and the supporting institutions of rural credit that the World Bank will be promoting such

arrangements in Africa in the future. However, the World Bank's plans for Africa are not explicitly set out in the report. Formal rural credit institutions are developing relatively slowly in Africa and greater priority is clearly being attached to their development elsewhere in the World. The prominence in development thinking of evolutionary models which assume that land holding systems are evolving into individualized systems of ownership with greater market integration suggests that the report presents to Africa a vision of its own future. As this paper has argued, this has implications not just for the alienation of land to credit institutions but due to the use of family labor advocated by the Bank, for the social and economic position of women who labor on the land.

The paper has suggested that the challenge for advocates of women's rights in Africa is to move beyond the debates, which have characterized the past decade and therefore beyond the question of women's land rights as such. As Shivji predicted, the promotion of land markets will create a class of indebted rural inhabitants whose alienation from their sole productive resource is attributable to their position as holders of 'dead capital' which the World Bank wishes to see converted to productive economic assets. The availability of 'non-contractible effort' – women's labor power by any other name – is fundamental to this process. The report is a powerful reminder of the continuing need for materialist analyses of women's position. In the 1990s it was said that the structural adjustment programs imposed on Africa "mortgaged women's lives." Current developments suggest that this may become not metaphorically but literally true.

2.1.4 Principles and practice in development.

It will be useless to discuss gender issues without touching the principles and practice of development. In making the wheel of development to rotate properly, we have to address the key issues, such as people – centered development. People must be the centre of development not the traditional sense that people are the engine of change. We have to realize that, people are the critical factor of development and therefore putting people's first is should be encouraged. Such factors include way of reducing the rapid increase of population, giving relevant knowledge and skills to people, giving people necessary skills that will enable them to self-employment.

The notion of people-centered development implies that, there should be full community participating at both decision making and implementation levels. This will enable people to think more critical on their issues of development. Either, development must be sustainable and

environmentally sound i.e. it should not be self- defeat. The facts of principle and practice of Development should be critically considered during implementation of AL & SD project.

2.1.5 Governance matters.

My recommendation is that AL & SD project should put into consideration the important key issues of good governance to both the nation management of the new center to be established. Daniel Kaufmaun, Aart Kraay and Pablo Zoido Lobailon define governance as the traditions and institutions by which authority in a country is exercised.

This includes, the process by which governments are selected monitored and replaced, the capacity of the government to effectively formulate and implement sound polices and, the respect of citizens and the state for the institutions that govern economic and social interactions among them. In brief, of good governance requires time and resource to develop, and this indicate that richer countries are more likely to enjoy good governance.

Through observations, the governance indicators clearly show that they are more relevant to prove better in developed countries than underdeveloped countries. By definition of good governance, we expect to see or to find, an authority being selected by people and replaced by people, voice and accountability, the citizens of the country are able to participate in the selection of the governments, civil liberties and political rights, ,the media is independent (The role of monitoring those in authority and holding them accountable for they are actions, politically stable and no violence, the government has an ability to formulate and implement sound policies and government effectiveness. These include good quality of public services, the quality of bureaucracy, and the competence of civil servants. In this case, new alternatives are very important. Scholars may I agree with Wignaraja on his suggestion upon the alternative development pathway for the South. He points out that, sustainable development strategy for the present needs to search for alternative driving force for a self – sustaining accumulation appears necessary for the southern countries to adopt a development strategy that combine human development, growth, equity and technological change with a wiser and more creative use of local resources and knowledge.

2.0 EMPIRICAL REVIEW

2.2.1. Educations in Tanzania - formal and informal

Education is determining factor for women's social- economic advancement. It has contributed handsomely to demographic, health and political concerns. Government involvement in educational policy change, literacy campaigns (especially those of the 1970s) and institution – building has significantly increased educational opportunities for both women and men.

Both adult education programs and the Universal Primary Education Policy of 1974 have raised the literacy rate for women, especially at the level of primary school education. The gross education ratio was 74.0 percent with almost gender parity of 49.3percent for girls 50.7percent for boys at enrolment level. The drop-out rate for boys is higher than that of girls (27 percent to 25 percent). Reasons for girls dropping out are due to early marriages, pregnancy and truancy. Dropout reasons for both girls and boys are summarized as follows:

- ◆ *Poor School Environment:* inadequate desks, toilets and water for pupils and lack of office space. Furniture and chalk for teachers; high student- teacher ratio with slow learners holding others back; lack of proper teacher attention, unmotivated teachers (low incomes and less fringe- benefits, late payments of salaries especially in rural area); poor transport for both pupils and teachers; inferior pedagogical methods; unequal eating arrangements (poor children cannot affords to buy meals); and girls suffer more due to their biological needs which demand privacy and adequate sanitation.
- ◆ *Poor Parental Attitudes:* This is partly due to the perceived, and real, irrelevance of the school curricula. Knowledge and skills acquired in schools tend to be more academic, but not job market oriented thus, creating an inability for most pupils to be gainfully employed after completion. Poor parents prefer their children to leave school as soon as they know the basics so that they can increase source of income through employment. The cost- sharing element is unaffordable to many poor people. They cannot afford to buy school essentials for their children as well as meeting other cash needs.
- ◆ *General Economic Pressure:* This is felt more by poor parents whose increasing cash needs coupled with poor incomes force the children into the seasonal labor market both in urban

and rural areas to earn cash for school uniforms, pens, writing pads and other essentials. This is more pronounced in the plantation economy where pupils from poor families sell their cheap labor during weeding and harvesting time, which coincides with school term.

2.2.2 Vocational educations and training authority

Vocational Education and Training Authority (VETA) was established by the Act of Parliament No. 1 of 1994, which repealed and replaced the Act of Parliament No. 28 of 1974 which was established by the then National Vocational Training Division (NVTD).

As an autonomous government agency, VETA has the responsibility of administering, monitoring and managing vocational education and training in Tanzania. The Authority is currently running a total of 20 vocational training centers offering a minimum of 100 vocational skills. The Authority also owns Vocational Teacher's Training College, the only one in the country, which is situated at Morogoro.

Other responsibilities of the Authority includes, inspection and registration of vocational training centers from private individuals, religious organizations, NGO's etc, setting standards, curriculum development, testing and evaluation, research and development etc.

The objectives of the Act No. 1 of 1994 seeks to improve the quality of vocational training being provided through:

- Provision of vocational training opportunities and facilities for such training.
- Ensuring that the system of vocational education and training is base demand, is cost effective and given a gradual decentralized planning and implementation authority to the regions to ensure maximum utilization of resources and relevance to training program.
- To promote access to vocational educational and training for disadvantaged group.
- To promote flexible training approach and appropriate teaching methodologies.
- To foster and promote entrepreneurial values and skills, as an integral part of all training programmes.

In order to realize its objectives; VETA is being financed through a 2% pay roll levy, which requires all employers, with more than 4 employees to contribute to the levy. Other sources of financing include student fees, production activities and services.

2.2.3 Gender Issues In VETA.

As an autonomous government agency, VETA has developed a unique program to address the specific needs of women both in training and entrepreneurship development in order to enhance the full and effective participation of women and girls at all levels of national development. In 1980's the percentage of women and girls to training programs, teaching leadership and management of vocational training centers were only two percent (2%), where's for today the percentage has increased to (35%) thirty five percent.

A feasibility study was initiated in 1988, which revealed unequal participation of women and men in training programs, teaching and leadership and management of vocational training centers. Unequal participation was marked from; low participation of girls in general, and in specific skills, sex streaming in trade choice, few female teachers and even fewer in technical subjects, lack of females in leadership and management of vocational training centers. The low participation of girls and women were attributed to the following;

- Lack of enough information about available opportunities in vocational training further compounded by biased career guidance and counselling
- Societal attitude towards girls ability to do vocational skills
- Employers sex discrimination in hiring
- Nature of trades offered in Vocational training centers
- Lack of boarding facilities for women & girls (So called hard skills)
- Lack of gender awareness among vocational teachers, students and community at large etc.
- Lack of women or girls role model.

VETA's gender policy concentrates on elimination of all existing gender gaps and discrimination by ensuring quality programming of gender focused activities as follows;

- Conducting various awareness seminars and workshops for VETA instructors, vocational teachers and other supporting staff.
- Preparation of leaflets and publications to increase awareness
- Dissemination of information materials to employers and community.
- Provision of adequate educational vocational guidance services to youth.
- Construction or girls dormitories to various centers (e.g. Tanga, Dodoma, Mwanza all regions in Tanzania except DSMRVTSC)

- Introduction of new skills that are required most by women, such as secretarial & computer, driving, Hairdressing, Wedding dress, Hall & wedding decorations, cloth design, Batik & Tie & die, Basic cleaning skills, Food Production, interior house decoration (there about 90 new skills)
- Replacement of machines / equipment of new technology e.g. carpentry & Joinery from manual to automatic machine.

Despite all these efforts of improving the participation of women and girls in VETA the distribution of female is more on the area of supporting staff than on the heavy stuff e.g. 1998 the distribution was as shown on the table below (Table 1)

Table 1: Distribution of Female Graduates in Different Posts

Skills	Distribution %	Remarks
Managerial posts	21	Formal and informal sector
Administration	17	
Technical post	16	
Supporting staff	51	Highest

Source: VETA report 1998

Generally speaking, majority of female employees are concentrated in the lower cadre, which carries low status, and low salaries. For those occupying managerial posts are few and in some cases are facing more challenges than men e.g. Lacking support even from fellow female employees, Lack of current organizational information compared to men who sometimes make informal meetings or discussions in the pubs, nightclubs or bars even at night discussing office issues and during formal meetings they only conclude whatever they have already discussed. Professional women are managers at work, when they go home they are wives and mothers to attend to husbands and children including relatives and the sick. They basically lack time for such information.

2.2.4 General Performance Of Graduates Of VETA

Through the research most of women have shown to be more performer than men. However, the areas that require concentration, faithfulness, counselling, care, and women have shown greater responsibility. VETA experiences on gender issues strategies can be a very good example to AL & SD in Zanzibar.

2.2.5 Achievements in other related countries.

Having highlighted some of the main issues and underlying factors concerning women in the Arab World, the following section looks at the strides that have been made over the last few decades as a way of anticipating future trends.

Literacy which is now 40% among Arab women was only 20% in 1970. There is every hope that this literacy rate may also double during the next few years to reach 80% in the year 2020. Some Arab countries, like Jordan, have already exceeded 80% literacy among women. Simultaneously enrolment rate of Arab women in primary and secondary education has more than doubled from 30% in 1970 to over 65% in 1996, pointing to a much better future for them. University attendance and young women graduates have become common features in practically every Arab society. In Jordan, where educational achievements have been the best, there are as many girls as boys in primary and secondary education. Most of school graduates seek further education in the higher educational institutions, where the numbers of the two sexes are almost equal.

Presently in Jordan almost one third of all females in the higher age group category (18-23 years old) are in higher education or have completed it. This is one of the highest figures of women's participation in higher education anywhere in the world. It is an indication of a trend already taking place in other Arab countries. In spite of these encouraging trends, one primary concern is women's participation in the labor force, coupled with the acquisition of relevant work-based skills. Whilst the job market all over the world is becoming tight; in the Arab world unfortunately it is much tighter. How can women manage to compete in this very tight market and hope for a fair share of limited job opportunities in a society which is still conservative and mainly male dominated? It is my view that this is the same with Zanzibar. Probably the

governments need to set up a new policy to put some incentive to employ women (such as tax reduction etc)

To start with, legally, in principal there are equal job opportunities for both genders in many Arab states. Applications from women and men of the same qualification, in theory are treated on equal footing in evaluating new appointments. There are also social perceptions as to which types of employment are particularly suitable to women and men. These are attributed to the biological differences as we discussed in earlier sections. In the education and health sectors, for instance, there are increasing opportunities that are open to women as teachers, educators, doctors and nurses; the same applies to secretarial and social work as well as opportunities in the clothing and textile industries. However, women are anxious to venture into new employment areas such as science, engineering industry as well as the production sector, where competition is already severe and would escalate in the future

The task ahead is to contemplate new opportunities that can absorb the rapidly increasing number of young well-educated Arab women aspiring for work, who simultaneously would be raising or are already raising a family. Also, methods to find ways to assist a large number of Arab women from poorer communities whose families can no longer rely on the wages of a single earner who in most cases is a man.

The Queen Alia Fund, an NGO in Jordan, is trying to open job opportunities for women through vocational training and income generating projects. Through a self-loan scheme, many are able to start a small business and become profitably productive. The Women Entrepreneurs Unit is working with both rural and urban women, helping them to devise business plans and marketing strategies. Efforts in this regard do not only involve traditional cottage industries, but also the handicraft industry. The Fund not only trains, finances and encourages women to become small entrepreneurs, but also helps them with marketing opportunities and exporting outlets. Being one example of what can be done, if replicated by other NGOs all over the Arab world and those affiliated such as Zanzibar it would have tremendous impact. Within traditional societies encouraging women to take up productive and income-generating projects is a huge step forward. This is particularly true of rural communities, where culture is such that women prefer to give away their produce rather than sell it at the rural markets established through the Fund's Community Development Centers. Development of this nature requires time for attitudes

and perceptions concerning the role of women to change. The same is also true of advancing the role of women in political life. Political participation of women is limited but gradually improving. In the recent past, there was practically very little if any involvement of women in political life. This is now starting to change. Today, women are given the right to vote and be elected to the parliament. In the Cabinets of many Arab states women ministers are becoming common. Though, small in number it is a major improvement and an encouraging trend for the future.

2.2.6 Women in Islam

Vast majority of Zanzibarians are Muslims. There is however a small -but significant Christian minority. The impact of religion and religious beliefs on women has been considerable. However, Islam has tried its best to advocate and promote education among the two sexes, therefore the present high illiteracy among women is alien to the spirit of Islam. Islam also advocated the preservation of the health of women and children through promoting a sort of a family planning based on allowing ample time between pregnancies in order for the health of the mother and child to recover. In the Holy Koran, as well as in all its teachings, Islam has advocated that women be treated with the same respect as men. As the Prophet Mohammed said women are full sisters of men. Any extreme behavior by some fundamentalist groups is alien to the spirit and teachings of Islam. The issue of extremism for example, is one of controversial in Islamic belief. There are sharia laws that oppress women in some societies. Some of their arguments prevent women from joining labor force.

It is probably true that labor market of hospitality industry in Arab countries has been affected with the above mentioned religious factors. This could be because the Holy Koran does not encourage alcoholism, prostitution, and such habits as these. For such reasons women are not encourage to work in hotels, motels, and other places that can encourage alcoholism, prostitution and improper dressing code. It should be known that Zanzibar Island in Tanzania and some parts of mainland are believed to dominate hospitality industry.

2.2.7 The decline of Islamic science, the rise of extremism

The United Nations Development Program, in a report published last year, described in often-painful detail some of the factors that have contributed to the decline of science and the rise of extremism in Muslim societies. Among them are;

Lack of increases in average income i.e. the increase of income is lower in the Arab world than anywhere else for 20 years, except for the poorest African countries. The Un reports suggests that if such trends continue...it will take the average Arab citizen 140 years to double his or her income (UN Report, 2001). All other regions are set to achieve that level in a matter of less than 10 years, the report noted. As it stands now, one among five Arabs lives on less than \$2 a day. Arab unemployment is the highest in the developing world. Surveys show more than half of young Arabs want to leave their countries, and live in the United States or other industrialized countries where opportunities are better. The Arab brain drain is the worlds worst, with about 25 percent of new graduates in science, medicine and engineering immigrating each year. Concerning literacy, about 1 in 4 Arab adults can neither read nor write. This is a particular problem among Arab women, 50 per cent of whom are illiterate. Many children do not attend school. In the extremist society children are encouraged to attend to the "madrasa" (an Islamic teaching) than to go to academic. The quality of education has declined, with many schools teaching mainly interpretations of the Koran, rather than other knowledge or skills. Less than 0.6 per cent of Arabs use the Internet and barely 1.2 percent has access to a personal computer. There are 18 computers per 1,000 Arabs, compared to the global average of 78.3.

2.2.8 The summary of the study on national strategy for gender development and

Coordination

The study has pointed out several things and has recognized that the question of gender imbalance is a global problem emphasizing the increasingly interdependent nature of relationships among nations. It is equally important that the current processes of globalization, i.e. the growth of international trade, investment and travel, the rising international flows of knowledge, and information will provide effective and sustainable basis for achieving gender equality. CEDAW and the Beijing Declaration and Global Platform for Action set out a powerful and challenging framework of International arrangements for the pursuit of gender equality and empowerment of women.

In Tanzania gender concerns have been built into existing country policies and strategies since independence. Positive discrimination to help women or affirmative action is officially exercised to promote the full participation of women in decision-making and national development. There is enough evidence, which shows that Tanzania has made good progress towards greater equality between women and men, and also in the opportunities it makes available to women.

2.3.0 POLICY REVIEW

2.3.1 Convention On The Elimination Of All Forms Of Discrimination Against Women. (CEDAW)

In obliging states to eliminate discrimination in education, CEDAW deals not only with access to education, but also with its substances such as following assertion:

- Discrimination against women in education is to be eliminated.
- Women and girls should receive career and vocational guidance at all levels, in rural as well as urban areas, access to curricula, examinations, teaching staff, premises and equipment on the same basis as men and boys.
- Stereotyping shall be eliminated, by the active encouragement of co-education and particularly through the revision of textbooks and school programmes and adaptation of teaching methods.
- Women shall have the same opportunities to benefit from scholarship and other study grants and for access to programs of continuing education, including adult and functional literacy programs.
- Efforts are to be made to reduce the numbers of female students who drop out and to provide programs for those who have left school prematurely.
- The same opportunities to participate in sports and physical education is to be provided as well as access to specific educational information to ensure the health and well – being of families.
- The reduction of female student drop – out rates and the organization of programs for girls and women who have let school prematurely;
- The same opportunities to participate actively in sports and physical education;
- The same opportunities to participate actively in sports and physical education;
- Access to specific educational information to help to ensure the health and well – being of families, including information and advice on family planning

2.3.2 Improved Women's Access of Education, Training and Employment

2.3.3 Education and Training in Tanzania

Girls and women are not getting equal opportunity in competing, and getting access to learning. The pedagogy is girl-child unfriendly especially in the teaching of mathematics, technical and science subjects, which require competitiveness, and some degree of assertiveness assets which girls often lack. Pregnancy and absenteeism constrain girls from completing their school. Parents who want girls to remain home to attend to the young children while they seek jobs sometimes promote absenteeism of girls. Sometimes they are forced to take care of the sick including HIV/AIDS victims. Existing society attitudes favors and promote boy's education, while pay less interest in the education of girls. Realizing that education is a key to liberation and an important tool to alleviate poverty, which is aggravated by lack of it, the government has committed itself to do the following:

- Increase women's access to education and training and particularly access to higher levels of education and training. The government will target at increasing women's access to University and other levels of higher learning by the year 2005. Women's Educational Trust Fund has been established which offers special scholarships for women and girls. Curricula have been revised and gender biases in schools/colleges will be revisited.
- Counseling and guidance services have been introduced and strengthened in most educational institutions.
- Support programs which are targeted at changing parents and community attitudes towards the rights of the girl-child to education will be further strengthened, for example popular theatre, drams and video shows etc which promote positive images of girls and positive gender relations.
- Encourage individuals, donors, NGOs to establish special scholarship schemes, which will support school age children and particularly girls from disadvantaged families.

2.3.4 Employment

Girls and women including those who complete schooling and training do not get equal access to employment opportunities. Compounded to this problem most work places do not provide facilities or do not recognize the differential gender needs and roles of men and women (e.g. work places do not have child-care facilities both day-care and nursery schools.) Also there is no specific health and industrial safety programs tailored to the realization of the women's practical gender needs.

To alleviate the above problems, the government intends to ensure that women get equal employment opportunities by promoting education and training for women. Safety and occupational health programs in working place have to address the gender needs of women. The above mentioned priority areas in the National Platform of Action are not the only ones which the Government of the United Republic of Tanzania intends to work on. These are just a few among many. Other areas that will be worked at are women and food security, women and environment, and the girl child. The government commits itself to pursue the implementation of the National Platform for Action in relation to the Global Platform for Action depending on available personnel and financial resources.

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This section discusses the methodology, and process that was used to evaluate and measure progress of gender equity, testing certification and evaluation. In this project evaluation a variety of approach and methodology were used. At least four different approaches have been used in accomplishing these tasks

- (i) Reviewing of existing Gender Equity policies, and their information materials relating to the assignment, either studying different literature (introspection)
- (ii) Carrying out task analysis, consultation to various key stakeholders, either close communication will be maintained to the two government ministries (Ministry of Education Culture and Sports and the Ministry of Youth, Employment, Women and Children) and the private sector both formal and informal.
- (iii) Briefing meeting to key stake holders will be maintained, either, drawing key stake holders in round table discussion will be maintained (DACUM approach)
- (iv) Sensitization workshops to MOECS

A variety of methods have been involved in this case study.

- (i) Literature review including relevant documents relating to the assignment
- (ii) Interview both structured and unstructured (oral interviews) to different key people
- (iii) Group discussions which will includes women and other people specializing the same activities
- (iv) Observation – making tour to tourist areas, spend some days in the area observing what is going on and finding ways to talk with different people e.g. Queuing for the bus drinking tea at public stall visiting private homes attending prayer sessions with local women etc.
- (v) Buying some local manufactured things like cloth and discussing with people.

3.2 Sampling Techniques

This research was not for everyone and therefore there was not enough time to ask every one or to visit every place. The aim was to do a research that we had to find out how the community in Zanzibar will benefit equally both gender men and women from the project.

There was also limitation of time and resources and for that reasons two basic sampling methods was involved; probability and non-probability sampling.

In a certain population I selected two to five persons as representatives and in case by accidental I did find a person ready and suitable for the research then I included in the sample as non-probability sampling. However, it was also important to keep the sample as average as possible due to time constrain. From the large groups they were stratified to get an equal representative of male and female if such need arise.

3.3 Evaluation System.

Short term

Long term

Use of evaluation report

Effects of evaluation reports

3.4 Areas That Were Evaluated

3.4.1 Policies

The policies in relation to gender and vocational Education and Training were examined if there in place. This includes, finding out if the policies address equal opportunities between men and women, how often the policies are being revised, and if there any mechanism to make the policies known to normal or ordinary person. Also the study did find out if there is equal participatory in gender policy formulation, and how is it done. Also finding out if the current policies are addressing the current gender needs, and if the policy markers are happy with the current situation.

3.4.2 Buildings

To examine the existing buildings if they are conducive to address gender needs.

- Set up of class rooms and workshop

- The toilets both for female and male
- The changing rooms both for female and male
- The offices set up, are there offices for ladies.
- The cleanliness of the surrounding, classrooms and workshop
- Availability of water, electricity
- Accessibility of facilities in case of disable person
- Access of library or resource centre.
- How is maintenance is being carried out
- Are the buildings attractive, when was being last painted.

3.4.3 Management Team

Healthy system depends much on Good Governance. No matter how good buildings are, and good policies in place, if there's poor governance it means the system will not function well. Therefore in this aspect we shall examine the following:-

- The board of directors and how often do they meet.
- Qualification of managers.
- Annual budget preparation
- Staff meeting how often do they meet
- Interaction with other sectors
- Staff training program
- Industrial attachment for staff especially instructors
- Centre boards
- Management, instructors and trainees meeting.

3.4.4 Curriculum Development

- The type of curriculum that are presently offered
- The relevance of curriculum in relation to labor market
- To examine main activities in the area
- Level of education
- To examine new development area

3.4.5 Testing System

- Testing procedure
- Acceptable standards
- Its flexibility
- Pass and fail data's for the part four years

3.4.6 Certification System

- Type of certificates
- How are they rated
- How are they obtained
- Equivalences
- Recognition of Certificates by the labor market

4.0 DATA COLLECTION

Data were collected by observation, Investigation and use of Questionnaire. The main question was; what is the role and important of the training to the hotel industries?

To answer this question we analyzing the industrial and determining the proportion of employees in the industry who belong to the vocational level. Firstly, we considered the organizations analysis in the hotel, industry in Zanzibar and secondly, we considered the number of employees in various levels. Before collecting the quantitative data we started by categorizing the hotels and examine each category. According to the approved guidelines from the ministry of Tourism the hotels are categorized in three different levels i.e.:

1. Guesthouses, hostels and restaurants.
2. Approved Hotels
3. Star hotels (1-15 stars)

Samples to represent each category of enterprises were selected for analysis. Three kind of information were gathered from each selected hotel. The first type level, specialists or technical, Operators and other supporting staff.

The main reason to find out such data was to quantitatively establish the importance of new established AL & SD project, by determining the proportion of employees of that level by gender.

For each hotel selected, information was collected on the nature of customers they served, plans to expand and plans additional personnel (by gender).

Also, information was collected on existing job vacancies and the reason were to find out that, the possibility practical attachment for trainees when new centres established

Observation shows that the number of vocational employees decreases as you go higher in terms of hotel classifications or categories.

Therefore the important of revising the vocational curriculum for hospitality industry was important the area of

- Food Production
- House Keeping
- Waitress

The role and importance of Tourism in Zanzibar is the fact that it has been always a gate way heavy industry of Africa. It is only a 30 minutes flight from Dar Es Salaam. Tanzania or

Mombasa – Kenya. Historically, Zanzibar became Livingstone’s first base on his voyage to find the source of the Nile. Later on it became Stanley’s starting point as he crossed Africa from East to West. During Dr Livingstone’s stay he says “This is my finest place I have known in all Africa to rest before starting my last journey. An allusive place where nothing is as it seems. I am mesmerized” (Livingstone 1866).

The tourism area is highly gender in balance as in highly populated with men. Either, it was also noted that 50% of employees guide were self-employed and are from outside Zanzibar (those who were able to speak English, French, German).

There was nor evidence of either private or government Vocational Educational Training is offering Tour guide skills training. It is more oftenly being done on the job training or through indigenous way of learning. Therefore the importance of including the following curriculum is important; Tour guiding skills, foreign language, English, French, German and Spanish. It is also important to identify the kind of economic activities that exist in the area, and try to find out if these activities are prospering or whether the activities is getting saturated because a large number of enterprise share a limited number of clients.

The Kind of enterprises that exists so far is;

Retail

Activities in which the business owner buys goods from producers and whole sellers, and resells them to end-users. e.g. grocery shops, stationeries shops, clothing shops etc.

Service

Activities which use a persons skills, possibly with aid of equipment to meet specific customer needs and in exchange realize income transporters of goods, taxis, machine repairs, catering, cleaning etc.

Wholesales

These are activities in which goods are brought in bulk, from a producer and resold in volume to retailers.

Manufacturing

These are activities that directly produce goods by converting raw materials into finished products.

Men are conducting most of retail jobs. One street was picked at random (Darajani street) where there's a lot of shops and many buyers.

Out of two hundred and eighty shops counted, 95% were male dominated and 5% were female. Also the random selection of 300 buyers that were counted, 87% were female and 13% were male. There's a clear indication that, women or ladies buys more than they sale. It can be caused by poor land policy which does not encourage women to own land and hence men become automatically land and shop owners. From these facts I would rather recommend that, land policies should consider equally both men and woman. Also, we encourage the new established centers to introduce the subject of Entrepreneurship to all trades.

Building / Construction of The Centres.

The works of planning, men almost wholly carry out drawing, and construction of the proposed centers. There is the danger here that the interest of female users may be overlooked. It is purposed therefore that when toilets are built there should be those for female students and staff, which also have changing rooms. Zanzibar is predominantly a Moslem country, and the interests of regular prayers are uppermost. It is important therefore that manners should provide which the centers, prayer rooms for males and female student and staff. Cleaning of existing buildings is the work of female staff. These constitute almost three quarters of the cleaning staff. In the planning and construction of the new buildings, it must borne is mind that the work of female cleaners must not be made impossible.

5.0 ZANZIBAR-MINISTRY OF CULTURE AND SPORTS - ALTERNATIVE LEARNING AND SKILLS DEVELOPMENT PROJECT CTVG OBSERVATIONS

The ministry of Education Culture and Sports of the Zanzibar government in Tanzania has planned to establish an Alternative Learning and Skills Development Project at Zanzibar. The African Development Bank (ADB), is expected to fund this project in terms of infrastructure and technical support. The construction of project buildings has been contracted to a German based company, while technical assistance is received from The Canadian Technical Vocational Group (CTVG). The technical assistance from CTVG included three days research observation in Zanzibar Ireland of Tanzania, which was conducted from November 13, 2004. The summary of the results of this observation is narrated here below.

The informal sector activities in Zanzibar Island in Tanzania appear to be expanding at higher rate. This certainly has a beneficial effect to the poor people who are economically active, and are willing to make changes in their lives through income generating projects. However, it is important, that government will be involved in the informal sector by providing tools to support people's initiatives and develop their skills through training and education. This approached has comparative advantage assuming that, it will drastically increase per capital income and will result in general rise of prosperity of the islands and Tanzania in general.

They noticed also that, skills training offered within the islands in both formal and informal sectors are limited to a small number of trades and crafts with low enrollment of girls. In addition, they found that facilities are poor and there is great deficit of enough tools and equipments. Training centers were found with poor teaching materials, lack of expertise and poor quality training. Moreover, training and skills provided by the centers are not geared to the changing labor market demands. In their report they argued that any successfully skills training system must develop a valuable learning paths that will provided personal success and will contribute to the improvement of the economy

The researchers analyzed that the major challenges facing Zanzibar is to provide skills to a large number of out of school children and youth so that they may engage in meaningful and productive economic activity. They contend from gender perspective that female participation in the labor force, and in the skill training system is low. Literature review has shown that males

tend to be more economically mobile while female opportunities tend to be home-based, petty and thus limited.

6.0 WOMEN OF ZANZIBAR –HISTORICAL VIEW

The impact of women in the history of education in Zanzibar in relation to those from the mainland has significant difference. In actual fact, it is more much worse than mainland. When Tanzania became independent in 1961 there were fewer girls than boys at secondary school, and few women at the University College. The country wanted to increase the numbers of boys and girls all levels of education, so that there would be educated women and men to work in government. In 1965 it stopped asking for school fees at secondary level so that girls and boys from poor families could afford to study at this level. At this point the new government was worried about the education of adults as well as young people. It announced 1970 as National Adult Education year. In 1971 the government took over all private schools, and gave the regions and districts control over universal primary education. In 1972 the government made a new policy for secondary schools, which urged that schools should support themselves by producing one- fifth of the own food as policy for self reliance. The 1974 Universal Primary Education (UPE) policy was set that by 1984 there must be enough school to provide free education for all young children. Only a nominal fee of about twenty shillings (\$20 cents), for the entire year. Although these policies were a successful in terms of increased number of schools and enrollment for both boys and girls many learners caused some problems. For example, there were not enough trained teachers and not enough textbooks. Overseas donors helped with textbooks, but did not want to help with ongoing costs such as teacher salaries and other overheads. As a result, the success was compromised with the poor quality of the education.

During the 1980s the economic situation was worse. With a poor economy, the government concentrated more on economic policy than on policies for health and education. In 1993, the government established a new policy on cost sharing, which continues to prevail. The policy requires parents to pay UPE contribution of Tsh. 1,000/- per child, Tsh.1,500 for registration, Tsh 2,000- 5000 for school buildings, Tshs 1,000 for games, Tsh 5,000 for uniforms, Tsh 200 for security and Tsh 2,100 for textbooks. Parents of Secondary school students are compelled to pay school fees just as it used to be before with the case of private schools, even though it is somehow lower than the costs for private education. Today the secondary school students must pay for examination fees as well as money for textbooks, stationary and transport. As it stands today, the contribution that is paid by parents is usually higher than that of the government.

Today many parents cannot afford to keep their children at school even when they pass their exams to join higher levels. At the beginning of the 1980s there were about ten times as many school pupils as twenty years before. By the mid – 1980s over 90% of primary money for children were at school. But with less government money for education, by 1995 less than 80% of primary school age children were at school.

Today Tanzanian child also has more less chance compared to other children from other East African countries to go public secondary school. Only 5% of primary school students in Tanzania continue to secondary school compared to Uganda where 11 % of the children continue with secondary education and in Kenya almost 25% get access to secondary schools. One of the criticisms of the education system in Tanzania is that parent's contribution for both primary and secondary school has not been properly used to improve the quality of the education.

Discussing the imbalance of women in Zanzibar, we cannot afford to leave behind the historical background of Zanzibar, as there's much of influences from Arabic world. The fourth Beijing Conference was a moving experience and an opportunity to help clarify the advancements women have made in the Arab World. These advancements are sadly often overlooked in the west, particularly by the media who tend to favor unrealistic and stereotypical images of Arab Women.

The Arab World is located within a large geographical area stretching from the Atlantic to the Arab /Indian Sea and from the East and South Mediterranean down to the edge of Sub-Saharan Africa. It is the Eastern and Western rim of Europe, covering an area of over 13.5 million square kilometers. It covers more that 10% of the world's land area, with a population of over 250 million people. Given such an extensive geographic area and large population, one cannot view the Arab World as a single monolithic community either in terms of endowments or in human development achievements.

With regard to the status of women, as well as their social and political achievements, a complex picture emerges across the Arab World. There are some critical and similar issues about women in Arabic- oriented societies.

In general, Arab women have high fertility, a correspondingly high birth rate, as well as a modest involvement in the labor force and in political life. The UNDP's Human Development

1995 Report on Women indicates a low labor force participation of Arab women which does not exceed 20%. This compares to an average of around double that for developing countries as well as for OECD countries. Literacy among Arab women is also modest at 40%. The same unfavorable situation exists with regard to Arab women's political participation in parliamentary life, as well as government affairs. It is basically low compared with any other world economic group or geographical location.

Arab society is a collective society in which family and clan relationships play a prominent role. This collective social approach has saved Arab women and their societies from much of the modern social strains that are common in other societies, including advanced industrialized countries. There is less hunger and starvation among the poorest Arab societies than in other regions. Drugs and prostitution is limited, rape is almost non-existent, and single parent families and births outside marriage are also very few. Community violence exists, however at a lower level than most other societies, and polygamy, although it still exists among the less advantaged groups, is becoming more unusual. This collective social approach, however, did not greatly assist in spurring women to work outside the home. The family, in most cases, provided them with shelter, basic necessities and a relatively secure future, which meant there was little incentive to look for a job or seek other remunerative sources of employment. This to some extent explains the low percentage of Arab women in the labor force. As in other countries of the developing world, Arab women who happen to be employed are actively involved in local farms, agriculture and other domestic productive activities. However, whilst their numbers are insignificant, they do not appear in the labor statistics. Illiteracy, early marriage and lack of employment opportunities contribute to high fertility among women. Fertility among Arab women is rather high at 4.8 live births for every women compared to the developing countries average of 3.5, and a world average of 3. High fertility and high birth rate restrict women and reduces their mobility and chances of gaining remunerative employment outside their home.

All of these features in Arab world are also to a large extent observed in Zanzibar. The collective social setup has contributed towards the modest involvement of Arab women in the labor force, and in political life. They have also contributed to a low average age of the population. Almost half the Arab women are fifteen years old or younger and outside the job market. Therefore, the ratio of dependant population compared to the working age population is very high in the Arab world. Due to the limited size of the workforce, and the large young

population, the number of young people seeking employment is rapidly increasing year after year, at a pace, which the labor market cannot absorb. Its ratio is higher than that of the population growth and in most Arab countries, higher than economic growth. At the same time, there is great difficulty in creating job opportunities in the economy for the large number of annual entrants to the labor market. Unemployment in most Arab countries is high and in Jordan stands at 12.6% for men and 29.4% for women. Young women have less opportunity at a time of active competition for new job opportunities, and this is another significant factor contributing to women's limited participation in the labor force.

The women in Zanzibar portrays similar situation of the Arab world women. Although they also share African influence the religious bond between them and Arab world promotes their lifestyle.

7.0. FINDINGS AND RECOMMENDATIONS

7.1 Introduction

Preliminary findings and recommendations described in this document are the bases of the next phase of the project. Phase two of the project will give the details of each component separately in relation to Gender equity, for the curriculum, Buildings, centre management market strategy, business incubator and testing, certification and evaluation

7.2 Gender issues

- According to my research findings, there was no correlation between the policies and practice. For example, I found that although policies are being developed now, but there is no consideration of gender equity in all designed curriculum at vocational centers in Zanzibar. This tells that, there is immediate need to ensure all curriculums are engendered. (i.e Gender mainstreaming should be the priority of the new development)
- Among of the 20 policy makers that were interviewed 70% said that female participation in the labor force is low due to cultural and traditional factors that hinder women to join the school. It was acknowledged by the interviewees that males tend to be more economically mobile while female opportunities tend to be home – based and thus limiting.
- Lack expertise and good quality teachings curriculum are usually not geared to the changing labor market demands
- The major challenge facing Zanzibar today is to provide skills to a large number of out of school people.
- There's low female Trade Testing enrollment (see Table 1)

Table 3. Trade testing enrollment

Status	# of students	Men	Women
Trade test	430	419	21
Pass	301(70%)	290	11
Failures	129	119	10

7.3 Curriculum Development.

It was noted that Zanzibar has a wide range of activities which are teachable and they can be incorporated in the standard occupations. The present curricula is limited with such activities therefore, the application of modules in a flexible way can be very important. They are suitable for both long and short courses. It is then recommended that Curriculum development in Zanzibar should take that into account. The introduction of short course is bound to provoke the attention and therefore attract more girls and women in the new vocational centers. Short Courses which are recommended in Zanzibar are the following,

The area of the hospitality industry which includes,

- Housekeeping,
- Food production and
- Work of the waitress.

Other Short course which would also be suitably introduced into the curriculum are:-

- Basics cleaning,
- Hair dressing,
- Cosmetology using natural products,

- Cookery using spices in a varied way.

Zanzibar is a world famous tourist destination. To enhance that area, the short courses to be introduced should also include, tour guide, and working knowledge of foreign languages. The most important language would be English, French, German and Spanish, Italian, Japanese and Chinese. Tailoring is also an area where girls could be attracted, but mainly for short courses. Such courses would include:-

- Fashion and Design,
- Ceremonial decoration (weddings, birth day parties, political meetings etc),
- Batik & Tie and Die and,
- Interior Decoration (Sofa sets, curtains etc).

Additional but important modules to be included in all long and short courses are:-

- Gender issues
- Communication skills
- Entrepreneurship skills
- Health and safety and Life skills

Zanzibar has to prepare procure in advance instructors who will be needed to teach the new skills.

7.4 Testing and Certification.

So far, Zanzibar looks to the Mainland for the testing and certification of students, and this has led to sustained but justified complaints on their part. The most complaint is about the bureaucracy that is involved in terms of doing it, and delays of results and certificates. The mainland system is done in May and November by having the National Trade Test Certificates. In order to be tested, trainees from Zanzibar have to apply, and this take time and the procurement of the certificate can take as long as one year in some cases. This study recommends that Zanzibar complaints should be addressed.

The easiest way is probably to allow Zanzibar to create their own unit for Testing and certification. However, this requires that they have to maintain standards according to the agreed International labor Organization (ILO) standards where Tanzania standards are pegged there.

They also should be conducted quarterly, so as to accommodate long and short courses. Logbooks should be used to maintained records, so as to create progression in order to build a complete occupation. To monitor such progression, and to create such attachment of occupational standards, it is most important to establish a bank of question, which is standardized and available at any time.

7.5 Evaluation

The importance of evaluation cannot be exaggerated. An absence of it means no improvement and death of the projects. Zanzibar should install and maintain an evaluation system which Training Department and Trade Testing unit should constantly take responses from stakeholders. They should know what are the labor market demands, and the quality of the product i.e. the graduates. Every two years there should be a tracer studies. They should, at least once in a year, meet with employers in both the formal and informal sectors. In general, *the evaluation* should also be in conformity with the prevailing social and economic conditions of Zanzibar.

8.0 IMPLIMENTATION OF PROGRAM

INTRODUCTION

It has argued that the first three development decades were less successful in Africa because the development projects and programs were planned by gender – blind professionals. With the advent of human – centered development paradigm of the 1990s' mainstreaming gender in the planning and management of development project programs has become mandatory.

Serious concerns have been expressed by Government while reforming their civil a service structure; donors and interested parties for planners to incorporate gender issues in project in Eastern and Southern Africa, (ESA) show lack of gender sensitivity and gender planning. The four (4) days seminar has been developed specially for project planners and project managers to acquire knowledge and skills on gender planning,.

OBJECTIVES

The overall objective of the course is to sensitize project planners and programme/ project manager's gender in development project. In the long term, the training aims at creating – responsive constituency within the stakeholders, with the capacity to incorporate gender concerns at all levels of planning, implementation and evaluation. .

In the short term, the specific objectives are to:

- Strengthen participants understanding of the gender concept
- Discuss gender – focused approach as an alternative to women and Development
- Develop capacities for gender analysis skills, using several tools
- Strengthen theoretical and practical skills of participants in mainstreaming gender in management, policy analysis, project planning implementation and evaluation

PROGRAMME CONTENT

To achieve the above objectives the following topics will be covered:

- (i) Gender concept and gender sanitization
- (ii) Gender analysis tools
- (iii) Gendered techniques in project identification

- Analysis of national/ sector policies for gender based problems and opportunities
 - Practical methods of identifying practical and strategic gender needs
 - Data collection methods; PRM and RRA
- (iv) Formulation and designing gender sensitive project; logical framework
- (v) Gender dimension in project management, monitoring and evaluation
- (vi) Non – sexist writing and gender accounting

TARGET GROUP

The seminar is designed for men and women project planners and project management staff/trainers drawn from Governments, VTCS training institutions and the private sector, who are involved in planning projects, managing projects or training others on project planning and management.

METHODOLOGY

The training seminar will be conducted in a learner – centered participatory approach. Each session will be led by a resource person who will introduce the topic and facilitate the learning experiences using:-

- ⇒ Real/ sector case studies
- ⇒ Group discussions
- ⇒ Guided discussions
- ⇒ Films and field visit

EVALUATION

The resource Team will monitor the learning activities and experiences, and de-brief each other every evening. Participants will be solicited to give feedback verbally and in writing. They will complete end of week and end of course evaluation forms.

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