



Gender Equity Programmes and Enrollment Rates in Zanzibar Secondary Schools: A Mixed Methods Study in Morocco

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Abstract

This study examines gender equity programmes implemented in Zanzibar secondary schools to assess their impact on enrollment rates. A mixed methods study was conducted, combining quantitative data from school records and qualitative insights through interviews with educators and parents. Data collection occurred in Zanzibar secondary schools over a year. Findings indicate that gender equity programmes have led to an increase of 20% in girls' enrollment rates compared to the baseline period. Gender equity programmes appear effective in enhancing girls' enrollment, with socio-cultural factors remaining significant contributors to disparities. Policy makers should prioritise cultural sensitivities and community engagement in future gender equity initiatives.

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