



**Revolutionary Government of Zanzibar RGZ  
Ministry of Education and Vocational Training  
MoEVT**

**Proposed Programs and Activities for the  
Zanzibar Education Development Plan  
(ZEDP) 2008-2015**

**From 12 Technical Working Groups**

*10<sup>th</sup> October 2007*

**ZEDCO**  
Zanzibar Education Development Consortium



## List of contents

<b>INTRODUCTION .....</b>	<b>5</b>
<b>GROUP 1: PRE-PRIMARY EDUCATION.....</b>	<b>8</b>
POLICY DIRECTIONS AND OBJECTIVES .....	8
LONGER TERM OBJECTIVES, ANNUAL TARGETS AND COSTS.....	10
<b>GROUP 2: PRIMARY EDUCATION .....</b>	<b>14</b>
PRESENT STATUS .....	14
POLICY DIRECTIONS AND OBJECTIVES .....	15
LONGER TERM OBJECTIVES, ANNUAL PROGRAMS AND BUDGETS.....	16
<b>GROUP 3 AND 4: LOWER AND UPPER SECONDARY EDUCATION .....</b>	<b>23</b>
PRESENT SITUATION .....	23
POLICY DIRECTIVES AND OBJECTIVES.....	29
LONGER TERM OBJECTIVITIES, ANNUAL TARGETS AND COSTS.....	29
<b>GROUP 5: TVET.....</b>	<b>34</b>
POLICY DIRECTION AND TARGETS.....	34
LONGER TERM OBJECTIVES LONGER TERM OBJECTIVES, ANNUAL TARGETS AND COSTS .....	36
<b>GROUP 6 TEACHERS .....</b>	<b>43</b>
PRESENT STATUS.....	43
POLICY DIRECTION AND OBJECTIVES .....	44
LONGER TERM OBJECTIVES, ANNUAL PROGRAMS AND BUDGETS.....	45
<b>GROUP 7: HIGHER EDUCATION.....</b>	<b>49</b>
PRESENT SITUATION .....	49
POLICY DIRECTIONS AND STRATEGIES .....	51
LONGER TERM OBJECTIVES, ANNUAL PROGRAMS AND BUDGETS.....	52
<b>GROUP 8: NON-FORMAL, ALTERNATIVE AND ADULT EDUCATION .....</b>	<b>55</b>
PRESENT SITUATION .....	55
POLICY DIRECTIONS AND STRATEGIES .....	56
LONG TERM OBJECTIVES, ANNUAL PROGRAMS AND BUDGETS.....	57
<b>GROUP 9: EDUCATION MANAGEMENT AND DECENTRALISATION .....</b>	<b>63</b>
POLICY DIRECTIONS AND TARGETS .....	63
THE PRESENT SITUATION .....	64
IDENTIFICATION OF KEY WORK PROCESSES AND TASKS IN THE EDUCATION SECTOR .....	65
<b>GROUP 10. ICT.....</b>	<b>69</b>
<b>GROUP 11: SCHOOL HEALTH, NUTRITION AND HIV/AIDS EDUCATION.....</b>	<b>87</b>
PRESENT SITUATION .....	87
POLICY-DIRECTION AND TARGETS .....	89
LONG TERM OBJECTIVES, ANNUAL PROGRAMS AND BUDGETS.....	90
<b>GROUP 12 A: GENDER.....</b>	<b>94</b>
SITUATIONAL ANALYSIS, INTERVENTIONS/STRATEGIES AND ITS ACTIVITIES .....	94
WORK PROGRAM .....	98
<b>GROUP 12 B: SPECIAL NEEDS AND INCLUSIVE EDUCATION.....</b>	<b>106</b>
POLICY DIRECTIONS AND OBJECTIVES .....	106
LONGER TERMS OBJECTIVES AND COSTS .....	107

## List of Abbreviations

AKF	Aga Khan Foundation
BMTC	Benjamin Mkapa Technical College
BS	Budget Speech
CBO	Community Based Organisation
CCK	Chuo Cha Kiislamu (Islamic Colleges) in Unguja and Pemba
CEDAW	The Convention on the Elimination of All Forms of Discrimination against Women
CoA	College of Agriculture in Kizimbani
COHS	College of Health Science
COHT	Hotel and Tourism College
COSTECH	Commission for Science and Technology
CSSU	Culture and Sports at Schools Unit
CTC	Child to Child Project
DALAE	Department of Alternative Learning & Adult Education
DAMA	Department of Archives, Museums and Antiquities
DAP	Department of Administration and Personnel
DARAL-IMAM	A charitable association of Saudi Arabia
DCE	Department of Curriculum and Examination
DECO	Development Consulting AS, Oslo
DEVTO	District Education and Vocational Training Officers
DHEST	Department of Higher Education Science and Technology
DI	Department of Inspectorate
DLS	Department of Library Services
DPBR	Department of Planning Budgeting & Research
DPPP&LSE	Department of Pre-Primary Primary and Lower Secondary Education
DSE	Department of Secondary Education
DTT	Department of Teachers Training
DVT	Department of Vocational Training
EFA	Education for All
EMIS	Education Management Information System
EP06	Education Policy 2006
ERU	Education Registration Unit
FAWE	Forum for African Women Educationalists
FTC	Full Technical Certificate
FY	Fiscal Year
GCU	Guidance of Counselling Unit
GDP	Gross Domestic Product
GER	Gross enrolment rate
GFP	Gender Focal Point
GOZ	Government of Zanzibar
HBS	Household Budget Survey
HEAC	Tanzania Higher Education Accreditation Council
HESLB	Higher Education Students' Loan Board
IAU	Internal Audit Unit
ICT	Information and Communication Technology
IE	Inclusive Education
IEU	Inclusive Education Unit
IKFL	Institute of Kiswahili and Foreign Languages
IUA	International University of Africa
JAST	Joint Assistance Strategy for Tanzania
KTC	Karume Technical College
LINS	Centre for International Education, Oslo University College
MDG	Millennium Development Goals
MKEZA	Previous education project with USAID support
MKUZA	Ki-Swahili name for ZSGRP
MLYWCD	Ministry of Labour, Youth, Women and Child Development

Planning for ZEDP (Zanzibar Education Development Programme)

MoECS	Former name of MOEVT, then including culture and sports
MoEVT	Ministry of Education and Vocational Training
MoFEA	Ministry of Finance
MoHSW	Ministry of Health and Social Welfare
MSTHE	Ministry of Science, Technology and Higher Education in Dar es Salaam
NACTEC	National Council for Technical Education
NCG	Nordic Consulting Group
NECTA	National Examination Council of Tanzania
NER	Net enrolment rate
NFAST	National Fund for the Advancement of Science and Technology
NFE	Non formal education
NFU	Norwegian Association for People with Development Disabilities
NGO	Non Government Organization
NTA	National Technical Awards
NTRC	National Teacher's Resource Centres
NTTC	Nkrumah Teacher Training College
ODA	Official Development Assistance
OEVT	Office of Education and Vocational Training, Pemba
PER	Public Expenditure Review
PIU	Programme Implementation Unit
PRCMO	Public Relation and Coordination of the Minister's Office
PRSP	Poverty Reduction Strategy Paper
PTA	Parent Teacher Association
PTR	Pupil Teacher Ratio
PWD	People with Disability
RGZ	Revolutionary Government of Zambia
SA07	Situation Analysis 2007
SEDP	Secondary Education Development Project (Loan from the World Bank)
SMC	School Management Committee
SNE	Special Needs Education
SUZA	State University of Zanzibar
SWAp	Sector Wide Approach
TA	Technical Assistance
TAC	Tanzania Aids Commission
TC	Teacher Centres
TEA	Tanzania Education Authority
TEMAP	Tanzania Multi-Sectoral AIDS Project
TIE	Tanzania Institute of Education
Tsh	Tanzanian Shilling
TTC	Teacher Training Centres
TUC	Tanzania Commission for University
TWG	Thematic Working Group
UCE	The University College of Education, Chukwani
UDSM	University of Dar es Salaam
UNESCO	UN Education, Social and Cultural Organisation
UNFPA	United Nation Fund for Population Activities
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VET	Vocational Education and Training
WHY	World Home for Youth Italy
WSD	Whole School Development
ZAC	Zanzibar AIDS Commission
ZAPDD	Zanzibar Association for People with Development Disabilities
ZEDCO	Zanzibar Education Development Consortium
ZEDP	Zanzibar Education Development Program
ZEMAP	Zanzibar Education Master Plan
ZESC	Zanzibar Education Sector Committee
ZHELB	Zanzibar Higher Education Loan Board
ZMRC	Zanzibar Madrasa Resource Centre
ZPRP	Zanzibar Poverty Reduction Plan

ZSGRP	Zanzibar Strategy for Growth and the Reduction of Poverty Document
ZU	Zanzibar University

**Abbreviations used for functions in the MoEVT**

<b>Abbreviations</b>	<b>Name of Functions</b>
	<b>Departments and Units under Commission for Education</b>
DPPP&LSE	Department of Pre-Primary Primary and Lower Secondary Education
DSE	Department of Secondary Education
DTT	Department of Teachers Training
DI	Department of Inspectorate
DHEST	Department of Higher Education Science and Technology
DCE	Department of Curriculum and Examination
IEU	Inclusive Education Unit
ERU	Education Registration Unit
GCU	Guidance of Counselling Unit
CSSU	Culture and Sports at Schools Unit
	<b>Department under Commission for Policy, Planning Budget and Research</b>
DALAE	Department of Alternative Learning & Adult Education
DVT	Department of Vocational Training
DAP	Department of Administration and Personnel
DAMA	Department of Archives, Museums and Antiquities
DPBR	Department of Planning Budgeting & Research
	<b>Functions under the Principal Secretary</b>
OEVT, Pemba	Office of Education and Vocational Training, Pemba
DLS	Department of Library Services
IAU	Internal Audit Unit
PRCMO	Public Relation and Coordination of the Minister's Office

**Introduction**

As part of producing the Zanzibar Education Development Programme – ZEDP – the Ministry of Education and Vocational Training (MoEVT) invited close to 100 participants from the various levels of the education sector in Zanzibar, as well as representatives from other ministries, the Teacher Union, Civil Society Organizations and NGOs to contribute in making program proposals for the upcoming plan.

In June 2007, 90 people gathered to start working on programmes to move the education sector in the direction pointed out in the main policy documents for national development of Zanzibar, in particular the Vision 2020, the MKUZA (2007-2013) and the Education Policy 2006.

Participants came from the MoEVT and other levels of the education sector. In addition there were 9 representatives from CSO and NGOs (Aga Khan Foundation, Aide et Action, CARE, Changamoto Life Preservation Fund, DAMA). The UN-organizations sent staff from their offices in Zanzibar, Dar es Salaam or from other countries: UNESCO (3), UNICEF (5) and UNFPA (1). FAWE Zanzibar contributed in the Gender Group<sup>2</sup>. There were three representatives from the Universities. Districts and Regional offices, secondary schools, and the Zanzibar Teachers Union was also represented.

The participants formed 12 Technical Working Groups based on a process where participants selected their respective groups in accordance with their role in providing education services in Zanzibar, their

competence and interests. Most of the groups were headed by the relevant Director of Department or Head of Division in MoEVT. The work of the TWGs was supported by 4 international consultants from the consortium working on the development of ZEDP, ZEDCO. It was decided not to establish ONE fixed and common format for the work of the TWGs. This gave room for necessary flexibility and made possible discussions on a range of very varied issues. The TWGs analyzed the present situation of their respective sub-sectors and agreed on the main features and characteristics. Secondly they studied the main policy documents for national development in Zanzibar, with a particular focus on Vision 2020, MKUZA (2007-2010) and Education Policy (2006) and establish a common understanding on the key policy statement(s) relevant to their respective sub -sector. Then they developed a set of activities to form the basis of the programmes.

The first draft of the compilation of the programme proposals from the 12 TWGs was distributed to education stakeholders 25th of June 2007<sup>1</sup>. This draft was the result of hard work and active participation, and it offered many good proposals to the development of Zanzibar Education Development Programme (ZEDP). The dynamic participation and local ownership of the processes and their results were very much in line with the spirit and policy of Sector Wide Approach (SWAp). It is worth mentioning that MoEVT is the first ministry in Zanzibar to apply SWAp for planning purposes.

In addition to the resource people participating in the TWGs a large number of persons in Zanzibar have provided inputs during interviews, meetings and surveys as result of the MoEVT and consultants ZEDP planning work during the 6 first months of 2007. These are students, parents, teachers and head teachers, School Management Community members in particular and community members at large, or representatives of institutions and organisations at many levels of the Zanzibar education and government system.

The TWGs were again gathered in the week of September 24 to 28 to complete their work on proposing programs and activities for the ZEDP. In the current compilation most of the groups have transferred their June contributions into a common and simple format, to facilitate easier transfer of ideas and proposals into the ZEDP. Since some of the groups already had applied basic Logical Framework Analysis formats for their first drafts, these were however principally kept as they were.

The TWGs conducted their work in September based on the following criteria:

- Firstly, the MoEVT decided that the planning period for the ZEDP be extended up to 2015. Consequently MOEVT has determined that there is no need to develop a specific 5 year plan to 2013 in addition to the ZEDP.
- Secondly, the groups were requested to make clear priorities when proposing programs and activities
- Thirdly, all groups were requested to indicate responsible unit or department for each activity.
- Fourthly, the TWGs were asked – in cases where they had relevant unit prices available - to calculate costs for the first year ZEDP year (2008/09) and if possible for the complete planning period of 2008 – 2015. It turned out, however, that most of this costing of programs will have to be done in the next phase of the ZEDP planning by those in the MoEVT with detailed knowledge of updated unit prices in the relevant areas

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<sup>1</sup> MoEVT/ZEDCO: “ZEDP Second Draft Proposals from Technical Working Groups” 25th of June 2007 June 2007

The impressive results from the TWGs are presented in this compendium. It is evident that all the groups have focussed on the particular interests deriving from their mandates. Hence planners and the MoEVT management will need to make some overall priorities at later stages of the planning process. It is also clear that this way of developing programs and activities implies that overlaps and repetitions occur, and these will have to be sorted out. Nonetheless, this compilation surely will become:

- an important input in the drafting of ZEDP programs and activities,
- a source of ideas and information for the coming years for MoEVT personnel as well as for related governmental, non-governmental and private activities,
- a source of information for other stakeholders, and for instance those donors who as yet are not in a position to provide sector support but need a more traditional project/programme format and channel for their assistance,
- important for the TWG members, in that they can see that their work has resulted in an important document that they can compare with the forthcoming ZEDP,
- a good proof that it is beneficial to join forces and work participatory for the common goal of improving access, quality and management of education in Zanzibar.

***Important notice: Text in bold and italic in the work programs indicate that the activity is prioritised by the TWGs.***

## Group 1: Pre-Primary Education

### Group members

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### ***Policy Directions and Objectives***

**Overall/longer term objective(s): Increased Gross Enrolment Rate for pre-school from 15,9 % in 2005 to 35 % in 2010.**

### **Concerns related to Early Childhood Care and Development: (MKUZA, p. 43)**

Enrolment of pre-school education is still low and teacher quality is inadequate. One area that needs special attention is childhood care and development, a concept that encompasses all children from 9 months to the time these children enter primary schools. Interventions in this regard would include developing a holistic approach to cover care, nutrition, health and education.

#### *Key issues:*

- Low enrolment of children at pre-school level.
- Low enrolment of children with special needs at pre-school level.
- Pre-school education is mostly provided in urban areas.
- Inadequate child care facilities
- Shortage of qualified gender sensitive teachers in pre-schools

#### *Key interventions*

- Encourage private investors and communities to establish pre-schools especially in rural and hard to reach areas
- Introduce pre-school classes in existing primary schools

- Provide relevant, appropriate and gender responsive early childhood care especially to vulnerable children and children with special needs
- Promote growth/nutritional monitoring and school feeding programme
- Develop capacity of teachers and caretakers in ECD and gender
- Promote community child care
- Strengthen partnership between the MEVT, MLYWCD, health care providers, CSO, communities and other relevant agencies
- Increase and strengthen training facilities for pre-primary level
- Sensitise community to send children with special needs to pre-schools
- Provide facilities and training to teachers to enable them to cater for children with special needs
- Integrate HIV/AIDS and gender equality in ECD interventions

## **Education Policy 2006**

### **Policy Statements**

1. Early childhood education for children aged between 4 and 5 years shall be formalized and integrated into the formal education system and shall be a component of basic education.
2. Partnership with parents, communities, NGOs and other stakeholders shall be promoted and strengthened to improve child's health, nutrition, growth and development.
3. A comprehensive policy and guidelines to promote an integrated multisectoral approach to early childhood development shall be prepared.
4. Communities and NGOs shall be fully involved in all the operational activities of early childhood education and shall be encouraged to establish ECE centres especially in rural areas.
5. The curriculum of pre-primary education shall include Information Communication Technology (ICT).
6. Special affirmative actions shall be taken to make early childhood Education/pre-primary education accessible to children with special needs.

### **Strategies**

- Merging the existing strengths reflected in the government infrastructure and teacher qualification with those strong good practices in community-based schools especially in modes of delivery and teacher-pupil interaction.
- Determining the entry age into primary school.
- Improving training facilities at this level.
- Encouraging the establishment of satellite preschools.
- Providing guidelines for ECD centres so as to cater for the total development needs of the child and to ensure quality control.
- Conducting studies on the possibility of using Quranic schools.
- Ensuring that the community fully participates in the management of the school with regard to both enhancement of curriculum content and management of resources.

- Providing relevant and appropriate early childhood education with particular regard to vulnerable children and children with special educational needs.
- Creating programmes to acquaint children with ICT as early as possible.
- Ensuring gender parity is maintained in all districts.
- Developing an effective partnership between the Ministry, health care providers, communities, NGOs and various government agencies in the provision of education, health, nutrition, and other early childhood needs especially for the 0 – 3 age group.

### **Longer Term Objectives, Annual Targets and Costs**

**MKUZA:** Increased Gross Enrolment Rate for pre-school from 15,9 % in 2005 to 35 % in 2010. (MKUZA)  
 (Since enrolment to 35 % in 2010 seems unrealistic the suggestion was to extend the time-frame to 2012.)  
 Pre-school should be two years, with entry age four years.)

### **Concerns related to early childhood care and development age 0-3.**

Learning starts by birth, or even in the pre-natal state. To improve early the childhood care and development a concept should be developed that encompasses all children from 9 months to the time these children enter primary schools. Interventions in this regard would include developing a holistic approach to cover care, nutrition, health and education.

Effective partnership between the Ministry, health care providers, communities, NGOs and various government agencies in the provision of education, health, nutrition, and other early childhood needs especially for the 0 – 4 years age group.

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009- 2015 1000 Tsh
<b>Name of component: ACCESS AND EQUITY</b>				
<b>Long term objective(s): Early childhood education for children aged between 4 and 5 years shall be formalized and integrated into the formal education system and shall be a component of basic education. Communities and NGOs shall be fully involved in all the operational activities of early childhood education and shall be encouraged to establish ECE centres especially in rural areas.</b>				
<i>Mapping to identify available preschools</i>	<i>Mid 2008</i>			
<i>Build classrooms for pre-school children in public schools which do not have preschools in the areas. The need to be met within four years</i>	<i>Build out within 2012.</i>	<i>MOEVT Community members</i>		
<i>Establish criteria of pre-school establishment and registration standards should be updated, disseminated and monitored to communities.</i>		<i>MOEVT</i>		
<i>Ministry should support alternative formal and informal community programs which are run by NGOs and communities</i>		<i>MOEVT NGO Community</i>		

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009- 2015 1000 Tsh
<b>Long term objective(s) : All children enrol in pre- primary school at the age of four Special affirmative actions shall be taken to make early childhood education/pre-primary education accessible to children with special needs.</b>				
<i>Awareness campaigns for ECE should be worked out by educating, advocating and setting up by laws at the community leadership level</i> In addition radio and television should be used. In addition awareness campaigns should also include the need for parenting education in ECE to stimulate early learning and specialised services for children.		MOEVT		
<i>(Sheha, madrasa leader and opinion leader) people from each community should be invited to the district TC for a one day awareness seminar.</i>	<i>Two times a year the first two years</i>			
<i>Awareness campaigns should be conducted in communities by sheha, madrasa leader and opinion leader</i>	<i>Continuing for the first two years</i>			
<i>Issues of parenting, nutrition and health to communities should be advocated and addressed to the communities. MOEVT should play a leading role in close cooperation with other agencies and ministries. Government should introduce these issues in the existing public pre-schools and establish an information campaign</i>		MOEVT		
<i>Also parenting education in ECE targeting pregnant women, parents, caregivers, to stimulate early learning and specialised services for children should be included</i>				
<b>Long term objective(s): Increase the share of children with disabilities enrolling and attending pre-schools</b>				
Improve school buildings to be accessible for children with disabilities: Create ramps, toilets etc for disabled, to be done by community		MOEVT		
<b>Long term objective(s): Ensure conducive learning environment</b> Partnership with parents, communities, NGOs and other stakeholders shall be promoted and strengthened to improve child's health, nutrition, growth and development.				
Effective partnerships should be established between the Ministries, health care providers, communities, NGOs and various government agencies to improve the provision of education, health, nutrition, and other childhood needs		MOEVT Communities Other Ministries NGOs		
<b>Name of component: QUALITY</b>				
<b>Long term objective(s): Improved quality in teaching and learning with child friendly learning methods. A comprehensive policy and guidelines to promote an integrated multisectoral approach to early childhood development shall be prepared. The curriculum of pre-primary education shall include Information Communication Technology (ICT). Integrate HIV/AIDS and gender equality in ECE interventions</b>				

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009- 2015 1000 Tsh
<b>Curriculum:</b> <i>Guidelines and standards for a core pre-school curriculum for ECE centres should be developed to cater for the total development needs of the child including the vulnerable and special needs children to ensure quality control. The curriculum should also be gender sensitive, child centred and introduce child friendly methods.</i>		<b>DCE</b>		
Early childhood education with particular regard to vulnerable children and children with special needs should be developed				
Private school should be requested to use this curriculum. However, the public curriculum can be looked upon as a guideline for institutions that need to develop curriculum that will suit their own specific needs.				
<b>Teacher Training</b> <i>Training facilities at pre-school level should be improved through support from TC s providing pre-school ECE teachers training and follow up activities. Teacher Centres should run in-service teacher training courses for preschools. TCs should have qualified preschool Trainers</i>	<b>Within 2008</b>	<b>DPBR</b>		
<i>The Curriculum department should develop a pre-school teacher curriculum for a two year certificate course. To be in implemented from 2009.</i>	<b>Within 2009</b>	<b>MOEVT</b>		
<i>The Government should establish a college for pre-school teachers to be trained in pre-school pedagogy (for 4 and 5 year olds) and early learning (6 to 8 years old) Alternatively, the Government should expand the existing TTCs with a pre-school section.</i>	<b>Within 2009</b>	<b>MOEVT</b>		
<i>Pre-school training should also be made available as a distance study course (pre- and in-service).</i>				
Government should recognise private preschool training institutions to increase the number of trained preschool and lower primary teachers. The private sector should be allowed to establish a pre-school training college and train pre-school teachers. The existing strengths reflected in the government infrastructure and teacher qualifications should be merged with the strong good practices in community-based schools and private schools, especially in modes of delivery and teacher-pupil interaction				
<b>Name of component: MANAGEMENT AND TEACHERS WORKING CONDITIONS</b>				
<b>Long term objective(s): Improved efficiency and effectiveness in the provision of pre-primary education</b>				
<i>MOEVT should establish a strong section (or department) for early childhood education to improve the capacity and be able to cope with commensurate expansion in the field.</i>	<b>Within 2008</b>	<b>MOEVT</b>		
Ensure that the community fully participates in the management of the pre- schools with support		Community		

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009- 2015 1000 Tsh
from government regard to both enhancement of curriculum content and management of resources.		MOEVT		
Public preschools have a higher PTR than private pre-schools and therefore need to hire more teachers.		MOEVT		
A monitoring system must be put in place. Government should monitor the quality of classroom practice and the learning environment in all preschools.	Within 2008	MOEVT		

## Group 2: Primary Education

### Group Members:

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**Joseph Vere;** UNICEF

**Juma Haji Juma;** Zanzibar Library Services

**Deborah Llewellyn;** RISE; Ministry of Education and Vocational Training

**Yahya Idris,** Inspectorate, Ministry of Education and Vocational Training

**Emily Morris,** EDC - RISE, Ministry of Education and Vocational Training (replacing Deborah Llewellyn)

**Karen Brit Feldberg;** LINS; ZEDCO, LINS, Oslo

### *Present Status*

#### **MKUZA:**

MKUZA concerns (p. 44): Most schools are in urban areas therefore denying access to education by rural children. Compared to boys, girls have less access to education and so are children with special needs. Quality of education is still poor as a result of inadequate numbers of qualified teachers, equipment, and laboratory and library facilities. School leavers are unprepared for the world of work. Prevalence of diseases, malnutrition, HIV and AIDS/STDs, inadequate changes of attitude regarding reproductive health, and gender-based violence all have negative effects on access to school and achievement.

#### Key issues

- Geographical disparities in enrolment
- Acute shortage of classrooms
- A long walking distance to school especially for children enrolled in lower primary classes.
- Inability of poor and most vulnerable families to make financial contribution.
- Low enrolment of children with special needs at primary level
- Girls and boys drop out due to early marriage and poverty
- Sexual harassment

## **Policy Directions and Objectives**

### **Overall/longer term objective(s)**

**(MKUZA):** Increased Net Enrolment Rate from 77% in 2005 to 90% in 2010  
Increased proportion of children with disabilities, enrolled, attend and completing school

#### Key interventions:

- Conduct school mapping, micro planning and demarcating school sites
- Improve school environment including gender friendly
- Mobilise community to promote full enrolment of school going age children
- Reduce repetition and drop out rate
- Ensure all (boys and girls) children including those with disabilities, orphan and other most vulnerable children are able to effectively access and complete high quality primary education
- Introduce alternative means of school contributions for poor and most vulnerable families
- Expand inclusive education to cover more schools
- Establish baseline information on children with disabilities
- Ensure that buildings and other school infrastructures are made accessible to people with disabilities
- Develop and implement effective policies, strategies and activities to eliminate gender based violence

### **Education Policy 2006:**

#### **Education Structure, entry age and duration:**

- The structure of the Formal Education system shall be 2-6-4-2-3+ (that is 2 years of pre-primary education, 6 years of primary education, 4 years of secondary education ordinary level, 2 years of secondary education advanced level and a minimum of 3 years of higher education).
- Formal education institutions shall be categorized into pre-primary, primary, secondary, post-secondary and higher education.
- The entry age at pre-primary shall be four years, at primary level shall be six years, at secondary lower level twelve years and at secondary advanced level sixteen years.

#### **Strategies**

- Re-defining and re-organizing the existing education system to conform to the proposed policy.
- Discouraging streaming at early stages of education.
- Gradually introducing 2 years of pre-school education as part of basic education followed by 6 years of primary education, and 4 years of lower secondary education.
- Establishing linkages with appropriate institutions dealing with education.

**Longer Term Objectives, Annual Programs and Budgets**

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
<b>Name of component: ACCESS AND EQUITY</b>				
<b>Long term objective(s): Increased enrolment to 90 % in 2012 and 100 % in 2015</b>				
EP Objectives: <ul style="list-style-type: none"> <li>The government shall ensure that all primary school age children are enrolled at the right age, remain in school in full attendance, perform well and successfully complete primary education.</li> <li>School mapping shall be enforced as a strategy to address the problem of disparities between and within districts and provide a supportive learning environment to ensure learning takes place.</li> <li>Primary school curriculum shall include ICT.</li> </ul>				
<i>Develop mapping tool with pre-testing included, in 8 communities in 4 districts, Micheweni, South, Urban and West, by 5 people in 2 days in each community)</i>	<i>Within March 2008</i>	<i>DPBR</i>		
<i>Conduct school mapping, micro planning and demarcating school sites in all 10 districts, done by 3 people in 10 days pr district.</i>	<i>Within September 2008</i>	<i>DPBR</i>		
<i>Define benchmarks for class sizes based on the mapping survey and state the number of classes in all districts.</i>	<i>Within October 2008</i>	<i>DPBR</i>		
<i>Based on the mapping new schools should be constructed were they is most needed. All schools should be provided safe water and sanitation facilities.</i>	<i>¼ of the needed schools each year, 2008-2012, to cover the full need.</i>	<i>MOEVT Community</i>		
Government should repair 2 schools in each district every year	Continuous	MOEVT		
Encourage communities to build staff houses with assistance from Ministry. Especially in remote areas. Start with 60 teachers' houses and 20 head teacher houses to be constructed within four years.	Construction within 2012	MOEVT Communities NGOs		
Transport allowance must be made sufficient for expenses of teachers to travel to schools in all areas	Continuous	DPPP&LSE		
<b>Long term objective(s) : Increase the share of children with disabilities enrolling, attending and completing schools by 5 % each year</b>				
<ul style="list-style-type: none"> <li><b>MKUZA: Ensure all (boys and girls) children including those with disabilities, orphan and other most vulnerable children are able to effectively access and complete high quality primary education</b></li> </ul>				
Construction and repair works should include concerns for school buildings to be accessible for children with disabilities. Create ramps, toilets etc for disabled.	Same as for construction	DPBR Community IEU		
Experts from inclusive education should be visiting the communities and develop a sensitisation program.	Within 2008	IEU NGO		

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
Sensitize communities on enrolment of children with disabilities. Shehas, religious teachers should implement the sensitization	Continuing activity	Community		
<b>Long term objective(s): The entry age at primary level shall be six years.</b>				
Develop tools for community dialogue by people with experience in this field, from Ministry, schools and NGOs, including pre-testing in 6 communities in 4 districts, Micheweni, South, North A, Mkoani, by 5 people in 2 days in each community.	Within October 2008	MOEVT		
Community dialogue conducted by religious leaders and teachers in the community, Radio programmes, TV programs and magazines should present programmes on this issue, with repetition 3 times each	Throughout 2008	MOEVT NGO		
NGOs like UNICEF, FAWE, TAWLAE, Changamoto should be called upon for school contributions for vulnerable children		NGO, RISE Community		
Provide school materials to over aged children, Expand the RISE program to cover the out of school and over aged children.		RISE		
<b>Long term objective(s): Ensure conducive learning environment</b>				
Establish minimum standards for conducive learning environment that is safe, gender sensitive and child friendly:	By October 2008	DPBR, IEU UNICEF		
Provide all classrooms with sufficient furniture and learning equipment.	Ongoing	DPBR		
Government should make sure that all schools are provided with water points, toilets for girls only and toilets for boys only, electricity. The mapping survey should indicate the number of schools where this is needed.	Construction should be done within four years.	DPBR		
Communities should provide a playground for the school for play and for physical activity and sports for children.		Community		
Establish a school feeding program and information to community in general about nutrition.	By mid 2009	Ministry of Health Chief Minister's Office		
Establish a health service program and provide training of teachers and other implementers of the program	By mid 2009	Ministry of Health Chief Minister's Office, DPBR		
Establish a health service program with health checking and health information activity in all schools in cooperation with the Ministry of Health	By mid 2009	Ministry of Health NGO		
Establish an emergency plan for schools	By mid 2009	DPBR		
Workshops for stakeholders for all the activities connected to conducive learning environment should be planned and conducted as an obligation of MOEVT in cooperation with other Ministries and NGOs	Start by the end of 2009 and take place regularly	MOEVT Other ministries NGO		



Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
Assess performance of students according to the set targets.	Start from 2009 and onwards	Examination Board		
In-service and pre-service training of teachers on the development of test items which assess higher order skills.		DTT		
Institutionalize other measures of assessing learning achievements such as SAQMEC, MLA. To be taken by the management group. Introduce ICT to improve examinations. To be taken by the management group.				
<b>Teaching and Learning Materials: EP Objectives:</b> <ul style="list-style-type: none"> <li>• <b>Local talents shall be motivated, encouraged and supported to produce local materials based on local environment.</b></li> <li>• <b>A board shall be established to ensure certification and provision of good quality teaching/learning materials.</b></li> <li>• <b>Production of teaching and learning materials shall be liberalized to attract more private publishers' participation.</b></li> <li>• <b>Equitable access to educational resources shall be provided through the application of ICT and other electronic media.</b></li> <li>• <b>There shall be a textbook policy.</b></li> </ul>				
Establish a board responsible for selecting, approving and certifying textbooks, supplementary books and reference books.	From 2010	DCE ZLS		
Encourage the private sector to contribute learning materials. Production of learning materials shall be liberalized		NGO CBO		
Provide each learner with new textbooks in all subjects and basic learning materials	From 2010 and onwards	MOEVT Communities, NGO, Private sector		
Local talents shall be motivated, encouraged and supported to produce local materials in schools. Materials should reflect and be sensitive to the local cultural.				
Equitable access to educational resources shall be provided through the application of ICT and other electronic media.				
<b>Libraries. EP Objectives:</b> <ul style="list-style-type: none"> <li>• <b>The central library shall be the national resource information centre and shall play a lead role in the development of school and community libraries.</b></li> <li>• <b>Every school shall have a library or resource centre, adequate stock of books and trained librarians.</b></li> </ul>				
Revive school and class libraries Mobilize communities to build libraries and promote a culture of reading Revive mobile and community libraries	Start by 2009	MOEVT Central library Community		
<b>School laboratories, EP Objectives:</b> <ul style="list-style-type: none"> <li>• <b>There shall be well-equipped science laboratories and trained laboratory assistants or technicians in every school.</b></li> </ul>				

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
<b>Science and Technology, EP Objectives:</b> <ul style="list-style-type: none"> <li>• Science and technology shall be essential components of education in the whole education system.</li> <li>• Special programmes shall be designed to promote the teaching/learning of science, mathematics and technology.</li> <li>• Science and technology shall be popularized and made relevant to social economic development.</li> </ul>				
Improve conducive learning environment for science teaching/learning				
Encourage science clubs, science camps and science fairs at primary level				
Establishing links with the association promoting the teaching of science, fire services, meteorological department, agriculture, fishing, weather stations and others. Take affirmative measures to encourage the participation of girls in science, mathematics and technology	Ongoing			
<b>Information and Communication Technology</b> <b>EP Objectives:</b> <ul style="list-style-type: none"> <li>• Computer education shall be introduced in schools, colleges and other education institutions.</li> <li>• The use of interactive potential of Information and Communication Technology in the provision of life long learning, anytime, anywhere shall be employed.</li> </ul>				
It is important that ICT, such as radio and TV is available for use in the classroom teaching. It is also important that PCs can be available for students to make themselves familiar with.		MOEVT NGO Private sector		
<b>Language of instruction, EP Objectives:</b> <b>Kiswahili shall continue as the medium of instruction in public pre-primary and primary schools except for mathematics and science subjects beginning primary five where English shall be used.</b>				
School shall promote the proper use of Kiswahili as a national language while emphasising the need to learn and use English as an important foreign language.				
<b>Physical education and Sports, EP Objectives:</b> <ul style="list-style-type: none"> <li>• Physical education and Sports shall be part of the school curriculum</li> <li>• School shall offer diverse sports and physical education facilities</li> <li>• Talented students shall be spotted and given opportunity to advance their sporting prowess</li> </ul>				
<b>Qualified teachers</b> <b>Objective: The Education system should be provided with enough qualified teachers and qualified subject teachers.</b>				
<i>In-Service teacher training through TC:</i> <i>The demand for upgrading and new training courses should be filled in the following fields:</i> <ul style="list-style-type: none"> <li>• Prepare all teachers for the new entry age and for primary education reduced from 7 to 6 years. Training for 5 days (including materials, travel, subsistence)</li> </ul>		DPBR DTT		

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
<ul style="list-style-type: none"> <li>• <i>Train all teachers in the new curriculum for 20 days</i></li> <li>• <i>Train all teachers in English competence using English as a language of instruction (WB program)</i></li> <li>• <i>Upgrade teachers' competence of language teaching, both Kiswahili and English from standard 1</i></li> <li>• <i>Train all teachers in mathematics and science (WB program)</i></li> <li>• <i>Train all teachers in innovative skills and child friendly methods for 15 days</i></li> <li>• <i>Train teachers in innovative skills so that they can improvise and use locally available materials in primary classes</i></li> </ul>				
<b>Name of component: MANAGEMENT AND TEACHERS WORKING CONDITIONS</b>				
<b>Long term objective(s): Improved efficiency and effectiveness in the provision of primary education</b>				
<p><i>Improve Head teacher's competence in managing schools: Revise and improve Head Teacher management course. All head teachers should attend a short course of 4 weeks on management skills, to be set up during vacation periods.</i></p>	<p><i>From 2008-2009 and ongoing</i></p>	<p><i>DPBR</i></p>		
<p>Develop a management certificate course and make it mandatory for all head teachers. The course should be organised both as a full time study and as a part time study.</p>	<p>2009</p>	<p>SUZA</p>		
<p>Strengthen the TCs with improved facilities, more qualified staff and a separate budget A training course on monitoring an inspection should be set up in the TC s for four days. Quarterly discussions between Subject Advisers and the School Inspectors should be organised.</p>		<p>DTT</p>		
<p>Strengthen the knowledge and competence among Parents / Communities on their roles in the acquisition of quality education to the pupils Workshops should be organised in all communities by teachers, NGOs working in the school sector and others, to inform and sensitize parents/community on their roles in the acquisition of quality education to their children. Ministry should take the obligation to fund a one day workshop a year, with travel allowances, materials etc. School committees should be trained on their roles to manage and support the school.</p>	<p>From 2008</p>	<p>DTT  Teachers Centres Communities</p>		
<p>Decentralised authority to school and community level Block grants to schools Cooperation with local bodies in community These are issues that can help schools perform better. Should be considered in connection with decentralisation processes of the education system</p>		<p>MOEVT</p>	<p>Cost elsewhere</p>	
<p><i>Improve teacher's status in society to increase their motivation for work as a teacher: Improve teacher's scheme of service. Revise teachers salaries Re-introduce a hardship allowance for teachers in especially remote areas and small islands.</i></p>		<p><i>MOEVT ZATU</i></p>		

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
<p><i>Introduce rewards (incentives) as part of the salary</i>  <i>Increase participation by teachers in decision making</i>  <i>If tasks are decentralised to school level, teachers should also take part in the decisions at school level.</i></p>				

## Group 3 and 4: Lower and Upper Secondary Education

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### ***Present Situation***

#### **Key issues of secondary education**

##### **A. Transition from Standard 7 of Primary school into Form 1/OSC of lower secondary school has been low.**

The examinations at the end of primary education which act as a filtering mechanism, provide opportunities for only a small percentage of students to enter biased secondary schools (EP 06, p. 14)

In 2006, 21 679 students sat for the Standard 7 exam, 15 471 (66, 4 %) were admitted into lower secondary schools. Of these 794 were allowed into form 1 biased school, the rest went to OSC classes. (EMIS)

The OSC classes were abolished from the school year 2007, so this year the intake into Form 1 was 41 000 students. This abrupt rise in intake could represent some serious challenges to the quality of the teaching and learning work, thus negatively affecting learning achievements.

##### **B. Transition from Form 2 to Form 3 is low, barring around 50 % of the students from access to the 3.year of lower secondary education**

Today the percentage of students who do not pass the Form 2 exam, and are therefore not admitted into Form 3 is very high, (100 % – 47,6 %) 52,4 %, as the table below shows. Although the percentage of students who pass has increased in the period 2001 to 2005, still more than half of the students are excluded from starting Form 3. In EP 06 it is stated that “the majority of students who fail the Form 2 National Exam either join continuing education classes, vocational training centres or join the army of unemployed basic education graduates.”

The policy statement in MKUZA that transition rate through Form two examinations shall increase from 47, 6 % in 2005 to 70 % by 2010 therefore represents a formidable challenge, and would also mean that the Form 2 exam will have to be renewed for this goal to be realistic.

RESULTS FOR FORM 2 EXAMINATIONS, 2001 - 2005 (EMIS)

YEAR	EXAMINEES			PASSED			PASS MARK (%)		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
<b>2001</b>	3 992	4 293	9 355	1 610	1 515	2 960	40,3	35,3	31,6
<b>2002</b>	5 194	3 091	8 285	2 020	1 105	3 125	38,9	35,7	37,7
<b>2003</b>	5 655	4 314	9 969	2 319	1 682	4 001	41,0	39,0	40,1
<b>2004</b>	6 169	6 179	10 835	2 738	2 619	4 672	44,4	42,4	43,1
<b>2005</b>	6 474	6 881	13 355	3 044	3 315	6 359	47,0	48,2	47,6

With the content of the exam at the end of Form 3 the same, it would take an extraordinary improvement of the pedagogical input factors to improve the learning achievements as they are measured by this exam by around 40 % (Improve pass rate from 47,6 % to 70 % by 2010 according to MKUZA) That is why this TWG has proposed that secondary education, and its exam format be reviewed and reformed to be adjusted to the new realities of the education policies of Zanzibar (see point D below: **Reform of secondary education**)

**C. Gender parity**

As the table below shows, there is great variety in the gender balance in secondary education. Measures to address the gender imbalance must therefore be targeted to the districts, and the level of secondary education where the difference is greatest. As seen from the table, the underrepresentation of girls is highest in Micheweni and North A districts, and it increases through the forms in all districts

DISTRICT	OSC		FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<b>URBAN</b>	2019	2288	1812	1778	1995	2003	923	1089	889	901	616	412	460	306	<b>8714</b>	<b>8777</b>
<b>WEST</b>	1977	2151	1474	1367	1308	1537	567	645	436	536	65	52	123	156	<b>5950</b>	<b>6444</b>
<b>NORTH 'A'</b>	816	949	776	900	568	872	250	196	174	188	0	0	0	0	<b>2584</b>	<b>3105</b>
<b>NORTH 'B'</b>	483	429	411	492	324	456	110	146	118	155	0	0	0	0	<b>1446</b>	<b>1678</b>
<b>CENTRAL</b>	959	892	741	721	540	620	222	269	170	190	0	0	0	0	<b>2632</b>	<b>2692</b>
<b>SOUTH</b>	459	438	449	400	355	355	135	164	153	110	0	0	0	0	<b>1551</b>	<b>1467</b>
<b>MICHEWENI</b>	2533	560	570	483	507	387	241	148	234	118	43	38	19	29	<b>4147</b>	<b>1763</b>
<b>WETE</b>	962	910	1045	962	914	952	452	415	336	317	57	45	70	57	<b>3836</b>	<b>3658</b>
<b>CHAKE CHAKE</b>	865	922	951	918	684	699	293	324	275	264	122	59	58	27	<b>3248</b>	<b>3213</b>
<b>MKOANI</b>	841	777	804	813	607	645	252	229	233	233	31	26	0	0	<b>2768</b>	<b>2723</b>
<b>TOTAL</b>	<b>11914</b>	<b>10316</b>	<b>9033</b>	<b>8834</b>	<b>7802</b>	<b>8526</b>	<b>3445</b>	<b>3625</b>	<b>3018</b>	<b>3012</b>	<b>934</b>	<b>632</b>	<b>730</b>	<b>575</b>	<b>36876</b>	<b>35520</b>

**D. The present secondary education is not adapted to the dramatic increase in access envisioned in the policy documents. There is an urgent need for a deeper reform of secondary education.**

The sum of policy direction and targets in MKUZA and EP 06 points to a fundamentally new role for secondary education in Zanzibar, describing a future situation where “a four-year secondary education shall be provided for all.” (EP 06) This would mean a dramatic increase from the present level of a gross enrolment rate of 26,2 % in Form 3-4.

The Zanzibar Basic Education Improvement Project financed through a loan from the World Bank makes provisions for increased access and improved quality in secondary education through financing among other **19 new schools**, rehabilitation of **6 schools**, in service upgrading for **500 secondary teachers** in math and science, and **2000 primary teachers** in English, capacity building for **300 Head Teachers, 30 Inspectors, 36 Subject Advisors** and **9 teacher centre coordinators** and provision of **textbooks**

The World Bank financed project does not, however, deal with the more fundamental changes needed for secondary education to adapt to the dramatic increase in access. This increase will put the present type of secondary education under a lot of pressure to change, because the type of students entering

the system will change, as it is moving from being open for a minority of about 20-30 % in Form 3 and 4 to – at least in the longer term of the ZEDP 2008-15 - being open to the majority of students.

**PROJECTED GROWTH IN ACCESS BASED ON NEW POLICY  
PROJECTIONS - NEW POLICY**

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Std 1	16 824	19 073	18 841	19 066	20 232	22 662	22 593	23 610	24 881	25 944
Std 2	16 569	16 124	18 421	18 346	18 619	19 806	22 244	22 225	23 206	24 451
Std 3	15 995	15 731	15 908	18 138	18 160	18 453	19 641	22 039	22 066	23 022
Std 4	14 657	15 305	15 522	15 720	17 911	18 004	18 317	19 485	21 847	21 908
Std 5	14 610	14 004	14 802	15 077	15 327	17 507	17 684	17 991	19 130	21 441
Std 6	13 340	13 764	13 776	14 563	14 861	15 127	17 328	17 529	17 832	18 951
Std 7	12 250	12 516	13 637							
OSC	11 055									
Form 1	9 162	20 804	12 855	26 070	14 355	14 423	14 752	16 867	17 097	17 391
Form 2	8 394	8 370	18 276	11 467	23 606	13 193	13 449	13 756	15 729	15 943
Form 3	3 848	4 571	5 654	13 897	9 692	21 954	12 665	13 180	13 756	15 729
Form 4	3 302	3 743	4 342	5 485	13 619	9 595	21 954	12 665	13 180	13 756
Form 5	901	897	1 596	1 852	2 541	6 810	4 797	10 977	6 332	6 590
Form 6	756	813	897	1 596	1 852	2 541	6 810	4 797	10 977	6 332
<b>Total</b>	<b>141 663</b>	<b>145 715</b>	<b>154 527</b>	<b>161 276</b>	<b>170 776</b>	<b>180 072</b>	<b>192 234</b>	<b>195 121</b>	<b>206 034</b>	<b>211 457</b>

**Total Secondary Enrolment**

**Offering secondary education in Zanzibar will be dominantly a public provision.**

**TOTAL SECONDARY ENROLMENT**

Level	2006	2007
OSC	22 230	0
Form 1	18 519	41 824
Form 2	17 037	16 915
Form 3	7 809	9 274
Form 4	6 661	7 593
Form 5	1 817	1 814
Form 6	1 525	1 644
<b>Total Gross Enrolment</b>	<b>75 598</b>	<b>79 064</b>

Private share		
OSC	1,0%	0
Form 1	3,0%	866
Form 2	4,0%	962
Form 3	5,0%	830
Form 4	5,0%	755
Form 5	5,0%	278
Form 6	5,0%	133
<b>Total Private Enrolment</b>	<b>0</b>	<b>3 824</b>
<b>Net Total Public Enrolment</b>		
	<b>75 598</b>	<b>75 240</b>

**Growth in number of teachers and change in qualifications**

<b>Teachers (% split qualif.)</b>										
Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Untrained	12%	12%	5%	5%	0%	0%	0%	0%	0%	0%
Certificate	41%	41%	35%	20%	20%	10%	5%	0%	0%	0%
Diploma	39%	39%	45%	50%	55%	60%	65%	65%	65%	65%
Degree	8%	8%	15%	25%	25%	30%	30%	35%	35%	35%
<b>Total</b>	<b>100%</b>									
<b>Number of Teachers</b>										
Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Untrained	320	320	126	164	0	0	0	0	0	0
Certificate	1076	1076	884	654	668	329	179	0	0	0
Diploma	1015	1015	1137	1635	1837	1971	2322	2260	2414	2376
Degree	206	206	379	818	835	986	1072	1217	1300	1279
<b>Total</b>	<b>2617</b>	<b>2617</b>	<b>2526</b>	<b>3271</b>	<b>3339</b>	<b>3286</b>	<b>3572</b>	<b>3477</b>	<b>3713</b>	<b>3656</b>

**Promotion and repetition rates**

The table below shows that in 2006:

- Of 100 students starting in Form 1, 86 continued into form 2
- Of these 86 students, 43 continued unto Form 3
- Of these 43 students, 37 continued into Form 4
- Of these 37 students, 11 continued into Form 5
- Of these 11 students, 9 continued into Form 6

Class/Year		2006
Std 6/Std 7/OSC - Form 1	Promotion rate	91,7
	Repetition rate	2,5
	Drop out rate	5,8
Form 1 – Form 2	Promotion rate	86,5
	Repetition rate	3,5
	Drop out rate	10,0
Form 2 – Form 3	Promotion rate	50,6
	Repetition rate	0
	Drop out rate	49,4
Form 3 – Form 4	Promotion rate	85,0
	Repetition rate	0,0
	Drop out rate	0,0
Form 4 – Form 5	Promotion rate	31,6
	Repetition rate	0
	Drop out rate	68,4
Form 5 – Form 6	Promotion rate	84,0
	Repetition rate	0
	Drop out rate	0

## Policy Directives and Objectives

### MKUZA:

#### Secondary Education:

1. Increased transition rate at Form two examinations from 46.9 percent in 2005 to 70 percent by 2010
2. Increased Net Enrolment Rate from 36.1 percent in 2006 to 75 percent in 2010
3. Increased proportion of girls who join low and higher secondary education from 46 percent in 2005 to 50 percent by 2010
4. Increased percentage of qualified secondary school teachers
5. Improve quality of secondary education and promoted acquisition of knowledge
6. Increased proportion of orphans and vulnerable children and children with disabilities who join secondary education (MKUZA p. 45)

### Education Policy 2006

7. A four-year secondary education shall be provided for all.
8. Development of secondary education of quality shall be based on proper and adequate planning.
9. Alternative approaches to formal secondary education shall be developed to provide opportunities to learners outside the formal system.
10. A supportive school environment for students with special needs shall be provided.
11. Secondary school curriculum shall include ICT.
12. (Education Policy 2006, p. 14)

## Longer Term Objectivities, Annual Targets and Costs

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
<b>Name of component: ACCESS</b>				
Long term objective(s):				
<ul style="list-style-type: none"> <li>• Increased Net Enrolment Rate from 36.1 percent in 2006 to 75 percent in 2010 (MKUZA)</li> <li>• Increased transition rate at Form two from 46,9% to 70 % by 2010 (MKUZA)</li> <li>• Reduce number of subjects from 11 compulsory to 5 core subjects* and 6 optional subjects) Sorted alphabetically: Arabic; *Biology; Chemistry; *Civic studies, *English, Geography, History, Islamic, *Kiswahili, *Math; Physics</li> <li>• Reviewed and reformed the examination system</li> </ul>				

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
<b>1. In service training for primary teachers – a refresher course on methodology and content</b>	November 2008	DTT		
1.1 Training of trainers – 20 persons for 10 days				
1.2 Training of teachers – 500 per year for 10 days	December 2008 -December 2009	DTT		
<b>2. Purchasing of teaching and learning materials</b>	January 2009	DSE		
2.1 Laboratory equipment, packages x number of schools	-January 2010			
2.1.1 Training of 3 Laboratory technicians x number of secondary schools	January 2009 -January 2010	DSE		
2.2 Reference text books for teachers				
2.2.1 Three reference text books x 6 levels x 11 subjects x number of secondary schools.	July 2008	DSE		
2.3 90 reference text books x 11 subjects x number of schools per 3 years				
2.4 ICT equipment x number of schools x per 3 years	July 2008	DSE		
2.5 90 Exercise books x 8 Subjects x 6 levels x No of schools	July 2008	DSE		
2.6 Establishment and maintenance of School Libraries	July 2008	DLS		
2.6.1 Package of school library books x number of secondary schools per year				
2.6.2 Training of librarians – 2 librarians x number of secondary schools	July 2008	DLS		
2.7 Rehabilitation of old buildings (in the longer term according to specified minimum standards)	July 2008 – June 2013			
<b>Community awareness</b>	February 2009	DTT		
1. Training of 20 facilitators x 10 days for 3 years				
2. 10 district leaders (DCS, Shehas etc) x 10 Districts x 2 days	February 2009	DTT		
3. Workshops for REOs and DEOs and leaders of FBOs (Faith based organizations): 15 participants for 2 days in 5 regions per year (A 2 year program)	February 2009	DTT		
4. Workshop for DCS, Shehas, members of Parliament (mainland) from the respective districts, members of the House of Representatives (in Zanzibar) and school committee chairperson	February 2009	DTT		
3. Workshops for REOs, DEOs and influential persons	February 2009	DTT		
4. Parents meetings in each community, 50 parents (from Shehas) x 10 Districts x 2 days per year	February 2009	DTT		
<b>Provision of incentives</b>				
1. Students from poor families to be identified and supported with targeted equipment (equipment that is known to have a positive effect on attendance, e.g. uniforms, learning resources, exercise etc) Standard package should consist of: Two pairs of uniforms, text books allowance, transport allowance (Ref. FAWE) Cost: price of standard package x number of eligible students	August – September 2008	DSE		
2. Parents meetings: Number of parents/guardians x 1 day per year	October 2008	DSE		

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
<b>A study needs to be done:</b> Identify number of orphans and vulnerable children in each district	August 2008	DSE		
<b>Name of component: GENDER PARITY</b>				
<b>Long term objective(s): Increased proportion of girls who join low and higher secondary education from 46 percent in 2005 to 50 percent by 2010 (MKUZA)</b>				
1. Community awareness on girls education in some districts	July-September 2008	DTT		
1.1 Training of 20 facilitatorsx10 days for 3 years				
1.2 Workshops for REOs and DEOs and leaders of FBO (Faith based organizations): 15 participants for 2 days in 5 regions per year (A two year program)	July – Sept. 09 October 09 – February 10	DTT		
1.3 Workshops for REOs and influential persons	July – September 09	DTT		
1.4 Parents meetings in each community. 50 parents (from Shehias) x 10 districts x 2 days per year	July – September 09	DTT		
2. Strengthen existing rules and regulations on girls education	June-December 08 2008	MoEVT		
3. Strengthen guidance and counseling in some districts				
4. Special priorities on girls accommodation to attend secondary education in some districts				
<b>Two studies need to be undertaken:</b>	January – June 2009	DPBR		
1. Reasons for gender parity variation between districts, especially where there is a significant variety				
2. Reasons for generally low net enrolment, and variations between districts	July – December 2009	DPBR		
<b>Name of component: INCLUSIVE EDUCATION</b>				
<b>Long term objective(s): Increased proportion of orphans and vulnerable children and children with disabilities who join secondary education (MKUZA) A supportive school environment for students with special needs shall be provided (EP 06)</b>				
1. Study to identify the number of orphans, vulnerable children, and children with disabilities	August 2008	DSE		
2. Training of teachers in special skills, so as to be able to take care of these students. 3 teachers x number of schools x 5 days	July 2008	DTT IEU		
3. Purchase and supply to schools special needs equipment	September 2008	IEU, DSE		
4. Establish boarding facilities for orphans and vulnerable children	January 2009	MoEVT		

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
5. Renovation of school environment to cater to the disabilities of these students	November – December 2008	DPBR		
6. Develop individual learning plans adapted to the needs of the disabled child	July 2008	DCE, IEU		
7. Provide special learning material to facilitate the learning of each disabled child	January 2009	MoEVT		
8. Collaborate with NGOs and civil society institutions dealing with disabled, orphans and vulnerable children	January 2009	DSE		
<b>Name of component: LEARNING ACHIEVEMENTS</b>				
<b>Long term objective(s): Improve quality of secondary education and promoted acquisition of knowledge (MKUZA)</b>				
<b>Key factors for learning achievement</b>				
<b>1. Teachers</b>				
Research indicates that the two main factors in addition to the student deciding learning achievements are the teachers and school management. For teachers the main areas influencing their contribution to learning achievements among their student, are:				
<ul style="list-style-type: none"> <li>• “subject” or “content” knowledge</li> <li>• ability to teach</li> <li>• motivation, where salary is one factor, but also working conditions and how they are treated – where the main elements are being seen and being recognized</li> </ul>				
Today’s housing and transport allowance does not fulfill one of its main purposes, which is to provide remote schools with qualified teachers.				
The system needs to be reviewed and reformed with focus on how it can more effectively recruit qualified teachers to remote schools.				
<b>Activity:</b>				
1. Establish a Technical Working Group to review the present system of housing and transport support and propose reforms of the system so that it more effectively fulfils its main purpose: To recruit teachers to the remote areas. This work should be completed by March 1, 2009				
September 2008				
MoEVT				
<b>2. School management</b>				
The main activity in the field of school management within the Sector programme is the planned training of 300 head teachers in the World Bank financed Basic Education Improvement Project, and the possible decentralization of tasks and some budget to the school level. Head teachers also need to be involved in and thus prepared for the increasing enrolment of students, and the proposed reform of secondary education from 2011.				
January – May 2009				
DTT				
<b>3. Infrastructure – school buildings</b>				
<b>Activity</b>				
There is at present no minimum standard for school buildings in Zanzibar.				
The Technical Working Group proposes that such minimum standards should be developed, then				
July 2008 – June				
MoEVT				

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
all secondary schools should be surveyed, and a program to bring all sub-standard school buildings up to minimum standard should be developed and integrated into the Sector program under infrastructure	2010			
<b>Name of component: REFORM OF SECONDARY EDUCATION IN ZANZIBAR</b>				
<b>Long term objective(s): Review and propose a deeper reform of lower and upper secondary education to be implemented from the school year 2011</b>				
1. Establish a Technical Working Group to do the review and make proposals for reform	January 2008			
2. Stakeholder information and consultation as the group works	Jan. 08 - Nov. 09			
3. Group presents proposal	November 2009			
4. Stakeholder consultation on the groups proposal	Nov.09 –Febr. 10			
5. Proposal presented to the House of Representatives	April 2010			
6. Implementation starts in Form 1	January 2011			
<b>Key issues that need to be reviewed:</b> <ul style="list-style-type: none"> <li>• The main functions and purposes of lower secondary and upper secondary education</li> <li>• Subject to be taught – core and selective subjects</li> <li>• Curriculum and syllabi for each subject</li> <li>• Teaching and learning methods</li> <li>• Assessment, examination and grading/feedback to students</li> <li>• Entry requirements to enter form 5 and 6</li> <li>• Entry requirements for University and other higher learning institutions</li> </ul>				

## Group 5: TVET

### Group Members:

	NAME	DESIGNATION	POSITION IN GROUP
1.	Dr. Idrissa Muslim Hija	Director of Vocational Training	Chairperson
2.	Ms. Biubwa Khatib Suleiman	Head of Vocational Education and Training Division, VT Department	Secretary
3.	Ms Salma Ali Kimara	Planning Officer, Ministry of Finance and Economic Affairs	Member
4.	Mr. Shukuru Abass Nassor	Head of Administration Division, VT Department	Member
5.	Mr. Hassa Khamis Juma	Chairperson, Changamoto NGO	Member
6.	Mr. Baraka Rajab Baraka	Planning Officer, Ministry of Finance and Economic Affairs	Member
	Mr. Anders Wirak	Consultant, DECO, LINS, NCG	Facilitator

### Documents

The followings are main policies and documents used during discussions of planning ZEDP using sector wide approach.

- i. Education Policy of 2006;
- ii. Education Situation analysis, Draft Three, 2007;
- iii. Vocational education and Training Policy, 2005;
- iv. Zanzibar Strategy for Growth and Reduction of Poverty, (MKUZA), 2007.

### ***Policy direction and targets***

The Education and VET Policies are two policies with common targets. However the main emphasis within the Education Policy is on Technical Education, while VET Policy has broad statements which target on providing Vocational Training for those who complete basic education to tertiary education and even school dropouts.

The four broad policy statements in the EP06 correlate with the VET Policy statements and strategies, and both of them correspond with the MKUZA operational targets of enhancing entrepreneurial skills among youth. The following common policy statements are from Education Policy, VET Policy and MKUZA:

- Entrepreneurial skills among the youth shall be enhanced;
- Technical and vocational education and training shall be designed in line with labour market demands;
- General secondary schools shall provide pre-vocational training and pre-technical skills as a means for introducing and exposing young people to various carrier possibilities;
- A single body responsible for coordinating, regulating, controlling, evaluating, certifying and monitoring technical and vocational education and training shall be established;

**Key Interventions (Strategies) from Different Policies on TVET**

<b>MKUZA</b>	<b>EDUCATION POLICY</b>	<b>VET POLICY</b>
<ul style="list-style-type: none"> <li>• Reform vocational training programme to link with labour market demand</li> <li>• Establish standards for vocational training and entrepreneurial development</li> <li>• Expand training infrastructure for skills development and upgrading</li> <li>• Develop apprenticeship programme</li> <li>• Promote public-private partnership in skills training</li> <li>• Improve competence of tutors/teachers to manage HIV/AIDS, reproductive health and safety prevention education</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and diversifying skills needed to satisfy labour market demands;</li> <li>• Developing and expanding vocational and technical education centers;</li> <li>• Training a cadre of educators for pre-vocational, vocational and technical education/training;</li> <li>• Involving the community in providing apprenticeship to vocational education trainees;</li> <li>• Increasing the budget for technical and vocational education at the secondary and basic level;</li> <li>• Establishing a national vocational training agency to regulate the development of vocational education;</li> <li>• Making vocational and technical education/training accessible to children with special needs;</li> <li>• Introducing pre-vocational skills at the basic education cycle;</li> <li>• Making ICT training an integral part of vocational training;</li> <li>• Establishing business and technological incubators to provide expertise and to nurture undeveloped centers;</li> <li>• Establishing multipurpose workshops for pre-vocational training in secondary schools;</li> <li>• Establishing links with Ministries responsible for commerce and industry, vocational training and private sector.</li> </ul>	<ul style="list-style-type: none"> <li>• To organise trainings that will sensitise all Sectors and employees the importance of VET;</li> <li>• To revise in detail the policies of all Ministries to ensure that VET activities are incorporated;</li> <li>• To organise meetings with all Sectors to evaluate the success of VET achievement in their policies.</li> <li>• Systematic complementary training on the job, together with necessary theoretical orientation shall be provided;</li> <li>• Apart from skills in different trades, entrepreneurship skills shall be provided to the trainers to enable them to start their own projects (self-employment) and employ other people (job creation).</li> <li>• The Information Centre, in which different information on job and job/work places and will be available shall be established;</li> <li>• To assist cooperating institutions to provide information and feedback on the effectiveness of particular training programmes as an integral part of vocational guidance.</li> <li>• A special coordination unit, which will coordinate VET Institutions with industries, business and other services, shall be established.</li> <li>• To ensure that the VET programs are related to the real work situation;</li> <li>• The VET beneficiaries will be informed on opportunities for improving their occupational development potential, their level of performance, their earnings and the facilities available for the purpose.</li> <li>• Opportunities for continuing education and training for skilled personnel shall be provided to enable them develop their individual and professional potential;</li> <li>• VET shall be an integral part of the basic general education and shall take the form of exposure to science and technology;</li> <li>• To provide boys and girls, not yet in the labour force with the basis for choosing a line of education or vocational training in the light of their abilities, interests and of employment opportunities;</li> </ul>

**Selected Key Interventions (Strategies) from MKUZA, Education Policy and VET Policy**

1	2	3	4	5	6
<ul style="list-style-type: none"> <li>• Reform vocational training programme to link with labour market demands;</li> <li>• Establish information centres, where the labour market information will be provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish National Qualification Standards for Vocational training and entrepreneurial development;</li> <li>• Provide entrepreneurship and information and communication technology skills to the trainees for self-employment and job creation.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish and expand technical and vocational training infrastructures for skills development and upgrading;</li> <li>• Establish business and technological incubators to provide expertise and to nurture undeveloped centers;</li> <li>• Establish multipurpose workshops for pre-vocational training in basic and secondary schools;</li> </ul>	<ul style="list-style-type: none"> <li>• Develop apprenticeship programmes involving the community</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a national vocational training agency to regulate the development of vocational education;</li> <li>• Promote public-private partnership in skills training;</li> <li>• Establish networking with TVET stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve competence of tutors/teachers to manage HIV/AIDS, reproductive health and safety prevention education;</li> <li>• Making vocational and technical education/training accessible to children with special needs.</li> </ul>

**Longer Term Objectives Longer Term Objectives, Annual Targets and Costs**

**Programmes**

<b>PROGRAMME 1 Establishment of Vocational Training Authority</b>	<b>PROGRAMME 2 Capacity Building</b>	<b>PROGRAMME 3 Improvement of Technical and Vocational Training Infrastructures</b>
<ul style="list-style-type: none"> <li>• Establish a national vocational training agency to regulate the development of vocational education;</li> <li>• Establish and promote public-private partnership and networking with TVET stakeholders</li> <li>• Reform vocational training programme to link with labour market demands;</li> </ul>	<ul style="list-style-type: none"> <li>• Develop apprenticeship programmes involving the community</li> <li>• Improve competence of tutors/teachers to manage HIV/AIDS, reproductive health and safety prevention education;</li> <li>• Making vocational and technical education/training accessible to children with special needs.</li> <li>• Provide entrepreneurship and information and communication technology skills to the trainees for self-employment and job creation.</li> <li>• Build Capacity of instructors as per CBET needs by June 30th 2013.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish information centres, where the labour market information will be provided.</li> <li>• Establish multipurpose workshops for pre-vocational training in basic and secondary schools;</li> <li>• Establish and expand technical and vocational training infrastructures for skills development and upgrading;</li> </ul>

**Logical Framework Matrix**

	<b>INTERVENTION LOGIC</b>	<b>INDICATORS</b>	<b>MEANS OF VERIFICATION</b>	<b>ASSUMPTION</b>
<b>Goal</b>	TVET effectively contributing to economic growth and poverty reduction.	<ul style="list-style-type: none"> <li>• At least 80% of TVET graduates earning above US\$ 1 a day in formal and informal employment.</li> </ul>	Monitoring and evaluation reports	
<b>Purpose</b>	TVET effectively meeting labour market and equity demands	<ul style="list-style-type: none"> <li>• TVET graduates employment rate increased;</li> <li>• Number of TVET graduates increased;</li> <li>• TVET balances supply and demands for skilled labour force;</li> <li>• Employment rates for vulnerable groups increased;</li> <li>• Number of TVET graduates from vulnerable groups increased;</li> <li>• % of employers satisfied with CBET increased.</li> </ul>	Biannual labour market survey and tracer study reports	Providing conducive policy framework
<b>Outputs</b>	1. A Vocational Training Authority (VTA) established and operational.	<ul style="list-style-type: none"> <li>• Vocational Training Act gazetted and become operational;</li> <li>• Vocational Training Regulations developed and become operational;</li> <li>• VTA established;</li> <li>• VTA staff recruited;</li> <li>• VTA office building constructed and equipped.</li> </ul>	Quarterly and annual reports approved by VTA Board.	Funds are available to undertake the planned activities
	2. Public-private partnership and networking with TVET stakeholders established, promoted and sustained.	<ul style="list-style-type: none"> <li>• Networking with TVET stakeholders established;</li> <li>• TVET stakeholders forums established;</li> <li>• Strategies for collaboration with TVET stakeholders in the country developed and implemented;</li> <li>• Collaboration with similar TVET Institutions in other countries established;</li> <li>• Public-private partnership established;</li> </ul>	Quarterly and annual reports approved by VTA Board.	Funds are available to undertake the planned activities
	3. Vocational training programmes improved to link with labour market demands.	<ul style="list-style-type: none"> <li>• Policy and guidelines developed and reviewed for better TVET programmes</li> <li>• Quality of TVET facilities to Competent based education and training (CBET) improved;</li> <li>• CBET system implemented;</li> <li>• Labour market information to support CBET implementation provided,</li> </ul>	Quarterly and annual reports approved by VTA Board.	Funds are available to undertake the planned activities
	4. Capacity of instructors built as per CBET needs.	<ul style="list-style-type: none"> <li>• National demand for instructors training to support CBET implementation established;</li> <li>• Instructors training strategies implemented.</li> </ul>	Quarterly and annual reports approved by VTA Board.	Funds are available to undertake the planned activities

**Work plan and Budget**

Output	Main/Sub Activity	Indicator	Responsible	Time Frame						Budget (Tsh) 1000 Tsh				
				2008	2009	2010	2011	2012	2013	2014	2015	2008/9	2008/15	
<b>1.0 Vocational Training Authority (VTA) established and operational by June 30<sup>th</sup> 2010</b>	<i>1.1 VTA become fully functional by 2010</i>													
	<i>1.1.1 Vocational Training Act gazetted by June 30<sup>h</sup> 2008.</i>	<i>Vocational Training Act gazetted.</i>	<i>MoEVT</i>	■										
	<i>1.1.2 Vocational Training Regulations established by June 30<sup>h</sup> 2008.</i>	<i>Vocational Training Regulations approved and operational</i>	<i>MoEVT</i>	■										
	<i>1.1.3 VTA established by December 2008</i>	<i>VTA in place and operational</i>	<i>MoEVT</i>	■	■									
	<i>1.1.4 Members of VTA Board of Directors appointed by December 31<sup>st</sup> 2008</i>	<i>Members of VTA Board of Directors appointed.</i>	<i>MoEVT</i>	■	■									
	<i>1.1.5 VTA staff recruited by June 30<sup>th</sup> 2009</i>	<i>VTA staff fully employed</i>	<i>MoEVT</i>		■	■								
	<i>1.1.6 Board Advisory Committees established by December 31<sup>st</sup> 2008</i>	<i>5 Board Advisory Committees launched</i>	<i>VTA</i>	■	■									
	<i>1.1.7 VTA office building constructed and equipped by June 30<sup>th</sup> 2010 (Priority 1)</i>	<i>Office building in place and fully equipped</i>	<i>MoEVT, VTA</i>		■	■	■						500,000	
<b>2.0 Public-private partnership and networking with TVET stakeholders established, promoted and sustained by June 30<sup>th</sup> 2013.</b>	<b>2.1 Improve networking with TVET stakeholders by June 30<sup>th</sup> 2013</b>	Networking and public-private partnership improved	VTA, TEVT stakeholders											
	2.1.1 Improve the effectiveness of TVET stakeholders forum by June 30 <sup>th</sup> 2010	TVET stakeholders forum conducted as scheduled and deliberations followed up	VTA, TEVT stakeholders		■	■								
	2.1.2 Develop and implement strategies for collaboration with TVET stakeholders in the country June 30 <sup>th</sup> 2010	Strategies for collaboration approved by VTA Board	VTA, TEVT stakeholders		■	■							19,200	
	2.1.3 Develop and implement strategies for collaboration with TVET stakeholders in the country by June 30 <sup>th</sup> 2013	Strategies for collaboration approved by VTA Board	VTA, TEVT stakeholders		■	■	■	■	■	■	■		12,000	
<b>3. Vocational training</b>	<b>3.1 Develop and review Policy and guidelines for better TVET programmes by June</b>	Policy and guidelines Developed and approved by VTA Board	VTA											

Output	Main/Sub Activity	Indicator	Responsible	Time Frame							Budget (Tsh) 1000 Tsh			
				2008	2009	2010	2011	2012	2013	2014	2015	2008/9	2008/15	
<b>programmes improved to link with labour market demands by June 30<sup>th</sup> 2013;</b>	<b>30<sup>th</sup> 2013</b>													
	3.1.1 Review and implement policy and guidelines for supporting TVET provision by December 31 <sup>st</sup> 2009	Policy and guidelines approved by VAT Board	VTA		████████								6,600	
	3.1.2 Develop and implement vocational instructors qualification policy and guidelines by June 30 <sup>th</sup> 2009	Policy and guidelines approved by VAT Board	VTA		██████								7,200	
	3.1.3 Strengthen implementation of inspection; categorisation, registration and accreditation of TVET provision by June 30 <sup>th</sup> 2010	Inspection, categorisation and accreditation systems fully operational	VTA		██████████									
	3.1.4 Phase out Trade Testing and building capacity for competence based assessment and certification by June 30 <sup>th</sup> 2013	Assessment and certification system fully operational	VTA		████████████████████									
	<b>3.2 Improve quality of TVET facilities to Competent based education and training (CBET) by June 30<sup>th</sup> 2010</b>		VTA											
	3.2.1 Develop a manual for establishing TVET institutions by June 30 <sup>th</sup> 2010	Manual developed and approved by VAT Board	VTA		██████████									
	3.2.2 Develop and implement TVET occupational health and safety guidelines by June 30 <sup>th</sup> 2010	Guidelines approved by VAT Board	VTA		██████████									
	3.2.3 Develop and implement a maintenance policy for TVET facilities by June 30 <sup>th</sup> 2010	Maintenance policy for TVET facilities approved by VAT Board	VTA		██████████									
	3.2.4 Develop and implement strategies for increasing TVET	Strategies approved by VTA Board and operational	VTA											

Output	Main/Sub Activity	Indicator	Responsible	Time Frame							Budget (Tsh) 1000 Tsh		
				2008	2009	2010	2011	2012	2013	2014	2015	2008/9	2008/15
	facilities to match established national requirements by June 30 <sup>th</sup> 2013				████████████████████								
	3.2.5 Develop and implement strategies for refurbishing existing training facilities to match identified national requirements by June 30 <sup>th</sup> 2013	Strategies approved by VTA Board and operational	VTA		████████████████████								
	3.2.6 Develop and implement master plan for information and communication technology for TVET by June 30 <sup>th</sup> 2013	Master plan approved by VTA Board and operational	VTA		████████████████████								
	<b>3.3 Implement CBET system by June 30<sup>th</sup> 2013</b>	CBET System fully accepted by TVET stakeholders	VTA										
	3.3.1 Establish strategies for the CBET system by December by June 30 <sup>th</sup> 2009	Strategies approved by VTA Board and functional	VTA	██████									
	3.3.2 Implement CBET fully by June 30 <sup>th</sup> 2013	CBET System fully operational	VTA		████████████████████								
	3.3.3 Establish learning progression linkage between Vocational training Level III and technical education level IV by December 31 <sup>st</sup> 2010	Learning progression linkage fully operational;	VTA		██████████████								
	3.3.4 Develop and implement strategies for improving allocation of funds for training by June 30 <sup>th</sup> 2009	Strategies approved by VTA Board and functional	VTA	██████									
	3.3.5 Develop and implement learning progression structures for each skill/occupation by June 30 <sup>th</sup> 2012	Learning progression structures per skill fully operational	VTA		████████████████████								
	3.3.7 Develop and implement guidelines for non conventional modes of providing training (work based; outreach etc.) by June 30 <sup>th</sup> 210	Guidelines for non conventional modes approved by VTA and operational	VTA		██████████								
	3.3.8 Develop guidelines for TVET curriculum design, review and development by June 30 <sup>th</sup>	Guidelines for TVET curriculum design, review and development approved	VTA	██████									

Output	Main/Sub Activity	Indicator	Responsible	Time Frame							Budget (Tsh) 1000 Tsh		
				2008	2009	2010	2011	2012	2013	2014	2015	2008/9	2008/15
	2009	by VTA Board and functional											
	3.3.9 Develop and implement equity guidelines on TVET provision by June 30 <sup>th</sup> 2010	Equity guidelines approved by VTA Board and functional	VTA		██████████								
	3.3.10 Develop and implement gender sensitive guidance and counselling guidelines by June 30 <sup>th</sup> 2010	Gender sensitive guidance and counselling guidelines approved by VTA Board and functional	VTA, MLYWCD		██████████								
	3.3.11 Develop and implement guidelines for integrating identified crosscutting skills into all VET courses by June 30 <sup>th</sup> 2009	Guidelines for crosscutting issues approved by VTA Board and full operational	VTA		██████								
	<b>3.4 Provide Labour market Information to support CBET implementation by June 30<sup>th</sup> 2013</b>	Training is demand driven	VTA										
	3.4.1 Conduct tracer studies in whole country by June 30 <sup>th</sup> 2009;	Tracer studies fully conducted	VTA		██████								
	3.4.2 Strengthen tools for collecting and analysing labour market information by June 30 <sup>th</sup> 2009;	Tools piloted and accepted by TVET stakeholders	VTA		██████								
	3.4.3 Strengthen the capacity of labour market and curriculum development personnel by June 30 <sup>th</sup> 2009	Capacity of personnel strengthened	VTA		██████████								
	3.4.4 Review procedures and tools for conducting tracer studies by June 30 <sup>th</sup> 2009	Improved procedures in place and approved by VTA Board	VTA		██████								
	3.4.5 Improve procedures for translating labour market information into training standards by June 30 <sup>th</sup> 2010;	Improved procedures in place	VTA		██████████								
	3.4.6 Conduct sectoral formal labour market surveys by June 20 <sup>th</sup> 2013;	Sectoral formal labour market surveys fully conducted	VTA			████████████████████████████████████████							
	3.4.7 Establish national database for skills requirement for TVET	National database for skills requirement established and	VTA			████████████████████████████████████████							

Output	Main/Sub Activity	Indicator	Responsible	Time Frame							Budget (Tsh) 1000 Tsh			
				2008	2009	2010	2011	2012	2013	2014	2015	2008/9	2008/15	
	by June 30 <sup>th</sup> 2013;	maintained												
	3.4.8 Conduct sectoral informal labour market surveys by June 30 <sup>th</sup> 2012;	Sectoral informal labour market surveys fully conducted	VTA											
	3.4.9 Develop Occupation Unit Standard as per labour market information by June 30 <sup>th</sup> 2013;	Occupation Units Standards developed and approved by VTA Board	VTA											
<b>4. Capacity of instructors built as per CBET needs by June 30<sup>th</sup> 2013.</b>	<b>4.1 Establish the national demand for instructors training to support CBET implementation by June 30<sup>th</sup> 2010</b>	National demand for instructors established	VTA											
	4.1.1 Establish instructor profile in relation to categorisation by June 30 <sup>th</sup> 2010;	Instructor profile according to categorisation in place	VTA											
	4.1.2 Establish occupational unit standards for each category of instructor by June 30 <sup>th</sup> 2010;	Occupational Unit Standards in place	VTA											
	4.1.3 Determine training needs for each category of instructors by June 30 <sup>th</sup> 2010.	Training needs for instructors determined	VTA											
	4.1.4 Develop strategies for instructor training as per identified training needs by June 30 <sup>th</sup> 2010	Strategies for instructors training developed	VTA											
	<b>4.2 Implement instructors training strategies by June 30<sup>th</sup> 2013;</b>	Instructors trained according to the demand	VTA											
	4.2.1 Develop instructor training programme by June 30 <sup>th</sup> 2010	Instructor training programme developed	VTA											
	4.2.2 Conduct phased implementation training up to June 30 <sup>th</sup> 2013;	Phased implementation training fully conducted	VTA											

## GROUP 6 Teachers

### TWG members

**SHABAAN Salim Mohammed**, MOEVT  
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**Hassan Abdullah Ali**, MOEVT-Pemba  
**Khamis Salim Mohammed**, MOEVT\_Pemba  
**Ramadahn Ali Machano**, DAMA  
**Ameir Abdallah Ameir**, DAMA  
**Dr. Moh'd Abdirahman**, UCEZ  
**Audax Tibuhinda**, UNICEF  
**Fatma Mohammed Said**, MOEVT  
**Vuai K. Juma**, MOEVT  
**Suzanne Simard**, RISE-EDC  
**Cecilia Barbieri**, UNESCO  
**Karen B. Feldberg**, (Facilitator) LINS, ZEDCO

### ***Present Status***

In 2004 there were 7,633 teachers in the public sector of whom 4,403 or 57.7% were females. While the system seems to have enough teachers in terms of numbers, their distribution or deployment is questionable. Even though the recruitment of teachers for public schools is centralized, the inefficiency in the Ministry's information and management system very often leads to the recruitment and posting of teachers with little regard to demand.

The average pupil teacher ratio at basic education level is 31:1. The pupil teacher ratio for public schools is 33:1; while in private schools it is 16:1. Inter district comparison figures show that North B district in Unguja has the lowest pupil teacher ratio of 27:1, whereas Micheweni district in Pemba has the highest pupil teacher ratio of 46:1. All districts with the exception of Micheweni district have pupil teacher ratios below the national benchmark (40:1).

Although the number of teachers has been increasing, the increase has been skewed in favour of some subjects. English, Mathematics and science subjects remain understaffed, resulting in an unfairly distributed teaching load.

## ***Policy Direction and Objectives***

**Overall/longer term objective(s): MKUZA: Improved quality of education at all levels**

### **Key Issues:**

- Poor quality of education
- Shortage of qualified teachers
- Limited capacity and skill in gender and participatory approaches
- Shortage of learning and teaching materials
- Inadequate curriculum to address demand in development
- Inadequate incentives to teachers especially those working in deprived areas
- Limited power of school management bodies
- Relatively poor performance of girls
- The performance of some students is affected by poor nutrition and health status

### **Interventions:**

- Increase budget allocation for education development to at least 20 % of government expenditure
- Provide quality and gender friendly teaching and learning materials
- Review the curriculum (including gender) to respond to the changing socio economic needs
- Mainstream issues of population, gender, HIV/AIDS/STDs, reproductive health and safety in curriculum across all levels
- Improve teacher development, deployment and supervision (including gender based and participatory skills)
- Provide incentives to teachers who work in deprived areas
- Strengthen school based management
- Promote school feeding programme to the poor and underserved areas.
- Establish gender sensitive benchmarks for measuring quality at various levels
- Expand teacher motivation and retention schemes
- Promote the use of ICT in teaching and learning in schools and institutions
- Provide incentive scheme to improve girls' performance.

### **Education Policy 2006: Objectives from chapter 6: Teachers and the Teaching Profession**

EFA Goals direct nations to enhance teachers' status, morale and professionalism. Teachers are essential players in promoting quality education whether in schools or in more flexible community based programmes. EFA stresses that teachers at all levels should be respected and adequately remunerated; should have access to training, and on-going professional development and support. Professional development and efficient management of the teaching force are crucial factors in raising the relevance and quality of education. A well qualified and motivated teaching force is one of the determinants for the promotion of high achievements.

### Longer Term Objectives, Annual Programs and Budgets

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
<b>Name of component: TEACHER RECRUITMENT AND DEPLOYMENT</b>				
Long term objective(s): Mkuza intervention: Improve teacher development, deployment and supervision (including gender based and participatory skills) EP Objectives: <ul style="list-style-type: none"> <li>• There shall be a single authority responsible for the recruitment of teachers.</li> <li>• Recruitment of teachers shall be transparent, demand based and done through competitive examinations to ensure employment of high quality teachers.</li> <li>• Teachers shall be given the experience to work in rural and urban areas for a period determined by Government as part of their professional development and equitable distribution and deployment of teachers.</li> <li>• The number of untrained teachers shall not exceed 10% of total number at any given time and at any given school.</li> </ul>				
Undertake a school mapping survey to determine the needs of school houses and classrooms to ensure that no PTR is higher than 40 in primary school and 35 in secondary school.	Early 2008	MOEVT		
Establish a body responsible for recruitment & deployment of teachers.	Established by mid 2008	MOEVT		
Review a system of deployment, to become more transparent, demand based and ensure that quality of teachers are concerned, and also the transfer	By end of 2008	The established body, MOEVT		
Construct 5 staff houses in the vicinity of each school, mainly in the rural areas.	Within 2012	DPBR		
<b>Name of component: TEACHER CAREER STRUCTURE AND REMUNERATION</b>				
Mkuza interventions: <ul style="list-style-type: none"> <li>• Provide incentives to teachers who work in deprived areas</li> <li>• Strengthen school based management</li> <li>• Expand teacher motivation and retention schemes</li> </ul> EP Objectives: <ul style="list-style-type: none"> <li>• There shall be a clearly defined career path for teachers based on experience, performance and training.</li> <li>• There shall be established a body responsible for regulating teachers' terms and conditions of service.</li> <li>• A comprehensive annual/biannual peer review system shall be instituted to guide appraisal of teachers based on the scheme of service.</li> </ul>				

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
<i>Establish a teachers' service commission and mechanisms to address issues of teachers' terms and conditions, in coordination with the body responsible for recruitment &amp; deployment of teachers. Members should come from ZATU, Department of personnel in MOEVT, Civil Servant Department in MOLEYD and MOF</i>	<i>Established by Mid 2008</i>	<i>MOEVT</i>		
Review and redefine a system of incentives to teachers E.g. Working leave for teachers, Annual increments, Transport allowances, Health services, Etc.		Teachers' service commission MOEVT		
Review and restructure the present performance appraisal system.	By the end of 2008	Teachers' service commission MOEVT		
A training system established for teachers and head teachers to be able to perform peer reviews	During 2009	TTC		
Enhance the relationship between ZATU and MOEVT, by regular meeting, dialogues and inclusion in relevant committees and commissions.	Continuously	MOEVT		
<b>Name of component: TEACHER TRAINING</b>				
<p>Long term objective(s):                      Mkuza issue: Shortage of qualified teachers                      EP Objectives:</p> <ul style="list-style-type: none"> <li>• An authority shall be established to ensure quality control of teacher training.</li> <li>• Training duration shall be determined by skills, knowledge and competences required.</li> <li>• Teacher training programme shall be innovative and flexible to accommodate changes.</li> <li>• Teacher training colleges shall be part of the State University of Zanzibar.</li> <li>• In-service training of teachers shall be regular, well planned and part of teachers' professional development.</li> <li>• ICT shall be promoted in teaching as a tool to enhance teaching/learning process</li> </ul>				
<i>Develop a clear and well articulated policy and guidelines on teacher training for formal and non-formal education.</i>	<i>Mid of 2009</i>	<i>MOEVT SUZA</i>		
<i>Critically analyse, review, examine and improve the existing teacher training curriculum (formal and non-formal) with regard to topics, and especially literacy, English, mathematics, science and issues related to participatory methods, cross-cutting issues, competencies, skills and new developments for primary and lower secondary school teachers.</i>	<i>Start mid 2008</i>	<i>DTT, DALAE SUZA</i>		
<i>Provide training of new cohorts of teachers for primary and lower secondary school. Since the percentage of diploma teachers in primary schools is only 6 % in 2007, there is a need to expand the training of diploma teachers to ensure quality in subject teaching in upper primary</i>	<i>Expanded from 2008</i>	<i>TTC DTT</i>		

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
<b><i>and lower secondary schools.</i></b>				
A mentoring or support system should be established to help teachers perform better. Could be school-based.		TTC, DTT SUZA		
Establish mechanism /structure that will effectively address proper coordination between in-service and pre-service teacher training.		DTT		
A system for quality control in teacher training to be developed with feed-back from following up on students during practice periods.		TTC, DTT, SUZA		
<b><i>Train more tutors to increase staff capacity in TTCs 100 tutors trained within four years (25 new tutors per year).</i></b>	<b><i>From 2008 -2012</i></b>	<b><i>MOEVT, SUZA College of Education</i></b>		
Develop a curriculum for in-service and pre-service pre-primary teacher training and establish a course within the colleges in both Unguja and Pemba, in cooperation with other training institutions	From 2009	TTC, DTT, SUZA NGO		
Appraise, improve and increase teaching materials in TTCs. Libraries, Labs, computer labs and other teaching facilities.	From mid 2008 and ongoing	DTT, DPBR		
Upgrade the existing and train more supporting staff (Librarians, lab techs, computer techs etc.) to cater for better services at TTCs and facilities.		DTT DPBR		
Establish mechanism and linkages to enhance the cooperation and coordination between TTCs, TCs and Universities.				
<b>Name of component: TEACHERS' CENTRES</b>				
Long term objective(s): TCs in all regions equipped with adequate teaching and learning resources EP Objectives:				
<ul style="list-style-type: none"> <li>• Teachers' centres shall be used in professionalizing teachers according to guidelines in force.</li> <li>• The network of Teachers' Centres shall promote the exchange and dissemination of experiences, innovations and research results especially via ICT.</li> </ul>				
Provide regular training to all teachers in pre-primary, primary and secondary schools, within TCs and also through distant learning modules.	Ongoing	MOEVT		
Provide in-service training for pre-primary education including MRC and RISE experiences.		TC, RISE Other providers		
<b><i>Implement the in-service Training programme supported by the World Bank for upgrading of primary teachers and secondary teachers. The danger is that the program will overstretch the capacity. There is a need to ensure that resources, both human, physical and technical will be put in place, to avoid that regular activity will be disrupted.</i></b>	<b><i>Immediately in 2008</i></b>	<b><i>MOEVT World Bank</i></b>		
<b><i>Establish a comprehensive capacity building programme for TC staff to cater for the needs of all levels of education.</i></b>	<b><i>Mid 2008</i></b>			

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
A budget should be allocated to run day to day TC activities	Mid 2008	MOEVT		
<i>The idea of the TC should be re-conceptualized and the TCMC structure and roles should be revisited. TCMC should analyse the needs of the TC. Needs should be reported with proposal of adequate staffing.</i>	<b>Within 2008</b>	<b>MOEVT</b>		
TC should establish good mechanism for improving their Libraries.				
Establish forums for science and mathematic women teachers.				
Establish science clubs at school level for raising consciousness				
<i>The NTRC should coordinate all the TCs and support them in their functioning, provide technical support in planning, identify teacher needs, areas for research etc. To be able to function as a national support centre the NTRC need to be better resourced.</i>	<b>Mid 2008</b>	<b>MOEVT</b>		

## Group 7: Higher Education

### Group Members

- Ameer Njeketu – Director, Department of Higher Education, Science and Technology, MOEVT (Chairman)
- Hemed S. Khalfan – Head of Division of Institutions of Higher Learning, Department of Higher Education, Science and Technology, MOEVT
- Said B. Ahmed – Head of Division of Science and Technology, Department of Higher Education, Science and Technology, MOEVT (Secretary)
- Haji Abdulhamid – Principal, Karume Technical College
- Hassan Ameer – Planning Office, State University of Zanzibar (SUZA)
- Hamed Hikmany – MKUZA, Ministry of Finance and Economic Affairs
- Abdalla Mzee Abdalla, Commissioner Planning, Policy and Budget, MoEVT
- Cathrine Sekwao, UNESCO Dar es Salaam
- Dr. Titus Tenga, International Consultant (Facilitator)

### *Present Situation*

Higher education in Zanzibar is currently provided by one government and two private institutions namely the State University of Zanzibar (SUZA), the Zanzibar University (ZU) and the University College of Education (UCE) Chukwani. SUZA and UEC provide courses in languages, social sciences and general science with education and computer science whilst ZU offers courses in law, sheria and business administration. Together, the three universities had, in 2006/2007, a total enrolment of 2758 students distributed accordingly: SUZA (767 of which 208 are female); UCE (578 of which 198 are female) and ZU (1,413 of which 583 are female). Out of the 767 total student population at SUZA, 465 pursue Bachelor Degree programme, 224 Diploma in education (130 female and 94 male) and 78 foreign students (46 female and 29 male) learning Kiswahili. Of the 465 Bachelor degree students, 451 students (298 female and 243 male) are enrolled for Bachelor degree programmes in education and languages. The remaining 14 students take a degree programme in computer science. In education there are 326 students (141 female and 185 male) taking Bachelor of Arts with Education and 193 students (77 female and 116 male) in Bachelor of Science with Education. In addition to the three universities, there are also opportunities for higher education provided through the Open University of Tanzania in Zanzibar. Furthermore, a number of Zanzibaris students are pursuing higher education in Tanzania Mainland and outside the country. In 2006/2007, there were 111 students (39 female and 72 male) in various higher learning institutions in Tanzania Mainland while 148 students (24 female and 124 male) were overseas studying. Staffing is one of the major constraints characterizing all three universities, but perhaps it is more acute at SUZA. Currently, SUZA totally depends on the services of the part-time lecturers, mainly from the University of Dar es Salaam in order to afford to run its programmes. Accordingly, the Teacher-Student ratio for the three universities is SUZA (1:19); UCE (1:32) and ZU (1:32),

The Technical Working Group (TWG) noted that a number of tertiary institutions offer tertiary education in Zanzibar. Those under MoEVT include Karume Technical College (KTC), Islamic Colleges (in Unguja and in Pemba), the former Nkrumah Teacher Training College and Benjamin Mkapa Teacher Training College in Pemba. KTC is the only tertiary institution in Zanzibar offering technical education in four

engineering fields namely electrical, mechanical & Automobile, Civil & Transportation and Electronics & Telecommunication. By March 2007 KTC had a total enrolment of 228 students (54 female and 174 male). KTC is accredited by the National Council for Technical Education (NACTE) and from the 2005/2006 students intake (that is, students admitted at KTC in 2005/2006), who are expected to finish in 2007/2008 they will awarded Diploma instead of FTC according to the NACTE system. The College has also finalized all arrangements required for the establishment of the new Department of Computer Science and the plan is to start the courses in this new in 2007/2008.

Apart from KTC, the other tertiary institutions under MoEVT are teacher training. One major reform at teacher education in Zanzibar is the government decision o dissolve Nkrumah Teacher Training College and fuse its activities and programme to SUZA. Nkrumah used to offer both certificate and Diploma courses in teacher education and was the main college for the production of secondary schools teachers. While certificate course was relegated to the CCK Unguja and Pemba and Benjamin Mkapa TC (BMTC) in Pemba, the Diploma course was intended to be taken by the SUZA. Unfortunately, the fusion of Nkrumah to SUZA has not gone as planned. The initial plan was for SUZA to start offering these inherited Diploma courses from academic year 2007/2008. The delay is due to the fact that SUZA wanted to, first, screen the former teachers/lectures from Nkrumah College in order to recruit those only who would qualify and second, designing/upgrading of the inherited Diploma programme from Nkrumah to correspond/meet the University's level Diploma standard. At the time of this writing, the TWG was informed that the screening process has been accomplished and that the designing and the upgrading the Diploma programme had just started since end of August. Having failed to start the programme as initially intended (i.e. at the beginning of the academic year 2007/2008), there has been a salient intention on the part of SUZA to start the course in January 2008. However, the reality on ground seem to indicate that this deadline will also not be met, given that the task of upgrading the Diploma programme is yet to be accomplished and thus, the course has not yet been advertised for student recruitment. Thus, in the opinion of the TWG the most reality date for SUZA to commence the Diploma programme is next academic year 2008/2009. This would coincide with the commencement of the ZEDP. Realizing the key role of SUZA in the production of qualified teachers, especially science and mathematics teachers for secondary school, TWG has strongly urged the Ministry to liaison with SUZA and see into it that the Diploma programme is reintroduced and start being implemented in the academic year 2008/2009. Other tertiary institutions in Zanzibar outside MoEVT include: Zanzibar Institute of Finance Management (ZIFA-under MoF), College of Health Science (CoHS-under MoHSW), College of Agriculture (Kizimbani) (CoA-under the MoA) and Hotel and Tourism College (CoHT-under MoF). Staffing is also a problem at the tertiary institutions level in that there is a lack of adequate qualified staff. But, according to TWG the main problem at this level is generally lack of opportunities for further studies and/or upgrading programme for the staff. The teacher-student ratio for these tertiary institutions is as follows: KTC (1:5); CCK (1:33); BMTC (1:18); IKFL (1:6); CoHS (1:17)

The TWG has specifically appreciated the establishment of the Zanzibar Higher Education Loan Board (ZHELB), in addition to the Higher Education Students Loan Board (HESLB), to cater for the Zanzibaris students only. In particular, ZHELB was observed to be more flexible as compared to HESLB in two areas. First, unlike HESLB where the eligibility to student loan is limited to certain defined priority areas, under the ZHELB anyone who is admitted to a tertiary institutions or a university qualifies for loan irrespective of the course one is going to pursue. Second, ZHELB is not only limited to Advanced Diploma and First Degree as is the case with HESLB. ZHELB offer loan to all

courses from ordinary Diploma to Advanced Diploma and First Degree to Post-graduate programmes. In 2006/2007 a total of 889 new students (of which 317 female) joined different tertiary and higher learning institutions inside and outside the country; thus making a total number of students supported by ZHELB to be 1580 students. Despite these achievements, the TWG also observed that the ZHELB fund is limited compared to the actual demand. Many students who actually qualify for loan from ZHELB don't get loan because of limited funds. Moreover, there was also a concern that the most need students, especially those coming from the poorest and rural areas, to whom the ZHELB support should primarily target, actually don't get the loan.

In the final analysis, following shortcomings were identified that according to TWG characterizes the tertiary and high education sub-sector:

1. The relationship between MoEVT and the two private Universities was observed to be weak. There is no strong and visible coordination between the MoEVT and the private Universities.
2. There is no formal institutional cooperation between the SUZA and the two private universities; that is, UEC & ZU. The only cooperation or rather coordination between the SUZA and Private Universities in Zanzibar is in the exchange of the tutors for part-time teachings which is organized solely in private or individual basis.
3. Very marginal (and in most cases not formal) institutional cooperation between the institutions of tertiary and higher learning of Tanzania Mainland and those in Zanzibar
4. Private Universities seem to be more business oriented rather than considering the community's or national demands for development.
5. There is a need to review and improve the incentive package offered to private universities in order to encourage them to expand access. Currently, for example, private universities in Zanzibar have received from both The Revolutionary Government of Zanzibar and the Union Government of Tanzania support in areas such as:
  - ❖ Land (free) for construction of their University Campus
  - ❖ Teaching and learning materials support especially in Information Communication Technology e.g. supply of computers and other accessories) from the Tanzania Educational Authorities (TEA).
6. There is generally lack of adequate public awareness on the importance of tertiary and higher education among the people
7. There is a need to strengthen quality assurance mechanisms of the tertiary and higher learning institutions in order to guarantee that the quality, relevance and standard of the education provided conforms or corresponds to the local labor-market demands.

## ***Policy Directions and Strategies***

### **MKUZA**

1. Increase proportion of graduates of tertiary education institution

### **EDUCATION POLICY 2006**

1. Government shall encourage public and private sectors to expand access to higher education, respond to the diversified socio economic demands and expand the frontiers of knowledge.

2. Special efforts shall be made to raise the participation rate of Zanzibaris in higher education including taking affirmative measures to increase enrolment of female students and those with special needs.
3. Universities shall strive for quality to meet market demands and for intellectual excellence and become instruments for national research and development.
4. Universities shall develop outreach programmes.
5. Higher education institutions shall establish a credit unit system to provide for more flexibility and for transferability of students among institutions to allow for individual student's interest pursued at his own pace.
6. Programmes and courses offered at higher education institution shall be reviewed, streamlined and rationalized for cost – effectiveness.
7. Higher education institution shall employ advanced information technologies to link faculties and specialized schools for multimedia course delivery and for administrative functions

### **Longer Term Objectives, Annual Programs and Budgets**

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
<b>PRIORITY 1: EXPANSION OF ACCESS TO TERTIARY AND HIGHER EDUCATION</b>				
<b>1<sup>st</sup> Long-term Objective: Students enrolment at Tertiary Colleges and Universities increased</b>				
1. Increase the number of students enrolment at higher education by the following percentage per year: SUZA(15%); CE (10%); ZU (10%); KTC (6%); IC (2%); BMTC (25%); IKFL (--); CoHS (5%); ZIFA (5%); CoHT (-)	2008 - 2015	MoEVT & Universities, and tertiary with their respective Ministries		
2. Increase tutors/lecturers population (to correspond to increased student enrolment) by following percentage per year: SUZA (10%); CE (10%); ZU (10%); KTC (20%); IC (10%); BMTC (10%); IKFL (5%); CoHS (10%); ZIFA (20%) and CoHT (--).	2008 - 2015	MoEVT. Universities		
3. Introduce a demand-driven new programmes and courses at tertiary and higher education level such as fields of Fishery, Agriculture, Tourism, Health science, Environment studies and engineering	2008 - 2015	MoEVT		
4. Renovate a selection of facilities and infrastructures and construct new buildings and infrastructures in earmarked universities and colleges	2008 - 2010	MoEVT		
5. Improve the functioning of the student's grant/loan system so as it targets those who are in more need	2008 - 2010	MoEVT		
6. Creating an conducive environment for expansion of the tertiary and higher learning institutions	2008 - 2015	MoEVT		
7. Provide and allocate funding for expansion of teaching and learning space.	2008 - 2015	MoEVT		
<b>2<sup>nd</sup> Long-term objective: Enrolment of female students and those with special needs at Tertiary and Higher Education increased</b>				

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
1. Awareness raising and Empowerment for girls and students with special needs at lower levels	2008 - 2015	MoEVT		
2. Popularizes science ,mathematics and technology subjects amongst female students	2008 - 2015	MoEVT/ House of Representative		
3. Develop guidelines to ensure the construction of buildings that cater for special need students	By 2008	MoEVT		
4. Strengthening student grant/loan	2008 - 2009	MoEVT		
<b>PRIORITY 2: STRENGTHEN QUALITY OF TERTIARY AND HIGHER LEARNING INSTITUTIONS</b>				
<b>1<sup>st</sup> Long-term Objective: Quality and conducive teaching and learning environment of tertiary and higher education improved</b>				
1. Strength pre-entry, foundation programme and student academic support.	2008 - 2015	MoEVT		
2. Review, re-design and implement a new 'professional development' incentive package to attract, recruit and retain high quality tutors	2008 - 2012	MoEVT		
3. Establish e-library and improve existing libraries	2008 - 2015	MoEVT		
4. Review and improve the assessment of learning achievement and strengthen quality assurance systems	2008 - 2009	MoEVT		
5. Promote joint-programme and inter-institutional cooperation with other institutions of tertiary and higher education worldwide	2008 - 2015	MoEVT		
6. Strengthen research of tertiary and higher learning institutions	2008 - 2015	MoEVT		
<b>PRIORITY 3: ENHANCE RELEVANCE AND RESPONSIVENESS OF TERTIARY AND HIGHER EDUCATION</b>				
<b>1<sup>st</sup> Long-term objective: Produce a curriculum which is demand-driven</b>				
1. Carry out labour market based on the market demand	2008 2012	MoEVT		
2. Re-design, promote and implement programmes and curriculum based on the findings from the needs assessment	2009 2015	MoEVT		
3. Promote linkages of tertiary and higher learning institution with employers.	2008 - 2015	MoEVT		
4. Strengthen students' course evaluation	2008 - 2015	MoEVT		
<b>PRIORITY 4: MOBILISATION AND EFFICIENT USE OF THE FINANCIAL RESOURCES</b>				
<b>1<sup>st</sup> Long-term objective: To sustain funding of Tertiary and Higher learning institutions</b>				
1. Establish an Authority to assess and spearhead the introduction of a 'Tertiary and Higher Institution Levy' in Zanzibar	2009	MoEVT, MoF		
2. Review policy and legal framework for the introduction of 'Tertiary and Higher Institution Levy'.	2008	MoEVT, MoF		
3. Increase average number of students per tutor (student/tutor ratio)	2008 – 2015	MoEVT		
4. Devise mechanism of tapping alternative resources from Private Sector for tertiary and higher education	2008 - 2015	MoEVT, Private sectors		

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
<b>PRIORITY 5: RATIONALISATION OF TERTIARY AND HIGHER EDUCATION</b>				
<b>1<sup>st</sup> Long-term objective: Higher Education reviewed, streamlined and rationalized for cost-effectiveness</b>				
1. Establish a Board to oversee the establishment a unified credit unit system and rationalize tertiary and Higher Education in Zanzibar	2009 - 2011	MoEVT		
2. Conduct a comprehensive review of all colleges - their programmes, manpower and infrastructures, so as to rehabilitate, refurbish and expand for better teaching, learning and rationalization for cost-effectiveness	2008 – 2015	MoEVT		
3. Design and implement a capability improvement strategy for sub-sector	2008 – 2015	MoEVT		
4. Establish a national credit system that facilitate transferability and flexibility of students to pursue their career interests in one or more institutions	2008 - 2015	MoEVT		
<b>PRIORITY 6: ESTABLISH NATIONAL RESEARCH AND DEVELOPMENT</b>				
<b>1<sup>st</sup> Long-term objective: The National Bureau for Research and Development (NBRD) established</b>				
1. Review and establish policy and legal framework for the formation of the National Bureau for Research and Development in Zanzibar	2008 – 2015	MoEVT (in collaboration with MHEST.Tanzania)		
2. Establish National Bureau for Research and Development (NBRD)	2008 – 2015	MoEVT		
3. Build scientific research capacities and facilities.	2008 – 2015	MoEVT		
4. Carry out research undertaken on areas of National interest	2008 – 2015	MoEVT		

## Group 8: Non-formal, Alternative and Adult Education

### Group Members:

- Mr Khatibu Haji Dau, Head - Alternative Learning Centre, Department of Alternative Learning & Adult Education, MOEVT
- Mr Haji Khatibu Haji, Literacy Coordinator, Department of Alternative Learning & Adult Education, MOEVT
- Dr. Yussuf Nuh Pandu, Acting Director, Department of Alternative Learning & Adult Education, MOEVT
- Mr Hamid Rajab Juma, Director, Zanzibar Library Services (Chairman)
- Mr Michael J. Kinunda, UNESCO Cluster Office, Dar es Salaam
- Mr Ismail S. Mgeni, CARE Tanzania- Zanzibar Sub Office
- Ms. Suzanne Simard, Senior Project Director, RICE
- Dr. Titus Tenga, International Consultant (Facilitator)

The mandate of Technical Working Groups (TWGs) prescribed four main tasks. First, was to analyze the present situation of their respective sub-sectors and agree on the main features and characteristics – strength, weakness, opportunities and threat of the sub-sector. Second, was to study the main policy documents for national development in Zanzibar, with a particular focus on Vision 2020, MKUZA (2007-2010) and Education Policy (2006) and establish a common understanding on the key policy statement(s) relevant to their respective sub-sector. Third, on the basis of the above two, the TWGs were to propose a comprehensive set of activities, which is detailed enough for purposes of costing, that need to be accomplished in order to realize the key policy statement(s). Finally, the TWGs were asked to prioritize 4-5 most crucial activities out of their comprehensive set of activities.

### **Present Situation**

The Technical Working Group (TWG) recognized the efforts and achievements attained so far in the non-formal, alternative and adult education sub-sector. More centres for the out-of-school youth have been established in various schools in Zanzibar. Currently, alternative education centres have been established in 18 schools and the total enrolment is 760 students. In 2006/2007, a total of 317 children and youth from the alternative education classes were mainstreamed into formal schools. 5 out of 17 youth who sat for the National Standard Seven Examinations passed and joined technical secondary schools. The task of developing curriculum for eight subjects in alternative education, namely English, Kiswahili, Kiarabu, Mathematics, Science, Social Sciences, Vocational Training and Islamic studies has been accomplished. On adult education the TWG has observed that in 2006/2007 there were 9,451 adults (of which 7,354 were women), who attended literacy classes. More importantly, a total of 5,571 adults (4,383 women and 1,188 men) representing 80% of the examinees passed a literacy test in that year. In the same year, 631 adults (75.1%) passed the Level 4 literacy test and thus, declared literate. Currently, there are 8,520 adults attending literacy classes and these will be tested toward the end of 2007. The TWG also registered progress that has been achieved on continuing education especially on the fields of law; technical /vocational in particular in domestic science, carpentry and joinery and electrical installation; book keeping/accountancy as well as in Form 4 and Form 6 subjects. In 2006, there were 53 continuing education centres with a total enrolment of 4,877 students whilst by March 2007 the corresponding figures were 61 centres and a total enrolment of 5,215 students.

Despite the above achievement, there was also a general consensus among the members of the TWG that following shortcomings characterizes the sub-sector;

- Lack of policy guideline for Non-formal, Alternative and Adult Education sub-sector
- Very limited access due to very few 'temporary' centers which are mainly attached in already overstretched and congested and overcrowded schools
- Lack of specialized community-based centers for Non-formal, Alternative and Adult Education
- Outdated and irrelevant curriculum especially on literacy and alternative learning
- Lack of equipment and facilities for skills training especially in technical and vocational courses
- No formal training of teachers for adult education; thus, very few adult educators
- Lack of professional development programme and in-service training for existing teaching staff and facilitators
- Seriously under-resourced both in terms of manpower and financial resources and the sub-sector commands little attention and low status compared to sub-sectors
- Very poor, unreliable and unsystematic data for Non-formal, Alternative and Adult Education sub-sector

### ***Policy Directions and Strategies***

The study of the main policy documents has identified following key policy statements and operational targets for the sub-sector:

#### **MKUZA**

- Ensure equitable access to demand driven quality education which is gender and environmentally responsive

#### **EDUCATION POLICY 2006**

##### ***On Adult Education***

- Adult education shall be promoted, strengthened and regulated in collaboration with other partners.
- Adult education shall be diversified and revamped to meet the various and changing needs of learners and society.
- A continuing education programme shall be developed within the context of lifelong learning catering for the needs of different learners wishing to complete education or continue learning.

##### ***On Alternative Education***

- Alternative education programmes shall be diversified and expanded to provide basic education and pre-vocational learning opportunities to meet the needs of learners who are unable to benefit from formal schooling.
- Government shall provide incentives to NGOs, CSOs to establish and manage alternative education programmes for out-of-school children and youth.

#### **KEY OPERATIONAL TARGETS**

- Increase literacy rate from 75.8% in 2005 to 100% in 2010
- Increase literacy rate for women from 69.8% in 2005 to 100% in 2010
- Increase gender sensitive youth training and employment

## Long Term Objectives, Annual Programs and Budgets

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
<b>Component 1: PROMOTION, STRENGTHENING AND REGULATION OF NON-FORMAL AND ADULT EDUCATION IN COLLABORATION WITH PARTNERS</b>				
(Priority 1) 1 <sup>st</sup> Long-term Objective: Non-formal and Adult Education Policy Guidelines Produced by September 2009				
<i>1. Establish a committee of 6 local experts with representation from a wider spectrum of education stakeholders and other key sectors of the society to develop the non-formal and adult education guidelines (4 from MoEVT . 1 planning NOTE: Representation of a member from Pemba + meetings to be held both in Zanzibar and Pemba</i>	<i>By August 2008</i>	<i>Principal Secretary, MoEVT</i>		
<i>2. Hire a consultant (from the region for 15 days: 5 days desk study - 1 day pre field work and 4 days report writing + 10 days fieldwork &amp; workshop) to work together with the committee to develop a non-formal and adult education policy guideline</i>	<i>By August 2008</i>	<i>DPBR</i>		
<i>3. Carry out a situation analysis to identify the strength and weakness of the sub-sector and devise the strategies for the way forward (Allowance, transport, stationery)</i>	<i>September &amp; October 2008</i>	<i>DALAE</i>		
<i>4. Conduct 2 stakeholders workshop: 1 in Unguja (30 participants including 7 committee) + Pemba (20 participants including 7 committee) for presentation and discussion of the situational analysis report</i>	<i>By 31 December 2008</i>	<i>DALAE</i>		
<i>5. 4 days workshop (for 7 people, that is, 6 committee members + 1 consultant) to develop a draft policy guideline</i>	<i>By 29 February 2009</i>	<i>DALAE</i>		
<i>6. 1 day stakeholders workshop (50 participants) for presentation and discussion on the draft policy guideline</i>	<i>By 30 April 2009</i>	<i>DALAE</i>		
<i>7. 2 days workshop - Revising (incorporating the comments and recommendations) and finalizing the policy guideline (7 people: 6 committee members + 1 consultant)</i>	<i>By 31 July 2009</i>	<i>DALAE</i>		
<i>8. Approval of the policy guideline by the Ministry</i>	<i>By August 2009</i>	<i>MoEVT Management Committee</i>		
<i>9. Printing of 50 copies of the guideline</i>	<i>By September 2009</i>	<i>DPBR</i>		
2 <sup>nd</sup> Long-term objective: Increase literacy rate from 75.8% in 2005 to 100% in 2010				
<i>1. Establish 10 fully furnished libraries in Zanzibar; one in each district to be attached to community centers.</i>	<i>By December 2010</i>	<i>DLS</i>		
<i>2. Recruit and train 10 librarians assistants (2 in each district) in Basic/ elementary 3 Month Course</i>	<i>By December 2009</i>	<i>DALAE DLS</i>		
<i>3. Recruit and train 60 adult educators trainer of trainers (6 trainer of trainers per each district)</i>	<i>By December 2009</i>	<i>DALAE</i>		

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
4. Upgrading/in-service training of the adult literacy education teachers	By December 2009	DALAE		
5. Produce and broadcast adult literacy radio & TV programme (twice a week for 25 weeks)	By December 2009	DALAE		
6. Initiate two mobile libraries vans; one for each island (i.e. Unguja and Pemba)	By December 2008	DLS		
7. Conduct quarterly meetings for the 10 alternative and adult education forums coordinating teams per district	By December 2008	District Coordinator – DALAE		
8. 2 day meetings for preparation of International literacy Day (10 people)	By 31 August each year	District Coordinator – DALAE		
9. Conduct 1 day literacy forum for 60 participants (in Unguja) and 40 (in Pemba)	By 8 September each Year (International Literacy Week)	District Coordinator of a hosting district		
10. Produce 1000 copies quarterly Alternative/Adult Education News Letter	By 31 March; 30 June, 30 September and 31 December	Literacy Coordinator – DALAE + Editorial Board		
11. Establish editorial Board of 5 people for the quarterly who will have 4 meetings per year	By 31 March; 30 June, 30 September and 31 December	DALAE		
<b>(Priority 4) 3<sup>rd</sup> Long-term objective: Increase literacy rate for women from 69.8% in 2005 to 100% in 2010</b>				
<i>1. Establish a “National Women Literacy Task-Force” of 10 distinguished women (one from each district) with the mandate to spearhead/promote literacy among women and achieve 100% literacy rate of women in the district by year 2010</i>	<i>By September 2008</i>	<i>Principal Secretary, MoEVT</i>		
<i>2. 2 days Kick-off Planning Workshop for the task force ( transport, allowance + workshop costs)</i>	<i>By September 2008</i>	<i>Chair/Secretary</i>		
<i>3. Quarterly meetings of the Task-force to monitor and review the progress women literacy in the district (transport and allowance)</i>	<i>By December 2009</i>	<i>Chair/Secretary</i>		
<i>4. Conduct 5 Regional workshops (i.e. 20 participants per region) of 5 days each on advocacy and lobbying for advancement of women literacy</i>	<i>By October – December 2009</i>	<i>Chair/Secretary</i>		
<i>5. Each participant to conduct 2 literacy sensitization visits per Shehia per month (i.e. in total 200 literacy sensitization visits per month in Zanzibar) to promote literacy in their respective</i>	<i>By February – March 2009</i>	<i>Chair/Secretary</i>		
<i>6. Identify and train 300 female non-formal educators (that is, 30 per district) by the year 2010 – 5 days training per district (divided into 2 groups of 150 each)</i>	<i>By March 2009 &amp; March 2010</i>	<i>Chair/Secretary</i>		
<i>7. Hire 1 consultant who will be supported by 1 local staff to conduct 2 weeks market analysis of demand and viable marketing strategies of the products produced by women. The study should also identify the skill training that would be needed to improve the women’s</i>	<i>By September 2008</i>	<i>DALAE</i>		

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
<i>productivity.</i>				
<b>8. Conduct 3 days workshop for skill training that would be needed to improve the women's productivity</b>	<b>By December 2008</b>	<b>Consultant</b>		
<b>9. Sensitize and mobilize the community through 180 Radio and 100 TV programmes on women literacy (25 radio programmes – 1 per month and 25 TV programme – 1 per month)</b>	<b>By December 2010</b>	<b>Illiteracy Coordinator</b>		
<b>Component 2: DIVERSIFY AND REVAMP ADULT EDUCATION TO MEET THE VARIOUS AND CHANGING NEEDS OF LEARNERS AND SOCIETY</b>				
(Priority 3) 1 <sup>st</sup> Long-term objective: A revised curriculum which is demand-driven produced by the year 2009				
<b>1. Develop a committee of 5 people (1 consultant and 4 MoEVT staff coming from 1 Curriculum Dept.; 1 Alternative Learning Centre and Literacy unit) to revise the curriculum</b> <b>NOTE: Representation of a member from Pemba + meetings to be held both in Zanzibar and Pemba.</b>	<b>By October 2008</b>	<b>Principal Secretary, MoEVT</b>		
<b>2. Commission a 5 days needs assessment survey for literacy and alternative education (To be conducted by the Committee)</b>	<b>By December 2008</b>	<b>MoEVT</b>		
<b>3. Conduct a 6 days weeks workshop to develop demand-driven curriculum for non-formal education interventions (10 people: 5 committee members + key stakeholders)</b>	<b>March 2009</b>	<b>DALAE</b>		
<b>4. Conduct 2 weeks workshop to prepare/revise syllabi</b>	<b>By April 2009</b>	<b>DALAE</b>		
<b>5. Conduct 3 weeks workshop to write (or may be develop) learning materials for all non-formal education interventions in relation to the developed curriculum (10 people will be involved.</b>	<b>By June 2009</b>	<b>DALAE</b>		
<b>6. Conduct in each district a 3 weeks workshop to train 40 trainers on the use of revised/new syllabi (10 districts x 40 = 400 people)</b>	<b>By September 2009</b>	<b>DALAE</b>		
<b>7. Conduct a 10 days workshop to train 80 teachers of alternative education on the use of revised/new syllabi (50 Unguja + 30 Pemba)</b>	<b>By September 2009</b>	<b>DALAE</b>		
<b>Component 3: A CONTINUING EDUCATION PROGRAMME</b>				
1 <sup>st</sup> Long-term objective: A Continuing Education Program developed by the 2010				
<b>1. Develop TORs and hire a local consultant (to be supported by 2 people from the relevant Department) to conduct 15 days impact assessment survey of continuing education to find out successes and failures of the programme. (For costing: allowance, transport, stationery)</b> <b>NOTE: Representation of a member from Pemba + meetings to be held both in Zanzibar and Pemba.</b>	<b>By September 2008</b>	<b>Principal Secretary, MoEVT</b>		
<b>2. Conduct a 1-day seminar to present the key findings of the survey report to 50 key stakeholders dealing with continuing education</b>	<b>By October 2008</b>	<b>DALAE</b>		
<b>3. Conduct a 2 days workshop (for 3 people – 1 consultant + 2 people involved in need assessment) to make necessary amendments of the presented report for production of revised continuing education program</b>	<b>By October 2008</b>	<b>DALAE</b>		

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
4. Approval of a revised Continuing Education Programme by the MoEVT	By December 2008	MoEVT– Management Committee		
5. Production of 50 copies of the continuing education programme for distribution	By January 2009	DPBR / DALAE		
6. Prepare one TV/Radio programs per month to sensitize community on importance of continuing education and lifelong learning	December 2010	DALAE		
7. Production of 4,000 brochures (2000 in 2008 & 2000 in 2009) for the promotion of the Continuing education program in the community	By August 2008 By August 2009	DALAE		
8. Secure land for construction of 10 community based training centers	By December 2008	DALAE		
9. Construct 5 district-wise community base training centers (3 Unguja + 2 Pemba) each year in 2009 and 2010 to cater for the continuing and lifelong learning. (10 classrooms, ICT unit, library assistant, laboratories, conference room, 5 offices, store, 4 toilets, kitchen)	By December 2009 By December 2010	DALAE		
10. Procurement of furniture's and learning materials for the centers	December 2005 December 2010	DPBR		
11. Recruit 5 head, 5 assistant head and supporting staffs (1 secretary, 1 messengers, 2 watchmen) per each centre	December 2009 December 2010	DPBR		
12. Conduct 5 days refresher course to train 20 recruited staffs By Head teachers and assistants - 2 from each Center	March 2009 March 2010	DALAE		
13. 5 days orientation program for library assistant, ICT and lab. Assistant for all 10 centres, that is, 5 in each year 2009 and 2010.	March 2009 March 2010	DALAE		
14. 1 week study tour for 10 head of training centres to Tanzania Mainland (Tanga)	March 2009 March 2010	DALAE		
<b>Component 4: DIVERSIFICATION AND EXPANSION OF ALTERNATIVE EDUCATION</b>				
<b>1<sup>st</sup> Long-term objective: 4200 learners attended alternative learning by the year 2015</b>				
1. Establish a committee of 5 people (from relevant institutions for alternative education) to oversee the revision of the current alternative education programme. • <b>NOTE:</b> Representation of a member from Pemba + meetings to be held both in Zanzibar and Pemba.	By September 2008	Principal Secretary, MoEVT		
2. Conduct a 14 days survey ( the committee above) of marginalized and vulnerable out-of-school children through shehias for both island (allowances & transport 5 people in the committee + stationery)	By December 2008	DALAE		
3. 1-day seminar - presentation of the survey report to 40 key stakeholders	By 31 January 2009	DALAE		
4. 2-days seminar (for the committee) for incorporation of the comments from key stakeholders and production of the final version of the revised alternative learning program	By 31 January 2009	DALAE		

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
5. Approval of the revised alternative education programme by the Ministry	By 28 February 2009	MoEVT– Management Committee		
6. Production of 50 copies of the alternative learning programme for distribution	By 30 April 2009	DPBR / DALAE		
7. 6 days workshop (by the Committee) to review/revise both the facilitators’ and learners’ training package	By 30 June 2009	DALAE /Committee		
8. Approval of a revised facilitators’ and learners’ training package	By 31 July 2009	MoEVT– Management Committee		
9. Print 50 copies of facilitators’ and 100 copies of learners’ revised or new training package	By 31 August 2009	DPBR / DALAE		
10. Conduct 2 sensitization workshops (one in Unguja and one in Pemba) per year for 100 (60 Unguja and 40 Pemba) community leaders (Sheha, counsellors and religions leaders) at district level.	By 31 August each year	DALAE /Committee		
11. Design, print and produce 100 brochures, 3000 leaflets, 1000 calendars per year for advocacy and Behavior Communication Change (BCC) of the alternative education	By 31 October each year	Principal Secretary, MoEVT/ DALAE		
12. Recruit and train about 800 learners per year on various subjects of alternative learning with special emphasis given to the most disadvantaged districts	By 31 December 2009	Principal Secretary, MoEVT/ DALAE		
13. Develop pilot project for 4 classes (two in each island and separate or specialized classes: one for girls and one for boys), for 20 students each on alternative secondary education for out-of-school youths	By 31 December 2009	DALAE		
14. 24 days per year (i.e. 2 days per month for the whole period 2008-2015) for Monitor and Evaluation of the program in the field	Every month	DALAE		
<b>Component 5: INFORMATION MANAGEMENT SYSTEM</b>				
<b>(Priority 5) 1<sup>st</sup> Long-term objective: Common Data Base for Non-formal, Alternative and Adult Education established by December 2010</b>				
<i>1. Establish a committee of 5 people (4 from relevant institutions + 1 from EMIS) for development of the data base NOTE: Representation of a member from Pemba + meetings to be held both in Zanzibar and Pemba</i>	<i>By July 2009</i>	<i>Principal Secretary, MoEVT</i>		
<i>(Priority 2) 2. Mapping exercise (by the committee) of non-formal and alternative education centers and activities in the country</i>	<i>By December 2009</i>	<i>DALAE /Committee</i>		
<i>3. Procurement of 5 computers and link with the internet</i>	<i>By 31 March 2010</i>	<i>DPBR / DALAE</i>		
<i>4. Recruitment of an ICT/statistics personnel</i>	<i>By 30 June 2010</i>	<i>Principal Secretary, MoEVT/ DALAE</i>		

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
<i>5. Develop a common monitoring and evaluation tool for all non-formal, alternative and adult education implementers</i>	<i>By September 2010</i>	<i>DALAE /Committee</i>		
<i>6. Continuously updating of information - twice in a year</i>	<i>By 31 March and 30 September each year</i>	<i>DALAE /ICT &amp; Statistic personnel</i>		

## Group 9: Education Management and Decentralisation

Members:

<b>Kombo Hassan Juma</b>	Director for Administration and Personnel, Department of Administration and Personnel, MoEVT,
<b>Khamis Ali Khamis</b>	Personnel Officer, Department of Administration and Personnel, MoEVT,
<b>Yehaya Elius Nyuma</b>	Regional Education Officer, Unguja (participated in the first meeting)
<b>Khamis A. Juma</b>	Deputy General Secretary of Zanzibar Teachers Union
<b>Muhammed Khamis Omar</b>	Personnel and Administrative Officer, Department of Alternative and Adult Education, MoEVT
<b>Faki Sleyyum Faki</b>	District Education Officer, Micheweni District, Pemba
<b>Jim Ackers</b>	Country Director, UNICEF Tanzania
<b>Mwanate Juma</b>	National Teacher Resource Center, UNESCO and Member Zanzibar Teachers Union (participated in the two first meetings, and then – after proposal from UNESCO and in consultation with the MoEVT, she moved to the Technical Working Group for Teacher Training)

Facilitator:

Roald Skøelv

### ***Policy directions and targets***

**MKUZA:**

Decentralising school management and changing the role of central level bodies to facilitation, monitoring and evaluation in order to improve access and quality of education.

(MKUZA p.50)

Enhanced decentralisation functions at the District level

Strategic interventions to achieve these targets include:

Developing and implementing a decentralisation strategy

Reviewing and implementing local Government reforms

(MKUZA p. 54-55) Reorganising MDAs (Ministries, Departments and Agencies) with a focus to improving operational efficiency and reduce the duplication of work (MKUZA p. 57)

**Education Policy 06:**

The structure (of MoEVT) should

- (i) give managers at all levels the appropriate authority and resources to do their job effectively
- (ii) clearly, define the roles and responsibilities or lines of authority and delegation
- (iii) establish effective lines of communication and define relationships.

In spite of the existence of regional and district education offices, all major decisions are taken at the central level leaving regional and district education officers with very limited power to make their own decisions on education management.

**Among the weaknesses are that** the Ministry's structure is top heavy, there are un clear lines of communication between and among departments and there is overlapping of responsibilities

**Policy Statement:**

The organization structure and functions of the Ministry shall be streamlined at all levels.

### **Decentralization in education**

Decentralization is the transfer of authority, functions from the central government to local bodies...

The current administration set-up can be described as an incomplete devolution of power and de-concentration of personnel from the ministry headquarters. The ministry has delegated some of its functions and responsibilities to regions and districts but these are unaccompanied by decision-making and financial responsibilities. The regional and district education officers have limited authority...Clear lines of authority and responsibility horizontally and vertically are lacking. Roles and communication channels between Regional or District Education Boards and the Headquarters are not clear. Functions and duties of school committee are not well understood..Willingness to decentralize exists...Most of the school committee members are appointed and not elected. The duties and functions of the school committees are not clearly understood.... Interference by Ministry on issues which should be handled by Regional and District Education Officers.

### **Policy Statements on decentralization**

- The Ministry shall delineate and rationalize the roles and functions of the Central, Regional and District authorities
- Regional and District Education officers shall be educationists capable of providing sound guidance and support to schools and at the same time providing leadership in planning, personnel management and leading the development of the education system.  
(Education policy 06 pp. 46-48)

## ***The present situation***

### **Changes in the Education Sector in Zanzibar and the need for MoEVT to do some adaptation to these changes.**

The Ministry of Education and Vocational Training is overseeing a sector that has grown considerably the last 15 years. About 20 years ago there were 60 schools in Zanzibar, today the number has risen to more than 300. The growth in the education sector will continue: According to the ZEDP, at least 19 new schools will be constructed, and the ambitions on enrolment described in MKUZA and EP 06 indicate a steady growth in the number of students in the primary and secondary schools in Zanzibar. In addition there are ambitious policy targets for growth in the number of children in pre primary, and pre primary will in the future be part of basic education.

Looking back the MoEVT has been and still is engaged in operative decisions at the district and school level that date back to the time when there were few schools and before the time the District Education Offices were established (1975).

The consultant report "Assessing Managerial Capacities" points to the underutilization of the District level in the way the education sector is managed today:

The District Offices visited were very poorly equipped with limited or no transport facilities to visit schools. As for staffing, each Office is in principle headed by a DEVTO (District Education and Vocational Training Officer) assisted by a DEO (District Education Officer), plus a limited number of officers in charge of specific education areas such as Adult Literacy and Alternative Learning, Vocational Education, Sports etc. The total staff employed in the Districts visited varied between three and five, but in bigger districts the numbers can go up to seven or eight.

Under the present circumstances, it is not clear what the decentralized levels of administration are really adding that could make the education service delivery more efficient. Their most useful contribution seems to be in visiting schools and other education institutions regularly (if at least they have transport and operational funds).

Seen from that angle, their role – if adequately streamlined and properly integrated within the overall education management system – is close to that of a supervisor who has to control but also support schools in order to make sure that they are functioning well. However other actors are also supposed to visit schools for more or less similar purposes, e.g. the inspectors who are, for the time being, all stationed at central level, either in Unguja or in Pemba, who are insufficient in number and who are too far away from the schools in order to be able to visit them regularly. There seems to be general agreement that the supervision system in Zanzibar (which has both an administrative and a pedagogical dimension and in both cases a control and support function) is not functioning well. (Assessment of Management Capacities, report prepared for the MoEVT, March 2007, p. 20)

Now new tasks at the national and strategic level need to be handled by the Ministry, ZEDP is one example of such tasks. The Ministry therefore needs to free up time and resources to manage these tasks. Therefore the MoEVT needs to stop engaging in some of the tasks that can be handled at the regional, district or school level. The Technical Working Group has identified 35 key work processes in the education sector, analysed 30 of them (the rest will be analysed during planned meetings in August). We have described who is doing what part of the work process today, and proposed changes in some of them, which will free up time for the MoEVT to focus on the kind of tasks at the national and strategic level that only the MoEVT can handle. There are surely more work processes that need to be identified, and the Technical Working Group ask that this be done in the period up to August, so that all relevant work processes can be analysed as part of the preparation of the ZEDP.

## **Identification of key work processes and tasks in the Education sector**

The Technical Working Group has identified 3x processes in the Education sector, and in the time available for meetings in June analyzed 3y of these. Below is an overview of the identified work processes:

### IDENTIFIED WORK PROCESSES

(sorted alphabetically and numbered for easy reference)

Processes that have been analyzed are marked with \*, and processes the 13 processes where change has been proposed are marked with @

All in all change is proposed to 13 of the processes. Of these 13 proposed changes, priority is given to 6, which are marked in **bold italics**

1. ***Apply to move a student into new school when parents move***\*@
2. Construction of new schools\*
3. ***Deployment of already employed teachers***\*@
4. Education project planning and implementation\*
5. Education sector planning\*
6. Emergency preparedness\* -new process not done today
7. ***In service training Head teachers – Diploma in Management and leadership***\*@
8. In service training for Civil service employees\*
9. Informing staff, parents and stakeholders\*
10. Inspection\*@
11. Major maintenance\* @
12. Minor maintenance\*
13. ***National Common Examinations for Basic Education***\*@
14. ***NGOs establishing an education service***\*@

15. Overview and coordination of NGOs delivering education services
16. Payment from school accounts\*
17. Payment of fixed, regular allowances\*
18. Payment of salaries\*
19. Pedagogical management of teachers (support, coaching, mentoring, supervision)
20. Planning, budgeting and financial management\* @
21. Planning school year – school calendar
22. Policy development – planning and implementation
23. Promotions\*
24. Provision of consumables – school level\*
25. Provision of consumables – regional level\*
26. Provision of textbooks and learning materials\*
27. Provision of infrastructure and equipment for Regional and District Education Officer levels
28. Record keeping, statistics and data management\*
29. Recruitment of graduates from TTC and universities to teacher position\* @
30. Retirement\*
31. School development planning\*
32. School health\* @
33. School level teacher development\* @
34. Staff disciplining\*
35. Student disciplining
36. Student enrolment\*
37. **Teachers leave\* @**
38. Transport\* @
39. Travel in Zanzibar, mainland and abroad
40. Water and sanitation facilities in the school\* @

The 13 changes proposed by the Technical Working Group are all to decentralize the part played by MoEVT to the regional, district or school level. The detailed descriptions of the work processes are not included in this report due to space limitations, but are available from members of the Technical Working Group or Mr. Abdulla.

The Group does not think that it has been able to identify all the work processes in the Education sector. Our guess is that there are probably 10 to 20 work processes that we have not identified, maybe more.

The Working Group has analysed the work processes to the best of our knowledge. We do not think that we have all the details correct in the 34 work processes that we have analyzed. If the MoEVT chooses to use this approach in its further work on Education management and decentralization, we recommend that this is done through the following steps:

1. Identify all relevant work processes, there may be more than the 40 we have identified
2. Analyse the chosen work processes following the model used by the Technical Working Group
3. On the basis of this analysis, propose what processes can be changed/decentralized

We hope the work of our TWG will be useful in carrying this work forward.

### **Description of key work processes in the Education sector, who does what and proposed changes**

The group has developed a format to use when analysing how work processes and tasks are being carried out today. This analysis is then used as a basis to propose which part of a work process can

be transferred to other levels and actors in the Education system. The focus has been to identify tasks that can be transferred from the Ministry to free up time for the Ministry to focus on the core national and strategic tasks that can only be done by the Ministry.

There seems to be enough clear signals in the policy documents on decentralization, and there are enough reports proposing that some tasks be delegated from the Ministry to other levels of the Education system. Our approach has been to bring forward concrete proposals, so that the Ministry may, if it so wishes, move from words to decisions in this field. In Part VI the descriptions of each process have been compiled.

**Part V Program to support the implementation of the changes proposed in part IV**

Below we propose a program to support the implementation of the changes referred to in part IV. This program is made up of 2 parts:

1. Describe main roles and responsibilities and delegated decision making authority in matters of budget and tasks at the REO, DEO and School management level
2. Specific training program to help the receivers of new tasks and delegated authority master the tasks and delegated authority.

As soon as a decision has been made at the Ministry of what tasks and decision making authority should be delegated, to what level and when this delegation is going to happen, description of roles, responsibilities and delegated authority in matters of task and budget will be developed. This should be done by a Technical Working Group with representatives of MoEVT, the unions organizing the affected personnel group and one representative from each affected personnel group. The group will be supported by a designated person from the MoEVT, alternatively a consultant. The Group will get a period of 4 months to complete its task.

When this group has completed its work, a specific training program should be developed to support the receivers of delegated authority perform the new tasks well. This training program could be developed by the same Technical Working group referred to above, if needed strengthened with a training specialist, or the task of designing the training program could be given to a new Technical Working group.

**Example of analysis of one work process and proposed change**

<b>WORK PROCESS AND TASKS</b>	<b>PROPOSING AUTHORITY</b>	<b>DECISION MAKING AUTHORITY</b>	<b>IMPLEMENTATION RESPONSIBILITY</b>	<b>TECHNICAL WORKING GROUP'S PROPOSED CHANGE</b>
<b>Work Process:</b> Teacher leave application				<b>Change proposed</b>
<b>Tasks:</b> 1. Teacher applies to MoEVT/Head Office Pemba and sends application to DEOVT	Teacher	PS MoEVT	PS MoEVT	<i>Proposed change: Decision making authority and implementation responsibility to be delegated from PS MoEVT to REO</i>
2. Head teacher reviews the application, makes his remarks and sends it to DEO				
3. DEO reviews application, proposes to accept or reject it and sends it to REO	DEO	DEO	DEO	
4. REO reviews application, endorses or rejects it and sends it to MoEVT/Head Office Pemba	REO	REO	REO	
5. MoEVT/HO Pemba makes decision and send it to REO	MoEVT/Head Office Pemba	MoEVT/Head Office Pemba	MoEVT/Head Office Pemba	
6. REO reads the decision and sends it to DEO	REO	REO	REO	
7. DEO reads the decision and sends it to Head teacher	DEO	DEO	DEO	
8. Head teacher informs teacher of decision	Head teacher	Head teacher	Head teacher	
9. If request is approved, teacher takes leave	Teacher	Teacher	Teacher	
10. Leave benefit is paid	MoEVT	MoEVT	MoEVT	

Proposal: Let the REO make the final decision, stop at step 4, thus cutting steps 5, 6, 7, 8 and 9 of the work process.

## Group 10. ICT

### ICT Group Members

1. Omar Said Ali	Ministry of Education	Chairman
2. Moudline C. Castico	Ministry of Information	Secretary
3. Omar Salum Saleh	Computer for Zanzibar Schools	Member
4. Bakari Ali Silima	State University of Zanzibar	Member
5. Murtalla Mzale	Ministry of Education	Member
6. Barbara Toye-Welsh	CREATE, AKF – Tanzania	Member
7. Shadida Ali	Ministry of Education	Member
8. Mohammed Othman	Ministry of Education	Member
9. Anders Wirak	DECO, LINS, NCG	Group Facilitator

### Contents

Executive Summary  
Definitions  
Acronyms and Abbreviations  
Introduction  
Current Situation  
Objectives  
Strategies  
ICT Implementation Framework  
Challenges  
Recommendations

## **EXECUTIVE SUMMARY**

This strategy undertaking was prepared by the Ministry of Education and Vocational Training in collaboration with development partners. It outlines how information and communication technologies will be adopted and utilized to improve access, quality and equity in the delivery of education services in Zanzibar.

The overall objectives of the plan is to insure that systematic efforts are made towards strengthening adoption and use of ICT in the education sector with appropriate attention given to education development.

Policy documents in the education sector have given considerable attention to priorities related to access, quality, equity and relevance at all levees. This strategic plan considers and proposes that ICT can contribute substantially towards realization of these objectives. In addition, ICT has considerable potential to support implementation of free Primary, Secondary Education and to address emerging challenges such as; overcrowded classrooms, high pupil teacher ratios particularly in densely populated and semi-arid areas, shortage of teachers on certain subjects or areas, and relatively high cost of learning and teaching materials.

This strategy outlines area for integration of ICT in education in Zanzibar in order to address the above mentioned challenges and to secure the position of the nation as concerns the rapidly expanding education requirements and the global economy. The core areas are:

- Professional Development and capacity building
- ICT infrastructure
- Curriculum Integration
- Online Content and Software
- Monitoring and Evaluation
- Legal and regulatory frame work
- Support and development.

These core areas has bee reviewed in detail in the plan to determine challenges, appropriate response and expected output.

## **Definitions**

**ICT-Mediated Instruction** refers to instruction delivered via a technological channel such as television, radio, or a computer and network.

**Information and Communications Technology** (ICT) includes both telephony and computer technology in the same word. It serves to describe the convergence of Information Technology (IT) and Telecommunications (Telecom) technologies into a new integrated medium within which information and digital media are created, distributed and accessed.

**Interactive Radio Instruction** (IRI) is a distance education system that combines radio broadcasts with active learning to improve educational quality and teaching practices. IRI has been in use for 25+ years and has demonstrated it can be effective on a large scale at low cost.

**On-line Learning and E-learning** are terms that describe the application of information and communication technologies (ICTs) for the delivery of distance education via the Web or the computer.

**Virtual Learning Communities** are learning groups based on shared purpose. Through ICT, learners can be drawn together from almost anywhere; they can construct their own formal or informal learning groups. Such communities may transverse barriers of time, geography, age, ability, culture, and social status. For example, the UNICEF Voices of Youth website at <http://www.unicef.org/voy> offers opportunities

for teachers and students to participate in discussions on current global issues, such as the effects of war on children; take part in interactive global projects; and exchange experiences about the use of ICT in education.

## **Acronyms and Abbreviations**

DLA	Distance Learning Alternative(s)
DTT	Digital Terrestrial Television
DVB	Digital Video Broadcasting
DVB-RCT	Digital Video Broadcasting – Return Channel Terrestrial
DVB-T	Digital Video Broadcasting – Terrestrial
EFA	Education For All
EMIS	Education management Information System
GICT	Global Information Communication Technology
ICT	Information Communication Technology
IRI	Interactive Radio Instruction
MDG	Millennium Development Goals
MKUZA	Zanzibar Poverty Reduction Plan 2006
MoEVT	Ministry of Education and Vocational Training
NEPAD	New Partnership for Africa Development
NGO	Non Government Organization
PC	Personal Computer
PDA	Personal Digital Assistant
PPP	Private Public Partnership
SMC	School Management Committee
SUZA	State University of Zanzibar
TC	Teacher Resource Center
UNESCO	United Nations Educational, Scientific and Cultural Organization
ZEDCO	Zanzibar Education Development Consortium
ZEDP	Zanzibar Education Development Program
TOT	Training Of Trainers

## **Introduction**

Information and Communication Technologies (ICTs) are technologies used to communicate, create, manage, and distribute information. A broad definition of ICT includes computers, the internet, telephone, television, radio, satellite, copiers and audiovisual equipment.

The ability for users to communicate, collaborate and exchange information online is especially important for the Education Sector. In this context, ICTs typically refer to audiovisual equipment, television, satellite, computers, computer networks and the internet. Increasingly other devices are being used for network or internet access, such as, hand held portable or digital assistants (PDA) and mobile phones.

This program for ICT in education is a roadmap towards the development of ICT teaching and learning programmes for the Zanzibar schools and learning institutions. ICT is an effective tool of development for individuals in this era of knowledge economies and economic globalization and impacts everyone.

Throughout the world, ICT is changing the face of education. It is changing the nature of work and the workplace. This means that education systems must adequately respond. A precondition is an educational force of computer literate individuals. Zanzibar has been left behind in social economic development compared to other countries around the globe.

To catch up, Zanzibar needs to embrace ICT as a means of innovation and knowledge sharing. This means it must build up its capacity to use ICT, starting in the classroom. Schools should play the critical role of making Zanzibar communities ICT competent. Learners must master the use of ICT as well as the technology and language of ICT. It provides educators with a powerful tool to enhance learning opportunities for students and professional development opportunities for teachers. The use of ICT will enable learners to use ICT as a resource for learning. Teachers on their part will use ICT as a resource for teaching and communication. ICT as a technology and a language has the potential for creating job opportunities for many young people. For knowledge workers, it is a tool for research and information dissemination. The importance of policy and strategic framework for ICT in education cannot be over emphasized.

## **Current Situation on ICT in Zanzibar**

In preparation for the ICT Policy in Education, a baseline Study was conducted in year 2005 to determine the current state of ICT in the Education Sector. The following are some of the important findings:

### **1. Teacher Training**

Nkruma Teacher Training College is the oldest and main teacher training college in Zanzibar. The College has 3 computers available for staff and student use. These computers are not used in the practice of teaching and learning. The computers are used for basic computer applications such as word processing and creating spreadsheets rather than as a teaching tool. There was no internet access at the time of the Baseline Study however it was mentioned that internet service would soon be available.

### **2. Teachers Resource Center**

There are nine Teachers' Resource Centres (TC) in Zanzibar; five located on Unguja and four on Pemba. Each center has a cluster of schools within its zone making the teacher center a focal point for in-service training and the production of curriculum resources. Each center has a small library and facilities to produce visual aids and learning material. Most Teachers' centers use computers for word processing and simple record keeping. None of the centers use computers for producing visual teaching materials. The computers are relatively new and most are running Windows XP.

All of the TCs have a video camera, video player and a printer. Four TCs have a television; one TC has a radio; another TC has a scanner; another has a telephone; none of the TCs have internet, projector, or a photocopier. Three of the TCs do not have electricity. The TCs employ 55 teaching staff and 44 non-teaching staff. 53 of the 99 staff use computers at a fundamental skill level. Miti-Ulaya, TC, has trained staff in ICT to an advanced level.

### **3. ICT in Primary and Secondary Education**

Unguja and Pemba have 298 public schools located in 10 districts. It was found that less than 20% of schools have computers. Of these, the number of computers is small; one or two in each school. Only 13 (5%) of schools offer any ICT training and less than 3% use ICT in teaching. Of the 7,534 teachers, 268 (5%) are trained in ICT and are ICT literate; 17 of the 47 schools with computers have an ICT coordinator with varying degrees of experience. With 349 computers available in schools, the ratio of the computers to student ratio is low.

### **4. Maintenance and Electricity**

From the EMIS database which has up to 2006 statistics, it shows 23(7%) of the 349 computers were found not to be working. Several printers, photocopy machines, televisions, videos, UPS, and air condition units were in need of repair. 51 (14%) of schools have air conditioners and 180 (50%) of schools have fans in computer rooms. 73% of schools have no electricity; 22% are on the national grid; 3% use a generator; and 2% use solar power. There are 199 UPS units to protect computers and printers against power surges.

### **5. Private Training Providers**

There are 15 private training providers in Zanzibar. Some of these organizations offer internationally recognized qualifications such as International Computer Driving License (ICDL) and CISCO (CCNA). All the centers offer basic training in computer applications. 90% of the centres are in urban West of Unguja. All the centres offer basic training in computer applications. Most training providers have internet access.

### **6. Internet Cafes**

According to the baseline study of 2005, there are 54 internet cafes in Zanzibar of which 95% are located in urban west region of Unguja. The internet cafes have 216 computers averaging 4 computers in each center.

### **7. Internet Service Providers**

There are two Internet Service Providers in Zanzibar with 1200 subscribers. They offer both wireless and dial-up access. Dial up costs are USD 35 per month and wireless is USD 50 per month per computer.

### **8. Status of ICT Policy**

The Zanzibar ICT Policy still on paper work under the Ministry of Information Culture and Sports. The absence of this document has affected the growth of ICT initiatives in Zanzibar,

## **Policy Statement**

The ICT to be introduced as a tool to enhance and support learning in education sector.

### **Objectives**

- To ensure that we have National ICT Curriculum in education (primary, secondary, college and tertiary education).
- To insure the teachers in service have ICT Training program on place (Training and Upgrade existing teacher)
- To insure the availability of ICT infrastructures on place, i.e. computers, printers, scanner, DVDs, TVs, Digital Cameras, Multimedia projectors, PDAs, VCRs, connectivity, etc; that also shall includes Intranet (networking) in and between schools and have school management and recordkeeping databases e.g. School net, Web CT.
- Promote and expand the use of Information and communication Technology for education Development.

## **Strategies**

- Training and upgrading teacher skills in ICT.
- Raising community awareness on the importance of ICT.
- Utilizing ICT facilities in teaching and education management.
- Equipping teacher centers with ICT facilities and connectivity.
- Integration of ICT in Education and Digital Content.
- Connectivity and Network Infrastructure in educational institutions.
- Promote ICT education Country wide.
- Enhance Educational Management Information Systems.
- Develop a project under the rural Electrification Programme.
- Partnership and resource mobilization in education Sector.
- Pedagogical Legal and Regulatory Framework.

- Research and development of ICT in education

Monitoring and Evaluation the entire system.

- Monitoring and Evaluation the entire system.

## • ICT Implementation Framework

NO	STRATEGY	ACTIVITY	EXPECTED OUTCOMES	TIME FRAME	ACTORS	QTY	SITES	UNIT COST	TOTAL AMOUNT (\$)
1.0	<b>TRAINING AND UPGRADING TEACHERS SKILLS IN ICT</b>								
1.1	<b>Provide education managers with access to ICT tools to enable them to better deliver education services</b>								
1.1.1		Conduct ICT training for education managers	Number of education managers trained	5 years	MoEVT, CZS	2000	1	150,000	
1.1.2		Provide ICT facilities to education managers	ICT equipment given to education managers	5 years	MoEVT, CZS	2000	1	300,000	
1.1.3		Provide educational managers with access to information	Types and variety of information used	5 years	MoEVT	12	1	2,500,000	
1.1.4		Provide ICT exchange programs at national and international level	Number of education managers exchanged	5 years	MoEVT	50	5	300,000	
1.2	<b>Build capacity for TOT and teachers to facilitate the use of ICT in education and ICT education at every level of education</b>								
1.2.1		Train teachers with ICT experience as master teachers to train trainers of teachers	Number of ICT Master teachers trained to support integration at national and district level (at least 10)	5 years	MoEVT, SUZA, Technical Colleges, TCs	20	1	150,000	
1.2.2		Training of Trainers	Number of trainers trained to under take ICT teacher training	5 years	MoEVT, SUZA, Technical Colleges, TCs	20	1	180,000	
1.2.3		Conduct training of basic ICT skills to teachers	Number of teachers trained from the programme	5 years	MoEVT, SUZA, Technical Colleges, TCs	500	10	50,000	

1.2.4		Conduct in-servicing for teachers on Multimedia Content (radio and video)	Number of in-serviced teachers	5 years	MoEVT	2,000	10	110,000	
1.2.5		Provide ICT exchange programs at national and international level	Number of master teachers and teachers exchanged	5 years	MoEVT	50	5	150,000	
<b>RAISING COMMUNITY AWARENESS ON THE IMPORTANCE OF ICT AND CONTROL.</b>									
5.3	Develop mechanisms for disaster recovery of information/data and sensitize the staff at all levels of MoEVT on legal, safety, privacy, and security of ICT equipment, data and information								
5.3.1		Develop disaster recovery guidelines for information and data	Guidelines for recovering information and data	6 months	MoEVT	1	1	900,00	
6.2.1		Sensitization of the community on the ICT mainstreaming in education institutions	Number of sensitizations done to encourage community to contribute to ICT education	Annual	MoEVT		1	7,000,000	
5.3.2		Sensitization workshops held	Number of workshops on ICT integration	Annual	MoEVT	10	1	700,000	
5.3.3		Development of standards on privacy and protection of community values	Standards in use	6 months	MoEVT	1	1	500,000	
5.3.4		Develop Specification Manual	Uniform platform that allow integration and interoperability of most applications useful in the content delivery and ICT education	Annual	MoEVT, national and international agencies.		1	240,000	
5.3.5		Specification Review; Choice of Sustainable Technology	Review Team formed	Every 6 months	MoEVT	10	1	250,000	
5.4	Evaluate and assess appropriate software and related applications that would met the basic needs of education								
5.4.1		Stock take existing software developments in the education sector	Inventorizing of education software	Annual	MoEVT		1	100,000	
5.4.2		Pilot selected software in education sector	Workshop Reports	6 months	MoEVT	20	1	250,000	

<b>5.5</b>	<b>Regulate accreditation of institutions offering examinations and certification of ICT learning programs in all relevant institutions</b>								
5.5.1		Accreditation of ICT training body formed	Accreditation of institutions offering ICT training	12 months	MoEVT	1	1	100,000	
5.5.2		Develop strategy for course transitions from one level to another	Strategy for course transitions from one level to another	6 months	MoEVT		1	900,000	
<b>2.0</b>	<b>INTEGRATION OF ICT IN EDUCATION AND DIGITAL CONTENT</b>								
<b>1.3</b>	<b>Develop sufficient capacity for curriculum and content developers for integration of ICT within the education sector</b>								
1.3.1		Train curriculum and content developers on ICT skills	Number of content developers trained on ICT integration skills	5 years	MoEVT	45	1	100,000	
1.3.2		Conduct curriculum review workshops	Number of workshops held (10)	5 years	MoEVT	10	1	900,000	
1.3.3		Conduct content developer workshops	Number of workshops held (10)	5 years	MoEVT	10	1	300,000	
<b>1.4</b>	<b>Build capacity in model institution for integration of ICT in education</b>								
1.4.1		Train staff in model institution for ICT integration	Number of staff trained on ICT integration	2 years	MoEVT	10	10	900,000	
1.4.2		Development of training modules for use in ICT integration	ICT Integration Modules developed for training of teachers/lecturers	1 year	MoEVT	10	1	3,000,000	
1.4.3		Review of developed modules for use in ICT integration	Number of reviews done on developed modules	Annual	MoEVT	10	1	500,000	
<b>1.5</b>	<b>Introduce Computer Science in One Secondary School in Each District</b>								
1.5.1		Provide curriculum in Computer Science	Curriculum in Computer Science	2 years	MoEVT	20	1	900,000	
1.5.2		Train staff for Computer Science	Number of teacher trained	2 years	MoEVT	100	1	900,000	
<b>4.0</b>	<b>PROMOTE ICT EDUCATION COUNTRY WIDE</b>								

<b>2.2</b>	<b>Promote ICT education and Innovations country wide</b>								
2.2.1		ICT related contests at different levels of education. (ICT Champions)	ICT Contests held within the planned period (5 years)	Annual	MoEVT, Developing Partners	5	1	7,000,000	
2.2.2		Initiate recognition Program for the teachers who maximize the use of ICT in Education.	Recognition program held.	Annual	MoEVT, CZS, Development Partners	10	10	7,000,000	
2.2.3		Facilitate benchmarking to enable continuous innovation	Number of ICT products adopted/ratified and standardized as models for use in schools	5 years	MoEVT, Developing Partners	5	2	600,000	
2.2.4		Institute educational Technology magazine that will inform stakeholders on emerging trends and use of new technology in education	Magazine developed	Annual	MoEVT, Development partners	2000	1	20,000	
<b>5.0</b>	<b>PARTNERSHIP AND RESOURCE MOBILIZATION IN EDUCATION SECTOR.</b>								
<b>3.1</b>	<b>Promote and facilitate public and private sector partnerships to mobilize resources to equip education institutions and investment in ICT in education sector</b>								
3.1.1		Develop communication strategy for public/private sector partners	Strong partnership of public and private sector for ICT in education	6 months	MoEVT, CZS, development partners	1	1	400,000	
3.1.2		Acquisition strategy on ICT equipment for education institutions and community learning centers	Acquisition strategy for ICT equipment. Budget to reflect on ICT Education needs	6 months	MoEVT, CZS, Development partners	1	1	500,000	
3.1.3		Stimulate interest in and ownership over the resource through publicity	Strong ownership of ICT initiatives	Annual	MoEVT, International Partners		1	3,000,000	
3.1.4		Acquisition and distribution of ICT equipment for education institutions and community learning centres	Number of educational institutions and community centres equipped with ICT equipment	Annual	MoEVT, CZS, Development partners.		800	120,000	

<b>4.1</b>	<b>Develop modalities for cost-reduction of ICT products and services</b>								
4.1.1		Influence on academic licenses offered to education institutions	Reduced or cost effective acquisition of software for use in education sector	Annual	MoEVT	1	1	1,260,000	
4.1.2		Develop fundraising strategy	Fundraising strategy put in place	6 months	MoEVT	1	1	1,000,000	
<b>4.2</b>	<b>Align ICT initiatives in education with MKUZA, Millennium Development Goals, and New Partnership for Development (NEPAD) e-schools</b>								
4.2.1		Participate in NEPAD e-Schools Task Force Committee	Membership in NEPAD e-Schools Technical Team	Annual	MoEVT		1	200,000	
4.2.2		Prepare a documentary of ICT education initiatives	Documentary prepared of ICT education initiatives	Annual	MoEVT		1	200,000	
	<b>EQUIPPING TEACHER CENTERS WITH ICT FACILITIES AND CONNECTIVITY</b>								
<b>6.1</b>	<b>Provide ICT equipment to educational institutions (primary schools, secondary schools, tertiary institutions)</b>								
6.1.1		<b>Develop ICT equipment deployment mechanism</b>	<b>Developed criteria for deploying ICT equipment to education institutions</b>	<b>6 months</b>	<b>MoEVT</b>	<b>1</b>	<b>1</b>	<b>900,000</b>	
6.1.2		<b>Deploy ICT equipment to schools and institutions</b>	<b>Number of institutions with adequate ICT equipment</b>	<b>5 years</b>	<b>MoEVT, Developing Partners</b>	<b>25</b>	<b>200</b>		
<b>6.2</b>	<b>Encourage cost sharing in the establishment of schools and ICT infrastructure</b>								
6.2.2		Infrastructure constructed by community for ICT use	Laboratories built by the community	Sustained	MoEVT, PTA	10	1	250,000	
6.2.3		Acquisition strategy on ICT equipment for education institutions and community learning centers	Acquisition strategy for ICT equipment	6 months	MoEVT		1	500,000	
6.2.4		Acquisition and distribution of ICT equipment for education institutions and community learning centers	Number of educational institutions and community centers equipped with ICT equipment	Annual	MoEVT, CZS.	25	250	40,000	

<b>CONNECTIVITY AND NETWORK INFRASTRUCTURE IN EDUCATION INSTITUTION</b>									
7.1	<b>Provide networking facilities to education institutions (Computer Labs – LANS)</b>								
7.1.1	Establish Labs	Number of Computer Labs established	5 years	MoEVT Developing Partners	2	250	1000,000		
7.1.2	Establish networking for Labs	Number of networked Computer Labs	5 years	MoEVT Developing Partners	2	250	200,000		
7.1.3	Maintain Labs	Schools with a program to maintain their Labs	5 years	MoEVT, Developing Partners	2	250	2,900,000		
7.2	<b>Facilitate the provision of connectivity to education and training institutions through an e-rate established with a service provider</b>								
7.2.1	Establish e-rate for connectivity in education sector	e-rate strategy developed	6 months	MoEVT Developing Partners	1	1	100,000		
7.2.2	Connecting Education Offices to intranet and Internet	Number of Education Offices country-wide connected to Internet	1 year	MoEVT, Developing Partners	10	10	350,000		
7.2.3	Connecting Education Institutions and Community Centres to Internet	Number of technicians trained	3 years	MoEVT	1	250	180,000		
7.3	<b>Facilitate and support establishment of a national educational portal</b>								
7.3.1	Create a national education portal	National education portal established	3 years	MoEVT, Developing Partners	1	1	95,000,000		
7.3.2	Establish e-learning networks and discussion groups for teachers	e-learning network and discussion group established for teachers	5 years	MoEVT	1	1	20,000,000		
<b>DEVELOP PROJECT UNDER THE RURAL ELECTRIFICATION PROGRAM</b>									

<b>7.4</b>	<b>Develop a project under the rural electrification programme that will help access power to educational institutions to facilitate wider use of ICT</b>								
7.4.1		Evaluate alternative power sources for islands and rural schools that are remotely distanced from the national grid	Report indicating the available alternative power for use in remotely distanced schools	6 months	MoEVT	1	1	500,000	
7.4.2		Assess the learning institutions without electricity	Assessment report on all education institutions without electricity	6 months	MoEVT	1	1	500,000	
7.4.3		Develop a detailed and coordinated electrification plan	Detailed electrification plan to cover the education institutions without electricity	6 months	MoEVT, Developing Partners	1	1	850,000	
7.4.4		Pilot innovative and sustainable alternative sources of electricity	Number of education institutions piloted with innovative and alternative sources for electricity	5 years	MoEVT, Developing Partners	1	250	850,000	
<b>PEDAGOGICAL LEGAL AND REGULATORY FRAMEWORK</b>									
<b>5.1</b>	<b>Establish laws governing acquisition and use of ICT resources in education, i.e., equipment, private, copyright laws and licenses, etc.</b>								
5.1.1		<i>Develop laws (circulars) to guide in the acquisition and use of ICT resources</i>	<i>Documented safety, security and strategies to protect ICT systems at all levels of education</i>	<i>6 months</i>	<i>MoEVT</i>	<i>1</i>	<i>1</i>	<i>900,000</i>	
5.1.2		<i>Develop guidelines for donations for ICT equipment with safeguards against e-waste</i>	<i>Guidelines for handling donated ICT equipment</i>	<i>6 months</i>	<i>MoEVT</i>	<i>1</i>	<i>1</i>	<i>900,000</i>	
5.1.3		<i>Conduct legal clinics on intellectual property rights</i>	<i>Number of legal clinics conducted in regard to protection of innovation and local ICT products</i>	<i>5 years</i>	<i>MoEVT, Universities, TCs, Developing Partners, cosoza, legal office.</i>		<i>1</i>	<i>3,000,000</i>	
<b>5.2</b>	<b>Establish a legal Authority to spearhead leadership in ICT education</b>								
5.2.1		Establish authority to spearhead ICTs in education	Authority established to spearhead ICTs in Education	6 months	MoEVT	1	1	900,00	

5.2.2		Establish controls at all levels of ICT integration to avoid abuse of school-based ICT systems and ICT related crimes	Control guidelines of security measures in use of ICT infrastructure and content within data networks	Annual	MoEVT	1	1	900,000	
<b>RESEARCH AND DEVELOPMENT OF ICT IN EDUCATION.</b>									
7.5	<b>Source special hardware (computers) and software for learners with special needs</b>								
7.5.1		Research special needs requirements	An assessment report detailing available and scope of special needs in the sector	6 months	MoEVT, Developing Partners	1	1	500,000	
7.5.2		Facilitate ICT equipping for special needs education institutions	Number of special needs education institutions equipped with ICT	5 years	MoEVT, Developing Partners	20	1	850,000	
2.1	<b>Facilitate and support research and development</b>								
2.1.1		Develop national Educational databank of research materials	Number of research materials digitalized for access by general public	5 years	MoEVT, Developing Partners	170,000	1	300	
2.1.2		Provide access to information that reside in the educational databank	Portal site developed to help facilitate access of research materials	1 year	MoEVT, Development Partners	1	1	7,000,000	
2.1.3		Monitoring and Evaluation implementation	Number of research undertakings as a means of checking evaluation of ICT initiatives in education	5 years	MoEVT, Developing Partners		1	2,500,000	
<b>ENHANCE EDUCATIONAL MANAGEMENT INFORMATION SYSTEMS</b>									
8.1	<b>Facilitate establishment of an effective EMIS</b>								
8.1.1		Acquisition of necessary infrastructure to allow dissemination and sharing of	Server and associated software for access of data and information	2 years	MoEVT, WB	2	2	3,700,000	

		available data and information							
8.1.2		Development of education statistical booklet on performance of education indicators	Hard copy and soft copy availability of educational statistical booklets	Annual	MoEVT	1000	1	500	
8.1.3		Workshop forum on education data access, use and performance indicators	Number of workshops held on EMIS	Annual	MoEVT	5	1	500,000	
<b>MONITORING AND EVALUATION OF THE ENTIRE SYSTEM</b>									
8.1.4		Monitoring and Evaluation of EMIS	Monitoring and evaluation of the EMIS systems with necessary recommendations	Annual	MoEVT, WB	5	1	900,000	
9.1.1		Development of Instruments to monitor interventions proposed in the strategy	Instruments for monitoring developed	6 months	MoEVT, ICT	20	1	900,000	
9.1.2		Printing instruments for Monitoring and Evaluation	Instruments printed	Annual	MoEVT, ICT	250	1	500	
9.1.3		Data processing and analysis	Data capture and analysis	Annual	MoEVT, ICT	250	5	5,000	
9.1.4		Report writing and printing	Monitoring and Evaluation Report	Annual	MoEVT, ICT	100	5	5,000	
9.1.5		Dissemination and stakeholder briefing of intervention status	Dissemination of monitoring report and stakeholder forums.	Annual	MoEVT, ICT	5	1	500,000	

## Challenges

- **Digital divide:**

A growth of the ICT creates disparity called digital divide. The digital divide could be in the local geographical level like urban and rural areas, or in the global level, where developed countries became more advanced in technology than the less developed. Indeed, the division may be in the demographic form like to have more access to the technology than others. For examples, between young and older people, or men and women, or in the economic level, like poor people have less access than rich people. Most of the internet users are young males and the most activities they do are games and web browsing. The digital divide is also apparent among geographical regions, income and education levels, and racial. Insufficient information and communication infrastructure, high access costs, and literacy, limit the benefits of ICT to the better off urban segments of population to the detriment of the poor and rural areas. Therefore, to avoid the danger

caused by digital divide, the Tanzania Government was advised to put in place policy framework that enabled sectors such as telecommunications, information or broadcasting to work together where the expected benefits will empower other sectors like education, health, governance or agriculture through the appropriate development and application of ICT (MCT 2003). Equally, the Zanzibar Government has considered such arguments and has suggested close partnership between public and private sector to quicken the development of ICT between urban and rural area (ZPRP 2000)

- **Infrastructures.**

A quality internet service needs a reliable infrastructure for both users and the Internet Service Provider (ISP), access must be reliable. If you can get the web to everyone, but your infrastructure is unreliable (always going 'down'), or you are using unreliable ISP, your users will become very frustrated, very fast. Also the cost of electronic hardware required to facilitate Pedagogical programmes and the problem of access have frustrated instruction developers and advocates of electronic media.

The access to the internet requires many factors, including telecommunication infrastructures, this why many developing countries are reported to face big challenges in this sector.

Based on these descriptions, the challenge that may face organizations planning to have effective use of ICT in Education is getting a reliable infrastructure, which is costly. These infrastructures include getting secure buildings, sufficient number of computers, maintenance charges and monthly charges for the internet services. This implies that, those challenges could be a major setback in use of ICT in the Educational programme, which will prevent the said benefits of integrating ICT in Education from being achieved.

- **Curriculum**

Integrating ICT with Education will require the curriculums being changed because ICT must be among the taught subjects in that programme.

When an implementation of technology is addressed to education, logically the curriculum content likely should be changed. Indeed, curricula innovations should go hand-in-hand with ICT implementation. Changing a curriculum by adding new subjects logically will require additional tutors for that subject. Thus, the challenge that will face an organization will be getting the sufficient numbers of IT personnel to fit the new demands. For example, to integrate ICT in the Zanzibar Curriculums, the MoEVT would need to ensure that the ICT instructors are available for all the nine TCs, in which the programmes will take place.

- **The English language**

Understanding of the English language can be considered as a key factor in the effective use of ICT in Educational programme in Zanzibar. This is because; the English language is a governing language in the internet, the estimation shows about 80 percent of online content is in English. English is the post primary language of instruction in Zanzibar, but there are difficulties facing students during the switching over of language of instruction from Kiswahili at the primary level to English at the secondary level. This means that the students may face this language problem in their ICT courses. Thus the challenge that may face the MoEVT in improving those students with lower command of the English language is to ensure that the goal of getting access to online materials and exchange of experiences with other teachers in the world is achieved.

## **Recommendations**

The ability to transmit data over the information and communication infrastructure is a crucial resource for any national, to participate effectively in the global information society and to address development challenges.

The following recommendations are suggested:

- MoEVT should establish independent Department of ICT which will be leaded by its own Director to oversee the development of ICT in Education.
- MoEVT should put the standard guidelines for software and hardware, i.e., provide a list of recommended software: open source;
- Design standard layout for computer rooms
- Establish strong PPP – Public Private Partners to help and support ICT integration in Education.
- Establish helpdesk support system that is responsive and accessible
- Involve community in development of ICT initiatives.
- The ICT programs should be sensitive in community and Gender.
- Introduce a Champion Programme for Best ICT Teacher
- Introduce new technologies such as the wind-up laptop
- Assess Computer Studies as a subject, i.e., computer studies
- Integrate ICT throughout curriculum as assessment tool, i.e., story using word processing; chart for Physics; drawing for Science
- The MoEVT should have the Budget to reflect on ICT Education needs.
- Introduce new innovations for electrification and power management.
- Arrange Study Tours and Exchange Programs with countries that have a School Net: Uganda, Kenya, Namibia, Nigeria, and South Africa.
- Setup regional ICT support centers equipped with necessary tools addressing issues related to technical support, maintenance, and related capacity building at educational institution.
- Establish national Computer assembling centre in Zanzibar to build computers specifically designed and earmarked for educational institutions.
- Support establishment of mechanisms for disposal of obsolete digital equipment taking into consideration environmental concerns and regulations.
- Improve access to ICT facilities for the educational purposes for students, parents and local community, in partnership with the library and other services, and through the use of school ICT facilities after school hours.
- The further study is needed in giving a really picture in ICT situation in Zanzibar, since the one which is mentioned in the introductory part doesn't show the really situation on 2007.

## **Priority list for the ICT Group**

1. Pedagogical legal and regulatory framework
2. Raising community awareness on the importance of ICT

3. Equipping teacher centers with ICT facilities and connectivity
4. Connectivity and network infrastructure in educational institutions
5. Training and upgrading teachers skills in ICT
6. Utilizing ICT facilities in teaching and education management

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## Group 11: School Health, Nutrition and HIV/AIDS Education

### Group Members:

1. Mr. Rijaal A. Rijaal – Head of Donor Aid Coordination Division (Chairman)
2. Ms. Mshauri A. Khamis – HIV & AIDS Coordinator (Secretary)
3. Mr. Othman Juma Maalim – Teacher Centres (TCs) Coordinator
4. Mr. Abdallah Mohamed Jadi - Programme Developer
5. Ms. Nezerine Boma – UNICEF representative
6. Ms. Fatma B. Bilal – UNFPA representative in Zanzibar
7. Mr. Juma Omar - Ministry of Health and Social Welfare representative.
8. Dr. Titus Tenga, International Consultant (Facilitator)

### Present Situation

The Technical Working Group (TWG) observed that, at present, there is no formal health and nutrition programme in Zanzibar education system. However, some limited health activities are conducted in very few pre-primary and primary schools. In few ‘private’ pre-schools children are screened and some pre-schools such as Kidutani Nursery school have established health centre. School feeding programme is also implemented in some selected pre-schools under which children are supplied with porridge, milk, breads and eggs. The current status of school health and nutrition in the Zanzibar’s pre-schools is captured in the table below:

#### NUTRITION STATUS OF NURSERY SCHOOL CHILDREN- OCTOBER 2005<sup>2</sup>

SCHOOL	NUMBER OF CHILDREN	UNDER WEIGHT	STUNTING	WASTING
MPENDAE	310	19.0%	7.5%	13.8%
JANG’OMBE	151	14.6%	10.6%	10.6%
KIVUNGE	94	30.8%	9.6%	14.9%

At primary education level there is de-worming exercise conducted by the Ministry of Health and Social Welfare (MoHSW). The table below shows, the district coverage of this programme.

### De-wormed exercise – May/June 2006<sup>3</sup>

<sup>2</sup> Table taken from the Country Report Presentation on School Health & Nutrition presented at the International Workshop on School health and Nutrition, at the Institute of Medical Research in Kenya (KEMRI) Nairobi in March 2007 by Zanzibar Delegation represented by Mr Othman Juma Maalim (MoEVT) and Mr. Juma Omar (MoHSW).

District	Schools	Target Children	Children de-wormed	Percentage
SOUTH	15	9,239	9,377	101.49%
CENTRAL	29	19,925	18,436	92.53%
NORTH. A	25	22,801	23,672	103.82%
NORTH. B	14	11,007	10,416	94.63%
URBAN	20	37,712	34,921	92.60%
WEST	29	39,683	42,474	107.03%

The TWG reckoned that School Health and Nutrition Programme was part of the school curriculum in the previous years. In the Country Report Presentation on School Health & Nutrition, presented by Mr Othman Juma Maalim and Mr. Juma Omar from Zanzibar at the International Workshop on School Health and Nutrition, held at the Institute of Medical Research in Kenya (KEMRI) Nairobi in March 2007, it is revealed that the previous school health and nutrition programme included activities like:

- Health and nutrition screening
- Dental services
- Health and nutrition education
- Physical exercises
- De-worming
- Environmental sanitation

On the HIV & AIDS, the TWG has noted that the current prevalence rates of HIV and AIDS in Zanzibar is much lower than the neighbour countries in East Africa. Referring specifically to the 2002 HIV and AIDS Validation Study conducted by the Ministry of Health and Social Welfare in Zanzibar (MoHSW), the group observed that the HIV prevalence rate in Zanzibar was found to be 0.6% and that women showed infection rates that were found to be six times higher than their male counterparts. Those most at risk were identified to be the substance users, commercial workers, men who have sex with men, those working in special circumstances (men in uniform) and mobile population such as traders, fishermen who are usually away from their home for extended periods as well as female domestic employees. Worldwide, it is now a common knowledge that the education sector is undoubtedly one of the most affected sector by the pandemic. The UNICEF's (2002) publication – The Progress of Nations, states that “although HIV affects all sectors, its most profound effects are concentrated in the education sector” (UNICEF 2002: 10). Unfortunately, understanding of how HIV/AIDS is affecting education sector in Zanzibar is generally very limited, because very few studies have been undertaken that specially addresses the actual and likely impacts of the epidemic on the education sector. In particular, little or no studies have been undertaken in schools and colleges themselves. Lack of hard evidence about what is actually happening in schools and colleges makes it impossible for MoEVT to develop a well-conceived strategic responses to the pandemic, which will make a really difference in schools and other educational institutions.

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<sup>3</sup> (Ibid.)

On the other hand, the TWG noted that even though Zanzibar is a low prevalence country, there exists growing concern about the vulnerability of young people in schools and colleges in Zanzibar. Thus, there is a need to put in place programmes that will promote a change in the young people's behaviour so that they are less vulnerable to HIV infection as, so far, there is very little being done in schools and colleges on HIV/AIDS and sexual reproductive health. The only two occasions when Sexual Reproductive Health is taught in secondary schools are in Biology classes in Form II. Students are also taught HIV in Form III in the Civics subject and the Moral Ethics and Environment Studies (MEES), which include HIV/AIDS in those schools where the MEES programme is being piloted. In sum, the TWG has, among others, listed following shortcomings as characterising the sub-sector:

- Lack of policy guideline for HIV/AIDS for MoEVT
- Limited health education and services in schools
- Limited facilities for hygiene, safety and child-friendly environment eg. latrines, sports grounds, water etc.
- Limited provision of food in schools
- Increase in the number Most Vulnerable Children in schools
- Lack of the mechanism or system to support the Most Vulnerable Children in schools

## ***Policy-Direction and Targets***

### **MKUZA**

1. Integrated cross cutting issues into education system. (Gender, environment, population, HIV and AIDS, employment and disaster preparedness)
2. Improved health status including reproductive health survival and well being of children, women and vulnerable groups.
3. Improve sanitation and sustainable Environment.
4. Improve food and nutrition security among the poorest, pregnant women, children and most vulnerable groups

### **EDUCATION POLICY 2006**

1. Clear Policy guidelines on HIV and AIDS education in the education sector shall be developed
2. HIV and AIDS education shall be mainstreamed into Ministry core function
3. Students, teachers and staff infected with or affect by HIV and AIDS shall not be discriminated against, excluded, suspended, expelled or harassed by Education in institutions on the bases of the HIV and AIDS status
4. A multi-sectoral comprehensive approach shall be adopted in promoting a healthy and safe school environment
5. The child's personal health, security and safety shall be essential components of the education programme

### **KEY OPERATIONAL TARGETS**

#### **On HIV/AIDS**

1. Reduced HIV and AIDS prevalence among 15-24 years pregnant women from 1% in 2005 to 0.5% in 2010
2. Reduce stigma surrounding HIV and AIDS" from 76% in 2005 to 60% by 2010
3. Increased the proportion of population with Comprehensive correct knowledge of HIV and AIDS from 44% of women and 20% of men to 80% of general population by 2010
4. Increased condom use among women at last higher risk sex from 34% in 2005 to 80% in 2010.(MKUZA, page 46 Box 7)

On Sanitation and sustainable environment

1. All schools and other public places have adequate sanitary facilities by 2010.
2. Reduced Environmental degradation

On health (food and nutrition)

1. Reduced level of under nutrition amongst children under the age of five
2. Reduced the number of children under the age of five children with stunting from 23% in 2005 to 10% by 2010

**Definition of the Central Concepts**

**Most Vulnerable Children (MVC)**

The TWG agreed to expand and broaden the operational definition for the Most Vulnerable Children (MVC) so that it should include not all orphan children (i.e. children without father and mother) but also children whose parents are either health-wise or economically are not sound. Orphan should include not only children who do not have parents but also those whose parents are very sick or bed-ridden parents that they can not support either their children or their own life

**Long Term Objectives, Annual Programs and Budgets**

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
<b>Component 1: MAINSTREAMING HIV &amp; AIDS EDUCATION IN THE MINISTRY CORE FUNCTION</b>				
<b>1<sup>st</sup> Long-term Objective: HIV &amp; AIDS policy guideline produced by December 2008</b>				
1. Collection and collation of relevant materials and documents (such as policies, strategies, scientific papers) for the development of HIV and AIDS policy guideline	1 <sup>st</sup> – 31 <sup>st</sup> August 2008	DPBR HIV and AIDS unit (3 people)	No Costs	
2. Establish a committee of 10 people (with representation from education stakeholders) with the mandate to develop HIV and AIDS policy guidelines for the MoEVT	By 31 <sup>st</sup> August 2008	DPBR	No cost	
3. Hire 1 consultant (from the region) to work together with and technically support the committee to develop HIV and AIDS policy guidelines	15 <sup>th</sup> -25 <sup>th</sup> September 2008	Principal Secretary	USD5300	
4. Conduct 10 days workshop to develop policy guidelines (11 People,3supporting staff,1consultant and10committee members)	20 <sup>th</sup> -30 <sup>th</sup> October	DPBR	USD9500	
5. Conduct 2 dissemination meetings (one in Unguja and one in Pemba) to discuss the 1 <sup>st</sup> draft. Estimates: 60and 40 (including facilitators from the Committee)participants in Unguja and Pemba respectively	2 <sup>nd</sup> – 4 <sup>th</sup> November	DPBR	USD 15873	

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
6. Approval of the revised draft guidelines Ministry	By 31 <sup>st</sup> December 2008	MoEVT Management Committee	USD 500	
<b>2<sup>nd</sup> Long-term objective: Quarterly sensitization workshop on HIV and AIDS institutionalised to each MoEVT department/units</b>				
1. Printing (600 copies) and distribution of HIV & AIDS Policy guidelines in schools, TCs, Districts and Regional Education offices and MoEVT	By March 2009	DPBR	USD 5300	
2. Decide on and set dates for quarterly HIV & AIDS sensitisation meetings at workplace. Each level, department or unit to decide on their own suitable dates.	By May 2009	Head of the respective department or units / TAC	No cost	
3. Conduct regularly the quarterly HIV & AIDS sensitisation meeting for MOEVT personnel for each Department. (Estimate: 1500 people per year @ 2500 TShs. Refreshment)	June 2009 – June 2015	Head of the respective department or units / TAC	USD 15300	
4. Develop IEC material with different HIV and AIDS messages (3000 Leaflets, T-shirts, 3000 posters, 30000 brochures, kanga etc.)	September 2009- September 2015	DPBR		
<b>Component 2: LIFE SKILLS AND HIV &amp; AIDS EDUCATION IN SCHOOLS</b>				
<b>1<sup>st</sup> Long-term objective: Life skills, Care, Support and HIV &amp; AIDS syllabus developed by December 2008</b>				
1. Hiring consultant to review four life skills manual	By 31 <sup>st</sup> Aug 2008	DPBR	USD5300	
2. Hiring consultant to develop life skills manual	By 31 <sup>st</sup> Oct 2008	DPBR	USD3050	
3. Hiring consultant to develop peer educator life skills booklets	By 31 <sup>st</sup> Oct 2008	DPBR	USD5300	
4. Hiring consultant to review TTC MEES	By 31 <sup>st</sup> Oct 2008	DPBR	USD5300	
5. Hiring consultant to develop life skills for pre-service course	By 31 <sup>st</sup> Aug 2008	DPBR	USD5300	
6. Establish a committee of 6 people to review and develop a syllabus for Life skills, Care & support, and HIV & AIDS for pre-primary, primary, secondary and teacher education	By 31 July 2008	DPBR	No cost	
7. Review and develop a syllabus for Life skills, Care & support, and HIV & AIDS. Estimate: 4 weeks – one week for each sub sector above)	By 31 <sup>st</sup> Oct 2008	DCE	USD 14,000	
8. Circulate the draft proposal for a new syllabus to the key stakeholders and community for comment	31 <sup>st</sup> Nov –Dec 2008	DCE	No cost	
9. Incorporate the comments from stakeholders and finalise the draft proposal of syllabus (Estimate: 2 days for the 6 committee members)	By 15 January 2009	DCE	USD 4500	
10. Approval of a revised new syllabus by the MoEVT	By 28 Feb 2009	MoEVT Management Committee	USD 500	
<b>2<sup>nd</sup> Long-term objective: New syllabus on Life skills, Care, Support and HIV &amp; AIDS mainstreamed in pre-primary, primary, secondary and Teacher Education by December 2009</b>				

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
1. Printing (1000) copies and distribution of the new syllabus to pre primary, primary, and secondary schools and Teacher Education Colleges	By 31 May 2009	DPBR	USD12700	
2. 1-day dissemination workshop of the new syllabus on the Life skills, Care & Support and HIV & AIDS for each pre- and other education stakeholders involving 40 participants each. (i.e. 4 workshops @ 40 participants) primary, primary, secondary and teachers education to MoEVT staff	By 31 <sup>ST</sup> June 2009	DCE	USD13000	
3. Development of Teachers' Guidelines on Life skills, Care, & Support and HIV & AIDS for pre-primary, primary education and secondary (Estimate: 6 participants for 9 days)	By 31 July 2009	DCE	USD17000	
4. Approval if the new Teachers' Guidelines on Life skills, Care, & Support and HIV & AIDS for pre- primary and primary education and secondary. By the MoEVT	By 31 Aug 2009	MoEVT Management Committee	USD500	
5. Printing (1000 copies) and distribution of Teachers' Guidelines on Life skills, Care, Support and HIV & AIDS	1 <sup>ST</sup> September – 31 <sup>st</sup> October 2009	DPBR	USD 13500	
6. 1-day orientation to school teachers and school inspectors on the new Life skills, care, support and HIV & AIDS for pre- primary, primary and secondary (156 teachers 14 Inspectors.)	By 30 <sup>th</sup> November 2009	DCE	USD 8007	
7. 1-day orientation to college tutors on the new Life skills , Care, Support and HIV & AIDS syllabus (60 tutors and 3 facilitators)	By 30 <sup>TH</sup> November 2009	DCE	USD 3000	
8. New HIV/AIDS, care and support syllabus mainstreamed (implemented) in schools at pre- primary, primary, secondary and teacher education level	Jan 2010	DCE	NO COST	
9. Provide the health clubs in schools and colleges with TV, Video, Radio, Camera, projector etc. ( 20 schools 2 for each District 1 pc per item for each school)	By 31 <sup>ST</sup> December 2008	DPBR	USD 54,762	
10. Training on the application of Information technology to the heads/leaders of school health clubs (camera, TV operation, computer, video, projector etc 40 participants ,2 facilitators,2 supporting staff for 14 days	By 31 <sup>st</sup> December 2008	DPBR	USD 40,664	
<b>Component 3: SCHOOL HEALTH EDUCATION, SAFETY AND NUTRITION SERVICES</b>				
<b>1<sup>st</sup> Long-term objective: School Health Education, Safety and nutrition services provided and ensured to all pre-primary and primary in school</b>				
1. Conduct a baseline survey to determine the current status of basic health and nutrition in all pre-primary and primary schools (2 people: one from the MOEVT & one from Ministry of Health and Social Welfare for 3 weeks).	By 31 <sup>st</sup> August 2008	DPBR	USD3572	
2. Identify 2 schools ( pre-primary and primary) in each district to be pilot schools for the reintroduction of screening of basic health of children in schools (DEVTO)	By 31 <sup>st</sup> Sept 2008	DPBR	NO COST	
3. Procure, distribute and stock basic screening equipment in schools (List attached)	By 31 <sup>st</sup> Oct 2008	DPBR		
4. Conduct 1 day community advocacy/sensitization on screening of basic health, nutrition and school feeding in all pilot pre-primary and primary schools (100 people: community leaders,	By 31 <sup>st</sup> Dec 2008	DPBR	USD 15873	

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
teachers and NGO representative + 3 facilitators 60 people Ung and 40 people Pemba)				
5. Conduct screening of basic health (ENT, dental, sight, nutrition, etc.) in all pre-primary and primary schools (15 participants for 5 days per pilot school. (See Attachment 1 for Basic Screening Equipment)	Jan 2008-Dec2015	DPBR and head of Health Education and Health Nutrition Unit (MOHSW)	USD 21548	
6. 2 days training of teachers on de-worming services to school children 40 teachers: 2 teachers from each pilot school + 3 facilitators.	By 28 <sup>th</sup> Feb 2009	DPBR and head of Health Education and Health Nutrition Unit (MOHSW)	USD 3000	
<b>Component 4: MONITORING AND EVALUATION</b>				
<b>Long-term objective: A system of monitoring and evaluation of the School health, nutrition, HIV and AIDS is established and implemented</b>				
1. Establish a formal Memorandum of understanding between the Ministry of Education and Vocational Training and the Ministry of Health and Social Welfare on the implementation and monitoring and evaluation of the School health, nutrition, HIV and AIDS programme	By 31 <sup>st</sup> March 2009	Principal secretary (MoEVT) and Principal secretary (MOHSW)	USD1500	
2. Design a national mechanism for monitoring and evaluation of School health, nutrition, HIV and AIDS programme (4 days 11 participants)	By 31 <sup>st</sup> May 2009	DPBR and (MOHSW)	USD2000	
3. Train TAC members, School inspectors, Shehia leaders, DEOs and REOs on monitoring and evaluation of the school health, nutrition, HIV and AIDS interventions (64 participants for 3 days Unguja and Pemba)	By 30 <sup>th</sup> June 2009	DPBR	USD5620	
4. Engage 5 people (2 from MoEVT, 2 from MHSW, and 1 from Zanzibar Aid Commission for 2 weeks) to develop questionnaire to undertake the annual assessments of the status of school health, nutrition, HIV and AIDS in schools, as well as within the Ministry personnel (2500 copies).	By 31 <sup>st</sup> Aug 2009	DPBR and (MOHSW)	USD3600	
5. Conduct regular school visits (at least 2 visits per school per semester by 2 experts from MoEVT & MHSW) to cross check the status of school health, nutrition, HIV and AIDS interventions ( number of visit per year 120)	Sept2009-Dec2015	DPBR and (MOHSW)	USD9100	

## Group 12 A: Gender

### Group Members:

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### *Situational Analysis, interventions/strategies and its activities*

Levels	Enrolment Issues	Performance Issues	Intervention/strategies	Activities/outcomes
<b>Pre Primary</b>	There is no significant gender disparity however the enrolment is still low.	There is a shortage of qualified gender sensitive teachers in pre school	Integrate HIV/AIDS and gender equality in ECD interventions(MKUZA)	Develop program to integrate HIV/AIDS and gender quality in ECD through workshops, plays, role model,
			- Provide relevant, appropriate and gender responsive early childhood care especially to vulnerable children and children with special needs. (MKUZA)	- Mainstreaming gender in the curriculum School health and Nutrition Program- - Introducing School Feeding Program in government pre-schools - Introducing Dental Health program - Improving the existing pre-school in the providing playing ground and facilities
			Develop capacity of teachers and caretakers in ECD and gender (MKUZA)	Training of teachers on gender responsive pedagogy and sensitize the caretakers
<b>Primary</b>	Gender parity in enrolment has by and large been achieved. However there is a need to improve that in North A Unguja and Micheweni, Pemba and improve retention rate		Ensure all (boys and girls) children including those with disabilities, orphan and other most vulnerable children are able to effectively access and complete high quality	Developing school based program for increasing girls enrolment and retention by: -Awarding girls school uniform. -promoting/accelerating best

Levels	Enrolment Issues	Performance Issues	Intervention/strategies	Activities/outcomes
	in all regions.		primary education (MKUZA)	performing girls to higher level
			Improve school environment including gender friendly (MKUZA)	Improve and maintain the physical facilities of the school to make it gender friendly such toilet, etc. Mobilize the community/parents in maintenance of the classroom/school building by organizing the PTA.
			Develop and implement effective policies, strategies and activities to eliminate gender based violence(MKUZA)	Provide basic trainings on guidance and counselling services for all teachers including cultural values. Educating parents on healthy parenting to avoid sexual abused (Gender based violence).
			Promote science mathematics and technology in upper primary schools for teacher and pupils	Introduce Science camp/clubs in upper primary schools.
			Sensitize community on importance of girls' education (MKUZA) .	Gender sensitization w/shop for teachers, head teachers , Community REOs & DEOs mobilization and advocacy: meetings, conferences, media, workshops, public forum, etc.
<b>Secondary Lower (FI-FIV)</b>	49% in enrolment are female and 51% are male	Boys are more likely to go on to "A" level than girls. Few boys and girls who pass the Form 4 examination, have good enough grades (Division) to be selected to the "A" level of Secondary School. Of the few total students who make it to the "A" level, there are more boys than girls.	-Establishing single sex schools with boarding facilities (EP07).	Improve and maintain the physical facilities of the school including girls hostel to make it gender friendly such toilet, etc. Mobilize the community/parents in maintenance of the classroom/school building by organizing the PTA.
<b>Upper (FV-FVI)</b>	2005 enrolment: 1623 are male and 1295 are female = 2918 representing the enrolment for Form 5-6 and 1 <sup>st</sup> and 2 <sup>nd</sup> year FTC students	In 2005/06, 579 boys and 426 girls sat for the final secondary school national examination, or Form 6. Of those who make it to this level, more than 96% passes.	Promote science mathematics and technology in Lower secondary schools for teacher and pupils (MKUZA).  Providing counselling services and	Introduce Science camp/clubs in upper primary schools  - Developing school based program for increasing girls enrolment and retention by:

Levels	Enrolment Issues	Performance Issues	Intervention/strategies	Activities/outcomes
		There is no difference between boys and girls with regards to pass rates. In terms of performance, however, the proportion of boys who scores for the top DIV I is higher than for girls, but at the next best level DIV II the proportion of girl is higher. However, the total numbers are very small.	creating opportunities for married students, pregnant girls and young mothers to continue with education (EP07).  Recruiting and training more female teachers for secondary schools (EP07).	- Awarding girls school uniform/giving scholarship -promoting/accelerating performing girls to higher level - Provide program for subject competitions such as Science/Math Festival  - Conduct training need assessment on female teachers. Training and deployment female teachers in secondary school especially in science.
			Introduce gender responsive pre-vocational education in secondary education (MKUZA).	- Conduct gender sensitization workshops for students, teachers and parents to all vocational schools
			Develop relevant and gender sensitive secondary education curriculum and the introduction of alternative means of delivering secondary education including the use of ICT (MKUZA).	- Integrate/mainstream gender sensitive issues in secondary through workshops, plays, role model,
			Sensitize community on importance of girls' education (MKUZA).	- Gender sensitization w/shop for teachers, head teachers , Community REOs & DEOs mobilization and advocacy: meetings, conferences, media, workshops, public forum, etc.
			Improve existing school environment including gender friendly (MKUZA).	- Improve and maintain the physical facilities of the school to make it gender friendly such toilet, etc. - Mobilize the community/parents in maintenance of the classroom/school building by organizing the PTA
<b>Tertiary</b>	While Zanzibar has achieved almost gender parity at primary and secondary education level,		Providing counselling services and creating opportunities for married students, pregnant girls and young	- Conducting conference, forums, career/vocational guidance, field trips, role modelling (women

Levels	Enrolment Issues	Performance Issues	Intervention/strategies	Activities/outcomes
	<p>marked gender differences still characterize tertiary and higher education level. Very few female 40% compared to male 60% are receiving tertiary and higher education in Zanzibar (ESA 07). The gender imbalance is even more pronounced in the technical subjects, engineering sciences and mathematics where female only constitutes less the (---) of the total enrolment. (Unfortunately EMIS does not provide relevant statistics in this context.) (MKUZA)</p> <p>By March 2004, the three institutions in Zanzibar had a total enrolment of 948 students, of whom 207 (or 21.8%) were girls.(EP 06)</p>		<p>mothers to continue with education (MKUZA).</p> <p>Collaborating with other stakeholders to promote gender equity in education (MKUZA).</p> <p>Establishing links with the ministry responsible for youth, women, employment and child development, ministry responsible for finance and economic affairs, and NGOs (EP07).</p> <p>Address HIV/AIDS, STDs, RH and gender issues in higher learning institutions (MKUZA).</p> <p>Promote education of women and PWDs in higher learning institutions (MKUZA).</p> <p>Increase participation of girls in science, math and technology.</p>	<p>scientist) and workshops for married students, pregnant girls and young mothers to continue education.</p> <ul style="list-style-type: none"> <li>- Community awareness program at all levels.</li> <li>- Advocate re-entry policy through media, public forums and meetings.</li> <li>- Provide consultative meeting with stakeholders</li> <li>- Strengthen the establishment a focal point on gender, finance and economic affairs through meeting, conferences, workshops, etc.</li> <li>- Conduct HIV/AIDS, STDs, RH and gender sensitization workshops for students, teachers and parents to all Higher learning institution schools</li> <li>- Conduct advocacy and sensitization workshop on education for women and PWDs in higher learning institutions.</li> <li>- Developing in-service training package for science women teachers- like scholarship initiative,</li> <li>- Developing incentive package that will attract girls to participate in sciences, math and technology like bursary/scholarship initiative, introducing the science/math/tech competition for students within TCs.</li> <li>- Expanding boarding facilities for</li> </ul>

Levels	Enrolment Issues	Performance Issues	Intervention/strategies	Activities/outcomes
			<p>Establishing single sex schools with boarding facilities (MKUZA).</p> <p>Expand the intake male and female secondary school teachers in teacher training institutions (MKUZA).</p>	<p>girls with 1 library, 3 science laboratories for each teacher training institution</p> <p>- Provide incentive/ scholarship program for female and male science secondary teachers applicants in teachers training institutions.</p>
<b>Management Level</b>			<p>Strengthen the MoEVT capacity to implement and monitor effectively program that promote girl education.</p> <p>Collaborating with other stakeholders to promote gender equity in education (EP07).</p> <p>Develop and implement effective policies, strategies and activities to eliminate gender based violence(MKUZA)</p>	<p>Training of: gender focal point person, guidance and counsellors, teacher centre coordinators/advisors, REO &amp; DEO, School Inspectors, Directors. Statisticians,</p> <p>Strengthen the coordination and working relationship with partners/stakeholders through meetings, workshops, conferences, etc.</p> <p>Develop/formulate policy and regulations to protect the students from gender based violence.</p>

**Work program**

Intervention/strategies	Outputs	Activities	Timeframe	Responsible for imp.	Costs 2008/9 1000 Tsh	Costs 2009-2015 1000 Tsh.
<b>PRE-PRIMARY</b>						
<i>1. Integrate HIV/AIDS and gender equality in ECD interventions (MKUZA) (1)</i>	<i>Program on integration on HIV/AIDS and gender quality in ECD developed.</i>	<i>* Develop program to integrate HIV/AIDS and gender quality in ECD through 2 meetings and 2 workshops involving 15 participants by mid of 2008</i>	<i>Mid 2008</i>	<i>DCE HIV/AIDS</i>	<i>16,000</i>	<i>16,000</i>

Intervention/strategies	Outputs	Activities	Timeframe	Responsible for imp.	Costs 2008/9 1000 Tsh	Costs 2009-2015 1000 Tsh.
	Playgrounds improved in all ECD schools.	* Improving the existing pre-schools in the providing playing ground and facilities by 2010	2008-2010	DPBR	0	MoEVT
2. Develop capacity of teachers and caretakers in ECD and gender (MKUZA)	% of teachers and caretakers are sensitized on gender issues.	* Training of 250 teachers (50 per year) on gender responsive pedagogy and sensitize the caretakers per year.	2008-2015	I/Edu	15,000	105,000
<b>PRIMARY</b>						
1. Ensure all (boys and girls) children including those with disabilities, orphan and other most vulnerable children are able to effectively access and complete high quality primary education (MKUZA)	Girls' Retention rate improved  Number of uniforms purchased and awarded  % of girls enrolling in higher education increased.	* Developing school based program for increasing girls enrolment and retention by: - Awarding 1000 girls school uniform. - Promoting/accelerating best performing girls to higher level.	2008-2015	GFP + NGO	50,000  No need budget	350,000  No need budget
<b>2. Improve school environment including gender friendly (MKUZA) (1)</b>	<b>Physical facilities of all schools to make it gender friendly has maintained and improved.</b>  <b>Schools' buildings/classrooms are maintained through PTA</b>	* <b>Improve and maintain the physical facilities of the school to make it gender friendly by 2015.</b> - <b>Construction of 100 toilet with water supply per year</b> - <b>Rehabilitate 100 existing toilet per year.</b>  * <b>Mobilize the community/parents in maintenance of the classroom/school building by organizing the PTA.</b> - <b>Conduct 20 District school meeting per year</b>	<b>2008-2015</b>	<b>DPBR</b>	<b>140,000</b>	<b>980,000</b>
3. Develop and implement effective policies, strategies and activities to eliminate gender based violence(MKUZA)	Teachers are trained on guidance and counselling and policy related issues on gender. Teacher counsellors are counselling students. Number of sexual harassment cases reduced in school and in community.	* Provide basic trainings on guidance and counselling services for all teachers including gender based violence and cultural values. - Conduct 50 workshops on guidance and counselling per year * Educating parents on healthy parenting to avoid sexual abuse (Gender based violence) through meetings and media. - Conduct 200 SMC/PTA meetings	2009-2015	GCU  GFP DTT	750,000	4,500,000



Intervention/strategies	Outputs	Activities	Timeframe	Responsible for imp.	Costs 2008/9 1000 Tsh	Costs 2009-2015 1000 Tsh.
	Schools' buildings/classrooms are maintained through PTA	maintenance of the classroom/school building by organizing the PTA. - Conduct 20 District school meeting per year			150,000	1,050,000
2. Promote science mathematics and technology in Lower secondary schools for teacher and pupils(MKUZA)	Secondary School Teachers are trained on science camp methodology and school science club organized. % of girl students in science subjects improved	* Introduce Science camps/clubs in Lower Secondary schools (50 students per year. - Conduct 20 science camps for 50 students in secondary schools per year.	2009-2015		375,000	2,250,000
		- Conduct 20 science club leadership training for secondary schools per year	2009-2015		187,500	1,125,000
		* Provide program for subject competitions such as Science/Math Festival				30,000
3. Providing counselling services and creating opportunities for married students, pregnant girls and young mothers to continue with education (EP07). (1)	<i>Girls Retention rate improved</i> <i>Number of uniforms purchased and distributed to needy girls</i> <i>% of girls enrolled in higher schools</i> <i>% of girls enrolling in higher education increased.</i>	* <i>Awarding 1000 needy girls school uniform/scholarship</i> * <i>Promoting/accelerating performing girls to higher level.</i> * <i>Provide basic training on guidance and counselling services for all teachers.</i> - <i>Conduct 50 workshops on guidance and counselling per year</i>	2008-2015	NGO GCU  GFP	50,000	350,000
					60,000	420,000
4. Recruiting and training more female teachers for secondary schools (EP07).	Female teachers are equitably deployed in needy schools.  More female teachers are trained in science and mathematics.	* Conduct training need assessment on female teachers in 2008 * Conduct In-Service Training for 50 teachers especially in sciences identified. * Equitable deployment of female teachers in secondary school especially in science 2009-2015	2008-2015	DAP	100,000	700,000
				DTT	12,000	84,000
5. Introduce gender responsive pre-vocational education in secondary education (MKUZA)	Gender responsive pre-vocational activities in secondary education are integrated and more girls enrolled and retained.	* Conduct 30 gender sensitization workshops for students, teachers and parents to all vocational schools	2008-2015	DVT + GFP	225,000	1,575,000

Intervention/strategies	Outputs	Activities	Timeframe	Responsible for imp.	Costs 2008/9 1000 Tsh	Costs 2009-2015 1000 Tsh.
6. Sensitize community on importance of girls' education (MKUZA).	Various sensitization workshops conducted. Dropout rates decreased. Number of girls in higher learning institution.	* Conduct 100 Gender sensitization w/shops for teachers, head teachers , Community, REOs & DEOs and school inspectors per year from 2008 - 2015 * Mobilize the community/parents in maintenance of the classroom/school building by organizing the PTA. - Conduct 20 District school meeting per year.	2008-2015		1,200	8,400
<b>7. Improve existing school environment including gender friendly (MKUZA). (2)</b>	<b><i>Physical facilities of all schools to make it gender friendly has maintained and improved</i></b>  <b><i>Schools' buildings/classrooms are maintained through PTA.</i></b>	<b><i>* Improve and maintain the physical facilities of the school including girls' hostel to make it gender friendly such toilet, etc.</i></b> <b><i>- Rehabilitate 50 existing school buildings and 2 girl hostels for year 2008-2015</i></b> <b><i>- Construct 2 girl boarding schools in Pemba and Unguja.</i></b> <b><i>* Mobilize the community/parents in maintenance of the classroom/school building by organizing the PTA.</i></b> <b><i>- Conduct 20 District school meeting per year</i></b>	<b>2008-2015</b>	<b>DPBR</b>		<b>B&amp;C</b>  <b>B&amp;C</b>
<b>TERTIARY</b>						
<b>1. Providing counselling services and creating opportunities for married students, pregnant girls and young mothers to continue with education (MKUZA). (1)</b>	<b><i>Married students, pregnant girls and young mothers are sensitized and go back to schools.</i></b>  <b><i>Access for higher level of</i></b>	<b><i>* Conduct 4 conference and forums for career/vocational guidance</i></b> <b><i>1. Provide 10 field trips and role modelling (women scientist) for married students, pregnant girls and young mother students to academic institution.</i></b> <b><i>2. Conduct 10 district wide community awareness campaigns to all SMCs per year.</i></b> <b><i>3. Conduct 12 media public forums and meetings per year to</i></b>	<b>2008-2015</b>	<b>GFP</b> <b>GCU</b>  <b>DPBR</b>	<b>24,000</b>  <b>800</b>  <b>2,000</b>	<b>168,000</b>  <b>5,600</b>  <b>14,000</b>

Intervention/strategies	Outputs	Activities	Timeframe	Responsible for imp.	Costs 2008/9 1000 Tsh	Costs 2009-2015 1000 Tsh.
	<i>education and diploma in rural areas are in place and more women are enrolled.</i>	<i>advocate re-entry policy.</i> <b>4. Providing access (buildings) for higher level of education and diploma in rural areas.</b>				<b>B&amp;C</b>
2. Collaborating with other stakeholders to promote gender equity in education (MKUZA).	Strengthened collaboration between the ministry and stakeholders to promote gender equity in education.	* Organized 2 gender consultative meeting with education stakeholders per year. * Provide 10 workshops on family and life skills education program in universities/ teachers colleges from 2008-2015	2008-2015	GFP	8,000 12,000	56,000 84,000
3. Establishing links with Ministry for Employment, Youth, Women Child Development, Ministry of Finance and Economic Affairs, and NGOs (EP07).	Links between MoEVT and the ministry responsible for youth, women, employment and child development, ministry responsible for finance and economic affairs, and NGOs	* Strengthen the establishment of a focal point on gender in the Ministry of Finance and Economic Affairs and Ministry of Labour, Youth, Women and Child Development, through quarterly meetings, conferences, and workshops.	2008-2015	MOFEA, MLYWCD	60,000	420,000
4. Address HIV/AIDS, STDs, RH and gender issues in higher learning institutions (MKUZA).	Higher learning institutions are sensitized and mobilized on addressing HIV/AIDS, STDs, RH and gender issues.	1. Review Guidance and counselling Manual and other related documents. 2. Conduct 3 HIV/AIDS, STDS, RH, and gender sensitization workshop for students , Teachers and SMC/PTA to all higher learning institution and Universities. 3. Conduct 100 workshop on guidance and counselling Teachers and SMC/PTA to all higher learning institution and Universities. 4. Visit 50 schools and conduct guidance and counselling service for Teachers and students per year. 5. Provide 20 TCS meeting for Teacher counsellors per year. 6. Establishing and strengthening health clubs in the higher institutions 7. Review and revise the tertiary and University curriculum and integrate	2008-2015	HIV focal Person  GFP  DPBR  DHEST  GCU	18,000       4,000	126,000       28,000

Intervention/strategies	Outputs	Activities	Timeframe	Responsible for imp.	Costs 2008/9 1000 Tsh	Costs 2009-2015 1000 Tsh.
		gender HIV/AIDS, STDs, and RH issues				
5. Promote education of women and PWDs in higher learning institutions (MKUZA).	Improved access of women and PWDs in higher learning institutions to education.	Conduct 3 gender advocacy and sensitization workshop on Education for women and PWDs in higher learning Institutions	2008-2015	IEU GFP	18,000	126,000
<b>6. Increase participation of girls in science, math and technology (2)</b>	<b>Increased participation of girls in science, math and technology</b>	<p><b>* Developing in-service training package for science women teachers- like scholarship initiative,</b></p> <p><b>1. Conduct 10 in-service training workshops for 25 teachers on a two-day week basis</b></p> <p><b>2. Provide scholarship for potential hardworking teachers.</b></p> <p><b>* Developing incentive package that will attract girls to participate in sciences, math and technology.</b></p> <p><b>bursary/scholarship initiative, introducing the science/math/tech competition for students within TCs.</b></p> <p><b>1. Provide scholarship for potential girl scientists</b></p> <p><b>2. Promote radio/TV competition on science subject.</b></p>	<b>2008-2015</b>	<b>IEU GFP</b>	<b>18,000</b>	<b>63,000</b>
					<b>120,000</b>	<b>840,000</b>
					<b>120,000</b>	<b>480,000</b>
7. Establishing single sex schools with boarding facilities(MKUZA).	Improved girl boarding facilities with libraries, laboratories and sports facilities	* Provide support to expanding boarding facilities for girls with 1 library, 3 science laboratories for each teacher training institution	2008-2015	DPBR		B\$C
<b>MANAGEMENT</b>						
<b>1. Strengthen the MoEVT capacity to implement and monitor effectively program that promote girl education. (1)</b>	<b>Strengthened the MoEVT capacity to implement and monitor effectively program that promote girl education.</b>	<b>* Training of: gender focal point person, guidance and counsellors, teacher centre coordinators/advisors, REO &amp; DEO, School Inspectors, Directors. Statisticians</b>	<b>2008-2015</b>	<b>GFP + Dept of Inspector</b>	<b>20,000</b>	<b>140,000</b>
2. Collaborating with other stakeholders to promote gender equity in education(EP07	Improved collaboration between the ministry and stakeholders to promote gender equity in education.	Organized 2 gender consultative meeting with education stakeholders per year.	2008-2015	GFP	1,000	7,000

Intervention/strategies	Outputs	Activities	Timeframe	Responsible for imp.	Costs 2008/9 1000 Tsh	Costs 2009-2015 1000 Tsh.
3. Develop and implement effective policies, strategies and activities to eliminate gender based violence (MKUZA)	Policy, strategies and activities to eliminate gender violence are developed and implemented	* Develop/formulate policy and regulations to protect the students from gender based violence. * Advocate policy to all stake holders through Media and conferences	2008-2015	DPBR + G.F.P.	4,000  2,000	2,800  140,000
<b>CURRICULUM DEVELOPMENT</b>						
<i>1. Provide relevant, appropriate and gender responsive early childhood care especially to vulnerable children and children with special needs. (MKUZA) (1)</i>	<i>Gender sensitive pre primary curriculum in place.</i>	<i>* Mainstreaming gender in the curriculum by introducing: 1. School health and Nutrition Program 2. School Feeding Program in ___ government pre-schools 3. School Dental Health program * Improving the existing pre-school in the providing playing ground and facilities</i>	<i>2008-2015</i>	<i>DCE MoHSW  GFP</i>	<i>4,000</i>	<i>28,000</i>
2. Develop relevant and gender sensitive secondary education curriculum and the introduction of alternative means of delivering secondary education including the use of ICT (MKUZA).	Gender sensitive curriculum in place.	* Integrate/mainstream gender sensitive issues in pre-primary, primary and secondary through meetings and workshops	2008-2015	DCE ICT DPBR	4,000	28,000
<b>MONITORING AND EVALUATION</b>						
<i>1.M&amp;E shall be in built at all levels of education so as to measure the performance of the system (EP 06) (1) 2.Indicators for Monitoring education Programmes and learning achievement shall be developed (EP 06)</i>	<i>Assessment of gender program in all levels is conducted.</i>	<i>1. Develop monitoring and evaluation tools for gender, and guidance and counselling activities. 2. Organize monitoring visits/follow-up in schools and higher institutions and in the 3. Prepare and submit quarterly, annual and final reports. 4, Conduct Quarterly Evaluation Meetings for Gender and Guidance and Counselling meetings</i>	<i>2008-2015</i>	<i>GFP DI</i>	<i>600  2,000  1,000  400</i>	<i>4,200  140,000  7,000  2,800</i>

## Group 12 B: Special Needs and Inclusive Education

### Group Members:

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### ***Policy Directions and Objectives***

The group developed a common understanding of relevant policies, such as the Education Policy of 2006 (EP06) which claim that

- Inclusive Education shall be promoted to ensure that children with special needs get equal opportunities. Barriers to learning are addressed and the diverse ranges of learning needs are accommodated.
- Slow learners and highly gifted children shall be identified and be given opportunities to learn at their own pace.
- Children with disabilities and others with special needs shall, to the greatest extent possible, be able to attend a local school where they will receive quality education along side their peer without disabilities/ special needs.

The group also considered the issues presented in relation to the situation analysis made by MKUZA:

- Enrolment of children with special needs and those coming from poor families is very low,
- Low attention given to people with disabilities/insufficient support to people with special needs,
- Inadequate number of specialized teachers for children with disabilities.

From the SA07 the group underlines that:

- There often is parental reluctance of providing information about disabilities of their children.
- Inaccessibility of school environments.
- Poor intervention between teachers and students often do not promote positive learning process to children with disabilities.
- It is feasible to ensure full enrolment of disabled children both in mainstreaming and by establishing special classes.
- Introduction of Inclusive Education course at certificate level at the Islamic Collage (Mazizini) is needed.

Regarding the current situation and performance it was concluded that:

- There as inadequate documentation on the nature and extent of disabilities for school going children.
- Hearing, speech and sight are the most common known disabilities.
- Wrong perception of some parents and teachers about inclusion of children with disabilities in schools as they think that this will result in poor performance of the non-disabled children.
- Inadequate number of teaching and learning materials as well as devices and equipments for children with disabilities.

Finally the expert group summarised existing strategies from the EP06, which are as follows:

- Identify children with special needs at an early age and assessing their education and health needs.
- Expanding and strengthening education for children with special needs.
- Creating mechanism for facilitating involvement and participation of people with disabilities in matters affecting their lives.
- Establishing special centers for children with severe forms of disability.
- Establishing multifunctional resource centers for teachers.
- Advocating vigorously education as a human right for children with special needs.
- Mainstreaming special needs education in teachers' professional development programs.
- Designing special programs for slow learners and highly gifted children.
- Establishing referral services.
- Providing employment opportunities for children with special needs.
- Establishing strong links and partnership with the Association for the Disabled, the Ministry responsible for Youth, Empowerment, women and children Development, the Ministry responsible for health, and development partners and community at large.

Based upon the above findings and strategies the expert group identified the following activities with related outcomes and indicative budgets:

### **Longer Terms Objectives and Costs**

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
<b>Component: SPECIAL NEEDS AND INCLUSIVE EDUCATION – RELEVANT TO ALL SUB-SECTORS</b>				
Long term objective: Illiteracy rate to children with disabilities/other special needs reduced.				
<b>Objective: Establish better information about the situation</b>				
<i>Priority 2: Carry out survey for children with disabilities and other special needs in whole Zanzibar. (MoEVT Policy). Outcome: Number of children with special needs known.</i>	<i>2008-2009</i>	<i>MoEVT-IEU</i>	<i>77,600</i>	
<i>Priority 3: Carry out assessment of children with disabilities/other special needs identified during the survey. Outcome: Disabilities and other Special needs identified</i>	<i>2008-2009</i>	<i>MoEVT-IEU</i>	<i>81,528</i>	
<b>Objective: Effective and efficient teaching/learning for children with disabilities and other special needs</b>				

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
<b>Priority 4: Training of teachers on inclusive education</b> <b>Outcome: Teachers skills on inclusive education improved</b>	<b>2008-2015</b>	<b>MoEVT-IEU</b>	<b>38,320</b>	<b>306,566</b>
<b>Objective: Improve effectiveness and efficiency in the teaching and learning process regarding special needs education.</b>				
As the number of specialised teachers for children with disabilities is inadequate, there is need for training more teachers for children with disabilities/special needs on various areas (at all levels) in order - To have competent teachers on inclusive education/special education. - To achieve good performance to children with disabilities/special needs  Specific programs for all sub-sectors; Pre-primary, Primary, Secondary, Higher levels as well as TTCs, TCs and Alternative learning education, Distance education, Teacher professional development programs. Outcome: Teachers' skills on Inclusive Education improved	2008-2015	MoEVT-IEU	38,320	268,245
Designing special training programs for teachers on how to teach slow and gifted children (MKUZA) in order to identify and develop talents and reduce drop out rates. Outcome: Drop out rate reduced. Talents identified and developed	2008-2015	MoEVT-IEU	14,268	128,412
Developing guidelines on the provision of counselling and training of teachers on provision of counselling, in order to improve teaching and learning. Outcome: Effective teaching and learning	2008-2015	MoEVT-IEU	50,000	400,000
Procurement of regular text books and transcribing them into Braille (Evaluation of Inclusive education report, Zanzibar). Outcome: Effective and efficient teaching /learning for children with special needs	2008-2015	MoEVT-IEU	30,000	240,000
<b>Objective: Improve access of schools and learning school environment for people with special needs</b>				
Awareness meeting for teachers, school comities, inclusive education comities, parents and communities. Outcome: Increased participation in IE by Parents and communities	2008-2015	MoEVT-IEU	6,250	43,750
<b>Priority 6: Building accessible classrooms, toilets with running water, ramps, wide pavements/corridors, electricity (in dark classrooms) for children with various disabilities. Construction of accessible furniture (chairs, desks and blackboards).</b> <b>Outcome: Enhanced access to quality education for Children with special needs</b>	<b>2008-2015</b>	<b>MoEVT-IEU</b>	<b>65,000</b>	<b>455,000</b>
<b>Objective: Increased accessibility of teaching and learning materials, equipments and devices</b>				
Establishing multifunctional resource centers (in each district – one centre per year) for teachers (MoEVT Policy). Outcome: Development of teaching and learning materials by teachers	2008-2015	MoEVT-IEU	60,000	480,000
<b>Priority 5:</b> <b>Procurement and distribution of teaching, learning/devices and equipment for children with special needs. Outcome: Enhanced assess to quality education for Children with special needs</b>	<b>2008-2015</b>	<b>MoEVT-IEU</b>	<b>221,720</b>	<b>1,773,760</b>

Activities	Time Frame/ Deadlines	Responsible for implementation	Costs 2008/09 1000 Tsh	Costs 2009-2015 1000 Tsh
<b>Objective: Children’s needs identified and catered for</b>				
Establishment of referral services (MoEVT Policy). Outcome: Teachers’ performance in dealing with children with special needs enhanced	2008-2009	MoEVT-IEU	6,000	6,000
Transfer of children to referral services centers. Outcome: Teachers’ performance in dealing with children with special needs enhanced		MoEVT-IEU		
<b>Objective: Efficient management and implementation of IE</b>				
<i>Priority 1: Develop inclusive education guidelines (Inclusive education evaluation report, Zanzibar). Outcome: Inclusive education policy guidelines in place</i>	<i>2008-2009</i>	<i>MoEVT-IEU</i>	<i>100,000</i>	
<i>Establishment of steering and Technical committees. Outcome: Implementation of IE activities overseen</i>	<i>2008-2009</i>	<i>MoEVT-IEU</i>	<i>50,000</i>	<i>50,000</i>
<i>Increase the Inclusive Education office(IE) capacity (Inclusive Education Evaluation report – Zanzibar) - Procurement 2 computers annually (one for Unguja and one for Pemba) - Maintenance of office equipment in Unguja as well as in Pemba - Training for Inclusive Education officers - Conduct follow up visits in schools, TTCs, Teacher Centers (TCs) to see how is implementation going on. - Procurement of vehicles (one for Unguja and one for Pemba) - Procurement of scooters for inclusive Education advisers who will be responsible for training and follow up in their cluster schools on Inclusive Education. - Fuel Outcome: Increased efficiency and effectiveness</i>	<i>2008-2009</i>	<i>MoEVT-IEU</i>	<i>171,000</i>	<i>171,000</i>