



United Republic of Tanzania - Zanzibar

Education for All 2015 National Review

This report was prepared by the relevant national authorities in view of the World Education Forum (Incheon, Republic of Korea, 19-22 May 2015). It was submitted in response to UNESCO's invitation to its Member States to assess progress made since 2000 towards achieving Education for All (EFA).

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Ministry of Education and Vocational Training



Education For All Assessment 2001 - 2013

Zanzibar



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Foreword



Immediately after the 1964 Revolution, the Government of Zanzibar has been committed to the development of education. On 23rd September 1964, the government officially announced free education for all regardless of race, colour, ethnicity and gender. The emphasis has been put towards improved infrastructure, increased enrolment and the provision of quality education. Since then, education sector continued to receive a reasonable allocation from the government budget from below 10 percent to the current allocation of 21.4 per cent of the government budget. In the past decade the government has continued to address the challenges facing the education sector through the formation of commissions, committees and task forces that have influenced policy formulation and implementation. In the year 2006, the Ministry of Education and Vocational Training developed a new education policy which sets out a broad vision and framework for the mission and long term development of education system. The policy document translated the broader vision of the Government of Zanzibar set out in Vision 2020, the Zanzibar Growth and Poverty Reduction Strategy as well as international commitments on education such as Education for All by the year 2015 and Millennium Development Goals.

The Revolutionary Government of Zanzibar through the United Republic of Tanzania is a signatory to several international conventions and agreements. Some of these include the Universal Declaration on Human Rights (1948), the Convention on the Rights of the Child (1989), the Education for All (EFA) Jomtien Declaration (1990), the EFA Dakar Framework for Action (2000), the Millennium Development Goals (2000), the Convention on the Rights of Persons Living with Disabilities (2006) and the Convention on the Elimination of All forms of Discrimination Against Women.

Zanzibar was among the several governments at the World Education Forum in Dakar in 2000 that promised to achieve EFA and identify six goals to be met by 2015. The Revolutionary Government of Zanzibar work together with community-based organizations, civil societies, private sector and development partners to reach the EFA goals. The Government of Zanzibar, through the Ministry of Education and Vocational Training, decided to undertake the first full national assessment of EFA covering the period of 2001-2013 known as EFA End Decade Assessment (EFA EDA).

The assessment process has been participatory, inclusive and evidence-based involving inter-sectoral personnel and Non-Governmental Organizations (NGOs). The production of this comprehensive report is a result of their full participation and cooperation. This report will serve as an authoritative document to inform and lead our national education and training sector development towards the 2015 targets and beyond as well as towards the realization of Vision 2020 and the Zanzibar Strategy for Growth and Reduction of Poverty.

Ali Juma Shalhuna (MP)
Minister of Education and Vocational Training
Zanzibar.

Preface



The mission of the 2006 Zanzibar Education Policy is to strive for equitable access, quality education for all and promotion of lifelong learning. The overall policy goals of the Ministry of Education and Vocational Training include promoting and sustaining cultural values, attitude, customs of the peoples of Tanzania to enhance unity and cultural identity and promoting the acquisition and appropriate use of all forms of knowledge and skills for the full development of the human personality and quality life improvement of the society.

Zanzibar has been striving to achieve EFA since 2000. The Ministry of Education and Vocational Training developed a ten-year Zanzibar Education Master Plan (ZEMAP: 1996-2006) and later Zanzibar Education Development Plan (ZEDP: 2008/2009 – 2015/2016) which articulated issues and strategies of the EFA goals. Following ZEDP a primary curriculum review was undertaken in 2009 and a new curriculum started to be implemented in 2010, making pre-primary education compulsory and part of basic education, reform inspectorate to become an autonomous body for quality assurance, establishment of Zanzibar Institute of Education for curriculum development and monitoring, establishment of Zanzibar Examination Board for conducting and supervising examinations and assessments, institute inclusive education and establish alternative learning programmes for the dropouts and never enrolled children.

The need to measure and monitor progress of the six EFA goals cannot be over emphasized as it facilitates and guides the formulation of evidence-based policies and targeted interventions.

The Zanzibar EFA End of Decade Assessment report identifies progress and challenges in the implementation of EFA commitments, taking a closer look at the issues of disadvantaged population and articulated the progress made in EFA interventions since 2000. The report also made appropriate recommendations on interventions to enhance achievement of EFA goals by 2015. The report will act as milestone to informing education reforms in the context of Zanzibar and in the achievement of Vision 2020.

On behalf of the Ministry of Education and Vocational Training, I appeal to all stakeholders to join hands in implementing the priority action points stipulated in this report, and in the development of appropriate interventions and strategies to achieve EFA target by 2015 and beyond.

Mwanaidi Saleh Abdalla
Principal Secretary
Ministry of Education and Vocational Training
Zanzibar.

Acknowledgement



The Zanzibar EFA End of Decade Assessment would not have been successfully completed without a full support from other stakeholders who tirelessly participated either directly or indirectly in the process. At this juncture, the Ministry of Education and Vocational Training Zanzibar wishes to recognize the financial and technical support that was provided by UNESCO Dar es Salaam Office. Special thanks should go to Dr. Abdoul Wahab Coulibally, Ms. Monica Githaiga and Ms. Jeniffer Alima Kotta of UNESCO Dar es Salaam Office and Dr. Subramaniam Venkatraman of UNESCO Nairobi Office for their immense guidance and technical support. The Ministry wishes also to thank various Ministries and parastatal organizations in Zanzibar for allowing their staff to participate in this exercise besides their heavy workloads and responsibilities in their respective work areas; Ministry of Health, Ministry of Social Welfare Youth Women and Children Development, Ministry of Labour and Cooperatives, Zanzibar Water Authority, State University of Zanzibar and Madrassa Early Childhood Programme. The contribution by the retired senior officers of the Ministry of Education and Vocational Training cannot go unnoticed.

The dedicated work of the technical working group in the assessment and writing of this report deserves recognition. The commitment of the group to ensuring the successful completion of the quality assessment report is a proof to the fact that Zanzibar has the knowledge and skills to assess sector development and to determine its course of action.

In conclusion, the EFA End Decade Assessment has facilitated Zanzibar an opportunity to critically examine her own capacity and chart a way forward. The production of this report does not mark the end of the work but it is the beginning of a continuous work ahead of us. Thus we must all together look forward and towards the target year of 2015 and beyond.

We must all again renew our energy, continue our mission and confidence in order to come to education and training sector development for the future of our nation and serve as an inspiration and exemplary model for the region and the world at large.

Abdulla Mzee Abdulla
Deputy Principal Secretary
Ministry of Education and Vocational Training
Zanzibar.

Introduction to EFA Assessment in Zanzibar

With a lead of the Ministry of Education and Vocational Training, the Revolutionary Government of Zanzibar initiated the process of assessing progress towards EFA in August 2012. The report is a product of 22 month long intensive capacity development initiative that comprised of six working groups each working on a respective goal. The Steering Committee chaired by Commissioner for Education provided overall guidance to the process undertaken by the Technical Working Group. The Technical Working Group was comprised of 53 experienced technical officers drawn from different ministries, government agencies and non-governmental organizations coordinated by the Research Division within the Department of Planning Policy and Research.

The objectives of the assessment were:

- Assess EFA progress over the period of 13 years from 2001 to 2013;
- Look for a way forward, EFA 2015 and beyond;
- Strengthen staff capacities in monitoring and evaluation by undertaking the assessment locally.
- Strengthen inter-ministerial cooperation.

The methodology to assess EFA End Decade Assessment employed both quantitative and qualitative approaches. The working groups:

- Selected appropriate indicators for each goal suitable for Zanzibar context and look for possible data sources;
- Reviewed several documents (policies, education programmes, official reports, surveys, standards, frameworks, curricula, research study reports, etc);
- Analysed available data from Education Management Information System, National Census and Surveys, Speeches from the Ministry of Education and Vocational Training and other relevant document from other Ministries;
- Interviews with respective officers;
- Field visits organizations.

Below is a chronological summary of the activities that took place:

Time Frame	Activity
August 2012	Formation of Technical Working Groups.
September 2012	Training of Technical Working Group Members and Assessment exercise started.
November 2012	Field Work.
February 2013	Zero Draft Group Report in Place.
March 2013	Consultation with Technical Expert on refining the zero draft group work.
April 2013	Technical Working Groups collect more data and evidence to improve the zero draft group reports.
June 2013	Group Draft Reports in Place.
July 2013	Group Draft Reports submitted to UNESCO for technical inputs.
August 2013	Attend High Level EFA Forum in Uganda to gain more experience and insights in respect to improvement and completion of the EFA EDA Report.
September 2013	Receive technical inputs from UNESCO Nairobi.
December 2013	Attend EFA Review Meeting in Nairobi.
January 2014	Incorporating comments and refining the report in consultation with MoEVT senior officials and UNESCO experts.
May 2014	Final EFA EDA Report submitted to UNESCO Nairobi for further inputs.
June 2014	Final Report in place.

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Chair	Commissioner for Education, MoEVT
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Abbreviations

ACE	Adult Literacy and Continuing Education
AfDB	Africa Development Bank
AET	Automotive Engineering Technology
AKF	Aga Khan Foundation
AIDS	Acquired Immune Deficiency Syndrome
ASTC	Advanced Secondary Teachers' Certificate
AYA	African Youth Alliance
BES	Basic Education Standards
BHC	Better Health Clubs
CEDAW	Convention on the Elimination of all forms of Discrimination Against Women
CET	Civil Engineering Technology
CFS	Child Friendly School
COT	Computer Engineering Technology
CRC	Convention on the Rights of the Child
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
EET	Electrical Engineering Technology
EFA	Education for All
EMIS	Education Management Information System
FAWE	Forum for African Women Educationalist
GAP	Gender and Advocacy Programme
GBV	Gender Based Violence
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
HIV	Human Immunodeficiency Virus
ICCPR	International Convention of Civic and Political Rights
ICESR	International Convention on Economic Social and Cultural Rights
ICT	Information Communication Technology
IEC	Information Education and Communication
INSET	In-service Training
JAICA	Japan International Cooperation Agency
KIST	Karume Institute of Science and Technology
MECP	Madrassa Early Childhood Programme
MEES	Moral Ethics and Environmental Studies
MET	Mechanical Engineering Technology
MKUZA	Mpango wa Kukuza Uchumi na Kupunguza na Umasikini Zanzibar
MoEVT	Ministry of Education and Vocational Training
MoH	Ministry of Health
MSWYWCD	Ministry of Social Welfare, Youth, Women and Children Development
N.A.	Not Available
NECTA	National Examinations Council of Tanzania
NGOs	Non-Governmental Organizations
NER	Net Enrolment Rate

NIR	Net Intake Rate
NTRC	National Teachers Resource Centre
OCGS	Office of the Chief Government Statistician
OSC	Orientation to Secondary Class
PCR	Pupil-Class Ratio
PLR	Pupil-Latrine Ratio
PTR	Pupil Teacher Ratio
RISE	Radio Instruction to Strengthen Education
SACMEQ	Southern and Eastern African Consortium for Monitoring Education Quality
SCI	Sara Communication Initiative
SMASSE	Strengthening of Mathematics and Science Secondary Education
SMC	School Management Committee
SNE	Special Educational Needs
SRH	Sexual Reproductive Health
STDs	Sexual Transmitted Diseases
TAWLAE	Tanzania Women Leaders in Agriculture and Environment
TC	Teacher Centre
TET	Telecommunication Engineering Technology
TIE	Tanzania Institute of Education
TLMP	Textbook and Learning Materials Programme
TPD	Teacher Professional Development
TUTU	“Tucheze Tujifunze”
TTCs	Teacher Training Colleges
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education Scientific and Cultural Organization
UNFPA	United Nations Fund for Population Activities
UNICEF	United Nation International Children Emergency Fund
USAID	United States Agency for International Development
VCT	Voluntary Counselling and Testing
VTA	Vocational Training Authority
VTC	Vocational Training Centres
WASH	Water Sanitation and Hygiene
ZAC	Zanzibar AIDS Commission
ZABEIP	Zanzibar Basic Education Improvement Programme
ZEDP	Zanzibar Education Development Plan
ZEMAP	Zanzibar Education Master Plan
ZIE	Zanzibar Institute of Education
ZSGRP	Zanzibar Strategy for Growth and Reduction of Poverty
ZVET	Zanzibar Vocational Education and Training Policy

Executive Summary

Introduction

Since 1964 revolution, Zanzibar has been attaching a significant importance to education as a tool to self-sufficiency in technical manpower and to the general national development. In this regard the education system has since then been expanding in its scope and objectives. Several programmes have been launched and implemented to ensure access, equity and quality education.

The six EFA goals adopted by international community all are geared to improving access, equality and quality. Thus implementation of six EFA goals during the last decade was simply to enhance vision of the Zanzibar education system set prior to the set six EFA goals. In this last decade, Zanzibar has made a remarkable progress towards the attainment of the goals. Strong political will and commitment coupled with support and dedication of all education stakeholders and development partners have enabled Zanzibar to improve various education issues including improvement of early childhood education both in terms of access and quality, to strengthen primary education to ensure that all school aged going children are in school, to ensure transition rate from primary to secondary is improved, to create conducive school learning environment, and instituting a system for quality assurance through strengthening monitoring system. Other areas of importance were to mainstream gender issues in core functions of the ministry, to provide equal opportunities for children with special needs to learn together with their counterparts in the same classroom environment as a strategy to reduce stigmatization and to develop partnership among children, and to reduce illiteracy rate especially among women in rural areas.

In spite of all these progress there are still challenges remaining in every education sub-sectors which EFA 2015 and beyond will concentrate on minimising them. The following is a summary of the assessment of each of the six EFA goals that highlights achievements, challenges and recommendations for the EFA priority action points.

Goal 1: Early Childhood Care and Education

“Expanding and improving early childhood care and education (ECCE) especially for the most vulnerable and the most disadvantaged children”.

In order to ensure that early childhood education and care is given its due importance, the 2006 Zanzibar Education Policy directed that early childhood education be part and parcel of compulsory basic education. With this declaration, Zanzibar experienced rapid expansion of early childhood education where every primary school is expected to have pre-primary classes and the private sector has been encouraged to support and invest in early childhood education.

Achievement of ECCE in Zanzibar

- The integrated ECCE policy is in the preparation process.
- Infant Mortality Rate has been declining from 80 per 1,000 live births in 2002 to 51 per 1,000 live births in 2010. Likewise, under five mortality rate also declined from 141 per 1,000 live births to 73 per 1,000 live births in the same period.
- The Ministry of Health is in the process of designing a new comprehensive programme for infant and young children feeding practices so as to improve nutrition status.
- Health education is provided in the health centres to mother and expected mothers regarding nutrition, baby care and support as a whole.
- The ECCE sub-sector is enjoying a good co-operation and coordination between the Ministries concerned.
- There is high involvement of private sector in the development and provision of ECCE.
- Pre-primary education is part and parcel of compulsory basic education.
- Pre-primary education is growing very rapidly and at present there are 278 centres (34 public owned and 244 privately owned) providing pre-school education increasing from 121 (22 public owned and 99 privately owned) in 2001.
- There is high involvement of private organizations and individuals in establishing pre-primary schools.
- Establishment of RISE Programme has very much increase access to pre-school education especially to children in rural areas.
- There is high awareness of the communities in establishing their own community-based pre-primary schools.
- MoEVT has established training programme of pre-primary training of trainers in collaboration with Institute of Educational Development – Aga Khan University (Dar es Salaam Campus).
- The pre-primary school curriculum has been reviewed to include ICT, life skills education and environmental issues.
- There is a high demand especially females to become pre-primary school teachers.

Challenges

- There is a need for a better coordination of ECCE activities among all key line Ministries.
- Most of the ECCE programmes particularly in the health sector lack financial support, hence sustainability is jeopardized.
- Currently, there is no recognised teacher training institutions for pre-primary education.
- Most pre-primary school teachers have either certificate or diploma levels. Only four have higher levels of education.
- The infrastructure of some pre-primary schools especially those community-based have no conducive learning environment for pre-school children.

- Most pre-schools especially those community-based suffer shortage of clean and safe drinking water and have poor pupil-toilet ratios.
- Most pre-schools suffer shortage of learning and play materials.
- Generally, there is lack of regular systematic monitoring of the programme.

Recommendations

- Need to consider increasing ECCE budget or look for alternative approaches so as to improve the quality of ECCE provision.
- Establish recognised ECD centres or integrate ECD in the teacher training institutions.
- Improve the existing ECD training centres to meet the required standards.
- Speed up harmonization of pre-primary education in terms of curriculum content and duration between public, community and private owned schools.
- MoEVT in collaboration with Ministry of Health, Ministry of Agriculture and other stakeholders revive school feeding system especially for pre-school children so as to ensure that children receive relevant nutritional well-balanced diet.
- Develop in-service upgrading courses for pre-primary school teachers who are under-qualified in order to acquire the required skills.
- Set minimum entry qualifications for those inspiring to join pre-school teacher training courses.
- Pre-primary classes established in primary schools should be separated to ensure free, conducive and adequate environment for their learning needs.
- The State University of Zanzibar should introduce pre-primary education programme at Diploma and Degree levels so as to strengthen the sub-sector.
- Ensure that upgrading and updating refresher courses for pre-school teachers are in place and sustained.

Goal 2: Universal Primary Education

“Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality”.

In Zanzibar context, universal education goes to 12 years – 2 years of pre-primary, 6 years of primary and 4 years of ordinary secondary education. This indicates that primary education is embedded within the universal basic education cycle. Hence, referring to Goal 2 as universal basic education.

Achievement of Universal Basic Education in Zanzibar

- Access to primary education has very much improved with GER reaching 124.5% and NER of 83.6% in 2013.
- Primary school curriculum has been reviewed to incorporate emerging and global issues including the introduction of ICT and introduction of inclusive education for children with special needs.

- To meet the expanding enrolment of primary school pupils, new schools have been built, schools have been expanded by constructing new classrooms and some have been rehabilitated to improve learning environment.
- To improve the health status of the school, the school WASH programme has been introduced to ensure that schools have enough, clean and safe water and construction of new toilets to improve pupil-latrines ratio.
- Varieties of teacher upgrading programmes have been introduced in order to improve teaching capacity and their professional development.
- Basic Education Standards have been developed to facilitate effective monitoring of education system and also to ensure teaching and learning paraphernalia are not different from those of the neighbouring countries and at least conform to a certain extent to international standards.

Challenges

- Overcrowding in classes which affects the delivery of education and contributes to unsatisfactory performance of pupils. The large class teaching approach (having more than one teacher in a class) has helped to control discipline but has not improved performance.
- Most primary and basic level teachers are for arts subjects; therefore there is a shortage of mathematics and science teachers.
- Despite rapid growth of pre-primary education there is still many children entering Standard I without ECD experience especially in rural areas.
- Inadequate and insufficient science teaching and learning materials at the upper primary and lower secondary levels (Form I and Form II).
- Shortage of learning materials for children with special needs.
- Due to lack of teacher houses in many rural schools, teachers have to travel long distance to school arriving tired and late and this reduces teacher-pupils contact hours.
- Schools near the shore (coastal schools) experience high rate of drop-out and child labour.
- In spite the introduction of life-skills education in schools, there are still some pupils who engaged themselves in undesirable practices of sexual activities and substance abuse.
- Inclusive education has not been fully accepted by some head teachers because they feel it is an extra burden for them.
- Low rate of teacher inspection (almost once in three years) has made some teachers to be less careful in their work.
- School-based inspections by the head teachers are not done as directed by the Ministry.
- Presence of double shift results in having less teaching and learning time.

Recommendations

- MoEVT shall concentrate on education policy guidelines to ensure benchmarks in terms of entry age, pupil-classroom ratio, pupil-teacher ratio and school WASH status are adhered to accordingly.
- More effort is needed in mobilizing parents to support the education of their children with special needs. Head teachers to make their school environment accessible and friendly to all children. Private sector to extend their support especially in the provision of teaching and learning materials.
- Parents shall be mobilized to enrol their children at pre-primary school at the age of 4 and primary school at the age of 6.
- MoEVT, SMCs and communities at large shall take extra effort to construct extra classrooms to reduce overcrowding.
- MoEVT shall develop directives and strategies that will indicate how and when non-school teaching activities should be conducted to ensure that pupils-teacher contact hours are maintained.
- MoEVT shall have a programme of constructing new schools accompanied by accommodation for teachers so as to reduce late coming and missing of lessons for teachers who stay far away from school.
- More effort shall be put in mobilizing parents to support the education of their children with special needs. Head teachers to make their school environment accessible and friendly to all children. Private sector to extend their support especially in the provision of teaching and learning materials.
- MoEVT to improve EMIS to ensure consistent, reliable, relevant and up to date data is available at school, district, regional and central levels.

Goal 3: Life Skills and Life Long Learning for Young People and Adults

“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes”.

Like other countries in the region, EFA Goal 3 remains a difficult area to conceptualize and to measure due to complex nature of “life skills and lifelong learning”. Life skills in Zanzibar concentrated on improving youth reproductive health through reducing teenage pregnancies, early marriages, abortions, HIV infection, substance abuse, sexual abuse and harassment and other youth related problems. On the other hand, lifelong learning concentrates on improving technical and vocational training especially for the out of school youth.

Achievements

- Development of a single common life skills manual which is used in all schools by both teachers and peer educators.

- Teacher counsellors work collaboratively with life skills teachers and peer educators in the provision of life skills education in schools. This cooperation has to a large extent reduced undesirable behaviours among school youths.
- Development of Vocational Training Policy to harmonize and direct vocational training in Zanzibar.
- Establishment of Vocational Training Authority which is responsible for the development of Vocational Training in Zanzibar.
- Construction of two model vocational training centres to accommodate youth who drop out of school and those who completed basic education.

Challenges

- Absence of national policy for life skills.
- Life skills is not a subject by itself hence teachers do not give its due importance.
- Follow-up of life skills education in school is not properly done.
- There is no specific life skills curriculum but topics on life skills are integrated in some core subjects.
- Topics that were integrated in core subjects are not taught as expected in life skills that is initiating behavioural change among students.
- Absence of life skills reading materials for students.
- No supporting reading materials for life skills for students in schools.
- Insufficient of teaching and learning life skills materials especially for students with special needs.
- Appropriate and adequate IEC programmes not yet developed.
- Many schools do not have recreational activities such as debating clubs, sports competitions clubs, environmental clubs, drama clubs and photographic clubs and other extra curricula activities related to life skills education.
- There exists a weak mechanism for integrating and coordinating the provision of TVET institutions which are under ownership of other ministries such as Ministry of Agriculture, Health, Water, Trade and Tourism as these institutions were established under their own legislation.
- The 2005 Zanzibar TVET policy was unable to address the pressure on the labour market from youth and adults in need of training suited for the development of Zanzibar.
- The 2005 Zanzibar VET policy suffered incomplete initial assessment and ongoing piecemeal implementation.
- Vocational Education Training institutions in Zanzibar have very limited resources and materials, inadequate workshops and laboratories. Training therefore relies on theoretical and classroom based activities.
- Inadequate and unqualified instructors in training centres to meet the challenges of imparting the skills that are needed to meet the demands of Zanzibar's development.
- Many privately owned VTCs have not yet acknowledged the current acceptable Competency-Based Education and Training (CBET) methodology of training which

require learners to obtain training through passing or qualifying at three competency levels.

- The absence of key instruments for TVET development such as National Qualifications Framework (NQF) adds up to weak linkage with the TVET system and other education system qualification frameworks.
- Some of the students opt to engage themselves in seeking employment before finishing their third level of training and most of them do not prefer self-employment.

Recommendations

- Revive better health clubs in schools and train teachers and peer educators in life skills so as to enhance life skills education in schools.
- Develop reading materials for students to ensure that more information on life skills education since the manuals are only designed for teacher use and not for children.
- Several trainings through workshops and seminars for both teachers and students shall be conducted.
- An integrated life skills model lessons within core subjects (English, Geography, Civics and Religion) for ordinary secondary level shall be produced for teachers' use.
- There is a need to harmonize the existing linkage between the two coordinating bodies for VET and TET so as to have sustainable vertical progression in the country TVET system.
- According to the Zanzibar economic recovery programs, the scale of current economic and social change, the rapid transition to knowledge based society and demographic pressure resulting from an ageing population in Zanzibar are all challenges which demands a new approach to education and training within the framework of lifelong learning.
- Due to rising unemployment rate every year there is a need to improve employability of the young labour force. The government shall therefore improve human capital through reforming education and vocational system. It is also imperative to encourage and facilitate female to join in vocational training as this segment is about 52% of entire population. They must be educated and trained to be absorbed in the labour market.
- Much has been done in terms of policies implementation and strategies but still more need to be done to ensure efficiency, effectiveness and sustainability of the programmes in the areas of teacher qualifications, programme expansion and coherence to labour market demands.

Goal 4: Adult Literacy and Continuing Education

“Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults”.

Adult literacy and continuing education play a crucial role in the development of a country. A literate society can easily accommodate changes for development. Adult literacy provides adult with skills that help them to improve their own life styles, economic capacity and their outlook on national and global issues. Continuing education on the other hand provides a second opportunity for both youth and adults who inspire to further their education. Basic education graduates through continuing education can achieve higher levels of learning.

Achievements

- Literacy classes have reduced illiteracy rate among youth and adults.
- Continuing Education Programme has provided opportunities for basic education graduates a chance to continue with further studies.
- Graduates of literacy classes are able to use the skills they learn to increase their earning capacities and develop change in attitude and life styles.
- Alternative learning provides the dropouts and the never enrolled youths another chance for schooling and also provide youths with entrepreneurship skills that help to self-employ through establishing their own income generating activities.
- Women programmes have helped to reduce poverty among women and dependency on men.

Challenges

- Learning environment of some literacy classes are not conducive to adult learners especially those classes which are not established in school buildings.
- Adult literacy programme has so far failed to catch immediate needs of the learners' life needs.
- Literacy classes face shortage of relevant teaching and learning materials.
- Local environment does not provide opportunities for adult literacy graduates to sustain their skills.
- Most of the adult educators are not well trained to deal with adult learners.
- Women income generating groups are faced with shortage of reliable markets for their goods.
- Graduates of the alternative learning are not provided with support to self-employ after their graduation. They are neither provided with capital nor tools.
- Although the number of youths enrolled in continuing classes keep on increasing, their performance is decreasing.
- There is still weak participation or involvement of the NGOs and other private organizations in adult literacy and continuing programmes.
- Monitoring and evaluation system of the programmes is still ineffective.

Recommendations

- A country wide survey need to be conducted to determine the trends of literacy programmes and adult education programmes as a whole in order to identify setbacks

that need to be addressed. According to the 2012 Literacy Survey, many adult learners felt that the availability of learning resources are not sufficient.

- MoEVT shall ensure that adult educators are well trained in dealing with adults and that they are considerably rewarded for their performance. Emphasis should also be given in the development of teaching and learning materials using locally available materials so as to make learning conducive to adult learners.
- Information, Education and Communication materials shall be developed and distributed to all adult literacy classes so as to motivate illiterate adults and youth to join the centres.
- Zanzibar Library Board and Teacher Centres shall work together with the communities to establish community based library to help sustain the skills acquired by the adult literacy graduates. This could be extended by establishing a close and realistic link between primary school management and adult literacy centres within Shehias since most adult literacy classes have been established within existing primary schools.
- Adult literacy programmes shall focus on improving life activities of the learners.
- Adult learners with special education needs shall be involved in adult education programmes and the centres need to be made friendly to such adults.
- Support, both technical and financial, shall be provided to graduates of alternative learning and women groups so as to enable them to be self-employed.
- MoEVT shall sensitize or encourage private sectors to participate fully in the provision of adult literacy and continuing programmes.
- The Department of Alternative Learning and Adult Education shall strengthen monitoring and evaluation in adult literacy and continuing programmes.

Goal 5: Gender Equity and Equality in Education in Zanzibar

“Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality”.

Zanzibar is a major actor of the international conventions and agreement that focus on human rights, children rights, gender equity and equality. On this ground, government ministries and their respective departments have developed policies and guidelines regarding human rights particularly those of children, women, those living with disabilities and those living in difficult circumstances. The major purpose of all these policies and guidelines is to achieve gender parity at all levels of education and training including non-formal education institutions so as to realise the EFA Goal 5.

Achievements

- Gender parity in terms of GIR, NIR, GER and NER have been achieved at all levels from pre-primary to secondary.
- Percentage enrolment of girls at both primary and secondary has reached parity and in some districts girls have outnumbered boys.
- Percentage of female students joining higher secondary has been increased over the years and in some years girls have outnumbered boys in their performance. Likewise, the percentage of girls joining higher secondary education shows increasing trend.
- Introduction of science camp for girls has been able to increase girls' interest in science subjects and confidence in taking science and technology related subjects.
- Establishment of Gender Focal Person at the Ministry to maintain gender equity in all aspects of education.

Challenges

- In spite of high enrolment of girls at pre-primary, primary and secondary levels of education, yet the proportion of girls attaining higher education is lower compared to the total number of girls attaining basic education. Reasons for this could be attributed to dropout, early marriages, sexual harassment and inadequate gender policy environment.
- There is still a gender gap in terms of performance at Ordinary Level Secondary, Advanced Level Secondary and higher learning institutions.
- Slow progress in the implementation of the 2006 Zanzibar Education Policy on gender related aspects such as giving responsibilities and leadership roles especially at schools.
- Despite all efforts to reduce illiteracy, women are still the majority of illiterate population in Zanzibar.

Recommendations

- MoEVT should strengthen life skills education to ensure that girls remain in schools and complete their study without social interruptions.
- MoEVT should create conducive gender friendly school environment to attract girls to remain in schools.
- MoEVT should revive boarding facilities especially for girls to ensure that they get more time for studies which will help to improve their performance.
- MoEVT should strengthen strategies to sustain programmes meant for girls such as science camps, girls' special classes and others to ensure that girls fully participate with success.
- MoEVT should conduct a survey to determine the key sources of existing gender disparities in education and develop strategies to minimize them.
- MoEVT should develop collaboration and partnership with all education stakeholders to promote gender equity in education.
- MoEVT should encourage private sector to establish single sex secondary schools as a strategy to increase girls' participation and improve their performance.

Goal 6: Quality of Education

“Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills”.

In an effort to improve quality of education in Zanzibar several interventions have been implemented including teacher training, curriculum review, infrastructure development, provision of teaching and learning materials including textbooks and laboratory equipment reaching a 1:1 proportion of textbooks at almost all levels. In addition to the above interventions, preparations to make inspectorate an autonomous body are underway, development of Basic Education Standards and strengthening of education management at all levels have been done. In assessing EFA Goal 6 several aspects were considered. These include students’ performance in national examinations, teacher qualifications, competence and effectiveness, teacher workload, pupil-classroom ratio, pupil-latrines ratio, pupil-teacher ratio, curriculum relevance, teacher-student contact hours and the conduciveness of the school environment for learning. The assessment was also supported by the international learning monitoring tools such as SACMEQ results which provided an insight of the teaching and learning performance of both the teachers and the pupils.

Achievements

- Improvement of infrastructure through expansion, rehabilitation, construction of new classrooms and building of new schools to reduce pupil-classroom ratio so as to make classrooms manageable.
- Reviewing of pre-primary, primary and secondary education curricula to make them competence-based showing different skills at different levels of education that need to be achieved. The curricula has also been made user friendly to both students and teachers.
- The newly developed curricula set out mode of assessments to ensure provision of quality education.
- More teachers join higher learning institutions to improve their professional skills and teaching capabilities.
- Following the development of the curricula efforts have also been made to ensure there are sufficient textbooks in schools to a ratio of 1:1 at all levels.
- Training of teachers on how to effectively use the new curricula, textbooks and assessments have been conducted.
- Establishment of TCs have provide teachers with a place to meet to share ideas, success, challenges and develop strategies to improve their professional status.
- New Basic Education Standards have been developed to meet global and regional requirement and to improve school environment and make it more conducive to learning.
- School WASH status have been improved through construction of new toilets in order to reduce pupil-latrines ratio, construction of WASH place, provision of safe and clean water and improvement of the general school environment to make it safe and friendly to all learners.

- Introduction of ICT as a tool for teaching and learning process to enhance quality teaching at all levels.
- Establishment of Zanzibar Examination Council to monitor standard and quality of the examinations.
- Establishment of Zanzibar Institute of Education to review, develop and monitor the effectiveness of the curriculum.
- Establishment of the semi-autonomous inspection body for quality assurance.
- Establishment of EMIS to strengthen record keeping and dissemination of educational related data and to facilitate proper planning, management and monitoring and informed decision.

Challenges

- School expansion and construction have not yet fully met the school enrolment demands.
- Interruption of teaching and learning time of school operations and the use of double shift very much reduce learning time and affect curriculum delivery.
- Insufficient number of school inspectors to serve the growing number of schools and teachers.
- Low capability of some inspectors on the role and technical knowhow of inspection and advice.
- Regional and district education offices lack necessary facilities and competent personnel to plan quality improvement strategies of their schools.
- There is no clear link among regional and district education offices, TCs and TTCs on educational programmes and development taking place within the same zone or districts.
- Lack of allocation of funds to regional, districts and TCs disables the efficiency of these institutions.
- Large proportion of MoEVTs' budget allocation is spent on salaries and other charges. Only a small amount is spend on development budget which is not sufficient to meet the growing quality improvement demands.
- Lack of learning facilities especially libraries and laboratories in schools inhibit efforts to improve reading skills of students and activity-oriented teaching and learning.
- Unsatisfactory utilisation of ICT facilities in teaching and learning.
- Inconsistence monitoring and evaluation of established education programmes.

Recommendations

- Allocation of adequate funds for construction, rehabilitation and maintenance of classrooms and toilets as well as improvement of sanitation facilities in schools so as to meet the growing enrolment of learners and make learning environment conducive.

- Allocation of trained maintenance officer in each school or at least in each TC so as to ensure regular maintenance of schools.
- Ensure adequate distribution of ICT facilities across schools so as enhance learning to ensure quality improvement.
- Strengthen inclusive education so as to ensure every child is accommodated in learning according to his/her pace.
- Deployment of enough and qualified inspectors so as to increase the frequency of school visits.
- Encourage girl students to take Sciences and Mathematics so as to improve their participation and performance.
- Enhance coordination between the Office of Chief Inspector of Schools, TCs, District Education Officers, School Management Committees and respective departments that work in the area of quality assurance.
- MoEVT develops strategies to ensure consistent monitoring and evaluation of education programmes taking place in the Ministry.
- MoEVT in collaboration with the Ministry responsible for Regional Administration to work together to ensure that regional and district education offices effectively functioning by allocating enough financial resources and manpower.

Introduction

Chapter One

Introduction

1.1 Country Profile

Zanzibar comprises of two main islands Unguja and Pemba and a number of other smaller islets. The islands are located in the Indian Ocean about 40 kilometres off the coast of Mainland Tanzania longitude $39^{\circ} 17'$ and $39^{\circ} 50'$ East of Greenwich and latitude $4^{\circ} 80'$ and $6^{\circ} 87'$ South of Equator.



Zanzibar got its independence on 12th January 1964 and the Revolutionary Government of Zanzibar was established. Four months later on 26th April 1964, Zanzibar united with Tanganyika to form the United Republic of Tanzania. However, with the exception of a few union matters such as foreign policy, defence and internal security, immigration, monetary issues, higher education, customs and exercise duty, Zanzibar retains its autonomy over all non-union matters. Thus, it has its own Government, officially called the Revolutionary Government of Zanzibar (RGZ), parliament (the Zanzibar House of Representatives), judiciary (The Attorney General and Chief Justice) and an executive (the Revolutionary Council). The RGZ has responsibility for matters internal to Zanzibar and for overseeing development in key sectors in Zanzibar including basic education.

Zanzibar has a total area of about 2,654 square kilometres of which 1,666 square kilometres (63%) for Unguja and the remaining 988 square kilometres (37%) for Pemba.

Administratively, Zanzibar is divided into five regions (three in Unguja and two in Pemba), 10 districts (6 in Unguja and 4 in Pemba) and 50 constituencies (32 in Unguja and 18 in Pemba).

According to 2012 population census, Zanzibar had a population of about 1,303,569 inhabitants with a growing rate of 2.8% per annum. Of the total population 896,721 (68.8%) are in Unguja and 406,848 (31.2%) are in Pemba. This reflects a population density of 491 persons per square kilometre. Out of the total population, 31.4% are school age going children of whom 4.6% are at age group of 4-5 years (pre-primary), 18.6% are at age group of 6-11 years (primary level) and 8.8% are at the age group of 12-15 years (secondary level). Moreover, of the total population 51.6% are females and 53.7% live in rural areas. Districtwise, the population distribution by sex is as shown in Table 1.1 below:

Table 1.1.1: Population Distribution by District and Sex, 2012

District	Male	Female	Total
Urban	106,611	116,422	223,033
West	176,979	193,666	370,645
North 'A'	51,566	54,214	105,780
North 'B'	40,548	41,127	81,675
Central	38,538	37,808	76,346
South	19,342	19,900	39,242
Micheweni	50,874	52,942	103,816
Wete	52,348	55,568	107,916
Chake-Chake	46,411	50,838	97,249
Mkoani	47,460	50,407	97,867
Zanzibar	630,677	672,892	1,303,569

Source: URT, 2012

Table 1.1.2: Basic Demographic Indicators, 2012

Type of Indicator	Indicator (%)
Population 0-4 years	15.6%
Population 0-14 years	42.5%
Population 0-17 years	49.0%
Young Population 15-24 years	20.3%
Population 15-64 years	54.7%
Population 65+ years	2.8%
Age Dependency Ratio	83.0%
Population Living in Rural Areas	53.7%
Pre-Primary School Age Population 4-6 years	4.6%
Primary School Age Population 7-13 years	18.6%
Secondary School Age Population 14-17 years	8.8%

Source: URT, 2012

1.2 Socio-Economic Development

The government of Zanzibar recognizes that all children of all ages have the right to quality basic services to live, grow and develop. It also underline the fact that infants and young children from 0-8 years require more attention, care and nurturing for their survival and development.

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Zanzibar's economy is dependent on agriculture, trade and tourism. Agriculture which includes cash and food crops, livestock, fishing and forestry has been for a long time a major contributor in the county's economy. However, in recent years efforts are being made to improve tourism and trade industries that seem to be very potential in the improvement of the economy. The real annual GDP growth rate fluctuates considerably, indicating that the economy remains sensitive to unstable factors like weather conditions and global economic performance. Despite recent improvement in the macro-economic indicators such as GDP and inflation rate, Zanzibar remains a poor country with GDP per capita of USD 665 approximately equivalent to Tanzania Shillings 1,077,000/= (OCGS, 2013) increased from USD 303 equivalent to Tanzania Shillings 331,000/= in 2004. Other sectors such as manufacturing transport and communication, and construction were also part and parcel of the contributors of the GDP during the late years which have now show some deterioration.

Demographic Factors

Two demographic factors pose a challenge to socio-economic development in Zanzibar. First, Zanzibar's population is growing very rapidly. The annual population growth rate almost doubled from 1.8 per cent in 1987 to 3.1 per cent in 2002; however according to the 2012 Census population growth has slowed to 2.8%. The 2.8 per cent population growth rate may undermine the Government's growth and poverty reduction efforts and reduce their long-term effect damaging an already weak economy.

Second, the population is very young and predominantly rural (53.7 per cent). Children younger than 15 years of age make up 42.5 per cent of the total population. This population still depends on support of their families and big burden for the government to ensure that they receive quality education.

Employment Opportunities

The employment elasticity of growth is higher in the private sector than in the public sector (Zanzibar Human Development Report, 2009). Employment growth sectors are tourism, agriculture, and trade.

Poverty Reduction Strategies

In 2000, the Government adopted the Vision 2020, which aims to improve the standard of living of the people of Zanzibar. In line with Vision 2020, the Government also committed itself to achieving the Millennium Development Goals (MDG) and Education for All (EFA). In 2002, a first Zanzibar Poverty Reduction Plan (MKUZA) was adopted, followed in 2005 by MKUZA I, and in 2007 by MKUZA II. The education policy of Zanzibar is developed within the overall context of the Vision 2020 and MKUZA II.

In order to achieve national economic and developmental objectives the availability of an educated, skilled and trainable labour force is crucial. Currently, trained workers from the mainland and abroad are employed in the tourist sector because there is insufficient local staff with the appropriate qualifications. There is also a lack of (semi) skilled workers for, among others, the food processing and food preservation industries.

International, regional and sub-regional frameworks and commitments

Zanzibar, as part of the United Republic of Tanzania, has fully embraced the universal declaration of human rights and complies with key international conventions stipulating that education is human right. In this respect Zanzibar, like other countries, is fully committed to achieve the agreed international conventions on Education for All (EFA) and has declared twelve years of basic compulsory education. Zanzibar participates fully in the harmonization of education process within the East African Partner States and also a founder member of the Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ).

1.3 Mission, Vision and Goals of Zanzibar Education Policy

The Zanzibar Education Policy (2006) was developed within the overall context of the Vision 2020 and ZSGRP (MKUZA II). The policy introduced major changes in the education system among which are:

- Change of education structure from 7-3-2-2-3+ to 2-6-4-2-3+ in which the first two years of pre-primary have been made compulsory and part of basic education and at the same time reducing primary education from seven to six years.
- Introduction of English as medium of instruction from Primary Five in Science, Mathematics, English, Geography and ICT.
- Expansion of secondary compulsory education from two years (Form 1 and Form 2) to four years (Form 1 – Form 4).

The policy stipulates the vision, mission and goals of education as follows:

Vision

A democratic and peaceful society enjoying a high quality of education and livelihood and committed to lifelong learning to effectively respond to development challenges.

Mission

To strive for equitable access, quality education for all and promotion of lifelong learning.

Goals

1. To promote and sustain cultural values, attitudes, customs of the peoples of Tanzania to enhance unity and cultural identity.
2. To promote the acquisition and appropriate use of all forms of knowledge and skills for the full development of the human personality and quality life improvement of the society.
3. To enable every citizen to understand and respect the fundamentals of the national constitution as well as the enshrined human and civic rights, obligations and responsibilities.
4. To promote and enable a rational use, management and conservation of the environment.
5. To instil love and respect for work, self and wage employment, self work discipline and best performance.
6. To inculcate principles and practice of tolerance, peace, love, justice, understanding, human rights and fundamental freedoms, national unity, international cooperation enshrined in the international basic charters.

To achieve the above mission, vision and goals, the Zanzibar Education Development Program (ZEDP: 2007/08 – 2015/16) was developed to ensure systematic implementation of the policy. ZEDP is part of the governments' sector wide approach to education and its overall objectives are:

- Increased and more equitable access to education, and
- Improve relevance and quality of education throughout the sector.

In order to achieve the objectives set by ZEDP, provision is made to expand infrastructure and new secondary schools have been built, rehabilitation and expansion of the existing schools in which more extra classrooms have been added, and supplementing community efforts in completion and furnishing of the construction of classrooms. Moreover, primary school curriculum was reviewed and re-structured to meet the demand of the new policy,

curriculum of pre-primary was developed, and curriculum for diploma in primary education has also been developed. Several efforts have been done to ensure sufficient learning materials at all levels are available. This include, to mention a few, provision of textbook for both primary and secondary, provision of science equipment, provision of learning facilities for children with special education needs, and provision of adult learning materials. Parallel to provision of learning materials teacher training programmes were developed and teachers were trained to enhance their teaching capacity. Specific efforts have been taken to enable teachers to teach through the medium of English.

More efforts to improve and control quality education were taken. These include establishment of semi-autonomous bodies. These are:

- i. Zanzibar Institute of Education – which is responsible for curriculum development and production of teaching and learning materials.
- ii. Zanzibar examination council – which is responsible for the conduct and control of examinations and assessment.
- iii. Zanzibar Library Services Board – which is responsible for ensuring equitable distribution of library services across the country.
- iv. Vocational Training Authority. This is responsible for improving vocational education as directed by the policy.
- v. Karume Institute of Science and Technology – which is responsible to upgrade science and technology in the country.
- vi. Zanzibar Higher Education Loan Board. This is responsible for securing funding and provision of loans to students who aspire for higher learning.
- vii. Establishment of Autonomous Inspection Board under the Office of Chief Inspector of Schools. This is responsible for monitoring education progress, ensuring quality control and proper implementation of the curriculum.

1.4 MDGs in the Zanzibar Context

The Revolutionary Government of Zanzibar develops various national and sectoral policies and strategies which focus on addressing Millennium Development Goals (MDGs). A number of policies and strategies were developed geared towards achieving sustainable improvement in the welfare of all Zanzibaris. These include Vision 2020, Zanzibar Strategy for Growth and Reduction of Poverty I & II (2003 & 2007), Zanzibar Education Policy (2006) and Zanzibar Education Development Plan (2007/08 – 2015/16).

Table 1.4.1: Status of MDGs Progress in Zanzibar

MDG	Indicator	Baseline : 1990	Current status	2015 Target	Progress at a Glance
1. Eradicate extreme poverty and hunger	1.1 Proportion of population below(\$1, PPP) (based on national income poverty line)	61	44.41 (2010)	30.5	Not achievable
	1.1 Proportion of population below(\$1, PPP) (based on national food poverty line)	25	13.04 (2010)	12.5	Achievable
	1.8 Under-5 Underweight (%) Children underweight (weight-for-age below -2SD)	39.9	19.9 (2010)	19.9	Achievable
	1.8 Under-5 Stunted (%)	47.9	30.2 (2010)	23.8	Not achievable
2. Achieve universal primary education	2.1 Net enrolment ratio in primary education (%)	50.9	81.5 (2010)	100	Achievable
	2.2 Gross enrolment ratio in primary education (%)		112.1	100	
3. Promote gender equality and empower women	3.1 Ratio of girls to boys in primary school (%)	98	99.0 (2007)	100	Achievable
	3.2 Ratio of girls to boys in secondary school (%)		96.0 (2007)	100	Achievable
	3.3 Ratio of females to males in tertiary education (%)		68.0	100	Achievement probable
	3.4 Proportion of women among members of Parliament (%)		30 (2010)	50	Achievement probable
4. Reduce child mortality	4.1 Under-five mortality rate (per 1,000 live births)	202	79(2007/2008)	67	Achievable
	4.2 Infant mortality rate (per 1,000 live births)	120	54 (2008)	40	Achievable
	4.3 Proportion of children vaccinated against measles		95.8 (2009)	100	Achievement probable
5. Improve maternal health	5.1 Maternal Mortality Ratio (per 100,000 live births)	377 - 1998	279 (2010)	170	Not achievable
	5.2 Proportion of births attended by skilled health personnel (%)	-	44.7 (2008)	90	Not achievable
6. Combat HIV/AIDS, malaria and other diseases	6.1 HIV prevalence, 15-24 years	6	2.5 (2008)	<6	Achievable
7. Ensure environmental sustainability	7.8 Proportion of population using an improved drinking water source (:% of rural population)	35	60 (2010)	67.5	Not achievable
	7.8 Proportion of population using an improved drinking water source (% of urban population)	70	80 (2010)	85	Achievable
	7.9 Proportion of people with access to improved sanitation (Rural/Urban)	26/52	51/75 (2005)		Achievable
8. Develop a global partnership for development					Achievement probable

Key to colours: green = achievable; yellow = achievement probable; red – not achievable

Source: Tanzania Country Report on the Millennium Development Goals 2010, Dar es Salaam.

1.5 Education For All

The EFA is global commitment to provide quality basic education for all children, youth and adults. Governments worldwide pledged to achieve EFA and identified six goals to be met by 2015. Thus, development agencies, governments, civil society, the private sectors and communities are working together to reach the EFA goals.

Table 1.5.1: EFA Goals

Goal 1	Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
Goal 2	Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.
Goal 3	Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.
Goal 4	Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
Goal 5	Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
Goal 6	Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Source: Dakar Framework for Education, 2000

Recognizing the major challenges ahead in the implementation of the six EFA goals, member states had to accommodate a number of changes qualitatively and quantitatively (education policies, education restructuring reforms, education development plans, and adoption of new education interventions, etc) to be able to effectively and efficiently meet the EFA goals at the specified times.

Zanzibar in particular being one of the member states had to face similar challenges. This prompted the immediate change of the education policy so as to meet the learning needs of all children (including those with special needs), youth and adults by 2015. Introduction of education innovations such as inclusive education, alternative learning, life skills education, child friendly schools, radio instruction for strengthening education, Zanzibar Basic Education Improvement Programme, and school water, sanitation and hygiene programmes, were all geared towards meeting the EFA goals.

1.6 Expansion of Education in Zanzibar since Jomtien, 1990 – 2013

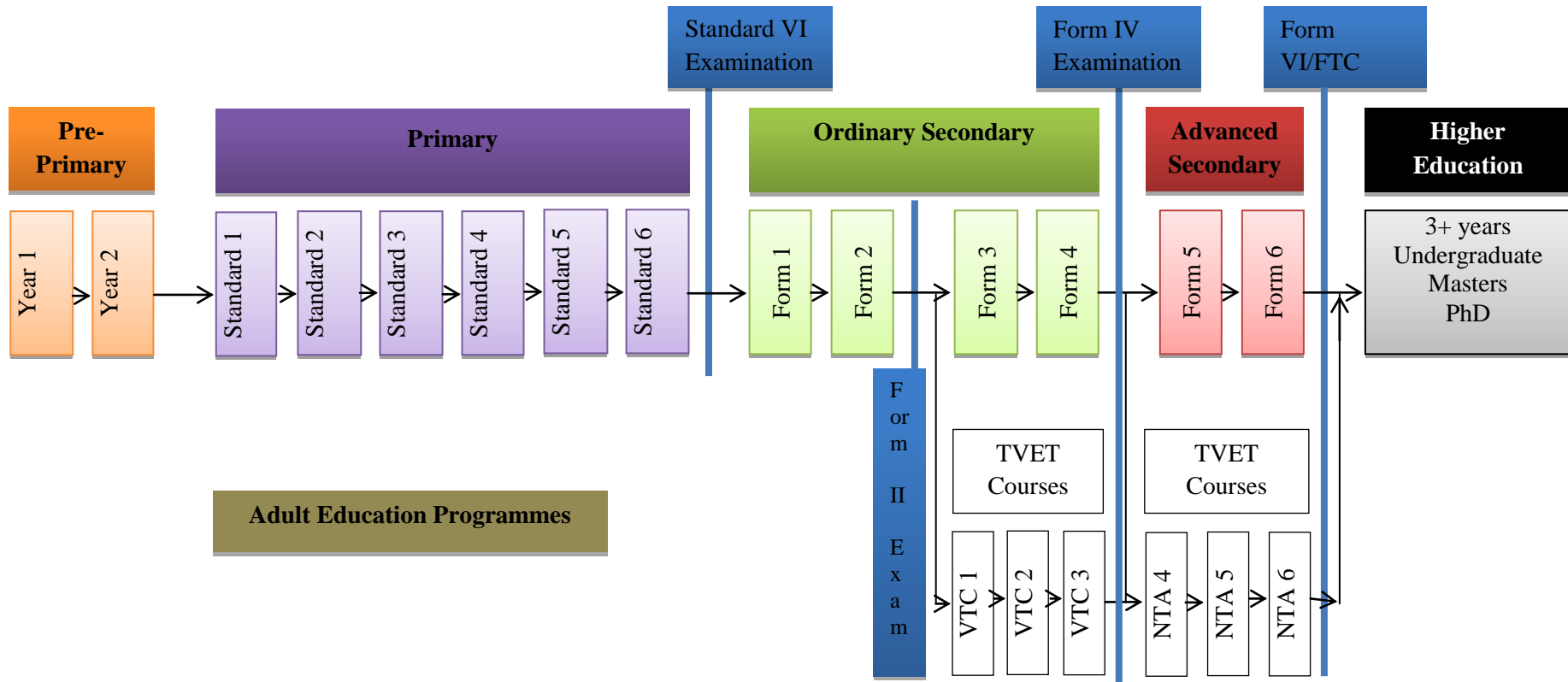
Zanzibar is fully committed to education as a human right and this led to announcing basic education being compulsory for all school-aged going children before the declaration of Education for All by the international community. The Zanzibar Government has taken deliberate effort to expand access to education as the table below indicates.

Table 1.6.1: Expansion of Education in Zanzibar, 1990 - 2013

Level	1990		2000		2013	
	No of Schools	Enrolment	No of Schools	Enrolment	No of Schools	Enrolment
Pre-primary	15	2,466	115	11,036	278	30,912
Primary Education	129	101,845	181	146,691	342	24,7353
Secondary Education (Form 1 - 4)	80	15,284	124	37,116	252	76,706

1.7 The Structure of Education System in Zanzibar

Compulsory Education



Goal One

“Expanding and improving early childhood care and education (ECCE) especially for the most vulnerable and the most disadvantaged children”.

Chapter Two

Early Childhood Care and Education

2.1 Introduction

The concept of Early Childhood Care and Education (ECCE) in Zanzibar does not differ from that given by UNESCO which states that early childhood is the period from birth to eight years of age and is a time of remarkable physical and cognitive development. It is during these years that the foundation is laid for subsequent learning. In Zanzibar, ECCE is taken as the period from birth to the first three years of primary education. It covers issues on health, nutrition, care and education. In this respect therefore, ECCE in Zanzibar is multi-sectoral responsibility of the Ministries responsible for health, agriculture, finance, education, and youth, women and children development.

The Ministry responsible for health focuses on the issues of health and nutrition and the Ministry responsible for youth, women and children development is responsible for protecting the rights of the child. While the Ministry responsible for agriculture focuses on food security and food production, that of finance is playing important role of ensuring government and development partners' financing. The Ministry responsible for education is concerned with the provision of education for children from the age of 4-8 years. It is this Ministry also which has an overall coordination of ECD in Zanzibar. This is the time when an average child develops positive attitude towards learning, develops conceptual thinking, acquires problem solving skills and rapidly develops language skills. The child's mental operation develops with active exploration of things in the environment using objects that can be manipulated concretely.

Early Childhood Development is a process of service provision which focuses on the child and its family to enable the child to reach its fullest potential in all domains; physical, social, mental and spiritual so as the child can participate fully in development activities.

The age of 0-8 years is very critical to the development of the child in all aspects. If the child is not provided with services such as good nutrition and early stimulation may affect other domains - physical, mental, social and spiritual development. If such opportunities are lost it becomes very costly to the government to fill the gaps which are a consequence of less investment in early years. According to World Conference on Early Childhood Care and Education report (27-29 September Moscow 2010, Russian Federation), there has been undeniable progress towards the six EFA goals – including an expansion of early childhood care and education and improvement in gender parity at pre-schools. However, with less time to go until the 2015 deadline, the world is still not on track in some EFA goals. Progress towards ECCE goals is faltering. In Zanzibar there are several challenges facing ECCE that includes, lack of clarity of which organization is responsible for ECCE, low access to early education centres for the poor and most

vulnerable children, in adequate government financing in ECCE and low quality of ECCE services provided.

Hence the Zanzibar Government aims to ensure that all children in Zanzibar are given the best possible start in life – to be healthy, socially competent, emotionally secure, mentally alert and able to learn. The government is committed to ensure that all young children and their families receive quality integrated nutrition, health, sanitation, hygiene, education, protection and care services.

2.2 National Policies, National Action Plans and International Conventions and Guidelines on ECCE Endorsed by Zanzibar Government

Among the international conventions adopted by Zanzibar is the expansion and provision of ECCE especially for the most vulnerable and disadvantaged children (Dakar Framework for Action of EFA, 2000). Reduction of child mortality rate through strengthening mother care services during pregnancy, provision of immunization services to the children under the age of five and provision of nutrition to the child and nutrition education to mothers are among the international conventions seriously adopted by the Zanzibar Government.

Nationally, RGZ considers ECCE as a priority agenda in its planning as clearly outlined in the Zanzibar national action plans as summarized in the table below:

Table 2.2.1: National Action Plans on ECCE, Targets and Implementation Strategies

Action Plan	Target	Strategies
<p>ZSGRP (MKUZA II) Ensure equitable access to demand driven quality education which is gender responsive at all levels.</p>	<ul style="list-style-type: none"> • Integrated ECD Policy developed and implemented by 2012. • Increased NER for pre-schools from 20.1% in 2010 to 50% by 2015. 	<ul style="list-style-type: none"> • Create broader participation and diversity in ECCE programmes. • Ensure equitable access to quality pre-school education for all children aged 4-5 years. • Strengthen capacity to implement and monitor effectively programmes that promote child-friendly and girls' education.
<p>Zanzibar Health Policy Ensure the provision of health and</p>	<ul style="list-style-type: none"> • Promote micronutrient consumption of Vitamin A from 87% from 2005 to 95% by 2010. 	<ul style="list-style-type: none"> • Supplementation of Vitamin A and de-worming of under-fives through both health facilities and Village Health Days.

<p>nutritional needs for the development of children and promote partnership with parents, communities, NGOs and other stakeholders.</p>	<ul style="list-style-type: none"> • Reduce prevalence of stunting among under-five children from 23% in 2005 to 10% by 2010. • Reduce prevalence of wasting among under-five children from 6.1% in 2005 to 2% by 2010. • Increase coverage of children immunized against measles by age one from 93% in 2005 to 98% by 2010. • Increase DPT-HepB 3 coverage from 88% in 2005 to 95% by 2010. • Increase measles coverage from 90% in 2005 to 95% by 2010. • Eliminate maternal and neonatal tetanus by the end of 2007. 	<ul style="list-style-type: none"> • Routine growth monitoring and promotion. • Immunisation of all children under one year (and above where necessary), according to the existing schedules, through a combination of static service delivery and outreach. • Undertake periodic vaccination campaigns as required.
<p>Zanzibar Education Policy Early childhood education for children aged between 4-5 years shall be formalized and integrated into the formal education system and shall be a component of basic education.</p>	<ul style="list-style-type: none"> • Ensure equitable access to a quality pre-school education for all children at the age of four years through increased enrolment to public pre-schools to 30% by 2015/16 and expansion of enrolment to private pre-school to reach 40% by 2015/16. • Upgrade teachers to meet demands of new curriculum and meet the demand required qualifications at all levels. 	<ul style="list-style-type: none"> • Merging the existing strengths reflected in the government infrastructure and teacher qualification with those good practices in community-based schools especially in modes of delivery and teacher-pupil interaction. • Improving training facilities. • Providing guidelines for ECD centres so as to cater for the total development needs of the child and to ensure quality control. • Ensuring that the community fully participates in the management of the school with regard to both

		<p>enhancement of curriculum content and management of resources.</p> <ul style="list-style-type: none"> • Providing relevant and appropriate early childhood education with particular regard to vulnerable children and children with special educational needs. • 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.
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2.3 Coordination and Partnership of ECCE in Zanzibar

As previously mentioned, key ministries that implement ECCE in Zanzibar are Ministry of Health, Ministry of Education and Vocational Training, Ministry of Finance and Ministry of Youth, Women and Children Development. There are also other organizations including Non-Governmental Organizations (NGOs) and Community Based Organizations (CBOs) that fully participate in the provision of ECCE in Zanzibar. These include the Madrasa Early Childhood Programme (MECP) — a non-profit organization under Aga Khan Foundation and Faith-Based Organizations (FBOs) especially community based Quranic madrassas.

Implementation of ECCE in Zanzibar is not uniformly done. While MoEVT provides two years of pre-school education, private schools provide three years of pre-school education. This means MoEVT operates within the Education Policy framework of 2006 while private schools and community based schools still use the old policy of 3 years, this is because there are phasing out at slow pace due to the fact that the majority of private pre-primary schools have the heavier curriculum loads than those of government schools. Likewise, while government schools provide meals in order to ensure that children get the right nutrition, private schools implement the system of children bringing their own food from home.

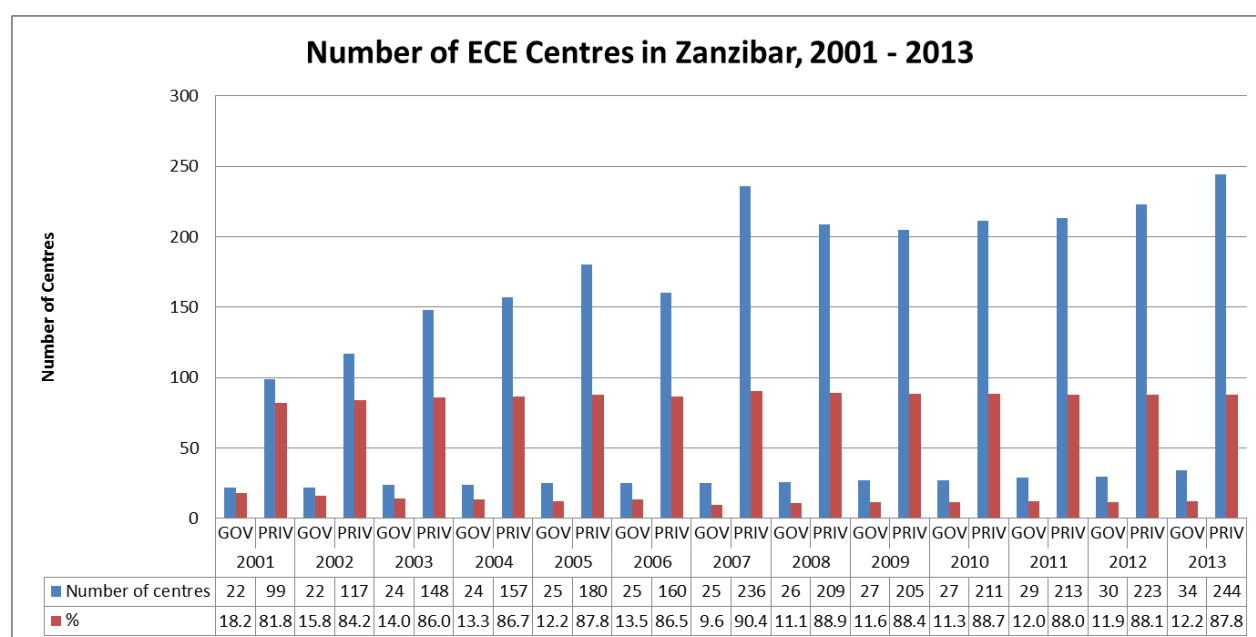
Another setback in the ECCE is that there is no clear and directed coordination among the key ministries concerned with ECCE. This situation is a result of having no institution to monitor the progress of ECCE in the country. It is highly anticipated that the new integrated ECCE Policy which is now in the preparation stage will provide clear and directed coordination among the ministry concerned with the ECCE and thus establishing the effective system to monitor progress. The medium of instruction at this level is Kiswahili, however English and Arabic are also taught parallel with Kiswahili.

Since success of early childhood care lies in the timely and quality provision of health, nutrition, education and psycho-social support, it is critical that there is effective coordination among the key line Ministries in place.

2.4 Access to ECCE Centres

In Zanzibar, ECCE services are provided in two categories of centres. The education component is provided by MoEVT and the health component is provided by the Ministry of Health. Within the context of education there are two types of centres; those which are directly managed by the government under MoEVT and those which are run by private organizations, associations and individuals. The government centres under the MoEVT were established as role models as a guide for the private sectors and individuals who inspire to provide pre-school education. While those run by private sectors are growing in number each year, the government have been growing in low pace. Figure 1 below shows number of ECCE centres owned by both government and private sectors from 2001 to 2013.

Figure 2.4.1: Number of ECCE Centres in Zanzibar, 2001 – 2013



Monitoring of both government and non-government centres is done by MoEVT through quality assurance body under the Office of the Chief Inspector of Schools and the Zanzibar Institute of Education which is responsible for curriculum issues and development of teaching and learning materials. Even though some private and community owned pre-schools provide three years of pre-school education, they have to accommodate the government curriculum but are allowed to add other subjects such as Quranic education, language and music.

2.5 Progress towards achieving ECCE goal in Zanzibar

Several efforts have been taken by all ministries which provide ECCE services to ensure that ECCE is progressive. The Ministry of Health efforts concentrated on provision of immunization services and nutrition education while MoEVT focused mainly on improving access, equity, quality of pre-primary education and creating conducive, safe, secure, stimulating and child-friendly pre-school environment. The Ministry is also concerned in the training of pre-school teachers.

2.6 Progress in Child's Health Indicators in Zanzibar

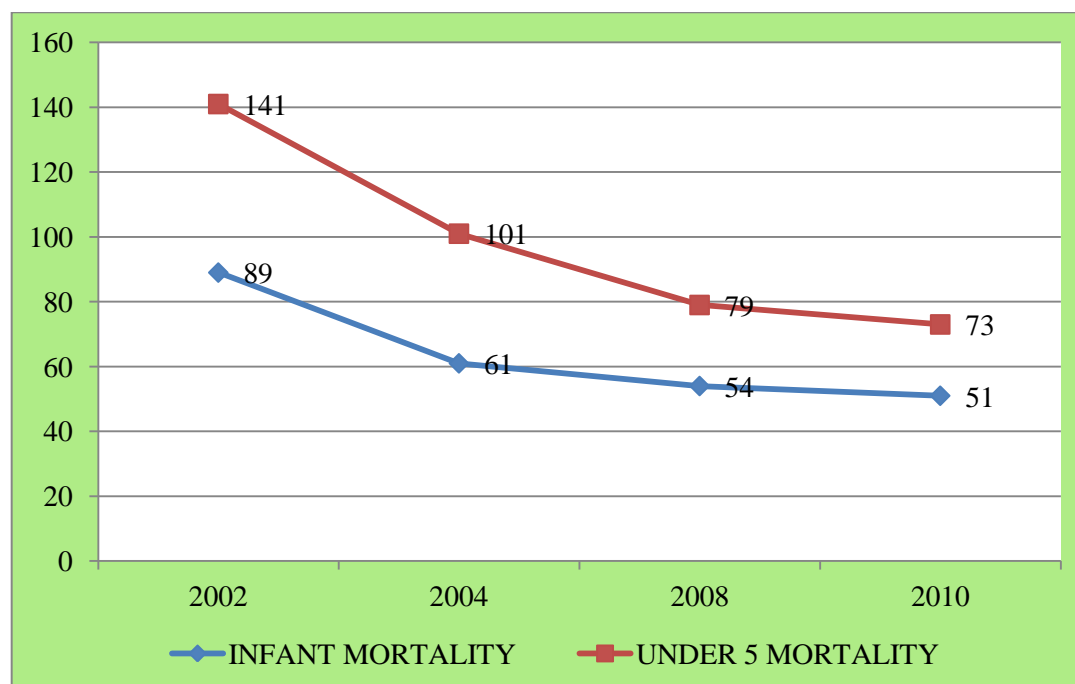
2.6.1 Birth Registration in Zanzibar

Birth registration is a formal inscription of the facts of the birth into an official log kept at the Registrar's Office. A birth certificate is issued at the time of registration or later as proof of the registration of the birth. Article 7(1) of the CRC sets forth the rights of a child to be registered immediately after birth. The purpose of this right is to promote recognition and protection of the child's legal personality. In Tanzania, birth registration is basic to ensuring a child's legal status and, thus, basic rights and access to services (United Nations General Assembly, 2002). Section 9(1) of the Birth and Death Registration Act (2006) established birth registration offices in all districts and *Shehias* in Zanzibar. Report revealed that birth registration in Zanzibar has reached 78.7 percent (TDHS, 2012). Out of this, 63% have already received their birth certificate while 15.7% are still waiting for their birth certificates. Failure of birth registration may result to inappropriate resource allocation and many children may be left out of the education system, while they may have reached the right age for schooling.

2.6.2 Infant and Child Mortality Rate in Zanzibar

The Ministry of Health aims at reducing infant and under-five child mortality rate. The National Health Surveys (THMIS, 2008 and TDHS, 2010) and the Zanzibar Health Bulletin (2010) reported that the infant mortality rate has been declining from 89 per 1,000 live births in 2002/03 to 51 per 1,000 live births in 2010. Furthermore, the surveys show that under five mortality rate also declined from 141 per 1,000 live births to 73 per 1,000 live births in the same period. Figure 2.6.2.1 shows the trends of infant and under five mortality rates in Zanzibar.

Figure 2.6.2.1: Infants and Under Five 5 Mortality Rates, 2002 - 2010



2.6.3 Nutrition Status in Zanzibar

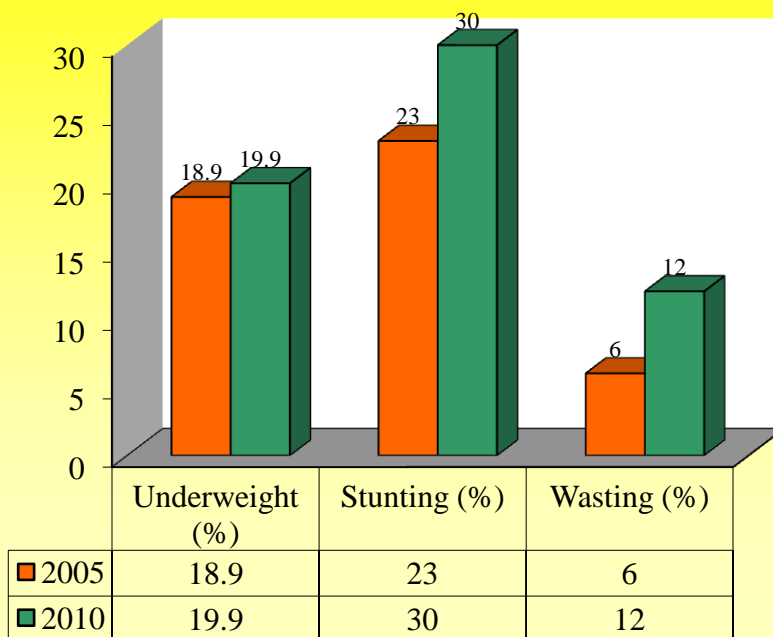
Nutrition status of women and children is a good indicator of the overall well-being of a society. It reflects not only maternal and child care practices but also household food security, health, and environmental condition. The three most frequently used indicators of child nutritional status are ‘stunting’ (the child has low height for her age), ‘underweight’ (low weight for her age) and ‘wasting’ (low weight for her height). In Zanzibar, the nutrition status is shown in Table 2.2 and illustrated in Figure 2.2 here under.

Table 2.6.3.1: Nutrition Status in Zanzibar, 2005 & 2010

Status	Year 2005	Year 2010
Stunting	23.0	30.0
Under weight	18.7	19.9
Wasting	6.0	12.0

Source: Health Management Information System, 2005-2013.

Fig. 2.6.3.1: Percentage of Underweight, Stunting and Wasting Children Under 5 years, 2005- 2010.



From the table, it can be seen that there is an increase in all three indicators between 2005 and 2010. The increase of the three indicators may imply either inadequate intra family feeding practices or low nutrition status of the food given to children. The increase in the percentage of underweight and stunting among children calls for a more serious look at the issue of coordination among all key line Ministries. Only through effective coordination of services and systematic monitoring, the raising figures of malnutrition can be reduced. Currently, the Ministry of Health is designing a new comprehensive programme for infant and young children feeding practices which will be soon implemented so as to improve the nutrition status of the children in Zanzibar.

2.6.4 Consumption of Iodized Salt

Iodine is a vital mineral to health and development. Iodine deficiency in pregnant woman may lead to still births, abortions, increased perinatal mortality, deaf, mutism and endemic cretinism in new born. Lack of iodine for children and adolescents can lead to goiter, retarded physical development and impaired mental function.

In order to increase availability of iodine intake in the community there is a need to involve importers of food staff and the business community in general, as well as food security boards and work with them to make sure that food consumed has enough iodine as required. Zanzibar has experienced iodine deficiency problem. The household utilisation of iodated salt has however increased from 30.0% in 2001 to 43.9% in 2010 but still remained low. Pemba is the most affected where household iodated salt consumption remained at 24.1% compared to Unguja which is 63.7% (DHS, 2010). Among the reasons that has been contributed to this situation in Pemba is that most of the

salt consumption is sourced from local salt pans which do not contain iodine. Though several efforts has been taken by the Ministry of Health to undertake iodation process, the situation has not changed much still many households use salt which is not iodated or the percentage of iodine in the salt is not adequate. The situation in Unguja is different from that of Pemba because most of the salt consumed is imported and already iodised.

2.6.5 Vitamin A Supplementation Coverage

Vitamin A is an essential micronutrient for the immune system that plays an important role in maintaining the epithelial tissue in the body. Vitamin A deficiency can cause eye related problems that can hinder learning of an individual. Also, it can increase the severity of infections, such as measles and diarrhoeal diseases in children, and slow recovery from illness. Vitamin A is found in breast milk, other milk, liver, eggs, fish, butter, red palm oil, mangoes, papayas, carrots, pumpkins and dark green leafy vegetables. Periodic dosing (usually every six months) of vitamin A supplements is one method of ensuring that children at risk do not develop Vitamin A deficiency. TDHS (2010) reported that about 61% of children aged 6-59 months were given Vitamin A supplements. Zanzibar Nutrition Status on Vitamin A supplements to all children aged 6-59 months has shown improvements in all districts as table below indicates. Nationally, supplementation of Vitamin A coverage has increased from 57.7% in 2005 to 98.7% in 2010. However the deterioration in the coverage in 2012 and 2013 was due to the fact that the programme was no longer funded as it became an end as a project under UNICEF. Considering the issue of underweight and stunting, low Vitamin A supplementation can seriously affect the both physical and cognitive development of children. Hence, through rigorous campaign using effective IEC materials, the consumption of Vitamin A rich diet among households can be increased which in turn will help address the issue of low coverage of Vitamin A supplementation.

Table 2.6.5.1: Vitamin A Supplementation Coverage, 2005 - 2013

District	Total Vitamin A Supplementation							
	2005	2006	2008	2009	2010	2011	2012	2013
Urban	35.6	59.3	81.4	71.7	78.0	112.0	41.4	41.9
West	53.4	59.6	114.3	76.5	87.7	134.5	35.8	25.1
North 'A'	71.0	103.3	88.5	82.1	92.3	82.9	84.5	111.0
North 'B'	82.9	110.4	94.6	91.4	90.2	99.5	63.0	60.3
Central	77.7	85.2	107.6	120.0	107.2	118.7	87.8	84.9
South	65.5	88.0	121.9	113.0	114.0	113.6	78.5	74.4
Micheweni	65.6	101.9	65.2	72.2	105.9	96.0	35.6	75.2
Wete	60.2	90.3	82.4	102.5	90.7	94.8	55.5	86.0
Chake- Chake	64.2	129.7	76.8	97.8	110.9	76.0	93.9	102.1
Mkoani	59.7	114.5	85.0	73.3	131.8	73.6	88.0	19.2
Zanzibar	57.7	86.1	89.0	84.6	98.7	99.5	61.5	57.0

Source: Health Management Information System, 2005-2013.

2.6.6 DPT-HepB-Hib3 and Measles Coverage in Zanzibar

Immunization is the best way whereby children are protected against childhood preventable infectious diseases. Immunization is aimed at reducing childhood mortality with a target of reducing the under five mortality rate by two-thirds by the year 2015. Besides the importance of DPT-HepB-Hib3 as a vaccine against six major killer diseases to children and that it prevents diphtheria, pertussis, tetanus, hepatitis B, pneumonia and influenza B, yet there is at least 10 per cent of the population of children under five who did not receive the vaccine in Zanzibar. The data below shows immunization coverage for some selected years from 2001 to 2012.

Table 2.6.6.1 DPT-HepB-Hib3 Percentage Coverage in Zanzibar

District	2001	2005	2010	2012
Urban	98	96	129	111
West	88	67	115	110
North 'A'	93	85	91	78
North 'B'	75	85	86	76
Central	78	85	138	123
South	76	85	115	119
Micheweni	68	94	68	62
Wete	78	96	89	89
Chake- Chake	72	88	81	71
Mkoani	64	82	64	60
Zanzibar	82.4	86	95	85

Source: Health Management Information System (various).

The table indicates that Micheweni and Mkoani Districts in Pemba show low coverage for the whole period compared to all other districts. The fluctuation of the rate of immunization coverage among the districts and across the years is affected by availability of funds. Similar trend to that of DPT-HepB-Hib3 is revealed for measles coverage in Zanzibar.

Table 2.6.6.2 Measles Coverage in Zanzibar

District	2001	2005	2010	2012
Urban	102	107	117	136
West	94	79	106	136
North 'A'	56	93	79	80
North 'B'	81	98	95	89
Central	79	90	120	130
South	80	99	109	124
Micheweni	58	82	75	67
Wete	77	103	96	91
Chake- Chake	63	93	89	73
Mkoani	60	88	79	65
Zanzibar	83	93.5	83	96.4

Source: Health Management Information System (various).

2.6.7 Deworming

An intestinal parasite is a common cause of anaemia among children under five in Zanzibar. Ministry of Health provides deworming medication to all children aged 12-59 months in every six months. The table below illustrates the percentage of children under five who received this treatment by district in the period 2005 to 2013.

Table 2.6.7.1: Percentage of Children Under Five Received Deworming Treatment, 2005-2013

District	Years							
	2005	2006	2008	2009	2010	2011	2012	2013
Urban	33.0	56.0	107.9	85.4	113.2	88.4	42.1	41.6
West	49.3	57.4	119.5	119.5	77.0	127.3	36.4	24.3
North A	68.6	105.5	92.0	92.0	83.7	83.5	85.9	111.8
North B	80.5	112.1	97.2	97.2	91.1	101.0	64.1	50.5
Central	75.8	81.8	107.9	107.9	113.2	120.6	87.9	84.9
South	64.5	88.2	119.0	119.0	110.3	113.8	77.1	73.1
Micheweni	61.2	99.4	67.1	67.1	74.3	95.2	34.6	69.8
Wete	57.3	90.7	83.5	83.5	104.8	89.2	50.3	86.6
Chake-Chake	61.9	125.0	92.2	92.2	101.8	75.5	60.5	104.7
Mkoani	57.0	101.1	83.9	83.9	75.2	74.9	90.9	14.2
Zanzibar	54.9	82.8	92.7	92.7	85.8	94.2	57.6	55.4

Source: Health Management Information System, 2005-2013.

The table indicates that the number of children receiving deworming treatment has been increasing in all districts from 2005. This could be due to increase awareness of the parents on the importance of deworming treatment.

It should be noted that in the first years there was a special organized national campaign supported by UNICEF to promote Vitamin A supplementation and deworming. The campaign involved not only Ministry of Health staff but also community leaders and the societies in general. From 2011 there were no funds to organize and run the campaigns which resulted in the drop of number of children who received Vitamin A supplementation and deworming.

2.6.8 Sanitation Coverage

The supply of sufficient, clean and safe water to many communities and to ECCE centres, in particular, has declined due to limited available of active water sources. The availability of clean and safe water sources in the community is vital hygienically for the efficient and effective working of ECCE centres. On the other hand, many ECCE centres have shortage of latrines compared to the increasing number of members.

The table below indicates that in all districts, in particular in public pre-primary schools apart from Micheweni, which has the ratio of 10 pupils per toilet, the rest have the ratio of above bench mark of 20 pupils per toilet. The same scenario is also revealed in private pre-primary schools with an exception of Micheweni and Chake-Chake Districts.

Table 2.6.8.1: Pupil-Toilet Ratio in Pre-Primary Schools in Zanzibar, 2010

District	Pupils			Toilets			Pupils per latrine		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
Urban	1195	6104	7299	33	195	228	36.21	31.3	32.01
West	564	6702	7266	9	212	221	62.67	31.61	32.88
North 'A'	531	315	846	13	0	13	40.85	0	65.08
North 'B'	251	276	527	3	0	3	83.67	0	175.67
Central	1034	893	1927	37	45	82	27.95	19.84	23.50
South	759	766	1525	25	22	47	30.36	34.82	32.45
Micheweni	259	408	667	27	32	59	9.59	12.75	11.31
Wete	269	894	1163	11	20	31	24.45	44.7	37.52
Chake	534	753	1287	14	49	63	38.14	15.37	20.43
Mkoani	288	570	858	9	18	27	32	31.67	31.78
Zanzibar	5684	17681	23365	181	593	774	31.4	29.82	30.19

Source: EMIS, 2010.

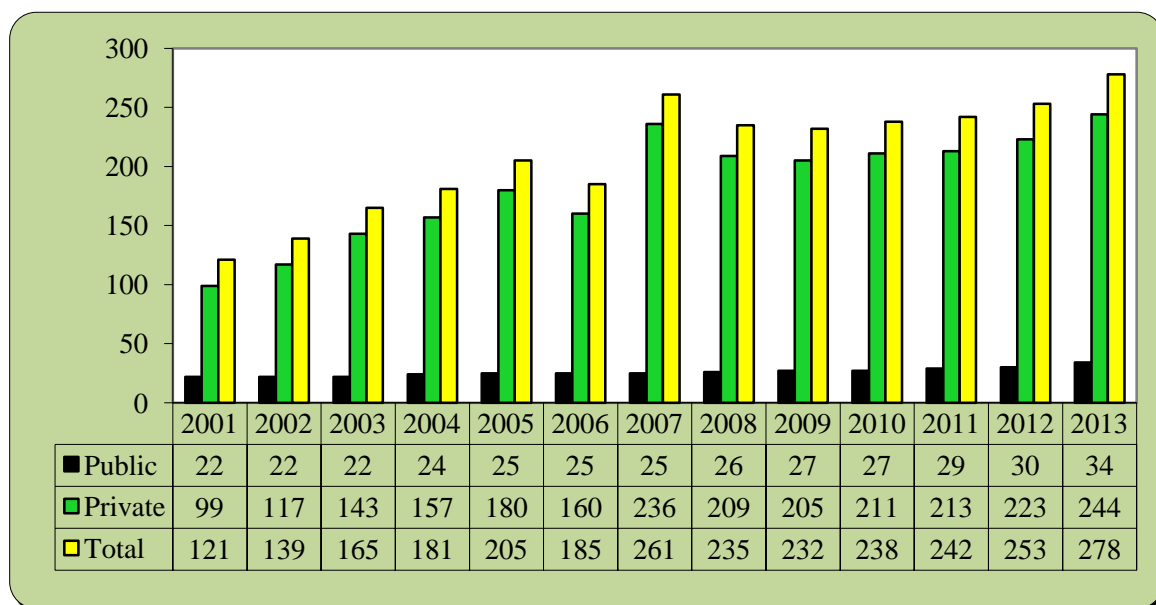
2.7 Progress in Pre-Primary Education in Zanzibar

In strengthening and expanding pre-primary education, MoEVT concentrated on the following aspects: children enrolment, curriculum review, community capacity building, teacher training, provision of teaching and learning materials, coordination and collaboration with non-state actors providing ECCE, RISE programme and introduction of pre-primary classes in the existing primary schools.

2.7.1 Evolution of ECCE Centres in Zanzibar

Early childhood education is provided to children aged 4-5 years by government, private organizations, associations and individuals. From the year 2001 to 2013 the number of ECCE centres has expanded immensely from 121 to 278 centres. However, the expansion in public sector is much slow compared to private sector, from 22 to 34 in public and from 99 to 224 in the private sector. This expansion is in line with the policy guidelines which articulate that communities and NGOs shall be fully involved in all the operational activities of early childhood education and shall be encouraged to establish ECCE centres especially in the rural areas. The government ECCE centres, though small in number, are scattered all over the country to act as models of a good pre-primary school NGOs, private organizations and individuals who are interested in establishing ECCE centres.

Fig.2.7.1: Evolution trend of ECCE centres in Zanzibar, 2001-2013.



2.7.2 Children Enrolment in ECCE Centres

According to EFA Global Monitoring Report (2007), the number of children enrolled in pre-primary education has tripled in the world. In the past three decades the enrolment raised from 44 million in 1979 to about 124 million by 2004. In Zanzibar pre-primary Gross Enrolment Rate (GER) has also raised from 12.7% in the year 2001 to 33.0% in 2013. This increase indicates that there is a double increase of enrolment in the past 13 years. However, this development is threatened by several factors including low community awareness, poor and shortage of infrastructure and the lack of well trained staff. The involvement of the community is vital in making sure that these threats do not hinder the progress made. Hence, NGOs and CBOs can serve to sensitise community members to enrol their children to pre-primary centres.



Community pre-school children in play at Kilimahewa, Urban District Unguja.



Community pre-school children and their teachers engage in teaching and learning at Kilimandege, Wete District Pemba.

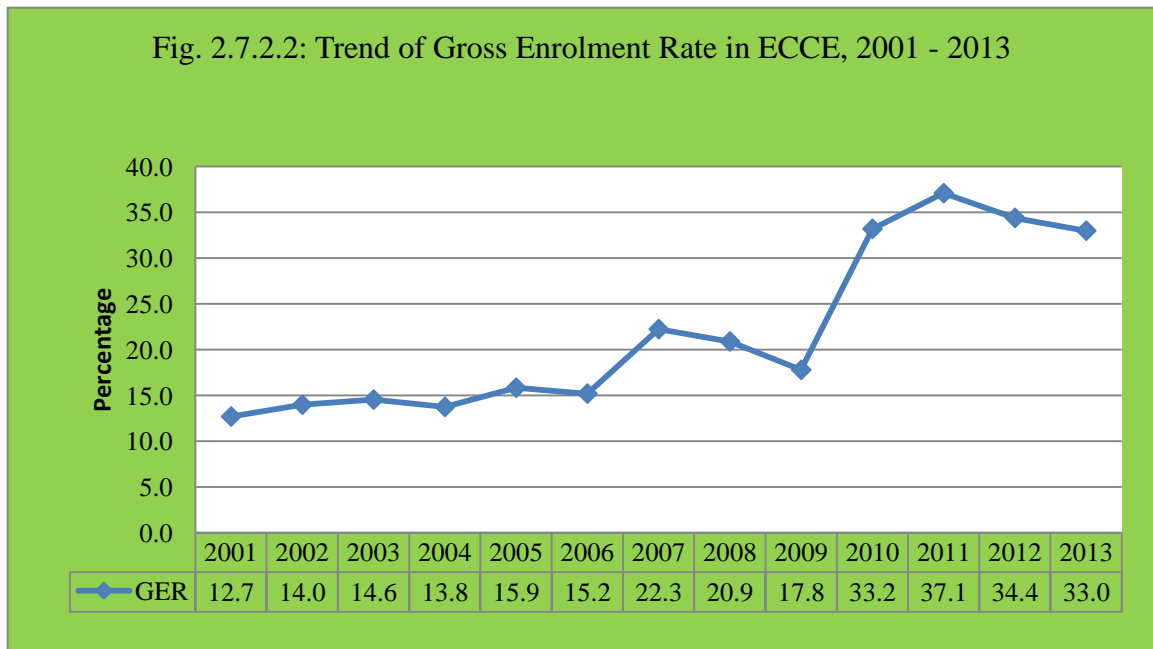
Before the inception of 2006 Zanzibar Education Policy, pre-primary education was not compulsory but the new policy declared that pre-primary education is compulsory and is part of the basic education. The MoEVT encouraged the private sectors to participate fully in the provision of early childhood education. The table and figure below show the enrolment trend of pre-primary children from 2001 to 2013.

Table 2.7.2.1: Gross Enrolment Rate of Pre-Primary Education by District and Gender, 2001 - 2013

District	2001		2002		2003		2004		2005		2006		2007		2008		2009		2010		2011		2012		2013	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Urban	29.3	29.8	29.1	29.6	28.4	29.8	26.9	28.1	28.0	27.8	38.3	37.2	46.4	47.0	41.5	43.3	36.9	40.6	43.9	48.2	42.8	45.5	42.7	45.4	40.9	46.2
West	36.7	34.5	41.3	40.8	50.6	50.6	49.7	48.8	58.3	53.8	15.9	16.6	37.1	38.1	32.3	33.4	27.7	28.8	44.6	47.0	51.5	56.1	54.4	57.0	53.1	55.3
North A	2.1	2.0	2.5	2.6	2.7	2.7	1.7	1.6	3.2	3.3	3.6	3.7	7.4	7.8	6.5	7.0	5.6	5.9	34.6	38.9	41.4	47.5	27.8	30.3	27.0	32.1
North B	6.6	7.3	7.2	7.3	5.7	5.3	3.7	3.0	6.1	4.8	2.9	3.0	7.3	8.2	7.8	8.7	4.7	5.7	10.8	11.9	13.2	15.6	14.2	15.0	12.6	14.6
Central	5.1	5.1	10.6	14.0	9.0	9.0	10.3	11.4	15.4	16.5	18.7	22.5	22.3	23.3	26.2	24.9	29.1	26.7	35.6	38.8	35.9	41.8	34.7	37.7	32.9	34.0
South	12.7	13.8	12.8	12.6	11.4	11.4	13.3	14.2	18.6	20.3	34.9	37.3	42.0	43.2	41.0	43.9	46.4	49.5	65.4	60.4	61.3	59.5	69.8	70.4	51.8	53.9
Micheweni	0.9	1.2	1.2	1.4	2.6	2.6	1.1	1.1	3.4	3.3	3.8	3.7	3.7	3.9	4.1	10.5	3.0	3.7	51.7	58.1	53.9	59.8	36.9	43.0	35.4	39.4
Wete	3.9	4.4	8.2	7.7	7.1	6.4	5.9	5.5	7.0	7.1	9.2	10.5	11.4	13.5	12.0	14.7	9.2	10.8	11.4	13.3	13.3	15.4	11.2	12.8	10.3	10.8
Chake	5.1	4.9	5.0	5.3	5.7	7.1	5.7	6.4	7.7	7.8	6.6	7.1	9.4	10.6	8.1	9.4	8.0	8.3	15.4	16.8	19.5	22.1	18.9	22.4	20.2	26.1
Mkoani	3.9	5.0	3.5	4.2	5.0	6.0	5.3	5.1	6.2	6.2	4.8	5.9	5.6	6.2	5.2	5.6	5.5	5.3	9.0	9.9	11.2	12.3	13.1	14.1	11.1	12.7
Zanzibar	12.6	12.8	13.8	14.2	14.3	14.8	13.6	13.9	16.0	15.7	14.8	15.6	21.8	22.7	19.7	22.1	17.2	18.4	32.5	33.9	35.2	39.0	33.0	35.9	31.4	34.7

Source: EMIS, 2001-2013.

Fig. 2.7.2.2: Trend of Gross Enrolment Rate in ECCE, 2001 - 2013



As a result of the encouragement and sensitization put by MoEVT in the effort to implement the Education Policy (2006) directives, the proportion of children joining Standard I with ECD experience has been noted to increase for both public and private schools with significant increase at private schools as the two year sample data shows. The table shows that at public schools majority of children joining Standard I have not received ECD training which indicates that children joining Standard I in public schools have differed experiences which could likely to influence their performance.

Table 2.7.2.2: Percentage of Standard I Entrants who Received ECD Training

Year	Public Schools			Private Schools			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2012	32.0	34.0	33.0	95.0	96.0	95.0	63.5	65.0	64.0
2013	37.0	39.0	38.0	95.0	92.0	94.0	66.0	65.5	66.0

Source: EMIS, 2013.

Following the data presented in Table 2.6 above, the NER at pre-primary level in 2013 stands at 17.9% of which 12.2% is for private schools and 5.6% is for public schools. NER varies by districts in both public schools and private schools as indicated in Table 2.7.2.3.

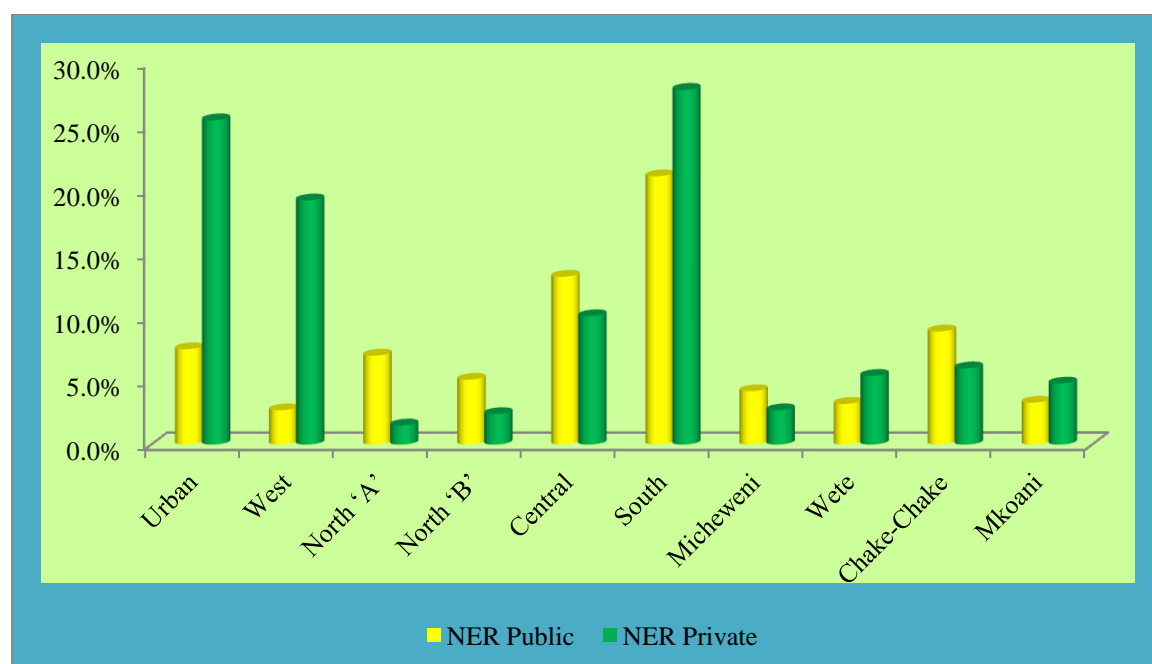
Table 2.7.2.3: NER in Public and Private Pre-Schools, 2013

District	NER Public	NER Private	NER Total
Urban	7.5%	25.5%	33.0%
West	2.7%	19.2%	21.9%
North 'A'	7.0%	1.5%	8.4%
North 'B'	5.1%	2.4%	7.5%
Central	13.2%	10.1%	23.3%
South	21.1%	27.9%	49.1%
Micheweni	4.2%	2.7%	7.0%
Wete	3.2%	5.4%	8.6%
Chake-Chake	8.9%	6.0%	15.0%
Mkoani	3.3%	4.8%	8.1%
Zanzibar	5.6%	12.2%	17.9%

Source: EMIS, 2013.

Based on the data in the table it is clearly shown that there is an uneven progress of access on ECD education among districts. While in the South district 49.1% of children of pre-primary school going age of 4-5 years have access to ECD only 7.0% do so in Micheweni district. This situation does not promise to meet MKUZA II target of NER of 50% by the year 2015.

Fig. 2.7.2.3: NER for Public and Private Pre-Schools in Zanzibar



2.7.3 Pupil-Teacher Ratio at Pre-Primary

Pre-primary education is now part of basic education and is growing very rapidly. By 2013 there were a total number of 30,912 children attending pre-primary education in both public and private schools compared to 2001 when there were only 13,156 children. The number of teachers at pre-primary for both public and private schools by the year 2013 was 1,350. From these data the PTR at pre-primary was 23:1. In public schools alone the PTR was 26:1 (8,087 children and 314 teachers) while in private schools the PTR stands at 22:1 (22,825 pupils and 1,036 teachers). It is interesting to note from these ratios that the PTR for both public and private pre-primary schools are close to the national benchmark of 25:1 (BES, 2012) indicating that currently there is no shortage of teachers hence the challenge is not in the number of teachers but in the quality of teachers.

2.7.4 Percentage of Trained Teachers in Pre-Primary Schools

Currently, in Zanzibar there are no official training institutions for pre-primary school teachers. However, there are unofficial institutions which provide training for pre-primary school teachers. These are either found at Madrasa Early Childhood Centre, Pre-Primary Teacher Centres and some private institutions. The training in these centres is not uniform both in terms of content and duration. Majority of the trained teachers who are in public pre-primary schools were long time trained in the institutions outside Zanzibar. In government institutions the percentage of trained teacher is 88.2% (MoEVT, 2013). As the sector is growing rapidly there is a need to train more teachers to meet the demand.

2.7.5 Curriculum Review

MoEVT through its Zanzibar Institute of Education reviewed the pre-school curriculum and reduced the number of years of pre-primary education from initial three years to two years. This new curriculum is taken to be the standard curriculum for both private and government pre-primary schools.

2.7.6 Coordination and Collaboration with Non-state Actors

In the provision of pre-primary education, MoEVT collaborates with international and national organizations in sensitization of parents and communities, training of teachers, and in the provision of teaching and learning materials. Some of the international organizations that play crucial roles are the UNICEF, which provides technical and financial support to officers and teachers, and the Aga-Khan Foundation through its Madrasa Early Childhood Programme (MECP) support the Ministry in establishing community based pre-primary schools and in the training of teachers. Since 1989, MECP has mobilized 84 communities (52 Unguja and 32 Pemba) to establish, own and manage their pre-schools. The MECP has trained over 1,880 teachers and 912 school committee members from these pre-schools. The programme has benefited over 30,000 Zanzibar children.

2.7.7 Quranic Classes

Quran classes are examples of FBOs and play an important role in providing early childhood spiritual education where by over 95% of Zanzibar children attend Madrasa for Quranic and Islamic education. Normally, children attend both Quranic classes and secular schools in alteration. The formal school system runs in double shift and that children who attend school in the morning attend the Quran classes in the afternoon and vice versa.

In 2011, there were 2,175 Quranic classes scattered around the islets of Zanzibar with a total enrolment of 276,211 of whom 149,922 (54.3%) are girls and 126,219 (43.7%) are boys. These Quranic classes have a total of 8,857 teachers of whom 2,963 (33.5%) are females and 5,894 (66.5%) are males.

Although these classes are administratively under the office of “Mufti”, they are recognized by the MoEVT through registration, yet most of the teachers are not formally trained. One of the bottlenecks of these classes is that there is no common curriculum followed, except all classes share some common materials and content. There is a need to formalise these classes by introducing common curriculum and provide training to teachers on teaching methodology, record keeping and improvisation of teaching learning materials.

Box 1.1: Increase Enrolment to Pre-school Education: *the Case study of RISE Programme*

The Radio Instruction for Strengthening Education Program (RISE) was established in 2006 in Zanzibar. This was one among the strategy of the 2006 Education Policy to stimulate enrolment in pre-primary education. Through its motto of “Tucheze Tujifunze” (TUTU) (Learning Through Play), RISE built capacity of communities, districts and national institutions for the establishment and maintenance of 180 TUTU centres in two districts (Micheweni in Pemba and North ‘A’ in Unguja).



These TUTU centres are managed by mentors who received special training in the running of the programme and issues related to class management. The programs are aired on Zanzibar Broadcasting Cooperation Radio every Tuesdays, Thursdays and Fridays. This programme also improves cooperation between Government and communities through providing spaces, management and creates a wide awareness on importance of pre-primary education. The programme was funded by USAID for a period of five years, which has come to an end and the programme was handed to MoEVT in 2008.

Table 1.7.7.1: Enrolment in RISE Centres by Gender, 2007 – 2013

DISTRICT	2007			2008			2009			2010			2011			2012			2013		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
WEST	69	70	139	174	205	379	161	159	320	158	136	294	159	207	366	0	0	0	101	102	203
NORTH "A"	181	187	368	1,282	1,297	2,579	977	989	1966	968	1,067	2,035	1,351	1,472	2823	688	705	1,393	772	841	1613
MICHEWENI	257	283	540	1,411	1,485	2,896	1,409	1386	2795	1,977	2,061	4,038	1,862	1,971	3833	1,171	1,347	2,518	1103	1,178	2,281
GRAND TOTAL	507	540	1,047	2,867	2,987	5,854	2,547	2,534	5081	3,103	3,264	6,367	3,372	3,650	7,022	1,859	2,052	3,911	1976	2121	4,097

Source: RISE Quarterly Reports, 2007-2-13.

2.8 Achievement of ECCE in Zanzibar

- 2.8.1 The integrated ECCE policy is in the preparation process.
- 2.8.2 Infant Mortality Rate has been declining from 80 per 1,000 live births in 2002 to 51 per 1,000 live births in 2010. Likewise, under five mortality rate also declined from 141 per 1,000 live births to 73 per 1,000 live births in the same period.
- 2.8.3 The Ministry of Health is in the process of designing a new comprehensive programme for infant and young children feeding practices so as to improve nutrition status.
- 2.8.4 Health education is provided in the health centres to mother and expected mothers regarding nutrition, baby care and support as a whole.
- 2.8.5 The ECCE sub-sector is enjoying a good co-operation and coordination between the Ministries concerned.
- 2.8.6 There is high involvement of private sector in the development and provision of ECCE.
- 2.8.7 Establishment of RISE Programme has very much increase access to pre-school education especially to children in rural areas.
- 2.8.8 Pre-primary education is part and parcel of compulsory basic education.
- 2.8.9 Pre-primary education is growing very rapidly and at present there are 278 centres (34 public owned and 244 privately owned) providing preschool education increasing from 121 (22 public owned and 99 privately owned) in 2001.
- 2.8.10 There is high involvement of private organizations and individuals in establishing pre-primary schools.
- 2.8.11 There is high awareness of the communities in establishing their own community-based pre-primary schools.
- 2.8.12 MoEVT has established training programme of pre-primary training of trainers in collaboration with Institute of Educational Development – Aga Khan University (Dar es Salaam Campus).
- 2.8.13 The pre-primary school curriculum has been reviewed to include ICT, life skills education and environmental issues.
- 2.8.14 There is a high demand especially females to become pre-primary school teachers.

2.9 Challenges

- 2.9.1 There is a need for a better coordination among all key line Ministries.
- 2.9.2 Most of the ECCE programmes particularly in the health sector lack financial support, hence sustainability is jeopardized.
- 2.9.3 Currently, there is no recognised teacher training institutions for pre-primary education.
- 2.9.4 Most pre-primary school teachers have either certificate or diploma levels. Only four have higher levels of education.

- 2.9.5 The infrastructure of some pre-primary schools especially those community-based have no conducive learning environment for pre-school children.
- 2.9.6 Most pre-schools especially those community-based suffer shortage of clean and safe water and have high pupil-toilet ratios.
- 2.9.7 Most pre-schools suffer shortage of learning and play materials.
- 2.9.8 Generally, there is lack of regular systematic monitoring of the programme.

2.10 Recommendations

- 2.10.1 RGZ shall consider increase ECCE budget or look for alternative approaches so as to improve ECCE status.
- 2.10.2 MoEVT shall establish recognised ECD centres or integrate ECD in the teacher training institutions.
- 2.10.3 MoEVT should improve the existing ECD training centres to meet the required stands.
- 2.10.4 MoEVT shall speed up harmonization of pre-primary education in terms of curriculum content and duration between public, community and private owned schools.
- 2.10.5 MoEVT in collaboration with Ministry of Health, Ministry of Agriculture and other stakeholders shall revive school feeding system especially for pre-school children so as to ensure that children receive relevant nutritional well-balanced diet.
- 2.10.6 MoEVT shall develop in-service upgrading courses for pre-primary school teachers who are under-qualified in order to acquire the required skills.
- 2.10.7 MoEVT shall set minimum entry qualifications for those inspiring to join pre-school teacher training courses.
- 2.10.8 Pre-primary classes established in primary schools shall be separated to ensure free, conducive and adequate environment for their learning needs.
- 2.10.9 The State University of Zanzibar shall introduce pre-primary education programme at Diploma and Degree levels so as to strengthen the sub-sector.
- 2.10.10 MoEVT shall ensure that upgrading and updating refresher courses for pre-school teachers are in place and sustained.

Goal Two

“Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality”.

Chapter Three

Universal Primary Education

3.1 Introduction

In the year 1984 the United Nations declared the concept of “Human Rights” and in the declaration education was among the fundamental human rights. Again in the year 1990 the United Nations declared the conservation on the rights of the child and again education was identified to be the basic human right for every child regardless of race, colour or ethnic origins. The world conference on Education For All held in Jomtien, Thailand in 1990 and the World Education Forum held in Dakar, Senegal (UNESCO 2000) are the acknowledgments by the international community of the role education plays in the socio-political and economic development within societies.

The role of education is to facilitate development and the need to foster the spirit of EFA has been acknowledged in the millennium development goals (MDGs) which aim at ensuring that children everywhere will be able to complete a whole course of primary schooling by the year 2015. To ensure that children remain in school and complete the basic education cycle successfully, UNICEF introduced the child friendly school (CFS) initiatives which among other things aim at increasing the learning effectiveness, efficiency and make children realize their rights to learn.

Zanzibar accepted and accommodated all these initiatives so as to ensure that every child gets access to basic education of good quality of 12 years of which 2 years are for the pre- primary education, 6 years for primary education and 4 years of secondary education (ZEP, 2006).

3.2 National Policies on Universal Primary and Basic Education (UBE)

Zanzibar declared free and compulsory basic education of 10 years (7 primary and 3 secondary) in 1964 and changed to 12 years by the 2006 Education Policy. The new policy (2006) recognizes the EFA 2000 that public provision and financing of education is essential in order to realize accelerated progress towards achieving education for all goals. The policy directs that the government shall continue to be the major source of financing education to ensure poverty does not hinder a child to pursue education. For primary and basic education the policy stipulates that:

- The government shall ensure that primary school aged children are enrolled at the right age, remain in school in full attendance, perform well and successfully complete primary education.
- 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.

- Four years of secondary education shall be provided for all.
- Inclusive education shall be provided to ensure that children with special needs get equal opportunities, barriers to learning are addressed and the diverse range of learning needs are accommodated.

3.3 National Action Plans and Implementation Strategies

The national action plans which focus on the improvement of education in relation to national educational needs and focusing on reaching EFA set goals are the Zanzibar Vision 2020, the Zanzibar Strategy for Growth and Reduction of Poverty (ZSGRP) popularly known in Kiswahili as “*Mpango wa Kupunguza Umasikini Zanzibar*” (*MKUZA II*), and the Zanzibar Education Development Program (ZEDP). The matrix below shows the targets set for each action plan at the specified time.

Zanzibar Vision 2020	Zanzibar Strategy for Growth and Reduction of Poverty (MKUZA)	Zanzibar Education Development Program (ZEDP)
<ul style="list-style-type: none"> • Increase GER at primary from 84.2% in 1997 to 100% in 2005. • Transition to second cycle of secondary education should reach 100% by 2020 the final year of the Vision. 	<ul style="list-style-type: none"> • Increase NER from 77% in 2005 to 90% in 2010 for primary education. • Increase NER at secondary from 36.1% in 2006 to 75% in 2010. • Increase transition rate to second cycle of secondary education from 46.9% in 2005 to 70% in 2010. • Increase enrolment of children with special needs by 5% annually. 	<ul style="list-style-type: none"> • Achieve NER of 90% by 2010 and 95% by 2015 at primary education. • Achieve NER of 100% for Primary I by 2015. • Transition rate from Primary level to Form I to reach 95% by 2015.

In order to reach the set targets the following strategies have been identified.

- Mobilize communities to enrol their 6years children in Standard 1 to conform to the 2006 Zanzibar Education Policy.
- Make school environment safe, gender sensitive and child friendly.
- Revise the curriculum to take into account new entry age of 6 years and reduction of primary education from 7 to 6 years.
- Procure and distribute textbooks and other learning materials for all levels, develop 11,250 teacher’s guides per subject for 8 subjects.
- Construct extra classrooms where congestion denies effective learning.
- Improve school buildings to make them accessible for children with disabilities.
- Establish benchmarks for measuring quality at various levels of primary education.
- Construct staff houses for primary school in areas with recruitment problems.

3.4 Progress in Achieving EFA Goals (2001 – 2013)

In determining progress and trends in achieving EFA goals, factors that will be discussed are gross and net intake rates (GIR & NIR), gross and net enrolment rates (GER & NER), repetition rate by grade, survival rate to grade five, transition rate to secondary school, Pupil-Teacher Ratio (PTR), Pupil-Classroom Ratio (PCR) and percentage of trained teachers.

3.4.1 GIR & NIR in Standard I, 2002 – 2012

Table 3.4.1.1 and 3.4.1.2 show the Gross and Net Intake Rates for the years 2002 – 2012 by districts and gender. The Gross Intake rate (GIR) at national level shows fluctuation the least being 50.4% in 2004 and the highest is 130.6% in the year 2010. Generally, GIR for boys is higher than that of girls. This may imply that boys start Standard I at the higher age than the official school entry age. Higher GIR from the year 2006 to 2010 have been inspired by the 2006 policy which calls for all school aged children to be enrolled in school. Thus, increase of enrolment was due to community mobilization strategy taken by the MoEVT through its District and Regional Education Offices.

The NIR also shows fluctuation between the years with the 2006 showing the least average NIR of 35.8% and in the year 2010 the highest NIR of 51.0%. Fluctuation is also noticed within and between districts. The districts that show high (GIR) are South and West and those registering low (GIR) are Micheweni and Wete in the years 2006, 2007 and 2008, and Urban and Mkoani for the years 2009 and 2010. In both GIR and NIR boys and girls are almost at par in all districts which indicates a gender balance in access to education at primary level.

Higher GIR compared to NIR indicates that there is a large number of school going age children not in school or over-aged. This further implies that there are still some parents who are reluctant to enrol their children in school or are not aware of the primary school entry age. It can also mean that due to shortage of space in schools other children do not get enrolled and by the time they get enrolled they are already over aged.

The average national NIR also shows fluctuation, the lowest being in the year 2006 (35.8%) and the highest is 51.0% in the year 2010. In all the years females show slightly higher NIR than males. Overall all the districts show large proportion of children admitted in Standard I are over aged. The most significant is Mkoani district in the year 2008 which recorded the lowest NIR of 20.2 % indicating that most of the children admitted in Standard I in that year (about 79.8%) are over-aged.

Comparing the two tables, GIR against NIR almost every year GIR is more than twice as much as the NIR. This suggests that there are still children who are enrolled in Standard I who are already over aged. To address this gap, more targeted campaign to explain the new entry age under the new education policy should be undertaken. Unlike GIR, females in all years show higher NIR than males which indicate that more girls are enrolled in Standard I at the right age of six years than boys.

Table 3.4.1.1: GIR in Primary I, 2002 – 2012

DISTRICT	2002			2003			2004			2005			2006			2007			2008			2009			2010			2011			2012		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T			
Urban	123.6	113.5	118.4	95.0	63.8	76.7	110.9	114.5	112.7	87.7	88.1	87.9	101.9	104.9	103.4	103.6	102.7	103.2	99.3	99.0	99.2	74.5	75.8	75.2	103.5	111.1	107.3	59.3	60.6	59.9	82.2	79.5	80.8
West	99.3	101.0	49.7	93.1	88.7	90.8	117.0	102.6	109.7	94.3	93.4	93.8	127.0	128.0	127.5	136.2	129.7	133.0	137.2	144.6	140.8	151.5	155.4	153.4	166.5	169.8	168.1	85.0	88.2	86.6	76.2	76.7	76.5
North 'A'	110.7	101.5	106.1	98.6	64.2	81.6	105.2	108.3	106.7	132.0	121.3	126.7	104.5	104.2	104.3	110.6	95.6	103.2	124.6	122.2	123.4	146.6	143.0	144.8	115.8	123.5	119.5	107.8	104.4	106.1	93.7	83.0	88.2
North 'B'	101.9	92.7	97.3	69.1	62.2	65.7	101.2	80.2	90.1	123.8	83.9	104.0	107.7	100.9	104.3	122.1	123.6	122.9	100.1	97.8	98.9	120.7	104.5	112.3	111.2	122.7	116.8	87.9	86.1	87.0	70.3	73.8	72.0
Central	109.8	104.0	106.9	132.1	124.4	128.2	269.8	272.4	271.1	134.1	118.2	126.1	109.5	108.8	109.2	143.8	139.5	141.7	136.3	132.9	134.7	131.8	138.3	134.9	160.8	159.9	160.3	117.4	115.5	116.4	110.2	114.2	112.2
South	114.2	111.1	112.7	173.6	180.5	177.0	28.2	35.1	31.5	112.0	104.9	108.5	111.2	121.9	116.4	143.0	153.7	148.2	120.2	138.1	128.7	154.0	156.1	155.0	187.6	206.9	196.8	124.2	138.2	131.0	124.5	105.2	115.0
Micheweni	92.1	81.3	86.9	65.1	60.1	62.7	56.2	43.9	50.0	72.2	50.0	61.5	81.5	86.7	84.0	91.9	95.6	93.7	98.4	98.0	98.2	114.4	103.2	108.9	115.6	117.7	116.6	67.3	72.8	69.9	75.0	81.5	78.1
Wete	113.2	106.9	110.0	79.3	69.3	74.3	93.0	90.9	92.0	68.4	64.7	66.5	95.7	82.8	89.2	101.8	100.2	101.0	97.1	91.1	94.1	104.4	96.5	100.4	116.7	120.3	118.5	70.8	76.0	73.3	106.9	109.9	108.4
Chake	116.3	119.6	117.9	97.3	93.2	95.3	80.4	78.0	79.2	110.6	111.5	111.0	97.6	105.7	101.6	116.2	113.1	114.7	102.3	102.5	102.4	114.3	104.6	109.4	136.2	142.9	139.4	67.0	67.9	67.5	109.2	97.3	103.2
Mkoani	97.7	85.0	91.5	70.4	75.0	72.6	7.2	7.7	7.4	81.5	75.8	78.7	93.1	87.6	90.4	109.3	99.4	104.4	92.1	84.6	88.4	98.7	94.3	96.5	105.3	102.1	103.8	70.3	69.7	70.0	106.5	103.5	105.1
Zanzibar	107.8	102.0	95.5	90.9	78.3	84.4	51.3	49.6	50.4	96.1	88.7	92.5	103.7	103.7	103.7	114.9	111.3	113.1	110.3	110.0	110.1	115.4	112.3	113.8	128.2	133.1	130.6	77.9	79.7	78.8	89.1	87.5	88.3

Source: EMIS 2002-2012.

Table 3.4.1.2: NIR in Primary I, 2002 – 2012

DISTRICT	2006			2007			2008			2009			2010			2011			2012		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Urban	34.4	38.7	36.6	37.7	41.1	39.4	41.8	44.8	43.3	28.3	30.8	29.5	50.2	59.2	54.7	28.9	39.3	33.3	48.7	45.5	47.0
West	46.2	51.8	49.0	57.1	60.3	58.7	56.6	66.0	61.3	60.2	62.3	61.2	69.8	82.0	75.9	54.7	55.8	55.3	43.2	46.1	44.7
North 'A'	27.0	28.7	27.9	42.1	42.4	42.3	33.5	43.3	38.4	38.0	41.9	40.0	34.8	44.5	39.5	35.0	39.9	37.4	44.0	44.5	44.2
North 'B'	29.8	30.3	30.0	46.3	41.6	40.0	34.0	41.7	37.9	39.3	32.3	35.7	30.1	39.9	34.9	30.4	29.5	30.0	25.0	28.9	26.8
Central	38.0	37.1	37.6	49.0	57.7	53.3	37.4	48.1	42.6	46.7	52.3	49.4	64.1	69.7	66.9	59.4	54.7	57.1	60.6	61.5	61.0
South	44.2	49.1	46.6	53.8	56.0	54.9	55.7	68.2	61.7	56.1	61.4	58.6	72.5	87.2	79.5	72.3	73.2	72.7	67.9	52.8	60.5
Micheweni	26.5	26.8	26.6	33.9	33.7	33.8	32.2	32.5	32.3	31.0	33.0	32.0	36.1	38.3	37.2	23.3	25.7	24.5	30.5	36.5	33.3
Wete	28.2	26.7	27.4	35.4	39.4	37.4	23.0	28.4	25.7	36.0	35.9	35.9	35.5	40.0	37.7	27.3	31.0	29.2	45.9	50.1	47.9
Chake	30.3	39.2	34.7	34.2	36.7	35.4	39.3	41.8	40.5	41.5	43.2	42.4	49.0	60.2	54.4	29.1	29.4	29.3	40.6	42.1	41.4
Mkoani	32.7	37.5	35.1	44.1	43.6	43.9	19.6	20.8	20.2	34.4	37.5	36.0	24.6	27.6	26.0	21.7	22.4	22.0	34.9	38.6	36.7
Zanzibar	34.1	37.5	35.8	42.9	45.1	44.0	38.0	43.3	40.6	40.2	42.1	41.2	46.9	55.4	51.0	34.6	37.7	36.1	42.3	44.3	43.3

Source: EMIS 2006-2012.

Fig. 3.4.1.1: GIR in Primary Education, 2002-2012

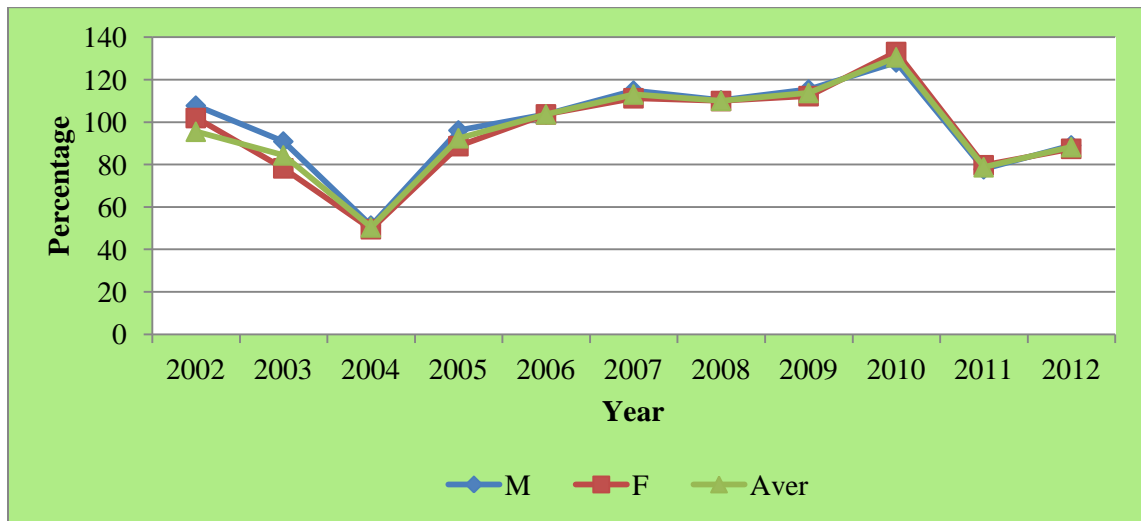
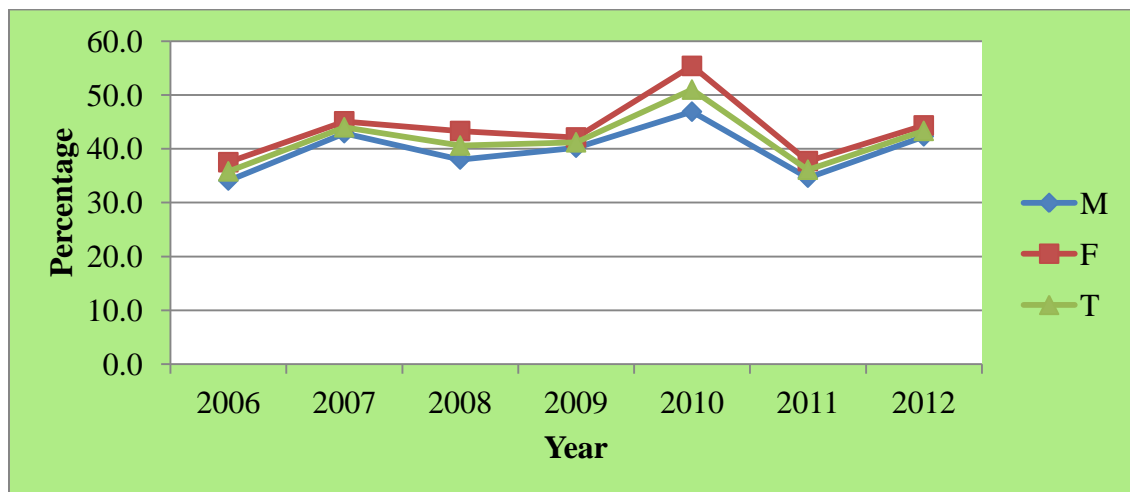


Fig. 3.4.1.2: NIR for Primary Education, 2006 - 2012



3.4.2 Proportion of Children Joined Primary I with Pre-Primary Experience

The 2006 Zanzibar Education Policy declared pre-primary education being part of compulsory basic education. Despite many efforts taken by the government, community and private sector, still many children joining Primary I have not received pre-primary education. More research should be undertaken to probe into the socio-cultural and economic issues of the household that may hinder children attending pre-school. The present data may not explain the real reasons behind such aspect and more we learn about the real reasons, better can the programme be tailored to improve the pre-primary enrolments. In the past two years, 2012 and 2013, the proportion of children admitted in Primary I with pre-primary experience is shown in the table below:

Table 3.4.2.1: Proportion of Children Admitted in Primary I with Pre-Primary Experience

District	2012	2013
Urban	38.2	46.5
West	33.1	37.9
North 'A'	37.1	38.8
North 'B'	24.5	26.4
Central	60.3	58.2
South	72.6	79.0
Micheweni	43.7	44.1
Wete	19.3	22.2
Chake-Chake	25.3	33.0
Mkoani	17.4	20.8
Zanzibar	33.6	37.7

Source: EMIS 2012-2013.

The table indicates that almost every district has shown improvement over the past two years. Besides this improvement, there is a need to take deliberate action to speed up the establishment of pre-primary classes in each primary school and to encourage private sector to invest in pre-primary education to ensure full implementation of the Zanzibar Education Policy by 2015 and that no child admitted in Primary I without having pre-primary experience. Already South and Central districts have shown good improvement and this should be example to be followed by the rest of the districts.

3.4.3 Gross and Net Enrolment Rates in Primary Education (GER & NER)

Gross and Net Enrolment Rates (GER & NER) are two important factors which indicate access to education. At primary level specifically, these two rates play an important role in determining the efficiency of education system. Table 3.4.2.1 indicates the GER and NER for primary education in Zanzibar from the year 2001 to 2012. The trend shows that the GER has been increasing over the years from 92.0% in 2001 to 121.5% in 2012. NER has also shown an increase from 76.0% in 2001 to 90.6% in 2010 and decrease to 83.6% in 2012. This could be attributed to a National Census data of 2012.

3.4.3.1: Gross and Net Enrolment Rates in Primary Education (GER & NER)

Year	Population			Gross Enrolment Rate			Net Enrolment Rate		
	7-13			Age 7-13			Age 7-13		
	M	F	T	M	F	T	M	F	T
2001	91,472	90,840	182,312	93.1	90.9	92.0	75.8	76.2	76.0
2002	94,216	93,762	187,978	96.1	94.0	95.0	79.0	78.8	78.9
2003	94,216	93,762	187,978	96.3	95.4	95.9	78.2	79.1	78.7
2004	99,954	99,469	199,423	96.7	95.9	96.3	79.4	80.8	80.1
2006	103,218	102,680	205,898	101.2	102.1	101.6	81.2	83.7	82.4
2007	102,626	101,983	204,609	103.6	105.7	104.6	81.8	84.4	83.1
2008	104,244	103,336	207,580	103.7	105.1	104.4	83.7	85.9	84.8
2009	103,909	102,755	206,664	106.0	107.7	106.8	83.9	86.7	85.3
2010	102,143	100,224	202,367	110.5	113.7	112.1	88.5	92.7	90.6
2011	101,481	99,020	200,501	117.3	119.8	118.5	NA	NA	NA
2012	101,116	98,194	199,310	119.5	123.6	121.5	83.0	84.3	83.6

Source: EMIS 2001-2013.

The difference between GER and NER indicates that there are still many children at primary who are over-aged for that level. However, the increase in NER from the year 2006 reflects that parents are gradually becoming aware of enrolling their children at the right age of 6 years especially in town areas. The table reflects that the target set by ZEDP (2008/09 – 2015/16) of reaching NER of 95% by 2016 is about to be reached.

Figure 3.4.3.1: GER in Primary Education, 2001-2012

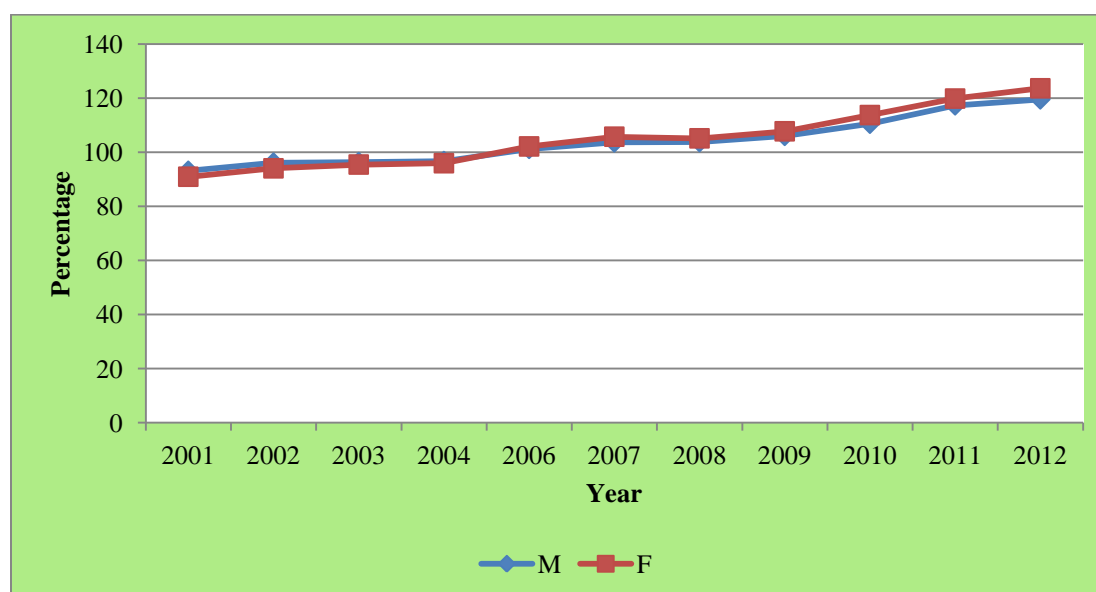
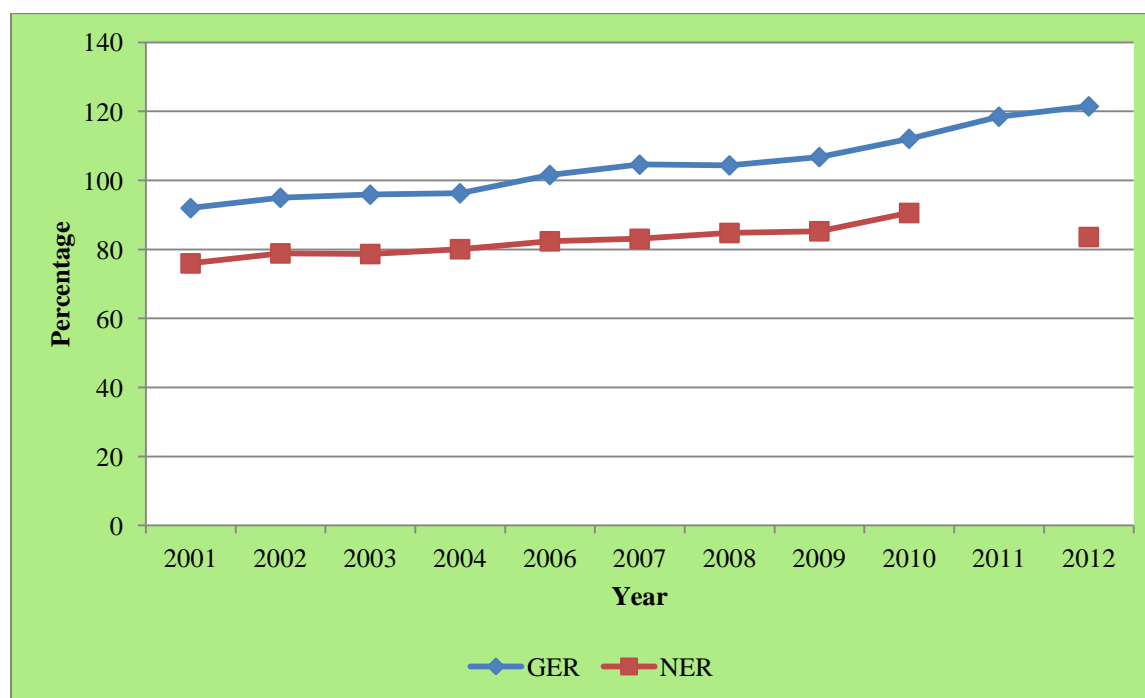


Figure 3.4.3.2: GER and NER in Primary Education, 2001-2012



3.4.4 Repetition Rate by Gender in Primary Education, 2001-2013

Though MoEVT discourages repetition at all levels, sometimes it becomes necessary as it is educationally unproductive for a child to continue to the next grade without receiving any skills of the previous grade. Nationally, repetition trend at primary education is as indicated in the table below.

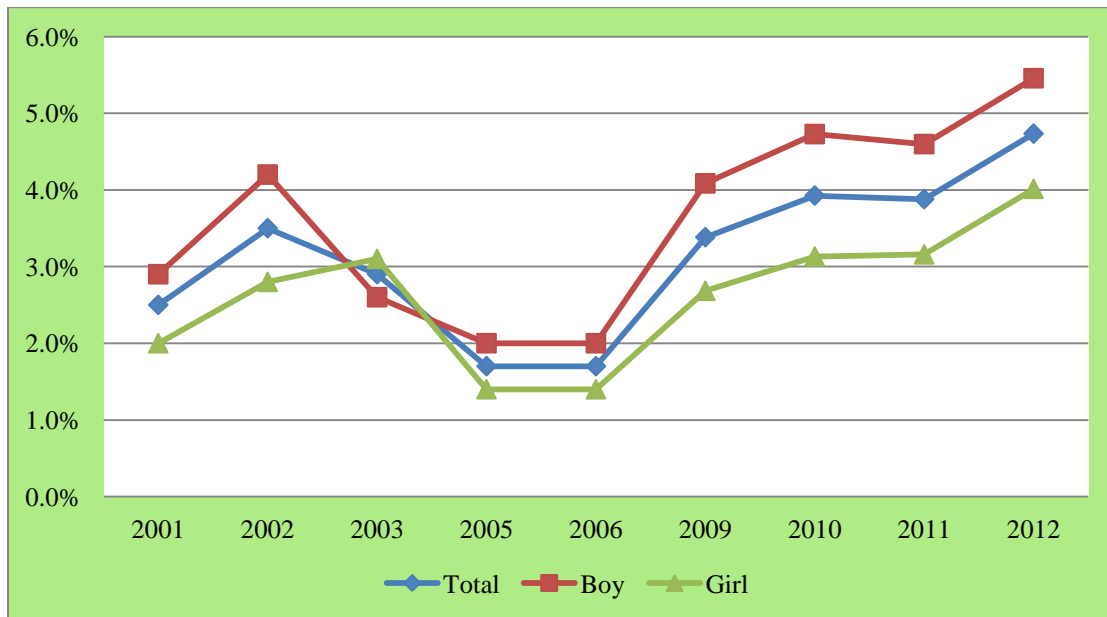
Table 3.4.1 Repetition Rate by Gender in Primary Education, 2001 - 2013

Year	Total	Boys	Girls
2001	2.5%	2.9%	2.0%
2002	3.5%	4.2%	2.8%
2003	2.9%	2.6%	3.1%
2005	1.7%	2.0%	1.4%
2006	1.7%	2.0%	1.4%
2009	3.4%	4.1%	2.7%
2010	3.9%	4.7%	3.1%
2011	3.9%	4.6%	3.2%
2012	4.7%	5.5%	4.0%

Source: EMIS, 2001-2012.

From the table, girls show lower repetition rates compared to boys across the years. Surprisingly, repetition rates for both girls and boys have shown a steady increase from the year 2009 to 2012. Among possible reasons for this situation could be unsatisfactory performance of pupils, truancy especially in rural and coastal areas, and pupils who dropped out of schools and later opted to go back to schools.

Fig: 3.4.4.1: Repetition Rate by Gender in Primary Level, 2001-2012



3.4.5 Survival Rate

Survival rate is another indicator which determines the internal efficiency of any education system. Tables 3.4.5.1, 3.4.5.2 and Figure 3.4.5.1 show survival rates to Primary 5 from 2001–2012 and that of Primary 7 from 2005–2012. In both cases there are fluctuations across the years.

Survival rates to Primary 5 show fluctuation by years with the least being in 2002 of 79.0% and the highest in 2010 of 97.8%. Almost in all the years boys show higher survival rates than girls. This can be attributed to early marriages and teenage pregnancies. By comparison survival rates at Primary 5 show higher survival rates compared to those of Primary 7. Beside the fact that survival rate appears to be higher in both levels yet there is still education wastage in which the MoEVT need to be addressed.

Table 3.4.5.1: Survival Rate to Primary 5, 2001 – 2012

Year	Survival rates to Grade 5		
	Boys	Girls	Average
2001	92.7	89.4	88.9
2002	85.5	79.7	79.0
2003	94.3	95.0	94.7
2005	93.1	85.4	89.3
2006	88.2	85.6	86.9
2007	94.1	83.8	89.0
2008	92.7	89.7	91.2
2009	94.5	91.5	93.0
2010	99.0	96.6	97.8
2011	85.0	92.0	88.0
2012	87.0	95.0	91.0

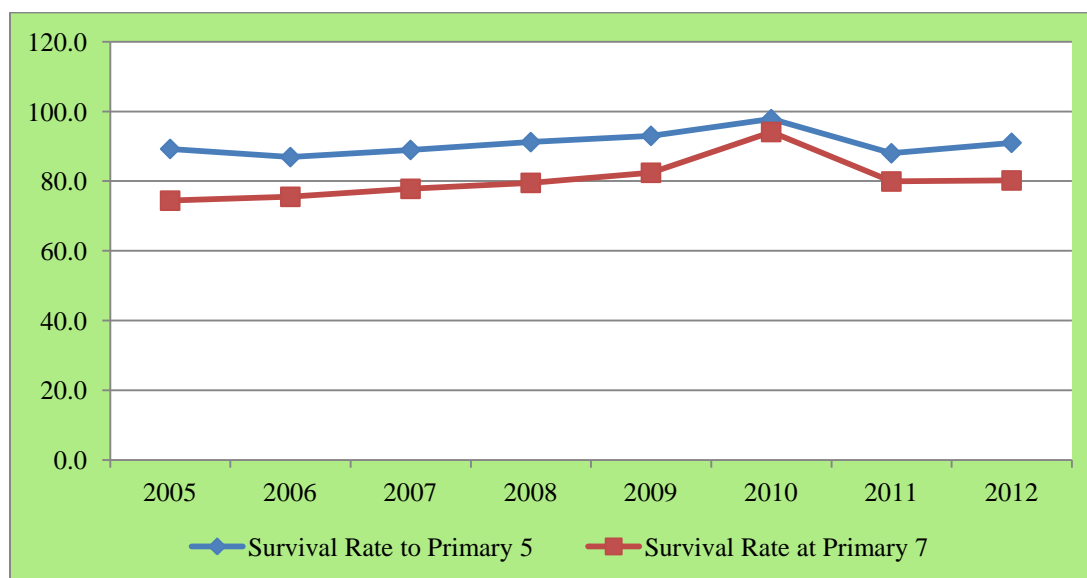
Source: EMIS 2001-2012.

Table 3.4.5.2: Survival Rate to Primary 5 and Primary 7, 2005 - 2012

Years	2005	2006	2007	2008	2009	2010	2011	2012
Survival Rate to Primary 5	89.3	86.9	89.0	91.2	93.0	97.8	88.0	91.0
Survival Rate at Primary 7	74.4	75.5	77.8	79.5	82.4	94.1	79.9	80.2

Source: EMIS 2005-2012.

Fig. 3.4.5.1: Survival Rates to Grade 5 and Grade 7, 2005 - 2012



3.4.6 Completion Rate

Completion rate at any level is among the determinants which show the internal efficiency of the system. In Zanzibar primary education system completion rate has been increasing over the years, however sometimes fluctuates due to change in repetition and dropout rates. It is important to note that although primary entry age is 6 years according to the new Policy of 2006 there are still some children of age 7+ years who were still enrolled. From Table 3.4.6.1 it can be seen that completion rate in Zanzibar primary schools fluctuates over the years with minimum value of 70.9% in 2004 to 94.6% in 2011. The table also indicates that female completion rate is higher in almost all years compared to that of boys. The reason of this rate is the fact that boys experience high repetition and dropout possibly due to truancy and engaging themselves in child labour. This contributes also to the low completion rate as it appears in the year 2012. There is a need to improve school learning environment to be attractive to children in order to reduce dropout and truancy so as to increase retention and completion rates.

Table 3.4.6.1: Completion Rate by Sex, 2003 – 2012

Year	Population aged 13 years			Primary 7 Enrolment			Completion rate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2003	13,682	13,271	26,953	10,246	10,552	20,798	74.9	79.5	77.2
2004	14,009	13,598	27,607	10,006	9,568	19,574	71.4	70.4	70.9
2005	14,164	13,863	28,027	11,539	11,764	23,303	81.5	84.9	83.1
2006	14,234	14,081	28,315	12,004	12,521	24,525	84.3	84.9	86.6
2007	14,309	14,286	28,595	11,846	13,153	24,999	82.8	92.1	87.4
2008	14,435	14,473	28,908	11,816	13,199	25,015	81.9	91.2	86.5
2009	14,617	14,651	29,268	11,967	12,767	24,734	81.9	87.1	84.5
2010	148,550	14,789	26,639	12,117	13,856	25,973	81.6	93.7	87.6
2011	14,945	14,826	29,771	13,621	14,547	28,168	91.1	98.1	94.6
2012	16,687	16,777	33,464	12,642	13,592	26,234	75.8	81.0	78.4

Source: EMIS, 2003 – 2012.

3.4.7 Teacher Upgrading Initiatives

Ministry of Education and Vocational Training has collaborated with a number of development partners to implement teacher upgrading programmes that aim at improving teachers academic as well as professional competences. Among the initiatives that were put forward included the following:

3.4.7.1 Teacher Advancement Programme (TAP)

The most prominent supporter of Teacher Advancement Programme (TAP) was the Aga Khan foundation which supported the MoEVT to implement the programme from 2005 - 2010. TAP has trained secondary school teachers upgrading their skills in teaching both Science and Arts subjects in a programme that teachers were awarded by an Advanced Secondary Teaching Certificate. The programme was closed in 2010 having trained and certified 76 secondary school teachers (25 females and 51 males).

3.4.7.2 Distance Education

Distance learning is also a modular training programme initiated by MoEVT back in 1996 to train teachers who were either untrained or did not qualify on the completion of their teacher training. Since then, 878 teachers have been trained and certified. These include 271 male teachers and 607 female teachers. Currently, the Distance Education Programme is in the process of completing training of the remaining 675 unqualified teachers (119 males and 556 females). These teachers graduated in April 2013. These completed, the programme will have trained a total of 1,554 teachers.

3.4.7.3 Inclusive Education

In the year 2004, the RGZ introduced inclusive education to ensure that children with special education needs get access to education with their peers in the neighbouring schools. Socially, the initiative has shown a positive impact since children with special needs feel recognized as other children and friendship has been developed between children with special needs and other children. The photographs below portray this partnership.



Children with special needs working together with other children in a classroom at Kisiwandui Primary school.

The number and percentage of children with special needs attending schools is shown in the table below.

Table 3.4.7.1: Percentage of Learners with Special Needs, 2006 - 2013

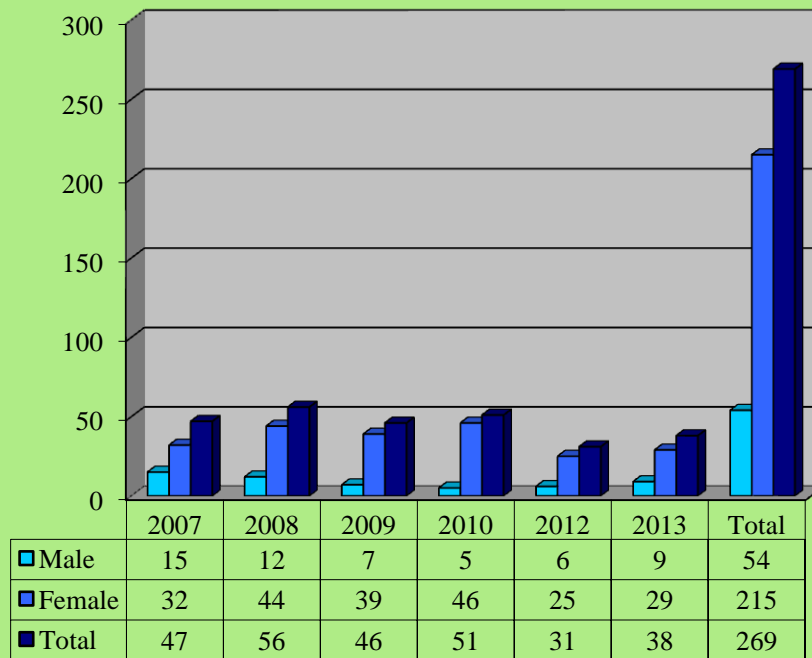
Year	Total enrolment in primary education			Enrolment of children with special needs			
	Male	Female	Total	Male	Female	Total	% of Learners
2006	104,308	104,790	209,098	1,515	1,190	2,705	1.2
2007	106,317	107,779	214,096	1,613	1,094	2,707	1.2
2008	108,124	108,607	216,731	1,282	1,133	2,415	1.1
2000	110,109	110,710	220,819	1,546	1,611	3,157	1.4
2010	106,883	107,901	214,784	1,883	1,556	3,439	1.5
2011	111,906	111,329	223,235	2,067	1,614	3,681	1.6
2012	112,559	112,470	225,029	1,652	1,574	3,226	1.4
2013	114,850	115,527	230,377	1,730	1,540	3,270	1.4

Source: EMIS 2006-2013.

The table indicates that the percentage of learners with special needs attending school seems to be slowly increasing from 1.2% of the total enrolment in primary education in 2006 to 1.4% in 2013 with fluctuating rates in between. The highest proportion of 1.6% was noted in 2011. This implies that more awareness campaigns are required to ensure that parents enrol their children with special needs in schools. The challenges facing inclusive education in Zanzibar includes shortage of teaching and learning materials, reliable transport, inconducive school infrastructure, and general commitment of teachers and parents.

On the side of teachers, by the year 2013 there were 3,214 teachers (1,153 males and 2,061 females) who have been given some kind of training on how to deal with children with special needs. This is 50.1% of the total primary school level teachers. However, primary school teachers who actually received one year certificate training in inclusive education is 269 (equivalent to 4.2% of the total primary school teachers) of whom 215 were females. The rest received in-service training on short term basis either in schools or at the Teacher Centres. This is still very low proportion and does not correspond to the MoEVT intention – “towards inclusiveness” – that all schools to practice inclusive education. Alternative programme introduced by MoEVT including inclusive education has the aim of streaming back pupils who dropped from basic or formal school system as a strategy to embrace EFA initiatives.

Fig: 3.4.7.1: Teachers Trained in Special Needs Education, 2007- 2013



3.4.7.4 Trained Teachers in Basic Education

The number of trained teachers for basic education has been increasing steadily from 4,395 in 2001 to 9,503 in 2013 and the number of untrained teachers has been decreasing steadily from 1,279 in 2001 to 391 in 2013. The number of female trained and untrained teachers outnumbers male teachers. The percentage of trained teachers has also been increasing from 78.3% in 2001 to 96.0% in 2013, whereas the percentage of untrained teachers has been decreasing from 21.7% in 2001 to 4.0% in 2013.

It is noted that the percentage of male trained teachers is higher than that of females for each year throughout the period of 2001 to 2013. This could be attributed by the fact that sometimes female teachers are forced to postpone their training due to pregnancies or other family commitments.

Table 3.4.7.2 Number and Percentage of Trained Teachers at Basic Education Level, 2001 – 2013

Year	No. of Trained Teachers			No. of untrained Teachers.			%Male Trained teachers	% Female Trained Teachers	% Total Trained Teachers	% of Total Untrained Teachers
	M	F	T	M	F	T				
2001	2015	2380	4395	389	890	1279	83.8	72.8	78.3	21.7
2002	2220	2601	4821	363	869	1232	85.9	75.2	80.6	19.4
2003	2412	2938	5350	386	899	1285	86.2	76.6	81.4	18.6
2004	2062	3117	5179	402	847	1249	83.7	78.6	81.2	18.8
2005	2750	3621	6371	358	758	1118	88.5	76.4	82.5	17.5
2006	3100	4485	7585	354	731	1085	89.9	86.0	88.0	12.0
2007	2815	4435	7250	305	725	1030	90.2	85.9	88.1	11.9
2008	2008	2861	4250	7141	279	941	91.1	86.6	88.9	11.1
2009	3416	5352	8498	267	596	863	93.0	90.0	92.0	8.0
2010	3028	5471	8491	164	475	639	95.2	92.0	93.6	6.4
2011	3458	6481	9939	184	390	574	94.9	94.3	94.5	5.5
2012	3907	4738	8645	211	285	496	94.9	94.3	94.6	5.4
2013	3491	6012	9503	124	267	391	96.6	95.7	96.0	4.0

Source: EMIS, 2001 – 2013.

3.4.8 Pupil-Teacher Ratio at Basic Education

The Pupil Teacher Ratio (PTR) at basic education for the public schools for all the years 2001-2010 has been below the Ministry's benchmark of 40 pupils per teacher (40:1). The highest PTR were in 2002 and 2003 recording 33:1 each and the lowest were in 2005 and 2009 which was 29:1. Almost all districts throughout the year show PTR below the national level except Micheweni district in the years 2003, 2004, 2006, 2007, 2008 and 2009 and Mkoani district in the years 2007 and 2008. The PTR between districts vary due to imbalance of allocation of teachers between districts. Likewise, there are variations of PTR at basic education level among school with the same districts and across districts (MoEVT, 2013). Tables 3.4.8.1 and 3.4.8.2 show PTR in public and private schools respectively.

Table 3.4.8.1: PTR in Government Schools at Basic Education, 2001 - 2013

District	Pupil Teacher Ratio in Government Schools, 2001-2013												
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Urban	27	30	31	31	26	26	25	25	25	25	25	20	21
West	30	33	35	32	30	31	27	27	27	29	28	34	27
North 'A'	45	44	45	35	29	31	28	28	29	27	26	24	25
North 'B'	33	31	30	27	23	25	23	23	23	22	20	18	17
Central	28	27	28	26	23	23	22	22	22	23	22	41	20
South	30	29	31	28	25	27	26	26	26	27	27	24	23
Micheweni	36	44	46	46	44	51	49	49	51	44	41	40	47
Wete	36	33	34	33	32	34	35	35	36	38	37	33	34
Chake	36	34	32	33	30	32	34	34	36	37	37	33	33
Mkoani	31	31	31	31	32	34	56	56	36	35	33	31	34
Zanzibar	32	33	33	32	29	30	31	30	29	30	28	29	27

Source: EMIS, 2001-2013.

Table 3.4.8.2: PTR Private Schools at Basic Education, 2001 - 2013

District	Pupil-Teacher Ratio in Private Schools, 2001-2013												
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Urban	16	12	14	14	15	24	21	21	16	15	17	25	15
West	13	13	15	19	16	14	18	18	19	16	17	16	15
North 'A'	No private schools												
North 'B'	No private schools												
Central	No private schools					12	No private schools						
South	No private schools												
Micheweni	8	2	3	0	0	2	13	13	8	7	7	31	5
Wete	0	0	16	20	13	6	10	10	14	17	17	17	9
Chake	13	10	11	0	0	15	56	56	14	17	16	18	20
Mkoani	No private schools												
Zanzibar	15	12	14	16	15	17	18	19	17	16	17	20	15

Source: EMIS, 2001-2013.

3.4.9 Pupil-Classroom Ratio (PCR) at Basic Education Level

Table 3.4.9.1 shows PCR at basic education level in government schools in all years from 2001 - 2013. The average PCR by district has been well above the national standard of 45, the highest being 91 in 2002 and the lowest 70 in 2009. West district show highest classroom ratio ranging from 97 in 2005 to 138 in 2006 in all years. The South district schools show the lowest PCR of

35 in 2009 and the highest being 46 in 2003 all in line with the national target of 40 pupils for class. PCR in private schools at basic education level, the scenario is opposite that of government schools. In all years and for all districts the PCR is very much below of 40. This indicates that while in most government schools there are overcrowding classrooms, private schools have manageable class size. However, there is great awareness in the communities to construct new classrooms in a bid to reduce overcrowding and new schools are being constructed in areas where there is high population of school age going children to reduce overcrowding and also travelling distance. The government has stopped constructing temporary and semi-permanent schools and concentrates in building permanent structures. The question of overcrowding still exists in some schools however which influences the sharing of resources such as textbooks and desks.



Typically overcrowded classes in Zanzibar primary schools at Kijitoupele, West District.

Table 3.4.9.1: PCR in Government Schools at Basic Education Level, 2001 - 2013

District	Pupil-Classroom Ratio (PCR) in Government School												
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Urban	92	96	99	107	93	98	80	85	66	88	97	81	76
West	111	118	121	90	97	138	96	99	122	99	103	89	89
North 'A'	95	101	98	95	83	74	62	66	62	61	54	67	56
North 'B'	82	91	96	87	85	74	65	64	59	61	59	68	55
Central	68	70	64	62	51	51	51	48	44	44	44	46	45
South	44	42	46	42	39	38	38	38	35	41	37	34	42
Micheweni	100	110	79	89	80	100	87	94	87	94	86	333	77
Wete	88	89	87	80	82	75	72	73	63	64	69	275	54
Chake	90	94	87	81	84	88	82	77	70	73	71	72	62
Mkoani	82	88	82	79	82	78	70	72	69	70	74	101	61
Zanzibar	87	91	88	83	80	84	73	75	70	72	72	84	65

Source: EMIS, 2001- 2013.

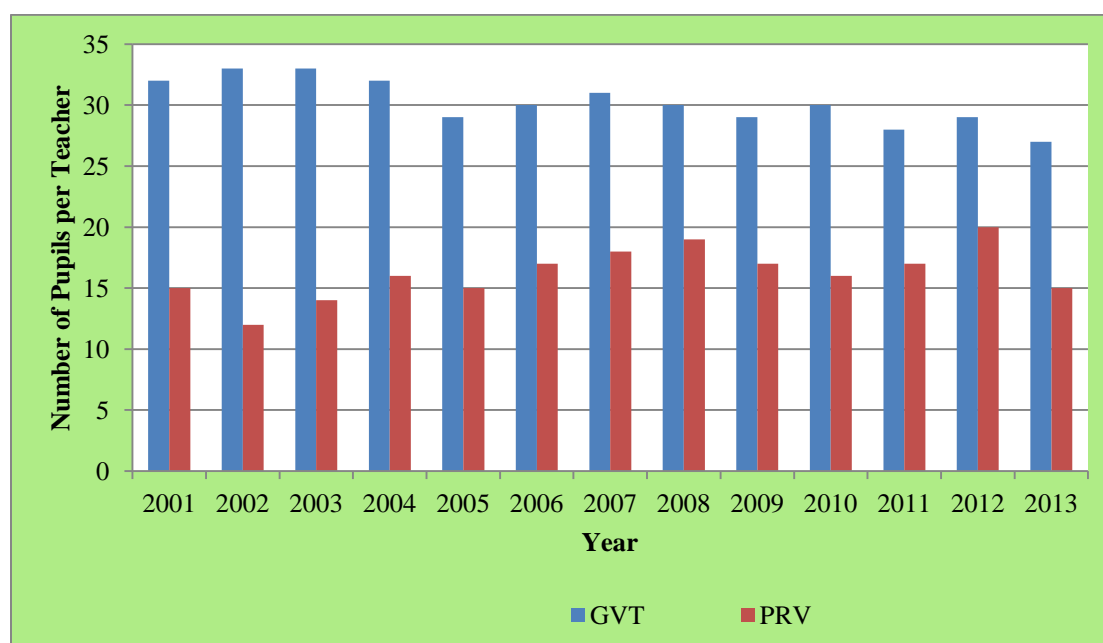
Table 3.4.9.2: PCR in Private Schools at Basic Education Level, 2001 - 2013

District	Pupil-Classroom Ratio (PCR) Private Schools												
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Urban	18	18	23	19	22	22	15	21	21	23	28	21	30
West	18	21	21	25	31	31	22	25	24	29	24	26	22
North 'A'	No private schools												
North 'B'	No private schools												
Central	No private schools							30	32	43	33	34	28
South	No private schools												
Micheweni	11	5	2	0	2	0	0	6	2	3	7	10	3
Wete	0	0	16	20	22	33	25	20	21	32	23	31	33
Chake	0	31	34	0	24	24	18	19	26	23	21	31	31
Mkoani	No private schools												
Zanzibar	19	19	22	22	24	25	19	22	23	26	25	24	24

Source: EMIS, 2001-2013.

N.B: Figure zero within the table indicates that no students were enrolled in the specific year.

Fig. 3.4.9.1: Pupils Teacher Ratio in Public and Private Schools at Basic Education, 2001 - 2013



3.4.10 Key Achievements in Basic Education in Zanzibar

3.4.10.1 Access to education. Basic education increased from 9 years to 12 years, pre-primary education of 2 years declared part of compulsory basic education, primary education reduced from 7 years to 6 years, secondary education increased from 2 years to 4 years. Corresponding to these changes, the entry ages at each level have also been changed which is now 4 years at pre-primary education, 6 years at primary education and 12 years at secondary education level. It is clear from the analysis that achieving 100% NER by 2015 for Zanzibar is far to be reached. Therefore there is a need for the MoEVT and all education stakeholders to run a mass sensitizing campaign to encourage parents to enrol all their children in schools who are a school-age going.

3.4.10.2 Curriculum review. The primary education curriculum has been revised and new curriculum is in place in which the content has been expanded to incorporate youth reproductive health and ICT education.

3.4.10.3 Construction of new primary schools. The 2006 Education Policy directed that all school aged children should be admitted in Primary I. This resulted in high increase in enrolment. For example, the primary enrolment in 2005 was 208,283 and by the year 2013 the enrolment has reached 247,353. Increase in enrolment has initiated expansion of existing schools and construction of new schools. This has been carried out through multi-sectoral approach involving all stakeholders including the government, development partners, community and parents. While in the year 2001 there were 121 institutions providing pre-primary education, 183 providing primary education and 129 providing secondary education, by the year 2013 the number of institutions providing pre-primary education was 210, primary was 263 and secondary was 252.



New primary school constructed at Mwanakwerekwe West District.



Expanded Kiembe Samaki Primary School in West District.

3.4.10.4 Gender mainstreaming. The new curriculum has also considered gender issues which have now been mainstreamed in all aspects of the curriculum including development of teaching and learning materials, and teaching pedagogy. Following this, in-service training of all primary school teachers has been carried out which included school leadership, issues of school environment and gender equity, equality and responsiveness. A gender focal person has been placed in the Ministry with the mandate to oversee gender issues in day to day activities of the education system.

3.4.10.5 Child friendly school initiative. The MoEVT with a support from UNICEF initiated the Child Friendly School (CFS) programme as a strategy to make schools friendly to learners to increase access, retention, health promoting, proactive and academic effectiveness. To achieve this, several officers, teachers both from pre-primary and primary schools, and children have been trained and equipped with skills and knowledge to upgrade their schools' environment and make them child friendly. Introduction of alternative form of disciplinary measures has very much helped the creation of CFS environment. The most significant achievement as a result of CFS is the reduction of children who dropped out of school to engage themselves in child labour activities especially in schools along the coast. According to records from schools practicing CFS, an average of 5-8 pupils who dropped from school because of unfavourable school learning environment return to school every year.

Box 3.1: A case study towards cane free school environment in Zanzibar

To reduce conflicts between teachers and parents and between teachers and students which are caused by excessive use of corporal punishment, MoEVT has introduced, through pilot phase, the use of alternative forms of disciplinary measures. This focuses on promoting learning by giving extra exercises to pupils, improving school environment through cleaning and working in the school garden and creating peace and harmony in schools through guidance and counselling.

In schools where alternative forms of disciplinary measures has been practiced dropout has been reduced, discipline has been improved and even performance of pupils has shown improvement. Chaani Primary School is one of the schools which has very much benefited through introduction of alternative form of disciplinary measures. Currently, a total of 20 schools, 12 in Unguja and 8 in Pemba are practicing alternative punishment initiative. Taking the case of Chaani Primary School in Unguja North 'A' Region, it is estimated as per school record that an average of 8-10 pupils who dropped out of school because of excessive corporal punishment return to school annually from 1990 (when the programme started) to 2013. The initiative besides being practiced in pilot schools it is also sensitized in other non-pilot schools and in Quranic Madrassa.

The motto of cane free school environment is *“to instil in the teachers that effective teaching should concentrate on the shaping of the child’s mind and not on the child’s body!”*

3.4.10.6 School WASH Program. Through UNICEF support, School WASH program is being initiated in schools to improve water, sanitation and health. Already many schools have been provided with fresh and safe water supply and construction of toilets to reduce pupils’ toilets ratio. Recently (2012) a study was conducted in all 286 schools providing primary and basic education. The study aimed to determine the status of clean water use, the adequacy and use of toilet and general health and sanitation status of the schools and students and areas that need improvement. The study managed to identify those factors in every school.



Children washing at the school washing place at Jendele School in the Central District. Right is the School water storage tank.

3.4.10.7 *Teacher Upgrading Programmes.* Many programmes are in place for the purpose of upgrading the capacity of teachers so that quality teaching and learning is acquired. These programmes included Science and Mathematics for secondary school teachers, English and Communication for primary school teachers, Science and Mathematics for primary school teachers, and Introduction to New Primary School Curriculum for primary school teachers. The programmes were held from 2010 to 2013. A total of 1,050 primary school teachers and 500 secondary school teachers were involved in these training. The programmes were supported by World Bank through Zanzibar Basic Education Improvement Programme (ZABEIP), UNESCO and UNICEF.



Teachers attending upgrading programmes at the National Teachers' Resource Centre (NTRC)

Since 2006, Zanzibar is a member of Association for Strengthening of Mathematics and Secondary Science Education (SMASSE) based in Nairobi, Kenya. This association trains Science teachers in Mathematics, Biology, Chemistry and Physics. Every year Zanzibar is given the opportunity to send about eight teachers (2 per subjects) for the training. A total of 47 teachers have already attended this training.

3.4.10.8 Development of Basic Education Standards (BES). In an effort to harmonize and ensure quality control in the provision of education in Zanzibar, MoEVT has developed Basic Education Standards (BES) for all levels of learning. These include, to mention a few, entry age, class size, school environment, school furniture, learning materials, learning assessment, teachers' code of conduct, school inspection and school WASH status.

3.4.11 Emerging Challenges and Concerns

Although there has been significant progress in achieving EFA goals at primary and basic levels, there are however a number of challenges facing the sub- sector. These include:

3.4.11.1 Overcrowding in classes which affects the delivery of education and contributes to unsatisfactory performance of pupils. The large class teaching approach (having more than one teacher in a class) has helped to control discipline but has not improved performance.

3.4.11.2 Most primary and basic level teachers are for arts subjects; therefore there is a shortage of mathematics and science teachers.

3.4.11.3 Despite rapid growth of pre-primary education there is still many children entering Standard I without ECD experience especially in rural areas

3.4.11.4 Inadequate and insufficient science teaching and learning materials at the upper primary and lower secondary levels (Form I and Form II).

3.4.11.5 Shortage of learning materials for children with special needs.

3.4.11.6 Due to lack of teacher houses in many rural schools, teachers have to travel long distance to school arriving tired and late and this reduces teacher-pupils contact hours.

3.4.11.7 Schools near the shore (coastal schools) experience high rate of drop-out and child labour.

- 3.4.11.8 In spite the introduction of life-skills education in schools, there are still some pupils who engaged themselves in undesirable practices of sexual activities and substance abuse.
- 3.4.11.9 Inclusive education has not been fully accepted by some head teachers because they feel it is an extra burden for them.
- 3.4.11.10 Low rate of teacher inspection (almost once in three years) has made some teachers to be less careful in their work.
- 3.4.11.11 School-based inspection by the head teachers is not done as directed by the ministry.
- 3.4.11.12 Presence of double shift results in having less teaching and learning time.

3.4.12 Areas Registering Slow Progress

- 3.4.12.1 Enrolment of children with special needs* has been very slow due to (i) low parent's awareness; (ii) shortage of competent teachers; (iii) shortage of teaching and learning materials; and (iv) some school environments are not accessible to children with special needs especially those with physical disabilities.
- 3.4.12.2 Enrolment of children in Standard 1 at the right age.* The notable differences between the GER and NER indicate that many children enrolled in Standard I are over-aged. There is a need to mobilize parents to ensure that they enrol their children at pre-primary at the right age of 4 years and at primary at the right age of 6 years.
- 3.4.12.3 Reducing overcrowding in class.* Rapid enrolment of all school age going children to meet EFA goals has resulted in overcrowding classes in many schools which affects teachers, teaching approaches and pupils performance. The benchmark of 45 pupils per class is still too far to be reached. Efforts are needed by the Ministry, schools, management committees and communities concerned to construct extra classrooms to reduce overcrowding. So far only one district (South Unguja) out of 10 districts has managed to reduce class size to national benchmark.
- 3.4.12.4 Pupil-Teacher contact hours (Time on Task).* The 2006 Zanzibar Education Policy directed that pupil-teacher contact hours should be strictly be adhered to. Experience has shown that head teachers have not yet been able to ensure that non-teaching activities do not rob pupils' learning time. The Ministry needs to develop directives and strategies that will indicate how and when non-teaching school activities should be conducted to ensure that they do not interfere with the learning time.

3.4.12.5 *Staff housing programme.* The disparities in the allocation of teachers between districts have also been influenced by lack of staff houses especially in the rural schools. On the other hand, Urban district for example has excess of teachers who cannot be transferred to rural schools due to absence of staff houses. The Ministry should ensure that the construction of new schools is accompanied by construction of teachers' houses as directed by the policy. Schools that experience high shortage of teachers should mobilize their school committees and communities to construct teachers' houses to reduce the problem.

3.4.13 Recommendations

3.4.13.1 MoEVT should concentrate on education policy guidelines to ensure benchmarks in terms of entry age, pupil-classroom ratio, pupil-teacher ratio and school WASH status are adhered to accordingly.

3.4.13.2 More effort is needed in mobilizing parents to support the education of their children with special needs. Head teachers to make their school environment accessible and friendly to all children. Private sector to extend their support especially in the provision of teaching and learning materials.

3.4.13.3 Parents should be mobilized to enrol their children at pre-primary at the age of 4 and at primary at the age of 6.

3.4.13.4 MoEVT, School Management Committees and Communities at large should take extra effort to construct extra classrooms to reduce overcrowding.

3.4.13.5 MoEVT should develop directives and strategies that will indicate how and when non-school teaching activities should be conducted to ensure that pupil-teacher contact hours are maintained.

3.4.13.6 MoEVT should have a programme of constructing new schools accompanied by teacher houses so as to reduce late coming and missing of lessons for teachers who stay far away from school.

3.4.13.7 More effort is needed in mobilizing parents to support the education of their children with special needs. Head teachers to make their school environment accessible and friendly to all children. Private sector to extend their support especially in the provision of teaching and learning materials.

3.4.13.8 MoEVT to improve EMIS to ensure consistent, relevant and up to date data is available at school, district, regional and central levels.

Goal Three

“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes”.

Chapter Four

Life Skills and Lifelong Learning for Young People and Adults

4.1 Introduction

The 1990s was the first decade of EFA. The World Declaration on EFA envisioned that "Every person - child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs." The global community reunited in Dakar in April 2000 to assess progress of the EFA decade and to renew its commitment to EFA by 2015. Strategies for meeting this goal are outlined in the Dakar Framework for Action which includes the creation of safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning.

RGZ through its MoEVT has taken deliberate measures to ensure that children and young people of Zanzibar get their rights to education. The government ensures that learners enjoy conducive learning environment physically, psychologically and spiritually for lifelong learning. The overall objective is to ensure that learners remain in schools in a conducive environment free from all types of exploitation and abuse.

This chapter will be comprised of two main sections. A section on life skills education which outlines the development trend of life skills education in Zanzibar schools, achievement and challenges. In this section issues related to youth reproductive health such as teenage pregnancies, drug abuse and HIV/AIDS will be discussed. The second section will be on lifelong learning which includes technical education and vocational training and national policies on TVET. The chapter will highlight achievements and challenges facing this goal.

4.2 National Policy on Life Skills

After considering religious aspects of Zanzibar it was agreed that the definition of life skills in the Zanzibar context is as follows:

Life skills are skills that enable individual to self-awareness and be able to make sound definition drawing on spatial and ethical principles in challenging situations.

The 2006 Zanzibar Education Policy stipulates that:

- Life skills development programmes in schools shall be strengthened, expanded and organized to reach the entire target population.
- Effective community programmes involve parents and young adults in promoting a proper knowledge about adolescent sexual and reproductive health shall be devised.

The above policy statements shall be implemented through the following strategies:

- Expanding and strengthening training of teachers on youth reproductive health.
- Strengthening and expanding the teaching of Moral Ethics and Environmental Studies.
- Introducing peer education on life skills development in all schools.
- Providing HIV/AIDS education in relation to reproductive health.
- Introducing appropriate cultural approaches in dealing with adolescent sexual and reproductive health.
- Developing culturally appropriate IEC programmes.
- Providing skills training and recreational activities.
- Conducting impact studies on various programmes targeted at reproductive health.

4.3 Progress and Trends of Life Skills

Youth Reproductive Health problems started to emerge in Zanzibar in late 1980s. Several efforts were taken by the Ministry to address the problem. Moral Ethics and Environmental Studies (MEES) was introduced and the topics were integrated in three core subjects Biology, Civics and Geography in secondary schools and in primary schools it was integrated in Science, Geography, Kiswahili and Religious Studies. It was also introduced in Teacher Training Colleges. MEES focused on developing good behaviours among youths. Its setback however was that it did not give youth skills in protecting themselves against peer pressure and other reproductive health influences. MEES ended in 2005. Two years before it ended, in 2003, life skills education was introduced in Zanzibar schools through Better Health Clubs.

According to the 1990 Jomtien Declaration, life skills are essential learning tools and basic learning content required by human beings for survival to develop their full capacities and to improve the quality of their lives. In 2000, the Dakar Framework for Action revisited the definition and expanded it to include the acquisition of knowledge, values, attitudes and skills through the four pillars of learning namely, learning to know, learning to do, learning to live together and learning to be.

According to UNICEF there is no definitive list of life skills but they enumerate many physically and interpersonal skills generally considered important. The term life skills, according to UNESCO, refers to the skills usually associated with managing and living a better quality of life, help to accomplish ambitions and live to fulfil our potentials. By learning new skills we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfilling life.

According to the definition given in the introduction, life skills is expected to build good behaviour of adolescents and help them to avoid health risk behaviour, like the spread of HIV/AIDS, teenage pregnancies, early marriage, gender violence, rape and drug abuse. It also prepares adolescents to take their responsibilities as future parents and good citizens and help them to cope with different challenges in everyday life. The story of

Sara Communication Initiatives (SCI) was one among the strategies introduced in schools to inculcate life skills among students.

4.3.1 Sara Communication Initiative

African girls experience gender discrimination which begins at birth and continue throughout their lives. Traditional practices and social stereotyping make life difficult for them, within the home, school and wider community, girls are given a sense of inferiority which hinders their capabilities and potential.

There was also a wider gender gap in completion rates for education, with girls leaving school because of pregnancy, work load at home or simple business, girls often lack opportunities to develop essential life skills in order to recognize their needs, assert themselves and negotiate for their rights. But currently in spite of all these the completion rates of girls at both primary and ordinary secondary is higher than that of boys (see Chapter 7).

SCI is a programme designed for sub-Saharan African countries to address existing disparities in the status and treatment of youth reaching puberty by providing skills and empowering them to be role models for their counterparts on issues related to reproductive health. This includes rights to education, non-discrimination, rights to protection from sexual exploitation, abduction, violence and harmful traditional practices, right to health, rights to protection from harmful and exploitative labour, and rights to life and maximum survival and development. Promotion and protection of these rights will have great impact on the development opportunities for girls especially in view of the HIV/AIDS pandemic.

The overall goal of SCI was to promote the rights of youth and support their implementation and realization with special focus on adolescent females in Sub-Sahara Africa. In addressing this goal, the following strategies were put forward:

- Create awareness and advocacy for the reduction of existing disparities in the status and treatment.
- Support social mobilization processes designed to realize the potential of female children and to foster their participation in development.
- Produce a dynamic role model for girls that will assist in their acquisition of psychosocial life skills that are essential for empowerment.
- Provide a model for improved gender relationships beginning at the early age.
- Communicate information regarding the survival, protection and development of children, including specific messages on education, health, nutrition and freedom, exploitation and abuse.

The SCI was established to tackle these problems identified by local communities. It was a joint project funded by UNICEF, governments and NGOs in Sub-Sahara Africa. SCI provided a series of effective and creative communication tools to raise awareness of

girls' needs and rights, to stimulate discussion and to contribute to the process of attitudinal and behavioural transformation. The communication package is multimedia, including animated videos, radio drama, comic books, posters, facilitator's guides and many other materials.

From the year 1998-2008, UNICEF in collaboration with MoEVT Zanzibar and International Film Festival implemented SCI. About 180 youths participated in the workshops daily during film festival every year, where episodes were viewed, stories read and written. Teachers from Zanzibar primary schools and Sara Task Force members facilitated these two weeks activities. Training during Zanzibar International Film Festival influenced the emerging of 60 Sara clubs in Unguja and Pemba primary schools. The clubs adopted a peer education approach which enabled youth to help each other in protecting themselves on HIV/AIDS infection and other related reproductive health issues. SCI also strengthened the understanding of the impact of HIV/AIDS and issues of reproductive health and substance abuse on adolescence. Through SCI students were able to build defensive mechanism against sexual abuse and rape as the following true story below illustrates.

Box 4.1: The Study of Form I Girl Student

It was around 6.00 p.m. when students were going back home from school. On the way, a Form I girl student stopped a car and asked for help because she left school late and was rushing back home before 7.00 p.m. The driver accepted to pick her up in his car. On the way the driver tried to convince the girl to establish sexual relationship and asked the girl to have sex with her before taking to her home. The driver promised to support the girl in her studies and in her daily life needs including providing transport to and from school every day.

The girl, understanding the impact of this on her future life, pretended to positively accept the drivers' wishes and promised to be with him. The girl then told the driver that because he has been open to her, she also wanted to be open to him. She told the driver that she wanted him to understand that she was *HIV positive!* and was ready to show him the doctors' prescription once they meet the following day! The driver suddenly stopped the car and was very angry and pushed the girl out of his car shouting "why didn't you tell me this before!... I wasted my time and my petrol!"

The girl had to walk home and arrived late but safe. She was not actually HIV positive but rather she bravely used her life skills as a strategy to protect herself. This girl for a long time has been used as a peer educator in life skills training.

4.3.2 Moral Ethics and Environmental Studies (MEES)

Moral Ethics and Environmental Studies (MEES) is the key root programme that influenced the spread of life skills education in Zanzibar. It was funded by UNFPA, targeting school youth. The project aimed at changing youth's knowledge, attitudes and practices on issues related to population, environment and sexual reproductive health.

In the year 1992, a total of 40 primary and secondary schools started MEES project as a pilot base. About eight students and two teachers (gender considered) in each school attended ten days training on life skills. The life skills components covered in this training included self-awareness, empathy and coping with stress, emotions management, interpersonal relationship skills, creative thinking, decision making, communication skills, initial thinking and problem solving. These techniques were combined with sexual reproductive health issues like drug abuse, teenage pregnancies, early marriages, HIV/AIDS, gender, environment, moral ethics and population.

From the year 2001-2007 about 560 school youths aged from 14-19 years were trained as peer educators and also 280 teachers from 70 schools in Unguja and Pemba were trained as MEES teachers. Table 4.1 below gives details.

Table 4.3.2.1: Students and Teachers who received Life skills through MEES program 2001 – 2007

Year	No. of schools	No. of students per school				No. of teachers per school				Total for students	Total for teachers
		Primary		secondary		primary		secondary			
		M	F	M	F	M	F	M	F		
2001	10	2	2	2	2	1	1	1	1	80	40
2002	10	2	2	2	2	1	1	1	1	80	40
2003	10	2	2	2	2	1	1	1	1	80	40
2004	10	2	2	2	2	1	1	1	1	80	40
2005	10	2	2	2	2	1	1	1	1	80	40
2006	10	2	2	2	2	1	1	1	1	80	40
2007	10	2	2	2	2	1	1	1	1	80	40
Total	70	14	14	14	14	7	7	7	7	560	280

Source: MEES quarterly reports 2001-2007.

4.3.3 Life Skills through Better Health Clubs (BHC)

In the year 2003, the then Ministry of Education, Culture and Sports now MoEVT with the support of UNICEF introduced Better Health Clubs (BHC) in schools to take care of life skills issues related to sexual reproductive health for the school youths. The clubs were expected to achieve the following objectives:

- Creating a platform for youth in schools where they will certainly educate each other, warn each other on the dangers surrounding any of the pupils and be a counselling point by which even personal problems can be addressed.
- Training peer educators in life skills education with a focus on reducing sexual practices, substance abuse, teenage pregnancies and dropouts among school children.
- Conduct outreach activities in the community through community theatre approach to educate parents and out of school youths on the effects of teenage pregnancies, drug abuse and other undesirable practices.

- Creating school environment which is gender sensitive and responsive and also child friendly.

An evaluation conducted by the Zanzibar NGO Resource Centre on the status of life skills in Zanzibar in 2008 found out that where clubs were strong there was reduction of youth related reproductive health issues. Although there was no specific survey to determine the impact of the programme but discussions with head teachers reveal that BHCs have helped to improve school discipline, student-teacher interaction, reduce teenage pregnancies, a drop in early marriages and drug abuse.

“Better Health Clubs in schools have to some extent reduced youth health related problems including teenage pregnancies, substance abuse and drop out and also improved school discipline.... All in all it has improved retention of young teenagers” (Zanzibar NGO Resource Centre Report, 2008).

4.3.4 The African Youth Alliance (AYA)

Introduced in 2002, the main objective of the African Youth Alliance (AYA) was to reduce the incidence and spread of HIV/AIDS and other sexually transmitted infections and improving overall adolescent reproductive health by providing youth with necessary life skills. Funded by Bill and Melinda Gates Foundation of the United States of America, AYA played a crucial role to contribute to the improved reproductive health focused on promoting behaviour change among the young people in Zanzibar. In the education sector, AYA trained 1,389 students in life skills education from the year 2004 and 2005 as indicated in table below:

Table 4.3.4.2: Students Received Life Skills Education from AYA by year and Sex

Year	Male	Female	Total
2004	313	202	515
2005	531	343	874
Total	844	545	1,389

Source: VTA Zanzibar, 2004-2005.

AYA’s life skills training focused on giving youth knowledge and skills that help to reinforce good behaviour, positive attitude and capability to reach their set goals which contributed to socio-economic development. Their areas of study covered family and community values, adolescent development, communication, relationships, gender equity and gender roles, teenage pregnancies and their consequences, facts and myths about HIV/AIDS, drug and alcohol abuse and planning for the future (goal setting). AYA programme terminated in 2005 and schools which were trained by AYA were accommodated in the BHCs programme.

4.3.4 Inclusive Education and Life Skills Unit

4.3.4.1 HIV/AIDS Unit

Inclusive Education and Life Skills unit was established in 2010 within the MoEVT as a result of merging together several separate units which existed before. One among these units is HIV/AIDS unit. This unit is responsible in addressing issues of HIV/AIDS in the education sector. In the effort to mainstream HIV/AIDS in all sections of education, a Technical Aid Committee within the Ministry was formed with the purpose of ensuring that HIV/AIDS education is provided to all students at all levels, to teachers and to other ministry officials and workers.

HIV/AIDS education is provided through provision of brochures, leaflets, films, lectures and through peer education approach. So far there is no study to indicate how the education sector is affected by HIV/AIDS. However, reports from Zanzibar AIDS Commission indicate that HIV prevalence in the Zanzibar general population has increased from 0.6% in 2008 to 1.0% in 2013. Women show the infection rate of 0.9% that is five-times higher than their male counterparts (0.2%). HIV prevalence level is higher in Unguja compared to Pemba at 0.8% and 0.3% respectively. Also HIV infection among youth 15-24 years (students included) is documented at 0.2% and this statistics is three-times higher in females compared to males (0.3% to 0.1% respectively) (THMIS, 2008 & ZAC, 2013).

Between July 2010 and June 2011, the Zanzibar AIDS Commission reported that a total of 68,416 people were voluntarily tested in HIV infection. The results are indicated in Table 4.3.4.1.1 along with literacy rates.

Table 4.3.4.1.1: Situation of HIV-VCT Prevalence by District and Gender, 2011

Districts	Literacy Rate 2009/2010		Females			Males		
	Females	Males	Tested for HIV	Found HIV+	% +	Tested for HIV	Found HIV+	% +
Urban	88.9	97.2	11,783	340	2.9	10,826	233	2.2
West	88.3	94.2	13,634	469	3.4	13,250	251	1.9
North 'A'	55.5	75.8	1,971	50	2.5	2,171	31	1.4
North 'B'	76.0	85.6	1,409	40	2.8	1,404	27	1.9
Central	85.5	93.4	2,863	87	3.0	3,249	69	2.1
South	91.1	97.2	1,561	34	2.2	1,628	13	0.8
Wete	55.5	69.0	2,119	13	0.6	2,074	27	1.3
Micheweni	69.0	85.8	1,335	16	1.2	1,369	13	0.9
Chake	73.3	86.3	2,072	22	1.1	1,697	35	2.1
Mkoani	67.8	79.0	1,211	8	0.7	952	6	0.6
Not named			181	11	6.0	2,488	4	0.2
Zanzibar	77.2	88.0	33,400	1,031	3.1	35,016	628	1.8

Source: Zanzibar Aids Commission, 2011.

The table shows that literacy rate of females is lower than that of males (77.2% compared to 88.0% respectively) and across all districts. This implies that nationally as well as districtwise there are more illiterate females than males. It is therefore not surprising to note that generally infection rate of females is higher than that of males across all districts because is difficult for an illiterate person to understand the messages and information given either through verbal or written channels.

Surprisingly, the two districts of Urban and West have high literacy rates. The districts also recorded high infection rates of 2.9% and 3.4% for females and 2.2% and 1.9% for males respectively. This situation can be attributed by the fact that these two districts receive many visitors from neighbouring countries for settlements engaging either in cultivation for West district and petty business for the Urban district. It is thus safe to assume that literacy rate influences HIV infection rate in Zanzibar. Therefore, the Inclusive Education and Life Skills unit need to take deliberate efforts to impart HIV/AIDS knowledge to learners in literacy classes where females are majority. An assessment report of the education sector on SRH/HIV/Life Skills of 2010 sets out the following future actions:

- To equip teachers with adequate knowledge and skills on SRH, HIV and life skills.
- To equip institutions with necessary resources required to implement SHR, HIV and life skills education.
- To strengthen coordination and organize SHR, HIV and life skills activities at national level.
- To provide guidelines on appropriate approaches of SHR, HIV and life skills education.

4.3.4.2 Guidance and Counselling Unit

MoEVT established Guidance and Counselling unit for two main purposes. First, to make students aware of the challenges facing them socially and provide them with knowledge on how to meet those challenges. Second, to advise students on the academic progress and also direct to their future career. Through Guidance and Counselling Unit, the MoEVT has placed two teacher counsellors, a male and a female, in each school since early 2000. Teacher counsellors receive trainings on counselling techniques and life skills. Likewise, counselling training manuals for both certificate and diploma levels have been developed.

4.3.5 Achievement of Life Skills Education

4.3.5.1 Development of a single common life skills manual which is used in all schools by both teachers and peer educators.

4.3.5.2 Teacher counsellors work collaboratively with life skills teachers and peer educators in the provision of life skills education in schools. This cooperation has to a large extent reduced undesirable behaviours among school youths.

4.3.5.3 Several trainings through workshops and seminars for both teachers and students have been conducted.

4.3.5.4 An integrated life skills model lessons within core subjects (English, Geography, Civics and Religion) for ordinary level secondary were produced for teachers' use.

The achievement above could not be successfully reached without strong financial and technical support from UNICEF, UNESCO and the MoEVT.

4.3.6 Challenges facing Life Skills Education

4.3.6.1 Absence of national policy for life skills.

4.3.6.2 Life skills is not a subject by itself hence teachers do not give its due importance.

4.3.6.3 Follow-up of life skills education in school is not properly done.

4.3.6.4 There is no specific life skills curriculum but topics on life skills are integrated in some core subjects.

4.3.6.5 Topics that were integrated in core subjects are not taught as expected in life skills that is initiating behavioural change among students.

4.3.6.6 There are no supporting reading materials for life skills for students in schools.

4.3.6.7 Appropriate and adequate IEC programmes not yet developed.

4.3.6.8 Many schools do not have recreational activities such as role plays, debating clubs, sports competitions clubs, environmental clubs, drama clubs and photographic clubs and other extra curricula activities related to life skills education.

4.3.6.9 Insufficient teaching and learning life materials especially for students with special needs.

4.3.6.10 Absence of life skills reading materials for students.

4.4 Lifelong Learning

Lifelong learning or continuing learning encompasses all purposeful learning activities whether formal, non-formal or informal, undertaken on an ongoing, voluntary and self-motivated basis with the aim of improving knowledge, skills and competitiveness and employability. The term indicates that learning is not confined to childhood or the classroom but takes place throughout life.

Technical and Vocational Education and Training (TVET) is in many respects very different from learning in schools as it is much more flexible and the learning has to be made compatible with requirements originating from the workplace. Its main role is to coordinate, monitor and evaluate the performance of the technical and vocational training centres so as to ensure even development of the sectors. TVET is designed to prepare, update or retrain artisans for employment or self-employment at semi-skilled or skilled levels in any branch of economic activity. It may be provided on the job or off-the-job or a combination of the two. It helps learners acquire skills, knowledge and attitudes needed to develop professional careers and enter the world of work, creating a vibrant labour market and contributing to economic growth.

4.4.1 National Policies on TVET

The Zanzibar TVET system operates under two separate policies with a common target namely, the Technical Education and Training (TET) Policy (1996) of the United Republic of Tanzania and the Zanzibar Vocational Education and Training (VET) Policy (2005).

TET Policy (1996) emphasizes on the following:

- Improvement of the utilization of the country's human resources and ensure, through training upgrading and updating, that the demand for skilled labour is met in accordance with the current and anticipated technological, economic and social needs of the nation.
- Ensuring that a sufficient number of adequately qualified and experienced training officers, instructors, in-plant trainers and other related training personnel are available to meet the needs of overall TVET programs in the country.
- Contribute significantly to the solving of employment related problems, through a flexible TVET system.
- Promotion or provision of TVET according to the needs, within the framework of overall socio-economic development plans and policies.
- Provide foundation for productive and satisfying career.

- Providing the necessary background in terms of knowledge, skills and attitudes for continuing education.
- Providing skills to meet income needs and aspirations of the individuals, and various communities in urban and rural areas in order to eradicate income poverty.

The Zanzibar VET Policy (2005) emphasises on the following:

- VET shall begin with broad basic vocational education to facilitate horizontal and vertical articulation within the education system.
- Youth will be advised and be given a freedom of choosing fields of training, which are needed in labour market, so as to promote and develop their talents and skills in education and world of work.
- Develop curriculum that will allow getting the vision and other aspects of basic education and training at all levels by being improved over the strong basis of formal education.
- VET programmes shall provide for adequate harmonization between theoretical studies in educational institutions and industrial and business practice.
- Effective and continuing interaction between VET and productive work shall be fostered in the areas of production of materials, business and services.
- Trainees employed after completion of full time courses shall be given induction to familiarize them with the nature and objectives of the organization concerned and the conditions in which work is performed.
- Ensure that VET policy is revised and improved when necessary.
- Ensure that all sectors incorporate VET activities in their policies.
- Effective and continuing interaction between VET and productive work shall be fostered in the areas of production of materials, goods and services that are useful either to the individuals or the society.

Likewise, the Zanzibar Education Policy (2006) emphasises on promotion of lifelong learning in order to create a democratic and peaceful society enjoying a high quality of education and livelihood and committed to lifelong learning to effectively respond to development challenges. Investing in education is one of the fundamental pillars for sustainable development. Also education attainment leads to improved employment prospects and the roadmap to solve the challenge of unemployment. The policy sets out the following:

- Technical education 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 career possibilities.
- There shall be a single body responsible for regulation, monitoring, certification and controlling of technical education and vocational education and training.
- Government shall liberalize the establishment and ownership of technical and vocational education and training institutions.

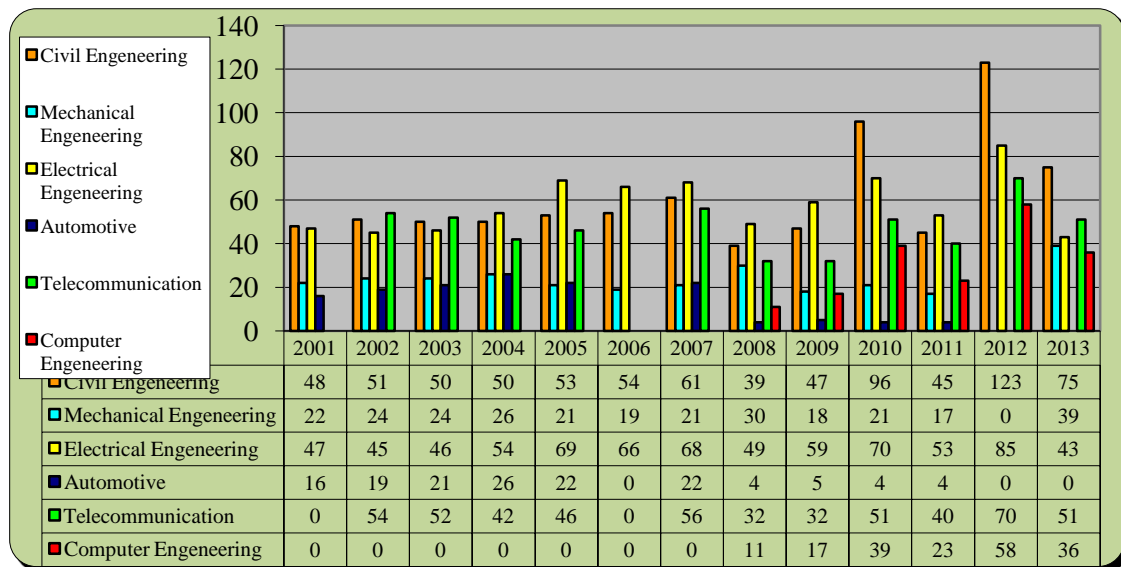
The Zanzibar Vision 2020 on the other hand, has provisions toward the development of the informal economy with view to developing a social environment that is conducive for peace, harmony, protection and development for all. The vision recognizes the importance of the informal sector as a source of self-employment opportunities and ability to absorb increased number of people coming into labour market and advocates establishing networks of small-scale industries in the rural areas. It also advocates promoting timely access of the unemployed to education and vocational training.

Implementation of MKUZA II also provides direction and framework for the development of specific strategies for the TVET where the issues of youth training and employment were mentioned. Proposed intervention of promoting youth employment and increasing gender balanced access to training and vocational education opportunities were also addressed. According to MKUZA II, the operational target is to increase proportion of graduates and the key issues are limited capacity and courses offered do not match with the demand in the labour market. The key interventions proposed are to expand facilities, to review curricula to bring them in line with the national priorities and promote education for women and people with disabilities.

4.4.2 TEVT Progress in Zanzibar

At present there is a very limited capacity for technical and vocational education and training in the country. While enrolment in general education has expanded rapidly within the last thirteen years from 2001 to 2013, technical and vocational education has experienced a marginal growth. There are few recognized institutions which offer this type of education and training in Zanzibar. By 2013, there were 3 government institutions and various other privately owned institutions providing technical education and vocational training. Karume Institute of Science and Technology (KIST) is the main institution providing technical education at the diploma level. The rest of institutions provide certificate courses and act as catchment areas for KIST enrolment. The figure below shows enrolment trend at KIST by course and gender from 2001 to 2013.

Fig.4.4.1: Enrolment Trend at KIST by Course and Gender, 2001 - 2013

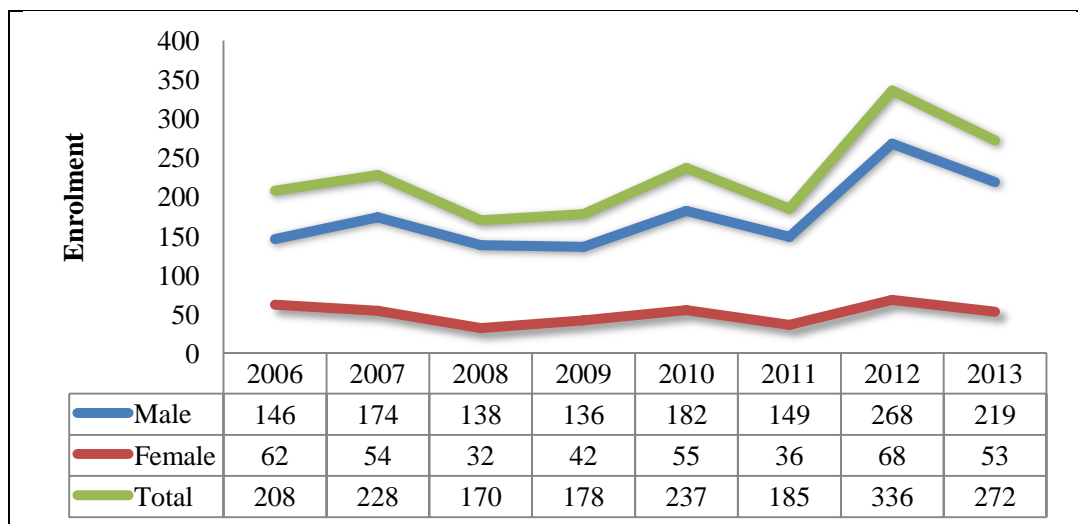


Source: VTA various statistical reports, 2001-2013.

It can be noted from the figure that the most common fields that most students join are civil and electrical engineering while computer engineering was not established until 2008. In spite of delay of establishing computer engineering the enrolment of students in this field of study seem to increase with some fluctuation from 2008 to 2013. On the other hand the automotive field of study which was established since 2001 seems to lose popularity in the last six years where in 2012 and 2013 there were no students registered in this field. This is an interesting situation that warrants further study to explore the reasons behind.

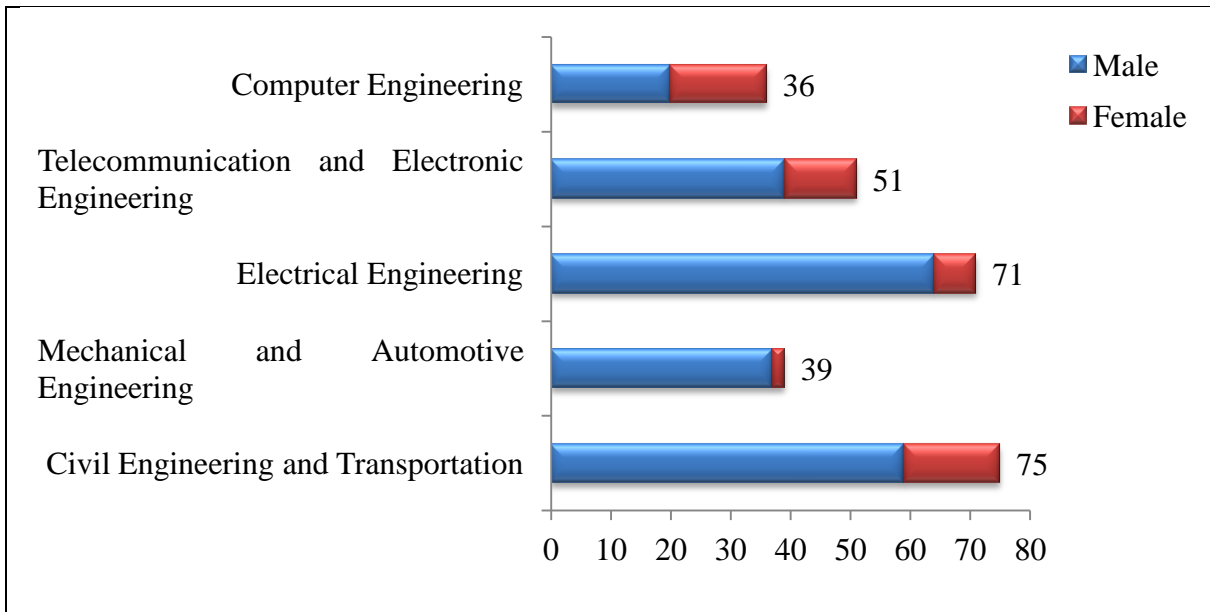
Further analysis of KIST enrolment data reveals that the trend of representation of female students is decreasing from 62 (29.8%) in 2006 to 53 (19.5%) in 2013 as shown in Fig. 4.4.2 below:

Fig. 4.4.2: Enrolment in Karume Institute of Science and Technology (KIST) by gender, 2006 – 2013



Of the fields of study shown in Fig. 4.4.2 above, female representation is seen to be least in automotive and mechanical engineering which rapidly drop from 27.3% in 2001 to 5.1% in 2013. Fig. 4.4.3 shows enrolment by gender in various fields of study at KIST in 2013. Photographs show KIST students in practical sessions.

Figure 4.4.1: Enrolment in KIST by Gender and Course, 2013



Female Students in Civil Engineering Workshop at KIST.



Students in a Mechanical Engineering workshop at KIST

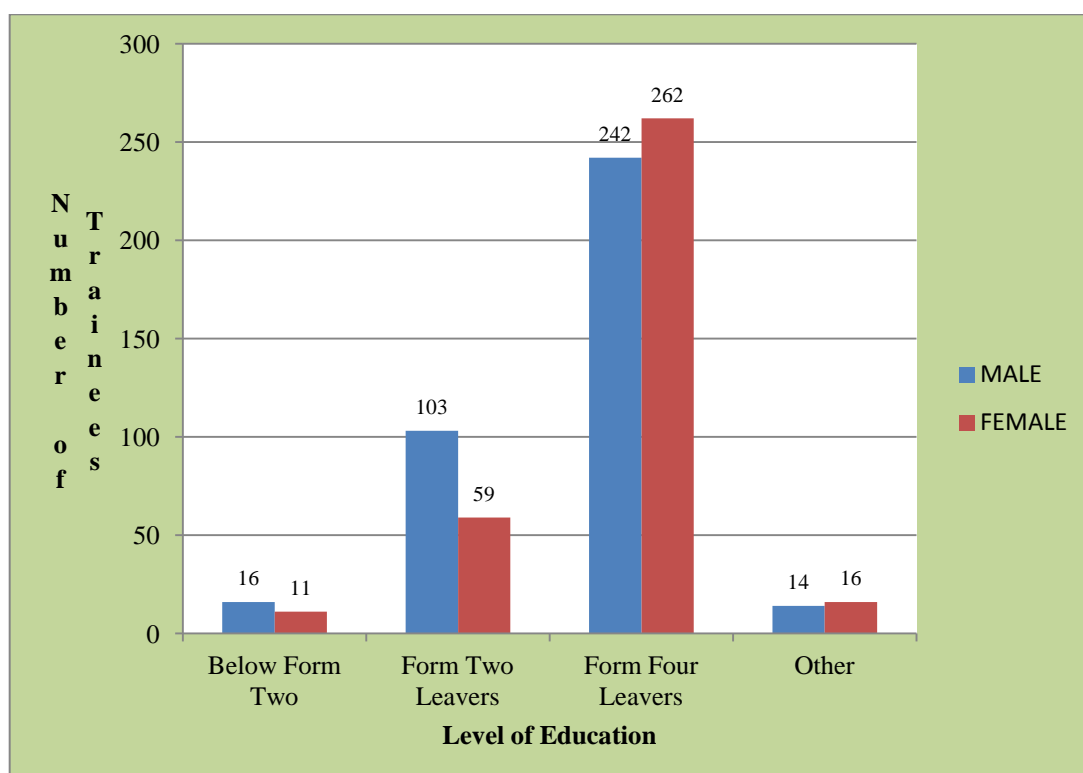
KIST plans to increase female student population from 23.7% in 2013 to 30.0% by the year 2015. This will be achieved through carrying out sensitization programmes in collaboration with secondary schools taking science subjects to facilitate the recognition of outstanding girls' students and organize special pre-entry programme for them.

4.4.3 Lifelong Learning Activities

In realizing that education is a lifelong process, the RGZ in the year 2008 established two vocational training centres, one in Unguja and one in Pemba. The purpose of which is to accommodate youth who do not qualify for higher learning so as to equip them with skills that will help them to secure employment or be self-employed. Specifically, these two centres provide training programmes for skills development in carpentry, refrigeration, electronics, motor vehicle mechanics, electrical installation, cookery, food production, food and beverage services, tailoring, painting and decoration, welding and fabrication, masonry and plumbing.

Students enrolled in these centres are normally those who graduated at basic education level at Form II and those who have completed Ordinary Level Education at Form IV but could not secure the required qualifications for advanced secondary education. Figure 4.4.3.1 shows the current situation of the levels of education of vocational education trainees before joining VTCs in Zanzibar.

Figure 4.4.3.1: Level of Education before Joining VTCs



Source: Tracer Study, 2013.

By the year 2012 there were 65 VTCs in Unguja and Pemba of which 6 are government owned and the rest private owned. These centres provide training in different disciplines. The table below shows distribution of VTCs by districts and programmes.

Table 4.4.3.1: Distribution of VTCs by districts and programme offered

District	No. of Centres	Programme Offered	Ownership	
			Govt.	Priv.
Urban	33	Administration and Accounting, ICT, Tailoring, Carpentry, Electrical, Plumbing, Computer Application and Languages.	1	32
West	15	ICT, Tailoring, Carpentry, Electrical, Plumbing, Computer Application, Electrical, Languages, Laboratory Assistance, Hotel Management.	2	13
North 'A'	1	Auto Mechanics, Electronics, Tailoring, Food and Beverage Services, Painting and Decoration, Masonry, Welding and Fabrication, Carpentry and Refrigeration.	1	0
North 'B'	0	-	0	0
Central	1	Food and Beverage Services, Housekeeping, Food Production, Front Office Management, Mechanics, Carpentry and Tailoring.	0	1
South	1	Computer Application, Housekeeping and Hotel Management.	0	1
Micheweni	1	Tailoring and Computer Application.	0	1
Wete	6	Accounting, Tailoring, Computer Application, Hotel Management and Languages.	0	6
Chake-Chake	7	Tailoring, Food Production, Electrical Installation, Masonry, Plumbing, Hotel and Tourism and Accounting.	2	5
Mkoani	0	-	0	0
Zanzibar	65		6	59

Source: VTA Zanzibar, 2012.

Since 2001 the number of youth striving to join vocational institutions is increasing hand in hand with the establishment of the centres. Many youth move from rural to urban after compulsory education to join VTCs since many of those such centres are located in town areas as indicated in the table above. On the other hand the enrolment of male students in the centres is higher than that of female students which indicates higher awareness of male students on the importance of vocational training as possible source of acquiring employment. This is with the exception of Wete and Chake-Chake districts where the participation of female students is higher throughout the years. It is unfortunate that two districts of North 'B' and Mkoani have not yet established any VTC thus denying youth access to vocational training which is very important to the development of their lives. The table below shows enrolment trend in the VTCs from the year 2001 to 2010. Photographs show students at these centres in action.

Table 4.4.2.3: Enrolment Trend in VTCs, 2001 - 2013

District	2001		2002		2003		2004		2005		2006		2007		2008		2009		2010	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Urban	1,060	948	783	672	772	591	1,282	1,109	1,172	977	1,487	1,138	1,302	1,220	1,415	1,306	1,616	1,719	1,767	1,719
West	198	79	246	80	291	75	266	42	226	20	278	51	419	51	436	14	511	38	652	107
Central	15	-	7	-	14	-	10	-	9	-	8	12	35	26	46	29	60	31	58	19
South	-	-	-	-	-	-	-	-	-	-	-	-	9	3	8	6	5	3	4	6
North 'A'	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	161	121
North 'B'	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Micheweni	69	29	70	26	73	25	69	16	69	12	61	12	60	22	51	19	36	6	28	6
Wete	5	13	3	23	2	19	5	19	6	24	2	29	3	25	4	36	57	85	103	182
Chake	17	60	39	54	37	44	57	97	46	78	35	51	37	72	48	103	52	117	269	201
Mkoani	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	1,364	1,129	1,148	855	1,189	754	1,679	1,241	1,528	1,111	1,871	1,293	1,865	1,419	2,008	1,513	2,337	1,999	3,042	2,361

Source: VTA Zanzibar various statistical reports, 2001-2010.



Youth enrolled in tailoring programme at Mkokotoni Vocational Training Centre.



Students in Computer Maintenance Training at Mkokotoni Vocational Training Centre.



Students engaged in practical electrical engineering session at Rahaleo Alternative Learning Centre.

Besides these VTCs, vocational training is also provided to women in their income generating groups scattered all over the country for the purpose of improving the quality of goods they produce and help them to secure market in order to increase their income. This initiative is in line with the poverty reduction initiative (MKUZA II) and with the concept of lifelong learning.



Income generating women group showing their activities at Jadida, Wete Pemba.

4.4.4 Challenges Facing TEVT in Zanzibar

In spite of the above progress in TEVT, a number of challenges still remain. These include the following:

- 4.4.4.1 There exists a weak mechanism for integrating and coordinating the provision of TVET institutions which are under the ownership of other ministries such as Ministry of Agriculture, Health, Water, Trade and Tourism as these institutions were established under their own legislation.
- 4.4.4.2 The 2005 Zanzibar TVEP policy was unable to address the pressure on the labour market from youth and adults in need of training suited for the development of Zanzibar.
- 4.4.4.3 The 2005 Zanzibar VET policy suffered incomplete initial assessment and ongoing piecemeal implementation.
- 4.4.4.4 Vocational Education Training institutions in Zanzibar have very limited resources and materials, inadequate workshops and laboratories. Training therefore relies on theoretical and classroom based activities.

- 4.4.4.5 Inadequate and unqualified instructors in training centres to meet the challenges of imparting the skills that are needed to meet the demands of Zanzibar's development.
- 4.4.4.6 Many privately owned VTCs have not yet acknowledged the current acceptable Competency-Based Education and Training (CBET) methodology of training which require learners to obtain training through passing or qualifying at three competency levels.
- 4.4.5.7 The absence of key instruments for TVET development such as National Qualifications Framework (NQF) adds up to weak linkage with the TVET system and other education system qualification frameworks.
- 4.4.5.8 Some of the students opt to engage themselves in seeking employment before finishing their third level of training and most of them do not prefer self-employment.

4.4.5 Recommendations

- 4.4.5.1 There is a need to harmonize the existing linkage between the two coordinating bodies for VET and TET so as to have sustainable vertical progression in the country TVET system.
- 4.4.5.2 According to the Zanzibar economic recovery programs, the scale of current economic and social change, the rapid transition to knowledge based society and demographic pressure resulting from an ageing population in Zanzibar these are all challenges which demands a new approach to education and training within the frame work of lifelong learning.
- 4.4.5.3 Due to rising unemployment rate every year there is a need to improve employability of the young labour force. The government should therefore improve human capital through reforming education and vocational system. It is also imperative to encourage and facilitate female to join vocational training as this segment is about 52% of the entire population. They must be educated and trained to be absorbed in the labour market.
- 4.4.5.4 Much has been done in terms of policies implementation and strategies but still more need to be done to ensure efficiency, effectiveness and sustainability of the programmes in the areas of teacher qualifications, programme expansion and coherence to labour market demands.

Goal Four

“Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults”.

Chapter Five

Adult Literacy and Continuing Education

5.1 Introduction

Literacy is a basic human right guaranteed under Article 26 of the Universal Declaration of Human Rights of 1948 which states that ‘everyone has the right to education’. While literacy paves the way for social development as well as social and gender equity and is a tool to empower society, illiteracy prolongs poverty and underdevelopment.

Worldwide the number of illiterates has fallen over the past decade, however it is estimated that there are still 796 million illiterate adults in the world of whom nearly two-thirds (64 percent) are women (UNESCO Institute for Statistics, 2010). In many countries, adult literacy is given little attention and remains one of the most under prioritized of the EFA goals with governments paying more attention to basic formal education. The EFA goals are about ensuring all persons have full access and opportunity to participate in basic education of good quality so that they can acquire the literacy and life skills they need for a decent living and learning throughout life.

Internationally, literacy in general is recognised as a right for both children and adults. This was stipulated in the International Convention of Civic and Political Rights and the International Convention on Economic, Social and Cultural Rights both adopted in 1966. The 1979 Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) and the 1989 Convention on the Rights of the Child (CRC) are other instruments that recognized the importance of literacy.

Literacy skills are vital to informed decision making, personal empowerment, active and passive participation in the local and global social community as noted in Stromquist (2005). This is in line with UNESCO’s definition on literacy as *the ability to read, write, identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts* (UNESCO, 2006). The United Nations Literacy Decade which is coordinated by UNESCO was launched in 2003 to increase literacy levels and “enable people everywhere to communicate effectively within their own communities and with the outside world” (UNESCO, 2005) It aims to achieve the education for all goals of increasing literacy rates by 50 per cent by 2015.

Thus it can be deduced from the definition that literacy for both adults and youths includes human benefits tied to an individual self-esteem, confidence and personal empowerment. Furthermore it has implications for social and cultural processes as literacy has the power to effect changes in attitudes and life styles. It is often used in conjunction with life skills education or health education.

5.2 Policies and Action Plans Governing ALCE in Zanzibar

In Zanzibar there is no policy which stands alone as Adult Literacy Policy but it is embedded in the Zanzibar Education Policy (2006) and other various national plans among which are Vision 2020, MKUZA II (2007) and the ZEDP (2008/09 – 2015/16). In these national documents Adult Literacy and Continuing Education (ALCE) focus on ability to read, write and count, controls over ones environment through improving economic status, health, changing attitudes, life styles, enhance life skills and accept and accommodate national changes.

Specifically, the Zanzibar Education Policy (2006) stipulates that:

- Adult education shall be promoted, strengthened and regulated in collaboration with other partners.
- Adult education shall be diversified and revamped to meet the various 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.
- 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, and
- Government shall provide incentives to NGOs, CSOs to establish and manage alternative education programmes for out-of-school children and youths.

Vision 2020 emphasises on:

- Eradicating illiteracy.
- Ensuring access to education especially by the poor household members, women and the people with disabilities, improving and maintaining high education standards and skills cost effectively, and
- Establishing viable alternative learning system that will include adult, non-formal and formal education.

MKUZA II calls for increasing overall literacy rate from 75.8% in 2005 to 90.0% by 2015 and increase literacy rate for women from 69.8% in 2005 to 100% in 2010 from which the core strategies are:

- Expand basic literacy programmes with special emphasis to women and people with disabilities.
- Enhance functional literacy and continuing education with special emphasis to youth, women and people with disabilities.

The national targets on ALCE which are to be achieved by 2015 as articulated in ZEDP (2008/09 – 2015/16) include the following:

- Promoting, strengthening and regulating Adult Education in collaboration with other partners.
- Diversifying and expanding Alternative Education Programme to provide basic education and pre-vocational opportunities to meet the needs of learners who are unable to benefit from formal schooling.
- Improving access to quality education and training for the out-of-school children, youth and adults.

The above targets will be implemented following the strategies below:

- Sensitize target audience, through media, local government authority, community leaders and influential people.
- Strengthening and expanding adult education in partnership with other stakeholders.
- Expanding access to adult education by establishing additional adult education centres.
- Provide training and improved working conditions of facilitators.
- Promoting inclusive adult and continuing education that addresses current emerging issues.
- Ensuring that a proper monitoring and evaluation system is set up, and
- Establishing a database for all adult education programmes.

5.3 Progress in achieving ALCE in Zanzibar

For the period of 13 years, between 2001 to 2013, the RGZ in the effort to achieve the set EFA goal in ALCE concentrated on several areas.

5.3.1 Improving Adult Literacy Rate

One of the main challenge in improving the adult literacy rate in Zanzibar is to ensure there are adult learning centres in areas where there could be higher number of adult illiterates or with low literacy skills. The Literacy Survey conducted in 2012 revealed that in many communities there are no other opportunities for alternative learning besides the adult education centres. The survey also revealed that many learners in the centres (56.9%) said that the relatives living with them were never enrolled in school during their childhood. To address this issue, following the policy directives that adult education shall be promoted, strengthened and regulated in collaboration with other partners, the RGZ in collaboration with NGOs and other stakeholders sensitized target audience to support literacy programmes introduced in their areas. Through that sensitization, by the year 2013 there were 420 literacy classes with a total enrolment of around 6,189 learners of whom 5,978 (96.9%) are females (EMIS, 2013/2014). The increase of literacy classes across Zanzibar facilitated an overall increase of literacy rate from 71.1% in the year 2002 (URT, 2003) to 82.3% in 2010 (HBS, 2010). Table 5.3.1.1 below shows literacy status in Zanzibar by district and sex from the year 2002 to 2010.

Table 5.3.1.1: Adult Literacy Trend by District and Sex, 2002 – 2010 (15+ years)

District	2002			2005			2010		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Urban	92.1	82.9	87.3	95.1	86.8	90.7	97.2	88.9	93.0
West	89.3	78.8	83.9	92.5	83.6	87.9	94.2	88.3	91.0
North 'A'	59.8	41.2	49.6	67.0	48.0	57.0	75.8	55.5	64.7
North 'B'	75.9	59.6	67.5	78.0	60.0	66.7	85.6	76.0	80.6
Central	83.1	70.4	76.8	85.6	75.9	80.4	93.4	85.5	89.2
South	88.0	74.9	80.9	89.0	79.6	83.8	97.2	91.1	93.9
Micheweni	52.5	32.8	41.8	56.6	36.0	46.0	69.0	55.5	62.1
Wete	72.0	51.3	60.8	77.8	56.8	66.8	85.8	69.0	76.8
Chake-Chake	70.5	55.5	62.4	77.0	62.7	69.4	86.3	73.3	79.4
Mkoani	66.2	52.0	58.4	71.6	58.3	64.5	79.0	67.8	73.2
Zanzibar	78.7	64.4	71.1	82.2	69.8	75.8	88.0	77.2	82.3

Source: Population and Housing Census, 2002; HBS, 2005 & 2010.

From the table, it can be seen that there is an overall increase of 11.2% from 2002 to 2010 in the adult literacy rate over the years. Female literacy rate in particular has also increased from 64.4% in 2002 to 77.2% in the year 2010. The literacy rate of 82.3% by 2010 shows promising progress towards the set goal of 90.0% by 2015. With this progress rate it is anticipated that the targeted goal of 90% will be achieved. However,

efforts should be made to ensure that there is even progress among districts especially in areas such as Micheweni and North “A” districts where literacy rates have not shown marked improvements since 2002.

5.3.2 Youth Literacy Rate (15-24 years)

Literacy rate of 15-24 years old is defined as the number of youth aged 15-24 years who can both read and write with understanding a short simple statement. In national censuses and surveys, literacy has been measured by asking whether a youth can read and write with understanding. Those who declared that they can read and write with understanding were considered literate. Since national censuses are not typically designed to assess detailed information on literacy, it should be pointed out that self-declaration of “literate” or “illiterate” has its limitations. For instance, some respondents may not be inclined to declare themselves as illiterate for various reasons. Moreover, in some cases, some respondents, having already attained a given level of education, and where the attained level of literacy for that level of education may not be assessed, may elect to declare themselves as “literate”. This poses challenges to determine the actual literacy rates. The table below shows the trend of youth literacy rate in Zanzibar for the years 2002, 2005 and 2010 by districts and sex.

Table 5.3.1.2: Youth Literacy Trend by District and Sex, 2002 – 2010 (15-24 years)

District	2002			2005			2010		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Urban	96.3	95.0	95.6	97.9	96.6	97.2	95.6	82.9	89.0
West	93.1	89.0	90.8	94.9	93.4	94.0	92.4	82.3	87.1
North ‘A’	78.8	65.9	71.9	86.4	75.9	80.8	67.0	33.2	49.3
North ‘B’	87.5	81.8	84.6	90.6	83.5	86.8	80.5	65.7	73.0
Central	91.9	91.6	91.7	92.7	92.6	92.6	90.3	77.0	83.4
South	96.3	96.2	96.2	96.1	96.5	96.3	96.6	87.3	91.7
Micheweni	72.0	56.0	63.3	75.1	59.0	66.9	61.2	40.9	50.9
Wete	84.4	75.9	80.0	89.3	79.9	84.5	82.4	56.1	68.0
Chake-Chake	85.5	78.3	81.6	89.4	86.2	87.7	79.7	61.0	69.0
Mkoani	80.4	75.5	77.7	86.0	84.6	85.2	72.8	53.1	62.8
Zanzibar	88.3	82.8	85.3	91.5	87.5	89.4	84.1	67.0	75.1

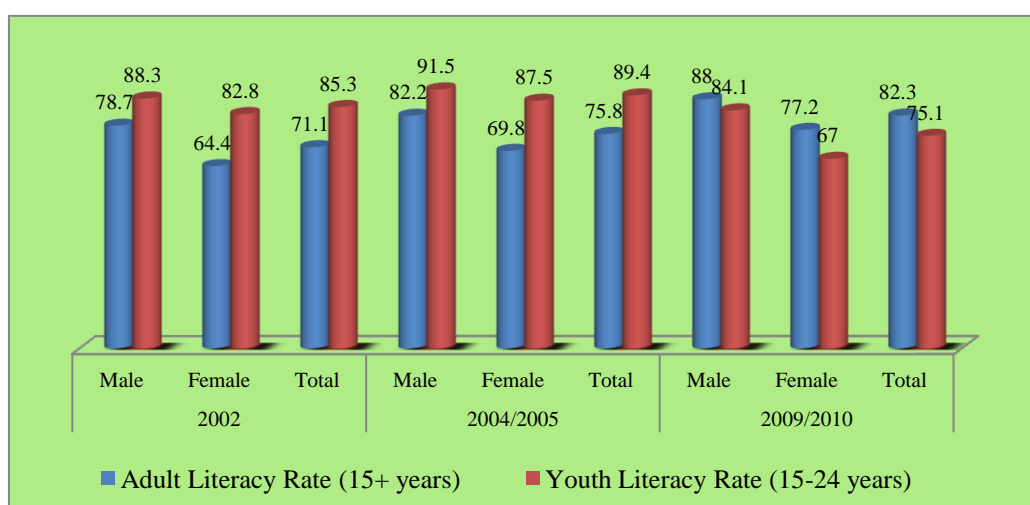
Source: Population and Housing Census, 2002; HBS, 2005 & 2010.

Table 5.3.1.2 shows that youth literacy rate has dropped by 10.2% from 85.3% in 2002 to 75.1% in 2010. The drop of youth literacy among females is higher than that of males, 82.8% in 2002 to 67.0% in 2010 compared to 88.3% in 2002 to 84.1% in 2010 respectively. This drop can be attributed to a high dropout rate and a substantial number of youth not in school and early marriages among female youth especially in rural areas (MoEVT, 2003). Similar patterns of low literacy rates in North “A” and Micheweni districts can be observed as for those for adult literacy rates. At least one half of the

districts in Zanzibar indicate literacy rates lower than 70 per cent suggesting that more needs to be done to address the problem.

Comparing the adult and youth literacy rates, Table 5.3.1.1 and Table 5.3.1.2 reveal that while adult literacy rates have increased across the years, youth literacy rate dropped between 2002 and 2010. It can be observed that between the year 2002 and 2010 the youth literacy rate dropped by 10 percentage points, while the adult literacy rate has risen by 11 percentage points 82.3% in 2010. Specifically, male and female adults had higher literacy rates in 2010 compared to male and female youth. Possible reasons for this scenario could be attributed to the opportunity costs of youth seeking employment in the fast growing tourism industry and other income generating activities.

Figure 5.3.1.1: Adult and Youth Literacy Rates



5.3.3 Adult Literacy Classes and Literacy Rates

The distribution of literacy centres in Zanzibar depends upon the rate of illiteracy in a particular district. One would expect that where the number of literacy centres is high, the adult literacy rates would also be high. However, from available data, it can be observed that in North ‘A’ district where there are 105 literacy classes the literacy rate is 64.7% for adults and 49.3% for youth respectively. In comparison, the South district has just 10 literacy classes and corresponding literacy rates of 93.9% for adults and 91.7% for youth respectively. This may imply that in spite of having large number of adult literacy classes in some districts the attendance of both youth and adults in these classes is still low or the number of classes established has not yet been able to accommodate all illiterate individuals in the district. Low attendance could be attributed to dropout of learners to seek employment opportunities in the tourism industry which is flourishing particularly in North ‘A’ district. Contrary to South District where employment opportunities are scarce learners remain in classes and the literacy rate is high. This is a challenge which may need either a deeper and serious study on the reasons behind this situation or developing more attractive, constructive or conducive awareness programmes to attract

more illiterate people to join adult literacy classes and hence raise literacy rates especially in the districts of Micheweni and Mkoani.

Table 5.3.3.3: Adult Literacy Classes and Literacy Rates

District	Adult Literacy Classes	Adult Literacy (15+years)	Youth Literacy (15-24 years)
Urban	17	93.0	89.0
West	20	91.0	87.1
North 'A'	105	64.7	49.3
North 'B'	49	80.6	73.0
Central	28	89.2	83.4
South	10	93.9	91.7
Micheweni	61	62.1	50.9
Wete	58	76.8	68.0
Chake-Chake	32	79.4	69.0
Mkoani	40	73.2	62.8
Zanzibar	420	82.3	75.1

Source: EMIS 2013 & HBS 2010

5.3.4 Basic Literacy

This is another initiative to ensure that adult education programme is sustained. Basic literacy, as established in Zanzibar, involves continuing education, women's programmes and alternative learning programmes for both youth and adults.

Basic literacy in Zanzibar includes learning to reading and writing, functional literacy and numeracy skills. The aim is to equip youth and adults with these skills in order to meet their basic life needs. Basic literacy classes for youths and adults hold a place in the Zanzibar education system in which learners are referred to as '*wanakisomo*'. The table below shows distribution of learners in basic literacy by district and sex in the years 2001, 2005, 2010 and 2013.

Table 5.3.4.1: Enrolment in Basic Literacy Centres by District and Sex

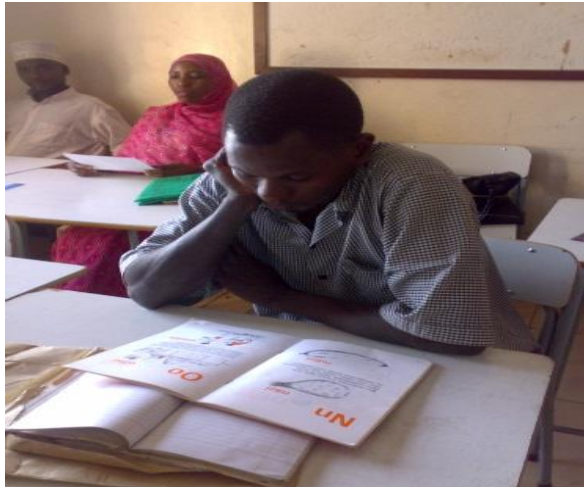
District	2001			2005			2010			2013		
	F	T	% F	F	T	% F	F	T	% F	F	T	% F
Urban	93	137	67.9	88	110	80.0	170	204	83.3	241	301	80.1
West	84	164	51.2	242	422	57.3	91	182	50.0	117	232	50.4
North 'A'	1,054	1,247	84.5	2,050	2,754	74.4	1,596	1,714	93.1	1,842	2,043	90.2
North 'B'	521	750	69.5	747	1,021	73.1	515	661	77.9	625	863	72.4
Central	299	465	64.3	170	222	76.5	240	301	79.7	277	401	69.1
South	170	219	77.6	122	182	67.0	155	165	93.9	149	158	94.3
Micheweni	306	487	62.8	528	662	79.7	123	1,253	9.8	1,232	1,332	92.5
Wete	559	616	90.7	602	718	83.8	941	998	94.2	969	1,041	93.1
Chake-Chake	262	424	61.8	402	636	63.2	618	724	85.3	472	525	89.9
Mkoani	372	605	61.5	520	818	63.5	604	778	77.6	740	818	90.5
Zanzibar	3,720	5,114	72.7	5,471	7,545	72.5	5,053	6,980	72.3	6,664	7,776	85.7

Source: EMIS various data.

Nationally, in all districts participation of female adults is higher than that of males. This is mainly because women are less advantageous in terms of employment so they would typically opt to join the centres to gain skills that could help them to get employment or to be self-employed in order to increase their earning capacity. In North 'A' district for example where employment opportunities are growing there is high proportion of women (90.2% in 2013) joining basic literacy classes to make themselves competitive in the employment cycle whether self-employed or otherwise. In the same way, the South district where employment opportunities are scarce there is also high participation of women (94.3% in 2013) for them to be as competitive as males. West district, despite of its high population, their participation in basic literacy classes is low. There is need therefore to develop strategies that will attract adult illiterates to join literacy classes.

Among the findings of the Literacy Survey conducted by MoEVT in 2012 include:

- As the level of learning increases the number of learners decreases.
- Most learners (83.9%), especially at Stage IV of learning could fluently read and write in Kiswahili and read and count numbers 1-100,000. Few could read numbers up to 1,000,000.
- Almost all adult literacy graduates reported that they can read and write in Kiswahili but only 24.0% indicated that they can read and write numbers up to 1,000,000.
- Two-third of the adult educators (67.7%) are young (aged 30-35 years) and have over 5 years experience in teaching adults.
- Adult educators are given ad hock training of less than 3 months in dealing with adult learners.
- Major support educators receive from Department of Alternative Learning and Adult Education include refresher courses, provision of teaching and learning materials, job counselling and some few visits of department officers.
- Most classroom environments are satisfactory and conducive to learning.
- A good number of adult educators are capable in the provision of literacy skills (71.2%), numeracy skills (71.0%) and income generating skills (48.5%).



Adult learners in basic literacy classes in Donge, North 'B' District.



A Learner is learning numeracy skills at Micheweni Pemba.



Adult literacy class at Chumbuni, Unguja

Table 5.3.4.2 indicates that there is an increase of completion rate across the years ranging from 52.3% in 2001 to 85.7% in 2013. Female adult learners also show increase in completion rate from 48.8% in 2001 to 89.9% in 2013. In spite of this increase there are still some basic adult literacy learners who do not complete their programme. For example in 2001, a total of 436 adults were enrolled for the examination in basic literacy classes throughout Zanzibar and only 228 (equivalent to 52.3%) successfully completed the programme. Likewise, 664 adults were enrolled for the examination in 2009 and only 487 (equivalent to 73.3%) successfully completed the programme. In 2013, 684 adults learners were enrolled in the programme and 586 (equivalent to 85.7%) successfully completed the programme. This is not a healthy situation and needs to be addressed. The table below illustrates completion rates in basic literacy classes in 2001, 2009 and 2013. The Zanzibar Literacy Survey 2012 reveals that many adult literacy graduates are self-employed in cultivation (62.0%), petty business (19.2%) and the rest are engaged in other activities. Skills gained in literacy centres are helping the graduates immensely in their life activities especially in the areas of community participation, budgeting, improving family nutritious and health status, and engaging in business deals.

Table 5.3.4.2: Completion Rate of Adult Basic Literacy by District and Sex

District	2001						2009						2013					
	Enrolled		Completed		% completed		Enrolled		Completed		% completed		Enrolled		Completed		% completed	
	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T
Urban	10	16	10	16	100	100.0	15	22	3	5	20	22.7	7	15	7	15	100.0	100.0
West	6	27	4	26	66.7	96.3	29	50	25	41	86.2	82.0	25	42	25	42	100.0	100.0
North 'A'	35	36	5	5	14.3	13.9	83	117	47	66	56.6	56.4	79	90	69	74	87.3	82.2
North 'B'	28	35	23	27	82.1	77.1	54	70	42	53	77.8	75.7	66	106	54	65	81.8	61.3
Central	6	11	6	7	100	63.6	44	66	37	51	84.1	77.3	10	21	10	16	100.0	76.2
South	14	36	12	34	85.7	94.4	29	31	24	25	82.8	80.6	36	38	36	38	100.0	100.0
Micheweni	17	27	17	20	100	74.1	35	37	26	28	74.3	75.7	51	55	51	55	100.0	100.0
Wete	35	57	33	53	94.3	93.0	70	82	57	67	81.4	81.7	81	102	81	102	100.0	100.0
Chake	25	45	7	16	28	35.6	79	91	63	74	79.7	81.3	75	86	42	50	56.0	58.1
Mkoani	84	146	10	24	11.9	16.4	83	98	65	77	78.3	78.6	116	129	116	129	100.0	100.0
Zanzibar	260	436	127	228	48.8	52.3	521	664	389	487	74.7	73.3	546	684	491	586	89.9	85.7

Source: Department of Alternative Learning and Adult Education various statistical data reports.

The table further reflects that as far as female learners are concerned, 260 were enrolled for the final examination in 2001 and only 127 (48.8%) successfully completed the programme while in 2009 the number of females who were enrolled for the final examination was 521 and only 389 (74.7%) successfully completed the programme. In 2013, there were 546 females enrolled in the programmes and 491 (89.9%) successfully completed the programme. A closer look at this situation vividly shows that there is a failure rate of 47.7%, 26.7% and 14.3% respectively of the total adults enrolled for examinations in 2001, 2009 and 2011. As with female failure cases the rate was 51.2% in the year 2000, 25.3% in 2009 and 10.1% in 2013.

Districtwise, adult performance shows high disparities with some districts performing very well and others very poorly. It is encouraging to note that in 2013 all districts performed well with 6 out of 10 districts registering 100% completion rates. It is interesting also to note that in Urban district in 2001 and 2013 the completion rate was 100% but in 2009 it stood at 22.7%. Similar note could also be taken to North 'B' and Chake-Chake districts where completion rates seem to be lower than other districts. There is a need to investigate more closely the reasons behind this situation within adult basic literacy classes.

The success of the programme as revealed by the Literacy Survey (2012) is the relevance of the programme to learners. According to the survey results, many learners find the programme very relevant and consistent to learners' daily life activities and with improvement of their life styles in general. Furthermore, most learners have shown interest to learn English in order to help them effectively communicate with their business clients.

5.3.5 Continuing Education

Continuing education refers to the knowledge, skills, attitude and experience that enable persons to continue learning across the life span and consists typically of short or part-time courses. It is the education provided to adults and youth after they have left the formal education system. Continuing education in Zanzibar is provided by variety of actors including MoEVT, private sectors, NGOs and individuals targeting youth who have completed basic education. Continuing Education Programme has shown noticeable progress from 2001 to 2013. In 2001 a total of 3,114 learners were enrolled in this programme of whom 2,734 were females. By 2013, the number had shoot up to 14,817 out of whom 9,556 were females.

When the programme started in the early 1980s, it had just one section offering opportunities to school leavers from the compulsory education system or any adult learner who wished to continue with education up to Form IV, and to eventually sit for Ordinary and Advanced Level Examinations. Over the years, significant progress in continuing education has been observed and currently there are eight programmes operating under this programme. These are Ordinary and Advanced Level Studies, Domestic Science, Carpentry, Alternative Education, Women Programmes, Certificate and Diploma in Law. The photographs below show some of the activities performed in continuing education programmes at the Department of Alternative Learning and Adult Education in domestic science class.



Female learners in tailoring and cooking classes at Forodhani Adult Education Centre, Urban District.

Data presented in Table 5.3.5.1 below shows the types of programmes offered at the continuing education centres and enrolment trend in 2001, 2010 and 2013.

Table 5.3.5.1: Enrolment of types of programmes offered at the continuing education centres

Programme	Target Group	No of learners in 2001		No of Learners in 2010		No of Learners in 2012	
		F	T	F	T	F	T
Domestic Science	Any adult who has completed primary education	1,147	1,147	1,302	1,372	977	1,120
Ordinary Level	School leavers of compulsory education and adults who have completed compulsory basic education.	502	843	816	1,320	7,233	11,396
Carpentry	Any adult who has completed primary education	0	14	0	3	27	37
Certificate and Diploma in Law	Ordinary level leavers.	35	113	28	75	26	82
Women Programmes	Post-literacy women graduates.	1,012	1,012	1,200	1,200	977	1,120
Alternative Learning	School dropout and non-enrolled children age 12 to 19 years.	28	7	222	726	211	839
Advance Level	Any adult who has passed Ordinary Level with three credits of identified combination.	20	63	92	167	105	223
Total		2,734	3,114	3,643	4,809	9,556	14,817

Source: Department of Alternative Learning and Adult Education various statistical reports.

It can be seen from the table that there are programmes which are in great demand. These are Ordinary Level, Domestic Science and Women's Programmes. The reason behind this demand is that many students who fail to get an opportunity to pursue the Advanced School Certificate re-sit the Ordinary Level Examination as private candidates. Some of them do qualify for Advanced Level studies. Domestic Science is also marketable in the sense that, upon the completion of the course, learners have a better chance of securing employment in hotels or be self-employed. Women's programmes offer a good opportunity for the learners upon completion of their course to establish their own income generating activities.

Table 5.3.5.2 shows trends in completion rates at Ordinary Level in the continuing education programme. The table reveals that there are fluctuations in completion rates across the years. While in 2001, the completion rate for females was 37.5%, in 2006 it had risen to 59.0%, and by 2010, it had fallen to 47.2%. This situation is also reflected at

the district level. It is only in the South district that the completion rate has been increasing over the years. For example female completion rate in 2001 was 34.8%, further increasing in 2006 to 41.1% and increasing by more than ten percentage points to 53.4% by 2010.

Table 5.3.5.2: Completion Rate at Ordinary Level, 2001, 2006 and 2010

District	2001					2006					2010				
	Enrolled		Completed			Enrolled		Completed			Enrolled		Completed		
	F	T	F	T	% F	F	T	F	T	% F	F	T	F	T	% F
Urban	822	1194	298	566	36	1564	2612	907	1613	58	1097	1872	438	747	40
West	171	398	71	176	42	1259	2043	769	1273	61	1443	2416	694	1194	48
North 'A'	45	81	19	43	42	466	786	236	256	51	504	842	240	404	48
North 'B'	9	10	6	10	67	240	330	109	153	45	202	315	105	165	52
Central	6	39	3	15	50	345	567	233	196	68	604	894	396	611	66
South	23	50	8	17	35	141	273	58	96	41	174	337	93	182	53
Micheweni	10	13	3	10	30	34	124	22	63	65	250	477	87	186	35
Wete	63	89	20	51	32	500	992	280	540	56	416	822	213	427	51
Chake	47	161	22	64	47	335	655	215	396	64	381	729	152	310	40
Mkoani	22	47	7	19	32	411	714	294	515	72	347	679	141	295	41
Zanzibar	1218	2082	457	971	38	5295	9096	3123	5101	59	5418	9383	2559	4521	47

Source: Department of Alternative Learning and Adult Education various statistical reports.

Table 5.3.5.3 shows trend of completion rate at Advanced Level Secondary in continuing education programme. Generally, there is an increase in completion rate for females across the years from 45.2% in 2006 to 55.0% in 2009 and 57.8% in 2010. This is also reflected in West, Micheweni and Chake-Chake districts while other districts show fluctuation.

Table 5.3.5.3: Completion Rate at Advanced Level, 2001, 2006 and 2010

District	2006					2009					2010				
	Enrolled		Completed			Enrolled		Completed			Enrolled		Completed		
	F	T	F	T	% F	F	T	F	T	% F	F	T	F	T	% F
Urban	310	683	248	515	48	397	724	270	491	55	418	896	252	523	48
West	13	27	12	22	55	250	356	184	268	69	314	396	222	272	82
North 'A'											20	30	15	20	75
North 'B'															
Central															
South															
Micheweni	28	105	28	103	27	89	218	88	211	42	59	134	46	93	50
Wete	17	32	13	25	52	20	32	13	22	59	16	42	10	32	31
Chake	34	85	26	62	42	40	79	31	60	52	97	173	62	103	60
Mkoani	13	27	10	18	56	22	56	18	47	38	41	86	24	48	50
Zanzibar	415	959	337	745	45	818	1465	604	1099	55.0	965	1757	631	1091	58

Source: Department of Alternative Learning and Adult Education various statistical reports.

While the enrolment trend for those youth enrolled in ordinary level and advanced level courses that proceed to join continuing education classes has been increasing annually, the trend for those who qualify for higher levels of learning – ordinary level to advanced level, and from advanced level to University – is not encouraging. For example, as shown in the table below, for Ordinary Level, less than 1% of candidates who sat for the examination qualified to join the Advanced Level in 2001. This percentage was still under 1% by 2012. A similar situation is reflected in the access to Advanced Level. While in 2001, 16.2% of the candidates who sat for the Advanced Level examination qualified to join university, this proportion had fallen to 3.3% by 2012. However, comparing the two levels, the Advanced Level candidates seem to perform relatively better than those at Ordinary Level.

Table 5.3.5.4: Private Ordinary and Advanced Levels Candidates and their Performance

Year	Ordinary Level			Advanced Level		
	No of Candidates	Passed at least 3 credits	% passed	No of Candidates	Passed at least 2P+S*	% passed
2001	2,072	3	0.4	277	45	16.2
2005	6,950	150	2.2	510	96	18.8
2010	9,383	51	0.5	1,454	76	5.2
2012	11,396	12	0.1	737	25	3.3

*Two principal passes and a subsidiary pass.

Source: Various EMIS data.

In spite of this unsatisfactory performance it is still an achievement to have these organized private continuing classes, otherwise all these students would have lost opportunities. Ordinary and Advanced Levels of continuing education programmes provide a second opportunity for basic education graduates who fail to continue with further studies. There is a need however, for the responsible department to undertake a study to determine the effectiveness and challenges facing these classes so as to set strategies for improvement.

Enrolment in Domestic Science, Carpentry and Programmes in Law also show some improvement. For example, for Domestic Science from the year 2001 to 2010 it was only provided at the Department of Alternative Learning and Adult Education centre with enrolment of 93 in 2001, 80 in 2006 and 72 in 2010. From the year 2011 Domestic Science classes were expanded and established in all districts and the enrolment shot up to 1,467 in 2011; 1,401 in 2012 and 894 in 2013. Majority of the learners who are taking Domestic Science programme are females and that since its establishment, only 2 male learners have joined the programme. Expansion of Domestic Science classes in districts was inspired by the fact that there were many females basic education graduates who failed to continue with further studies and who could not be employed or to be self-employed. This initiative therefore focused on building skills sets in cookery and tailoring so as to be able to either be employed in the flourishing tourism industry or be

self-employed. Most of the graduates from Domestic Science programme have formed their own income generating groups to increase their earnings.

Carpentry is a two year programme offered to both male and female youth but over the years it seems to attract more males than females. Enrolment in this programme has been increasing gradually from 14 in 2001 to 37 in 2013. The increasing pace seems to be slow possibly due to unattractive market conditions due to widespread imported furniture. In addition, youth enrolled in carpentry courses are not provided with the tools and equipment to start their own workshops on their graduation and they lack capital to buy such tools.

The programme in Law provides a one year Certificate course and a two year Diploma course. The programme involves both male and female youth and adults. In recent years, enrolment trends show improvement from 67 in 2006 to 82 in 2013. The diploma in Law enrolls students who have successfully completed their Certificate in Law and Advanced Level education. The increase in enrolment may be attributed to the fact that there is still a demand for Lawyers and Advocates in both public and private sectors.

Table 5.3.5.5: Enrolment in Domestic Science, Carpentry and Programme in Law

Programme	2001	2006	2010	2011	2012	2013
Domestic Science	93	80	72	1467	1401	894
Carpentry	14	34	13	35	35	37
Programme in Law	0	67	31	142	69	82

Source: Various EMIS data.

5.3.6 Youth Alternative Learning Programme

Another continuing education programme provided to youth is Alternative Learning programme. This programme is conducted in Alternative Learning classes located in some primary schools all over the country. Alternative learning is a new approach to non-formal education adopted by the Revolutionary Government of Zanzibar. This programme was established in 2000 as a strategy to implement the EFA directive. The programme targets youth who dropout from school for one reason or another or those who were never enrolled. This form of education addresses the needs of out-of-school children, youth, and adults that are both literate and illiterate. As the name implies, this programme is designed to offer ‘an alternative’ or ‘other opportunity’, in other words, a second chance to those who have missed the first chance.

A survey conducted in 2004 by MoEVT showed that there were more than 20,000 school aged going children who were not attending school. Majority of these children dropped between Standard 2 and Standard 6. Pemba island showed slightly more dropouts at 54.4% compared to Unguja at 44.6%.

Alternative Learning Classes target out-of-school youth aged between 9-13years. The youth are given a one year training of a compiled Standard 1 - Standard 3 syllabi and then mainstreamed into the formal school system in the class they qualify to join depending on their individual performance in their final examinations. For those who are above 13 years of age and who could not return to the formal school system, the programme is expanded to incorporate skills training on tailoring, electrical installation, cookery, carpentry, housekeeping and computer skills. Students are then mainstreamed into vocational training institutions after receiving three years of training.



A computer and electrical installation classes at Rahaleo Alternative Learning Centre, Urban District.

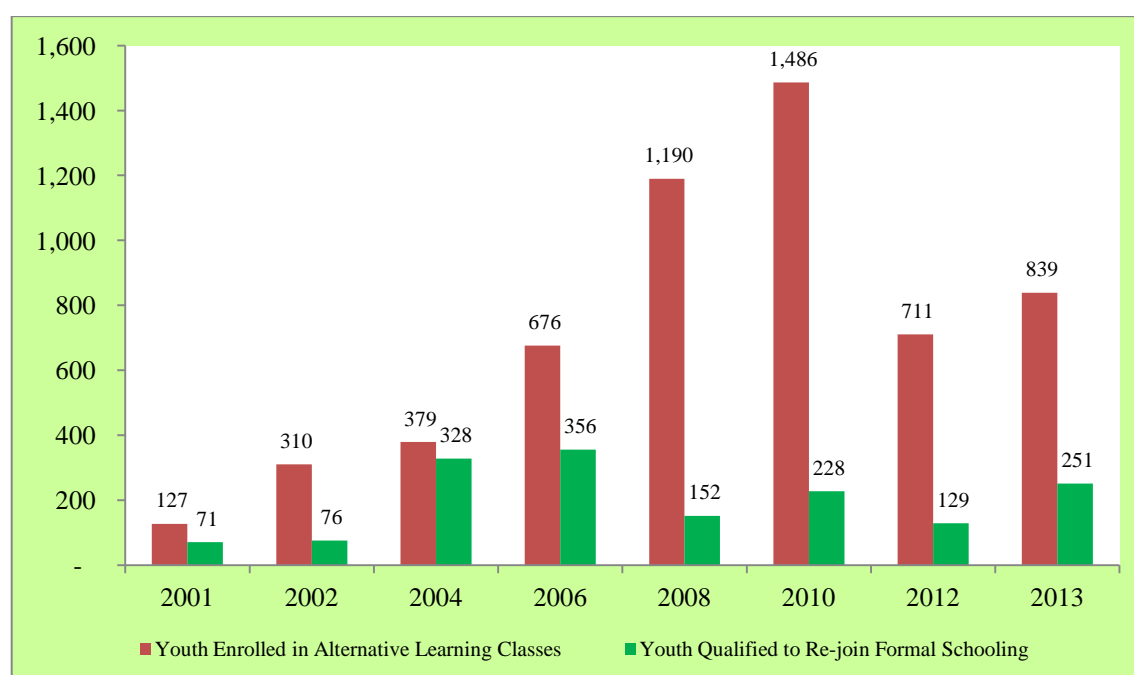
Data on enrolment trends for alternative learning youth and those qualified to re-join formal schooling from 2001 to 2013 is presented in Table 5.3.5.6. From the table, it can be seen that there is a fluctuation of enrolment of youth in alternative learning classes across the years with highest enrolment of 1,486 observed in 2010 and lowest enrolment of 127 in 2001. However, high enrolment does not necessarily suggest that large numbers of students will qualify to re-join formal schooling. For example, in 2010 when the enrolment was 486 the percentage of those qualified to re-join the formal education system was only 15.3%. Unlike in 2001, when the enrolment was 127, the percentage of those qualified to re-join the formal education system was 55.9%. Similar scenarios can be observed in terms of gender. In 2001, when only 30 female youth were enrolled in alternative learning classes, at least 90% qualified to re-join formal schooling while in 2008 when 353 female youth were enrolled, only 9.9% qualified. In more recent years in 2008 and 2013 respectively, the performance has deteriorated. There are no identified clear reasons for this situation hence a study is needed to determine the causes behind the negative trends.

Table 5.3.5.6: Enrolment trend in Alternative Learning Classes and those who qualified to Re-join Formal Schooling

Year	Youth Enrolled in Alternative Learning Classes			Youth Qualified to Re-join Formal Schooling			% Qualified		
	M	F	T	M	F	T	M	F	T
2001	97	30	127	44	27	71	45.4	90.0	55.9
2002	247	63	310	62	14	76	25.1	22.2	24.5
2004	305	74	379	243	85	328	79.7	114.9	86.5
2006	475	201	676	289	67	356	60.8	33.3	52.7
2008	837	353	1,190	117	35	152	14.0	9.9	12.8
2010	1,217	269	1,486	165	63	228	13.6	23.4	15.3
2012	487	224	711	82	47	129	16.8	21.0	18.1
2013	628	211	839	198	53	251	31.5	25.1	29.9

Source: Various EMIS data.

Figure 5.3.1.2: Enrolment and Performance Trend in Alternative Learning Classes.



It is also encouraging to note that the Rahaleo Alternative learning Centre has started to enrol youth with special education needs. Some have already graduated and are in a position to support their lives as indicated in the case study below.

Box 5.1: A Case Study of Disabled Alternative Learning Graduates at Rahaleo Centre

Ibrahim, a polio victim disabled in both legs, joined the Rahaleo Alternative Learning Centre in 2008 and trained in electrical installation and also radio and television repair. Upon successful completion of the course he established his own workshop and now is working independently to support his family and his parents.

Abdul had completely lost his eyesight from childhood. He joined Rahaleo Alternative Centre in 2007 and undertook a course in housekeeping and art craft. He successfully completed his course in 2009. He has also learnt computer and English and is now working independently earning a decent living because of his skills. Abdul and his other 20 colleagues established an NGO on housekeeping and laundry targeting hotels and other tourist companies. Abdul is the chairperson of the NGO.

Under continuing education programme there is women's programme which was introduced in 1996 by the MoEVT. The programme is in line with the national policies geared towards increasing women's earning capacity through income generating activities and reducing dependency. Women programme mainly targets disadvantaged women groups in rural areas in Zanzibar. The main objective is to train women graduated from literacy classes particularly those who have graduated from literacy classes to form income generating groups to increase their earning capacity in various ways. The programme offers women training on entrepreneurship skills and accountancy in addition to sensitization on self-confidence, self-reliance and self-employment. Some of the activities in which they are trained include handcrafts, farming, seaweed farming, poultry, pottery and animal husbandry. Also they receive training on raising their awareness on issues related to HIV/AIDS and sexual abuse. The table below shows number of women groups and number of participants from the year 2001 to 2013.

Table 5.3.5.7: Number of Women Groups and Participants, 2001 - 2013

Year	No. of Women Groups	No. of Participants
2001	56	1,012
2002	59	1,152
2003	60	1,286
2004	62	1,299
2005	68	1,310
2006	53	1,113
2007	53	954
2008	42	882
2009	45	1,350
2010	48	1,200
2011	55	1,158
2012	53	1,517
2013	64	1,757

Source: Various EMIS Data.

The table shows that in the last three to four years the number of women income generating groups has been decreasing although the number of participants in these groups has increased steadily since 2008. This could mean the end of some of the income generating groups due to lack of entrepreneurship skills and promising market for their finished goods.



Women engaged in various income generating activities, Jadida Pemba.

5.4 Adult Literacy Expenditure

Adult education continues to remain under funded. The public expenditure on literacy and non-formal education is still very minimal and keeps on decreasing. For example in the year 2001 the proportion was 1.3% of the total education expenditure. This dropped considerably to 0.8% in 2005 and to 0.4% in 2010. This calls for increasing the budget for non-formal and continuing education since the number of youth and adults joining these programmes keeps on increasing.

5.5 Achievement on Adult Literacy and Continuing Education in Zanzibar

The significant growth of the number of literacy centres and youth participation in literacy and continuing education programmes has recorded the following vivid achievements:

- 5.5.1 Literacy classes have reduced illiteracy rate among youth and adults.
- 5.5.2 Almost all learners and graduates find the programmes provided at the centres very relevant to their life activities and the learning time appropriate.
- 5.5.2 Continuing Education Programme has provided opportunities for basic education graduates to continue with further studies.

- 5.5.3 Graduates of literacy classes are able to use their skills to increase their earning capacities and to develop changes in attitude and life styles.
- 5.5.4 Alternative learning provides the dropouts and the never enrolled youth another chance for schooling and also provide youth with entrepreneurship skills that lead to self-employment through establishing their own income generating activities.
- 5.5.5 Women programmes have helped to reduce poverty among women and dependency on men.

5.6 Challenges

Besides the above achievements there are still a number of challenges facing adult literacy and continuing education programmes. These include:

- 5.6.1 Learning environment of some literacy classes are not conducive to adult learners especially those classes which are not established in school buildings.
- 5.6.2 Adult literacy programme has so far failed to catch immediate needs of the learners' life needs. According to the Literacy Survey 2012, many adult learners felt that the availability of learning resources not sufficient.
- 5.6.3 Local environment does not provide opportunities for adult literacy graduates to sustain their skills.
- 5.6.4 Income generating women groups are faced with shortage of reliable markets for their goods.
- 5.6.5 Graduates of the alternative learning programmes are not provided with support for self-employment after their graduation, including capital and tools.
- 5.6.6 Although the number of youths enrolled in continuing classes has increased steadily over the years, this has not been matched by positive outcomes in student performance.
- 5.6.7 There is still weak participation or involvement of the NGOs and other private organizations in adult literacy and continuing programmes.
- 5.6.8 Monitoring and evaluation system of the programmes is still in effective.

5.7 Recommendations

- 5.7.1 A country wide survey shall to be conducted to determine literacy trends and the nature of adult education programmes as a whole in order to identify gaps and propose appropriate recommendations. According to the 2012 Literacy Survey, many adult learners felt that the availability of learning resources are not sufficient.

- 5.7.2 MoEVT needs to ensure that adult educators are well trained in dealing with adults and that they are considerably rewarded for their performance. Emphasis should also be given in the development of teaching and learning materials using locally available materials so as to make learning conducive to adult learners.
- 5.7.3 Information, Education and Communication materials shall be developed and distributed to all adult literacy classes so as to motivate illiterate adults and youth to join the centres.
- 5.7.4 Zanzibar Library Board and Teacher Centres should work together with the communities to establish community based libraries to help sustain the skills acquired by the adult literacy graduates. This could be extended by establishing a close and realistic link between primary school management and adult literacy centres within Shehias since most adult literacy classes have been established within existing primary schools.
- 5.7.5 Adult learners with special education needs shall be involved in adult education programmes and at the same time, learning centres shall be more “user friendly” to accommodate special needs students.
- 5.7.6 Support, both technical and financial, need to be provided to graduates of alternative learning and women groups so as to enable them to be self-employed.
- 5.7.7 MoEVT should sensitize or encourage private sectors to participate fully in provision of Adult Literacy and Continuing programmes.
- 5.7.8 The Department of Alternative Learning and Adult Education shall strengthen monitoring and evaluation in adult literacy and continuing programmes.

Goal Five

“Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality”.

Chapter Six

Gender Equity and Equality in Education in Zanzibar

6.1 Introduction

Gender refers to the comparative or differential roles, responsibilities and opportunities for women and men in a given society. It relates to how men and women are perceived and expected to think and act due to the way they have been socialized and cultured (RGZ, 2009). Gender equality refers to the equal sharing of power and resources between men and women leading to equal access and control of resources. Gender equity is achieved when fairness in distribution of power, resources and responsibilities prevails, that is, all gender disparities or barriers are removed and both sexes are able to have and enjoy equal access to all existing social and economic opportunities within society. UNESCO defines gender parity as a means to achieving equal participation of girls and boys in all forms of education based on their proportion in the relevant age-groups in the population (UNESCO, 2003).

The international community through the World Education Forum held in Dakar, Senegal, in April 2000 made a commitment to eliminate gender disparities in primary and secondary education by 2005, and to achieve gender equality and equity by 2015 (UNESCO, 2000). This goal is fully supported by the Millennium Development Goals (Goal 2 & 3), which reiterates the importance of ensuring completion of a full course of good quality primary schooling by 2015, the elimination of gender disparities in primary and secondary schooling by 2005, and the achievement of gender equality at all levels of education by 2015 (UN, 2000). In recognition of the importance of gender equality to the national development agenda, Zanzibar has put in place several national legislative frameworks and policies to promote equal opportunities for both men and women and to ensure that gender parity is achieved at all levels of education (primary, secondary and tertiary) by the year 2015.

Since independence in 1964, Zanzibar has been striving to achieve equity and equality in all aspects of life; economic, social and political. Like many other countries, Zanzibar has increased her commitment to the provision of EFA regardless of race, colour, sex, ethnicity or economic status. Major emphasis has been on increasing access of both girls and boys to education at all levels. Progress has been made with regard to improving gender parity at some levels of education. Gender parity in enrolment has by and large been achieved in primary and basic education levels. The gap in enrolment has narrowed down, and in some cases boys' enrolment even falls behind that of girls at all levels of education. Unfortunately, female students' enrolment at higher education levels is still relatively low compared to that of males. Despite notable efforts made by the government towards gender equality at higher education, a striking gender gap still exists at this level of education particularly in science subjects and science related disciplines. This inevitably spills over to the labour market where certain professions such as Engineering

and ICT are naturally more represented by men than women. Likewise, there is disparity in the performance of female students relative to male students at higher secondary levels; as highlighted by the examination results. Thus, more effort is needed to address gender inequality at these levels of education.

MoEVT uses schools as key agents of social change in transforming gender relations and for that matter contributes to making the society responsive to gender concerns by ensuring the curriculum itself is not gender biased, curriculum materials are not perpetuating gender stereotyping and that life in schools is not discriminatory and harassing to female students.

This chapter presents the policies, legal frameworks, national action plans and education sector plans geared towards achieving gender equity and equality at all levels of education in Zanzibar. It also provides the analysis of quantitative and qualitative data to measure the progress in achieving the national targets on gender equity, highlighting successes and identifying gaps and challenges across districts. Recommendations on possible strategies to reach the un-reached targeted areas will also be presented.

6.2 Legislation and National Policies

To ensure achievement of EFA goal of ensuring equal opportunities for both girls and boys, men and women at all levels of education, the RGZ developed and implemented several strategies including legislations and policies as follows:

6.2.1 Zanzibar Constitution of 1984

In Zanzibar, basic education is legalized for every child as stated in Zanzibar Constitution (1984 as amended in 2010). Section 10(f) of the constitution states that, “*the Revolutionary Government of Zanzibar shall ensure equal opportunities at all levels of education to all Zanzibaris, males and females alike*”. The constitution provides equal rights for both girls and boys of school going age to access primary education regardless of their sex, ethnicity, colour or socioeconomic status. The basic education is declared free and compulsory for all children of the right age.

6.2.2 The Educational Act No. 6 of 1982

The Educational Act No. 6 of 1982 is a consolidated version that incorporates the amendments of Act No. 4 of 1993 in section 50(2) also explains that “*subject to the National Policy on Education and to other national plans and priorities, appropriately specified from time to time, every citizen of Tanzania resident in Zanzibar shall be entitled to receive such category, nature and level of education as his academic ability may permit him*” and subsection (4) of the same section explains “*No person may, within Zanzibar, be denied opportunity to obtain any category, nature or level of education as is provided for the reason only of his race, disability, religious, political or ideological belief*” (p. 28).

6.2.3 The Spinsters and Single Parent Children Protection Act No 4 of 2005

This Act ensures protection of rights of education for both male and female students. It provides opportunities for those girl students who get pregnant during school attendance to continue with their studies after delivery. Section 4(1&2) states that “*where a girl is found to be pregnant while still at school she may immediately be suspended from school. The suspended girl may be reinstated to the school in the next academic year following her delivery or at anytime deemed most appropriate by the Educational Authority provided that suspension shall not exceed two academic years*”.

6.2.4 Education Policy 2006

The 2006 Education Policy recognizes education as a basic human right and pre-requisite for full enjoyment of all other human rights and inequality in education that exclude females or males from quality education is the violation of basic human rights. The policy stipulates that:

- Gender equity shall be promoted at all education levels.
- Married students, pregnant girls and young mothers shall be given opportunities to continue with education.

Through this policy, the government has committed to promote gender equity and equality at all levels of education through a number of strategies to address gender disparities at all levels. These include:

- Instituting school mapping as a strategy to address the problem of disparities between and within districts and provide a supportive learning environment to ensure learning takes place.
- Establish single sex schools with boarding facilities.
- Collaborating with other stakeholders to promote gender equity in education.
- Establish links with the Ministry responsible for youth, women, employment and child development, Ministry responsible for Finance, and NGOs.
- Providing counselling services and creating opportunities for married students, pregnant girls and young mothers to continue with education.
- Recruiting and training more female teachers for secondary schools.
- Providing recreational opportunities to in and out of school youth.

6.2.5 Women Protection and Development Policy of 2001

This policy emphasises the need to improve and promote women’s education, vocational skills and employment so as to empower women to participate fully in national development plans. It also supports the dissemination of gender disaggregated data to all government and non-government sectors for informed decision making and planning.

Among the strategies put forward by this policy to ensure equal access to education include:

- Sensitize women with low literacy levels to attend adult education programmes.
- Promote work place education of women and prioritize them to attend in-service technical trainings and workshops inside and outside the country.
- Establish Vocational Training Centres with different skills programs for women in formal and informal sector economies.
- Increase the numbers of women attending universities by 30% at 2010 with guarantee of government sponsorship.
- Mobilize on EFA through mass media and the society as a whole.
- Provide skills and educational opportunities to unemployed women.
- Provide specific opportunities on information technology training and skills to women.
- Promote the increased numbers of qualified women teachers and trainers.

6.2.6 Child Survival, Protection and Development Policy 2001

The policy has identified the phenomena of school dropout as a key factor that contributes to gender disparity in education. The reasons behind this situation include unfriendly learning environment, limited social services at school environment, limited trained or skilled teachers and limited number of classrooms to accommodate students.

Promoting the education of the girl child has been one area of concern identified by this policy. There are specific reasons that lead a girl child to drop out of school. These factors include amongst others unintended pregnancy, early marriage, child labour, discomfort of parents for girl's debut and continuation of school, gender based violence, limited women role models from educational achievements, lack of optional career guidance and counselling for girls and limited awareness and negative perception of some parents on the importance of education for girls.

Therefore, the policy identifies a number of strategies to promote child survival, protection and development, including:

- Establishment of Parents School Committees and encouraging parents-pupils counselling.
- Encouraging schools infrastructural maintenance to accommodate access for children with disabilities in schools.
- Encouraging special classes for students with special talents.
- Reviewing and implementing the Education Act of 1982.

6.3 National Action Plans and Implementation

6.3.1 Zanzibar Strategy for Growth and Reduction of Poverty, 2007

The Zanzibar Strategy for Growth and Reduction of Poverty (ZSGRP II) or in Kiswahili MKUZA II is a national development framework. It recognizes the right to equitable access to demand driven quality education which is gender and environmentally responsive. More specifically, MKUZA II has provided two targets for promoting gender equality in education. These are:

- Increased proportion of girls who join low and higher education from 46% in 2005 to 50% by 2010.
- Increased literacy rate of women from 69.8% in 2005 to 100% by 2010.

MoEVT statistical data show that the proportion of girls joining senior secondary (Form III-IV) reached 60.1% by 2010 and 61.3% in 2012. In contrast, women literacy rate only reached 77.2% by 2010.

6.3.2 Action Plan for implementing the policy on the Protection and Development of Women of Zanzibar, 2003

This action plan was developed to guide the implementation of the policy and the mainstreaming of gender issues in institutional structures, policies and programmes. The implementation strategies emphasize that MoEVT must promote and raise awareness on key gender concerns and issues within the Ministry itself and among its stakeholders. The following strategies apply to the education sector:

- To review the Ministry's policies and programmes to establish existing gender gaps and opportunities for gender mainstreaming.
- To facilitate the mainstreaming of gender in all policies and programmes undertaken by different actors at all levels of education; primary, secondary and tertiary.
- To develop an action plan to address the existing gaps at all levels including institutional and policy frameworks.
- To support continuous research to generate sex and gender disaggregated data for policy and planning purposes.
- To develop tools and guidelines for gender mainstreaming to be used by various actors working closely with the Ministry.
- To develop and strengthen the capacity of all employees in the Ministry responsible for gender, women, empowerment and social welfare in gender mainstreaming and gender analysis.
- To promote changes in the education system that will facilitate the development of gender sensitive curriculum for schools and training institutions.

- To identify and support students with potential leadership skills to develop their talents.
- To oversee the establishment of functional Gender Focal Points in the Ministries for coordinating gender action plans.

Refereeing to Section 6.3.5 where a number of interventions have been listed as a measure to promote gender equity and equality in education. The following are some of the results of the listed interventions:

- FAWE programme on science and mathematics subjects for girls supported by the MoEVT programmes of establishing science camps for girls, establishment of schools and classes specifically for girls and provision of specific training of female teachers who teach science subjects have motivated girls' interest in science and subsequently improved their performance at both Ordinary and Advanced levels of secondary education (MoEVT, 2013). The results of all these is the increase number of female students at higher learning institutions who take science and science related subjects.
- Female access to higher learning institutions has increased as a result of the affirmative action for increasing women's access to higher learning institutions through increasing loans to female candidates. By 2013, female enrolment in higher learning institutions was 3,590 compared to 2,622 males.

6.3.3 The Zanzibar Education Master Plan 1996 - 2006

The plan was instituted to translate the Education Policy of 1991 into concrete actions. One of its specific objectives was 'to increase access to education to the disadvantaged groups including children with disabilities and girls' (ZEMAP, pg 19). Support to girls' education was one of the proposed projects to be implemented in Micheweni, North 'A' and North 'B' for improving female enrolment in basic education since they had lowest ratios at that level. The following were the strategies identified towards attaining the objectives:

- Advocacy for girls' enrolment and participation in schools.
- Posting female teachers to schools in the areas where they were not available.
- Attracting and retaining girls in schools through various incentives.
- Providing guidance and counselling services.

In addition, ZEMAP instituted a programme for the promotion of science and technology education aimed at addressing among others, the issue of few female students in science and technology subjects. Promoting participation of girls in science and technology was a specific objective set to increase participation of girls in science and technology as an attempt to reduce gender imbalances in the scientific and technical disciplines and to develop programmes and sub-programmes to attract girls and women to science and to improve their performance in science subjects. Particular strategies adopted include:

- Sensitizing students notably girls to have interest in science, mathematics and technology through role models, study visits and vocational guidance.
- Supporting the science camps and other innovative projects.
- Conducting research that will examine traditional sources of imbalances in girls, participation in science, mathematics and technology.
- Sensitizing parents to provide support and ensure conducive learning environments at home for girls.
- Remove gender stereotyping in textbooks and in teaching.
- Developing incentive packages that will attract girls to participate in science, mathematics and technical subjects.
- Sensitizing women teachers to have interest in teaching science, mathematics and technical subjects.
- Developing an in-service training package for women science teachers.
- Inviting famous women scientists to schools to serve as role models.
- To study the wisdom of introducing girls' secondary schools on a pilot basis.

6.3.4 Zanzibar Education Development Programme (ZEDP: 2007/08 – 2015/16)

ZEDP represents a comprehensive sector wide approach to education challenges facing Zanzibar. It identifies, establishes and plans for substantial targets for the education system both in terms of equitable access and quality. It also identifies national targets for promoting gender equity and equality in education and policy directions for the attainment of targets.

6.3.4.1 Specific National Targets

- Increased proportion of girls who join low and higher education from 46% in 2005 to 50% by 2010.
- Increased literacy rate of women from 69.8% in 2005 to 100% in 2010.

6.3.4.2 Policy Directions

Pre-primary education

- Integrate gender equality in ECD interventions (MKUZA II).
- Provide relevant, appropriate and gender responsive early childhood care especially to vulnerable children and children with special needs (MKUZA II).
- Develop capacity of teachers and caretakers in ECD and gender (MKUZA II).

Primary education

- Ensure all (boys and girls) children including those with disabilities, orphan and other most vulnerable are able to effectively access and complete high quality primary education (MKUZA II).
- Improve school environment including gender friendliness (MKUZA II).
- Develop and implement effective policies, strategies and activities to eliminate gender based violence (MKUZA II).
- Promote science, mathematics and technology in upper primary schools for teachers and pupils (MKUZA II).
- Sensitize community on importance of girls' education (MKUZA II).

Secondary education

- Establish single sex schools with boarding facilities (Zanzibar Education Policy, 2006).
- Promote science, mathematics and technology in lower secondary schools for teacher and pupils (MKUZA II).
- Provide counselling services and creating opportunities for married students, pregnant girls and young mothers to continue with education (Zanzibar Education Policy, 2006).
- Recruiting and training more female teachers for secondary schools (Zanzibar Education Policy, 2006).
- Introduce gender responsive pre-vocational education in secondary education (MKUZA II).
- Develop relevant and gender sensitive secondary education curriculum and introduction of alternative means of delivering secondary education including the use of ICT (MKUZA II).
- Sensitize community on importance of girls' education (MKUZA II).
- Improve existing school environment including gender friendliness (MKUZA II).

Tertiary education

- Providing counselling services and creating opportunities for married students, pregnant girls and young mothers to continue with education (MKUZA II).
- Collaborating with other stakeholders to promote gender equity in education (MKUZA II).
- Establishing links with the ministry responsible for youth, women, employment and child development, ministry responsible for finance, and NGOs (Zanzibar Education Policy, 2006).
- Address HIV/AIDS, STDs, reproductive health and gender issues in higher learning institutions (MKUZA II).
- Promote education of women and people with disabilities in higher learning institutions (MKUZA II).

- Increase participation of girls in science, mathematics and technology (MKUZA II).
- Establishing single sex schools with boarding facilities (MKUZA II).
- Expand the intake of male and female secondary school teachers in teacher training institutions (MKUZA II).

Management Level

- Strengthen the MoEVT's capacity to implement and monitor effectively programmes that promote girls' education.
- Collaborating with other stakeholders to promote gender equity in education (MKUZA II).
- Develop and implement effective policies, strategies and activities to eliminate gender gap.

6.3.5 Programmes Implemented

In order to achieve gender equality in education as stipulated in the Zanzibar Education Policy (2006), ZEMAP (1996-2006) and ZEDP (2007/08-2015/16), a number of national interventions have been implemented by different stakeholder institutions. These include:

- Girl's empowerment programmes on science and mathematics initiated and implemented by FAWE Zanzibar.
- Girls scholarship programmes initiated in 1996 by Tanzania Women Leaders in Agriculture and Environment (TAWLAE), which is currently implemented by FAWE Zanzibar.
- Affirmative action for increasing women's access to higher learning institutions through increasing loans to female candidates.
- Establishment of pre-university programmes on science subjects with emphasis on promoting female student participation in science disciplines.
- Provision of specific training of female teachers who teach science subjects.
- Establishment of science camps for girls.
- Promoting collection, analysis and utilization of gender disaggregated data at all levels of education.
- Establishment of science classes specifically for girls at Ben Bella in Urban District Unguja and Utaani in Wete District Pemba.
- Establishment of 'Centre of Excellence' in Kijini Village, North 'A' Unguja with the aim of transforming ordinary schools into gender-responsive schools.
- Enactment of Spinsters and Single Parent Children Protection Act No. 4 of 2005 that allow re-admission of pregnant girls in schools after delivery.
- Development of gender sensitive curriculum and learning materials.
- Establishment of guidance and counselling, gender and HIV/AIDS units in the Ministry of Education and Vocational Training.

6.3.8 Coordination and Partnership

In order to achieve the targets towards gender equity and equality in education preferably by 2015, the MoEVT has been working in partnership with several national and international organizations including Ministry of Social Welfare, Youth, Women and Children Development Zanzibar (MSWYWC), UNICEF, UNFPA, Aga Khan Foundation (AKF), UNESCO, FAWE and others. Collaborating stakeholders and programmes implemented are shown in the matrix below.

Programmes	Implementing Institution	Role
Gender equity and equality Programme.	MSWYWC	Initiate and build capacity for sectors gender desks and gender focal points.
Girls Scholarship Program	FAWE	<ul style="list-style-type: none"> • Addressing the gender specific gaps in mathematics and science at secondary schools. • Provide specific training of female teachers who teach science subjects. • Establish science camps for girls. • Empower girl's education for science subjects and support most vulnerable students.
School WASH Program	UNFPA	Develop WASH guideline and toolkits
Moral Ethics and Environmental Studies (MEES) Programme	UNESCO	Maintain the moral and ethics for school environment
HIV and AIDs Programmes in schools	ZAC	Intervene HIV/AIDs programmes for students and teachers in schools' environments.
Science Teacher Advancement Programme	MoEVT	Build capacity of lower secondary school teachers in science subjects.
Expansion and Improve of school infrastructures	World Bank	Improve the educational Infrastructure for better quality of education.
Introduction of life skills education in school	World Bank, UNFPA and UNICEF	Initiate a psychosocial and self esteem programmes for students.

6.4 Progress in Achieving Gender Parity and Equity in Education

Remarkable efforts have been made towards narrowing the gap of gender parity and equity in all education levels and significant progress has been achieved in terms of Gender Parity Index (GPI) at basic education level as illustrated below for selected years.

Table 6.4.1: GPI in GIR and GER by District at Pre-Primary Level.

District	GIR				GER			
	2001	2005	2010	2013	2001	2005	2010	2013
Urban	1.0	1.0	1.0	1.0	1.0	1.0	1.1	1.1
West	1.0	1.1	1.0	1.1	0.9	0.9	1.1	1.0
North 'A'	0.9	0.9	1.1	1.1	0.9	1.1	1.1	1.1
North 'B'	0.9	1.0	1.1	1.1	1.1	0.8	1.1	1.1
Central	1.0	1.0	1.0	0.9	1.0	1.1	1.1	1.0
South	1.0	0.9	1.0	0.9	1.3	1.1	0.9	1.0
Micheweni	0.9	0.9	1.0	1.9	1.7	1.0	1.1	1.1
Wete	1.0	1.0	1.0	1.0	1.2	1.0	1.2	1.0
Chake-Chake	0.9	1.0	1.0	0.9	0.9	1.0	1.1	1.2
Mkoani	1.0	0.9	1.0	0.9	1.3	1.0	1.1	1.1
Zanzibar	1.0	1.0	1.0	1.0	1.0	1.0	1.1	1.1

Source: EMIS data.

Table 6.4.1 reveals that on average, at pre-primary level, the GPI based on both GIR and GER has been achieved. The table indicates also that in the period between 2001-2005 both GIR and GER were at 1.0 reflecting that there was exact gender parity. Immediately after 2006 when the Zanzibar Education Policy was launched, GPI for GIR remained at 1.0 reflecting that both girls and boys were equally admitted in pre-schools while that of GER was in favour for girls. District wise however, some disparities have been noted in some earlier years. For instance in the year 2005 GIR for North 'A', South, Micheweni and Mkoani districts were in favour for boys. In the same year GER for West and North 'B' districts were in favour of boys. In the later years from 2006 onwards, the GPI in all districts shows either parity or was in favour of girls. By 2013, based on GER the gender gap at pre-primary had virtually been eliminated.

6.4.2 GPI in NIR by District at Primary Level

By 2013, at the primary level of education, the GPI based on NIR, was in favour of girls in at least 8 out of 10 districts. This implies that more girls were entering primary schools. However, district wise, some minor fluctuations and variation have been observed over the years. For example, in the year 2006 in the districts of Central and Wete more boys were entering the first grade of primary schools than girls. By 2013, overall, more girls were entering the first grade of primary school in all districts except North 'B' as the table below illustrates:

Table 6.4.2: GPI in NIR by District at Primary Level, 2001 - 2013

District	2006	2008	2010	2013
Urban	1.13	1.07	1.18	1.06
West	1.12	1.17	1.18	1.00
North 'A'	1.06	1.29	1.28	1.06
North 'B'	1.02	1.23	1.33	0.77
Central	0.98	1.28	1.09	1.07
South	1.11	1.23	1.20	1.06
Micheweni	1.01	1.01	1.06	1.39
Wete	0.95	1.24	1.13	1.05
Chake-Chake	1.29	1.06	1.23	1.27
Mkoani	1.15	1.06	1.12	1.17
Zanzibar	1.10	1.14	1.18	1.08

Source: EMIS data.

6.4.3 GPI in GER and NER at Primary Level

Since 2001 at primary level of education, the GPI based on both GER and NER has been stable at 1.0 implying that Zanzibar has attained gender parity. In Micheweni, South, and Mkoani districts, GPI was in favour of girls by 2013. Table 6.4.3 portray the full picture of the situation.

Table 6.4.3: GPI in GIR and GER by District at Pre-Primary Level.

District	GER				NER			
	2001	2005	2010	2013	2001	2005	2010	2013
Urban	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
West	1.0	1.0	1.0	1.0	1.1	1.0	1.0	1.0
North 'A'	0.9	1.1	1.1	1.1	0.9	1.1	1.1	1.0
North 'B'	1.0	1.0	1.1	1.0	1.0	1.0	1.1	1.0
Central	1.0	1.0	1.0	1.0	1.1	1.0	1.1	1.0
South	1.0	0.9	1.0	0.9	1.0	0.9	1.0	1.1
Micheweni	0.9	1.0	1.0	1.0	0.9	1.0	1.0	1.1
Wete	1.0	1.0	1.0	1.0	1.1	1.0	1.1	1.0
Chake-Chake	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Mkoani	1.0	1.0	1.0	1.0	1.0	1.0	1.1	1.1
Zanzibar	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Source: EMIS data.

6.4.4 GPI for GER and NER in Secondary Education

The GPI on both GER and NER in secondary education (Form I – Form IV) is presented in Table 6.4.4. The table shows that, GPI for GER in secondary education had reached parity of 1.0 in the years before 2006. Beyond 2006 the gender parity was in favour of girls in almost all districts for the exception of South and Micheweni indicating that more girls were enrolled in secondary education. In terms of NER, GPI was in favour of girls for several years and by 2013, only Micheweni district had a parity of 1.0.

Table 6.4.4: GPI for GER and NER in Secondary Education by District.

District	GER					NER			
	2001	2006	2008	2010	2013	2006	2008	2010	2013
Urban	1.0	1.1	1.1	1.1	1.2	1.1	1.2	1.1	1.1
West	1.0	1.1	1.2	1.3	1.2	1.2	1.2	1.2	1.1
North 'A'	0.9	1.0	1.2	1.3	1.3	1.5	1.3	1.6	1.4
North 'B'	0.9	1.0	1.1	1.3	1.4	1.7	1.5	1.4	1.5
Central	0.9	0.9	1.0	1.1	1.1	1.3	1.2	1.5	1.2
South	1.0	0.9	1.0	1.0	1.0	1.2	1.1	1.1	1.1
Micheweni	0.9	0.9	0.9	0.9	1.0	1.1	1.0	1.2	1.0
Wete	1.0	0.9	1.0	1.0	1.2	1.3	1.1	1.3	1.2
Chake-Chake	0.9	1.0	1.1	1.1	1.1	1.2	1.2	1.2	1.1
Mkoani	0.9	0.9	1.0	1.0	1.1	1.1	1.1	1.0	1.1
Zanzibar	1.0	1.0	1.1	1.1	1.2	1.2	1.2	1.2	1.1

Source: EMIS data.

6.4.5 Female Enrolment in Secondary Education

As illustrated by the tables, while the enrolment of girls at primary level of education is almost at parity with that of boys and in some instances girls actually outnumber boys in more recent years, at the secondary level, in more than half the districts, girls have outnumbered boys since 2006. This phenomena could be attributed to various efforts and interventions taken by the Ministry including the running of science camp programmes for girls by both government and private institutions, establishment of girls secondary classes in particular schools and the establishment of female hostels, to mention a few. Recent trends have shown that the percentage of female enrolment at secondary levels is increasing. Nationally, the data presented in Table 6.4.5 show that the percentage of female enrolment in secondary education had reached 54.3% by 2013. This constitutes an increase of 4 percentage points since 2005 and since the launching of the Zanzibar Education Policy in 2006. Looking at the district level, it is observed that in almost all districts, the percentage of female enrolment in primary and secondary education has been increasing steadily since 2001. Progress has been more pronounced in districts such as Micheweni which showed a marked increase of 11 percentage points from 39.4% in 2006 to 50.8% in 2013.

Table 6.4.5: Percentage of Female Enrolment in Primary and Secondary Levels.

District	% Female Enrolment in Primary Education				% Female Enrolment in Secondary Education			
	2001	2005	2010	2013	2001	2005	2010	2013
Urban	50.9	51.6	51.7	50.8	49.8	49.8	52.7	54.7
West	50.1	51.9	51.2	51.0	49.2	53.5	55.8	55.0
North 'A'	47.9	49.7	51.1	51.4	49.9	53.4	57.4	56.3
North 'B'	47.1	49.0	50.4	50.1	54.3	54.0	55.7	58.0
Central	48.4	48.2	48.8	49.8	49.2	49.7	53.1	52.8
South	49.4	48.3	48.9	48.3	45.1	46.6	48.9	50.6
Micheweni	46.0	47.3	49.1	50.7	39.4	43.0	46.6	50.8
Wete	48.8	48.5	49.1	49.1	48.0	48.8	50.9	54.3
Chake- Chake	48.2	49.1	48.9	48.9	48.5	49.8	52.0	53.4
Mkoani	48.5	47.8	49.4	49.2	50.9	49.8	50.1	52.3
Zanzibar	49.0	49.8	50.2	50.2	48.9	50.3	52.9	54.3

Source: EMIS data.

6.4.6 Female Teachers in Basic Education

Table 6.4.6 provides information on the percentage of female teachers by district in basic education. The table indicates that, the percentage of female teachers in this level of education has increased from 56.8% in 2001 to 63.5% in 2013.

Table 6.4.6: Percent of Female Teachers in Basic Education, 2001- 2013

District	2001	2005	2010	2013
Urban	77.1	76.5	79.1	79.7
West	72.8	77.8	78.8	76.3
North 'A'	34.7	49.5	52.8	53.0
North 'B'	50.6	59.3	62.9	64.4
Central	41.4	47.8	53.3	51.1
South	39.1	42.0	49.9	45.6
Micheweni	28.6	28.6	38.7	36.8
Wete	47.1	49.3	50.6	50.9
Chake-Chake	62.3	62.5	63.7	63.7
Mkoani	41.8	44.5	46.4	46.9
Zanzibar	56.8	60.3	63.9	63.5

Source: EMIS data.

Gender disparities in teaching staff are observed in many districts; with Urban districts typically having more female teachers than rural districts. The percentage of female teachers in Urban, West and Chake-Chake districts has remained above 60% since 2001. By 2013, the Urban and West districts alone had an average of three female teachers out

of every four teachers. In contrast, in the South, Micheweni and Mkoani districts, the percentage of female teachers has remained below 50% since 2001 with Micheweni district having the lowest percentage of female teachers at 36.8% in 2013. This can be attributed to the practice of deployment of female teachers to urban areas due to marital status so that upon marriage, female teachers are transferred to town areas. The lack of reliable social services, and the insufficient number of teacher houses in many rural schools, remains clear deterrents to the promotion of deployment of teachers to these areas. In spite of the existing disproportionate allocation of teaching staff across districts, between 2001 and 2013, the percentage of female teachers actually increased by 18 and 14 percentage points in North 'A' and North 'B' districts respectively. The success of the campaign to promote increased numbers of qualified women teachers and trainers in the education sector in Zanzibar, and the implementation of the policy of Women Protection and Development of 2001 has shown remarkable results. However, more remains to be done to incentivise teachers in rural districts.

6.4.7 Female Teachers with ECD Training

Zanzibar has no official recognised training institutions for ECD. Majority of teachers get training through ad hoc seminars, workshops and unrecognised training centres for ECD. There are however few teachers in the public sector who have received intensive ECD training in institutions located in Tanzania Mainland. Table 6.4.7 below provides information on the percentage of female trained teachers trained in ECD both in public and private institutions.

Table 6.4.7: Number and Percentage of Female Teachers with ECD Training by District, 2013

District	Public Pre-school			Private Pre-school		
	Total	Trained	% Trained	Total	Trained	% Trained
Urban	73	57	78.1	340	84	24.7
West	44	40	90.9	438	438	100.0
North 'A'	41	38	92.7	23	4	17.4
North 'B'	23	23	100.0	19	5	26.3
Central	52	49	94.2	49	30	61.2
South	31	28	90.3	44	26	59.1
Micheweni	21	21	100.0	24	16	66.7
Wete	16	15	93.8	39	22	56.4
Chake-Chake	36	28	77.8	29	27	93.1
Mkoani	29	27	93.1	18	8	44.4
Zanzibar	366	326	89.1	1,023	660	64.5

Source: EMIS data.

The table shows that on the national average 89.1% of pre-school teachers in the public schools have been trained while in private school the percentage is only 64.5%. In the public sector, North 'B' and Micheweni districts have had all their pre-school teachers trained in ECD. Chake-Chake district had the lowest proportion of trained teachers at

78%. In the private sector, the only district that showed a high percentage of trained teachers was the West district at 100%. The particular attention should be given to North 'A' and North 'B' districts which registered under 30% trained teachers in 2013. What is obvious in this scenario is that while the private sector which accommodates high proportions of pre-primary children (73.8% in 2013), had only 64.5% of its teaching force trained in ECD. Therefore, the need for the establishment of a recognised pre-primary teacher training institution cannot be over emphasised due to the importance placed on preparing primary schools students in early childhood education to enhance positive learning outcomes in later years

6.4.8 Primary School Female Head Teachers

The MoEVT has deliberately mainstreamed gender issues into the entire education sector with the aim of reducing gender disparities. However, reduction of gender disparities does not guarantee the empowerment of women which should encourage the increased role of women in positions of leadership in education management.

Information on the number and percentage of female head teachers is presented in the table below. From the table, it can be observed that nationally, between 2010-2013 the number and percentage of female head teachers in primary schools was relatively low registering at just under 30%. In 2013, in the Urban district, where the number of female teachers was relatively higher, the percentage of female head teachers stood at 65%, the highest in Zanzibar. Despite the tremendous efforts made by MoEVT to ensure gender balance in recruitment of teachers, more efforts are needed to ensure their full participation in school leadership.

Table 6.4.8: Number and Percentage of Female Head Teachers of Primary Schools by District, 2010 – 2013

District	2010			2011			2012			2013		
	F	T	% F	F	T	% F	F	T	% F	F	T	% F
Urban	13	20	65.0	15	20	75.0	14	20	70.0	13	20	65.0
West	16	36	44.4	13	38	34.2	14	40	35.0	15	111	13.5
North 'A'	1	28	3.6	2	28	7.1	1	28	3.6	2	28	7.1
North 'B'	5	16	31.3	4	17	23.5	4	17	23.5	4	18	22.2
Central	4	32	12.5	6	32	18.8	4	33	12.1	6	34	17.6
South	2	17	11.8	1	17	5.9	3	17	17.6	1	17	5.9
Micheweni	1	20	5.0	2	20	10.0	3	10	30.0	2	22	9.1
Wete	7	28	25.0	6	29	20.7	6	29	20.7	11	30	36.7
Chake-Chake	6	23	26.1	7	28	25.0	6	30	20.0	8	30	26.7
Mkoani	3	26	11.5	2	26	7.7	4	26	15.4	2	27	7.4
Zanzibar	58	246	23.6	58	255	22.7	59	250	23.6	64	337	19.0

Source: EMIS data, 2010-2013.

6.4.9 Transition Rate to Secondary Education

In addition to ensuring that girls have equal access with boys to primary education and that there is equity in gender in terms of intake and enrolment, it is also important to ensure that both girls and boys have access to secondary education. Data presented in Table 6.4.9 indicate that the performance of girls in the entrance to secondary education examinations is better than that of boys. This is evidenced by the GPI based on the transition rate which shows that in the past five years, it has mostly been in favour of girls. As indicated in Table 6.4.9, more efforts and purposeful strategies are urgently needed to address the disparities in favour of girls in seven out of ten districts. Strategies taken to reduce girls' dropout rate, early marriages and the provision of role models to inspire girls have initiated the increase of transition rate of girls to secondary education. In addition, the population of girls in schools is much higher than that of boys due to country's population composition.

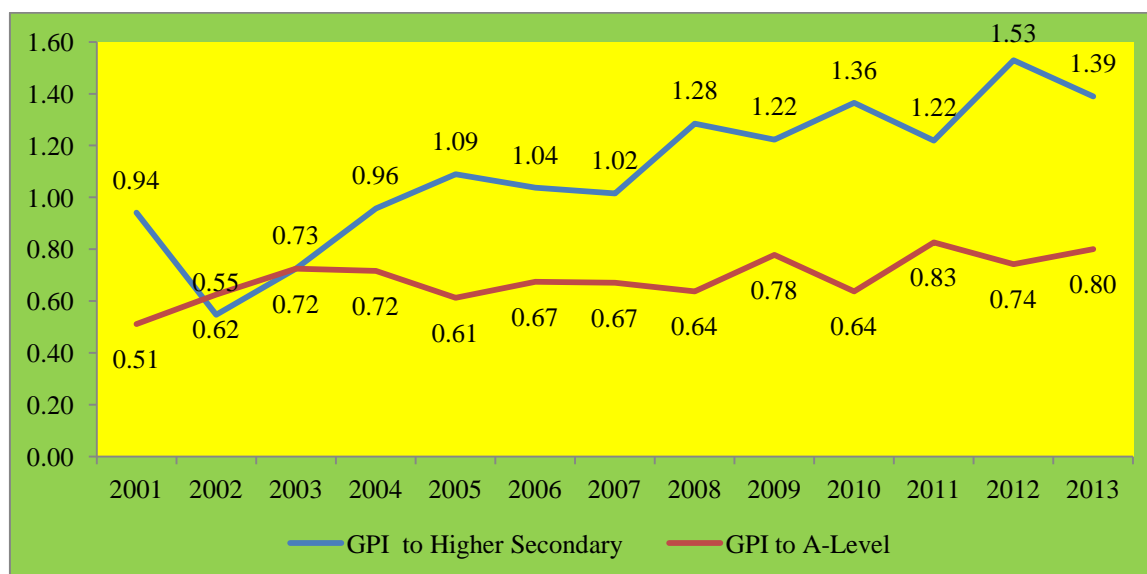
Table 6.4.9: GPI for Transition Rate from Primary to Secondary by District, 2001 - 2012

District	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Urban	1.0	1.1	1.1	1.2	1.1	1.1	1.2	1.1	1.1	1.1	1.2	1.3
West	1.2	1.1	1.1	1.1	1.2	1.1	1.2	1.1	1.1	1.1	1.3	1.3
North 'A'	1.1	1.0	1.0	1.0	1.2	1.0	1.1	1.0	1.0	1.0	1.2	1.3
North 'B'	1.1	1.2	1.2	1.2	1.3	1.3	1.3	1.2	1.1	1.1	1.6	1.3
Central	1.1	1.2	1.2	1.2	1.4	1.2	1.2	1.2	1.2	1.2	1.3	1.3
South	1.0	1.1	1.1	1.1	1.2	1.2	1.2	1.2	1.2	1.2	1.0	1.2
Micheweni	1.0	1.0	0.9	0.9	0.9	1.0	1.0	0.9	0.9	1.0	1.0	1.0
Wete	1.0	1.1	1.1	1.1	1.0	1.0	1.1	1.0	1.1	1.0	1.1	1.0
Chake- Chake	1.1	1.1	1.0	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.2	1.2
Mkoani	1.0	1.0	1.0	1.1	1.1	1.0	1.1	1.1	1.1	1.1	1.2	0.9
Zanzibar	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.2	1.2

Source: EMIS data.

As illustrated in Fig. 6.4.2, from 2001 to 2004, the GPI for the transition rate from Lower Secondary (Form II) to Higher Secondary (Form III) reveal that the GPI was in favour of boys, but from 2005 onwards, the GPI was in favour of girls. However, a reversed trend is observed with the GPI for the transition rate from Higher Secondary to Advanced level which has consistently been in favour of boys since the year 2001. This could be attributed to the fact that boys have more learning opportunities after school hours than girls. Further research however is required to explore the possible underlying reasons for the trend at higher levels of secondary education.

Fig 6.4.2: GPI for Transition Rates to Higher Secondary and to A-Level, 2001-2013.



6.4.10 Gender Parity Index for Youth and Adult Literacy Rates, 2010

Data on youth and adult literacy rates presented in Table 6.4.10 show that the GPI for the youth literacy rate (15-24 years) in almost in all districts is in favour of males for the exception of central and south districts where parity has been achieved. Nationally, GPI for literacy rates of both youth and adults is in favour of males. More efforts are needed to narrow down the gender gap for both youth and adult literacy rates.

Table 6.4.10: GPI for Youth and Adult Literacy Rates, 2010

District	Youth Literacy Rates (15-24 years)				Adult Literacy Rates (15+years)			
	% M	% F	% T	GPI	% M	% F	% T	GPI
Urban	96.3	95.0	95.6	0.99	97.2	88.9	93.0	0.91
West	93.1	89.0	90.8	0.96	94.2	88.3	91.0	0.94
North 'A'	78.8	65.9	71.9	0.84	75.8	55.5	64.7	0.73
North 'B'	87.5	81.8	84.6	0.93	85.6	76.0	80.6	0.89
Central	91.9	91.6	91.7	1.00	93.4	85.5	89.2	0.92
South	96.3	96.2	96.2	1.00	97.2	91.1	93.9	0.94
Micheweni	72.0	56.0	63.3	0.78	69.0	55.5	62.1	0.80
Wete	84.4	75.9	80.0	0.90	85.8	69.0	76.8	0.80
Chake-Chake	85.5	78.3	81.6	0.92	86.3	73.3	79.4	0.85
Mkoani	80.4	75.5	77.7	0.94	79.0	67.8	73.2	0.86
Zanzibar	88.3	82.8	85.3	0.94	88.0	77.2	82.3	0.88

Source: Worked out from HBS, 2010.

Similar scenario as above is also observed for adult education teachers and students in the higher learning institutions.

Table 6.4.10.1: GPI for Adult Education Teachers, 2001 – 2013

District	2001			2006			2010			2013		
	F	M	GPI	F	M	GPI	F	M	GPI	F	M	GPI
Urban	2	4	0.50	7	6	1.17	12	5	2.40	14	3	4.67
West	9	17	0.53	7	6	1.17	11	8	1.38	11	10	1.10
North 'A'	68	73	0.93	28	39	0.72	62	35	1.77	69	36	1.92
North 'B'	38	29	1.31	33	14	2.36	40	17	2.35	29	20	1.45
Central	13	15	0.87	15	21	0.71	14	13	1.08	14	14	1.00
South	5	8	0.63	6	6	1.00	4	5	0.80	5	5	1.00
Micheweni	25	14	1.79	17	11	1.55	38	24	1.58	14	47	0.30
Wete	31	13	2.38	27	13	2.08	46	16	2.88	47	11	4.27
Chake-Chake	21	18	1.17	12	18	0.67	28	16	1.75	24	8	3.00
Mkoani	16	36	0.44	9	31	0.29	22	30	0.73	25	15	1.67
Zanzibar	228	227	1.00	161	165	0.98	277	169	1.64	252	169	1.49

Source: MoEVT EMIS data (various).

Table 6.4.10.2: Enrolment in Universities in Zanzibar and GPI, 2001 – 2013

Year	Tertiary		
	Girls	Boys	GPI
2001	761	827	0.92
2005	2,629	1,922	1.37
2010	3,047	3,246	0.94
2011	3,058	3,158	0.97
2012	3,406	3,214	1.06
2013	3,590	2,622	1.37

Source: MoEVT EMIS data (various).

As far as learning outcomes of students is concerned, Figures 7.6.1, 7.6.3, 7.6.4 reveal that at primary level examination girls perform better than boys while at Form II onwards, on the average, boys perform better than girls.

6.4.11 Other Interventions to Improve Girls' Education

In the effort to improve girls' education and to ensure equity and equality are attained and maintained and that gender disparities in education is reduced, MoEVT initiated various innovations to improve girls' education in general and to improve girls' participation and performance in science, in particular. Among the interventions include:

6.4.10.1 Establishment of a gender focal person within the Ministry. The MoEVT established the post of Gender Focal Person in the year 2000. The roles of this person were stated as:

- To ensure that gender is mainstreamed in all core educational activities of the Ministry such as curriculum development, textbook development and participate fully in leadership roles in schools.
- To develop gender strategic plan and ensure the implementation of the plan. The plan was developed in 2005 and its implementation started immediately. So far the plan has not been evaluated to see successes and challenges.
- To sensitize girl students to study science subjects and encourage them to work hard for better performance.
- To establish links and co-operation with national and international NGOs such as FAWE-Zanzibar for promoting girls education.
- To reduce sexual abuse cases in schools among girls.
- To ensure the participation rate of girls in higher education is increased. Despite increases in the percentage of girls in higher learning institutions has increased, yet there is a minimal participation of girls in science and technological subjects (Sumra, 2005; MoEVT, 2013).

6.4.10.2 Establishment of special science classes for girls. In addition to placing a Gender Focal Person within the Ministry, another strategy introduced to ensure gender equity and equality in education was to establish special girl science classes in particular schools as a strategy to improve girls' performance in science. It was also established as control points and check and balance of how girls will perform when separated from boys. In the year 2003 the first pilot girl class was established at Ben Bella Secondary School in Unguja and in the year 2005 in Fidel Castro Secondary School in Pemba. The purpose of these initiatives was to motivate girls to take interest in science and to create a pool of competent female science teachers for primary schools. These students are selected at the end of primary school examination. To date a total of 1,214 girls have been enrolled. Currently, the achievements of these classes have not so far been assessed but a discussion with a head teacher of Ben Bella Secondary School, who is also a female, indicated that girl students are performing almost equally well as those who are in mixed classes. A good number of them get selected to join Advanced Level of education. This reflects that girls, when given chance, can perform equally well as boys. In spite of such achievements, the head teacher also noted that there are some challenges that need to be addressed among which is to improve the selection criteria of students who join such classes.



Special science girl class at Ben Bella Secondary School in action.

6.4.10.3 Introduction of science camps for girls. Zanzibar established science camps programme since 1988. The purpose of which was to strengthen the learning of science and also to cultivate the liking of science within students and also to improve the teaching approaches by teachers with more hands-on and activity-oriented teaching. By the year 2003, when this programme ended a new strategy which incorporated girls' students was developed under the Zanzibar Basic Education Improvement Programme (ZABEIP). Science camps for girls students was then introduced in 2007 in which competent girls students were selected from different schools to participate in the camps. The purpose of the girls' science camps was to create a platform which will facilitate girls to change their attitudes, behaviour and perceptions on science subjects. The purpose was also to alleviate the shortage of female students in science oriented programmes, particularly technical subjects. Recent findings from the study on evaluation of science camps (MoEVT, 2013) reveal the following successes:

- The evaluation process showed that the performance of the camp participants in their respective schools was reported to be far above average and campers feel that science camp increased their performance in science subjects.
- Regarding the impact of girls' attitudes to science, the evaluation indicated that student campers were highly motivated toward science subjects and that they have shown more confidence in the science subjects. They went back to their schools with well defined strategies to boost their learning of science. The strategies included devotion of extra time in science, increased consultation with their science teachers and group discussion with their fellow students.
- Almost all of the stakeholders are of opinion that the science camp approach has a positive impact towards motivating female students to engage themselves in science subjects. However, major interventions are required at different stages.

Some challenges pointed out in the study include:

- Science camps were conducted in TCs and most all TCs suffer shortage of science teaching and learning materials.
- Limited support from head teachers and science teachers to ensure successful completion of science and their sustainability.
- Many selected students had never experienced in handling science equipment in their schools resulting time consuming to keep them abreast with their counterparts.

Parallel to these camps, FAWE-Zanzibar also run science camps for girls in which training sessions were run, introduction of science equipment to schools and provision of other materials as support for some girl students from low socio-economic status to assist and encourage them in their studies.

6.4.10.4 Support to Adolescent Girls' Education.

Box 6.1: UNESCO's Support to Adolescent Girls Education in Micheweni District

UNESCO has been implementing the Adolescent Girls Education project in Micheweni district in Pemba, to support in- school girls who are at risk of dropping out to achieve their educational dreams.

The girl's education project aims at assisting girls when they need help the most – during the delicate, transitional period between the ages of 13 and 16. Lack of gender responsive teaching methods and school management, socio-cultural factors including values and norms that lead to forced early marriages and/or pregnancy and behaviour of teachers are cited as factors affecting girls' education negatively in Tanzania.

The intervention is addressing staggering drop-out rates in select communities in rural and hard to reach areas with high dropout rates in Tanzania with a goal of lowering them by at least 20%.

The UNESCO's pilot projects have been implemented in five schools of Micheweni district in Pemba. The aim of the intervention is to empower girls to be agents of their own transformative process. To achieve that, safe spaces have been created in each school to serve as a platform for girls to freely share their experiences including, challenges, wishes and addressing different issues they are facing in their daily life. Within the safe spaces students have made their charter with a set of principles to guide them; they discuss different issues related to their studies in order to improve their academic performance.



Safe space member at Chwaka Tumbe Secondary school in Micheweni Pemba, demonstrating during the safe space empowerment training.

Within the safe space they are learning how to maintain friendship among themselves, how to support one another by practicing peer mentorship as well as counselling. They have also initiated small projects within the school surroundings to help them to build their entrepreneurial attitudes while they are in schools and enable them to meet their necessities as well.

Materials on Inclusive Learning Friendly Environment-ILFE has been developed and training on ILFE and Gender Responsive Pedagogy-GRP and appropriate school management program have been provided for secondary school teachers, school inspectors and other education officers at Shehia and district levels.

Community mobilization campaigns are going to be organized to increase awareness of the crucial role of the community in supporting girls' retention in schools. The project is also developing an exit strategy in collaboration with the local government and the relevant structures in the community to ensure sustainability of the project achievements.

6.5 Achievement in the Implementation of Goal 5

- 6.5.1 Gender Parity in terms of GIR, NIR, GER and NER have been achieved at all levels from pre-primary to secondary.
- 6.5.2 Percentage enrolment of girls at both primary and secondary has reached parity and in some districts girls have outnumbered boys.
- 6.5.3 Percentage of female students joining higher secondary has been increased over the years and in some years girls have outnumbered boys in their performance. Likewise, the percentage of girls joining higher secondary education has been increasing consistently.
- 6.5.4 Introduction of science camp for girls has been able to increased girls interest in science subjects and confidence in taking science and technological subjects.
- 6.5.5 Establishment of Gender Focal Person at the Ministry to maintain gender equity in all aspects of education.

6.6 Challenges

- 6.6.1 In spite of the high enrolment of girls at pre-primary, primary and secondary levels of education, yet the proportion of girls attaining higher education is lower compared to the total number of girls attaining basic education.
- 6.6.1 Gender gaps remain in terms of performance at Ordinary Level secondary, Advanced Level secondary and higher learning institutions.
- 6.6.2 Slow progress in the implementation of the 2006 Zanzibar Education Policy on gender related aspects such as giving responsibilities and leadership roles go women especially at schools.
- 6.6.3 Despite efforts to reduce illiteracy, women are still the majority of illiterate population in Zanzibar.

6.7 Recommendations

- 6.7.1 MoEVT should strengthen life skills education to ensure that girls remain in schools and complete their study without social interruptions.
- 6.7.2 MoEVT should create conducive gender friendly school environment to attract girls to remain in schools.
- 6.7.3 MoEVT should revive boarding facilities especially for girls to ensure that they get more time for studies which will help to improve their performance.
- 6.7.4 MoEVT needs to strengthen strategies to sustain programmes meant for girls such as science camps, girls' special classes and others to ensure that girls fully participate with success.
- 6.7.5 MoEVT should conduct regular surveys to determine the underlying factors that reinforce existing gender disparities in education and develop strategies to minimize them.
- 6.7.6 MoEVT to develop collaboration and partnership with all education stakeholders to promote gender equity in education.
- 6.7.7 MoEVT to encourage private sector to establish single sex secondary schools as a strategy to increase girls' participation and improve their performance.

Goal Six

“Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills”.

Chapter Seven

Quality of Education

7.1 Introduction

The quality debate takes centre stage, whenever experts gather to discuss education, the world over. Most people would agree that like sound parenting, quality education is a good thing. Different groups, parents, schools, Ministry officials, donors and UN agencies, interpret the term quality differently. Thus a clear, concise and practical definition of quality is an elusive entity. However, in most quality debates, quality in education narrows down to quality curriculum delivery and predictably on teacher quality. Three major thrusts in effort to improve the quality of basic education are:

- Raising the academic performance of students in the various subjects offered in schools with the currently available resources. In general, we refer to these efforts as attempting to improve the “internal efficiency” of the school. In this aspect, therefore the classroom becomes the critical unit. It is the daily processes and relationships in the classroom that are the most critical elements in quality education.
- Providing children with education that help them improve the quality of their lives when they become adults. This would include developing the skills for survival, security and growth. The effort is often referred to as attempting to raise the “external efficiency” or the “effectiveness” of the schools. *“Teaching must work towards deepening children’s understanding of the world and their part in it, not just their ability to learn new facts. The ultimate goal is enabling children to think creatively and critically for themselves”* (GCE UK, 2008, p.5 in MoEVT Leading Learning).
- Increasing the rate of school enrolment by providing more school places and reducing the inequalities of education opportunity that currently exist between the sexes and between different districts.

In 1990, the World Declaration on Education for All noted that the generally poor quality of education needed to be improved and recommended that education be made both universally available and more relevant. The declaration also identified quality as a pre-requisite for achieving the fundamental goal of equity. While the notion of quality was not fully developed, it was recognized that expanding access alone would be insufficient for education to contribute fully to the development of the individual and society. Emphasis was accordingly placed on assuring an increase in children’s cognitive development by improving the quality of their education.

A decade later in 2000, the Dakar Framework for Action declared that access to quality education was the right of every child. It affirmed that quality was ‘*at the heart of education*’ – a fundamental determinant of enrolment, retention and achievement. Its expanded definition of quality set out the desirable characteristics of learners (healthy,

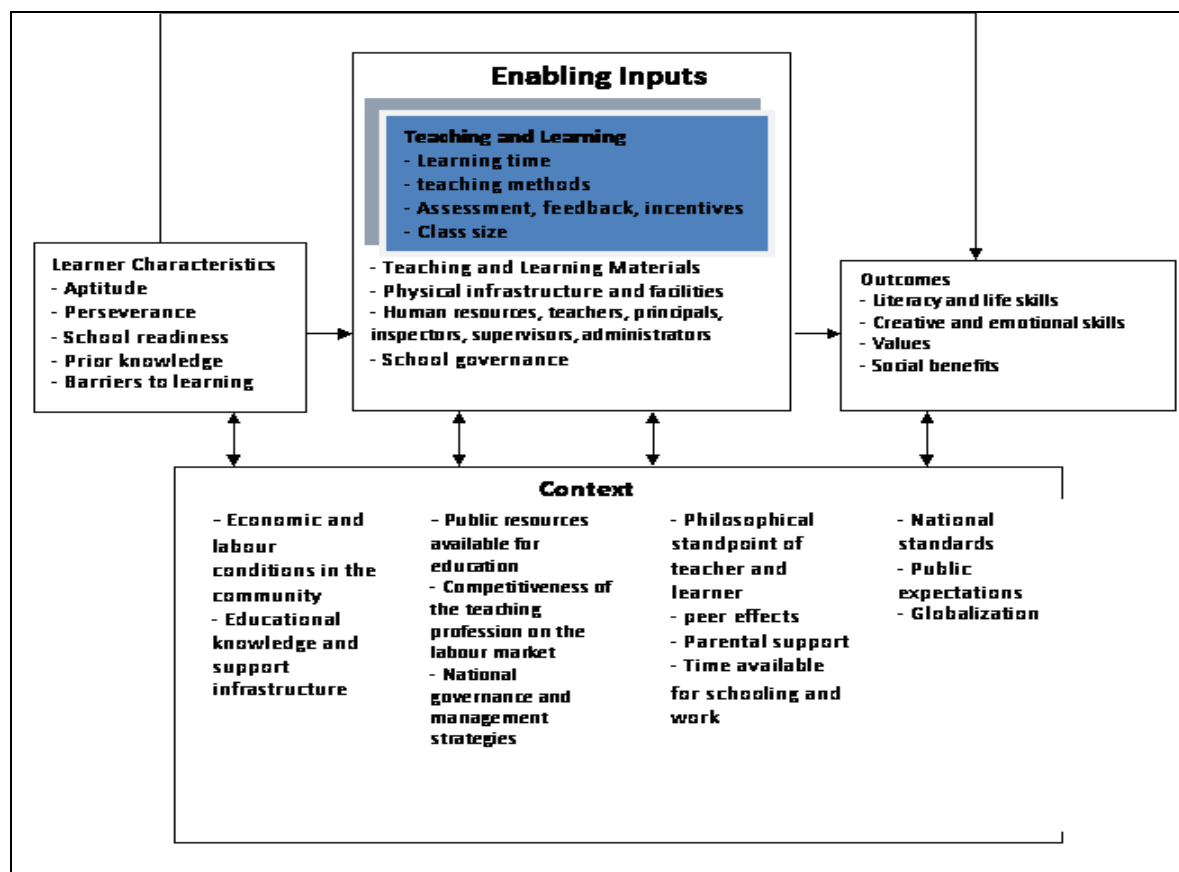
motivated students), process (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation). The Jomtien Declaration in 1990 and, more particularly, the Dakar Framework for Action in 2000 recognized the quality of education as a prime determinant of whether EFA is achieved. It is believed that a high quality education, with an international outlook, is critical in an increasingly competitive global environment. ‘Globalisation’ may be the catch-cry of today but we have acknowledged its impact for decades, and prepared our students accordingly.

However, according to United Nations Millennium Declarations the achievement of universal participation in education will be fundamentally dependent upon the quality of education available. For example, how well pupils are taught and how much they learn, can have a crucial impact on how long they stay in school and how regularly they attend.

UNESCO EFA Global Monitoring Report (2005) discussed a theoretical framework for quality. This framework comprises unique dimensions which include:

- **Learner characteristics:** Quality education includes learners who are healthy, ready to learn and are supported in learning by their families and communities. Differences in learner characteristics provide ways in which education providers can intervene to improve quality.
- **Context:** This dimension considers education to exist within a social context. A quality context is one that provides environment that is healthy, safe and gender sensitive. The same environment should also provide adequate resources and facilities for learning. Tied to this content, which is reflected in the relevant curricula and materials.
- **Enabling inputs** comprising resources required to provide quality education include human (teachers and administrators) and physical (materials, classrooms). This dimension includes participatory governance and management, and engagement with local communities and cultures.
- **Teaching and learning** dimension considers what takes place in the classroom. These are processes that have a focus on classroom activities involving trained teachers using learner-centred methodologies, including methods of assessment, style of teaching, language of instruction and how classrooms are organised. In addition to these it also considers learning time, mode of feedback, type of incentives and class size.
- **Learning outcome** which encompass knowledge, skills and attitudes. These outcomes also have been linked to the national goal of education. Specifically, learning outcomes are expressed in terms of test grades, emotive and attitudinal outcomes.

Fig. 7.1: Framework for Understanding Educational Quality



Source: UNESCO GMR, 2005.

The model focuses on understanding, monitoring and evaluating educational quality as analysed in the 2005 EFA Global Monitoring Report: *The Quality Imperative*. This model conceptualizes educational quality through the lens of *classroom culturalist* approach, in which it stresses quality issues upon the classroom or learning environment as the unit of analysis.

In Zanzibar context, the framework relates to the 2006 Zanzibar Education Policy in which the quality of education is analysed regarding the curriculum, examinations, availability of teaching and learning facilities, infrastructure, pedagogical skills, language of instruction and the learning environment. It is thus clearly argued that curriculum, examinations, teaching and learning materials, a conducive learning environment, teacher quality, educational financing, quality assurance and monitoring are among the factors which contribute to quality of education. A well designed, well-balanced and relevant curriculum should provide skills, knowledge and positive attitudes to the learners. Examinations on the other hand, influence the nature of learning and teaching and dictate not only what is taught at school but also how it is taught. It is important to recognise the dynamic and evolving nature of quality, which will change and develop in a school system as the capacity changes.

Zanzibar Education Policy (2006) is a revised policy with emphasis on improving the quality and effectiveness of education system by:

- Raising the quality of education for the learners to develop their own skills and realize their potentials as citizens.
- Improve education and training of teachers such that their knowledge and skills respond both to the reforms and expectations in society and to the diverse needs of students.
- Provide the learners with relevant skills required for life.

7.2 National Plans and Strategies Surrounding Quality of Education in Zanzibar

The MoEVT Zanzibar developed national plans and strategies to facilitate quality improvement of education in the islands. Targets to achieve quality education are identified in the national action plans: ZEMAP, MKUZA, Vision 2020 and ZEDP. These are:

7.2.1 Zanzibar Education Master Plan (ZEMAP, 1996 – 2006)

ZEMAP's was a major development plan which attempted to address issues of access and equity, quality, relevance, sustainability, supervision, decentralization and science and technology.

ZEMAP general objective was to match quantitative expansion with improved quality. The specific objectives for the primary basic education were:

- To increase access to basic education through expansion of infrastructure.
- To increase access to the disadvantaged groups, including the disabled, children with special needs and girls.
- To enhance quality of school buildings.
- To provide the requisite facilities, equipment and basic instructional materials for all levels of schooling, and
- To upgrade the teaching profession.

7.2.2 Zanzibar Vision 2020

Zanzibar Vision 2020 focuses on improving and maintaining high education standards and promotes skills development cost effectively in order to meet the challenges of the twenty first century. The Vision's education policy is to set broad goals that guide educational development for promoting academics and intellectual excellency by nurturing sound cognitive development as well as providing education that promotes self-reliance of recipients. The target should be to eradicate illiteracy, attain basic education by the year 2005 and completion rate to second cycle of education should reach 100 percent by the final year of the vision. Vocational training should be established in all

districts to improve training skills for out of school youth. The vision's long term objectives also include:

- Ensuring access to education especially by the poor household members, women and the people with disabilities.
- Upgrading teachers' competence and their productivity.
- Promote school-based management, parent-teacher association and community and local government support.
- Reviewing school curricula in the educational system to give science and technology a greater weight and orientation.

7.2.3 MKUZA 2007

The Zanzibar Strategy for Growth and Reduction of Poverty (ZSGRP II) 2007 – in its Kiswahili acronym MKUZA “*Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Zanzibar*” is a national development framework to implement Vision 2020. Quality of education is one of the MKUZA Cluster II operational targets to improve quality of education at all levels. Key issues to be addressed are poor quality of education and shortage of qualified teachers.

7.2.4 Zanzibar Education Development Plan (ZEDP: 2007/08 – 2015/16)

ZEDP is a comprehensive and Sector Wide Approach to the educational challenges facing Zanzibar. The ZEDP is the Ministry's strategic plan seeking to develop achievable and sustainable immediate, medium term and longer term goals for education.

In ZEDP different strategies have been suggested to be implemented across the education sector to improve quality of education. These include teacher upgrading in relation to new curricula, targeted teacher education programmes to increase the availability of qualified teachers in areas like mathematics, science and languages and available equipment, textbooks and learning materials. The main target is to ensure that all teachers meet the minimum required qualifications at all levels and that qualified teachers are equitably distributed across Zanzibar.

MoEVT launched the Zanzibar Basic Education Improvement Programme (ZABEIP) in 2007. One of its main objectives was to improve the quality of basic education through teacher training, curriculum reform and provision of learning materials.

7.3 National Action Plans and Implementation

7.3.1 Specific National Targets

Issues relating to quality improvement in education are described below:

Issue 1: Infrastructure Development

Infrastructure is a key component in quality of education. Enough classrooms are essential to creating a conducive teaching and learning environment. Inadequate classrooms remains a challenge in urban areas where the number of school aged children is typically higher compared to other areas. This has resulted in larger class sizes in some schools. The unavailability of sufficient numbers of laboratories and libraries has also had a negative impact on quality education. The presence of play grounds supports a child friendly environment in addition to supporting healthy educated children. The MoEVT is determined to improve infrastructure development as shown in the Table 7.4.1.

Table 7.3.1: Status of Infrastructure Development, 2013

Indicator	Target	Actual 2013	Gap
Pupil-Classroom Ratio	It is planned to achieve pupil classroom ratio of 40:1 at primary and secondary education levels. No of classrooms: Primary – 5,760 Secondary – 1,767.	Pupil classroom ratio 65:1. No of classrooms: Primary – 3,385 Secondary – 1,438	Classrooms needed: Primary – 2,375 Secondary – 329
Pupil-Toilet Ratio	40:1 for boys and 25:1 for girls.	130:1 girls and 128:1 boys.	1,826 toilets for boys and 3,406 for girls are needed.
Pupil-desk Ratio	3 pupils per three-sitter desk, 2 pupils per two-sitter desk and single sitter desk.	Most schools in town areas have adequate sitting places.	Still there are schools without sitting desk; other schools have high ratios of 4-5 pupils per desk.

Thus, projects on construction, rehabilitation and maintenance of school buildings (including classrooms) and the improvement of sanitation facilities should be of high priority to the provision of quality education in Zanzibar.

Issue 2: Curriculum Quality and Relevance

Development of relevant curriculum is one aspect in the provision of quality education. Its effective implementation requires the support of other education inputs. The targets in this category relate to the review, development and delivery of the curriculum. The availability of textbooks and ICT is emphasized in Table 7.4.2.

Table 7.4.2: Curriculum Paraphernalia, 2013

Indicators	Targets 2010	Actual 2013	Gap
Curriculum review, development and implementation.	Review school curricula to align with the Zanzibar Education Policy (2006).	Primary education curriculum up to date and is taught in schools.	Nil
Textbook provision.	Pupil-Textbook Ratio is 1:1 at both primary and secondary levels.	All primary 1-7 have a set of 7 text books. The Pupil-Textbook Ratio is 1:1 in most subjects. Secondary the ratio is 1:1.	None for Arabic and Islamic Knowledge.
ICT for education.	Expand access to ICT for education development.	Limited computers were distributed to some schools. Few teachers were trained on basic computer skills.	ICT not yet fully used as a tool to facilitate learning in a school classroom environment.

Issue 3: Quality Assurance

Ensuring quality education in schools is the role of education inspectors. They observe teachers to ensure quality delivery of the required knowledge and skills are provided. In addition to school inspectors, school heads who are regarded as associate inspectors have the same role to play in schools. On the other hand, TC subject advisors also support quality education through advisory visits.

Zanzibar Education Policy (2006) clearly states that:

“School inspection is a vital means of monitoring the delivery of education, adherence to curriculum set standards and ensuring efficiency and quality in education. Inspectors are therefore the professional watchdogs of the teaching and learning process that takes place in and outside the classrooms. They monitor education trends as well as check the availability and sustainability of the required physical facilities, human resources and instructional materials in order to provide the crucial feedback to the Ministry and other stakeholders” (pg. 49).

To this end, the National Decentralization Policy is in the development phase with the purpose of strengthening coordination and cooperation between the central offices and its lower bodies. The Zanzibar Education Policy (2006) also directs that regional and district education officers shall be educationist capable of providing sound guidance and support to schools, and at the same time, providing leadership in planning, personnel management to ultimately lead the development of the education system. Table 7.4.3 describes the targets set from 2001-2013.

Table 7.4.3: Inspection Targets, Actual Inspections done and Gaps, 2001- 2013

Indicators	Targets	Actual	Gap
Frequency of school visits to monitor quality.	1,953 schools visited.	1,700 schools were visited (87.0%).	253 schools were not visited as planned (13.0%).
Reform inspectorate.	To be semi-autonomous body.	Consultancy report on the improvement of inspectorate in place.	To be determined.
Capacity building for inspectors.	All 36 inspectors.	All inspectors were trained.	Nil
Re-introduction of District Inspectors.	One inspector for each subject per district.	Planning phase.	To be determined.
Management training for head teachers and subject advisors.	376 head teachers, 27 TC subject advisors and 9 TC coordinators.	Through ZABEIP 94% of head teachers, 75% subject advisors and 75% TC Coordinators trained.	6% head teachers and 25% TC subject advisors, 25% Teacher Centre Coordinators.

One of the MoEVT’s strategies to improve the quality of education is to strengthen the inspectorate. In this regard, the office of Chief Inspector of Schools has in recent years seen the recruitment and training of new and existing inspectors, provision of reliable

transport, and revival of district inspectors to ensure the office of the Chief Inspector of Schools adopts more harmonious inspection modalities. Likewise, head teachers as the primary inspectors of the schools have been trained in management of schools and their supportive roles in the development of their schools have been strengthened. School heads are equally encouraged to conduct school-based in-service training for teachers on both pedagogical and administrative issues.

Issue 4: Teacher Quality and Effectiveness

Teachers play significant role in the attainment of quality education. Research identifies teacher quality as the most important factor influencing students' achievements. MoEVT has developed special teacher upgrading programmes both in updating teachers' knowledge on the subject they teach and in pedagogical skills. This thematic area identifies five issues that define teacher quality and effectiveness as shown in Table 7.4.4.

Table 7.3.4: Teacher Demand, Actual Status and Gaps, 2013

Indicators	Targets	Actual 2013	Gap
Percentage of academically qualified teachers at basic education level.	Ensure all primary teachers to have at least Ordinary Level Certificate.	93.5%	6.5% below Ordinary Secondary Level (Form 4).
Percentage of certified teachers to teach basic level.	Ensure all teachers at basic level are trained.	10,681 by 2013	737 to be trained.
Pupil-Teacher Ratio.	40:1	27:1	Nil, but there exists uneven distribution of teachers among districts and across schools.
Upgrading of science and mathematics teachers on content and methodology.	The number of qualified secondary school science and mathematics teachers increased.	In 2013, 76 under qualified teachers who teach secondary level graduated ASTC, 500 Form III-IV were upgraded under ZABEIP and 45 Science trainers attended SMASSE training.	There are still under qualified Science and Mathematics teachers.

In-service training	Use TCs for in-service training. Equip all TCs with resources and facilities that will facilitate in-service training to continue.	INSET programs are delivered at the TCs.	TCs are less funded and resourced.
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Issue 5: Learning Outcomes

Pupils' academic attainment is discussed in the light of SACMEQ results, examination results, transition rate from one level to another and survival rate at the specified level. This is illustrated in Table 7.4.5 below:

Table 7.3.5: Learning Outcome Indicators by 2013

Indicators	Targets	Actual 2013	Gaps
Percentage of pupils who have mastered nationally defined basic learning competencies (SACMEQ Results).	100%	34%	66%
Transition rate to Form 3	Increase transition rate at Form Two examinations from 47.6% in 2005 to 100% by 2015.	By the year 2013, 59.4% qualified to join Form 3.	40.6%
Proportion of girls joining Ordinary and Advanced levels.	Increased proportion of girls who join ordinary and advanced secondary education from 46% in 2005 to 75% by 2015 and 50% respectively.	By the year 2013, 62.6% girls join Ordinary Secondary. 14.2% join Advanced Secondary.	12.4% for ordinary secondary 35.8% for Advanced secondary
Survival Rate to Grade 5	100%	94% with proportion of girls higher than that of boys.	6% either dropout or repeat classes.

Issue 6: Safe and Conducive Learning Environment

Quality education refers to learners who are healthy and ready to learn so it is expected that quality learning should ideally take place in a healthy, safe and gender sensitive environment. The Ministry has taken the necessary steps to define a set of indicators to assess a conducive, safe and child friendly school environment that is free from discrimination, abuse and harassment as illustrated in Table 7.4.6:

Table 7.3.6: Conduciveness of school learning environment, 2013

Indicators	Target	Actual 2013	Gaps
Water, sanitation and hygiene.	Each school to have sufficient, safe and clean water.	74.3% have piped water source. 53.7% have sufficient water supply.	26% of the school do not have piped water source. 46.3% either have insufficient or not at all.
	Having sufficient teaching and learning materials for the improvement of hygiene.	6% of public schools use teaching and learning materials.	94% teach hygiene without materials.
Child violence	All students are healthy, safe and ready to learn.	6% of girls and 9% of boys were subjected to gender violence, 60% girls and 66% boys had experienced physical violence, 20% boys and 14% girls had psychological violence.	Corporal punishments, harassment and abuse in schools still exist. Life skills education in school still in low status.

Issue 7: Education Financing

Education financing is one of the key determinants of quality education in the system. The availability of teaching and learning materials, development of relevant curriculum and training of teachers, to mention a few, all require sufficient financing. Shortage of funds implies an education system at risk of not meeting demands, which consequently affects the provision of quality education. Table 7.6.7 shows the targets set from 2001-2013.

Table 7.3.7: Indicators for Education Financing.

Indicators	Target	Actual 2013	Gaps
Public expenditure on education as percentage of total government expenditure.	25% of the government spending by 2015.	21.4%	3.6%
Public expenditure on education as percentage of Gross Domestic Product (GDP).	8% of the GDP by 2015.	5.6%	2.4%
Proportion of education spending by education sector.	N/A	N/A	N/A
Education expenditure per pupil by sector (unit cost).	USD 10.0 per pupil at primary level	N/A	N/A

Issue 8: Monitoring and Evaluation

Monitoring and evaluation of education programmes is vital to ensuring education management and control. Improving management systems ensures, to a great extent, the effective and efficient implementation of the programmes. Education programmes have intended outcomes or processes that need to be closely and regularly monitored and evaluated. In Zanzibar, monitoring and evaluation (M&E) plays a central role in the Ministry of Education when used as a regulatory and quality assurance mechanism. An effective monitoring and evaluation system is a critical element to identify areas that need to be strengthened and further informs the allocation of resources. To this end, the Ministry has established an Education Management Information System (EMIS) division and is continuing to strengthen it both at national and district levels. Despite of power sharing roles of education staff spelt out in the National Decentralization Policy, the decision making process is still centrally controlled at the MoEVT head office. While the central office is empowered with competent manpower and resources, the regional, district and school levels are faced with shortages. Regional and district education officers are in fact long service teachers experienced in management and administrative tasks but lack appropriate skills in planning, research and resource mobilization. The requisite capabilities and capacities to monitor and evaluate are therefore lacking - in particular, the use of evidenced based planning to assess the performance of the education sector, to inform and develop policies and strategies to guarantee quality education, among others. Timeliness of data and published statistical and informative reports remains a challenge faced by the Ministry of Education. In this regard, school management should be empowered to use M&E systems on a regular basis. Table 7.3.8 shows qualitative indicators on monitoring and evaluation of education system in Zanzibar.

Table 7.3.8: Monitoring and Evaluation Indicators

Indicators	Target	Actual 2013	Gaps
Established autonomous monitoring and evaluation education board.	Restructuring and strengthening of Inspectorate Department to become autonomous body by 2015.	A semi-autonomous Inspectorate Office of Chief Inspector of Schools has been established.	Not fully developed autonomous body. Insufficient qualified manpower and facilities.
Strengthened of record keeping system through data control.	Establishment of EMIS within the Ministry, districts and school levels by 2015.	EMIS division at the Ministry has been established. Training of District Statisticians at Certificate level. Annual training workshops for school teachers managing school statistics.	EMIS database at the Ministry not yet fully developed. District and school EMIS not yet developed. Shortage of qualified staff. School-Ministry EMIS database not yet developed.
Established certification for formal school examination.	Establish an examination organ to design, regulate and conduct examination within the formal school and adult education by 2015.	Examination Board has been established. Certification of internal school examinations.	Examination Board not yet fully equipped in terms of manpower and material resources.
Strengthened monitoring	Establish monitoring unit within the Ministry by 2010. Develop monitoring frameworks to support educational development by 2010.	Monitoring Division has been established within the Department of Planning, Policy and Research. Draft monitoring implementation plan in place. Draft monitoring tools for policy implementation and ZEDP developed. Annual Statistical Abstracts developed.	Monitoring plans to be finalized and made available to users.

Office of the Chief Inspector of School

The role of EMIS is complemented by the Office of Chief Inspector of Schools which acts as a semi-autonomous body for the purpose of strengthening monitoring and evaluation of education delivery within schools, and the general education system. The development of Zanzibar Basic Education Standards and establishment of district inspectors will have the dual purpose of strengthening monitoring of education at school level.

7.4 Strategies to Achieve the Targets

In order to achieve the set targets as elaborated in preceding sections, the MoEVT Zanzibar and other educational stakeholders have applied the following strategies.

Issue	Strategies to Achieve the Targets
Infrastructure and Development	<ul style="list-style-type: none">• Construct new schools and other buildings.• Rehabilitate old schools and other buildings.• Have regular maintenance schedule for physical facilities and equipment.
Curriculum Quality and Relevance	<ul style="list-style-type: none">• Revise curriculum for pre-primary and primary education.• Establish Zanzibar Institute of Education.• Diversify the curriculum to include immersing and current issues.• Provide teaching and learning resources and facilities.
Quality Assurance	<ul style="list-style-type: none">• Strengthening of the inspectorate.• Head teachers training on management and supportive roles.• Establishment of TCs in zones or districts.• Establish autonomous Inspectorate Body.
Teacher Qualification and Effectiveness	<ul style="list-style-type: none">• Train all untrained teachers to at least Grade IIIA level.• Establish higher learning institutions.• Conduct effective and efficient systematic Teacher Professional Development programmes.• Use TCs to provide in-service training for teachers.• Establish links between TCs and TTCs.
Learning Outcomes	<ul style="list-style-type: none">• Meeting achievement targets in the learning process.• Improve performance from one level to another.
Safe and Conducive Learning Environment	<ul style="list-style-type: none">• Strengthen school WASH status.• Involve community in sustaining safety and child friendly school environment.
Financing Education	<ul style="list-style-type: none">• Strengthening financial and expenditure control throughout the education system.

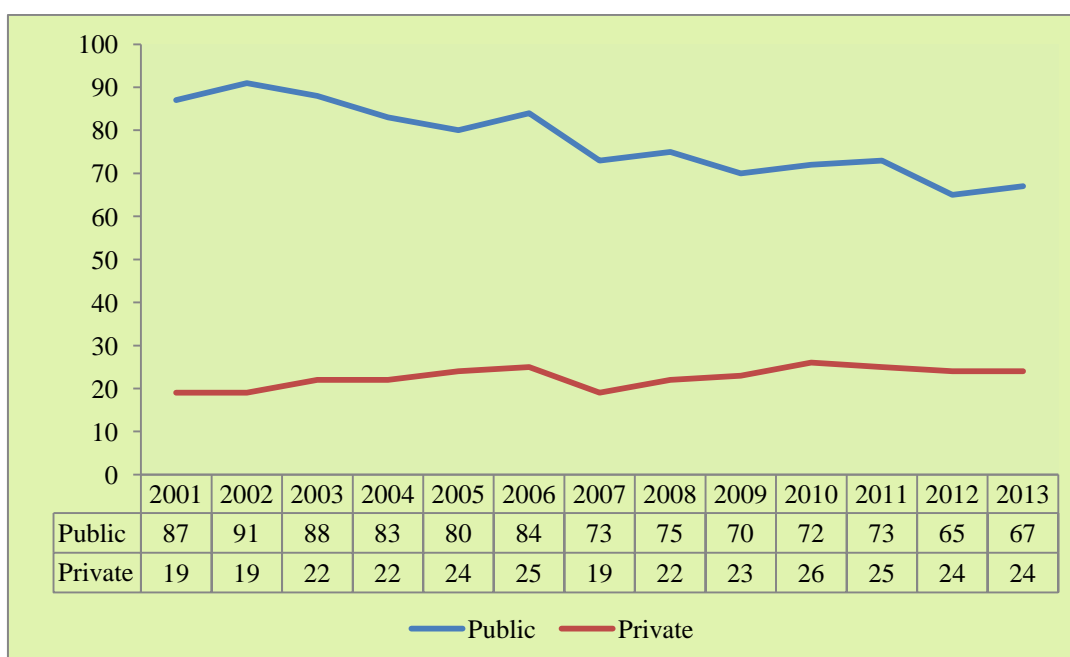
	<ul style="list-style-type: none"> • Develop guidelines for community contribution. • Mobilize community to support education development of students with special educational needs. • Establish educational funds. • Identify sources for educational levies as extra budgetary sources.
Monitoring and Evaluation	<ul style="list-style-type: none"> • Strengthening EMIS. • Establish Office of the Chief Inspector of Schools.

7.5 Progress in Achieving Goal 6 of EFA

7.5.1 Issue 1: Infrastructure Development

Development of infrastructure plays a crucial role in making the school environment conducive to learning and friendly to learners. This is because it provides more space, reduces overcrowding in class, ensures a friendly learning environment to cater for students with special education needs and enhances the provision of quality education. Through infrastructure development programme, the MoEVT has constructed new schools, rehabilitated classrooms, constructed school laboratories and libraries and other infrastructural learning facilities including computer rooms and school halls. Over the past five years for example, a total of 19 new secondary schools were built and 6 schools rehabilitated. In addition, about 300 new classrooms were constructed to expand space for schools with shortage of space. Expansion of schools and construction of new classrooms has resulted in reducing the national pupil-classroom ratio (PCR) from 87:1 in the year 2001 to 67:1 in the year 2013 as shown in Fig. 7.2 below.

Fig. 7.5.1.1: Average Pupil-Classroom Ratio in Public and Private Schools, 2001-2013



However, disparities still exist between districts and schools in the same districts. The main drawback is the system associated with double shifts in most schools where teaching and learning time is inevitably significantly reduced. This situation negatively affects efforts to provide quality education to all children. Under these circumstances classrooms are overcrowded, with just one desk shared between 4-5 pupils and students are often sitting on the floor during teaching hours as illustrated in the picture below. This subsequently reduces teacher-pupil contact hours and potentially affects performance.



Primary Five pupils at Kijitoupele Primary School, West District Unguja.

Disparities in pupil-classroom ratios are also observed in schools in the same district. For example, Fuoni, Welezo and Kijitoupele schools all located in West district have PCR of up to 180:1 while schools like Dole, Langoni and Kibondeni have PCR below 50:1. In other districts for example South, North 'A' and Central in Unguja, schools have average PCR of up to 45:1 which is very close to the national benchmark of 40:1. Most of Pemba districts have PCR below 95 and above 60. Nevertheless, PCR for private schools is within the nationally set benchmark.

7.5.1.1 School Facilities that Impact Quality of Education

Pupil-latrine ratio (PLR) and the availability of water and electricity are crucial determinants of quality as presented in Table 7.5.1.1 and Table 7.5.1.2.

Table 7.5.1.1: Pupil-Latrine Ratio by District and Level, 2013.

District	PLR Pre-primary		PLR Primary		PLR Secondary	
	Boys	Girls	Boys	Girls	Boys	Girls
Urban	54	58	152	157	116	138
West	16	15	212	230	101	122
North 'A'	22	29	126	135	43	54
North 'B'	27	25	138	126	42	60
Central	13	12	97	97	28	32
South	26	27	70	70	26	26
Micheweni	33	30	301	283	53	45
Wete	19	21	212	195	79	64
Chake-Chake	30	36	181	172	72	46
Mkoani	50	53	208	198	56	58
Zanzibar	24	26	165	167	64	67

Source: EMIS, 2013.

The nationally set target pupil-latrine ratio is 40:1 for boys and 25:1 for girls at all levels of education. From the table, it can be observed that PLR for pre-primary is 24:1 for boys and 26:1 for girls, which is in line with the national target. However, there are slight disparities among districts with Urban and Mkoani districts exceeding the nationally set standards by at least 10 additional students per toilet, with Central and West districts fairing much better compared to other districts.

Conversely, at primary level the situation is quite alarming with national PLR of 165:1 for boys and 167:1 for girls. In at least 4 districts, PLR's exceed 200:1 for boys. Although PTR is the lowest in the South District, girls do not fare much better than boys with at least 6 out of 10 districts having PLR's exceeding 150:1. This situation has the potential to negatively affect student attendance as illustrated in MoEVT 2011 report. Secondary PLR's are far lower than those of primary. The national PLR of 64:1 for boys and 67:1 for girls is still above the national target. In South district, the PLR is 26:1 for both boys and girls. The same scenario is observed in Central district (28:1) for boys and (32:1) for girls.

Further, a report on School Water, Sanitation and Hygiene (MoEVT, 2011) shows that majority of the schools have insufficient number of latrines to cater for the school population and in most schools there are no latrines for children with disability. Shortage of latrines can directly affect the quality and performance especially for older girls in which schools with insufficient toilets can result into absenteeism for some girls. There is a need therefore to ensure that school infrastructure development takes serious account to ensure enough latrines are available not only for the purpose of maintaining cleanness but also to reduce absenteeism among girl students. There are already noted cases where older female students in schools where there are not enough latrines are forced to seek permission to use latrines of neighbouring houses resulting some of them being abused. In other cases, girls who live near schools are forced to skip lessons to rush home, reducing learning time unnecessarily.

Information on the availability of water and electricity is presented in Table 7.6.1.2. Availability of water and electricity across levels of education is somewhat encouraging although additional resources are required in North 'A', North 'B', Micheweni and Chake-Chake districts which are lagging behind other districts with less than 50% of pre-primary schools having access to electricity.

Table 7.5.1.2: Schools with Water availability and Electricity, 2013

District	% of schools with water availability and electricity, 2013					
	Pre-Primary		Primary		Secondary	
	Water	Electricity	Water	Electricity	Water	Electricity
Urban	83%	88%	90%	100%	87%	100%
West	94%	73%	85%	78%	93%	83%
North 'A'	69%	13%	79%	72%	92%	88%
North 'B'	79%	36%	83%	67%	75%	83%
Central	87%	68%	71%	88%	97%	93%
South	82%	71%	100%	94%	94%	100%
Micheweni	93%	40%	86%	82%	100%	85%
Wete	78%	78%	93%	79%	96%	92%
Chake-Chake	77%	45%	73%	88%	60%	80%
Mkoani	100%	60%	81%	67%	90%	90%
Zanzibar	87%	67%	83%	81%	89%	89%

Source: MoEVT EMIS, 2013.

7.5.1.2 Schools with Library Facilities

Information on library services is presented in Table 7.5.3. The situation is discouraging at all levels with only 14% of pre-primary schools, 24% of primary schools and 43% of secondary schools having access to library services. Most school libraries lack adequate books, furniture for library and ICT facilities for library. MoEVT should develop strategies to improve library services in schools. Library services play a crucial role in supporting teaching and learning inside and outside of the classroom. Libraries have the potential to impact positively on learning outcomes when students have access to reading materials outside the classroom, directly promote an interest in reading outside the pressure to succeed in national examinations, and play an important role in determining the quality of education students are exposed to. The present situation calls for strategies to improve library services at all levels.

Table 7.5.1.3: School with Library Facilities, 2013

District	Pre-primary	Primary	Secondary
Urban	15%	55%	73%
West	20%	34%	66%
North 'A'	0%	21%	42%
North 'B'	21%	22%	42%
Central	13%	29%	60%
South	12%	63%	75%
Micheweni	7%	9%	15%
Wete	11%	14%	12%
Chake-Chake	5%	8%	20%
Mkoani	7%	4%	19%
Zanzibar	14%	24%	43%

Source: MoEVT EMIS, 2013.

7.6.2 Issue 2: Curriculum Quality and Relevance

Curriculum quality and relevance is an important aspect of quality education. In the 2006 Zanzibar Education Policy it has been clearly stated that:

“Curriculum is one of the factors which contribute to quality of education. A well designed, well-balanced and relevant curriculum should provide skills, knowledge and positive attitudes to the learners. Irrelevant curriculum especially at lower level influences learners to perceive learning as an alien culture, unrelated to life goals and not worth pursuing” (p. 28).

In Zanzibar, school curriculum is divided into pre-primary, primary and secondary levels.

7.6.2.1 Pre-primary Education Curriculum

The MoEVT through the then Department of Curriculum and Examination developed new curriculum for pre-primary education in 2007. This curriculum focuses on the whole development of a child physically, mentally and emotionally. The curriculum covers the following learning areas:

- Language (Kiswahili, English and Arabic).
- Islamic Studies.
- Sports.
- Arts and Crafts.
- Environment, Science and Technology.
- Mathematics.

The three languages of Kiswahili, English and Arabic are taught simultaneously in one lesson. This helps a child to learn language as quickly as possible and also to understand

interaction between languages. Environmental Science and Technology including also the teaching of ICT and issues related to life skills education are also part of the curriculum.

7.6.2.2 Primary Education Curriculum

Primary education curriculum has been revised to cater for building the required national competences of the learners. This curriculum has been reduced from seven years to six years and incorporates emerging issues including ICT, child sexual abuse and career guidance. The objectives of this curriculum have been set to achieve the following:

- Developing and sustaining strong foundations of skills in reading, writing, counting, creativity and communication in Kiswahili, English and other foreign languages.
- Facilitate learners to recognise the application of science and technology and recognize its contribution to national and international development.
- Develop in learners' creative thinking and an inquisitive mind.
- Enable the learners to associate the past events, the present and the future.
- Give opportunity for teachers to discover learner's talents at the early age in order to sustain and develop them.
- Inculcating observation, thinking and co-operative skills in solving problems for their personal development and that of their society.
- Prepare learners for secondary education.
- Familiarize learners with productive vocational activities and promote their readiness for fulfilment of their social responsibilities.
- Enable learners recognize and uphold national unity as well as the cooperation between their nation and other nations and people.
- Enable learners develop acceptable morale, cultural and ideological values in order to promote patriotism and enable them to understand their country's historical, political and social situation.
- Develop and sustain learners' self discipline, observance of gender equality and maintenance of personal and other peoples' health.
- Enable the learners develop habits of smartness, cleanliness and proper use of their leisure time.
- Promote learners' love for their environment and interest in environmental conservation.

In spite of the fact that these set achievements are in line with ZEP 2006, Vision 2020, MKUZA II and ZEDP it is so far too early to assess its impact as it is only five years since its implementation.

There are eight teaching subjects in lower primary (Standard 1 – 4) namely Kiswahili, English, Arabic, Sayansi, Hisabati, Sayansi Jamii, *Michezo* and *Dini ya Kiislamu*. While at the upper primary level there are twelve subjects namely Kiswahili, English, Arabic, Science, Mathematics, Geography, *Michezo*, *Dini ya Kiislamu*, ICT, Geography, *Elimu Amali* and *Historia*. Starting from Standard 5 the medium of instruction is English for Science, Mathematics, Geography, ICT and English. The rest are taught in Kiswahili.

7.6.2.3 Secondary Education Curriculum

Secondary education curriculum revision and development is managed by Tanzania Institute of Education. Its targeted achievements include the following:

- Consolidating and broadening the scope of baseline ideas, knowledge, skills and attitudes acquired and developed at the primary education level.
- Enhancing the development and appreciation of national unity, identity and ethic, personal integrity, respect of human rights, cultural and morale values, customs, traditions and civic responsibilities and obligations.
- Promoting linguistic ability and effective use of communication skills in Kiswahili and English.
- Providing opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study.
- Preparing students for tertiary and higher education, vocational, technical and professional training.
- Inculcating a sense and ability for self-study, self confidence and self-advancement in new frontiers of science and technology, academic and occupational knowledge and skills.
- Preparing the students to join the world of work.

Secondary education curriculum is designed to promote science subjects, languages and social sciences. Development of relevant curriculum is one aspect in the provision of quality education. Its effective implementation requires the support of other education inputs.

Textbooks status

Textbooks provide a critical platform for effective teaching and learning in schools. They provide systematic delivery of the curriculum and motivating independent learning to the pupils. Providing adequate text books can allow teachers to use interactive learning methodologies and provide supporting reading assignments to the pupils. The government target is to achieve the pupil-textbook ratio of 1:1 for all subjects from primary to secondary levels. At present, the text book ratio stands at 1:1 for lower primary 1-4 in Kiswahili, English, Hisabati, Sayansi Jamii and Sayansi. At Ordinary and Advanced Levels of Secondary Education the pupil-textbook ratio is 1:1 for all subjects. Textbooks for upper primary 5-6 are at the printing process.



Pupils with textbooks at Kiembe Samaki Primary School, West District Unguja.

Teaching and Learning Materials

Besides textbooks, other teaching and learning materials are crucial for pupils. According to Zanzibar SACMEQ report (2007), only 84% of the Standard 6 pupils in government schools had at least one exercise book, a pencil or a pen and a ruler. In other words, around one in every six (16%) pupils did not have all the three basic learning items that were considered necessary for effective participation in classroom activities. The report reveals that, there were no great variations among regions but North and South Unguja regions recorded the lowest percentages of 75% and 80% respectively. In addition, there was little variation between pupils in rural schools (82%) and pupils in urban schools (89%). However, there were notable differences between public (84%) and private schools (94%) in the provision of these three basic learning materials. According to the 2006 Zanzibar Education Policy the provision of exercise books, pencils, pen, rubber, mathematics sets, school bag and uniform are the responsibility of the parents. School Management Committees therefore have the responsibility to sensitise parents to ensure they provide these learning materials to their children.

In 2008, through TLMP, the MoEVT managed to publish and distribute more than 11,865 wall charts for Science and Geography subjects and distributed to 181 public secondary schools. Private schools were also provided with wall charts upon request.

Laboratory Facilities

Teaching and learning facilities are equally fundamental to effective curriculum implementation. These materials facilitate effective and active learning among students due to the fact that they create a ‘child friendly learning environment’. In 2008 the Ministry distributed laboratory equipment and chemicals for Chemistry, Biology and Physics subjects to some secondary schools in Unguja and Pemba, all TCs and the three TTCs.

Facilities for Students with Special Education Needs

The MoEVT has adopted the inclusive education approach whereby students with special education needs are integrated in the regular classrooms with their fellow students. To facilitate active learning in the teaching and learning process of these students, MoEVT provided various necessary facilities to support their learning. These include Perkins Braille, Braille papers, White canes, tactile materials, Hearing aids, Braille books, Puzzles, Visual aids and talking computers.

ICT Facilities

For quality teaching and learning, the 2006 Zanzibar Education Policy targeted to promote access to ICT for teachers and students by providing skills in the use of internet and multimedia resources. By the year 2013, MoEVT established an ICT department which is responsible for ICT development within schools. Currently the department is in the final stages of development of an ICT policy which will facilitate the distribution of ICT facilities including computers, printers and internet facilities to schools and other education institutions. In addition, the MoEVT in collaboration with USAID is implementing the “TZ21 project” in Zanzibar primary schools with the aim to enhance quality of education through the use of ICT. By year 2013, the project has already trained about 1,200 primary school teachers in the use of computers for teaching, and provided ICT equipment through the distribution of at least 1,500 computers to schools with the production of supplementary books for primary schools also underway.

7.6.3 Issue Three: Quality Assurance

To maintain quality assurance, the MoEVT has concentrated on strengthening the inspectorate, training of teachers on management and supporting roles, establishment of TCs in zones and the establishment autonomous inspectorate body.

In an effort to ensure quality of education, TC subject advisors and coordinators were trained in their role as teacher advisors so as to ensure effective teaching and learning processes take place in schools. TC advisors also conduct school-based training or at the centre depending on the nature of the training. TC subject advisors are much closer to the

teachers than the inspectors. To support their roles, the Ministry strengthened TCs by providing ICT facilities, expansion of infrastructure, establishment of TC library and fairly equipped laboratories and increase manpower. To date, TCs function as community learning centres.

As far as the establishment of an autonomous inspectorate body in Zanzibar is concerned, the process has started. So far, the inspectorate has evolved from being a department within the Ministry to a semi-autonomous body headed by Chief Inspector of Schools. To ensure quality of education is maintained, the Office of the Chief Inspector of Schools prepared “Basic Education Standards” to be achieved by all schools and other education institutions. In performing its duties, the Office of the Chief Inspector of Schools has established links and coordination mechanisms between school inspectors, education officers, heads of National Teacher’s Resource Centre and TC coordinators. The purpose is to create a platform for enhancing coordination to ensure even development of education between and within districts. Despite these efforts to strengthen the inspectorate, there is still a lot of work to be done to ensure all schools are inspected annually. Currently, about 85% of the schools are inspected every year.

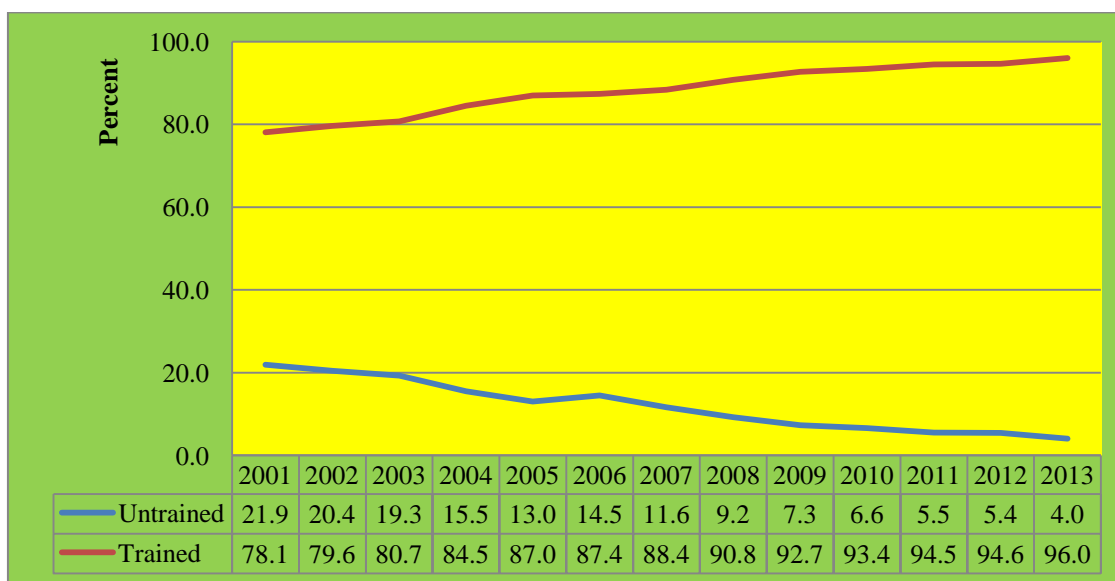
7.6.4 Issue 4: Teacher Qualification and Effectiveness

In maintaining teacher qualification and effectiveness, there is a need to ensure that all untrained teachers are trained and this is also in line with the Zanzibar Education Policy (2006). There is a need to establish higher learning institutions where teachers can be upgraded professionally and pedagogically. Likewise, conducting effective, efficient and systematic teacher professional development programmes will ensure that teachers maintain their skills and also upgrade their knowledge to and become aware of and responsive to global technological change that affects education quality. In-service teacher training plays a crucial role in improving teachers’ performance in their teaching profession. Thus, the use of TCs for providing in-service teacher training must be given priority. TCs need to be strengthened in both manpower and material resources. There must be a correlation between what teachers are trained on in the TTCs and the kind of in-service training they receive at the TCs. This therefore calls for the establishment of a link between TCs and TTCs so as to minimize inconsistencies in the teaching process. Moreover, teacher professional development programmes need to be relevant, up to date, effective, applicable and meet the training demand. In order to effectively achieve this, teacher professional development policies need to be in place. Policies can provide guidelines and modalities to the types of trainings teachers need at different level.

Progress made in teacher training between 2001 and 2013 has seen the number of TTCs increase from two (Nkrumah TTC and Zanzibar Muslim Academy) to three (Zanzibar Muslim Academy, Benjamin William Mkapa TTC and Pemba TTC) with Nkrumah TTC being merged to the State University of Zanzibar. All the three TTCs provide teacher training at Certificate and Diploma levels. Besides TTCs teacher training is also conducted through the Distance Education Programme. Distance Education Programme

was established in 1984 when the Ministry of Education was obliged to recruit untrained teachers through Universal Primary Education initiative to cover shortages of teachers especially at primary level. Distance education provides training of teachers through in-service approach at TCs. Secondary school teachers, on the other hand, are trained in the existing TTCs at the diploma level and at the universities – degree level – both within and outside Zanzibar. Progress of the training of teachers for the last decade or so is illustrated in Fig.7.3 below.

Fig. 7.6.4.1: Trend in Teacher Training, 2001 – 2013



The data presented in figure 7.3 are consistent with existing policy on training that stipulates that the training of teachers is done to meet the policy requirements which strongly suggests that at no time and level should the percentage of untrained teachers exceed 10%. As the data show, from 2007 when the implementation of the policy officially started the proportion of untrained teachers stood at 11.6% and had been reduced to 4.0% by 2013.

Higher Learning Institutions and Teacher Availability

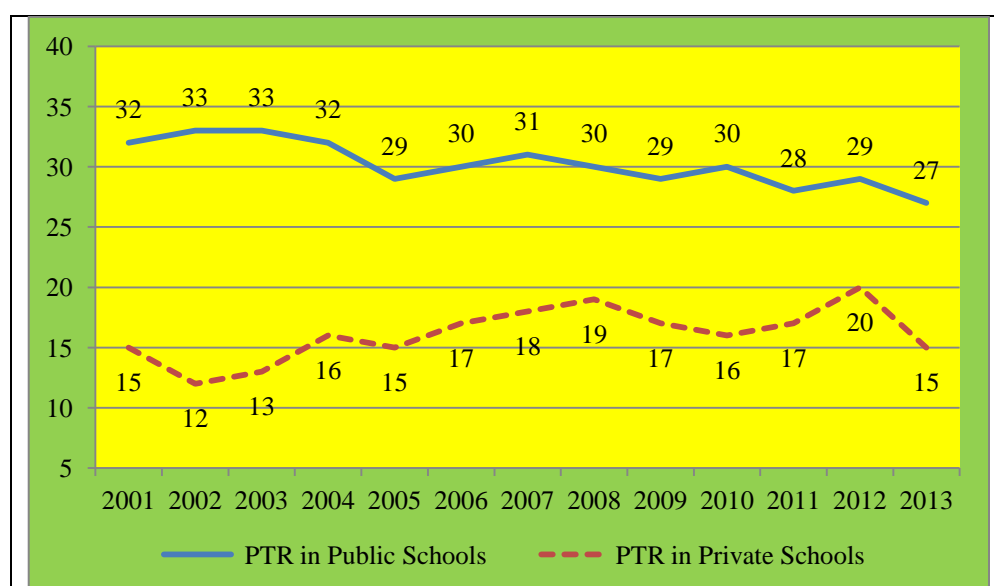
The establishment of higher learning institutions especially those related to teacher training was inspired by the serious shortage of secondary school teachers experienced in Zanzibar. Very few students used to join universities outside Zanzibar (e.g. University of Dar es Salaam) hence the number of graduate teachers from universities could not match labour market demands for secondary school teachers necessitating primary school trained teachers to teach secondary school subjects. This situation influenced the government to establish universities in Zanzibar, and at the same time encourage public-private partnerships which opened the doors for private investors to establish universities in Zanzibar. At present, Zanzibar has three universities, one public and two private, which train secondary school teachers. These are (1) the State University of Zanzibar (SUZA) which was established in 2002 to train teachers in Science, Social Sciences and

Languages; (2) The University College of Education Zanzibar (UCEZ) which was established in 1998 to train teachers in Science, Social Sciences, Languages and Islamic Knowledge; and (3) The Zanzibar University established in 1997 which has also started in 2013 to train teachers in Languages and Information Technology.

Despite these efforts, there remain unmet demands for secondary school teachers especially in Mathematics and Science subjects as the number of graduate teachers in these subjects remains low. Recent EMIS data reveal that by the year 2013 there were 3,476 secondary school teachers of whom 1,368 (equivalent to 39.4%) taught Mathematics and Science. Out of 1,368 Science teachers 47% taught Mathematics, 59% Biology, 62% Chemistry, and 57% Physics.

Increases to the number of teacher training institutions has significantly reduced the shortage of teachers and thus improving the PTR in both public and private schools. By the year 2007 when the policy started its implementation, the PTR for public schools was 31:1 and that of private schools was 18:1. By the year 2013, the PTR in public schools has been improved to 27:1 and that of private schools to 15:1. As illustrated in Fig. 7.4.

Fig. 7.6.4.2: Trend in Pupil-Teacher Ratios in Public and Private Schools, 2001 – 2013.



Source: EMIS various data, 2001-2013.

However, due to uneven distribution of teachers there are variations of PTRs among districts and between schools within the same districts. The variation of PTRs is also noted between Unguja and Pemba where almost all Pemba districts have high PTRs compared to Unguja districts (MoEVT, 2013). The primary level of education is very much affected by high PTR. In 2013, PTR in primary level for Pemba districts of Micheweni, Wete, Chake-Chake and Mkoani were respectively 62:1, 46:1, 44:1 and 48:1. On the other hand, Unguja districts have much lower PTRs of 28:1 in Urban, 37:1 in West, 33:1 in North 'A', 23:1 in North 'B', 27:1 in Central and 32:1 in South districts. The average national PTR at primary level being 36:1. Other levels of pre-primary and

secondary have better PTRs across districts. The overall PTR at basic education level stands at 27:1 in 2013 which is very much lower than the national benchmark of 40:1. The variation of PTRs resulted from the fact that recruitment and deployment of teachers is not done according to the demand.

The Role of TCs in Teacher Professional Development

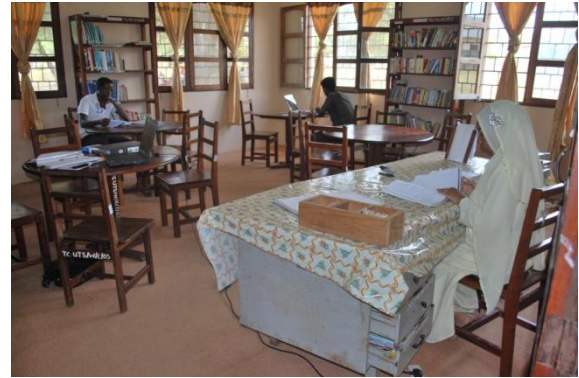
TCs were established in 1994. This was the Ministry's key strategy of the qualitative improvement of education through ongoing in-service training of teachers and support. ZEMAP emphasized "*to have an effective and efficient systematic professional development programmes for teachers...establish systematic school and TC based in-service training*". ZEMAP sets out the use of TCs' model to deliver regular in-service training to teachers. The rationale of using TCs was to decentralize training and bring professional development services closer to teachers as they operate in teachers' own environment. The Zanzibar Education Policy (2006) again stressed the use of TC model to deliver regular in-service training to teachers.

Likewise, teachers need opportunities to engage themselves in the development of their professional knowledge, skills and attitudes. Therefore, In-service Training (INSET) is critical in upgrading, updating and promoting teachers' competency, effectiveness in teaching. The quality of learning that students can access substantially depends on the quality of teachers which in turn depends to some extent on the quality of professional development they have experienced (Wanzare and Ward, 2000). This supports the assertion that high quality teachers must continually learn and re-learn during their professional careers. The significance of improving teachers' quality is acknowledged in the Education Policy (2006) that recognizes the role of a well-qualified and motivated teaching force as one of the determinants for the promotion of high achievements. Thus, INSET for teachers has always been a Ministry priority for improving the quality of teaching and learning.

Over the past decade, TCs have tremendously expanded both in terms of infrastructure and services implying the high demand of the service of the centres by the teachers. Growth of infrastructure has seen increased resources including laboratories, libraries, resource rooms, computer rooms, ICT facilities, internet services and conference rooms. Moreover, the awareness of teachers on the importance of TCs for their professional development has increased tremendously. Currently, there are 9 zonal TCs working under the umbrella of the National Teacher's Resource Centre (NTRC). TCs both as a place and a concept are widely used for teachers to meet and share ideas, solve their own teaching problems, update their teaching skills and sometimes conduct experiments and research.



Kiembe Samaki Teacher Centre



Kiembe Samaki Teacher Centre Library

Other interventions to improve the quality of teaching include upgrading of secondary Science and Mathematics teachers and capacity building of teachers in English and communication and inclusive education. Upgrading of secondary Science and Mathematics teachers is conducted both inside the country through MoEVT and other education partners. Externally, Science and Mathematics teachers get upgraded through programmes such as SMASSE conducted through donor support (JICA) eight Science and Mathematics teachers have undergone three week intensive training sessions since 2007.

Capacity building of teachers in English and communication takes place for both primary school and lower secondary school teachers in line with the 2006 Zanzibar Education Policy which stipulates that the medium of instruction beginning from Standard Five in Science and Mathematics subjects will be English. Currently, there is also a long term programme supported by the British Council Tanzania to build teachers' capacity in using English as a medium of instruction.

To ensure that every child is accommodated in the teaching process, inclusive education has been introduced so that children are provided an opportunity to learn at their own pace. Inclusive education programmes are currently in place in TTCs to ensure that teachers are well equipped upon graduation from TTC's to support children with special needs.

7.6.5 Issue Five: Learning Outcomes

One of the measures of education quality is understanding the level of the learning outcomes achieved by the learners. Internal and external examination results and education monitoring programmes are among the determinants of performance of the pupils.

Percentage of pupils who have mastered nationally defined basic learning competencies

The Southern and Eastern African Consortium for Monitoring Education Quality (SACMEQ) studies II and III reports has been conducted in Zanzibar and indicated an improvement in the percentage of pupils who have mastered the nationally defined learning competencies. The tables below indicate the mean for Reading and Mathematics test scores of pupils. The average score for Reading for Standard 6 pupils in Zanzibar in SACMEQ III conducted in 2007 was 536.8, which was an improvement of 58.6 points compared to SACMEQ II conducted in 2000. Likewise, the average score for Mathematics for Standard 6 pupils in SACMEQ III was 489.9 which was an improvement of 11.8 points compared to SACMEQ II.

Table 7.6.5.1: Means for the Reading and Mathematics test scores of pupils in SACMEQ II and III

Region	SACMEQ II (2000)		SACMEQ III (2007)	
	Reading	Mathematics	Reading	Mathematics
North Pemba	498.3	509.1	524.3	490.4
North Unguja	449.2	455.5	495.0	458.5
South Pemba	462.8	479.2	513.4	474.4
South Unguja	459.7	460	512.9	470.8
Urban West	495.6	477.2	571.9	511.4
Zanzibar	478.2	478.1	536.8	489.9

Source: Zanzibar SACMEQ II and III Reports.

Data from the above table also reveal that at a regional level, all the five regions have shown an improvement in Reading in SACMEQ III compared to SACMEQ II. In Mathematics only the Unguja regions have shown improvements. The score for Standard 6 pupils in Reading and Mathematics in SACMEQ III was highest in Urban West (571.9 and 511.4) and lowest in North Unguja (495.0 and 458.5) in 2000 and 2007 respectively. The possible reasons for Urban West's performance includes the availability of extra tuition classes compared to other regions, and the availability of more qualified teachers, and availability of a number of libraries, including the central library.

Competency in Reading and Mathematics by gender, location and socio-economic level

The tables below indicate the means for Reading and Mathematics test scores of pupils by gender, school location and socio-economic levels in SACMEQ II and in SACMEQ III.

Table 7.6.5.2: Means for the Reading and Mathematics test scores of pupils by subgroups

<i>Gender</i>	SACMEQ II		SACMEQ III	
	Reading	Mathematics	Reading	Mathematics
Boys	479.1	485.3	531.4	494.2
Girls	477.4	471.4	541.0	486.6
<i>Location</i>				
Rural	468.3	477.3	516.4	476.8
Urban	492.3	479.3	570.9	511.7
<i>Socio-Economic Status (SES)</i>				
Low SES	464.2	475.5	499.6	471.3
High SES	502.6	486.1	583.8	519.5
Zanzibar	478.2	478.1	536.8	489.9

Source: Zanzibar SACMEQ II and III Reports.

The data reveals that both boys and girls have shown marked improvement more so in Reading than in Mathematics across the two SACMEQ studies in both rural and urban areas. Girls performed better in Reading while boys performed better in Mathematics. In both Reading and Mathematics the Standard 6 pupils from urban areas performed better than their counterparts from rural areas. The data further indicate that there was an improvement of Standard 6 pupils performance from families with high socio-economic status in both Reading and Mathematics, while pupils from families with low socio-economic status showed improvement only in Reading and not in Mathematics. Overall, Standard 6 pupils from families with high socio-economic status performed better in Reading and Mathematics in SACMEQ III.

Data from SACMEQ III report have also indicated that there was a remarkable increase in the percentage of pupils reaching acceptable Reading skills (from 58.8% in SACMEQ II to 78.6% in SACMEQ III). All sub-groups show improvement where Standard 6 girls, pupils from urban areas and pupils from family with high SES (top 25%) outperformed their counterparts (boys, pupils from rural areas and pupils from families with low SES (bottom 25%) respectively.

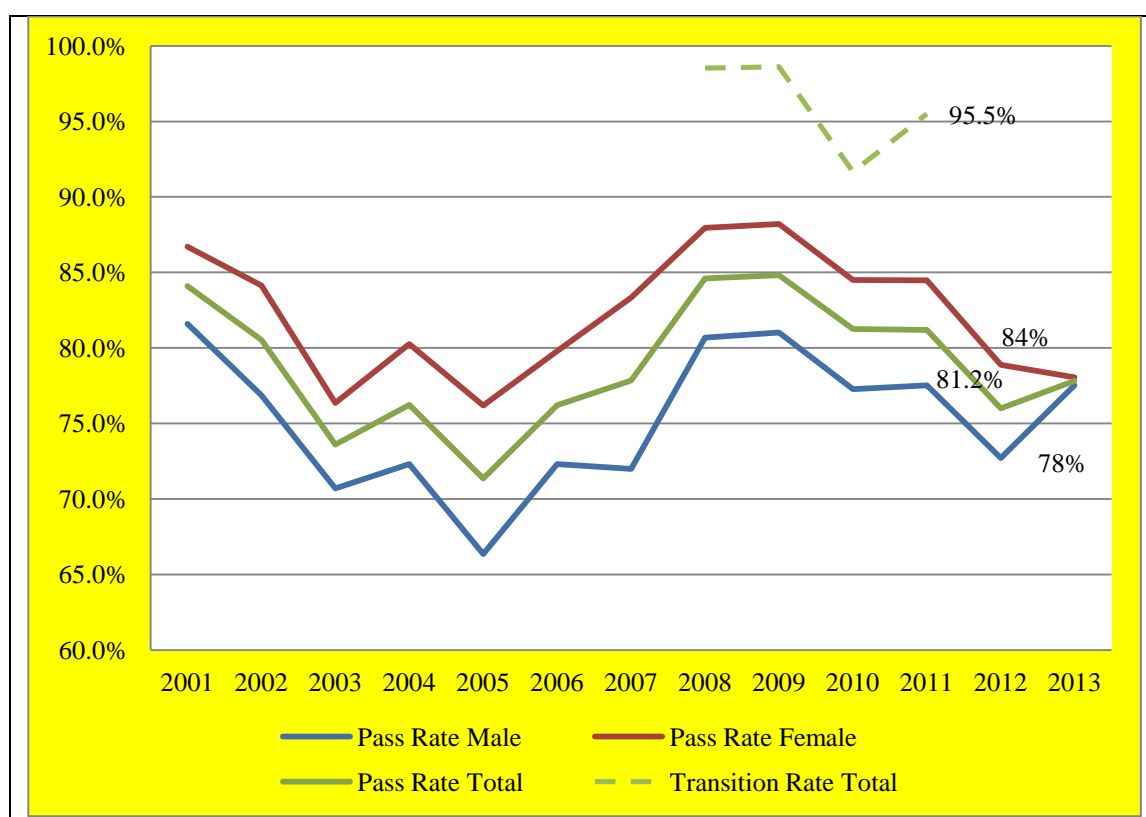
Performance of Students in National Examinations

Among indicators of education quality is the performance of students in national examinations. Several inter-related factors influence the outcomes of examinations as do effective teaching and learning methods. This generally encompasses a conducive school learning environment, effective professional development of teachers including both

upgrading and updating programs of teachers, school health, water, sanitation, hygiene, availability of teaching and learning facilities, funding, school governance, and the characteristics of students themselves.

At the primary level pupils sit for an entrance examination to join secondary education. The transition rate from Standard VII to Form I is much higher than the Standard VII examination pass rate (Figure 7.6.1). This indicates that a large number of students are entering secondary education without gaining the minimum competencies expected from primary education. Data shown in Fig. 7.6.1 further indicates that girls perform better than boys at this level. About 76% to 88% of the female pupils at the primary level qualify for secondary education compared to boys 66% to 81%.

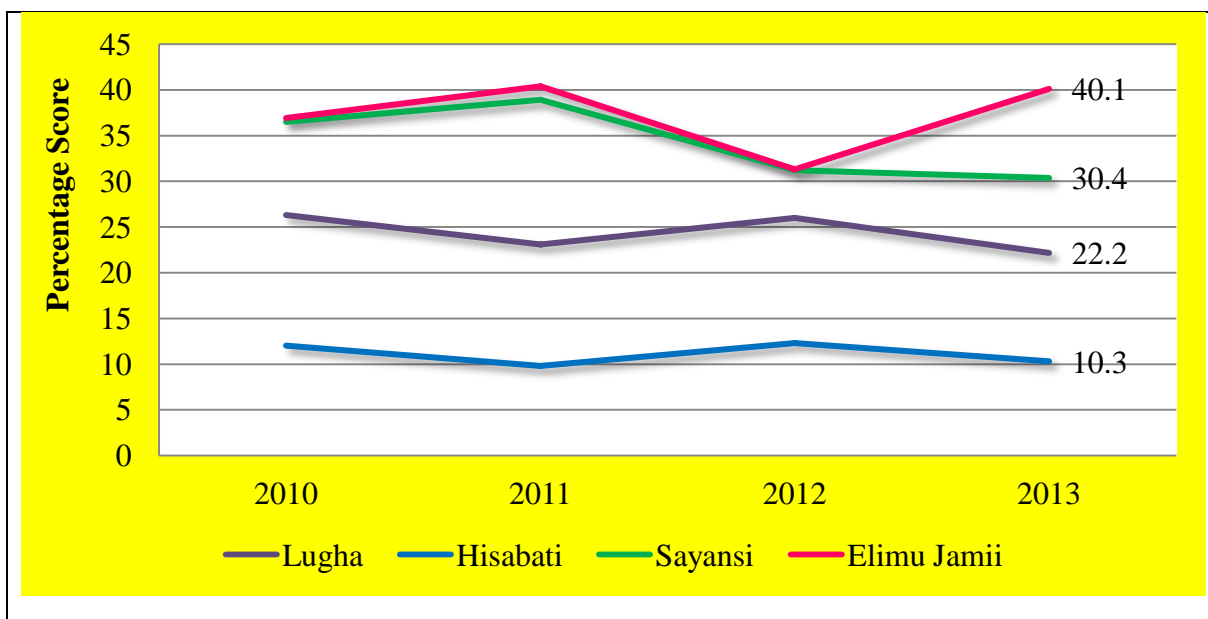
Fig.7.6.5.3: Trend in Standard VII Examination Pass Rate, by Gender, 2002 – 2013 and Trend in Standard VII – Form I Transition Rate 2009-2013.



Source: MoEVT various EMIS Data, 2001-2013.

While performance is low in all subjects in the Standard VII examinations, performance in Mathematics is particularly poor (Figure 7.6.5.4). Improvements in performance at the secondary level will remain elusive unless performance is first improved at the primary level.

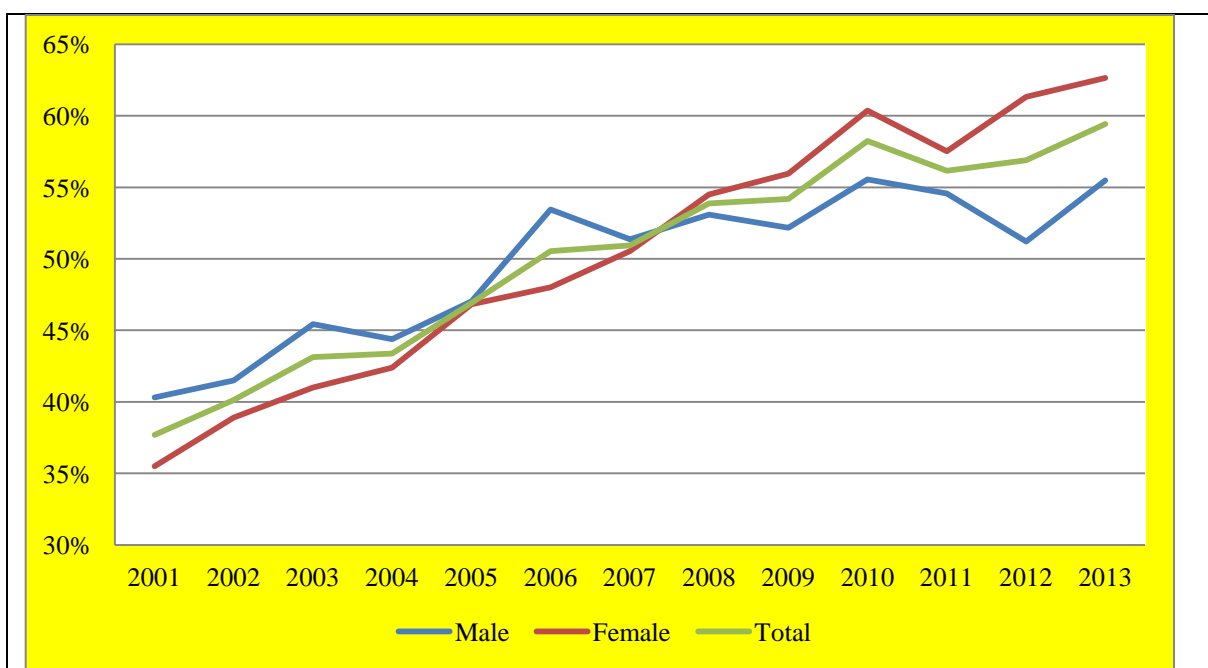
Fig. 7.6.5.4: Trend in Average Performance by subject in the Standard VII Examinations



Source: MoEVT various EMIS Data, 2001-2013.

At the secondary level students sit for the Form Three entrance examinations. Although the number of students who qualify seems to be increasing every year, it is only about 30% to 60% of the students who joined secondary education qualified to join Form Three. Overall, boy students outperform female students but beginning from the year 2008, due to the campaign done to support girls' education, female students have been able to outperform male students.

Fig. 7.6.5.5: Trend in Form 2 Examination Pass Rate by gender, 2002 – 2013



Source: MoEVT various EMIS Data, 2001-2013.

Although the percentage of students qualified to join Form III has been increasing every year, the performance by subject generally varies. As illustrated in in Table 7.6.5.3 below, performance in Arabic, Chemistry, Geography and History has dropped by at least 10 percentage points between 2010 and 2013 signalling that urgent interventions are required to address these negative trends. Similarly, an already low level of performance in mathematics has continued to deteriorate over the same period.

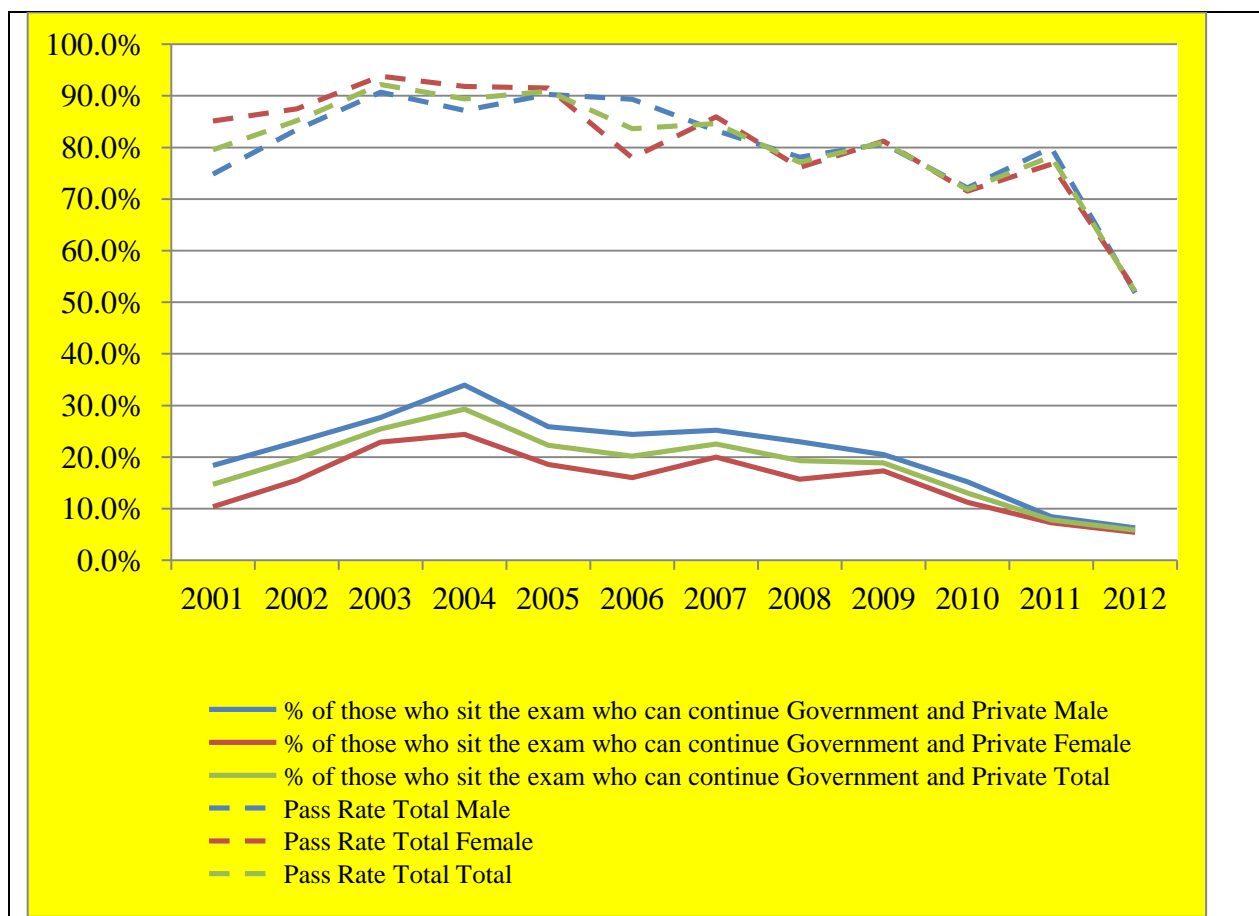
Table 7.6.5.3: Average performance by subject in the Form II Examinations, 2010-2013

Subject	2010	2011	2012	2013
Arabic	42.2	30.0	23.8	29.8
Biology	29.0	27.9	26.5	26.8
Chemistry	42.6	31.5	25.4	30.6
English	30.9	34.9	28.2	32.7
Geography	39.9	37.8	31.4	29.0
History	47.2	39.8	29.6	37.8
Islamic Knowledge	41.5	44.1	36.1	44.3
Kiswahili	38.0	37.3	41.0	41.1
Mathematics	14.2	13.2	11.4	6.5
Physics	29.9	41.3	20.7	23.0
Civics	33.4	40.0	27.7	27.1

Source: MoEVT various EMIS Data, 2010-2013.

Fig. 7.6.4 below shows Form IV Examination pass rates by gender between 2001 and 2012. It is evident from the figures that the pass rate in Division I-IV has been gradually decreasing every year from about 90% in the year 2001 to approximately 50% in 2012. Likewise, pass rates with a high enough grade to progress to higher levels of education (i.e., Division I-III) for both male and female students also has been gradually decreasing annually from approximately 20% for male students and 10% for female students in the year 2004, to below 10% for both male and female students by 2012. Between 2010 and 2012, it is notable that gender disparities in performance have narrowed down significantly compared to a decade earlier although the performance of both sexes remains relatively dismal particularly between 2011 and 2012 where sharp declines in performance erode students' future prospects. Trends suggest that the majority of those with "Division IV" performance results at Form IV examination results, which by national standards is on the lower scale on a scale of one to four, often proceed to join TTCs and eventually train to become teachers. MoEVT statistical data reveals that 89.4% of the teachers teaching at basic education level have completed either Form IV or below (EMIS, 2013). This has the potential to affect the provision of quality education as it risks setting a precedent that could affect teaching and learning processes in the future. Care should be taken as Zanzibar is moving towards mass education (Zanzibar Education Policy, 2006).

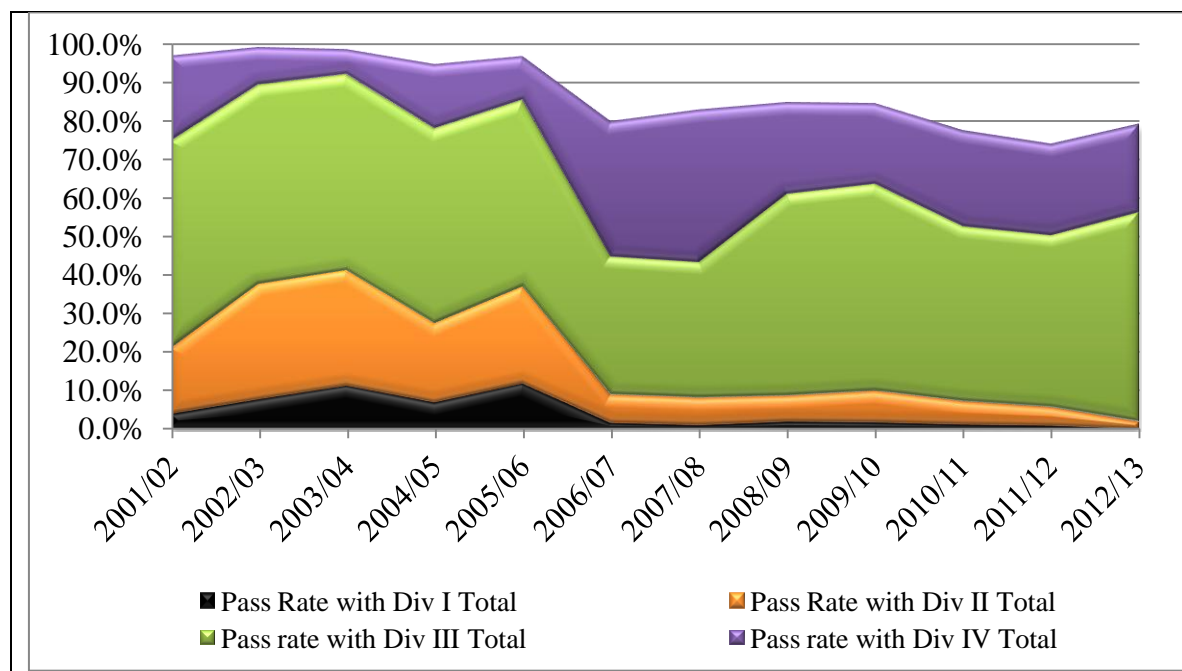
Fig. 7.6.6: Trends in Form IV Examination Pass Rates by Division, 2004 – 2012



Source: MoEVT various EMIS Data, 2010-2013.

On the other hand, the performance in Advanced Level secondary (A-Level) exams does not differ significantly from the performance in Ordinary Level (Form IV) examinations. For instance, the percentage of students who scored Division I-II has been decreasing steadily every year from below 5% with Division I and below 25% with Division II in 2001/2002 to almost 1% and about 4% respectively in 2012/2013. It is notable that the bulk of students is placed in Division III and below which signals for students a reduction in future opportunities to access higher education institutions in the country. This situation is alarming and if allowed to continue, Zanzibar faces serious shortages of highly skilled manpower to serve key sectors of the economy.

Fig. 7.6.7: Trends in Form VI Examination Pass Rates by Division, 2002/03 – 2012/2013



Source: MoEVT various EMIS Data, 2010-2013.

7.6.6 Issue 6: Safe and Conducive Learning Environment

To ensure quality teaching and learning in the school, the 2006 Zanzibar Education Policy targets to provide a safe and healthy environment for teaching and learning. Additionally, it intends to create a conducive, safe and child-friendly school environment that is free from discrimination, abuse and harassment, a good supply of clean water, sanitation and hygiene facilities, and protection from all types of violence.

Water, Sanitation and Hygiene

Inadequate water supply, sanitation and hygiene have the potential to influence dropping out from school. To mitigate these factors, in 2012, the MoEVT organised a school “WASH mapping exercise” in all districts involving about 284 schools at primary and basic education levels with the purpose of determining the status of school WASH. The results of the mapping exercise are summarised in the tables below.

Table 7.6.5.4: Water Supply and Source of Water by School Level

Source	Public	Private	Total
Unprotected	34	1	35
Protected	31	7	38
Piped	162	49	211
Total	227	57	284

Source: School WASH Report, 2012.

Out of 211 schools (74.3%) had a piped water source which could be considered as a safe source of drinking water while 73 schools (25.7%) did not have safe drinking water. Experience shows that piped water is not always provided regularly and in some areas is often insufficient leading to the use of other sources of potentially unsafe water. This situation inevitably affects learning time, disturbs school programmes, and can lead to truancy.

Hygiene Education

Although hygiene education has been integrated in the primary school curricula, most schools experience shortages of hygiene materials. Similarly, teachers have limited knowledge about hygiene having received inadequate training in this area. Table 7.6.6.2 illustrates:

Table 7.6.5.5: Percentage of Schools with Hygiene Education

Hygiene Education	Public	Private
Hygiene Education Taught	78.7%	71.5%
Teachers Trained in Hygiene Education	29.7%	21.8%
Availability of Hygiene Materials	6.0%	12.3%

Source: School WASH Report, 2012.

Child Violence and Abuse

In 2009, the government through UNICEF support conducted a study to assess the extent of violence against children under the age of 18. The areas of violence in this study were sex violence, body violence, gender violence and psychological violence. The findings revealed that the problem of child violence in Zanzibar is considerably high. At least, 6% of girls and 9% of boys had experienced gender violence. Likewise, about 60% of girls and 66% of boys had experienced physical violence of one type or another. In addition, about 20% of boys and 14% of girls had experienced psychological violence in their homes and in their surrounding environment.

Rape is among the leading child abuse-based violence. Due to introduction of life skills education in schools rape cases reported in the MoEVT have been decreasing over the years from 47 in 2001, 12 in 2007 and further to 4 in 2010.

In the attempt to reduce violence among children several steps have been taken by the government among which are:

- Establishment of a Child Protection Unit within the Department of Social Welfare.
- Preparation of Child Survival, Protection and Development Policy in 2001.

- Development of National Guidelines for the protection and Welfare of Children in Zanzibar.
- Opening of Women and Children Police Desks in every police station.
- Establishment of a National and District Gender Based Violence Committees.
- Development of National Clinical Management Guidelines to provide the adequate health response to women and children who experience violence and abuse.
- Launching of ‘One Stop Centres’ for victims of violence and abuse.
- Establishment of inter-ministerial executive committees by the President of Zanzibar, His Excellency Dr. Ali Mohamed Shein, to investigate and report of violence against children in Zanzibar.
- Training of local communities on reporting child abuse cases happening in their communities.
- Introducing alternative type of punishments instead of corporal punishment in schools as a strategy to reduce child physical abuse.
- Establishment of Guidance and Counselling Unit within MoEVT to provide counselling services to both teachers and students on the importance of controlling violence and child abuse in schools.

7.6.6 Issue 7: Financing of Education

Sources of education financing in Zanzibar context include the government budget, the private sector including NGOs, voluntary, individual contributions, and development partners. In Zanzibar, the government is still the main provider and financer of education. The share of education sector as a percentage of GDP and total government recurrent expenditure is similar to that of Tanzania Mainland and other sub-Saharan African countries as table below shows.

Table 7.6.6.1: Regional Comparison of Education Expenditure

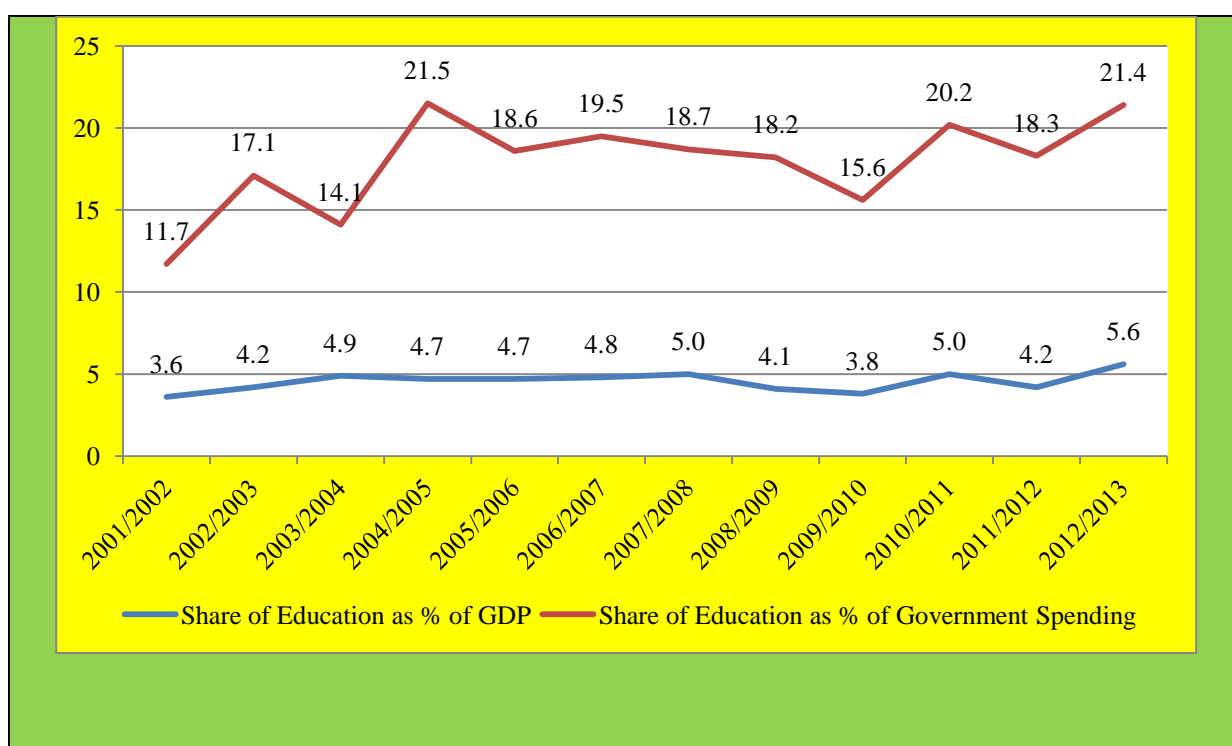
Country	Government Expenditure on Education as a % of Total Government Expenditure	Government Expenditure on Education as a % of GDP
Zanzibar	21.4 (2012/13)*	5.2 (2012/13)
Burundi	24.1 (2011)	6.1 (2011)
Comoros	-	7.6 (2008)
Kenya	17.2 (2010)	6.7 (2010)
Mauritius	13.7 (2010)	3.7 (2010)
Rwanda	17.2 (2011)	4.8 (2011)
Tanzania Mainland	18.3 (2010)	6.2 (2010)
Uganda	15.1 (2012)	3.3 (2012)

Source: Adapted from Zanzibar Annual Education Statistical Abstract, 2014.

Trend of Education Financing in Zanzibar

Over the last decade the government recurrent expenditure on education has averaged 4.6% of GDP and 17.9% of the total government recurrent expenditure. Figure 7.6.7.1 shows funding trend.

Fig. 7.6.6.1: Education Expenditure in Relation to GDP and RGZ Expenditure, 2001/2002 – 2012/2013

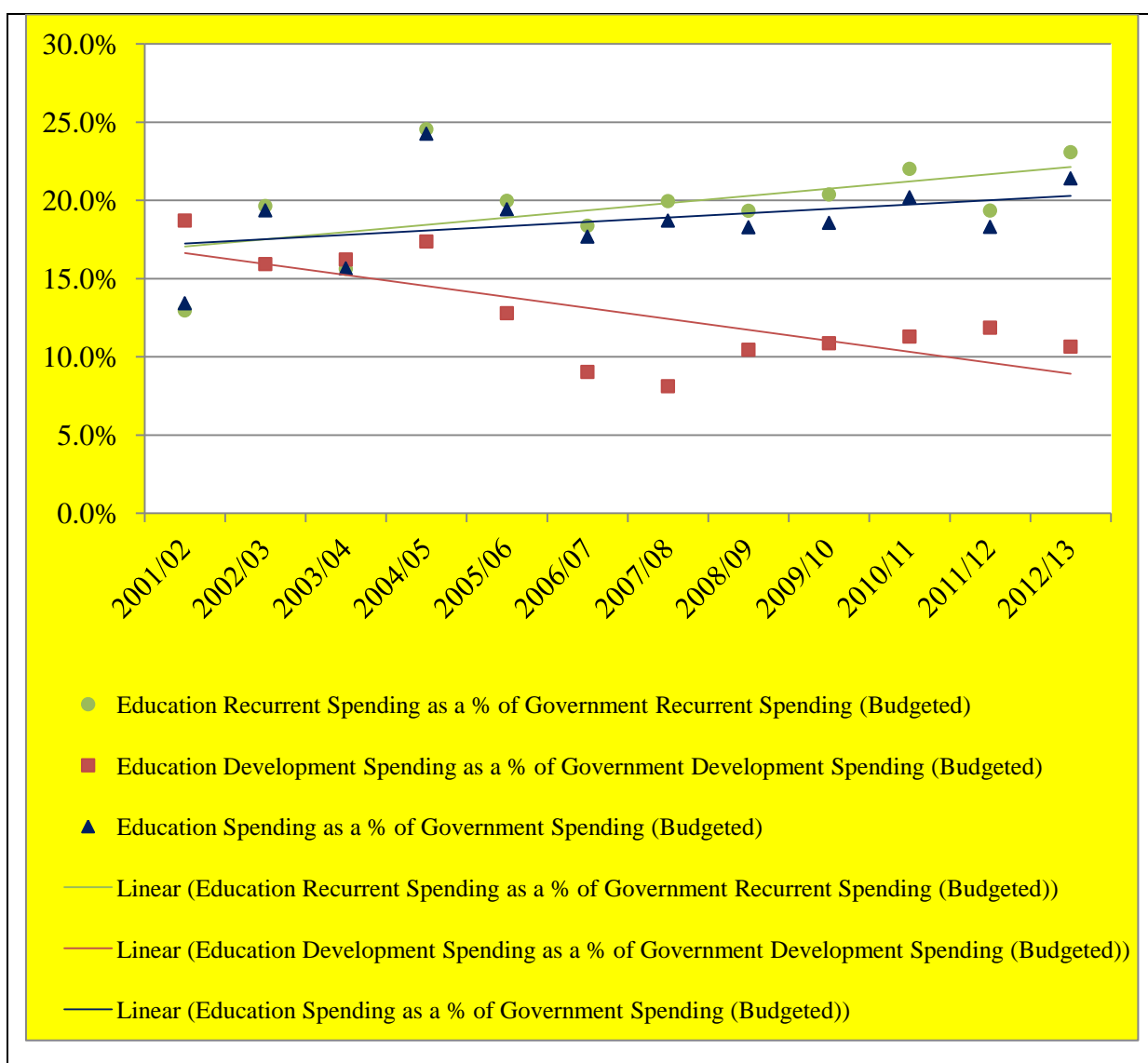


Source: MoEVT various EMIS data, 2001-2013.

Recurrent Expenditure in Education

Despite the government’s commitment to financing of education, funds disbursed are insufficient to meet the requirements of quality education in the country as most of this is spent on salaries and other expenses. In the year 2012/2013 for example, the MoEVT recurrent expenditure reached 74.6% in personal emoluments, 21.7% in subvention, 2.6% in supplies and consumable goods under 1% in social benefits and under 1% in capital expenditure as shown below:

Fig. 7.6.6.3: Budgeted RGZ Expenditure on Education as a Percentage of Total Budgeted Government Expenditure, 2002/03 – 2012/13



As a result of this, the Zanzibar Education Policy (2006) articulated the establishment of a revolving fund, students’ welfare fund, and education funds to supplement the government contribution. The purpose of the revolving fund is to facilitate loans to

students who wish to pursue higher education. The students' welfare fund is intended to help students in difficult circumstances by providing them with learning materials, uniforms and supporting funds. The fund supports education finance research and studies, to enhance management efficiency in the Ministry and to provide scholarship to talented needy students.

In addition to this, the education policy clearly spells out the roles of the community and parents in contributing to education through a cost sharing system. The policy seriously encourages the public sector to invest in education especially at the pre-primary level so as to speed up access to pre-primary as part of compulsory basic education. Moreover, the policy stresses effective utilization of funds to ensure accountability and the core mission of teaching and learning is given its due priority. To ensure this, the RGZ introduced the Integrated Financial Management Information System (IFMIS) in the year 2008 in all government ministries.

7.7 Achievement in Addressing Quality of Education

The MoEVT in collaboration with other stakeholders have developed close partnership in improving the quality of education in Zanzibar. Different efforts have been done to improve infrastructure, availability of teaching and learning materials and the training of teachers to ensure that education provided is of high quality. Among the major achievements are:

- 7.7.1 Improvement of infrastructure through expansion, rehabilitation, construction of new classrooms and building of new schools to reduce pupil-classroom ratio so as to make classrooms manageable.
- 7.7.2 Reviewing of pre-primary, primary and secondary education curricula to make them competence-based showing different skills at different levels of education that need to be achieved. The curricula has also been made user friendly to both students and teachers.
- 7.7.3 The newly developed curricula set out mode of assessments to ensure provision of quality education.
- 7.7.4 More teachers join higher learning institutions to improve their professional skills and teaching capabilities.
- 7.7.5 Following the development of the curricula efforts have also been made to ensure there are sufficient textbooks in schools to a ratio of 1:1 at all levels.
- 7.7.6 Training of teachers on how to effectively use the new curricula, textbooks and assessments effectively have been conducted.

- 7.7.7 Establishment of TCs have provide teachers with a place to meet to share ideas, success, challenges and develop strategies to improve their professional status.
- 7.7.8 New Basic Education Standards have been developed to meet global and regional requirement and to improve school environment and make it more conducive to learning.
- 7.7.9 School WASH status have been improved through construction of new toilets in order to reduce pupil-latrine ratio, construction of WASH place, provision of safe and clean water and improvement of the general school environment to make it safe and friendly to all learners.
- 7.7.10 Introduction of ICT as a tool for teaching and learning process to enhance quality teaching.
- 7.7.11 Establishment of the Zanzibar Examination Council to monitor the standard and quality of the examinations.
- 7.7.12 Establishment of Zanzibar Institute of Education to review, develop, monitor the effectiveness of the curriculum.
- 7.7.13 Establishment of the semi-autonomous inspection body for quality assurance.
- 7.7.14 Establishment of EMIS to strengthen record keeping and dissemination of educational related data and to facilitate proper planning, management and monitoring and informed decision.

7.8 Challenges

Despite the achievements mentioned above, the provision of quality education in Zanzibar is hampered with a number of challenges among which are:

- 7.8.1 School expansion and construction of schools have not yet fully met the school enrolment demands.
- 7.8.2 Interruption of teaching and learning time of school operations and the use of double shift very much reduce learning time and affect curriculum delivery.
- 7.8.3 Insufficient number of school inspectors to serve the growing number of schools and teachers.
- 7.8.4 Low capability of some of inspectors on the role and technical knowhow of inspection and advice.
- 7.8.5 Regional and district education offices lack necessary facilities and competent personnel to plan quality improvement strategies of their schools.

- 7.8.6 There is no clear link among regional and district education offices, TCs and TTCs on educational programmes and development taking place within the same zone or districts.
- 7.8.7 Lack of allocation of funds to regional, districts and TCs disables the efficiency of these institutions.
- 7.8.8 Large proportion of MoEVTs' budget allocation is spent on salaries and other charges. Only a small amount is spend on development budget which is not sufficient to meet the growing quality improvement demands.
- 7.8.9 Lack of learning facilities especially libraries and laboratories in schools inhibit efforts to improve reading skills of students and activity-oriented teaching and learning.
- 7.8.10 Unsatisfactory utilisation of ICT facilities in teaching and learning.
- 7.8.11 Inconsistence monitoring and evaluation of established education programmes.

7.9 Recommendations

Based on the above challenges the following are recommended so as to improve the situation.

- 7.9.1 Allocation of adequate funds for construction, rehabilitation and maintenance of classrooms and toilets as well as improvement of sanitation facilities in schools so as to meet the growing enrolment of learners and make learning environment conducive.
- 7.9.2 Allocation of trained maintenance officer in each school or at least in each TC so as to ensure regular maintenance of schools.
- 7.9.3 Ensure adequate distribution of ICT facilities across schools so as enhance learning to ensure quality improvement.
- 7.9.4 Strengthen inclusive education so as to ensure every child is accommodated in learning according to his/her pace.
- 7.9.5 Deployment of enough and qualified inspectors so as to increase the frequency of school visits.
- 7.9.6 Encourage girl students to take Sciences and Mathematics so as to improve their participation and performance.

- 7.9.7 Enhance coordination between the Office of Chief Inspector of Schools, TCs, District Education Officers, School Management Committees and respective departments that work in the area of quality assurance.
- 7.9.8 MoEVT develops strategies to ensure consistent monitoring and evaluation of education programmes taking place in the Ministry.
- 7.9.9 MoEVT in collaboration with the Ministry responsible for Regional Administration to work together to ensure that regional and district education offices effectively functioning by allocating enough financial resources and manpower.

The EFA Assessment and Looking Beyond 2015

After completion of the EFA End of Decade Assessment, the report was disseminated and distributed to higher level stakeholders including higher levels ministry officials and education development partners. The purpose is to ensure that everyone is aware of the assessment results which show achievement and progress so far, challenges, recommendations and priority action points. This is to the expectation that the assessment report will remain a focus to the future development and progress of education in Zanzibar and will not be a by-gone story to be forgotten.

The assessment process was undertaken in a systematic way by making use of various experts and officials from the Government Ministries and Departments. The process was seen as a capacity building exercise to ensure all members of the technical working group that was formed to conduct the assessment were fully aware of conducting evidence based assessment. The assessment relied on quantitative and official data. There were other information from existing studies and reports and also some qualitative data were also used in preparing the report.

The assessment is supposed to provide a direction to the areas that need to be given foremost priority to be implemented by all education stakeholders. Last but not the least, the assessment report highlighted all education areas that needs close monitoring and areas to focus from policy perspectives. It has also identified education areas that need further research so as to come out with strategies for improvement. Access, equity and quality should be in the action plans of top level management, heads of departments, divisions, sections and units of the Ministry of Education and Vocational Training Zanzibar.

The Zanzibar Education for All Priority Action Points

To realize EFA beyond 2015 the Revolutionary Government of Zanzibar shall concentrate on the following priority action points.

1. Strengthening Early Childhood, Care and Education.

- Increase immunization coverage for children under five years.
- Establishment of Early Childhood Institution(s).
- Increase enrolment at pre-primary level.
- Revive school feeding system especially at lower levels of education.
- Increase pre-school enrolment for children with special needs.

2. Infrastructure Development.

- Develop systematic rehabilitation and maintenance of schools.
- Improve and expand school infrastructure to accommodate the ever increasing school population in order to reduce class size.

3. Teacher Development, Management and Professionalization.

- Ensure teacher recruitment on demand, equitable deployment, remuneration, retention and performance monitoring.
- Training and continuous professional development.
- Improve and strengthen teacher support mechanisms.

4. School Leadership, Management and Governance.

- Induction training and continuous professional development for school heads.

5. Literacy and Life Long Learning.

- Develop national policy.
- Promote literacy and integrate lifelong learning.

6. Skills Development.

- Strengthening vocational skills centres.
- Expand and strengthen technical education.

7. Governance and Accountability.

- Enhance at all levels governance and accountability measures for all education interventions.

8. Resource Mobilization, Allocation, Management and Utilization.

- Mobilize and allocate enough resources to all education intervention programmes in particular ECD, basic education, adult literacy and continuing education, and technical and vocational training.
- Ensure effective utilization of resources for sustainability.

9. Quality Improvement

- Accelerate the establishment of autonomous inspection body.
- Strengthen Zanzibar Examination Council for quality examinations, monitoring and assessment.
- Establish monitoring and control body for teacher entrance in teacher training institutions.
- Establish body to monitor and support private schools.
- Ensure learning process meet the learning targets set.
- Strengthen the use of ICT in education in learning and assessment.
- Strengthen life skills education and improve school learning environment to make them friendly to learners.

10. Monitoring and Evaluation

- Strengthening EMIS.
- Timely evaluation of education programmes.
- Ensure learning time is adhered to.

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